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MAJOR PAPER

Title:

**"The teaching of authentic reading lessons for 9th
grade, class 4 at "Ricardo Zenón Martínez Ciscal"
Secondary School"**

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THOUGHT



My Alma mater was
books, a good
library... I could
spend the rest of
my life reading,
just satisfying
my curiosity.

Malcolm X

DEDICATORY

A black and white photograph of a man with dark, curly hair and a beard, looking down at a newspaper he is holding. The newspaper's masthead reads "Mount Vernon" and the headline says "This Spot! C.A. Shrine". The man is wearing a dark shirt. The background is slightly out of focus, showing other people's faces.

I dedicate this major paper to Fidel Castro
Ruz, for his powerful word and thoughts
that will keep in my mind forever.

A C K N O W L E D G E M E N T

I would like to give my sincerely thanks to the people that make my dreams come true especially to my parents Humberto de Jesús and Loida, my grandparents Gallega and Papá, my sister Leidiana, and all my family.

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ABSTRACT

This major paper supports new reading lessons intended to the development of the reading skill in 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School. The new proposal is the product of a research that started in 2017-2018 academic year administering instruments to the students from 9th grade, class 4 to identify the problematic situation, later a selection of the authentic reading lessons and at the end the partial implementation of five lessons.

In this academic course, the reading lessons are motivating because of the authentic activities, texts and material aids used in comparison with the previous academic years. The recent lessons fulfill 9th graders' needs according to the the reading skill and the improvement of the students' vocabulary, communicative competence and the major four skills (Reading, Listening, Writing and Speaking).

The suggestions given by specialists, teachers and learners were taken into account as part of the quantitative approach that this research paper is following, also supported by qualitative measuring rubrics. Therefore, the authentic reading lessons implemented are an important source of communicative competence with reading texts and activities for the development of the reading skill in 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.

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INTRODUCTION

The English language is a West Germanic language that belongs to the European family of languages. English was originated in England and it is the dominant language of the United States, the United Kingdom, Canada, and several nations in the Caribbean Sea and the Pacific Ocean. It is also the official language of many European countries. English is the first choice of foreign language in most other countries in the world. In today's globalized world, the importance of English should not be neglected since English has been playing a huge role in many fields including medicine, culture, sports, architecture, engineering, military projects and education among others.

In the Cuban context it is of paramount importance the formation of new generations and all the people in the scientific conception of the world, the development of intellectual, physical and spiritual capacities of individuals, with aesthetic tastes, profound values and elevated feelings. There is a claim to develop general and integral cultural level of the Cuban people. The teaching of English as a Foreign Language (EFL) in Cuba is based on the development of communicative competence, which is a high - level concept that implies cognitive, linguistic, sociolinguistic, discursive, strategic and sociocultural dimensions. Learning English, as any other language, involves the development of four macro-skills: speaking, listening, writing and reading and therefore their corresponding sub-skills.

In Cuba, secondary school is mainly focused on speaking ability, though there is some work placed on the rest of the skills. Reading is a valuable skill in present day world, and reading in English has a dominant impact on well informed people, thus it goes together with the latent developments of today's world.

Reading is an active process involving guessing, predicting, checking and asking oneself questions, as we purposefully interact with a written text in context, and try to understand it, based on our previous knowledge, beliefs and values.

The author of this research decided to find out how 9th graders from "Ricardo Zenón Martínez Ciscal" Secondary School were coping with the reading skill in the academic course 2017-2018 since there were complaints from teachers and teachers-to-be of the poor development of the reading skill in these students.

Previous research on the topic had faced similar problematic situations in previous academic years, such as Yolanda Guillermina de Gracia Domínguez in the Major Paper entitled "*Sistema de textos y tareas para el desarrollo de la habilidad de comprensión lectora en los alumnos de 9no grado*"; Ligmey Rojas Hernández in the Major Paper "*A system of reading texts and tasks dealing with health education as cross-curricular content for tenth graders*"; Bounsy Lee Lere Nou in the Major Paper "*Sistema de textos y actividades en Inglés para desarrollar la habilidad de comprensión de lectura en los estudiantes de Octavo grado en la Secundaria Básica 'José Ramón León Acosta'*"; Marta Marilis Veitía Rodríguez in her Master's Dissertation "*Propuesta de textos y actividades encaminadas al desarrollo de la habilidad de lectura en el primer año intensivo de la Carrera Lenguas Extranjeras*", among others.

There are different reasons that may be affecting the development of the reading skill, specifically in 9th grade, class four. Some of these reasons are related to the lack of students' motivation towards reading, the poor development of reading skills which affect their comprehension. So, to really understand what was happening to the students in terms of reading in English, three lessons were observed and a survey was administered to the students. The results obtained with the application of these instruments showed some weak points in the teaching and learning process of reading in English, which did not allow the fulfillment of the objectives stated in the English syllabus, that is, to read simple texts in English, identifying general ideas and demonstrating general comprehension through visual, oral and written tasks.

It was finally confirmed in this study that students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School had some difficulties when reading in English.

Due to this problematic situation regarding the teaching learning process of English, mainly, in the development of the reading skill in 9th grade, class 4, the following scientific problem was stated:

Scientific problem : How to contribute to the development of the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School?

Object of study: The development of the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.

General Objective: To propose authentic reading lessons to contribute to the development of the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.

Scientific questions :

- 1- What theoretical and methodological foundations support the development of the reading skill?
- 2- What is the current situation of the development of the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School?
- 3- What characteristics should the authentic reading texts and activities have to develop the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School?
- 4- What are the specialists' criteria about the authentic reading lessons to develop the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School?
- 5- What are the results obtained after the partial implementation of the authentic reading lessons to develop the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School?

Scientific tasks :

- 1- Determination of the theoretical and methodological foundations that support the development of the reading skill.

- 2- Diagnosis of the current situation of the development of the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.
- 3- Selection of the authentic reading texts and activities that should be included in the proposal to develop the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.
- 4- Evaluation of the authentic reading lessons to develop the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School by specialists' criteria.
- 5- Evaluation of the results after the partial implementation of the authentic reading lessons to develop the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.

In order to carry out this paper the following **Scientific methods** have been applied:

From the theoretical level:

- **Analytic – synthetic:** It was used to obtain the necessary information from the bibliography consulted about the development of the reading skill so as to set up the theoretical bases for the present scientific research paper.
- **Inductive – deductive:** It was used to make the corresponding analysis of the data obtained from the general to the particular facts and arrive at conclusions about the development of the reading skill, evaluating the results of the partial implementation of the proposal.
- **Historical – logical:** It was used to analyze the antecedents, evolution and tendencies of the problem declared in the present scientific research paper.

From the empirical level:

- Analysis of documents
- Participant observation
- Pedagogical test
- Survey to the students
- Triangulation
- Interview to the students

From the mathematical level:

- Percentage analysis: this method was used to process the data obtained from the instruments administered during the research.

In this paper the author stated the research variables as the following:

Population: The population consisted of 144 students of 9th grade at "Ricardo Zenón Martínez Ciscal" Secondary School.

Sample: The sample was formed by 30 students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School. It was an intentional sample because it was the group in which the author of this study works.

The research variables

- **The dependent variable:** The development of the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.
- **The independent variable:** Authentic lessons to develop the reading skill in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.

Practical contribution

The practical contribution of the Major Paper consists on the proposal of authentic reading lessons with their corresponding reading texts and activities aimed at developing the reading skill within the teaching - learning process of English in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.

Structure of the Major Paper

The Major Paper is structured in 6 parts: Introduction, Main Part, Conclusions, Recommendations, Bibliography and Appendixes.

M A I N P A R T

2.1 Theoretical and methodological foundations about the reading skill

As part of the present research in this part, the author summarizes some theoretical and methodological foundations to support the development of the reading skill in 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.

The concept of reading

The concept of reading has been stated by many linguistics and other researchers on this topic, so the author of this paper followed the one founded by Camacho because he has made a valuable work on the Cuban Secondary School in English teaching.

"Reading is an active process involving guessing, predicting, checking and asking oneself questions, as people purposefully interact with a written text in context, and try to understand it, based on previous knowledge, beliefs and values. It is normally a silent and independent activity, which involves decoding the message by recognizing the written signs, interpreting the message by assigning meaning to the string of words, and understanding the author's purpose". Camacho 2005 (cited by Cabrera, 2010)

In different publications about reading, there is an extensive explanation about why people read. Francoise Grellet (1981), offers the one we are more in line with:

Why do people read? (The reader's purpose or goal)

People read:

- For pleasure or escape
- For information (general or specific) in order to do something with it.

Since reading is very important in learning a second language, a great effort has been given to develop the reading skill. Although many ways have been promoted in order to improve the reading skill among students, reading is still something that seems problematic in English.

What texts should the students read?

According to Cabrera, S. (2010), the selection of the reading text the students will be exposed to is very important in order to motivate and engage them actively in the reading process. Teachers should take into consideration some criteria to select the materials the students are going to read.

1. Students' needs, interests, expectations and age
2. Linguistic complexity of the text (according to their level of language development)
3. Background knowledge (Topic / theme / content)
4. Information gap (learning of something new)
5. Authenticity of the reading material (taken from original sources) or adapted for pedagogical purposes
6. Up-to datedness
7. Type of text
8. Length

Reading comprehension

Reading comprehension is the skill to read a text, process it, and understand its meaning. Although this definition may seem simple; it is not necessarily simple to teach, learn or practice. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Reading comprehension is as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message.

Comprehension is a "creative, multifaceted process".

(Taken from https://en.wikipedia.org/wiki/Reading_comprehension)

How do people read?

Another important element to have in mind when researching on the teaching of the reading skill is: what are the reading tactics or strategies that people use which contribute to successful reading comprehension?

There are four main ways according to Francois Grellet:

- Skimming: running our eyes quickly over the text to try and understand its gist.
- Scanning: quickly going through a text trying to locate specific information and rejecting irrelevant information.
- Extensive reading: fluency reading for global understanding. This type of strategy is used with longer texts usually for pleasure
- Intensive reading: reading shorter texts intensively in order to understand all details. Grellet (1981) cited by Cabrera, (2010)

Several assumptions and concepts have been integrated for the theoretical basis for the present Major Paper. Though a few of the explanations found in the bibliography that was consulted referred to reading in the first language, some of the ideas are applicable and can be taken into consideration when teaching reading as a foreign language.

Reading strategies

According to some criteria, there are reading strategies that help students to read fluently and understandably:

- Reciprocal teaching: technique that develops the following statement: "taught students to predict, summarize, clarify, and ask questions for sections of a text. The use of strategies like summarizing after each paragraph has come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for "unpacking the text".

- Instructional conversations: create higher-level thinking opportunities for students by promoting critical and aesthetic thinking about the text. Class discussions help students to generate ideas and new questions. There are several types of questions that a teacher should focus on: remembering; testing understanding; application or solving; invite synthesis or creating; and evaluation and judging. Teachers should model these types of questions through "think-aloud" before, during, and after reading a text. When a student can relate a passage to an experience, another book, or other facts about the world, they are "making a connection." Making connections help students understand the author's purpose in fiction or non-fiction story.
- Text factors: There are factors that once discerned, make it easier for the reader to understand the written text. One is the genre, like folktales, historical fiction, biographies or poetry. Each genre has its own characteristics for text structure that once understood help the reader comprehend it. "When children are familiar with genres, organizational patterns, and text features in books they're reading, they're better able to create those text factors in their own writing."
- Visualization: is a "mental image" created in a person's mind while reading a text, which "brings words to life" and helps improve reading comprehension. Asking sensory questions will help students become better visualizers.
- Students can practice visualizing by imagining what they "see, hear, smell, taste, or feel" when they are read a page of a picture book aloud, but not yet shown the picture. They can share their visualizations, and then check their level of detail against the illustrations.

(Adapted from <https://en.wikipedia.org/wiki/Reading-comprehension>)

Comprehension Strategies

Research studies on reading and comprehension have shown that highly proficient readers utilize a number of different strategies to comprehend various types of texts, strategies that can also be used by less proficient readers in order to improve their comprehension.

- Making Inferences: In everyday terms it is referred as “reading between the lines”. It involves connecting various parts of texts that aren’t directly linked in order to form a sensible conclusion. A form of assumption, the reader speculates what connections lie within the texts.
- Planning and Monitoring: This strategy centers around the reader’s mental awareness and their ability to control their comprehension by way of awareness. By previewing text (via outlines, table of contents, etc.) one can establish a goal for reading-“what do I need to get out of this”? Readers use context clues and other evaluation strategies to clarify texts and ideas, and thus monitoring their level of understanding.
- Asking Questions: To understand the passages of texts, readers inquire and develop their own opinion of the author’s writing, character motivations, relationships, etc. This strategy involves allowing oneself to be completely objective in order to find various meanings within the text.
- Determining Importance: Pinpointing the important ideas and messages within the text. Readers are taught to identify direct and indirect ideas and to summarize the relevance of each.
- Visualizing: With this sensory-driven strategy readers form mental and visual images of the contents of text. Being able to connect visually allows for a better understanding with the text through emotional responses.
- Synthesizing: This method involves marrying multiple ideas from various texts in order to draw conclusions and make comparisons across different texts; with the reader’s goal being to understand how they all fit together.

- Making Connections: A cognitive approach also referred to as “reading beyond the lines”, it involves finding a personal connection to reading, such as personal experience, previously read texts, etc. to help establish a deeper understanding of the context of the text.

(Adapted from <https://en.wikipedia.org/wiki/Reading-comprehension>)

Reading Comprehension Skills for English Language Learners

Different authors have determined what reading skills students have to master so as to become good readers. These are the ones stated by Francoise Grellet (1981) cited by Cabrera, S. (2010)

- Recognizing the script of the language
- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitly stated information
- Understanding information when not explicitly stated
- Understanding conceptual meaning
- Understanding the communication value (function) of a sentence and utterances
- Understanding relations within a sentence
- Understanding relations between the parts of a text through lexical cohesive devices
- Understanding cohesion between parts of the text through grammatical cohesive devices
- Interpreting the text by going outside it
- Recognizing indicators in discourse
- Identifying the main points or important information in a piece of discourse
- Distinguishing the main ideas from supporting details
- Extracting salient points to summarize (a text, an idea, etc.)
- Selective extraction of relevant points from a text
- Basic reference skills
- Skimming

- Scanning to locate specifically required information
- Transcoding information to diagrammatic display.

J. Greenwood (1989) states eight cognitive skills, which are listed below:

- To anticipate both the form and the content
- To identify the main idea(s)
- To recognize and recall specific details
- To recognize the relationship between the main idea(s) and their expansions
- To follow a sequence e.g., events, instructions, stages of an argument
- To infer from a text (read between the lines)
- To draw conclusions
- To recognize the writer's purpose and attitude: persuade, explain, inform, describe, and argue.

When deciding how to design activities for reading comprehension, it is crucial to take into consideration reading sub-skills. In the author opinion, the most complete list of reading skills is the one offered by Francoise Grellet (1981)

Approaches to the teaching of reading

There are different approaches to the teaching of reading. According to most authors as cited by Camacho et. al. (2016) the main ones are:

- Bottom – up approach: reading comprehension moves from the parts to the whole (understanding details and then ideas)
- Top –down approach: reading comprehension moves from the whole to the parts (activating prior knowledge, understanding ideas and then details from the text)
- Interactive approach: reading comprehension is a process of understanding the information of the text in which bottom – up and top- down interact according to the reader's needs.

Stages of a reading lesson

When teaching reading, the activities that are designed should be planned for three main stages and the intended exercises should match the purpose of each of these stages.

The stages are: **Before**, **While** and **After Reading** stages.

- **Before-reading stage**

The tasks of this stage should be aimed at:

- Motivating the students towards the reading materials.
- Activating their prior knowledge of the topic as well as the language related to it.
- Anticipating the form and/or the content of the text.

- **While-reading stage**

The tasks of this second stage should be aimed at:

- Focusing the students' attention towards the relevant information,
- Developing particular reading skills and strategies.

- **After-reading stage**

The main goals of this stage are:

- To check the results of the reading tasks.
- To make some other language work (like writing, speaking, etc.).
- To know the students' reactions towards the reading material.

Some types of reading activities for each stage

Before-reading activities

- Elicitation /discussion about the topic (based on visuals, title, table of content, italics, underlining, accompanying pictures and the like)
- Brainstorming, Games, Guiding questions, Writing, Speaking, and Vocabulary work (key words)

While-reading activities:

- Checking of predictions
- Organization of ideas in hierarchical / chronological order
 - Information search
 - Filling in the blanks
 - Matching
 - Cloze-reading
 - Scanning
 - Skimming
 - Extensive reading
 - Intensive reading

After-reading activities:

- Projects
- Writing using the text read as a model
- Speaking about a similar or opposite topic
- Giving opinions
- Description of similar process, object or person
- Evaluation of reading material
- Comparison of texts or points of view

Motivating students for reading

There is one aspect that cannot be forgotten in the teaching and learning process of reading: Motivation.

The best lessons, books, and materials in the world will not get students excited about learning and willing to work hard if they are not motivated. Motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their students. Of course, that is much easier said than done, as all students are motivated differently and it takes time and a lot of effort to learn to get a classroom full of kids enthusiastic about learning, working hard, and pushing themselves to excel.

Motivated readers require a safe, supportive classroom environment, one in which both the physical aspects and the culture encourages opportunities to use and combine printed, spoken, visual and digital texts. Students benefit from such an environment that allows them to feel confident in taking risks.

2.2 Needs´ assessment

In order to assess the development of reading skills in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School, some methods and instruments were administered in order to determine their needs.

2.2.1 Characteristics of the sample

The sample was the 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School. In this group, there are 30 students. They come from different social backgrounds and they receive influences from different contexts, such as the family, friends, school and community. It is an intentional sample because it is the group in which the author has worked.

According to the dependent variable, an important factor in the course planning is the age of the students. On the one hand, the adolescent learners have different needs, competences, cognitive skills and knowledge. It is considered as if all the members of each group are the same but each student is an individual with similarities and differences about many aspects in and outside the classroom. The 9th grade, class 4 is characterized by the search for individual identity which is a challenge for this age group. Some of them have the need for self-esteem and peer approval from classmates and friends. It is considerable more important for students the attention of friends and classmates than the attention of parents and teachers. A small group of students, in this group, cause discipline problems trying to have the parents and teachers´ attention. However, they are good listeners, enthusiastic, creative, and open-minded, with a great capacity to learn.

2.2.2 Scientific methods

According to the scientific methods, the following instruments were administered to corroborate the students' necessities in relation to the development of reading skills based on the **Dialectic – Materialist Method**. The ones used were the following:

From the empirical level:

- **Analysis of documents:** it was used to know the treatment of reading skills in the 9th grade English Syllabus and Workbook and the topics of the reading texts presented. (**Appendix 1**)
- **Participant Observation:** it was used before the partial implementation of the proposal in order to corroborate the problematic situation described in the introduction of this study and to determine students' development of reading skills and their interest during the lessons. (**Appendix 2**)
- **Peer observation** after the partial implementation of the proposal in order to describe the students' development of reading skills and their interest during the new reading lessons. (**Appendix 8**)
- **Pedagogical test** before the partial implementation of the proposal: it was an instrument administered to assess the development of the reading skills in 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School. (**Appendix 3**)
- **Survey to students** before the partial implementation of the proposal with the objective of knowing the interest of students related to the English subject specifically to the reading lessons, its importance for their future profession and the topics they would like to read about. (**Appendix 4**)
- **Triangulation:** This method is aimed at identifying the regularities about the problem detected using the data obtained through the administration of different empirical methods which would help to select a proposal which could meet the students' needs.

As part of the research process and in order to determine how to best meet students' needs and find a solution to the problem under study, the author of this paper invited some specialists to evaluate the proposal of authentic reading lessons and their corresponding activities which were designed to develop the reading skill in 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School". (**Appendix 7**)

2.2.3 Dimensions and Indicators

2.2.3.1 Conception of the reading skill in the English Syllabus

- Methodological orientations for the teaching - learning process of English.
- Objectives and contents considered in the syllabus for the development of the reading skill in secondary school.

2.2.3.2 Conception of lessons in the units dedicated to the reading skill in the English Workbook.

- Correspondence of the reading texts with the objectives of the syllabus according to the topics, types of texts and linguistic complexity.

2.2.3.3 The teaching - learning process of English for the reading skill

- Level of development of the reading skill in students.
- Level of motivation of the students for the reading skill.
- Interests and topics preferred by the students

2.2.4 Analysis of the results before the implementation of the proposal

2.2.4.1 Conception of the reading skill in the English Syllabus.

Through the Analysis of documents for the English subject in order to corroborate the conception of the reading skill in the English Syllabus, the author confirmed that:

- ✓ In the 9th grade English Syllabus it is indicated that reading is one of the skills that should be developed.
- ✓ In the 9th grade English Syllabus, it is stated that one of the main objective is to read simple texts in English and demonstrate general comprehension through visual, oral and written tasks.
- ✓ In the table of objectives and contents from the 9th grade English Syllabus, it is established the reading skills that should be developed by students in each unit.

These are: understanding general ideas, identifying key words, identifying main ideas, skimming, scanning, reading for specific information, comparing and contrasting information, understanding tone, making inferences and predictions.

- ✓ According to the table of objectives and contents from the 9th grade English Syllabus, there is not a variety of texts to develop reading skills.
- ✓ Finally, the reading skill is neglected in the mapping and the course plan because it only emphasizes on speaking and listening skills.

2.2.4.2. Conception of lessons in the units dedicated to the reading skill in the English Workbook.

In order to analyze the conception for lesson planning according to the documents designed for the grade, the author has specified that:

- ✓ In the 9th grade English Workbook there are 9 reading lessons from unit 2 to unit 10. Unfortunately, none of the reading texts deal with topics related to the students' interests.
- ✓ The texts and activities from the 9th grade English Workbook are insufficient and are not in line with Communicative Language Teaching Principles.
- ✓ The texts from the 9th grade English Workbook do not help to develop reading comprehension since motivation is affected. There is more than one text in units 3, 4, 5 and 7
- ✓ The activities from the 9th grade English Workbook do not stimulate the analysis, the reflection and the activation of background knowledge of the students.
- ✓ There is a correspondence among the objectives of the 9th grade English Syllabus according to the topics, types of texts and linguistic complexity of the texts from the 9th grade English Workbook, but the texts and activities are not always motivating for the students from 9th grade, class 4 corroborated by the author through the Survey to the students and the Participant observation.

2.2.4.3 The teaching- learning process of English for the reading skill

Participant observation before the implementation of the proposal

- ✓ Three lessons related to the reading skill were observed and it was perceived that most of the students could not understand the orders of the activities specified by the teacher in the English reading lessons
- ✓ The students' motivation was low.
- ✓ They did not comprehend the text and exercises given, so somehow they refused this topic, the text and exercises that accompanied it.

Pedagogical test before the implementation of the proposal:

A reading test was administered to the students, with a group of exercises to assess reading comprehension. The findings were the following:

- ✓ The results showed a poor development of reading skills: 5 students out of 30 got more than 90 points, representing 16.6% of the total, 7 got from 85 to 89 points, representing 23.3%, 8 got from 75 to 84 points, representing 26.6%; and 10 got less than 70 points, representing 33.3% of the class who were not able to understand the text.
- ✓ The students showed a low level of acceptability according to the reading text and the exercises given.
- ✓ The students' interest and motivation to make an effort when answering the test was very low.

Survey to students:

- ✓ The students stated that they were more interested in ancient and also present-day topics.
- ✓ Students affirmed that they could not understand English texts very well. They said these problems occurred because of their lack of vocabulary.
- ✓ They stated that they hardly understood most words. They were bored by the texts and showed less interest towards the English Subject.
- ✓ They explained that they did not know how important English could be for their future professions.

- ✓ They also stated they would like to read about different topics related to legends, monsters, divine creatures, fashion, shoes, clothes, articles from newspapers and magazines, interesting people as heroes or famous people, exotic places, important dates and mainly about pets, pastimes and hobbies.

2.2.5 Regularities of the assessment process:

According to the results previously obtained and analyzed in relation to the application of different methods and instruments in this major paper, the following **regularities** were found:

Strengths

- In the 9th grade English Syllabus it is stated that one of the main objectives is to read simple texts in English and demonstrate general comprehension through visual, oral and written tasks. It outlines the reading skills that should be developed by students: understanding general ideas, identifying key words, identifying main ideas, skimming, scanning, reading for specific information, comparing and contrasting information, understanding tone, making inferences and predictions.
- There is a correspondence among the objectives of the 9th grade English Syllabus according to the topics, types of texts and linguistic complexity of the texts from the 9th grade English Workbook.

Weaknesses

- Reading skill is neglected in the mapping and the course plan because it is only emphasized on Speaking and Listening skills.
- In the 9th grade English Workbook there are 9 reading lessons from unit 2 to unit 10 but unfortunately none of the reading texts dealt with topics related to the students' interests. There are not a variety of texts to develop Reading skill.
- The texts and activities from the 9th grade English Workbook are insufficient and do not correspond with Communicative Language Teaching principles.

- The texts from the 9th grade English Workbook do not develop reading comprehension.
- There is more than one text in the units 3, 4, 5 and 7, so it does not facilitate students' comprehension and motivation.
- The activities from the 9th grade English Workbook do not stimulate the analysis, the reflection and the background knowledge of the students.
- The texts and activities are not always motivated for the students from 9th grade, class 4 corroborated by the author through the Survey to the students and the Participant observation.
- There is not a correspondence among the objective of the 9th grade English Syllabus and the practice because of the use of the traditional approach.
- It was observed three lessons related to Reading skills and it was perceived that most of the students could not understand the orders of the activities specified by the teacher in the English reading lessons.
- The students' motivation was low because they did not comprehend the text and exercises given, so they did not accept the topic, text and exercise.
- Poor development of reading skills: **5** students out of **30** got more than **90 points**, representing **16.6%** of the total, **7** got from **85 to 89 points**, representing **23.3%**, **8** got from **75 to 84 points**, representing **26.6%**; and **10** got less than **70 points**, representing **33.3%** of the class were not able to understand the text.
- The students have a low level of acceptability according to the reading text and the exercises given.
- The students stated that they were more interesting in ancient and also present-day subjects and that they had very few English reading lessons.
- Students affirm that they could not understand English texts. They say these problems occur because their lack of vocabulary.
- They are bored for the texts and show less interest towards the English subject.
- Besides, they exposed that they did not know how important English could be for their future profession. They expressed that the few English texts they had read were quite boring.

- They also stated they would like to read about different topics related to legends, monsters, divine creatures, fashion, shoes, clothes, articles from newspapers and magazines, interesting people as heroes or famous people, exotic places, important dates and mainly about pets, pastimes and hobbies.

Finally, the regularities corroborated the problematic situation in the 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School that was presented in the present major paper. This current situation supports the author of this paper to select new reading lessons to transform the reality of the classroom regarding reading skills.

2.3. Authentic reading lessons to develop the reading skill in 9th grade, class 4 at “Ricardo Zenón Martínez Ciscal” Secondary School. (See Appendix 5)

Objective of the proposal: To select authentic reading lessons to contribute to the development of the reading skill in English in 9th grade, class 4 at “Ricardo Zenón Martínez Ciscal” Secondary School.

Foundations for the proposal

Philosophical, pedagogical and methodological foundations were taken into account to back up the proposal.

- **Philosophical foundations**

The philosophical bases of the proposal of the present research are grounded on the Marxist-Leninist philosophy. In its most general characteristics, dialectical materialism studies the nature of the being and its laws to turn the prior objective laws into method of further knowledge and transformation of reality. The proposal of these lessons is a way for the creation of a positive learning environment that will help to contribute to the development of the reading skill in English in 9th grade at “Ricardo Zenón Martínez Ciscal” Secondary School.

- **Pedagogical foundations**

The school offers the requirements for the development of an appropriate teaching and learning process of English. The proposal contains a group of texts with their corresponding activities that shows a social context. The proposal is developed and put into practice through different forms of organizing work in the classroom: individual, pair and group work and therefore cooperative learning. Besides, the texts are based on the topics chosen by the students, something that helps expand students' knowledge and motivation for reading.

- **Methodological foundations**

The proposal is based on the Communicative Approach for the teaching of foreign languages. The author assumes the Communicative Language Teaching Principles, which are the methodological principles for the teaching of English in the Cuban context and which have been redefined by Alfredo Camacho as follows:

- ✓ Classes should be active and centered on students' educational needs, interests and experiences.
- ✓ Materials, tasks, activities and resources should be chosen on the basis of educational and linguistic criteria, and should provide for learning and acquisition.
- ✓ Practice should be carried out through meaningful tasks, which engage students in thinking and activity.
- ✓ Practice should provide for strategy development.
- ✓ Students should be engaged in monitoring, self-correction and self-evaluation tasks; they must as well be asked to question and reflect on what they have learned and how they have learned it.
- ✓ Opportunities should be given to learn content from other areas of the curriculum through the medium of English.
- ✓ Practice should engage students in cross-cultural comparison.
- ✓ Classes should foster an atmosphere of co-operation and open communication among students and teacher. Camacho (2002) cited by Cabrera (2010)

Characterization of the proposal

The authentic reading lessons are composed of ten texts with their corresponding reading activities based on the contents and objectives of the 9th grade English Syllabus, following the logical order in which the units and contents appear. All the activities are aimed at the development of reading skills in this level. Due to the lack of time, only 5 reading lessons for units 4, 6, 8, 9 and 10 were implemented.

For the **selection of authentic reading lessons** certain aspects were taken into consideration such as:

✓ The selection of the different types of texts should be according to the students' educative needs and interests in the development of the reading skill within the teaching - learning process of English.

✓ The texts should not be too long and their linguistic complexity should be in correspondence with the students' level.

✓ The selection of the texts should take into account the communicative functions that are included in the 9th grade English Syllabus.

✓ The texts should favor the development and reinforcement of values for the good and right formation of the students' personality under the principles of our socialist society.

✓ The texts should be taken or adapted from authentic and up-dated sources.

Additionally, the texts selected should relate to the students' interests; in this case, ancient and also present-day topics, in order to create the needed motivation for them to aim at reading with a more natural desire. The author of the present paper proposes authentic reading lessons, including new texts and their corresponding activities because the previous texts that appear in the workbook from the 9th grade syllabus, tend to make students bored and unmotivated to read.

As a result of the needs' assessment the following topics and areas were identified as the ones that could be included in the proposal: knowledge about national and universal culture; knowledge about up-dated news and history; the expansion of global issues like environmental problems and protection of the environment; the improvement of their behavior and the formation of values (responsibility, discipline, solidarity, friendship, respect, good aesthetics, tastes, patriotism, love to work and study) and good manners.

The topics of the texts that have been chosen are related to legends, monsters, divine creatures, fashion, shoes and clothes, newspapers and magazines articles, interesting and famous people as heroes and heroines, exotic places, important dates, pets, pastimes and hobbies. These lessons will be used as a replacement for the ones that appear from Unit 1 to 10 in the students' Workbook.

Sub-skills that will be worked on the proposal:

Various types of activities have been considered in the process of writing this major paper, not all of which are used with every text. This is due to the fact that some are more appropriate in developing certain reading sub-skills than others. The use of different activity types also ensures variety. The reading sub-skills developed are:

- *Predicting the content*
- *Using the dictionary effectively*
- *Recognizing and recalling specific details (information)*
- *Identifying main ideas (Understanding general ideas)*
- *Skimming*
- *Scanning to locate specifically required information*
- *Following a sequence of events*
- *Transcoding information to diagrammatical display*
- *Summarizing*
- *Drawing conclusions*

Grellet, F (1981) as cited by Camacho A. et.al. (2016)

Other **sub-skills** stated in the 9th grade English Workbook: **(See Appendix 6)**

- *Identifying key words*

- *Comparing and contrasting information*
- *Understanding instructions*

2.3 Authentic reading lessons to develop the reading skill

The authentic reading lessons that have been designed correspond to each of the units of the program. All the activities that accompany the reading texts are designed to teach and not to test.

The approach suggested to be used encourages genuine communication among the students or between the students and the teacher, making the classroom student-centered rather than teacher-centered.

The proposal is based on the use of the communicative approach and the exercises are in line with its principles. The general objective of the proposal is to develop reading comprehension in English, mainly through skimming, scanning and intensive reading. Besides, there is systematic integration of skills in the *after reading stage*, so reading also becomes a tool for other skills development.

2.3.1 Five authentic reading lessons to develop the reading skill in 9th grade, class 4 at “Ricardo Zenón Martínez Ciscal” Secondary School.

In this section of the Major Paper, the author presents the lessons that were implemented. As was explained elsewhere in this paper, only five authentic reading lessons with their corresponding texts and activities were put into practice for the reasons previously stated. The rest of the proposal appears as part of the appendixes.

Lesson 4

Grade: 9th

Unit 4: Hobbies.

Material aids: pictures, cards, tables.

Topic: What is your favorite hobby?

Objective: The students should get the global comprehension of the text as well as specific information while reinforcing ideas about developing good habits to balance their lives working in pairs, group work and individually.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and exercises, asking them the answers of the homework.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 5 minutes.

Objective: Students should be able to activate their prior knowledge.

Activity: Look at the pictures which may relate to what you will read about.

- What do you expect to read when you look at the pictures?
- Afterwards, read the text to check if your predictions were right.



Procedures: The teacher asks the students to look at the pictures which may relate to what they will read about. They should be able to check if their predictions were right.

While reading activities

Task 2

Sub-skill: scanning.

Time: 10 minutes.

Objective: Students should be able to get specific information from the text.

Activity: Circle True or False for these sentences.

Tom does one thing that teenagers don't normally do.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom is the only person who eats the food he cooks.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom's mum was happier when he didn't cook.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom's mum thinks learning to cook is good for teenagers.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom learned some recipes from his grandmother.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom's vegetable soup was not good.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom says he is a good cook.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom's friends like cooking now too.	<input type="checkbox"/> True	<input type="checkbox"/> False

Procedures: The teacher asks the students to circle True or False for the sentences.

Task 3

Sub-skill: Recognizing and recalling specific details.

Time: 10 minutes.

Objective: Students should be able to read intensively to find details and relevant information.

Activity: Complete the following sentences with information from the text.

- Tom is in his teens and does many activities teenagers do. For example, he _____.
- In the evening, he does a different activity. He _____ for all the family because he likes it.
- His mother thinks that young people should _____.
- Tom thinks that cooking is _____.
- Tom's mom is very happy because _____.

Procedures: The teacher asks the students to complete the sentences with information from the text.

CAN YOU COOK?

This teenager can — and his mum's very happy with him

Tom is like any other teenager. He goes to school, does his homework, meets his friends and enjoys doing sport.

But between 5.30 and 6.30 from Monday to Friday, Tom does something different. He cooks dinner for all the family: mum, dad, younger brother Joe and older sister Emma.



Tom in the kitchen

“I think it's important for teenagers to learn how to cook. Maths and English are important, of course, but they need other skills too to help them in today's world.

First I taught Tom how to cook easy meals like pizza or egg and chips. Then he started using recipes in my cookery books. Yesterday he made vegetable soup. It was very good!

*Tom's
mum*

“I love cooking and I think I'm really good at it. None of my friends cook. I don't know why, it isn't difficult and it's great fun!

Tom

In the past, Tom didn't help out at home and his mum wasn't very happy with him. Today, things are different and she is very happy.

Task 4

Time: 10 minutes.

Activity: In pairs, discuss the importance of practicing healthy-type hobbies and the hobbies you have or would like to have.

Procedures: The teacher asks the students to discuss the importance of practicing healthy-types hobbies and the hobbies they have or would like to have.

Task: Ask your family members what their favorite hobbies are. Then complete the chart.

Follow the example.

A: Uncle Tom , What is your favorite hobby?

B: M y favorite hobby is riding a bicycle.

[illegible]

Lesson 6

Grade: 9th

Unit 6: Pastimes.

Material aids: pictures, cards, recipes.

Topic: Festivals!

Objective: The students should get a global comprehension of the text while increasing their knowledge about pastimes and exciting activities, promoting discipline, responsibility and good taste.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson by asking them the answers to the questions in the homework. The teacher may choose one of the texts to work in the classroom.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 5 minutes.

Objective: Students should be able to predict the content activating their background knowledge.

Activity: Read the following list of pastimes and say what you do as pastimes.

<u>Indoor pastimes</u>	<u>Indoor pastimes</u>	<u>Outdoor hobbies</u>	<u>Outdoor hobbies</u>
<ul style="list-style-type: none"> • Cooking • Dance • Fashion • Jigsaw - Puzzles • Listening to music • Pets 	<ul style="list-style-type: none"> • Photography • Playing musical instruments • Reading • Singing • Video gaming • Watching movies – television • Writing 	<ul style="list-style-type: none"> • Baseball • Basketball • Camping • Driving • Fishing • Gardening • Horseback riding 	<ul style="list-style-type: none"> • Jogging • Running • Travel • Taekwondo • Swimming • Walking • Water sports • Vacation • Shopping

While reading activities

Task 2

Sub-skill: identifying key words.

Time: 15 minutes.

Objective: Students should be able to identify key words.

Activity: Form groups of 3-4. Do these activities:

Text A: Find the meaning of the following words: snake statue.

Text B: Find the meaning of the following words: tower, vines, harvest, bungee jumping.

Text C: Find the meaning of the following words: pirate, drive away, bun, and tower.

Text D: Find the meaning of the following words: pole, ribbons, crown, roll, steep

- What words do you think will probably appear in the text? Why?

Task 3

Sub-skill: recognize relevant information.

Time: 15 minutes.

Objective: Students should be able to recognize relevant information in the text.

Activity: Read the text and fill in the table below. Be ready to share the information with your group and complete the table for all the festivals.

	Snake Festival	Bun Festival	Land Diving Festival	May Day
Where?				
When?				
Why?				
What happens?				
Special Food?				

Text A: "The Snake Festival"

Every year on the first Thursday in May the small village of Cocullo in Italy sees thousands of visitors. They are all arriving to see the annual Snake Festival. The festival is held on Saint Dominic's Day. St Dominic lived **in** the town in the 11th century. At that time there were many snakes in **the** village and many people died of snakebite. Saint Domenic got **rid** of the snakes and the people of Cocullo hold this festival every year **to** remember him. For some weeks before the festival, people **collect** snakes and then, on St Dominic's Day, they put all the snakes on **a** statue of St Dominic. At midday they carry the statue and the snakes in **a** procession through the village. At the front of the procession is a **band** playing music and at the back are women in costume who give **sweets** and bread shaped like snakes to the people who are watching. At the **end** of the procession there are **fireworks**.

Text B: "The Land Diving Festival"

Pentecost Island in Vanuatu is famous for the Land Diving Festival, which takes place every Saturday in May. This festival celebrates the harvest, but there is an old story which says that it began when a woman had an argument with her husband and ran off into the forest. He followed her and she climbed a tree to get away. He climbed the tree after her and she jumped down. He jumped after her and was injured. She was unhurt because she had tied a vine to her ankle which stopped her hitting the ground. Now the men of the island hold this festival every year. They build a wooden tower, 20 to 30 meters high. They climb the tower and tie vines to their ankles. Then they jump off the tower. The people below sing and dance to encourage them.

The islanders believe that the higher you jump, the better the harvest will be. In the 1980's the New Zealander AJ Hackett developed the modern sport of bungy jumping, based on this festival.

Text C: "The Hong Kong Bun Festival"

This festival is held on the island on Cheung Chau in Hong Kong in early May every year, around the time of Buddha's birthday. The festival celebrates the god Pak Tai, who drove pirates and illness away from the island. In the festival, the islanders pray for safety from pirates and illness. The festival lasts for seven days. For three of those days everyone on the island is vegetarian. There is a procession through the village with lion dances, dragon dances and musicians. In the procession children in colorful costumes are carried high above people's heads. The islanders make three 20-metre high bamboo towers and cover these with buns. At **midnight** on the last day people light fires and then climb the towers to get the buns. They wear bags on their backs to collect the buns and when they come down from the towers, they give them to everyone who is watching. Then everyone celebrates with fireworks.

Text D: "May Day"

The first of May is called May Day in Britain. This is a very old festival held to celebrate the first day of summer. Many towns and villages still hold traditional May Day celebrations. Some towns and villages decorate the streets and houses with flowers. In others, there is dancing and the people put up a Maypole. This is a tall pole with colored ribbons hanging from the top. The dancers take a ribbon each and dance around the pole. As they dance, the ribbons make a colorful pattern around the Maypole. It is also traditional to choose a May Queen and crown her. She wears a white dress and a crown of flowers and walks at the front of a procession through the streets. In Padstow, a village in the south-west, two men dress up as horses and everyone follows them through the streets singing an old song. In another village there is a 'Cheese Rolling' competition. Everyone goes to the top of a very steep hill. A big round cheese is rolled down the hill and everyone tries to chase it.

The winner gets free cheese for twenty years!

(Taken from <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/festivals>)

After reading activities

Task 4

Sub-skill: integrate reading with speaking.

Time: 5 minutes.

Objective: Students should be able to integrate skills.

Activity: Discuss in your group:

- What is your favorite festival?
- How does your family celebrate it?
- Which festival would you like to go to most?

Homework:

Task: Invent a festival! Work together and invent a festival for one of these events:

- Midwinter
- The first day of autumn
- The longest day

Lesson 8

Grade: 9th

Unit 8: The Environment.

Material aids: cards, charts, diagrams, pictures and a poem "A Letter to Grown-Ups" by Stevie Ann Wilde

Topic: To protect the Environment!

Objective: The students should get global and specific information from the text while increasing their knowledge about environmental problems and measures or tasks to solve them.

Time: 45 minutes.

- The teacher writes the topic of the lesson on board.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and activities, asking them for the answers to the homework.

Before reading activities

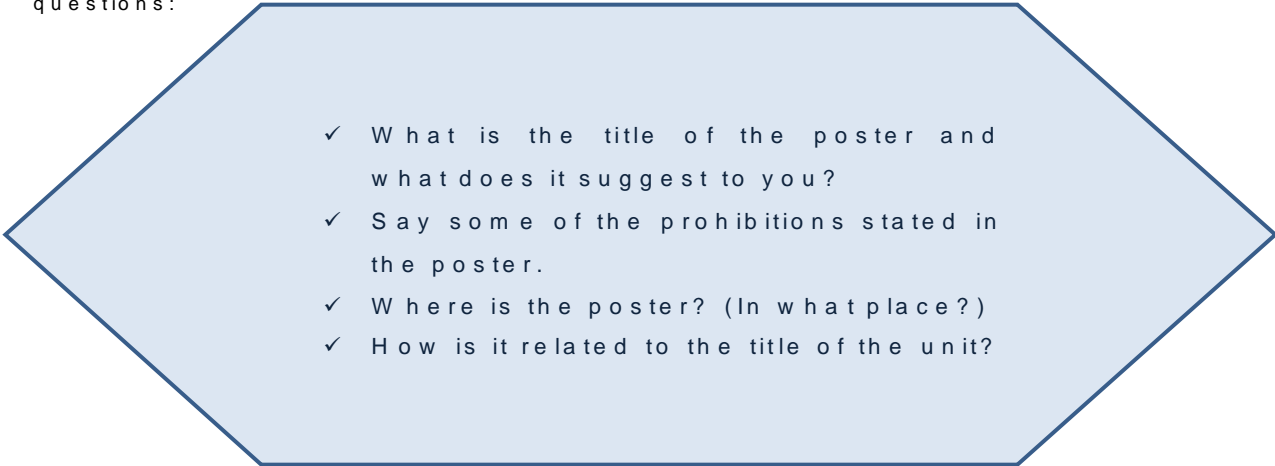
Task 1

Sub-skill: predict the content.

Time: 10 minutes.

Objective: Students should be able to predict topic and content.

Activity: Look at the poster and discuss with your classmates the following questions:

- 
- ✓ What is the title of the poster and what does it suggest to you?
 - ✓ Say some of the prohibitions stated in the poster.
 - ✓ Where is the poster? (In what place?)
 - ✓ How is it related to the title of the unit?

While reading activities

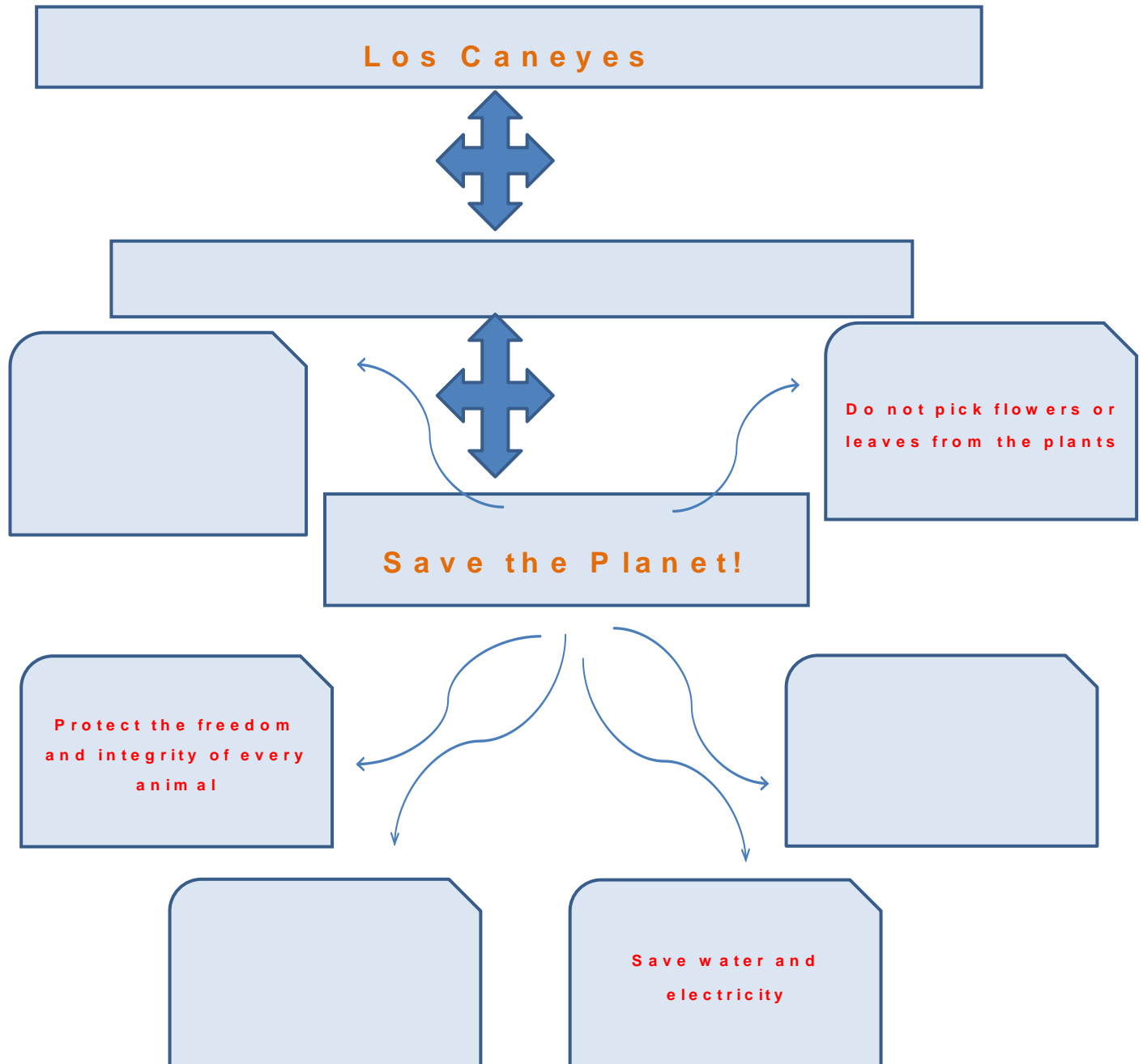
Task 2


Sub-skill: transcode information into another format.

Time: 10 minutes.

Objective: Students should be able to transcode information into a diagram.

Activity: Look at the poster and complete the following diagram with the prohibition stated in the poster. Be ready to discuss with your classmates.





HORIZONTES
HOTELEROS

Los Caneyes

TO PROTECT THE ENVIRONMENT

Save the Planet!

- Do not throw garbage or waste to the environment.
- Do not pick flowers or leaves from the plants.
- Protect the freedom and integrity of every animal.
- Enjoy the silence of nature and respect the right of the other persons to this silence.
- Do not climb the trees to avoid damaging their branches.
- Do not throw cigarettes or matches to the lawn.
- Respect and do not trespass the warning signals.
- Observe signs of dangerous access.
- Save water and electricity

Task 3

Sub-skill: understand main ideas.

Time: 10 minutes.

Objective: Students should be able to understand the general idea by skimming through the text.

Activity: Read the poem "A Letter to Grown-Ups" by Stevie Ann Wilde and find the main idea. Be ready to discuss with your classmates.

Task 4

Sub-skill: extract salient points to summarize.

Time: 10 minutes.

Objective: Students should be able to summarize the poem.

Activity: Summarize the content of the poem in your own words. The ideas below can help you:

- ✓ Protect nature by taking care of trees and plants.
- ✓ Don't pollute the atmosphere to avoid heating it.
- ✓ Live a healthy life and enjoy nature.

Poem : “A Letter to Grown-Ups” by Stevie Ann Wilde.

Dear Grown-Ups,
Please leave all the flowers there
And do not cut down the trees.
We need the trees to make fresh air
And flowers to feed the bees.
Please do not always use your car
To take you everywhere.
Because the fumes go very far
And heat the atmosphere.
Then soon the sun will be too hot
And all the plants will die.
So, please get out and walk a lot
To see the clear blue sky.
Then we will run and jump and play
And grow up strong and tall
Then we will be happy every day
And we will thank you all
With love from the children.

(Taken from <http://www.english-for-students.com/A-Letter-to-Grown-Ups.html>)

After reading activities

Task 5

Sub-skill: extract relevant points and integrate reading with writing.

Time: 5 minutes.

Objective: Students should be able to extract relevant information and integrate skills.

Activity: Complete the following chart with the information from the poster and the poem.

From the poster

To protect the Environment	
Save the Planet!	
To do	Do not

From the poem

Dear Grow n-Ups,	
To do	Do not

Homework:

Task: Create a mock-up, an album, a short book, a painting, or a file about environmental problems in which you combine rules or measures to solve them.

Lesson 9

Grade: Ninth

Unit 9: A Trip around the Country.

Material aids: pictures

Topic: Interesting places to visit with friends and relatives.

Objective: The students should get global and specific information from the text while increasing their knowledge about interesting places in Cuba stimulating patriotism and respect to Cuban culture.

Time: 45 minutes.

- The teacher writes the topic of the lesson on board.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and activities, asking them the answers to the homework.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 10 minutes.

Objective: Students should be able to predict the content.

Activity: Look at the pictures and refer to what you think you will read about.

- a) Look at the pictures below and identify the place we are talking about.
- b) What do you know about this place?
- c) What do you expect to read when you look at the pictures?



While reading activities

Task 2

Sub-skill: identify main ideas.

Time: 5 minutes.

Objective: Students should be able to understand the general idea by skimming through the text.

Activity: Read the text "The Armored Train Monument" and identify the main idea. Be ready to discuss it with your classmates.

Task 3

Sub-skill: scanning

Time: 10 minutes

Objective: Students should be able to scan to locate specific information.

Activity: Read the text again and complete the following statements with the information from the text. Be ready to discuss with your classmates.

- The derailment of the armored train took place on _____.
- This derailment was made by _____ using the bulldozer "_____" that is shown in the sculptural complex.
- In the confrontation the _____ had to use strategies as throwing cocktails Molotov to the _____ and floors of the boxcars, making the soldiers to surrender in an unconditional way, fact that meant the _____ battle for the Rebel Army.
- The _____ of this train were to take a convoy for the repairing of the _____ roads in charge to the operations engineers' body, besides an _____ quantity of armament and ammunition to stop the outpost of the Rebel Army.

➤ The Armored train Monument derailment was one of the most
----- battles for the revolutionary victory in Santa Clara.

Task 4

Sub-skill: scanning

Time: 10 minutes.

Objective: Students should be able to scan to locate specific information.

Activity: Suppose that one of your friends works in a radio station. He/she needs some information about the history of The Armored train Monument derailment to write an article. He/she gives you a diagram with some incomplete notes. Read the text and help him / her to complete the notes below.

The diagram consists of three rectangular boxes on the left, each with a title. To the right of each box is a speech bubble containing numbered lines for notes. The first box is titled 'Ernesto Che Guevara' and has three lines: '1 - A Commandant.', '2 - The one who lead the rebels', and '3 -'. The second box is titled 'Derailment' and has two lines: '1 - It was made by the ----' and 'It was in Santa Clara on ----', followed by '2 -'. The third box is titled 'The revolutionary battle' and has three lines: '1 -', '2 -', and '3 -'.

Ernesto Che Guevara

1 - A Commandant.
2 - The one who lead the rebels
3 -

Derailment

1 - It was made by the ----
It was in Santa Clara on ----
2 -

The revolutionary battle

1 -
2 -
3 -

Text: "The Armored train Monument".

The derailment of the armored train took place on December 29, 1958. This derailment was made by Che using the bulldozer "Caterpillar" that is shown in the sculptural complex. In the confrontation the rebels had to use strategies as throwing cocktails Molotov to the walls and floors of the boxcars, making the Batistian soldiers to surrender in an unconditional way, fact that meant the victorious battle for the Rebel Army.

The objectives of this train were to take a convoy for the repairing of the communications roads in charge to the operations engineers' body, besides an enormous quantity of armament and ammunition to stop the outpost of the Rebel Army. In the first years of the Revolutionary Victory, the Cuba Government rescued some boxcars of the Armored Train and erected the "Monument to the Assault and Occupation of the Armored Train". The Monument is framed in a wedge of 50 meters lands wide by 200 bottom meters, limited to a side for the railroad and to the other one for the river Cubanicay, area where the derailment, assault and winning of the armored train happened. These events were played by the Rebel Army, mainly for the Column "Ciro Redondo" under the control of the Commandant Ernesto Che Guevara, in charge of taking the city. The Armored train Monument derailment was one of the most significant battles for the revolutionary victory in Santa Clara.

Taken from: Santa Clara and Che in the memory of the new generations: A challenge that can be faced through the teaching of English lessons. Ortega,R,(2012) (Major Paper)

After reading activities

Task 5

Sub-skill: integrate reading with speaking.

Time: 10 minutes.

Objective: Students should be able to integrate skills.

Activity: In groups, discuss:

- Why is “**The Armored Train Monument**” an interesting place to visit?
- Why is it important to know historical places in your province?
- What other events happened on December 29, 1958?

Homework:

Task: Collect some pictures about interesting / historical places in Cuba. Write a short paragraph describing it.

Lesson 10

Grade: Ninth

Unit 10: All in all.

Material aids: pictures

Topic: Let's learn about professions!

Objective: The students should get global and specific information from the text while increasing their knowledge about vocational formation in Cuba stimulating responsibility, discipline and love to work and study.

Time: 45 minutes.

- The teacher writes the topic of the lesson on board.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and activities, asking them for the answers to the homework.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 10 minutes.

Objective: Students should be able to predict the content.

Activity: Look at the pictures and refer to what you think you will read about.

- a) In your opinion, what important job / occupation / profession is missing?





W h i l e r e a d i n g a c t i v i t i e s

T a s k 2

S u b - s k i l l : understanding main ideas .

T i m e : 10 m i n u t e s .

O b j e c t i v e : Students should be able to understand the main idea .

A c t i v i t y : Read the text again to find the main idea . Be ready to share with your classmates .

T a s k 3

S u b - s k i l l : understanding relevant information .

Time: 15 minutes.

Objective: Students should be able to understand relevant information.

Activity: Answer the following questions:

- What happened to the girl as a language assistant?
- Is there anything great about being around young people?
- What does she do as a language assistant?
- How does she feel being a language assistant?

Text: “My surprise love of teaching” By Pauline Blogger 2017

Before my year as a language assistant, I never imagined I could enjoy teaching as much as I do. I assumed it might be awkward and boring at times and, of course, there are some classes that go faster than others. However, my experience has been overwhelmingly positive. So positive, in fact, that I am definitely considering it as a career.

There's something so great about being around young people and getting to interact with them on a daily basis. I am finally at that stage where names are starting to stick and I am more comfortable than I was at the beginning (it always takes a little while to find your feet).

Now, of course as a language assistant, I teach conversation class exclusively and I am guided by the English teacher. This means that I haven't had to teach the more technical aspects of English (I'm looking at you, grammar!) and there's always someone in the classroom to guarantee some discipline. Despite those advantages, I feel a strong pull to the profession. I guess I'll end it by saying: watch this space!



(Taken from <http://learnenglishteens.britishcouncil.org/magazine/life-around-world/my-surprise-love-teaching>)

After reading activities

Task 4

Sub-skill: integrate reading with speaking.

Time: 5 minutes.

Objective: Students should be able to integrate skills.

Activity: Describe what you think /feel about the picture of the text.

Task 5

Sub-skill: integrate reading with writing.

Time: 5 minutes.

Objective: Students should be able to integrate skills.

Activity: Write about what profession you want to study and why.

Homework:

Task: Find out the most exiting or incredible professions (including its advantages and disadvantages) that you cannot imagine in the world. If you have the possibility, you may use Internet, Google, Facebook, a digital library, etc. Complete the following table:

<i>Professions</i>	<i>Advantages</i>	<i>Disadvantages</i>

2.4 Evaluation of the authentic reading lessons to develop the reading skill in students from 9th grade, class 4 at “Ricardo Zenón Martínez Ciscal” Secondary School by specialists’ criteria

In this section, the author summarizes some suggestions, ideas and opinions taking into account the specialists’ criteria to obtain a better compilation of the proposal. The author of this major paper selects authentic reading lessons getting motivating texts such as poems, letters, articles, pictures and activities to develop the reading skill in students from 9th grade, class 4 at “Ricardo Zenón Martínez Ciscal” Secondary School. **(See Appendix 7)**

- The specialists evaluate the proposal as very adequate. However, some aspects about authentic reading texts and activities are evaluated as adequate such as variety of the topics, length of the texts, linguistic complexity, intelligibility of the instructions, quality of the English language, attainability, number of activities per lesson, and appropriate development of reading sub-skills.
- About the *strengths of the proposal*, the specialists declare that the proposal is renewed emphasizing in the types of activities, the importance of some of the topics for young learners; the variety and creativity of the designed activities; the number of relevant and value-reach topics; the art work and use of images; the well-designed tasks; the creativity of the proposal; the way the proposal meets students’ needs for this grade since it is valuable to attain a broad preparation for this kind of student.
- About the *weaknesses of the proposal*, the specialists stated that more choices should have been given in some of the activities; that it is necessary to consider the time allotted for some of the activities; its attainability; and that some of the objectives need revision.

- In case of the *areas for improvement*, the specialists suggest to consider the design of simpler tasks and the distribution of time; They also stated that the objectives need improvement; that some guidance should be given to some of the activities in the case of those which might be difficult for the students to complete; they also suggested to revise the proposed sub-skills, and the orientation to some of the tasks and their procedures.
- As *recommendations*, the specialists suggest some actions in line with the areas for improvement. There is a suggestion to do some pre-teaching of vocabulary as well as to do some work on meaning relationship with grammar, spelling and pronunciation. They also suggest giving choices to the students in the activities in the case of more complex texts; there should be a careful analysis of time allotment according to the complexity of the texts and activities; they also suggest that some activities should be simplified and some of the objectives considered again.

2.5 Evaluation of the results after the partial implementation of the authentic reading lessons to develop the reading skill in students from 9th grade, class 4 at “Ricardo Zenón Martínez Ciscal” Secondary School.

Instruments administered after the partial implementation of the proposal:

From the empirical level:

- **Pedagogical test** after the partial implementation of the proposal to evaluate the development of the reading skill in 9th grade, class 4 at “Ricardo Zenón Martínez Ciscal” Secondary School. (**Appendix 8**)
- **Interview to the students** after the partial implementation of the proposal to appreciate the students’ interest and motivation related to the authentic reading lessons and their opinions about the topics, texts and activities implemented. (**Appendix 9**)
- **Peer observation guide** after the partial implementation of the proposal to describe the students' development of the reading skill and their interest during the authentic reading lessons. (**Appendix 10**)

Analysis of the results after the partial implementation of the authentic reading lessons to develop the reading skill in students from 9th grade, class 4 at “Ricardo Zenón Martínez Ciscal” Secondary School.

Pedagogical test

- ✓ A reading text was given to the students, with a group of activities to assess reading comprehension. The results showed a better development of the reading skill as the results show: **9** students out of **30** got more than **90 points**, representing **30 %** of the total, **9** got from **85 to 89 points**, representing **30 %**, **8** got from **75 to 84 points**, representing **26 %**, **4** got less than **75 points**, representing **13 %**.
- ✓ The students have a good opinion about the reading texts and the activities given.

- ✓ There was a positive change of students' attitudes and behavior in the pedagogical test because they understood the orders of activities and they also participated actively without fear giving right answers.
- ✓ The students' interest and motivation was high in comparison with the first pedagogical test.

Interview to the students:

- ✓ The students liked Lessons 4, 6, 8 and 9 more because of the topics and the diversity of activities.
- ✓ The students felt more motivated about the reading texts and activities.
- ✓ They showed that they could better understand the reading texts.
- ✓ They preferred texts with up-dated topics in which they could talk about sports, diseases, new innovations and discoveries, fashion, TV programs and sports, problems in the society and measures to solve them.
- ✓ They stated that they liked the activities with pictures, cards, books, songs, poems and charts and the texts about history, legends, Cuban culture, hobbies, pastimes, environment and professions.
- ✓ In addition, they described that they did understand how important English could be for any future profession.
- ✓ They also stated they liked to read about topics suggested because they said the topics were curious and different. They thought topics reinforced their good behavior, values and knowledge. They felt very enthusiastic.

Peer Observation

- ✓ Five lessons were observed related to the reading skill and it could be noticed that most of the students could understand instructions as well as showed interest before they started to read.
- ✓ The students were motivated during the whole lessons.
- ✓ The four major skills (speaking, listening, writing and reading) were integrated into the reading lessons, providing a more active participation on the part of the students.

CONCLUSION

1. The theoretical and methodological foundations that support the development of the reading skill in the students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School are based on previous and current data increasing the teaching of the reading skill.
2. The needs' assessment demonstrated that students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School have difficulties regarding to the reading skill: most of the students could not understand the orders of the activities, their motivation was low, they did not comprehend the text and activities given, they sometimes were bored and showed little interest towards the English subject. They expressed they would like to read about different topics related to present day life.
3. The proposal of authentic reading lessons includes ten reading texts related to different topics with their corresponding activities to develop the reading skill taking into consideration the results of the needs' assessment, the reader's purpose, the criteria to select the reading texts, the reading strategies, the approaches to the teaching of reading, the stages of the reading lesson, the types of reading activities for each stage and the enabling sub-skills.
4. The specialists evaluate the proposal as very adequate. However, some aspects about reading texts and activities are evaluated as adequate such as variety of the topics, length of the texts, linguistic complexity, intelligibility of the instructions, quality of the English language, attainability among others, so the author took into account these suggestions.
5. In the partial implementation of the proposal the students felt motivated during the reading lessons and were enthusiastic to participate actively. They engaged in the activities and stated honestly their approval about the reading lessons. The proposal is characterized by being intelligible and well related to contents of the syllabus.

R E C O M M E N D A T I O N

- 1- To apply the complete proposal to corroborate its effectiveness.
- 2- To select more texts and their corresponding activities to expand the proposal.
- 3- To validate the proposal in other secondary schools in 9th grade, in which the students have similar educative needs and interests.

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A P P E N D I X E S

A P P E N D I X 1

A N A L Y S I S O F D O C U M E N T S

G u i d e f o r t h e a n a l y s i s o f d o c u m e n t s

O b j e c t i v e: T o a n a l y z e o b j e c t i v e s , g o a l s , c o n t e n t s , s t r a t e g i e s a n d v a r i e t y o f a c t i v i t i e s a s w e l l a s m e t h o d o l o g i c a l s u g g e s t i o n s t h a t a r e r e c o m m e n d e d t o b e d e a l t w i t h b y t e a c h e r s d u r i n g t h e t e a c h i n g - l e a r n i n g p r o c e s s o f r e a d i n g i n E n g l i s h i n n i n t h g r a d e .

D o c u m e n t s

- 9TH G R A D E E N G L I S H S Y L L A B U S
- 9TH G R A D E E N G L I S H W O R K B O O K

A s p e c t s t o a n a l y z e:

- G o a l s a n d c o n t e n t s a d d r e s s e d t o n i n t h g r a d e .
- S t r a t e g i e s a n d m e t h o d o l o g i c a l r e c o m m e n d a t i o n s .
- T y p e s , d i v e r s i t y a n d q u a l i t y o f a c t i v i t i e s t o w a r d s t h e d e v e l o p m e n t o f r e a d i n g s k i l l s .

APPENDIX 2

PARTICIPANT OBSERVATION

Objective: To analyze the development of reading skills in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.

Lesson:

School:

Subject:

Grade:

Date:

Name of the teacher:

Name of the observer:

Indicators	always observed	observed at times	never observed
1. Students predict the content.			
2. Students use the dictionary effectively.			
3. Students recognize and recall specific details.			
4. Students identify main ideas.			
5. Students skim m ing.			
6. Students scanning.			
7. Students follow a sequence of events.			
8. Students identify key words.			
9. Students compare and contrast information.			
10.Students transcode information to diagram matical display.			
11.Students understand instructions.			
12.Students sum marize.			
13.Students draw conclusions.			
14.Students' needs are associated through the reading lessons and activities.			
15.Use of a variety of material aids			
16.Students know the need to develop reading skills.			
17.Students show interest to learn English language.			
18.Students get involved in the reading lesson.			

APPENDIX 3

PEDAGOGICAL TEST

Reading activity

Grade: 9th

Material aids: picture

Objective: The students should get global and specific information from the text while increasing their knowledge about Egyptian culture and the pyramids, stimulating solidarity, friendship and respect to the universal culture.

Before reading activities

Task 1

Sub-skill: predict the content.

Objective: Students should be able to activate students' background knowledge and predict the content.

Activity: Do these activities:

1. What does the word Egypt suggest to you?
2. Describe the picture.



While reading activities

Task 2

Sub-skill: identify main ideas.

Objective: Students should be able to understand the general ideas by skimming through the text.

Activity: Read the text again and find the main idea. Be ready to discuss it with your classmates.

Task 3

Sub-skill: reading for specific information.

Objective:

Activity: Read the text again and answer the following questions.

1. What is the location of the pyramids?
2. What are the pyramids like?
3. When did the Egyptians construct the pyramids?

An unsolved mystery

The Egyptian pyramids are located on the west bank of the Nile river a few miles from the modern city of Cairo. The pyramids are one of the seven wonders of the ancient world. They are big, beautiful and important monuments. The Egyptians built the pyramids between 2700 BC and 1000 BC to serve as royal tombs because they believe in life after death. The pyramids stand as testaments to the engineering skills of ancient Egyptians. Even today architects don't know how the pyramids were built. That is an unsolved mystery.

(Taken from Enriquez O'farril, C. Isora. (2010). **9th grade Workbook**. La Habana, Cuba: Editorial Pueblo y Educación.)

After reading activities

Task 4

Sub-skill: summarizing.

Objective: Students should be able to integrate skills.

Activity: Write a postcard to a friend who lives in Egypt telling her/him some important aspects about your country/city/town.

APPENDIX 4

SURVEY TO THE STUDENTS

Objective: To gather some information about the English reading lessons from all the students to develop reading skills in 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School. It was administered in Spanish.

- What topics would you prefer to read in English lessons in this academic year?

For this purpose, you should select which of these topics you would prefer to read in English. You must number your choices according to your preferences.

- ___ Seasons of the year
- ___ Exotic places in the world
- ___ Pastimes
- ___ Hobbies
- ___ Heroes and heroines
- ___ Articles from Magazines
- ___ Environment
- ___ Important places in Cuba
- ___ Important dates
- ___ Professions

- Do you consider English important for your future profession? Give some reasons.
- Do you like the texts and exercises from your English Workbook? Why or why not?

APPENDIX 5

GOALS, CONTENTS AND VALUES TO WORK PER UNITS IN SECONDARY SCHOOL

Main goals of 9th grade

- Demonstrate the political – ideological formation through a social and responsible behavior in the interaction with classmates and during the activities carried out in and outside the school context in which English is used to:
 - Communicate preferences offering simple reasons.
 - Describe and exchange information related to activities, experiences, people and places in past, present and future.
 - Ask for help and detailed information including addresses.
 - Participate in English, in different situations similar to real life.
 - Read simple texts in English and demonstrate general comprehension through visual, oral and written tasks.
 - Observe and listen to conversational situations in English and demonstrate general comprehension doing oral and written tasks.
 - Write letters, postcards, descriptions of places and personalities.
 - Ask for and offer help including instructions and addresses.
 - Read simple texts in English and demonstrate general comprehension doing visual, oral and written tasks.
 - Tell a story or a simple tale read or listened to.
 - Observe video or TV and listen to conversational situations in English to demonstrate general comprehension doing visual, oral and written tasks.
 - Develop logical thought through the observation and the comparison of the linguistic content that has been studied.
 - Reinforce the knowledge of the mother tongue as a result of the development of basic abilities.
- ❖ Adopt a responsible attitude before their own learning through:

- The use of different learning strategies which help the students to comprehend and express themselves, such as the following:
 - Transference and adaptation of known structures to express themselves in new contexts.
 - Preparation for communicative activities by anticipating the linguistic ways and the resources needed.
 - The use of different graphic resources which help for oral and written communication.
 - The use of analogy.
 - The reflection about the learning process, noting personal objectives, achievements and difficulties, challenges, in notebooks, portfolios or the computer.
 - The use of different means of research work for independent study and the development of project works.
 - The reflection and self-assessment of their own progress and their development under the guidance of the teacher and the cooperation of partners.
- Demonstrate habits and abilities of independent work and cooperation among students doing different tasks and projects of independent work in which language is used with authentic communicative purposes.
- Use the abilities developed in English to comprehend information related to the contents of other subjects and areas of the school curricula and express simple messages about these topics.
- Demonstrate comprehension and identify with aspects related to the Cuban and universal culture, particularly the culture of the English speaking countries in which they are able to recognize and appreciate the communicative and cultural value of the foreign and mother tongue, showing an attitude of respect to other speakers and their cultures. This will contribute to reinforce the values of solidarity and friendship to other people.

Unit and Title	Communicative Functions	Grammar	Vocabulary	Reading
1 Summer vacation	Giving personal information. Expressing comparisons. Talking about activities in the present.	Verb BE Simple present and present continuous. Comparatives.	Related to different activities	
2 Travel Time	Asking and giving information about places. Describing places. Giving directions. Understanding oral and written information. Writing simple texts to describe places.	Adjectives. Prepositions of place and directions.	Expressions and adjectives used to describe places and give directions	Understanding general ideas Identifying key words
3 The News	Asking and giving information about current events. Understanding oral and written information. Writing simple texts to narrate events.	W H - questions Simple tenses	Vocabulary related to news items and current events	Identifying main ideas Skimming

4 Hobbies	Expressing likes, dislikes and preferences. Understanding oral and written information. Writing simple texts to narrate activities one does as preferences.	The gerund	Expressions such as: I'd rather ... I'd prefer ...	Scanning. Reading for specific information.
5 The English Language (Review)	Expressing preferences. Asking questions. Talking about the English Language. Giving opinions. Understanding oral and written information. Writing simple texts to give opinions.	Review of the contents from Units 2-4 Connectors (therefore, besides, moreover)	Vocabulary related to learning a language	Comparing and contrasting information. Understanding tone.
6 Pastimes	Giving instructions. Talking about habits and activities in the past. Understanding oral and written information. Writing simple texts to describe a sequence of actions or process.	Used to ... First ... next ... then ...	Instructions related to handling a camera. Vocabulary related to different activities people do.	Understanding instructions in a text

7 Important personalities	<p>Asking and giving information about Personalities.</p> <p>Understanding oral and written information.</p> <p>Writing different simple texts to describe personalities.</p>	<p>Relative clauses with who, that, which.</p> <p>Question pattern.</p> <p>How is X like?</p>	<p>Personality traits</p>	<p>Identifying main ideas.</p> <p>Scanning.</p>
8 The Environment	<p>Talking about the environment.</p> <p>Expressing concern about the environment.</p> <p>Understanding oral and written information.</p> <p>Writing different simple texts to express concern about the environment or to give advice.</p>	<p>Modal verbs (should, must, can, etc.)</p>	<p>Vocabulary related to environmental problems.</p>	<p>Understanding main ideas.</p> <p>Making inferences and predictions.</p>
9 A Trip around the country	<p>Talking about Cuban history and culture.</p> <p>Describing places.</p> <p>Understanding oral and written information.</p> <p>Writing a simple article to describe a place in Cuba.</p>	<p>Simple past.</p> <p>Passive voice.</p>	<p>Vocabulary useful to describe places</p>	<p>Scanning.</p> <p>Identifying main ideas.</p>

10 All in All	Asking and giving basic information about secondary school life. Asking and giving information about future plans and activities. Understanding oral and written information. Writing simple texts to explain future plans and intentions.	Contents from units 2-9. Future tense. Will vs. going to	Vocabulary related to daily activities, careers.	M a k i n g p r e d i c t i o n s . S k i m m i n g .
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VALUES AND ATTITUDES

Unidad y título	Pronunciación	Expresión escrita	Relación interdisciplinar	Aspectos culturales	Valores y actitudes a estimular
1 Summer vacation		Giving personal information, including daily activities, likes and dislikes	Español Promover habilidades generales de estudio	Opciones en el verano	Cuidado del medio ambiente Disciplina y responsabilidad
2 Travel Time	Sound (ous) en adjetivos	A short article describing places, attractions and monuments in a brochure or advertisement	Español Historia Geografía	Monumentos y joyas de la cultura universal	Solidaridad Amistad Respeto por la cultura universal
3 The News	Sound (wh) in questions words	Writing news and news reports	Español Historia Geografía	Acontecimientos relevantes	Importancia de mantenerse actualizado
4 Hobbies	-ing endings Intonation patterns in series	Narrating activities one does as preferences	Español	El tiempo libre	Promover el buen gusto y Buenos hábitos de conducta
5 The English Language (Review)	The sound of the combination sh Sound /s/ in initial position	A short article giving opinions	Historia Geografía Español	Cultura de los países de habla inglesa	Solidaridad Amistad Respeto a la diversidad
6 Pastimes	The pronunciation of used to contrasted with use Sounds /d/ and /t/	Describing a sequence of actions or process	Educación Laboral Español	Pasatiempos en diferentes culturas	Disciplina Responsabilidad Buen gusto

7 Important Personalities	<p>The intonation of additional information in a sentence</p> <p>Relative words</p>	Describing personalities	<p>Historia</p> <p>Literatura</p>	Personalidades de la cultura universal y cubana	<p>Patriotismo</p> <p>Respeto a la cultura universal</p>
8 The Environment	<p>The pronunciation of sh</p> <p>The pronunciation of vowel sounds in words such as must</p>	Writing environmental messages	<p>Geografía</p> <p>Medio ambiente</p> <p>Español</p>	Medio ambiente	<p>Responsabilidad</p> <p>Disciplina social</p> <p>Amor a la naturaleza</p>
9 A Trip Around the Country	<p>The pronunciation of irregular verbs and their past participles</p> <p>The pronunciation of ed in regular verbs</p>	<p>Describing senses/crowds and activity</p> <p>A short article describing a town/city</p>	<p>Historia</p> <p>Geografía</p> <p>Español</p>	La historia y la cultura cubana	<p>Patriotismo</p> <p>Respeto a la cultura cubana</p>
10 All in All (Review)	The pronunciation of diphthongs	<p>Writing about future plans</p> <p>A letter to a friend</p>	<p>Español</p> <p>Orientación vocacional</p>	<p>Opciones de estudio</p> <p>Carreras futuras</p>	<p>Responsabilidad</p> <p>Disciplina</p> <p>Amor al trabajo y el estudio</p>

(Taken from **9th grade Syllabus**. La Habana, Cuba: Editorial Pueblo y Educación (2004))

APPENDIX 6

AUTHENTIC READING LESSONS

Lesson 1

Grade: 9th

Unit 1: Summer vacation.

Material aids: cards, pictures, charts.

Topic: How to forget a summer vacation!

Objective: The students should get the global comprehension of the text working in pairs, groups and individually while reinforcing responsibility for the protection of the environment.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and exercises, asking them the answers of the homework.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 10 minutes.

Objective: Students should be able to activate their prior knowledge.

Activity: Form groups from 3 students and answer the question:

- a) What do you expect to read about when you read the title of the unit? Read the text and verify your predictions.

Procedures: The teacher asks the question below to the students and then, writes the words or phrases related to the topic trying to follow these words by activating the students' background knowledge:

S u m m e r	B e a c h	S u n	S e a	S a n d
S u n g l a s s e s	C o c k t a i l s	I c e c r e a m	U m b r e l l a	F u n
Z o o	H o l i d a y s	T r i p	T r a v e l	T o u r
T h e a t r e	D a n c i n g	A n i m a l s	F i l m s	V a c a t i o n

W h i l e r e a d i n g a c t i v i t i e s

T a s k 2

S u b - s k i l l : understanding conceptual meaning.

T i m e : 10 m i n u t e s .

O b j e c t i v e : Students should be able to understand the conceptual meaning through the text and then through the translation.

A c t i v i t y : Read the text and select the unknown words for you. Then, try to pronounce the words with the help of the teacher. If you do not understand, translate using a dictionary.

P r o c e d u r e s : The teacher asks the students to read the text and to select the unknown words for them. After that, they should try to pronounce the words with the help of their teacher. If they do not understand, they should translate using a dictionary.

M e a n i n g r e l a t i o n s h i p a n d P r o n u n c i a t i o n

R e m i n i s c e n c e s : A remembered experience. / An account of a memorable experience — often used in plural. (From Merriam -W e b s t e r dictionary) Recuerdos, experiencias pasadas...

L a z i n g : To act or lie lazily. / To pass (time) in idleness or relaxation. (From Merriam -W e b s t e r dictionary) haraganear, relajarse, tum barse...

F r i g h t e n e d : Feeling fear. / Made to feel afraid. (From Merriam -W e b s t e r dictionary) Estar congelado, sentir miedo...

D r e n c h e d : To wet thoroughly (as by soaking or im m e r s i n g in liquid). / To soak or cover thoroughly with liquid that falls or is precipitated. (From Merriam -W e b s t e r dictionary) Estar M o j a d o .

T a s k 3

Sub-skill: identifying main ideas.

Time: 10 minutes.

Objective: Students should be able to understand the general ideas by skimming through the text.

Activity: The following are possible general ideas from the text. Read the text and select the main topic from the general ideas provided. You can put it simpler.

--Holidays and Vacation

--Activities to do on holidays

--Fishing

--Visiting

--Playing

Procedures: The teacher provides general ideas to the students. Then, the teacher asks them to read the text and select the main topic from the general ideas provided.

Task 4

Sub-skill: transcoding information to diagrammatical display.

Time: 10 minutes.

Objective: Students should be able to transcode information to diagrammatical display.

Activity: Read the text again and complete the following boxes with the information from the text.

Procedures: The teacher asks the students to read the text and complete the boxes with the information from the text.

Activities people usually do on Holidays and Vacations	Activities the writer of the texts does on Holidays and Vacations

Text: "Ride to remember"

Holidays or vacations are words that bring joy to everyone but they mean different things to different people. For some people it would mean fishing in your uncle's boat or visiting your grandma's place or simply lazing around. For me it means reading books, watching movies, cultivating new hobbies and playing. At the begin9g of my holidays all I did was sleep. Then I decided to do my holiday home work. Then I began reading the Harry Potter books. My parents took me to Wow - Worlds of Wonder in Noida. We had great fun there. There were rides that completely frightened me and took my breath away but I still enjoyed them. Just when we thought of retur9g it began to rain. We got drenched. How was the day? It was simply splendid.

Tracey James, VII B, F.R Agnel School, New Delhi

(Taken from <http://www.thehindu.com/features/kids/my-vacation-and-me/article4868945.ece>)

After reading activities

Task 5

Sub-skill: summarizing.

Time: 10 minutes.

Objective: Students should be able to speak/talk about summer vacation and summarize.

Activity: Discuss with your partner how you can protect the environment when you go to the beach/river/mountain/countryside.

Procedures: The teacher asks the students to discuss with their partner how they can protect the environment when they go to the beach/river/mountain/countryside.

Homework:

Task: Your friend wants to know what you did on your last vacations. Write a letter to him/her saying what you did.

For example:

Date

Dear (your friend's name),

Thanks you for your recent letter. I am very glad that you had a good vacation. I also spent a wonderful vacation.

First, -----

Then, -----

All the best,

Your name

Lesson 2

Grade: 9th

Unit 2: Travel Time.

Material aids: pictures, cards.

Topic: "Interesting bridges".

Objective: The students should get the global comprehension of the text working in pairs, groups and individually while increasing their knowledge about universal culture.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and exercises, asking them the answers of the homework.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 10 minutes.

Objective: Students should be able to predict the content by activating their background knowledge.

Activity: Think about a bridge you know. Look at the following pictures and try to answer these questions?

- ✓ Do you like it?
- ✓ How often do you cross it?
- ✓ Does it cross a river, a road or a railway line?

Procedures: The teacher activates students' background knowledge about the content of the previous lesson, the title and exercises, asking them about homework. Then, the teacher asks the students to think about a bridge they know. After that, the teacher asks them to look at the pictures and try to answer questions.

The teacher explains that the bridges of the pictures are in Matanzas city and he/she describes some aspects about them. Finally, the teacher writes on board the topic of the lesson.



P u e n t e C a l i x t o G a r c í a P u e n t e d e B a c u n a y a g u a P u e n t e d e L a C o n c o r d i a



P u e n t e G i r a t o r i o

P u e n t e S á n c h e z F i g u e r a

W h i l e r e a d i n g a c t i v i t i e s

T a s k 2

S u b - s k i l l : identifying main ideas.

T i m e : 10 minutes.

O b j e c t i v e : Students should be able to understand the general idea by skimming through the text.

A c t i v i t y : Read the text and select what of these may be the general idea of the text. Be ready to share with your classmates.

-- Bridges in London

-- Long bridges

-- New bridges

Procedures: The teacher asks the students to read the text and select what of these may be the general idea of the text.

Task 3

Sub-skill: scanning to locate specifically required information.

Time: 10 minutes.

Objective: Students should be able to scan to locate specific information.

Activity: Read the text and say if the following sentences are true or false?

- A. The writer is a little afraid of bridges.
- B. The new bridge is for people, cars and trains.
- C. The bridge is near St Paul's Cathedral.
- D. Not many people crossed the bridge on the first day.
- E. Only the writer was afraid on the bridge when it **moved**.
- F. The bridge is called the Millennium Bridge.

Procedures: The teacher asks the students to read the text and say if the sentences are true or false.

Text: "Bridges"



I love bridges! Walking across a large river, a busy road **or over** a railway line is very exciting for me. Sometimes, if the bridge is very high, I feel like I'm flying.

If the bridge is very long, I think there may be a problem arriving at the other **side**. If the bridge is very narrow, I think it may break! When I **travel** I like to cross bridges.

In the USA I crossed the Golden Gate, in Zimbabwe I crossed the Zambezi River to Zambia, in Australia I crossed the Sydney Harbor Bridge and when I was in Thailand I crossed the Friendship Bridge to Laos.

Luckily I live in London and there are many bridges here. In fact there are about 214 bridges across the river Thames and 34 of these are in the capital. I live near Chelsea Bridge.

So you can imagine how excited I was to hear that there was a new bridge to celebrate the millennium. A new bridge in London! The first new pedestrian bridge for 100 years! A bridge just for people, so no cars, trains or pollution. Every weekend I went to see the building of the bridge. It was great to see it changing and growing. Then at last it was finished and it looked beautiful. It runs from St Paul's Cathedral to Southward, it is 320m long and 4m wide.

I was really happy the day the bridge opened. It was a sunny Saturday in June, 2000. I went with my friend Janice and we waited with all the other people who wanted to cross the bridge too. Everyone was very happy and talking about the bridge.

The mayor of London, Ken Livingstone, said: "It will be so good to actually walk across the river peacefully, without cars and trains thundering by." Then, at last, we walked across the bridge! There were many people on the bridge at the same time. We walked slowly and looked down at the river 11m below. I was very excited!

Then I could feel the bridge move a little. It moved to the left and then it moved to the right. Janice could feel it move too. Then it moved again to the left and to the right again. I wasn't excited now, I was a little afraid. The other people stopped talking and looked at each other. The bridge was swinging to the left and right! I was very happy to arrive at the other side of the river without a problem.

The next day the bridge was closed and it had a new name: not the Millennium Bridge but the Wobbly Bridge! The architect said there was not a problem: the bridge is designed to move.

But the bridge was closed and reopened again 20 months later. It is now my favorite bridge in London and I try and cross it as many times as possible!

(Taken from <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/bridges>)

After reading activities

Task 4

Sub-skill: drawing conclusions.

Time: 10 minutes.

Objective: Students should be able to draw conclusions.

Activity: Talk about new buildings or bridges in your town. Are they modern? Seen as progress?

Procedures: The teacher asks the students to talk about new buildings or bridges in their town and if they are modern.

Homework:

1. Is there a new building or bridge in your town or in a town you have visited?

Do you like it? Why / why not?

Lesson 3

Grade: 9th

Unit 3: The News.

Material aids: pictures, magazines, newspapers and charts.

Topic: Remarkable news!

Objective: The students should get global and specific information from the text working in pairs, groups and individually while reinforcing the importance of keeping themselves informed.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and exercises, asking them the answers of the homework.

Before reading activities:

Task 1

Sub-skill: predict the content.

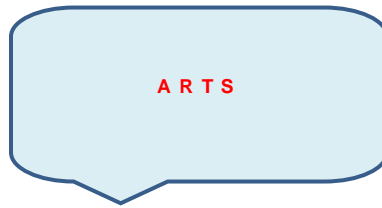
Time: 10 minutes.

Objective: Students should be able to predict content through skimming headlines.

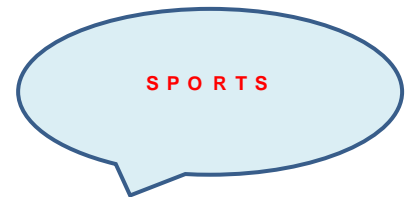
Activity: Look at the headlines from the given magazines and newspapers. What are some of the main topics that are included? Complete the following boxes with the information.



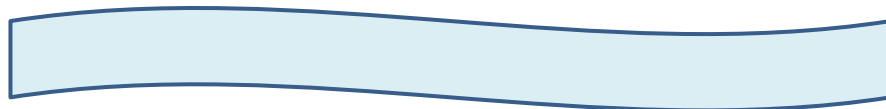
(First topic)



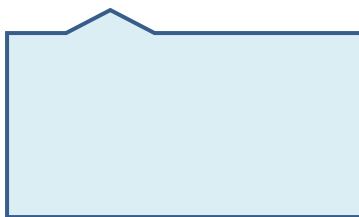
(Second topic)



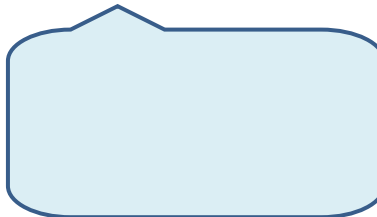
(Third topic)



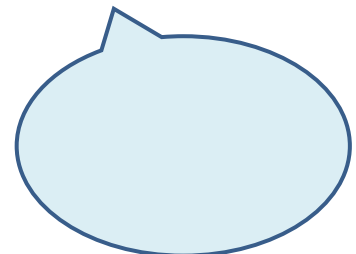
(Name of the Newspaper or Magazine)



(Fourth topic)



(Fifth topic)



(Sixth topic)

Procedures: The teacher asks the students to look at the headlines from the given magazines and newspapers (Granma, Juventud Rebelde, Bohemia, Trabajadores, Mujeres). The students should complete the boxes with the information.

While reading activities

Task 2

Sub-skill: identifying main ideas.

Time: 5 minutes.

Objective: Students should be able to skim through the text to get the general idea.

Activity: Read the piece of news taken from Granma newspaper. Say in one sentence what the main idea is. Compare your answer with your peer's.

Procedures: The teacher asks the students to read the piece of news taken from Granma newspaper. Then, the teacher asks them to say in one sentence what the main idea is comparing their answer with their peers.

Task 3

Sub-skill: scanning.

Time: 10 minutes.

Objective: Students should be able to scan through the text to locate the required information.

Activity: Read the piece of news again and select in which paragraph the following questions are answered.

- Who was involved in the event?
- Where did the event happen?
- When did the event happen?
- Why did the event happen?
- What happened during the event?
- How did it happen?

Procedures: The teacher asks the students to read the piece of news again and then to select in which paragraph the questions are answered.

Task 4

Sub-skill: recognizing and recalling specific details.

Time: 10 minutes.

Objective: Students should be able to read intensively to get relevant information.

Activity: Read the piece of news again and say True (T), False (F) or Not Said (NS). Be ready to explain the false ones.

- a) ___Gerardo Hernández, Ramón Labañino, Antonio Guerrero and Fernando González were taken into prison by U.S. authorities in 1998.
- b) ___Fidel Castro said that they would come back because they are innocents.

- c) ___ For that dedication, dignity and firmness, they were awarded an important order for their merits in Pinar del Rio province.
- d) ___ Fidel Castro instilled in them a spirit of struggle, strength and sacrifice.
- e) ___ As an emotional climax, the children's theater company, La Colmenita, honored the Five and their example with the play Abracadabra in Havana city.

Procedures: The teacher asks the students to read the piece of news again and say True (T), False (F) or Not Said (NS). They should be able to explain the false ones.

News:

The Five are awarded the honorific titles of Heroes of the Republic of Cuba

Author: Granma | internet@granma.cu

February 25, 2015 15:02:55

The Five Cuban anti-terrorists, unjustly imprisoned in the United States were awarded the honorific title of Hero of the Republic of Cuba and the Order of Playa Girón by President Raúl Castro, during an event commemorating the 120th anniversary of the re-initiation of Cuba's War of Independence, on February 24.



Gerardo Hernández, Ramón Labañino, Antonio Guerrero, René and Fernando González were arrested by U.S. authorities in 1998 and sentenced in a rigged trial to long prison terms for warning of violent acts launched against Cuba by terrorist groups based in U.S. territory.

In 2001, the National Assembly of People's Power granted them the honorary status that distinguished them as Heroes of the Republic of Cuba, but the pin9g of the distinction on their chests had to wait until this day.

The imperative was the struggle for the liberation of these men, with the motto of the words spoken by the historic leader of the Revolution, Fidel Castro, when he said, "The innocence of these patriots is complete. I tell you just one thing: they will return!"

And they did return, after a struggle that mobilized thousands of people worldwide for a just cause.

Gerardo, Ramón and Antonio arrived in Cuba after being released last December 17; Fernando and René had previously returned after serving their sentences in full.

This February 24, they were recognized in a formal ceremony, "for having fulfilled with dedication, dignity and firmness the sacred mission of defending our country protecting it from terrorism, risking their lives and enduring enormous sacrifices in a hostile and aggressive environment."

For that dedication, dignity and firmness, they also received the Order of Playa Girón awarded by the Council of State.

Gerardo Hernández, on behalf of the Five, thanked Fidel, Raúl, the people of Cuba and all those across the world who made possible the release and return of himself and his companions to their homeland.

"The first thoughts of the Five today must be for a man whose leadership and strategic vision were decisive to the battle which led to our freedom, and who with his example instilled in us a spirit of struggle, resistance and sacrifice.

A man who taught us that the word surrender does not exist in the dictionary of a revolutionary...Comandante en Jefe: this distinction which we proudly receive today is also yours," he expressed in words dedicated to Fidel.

Subsequently, the deputy and Havana City Historian, Eusebio Leal, traced the country's history, reviving voyages and heroes that led to the emergence of the nation. As an emotional climax, the children's theater company, La Colmenita, honored the Five and their example with the play Abracadabra.

(Taken from Salvador Jiménez, Bertha Gregoria. Discourse Analysis for Foreign Language Teacher Education. Digital Edition)

After reading activities

Task 5

Sub-skill: summarizing.

Time: 10 minutes.

Objective: Students should be able to summarize.

Activity: Discuss with your partners why it is necessary to keep ourselves informed.

Procedures: The teacher asks the students to discuss with their partners why it is necessary to keep them informed.

Homework:

Task: Write a short letter to Granma newspaper where you say your opinion about the article.

Lesson 4

Grade: 9th

Unit 4: Hobbies.

Material aids: pictures, cards, tables.

Topic: What is your favorite hobby?

Objective: The students should get the global comprehension of the text as well as specific information while reinforcing ideas about developing good habits to balance their lives working in pairs, group work and individually.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and exercises, asking them the answers of the homework.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 5 minutes.

Objective: Students should be able to activate their prior knowledge.

Activity: Look at the pictures which may relate to what you will read about.

- What do you expect to read when you look at the pictures?
- Afterwards, read the text to check if your predictions were right.





Procedures: The teacher asks the students to look at the pictures which may relate to what they will read about. They should be able to check if their predictions were right.

W h i l e r e a d i n g a c t i v i t i e s

T a s k 2

S u b - s k i l l : scanning.

T i m e : 10 m i n u t e s .

O b j e c t i v e : Students should be able to get specific information from the text.

Activity: Circle True or False for these sentences.

Tom does one thing that teenagers don't normally do.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom is the only person who eats the food he cooks.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom's mum was happier when he didn't cook.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom's mum thinks learning to cook is good for teenagers.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom learned some recipes from his grandmother.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom's vegetable soup was not good.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom says he is a good cook.	<input type="checkbox"/> True	<input type="checkbox"/> False
Tom's friends like cooking now too.	<input type="checkbox"/> True	<input type="checkbox"/> False

Procedures: The teacher asks the students to circle True or False for the sentences.

Task 3

Sub-skill: Recognizing and recalling specific details.

Time: 10 minutes.

Objective: Students should be able to read intensively to find details and relevant information.

Activity: Complete the following sentences with information from the text.

6. Tom is in his teens and does many activities teenagers do. For example, he _____.
7. In the evening, he does a different activity. He _____
for all the family because he likes it.
8. His mother thinks that young people should _____.
9. Tom thinks that cooking is _____.
10. Tom's mom is very happy because _____.

Procedures: The teacher asks the students to complete the sentences with information from the text.

CAN YOU COOK?

This teenager can — and his mum's very happy with him

Tom is like any other teenager. He goes to school, does his homework, meets his friends and enjoys doing sport.

But between 5.30 and 6.30 from Monday to Friday, Tom does something different. He cooks dinner for all the family: mum, dad, younger brother Joe and older sister Emma.



Tom in the kitchen

“I think it's important for teenagers to learn how to cook. Maths and English are important, of course, but they need other skills too to help them in today's world.

First I taught Tom how to cook easy meals like pizza or egg and chips. Then he started using recipes in my cookery books. Yesterday he made vegetable soup. It was very good!

Tom's
mum

“I love cooking and I think I'm really good at it. None of my friends cook. I don't know why, it isn't difficult and it's great fun!

Tom

In the past, Tom didn't help out at home and his mum wasn't very happy with him. Today, things are different and she is very happy.

Task 4

Time: 10 minutes.

Activity: In pairs, discuss the importance of practicing healthy-type hobbies and the hobbies you have or would like to have.

Homework:

Follow the example.

A: Uncle Tom , W hat is your favorite hobby?

B: My favorite hobby is riding a bicycle.

[illegible]

Lesson 5

Grade: 9th

Unit 5: Review.

Material aids: pictures, cards and lists.

Topic: "A lovely pet".

Objective: The students should understand the sequence of events in a story working in pairs, groups and individually while reinforcing their love for animals and the importance of taking care of pets.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and exercises, asking them the answers of the homework.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 5 minutes.

Objective: Students should be able to activate their background knowledge by predicting the content.

Activity: Read the following list of animals and say what your favorite animal is and if you have (or want to have) a pet(s).

List of animals

Mammals

- ✓ Dogs
- ✓ Cats
- ✓ Silver foxes, rabbits
- ✓ Sheep
- ✓ Horses
- ✓ Rats, hamsters, pigs

Birds

- ✓ Parrot
- ✓ Canary, turkeys
- ✓ Chickens
- ✓ Ravens
- Aquatic birds

Fish

- ✓ Goldfish
- ✓ Siamese fighting fish
- ✓ Guppy
- ✓ Butterfly fish
- Clownfish

Exotic mammals

- ✓ Arctic foxes, dogs, and wolf dogs
- ✓ Elephants
- ✓ Primates like capuchin monkeys, chimpanzees, lemurs, macaques, spider monkeys, squirrel monkeys

Reptiles

- ✓ Iguanas
- ✓ Lizards, Snakes
- ✓ Tortoises
- Turtles

Amphibians

- ✓ Frogs
- ✓ Salamanders
- ✓ Toads

Arthropods

- ✓ insects
- ✓ Sea-Monkeys
- ✓ Tarantulas and other spiders

Procedures: The teacher asks the students to read the list of animals and say what their favorite animal is and if they have (or want to have) a pet (s).

While reading activities

Task 2

Sub-skill: skimming.

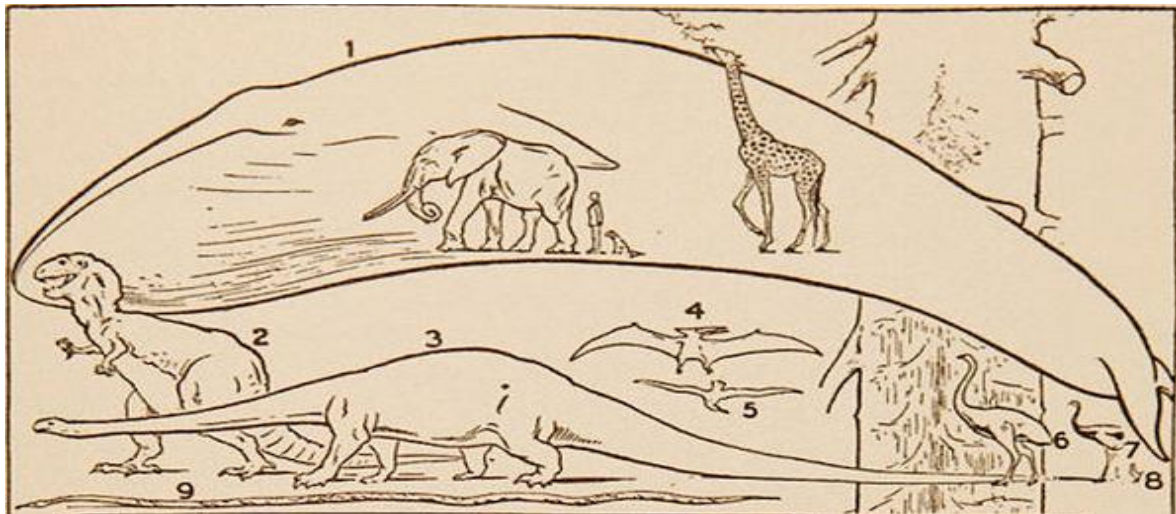
Time: 10 minutes.

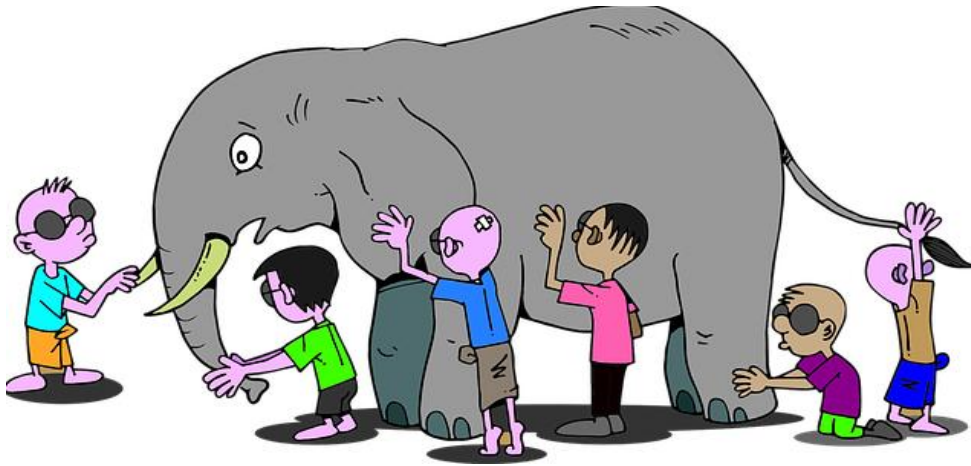
Objective: Students should be able to understand a story.

Activity: Read the story "The elephant" in order to match it with the right picture.

Discuss your choice with your partners.

Procedures: The teacher asks the students to read the story "The elephant" to match it with the right picture. Then, students should discuss their choice with their partners.





Task 3

Sub-skill: recognizing the sequence of events.

Time: 10 minutes.

Objective: Students should be able to identify the sequence of events in a story.

Activity: Read the story "The elephant" to organize the way events happened.

Write the number for the order beside each sentence.

- __ Six blind men live in a village.
- __ They did not get into an agreement.
- __ The blind men felt happy since they were right in each interpretation.
- __ The blind men wanted to touch the elephant to know what it looked like.
- __ A wise man explained why they felt differences when touching the elephant.
- __ The moral of the story is explained.
- __ The blind men felt a different sensation after touching it and began to argue.
- __ An elephant came to the village.

Procedures: The teacher asks the students to read the story "The elephant" to organize the way events happened. Then, students should write the number for the order beside each sentence.

Text: "The Elephant" - A Short Story Written by Lynne Hand

Once upon a time, in a village far away, there lived six blind men. One day the villagers were very excited, and when they asked what was happening they told them, "Hey, there is an elephant in the village today!" They had no idea what an elephant was, and so they decided, "Even though we will not be able to see it, we can feel it. Let's go." So, they all went to where the elephant was, and each of them touched it:

"Hey, the elephant is a pillar," said the first man, touching its leg.

"Oh, no! it is like a rope," said the second man, who was touching the tail.

"Oh, no! it is like the branch of a tree," said the third man, touching the tusk of the elephant.

"It is like a big hand fan" said the fourth man, who was touching its ear.

"It is like a huge wall," said the fifth man, touching the side of the elephant.

"It is like a pipe," said the sixth man, touching the trunk of the elephant.

They began to argue about what the elephant was like, and each of them insisted that he was right. They were getting angry, and fists were about to fly, when a wise man, who had come to see the elephant asked what the matter was. They replied, "We cannot agree what this elephant looks like," and each of them told the wise man what he thought the elephant was like. The wise man smiled and calmly explained to them, "You are all correct.

The reason that each of you experienced it differently is because you touched a different part of the elephant. Actually the elephant has all these features: Its legs are like pillars, its tail is like a rope, its tusks are like the branches of a tree, its ears are like a fan, and it has a trunk, that is just is like a pipe. "Oh!" the blind men said, and there was no more fighting. They felt happy that they had all been right.

The moral of this story is that even if you don't agree with someone, there may be some truth to what they say.

Sometimes we can see that truth and sometimes we can't, because they have a different perspective to us, but rather than arguing like the blind men, we should realize that they have their own experiences that make them think this way. If we can accept this, we are much less likely to get into violent arguments.

(Hand, Lynne. "The Elephant" - A Short Story, taken from <https://english-magazine.org/english-stories/4476-short-story-the-elephant>)

After reading activities

Task 4

Sub-skill: drawing conclusions.

Time: 5 minutes.

Objective: Students should be able to draw conclusions.

Activity: Discuss your opinions about the need to protect animals. You may start saying: I liked

Procedures: The teacher asks the students to discuss their opinions about the need to protect animals.

Homework:

Task: Write a simple story about your pet or a friend's pet. Include pictures to make it more interesting.

Lesson 6

Grade: 9th

Unit 6: Pastimes.

Material aids: pictures, cards, recipes.

Topic: Festivals!

Objective: The students should get a global comprehension of the text while increasing their knowledge about pastimes and exciting activities, promoting discipline, responsibility and good taste.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and activities, asking them the answers of the homework. The teacher may choose one of the texts to work in classroom.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 5 minutes.

Objective: Students should be able to predict the content activating their background knowledge.

Activity: Read the following list of pastimes and say what you do as pastimes.

<u>Indoor pastimes</u>	<u>Indoor pastimes</u>	<u>Outdoor hobbies</u>	<u>Outdoor hobbies</u>
<ul style="list-style-type: none"> • Cooking • Dance • Fashion • Jigsaw - Puzzles • Listening to music • Pets 	<ul style="list-style-type: none"> • Photography • Playing musical instruments • Reading • Singing • Video gaming • Watching movies – television • Writing 	<ul style="list-style-type: none"> • Baseball • Basketball • Camping • Driving • Fishing • Gardening • Horseback riding 	<ul style="list-style-type: none"> • Jogging • Running • Travel • Taekwondo • Swimming • Walking • Watersports • Vacation • Shopping

While reading activities

Task 2

Sub-skill: identifying key words.

Time: 15 minutes.

Objective: Students should be able to identify key words.

Activity: Form groups of 3-4. Do these activities:

Text A: Find the meaning of the following words: snake statue.

Text B: Find the meaning of the following words: tower, vines, harvest, bungee jumping.

Text C: Find the meaning of the following words: pirate, drive away, bun, and tower.

Text D: Find the meaning of the following words: pole, ribbons, crown, roll, steep

- What words you think probably will appear in the text? Why?

Task 3

Sub-skill: recognize relevant information.

Time: 15 minutes.

Objective: Students should be able to recognize relevant information in the text.

Activity: Read the text and fill in the table below. Be ready to share the information with your group and complete the table for all the festivals.

	Snake Festival	Bun Festival	Land Diving Festival	May Day
Where?				
When?				
Why?				
What happens?				
Special Food?				

Text A: "The Snake Festival"

Every year on the first Thursday in May the small village of Cocullo in Italy sees thousands of visitors. They are all arriving to see the annual Snake Festival. The festival is held on Saint Dominic's Day. St Dominic lived **in** the town in the 11th century. At that time there were many snakes in **the** village and many people died of snakebite. Saint Domenic got **rid** of the snakes and the people of Cocullo hold this festival every year **to** remember him. For some weeks before the festival, people **collect** snakes and then, on St Dominic's Day, they put all the snakes on **a** statue of St Dominic. At midday they carry the statue and the snakes in **a** procession through the village. At the front of the procession is a **band** playing music and at the back are women in costume who give **sweets** and bread shaped like snakes to the people who are watching. At the **end** of the procession there are **fireworks**.

Text B: "The Land Diving Festival"

Pentecost Island in Vanuatu is famous for the Land Diving Festival, which takes place every Saturday in May. This festival celebrates the harvest, but there is an old story which says that it began when a woman had an argument with her husband and ran off into the forest. He followed her and she climbed a tree to get away. He climbed the tree after her and she jumped down. He jumped after her and was injured. She was unhurt because she had tied a vine to her ankle which stopped her hitting the ground. Now the men of the island hold this festival every year. They build a wooden tower, 20 to 30 meters high. They climb the tower and tie vines to their ankles. Then they jump off the tower. The people below sing and dance to encourage them.

The islanders believe that the higher you jump, the better the harvest will be. In the 1980's the New Zealander AJ Hackett developed the modern sport of bungy jumping, based on this festival.

Text C: "The Hong Kong Bun Festival"

This festival is held on the island on Cheung Chau in Hong Kong in early May every year, around the time of Buddha's birthday. The festival celebrates the god Pak Tai, who drove pirates and illness away from the island. In the festival, the islanders pray for safety from pirates and illness. The festival lasts for seven days. For three of those days everyone on the island is vegetarian. There is a procession through the village with lion dances, dragon dances and musicians. In the procession children in colorful costumes are carried high above people's heads. The islanders make three 20-metre high bamboo towers and cover these with buns. At **midnight** on the last day people light fires and then climb the towers to get the buns. They wear bags on their backs to collect the buns and when they come down from the towers, they give them to everyone who is watching. Then everyone celebrates with fireworks.

Text D: "May Day"

The first of May is called May Day in Britain. This is a very old festival held to celebrate the first day of summer. Many towns and villages still hold traditional May Day celebrations. Some towns and villages decorate the streets and houses with flowers. In others, there is dancing and the people put up a Maypole. This is a tall pole with colored ribbons hanging from the top. The dancers take a ribbon each and dance around the pole. As they dance, the ribbons make a colorful pattern around the Maypole. It is also traditional to choose a May Queen and crown her. She wears a white dress and a crown of flowers and walks at the front of a procession through the streets. In Padstow, a village in the south-west, two men dress up as horses and everyone follows them through the streets singing an old song. In another village there is a 'Cheese Rolling' competition. Everyone goes to the top of a very steep hill. A big round cheese is rolled down the hill and everyone tries to chase it.

The winner gets free cheese for twenty years!

(Taken from <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/festivals>)

After reading activities

Task 4

Sub-skill: integrate reading with speaking.

Time: 5 minutes.

Objective: Students should be able to integrate skills.

Activity: Discuss in your group:

- What is your favorite festival?
- How does your family celebrate it?
- Which festival would you like to go to most?

Homework:

Task: Invent a festival! Work together and invent a festival for one of these events:

- **Midwinter**
- **The first day of autumn**
- **The longest day**

Lesson 7

Grade: 9th

Unit 7: Important personalities.

Material aids: pictures, charts, cards, letter

Topic: Heroes and heroines.

Objective: The students should get global and specific information from the text working in pairs, groups and individually about famous and important personalities promoting patriotism and respect to universal culture.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and exercises, asking them the answers of the homework.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 10 minutes

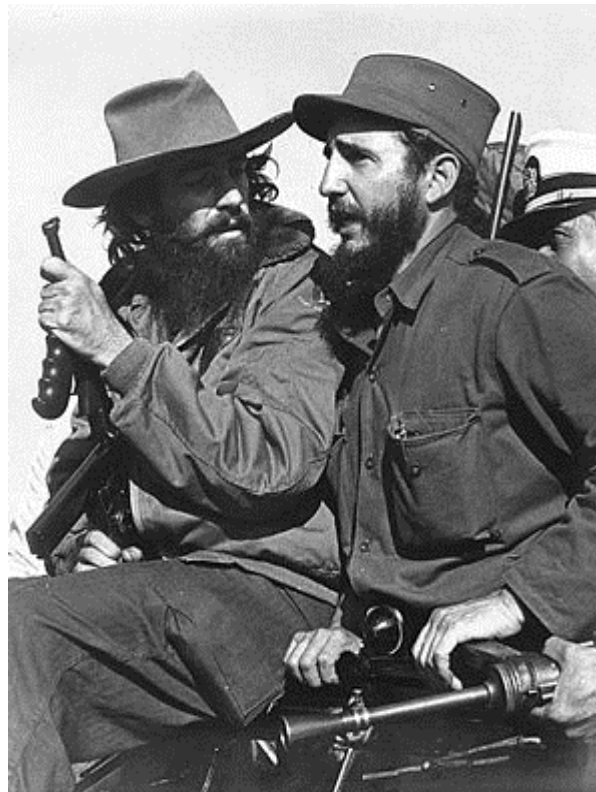
Objective: Students should be able to activate their background knowledge.

Activity: Look at these pictures and refer to what you think you will read about. What do you expect to read when you look at these pictures?

Procedures: The teacher asks the students to look at these pictures and refer to what they think they will read about.



"IN A WORLD FULL
OF POP HEROES,
FANTASY HEROES,
AND SPORTS HEROES,
WE SHOULD NEVER
FORGET TO LOOK TO
THE REAL HEROES FOR
REAL COURAGE, REAL
STRENGTH, AND
REAL STORIES."





While reading activities

Task 2

Sub-skill: identify main ideas.

Time: 10 minutes.

Objective: Students should be able to understand the general idea by skimming through the text.

Activity: Read the letter from Marti to his mother and identify the main idea. Be ready to discuss with your classmates.

Procedures: The teacher asks the students to read the letter from Marti to his mother and identify the main idea.

Task 3

Sub-skill: recognizing the writer's purpose.

Time: 10 minutes.

Objective: Students should be able to recognize relevant information in the text.

Activity: Answer the questions on cards:

- Where and when did Martí write the letter?
- In what circumstances did Martí write the letter?
- Did Martí love her mother and family? Explain.
- What was the Martí's reason to write the letter?

Procedures: The teacher asks the students to answer the questions on cards.

Text: "MARTÍ'S LETTER TO HIS MOTHER"

Montecristi, March 25, 1895

Mother of mine,

Today, March 25, on the eve of a long journey, I am thinking of you. I think of you ceaselessly. In the wrath of your love you are pained by the sacrifice of my life — but then why was I born from you with a life that loves sacrifice? Words — I cannot. The duty of a man lies where he is most useful. But in my growing and necessary agony the memory of my mother is with me always.

Embrace my sisters, and your friends. Would that I might one day see them all around me, contented with me! And then I will take care of you with tenderness and with pride. Now give me your blessing and believe that no work that is not charitable and pure will ever emerge from my heart. The blessing, Your Jose Martí
I have good reason to set off more contented and certain than you can imagine. Truth and tenderness are not useless. Do not suffer. (Taken from Allen, E. José Martí Selected Writings. Penguin Books. New York, 2002)

After reading activities

Task 4

Sub-skill: summarizing.

Time: 10 minutes.

Objective: Students should be able to summarize.

Activity: Write in a few sentences your opinion about Jose Martí's characteristics.

Procedures: The teacher asks the students to write in a few sentences their opinion about Jose Martí's characteristics.

Homework:

Task: Find more information about different heroes and heroines in which you corroborate your knowledge of the lesson. Complete the following chart:

[illegible]

Lesson 8

Grade: Ninth

Unit 8: The Environment.

Material aids: cards, charts, diagrams, pictures and a poem "A Letter to Grown-Ups" by Stevie Ann Wilde

Topic: To protect the Environment!

Objective: The students should get global and specific information from the text while increasing their knowledge about environmental problems and measures or tasks to solve them.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and activities, asking them for the answers of the homework.

Before reading activities

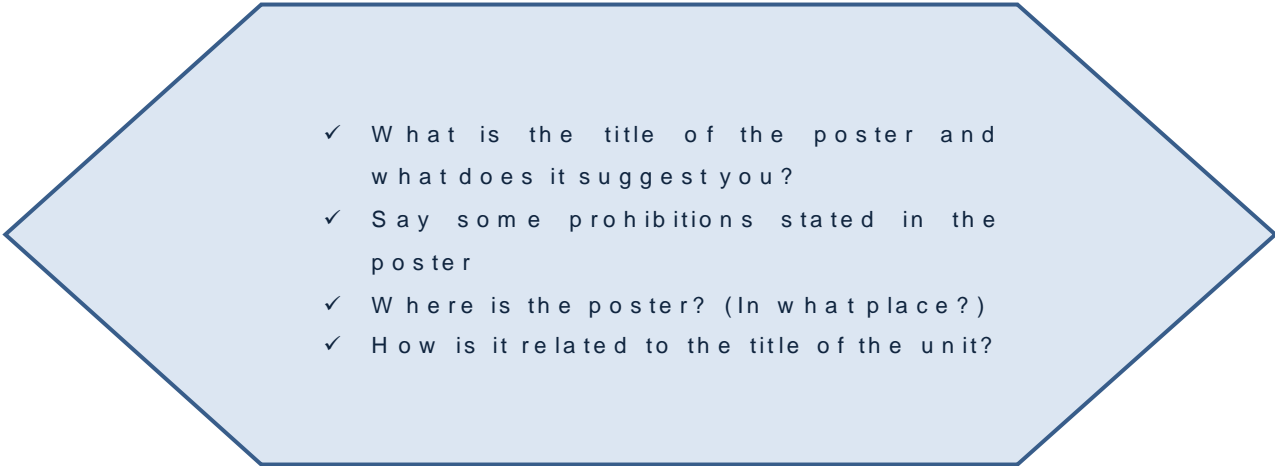
Task 1

Sub-skill: predict the content.

Time: 10 minutes.

Objective: Students should be able to predict topic and content.

Activity: Look at the poster and discuss with your classmates the following questions:

- 
- ✓ What is the title of the poster and what does it suggest you?
 - ✓ Say some prohibitions stated in the poster
 - ✓ Where is the poster? (In what place?)
 - ✓ How is it related to the title of the unit?

While reading activities

Task 2

Sub-skill: transcode information into another format.

Time: 10 minutes.

Objective: Students should be able to transcode information into a diagram.

Activity: Look at the poster and complete the following diagram with the prohibition stated in the poster. Be ready to discuss with your classmates.

Los Caneyes



Do not pick flowers or
leaves from the plants

Save the Planet!

Protect the freedom
and integrity of every
animal

Save water and
electricity



Sub-skill: understand main ideas.

Time: 10 minutes.

Objective: Students should be able to understand the general idea by skimming through the text.

Activity: Read the poem "A Letter to Grown-Ups" by Stevie Ann Wilde and find the main idea. Be ready to discuss with your classmates.

Task 4

Sub-skill: extract salient points to summarize.

Time: 10 minutes.

Objective: Students should be able to summarize the poem.

Activity: Summarize the content of the poem in your own words. The ideas below can help you:

- ✓ Protect nature by taking care of trees and plants.
- ✓ Don't pollute the atmosphere to avoid heating it.
- ✓ Live a healthy life and enjoy nature.

Poem : “A Letter to Grown-Ups” by Stevie Ann Wilde.

Dear Grown-Ups,
Please leave all the flowers there
And do not cut down the trees.
We need the trees to make fresh air
And flowers to feed the bees.
Please do not always use your car
To take you everywhere.
Because the fumes go very far
And heat the atmosphere.
Then soon the sun will be too hot
And all the plants will die.
So, please get out and walk a lot
To see the clear blue sky.
Then we will run and jump and play
And grow up strong and tall
Then we will be happy every day
And we will thank you all
With love from the children.

(Taken from <http://www.english-for-students.com/A-Letter-to-Grown-Ups.html>)

After reading activities

Task 5

Sub-skill: extract relevant points and integrate reading with writing.

Time: 5 minutes.

Objective: Students should be able to extract relevant information and integrate skills.

Activity: Complete the following chart with the information from the poster and the poem.

From the poster

To protect the Environment	
Save the Planet!	
To do	Do not

From the poem

Dear Grow n-Ups,	
To do	Do not

Homework:

Task: Create a mock-up, an album, a short book, a painting, or a file about environmental problems in which you combine rules or measures to solve them.

Lesson 9

Grade: 9th

Unit 9: A Trip around the Country.

Material aids: pictures

Topic: Interesting places to visit with friends and relatives.

Objective: The students should get global and specific information from the text working in pairs, groups and individually while increasing their knowledge about interesting places in Cuba stimulating patriotism and respect to the Cuban culture.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and exercises, asking them the answers of the homework.

Before reading activities

Task 1

Sub-skill: predict the content.

Time: 10 minutes.

Objective: Students should be able to predict the content.

Activity: Do these activities:

- d) Look at the pictures below and identify the place we are talking about.
- e) What do you know about this place?
- f) What do you expect to read when you look at the pictures?



Procedures: The teacher asks the students to do the activities and answer some questions.

While reading activities

Task 2

Sub-skill: identify main ideas.

Time: 5 minutes.

Objective: Students should be able to identify the general idea by skimming through the text.

Activity: Read the text "The Armored Train Monument" and identify the main idea. Be ready to discuss with your classmates.

Procedures: The teacher asks the students to read the text "The Armored Train Monument" and identify the main idea.

Task 3

Sub-skill: scanning.

Time: 10 minutes

Objective: Students should be able to scan to locate specific information.

Activity: Read the text again and complete the following statements with the information from the text. Be ready to discuss with your classmates.

- The derailment of the armored train took place on _____.
- This derailment was made by _____ using the bulldozer "_____ " that is shown in the sculptural complex.
- In the confrontation the _____ had to use strategies as throwing cocktails Molotov to the _____ and floors of the boxcars, making the soldiers to surrender in an unconditional way, fact that meant the _____ battle for the Rebel Army.
- The _____ of this train were to take a convoy for the repairing of the _____ roads in charge to the operations engineers' body, besides an _____ quantity of armament and ammunition to stop the outpost of the Rebel Army.
- The Armored train Monument derailment was one of the most _____ battles for the revolutionary victory in Santa Clara.

Procedures: The teacher asks the students to read the text again and complete the following statements with the information from the text.

Task 4

Sub-skill: scanning.

Time: 10 minutes.

Objective: Students should be able to scan to locate specific information.

Activity: Suppose that one of your friends works in a radio station. He/she needs some information about the history of the The Armored train Monument derailment to write an article. He/she gives you a diagram with some incomplete notes. Read the text and help him / her to complete the notes below.

Ernesto Che Guevara

1 - A Commandant.
2 - The one who lead the rebels
3 - _____

Derailment

1 - It was made by the _____
It was in Santa Clara on _____
2 - _____

The revolutionary battle

1 - _____
2 - _____
3 - _____

Procedures: The teacher asks the students to read the text and complete the notes.

Text: "The Armored train Monument".

The derailment of the armored train took place on December 29 1958. This derailment was made by Che using the bulldozer "Caterpillar" that is shown in the sculptural complex. In the confrontation the rebels had to use strategies as throwing cocktails Molotov to the walls and floors of the boxcars, making the Batistian soldiers to surrender in an unconditional way, fact that meant the victorious battle for the Rebel Army. The objectives of this train were to take a convoy for the repairing of the communications roads in charge to the operations engineers' body, besides an enormous quantity of armament and ammunition to stop the outpost of the Rebel Army. In the first years of the Revolutionary Victory, the Cuba Government rescued some boxcars of the Armored Train and erected the "Monument to the Assault and Occupation of the Armored Train".

The Monument is framed in a wedge of 50 meters lands wide by 200 bottom meters, limited to a side for the railroad and to the other one for the river Cubanicay, area where the derailment, assault and win9g of the armored train happened. These events were played by the Rebel Army, mainly for the Column "Ciro Redondo" under the control of the Commandant Ernesto Che Guevara, in charge of taking the city. The Armored train Monument derailment was one of the most significant battles for the revolutionary victory in Santa Clara.

(Taken from Ortega, Raymond. **Santa Clara and Che in the memory of the new generations: A challenge that can be faced through the teaching of English lessons**. Term Paper, 2012) (Digital Material)

After reading activities

Task 5

Sub-skill: sum m a r i z i n g .

Time: 10 m i n u t e s .

Objective: Students should be able to sum m a r i z e .

Activity: In groups, discuss:

- Why is “**The Armored Train Monument**” an interesting place to visit?
- Why is it important to know historical places in your province?
- What other events happened on December 29, 1958?

Procedures: The teacher asks the students to discuss some aspects in groups.

Homework:

Task: Collect some pictures about interesting / historical places in Cuba. Write a short paragraph describing it.

Lesson 10

Grade: 9th

Unit 10: All in all.

Material aids: pictures

Topic: Let's learn about professions!

Objective: The students should get global and specific information from the text working in pairs, groups and individually while increasing their knowledge about vocational formation in Cuba stimulating responsibility, discipline and love to work and study.

Time: 45 minutes.

- The teacher writes on board the topic of the lesson.
- The teacher activates students' background knowledge about the content of the previous lesson, the title and exercises, asking them the answers of the homework.

Before reading activities

Task 1

Sub-skill: predict the content.

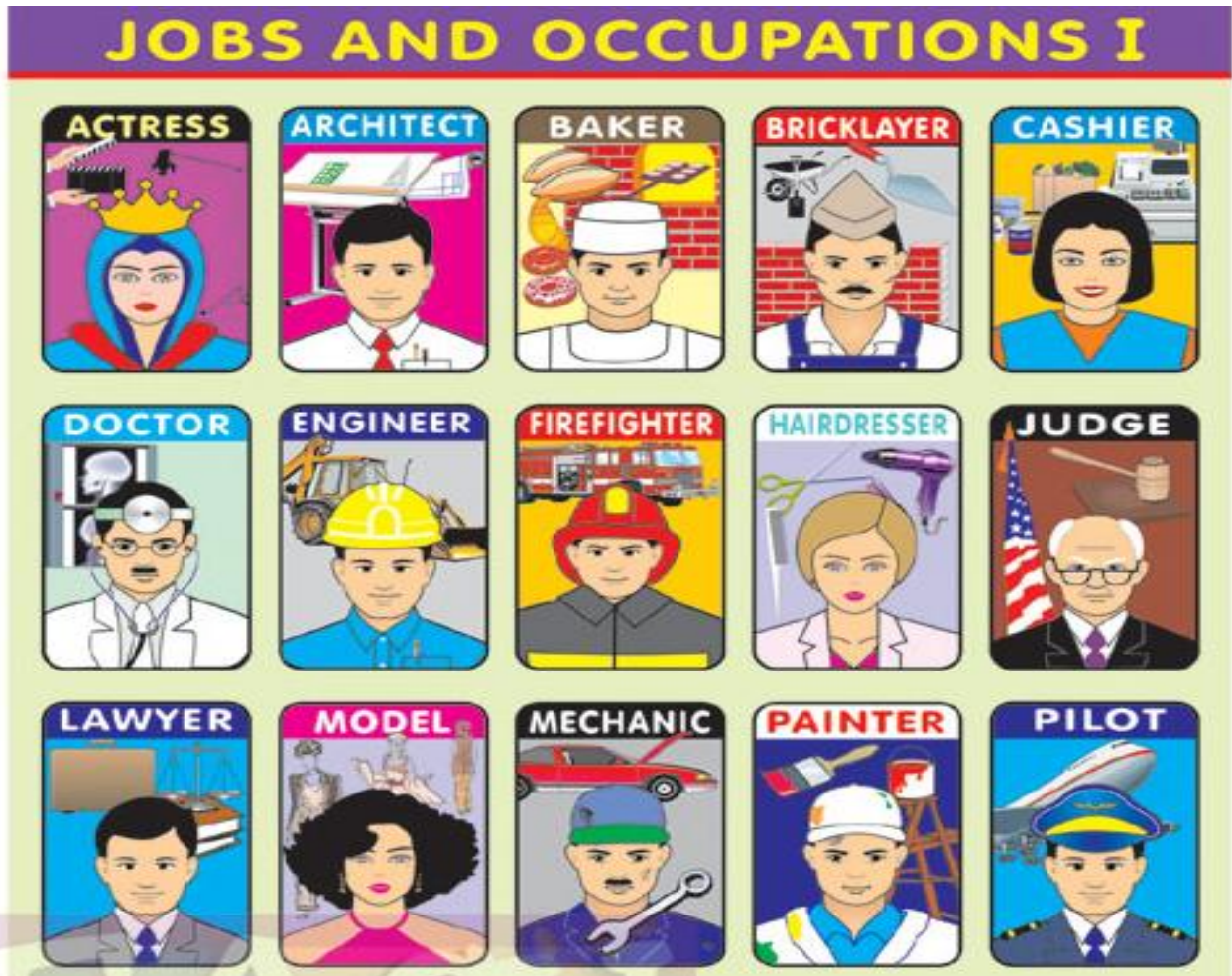
Time: 10 minutes.

Objective: Students should be able to predict the content.

Activity: Look at the pictures and refer to what you think you will read about.

- b) What job / occupation / profession is missing?





Procedures: The teacher asks the students to look at the pictures and refer to what they think they will read about.

W h i l e r e a d i n g a c t i v i t i e s

T a s k 2

S u b - s k i l l: understand main ideas.

T i m e: 10 m i n u t e s .

O b j e c t i v e: Students should be able to understand the main idea.

A c t i v i t y: Read the text again to find the main idea. Be ready to share with your classmates.

Procedures: The teacher asks the students to read the text again and find the main idea.

Task 3

Sub-skill: recognizing and recalling specific details.

Time: 15 minutes.

Objective: Students should be able to recognize specific details.

Activity: Answer the following questions:

- What happened to the girl as a language assistant?
- Is there anything great about being around young people?
- What does she do as a language assistant?
- How does she feel being a language assistant?

Procedures: The teacher asks the students to answer some questions.

Text: “My surprise love of teaching” By Pauline Blogger 2017

Before my year as a language assistant, I never imagined I could enjoy teaching as much as I do. I assumed it might be awkward and boring at times and, of course, there are some classes that go faster than others. However, my experience has been overwhelmingly positive. So positive, in fact, that I am definitely considering it as a career.

There's something so great about being around young people and getting to interact with them on a daily basis. I am finally at that stage where names are starting to stick and I am more comfortable than I was at the begin9g (it always takes a little while to find your feet).

Now, of course as a language assistant, I teach conversation class exclusively and I am guided by the English teacher. This means that I haven't had to teach the more technical aspects of English (I'm looking at you, grammar!) and there's always someone in the classroom to guarantee some discipline. Despite those advantages, I feel a strong pull to the profession. I guess I'll end it by saying: watch this space!



(Taken from <http://learnenglishteens.britishcouncil.org/magazine/life-around-world/my-surprise-love-teaching>)

After reading activities

Task 4

Sub-skill: summarizing.

Time: 5 minutes.

Objective: Students should be able to summarize.

Activity: Write about what profession you want to study and why.

Procedures: The teacher asks the students to write about what profession you want to study and why.

Homework:

Task: Find out the most exiting or incredible professions (including its advantages and disadvantages) that you cannot imagine in the world. If you can the possibility, you may use Internet, Google, Facebook, a digital library, etc.

Complete the following table:

<i>Professions</i>	<i>Advantages</i>	<i>Disadvantages</i>

A P P E N D I X 7

S P E C I A L I S T S ' C R I T E R I A

In the present major paper regarding the development of the reading skill in secondary school, new reading lessons with their corresponding texts and exercises to develop this skill in 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School have been proposed. It would be of vital importance in order to improve this proposal, if we could count with your invaluable help in its evaluation as a specialist. Thus, we are requesting your participation in the process of evaluation by answering the following questions.

Thank you very much beforehand for your help.

G E N E R A L D A T A O F T H E S P E C I A L I S T

Full name :

Institution / Department:

Academic / Scientific Title:

Teaching Rank:

Teaching experience:

C R I T E R I A A B O U T T H E P R O P O S A L

1. Please, express your opinions about the new selection of reading texts and their corresponding exercises by using the qualitative measuring rubrics below:

Very adequate (VA)

Adequate (A)

Not Adequate (NA)

• **About new reading texts:**

	V A	A	N A
Importance of the topics for secondary school level			
Up-datedness of the topics			
Variety of the topics			
Length of the texts			
Linguistic complexity			
General Evaluation			

• **About reading exercises:**

	V A	A	N A
Intelligibility of the instructions			
Quality of the English language			
Attainability			
Variety of activities			
Number of activities per lesson			
Logical structure of activities			
Logical organization of activities			
Appropriate development of reading sub-skills			
Use of values			

2. General Evaluation:

- Strengths of the Proposal:

- Weaknesses of the Proposal:

- Areas for improvement:

- Suggestions or Recommendations:

THANKS FOR YOUR TIME AND OPINIONS!

TABLE OF THE MAIN PROFILE OF SPECIALISTS

FULL NAME	ACADEMIC / SCIENTIFIC TITLE	TEACHING EXPERIENCE	TEACHING RANK
Deyse Matilde Fernández González	M.Sc.	35 years	Associate Professor
Diana Rosa Morales Rumbaut	M.Sc.	27 years	Associate Professor
Paula E. Camacho Delgado	M.Sc.	30 years	Associate Professor
Marta Marilis Veitía Rodríguez	M.Sc.	30 years	Associate Professor
Alfredo Andrés Camacho Delgado	D.Sc.	38 years	Full Professor
Juan Carlos Pellón Hernández	M.Sc.	27 years	Auxiliar Professor
Sirelda García Cabrera	M.Sc.	43 years	Associate Professor

APPENDIX 8

PEDAGOGICAL TEST AFTER THE PARTIAL IMPLEMENTATION OF THE NEW READING LESSONS

Reading activity

Grade: 9th

Material aids: pictures

Objective: Students should get global and specific information from the text while increasing their knowledge about vocational formation in Cuba stimulating responsibility, discipline and love to work and study.

Before reading activities:

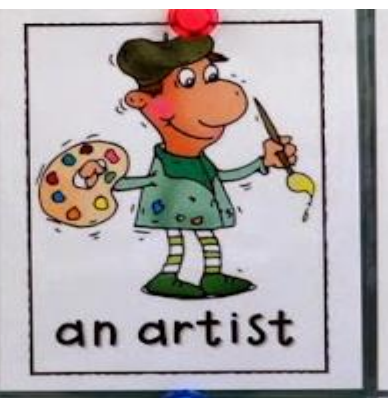
Task 1

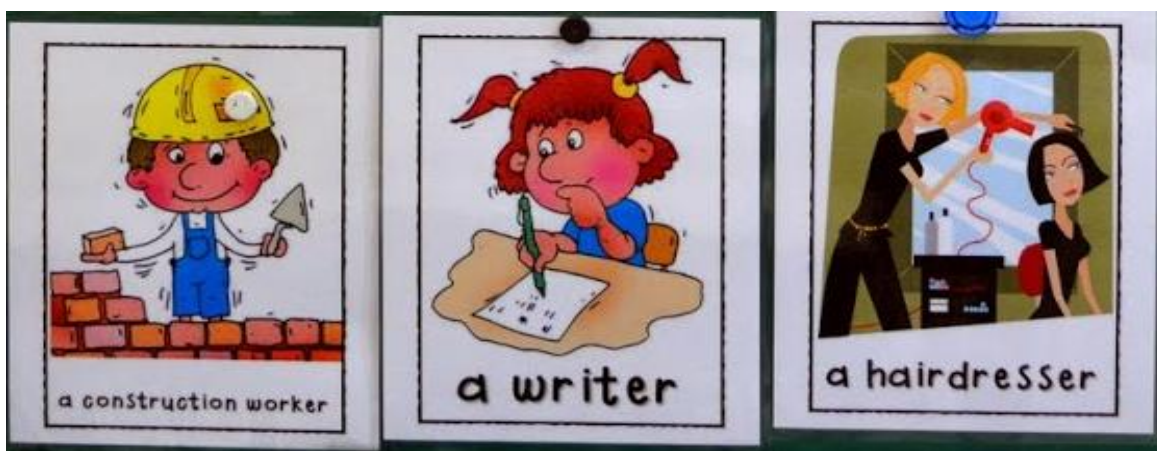
Sub-skill: predict the content.

Objective: Students should be able to predict the content.

Activity: Look at the pictures and refer to what you think you will read about.







While reading activities

Task 2

Sub-skill: understand main ideas.

Objective: Students should be able to understand the main idea.

Activity: Read the text again to find the main idea. Be ready to share with your classmates.

Task 3

Sub-skill: understand relevant information.

Objective: Students should be able to understand relevant information by skimming through the text.

Activity: Answer the following questions:

- What is happening to the girl about her conflict over career choice?
- What is the advice of Dr. Levine to the girl?

Text: "Conflict over career choice"

Dear Dr. Levine:

I am a fourteen-year-old girl with a dream — to become a musician with my own band. I play the bass guitar and I write very good songs. At the same time I want to be a fashion designer. I am very creative when it comes to making music, writing songs and creating new styles. My father is a respectable, understanding and considerate man, but he doesn't think a musician is a very respectable person. I told him it's what I want to do with my life, but all he said was, "We'll discuss it when you've completed your education!" What should I do?

Answer of the Dr. Levine

This is one of the most difficult questions to answer because it involves second-guessing parents, which I am indisposed to do for a couple of reasons. One is that I don't know enough about you and your natural talents, your school performance, your friends, your family. Another is that I am the father of young people who might prefer directions in life diametrically opposed to the ones I want. Your father obviously wants what is best for you and fears that the choice of a career in popular music is risky and possibly even dangerous. He also knows that you are only (forgive me) fourteen and probably feels that you might change your mind between now and adulthood. I guess I'm asking you to do two things. First, try to see your parents' side of this conflict (I would also urge them to try to see yours).

Second, keep all options open. By all means keep up your music—study, practice, perform—but don't cut back on school, relationships and other interests. You will be happy reaching your goal, whatever it turns out to be.

After reading activities

Task 4

Sub-skill: summarizing.

Objective: Students should be able to summarize.

Activity: Read the text entitled “**Conflict over career choice**” and talk about what you think the girl should do.

APPENDIX 9

INTERVIEW TO THE STUDENTS AFTER THE PARTIAL IMPLEMENTATION OF THE NEW READING LESSONS

Objective: To gather information about students' opinions as one of the main character of the teaching – learning process of English throughout the implementation of the new reading lessons. It was administered in Spanish.

Dear student:

It is necessary to gather information about how you feel in the teaching–learning process of English with the new reading texts and exercises. For this reason, we invite you to answer the following questions:

1. How do you consider the new proposal of texts and exercises? (Choose from the categories below):

___ Very good ___ Good ___ Regular ___ Bad
2. Which reading texts and activities do you like more? Why?
3. Do you feel motivated about these reading texts and exercises? Please, state reasons.
4. Do you think your teacher motivates you through these reading texts and exercises? Explain with examples.
5. What types of reading texts and exercises do you prefer that your teacher uses to motivate you in English lessons?
6. What reading texts and exercises of this proposal motivate you more?
7. Do you have any suggestions to improve English lessons, mainly when dealing with reading? Would you like to share your ideas with your teachers?

APPENDIX 10

PEER OBSERVATION AFTER THE PARTIAL IMPLEMENTATION OF NEW READING LESSONS

Objective: To analyze how the teaching of the reading skill is developed through several English lessons in students from 9th grade, class 4 at "Ricardo Zenón Martínez Ciscal" Secondary School.

Lesson:

School:

Subject:

Grade:

Date:

Name of the teacher:

Name of the observer:

How many times or how much time is devoted to do the following activities in class?

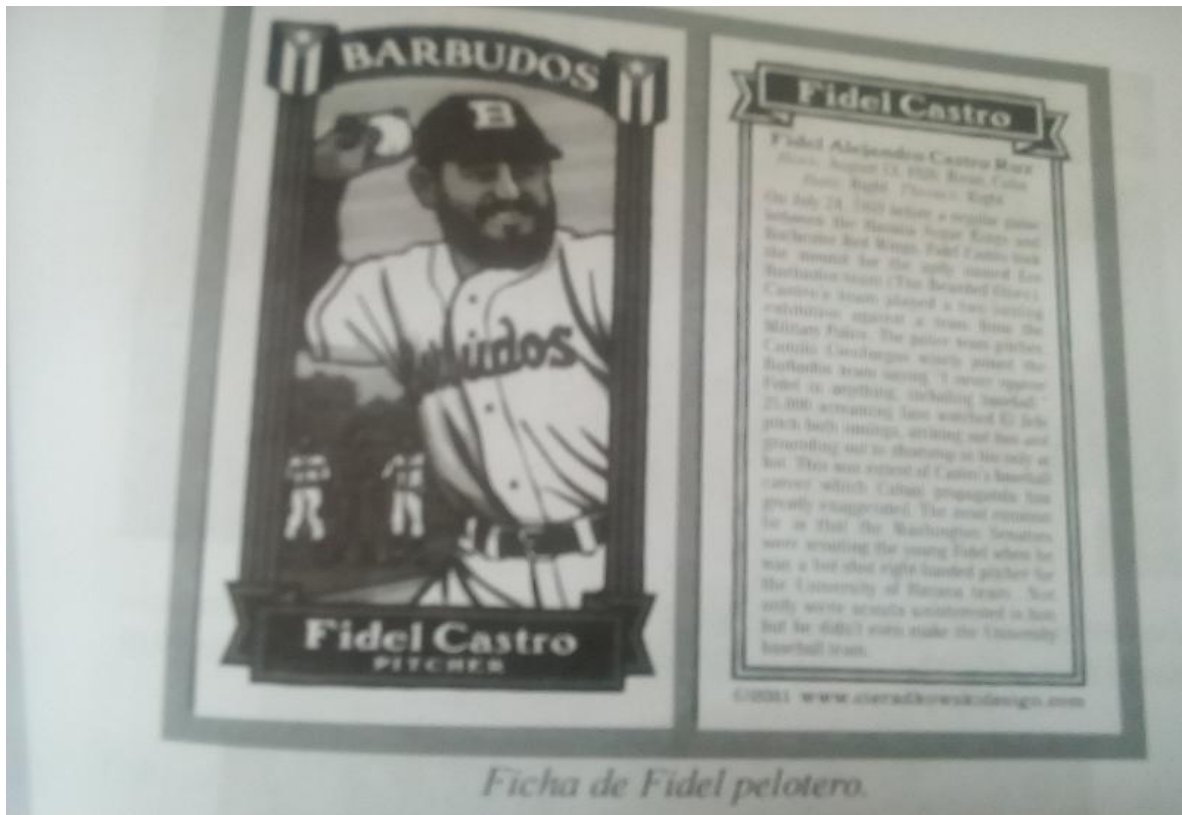
<i>Activity</i>	<i>Time</i>	<i>Comments (what happened?)</i>	<i>Stage</i>
<i>Reading</i>			
<i>Listening</i>			

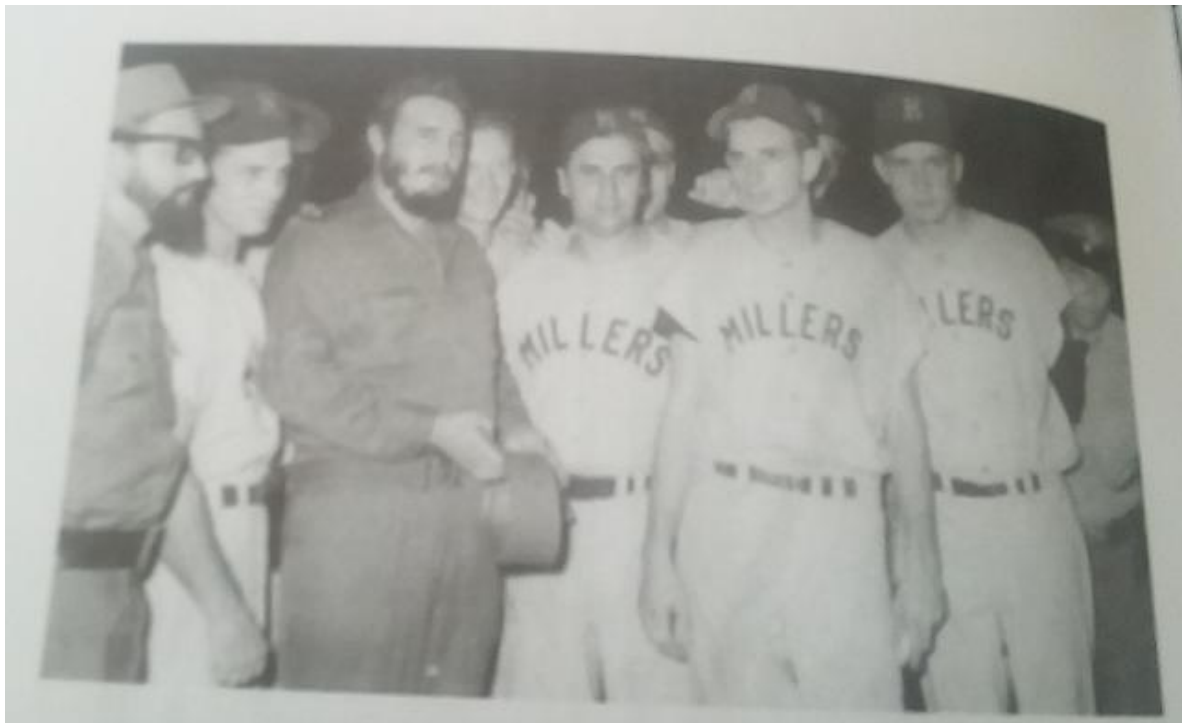
<i>S p e a k i n g</i>			
<i>W r i t i n g</i>			
<i>B e f o r e r e a d i n g a c t i v i t i e s</i>			
<i>W h i l e r e a d i n g a c t i v i t i e s</i>			
<i>A f t e r r e a d i n g a c t i v i t i e s</i>			
<i>S u b - s k i l l s</i>			

S u g g e s t i o n s :

N o t e : T h e o b s e r v a t i o n s h e e t i n a p p e n d i x 2 w i l l b e u s e d a f t e r t h e i m p l e m e n t a t i o n t o o .

GALLERY

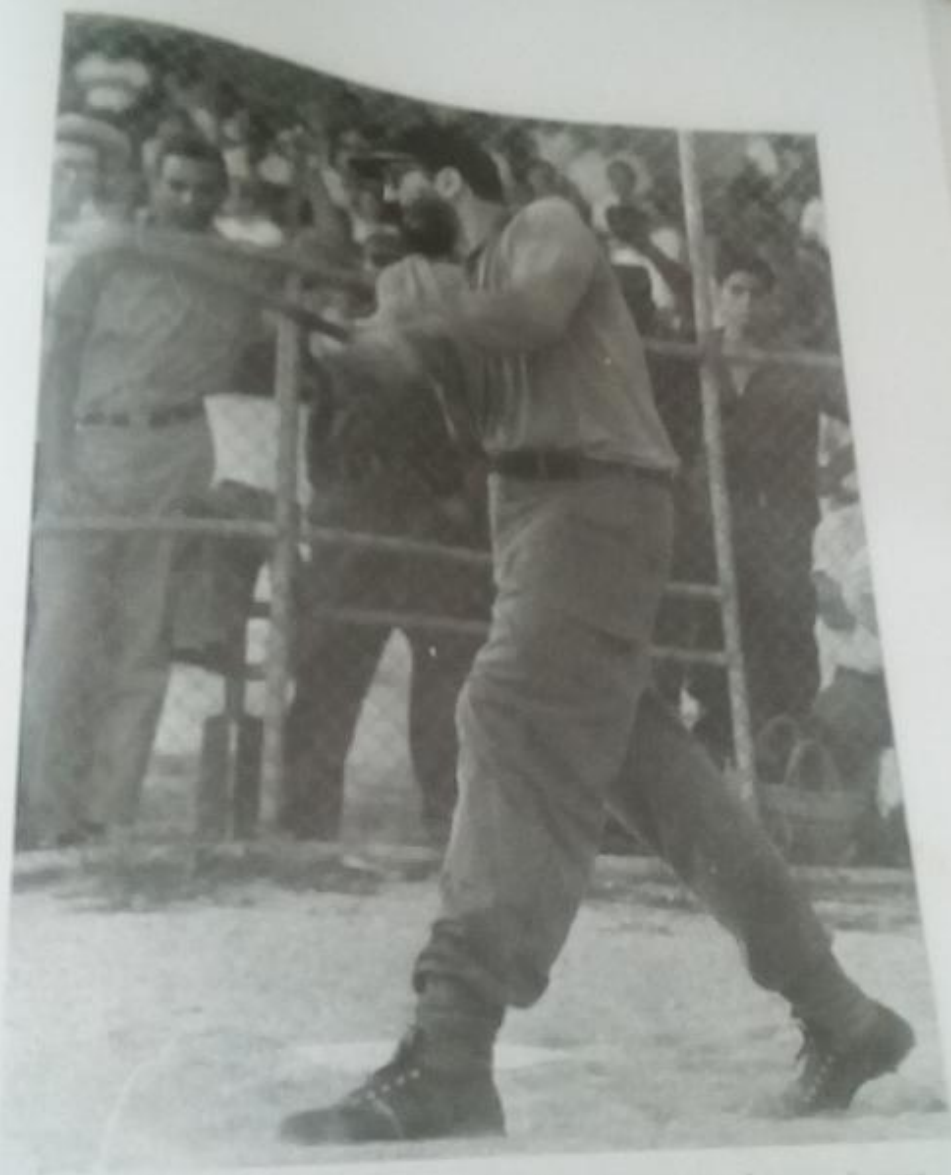








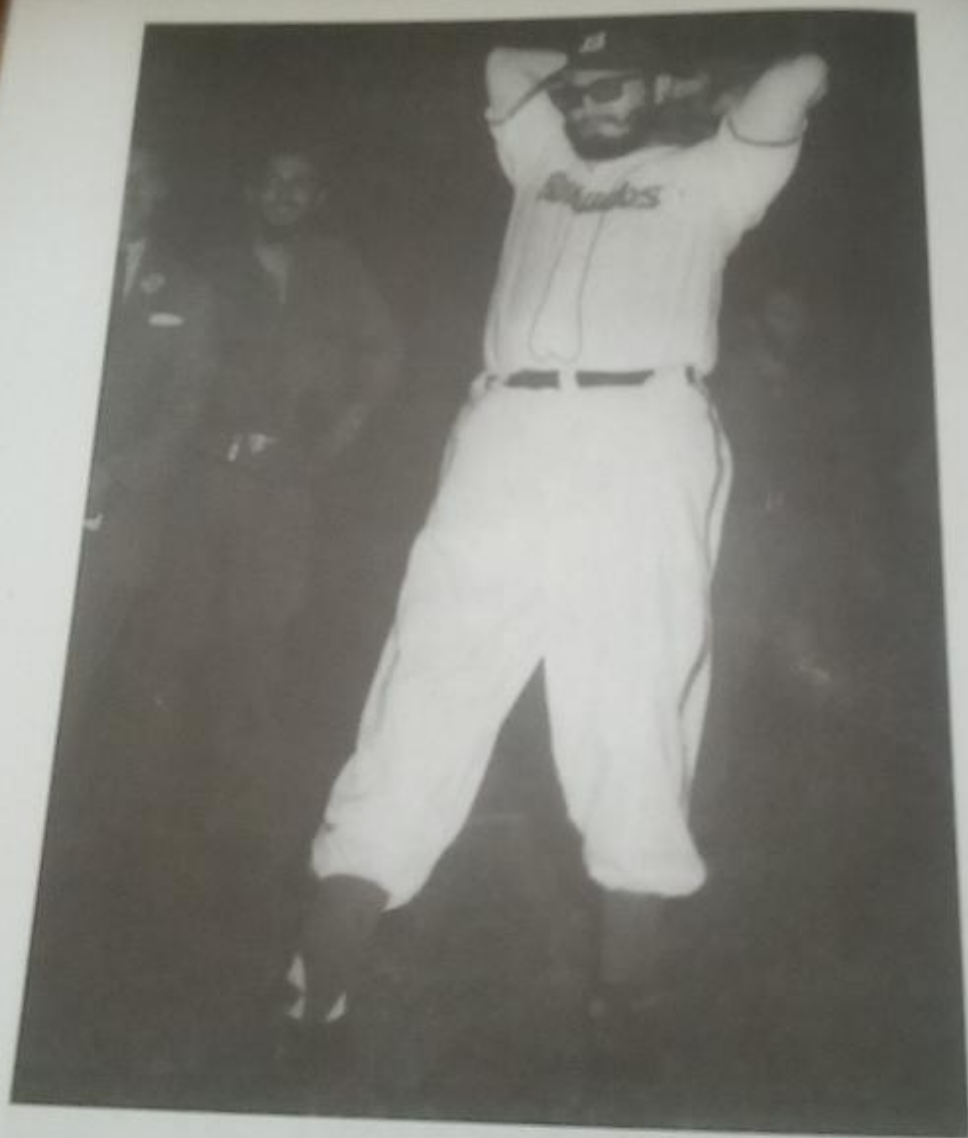
Con Gilberto Torres Núñez, El Jibarito, ex jugador de Grandes Ligas y manager del equipo Cuba que triunfó en los Juegos Panamericanos de Sao Paulo, Brasil, 1963, y los Centroamericanos y del Caribe de San Juan, Puerto Rico, 1966.



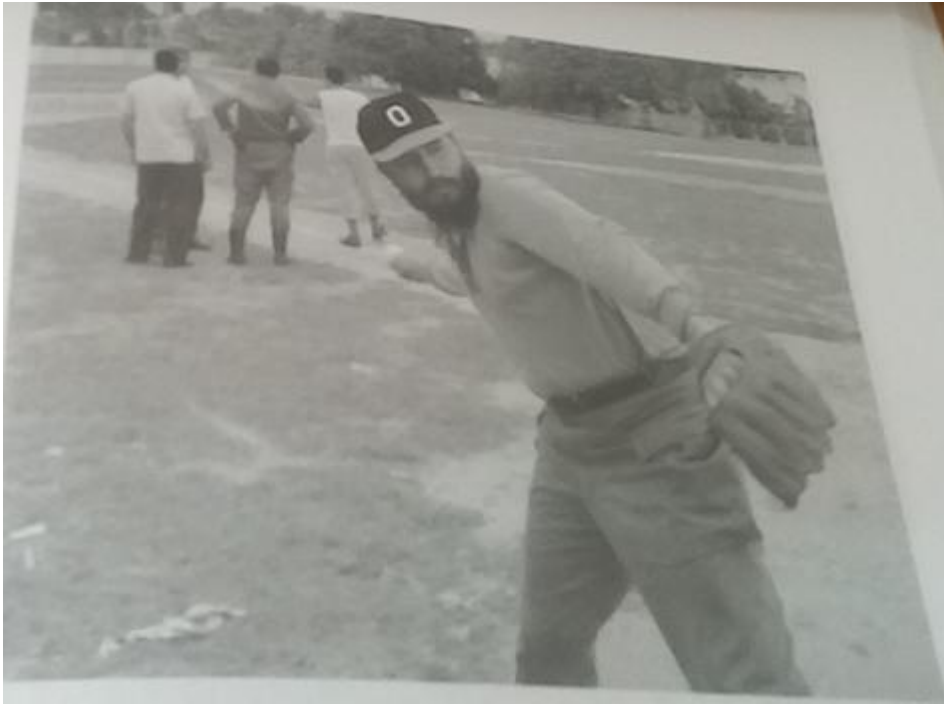
Captado por la lente de Perfecto Romero en uno de sus primeros juegos, a principios de la Revolución.



En compañía de José Llanusa Gobel, primer presidente del Instituto Nacional de Deportes, Educación Física y Recreación (INDER).



«Tiene un coraje tremendo y sabe mezclar los lanzamientos», afirmó en junio de 1964 Marcel Racine, mentor de la selección juvenil de Canadá.







Dos presidentes: Fidel, en funciones de director, y Hugo Chávez Frías como lanzador e inicialista protagonizaron un singular partido amistoso entre peloteros veteranos de Cuba y Venezuela en el estadio



Con dos luminarias del béisbol cubano: el serpentintero santiaguero Norge Luis Vera y el receptor villaclareño Ariel Pestano.

T H E E N D