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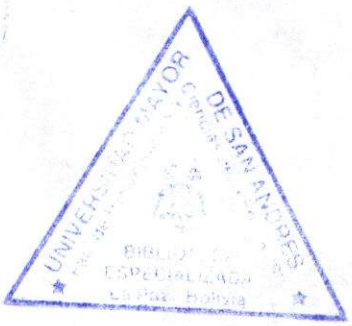
CARRERA LINGÜÍSTICA E IDIOMAS



GUIDED WORK

"IMPROVING READING COMPREHESION IN ENGLISH THROUGH READING ACTIVITIES AT COLEGIO DE INGENIEROS ELECTRICISTAS Y ELECTRÓNICOS DE LA PAZ"

APPLICANT: MIGUEL ANGEL LAURA VILLCA

TUTOR: LIC. PATRICIA GUZMÁN PÉREZ

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2013

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Trabajo dirigido:

IMPROVING READING COMPREHENSION IN ENGLISH THROUGH READING ACTIVITIES AT COLEGIO DE INGENIEROS ELECTRICISTAS Y ELECTRÓNICOS DE LA PAZ

Presentado por: Univ. Miguel Angel Laura Villca

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Directora Carrera de Lingüística e Idiomas: Lic. ~~María Virginia Coronado Conde~~

Tutor: Lic. Patricia Guzmán Pérez

Tribunal: Mg. Sc. Germán Velásquez Flores

Tribunal: Lic. Suzel Cariaga de Alvarez

ABSTRACT

The following guided work is a humble contribution to the teaching and learning process of English, particularly in the area of reading comprehension by showing a fun an enjoyable way to do it by means of reading activities in the classroom. Reading is also necessary to know the answers to a particular question or issue for which someone reads. To satisfy one's thirst for knowledge, reading books is necessary, and most of the books are in English. This is also an age of Internet, and it is the best and swiftest means of getting information and being acquainted with the world. As the language of Internet is English, a fair level of reading skill in English is necessary to use or surf Internet.

Hence, this work is divided in five chapters:

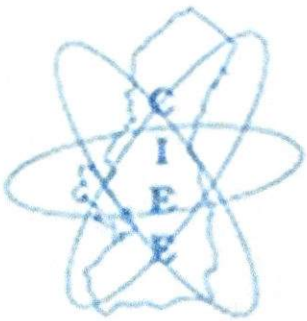
The first chapter contains the description of the context, institution needs, and aims, justification, and objectives where we show the importance of this project.

The second chapter shows the Theoretical Framework that is the result of theories, concepts, techniques, and methods that the investigator requires in order to describe and explain the work.

The third chapter is the diagnosis section that helps us to have the bases to start the guided work.

The proposal of this project is developed in fourth chapter. It reflects, after a brief introduction, the objectives, contents, justification, and the procedure of the proposal. It also composes the evaluation of English course.

At the end of the work we show the conclusion achieved along the process of this guided work and the recommendations for futures studies. You can find samples of different reading activities carried out as well as data that support our work focused in reading comprehension.



ACKNOWLEDGMENTS

I want to express my sincere acknowledgments to my tutor Lic. Patricia Guzmán Perez for her constant support, help and patience during this project development.

I am specially grateful to Lic. Wilma Flores Cuentas, another important person who contributed to this work.

In addition my recognition to Colegio de Ingenieros Electricistas y Electronicos de La Paz and the staff that work there. My special thanks also to Ing. Reynaldo Castañón Gomez, Ing. Jorge Gutiérrez Tejerina, Ing. Antonio Ticona Mamani, Ing. Silvia Villalobos, Ing, Carlos Valda Claros, and Ing. Jaime M. Jiménez Alvarez, they opened the CIEELPZ's doors, offering me his wide collaboration to execute this work.

And finally I would like to express my gratitude to the Mother Earth and the Father Sun.

¡Thanks!

DEDICATION:

I would like to dedicate this guided work to my family, especially to my mother,

and

The **UNDERGROUND METAL** *for open my mind to the other side.*

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CHAPTER I – DIAGNOSTIC SECTION

1.1 INTRODUCTION

The following report shows the development of the project "Improving reading comprehension in English through reading activities", which was carried out during the year 2011 at Colegio de Ingenieros Electricistas y Electrónicos de La Paz. (CIEELPZ) This project started in February 2011 and it finishes in November of the same year. The project started with a questionnaire that showed that students want to learn English for different reasons because they want to get a good job, want to read and translate texts; they want to travel abroad others simply like it. In relation to the level or knowledge of English, their answers were that they do not know English much but they want to learn it and try to read English texts.

Reading is, therefore, a very important English language skill that we need in this present competitive world. Reading is also necessary to know the answers to a particular question or issue for which someone reads. To satisfy one's thirst for knowledge, reading books is necessary, and most of the books are in English. This is also an age of Internet, and it is the best and swiftest means of getting information and being acquainted with the world. As the language of Internet is English, a fair level of reading skill in English is necessary to use or surf Internet.

"Reading constitutes a medium through which the modern man can develop and reinforce knowledge, learn and understand the world better, the social human relations, human being, enrich his experiences, discover different perspectives and probably achieve human personality. Reading is an essential instrument that gives the modern man the opportunity to acquire information from all the human fields of knowledge and to keep him update with the world of reading". (Flores 1996)[1]

In this report you will see a complete description of the project, as well as the different techniques and strategies used to carry it out.

[1] Flores Cuentas Wilma, 1996 "Reading strategies in Spanish and English a comparative study" p.1

1.2 INSTITUTIONAL DIAGNOSE

It is important to describe the place in which the research was developed, in order to understand the context in which the project was applied.

The **Colegio de Ingenieros Electricistas y Electrónicos de La Paz** is a private institution, non-profitable organization, independent from any religion, politics and race, properly recognized by the **Sociedad de Ingenieros de Bolivia** and supported by the law N° 1449, and represents the Electrical and Electronic engineers from La Paz - Bolivia. In consequence, its activities are oriented to approval circuit diagrams, inspection and expert work of the same field[2].

Vision of the institution

The vision of the institution is to dignify the profession and take the legal defense of electrical and electronic engineers, in the framework of the Law No. 1449 and to promote and encourage the scientific development of the electrical and electronics engineering.

Mission of the institution

The mission is to promote the study and research of electricity and electronics and to promote and to organize social actions utility for its partners.

For this reason the Colegio de Ingenieros Electricistas y Electrónicos de La Paz is promoting a plan which seeks to intensify the learning of the English, being the main objective that their members and university students have better opportunities in an extended world-wide.

Initially, we visited the institution and we could observe that they worked with texts written in English, they used the Internet to search information but this information

[2] http://www.ciee.com.bo/intro

frequently is written in English. Also, we saw that they do not have a good knowledge of English.

The professionals of Engineering and students who have knowledge of language will have more possibilities to find a good job, to get a better salary, to surf on Internet, to communicate with people from other countries and cultures, among other benefits.

For more details we developed a SWOT analysis. "It can use to identify and analyze the Strengths and Weaknesses of an organization, as well as the Opportunities and Threats revealed by the information you have gathered on the external environment" [3].

Strengths		**Weaknesses**		
- Infrastructure for classes. - Availability of an English classroom. - Students study engineering electricity. - Time availability. - Students know some vocabulary in English about electricity field.	**S**	- Limited time availability. - Classrooms not upgraded for English classes. - Students do not know the English language well. - Students need much more vocabulary in the electricity field and general English.	**W**	**Internal factors**
Opportunities		**Threats**		
- To implement reading activities. - To teach English as a foreign language. - To improve reading comprehension. - To teach reading strategies. - Equipment for listening. - Textbook about general English. - Readings about electricity.	**O**	- Non-renewal of the inter-institutional agreement. - No other English level courses. - No books for English for Specific Purposes. - No visual equipment. - No laboratory of English.	**T**	**External factors**
Positive		**Negative**		

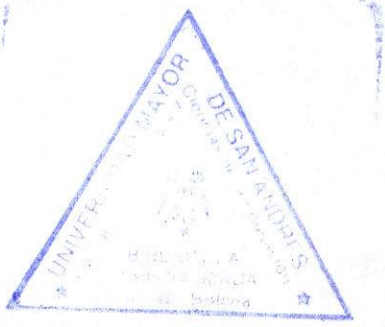
[3] http://www.erc.msh.org *"The Guide to Managing for Quality"* Copyright 1998 MSH and UNICEF Management Sciences for Health and the United Nations Children's Fund.

1.3 REQUIREMENTS OF THE INSTITUTION

According to the agreement and questionnaire's analysis, the main requirement is to know the English language. Hence, the present research tries to give English language learners the opportunity to improve their reading skill through reading activities. The Colegio de Ingenieros Electricistas y Electrónicos de La Paz opens its doors to teach English language trying to reach the following requirements:

- To use vocabulary according to the students' level (Beginning level).
- To use vocabulary according to the students' study' field, that is "Electricity".
- To read and to write in English taking into account basic grammar rules.
- To establish a conversation.
- To describe orally some easy activities, objects and places around them.

Taking into account the institutional requirements mentioned above, we implemented a General English Course and developed Reading activities to be used at the end of each unit.



1.4 OBJECTIVES

1.4.1 General Objective

- To help students improve their English reading comprehension through reading activities and to determine how these reading activities motivate students to use the target language at Colegio de Ingenieros Electricistas y Electrónicos de La Paz.

1.4.2 Specific Objectives

- To develop students' ability to use English accurately, appropriately, effectively and easily.
- To develop reading activities based on a scheme of three phases.

- To develop students' ability to read and understand texts in English on different subjects and topics with minimal help from teachers.
- To design and adapt motivating materials and activities to be used during the development of the course.

1.5 JUSTIFICATION

English is conceived as a linguistic and cultural tool for communication which allows the learner to complement his/her whole education. His/her knowledge of English contributes to the social, economic and technological development. The large number of individuals who speak English either as their second or foreign language justifies the fact that English is considered a lingua franca. Likewise, within the scientific, technological and humanistic spheres, English is a fundamental linguistic tool.

In general, the universal language on the Internet is the English language and many books, newspapers, airports, technology, sports, music and advertising have English as the most useful language.

Social relevance

The main contribution of this guided work is the enrichment of English learning as a foreign language in beginning level students from "Colegio de Ingenieros Electricistas y Electrónicos de La Paz" through reading activities, that is optional in the development of English lessons, because it is a valuable opportunity to motivate students and arise interest for this subject.

Theoretical value

Another important justification of this guided work has to see with the theory behind the proposal. Significant concepts related to reading comprehension were reviewed, adapted, summarized and applied. For example, concepts like reading techniques helped students to learn English focused on reading comprehension and get the meaning of the text as well as techniques that facilitate the understanding and assimilation.

Practical utility

Finally, this guided work not only is going to improve reading comprehension and to teach English language also it is going to stimulate and to motive students to use the target language and the reading habit. The students who use reading activities based on a scheme of three phases and reading techniques in learning English; manifest considerable improvement reading comprehension, written expression and vocabulary development.

1.6 DELIMITATION

1.6.1 Time delimitation

- This guided work began on February 2011 and was done there for about ten months. Therefore, we finished it on November 2011.

1.6.2 Place delimitation

- The present guided work was developed at Colegio de Ingenieros Electricistas y Electrónicos de La Paz.

1.7 WORK PLAN AND PROGRAM

Description

We proposed a course where students learned English as a foreign language at a beginning level, this course was basically prepared for students who wished to use with efficiency English in order to succeed in their studies, and in all aspects of their lives.

Subject	Time	Number of units	Hours per week	Total hours	Outcomes
English I	**Group A**: Feb – Jul **Group B**: Apr - Oct	12 units	12 hours per week	432 hours approx. Not counting the hours of preparation for each session.	Ss were able to establish a conversation. See more in Appendix F.

Likewise, as part of the English course, we proposed reading activities to improve reading comprehension.

Subject	Time	Number of readings	Hours	Total hours	Outcomes
Readings	**Group A**: Feb – Jul **Group B**: Apr - Oct	14 passages	One and a half hour.	21 hours approx. Not counting the hours of preparation for each reading.	Ss were able to manage some vocabulary about electricity. To read and to write taking into account basic grammar rules.

General objective

To provide student's ability to communicate in English as a foreign language at beginning level in the four skills, reading, listening, speaking and writing.

Proposal objective

This proposal intends to provide activities for pre-reading, while reading and post reading to improve reading comprehension. Each activity is supported by the theory we reviewed in the theoretical framework.

Contents

The Contents and Competencies of the English course are described in Appendix F.

Reading passages were developed as follows:

N°	SUBJECT	TOPIC	READING ACTIVITY (STRATEGY)
1	**Non-renewable Energy Resources**	Energy Use	Taking notes.
2		Fossil Fuels: Coal	Getting the idea quickly, choose the correct answers.
3		Fossil Fuels: Petroleum and Natural Gas	Scanning, using clues, complete the puzzle.
4		Uranium	Skimming, completing a map, getting the idea quickly true/false.
5	**Alternative Energy Sources**	Renewable Energy Sources	Getting the idea quickly, scanning, choose the correct answers, draw a map.
6		Water Power	Getting the idea quickly, scanning, choose the correct answers, make questions.
7		Wind Power	Skimming, scanning, and getting the idea quickly.
8		Solar Energy	Getting the idea quickly, using clues, skimming, complete a diagram.
9		Geothermal Energy	Skimming, getting the idea quickly true/false, and making a conceptual map.
10	**Environmental Problems and Solutions**	Acid Rain, Toxic Wastes and Nuclear Waste Disposal	Getting the idea quickly, scanning, and taking notes.
11		Conserving the Non-renewable	Getting the idea quickly, scanning, taking notes, summarizing.
12	**SUMMARY**	REVIEW	Getting the idea quickly, choose the correct answers.
13	**Using Topographic Maps Modern Methods of Mapmaking**	Remote Sensing	Getting the idea quickly, taking notes, scanning.
14		Computer Imaging	Getting the idea quickly, skimming, choose the correct answers.

Resources

The textbooks to be used are: In Contact 1 (Text book) and In Contact 1 (Workbook). It will also be used supplementary material such as newspapers, photos, magazines, tapes, games, cards, and grammar exercises extracted from different books, as well as, the book "Earth Science", this book helped us to develop reading activities, because it is about science and concerning to electricity field.

Methodology

Taking into account that the main objective is to read text written in English and to acquire the skills needed to learn a language such as speaking, listening and writing. Our methodology emphasizes these aspects of the language and the most important aspect is reading so.

Class sessions included both theory and practice. The methodology that we proposed for the course emphasize on a group work, oral presentation, readings, brainstorming, short discussions, etc.

Evaluation

We evaluated the English course in three ways; formative, summative and portfolio evaluation. The Summative evaluation comprises 3 written tests that students take during course.

	Group A	**Group B**
1st term test	March 31, 2011	Jun 30, 2011
2nd mid-term test	May 26, 2011	August 29, 2011
Final term test	July 28, 2011	October 13, 2011

The portfolios in the proposal are the readings. Students collect and complete the readings and their effort has a value as a part of summative evaluation.

Chronogram

Activities	Feb.	Mar.	Apr.	May	Jun	July	Aug.	Sept.	Oct.
Unit 1 – 2	**Group A**		**Group B**						
1st reading	G - A		G - B						
2nd reading	G - A			Group B					
Unit 3 – 4		**Group A**			**Group B**				
3rd reading		G - A			G - B				
4th reading		G - A			G - B				
1st term test		**Group A**			**Group B**				
Unit 5 – 6			**Group A**			**Group B**			
5th reading			G - A			G - B			
6th reading			G - A			G - B			
Unit 7 – 8				**Group A**			**Group B**		
7th reading				G - A			G - B		
8th reading				G - A			G - B		
2nd mid-term test				**Group A**			**Group B**		
Unit 9 – 10					**Group A**			**Group B**	
9th reading					G - A		G - B		
10th reading					G - A			G - B	
11th reading					G - A			G - B	
Unit 11 – 12						**Group A**			**Group B**
12th reading						G - A		G - B	
13th reading						G - A			G - B
14th reading						G - A			G - B
Final term test						**Group A**			**Group B**

Bibliography

- Charles Raht & Barbara R. Denman (2000) "Scott Foresman English - In Contact 1", Second Edition "Longman" New York, USA.
- Molinsky J. Steven, Bill Bliss (1994) "Word by word picture dictionary" Prentice Hall Regents. USA.
- Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, Heath. USA.

CHAPTER II – THEORETICAL FRAMEWORK

The importance of this theoretical framework is to find out about the most relevant aspects of reading. It will also show the relationship existing between reading and learning a foreign language under the basis of Communicative Approach. The institution showed us some problems related to reading comprehension and we proposed the necessity to improve their knowledge about English language and reading comprehension.

Communicative Approach gives students the opportunity to use the vocabulary learned in a communicative way. We considered Communicative Approach important to use in their learning process because it uses real-life situations, it means, that the teacher sets up a situation where the students feel comfortable and familiar with the topic, where the exercises vary according to students' reactions and responses.

2.1 DEFINITION OF THE COMMUNICATIVE APPROACH

We have seen some abilities and techniques that students need to develop in order to succeed in the reading process. Furthermore, if these are applied under the Communicative Approach students will be able to interact with the writer, in other words, the reader will try to understand the writer's intentions and the writer will write with the reader's perspective in mind. (Larsen-Freeman, 1986)[4]

The Communicative Approach "involves being able to use the language appropriate to a given social context. To do this, students need knowledge of the linguistic forms, meanings, and functions." (Larsen-Freeman, 1986)[5]

The Communicative Approach is based on the idea that the goal of language acquisition is communicative competence, that is, the ability to use the language correctly and appropriately to accomplish communications goals. This approach does not look for the

[4] Larsen-Freeman, Diane "Techniques and principles in language teaching" p. 121-136
[5] Larsen-Freeman, Diane "Techniques and principles in language teaching" p. 164

students to use the language exactly as native speakers do but to get students to communicate competently. (NCLRC, 2004)[6]

Central to the communicative approach is the perception that language is not just a system of rules, but also "a dynamic source for the creation of meaning" (Nunan, 1989). Communicative Language Teaching tends to place more importance on the needs of learners as they actually use the language than on the abstracted study of the language itself.

Communicative Approach in our classes was interesting, because students wanted to name in English the objects that were inside and outside the class and this encouraged us to prepare activities and materials to satisfy the students' needs, such as vocabulary, short stories, pictures, newspapers, magazines and names printed on it, also we used body language.

The Communicative Approach was also applied in each reading activity with the aim to communicate not only from teacher to students, but also students to students. Working in groups was a very important way to cooperate and communicate among themselves.

2.2 COMPETENCE AREAS IN THE COMMUNICATIVE APPROACH

The Communicative Approach comprises four competence areas: linguistic, sociolinguistic, discourse, and strategic.

Linguistic competence means "to know how to use the grammar, syntax, and vocabulary of a language." (NCLRC, 2004)[7]

Sociolinguistic competence means "to know how to use and respond to language appropriately, given the setting, the topic, and relationships among the people communicating." (NCLRC, 2004)[8]

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[6] www.nclrc.com/essentials/goalsmethods/goalsmethods.pdf
[7], [8] http://www.nclrc.com/essentials/goalsmethods/communicative_competence.htm

Discourse competence means "to know how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole." (NCLRC, 2004)[9]

Strategic competence means "to know how to recognize and repair communication breakdown, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context." (NCLRC, 2004)[10]

We took into account these competences in our class sessions in order to improve the teaching and learning process. Also we applied these competences areas to develop our reading activities and at the moment when we applied these activities too.

2.3 DEFINITION OF READING

Reading is defined as "A process whereby one looks at and understands what has been written" (Williams, 1984) [11]. Another definition is "A complex system of deriving meaning from print that requires certain abilities" (National Institute for Literacy of United States, 2004)[12].

There are three definitions of reading. According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it. (Foertsch, 1998)[13]

"Reading is an active process. The students work with the text in order to create meaningful discourse"[14] (Silberstain, 1994)

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[9], [10] http://www.nclrc.com/essentials/goalsmethods/communicative_competence.htm

[11] Eddie Williams (1984) "Reading in the language classroom" p. 2
[12] http://www.nifl.gov (2004)
[13] http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li7lk1.htm
[14] Sandra Silberstein (1994) "Techniques and Resources in Teaching Reading"

According to Grabe (1997) [15] reading is an interaction between reader and text. Grabe claims that reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. As it is stated, reading requires a rich background, and also some ability to comprehend the texts. On the other hand Rebecca & Sadow (1985) claim that reading is related to language and it requires being efficient in L2.

Also other writers agree on that good readers have to do some other jobs in order to comprehend a text: they should connect new text with past experiences –they mean background knowledge-, interpret, evaluate, synthesize, and consider alternative interpretations (Pressley & Afflerbach, 1995)[16].

Reading is one of the important skills of a foreign language that is aimed to be taught to students in EFL courses. Also it is not an easy course to comprehend by language students because reading is a complex process.

Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. In the proposal, firstly we needed to know; what is reading? What does involve reading? How did students pronounce the words? If students were able to identify words' meaning, what is the process between reader and the text? and if students comprehend the readings.

2.3.1 Schema Theory

A schema is a cognitive framework that is comprised of a number of organized ideas. Schemata are theorized to be abstract knowledge structures, or models, that may be used in the solving of problems by individuals. Schema theory assumes that such knowledge structures are stored in an individual's memory. Schema theory posits, thus, that an

[15] Grabe, W (1997) "Reading in a second language" p. 49-59
[16] Pressley, M. & Afflerbach, P. (1995) "Verbal Protocols of Reading: the Nature of Constructively Responsive Reading" http://www.readingonline.org/articles/handbook/pressley

individual solves a problem through the application of knowledge models that are stored in that individual's memory.

Applying the schema theory in this reading research has emphasized both "(a) the constructive nature of comprehension, and (b) the crucial role of the reader's prior knowledge in that construction" (Sadoski, Paivio, and Goetz, 1991, p. 465)[17]. Generally, there are three major types of schemata, namely, linguistic schemata, formal schemata and content schemata, which are closely related to reading comprehension.

2.3.2 Content schemata and reading comprehension

Content schemata refer to the background knowledge of the content area of a text, or the topic a text talks about. They include topic familiarity, cultural knowledge and previous experience with a field. Content schemata deal with the knowledge relative to the content domain of the text, which is the key to the understanding of texts.

Since one language is not only the simple combination of vocabulary, sentence structure and grammar but also the bearer of different levels of the language's culture. To some extent, content schemata can make up for the lack of language schemata, and thus help learners understand texts by predicting, choosing information and removing ambiguities.

We chose content schemata because the reading passages were about electricity field and students have knowledge about this field. On the whole, the familiarity of the topic has a direct influence on readers' comprehension. The more the reader knows about the topic, the more easily and quickly he gets the information of the text. Therefore, if one wants to be an efficient reader, he needs to try to know the knowledge about other fields and topics. Learners with prior knowledge can better comprehend and remember the text.

[17] Sadoski, M., Paivio, A., & Goetz, E.T. (1991) "A critique of schema theory in reading and a dual coding alternative" p. 465

2.3.3 Background knowledge

As it was mentioned before, one of the most important requirements for reading is the background knowledge you bring to it. Cunningham and Allington (1994) argued that background knowledge is a crucial component of reading comprehension. They cited research (Pearson and Fielding, 1991) that demonstrated that the amount of prior knowledge a reader has can be a very strong determinant of how much he or she will be able to understand of the text he or she is reading. Research by Pressley et al (1990) [18] supports this finding, as they found that readers who had a well-developed knowledge base are more likely to have a strong ability to recall relevant information. Background knowledge helps students to interpret reading materials in an individual way. Thus, it is important that teachers to teach students how to use their own background knowledge as a strategy for comprehending text. Closely connected to the idea of constructing meaning and using background knowledge is the related strategy of mental imagery (Pressley, 1990) or, 'making mental pictures', which has been considered a strategy on its own by many theorists. A student with strong background knowledge will have a better ability to understand and picture what the author is attempting to portray in the text. As Pressley et al (1990) argued, the ability to construct mental images has been demonstrated to improve children's memory for literature. Thus, it can be argued that a strong prior knowledge base is a very powerful influence on how well a reader will comprehend text.

For example imagine trying to read a text about chemistry without having previous high school course. Even if some of the symbols and English words were recognizable, without prior knowledge, none of them would make sense. If they are reading for information, in order to gain a strong understanding, it is crucial that they have some prior knowledge to figure it out. Our students need to use background knowledge to form a picture in their minds. Further, they actually need to be able to see what is happening in a story.

[18] Pressley, M., Brown, R., El-Dinary, P., & Afflerbach, P. (1990). The comprehension instruction that students need: Instruction fostering constructively responsive reading. Learning Disabilities Research & Practice, 10(4), 215-224.

2.4 READING COMPREHENSION

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. Duke and Pearson (1996)[19]

Readers who have strong comprehension are able to draw conclusions about what they read – what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to give some insights about the writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading lead the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at an expensive restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens[20].

Reading research shows that good readers:

- Read extensively
- Integrate information in the text with existing knowledge

[19] Duke, N.K. and Pearson, P.D. "Effective Practices for Developing Reading Comprehension" pp. 1-24.
[20] Heidi Byrnes (1998) "Reading in the beginning and intermediate college foreign language class" in Modules for the professional preparation of teaching assistants in foreign languages (Grace Stovall Burkart, ed.; Washington, DC: Center for Applied Linguistics, 1998)

- Have a flexible reading style, depending on what they are reading
- Are motivated
- Rely on different skills interacting: perceptual processing, phonemic processing, recall
- Read for a purpose; reading serves a function

Comprehension is the understanding and interpretation of what is read. According to these criteria we tried to get tools (reading strategies) to our students in order to improve their reading comprehension. Students will be able to understand written material, make corrections between what they read and their previous knowledge and finally bring them sufficient vocabulary related to the electricity field.

2.5 KNOWLEDGE AND ABILITIES

Most of the time we tend to think that reading is a passive process but according to Thorndike (cited in Venezky, 1984) reading is an active process related to the problem solving. According to the Psycholinguistic perspective developed by Goodman and Smith efficient readers develop predictions about the content of a text (experience and knowledge help with this process), and efficient readers also read rapidly to confirm or refute what they have predicted.

Reading is not a simple process; students need to have some knowledge and abilities in order to develop this skill in a successful way. Several researches agree that students should have certain knowledge and abilities to foster the process of reading: (NIFL, 2004)[21] (Williams, 1984)[22]

- To understand how phonemes (set of smallest distinctive speech sounds that distinguish one word from another) are connected to print. This characteristic will help the students to recognize words in a written text. (NIFL, 2004) (Williams, 1984)

[21] http://www.nifl.gov (2004)
[22] Eddie Williams (1984) "Reading in the language classroom"

- To decode unfamiliar words. This ability is related to inference where the students use their previous knowledge with the information given in a text to predict the meaning of a word that they have not seen before. (NIFL, 2004) (Williams, 1984)
- Knowledge of the language. Students should know the rules of grammar in order to make easier the process of reading. (NIFL, 2004) (Williams, 1984)
- Sufficient background information and vocabulary to foster reading comprehension. (NIFL, 2004)
- Sufficient knowledge and experience of the world. This will mainly help the development of reading comprehension. (Williams, 1984)
- To develop motivations and reasons to read. If students are motivated through texts of their interest they will comprehend faster and besides they will enjoy learning the target language. (NIFL, 2004)

Reading comprehension will be successfully achieved when students are able to recognize which skills to use according to the text. Students should also be able to identify relevant and non-relevant information, as well as, to tolerate less than word by word comprehension. (Williams, 1984) (NCLRC, 2004)

We must help our students develop these strategies, which will lead them to a more effective reading. Let us review more deeply which these strategies are.

- **Previewing**, which consists in reviewing titles, sections headings, and photo captions to get a sense of the structure and content of a reading selection. (NCLRC, 2004)[23]
- **Predicting**, which consists in using knowledge of the topic to make predictions about content, vocabulary, and type of text. (NCLRC, 2004) (ENGLISH CHANNEL, 1999)
- **Skimming**, which is to read quickly without pausing to study the details. This is used to identify what kind of text is being read, what the author's purpose is, and the general content of a text. (NCLRC, 2004) (Williams, 1984)[24]

[23] http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li7lk1.htm
[24] Eddie Williams (1984) "Reading in the language classroom" p. 96-97

- **Scanning**, this means to read the text in more detail, more slowly and carefully, and looking for specific information. (NCLRC, 2004) (Williams, 1984)[25]
- **Inferring from context**, here the student uses previous knowledge of the subject as clues to the meaning of unknown words, instead of looking them up. (Keene & Zimmerman, 1997) (NCLRC, 2004)
- **Paraphrasing**, to stop at the end of a section to check comprehension by restating the information and ideas in the text. (NCLRC, 2004)
- **Cohesion** "can be thought of as the grammatical and lexical links that link one part of a text to another. This includes use of synonyms, lexical sets, pronouns, verb tenses, time references, etc." (University Of Cambridge)[26]
- **Coherence** "can be thought of as how meanings and sequences of ideas relate to each other." (University Of Cambridge)

Some strategies are related to bottom-up procedures, and others enhance the top-down processes. But more recent research on teaching reading has shown that a combination of top-down and bottom-up processing, or what has come to be called interactive reading in almost always a primary ingredient in successful teaching methodology because both processes are important.

Reading is an activity with a purpose either for getting information or for enhancing knowledge of the language, which is being read. Reading is also an interactive process between the reader and the text, which eventually results in comprehension. The reader uses knowledge, skills, and strategies to determine what the meaning is. The purpose for reading and the type of text determine the specific knowledge, and skills that students need to apply to achieve comprehension.

[25] Eddie Williams (1984) "Reading in the language classroom" p. 107
[26] http://www.cambridgeesol.org (2004) University of Cambridge

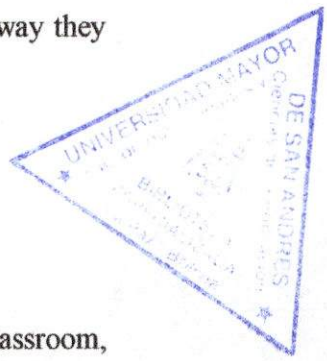
2.6 OBJECTIVES IN READING

The process of reading should be orientated to the achievements of reading comprehensively and according to a purpose; using language and contents in order to keep on learning.

Students should be able to identify the main idea of a text as well as the way it has been written. It is also important that they identify the aim of the text. These features will lead students to a more comprehensively reading, since they will know what the text has been written for and what they will be able to get from it.

Students should be flexible according to their reasons for reading. They will probably be given texts for different purposes either for specific information or for general information. To do so, they have to develop and to use different abilities and techniques. Here we have skimming, scanning, intensive reading (requires the student's concentration throughout the text), and extensive reading (requires that the student understands the text as a whole).

We must get our students familiar with these abilities and techniques, in this way they will be able to develop the process of reading faster. (Williams, 1984)



2.7 CLASSROOM PROCEDURES FOR TEACHING READING

Williams (1996) has suggested that for effective teaching of reading in the classroom, the lesson should be divided into three consecutive phases. They are pre-reading, while-reading and post-reading phases.

2.7.1 Pre-reading

Pre-reading stage is important because it can 'whet' the students' appetites to read. Greenwood[27] (1998: 15) states that it can provide a "*need* to read to complete an activity

[27] Greenwood, J. 1998. Class Readers, p.15

or confirm an idea; and it can persuade the students that as far as perception or hypothesis is concerned there are no right or wrong answers, only different ones."

In pre-reading stage, teacher should carefully design the activities that prepare the students mentally to accept what he/she is going to teach in the next stage. Urquhart and Weir (1998: 184)[28] have suggested some pre-reading activities.

They are:

1. thinking about the title
2. checking the edition and date of publications
3. reading appendices quickly
4. reading indices quickly
5. reading the abstract carefully
6. reading the preface, the forward and the blurb carefully.

Aims of this phase, according to Williams (1996), are to introduce and arouse interest in the topic, to motivate learners by giving a reason for reading and to provide some language preparation for the text.

2.7.2 While-reading

In the while-reading phase, "Students must be taught how to read and respond to books." (Greenwood 1998: 59) During this phase students should be involved in activities which enable them to respond cognitively, emotionally and imaginatively to imaginative writing.

The teacher should conduct some useful activities in this phase for the better output from the students in the next stage. The activities in this stage should be designed according to the level and standard of the students. Shahidullah (1995-96)[29] has suggested some of the while-reading activities.

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[28] Candlin, C. 1984. *Preface*. In Alderson, J. C. and Urquhart, A. H. (ed.), p. 184

[29] Shahidullah, M. 1995-96. "Product and Process View of Reading and Their Pedagogical Implications". *Rajshahi University Studies*. Part-A. Vol. 23-24. pp. 209-230.

They are:

1. guessing meaning from context,
2. analysing sentences,
3. surveying text structure,
4. extracting specific information,
5. getting detailed information,
6. answering pre-set questions,
7. matching texts with picture, diagrams etc.,
8. guessing meaning of unfamiliar words.

The while-reading phase is significant. It is the most active stage among the three, because, proper activities in this phase, according to Williams (1996: 38), enable the students to understand the writer's purpose, to understand the text structure and to clarify text content.

2.7.3 Post-reading

Watson (1991)[30] states that anticipation should be practiced "in order to aid the readers' overall understanding, thus allowing the teacher to concentrate on new items of language." It also enables students to think about the content of the text, focus on the new items, relate them to their previous knowledge, discuss and prepare themselves for reading the expected text.

This stage is also important since this stage is supposed to evaluate and examine the output of and feedback from the students. In addition to that, post-reading phase enables the students, according to Williams (1996: 39), to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge, interest, experience or views.

[30] Watson C. R. J. "Classroom Discussion as a Prelude to Reading" p. 137

2.8 CHOOSING TEXTS

When teaching reading is very important to have very clear what kinds of texts we are going to work with. To do this, we have to have in mind which are the necessities of our students. If possible, we should use different kinds of texts because this will develop a variety of reading styles, it will also encourage reading for different purposes, and students will eventually familiarize with the features of different text types. (Williams, 1984) (Silberstein, 1994)

There are some tips that will help us choose the texts we should use in our classroom. These are[31]:

- It would be helpful if we determine strategies and skills that our students could already have in their mother tongue which could help them in the reading process. (Silberstein, 1994)
- Determine if our students require explicit instruction in different aspects of reading: skimming, scanning, inferring, etc. (Silberstein, 1994)
- Activities can be organized to reflect the kinds of abilities our students most need to practice. (Silberstein, 1994)

"Use texts that are Realistic in terms of the Students' Reading Needs and Abilities, and that are Authentic." (Silberstein, 1994)

Reading Needs. Texts should be consistent with the type of reading students will need to do in English. (Silberstein, 1994)

Students Abilities. Texts are more meaningful if they are somehow challenging, that is, they should demonstrate that students can accomplish something they might not have thought possible.

Authenticity. Reading text should be authentic in the sense that they are similar to the real world. (Silberstein, 1994)

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[31] Silberstein S. "Techniques and Resources in Teaching Reading" p. 161 - 185

There are different kinds of texts but this time we saw just three of them because they are more likely to be found in present instruct.

2.8.1 Integrated course books

Generally present schools use these kinds of texts. Students are given a text that contains several units divided into different units. These books contain activities to develop the four skills: speaking, listening, writing, and reading. (Williams, 1984)[32]

2.8.2 Authentic texts

It refers to any text that was not written specifically for language learning purposes. That is, it is a text written to say something to convey a message, and not only to exemplify language. The advantage of using this kind of material is that students have the opportunity to experience real instances of language use. (Williams, 1984)[33]

2.8.3 Simulated authentic texts

These are texts that imitate authentic material. These kinds of texts replace difficult words for those that the students may know, retell the text as a simple account, omit some parts of the text which may require a special knowledge of the world and not very important to the task, and reorganize the text so as to make its structure clearer. (Williams, 1984)

2.9 MOTIVATION IN READING ACTIVITIES

One of the most important learning determinants is motivation. If students are motivated, if they are interested in understanding what they are studying and in acquiring knowledge and abilities, they will be more concentrated in what they are doing, they will persist in searching solutions to the problems they may have, and they will also dedicate more time and effort than those who lack the appropriate motivation.

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[32], [33] Williams E. (1984) "Reading in the language classroom" p. 36-48

Those students who are not well-motivated do not believe that their effort will lead them anywhere, they take a long time to start working, they concentrate less and study in a superficial way, and they tend to persist less in their effort to solve and to overcome difficulties and problems. (Jesús Alonso Tapia, UAM)[34]

According to Eddie Williams[35] a good method of approaching the problem of learners lack of motivation is to look at the reading session in terms of three phases: pre-reading, while-reading, and post-reading. The goal of pre-reading is to arouse interest in the topic by drawing on the learners' knowledge of the world and on their opinions. It can also generate relevant vocabulary. It is carried out before the students have seen the text. The aim of while-reading is to help students understand the structure and content of the text and the writer's purpose. It may involve language work, and it may try to give the students a relevant reason to read. Post-reading is meant to help students consolidate and reflect upon what has been read.

It is important to help our students develop abilities to read effectively. In that way they will be eventually able to achieve the target language. Though, it is not an easy task. Nowadays students are not so interested in reading. Maybe the main reason for this is that they are not given the texts of their interest. So every time they have to read they feel they are being 'obliged' to do it and they do not really enjoy reading at all. It is fundamental to motivate students by asking them what kinds of topics they would like to read; it is probable that not all the students have the same tastes. However, it is also probable that they have similar ones as they share similar environments, and most of the time they have a great understanding as a class group that they end up enjoying almost the same topics. (Williams, 1984) (ERIC Clearinghouse, 1996)

There are many reasons why students do not feel motivated when reading. For instance, if one student has had a negative experience with reading he will certainly view reading as a process of getting the word right rather than an act of making sense of the material. Another reading problem for the students is lack of experiential background. When a text refers to things or concepts with which the students have no familiarity, they will not comprehend the material, and they will end up being discouraged.

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[34] Alonso Tapia J. (1997). "Motivar para el aprendizaje: Teoría y estrategias" p. 20-29
[35] Williams E. "Reading in the language classroom" P. 42-45

What students need is to be shown that the skills they need to succeed are within their understanding. They also need work that stimulates, their curiosity and that allows them to express their autonomy and originality. Of course, they also need work that allows them to interact with their peers. Maybe these are the first steps to motivate our students in the process of reading. (ERIC Clearinghouse, 1996)

According to these reasons why students do not feel motivated by reading, we searched and put in practice "the top ten principles" for teaching reading.

2.10 "TOP TEN PRINCIPLES' FOR TEACHING READING"

In order to make the teaching of EFL reading effective, it is important for teachers regularly "to take stock of their perception or the nature of the reading process itself, relevant reading activities, and appropriate classroom management." (Williams, 1986)

Williams has pointed out 10 principles and termed 'top ten principles'. They are important to evaluate the successful reading strategy. The principles are[36]:

1. *In the absence of interesting texts, very little is possible.* According to this, "Interest is vital, for it increases motivation, which in turn is a significant factor in the development of reading speed and fluency." It echoes Nuttall's (1996: 170) statement that "the text should interest the readers preferably enthrall and delight them."[37] The book should be interesting, first and foremost, to the learner, and then preferably to the teacher. Though it is difficult to know the interest level of the students, it is not impossible.

We took into account this first principle because we searched to motivate students with short reading but interesting according to their study field that is the electricity. Texts must be well within the learners' reading competence in the foreign language. In helping beginning readers we selected texts that are well within their reading comfort zone,

[36] Williams, R. (1986) "Top Ten – principles for teaching reading" p. 42-45.
[37] Nuttall, C. (1996). Teaching reading skills in a foreign language (2nd ed.). Oxford: Heinemann.

more than one or two unknown words per page might make the text too difficult for overall understanding.

2. *The primary activity of a reading lesson should be learners reading text.* It should be kept in mind while learning to read that the other activities listening, writing etc. should not be allowed to submerge the central activity, reading when reading as a single-skill is given emphasis. Though other activities are not unimportant, teachers should know well that "Learners learn to read by reading: there is no other way."

The success of reading depended largely by students' motivation, because students were able to read and they knew the purpose for which they wanted to read: books, magazine, newspaper and texts about electricity.

3. *Growth in language ability is an essential part of the development of reading ability.* Students may have sufficient strategies and schemata, but the most important thing about reading EFL and ESL is that students must have adequate vocabulary, the full understanding of the sentence pattern and 'rhetorical patternings' of the text. Without these kinds of knowledge, all their skills and strategies in the world 'will have little effect'.

The principles in the proposal about reading passages mean that students can select text as they do in their own language, they can choose the text that they know to understand to enjoy or to learn.

4. *Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading.* A psycholinguistic model of the reading process (e.g. Goodman: 1967) holds that the reader is actively engaged in striving to reconstruct the author's message... Reading is thus not only active but interactive process. This interactivity can best be fostered in a reading classroom in which pair work and group work are permitted because, through classroom procedures inter-learner discussion of the text and associated tasks required for the development of their reading skills can actively be generated. This essential interactivity also encourages learners to *make use* of what they have read. This can be done by requiring the completion of a diagrammatic representation of the text– matrix, flow chart, tree-diagram etc. Class room activities

can also help them by encouraging them to make use of what they have read by means of 'application' questions. Teachers should not forget that purposeful, audible interactivity of this nature replicates the interactivity which is characteristic of the efficient, individual, silent reader.

Taking into account this principle we developed different kinds of reading activities to motivate students. (See Appendix D)

5. *Teachers must learn to be quit: all too often, teachers interfere with and so impede their learners' reading development by being too dominant and by talking too much.* Although reading can and should be fostered by collaborative group work, in the final analysis it is an individual task just like swimming or playing the piano. So, teachers should act like guides under whom students will develop their individual reading skill.

A reader's interaction with a text derives from the purpose for reading. In extensive reading, the learner's goal is sufficient understanding to fulfill a particular reading purpose, for example, the obtaining of information, the enjoyment of a story, or the passing of time with reading activities.

6. *Exercise-types should, as far as possible, approximate to cognitive reality.* We need to identify the strategies, skills, and objectives during the process of real reading and help the learner to acquire them to make him/her a more efficient reader.

At the same time, we asked students to complete follow-up activities. The reasons for this are various: to find out what the student understood and experienced from the reading; to monitor students' attitudes toward reading; to keep track of what and how much students read; to make reading a shared experience.

7. *A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook.* Learners should give equal importance on both intensive and extensive readings. For every hour of intensive reading, a learner should be doing at least another hour of extensive reading. It does not matter very much what learners read in extensive reading if they feel like enjoying the text. To promote extensive reading effectively, a system of graded readers can be introduced.

Intensive reading involves a close examination. Intensive reading where reading is limited with further study of grammar and vocabulary. Extensive reading we want to develop the habit of reading. Extensive reading where students are on their own reading for their own pleasure.

8. *A reader contributes meaning to a text.* Reading is not simply a matter of taking out information, opinion, enjoyment etc. from a text; it involves contributing attitudes, experience, pre-knowledge etc. This natural characteristic of real reading must be encouraged and developed in teaching EFL reading. This can be done by including questions or tasks which require readers to combine what is in their heads with what is in the text.

Also we applied this principle when we were developing the reading activities.

9. *Progress in reading requires learners to use their ears, as well as their eyes.* Research suggests that the more accurate the reader's internal prosody, the greater the degree of comprehension. Audible reading as well as silent reading involves stress and intonation or prosody. So, learners should be encouraged to listen to texts such as tapes accompanying graded reading, specially recorded tapes, the teacher reading to the class, older learners reading to younger learners, and better readers reading to weaker readers in their group.

This principle was applied in all reading passages that we developed, because students read the words and we could help them in the pronunciation of the vocabulary.

10. *Using a text does not necessarily equal teaching reading.* A particular text is suitable for a particular purpose. So, to develop reading skills appropriate and suitable texts should be chosen for the learners, because, in a reading class reading skills and not language skills should be given priority. Thus learners will be able to develop their cognitive strategies which help them to reconstruct the author's original message. This gradual development will ultimately heighten their understanding power of meaning construction, and they can eventually employ this power outside the reading lesson without the assistance of the teacher.

In short, effective reading teachers are themselves readers, teaching by examples the attitudes and behaviors of a reader.

Williams (1996) has pointed out some meaningful ways of teaching how to develop students' reading ability. They are: "(1) read and match, (2) read and label, (3) read and complete, (4) read and draw, (5) jigsaw puzzle procedure and (6) enquiry strategy"[38].

2.11 EVALUATION

According to Arter and Spandel[39] (1992) Portfolio is defined as a significant collection of the student's work, which shows his effort, progress, and achievements in a determined area.

According to Kenneth Wolf and Yvonne Sin-Runyan[40] (1996) there are three kinds of portfolio:

1. Portfolio of property
2. Portfolio of feedback
3. Portfolio of responsibility

We used the Portfolio of Feedback, which provides continuous documentation and evidence of the learning. These are used to identify learning and strategies to get a wide vision of the students' strength and necessities.

The Portfolio includes self-evaluation, co-evaluation from the students and from the teacher.

- Self-evaluation. This evaluation is done by the students. They self-evaluate their fulfilment in the learning process. It is supposed that when they evaluate

[38] Williams, R. (1986) "Top Ten – principles for teaching reading" p. 109-111.
[39] Arter J. & Spandel V. (1992) "Using portfolios of student work in instruction and assessment: A NCME instructional module." Educational Measurement: Issues and Practice, I 1, 36-44.
[40] "*Portfolio* Purposes and Possibilities" Kenneth Wolf and Yvonne Sin-Runyan (1996)

themselves they reflect, they express opinions, and they inform about their own fulfilment. They learn to be responsible for the teaching-learning process. Furthermore, self-evaluation gives a clear evidence of the students' strength and needs.

- Co-evaluation of group. This is done by the classmates. It is necessary to do it with importance, and without deceiving the student who is being evaluated.
- Co-evaluation from the teacher. This type of evaluation does not present any kind of difficulty for the students since they are used to being evaluated by the teacher. The teacher plays an important role as counsellor and mediator of the process of evaluation.

In sum up, this chapter presents the definition of reading according to various experts. Purposes and types of reading are also discussed in this chapter. It also presents pedagogical approaches to teaching reading and discusses the importance and means of selecting appropriate texts for effective reading. It is important to say that before to start with this project was necessary to review the present literature in order to know about concepts like: what is reading? What does mean reading comprehension? And strategies in reading, ways to teach reading, the stages in reading process, and finally the "top ten" of how to teach reading according to Williams E.

Also, we have taken into account the kind of motivation in reading and one way to evaluate the reading passages such as the portfolio of feedback. All these concepts and comments by respected authors helped us to develop the questionnaire of needs, which we applied them to obtain data in order to develop activities and materials that we used in the present project called "Improving reading comprehension in English through reading activities at Colegio de Ingenieros Electricistas y Electrónicos de La Paz".

CHAPTER III – STUDENTS DIAGNOSTIC QUESTIONNAIRE

3.1 DIAGNOSTIC QUESTIONNAIRE

In order to know the students' needs, a number of questionnaires were developed. On September 2010 we administered the questionnaire to members from Colegio de Ingenieros Electricistas y Electrónicos de La Paz (Appendix C). A straight forward questionnaire was developed based on the key instructional parameters initially examined through some observation. The questionnaire was designed in our mother tongue and based in Likert scale[41]. This scale commonly is involved in research that employs questionnaires. The purpose of these diagnostic was to obtain the predisposition and knowledge of the members related with the target language which is English.

Questionnaires are more efficient for gathering information on a large scale than any other approach. (Brown 1995)[42]

3.1.1 Questionnaire analysis

The details were the following:

1. Age

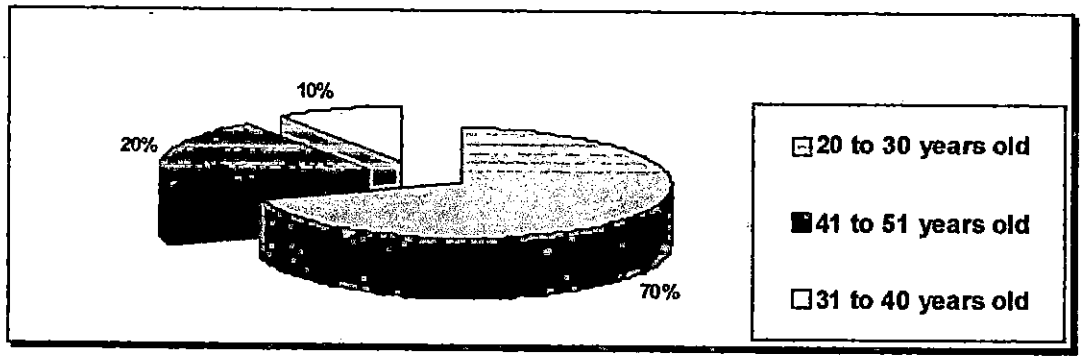


Diagram 1 represents the following:

[41] http://www.comp.dit.ie/dgordon/Courses/ResearchMethods/likertscales.pdf. September 19, 2011.
[42] Brown, J. D., 1995 "The Elements of Language Curriculum" New York: Heinle and Heinle.

70% of the interviewed people are persons between 20 to 30 years old.

20% of the interviewed people are persons between 41 to 51 years old.

10% of the interviewed people are persons between 31 to 40 years old.

2. Nationality

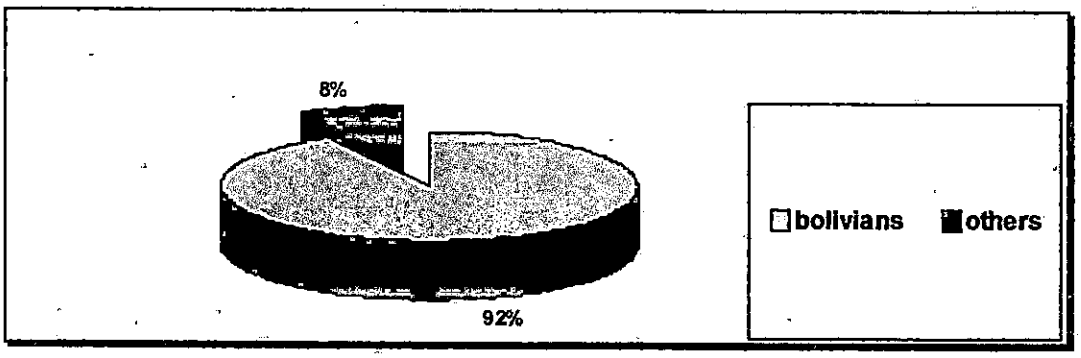


Diagram 2 represents the following:

92% of the interviewed people are Bolivians.

8% of the interviewed people are from other countries.

3. Mother tongue

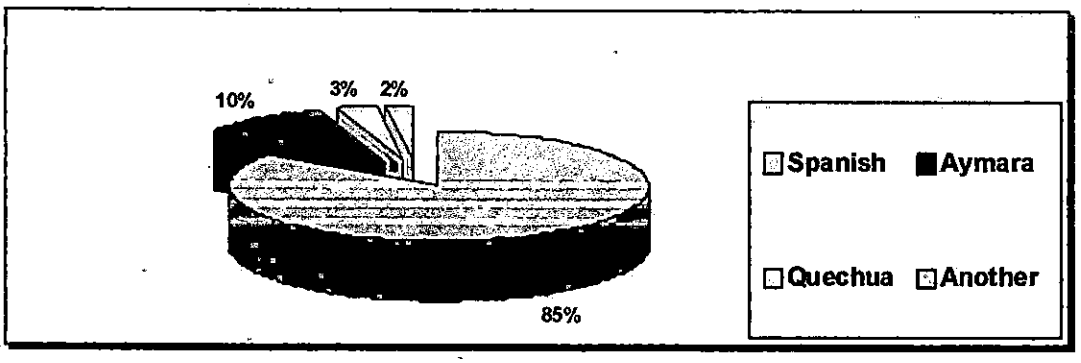


Diagram 3 represents the following:

85% of the interviewed people have Spanish Language as a mother tongue.

10% of the interviewed people have Aymara as a mother tongue.

3% of the interviewed people have Quechua as a mother tongue.

2% of the interviewed people have another mother tongue.

4. Do you think learning English allows getting new knowledge?

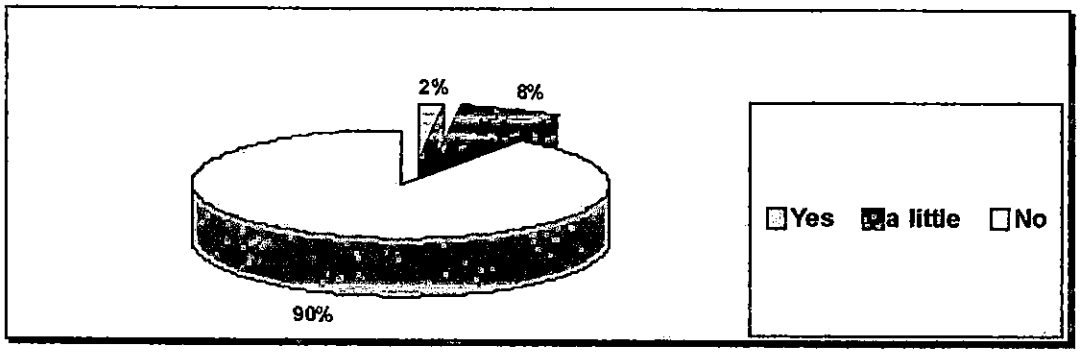


Diagram 4 represents the following:

90% of the interviewed people affirm English language helps them to get new knowledge.

8% of the interviewed people do not agree.

2% of the interviewed people think that it is not relevant.

5. Do you think that reading is important to enrich the knowledge in your study field?

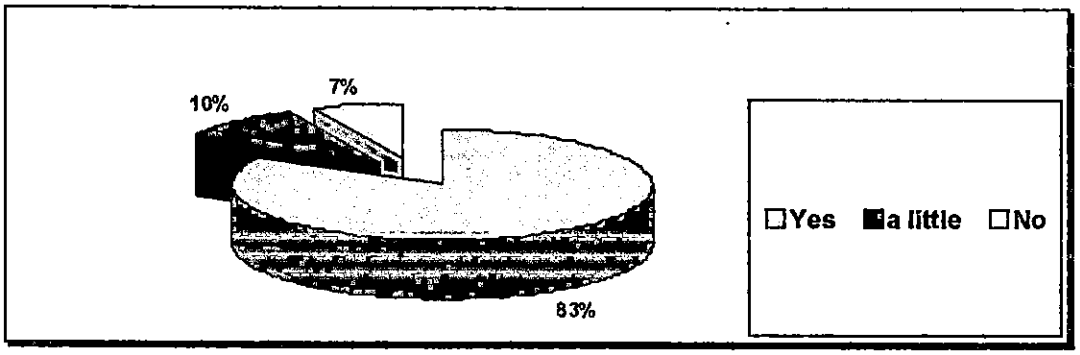


Diagram 5 represents the following:

83% of the interviewed people affirm that reading is important to get new information.

10% of the interviewed people affirm that reading is not important.

7% of the interviewed people think that it is a little important.

6. Do you understand a text written in English?

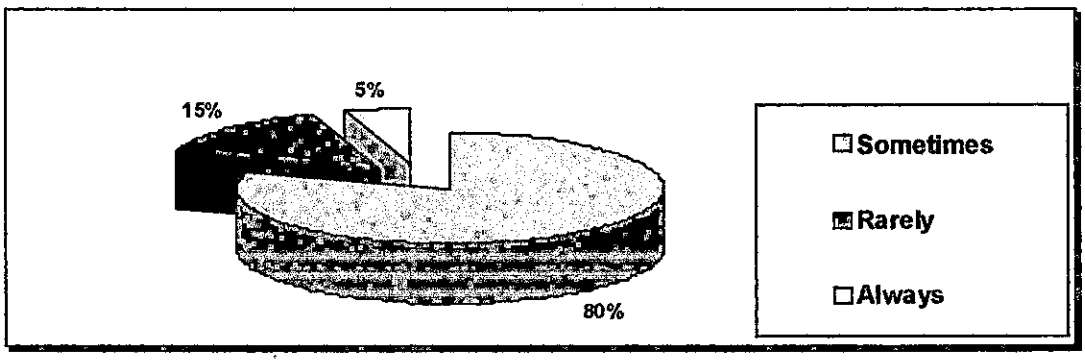


Diagram 6 represents the following:

80% of the interviewed people affirm that they understand English texts, sometimes.
15% of the interviewed people affirm that they understand English texts, rarely.
5% of the interviewed people affirm that they understand English texts, always.

7. Do you think that the knowledge acquired in study field (Electricity) would be helpful to the understanding of texts written in English?

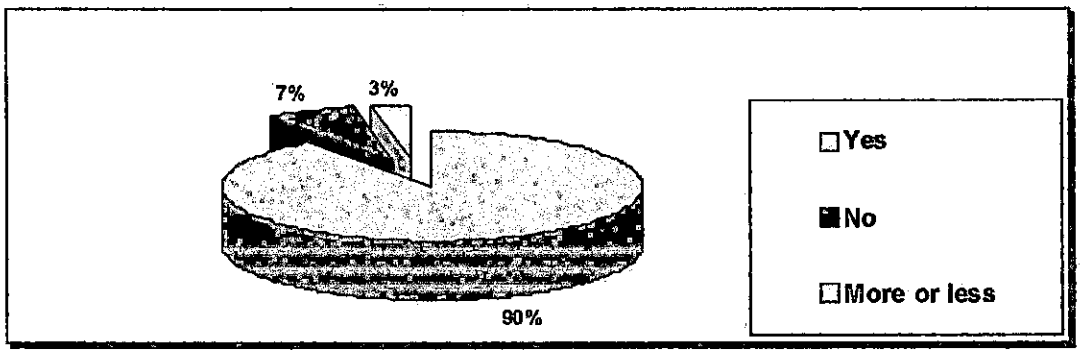


Diagram 7 represents the following:

90% of the interviewed people affirm that their study field help them.
7% of the interviewed people do not affirm.
3% of the interviewed people affirm that their study field help them more or less.

8. When you do not know the meaning of a word in English, What usually do you do?

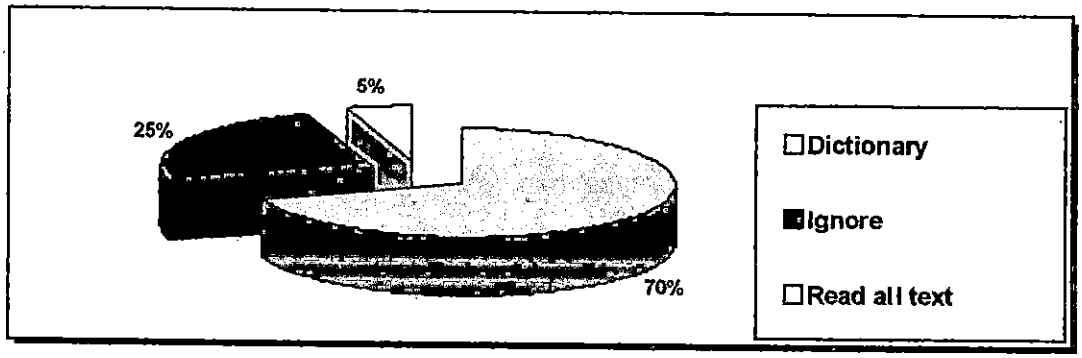


Diagram 8 represents the following:

70% of the interviewed people affirm they use the dictionary.
25% of the interviewed people affirm that they do not take into account new words in reading.
5% of the interviewed people affirm they read all the sentences in order to understand the meaning.

9. Which skill would you like to improve more at the end of the course?

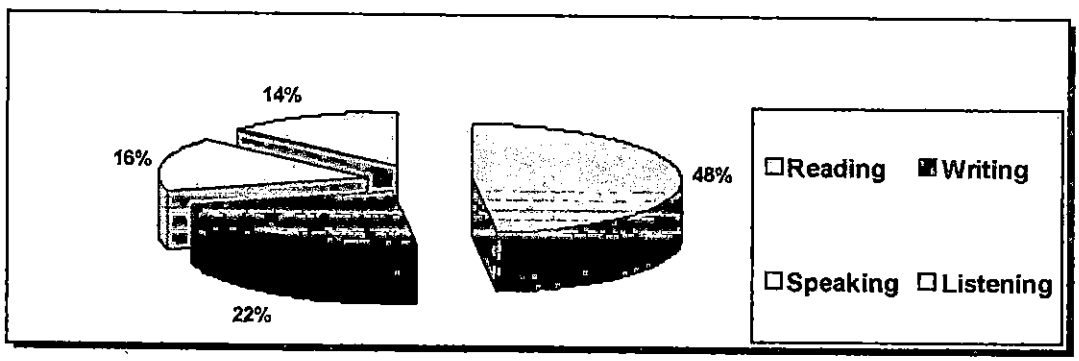


Diagram 9 represents the following:

48% of the interviewed people want to be able to read academic texts related to their study field.
22% of the interviewed people want to be able to write texts.
16% of the interviewed people want to be able to have a good oral expression.
14% of the interviewed people want to apply their knowledge in listening.

10. How would you like to work in the classroom?

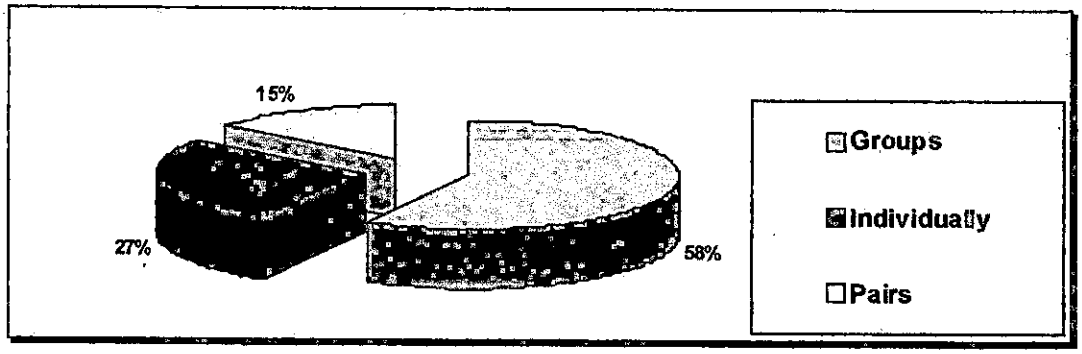


Diagram 10 represents the following:

58% of the interviewed people want to work in groups.
27% of the interviewed people want to work individually.
15% of the interviewed people want to work in pairs.

11. How would you like to be evaluated?

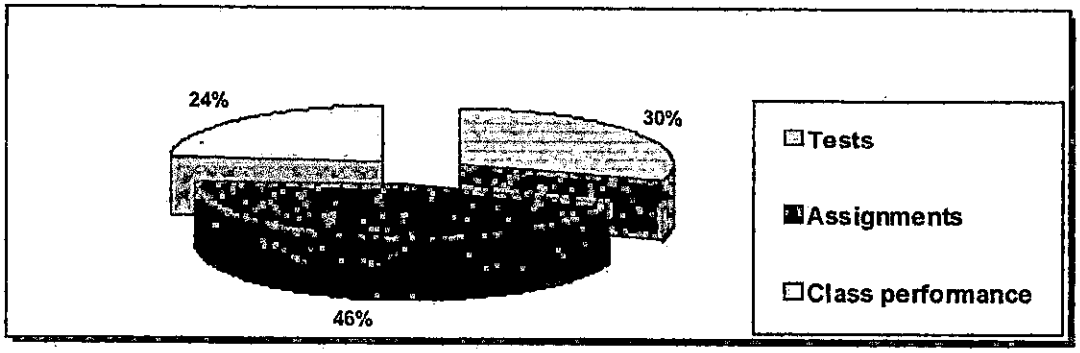


Diagram 14 represents the following:

30% of the interviewed people want to be evaluated through tests.
46% of the interviewed people want to be evaluated through homework and assignments.
24% of the interviewed people want to be evaluated through oral and written performance.

12. What kind of teaching materials would you like to use in classes?

The interviewed people think that material must be innovated for learning English language. For example: videos in English, pictures, records, magazines, newspapers in English, not only a textbook.

Materials must be developed according to students' needs or students' interest, for example these kinds of materials may be related to Electricity field in order to motivate the English learning.

According to this answer, we took into account the book "Earth Science" in order to develop the reading activities. This book is related to science and its reading passages are about Electricity. And students were agreeing with the use of this kind of material among others.

13. What kind of activities would you like to develop during the class?

The interviewed people think that the activities should be entertaining for learning the English language and reading comprehension. For example: complete sentences, crosswords, circle the correct answer, complete the puzzle, true or false sentences, complete or drawn conceptual maps, choose the best answer, etc.

3.1.2 Results analysis

Taking into account the results that we got, we can assume the following:

The early three questions were stated to know aspects about the interviewed people, to break the silence or a kind of warm up, but their relevance was not necessary, except questions such as age and mother tongue, because an important factor when you plan to develop an English course is to know if you are going to work with children, teens, young or adults.

According to first question, we took into account the use of a book for adults (In Contact 1) because interviewed people are adults and they need a book for adults and not for children.

The mother tongue is another relevant point because there may be interference with the process of learning English. The next questions were asked in order to know aspects about the relationship between students and English language, especially in reading skill. As we observed in the illustration, students showed great importance to reading skill.

Students want to learn English for different reasons because they want to get a good job, they want to read and translate texts; they want to travel abroad others simply like it. The final questions were about the needs of learning, the majority of the students do not know English but they want to learn it with materials and activities in language learning. English language plays an important role that is why they should be innovated.

To sum up, they want to work with real and authentic materials, for example: videos in English, pictures, photos, newspapers in English, not only a textbook, and they would like to have different activities, for example: complete sentences, crosswords, circle the correct answer, complete the puzzle, true or false sentences, complete or drawn conceptual maps, choose the best answer, etc.

They want to have class sessions of one and a half hour and at the end of the course they want to apply all the acquired knowledge in the four skills but they want to be able to

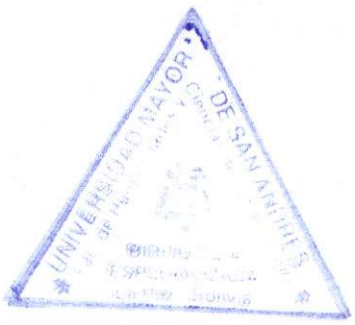
read academic texts related to their study field "Electricity". As we observed in the illustrations, a great importance of reading skill is shown.

However they would like to emphasize the skill of reading. They would like to work in the classroom forming groups, individual or in pairs. They want to be evaluated through tests and homework. According to this answer, we searched the most common way to evaluated a course, and this way was applied the summative and formative evaluation. And as a part to evaluate the reading passages, we used the portfolio evaluation as a part of summative evaluation.

We took into account that the reading is an individual activity and the process to evaluate the reading comprehension must be into the same reading passage, we developed the reading activities to evaluate the reading comprehension. Because if students understand a reading passage, they will be able to complete the activities such as: complete the sentence or choose the best answer.

We considered these data to apply an English course where the students learn English according to their level (beginning level). Second, as part of EGP courses, we applied reading passages in order to improve their reading comprehension in English, because when students are reading a reading passage they are going to practice reading strategies such as skimming or scanning among others.

To accomplish the main objective to improving reading comprehension we develop reading activities based in the scheme of three phases according to Williams Eddie and his book "Reading in the language classroom" and taking into account the theoretical framework showed below.



CHAPTER IV –PROPOSAL DEVELOPMENT

4.1 INTRODUCTION

The guided work started on September 2010 and it concluded on October 2011 during that period first we got contact with the institution, Colegio de Ingenieros Electricistas y Electrónicos de La Paz. Next we applied a course where students learned English as a foreign language at a beginning level; this course was basically prepared for students who wanted to use English efficiently in order to succeed in their studies, and in all aspects of their lives. The classes were given from Monday to Thursday from 18:00 to 19:30, group A and from 19:30 to 21:00, group B. Likewise, as part of the English course, we developed 14 reading passages which were applied in 4 subjects. The reading passages were given after each unit and we proposed reading activities to improve reading comprehension.

This work schedule was established according to the time availability of the professionals of engineering and students. Finally evaluations, reading activities and some classes were observed and supervised by the tutor. The teaching and learning project was carried out in four stages:

STAGES	TIME	ACTIVITIES
1st STAGE	From Septiembre 2010 to December 15.	During this period we got contact with people in charge of the institution and we proposed them an English course addressed to members from CIEELPZ. We visited the CIEELPZ and we introduced ourselves with people in charge of the education department. We classified the groups according to their availability. The diagnostic evaluation was applied to a group. To make this diagnose we took into account students' general knowledge. The diagnose was made in two ways; orally and written.

2nd STAGE	From February to Jun, 2011	In this stage students had an adaptation period then we developed units 1 and 4. We administered the first evaluation on March to group A, and on Jun to group B. Four reading passages were developed and applied.
3rd STAGE	From May to August, 2011	We continued teaching the next units 5 and 8. The second evaluation was carried out on May to group A, and on August to group B, four topics were evaluated. The next four reading passages were developed and applied.
4th STAGE	From July to October, 2011	The teaching of units 9 and 12 were taught. We administered a final evaluation on July to group A, and on October to group B. Six reading passages were developed and applied. We developed a Summary about reading passages and it was applied to students. We sent a final report of English accomplishment to the Direction office CIEELPZ.

4.2 DEVELOPMENT OF THE PROPOSAL

Thus, our proposal intended to give a response to the needs of many students who needed English. It basically consists on the questionnaire development and surveys we used in order to find out about the students needs, lacks and wants.

Firstly we applied an EGP (English for General Purpose) course to motivate the students' background. We used a text book called "In Contact 1 – Second Edition" as a part of "Integrated course books" mentioned in the Theoretical Framework because it is based on integrated skills series for secondary and adult students. Also, it has an integrated syllabus (See Appendix F) and it presented the communication skills: listening, speaking, reading and writing together with functions, notions, and grammar.

It contains twelve thematic units each unit is divided into four distinct sections: Warm Up, Grammar, Listening and Speaking, and Reading and Writing.

The course was carried out during nine months, four days of classes per week, one and a half hours per class. We proposed to have a bilingual class, where the students could feel secure to speak and to express without taking care about the mistakes, of course just English was spoken about 60% for the first month and once the students have learned the vocabulary to express themselves and to understand the teacher, the class was completely in English. To be understood by students we used several resources like, realia, body language, facial expressions, flash cards, drawings, etc. (Samples lesson plan - Appendix G)

The purpose to develop reading activities was the next step. The main purpose of this guided work was to introduce an English class to motivate students to study English language and to help them increase their vocabulary but taking into account the reading comprehension. We developed reading activities such as puzzles, crosswords, true or false exercises, incomplete sentences, complete or drawn conceptual maps, choose the best answer, etc. with the only purpose to improve reading comprehension skill of beginning learners in an enjoyable, pleasant and fun atmosphere that allowed students to use the foreign language. We developed suitable activities according to the students' preferences bearing in mind that it was the development of reading. We divided these activities in pre-reading, while-reading and post-reading phases. Also we developed a scientific research that showed that reading activities really encourage and motivate students to learn English language in an enjoyable and easy way.

All the materials and activities that are presented in this guided work are focused on reading skill such as articles, scientific and technical texts. Also we involve students with scanning and skimming strategies in order to identify grammatical structures and extract information from the texts. (Sample Lesson Plan – Reading, Appendix E) It is worth mentioning that we propose to apply skimming, scanning, predicting, inferring from context and another strategies in order to improve reading comprehension and we believe that reading activities based on a scheme of three phases encourage students to read more English texts without the fear to understand or identify some grammatical structures or get the information from the text.

Students were able to read texts related to their study field, the electricity. Thus, the combination between an EGP course and reading activities encouraged students to use the target language.

Fourteen reading passages were developed. We applied the reading passages after each unit and as homework too. There are a significant collection of the students' readings, which shows their effort and progress. (See Appendix D)

The final stage was the evaluation of the course. We did it in three ways; formative, summative and portfolio evaluation. We used achievement tests at the end of each four units about "In Contact 1" Achievement tests aim to find out how much each student, and the whole class has learned of what has been taught and to provide feedback on students' progress to both teacher and students, to show how effectively the teacher has taught and to diagnose those areas which have not been well learned. (See Appendix H) Tests look back over the syllabus that has been covered and look forward in that they may indicate directions for future remedial work on the class.

4.3 OBJECTIVES OF THE PROPOSAL

4.3.1 General Objective

- To provide students an opportunity to learn English language and to improve their English reading comprehension through reading activities.

4.3.2 Specific Objectives

- To develop reading activities based on a scheme of three phases.
- To motivate students to use reading strategies such as skimming, scanning, etc.
- To motivate students to learn to communicate through short dialogues in English.
- To develop tests to evaluate the learning process.

4.4 JUSTIFICATION

This guided work was accomplished at Colegio de Ingenieros Electricistas y Electrónicos de La Paz addressed to students who need to learn and improve English as a foreign language.

According to the questionnaire we observed the necessity to learn English language in order to improve students' reading skill. Thus, reading activities were developed to help students learn English focused on reading comprehension and get the meaning of the text as well as facilitate the understanding and assimilation of the background knowledge of the student.

4.5 COMPETENCES

At the end of the course the students were able:

- To read and understand authentic material (passages related to their study field that is the Electricity) using a variety of reading strategies (skimming, scanning, inference, guessing meaning from context, predicting, etc.)
- To infer meaning from a text.
- To put into practice reading skill.

4.6 PLACE

The guided work was carried out in 1285 Mariscal Santa Cruz Avenue, office 803 – floor 8, Bolivar Building - La Paz City.

4.7 TIME

The guided work began on February 2011 and was done there for about ten months, with four day class sessions one and half hours per class.

4.8 READING PASSAGES

N°	SUBJECT	TOPIC	READING ACTIVITIES and STRATEGIES (Samples)
1	**Nonrenewable Energy Resources**	Energy Use	Taking notes.
2		Fossil Fuels: Coal	Getting the idea quickly, choose the correct answers.
3		Fossil Fuels: Petroleum and Natural Gas	Scanning, using clues complete the puzzle.
4		Uranium	Skimming, completing a map, getting the idea quickly true/false.
5	**Alternative Energy Sources**	Renewable Energy Sources	Getting the idea quickly, scanning, choose the correct answers, draw a map.
6		Water Power	Getting the idea quickly, scanning, choose the correct answers, make questions.
7		Wind Power	Skimming, scanning, and getting the idea quickly.
8		Solar Energy	Getting the idea quickly, using clues, skimming, complete a diagram.
9		Geothermal Energy	Skimming, getting the idea quickly true/false, and making a conceptual map.
10	**Environmental Problems and Solutions**	Acid Rain, Toxic Wastes and Nuclear Waste Disposal	Getting the idea quickly, scanning, and taking notes.
11		Conserving the Non-renewable	Getting the idea quickly, scanning, taking notes, summarizing.
12	**SUMMARY**	REVIEW	Getting the idea quickly, choose the correct answers.
13	**Using Topographic Maps Modern Methods of Mapmaking**	Remote Sensing	Getting the idea quickly, taking notes, scanning.
14		Computer Imaging	Getting the idea quickly, skimming, choose the correct answers.

4.9 DEVELOPMENT OF THE READING ACTIVITIES

This research is addressed for members at Colegio de Ingenieros Electricistas y Electrónicos de La Paz, also the readings activities were developed in order to get the

previous objectives. Each one is comprised by three phases[43]: They are pre-reading, while-reading and post-reading phases. (See Appendix E)

First Phase

Pre-reading is to awaken interest in the topic. It can also generate relevant vocabulary. It is carried out before the students have seen the text. It is related to activate his/her background knowledge.
In this phase students work in groups, because they have opportunity to exchange ideas and knowledge about different topics.

For example, we used pictures and questions such as:

- What do you see in the picture?
- How are these pictures related to each other?
- What do you think the reading will be about?

The questions were the same for all sets of pictures. These pictures are related to the reading and help to understand the passage better. I showed these pictures on the board and I wanted them to watch each one carefully and think about what did they see in the picture? They had twenty seconds for each picture. After that, I asked them some questions. We had a brief conversation about the pictures.

Pre-reading phase helps students define selection criteria for the theme. Also, the activities include: brainstorming, reviewing familiar tasks considering illustrations and tittles.

Second phase

In this phase, students worked alone because reading involves an individual work, only the reader and the written text. According to Williams (1996)[44], students try to

[43] Williams Eddie (1984) "Reading in the language classroom" p. 37
[44] Williams Eddie (1984) "Reading in the language classroom" p. 38

understand the writer's purpose, to understand the text structure and to clarify text content.

Students read the following text silently. They have a limit of 15 minutes (more or least) to read and try to understand the text.

Furthermore, while-reading options can provide more material in order to orient students with practice in activities (such as note-taking, comprehension questions, to ask students to simply read a selected passage, choosing the right ending for a sentence, true or false options and other practices). On other hand, while-reading exercises help students develop reading comprehension where the teacher can point them and explain which strategies need to practice, and offer concrete exercises in the form of "guided reading" activity sheets.

Such practice exercises might include guessing word meanings by using context clues, word formation clues, considering syntax and sentence structure by noting the grammatical functions of unknown words, and reading for specific pieces of information.

Third phase

This stage was designed to evaluate what the teacher had taught in the while-reading stage. In the post-reading stage the teacher can ask the students to know their reaction to the text, for example, the students may answer whether they had liked and enjoyed it, or found it useful or not. If the text is found useful, the meaning and content of it may be extended to the students' known social phenomena, personal interests and knowledge or experience. In short, activities at this stage do not refer directly to the text, but 'grows out' of it.

After each activity a revision in group was developed. In that way, all students had the opportunity to participate contributing with their points of view. For example, after their reading I would ask them: according to what you have read in the text, write short but clear answers to the following questions, or make a mapmaking, complete the crossword, etc.

Post-reading activities gave students the option to review, summarize, synthesize, record, etc. Post-reading activities were developed in class and also students completed these activities as homework, because time was short. As can we see, there are many possibilities in order to work and it depends on the creativity of the teacher.

Besides, post reading as a lastly activity takes students beyond the particular reading text in one of two ways; by transferring reading skills to other texts or by integrating reading skills with other language skills.

4.9.1 Teacher's role

The main aim of the teacher when students are prepared an activity is to tell the students what they are going to read, talk and write about, the teacher has to give clear instructions about what exactly their activity is, get the activity going, and then organize feedback when the activity has finished[45]. In this sense the teacher is someone who acts as a coach and as a resource where students are involved in their own activities, and call upon the teacher mainly for advice and guidance. This is the role that teacher has to adopt when students are involved in the activities, if it is possible the teacher can help them clarify ideas, instructions, pronunciation, limit the tasks or vocabulary that they could not find in the dictionaries, the teacher can help students by pointing out some mistakes specially in the reading activities.

4.9.2 Students' role

However in our case, our materials provide several interactive activities in which students use the target language in collaborative tasks. Further, our materials and activities based on three phases motivate and engage students in communicative acts in which interaction between two is common. Additionally, we highlight the importance of group work when using own materials and activities. In the classroom, group work may take many forms depending on the needs[46].

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[45] Bamford, Julian & Day, R.R. (1997) "Extensive Reading: What is it? Why bother?" Language Teacher On line. http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/may/extensive.html

[46] http://extensivereading.net

4.10 EVALUATION

We evaluated the English course in three ways; formative, summative and portfolio evaluation. As mentioned above, in the theoretical framework, the evaluation of the readings is implicit in the same reading. The post-reading, in our proposal, is the part that evaluates the student's reaction with respect to the text; post-reading consolidates what has been read.

4.10.1 Formative evaluation

Formative assessment is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both student and teacher that focus on the details of content and performance[47]. Formative evaluation is an ongoing classroom process that keeps students and teachers informed of the students progress. The main purpose of this formative evaluation in our project is to improve students' instruction and it had a value of 20%.

This evaluation must be done all the time by observing students' attitude toward reading activities, also by observing students' task, group work and individual work.

In this guided work, formative evaluation was carried out as follows:

	Points
Ongoing evaluation	5
Class participation and attendance	5
Students Performance	5
Classwork Assignments	5
TOTAL	**20**

[47] Taras, Maddalena. (2003) "Assessment – Summative and Formative – Some Theoretical Reflections", p. 466–478.

4.10.2 Summative evaluation

Summative assessment (or summative evaluation) refers to the assessment of the learning and summarizes the development of learners at a particular time. Summative assessment evaluates a learner's progress up to that point and provides a summary of where they are. It can be compared to formative assessment, which gives the teacher and learner helpful information for future work. [48].

After a period of work, e.g. a unit for two weeks, the learner sits for a test and then we marked the test and assigns a score. The test aims to summarize learning up to that point.

In this guided work, summative evaluation had a value of 80% and was carried out as follows:

	Points	**Indicators**
First mid-term test	20	Units 1, 2, 3, 4
Second mid-term test	20	Units 5, 6, 7, 8 (1,2,3,4)
End of term test	20	Units 9, 10, 11, 12
Work book	5	Workbook (Units 1 - 12)
***Portfolio**	15	Readings
TOTAL	**80**	

4.10.3 The Portfolio

Students were evaluated through "Portfolio of feedback". The use of portfolio offered our guided work, the following advantages:

a. Encourage collaboration between the students and the teacher, students and their partners.

[48] Taras, Maddalena. (2003) "Assessment – Summative and Formative – Some Theoretical Reflections", p. 466–478.

b. Provide a context for the development of authentic tasks.

c. Promote a sense of property and motivation on requiring self-evaluation, and taking decisions during the process.

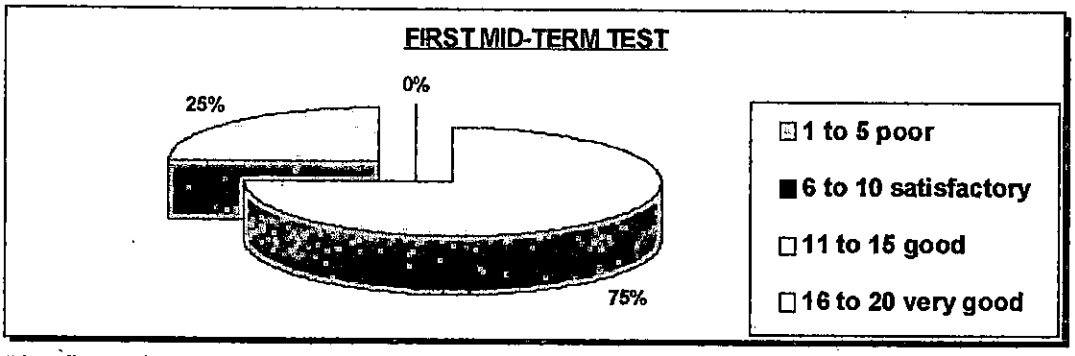
d. Offer a context to integrate teaching, learning, and evaluation.

e. Establish a quantitative and qualitative feedback along the learning process.

The portfolios in our proposal were the reading collections. Students collect and complete the readings and their effort had a value as a part of summative evaluation. (See Appendix D)

4.11 ENGLISH COURSE EVALUATION

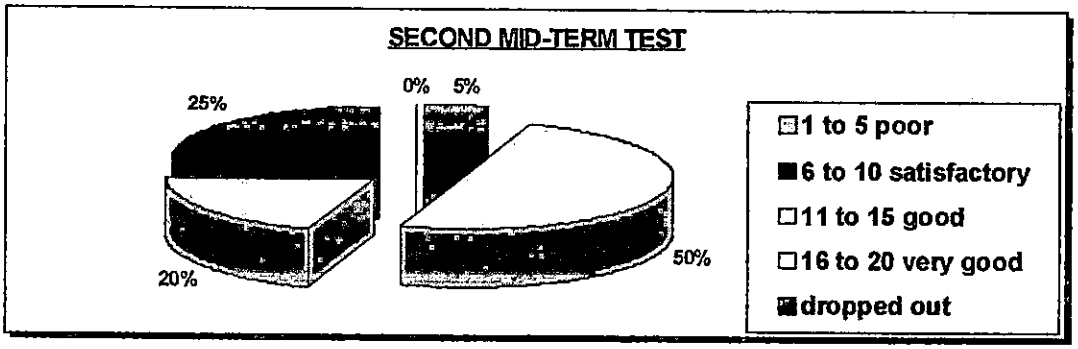
To evaluate effectively the course we need to obtain concrete data, thus, the achievement tests we used during the development of the course were helpful in doing this task (See Appendix H). Apart from this, we consider important the students' opinion and perception regarding the course. In view of that we have the following results:



The first midterm was over 20 points. From a 100% of the students, 100% passed the test. 75% obtained a very good score and the remaining 25% obtained an average score.

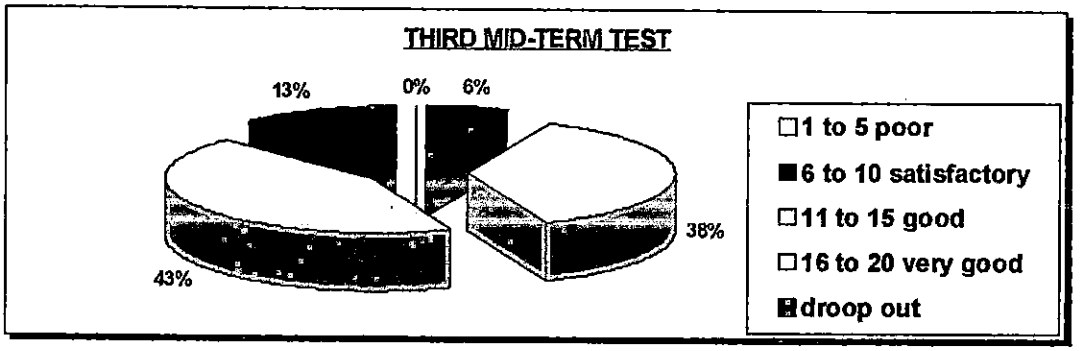
The second mid-term test was over 20 points. From a 100% of the students, 50% obtained a good score and 20% an average score. On the other hand, 25% obtained a satisfactory score and the remaining 5% dropped out the course.

The second mid-term test had the following results:



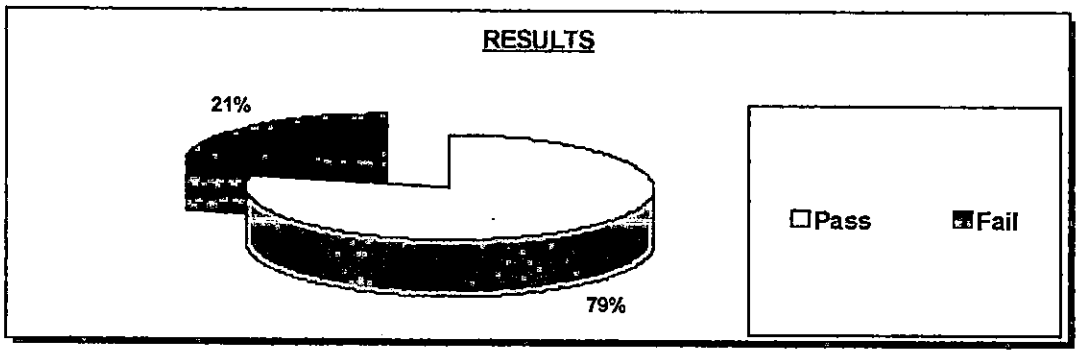
The third midterm was over 20 points. From a 100% of the students, 43% obtained a very good score and 38% obtained a good score. 13% obtained a satisfactory score and the remaining 6% dropped out the course.

The third midterm was over 20 points and we have the following results:



We reached to the conclusion that the course gave us positive outcomes because the main requirement of the institution was to learn the English language: students according to the tests demonstrated their effort and knowledge learned about basic grammar rules, vocabulary, and skills as listening, reading and writing skills. It not only met our expectations but also provided additional unexpected benefits. We could see that our students learned a lot of English, and they had found the course very motivating. We could also experience great enthusiasm in classes. (See Appendix I)

According to the parameters and criteria to evaluate the course, we did a summative evaluation in which a number of students passed the course. Formative, summative and portfolio evaluation showed the following results, taking into account that the portfolio was the collection of readings as a part of summative evaluation.



We can appreciate that 79% of students passed the course and 21% did not pass the course, because students dropped out the course.

To conclude, we might say that in general, we obtained personal and professional benefit from this course because we became more aware of aim professional practice regarding the teaching of English.

CHAPTER V– CONCLUSIONS AND RECOMENDATIONS

5.1 CONCLUSIONS

The present course was held at "Colegio de Ingenieros Electricistas y Electrónicos de La Paz" (CIEELPZ) during the year 2010 and 2011, the course focused on the professionals of Engineering at CIEELPZ and students, (Faculty of Engineering) U.M.S.A. During the course we could cover 12 units of In Contact 1 and fourteen reading passages; during the General English course we had three achievement tests and specific reading activities for every unit as a part of our proposal. The reading passages were about electric field.

We might say that it was an interesting experience from which we obtained a positive response from students. The activities we presented along with the course were remarkable and students found them motivating. However we also faced some problems during the commitment of the course which will be mentioned in this chapter.

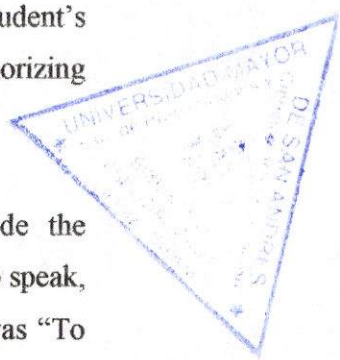
The use of reading activities in the process of teaching and learning was so successful. In the teaching area these reading activities gave the teacher the opportunity to teach many things related to their study field that is the electricity, the activities were so useful and were adapted easily to teach other subjects; these included multiple choice, gapped sentences and incomplete sentences, as well as translation. At the same time the activities offered the teacher a way to bring fun to the class and motivate them. In addition, we noticed that students' vocabulary and reading comprehension improved during the course, as well as the other skills. We helped our students read messages in different ways. We provided instructions and sometimes we used the translation technique.

In the second stage we started to teach and remember basic concepts of language, identify grammatical structures and grammatical categories. On the other hand, in the learning area, the students were so excited to complete the reading activities; all of the students were really motivated to learn English. The activities encouraged them to do their best effort as well as cooperation was reinforced.

We used the two most valuable reading strategies to help our students, such as scanning and skimming, in order to identify grammatical structures and extract information from the reading passages. The course also enabled our students to consolidate their early learning by using words, phrases and sentences they had been taught during previous English classes. The course also proved to be a positive influence on those students who did not participate. We realized that these students were interested in the activities we presented and like the other students became more motivated to learn English.

Students displayed enormous enthusiasm in their performance for the course. They all claimed to have enjoyed the course. And their comments reflected their enjoyment and desire to communicate meaningfully with other students. The students wrote paragraphs about familiar topics to them in their daily lives, such as food, their families, festivals, fairs, the weather, trips, and future plans.

The course created opportunities for the students to learn new words, related to their study field that is the electricity. Writing about topics relevant to the student's preferences was a more effective way of learning vocabulary than memorizing individual words on a list.



The reading activities improved students' language use, inside and outside the classroom, as well as the assimilation of the words. Students were so confident to speak, they were not afraid to make mistakes. In this way the main objective which was "To help students improve their English language comprehension through reading activities and to determine how these reading activities motivate students to use the target language" was successfully achieved. Besides that, the atmosphere created throughout the reading activities about electricity helped too much.

We can say that "improving reading comprehension through reading activities" was a positive benefit for the institution because reading is a skill that empowers everyone who learns it to have more opportunities for information.

For example the use of strategies as previewing to answer comprehension questions. This should help them understand a reading passage better. Also scanning and skimming strategies in order to identify grammatical structures, to identify the different

grammatical categories such as: subjects, verbs, adjective, adverb, different phrasal verbs, conjunctions and extract information from the texts. The use of reading activities helped students to organize the main ideas from the text. Moreover, reading activities encourage students to use the power of illustrations to add emphasis and association to their notes about any reading texts.

During the course we had negative results related to the class sessions. It is evident that the time assigned for teaching English is definitely insufficient. Because of this, in some occasions we were not able to conclude successfully some lessons, since we did not have enough time for the Round Up or Follow Up activities.

One negative result was about the performance of some students, because their study field is so hard and they need to put more emphasis in their studies and for this reason they sometimes were absent in class sessions and as a consequence they didn't participate in reading activities and they dropped out the course.

Another negative point was the mother language interference. Some students linked some words in English with Spanish words and the use of a dictionary was necessary but it became another problem that we tried to solve by telling them to contextualize words with the use of context.

To conclude, we might say that in general, we have seen some changes in the institution as: the use of reading strategies to get information from books, magazines, internet web sites, etc. as well as the guided work contributed to the institution as a place where students put in practice their knowledge acquire and exchange ideas, doubts and questions easily without fear to make mistakes. Finally this proposal provided activities and materials for pre-reading, while-reading and post-reading. The uses of these stages develop students reading comprehension and also students' autonomous learning strategies. Thus, pre-reading activates the reader background knowledge, while-reading predicts and infers information and the last one, post-reading consolidates what has been read. Each activity and material is supported by the theory we reviewed. Some samples are provided in Appendix D, to demonstrate the students' production and to gather reliable evidence of what students understand when they read and English text.

5.2 RECOMMENDATIONS

Some suggestions are made which might contribute to the process of improving reading comprehension at Colegio de Ingenieros Electricistas y Electrónicos de La Paz.

It is recommended to take advantage of time class sessions with relevant activities; because the time is short and they need feel motivated to complete the activities. It is possible to try to suggest them to take an extra class session on a weekend.

The topics in readings must be adapted according to students' study field or to students' interest with active and funny activities that motivate to work with it.

Teachers can modify some reading activities according to students' needs. Before assigning readings, students should have the appropriate background knowledge to make sense of the text.

Encourage students to infer meaning from what is read and to determine the importance of what is read. Before students read some reading passages they need to know something related to the reading passage in order to infer meaning or to try to associate concept in their minds. It is so important the use of pre-reading activities to achieve this purpose.

It is required to consider characteristics of the Communicative Approach, because it uses real-life situations, it means, that the teacher sets up a situation where the students feel comfortable and familiar with the topic, where the exercises vary according to students' reactions and responses. It gives students the opportunity to use the vocabulary learned in a communicative way, at the same time the teacher has to take into account the communicative purposes of General English course; during this guided work an attempt was made to show the reasons why communicative use of language should be emphasized in specific contexts. It is suggested that exercises and activities must be linked to real contexts.

Finally, the teacher can elaborate some reading activities about other subject or can integrate readings about Electricity with other subjects making an integrated reading.

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Appendix A

"Inter-institutional agreement"

CONVENIO INTERISTITUCIONAL

Convenio interinstitucional suscrito entre el Colegio de Ingenieros Electricistas y Electrónicos de La Paz y la Carrera de Lingüística e idiomas de la Facultad de Humanidades de la Universidad Mayor de San Andrés , cuyo contenido y alcance están enmarcados en el ordenamiento jurídico vigente, bajo los términos y condiciones descritas en las siguientes cláusulas.

PRIMERA: (PARTE).-
Suscriben el siguiente convenio:
2.1. El Colegio de Ingenieros Electricistas y Electrónicos de La Paz, representada por el Presidente Jaime Jiménez Álvarez con C.I. 330361 LP., con domicilio en la Av. Mariscal Santa Cruz 1285 Edif. Bolívar P. 8 Of. 803, que se denominará ATT.
2.2. La Carrera de Lingüística e Idiomas de la Facultad de Humanidades de la Universidad Mayor de San Andrés, representada por la Dra. Margarett Hurtado López, Decana de la Facultad de Humanidades y Ciencias de la Educación y la Lic. Virginia Ferrufino Loza, Directora Interina de la Carrera de Lingüística e idiomas, mayores de edad, hábiles por derecho.
Cuando se haga referencia a ambas instituciones de manera conjunta en el presente Convenio, se las denominará La Partes.

SEGUNDA: (ANTECEDENTES).- El Colegio se ha constituido con los siguientes objetivos : Dignificar la profesión y asumir la defensa legal de los Ingenieros Electricistas y Electrónicos, en el marco de la Ley N° 1449.- Promover e impulsar el desarrollo científico de la Ingeniería Eléctrica y Electrónica.- Fomentar el estudio y la investigación de la electricidad y la electrónica.- contribuir a la capacitación de sus asociados para que estos a su vez puedan cumplir adecuadamente sus obligaciones como profesionales.- Promover y organizar acciones de utilidad social para sus asociados.
Por su parte la Carrera de Lingüística e idiomas, dependientes de la Facultad de Humanidades y Ciencias de la Educación, en el marco de sus fines y principios orientados a formar profesionales comprometidos con la problemática social y que afecta a la población y la práctica comunitaria, tiene provisto en su plan curricular la realización de prácticas pre-profesionales.

TERCERA: (OBJETO).- El objeto del presente Convenio Interinstitucional, es la enseñanza del idioma ingles para los miembros del CIEE LA PAZ, estableciendo de este modo una línea de cooperación y fortalecimiento institucional entre ambas entidades, incorporando acciones que las beneficien.

CUARTA: (DE LAS RESPONSABILIDADES Y COMPROMISOS).- Las partes se responsabilizan y someten al cumplimiento de las siguientes obligaciones:

Se compromete a:

1. Facilitar las prácticas de los pre-profesionales de la Carrera Lingüística e idiomas otorgando información necesaria de las actividades y proyectos.
2. Otorgar a los pre-profesionales, los espacios físicos y el material logístico necesarios para la realización de la práctica en el marco de los requisitos exigidos para ambas instituciones.
3. Participar en los procesos de evaluación parcial y final de los estudiantes, en sujeción de los lineamientos por la carrera de lingüística e idiomas.
4. Presentar en informe final con las respectivas calificaciones otorgadas a los pre-profesionales.
5. Serán reembolsados a los practicantes los gastos de transporte y alimentación, mensual, previa aprobación del informe mensual realizado por la Unidad responsable del seguimiento y supervisión del Trabajo Dirigido.

La carrera de Lingüística e idiomas se compromete a:

1. Definir las áreas de aplicación en coordinación del CIEE LA PAZ.

2. Asegurar, la continuidad de las prácticas de los pre-profesionales mientras dure el presente convenio.
3. Brindar, asesoramiento teórico, metodológico, técnico de los profesionales, para este efecto los requerimientos académicos con las políticas institucionales y las demandas y las demandas de la población.
4. Los postulantes a Trabajo Dirigido presentarán, antes de cada curso, el proyecto a ser implementado.
5. Comprometer a los estudiantes, en las actividades de apoyo en el ámbito social; a través de elementos motivaciones y de desarrollo personal.
6. Presentar un informe final con las respectivas calificaciones de los alumnos de cada curso.

QUINTA: (DE LA MODALIDAD DE EJECUCION).- Para efectivizar el presente convenio la Carrera de Lingüística e idiomas, realizará la evaluación de los estudiantes en condiciones de realizar sus prácticas.

SEXTA: (DE LA DURACIÓN Y VIGENCIA DEL CONVENIO).- E l presente convenio tendrá una duración de 1 año, entrando en vigencia a partir de la fecha de suscripción, al cabo del cuál podrá confirmarse a disolverse previo acuerdo de partes y con causales justificadas.

SEPTIMA: (RELACION DE TRABAJO).- No existe relación laboral o de dependencia obrero patronal entre el CIEE LA PAZ y los pre-profesionales que realicen el trabajo dirigido de conformidad con los alcances del presente Convenio; motivo por el que el CIEE LA PAZ queda exenta del pago de cualquier beneficio social (aguinaldos, vacaciones, liquidaciones, AFPs, seguro social y otros aportes de ley) o cualquier otra obligación que no emerja de las establecidas en el presente convenio.

OCTAVA: (CAUSAS DE RESOLUCION DE CONVENIO).- En caso de que algunas de las partes decida resolver el convenio antes de que concluya el periodo de vigencia, dará aviso circunstanciado por escrito con tres meses de anticipación a la otra parte.

NOVENA: (CONFORMIDAD).- Las partes en señal de conformidad, con todas y cada una de las clausulas y condiciones previstas, suscriben el presente Convenio, en tres ejemplares del mismo tenor, en la ciudad de La Paz, a los veintinueve días del mes de septiembre de dos mil diez años.

Ing. Jaime Jiménez Álvarez
PRESIDENTE
COLEGIO INGENIEROS ELECTRICISTAS
ELECTRONICOS DE LA PAZ

Lic. Virginia Ferrufino Loza
DIRECTORA a.i.
CARRERA DE LINGÜÍSTICA E IDIOMAS

COLEGIO DE INGENIEROS ELECTRICISTAS Y ELECTRONICOS
Fdo. 28-2-80
LA PAZ

Dra. Margaret Hurtado López
DECANA
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD MAYOR DE SAN ANDRES
FAC. DE HUMANIDADES Y CIENCIAS DE LA EDUCACION
DECANATO
LA PAZ - BOLIVIA

CIEE LA PAZ
Av. Mariscal Santa Cruz Nº 1285
Of. 802 - 803
Tel.: 2 - 2370434
www.electromundo.com.bo

Appendix B

"Approval of the subject"

La Paz, 2 de JULIO de 2012
CARR. LING. Nº 1165/2012

Señor
Univ. Miguel Ángel Laura Villca
ESTUDIANTE DE LA CARRERA DE LINGÜÍSTICA E IDIOMAS
Presente.-

Ref.: Aprobación de modificación de tema de Trabajo Dirigido

De mi consideración:

De acuerdo a normas universitarias vigentes, mediante la presente tengo a bien comunicar a usted que el Consejo de Carrera, aprobó su solicitud de cambio de tema **de Trabajo Dirigido**:

"IMPROVING READING COMPREHENSION IN ENGLISH THROUGH READING ACTIVITIES AT COLEGIO DE INGENIEROS ELECTRICISTAS Y ELECTRÓNICOS DE LA PAZ"

Trabajo que viene desarrollando bajo la supervisión de su tutora **Lic. Patricia Guzmán Pérez** hasta la conclusión y posterior defensa del mismo que le permitirá optar al Título de Licenciatura en Lingüística e Idiomas.

Con este particular motivo, saludo a usted atentamente.

Lic. María Virginia Coronado Conde
DIRECTORA
CARRERA DE LINGÜÍSTICA E IDIOMAS

FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LINGUÍSTICA E IDIOMAS
UMSA
LA PAZ
BOLIVIA

Mónica
cc./Arch

Appendix C

"Questionnaire Needs"

Universidad Mayor de San Andrés
Facultad de Humanidades y Ciencias de la Educación
Carrera de Lingüística e Idiomas

CUESTIONARIO

Nacionalidad _____ Edad _____ Lengua Materna _____

Encierre en un círculo la opción que crea conveniente:

¿Cree Ud. Que el aprendizaje del Inglés le ofrece nuevos conocimientos? Si No Talvez

¿Cree Ud. Que la lectura es importante para enriquecer los conocimientos? Si No Talvez

¿Ud entiende un texto escrito en inglés? Si No Talvez

¿Cree Ud. que el conocimiento de su campo de estudio (Electricidad) le ayudaría a la comprensión de textos escritos en Ingles? Si No Talvez

Escoja una opción:

Cuándo Ud. no conoce el significado de una palabra escrita en Ingles que suele hacer:

La ignora Revisa el diccionario Lee toda la oración

¿Qué tipo de habilidad le gustaría desarrollar o mejorar en un curso de inglés?

Hablar Escuchar Leer Escribir

¿Cómo le gustaría trabajar en clases?

Solo En grupo En pares

¿Cómo le gustaría ser evaluado?

Exámenes Prácticas Participación en clases

¿Qué tipo de materiales le gustaría utilizar en clases?

.....

¿Qué tipo de actividades le gustaría realizar en clases y como tarea extra?

.....

¿Por qué quiere aprender el idioma Ingles?

.....

Appendix D

"Samples reading"

READ ABOUT IT

Nonrenewable Energy Resources

Topic 1 **ENERGY USE**

What is the energy for you?

.....

Reading

Energy is defined as the ability to do work. Water, wind, animals, and even human muscles can supply energy for work. People´s use of energy has increased dramatically in the last century. At one time wood, which can be burned for heat, light, and cooking, was the major source of energy in the world.

Today, the world´s use of energy is greater than ever. Yet only 5 percent of that energy comes from renewable sources like water power and wind. The rest comes from nonrenewable sources of energy such as coal, petroleum, and natural gas.

Coal, petroleum, and natural gas are called **fossil fuels** because they formed from the remains of plants and animals that lived long ago. Burning these fuels releases the energy stored in them. Fossil fuels are nonrenewable beause they are burned at rates millions of times faster than they are forming today.

Vocabulary

Increased: ıllllllll **Percent:** % **Coal:**  **Burn:** 

Read the article and identify statements with Be, adverbs of Time as singular and plural nouns:

Statements with Be	Adverbs of time	Sigular & Plural nouns
Line:	Line:	Line:

Topic questions

1. Define *fossil fuel.*

.....

.....

2. Why are fossil fuels considered nonrenewable energy sources?

.....

.....

3. What is your opinion about this topic? In your own words, write two or three sentences about it.

.....

.....

.....

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 83

READ ABOUT IT

Nonrenewable Energy Resources

Topic 2 .....

1. **What do yo think the article is about?**

.....

2. **Read the article and choose the most appropiate headline:**

Uranium / Fossil Fuels: Coal / Fossil Fuels: Petroleum / Fossil Fuels: Natural Gas

READ THE FOLLOWING ARTICLE

Coal is an organic sedimentary rock. It is **formed** from such plant materials as mosses, ferns, and parts of trees. All organic material contains the elements carbon, hydrogen, and oxygen. When plant or animal materials are buried in swamp waters-usually under sand or clay-they slowly decay.

They gradually lose most of their hydrogen and oxigen and are left with most of their carbon. As the sediment ages and is **compacted** over time, it changes. A compressed mass of plant remains in which the mosses, leaves, and twigs can still be seen is called *peat*.

Over the hundreds of years that are needed for peat to form, hydrogen and oxygen are lost. This **concentrates** the carbon that remains. *Lignite*, a soft brown coal that forms when peat is compressed and aged, is about 40 percent carbon. After thousands of years of compression, bituminous coal may form. *Bituminous*, or soft coal, may be up to 85 percent carbon. Soft coal burns readly, but it produces a lot of smoke.

Regional metamorphosism may **change** bituminous coal to anthracite, or hard coal.

Anthracite is about 90 to 95 percent carbon. As the percentage of carbon **increases**, the amount of energy given off by burning the coal increases.

Deep coal deposits are worked in **underground** mines. Shallow deposits are worked in open-pit mines. The main use of coal in the United States today is to run power plants that generate electricity. Coal is also used in making steel and as a raw material in many chemical factories. World **reserves** of coal could last hundreds of years at the present rate of use.

VOCABULARY

Sedimentary rock: is a type of rock that is formed by sedimentation of material at the Earth's surface and within bodies of water.

Sedimentation: is the collective name for processes that cause mineral and/or organic particles

Organic material: is matter (physical objects) that has come from a once-living organism

Swamp: is a wetland with some flooding of large areas of land by shallow bodies of water.

Clay: A soft earth, which is plastic, or may be molded with the hands, consisting of hydrous silicate of aluminium.

Peat: or **turf**, is an accumulation of partially decayed (Decomposition) vegetation matter

Lignite: often referred to as **brown coal**

Bituminous: or **black coal** is a relatively soft coal containing a tarlike substance called bitumen.

Metamorphism: is the solid-state recrystallization of pre-existing rocks due to changes in physical and chemical conditions, primarily heat, pressure, and the introduction of chemically active fluids.

Anthracite: is a hard, compact variety of mineral coal that has a high luster.

Power plants: is an industrial facility for the generation of electric energy

Raw material: is the basic material from which a product is manufactured.

Manufacturing: is the use of machines, tools and labor to produce goods for use or sale.

2. Read the article. Find each word in the reading. Circle the answer that means the same.

1. formed (line 2)	a) created	b) to make	c) to compile
2. compacted (line 10)	a) looked for	b) to compress	c) lost
3. concentrates (line 16)	a) to join	b) togheter	c) to concrete
4. change (line 24)	a) to modify	b) to wrong	c) to make
5. increases (line 27)	a) become full	b) to transfer	c) to augment
6. underground (line 30)	a) submarine	b) subterranean	c) suburb
7. reserves (line 36)	a) to rescue	b) to keep	c) mineral deposits

3. Use the words above to make sentences:

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 83

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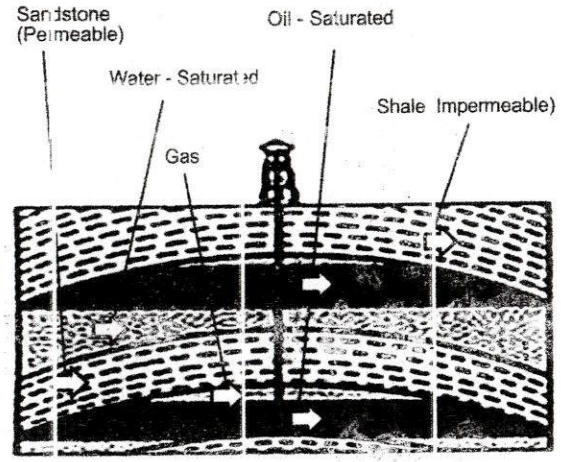
READ ABOUT IT

Nonrenewable Energy Resources

Topic 3 Fossil Fuels: Petroleum and Natural Gas

READ THE ARTICLE AND COMPLETE THE PUZZLE TO ANSWER THE FOLLOWING SENTENCES AND QUESTIONS.

A	B	E	C	D	R	N	A	R	E	I	H	M
U	O	P	L	U	E	E	A	O	L	M	E	A
S	C	I	E	N	T	I	S	T	S	G	C	H
E	G	D	F	D	O	F	S	I	U	A	K	M
D	R	A	P	H	R	K	T	E	B	R	R	U
D	R	I	S	R	C	O	N	L	S	U	A	E
H	E	C	T	O	E	I	L	A	T	A	J	L
T	A	R	R	I	L	S	U	N	A	K	Y	O
R	U	A	C	O	A	I	U	Y	N	I	F	R
A	H	C	S	S	C	_	N	R	C	S	U	T
P	E	A	E	K	E	R	O	S	E	N	E	E
S	G	S	C	S	A	B	L	O	S	U	L	P
E	S	N	O	B	R	A	C	O	R	D	Y	H
R	I	G	W	U	C	_	I	Q	U	I	D	S



1. Sedimentary material of organic origen is _____ _____
2. Gasoline and Kerosene are _____ _____
3. Who do think that petroleum was formed by slow chemical changes?
   _____ _____
4. Hydrocarbons formed were _____ _____ and _____ _____
5. Also sea water was contain by these _____ _____
6. rock structures are called oil _____ _____
7. What do it help to bring the oil to the surface?
   The _____ of the _____ gas.
8. It is separated into many different hydrocabons. What are there?
   _____ _____ , _____ _____ , _____ _____ oil.
9. Plastics, fertilizers, dyes and medicines are _____ _____
10. Gasoline is _____ in automobiles.

The word petroleum means "**rock oil.**" Petroleum like coal, is a sedimentary material of organic origin. It is a mixture made mainly of liquid hydrocarbons, which are compounds of hydrogen and carbon. Gasoline and kerosene are hydrocarbons.

Scientists think that petroleum was formed by slow chemical changes in plant and animal materials buried under sand and clay in **shallow coastal waters.** Some of the hydrocarbons formed were liquids, and some were gases. As the **sediments** became compacted, the hydrocarbons were **squeezed** into pores and cracks of nearby sandstones or **limestones.** These rocks also contained sea water. The lighter, mixed hydrocarbon liquids (petroleum) rose above the water, and the natural gas collected above the petroleum.

Why haven't the petroleum and gas kept rising and escaped from the rock in the millions of years since they formed? Probably a good deal did. The petroleum found today was **sealed** in an impermeable **rock layer,** such as **shale.** Such rock structures are called **oil traps.**

Wells are drilled into oil-bearing rock to release the oil. The presure of the natural gas helps bring the oil to the surface. Unless the drillings is carefully controlled, the high pressure causes wasteful oil gushers. Even with modern technology, only about 40 percent of the oil is pumped out a given well.

Natural gas ofter occurs with petroleum. Yet it may also exist in great deposits of gas alone. It is a mixture of hydrocarbon gases, mostly methane. Natural gas is an efficient fuel for use in heating. When petroleum is refined, it is separated into many different hydrocarbons. Gasoline is used in automobiles. Kerosene and fuel oil are used for heating. Other oils are used as lubricants. Both petroleum and natural gas are used as the raw material in making such substances as plastics, fertilizers, **dyes,** and medicines.

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company USA – p. 84

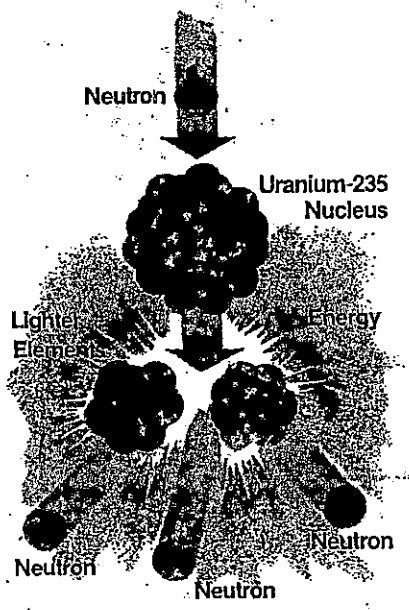
Topic 14 Uranium

Although uranium is not a fossil fuel, it is a fuel, that is, a source of energy. It is used in nuclear reactors to generate electricity. Uranium is a metal. Energy is obtained from certain kinds of uranium during a reaction that can be triggered within the nucleus of the uranium atom. Such a reaction is called atomic fission. The chain of events in atomic fission is illustrated in Figure 6.12. Atomic fission releases huge amounts of energy. The fission of one gram of uranium releases as much energy as the burning of nearly 3 tons of coal or 14 barrels of oil.

A nuclear power plant can be used to produce electricity. In a nuclear power plant, uranium is fissioned in a special vessel called a nuclear reactor. Water under high pressure is pumped through the reactor. The energy given off by the fission reaction heats the water. This hot water is used to heat other water, which becomes steam. The steam is pumped into turbines, which generate electricity. This system is quite similar to the one used when electricity is generated from coal. In both cases, the fuel (either uranium or coal) turns water to steam. The steam then runs a turbine.

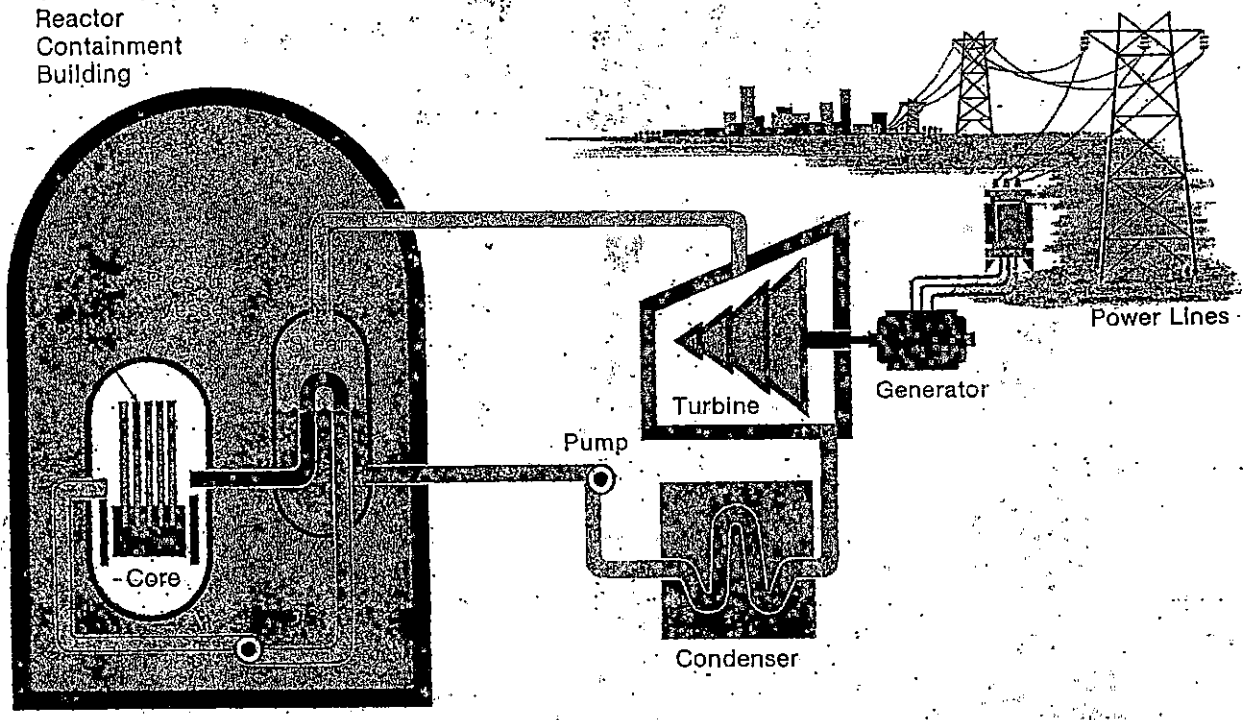
The main ores of uranium are the black mineral *uraninite* and the yellow mineral *carnotite*. Both are oxides of uranium. Uranium is the fourth most important source of energy, behind oil, natural gas, and coal, in the world today. At present rates of use, United States uranium reserves will last about 30 years.

The major world producers of energy resources are not always the major consumers. Figures 6.14 and 6.15 show the locations of major energy producers and consumers of the world.



6.12 An atom of a certain isotope of uranium, U-235, can be made to split (fission) by hitting it with neutrons.

6.13 The energy released by fissioned uranium atoms can be used to generate electricity.

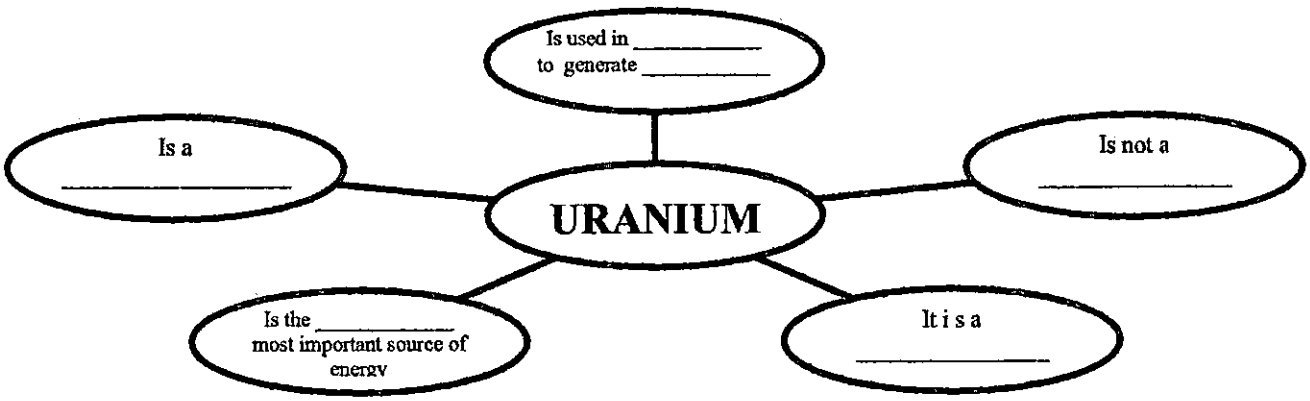


READ ABOUT IT

Nonrenewable Energy Resources

Topic 4 Fossil Fuels: Uranium

A. Complete the word map



B. Circle (T) for true or (F) for false

1. Uranium is a fuel.	T	F
2. Uranium is used to generate coil.	T	F
3. Energy is obtained from certain kinds of uranium.	T	F
4. A reactor is called atomic reaction.	T	F
5. The fission of one gram of uranium releases nearly 14 barrels of oil.	T	F
6. Uranium is fissioned in a nuclear reactor.	T	F
7. The steam is pumped into core.	T	F
8. Uraninite and carnotite are oxidos of uranium.	T	F
9. Uranium is the second most important source of energy.	T	F
10. Oil, natural gas, coal and uranium are the fourth most important sources of energy.	T	F

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 85

READ ABOUT IT

Alternative Energy Sources

Topic 5 **Renewable Energy Sources**

Do you know about Alternative Energy Sources? Write one sentence about AER and two kinds of Alternative Energy Sources that you know

1. .....

1. ..... 2. .....

Read the article and complete the following games

Some energy resources are replaced in nature almost as fast as they are used, and are said to be renewable resources. Water power, wind power, solar energy, and geothermal energy are examples of renewable energy resources. Water power is renewed by falling rain. Wind power is renewed every time the wind blows. Solar energy is renewed when te sun shines. Geothermal energy comes from rocks that will be hot for many years.

Each of these energy resources is limited in some way. Water power can be used only in areas where dams can be built for water storage. Wind power can be used only in areas with strong, steady winds. Solar energy varies with the time of day, the season, and the location. Geothermal energy is presently useful only in areas with hot bedrock near the surface. Thus, although these energy sources use no fuel and are nonpolluting, none are usable everywhere.

What kind of energy resources are ...

It is presently useful only in areas with hot bedrock near the surface. .....

It can be used only in areas where dams can be built for water storage. .....

It varies with the time of day, the season, and location. .....

It can be used only in areas with strong, steady winds. .....

Match the words in Column A with the correct letter in Column B

Column A		Column B
..... the rain is falling	you think in	a) Geothermal energy
..... hot rocks for many years		b) Water power
..... the wind bows every time		c) Solar energy
..... the sun shines		d) Wind power

Draw your own conceptual map.

Energy Resources

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 88

Colegio de Ingenieros Electricistas y Electrónicos La Paz
R.S. Nº 197395 de 20/09/82

ENGLISH
Reading 6

READ ABOUT IT

Alternative Energy Sources

Topic 6 **Water power**

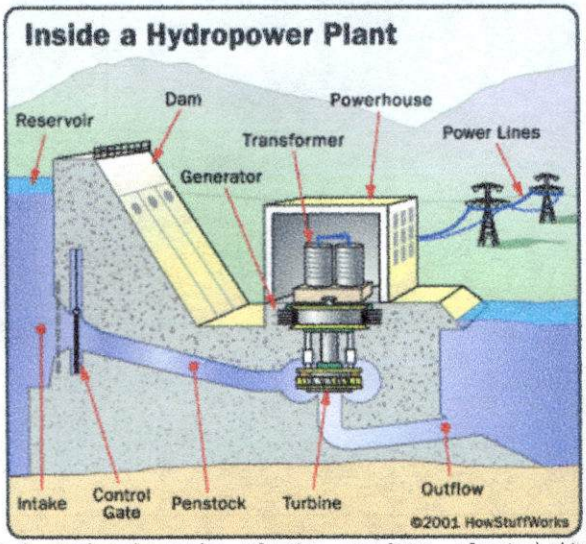
How does man use the power water?

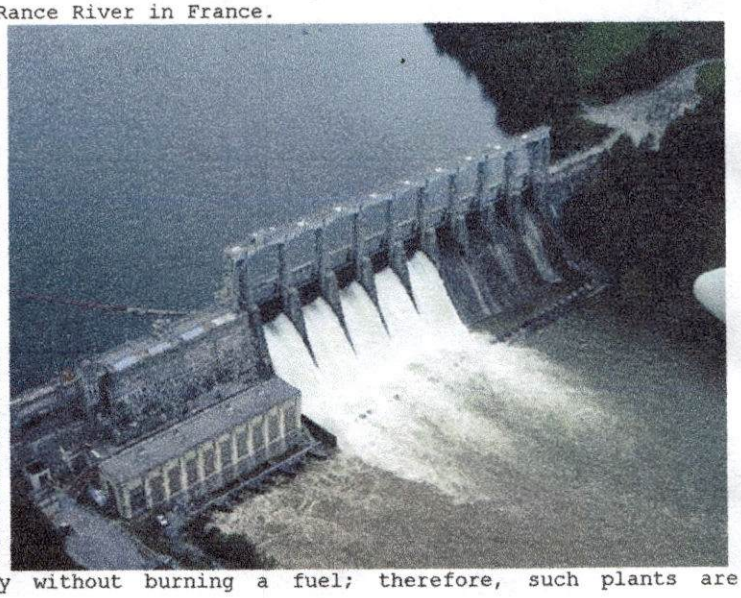
.....

Read the article

The major use of *water power* today is to produce electricity. Water power is the most efficient way **to generate** electricity. When burning coal or atomic fission is used, the energy must first heat water to change it into steam. The steam then turns the blades of a turbine to generate electricity. With water power, the turbine blades are turned directly by the moving water. Electricity generated in this way is called *hydroelectric power*. Unfortunately, hydroelectric power can only be used in areas with rivers suitable for damming.

Efforts are underway to generate electricity from tides. The water of Earth´s oceans rises and falls with the tides. Water levels can differ from 1 to 10 meters in height. When this water is held back and released slowly, its motion can be used to spin a turbine to produce electricity. Currently, a tidal-powered plant exists at the mouth of La Rance River in France.





1.1 Hydroelectric plants produce electricity without burning a fuel; therefore, such plants are nonpolluting.

Match the words in Column A with the correct letter in Column B

Column A	Column B
..... things built by man	**a)** current
..... to produce	**b)** structures
..... flow of electricity	**c)** go around and around
..... revolve	**d)** to generate

Make questions for these answers, using the words in brackets

1. The major use of *water power* today is to produce electricity. **(Which ... ?)**
2. Hydroelectric power can only be used in areas with rivers suitable for damming. **(Where ... ?)**
3. Water levels can differ from 1 to 10 meters in height. **(How ... ?)**
4. A tidal-powered plant exists at the mouth of La Rance River in France. **(Where ... ?)**
5. Hydroelectric plants are nonpolluting **(What ... ?)** or **(Yes/No questions)**

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 88

READ ABOUT IT

Alternative Energy Sources

Topic 7 **Wind power**

What are windmill farms?

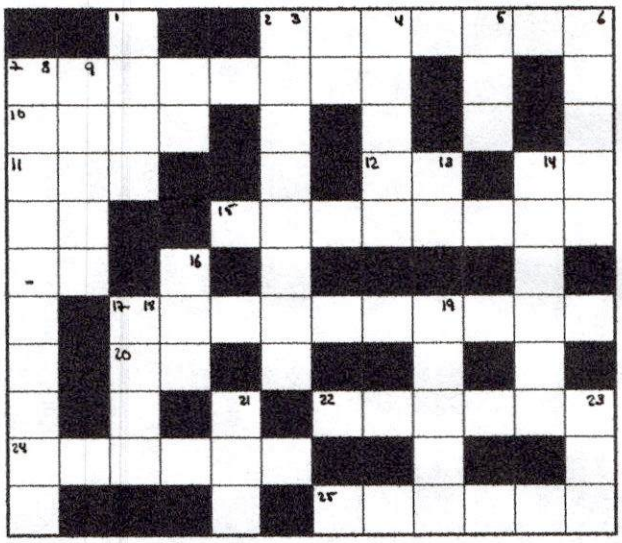
.....

Read the article

Wind power depends on the force of moving air against a windmill. The amount of power produced depends on the speed of the wind, the diameter of the blades on the windmill, and the efficiency of the widmill. In some areas, vast arrays of windmills, called windmill farms, produce significant amounts of electrical energy for their local area. There are problems with using wind power, however.
Windmills are noisy. They also interfere with television and radio reception. There is also the problem of energy storage. No good method has been found to store the energy produced during strong winds for use during calmer periods.

1.1 windmill farms

Crossword



Across:

2. Opposite of *SURE*
7. ..... are noisy
10. To translate: (*Hierro*)
11. In this moment
12. Present tense of *DID*
15. to produce = to ..... (Synonym)
17. Windmill farms interfere with .....
20. Verb (*be*)
22. Windmill farms produce electrical .....
24. (11)
25. Windmill farms interfere with .....(plural) reception

Down:

1. Present tense of *KNEW*
3, 4. The efficient of the windmill depends the .....
of the ..... (singular)
5. Possessive adjetive (plural)
6. Past tense of *SPEAK*
8. Alternative Energy Source
9. To translate: (*Ironía*)
13. Conjuntion
14. Opposite of *WEAK; FEEBLE*
16. Affirmative answer
18. ..... is money
19. Opposite of *SLOW*
21. (10)
23. Opposite of *NO*

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 89

Colegio de Ingenieros Electricistas y Electrónicos La Paz
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ENGLISH
Reading 8

READ ABOUT IT

Alternative Energy Sources

Topic 8 **Solar Energy**

Look at the picture. What is this?

.....

Read the article

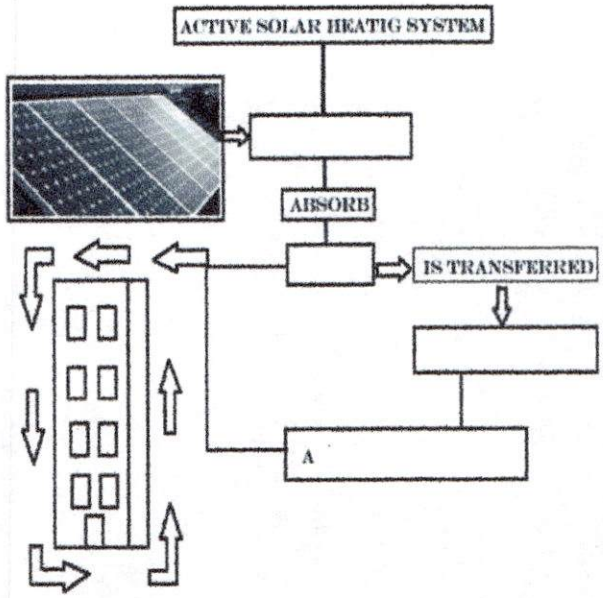
1. Solar energy uses the limitless energy of the sun to provide both heat and electricity. When solar energy is used to heat buildings, the system may be passive or active.
2. In ***passive solar heating system***, the building is designed to collect and store solar energy. For example, a special window might let sunshine into the house but not let heat escape. An outside wall might be made of a material that heats easily in the sunshine and then gives up its heat to the inside of the house. For passive heating systems, important factors include the materials used to build the house, the location of the house relative to the sun, and the landscaping around the house.
3. An ***active solar heating system*** has three parts. First, a solar colector facing the sun absorbs heat. This heat is transferred to a storage area. Second, the storage area stores the heat energy until it is needed. Third, a system moves the heat throughout the building. The same system can also be used to heat water and to cool the building in summer.
4. ***Solar cells*** have been used to generate electricity for spacecraft since the start of the space age. These cells convert sunlight into electricity. Recent advances in the design of solar cells may lead to power plants that can produce millions of watts of electrical power.
5. Another experiment using solar energy to make electricity uses a field of large mirrors. The mirrors focus sunlight on a receiver. The receiver then heats the water, which changes into steam. The steam then drives a turbine.

1. Match the main ideas with the paragraphs in the reading. Write the paragraph numbers in the blanks.

a) Paragraph ____ Is about an active solar system parts.
b) Paragraph ____ Is about experiment using "mirrors"
c) Paragraph ____ Is about solar cells.
d) Paragraph ____ Is about important factors for passive heating systems.
e) Paragraph ____ Introduce to Solar energy.

2. Complete the sentences and answer the questions.

1. Solar energy uses to provide _____ and _____.
2. One of the uses of system passive is to _____.
3. When the building disigned to collect solar energy, this system is _____.
4. What are the uses of Solar cells?
   .....
5. What are the uses of mirrors into solar energy?
   .....



3. Complete the NEXT conceptual map.

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 89

READ ABOUT IT

Alternative Energy Sources

Topic 9 **Geothermal Energy**

What are Geysers?

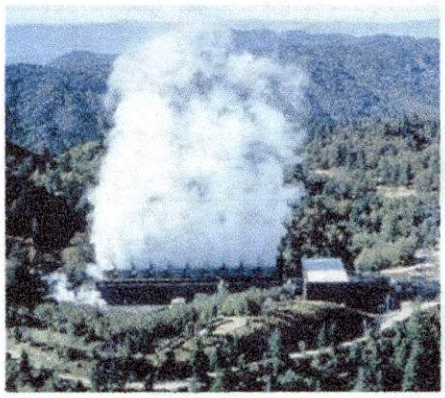
.....

Read the article

Geothermal energy is heat from the interior of Earth. The heat may be brought to the surface by steam or hot water. If the steam or hot water can be piped into a power plant to run a generator, the geothermal energy is changed into electric energy. Hot water from geothermal areas can also be piped into homes for heating and cooking.

Only a few countries generate electricity using geothermal energy. The largest geothermal power plant in the world is in an area called the Geysers, located in California. This power plant is driven by superheated, highly pressurized steam. The steam rises naturally out of deep hot rock. Most other geothermal sources, however, are drilled and controlled like oil wells.

Geothermal energy has many advantages. For example, it needs no fuel, and gives off little pollution. It also has disadvantages. Geothermal power plants are usually far from population centers. The energy must be moved a long way to be used. The superheated steam and superheated water is very corrosive. It requires expensive piping and other equipment. Hot water drawn from the ground must be returned to the ground to prevent cave-ins. For these reasons, geothermal energy presently provides much less than one percent of the world´s total supply of energy.



1. Uderstanding the reading.

Read the sentence. Circle T for true and F for false.

f)	Geothermal energy is heat from the interior of Earth.	**T**	**F**
g)	This heat is cold water	**T**	**F**
h)	The geothermal energy is changed into hydroelectric energy	**T**	**F**
i)	Fifteen countries generate electricity using geothermal energy	**T**	**F**
j)	Geysers are used in geothermal power plants	**T**	**F**
k)	Geothermal energy needs fuel	**T**	**F**
l)	Geothermal energy does not produce pollution	**T**	**F**
m)	Geothermal power plants are near from population centers	**T**	**F**
n)	The superhated steam and superheated water is not corrosive	**T**	**F**
o)	Geothermal energy provides one percent of the world´s total supply of energy	**T**	**F**

2. Make your own conceptual map.

GEOTHERMAL ENERGY

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 90

READ ABOUT IT

Environmental Problems and Solutions

Topic 10 **Acid Rain, Toxic Wastes and Nuclear Waste Disposal**

What is the environment?

.....

Read the article "Acid Rain"

A negative result of our modern society is the pollutants emitted into the air by industry. Nitrogen and sulfur oxides are released into the air from the burning of soft coal and from car exhaust. These gases react with water vapor in the air and form drops of nitric acid and sulfuric acid. These polluted drops of rain are quite acidic. This type of precipitation is called **acid rain.**

Acid rain has many harmful effects on the environment. Soils where acid rain falls become so acidic that forest growth is reduced and crops may be harmed. Lakes become too acidic to support fish. Stone buildings and monuments weather rapidly as the fall of acid rain increases.

Acid rain can be lessened by reducing air pollution. Pollution from sulfur dioxide can be cut down by burning low-sulfur fuels. Special equipment can be used to remove soot and poisonous gases from the exhaust from factories. Pollution-control devices on cars and trucks can be used to change exhaust gases to harmless substances. In some places where acid rain has already affected the soil and water, lakes and land can be treated with substances to partly neutralize the acid.

Read the article "Toxic Wastes"

Toxic wastes are the extremely poisonous by-product of some industrial processes. Unlike pollution, these poisons usually do not enter the environment directly but are left at various locations. Unless disposed of with care, these wastes can pollute the soil and water around them. For many years, toxic wastes were dumped with little care, and their locations were not written down. In some cases, houses were built on top of old toxic waste dumps. When the toxic waste later discovered, hundreds of families had to be moved.

Read the article "Nuclear Waste Disposal"

The use of nuclear reactors leads to two important environmental problems. The first is that nuclear reactors produce by-products that are dangerously radiocative for many years. No satisfactory way has been found for the safe storage or disposal of these nuclear wastes. The second problem is the chance of an accident at a nuclear plant. Such accidents can have awful results. There may be immediate injuries, and the radioactivity may make the area arund the plant unfit for people and animals for many years.

Answer the following questions.

Acid Rain

- **How does acid rain form?**

  .....

- **How can acid rain be cotrolled?**

  .....

Toxic Wastes

- **What are toxic wastes?**

  .....

Nuclear Waste Disposal

- **Identify two problems with the use of nuclear reactors.**

  .....

  .....

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 91-92

READ ABOUT IT

Environmental Problems and Solutions

Topic 11 Conserving the Nonrenewables

What is the difference between conserve and recycle?

.....

Read the article

At present rates of use, many metallic and nonmetallic minerals are likely to be used up in the next 100 years. The only way to deal with this situation is through conservation. Nonrenewable resources are conserved by cutting down on waste, reusing materials, and coming up with substitutes that use more common materials.

Scrap iron, aluminum cans, and the silver in photograpic film are examples of metals that are being reused. Glass is made from sand and other minerals. In many states, bottles are returned for recycling or reuse. Glass fibers are replacing copper wire for lines that carry telephone conversations and computer information. Plastic and fiberglass are used instead of metals in cars, airplanes, and other construction. Research is going on to develop high-technology ceramics for use in automobile engines and industrial applications. These are just a few examples of possible conversation measures.

In the field of energy, conservation of nonreneable resources depends mostly on more efficient use of fuels. Fuel conservation is done by using lighter, smaller cars with more efficient engines.

Are there any new sources of minerals and fuels that are not yet being used? Oil cannot ever be thought of as a renewable resource. However, new deposits may be found. Most of the present-day search for oil is in areas off the shores of continents. The oceans are also possible sources of many important elements such as manganese, cobalt, copper, nickel, and bromine. Methods still have to be developed to recover these resources in a profitable way.

1. Understanding the reading.

What three things can be done to conserve nonrenewable resources?

1. .....
2. .....
3. .....

Give examples of how some resources are being conserved.

.....

.....

.....

In the field of energy in our country.

How do you conserve the energy in your house, work, institute, university, or other places? Give more examples:

.....

.....

.....

.....

.....

.....

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 92

READ ABOUT IT

Nonrenewable Energy Resources and Alternative Energy Sources

Topic 12 **Summary**

Define *energy* and *fossil fuel.*

.....

Identify some *renewable energy sources.*

.....

Summary

Renewable resources are replaced by nature. Nonrenewable resources are not replaced by nature. Air is a renewable resource, but it can be polluted. The usability of land depends on its terrain, climate, and soil. Problems with soil use are depletion, desertification, and salinization. Fresh water is used for sanitation, farming, and industry. Rain renews the water supply, but water can become polluted. Mineral resources are the total amount of a mineral. Mineral reserves are the amount of mineral that can be mined profitably. Nonmetallic mineral resources are used in the form in which they come out of the ground. Fossil fuels form from the remains of plants and animals. Fossil fuels are nonrenewable, yet they ae the primary energy source used today. The atoms of some forms of uranium can be made to fission, releasing energy that can be used to generate elctricity. Oil can be obtained from both oil shales and tar sands, but it is presently too expensive to do so. Renewable energy sources, such as water power, wind power, solar energy, and geothermal energy, use no fuel and do not pollute. Acid rain, toxic wastes, and the disposal of nuclear wastes are problems that must be addressed. Nonrenewable resources need to be conserved and recycled. Alternative energy sources must be developed to slow the use of such resources.

Choose the best answer for each question.

1. An example of a renewable resource is
   a) gold, b) oxygen, c) iron, d)sulfur.

2. An example of a solid air pollutant is
   a) dust, b) nitrogen oxide, c) carbon monoxido.

3. Which is NOT a source of fresh water?
   a) oceans, b) lakes, c) rivers, d) ground.

4. The metal used to make steel is
   a) aluminum, b) copper, c) iron, d) lead.

5. A nonmetallic resource used to remove ice is
   a) gypsum, b) salt, c) sulfur, d) graphite.

6. Which is NOT a fossil fuel?
   a) coal, b) oil, c) natural gas, d) uranium.

7. Which kind of coal contains the highest percentage of carbon?
   a) peat, b) lignite, c) soft coal, d) anthracite.

8. Gasoline and kerosene are made from
   a) petroleum, b) natural gas, c) coal, d) peat.

9. The energy from fission first
   a) turns turbines, b) cools water, c) produces electricity,
   d) heats water to steam.

10. Which can be removed from tar sands?
    a) peat, b) petroleum, c) lignite, d) gas.

11. Which is true of renewable energy sources?
    a) all use sunlight and water, b) none us up fuels,
    c) all are usable everywhere, d) all are inexpensive.

12. The most efficient way to produce electricity is by
    a) coal, b) water power, c) oil, d) nuclear fission.

13. Wind power depends on
    a) splitting atoms, b) direct sunlight, c) moving air,
    d) heat from Earth.

14. A colletor, a storage area, and a transport system are sometimes used in
    a) water power, b) wind power, c) solar energy,
    d) geothermal energy.

15. Geothermal power depends on
    a) heat from Earth, b) direct sunlight, c) moving air,
    d) splitting atoms.

16. Acid rains is NOT
    a) a result of air pollution, b) more acidic than regular rain,
    c) good for lakes, d) reduced by using low-sulfur fuels.

17. Which is NOT a concern with nuclear energy?
    a) radioactive wastes, b) chance of accident,
    c) storage of wastes, d) poor energy yields.

18. Eliminating waste, recycling, and using substitutes are ways of conserving
    a) nonrenewable resources, b) renewable resources,
    c) nonrenewable energy sources, d) renewable energy sources.

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 94-95

READ ABOUT IT

Using Toporaphic Maps – Modern Methods of Mapmaking

Topic 13 Remote Sensing

What is a topographic map?

.....

Remote Sensing

Making an accurate topographic map requires finding the exact location of many points on land. The first topographic maps were made using only *ground survey*. In ground survey, a surveying team collects the necessary data while standing on the ground surface. Each map drawn by ground survey takes a long time to complete. Today, most maps are made by **remote sensing**, that is, by gathering data about the land from above the surface. Remote-sensing data is commonly collected using equipment placed onboard airplanes or satellites. The methods used in remote sensing are quicker and easier than those used in ground surveys.

Also, maps made from remote-sensing data are far more detailed and accurate.

The oldest method of remote sensing is **photogrammetry**. This is a method for determining the position and elevation of surface features from aerial photographs. Photogrammetry was used to produce the accurate maps of the moon that made possible the choice of safe landing sites for the *Apollo* missions.

Radar has proven to be a very valuable tool in remote sensing. Unlike aerial photography, radar can be used even when the surface is dark or hidden by clouds. The radar system used to study Earth is called **imaging radar**. Like all radar systems, imaging radar sends out a signal and then "listens" for the signal to echo off Earth's surface. The signal used in imaging radar is aimed, not at the surface beneath the airplane or spacecraft, but off to one side. This scatters the signal and returns many different echoes instead of just one, to the radar receiver. Called **side-looking radar**, this method provides far more information about the surface than an ordinary radar echo. Computers are used to return the radar data into images of Earth's surface.

. Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 109

Complete the following questions.

How were the first topographic maps made?

.....

.....

.....

What is remote sensing?

.....

List two methods of remote sensing used today.

.....

.....

Classify the nouns in this list as countable or uncountable

Map, land, ground, team, surface, time, equipment, airplanes, satellite, moon, clouds, spacecraft, computer, energy, heat, steam, hyrocarbon, radiation, atom, electricity, plant, carbon, water, oil.

Countable	Uncountable

READ ABOUT IT

Using Toporaphic Maps – Modern Methods of Mapmaking

Topic 14 **Computer Imaging**

What is a Computer Imaging?

Reading

Computer imaging is used to make maps from the data collected by Landsats and imaging radar. *Landsat* sensors are designed to detect wavelengths of green light, red light, and infrared (heat) energy.

These wavelenghts were chosen so that certain surface features, such as rock structures and kinds of plants, would show more clearly. *Landsat* sensors are more sensitive to differences in wavelenght than the human eye. For example, two wavelengths of light may appear to the eye as the same shade of red. The *Landsat* sensor, however, clearly records the different colors can be assigned to each wavelenght. The different colors make each wavelenght easier to see o the map. The resulting picture is called a **false-color image**. In a standard *Landsat* false-color image, healthy vegetation appears bright red, cities appear blue-gray, and clear water appears black.

False-color images can also be made from radar data. Radar images are made from a signal sent from an airplane or spacecrat. By processing the radar echo data trough a computer, it is possible to draw topographic maps of the surface. Colors are added to the map by the computer to make specific surface features more visible. The radar-imaging data can also be used to make three-dimensional images of features, as if features were viewed from the ground.

Taken from: Namowitz N. Samuel & Spaulding E. Nancy (1989) "Earth Science". Health and Company, USA – p. 110

Put the words in the correct order to make sentences.

1. wavelenghts to Landsat designed sensors are detect

_____

2. called false-color The image resulting a picture is

_____

3. data be images radar False-color from can made also

_____

4. computer by Colors the map are the added to

_____

5. images three-dimensional used also to The radar-imaging data be can make

_____

Write the correct word next to the correct concept.

Steel	_____	a new discovery in science
Electronic	_____	equipment used in experiments
Degree	_____	a person who helps another in a job
Solution	_____	the air around the Earth
Reaction	_____	a mass of water vapour floating high in the air
Voltage	_____	the combining of two or more elements
Apparatus	_____	the flow o electricity past a fixed point
Terminal	_____	a measurement of temperature
Fahrenheit	_____	working through the behaviour of electrons, as do transistors for example
Point	_____	the power that does work and drives machines
Cloud	_____	the natural conditions, such as air, water, and land, of a planet
Energy	_____	a system of measuring temperature
Environment	_____	a sign used for separating a whole number from following decimal fractions
Atmosphere	_____	a change caused by the mixing of two substances
Compound	_____	a mixture of chemicals in liquid
Advance	_____	iron in a strong and hard form, containing some carbon and sometimes other metals
Assistant	_____	a point at which connections can be made in an electrical circuit
Current	_____	electrical force

Appendix E

"Samples Lesson Plan (Reading)"

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to talk about Uranium, to express agreement and disagreement, to read for specific details.
Unit: One – Energy Use	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Before you read focus attention on the picture. Write uranium on the board. Invite Ss to comment on the picture and to tell you anything they can about Uranium.	T – Ss Ss	Inferring from context
5'		Have Ss read the tittle and they look at the word map and make predictions about the reading. Call on several Ss to tell the class what they think the reading is about.	Ss – T	Predicting
5'	While reading	Have Ss read the article silently in class.	Ss	Skimming
		Ss read the article. Remind Ss that when you scan, you don't read every word in an article, you look for numbers, capital letters, and so on.	Ss	Scanning
5'		Ss complete the word map individually.	Ss	Scanning
5'	Post-reading	Have Ss answer the questions in pairs.	Ss – Ss	
10'		Have Ss say how they can make the false statements true.	Ss – T	
5'		Have Ss discuss the questions in pairs, and then report their conclusions to the class.	Ss – Ss	
		Emphasize that they do not need to write in complete sentences. The purpose here is only to remember ideas.	T - Ss	

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to use cues to predict content, to talk about Water Power, to check information, to understand sequence.
Unit: Two – Fossil Fuels: Coal	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Have Ss work with a partner or in small groups. Have them discuss the answers to the pre reading questions.	. Ss – Ss	Pre-viewing & Inferring from
5'		Ask one student from each group to tell the class some of the group's answers.	Ss – T	context
5'		Ask Ss to predict "what is this?" Ss look at the picture.	Ss - Ss	Predicting
5'	While reading	Before Ss begin reading, have them scan the article for vocabulary. Then check to see if Ss understand the names of the Hydropower Plant.	T - Ss	Scanning
10'		Have Ss read the article silently, in class.	Ss	Skimming
5'	Post-reading	Have Ss read the article again, and then ask Ss to find the words in the reading and circle the word or phrase that is closest in meaning.	Ss – Ss	Scanning
		Remind Ss to use the context to figure out the meaning out unknown words.	T – Ss	Choose the correct answers
5'		Have Ss read the instruction and complete the exercise, have Ss write questions using questions words.	Ss	(Skill Reading)
5'		Ss check their answers.	Ss - Ss	

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to talk about Uranium, to express agreement and disagreement, to read for specific details.
Unit: Three – Fossil Fuels: Petroleum and Natural Gas	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Before you read focus attention on the picture. Write uranium on the board. Invite Ss to comment on the picture and to tell you anything they can about Uranium.	T – Ss Ss	Inferring from context
5'		Have Ss read the tittle and they look at the word map and make predictions about the reading. Call on several Ss to tell the class what they think the reading is about.	Ss – T	Predicting
5'	While reading	Have Ss read the article silently in class.	Ss	Skimming
		Ss read the article. Remind Ss that when you scan, you don't read every word in an article, you look for numbers, capital letters, and so on.	Ss	Scanning
5'		Ss complete the word map individually.	Ss	Scanning
5'	Post-reading	Have Ss answer the questions in pairs.	Ss – Ss	
10'		Have Ss say how they can make the false statements true.	Ss – T	
5'		Have Ss discuss the questions in pairs, and then report their conclusions to the class.	Ss – Ss T - Ss	

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to talk about Uranium, to express agreement and disagreement, to read for specific details.
Unit: Four - Uranium	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Before you read focus attention on the picture. Write uranium on the board. Invite Ss to comment on the picture and to tell you anything they can about Uranium.	T – Ss Ss	Inferring from context
5'		Have Ss read the tittle and they look at the word map and make predictions about the reading. Call on several Ss to tell the class what they think the reading is about.	Ss – T	Predicting
5'	While reading	Have Ss read the article silently in class.	Ss	Skimming
		Ss read the article. Remind Ss that when you scan, you don't read every word in an article, you look for numbers, capital letters, and so on.	Ss	Scanning
5'		Ss complete the word map individually.	Ss	Scanning
5'	Post-reading	Have Ss answer the questions in pairs.	Ss – Ss	
10'		Have Ss say how they can make the false statements true.	Ss – T	
5'		Have Ss discuss the questions in pairs, and then report their conclusions to the class.	Ss – Ss	
		Emphasize that they do not need to write in complete sentences. The purpose here is only to remember ideas.	T - Ss	

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to use cues to predict content, to talk about Water Power, to check information, to understand sequence.
Unit: Five - Renewable Energy Sources	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Have Ss work with a partner or in small groups. Have them discuss the answers to the pre reading questions.	Ss – Ss	Pre-viewing & Inferring from context
5'		Ask one student from each group to tell the class some of the group's answers.	Ss – T	
5'		Ask Ss to predict "what is this?" Ss look at the picture.	Ss - Ss	Predicting
5'	While reading	Before Ss begin reading, have them scan the article for vocabulary. Then check to see if Ss understand the names of the Hydropower Plant.	T - Ss	Scanning
10'		Have Ss read the article silently, in class.	Ss	Skimming
5'	Post-reading	Have Ss read the article again, and then ask Ss to find the words in the reading and circle the word or phrase that is closest in meaning.	Ss – Ss	Scanning
		Remind Ss to use the context to figure out the meaning out unknown words.	T – Ss	Choose the correct answers
5'		Have Ss read the instruction and complete the exercise, have Ss write questions using questions words.	Ss	(Skill Reading)
5'		Ss check their answers.	Ss - Ss	

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to use cues to predict content, to talk about Water Power, to check information, to understand sequence.
Unit: Six – Water Power	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Have Ss work with a partner or in small groups. Have them discuss the answers to the pre reading questions.	Ss – Ss	Pre-viewing & Inferring from context
5'		Ask one student from each group to tell the class some of the group's answers.	Ss – T	
5'		Ask Ss to predict "what is this?" Ss look at the picture.	Ss - Ss	Predicting
5'	While reading	Before Ss begin reading, have them scan the article for vocabulary. Then check to see if Ss understand the names of the Hydropower Plant.	T - Ss	Scanning
10'		Have Ss read the article silently, in class.	Ss	Skimming
5'	Post-reading	Have Ss read the article again, and then ask Ss to find the words in the reading and circle the word or phrase that is closest in meaning.	Ss – Ss	Scanning
		Remind Ss to use the context to figure out the meaning out unknown words.	T – Ss	Choose the correct answers
5'		Have Ss read the instruction and complete the exercise, have Ss write questions using questions words.	Ss	(Skill Reading)
5'		Ss check their answers.	Ss - Ss	

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to talk about Uranium, to express agreement and disagreement, to read for specific details.
Unit: Seven – Wind Power	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Before you read focus attention on the picture. Write uranium on the board. Invite Ss to comment on the picture and to tell you anything they can about Uranium.	T – Ss Ss	Inferring from context
5'		Have Ss read the tittle and they look at the word map and make predictions about the reading. Call on several Ss to tell the class what they think the reading is about.	Ss – T	Predicting
5'	While reading	Have Ss read the article silently in class.	Ss	Skimming
		Ss read the article. Remind Ss that when you scan, you don't read every word in an article, you look for numbers, capital letters, and so on.	Ss	Scanning
5'		Ss complete the word map individually.	Ss	Scanning
5'	Post-reading	Have Ss answer the questions in pairs.	Ss – Ss	
10'		Have Ss say how they can make the false statements true.	Ss – T	
5'		Have Ss discuss the questions in pairs, and then report their conclusions to the class.	Ss – Ss	
		Emphasize that they do not need to write in complete sentences. The purpose here is only to remember ideas.	T - Ss	

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to use cues to predict content, to talk about Water Power, to check information, to understand sequence.
Unit: Eight - Solar Energy	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Have Ss work with a partner or in small groups. Have them discuss the answers to the pre reading questions.	Ss – Ss	Pre-viewing & Inferring from
5'		Ask one student from each group to tell the class some of the group's answers.	Ss – T	context
5'		Ask Ss to predict "what is this?" Ss look at the picture.	Ss - Ss	Predicting
5'	While reading	Before Ss begin reading, have them scan the article for vocabulary. Then check to see if Ss understand the names of the Hydropower Plant.	T - Ss	Scanning
10'		Have Ss read the article silently, in class.	Ss	Skimming
5'	Post-reading	Have Ss read the article again, and then ask Ss to find the words in the reading and circle the word or phrase that is closest in meaning.	Ss – Ss	Scanning
		Remind Ss to use the context to figure out the meaning out unknown words.	T – Ss	Choose the correct answers
5'		Have Ss read the instruction and complete the exercise, have Ss write questions using questions words.	Ss	
5'		Ss check their answers.	Ss - Ss	(Skill Reading)

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to talk about Uranium, to express agreement and disagreement, to read for specific details.
Unit: Nine – Geothermal Energy	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Before you read focus attention on the picture. Write uranium on the board. Invite Ss to comment on the picture and to tell you anything they can about Uranium.	T – Ss Ss	Inferring from context
5'		Have Ss read the tittle and they look at the word map and make predictions about the reading. Call on several Ss to tell the class what they think the reading is about.	Ss – T	Predicting
5'	While reading	Have Ss read the article silently in class.	Ss	Skimming
		Ss read the article. Remind Ss that when you scan, you don't read every word in an article, you look for numbers, capital letters, and so on.	Ss	Scanning
5'		Ss complete the word map individually.	Ss	Scanning
5'	Post-reading	Have Ss answer the questions in pairs.	Ss – Ss	
10'		Have Ss say how they can make the false statements true.	Ss – T	
5'		Have Ss discuss the questions in pairs, and then report their conclusions to the class.	Ss – Ss	
		Emphasize that they do not need to write in complete sentences. The purpose here is only to remember ideas.	T - Ss	

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to use cues to predict content, to talk about Water Power, to check information, to understand sequence.
Unit: Ten – Acid Rain, Toxic Wastes and Nuclear Waste Disposal	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Have Ss work with a partner or in small groups. Have them discuss the answers to the pre reading questions.	Ss – Ss	Pre-viewing & Inferring from
5'		Ask one student from each group to tell the class some of the group's answers.	Ss – T	context
5'		Ask Ss to predict "what is this?" Ss look at the picture.	Ss - Ss	Predicting
5'	While reading	Before Ss begin reading, have them scan the article for vocabulary. Then check to see if Ss understand the names of the Hydropower Plant.	T - Ss	Scanning
10'		Have Ss read the article silently, in class.	Ss	Skimming
5'	Post-reading	Have Ss read the article again, and then ask Ss to find the words in the reading and circle the word or phrase that is closest in meaning.	Ss – Ss	Scanning
		Remind Ss to use the context to figure out the meaning out unknown words.	T – Ss	Choose the correct answers
5'		Have Ss read the instruction and complete the exercise, have Ss write questions using questions words.	Ss	
5'		Ss check their answers.	Ss - Ss	(Skill Reading)

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to talk about Uranium, to express agreement and disagreement, to read for specific details.
Unit: Eleven – Conserving the Nonrenevable	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Before you read focus attention on the picture. Write uranium on the board. Invite Ss to comment on the picture and to tell you anything they can about Uranium.	T – Ss Ss	Inferring from context
5'		Have Ss read the tittle and they look at the word map and make predictions about the reading. Call on several Ss to tell the class what they think the reading is about.	Ss – T	Predicting
5'	While reading	Have Ss read the article silently in class.	Ss	Skimming
		Ss read the article. Remind Ss that when you scan, you don't read every word in an article, you look for numbers, capital letters, and so on.	Ss	Scanning
5'		Ss complete the word map individually.	Ss	Scanning
5'	Post-reading	Have Ss answer the questions in pairs.	Ss – Ss	
10'		Have Ss say how they can make the false statements true.	Ss – T	
5'		Have Ss discuss the questions in pairs, and then report their conclusions to the class.	Ss – Ss T - Ss	

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to use cues to predict content, to talk about Water Power, to check information, to understand sequence.
Unit: Twelve - REVIEW	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Have Ss work with a partner or in small groups. Have them discuss the answers to the pre reading questions.	Ss – Ss	Pre-viewing & Inferring from
5'		Ask one student from each group to tell the class some of the group's answers.	Ss – T	context
5'		Ask Ss to predict "what is this?" Ss look at the picture.	Ss - Ss	Predicting
5'	While reading	Before Ss begin reading, have them scan the article for vocabulary. Then check to see if Ss understand the names of the Hydropower Plant.	T - Ss	Scanning
10'		Have Ss read the article silently, in class.	Ss	Skimming
5'	Post-reading	Have Ss read the article again, and then ask Ss to find the words in the reading and circle the word or phrase that is closest in meaning.	Ss – Ss	Scanning
		Remind Ss to use the context to figure out the meaning out unknown words.	T – Ss	Choose the correct answers
5'		Have Ss read the instruction and complete the exercise, have Ss write questions using questions words.	Ss	
5'		Ss check their answers.	Ss - Ss	(Skill Reading)

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to use cues to predict content, to talk about Water Power, to check information, to understand sequence.
Unit: Thirteen – Remote Sensing	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Have Ss work with a partner or in small groups. Have them discuss the answers to the pre reading questions.	Ss – Ss	Pre-viewing & Inferring from
5'		Ask one student from each group to tell the class some of the group's answers.	Ss – T	context
5'		Ask Ss to predict "what is this?" Ss look at the picture.	Ss - Ss	Predicting
5'	While reading	Before Ss begin reading, have them scan the article for vocabulary. Then check to see if Ss understand the names of the Hydropower Plant.	T - Ss	Scanning
10'		Have Ss read the article silently, in class.	Ss	Skimming
5'	Post-reading	Have Ss read the article again, and then ask Ss to find the words in the reading and circle the word or phrase that is closest in meaning.	Ss – Ss	Scanning
		Remind Ss to use the context to figure out the meaning out unknown words.	T – Ss	Choose the correct answers
5'		Have Ss read the instruction and complete the exercise, have Ss write questions using questions words.	Ss	
5'		Ss check their answers.	Ss - Ss	(Skill Reading)

Institution: Colegio de ingenieros Electricistas y Electrónicos de La Paz.	**Specific Objectives:** to use cues to predict content, to talk about Water Power, to check information, to understand sequence.
Unit: Fourteen – Computer Imaging	**Skill:** Reading (integrated skills)

Time	Stage	Description of Activities	Pattern of interaction	Strategies
5'	Pre-reading	Have Ss work with a partner or in small groups. Have them discuss the answers to the pre reading questions.	Ss – Ss	Pre-viewing & Inferring from
5'		Ask one student from each group to tell the class some of the group's answers.	Ss – T	context
5'		Ask Ss to predict "what is this?" Ss look at the picture.	Ss - Ss	Predicting
5'	While reading	Before Ss begin reading, have them scan the article for vocabulary. Then check to see if Ss understand the names of the Hydropower Plant.	T - Ss	Scanning
10'		Have Ss read the article silently, in class.	Ss	Skimming
5'	Post-reading	Have Ss read the article again, and then ask Ss to find the words in the reading and circle the word or phrase that is closest in meaning.	Ss – Ss	Scanning
		Remind Ss to use the context to figure out the meaning out unknown words.	T – Ss	Choose the correct answers
5'		Have Ss read the instruction and complete the exercise, have Ss write questions using questions words.	Ss	
5'		Ss check their answers.	Ss - Ss	(Skill Reading)

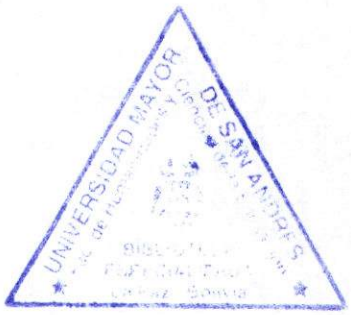
Appendix F

"Syllabus Content"

SYLLABUS CONTENT (EGP)

Nº	TOPIC	GRAMMAR	COMMUNICATIVE COMPETENCE LISTENING AND SPEAKING	LINGUISTIC COMPETENCE READING AND WRITING	STRATEGY
Unit 1	**Welcome to the show!**	Simple Present Tense Statements with **Be** Yes/No questions	Pronunciation: Rising intonation with Yes/no questions. Speaking: Greetings	Reading: Sharing prior knowledge Writing: Using a model	Use yourself and the members of your class to introduce teacher and student and the singular pronoun. Use pictures to present occupations
Unit 2	**Business or Vacation?**	A/An In/On/At Singular and Plural	L: Plural Endings (-s,-es,-ies) S: Asking someone to repeat information	R: Using Prior Knowledge. W: Completing a form	Use pictures to introduce the names of the places. Use the pictures of places to begin a discussion of where people work.
Unit 3	**Family Trees**	Can/Can't And/But/Or This/that Possessive Nouns	L: Possessive Nouns S: Can and Can't	R: Using pictures W:Making a Family tree.	Show pictures of families to present the words for family members.
Unit 4	**At the Mall**	Adjectives; These/Those Any/Some; There is / There are; Next to	L: /s/ S: Agreeing and Disagreeing	R: Reading W: Creating an advertisement	Use pictures or point to students´clothes to introduce the words and color words.
Unit 5	**Let's Eat**	Count Nouns (a/an) Non-count Nouns Possessive Adjectives Infinitives	L: /h/ S: Asking questions politely	R: Using the title n´pictures to predict content. W: listing ideas.	Use pictures to introduce the food. Show pictures of pieces of cake to introduce ***all – a piece of***
Unit 6	**Follow that Spy!**	Present Progressive Information; Yes/no Questions. Who?	L: /n/ and /n/ in final position. S: Check information	R: Using pictures to predict content. W: Sharing ideas.	Use pictures to introduce ***behind, in front of, magazine, watch, etc.*** Introduce ***who and which.***
Unit 7	**Let's Get In Shape**	SPT vs Progressive T. Imperatives Non-action Verbs	L : /l/ and /r/ S : Getting more information	R: Using the title and pictures to make predictions W: Gathering Info.	Use pictures and/or pantomime to introduce or view ***exercise, jump rope, lift weights...***
Unit 8	**Soup Suds**	Simple past tense **Be** Regular Verbs; Object Pronoun; adv	L: The –ed Ending S: Expressing Shock	R: Tell a story W: Writing	Use pictures or pantomime to present the vocabulary for feelings.

Unit 9	**Interesting People and Places**	Simple Past tense of Irregular Verbs	L: /o/ S: Using time expressions	R: Describing events in your life. W: Using a time line	To ask students what they like to do on vacation. Use real postcard and pictures of mountains and ruins.
Unit 10	**What's Your Opinion?**	Verb + Object + Inf	L: /b/ and /v/ S: Agreeing and Disagreeing Politely	R: Predicting Info W: Using Wh-Questions to plan	To ask students where they learn the news. Use pictures to present the adjectives and adverbs.
Unit 11	**Plans and Predictions**	Prepositions of Direction Future Tense with **Be** Going to	L: /y/ and /j/ S: Talking about periods of time.	R: Make predictions. W: Future predictions; Brainstorming ideas.	Introduce the word ***predict.*** Focus attention on the horoscope predictions. Introduce ***soon*** and ***future.***
Unit 12	**Who's Who?**	Adj.; Verb T. Review Someone,Anyone,etc.	L: s- Blends S:Him or herself	R: A mystery story W: tell a story	To ask and answer questions. To make plans To express likes and dislikes. To talk about photographs



Appendix G

"Samples Lesson Plan (In Contact 1)"

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** One	**Linguistic Objectives:** Ss will be able to use the simple present tense of **be**, to understand questions in the simple present tense of **be**, to recognize and practice the intonation of yes/no questions. **Functional Objectives:** Ss will be able to greet someone and introduce oneself, to ask for and report personal information, to spell words aloud. **Skills:** Integrated skills **Date:** April

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
10'	Speaking	**Warm-up**	Use Pictures to present occupations: actor, actress, dentist, teacher, engineer, secretary, etc. Use yourself and members of the class to introduce the singular pronouns I, She, He and You. Model and have students repeat. "I´m a teacher" "(He´s) a student", "You´re a student".	T - Ss T – Ss	pictures
5'	Speaking	**Main Activity**	Students write their names and spell them aloud	Ss - T	Notebook
10'	Speaking		Have Ss look at page 1. most of them will be familiar with TV game show. Have them give examples of game shows they have seen. Then focus attention on the pictures. Prompt Ss to name the occupation of each of the contestants.	Ss - Ss	Book
5'	Speaking		Have Ss work in pairs to ask and answer questions about the contestants.	Ss – Ss	
5'	Reading	**Follow-Up**	Have Ss work in small groups to practice identify the people in the pictures.	Ss - Ss	Book
5'	Writing		Have Ss work alone to complete their workbook: Practice 1	Ss	Workbook
10'	Speaking	**Round-Up**	Call out the occupations in mixed-up order for Ss to name the correct number, for example: She´s a nurse "Five" call out the numbers in mixed-up order. The Class should respond with the correct occupation: Eight, "He´s a teacher." Also is possible the use of pictures and oneself. For example: **What do you do?** **What does he/she do?** I´m a *student* He/She is a *student*	Ss - Ss	Book

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Two	**Linguistic Objectives:** Ss will be able to use the simple present tense, to understand questions in the simple present tense, to use **in/on/at**, to use **a/an**, to use and distinguish between singular and plural nouns. **Functional Objectives:** Ss will be able to talk about occupations, to make introductions. **Skills:** Integrated skills **Date:** April

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
5'	Speaking	**Warm-up**	Use Pictures and Ss in the class to introduce man, woman, boy, ad girl.	T - Ss	pictures
10'	Speaking		Use pictures to introduce the names of the places, airport, city, hospital, hotel, office, school, theater, and of the musical instruments, drum, guitar, and piano. Ask if any Ss play the piano, the guitar, or the drums.	T – Ss Ss - T	pictures
5'	Speaking	**Main Activity**	Use the pictures of the places to begin a discussion of where people work, for example: I´m a teacher.	T – Ss	pictures
5'			I work in a school. Then name other occupations and help Ss associate the jobs and places.	Ss - Ss	
10'	Reading		Read the group of sentences in a aloud, pausing for the class to repeat. Then direc students' attention to the pictures. Have Ss work in pairs to read the sentences and match them to the pictures.	Ss - Ss	pictures
5'	Speaking		Call attention to the plural nouns. Help Ss generalize That a final –s indicates more than one.	T – Ss	pictures
5'	Speaking	**Follow-Up**	Ask Ss to cover Exercise 1. Say, **She works in a hospital. What does she do?** Call on an individual to answer, **"She is a doctor."**	Ss - Ss	Hand-out
5'	Speaking & Writing		Then let that Ss make up a similar questions to ask another student. If it is possible, Ss write their answers	Ss - Ss	
10'	Writing	**Round-Up**	Let students complete the puzzle in the workbook independently or in pair. Then ask individuals to spell The answers aloud.	Ss - Ss	Workbook
5'	Speaking		Have pairs of Ss work together to play Spell It Right! One student says a word and the other spells it, either from memory or by reading the names of the letters the page.	Ss - Ss	

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Three	**Linguistic Objectives:** Ss will be able to use and/but/or, to use and distinguish between can/can't, to use and distinguish between this and that. **Functional Objectives:** Ss will be able to talk about family relationships, to talk about abilities, to understand details, to pratice number words. **Skills:** Integrated skills **Date:** May

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
10'	Speaking	**Warm-up**	Show pictures of families to present the words for Family members: mother, father, daughter, son, sister brother, wife, husband, grandmother, grandfather, granddaughter, grandson. Ask individuals to tell you the names of their mothers, fathers, sisters, and brothers.	T - Ss	pictures
10'	Writing	**Main Activity**	Read the form with the class to make sure everyone understands the vocabulary. Ss can complete the form in class.	Ss	Hand-out
5'	Speaking		Ask Ss to talk about other family members.	Ss	
10'	Listening		Have Ss close their books. Tell them they are going to hear about rhubarb. Play the recording while Ss listen. After Ss have listened once, ask them to tell you wathever they can about rhubarb. Play the recording again as Ss follow along in their books.	Ss	Recording
5' 5'	Writing Speaking	**Follow-Up**	Ss answer the questions. Have students check answers in pairs by taking turns asking and answering the questions.	Ss Ss	Book
10'	Writing	**Round-Up**	Read the instructions with the class. Make sure Ss understand the example. Then have students do the exercise. Have students say how they can make the false statements true.	Ss	Book
5'	Speaking		Students can read the sentences aloud in pairs and correct them.	Ss	Book

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Four	**Linguistic Objectives:** Ss will be able to use any/some; there is/there are, to hear and produce /s/. **Functional Objectives:** Ss will be able to talk about clothes and shopping, to describe by color, to express likes and dislikes, to use pictures to preview a topic, to read for specific details. **Skills:** Integrated skills **Date:** May

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
10'	Speaking	Warm-up	Use pictures to introduce the words: dress, jacket, Jeans, pants, shirt, shoe, skirt, sock, sweater, T-shirt. Model the questions and answers for the class: What (is) (Pedro) wearing? (He) (is) wearing (a shirt). Have students listen and repeat.	T - Ss	pictures
10'	Speaking		Point to objects around the room to introduce the color words black, blue, brown, green, orange, pink, red, Purple, white, yellow. Model, What color is it? It is (blue). Have students describe other objects in the room.	T - Ss	objects around the room
10'	Reading	Main Activity	Read the instructions. Give students time to look at the Picture and do the activity.	Ss	Book
5'	Speaking		Have students check answers in pairs.	Ss - Ss	
10	Reading & Writing		Have students look at the picture and match the clothes and the colors.	Ss	Book
5'	Speaking		Have students check answers in pairs.	Ss - Ss	
5'	Speaking	Follow-Up	Explain the activity. Model the example. Have students repeat. Then have students work in pairs to continue asking and answering about the people in the picture.	Ss - Ss	pictures
10'	Speaking	Round-Up	Have students work in groups to talk about what people in the class are wearing. Identify a student by saying: (he's) wearing a (black) (T-shrit). What's (his) name? Have students guess who you are talking about by responding, "(His) name is (Manuel)". Have students wh answered correctly ask the next Question.	Ss - Ss	Book

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Five	**Linguistic Objectives:** Ss will be able to use count and non-count nouns, to use a/an/some/any/one, introduce (**I'd like**), to introduce **all** and **a piece of**. **Functional Objectives:** Ss will be able to talk about food, to express needs and desires, to read for specific details. **Skills:** Integrated skills **Date:** Jun

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
10'	Reading & Speaking	**Warm-up**	Use pictures to introduce the food vocabulary. Ask questions using a/an with count nouns tomato, Hamburger, cake, egg, hot dog, onion, pizza, salad, Sandwich, soft drink, and any with the non-count nouns food, coffee, sugar, bread, butter, cheese, chocolate, lettuce, milk, and tea. Example: Do you want a (hamburger)? Do you want any cheese on your hamburger?	T - Ss	pictures
10'	Reading & Speaking	**Main Activity**	On the board write: Are you hungry? Are you thirsty? Then write the title, Let's eat! Direct the students' attention to the picture. Read the name of each food item, pausing for Ss to repeat. Encourage students to say as much as they can about the picture, the colors of the food, the number of things they see, and so on.	T - Ss Ss - Ss	Board
5'	Reading & Speaking		Point a food item and ask, what do you want? Motion for the class to answer, "I want (a salad)" or "I'd like (a hamburger)". Continue with the other foods.	T - Ss Ss - Ss	Book
5'	Speaking	**Follow-Up**	Read the instructions. Have students read the example Then model it with a student partner: point out the use of any after don't. students can then work in pairs to ask and answer questions about food.	Ss - Ss	pictures
5'	Writing	**Round-Up**	Students complete the workbook, practice 1	Ss	Workbook
5'	Reading		Students check their answers.	Ss - SS	

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Six	**Linguistic Objectives:** Ss will be able to use the present progressive tense, to listen for specific details (sequence). **Functional Objectives:** Ss will be able to talk about what is happening, to check information, to understand sequence, to state an opinion. **Skills:** Integrated skills **Date:** Jun

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
10'	Listening & Speaking	**Warm-up**	use pictures and realia to introduce behind, in front of, Magazine, watch, camera, newspaper, money, and Motorcycle. Use pictures to introduce get, follow, get on/get off, carry, stop, take pictures, and wait. Use pictures to introduce person/people, reporter, and spy.	T - Ss	pictures
5'	Speaking		Introduce who and which. Ask personal questions: Who isn't in class today?	T - Ss	
10'	Speaking		Introduce happen/happening. Point to picture and say What's happening in picture (...)? Encorage students to respond in the present Progressive tense.	T - Ss	pictures
5'	Reading	**Main Activity**	Students work individually, in pairs, or as a class to look at the pictures and write the correct letter. Check answers as a class before students do Exercise 2.	Ss	Book Book
10'	Speaking		Read the instructions and the example before students begin. As students ask and answer questions, circulate and help as needed.	Ss - Ss Ss - Ss	 pictures
5'	Writing	**Follow-Up**	Tell students you will name an action. They must tell You the letter of the corect person or people on Workbook; for example, say, the boy is looking at his watch. The students should answer, "e".	Ss	
5'	Writing	**Round-Up**	Students complete the workbook, practice 1	Ss	Workbook
5'	Reading		Students check their answers.	Ss - SS	

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Seven	**Linguistic Objectives:** Ss will be able to contrast the simple present and present progressive tenses. **Functional Objectives:** Ss will be able to talk about health and exercise, to talk about meals, to use pictures to make predictions, to read for specific details. **Skills:** Integrated skills **Date:** July

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
5'	Listening	**Warm-up**	use pictures, realia and pantomime to introduce jump rope, lift weights, play basketball, ride a bike, run, swim, and walk.	T - Ss	pictures
10'	Writing		Students make sentences in the board, accordig to previous example. Assign each student an activity (word) the next student complete the sentence.	T - Ss Ss - Ss	board
5'	Speaking	**Main Activity**	Read the tittle of the unit. Direct students' attention to the pictures. Ask students to name the activities they see.	T - Ss	Magazines
			Read the directions. Have students do the activity.	Ss	
5'	Reading		Check the answers.	Ss – T	Book
10'	Speaking		Have students cover the words in exercise 1. Focus attention on picture 5 and ask, What are they doing? Have students answer, They are ……	Ss - Ss	Book
10'	Speaking	**Follow-Up**	Students work in pairs to find out what their partners like to do. Before students begin, model the example with a student.	Ss - Ss	
5'	Speaking		Students tell the class about their partners.	Ss	
5'	Writing	**Round-Up**	Assign each student an activity in workbook, practice 1	Ss	Workbook
5'	Reading		Students check their answers.	Ss - SS	

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Eight	**Linguistic Objectives:** Ss will be able to use adverbs of time, to use the simple past tense of be and regular verbs, to distinguish past tense endings. **Functional Objectives:** Ss will be able to talk about feelings and emotions, to talk about the past, to use picture cues to make predictions and tell a story. **Skills:** Integrated skills **Date:** August

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
15'	Listening Reading & Speaking	**Warm-up**	use pictures, pantomime and recordings to present The vocabulary for feelings. Model questions and Answers with afraid, angry, confused, happy, nervous, sad, shocked, sick, tired, terrible, etc. How does he/she feel? He/she is (happy) Use pictures to introduce cry, laugh, and smile. Ask the Ss what they think the title of the unit means. Answers will vary.	T - Ss T - Ss	pictures & Recording Book
5'	Writing	**Main Activity**	Help students with any words that are unfamiliar. Have students match the pictures with the correct words in the word box.	Ss	Book
5'	Speaking		Have students explain how they decided how each person was feeling.	Ss	
10'	Speaking		Have students work in pairs to ask and answer questions about the feeling shown in each picture. Before students begin, model the conversation with a student partner.	Ss - Ss	Book
10'	Speaking	**Follow-Up**	Let students work in groups. One student pantomimes a feeling. The first group member to identify it correctly gets to pantomime the next feeling.	Ss - Ss	
5'	Writing	**Round-Up**	Assign each student an activity in workbook, practice 1	Ss	Workbook
5'	Reading		Students check their answers.	Ss - SS	

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Nine	**Linguistic Objectives:** Ss will be able to listen for specific details (compare and contrast), to hear and pronounce 0. **Functional Objectives:** Ss will be able to talk about what happened, to discuss historical events, to talk about history and related vocabulary. **Skills:** Integrated skills **Date:** August

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
15'	Speaking	**Warm-up**	Ask students to tell you what they know about the History of their own country. Use a real calendar to introduce calendar, and date.	T - Ss	calendar
			Use pictures o introduce sun, moon, and stars. What games they have won or lost recently. **Look for** and **find** (discover)	T - Ss	pictures
			Show pictures of buildings made of stone.	T - Ss	pictures
5'	Writing	**Main Activity**	Focus attention on the pictures. Ask, What do you think the boys are doing? Do you recognize any of the places shown? What do you know about them?	T - Ss	Book board
5'	Speaking		Answers will vary	Ss	
10'	Listening		Play the recording as students listen.	Ss	Recording
5'	Reading		Have pairs of students practice reading the conversations aloud. Ask one to perform them for the class.	Ss - Ss	
10'	Speaking	**Follow-Up**	Have pairs of students prepare a similar conversation about an ancient place in their own country. Have them perform their conversation for the class	Ss - Ss	
5'	Writing	**Round-Up**	Assign each student an activity in workbook, practice 2 Have students work individually to answer the questions.	Ss	Workbook
5'	Speaking		Students can check answers in pairs.	Ss - Ss	

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Ten	**Linguistic Objectives:** Ss will be able to use verb + object + infinitive, to listen for specific details. **Functional Objectives:** Ss will be able to ask for and report information, to give opinions, to use opposites, to organize information, to read news. **Skills:** Integrated skills **Date:** September

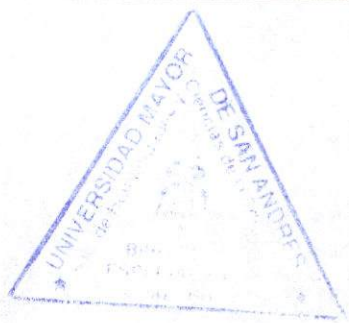
Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
5'	Speaking	**Warm-up**	Ask students where they learn the news. Do they read a newspaper? Watch TV? Listen to the Radio? Introduce service(s) and retail (sales).	T - Ss	
5'	Speaking		Use pictures and realia to present the adjetives and adverbs big, clean, dirty, fat, free, pretty, tall, thin, ugly, early, late, and here.	Ss	pictures
5'	Reading & Speaking	**Main Activity**	Direct students' attention to the ads. Point out: Who is selling something? What they are selling Where they are available When they are.	T - Ss	Book board
10' 5'	Reading Speaking		Have students work in pairs to match each question with the correct ad. (see page 100). Students can check answers with another pair or as a class.	Ss	Recording
10'	Writing	**Follow-Up**	Explain the activity. Model the example before students begin. After pairs ask and answer questions about the ads, call on pairs to demostrate for the class.	Ss - Ss	
5'	Writing	**Round-Up**	Assign each student an activity in workbook, practice 1 Have students work individually to answer the questions.	Ss	Workbook
5'	Speaking		Students can check answers in pairs.	Ss - Ss	

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Eleven	**Linguistic Objectives:** Ss will be able to use preposition of direction, to use the future tense with the verbs **be** and **going to**, **Functional Objectives:** Ss will be able to talk about the weather, to understand graphs and charts, to talk about the future, to state predictions, to talk about periods of time. **Skills:** Integrated skills **Date:** September

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
5'	Speaking	**Warm-up**	Tell the class about things you are going to do tomorrow, next week, next month, and so on.	T - Ss	
5'	Reading		Read the explanation and examples with the class.	Ss	Book
5'	Writing		Students write what they are going to do on the board	Ss	Board
5'	Speakig		Then students reading ther sentences.	Ss	
5'	Reading & Speaking	**Main Activity**	Read the directions with the class. If necessary, clarifying what the numbers at the left mean. Then students check their answers and mistakes.	T - Ss Ss	Book
10'	Reading & Speaking		Read the directions with the class. Then let them make their predictions independently. Have students read their predictions in pairs to the class. Predictions will vary.	Ss Ss - Ss	Book Notebook
10'	Writing	**Follow-Up**	Assign each student an activity in workbook, practice 5 and 6. iIntroduce be able (to do) something. Ask the students to name things they can do/are able (to do) now that they were not able to do last year. What can they do now that they were not able to do when the were two years old? Five years old? Ten years old?	Ss	Workbook
5'	Writing				
10'	Reading	**Round-Up**	Have students read the exaples silently. You may wish to point out that the short answers are the same as for the simple present tense. Point out that in information questions, the subject comes between the form of to be and going to.	Ss - Ss	Book

Institution: Colegio de Ingenieros Electricistas y Electrónicos de La Paz **Presenter:** Miguel Angel Laura Villca **Level:** Elementary **Unit:** Twelve	**Linguistic Objectives:** Ss will be able to review adjetives and verb tenses, to hear and say initial s-blends. **Functional Objectives:** Ss will be able to describe people, to listen for details (a description), to make inferences and draw conclusions. **Skills:** Integrated skills **Date:** October

Time	Set		Description of Activities	Pattern of interaction	Materials
	skill	stage			
5'	Speaking	**Warm-up**	Show pictures of police officers to introduce police, police officer, detective, suspect, and clue.	T - Ss	pictures
5'	Speaking		Discuss what police officers and detectives do.	T - Ss	
5'	Speaking		Use classroom objects to introduce box, chair, light, and table. Demostrate turning on and turning off a light	T - Ss	Classroom objects
5'	Speaking	**Main Activity**	Ask students to comment on the picture. Ask, Who are the people? How would you describe them? What do you think was in the box? What do you think happened?	T - Ss	Book pictures
10'	Listening		Tell students to listen to find out what was in the box and what happened to it. Play the recording. Have students say as much as they can about what happened. Then students listen again for a description of the suspect. Play the recording again as students follow along in their books. Ask the class to describe the suspect.	Ss Ss Ss - Ss	Recording Recording
5'	Writing	**Follow-Up**	Have students work individually to answer the questions.	Ss	Notebook
10'	Reading		After students have written their answers, ask a pair to read the conversation aloud for the others to check their answers.	Ss - Ss	Book
10'	Reading & Speaking	**Round-Up**	Have pairs of students practice reading the Conversation aloud. Then ask several pairs to perform for the class. Encourage students to use gestures and props	Ss – Ss	Chair, box



Appendix H

"Achievement Tests"

FIRST MID TERM TEST

me: ..... ID : .....
Date: .....

LISTENING

A. Circle T for True or F for False:

1. Her last name is Roselli	T	F
2. She is a movie star	T	F
3. She takes a letter out of her backpack	T	F
4. She hears the door	T	F
5. It's 10 o'clock	T	F

B. Circle the correct answer:

6. Dan has a .....
   1. New bar
   2. New car
   3. New yard
7. Anita likes men with .....
   1. Beautiful houses
   2. telephones
   3. fast cars
8. Dan has a ..... in his car
   1. telephone
   2. television
   3. movil phone
9. Dan calls Anita's number and what does he say?
   1. Come out with me
   2. I love you
   3. You can take me to the movie studio
10. Dan drives to .....
    1. Movie studio
    2. Anita's house
    3. Anita's studio

GRAMMAR

A. Change each name with the appropriate <u>pronoun</u>.

1. Marco is a student	..... is American
2. Linda is English	..... is a tourist
3. Victor is Colombian	..... is a doctor
4. Carlos and I are salesmen	..... are Bolivian
5. Helen, this is Rosa	..... is a saleswoman
6. Oscar and Victor are students	..... are American
7. Donald is a pilot	..... is young

B. Write the correct verb (be) on the line

1. I ..... a teacher	**5.** Jose and Maria ..... not from Bolivia
2. Pedro ..... from Paris	**6.** ..... you a secretary?
3. It ..... an eraser	**7.** We ..... From Tokyo
4. They ..... from Rome	**8.** My name ..... Helen

C. Read the sentences and write a <u>Yes/No</u> question. Use the apropiate pronouns.

1. Carmen is a nurse	.....?
2. Mary is absent	..... ?
3. Marco and Pedro are students	..... ?
4. Oscar is a teacher	..... ?
5. Margaret is sick	..... ?

D. Write a sentence about the Pictures. Look the example

1. I am an architec
2. I design houses
3. I draw the plans.

1. .....*He is an architec*.....
2. .....
3. .....

4. I am a nurse.
5. I give medicines.
6. I study medicine.

4. .....
5. .....
6. .....

7. I am a hair dresser
8. I work in a salon.
9. I cut hair.
10. I give permanents

7. .....
8. .....
9. .....
10. .....

E. Write the correct **singular** and **plural nouns.**

1. a white taxi.

……

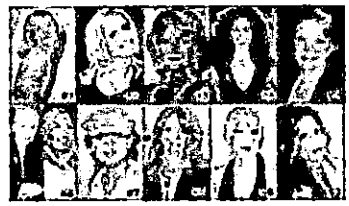
2. a clever man

……

3. a secretary

……

4. an actress



……

5. a beautiful woman

……

I. VOCABULARY

A. Fill in the missing words with a word provided from the box.

1. He's a …… He works on a plane.
2. She's a doctor. She works at a ……
3. He's a …… He works at a school.
4. They're actors. They works in a ……
5. She's an …… She works in a theatre.
6. He's a …… He works on a bus.
7. She's a secretary. She works in an ……
8. She's a pilot. She works on a ……
9. They're …… They work in a hotel.
10. She's a nurse. She works at a ……

Dentist
Pilot
University
Hospital
Teacher
Architec
Theatre
Actress
Bus driver
Office
Plane
Clerks
Hospital

. READING

My Family

My name is Pedro. I am nineteen years old. I am from La Paz – Bolivia. I am a student at San Andres University. I study Engineering. I am studying my career four two years. I live in Miraflores. My adress is 36 Bush Avenue.

My parents live in La Paz. My father's name is Mario. He is from Oruro. He speaks Quechua and Spanish. He is a mechanic. He works at Mechanic Store and lives with my mother in 432 Bush Avenue. He likes to drive cars. He can't play a guitar or a piano. He cooks very well, but he can't make cakes.

My mother's name is Veronica. She is from La Paz. She speaks Spanish, Quechua and Aymara. She is a nurse. She works at San Tadeo Hospital. She likes to help people and she is very polite and hardworking. I love them and they love me too.

A. Circle T for true and F for false.

1. Pedro is fiveteen years old.	**T**	**F**
2. Pedro is a mechanic.	**T**	**F**
3. Veronica's husband works in Oruro.	**T**	**F**
4. Pedro's brother is Mario.	**T**	**F**
5. Pedro's parents love their son.	**T**	**F**

B. Circle the correct answers.

1. Pedro is a ...

a) doctor
b) student
c) pilot

2. ..... speaks three languages.

a) Pedro
b) Mario
c) Veronica

3. ..... lives in 36 Bush Avenue.

a) Pedro
b) Mario
c) Veronica

4. ..... is from Oruro.

a) Pedro
b) Mario
c) Veronica

5. San Tadeo is .....

a) Pedro's father
b) at University
c) a hospital

. WRITING

Write a paragraph about your family, about yourself, your father, your mother, your sister, your brother or friends. Use the simple present tense, verbs: to be, do, can, can't, have, has or others. (40 - 50 words)

SECOND MID-TERM TEST

ame: ..... ID: .....
Date: .....

LISTENING

A. Circle (T) for True or (F) for False:

1.	The Opera House is not in Paris.	**T**	**F**
2.	The Opera House is the biggest in the world.	**T**	**F**
3.	It has nineteen floors.	**T**	**F**
4.	There are more than 2500 doors in the building.	**T**	**F**
5.	You can walk for two hours and see the daylight.	**T**	**F**
6.	The Opera House has a monster.	**T**	**F**
7.	He has a yellow face.	**T**	**F**
8.	This is a false story of the Phantom of the Opera.	**T**	**F**
9.	This story begins in 1980.	**T**	**F**
10.	This story begins in the dancers' dressing-room.	**T**	**F**

. VOCABULARY

A. Use these pictures **to write sentences** about **feelings and emotions. For example:** *He/She is happy*

1.- .... **2.-** .... **3.-** ....

4.- .....

5.- .....

6.- .....

7.- .....

8.- .....

9.- .....

10.- .....

I. GRAMMAR.

A. Write *some, any*, or *one* on the line.

1. I like English class. I have ..... every Friday.
2. Fredy wants ..... tomatoes on his salad.
3. I'd like ..... Cheese, please.
4. Liz doesn't have ..... problems.
5. Do you want a hamburger? You can buy ..... at Ed's.

B. Write the correct possessive adjective on the line.

I am a pilot. _____ wife is a teacher. We live in La Paz city. _____ address is 55 Litoral Street. We have a son a daughter. _____ names are Pablo and Veronica. There's a large mall in our city. Veronica likes clothes. She buys _____ clothes at Batta Store. Pablo likes music. He buys all _____ music at Xanadu Music Store.

C. ANSWER THE QUESTIONS. Use Pedro's afternoon schedule.

PEDRO'S AFTERNOON SCHEDULE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Read.	Do English homework.	Swim.	Work in father's office.	Do English homework.	Make a cake.	Go to the park with friends.

1. It's Tuesday afternoon. What is Pedro doing?

   .....

2. Pedro is making a cake now. What day is it?

   .....

3. It's Monday afternoon. What is Pedro doing?

   .....

4. It's Sunday afternoon. What is Pedro doing?

   .....

5. Pedro is working in her father's office now. What day is it?

   .....

D. Write the correct form of the verb on the line.

1. Mercedes **(love)** _____ David yesterday.
2. I **(talk)** _____ to my sister last week.
3. Linda **(be)** _____ angry with me last night.
4. We **(laugh)** _____ at last night's TV show.
5. I **(be)** _____ happy last night.
6. The baby **(cry)** _____ all night last night.
7. A spy **(follow)** _____ Mr. Perez home last week.
8. We **(be)** _____ at the theatre last Saturday night.
9. What **(happen)** _____ In English class last week?
10. We **(lift)** _____ weights at the health club yesterday.

. READING

A. Read the passage.

OTHER FOSSIL FUELS AND GASOHOL

Coal and oil are presently the least **expensive** fossil fuels. In Utah, Colorado, and Wyoming there are vast amounts of oil shale. *Oil shale* **contains** a high percentage of carbon compounds. When oil shale is heated, oil in vapor form is driven off. The oil vapor can be recovered as liquid oil. At present, this process is too expensive for oil shale to compete with oil from wells.

Another possible source of oil is *tar sand.* Great deposit of tar sands occur in the Athabaska region of Canada. The pore spaces in these sands are filled with tar. This tar seems to be the dried residue of petroleum. Oil can be **removed** from these sands, but the process is too expensive at present. It is estimated that the amount of oil in the oil shales and tar sands of the world is 50 percent more than the remaining oil resources.

One way to conserve oil resources is to use fuel **mixtures** that contain smaller amounts of fossil fuel. *Gasohol* is a mixture of gasoline (usually 90 percent) and alcohol from corn or other grain crops (usually 10 percent). Gasohol can be used instead of 100 percent gasoline in auto engines. This **reduces** the use of gasoline. At present, gasohol costs more than gasoline. However, the mileage an automobile gets per gallon of gasohol is greater than that per gallon of gasoline.

B. Match the words with their meanings. Write the letter on the line.

___ **1.** Expensive (line 1)	**a.** Comprise
___ **2.** Contain (line 2)	**b.** Combination
___ **3.** Removed (line 8)	**c.** Decrease
___ **4.** Mixture (line 11)	**d.** High-priced
___ **5.** Reduce (line 14)	**e.** Separated

C. Based on the article, decide if these sentences are true (T) or false (F).

___ **1.** Oil shale contains a less percentage of carbon compounds.

___ **2.** Tar sand is a new source of oil.

___ **3.** Gasohol is a mixture of gasoline and petroleum.

___ **4.** Gasoline costs more than gasohol.

. WRITING

Write a paragraph (100 words): What happened in your family, school, job or other places last week? Use the following verbs: was/were, went, wrote, studied, worked, played, watched, etc.

FINAL TEST

ıme: ..... ID : .....

Date: .....

LISTENING

A. Circle (T) for true or (F) for false.

1. Man used the power of water to produce electricity. T F
2. Man used natural waterfalls to produce water. T F
3. Dams were built to the nature to generate hydro-electric power. T F
4. Dams are little structures. T F
5. Pipes can be up to nine meters in diameter. T F

B. Answer the following questions according to the recording.

6. Pipes can be opened or closed _____

   a) Mechanically b) Automatically c) Hardly

7. The rushing water drives the _____

   a) Turbines b) Tornado c) Turn off

8. Electromagnets _____ current in coils of wire.

   a) Increase b) Generate c) Grow up

9. The voltage is stepped up by a _____

   a) Transformer b) Waterfall c) Turbines

10. The voltage is _____ to homes and factories.

    a) Measured b) Transformer c) Transmitted

. VOCABULARY.

A. Write the correct word on the line.

early
fat
fun
know
postcards
return
curly
sunny
hear
learing
rainy
worried

1. I don't _____ Adrian's phone number.
2. It's ten o'clock, and Cristina isn't home. I'm _____
3. Isabel and Carmen are _____ French.
4. During my vacation I wrote _____ to all my friends.
5. Please _____ this book to the library.
6. The weather is bad today, It looks cold and _____
7. The bus comes at 7:15 every day, but today it came at 7:00. It was _____
8. Maria has _____ hair and brown eyes.
9. Mr. Santiago eats a lot. That's why he's _____
10. Please stop talking! I can't _____ the TV.

I. GRAMMAR

A. Write the correct form of the following IRREGULARS verbs (simple past tense)

	PAST		PAST
BUY	.....	**MAKE**	.....
COME	.....	**SEE**	.....
DO	.....	**SPEAK**	.....
FI ND	.....	**THINK**	.....
GO	.....	**WRITE**	.....

B. Write *me, you, him, her, it* or *them* on the line.

a. I lost my father's watch. Now he's angry with _____
b. Here are your books. I found _____ in the classroom yesterday.
c. Tomorrow is Teresa's birthday, so I am going to buy some chocolate for _____
d. I read that book last week. I liked _____ a lot.
e. I like these new glasses. I bought _____ last week.

C. Read the answer, write the corresponding question.

a. What ..... ?

She´s making a cake.

b. Who ..... ?

Liz is dancing with Pedro.

c. Where ..... ?

They are shopping at the Mall.

d. Who ..... ?

Mr. Montaño is riding his motorcycle.

e. What ..... ?

I am eating a hot dog.

D. Write the correct form of the verb. Use *going to*.

A: Who **(1. play)** _____ basketball with you?

B: My sisters **(2. play)** _____ , and my brother **(3. watch)** _____ us.

A: What **(4. you, do)** _____ at the health club?

B: I **(5. swim)** _____ .

A: (6. you, find out) _____ the answer to my question?

B: Yes, I **(7. ask)** _____ Maria. I think she **(8. be able)** _____ to tell me.

A: What **(9. you and Pedro, do)** _____ tonight?

B: We **(10. look)** _____ at the stars with his telescope.

V. READING

THOMAS A. EDISON

Thomas A. Edison lived from 1847 to 1931. He is called the greatest inventor in the world. His inventions have improved the lives of millions of people. Edison was not afraid to try. Even when he failed with something new, he did not give up.

In 1877 he made the first record player. This talking machine surprised the world. His major invention was the electric light. He invented this in 1879.

Edison invented the stock ticker, the dictaphone, and the duplicating machine. He improved the inventions of other people. He made them work better.

He helped in the development of movies. In 1914 he showed that the record player and the camera could be connected to make talking pictures.

Many people and countries honored Edison while he was alive. He was given awards and medals. France appointed him to the Legion of Honor. The United States Congess awarded him a gold medal for his inventions because he had done so much to improve the lives of so many people.

31 years after he died, his laboratory and his home in West Orage, New Jersey, were made a national monument. This monument is called the Edison National Historic Site.

A. Choose the best answer.

1. Edison is called the greatest inventor because he invented

a. the electric light.
b. the record player.
c. the stock ticker.
d. so many useful things.

2. The world honored Edison

a. only when he was alive.
b. only after he died.
c. very little.
d. while he was alive and after he died.

3. We can conclude that Edison became a great inventor because he

a. was lucky.
b. worked very hard on his ideas.
c. wanted to make money.
d. had a rich father.

4. We can conclude that Edison was a man who

a. asked a lot of questions.
b. never listened to other people.
c. did not like to read.
d. liked to go to parties and dances.

V. WRITING

Write paragraphs (150 words) about something that you like or prefer. Don't forget the following tructures: S + V + C - S + V(be) + V-ing + C - S + V(be) + going to + V + C

Appendix I

"Evaluative record"

COLEGIO DE INGENIEROS ELECTRICISTAS Y ELECTRONICOS LA PAZ

Materia: Ingles - Unidades 1 - 12 **Horario:** 18:00 a 19:30

Docente: Miguel Angel Laura Villca

Nº	Apellidos y Nombres	1 Test	2 Test	3 Test	Work Book	Read-ings	Delly Eval.	Class Part.	Stud. Part.	Total
1	Callisaya Miranda Ronald	17,9	15,4	16,3	5	8	3,6	5	5	75
2	Escalante León Abraham	18,5			5		1,9	2	2	29
3	Febrero Nacho Andrea Mabel	14,7	14,4	11,4	5	12	2,5	4	4	68
4	Gamboa Poma Victor Hugo	18,3	15,8	15,8	5	10	2	2	2	71
5	Jove Rufo Jhonny	19,9	18,7	18,3	5	8	4,5	5	5	84
6	Limachi Colque Carlos	15,3	14,9	15,8	5	6	3,3	5	5	70
7	Mita Villareal Wilson	10,4	10,4	10,4	10	15	1,4	1	1	60
8	Pumacahua Quispe Rudy	19,7	14,4	15,6	5	7	1,9	2	2	68
9	Quispe Ramos Ronald Franz	16,1	12	14,6	5	10	1,6	2	2	63
10	San Miguel Chacon Jose	17	16		5		2,2	2	2	44
11	Santos Mamani Aurelio	13,4	13,4		5		2	2	2	38
12	Vela Calle Lucia	14	14				1,7	2	2	34
13	Yupanqui Mamani Grover	8	8	8	5		1,2	2	2	34
		15,63	13,95	14,02						56,77

Promedio	1 Test	15,63
Promedio	2 Test	13,95
Promedio	3 Test	14,02
Promedio	TOTAL Test	14,53

Promedio Total 56,77

COLEGIO DE INGENIEROS ELECTRICISTAS Y ELECTRONICOS LA PAZ

Materia: Ingles - Unidades 1 - 12 **Horario:** 19:30 a 21:00

Docente: Miguel Angel Laura Villca

Nº	Apellidos y Nombres	1 Test	2 Test	3 Test	Work Book	Read-ings	Delly Eval.	Class Part.	Stud. Part.	Total
1	Castañon Gomez Renaldo	17	14,9	14,3	7	10	5	5	5	78
2	Gutierrez Tejerina Jorge	17	13,2	16,2	7	10	4	5	5	77
3	Ticona Mamani Antonio	17	15,6	13,8	7	10	5	5	5	78
		17	14,57	14,77						77,67

Promedio	1 Test	17
Promedio	2 Test	14,57
Promedio	3 Test	14,77
Promedio	TOTAL Test	15,45

Promedio Total 77,67