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APPLICATION OF THE ERT METHOD (EFFECTIVE READING  
TECHNIQUES) IN COSTA RICAN PUBLIC HIGH SCHOOLS:  
A WAY TO IMPROVE THE STUDENTS' ACADEMIC EFFICIENCY  
AND COMPREHENSION

*Tesis para aspirar al grado de Licenciatura  
en Lingüística Aplicada con Énfasis en Inglés*

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AND COMPREHENSION**

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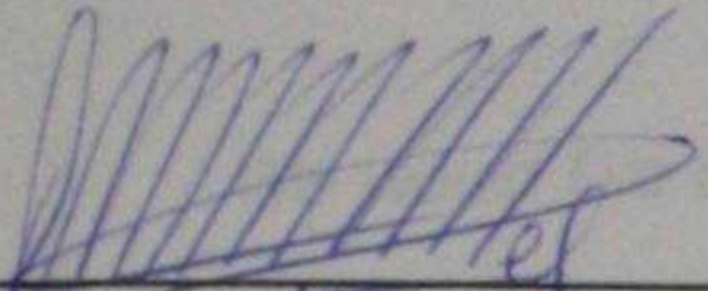
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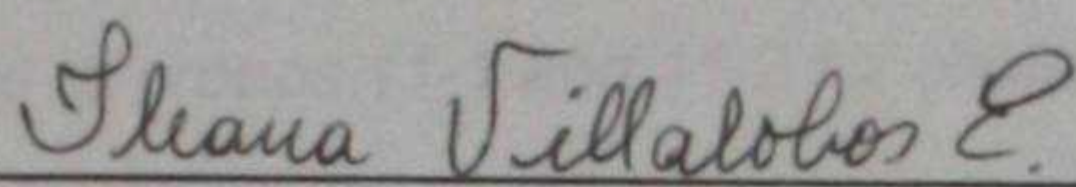
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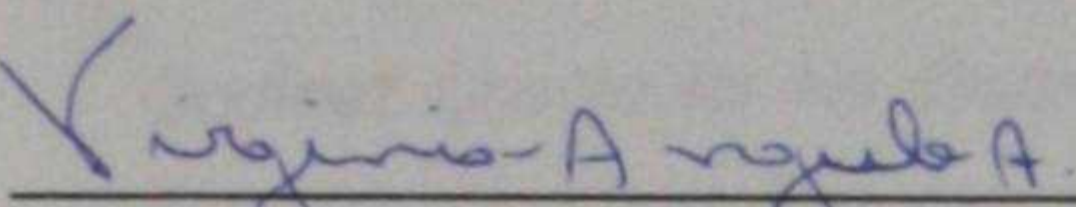
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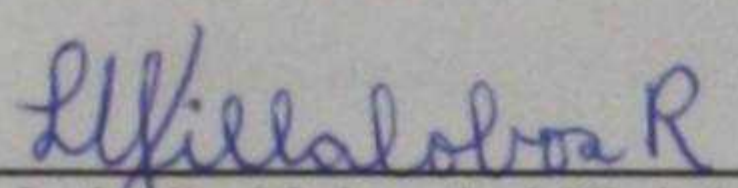
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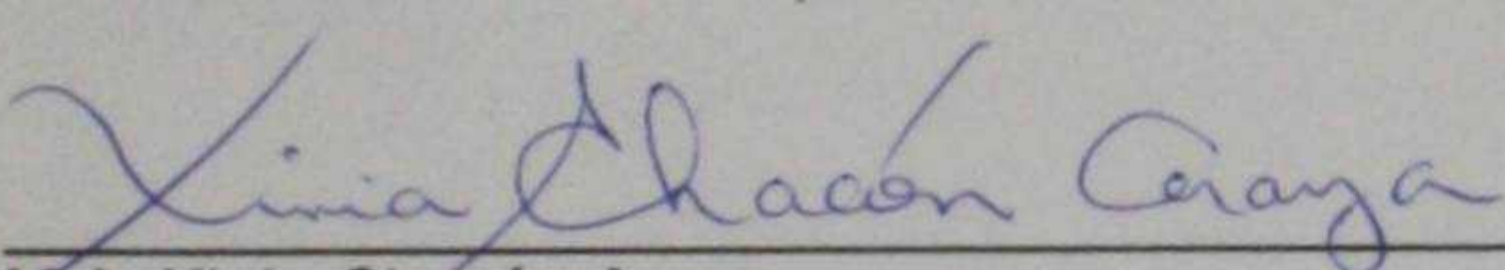
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*Finally, we would like to thank the most important collaborator in this project, the one who gave us wisdom, tolerance, patience, encouragement, love, and strength to never give up and conclude this work satisfactorily. Once again, thank you GOD!*

## DEDICATIONS



This work is dedicated to my mother, Odilié Godínez Mata and to my father José Antonio Navarro Vargas for their constant encouragement to overcome all obstacles found in our way, and to the supreme creator of the universe and all kind of life in it, for the five wonderful gifts He gave me: true love, faith, courage, purpose, and wisdom. Once again, celestial Father God, thank you for the gift of life.

Manuel



I want to dedicate this project first of all to the only one who gave me wisdom to achieve all my goals in life: GOD. Besides, to my sister Martha, my brothers Carlos and Jose Vianney, and especially to my mother María Eugenia, since she is the one who has given me everything in my life and the one responsible for what I am and what I have today. Thank you so much; I will never stop telling you these words and how much I DO LOVE YOU.

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# CHAPTER I

## INTRODUCTION

### 1.1 BACKGROUND OF THE PROBLEM

For many years, the teaching of English as a foreign language in secondary schools has been limited to the application of the reading skill. Even though the current syllabus of the Ministry of Public Education claims for an interactive and communicative development of the target language, that task is not carried out as such, since the national test (Bachillerato exam) emphasizes the measurement of knowledge that only has to do with the application of the reading skill. For such a reason, most English teachers, who work for public institutions, dedicate the majority of class time to prepare their students to face the national test, without minding if at the end of a five-year-instruction period the students really learned to use the target language communicatively. Besides, many instructors probably consider that teaching reading in the second language consists of providing the students with plenty of lists of vocabulary in isolation (without a context) and mechanical reading comprehension exercises that actually frustrate and lead them to end up failing the English course. This might mean that many English teachers are not applying appropriate reading techniques for the purpose of guaranteeing an academically optimum efficiency. These assumptions are the result of observations done as supervisors to some cooperating teachers who lent their groups to some of

our student-teachers to do their teaching practice.

During a trimester, we had the opportunity to keep in touch with the activities that high school students of some public institutions of San Isidro de El General performed in the classroom. In addition, we have been in contact with Jackeline Campos, the regional English adviser because she has been highly interested in our research. She has manifested her concern about the way the reading skill is being taught in this area. Actually, she has observed many teachers and has detected that what they do is to give large lists of vocabulary without context for the students to look up in their dictionaries and then memorize them for the test. Besides, she said that "most teachers give a text to the students for them to look up new words in their dictionary, translate it literally and solve a set of questions that the teacher prepares." This probably means that such teachers might not be applying the three reading stages (pre-reading, while-reading, and post-reading) in the methodological procedures of their work. Added to this, most teachers do not develop reading skills that might help the students to increase their comprehension of the target language when they visualize written information and thus improve the students' academic efficiency. In order to confirm if students show knowledge of some reading techniques, we administered a diagnostic test (pretest) in three different eleventh-grade groups of two high schools. The first group, from Liceo Unesco, was composed of 25 students, and a hundred percent obtained grades lower than seventy. Then, the other two groups were from Liceo Fernando Volio Jiménez; one group had 29 and the other 26 students for a grand total of 55. Again, the previous results were confirmed, since 98.18% percent of the students

obtained grades lower than seventy, which is the minimum score to pass the English course.

It is necessary to say that during the administration of the pretests, all the students wanted to understand every word of the articles given. This fact demonstrates how much they are accustomed to translating texts instead of applying techniques that allow them to understand the target language better.

The way reading is being taught in high schools now might affect both comprehension and academic efficiency of students when entering the university, since they might present deficiencies when analyzing texts. For instance, most students do not distinguish a main idea from a topic; they tend to memorize every word, and if they do not know the meaning of new words in a text, they could feel they are not understanding the text as a whole.

For these reasons, through this work, we want to prove that the application of effective reading techniques like the ones mentioned will produce more effective and fruitful results.

Before this panorama, the present research intends to show that the reading skill can be developed more effectively through the application of the ERT method (effective reading techniques), producing an increase and improvement of the students' academic efficiency.

The motivation whereby we have decided to work on this theme is due to the fact that it is necessary to teach reading through a comprehensible way within a pleasant environment, developing effective skills that let learners show understanding

of articles and texts given. Unfortunately, in Costa Rica many high school students do not have the opportunity to learn to read efficiently, for they have not been taught effective reading techniques or perhaps because most high school instructors do not actually know how to develop effective reading skills appropriately. The majority of secondary school teachers provide their pupils with an article to be read. Then, the students are asked to solve a set of comprehension exercises. That is to say, such educators probably do not carry out a pre-reading activity, which helps the students infer the topic they are going to read about. Such an issue usually occurs due to the limited amount of time that teachers have, since they are pressured to cover a course program. Consequently, many instructors force their pupils to read without teaching them proper strategies because their objective is to have students learn "enough" vocabulary to be able to pass the national test (Bachillerato). Albeit it is important to provide students with vocabulary, the fact that they do not know many new words that appear in the tests does not imply that they will fail them. According to Balla Konaré, an English teacher, "Classroom reading activities are designed to teach students the reading comprehension process, not just to test their ability to come up with the right product" (6).

In Costa Rica, the effective teaching of the reading skill in English has become an important objective to accomplish since 1988, when the national test was reinstated by former-Minister of Education Dr. Francisco Antonio Pacheco. From that moment on, the students have been evaluated in reading comprehension; nonetheless, several educators might ignore the variety of reading skills that can be taught. Possibly, this situation is due to the existence of many non-graduate in-service teachers who have probably adopted a content-oriented way of teaching.

This implies that such teachers might lack training to apply effective techniques when teaching reading. In order for the Ministry of Public Education to guarantee the selection of well-prepared teachers, an English test was administered in September 2000. Notwithstanding, the results showed that only 31.03% of the candidates to get a position as teachers of English passed such a test. According to Félix Barrantes, Director of the Department of Quality Control of the Ministry of Public Education, "the test is like a thermometer, because the coverage that such lessons should be given must be accompanied by quality, and maybe the preparation of the teachers is not the best" ( qtd in *La Nación*, 6A ). Moreover, it is worth to mention that only 20% of the candidates obtained good results in the reading section of the test ( Ibid ).

For the purpose of this paper, it is pertinent to define the terms **effective reading techniques and academic efficiency**. The former is a group of cognitive and linguistic skills that every reader should know about. They are carried out through the development of different oral individual or group elicitation activities for the purpose of offering a better comprehension of a written text and, consequently, a better academic efficiency during the evaluation process. The latter consists of the formal test-grade improvement of the students after having developed a reading skills process.

## 1.2 PURPOSE AND IMPORTANCE OF THE STUDY

The study consists of an analysis carried out with eleventh-grade students of a public school in which a series of reading techniques is developed. These techniques are: scanning to locate details, skimming to get main ideas, guessing meaning from context to detect what a word means without using a dictionary, making inferences about a topic or a text to know what the text is or might be about, and identifying word reference (pronouns) to understand in more detail the relation of such words to important elements or subjects used by an author. These five techniques will be the means used to prove whether the students improve their comprehension skill and their academic efficiency in reading.

Traditionally, most English teachers have probably been teaching reading mechanically; that is, through the application of exercises in which students do not make a big effort to analyze the content of a text. For instance, students might read the following sentence in a text: "Pedro lives in Canada and has three brothers." Then, pupils are asked to answer the question that follows: "How many brothers does Pedro have?" Also, many teachers possibly test rote-learning exercises; namely, they have students read a set of articles and solve some comprehension exercises during a trimester. Afterwards, when the test time comes, such educators ask memory questions, which are taken directly from the texts previously studied in class. This means that these English teachers might not test the teaching-learning process performed in class. Instead, they prefer to measure memory items, which do not guarantee the learning and reading comprehension of the students.

This research is composed of six chapters the first one being the introduction to this study. The second chapter focuses mainly on the linguistic and psycholinguistic background involved in the reading process. The third chapter accounts for a description of the proposal (ERT Method), its principles, the techniques and the activities developed. The fourth chapter includes the methodological procedures of the field work, the instruments and their reliability and validity, the application and realization of the proposal of the project, and data analysis. Chapter five presents the practical proposal, which consists of a strategic small booklet with sixteen articles and comprehension exercises related to the cognitive targets for eleventh grade, proposed by the MEP's syllabus. Finally, in chapter six the conclusions and recommendations to reinforce the application of the ERT method (effective reading techniques) are given for the purpose of improving the teaching of reading in secondary schools, as well as the students's academic efficiency and comprehension of texts in the target language. Besides, the reader can find the bibliography used in this research, which was documented following the 1999 version of the MLA format.

### **1.3 STATEMENT OF THE PROBLEM**

It is a well-known fact that vocabulary memorization, to a certain extent, permits knowledge assimilation; nevertheless, it is not the most efficient and effective way to improve reading comprehension. Furthermore, it makes no sense to memorize vocabulary without a proper context since many terms actually have a variety of meanings, and they can be used according to a real situation; namely, a particular

context. For example, the word "opposite" might have three different meanings depending on the context it is used, and this word might also change the part of speech it had in the beginning. The following table explains such an issue in more detail.

Word	Part of the speech	Definition or synonym	Example
1. Opposite	Adjective	Different; contrary	They held <u>opposite</u> views on the subject.
2. Opposite	Adjective	Facing each other	The two houses are on <u>opposite</u> sides of the street.
3. Opposite	Noun	That which is opposite or very different	Happy people and sad people are <u>opposites</u> .

Source: Kirn, Elaine and Pamela Hartman. *Interactions I: A Reading Skills Book*.

3<sup>rd</sup> ed. (Mexico: MacGraw-Hill, 1996) 167.

Through the previous example, it can be demonstrated that vocabulary must not be taught without a proper context since both meaning and part of the speech might change depending on the semantic environment that a word has. Besides, according to Jack C. Richards, if there is no context, the vocabulary that students have previously learned can be easily forgotten since memory is usually temporary (*Methodology in TESOL: A Book of Readings*). Before such a situation, the following research question arises:

**Does the application of effective reading techniques improve students' academic efficiency and comprehension?**

The application of the ERT method intends to put into practice five different reading techniques for the purpose of helping students to acquire better reading habits that allow them to visualize the reading skill actively and efficiently. Besides, the methodological procedures of the method (activities, role of the teacher, and role of the students) encourage students to obtain better grades in reading tests.

#### 1.4 OBJECTIVES

In general, this investigation aims to accomplish the following objectives:

##### **General:**

- a) To improve the teaching of English in secondary schools through the creation of a curricular proposal that enables students to improve their academic reading efficiency.
- b) To demonstrate how the application of effective reading techniques increases and improves the students' academic efficiency.

##### **Specific:**

- a) To develop two didactic units of the textbook *Interactions I: A Reading Skills Book* with exercises that include the application of effective reading techniques addressed at two-eleventh grade groups during a period of forty lessons each.
- b) To promote the application of reading skills that enable the students to improve their academic efficiency and comprehension of texts in the target language.

## 1.5 LIMITATIONS OF THE STUDY

Some of the limitations that might affect this study are:

- The performance of curricular activities within the institution might affect the continuous development of the activities designed to reach the objectives of this study.
- The coming of unexpected situations such as: a labor strike, or a natural phenomenon.
- This research is limited to the eleventh grade of the fourth cycle (diversified stage) in a public high school of a Costa Rican rural area of Pérez Zeledón canton. Consequently, the third cycle is not part of this study, and its focus is limited to two groups.
- The realization of this research does not consider the mastery of the oral skill as an essential element to reach the objectives previously stated.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 DEFINITION OF TERMS

The following definitions will provide a basis for a better understanding of the terms used throughout the development of this study.

- **Academic efficiency:** The students' performance expressed through the award of grades obtained during the administration of a formal test.
- **Reading comprehension:** The ability to grasp or understand ideas or facts in a written text more accurately.
- **Content schemata:** Background knowledge a learner shows about the content of a text.
- **Extensive reading:** Type of reading in which the learner reads a long text for pleasure, and it involves global understanding of such a text.
- **Guessing meaning from context:** The precise understanding of a new vocabulary item with the aid of linguistic clues to meaning presented in: punctuation marks, another sentence or in another part of a sentence, another meaning or an explanation. The clarification of meaning is achieved through the location in which the text takes place.
- **Identifying word reference:** To understand or guess the grammatical relationship of a pronoun within a piece of written material.

- **Identifying word reference:** To understand or guess the grammatical relationship of a pronoun within a piece of written material.
- **Intensive reading:** Type of reading that consists of extracting specific information from short texts.
- **Making inferences:** To make inferences is basically to discover the ideas that are not directly stated in a text. In other words, inferences are statements about the unknown based on what is known to the reader. To develop this technique, it is necessary to use all the clues provided by the author, the reader's experience and logic.
- **Method:** A didactic plan for the orderly presentation of reading material based upon a series of effective techniques to enhance comprehension.
- **Post-reading:** The last phase of the reading process that makes students consolidate or reflect upon what has been read. It implies a deeper analysis of the written text.
- **Pre-reading:** Initial stage of the reading process that introduces students to a new topic and increases interest in such a topic.
- **Scanning:** Fast reading to extract or find specific details without reading the whole text.
- **Skimming:** Quick reading of a text to get its main idea or global understanding from it.
- **Technique:** A variety of skills, exercises, activities and strategies used in the language classroom for the purpose of accomplishing the goals of a course.



## 2.2 PSYCHOLINGUISTIC BACKGROUND OF THE READING PROCESS

The myth that the reading process is a passive skill has existed since a long time ago due to the erroneous beliefs that were held when the teaching of languages began to develop. It was thought that when the student placed his eyes in front of the reading, there was no interaction between both agents. As a result, the information provided by the reading was an isolated and unique truth that was to be accepted with no questioning, downgrading the student's prior knowledge and background. As it is clearly inferred, one of the strongest myths was to believe that there was nothing in the student's mind and therefore no interaction took place. Then, whatever was written down was considered to be the only knowledge the student had to acquire and accept.

Nevertheless, studies in applied linguistics began to refute such beliefs by remarking that all human beings possess a latent psychological structure that is activated whenever new information is found. That discovery led to the conclusion that the individual carries a broad knowledge of the world in the brain that comes into play every time a new situation is encountered. What each piece of writing represents is the knowledge or experience that the author expresses in order to share it with the reader. It would be odd to think that every person in the world experiences feelings that belong only to him or her. It is at this point that the interaction between reader and text becomes a game where two different worlds trace their similarities and differences; a game that should result in a marvelous trip through wisdom and sharing.

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Frank Smith in his book *Understanding Reading* holds that " Understanding or comprehension, is the basis of reading and of learning to read. What is the point of any activity if there is no understanding? " (6). Consequently, the world around us is full of intentions, knowledge, and expectations that are somehow related to new situations. In the case of the reading process, a combination of what is already known plus the new information is of great importance to achieve global understanding of what is read. Every piece of reading is meaningful by itself, as its main purpose is to inform and to share with the reader. However, the relationship between reader and text becomes worthwhile if the reader is able to make associations with his knowledge and the outside world.

Thus, reading depends on everything that is around. The questions that are asked by the reader also depend on the type of reader. What all readers have in common is their search for answers, and a lot of their answers can be predicted on the basis of possible alternatives. They can range from a single word to abstract symbols and point of view of the author. As a result, reading is not identifying letters in order to recognize words and sentences. The process of reading comprehension goes beyond identifying single words and letters. Indeed, any reader attempting to understand word by word without regarding the text as a whole would be willing to experience a failure of comprehension.

The knowledge that people possess in order to understand written language resides in long-term memory. So, when past experiences are recalled new understanding of the language and the world is brought about.

Notwithstanding, it would be easy to infer that what is in our head constitutes only memories. It is true that there are lots of memories, but those memories have a specific meaning. They are related to what individuals know and experience. That is known as cognitive structure. Events are remembered when they have a particular significance or a powerful effect. Then, when memories are recalled they come to make linkages with the real world.

Certainly, the human brain is not like a glass that is filled with liquid; instead, it is a system of knowledge organized into a world view based on interactions and patterns.

Many researchers have pointed out different processes that the brain follows in the reading process. They have compared their findings with others and have realized about the complexity that reading implies. For example, Michael H. Long and Jack C. Richards in their book *Methodology in TESOL: A Book of Readings* describe the following five processes suggested by Kenneth Goodman.

1. **Recognition- initiation:** This happens once there is contact between eyes and text.
2. **Prediction:** This is the need to find some established order or significance.
3. **Confirmation:** Verification between what was expected and the actual information.
4. **Correction:** When the predictions are not true, the brain disconfirms them and concentrates on the new information.

**5. Termination:** This one is executed when the reading task is completed.

Nevertheless, this last stage can occur at any point in the reading, due to different reasons such as non-productiveness of the task or information already known.

As it was explained before through the five mental processes, the reading skill requires concentration, creation of relationships, and conclusions derived from the whole experience. Such a task cannot be considered an easy one at any level. Experience and research have been in charge to confirm that this process is always accompanied by cycles that are part of the individual's nature, and in consequence, it cannot be regarded as an easy process since the brain is not a simple organ, either. These processes are considered part of the reading skill although they are basically mental. All these mechanisms are ways in which the reader accomplishes the task; nevertheless, it does not mean that all readers follow the process in the same way. The change takes place when the reader discovers that a specific step does not meet the need that is to be fulfilled at a particular point along the process. This awareness leads the reader to make use of other strategies to look for the necessary comprehension.

Consequently, the reader is not able to predict the processes to be used since it depends on several factors such as time, level of complexity, and degree of comprehension among others. This point is somewhat related to individual differences, since all people are different and therefore learn in different ways. As an illustration, it is worth to mention some individual learner differences that may help or

hinder the learning process. Within this group, **age** is considered to be of importance since the available evidence suggests that age alters the rate of acquisition. Rate and success of second language acquisition appear to be strongly influenced by the age of the learner. Where rate is concerned, there is evidence to suggest that older learners are better.

In a study of Dutch learners, Snow and Hoefnagel – Höhle found that "although the adults ( fifteen years and older ) outperformed the children ( six to ten years), the teenagers ( twelve to fifteen years ) learnt more rapidly than both. It would appear that although age improves language learning capacity, performance develops in the teens" (qtd in *Understanding Second Language Acquisition*, 105).

A very important theory in this issue is the critical period hypothesis. It states that there is a period when language acquisition takes place naturally and effortlessly. Penfield and Roberts refer to this stage as follows:

The optimum age for language acquisition falls within the first ten years of life. During this period the brain retains plasticity, but with the onset of puberty this plasticity begins to disappear. They suggested that this was the result of the lateralization of the language function in the left hemisphere of the brain. That is, the neurological capacity for understanding and producing language, which initially involves both hemispheres of the brain, is slowly concentrated in the left hemisphere for most people (Idem 107).

This neurological change results in difficulty that older learners experience.

On the other hand, **intelligence** is a very important factor to take into account when analyzing second language learning. This term is used to refer to a hypothesized general factor which underlies the ability to master and use a whole range of academic skills. It is the underlying ability to learn rather than the actual knowledge that is supposedly measured by intelligence tests.

Older and Perkins have argued that "there exists a global language proficiency factor which accounts for the wide variety of language proficiency measures" (Idem 110 ). In relationship with this issue, aptitude is also of great significance.

According to Carroll, "aptitude corresponds to the kinds of skills Cummins identified as cognitive / academic language ability, rather than the kinds of skills involved in basic interpersonal communication" (Idem 112).

Another factor that has been considered is **cognitive style**. This term refers to the manner in which people perceive, conceptualize, organize, and recall information. Each individual is thought to have a more or less consistent mode of cognitive functioning. Various dimensions of cognitive style have been identified. These are usually presented as dichotomies. The dichotomy which has received the greatest attention where second language acquisition is concerned is that of field dependence/ independence. The terms do not really represent alternatives, but poles on a continuum, with individuals varying in the extent to which they learn towards dependence or independence. Research has found that the effects of cognitive style are related to age. Thus, field independence is facilitative in the case of late

adolescents but not before. Such an interpretation, however, requires further research.

To continue, **attitude and motivation** play a major role that cannot be left out. Schumann lists attitude "as a social factor with variables such as size of learning group, and motivation as an affective factor"(Idem116-117). Brown also distinguishes motivation and attitude. He identifies three types of motivation (Idem 117):

- 1- **Global motivation:** It consists of a general orientation to the goal of learning a second language.
- 2- **Situational motivation:** It varies according to the situation in which learning takes place.
- 3- **Task motivation:** This is the type of motivation for performing particular learning tasks.

Gardner and Lambert draw a basic distinction between an "integrative and an instrumental motivation" to second language learning (ibid). The former occurs when the learner wishes to identify with the culture of the second language group. Instrumental motivation occurs when the learner's goals for learning the language are merely functional.

And, last but not least important is the role of **personality**. In general psychology, personality has been explored in terms of a number of personal traits, which are said to be constituents of the personality of an individual. Cattell, in fact, attempts "to measure personality using a series of dichotomies, seen as poles, such

as cool, warm, shy, venturesome, not assertive, dominant" (Idem 119-120). Eysenck identifies "two general traits, again represented as dichotomies- extrovert / introvert and neurotic / stable. However, with some exceptions, second language researchers have preferred to develop their own range of personality traits, calling them anything from social styles to egocentric factors" (Idem 120).

In summary, there are some mental, social, and psychological factors that must be taken into account when people start learning a second language.

All these factors overlap and have a close relationship with the different language skills. Nevertheless, as it was pointed out before, the reading skill is one ability that involves all the factors explained before, although there seem to be wrong ideas and assumptions that are still present and need to be clarified in order to help students along the teaching- learning process, and also guide many teachers who perhaps ignore all these aspects and lack the necessary training to enrich their actual performance in the classroom, especially when dealing with reading comprehension, which is the focus of the present study.

### 2.3 IMPLICATIONS OF THE READING COMPREHENSION PROCESS IN SECOND LANGUAGE TEACHING

Due to our experience of having worked with both public high school students and some beginning college-students, we have perceived the severe deficiencies they have to comprehend a written text when reading. Is this situation simply a comprehension difficulty, or a lack of effective application of reading techniques that secondary school teachers developed during the teaching-learning process? José Otilio Umaña, an EFL teacher at Universidad Nacional, remarks that beginning college students have structural and comprehension problems when reading, especially in the native language since "they read but show sensible limitations. Illustrations, footnotes, typographic clues, and the relationship between titles and subtitles are scarcely perceived. They have no clear idea of what the difference between a topic and a topic sentence is" (*Umbral* 16). This means that pupils must read a whole text over and over. Besides, they present difficulty to make a selection between relevant and superfluous information. For such a reason, "...they write every single detail they consider important. This implies to make a major and unnecessary effort of memorization in which they will spend more time reviewing the topics for a test" (*Ibid*).

Reading in the target language is a process that Costa Rican high school students must go through. However, the development of such a process must be effective enough, so that those learners really understand what and what they are reading for. The success of this process depends upon how much comprehension of

the topic they show. What is reading comprehension then? Francoise Grellet defines reading comprehension as "the understanding and extraction of required information from a written text" (3).

Also, Cindy Hosenfeld refers to reading comprehension as follows:

The level of [reading] comprehension of the text is determined by how well the reader variables (interest, level in the text, purpose for reading the text, knowledge of the topic, foreign language abilities, awareness of the reading process, and level of willingness to take risks) interact with the text variables (text type, structure, syntax, and vocabulary) (qtd. in Barnett 2).

For most English teachers, the reading skill is probably passive since they have students read an article and solve a set of written exercises without being introduced to a new topic through an activity that demands both student-student interaction or teacher-student interaction. Indeed, the reading skill must be considered as an active one which involves a series of strategies like predicting, scanning, skimming, and others which ought to be regarded when designing reading comprehension exercises.

To read well, it is necessary that students exercise intelligence through the development of attractive and challenging learning situations which relate the written text to the expectations and living conditions of the students. Such expectations

may vary from wanting to read the lyrics of a popular song to newspaper ads, magazines or even literature. For this reason, it is necessary that teachers offer a variety of texts and remember that many students in a same class might read at very different levels of difficulty, similar to the manner they usually do in the mother language. In *Umbral*, José Otilio Umaña refers to this issue as follows :

The reading habits acquired in the native language affect directly the development of reading comprehension in the target language since such reading habits are transferred from one language to another. If such bases are poor and transfer of the reading habits is negative, the student will be forced to make bigger efforts and will end up feeling tired and insecure. As a result, tension and frustration will limit his learning possibilities and growth (17).

Before this situation, "to encourage the students to use effective strategies when reading in the second language, the teacher can develop simple exercises to elicit information via target strategies. These exercises can be divided by the stage of reading at which they occur" (Barnett, 2). Due to the fact that the reading process is composed of different levels of difficulty, reading techniques are included in three different stages: *Pre-reading, While-reading, and Post Reading*.

Barnett defines pre-reading as the stage in which "activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata" (ibid).

Three of the most important pre-reading activities are: brainstorming, skimming, and scanning.

While-reading exercises "help students develop reading strategies, improve their control of the second language, and decode problematic text passages"(ibid). While-reading techniques include guessing meaning from context, analyzing reference words, predicting text content, reading for specific pieces of information, and learning to use the dictionary effectively. Post-reading exercises "first check students' comprehension and then lead students to a deeper analysis of the text, when warranted" (ibid). In fact, the goal in this phase is not to memorize an author's stand point or to summarize text content, but rather to include new information into what has been previously learned. Scanning is a proper technique to employ during this stage. It can be used with newspaper advertisements. Moreover, predicting and following text cohesion are effective strategies to use with short texts. Reading is a skill that should not be taught in isolation. It must be integrated with the other language skills. The current *English Syllabus* designed by the Ministry of Public Education illustrates some possible manners of how reading might be integrated with other skills:

Reading and writing e.g. summarizing , mentioning what you have read in a letter, note taking, etc. Reading and listening e.g. reading the lyrics while listening to a song, recorded information to solve a written problem, matching opinions and texts, etc. Reading and speaking e.g. discussions, debates, etc. (7).

To sum up, reading activities for both improving academic efficiency and increasing comprehension should be interesting, amusing, exciting, and useful so that they lead students to a pleasant or beneficial activity.

## CHARACTERISTICS OF THE ERT READING METHOD (EFFECTIVE READING TECHNIQUES)

### 1.1. Introduction

The aim of this study is to explore the reading method known as ERT (Effective Reading Techniques) and its effectiveness in the following objectives:

1.1.1. To find out if the reading method uses CRT. Students who are taught to read by this method are expected to be able to read more effectively and to understand the meaning of what they read.

1.1.2. To find out if the reading method is effective in the sense of being able to help students to read more effectively and to understand the meaning of what they read. This is done by comparing the reading method with other methods of reading. The results of this study are expected to be useful for teachers and students in choosing a reading method that is most effective for them.

1.1.3. Characteristics of the reading method. Techniques are taught in a systematic way through the use of different texts. Vocabulary is presented in a way that helps the student to understand the meaning of the words. The method is designed to help the student to read more effectively and to understand the meaning of what they read.

## CHAPTER III

# COMPONENTS OF THE ERT READING METHOD (EFFECTIVE READING TECHNIQUES)

### 3.1 PRINCIPLES

This study is based on an original reading method named ERT (Effective Reading Techniques), and it is composed of the following principles.

**3.1.1 The goal of the student or reader who uses ERT:** Students who are taught under this method are expected to be able to augment their academic efficiency and comprehension of reading material by developing effective reading techniques.

**3.1.2 The role of the teacher.** Teachers can play two different roles in the course of teaching. First, the teacher is to be a controller since he is to be always in charge of every activity or task the students do in the classroom. Second, the teacher will also be an organizer, and his job consists of telling the students what they are going to do when organizing a reading activity.

**3.1.3 Characteristics of the teaching/ learning process:** Techniques are taught deductively at the beginning through the use of different texts. Vocabulary is presented through context, and despite the fact that structures are taught deductively, they are not very much emphasized since the goal is comprehension and not grammar.



**3.1.4 Skills used:** The four skills are to be developed since reading must be integrated with the other skills. For instance, students listen to the teacher's instructions, read an article and write the answers to a set of comprehension exercises assigned. Also, they may read a text and give answers orally. However, the use of the oral ability is not an important element in this study.

**3.1.5 The role of the native language and the target language:** The target language will be used during the presentation of a topic and when giving oral answers to exercises during the practice session. However, whenever the students do not understand an instruction or an abstract concept the teacher will use the native language to clarify doubts and analyze an article in more detail. The native language in these cases is emphasized over the target language.

**3.1.6 Evaluation:** It will be accomplished through the administration of formal tests containing the reading techniques studied in class. The content of the texts will be based on the cognitive-targets (topics) studied in class.

**3.1.7 Error correction:** It is very important to have the students get the right answer. Besides, the teacher supplies them with the correct answer if they make mistakes or do not know an answer by explaining the reason(s) for the right answer.

## 3.2 TECHNIQUES

This study is based upon the five following reading techniques:

- 3.2.1 **Scanning:** This technique consists of quickly finding specific information without reading word by word.
- 3.2.2 **Skimming:** This technique is based on quick reading to locate main ideas.
- 3.2.3 **Guessing meaning from context:** This skill involves the precise understanding of a new vocabulary item with the aid of linguistic clues to meaning.
- 3.2.4 **Word reference:** The idea of using this strategy is for the students to understand or guess the grammatical relationship of a pronoun within a piece of written material.
- 3.2.5 **Making inferences:** To make inferences is basically to discover the ideas that are not directly stated in a text. In other words, inferences are statements about the unknown based on what is known to the reader. To develop this technique, it is necessary to use all the clues provided by the author, the reader's experience and logic.

## 3.3 ACTIVITIES AND MATERIALS

During a forty-lesson period, each expert will work with an eleventh-grade group developing the reading techniques already described by using two didactic units of the textbook *Interactions I: A Reading Skills Book*. Both units contain the following kinds of exercises: true or false, matching, filling in

blanks, questions and answers, and multiple choice. The topics are **Mass Media** and **Science and Technology**. Such subject matters were selected taking into consideration the syllabus of the Ministry of Public Education. Moreover, the pre-reading phase will be used to have the students detect what the topic is about. This will be done by using visual aids (pictures and realia), discussing simple oral questions, and brain-storming important vocabulary related to the topic under study. Then, the while reading stage will enable students to show comprehension of a series of texts by solving a set of written exercises. Since the post-reading stage implies a deeper analysis of texts and the development of such activities as debates, role-plays, summary of main points, author's bias, distinction of fact from opinion, outlines, timed reading and others; this phase will not be developed at all due to the fact that most high school students are not ready yet to face a text at an advanced level. The academic level used in this study is beginning-intermediate.

## CHAPTER IV

### METHODOLOGICAL PROCEDURES OF THE FIELD WORK

#### 4.1 DESCRIPTION OF THE STUDY

This is a type of experimental study based on quantitative research which uses the case study as a main strategy, the direct work with the sources of information (the students), the administration of a pretest at the beginning of the research and two posttests at the end of each reading unit as verifying instruments. The results will help authorities in charge of the educational system, in-service teachers, and researchers to make decisions when selecting or designing a personal reading approach. L.R Gay defines an experimental research as "...the only method of research that can truly test hypotheses concerning cause-and-effect relationships" (298). He also states that such a method "represents the most valid approach to the solution of educational programs, both practical and theoretical, and to the advancement of education as a science" (ibid.).

Moreover, this experimental research implies the development of direct work with the sources of information during eight weeks, to determine if the Effective Reading Techniques Method (ERT) is able to augment the students' academic efficiency and comprehension.

The population sample is composed of two eleventh-grade groups of approximately thirty students each. These groups are from Liceo Fernando Volio Jiménez, located in Palmares, Pérez Zeledón. The selection of the institution was done randomly, considering only academic schools of the whole area of Pérez Zeledón. The data collection of this study will be done through the application of three reading exams (a pretest and two posttests). Such tests are reliable because they were tested previously in other schools. The results obtained indicate that a hundred percent of the students of two different groups got scores inferior to seventy, which represents the minimum grade to pass a course in high school. This fact assures reliability to this research.

Normally, according to L.R. Gay, "an experiment typically involves two groups, an experimental group and a control group...." (299). He also says that there might be only one group or more than one. He also explains that "the experimental group typically receives a new, or novel treatment, a treatment under investigation, while the control group usually receives a different treatment or is treated as usual. The control group is needed for comparison purposes to see if the new treatment is more effective than the usual or traditional approach...." (Ibid.) For the purpose of this study, the two groups selected are experimental, since the idea is to determine the degree of academic improvement of students of a same level taught under the same method.

Each of the researchers was in charge of an eleventh-grade group.

Section 11-1 was composed of thirty-one pupils, and group 11-2 had twenty-nine students, for a grand total of sixty learners. Furthermore, each researcher imparted forty lessons to each group during a period of two months. Namely, each didactic unit took an amount of twenty lessons. Both groups worked on the same activities.

#### 4.2 DESCRIPTION OF THE INSTRUMENTS

Due to the nature and objectives of this investigation, a pretest and two posttests were chosen as the main instruments to gather information. The pretest was administered during the first session, and each posttest was administered at the end of each didactic unit. The three tests are characterized by presenting both validity and reliability in relation to the following aspects:

- ✓ Evaluation of the same reading techniques
- ✓ Use of only one type of item (multiple choice)
- ✓ Same number of points (30 points each)
- ✓ Same number of texts: Each test is composed of six articles taken from various sources.
- ✓ The number of words in each text ranges from a hundred to five hundred. Such a selection was made following a recommendation given by Jackeline Campos, the regional English adviser.
- ✓ Each test has a maximum of five items per text.
- ✓ Time available: Each exam will last a minimum of forty minutes (one lesson) and a maximum of eighty minutes (two lessons). This decision was made following a

recommendation of the exam appeal committee of the Liceo Fernando Volio

Jiménez.

✓ In order to give objectivity to each test, the following balance chart was designed:

Reading Technique and Level (Beginning-intermediate)	Amount of time per technique	Percent per technique	Number of items	Weight
1. Scanning to locate specific information.	4 lessons	20%	6	6 points
2. Skimming to find main ideas.	4 lessons	20%	6	6 points
3. Identifying word reference.	4 lessons	20%	6	6 points
4. Guessing meaning from context.	4 lessons	20%	6	6 points
5. Making inferences	4 lessons	20%	6	6 points
<b>Total</b>	20 lessons	100%	30	30 points

#### 4.3 VARIABLES OF INTEREST

This study is based upon the following variables of interest:

ELEMENTAL UNIT	CHARACTERISTIC	UNIT OF MEASUREMENT
<ul style="list-style-type: none"> <li>The students' academic efficiency will be the entity that provides the information required by each unit of measurement.</li> </ul>	<ul style="list-style-type: none"> <li>The students' level of reading comprehension will be a dependent feature.</li> <li>The systematic use of effective reading techniques accounts for an independent element.</li> </ul>	<ul style="list-style-type: none"> <li>A diagnostic test (pretest) will be administered during the first two lessons.</li> <li>Two posttests will be administered once the teaching process of the effective reading techniques has finished. Each posttest will be done at the end of each didactic unit.</li> </ul>

#### 4.4 METHODOLOGICAL PROCEDURES OF THE LESSONS TAUGHT

The twenty lessons of each didactic unit taught involved the customary greeting, checking attendance and the writing of the date just to get familiar with the students. Then, in order to introduce the topic of each unit, realia was used in a warm-up activity. For example, showing pictures related to the new topic for the students to describe what they saw in them. After having brainstormed the topic, the teacher asked if they knew what the topic under study was. If they did not guess it, the teacher let them know about it. This type of activity was attractive for the students, since they told us that they were not accustomed to working with pictures or any other type of visual materials.

Moreover, in the presentation stage students observed some slides related to the topic for them to answer some questions that the teacher wrote on the board. They could answer the questions in written form, and then the teacher checked the answers orally. Sometimes the answers were written on the board to correct misspellings or to write words the students did not know. It is worth to mention that the discussions were held basically in Spanish, since the oral skill was not the focus of the research. Notwithstanding, there were some students who knew a little more English than the others, and they enjoyed speaking and answering questions in English. That was an outstanding strategy to keep in contact with the oral skill.

After that, students began the practice stage. They were asked to read the texts that were in the units and to solve some of the exercises in order to put into practice the reading techniques in study. Some of the exercises were solved in pairs, others individually and sometimes others in groups. It is pertinent to point out

that previous to practicing each reading technique, the teacher explained what the technique was and gave some examples before the students did the exercises.

For the consolidation stage, the students did an assignment at the end of each unit that consisted of writing a five- line paragraph to give their opinion about the topic studied and to use the vocabulary they learned in each unit. Those paragraphs were corrected and returned to the students.

Finally, through the whole teaching-learning process, the role of the teacher was to clarify doubts while the students were working on the exercises. Thus, the students listened to their teacher's corrections and received feedback after having solved all the exercises. The teacher determined how much the students' academic proficiency and comprehension had improved through the administration of a posttest at the end of each unit.

#### **4.5 DATA ANALYSIS**

The following data analysis presents all the results provided by the instruments in relation to the main point of study: the improvement of the students' academic efficiency through the development of effective reading techniques.

**4.5.1 Pretest:** Only one student out of fifty-five obtained a seventy in the pretest. This means that 1,82% of the students passed the test, and 98,18% of the students did not pass the test since their grades were lower than a seventy, which is the minimum score to pass a test in the diversified cycle of secondary education.

**4.5.2 Posttest #1:** Thirty-eight students out of fifty-nine improved their grades compared to the pretest, and twenty-one students did not improve their grades compared to the pretest. In other words, 64,40% of the students improved their

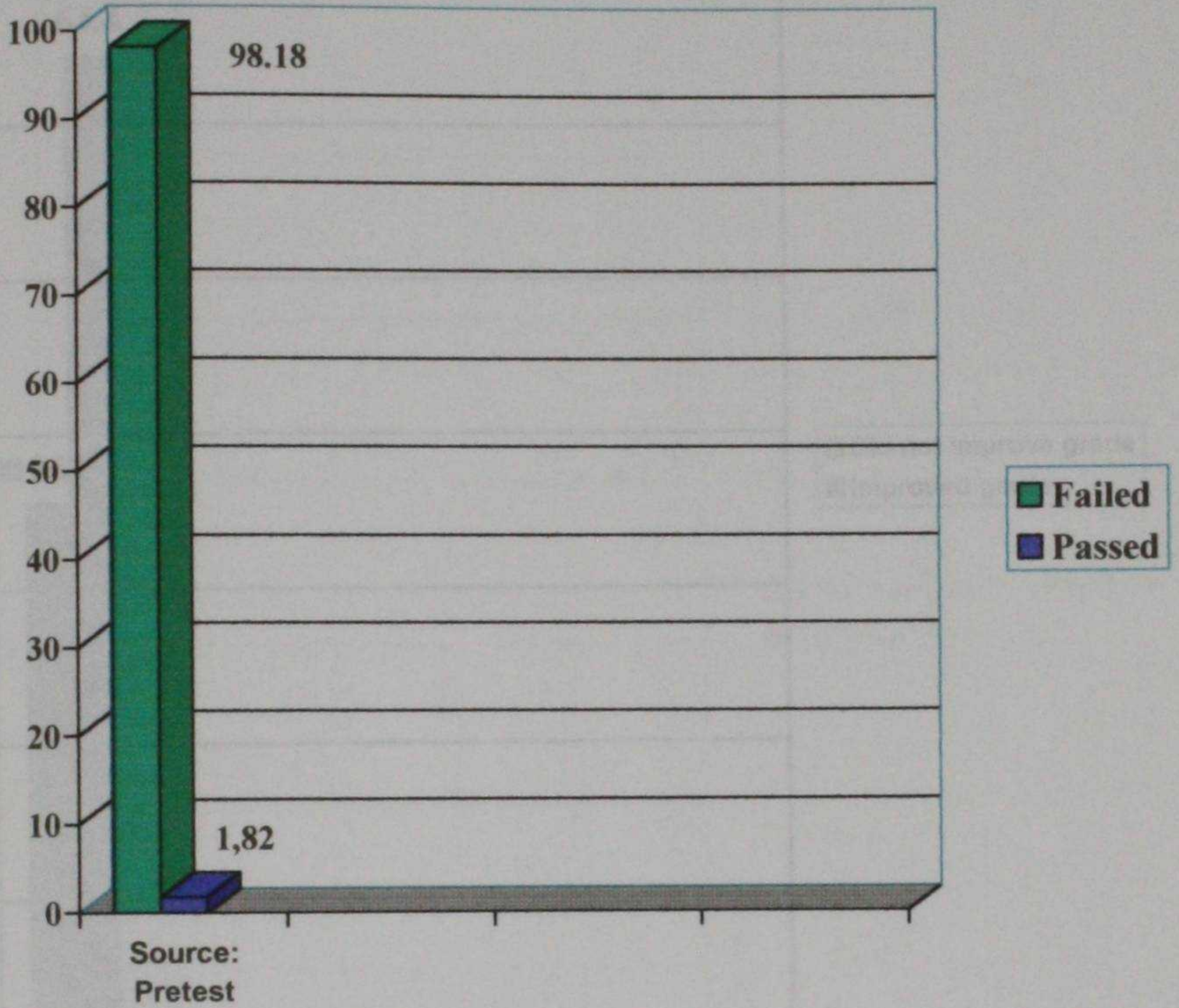
grades, and 35,60% of the students did not. Besides, three students (5,08%) out of fifty-nine obtained grades equal or higher than seventy, and fifty-six pupils (94,92%) out of fifty-nine obtained grades lower than seventy.

**4.5.3 Posttest #2:** Forty-three pupils out of fifty-nine improved their grades in relation to the first posttest. Then, sixteen students did not improve their grades compared to the first posttest. This means that 72,88% of the students improved their grades, and only 27,12% did not. Moreover, forty-four learners (61,81%) out of fifty-five obtained grades equal or higher than seventy, and twenty-one pupils (38,19%) out of fifty-five obtained grades lower than seventy.

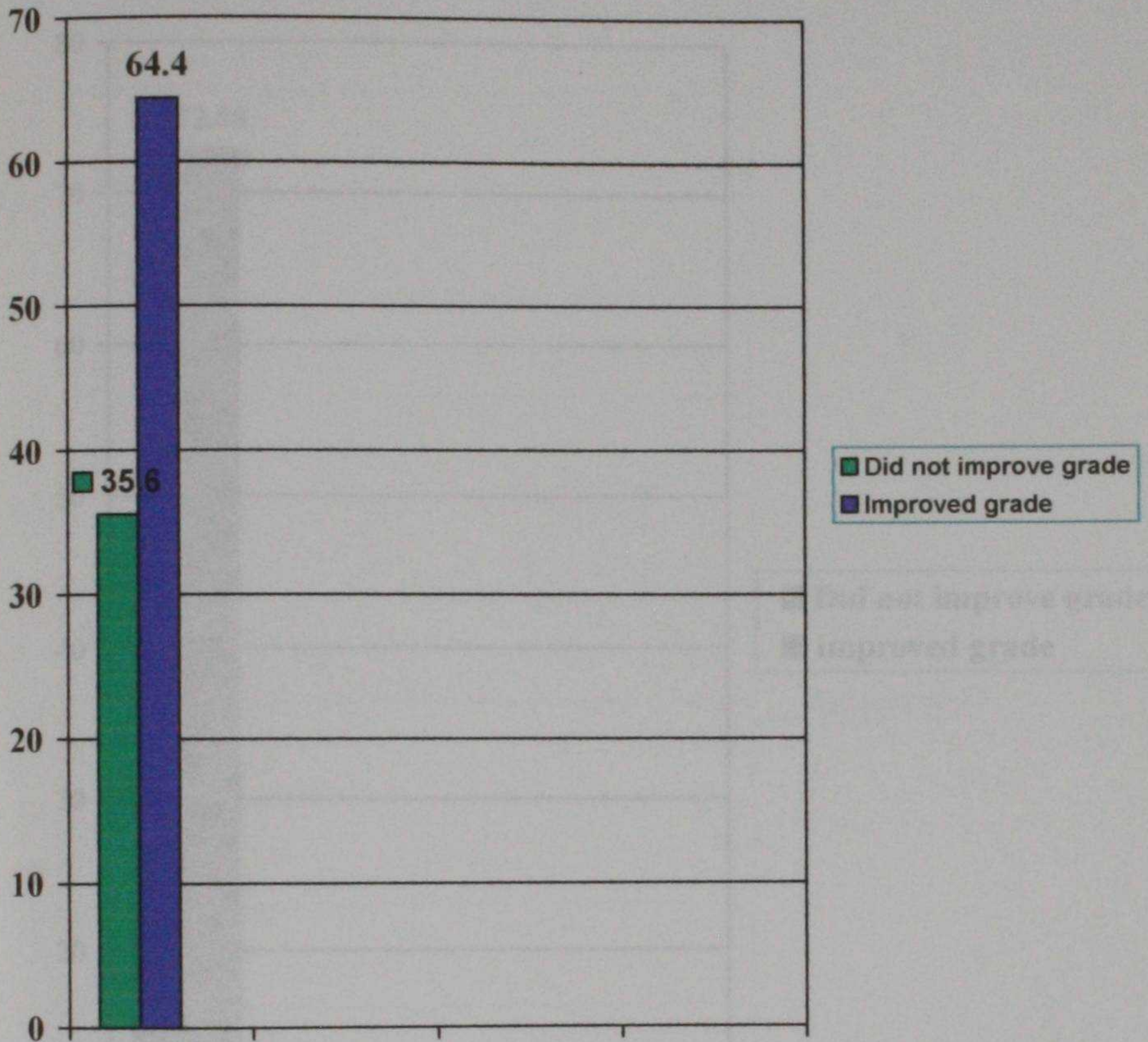
There were sixty students when we began our research, yet only fifty-five students took the pretest. Then, one student did not do the first posttest, and finally five students did not take the second posttest.

### 4.6 GRAPHICAL REPRESENTATION OF THE DATA ANALYSIS

#### 4.6.1 GRAPH #1: Results of the Pretest.

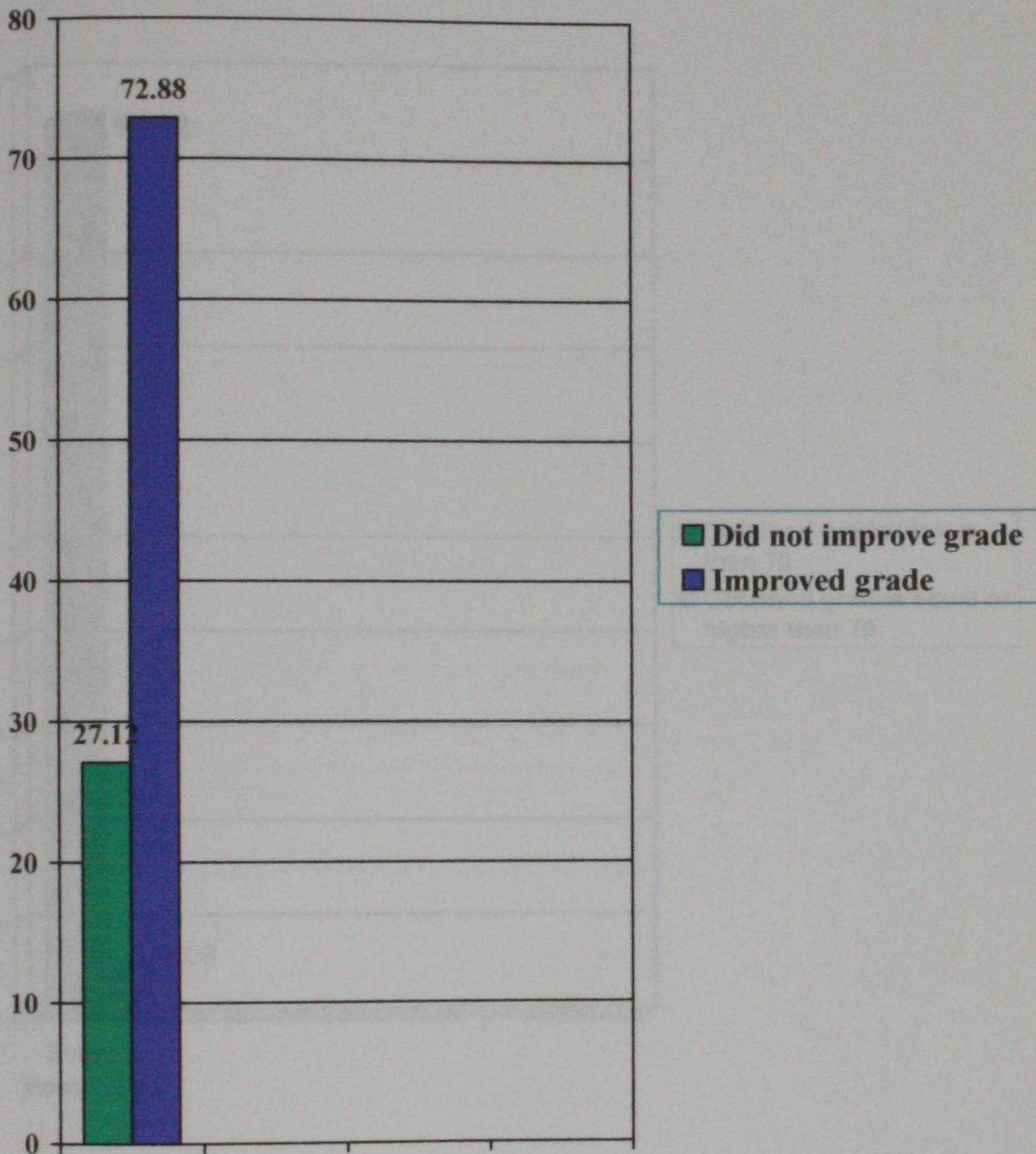


## 4.6.2 GRAPH #2: Grade improvement during the first posttest.



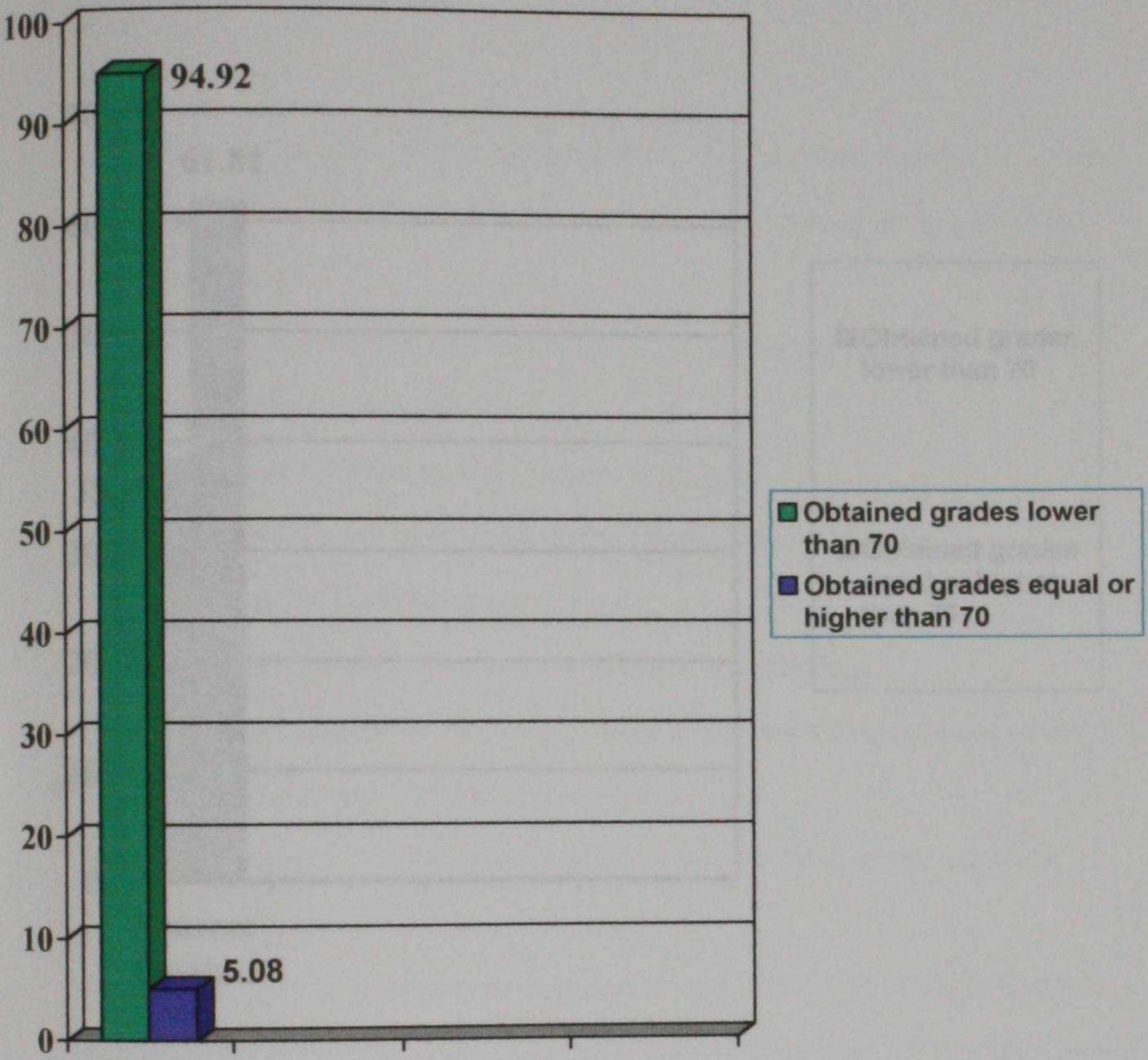
Source:  
Posttest #1



**4.6.3 GRAPH #3: Grade improvement during the second posttest.**

Source:  
Posttest #2

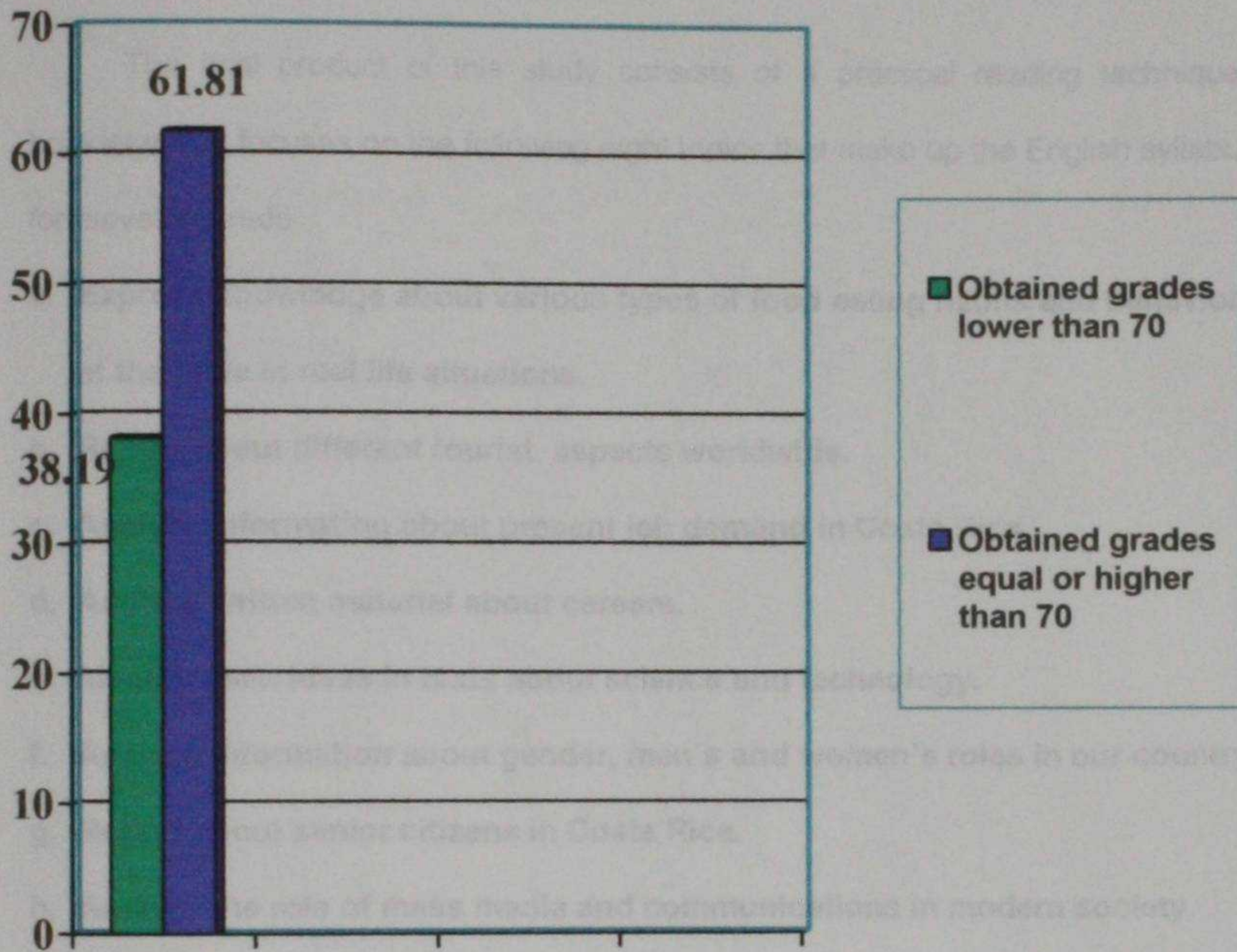
4.6.4 GRAPH #4: Improvement of the academic efficiency in relation to the minimum grade.



Source:  
Posttest #1

CHAPTER V

4.5.5 GRAPH #5: Improvement of the academic efficiency in relation to the minimum grade.



Source:  
Posttest  
#2

## CHAPTER V

### EFFECTIVE READING TECHNIQUES BOOKLET

The final product of this study consists of a practical reading techniques booklet which focuses on the following eight topics that make up the English syllabus for eleventh grade:

- a. **Express knowledge about various types of food eating habits and behaviors at the table in real life situations.**
- b. **Report about different tourist aspects worldwide.**
- c. **Analyze information about present job demand in Costa Rica.**
- d. **Analyze written material about careers.**
- e. **Identify main ideas in texts about science and technology.**
- f. **Analyze information about gender, men's and women's roles in our country.**
- g. **Report about senior citizens in Costa Rica.**
- h. **Analyze the role of mass media and communications in modern society.**

Moreover, this didactic booklet is based on the application of the five reading techniques previously described: scanning for specific information, skimming for main ideas, identifying word reference, making inferences and guessing meaning from

context. Besides, for each topic two articles from various sources were selected, that is, the whole booklet includes a grand total of sixteen articles, and each text contains an exercise based on a specific technique.

Finally, the booklet is composed of the following structure:

- a. Cover
- b. Presentation (description of the booklet and objectives)
- c. Table of contents
- d. Readings and exercises
- e. Answer key section
- f. Recommendations
- g. Bibliography

# READING PRACTICES



➤ **A READING  
TECHNIQUES  
BOOKLET FOR  
ELEVENTH  
GRADERS**

➤ **COMPILED  
AND DESIGNED  
BY**

➤ **JORGE  
ALTAMIRANO  
AND MANUEL  
NAVARRO**

➤ 2001

## **PRESENTATION**

*This booklet contains exercises that provide practice in five basic reading skills for eleventh graders of public institutions. It is aimed at preparing students for the English course and the Bachillerato test.*

*This booklet has six main goals:*

- 1. to develop students' vocabulary;*
- 2. to teach students skills that will help them deal with unfamiliar vocabulary;*
- 3. to teach important reading skills according to the level;*
- 4. to help students develop and use these skills through practices;*
- 5. to give students reading passages at the appropriate language level in which they can apply their new reading skills;*
- 6. to develop students' awareness and use of important strategies so that students can improve their reading ability .*

*The reading skills emphasized in this booklet include scanning, skimming, guessing meaning from context, word reference, and making inferences.*

*This booklet consists of sixteen readings that are accompanied by reading practices that are focused on one specific technique.*

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## TOPIC 1: EATING HABITS AND TABLE MANNERS



### TABLE MANNERS

1 Costa Rica is a small country with a variety of dishes representing different cuisine. Behavior and customs at the table are also different.

2 To begin with, let's visit the countryside and enter an old adobe house with a wood stove. There you can find the "campesino" woman preparing delicious, traditional dishes after getting up at four o'clock in the morning. It's time to cook the corn, grind it in order to make the "tortillas," and then breakfast is ready. She sets the table with tin cups, plates, spoons and a pitcher; and of course, a checkered red tablecloth is necessary to cover the table. The family gathers together for breakfast. Later, they are ready to start working in the fields where they usually have their lunch.

3 In the Central Plateau, families get up later than in the countryside, and the types of food as well as the dishes vary a lot. Here you find more glass, china and stainless steel or silverware, and instead of "tortillas," coffee or "agua dulce," people may have toast, jelly, cheese, and a cup of tea or coffee.

4 Lunch in the city for those who stay at home is more formal. People set the table using china dishes, silverware and crystal glasses.

5 Recently, Costa Rican families have eliminated supper. Instead, they have a light snack, without any formalities, that may be leftovers from lunch or just a sandwich and something to drink.

Taken from: Cabrera Leonor and Patricia Córdoba.

*Learning English: Supplementary Material for Costa Rican Students, 11th Graders.*

Exercise.

-Based on the article **Table Manners**, read the sentence or phrase given and then choose the correct answer.

1. The word "it" (paragraph 2, line 4) refers to...
  - a. Corn.
  - b. Time.
  - c. Breakfast.
  - d. Tortillas.
  
2. The pronoun "she" (paragraph 2, line 5) refers to a...
  - a. Table.
  - b. Plate.
  - c. Campesino woman.
  - d. Traditional dish.
  
3. The pronoun "they" (paragraph 5, line 2) refers to...
  - a. Leftovers.
  - b. Formalities.
  - c. Light snacks.
  - d. Costa Rican families.
  
4. The word "those" (paragraph 4, line 1) refers to...
  - a. people
  - b. silverware
  - c. china dishes
  - d. crystal glasses
  
5. The word "where" (paragraph 2, line 8) refers to...
  - a. Lunch.
  - b. Fields.
  - c. Breakfast.
  - d. Central Plateau.



## Regional cooking

1 Costa Rica is only 51,000 square kilometers in size, and yet there exists clearly differentiated regional cooking. Limón, the beautiful Caribbean province, offers a diversity of dishes influenced by African cooking and the cooking of the West Indies. You will also find strong traces of Chinese cooking there, since the *Chinese-limonenses* are numerous and influential. The names of the ingredients have the beat of Calypso and reggae: *haki, yokoraw, bami, calaloo*. . . and so do the names of the dishes: *tie-aleave, dkumu, johnny cake*.

2 In Guanacaste, to the north, on the other hand, pre-Columbian traditions in cooking are very much alive. A greater variety of corn dishes are cooked there and in the rest of the country, including delicious pastries and desserts.

3 Puntarenas, on the Pacific Coast, presents a variety of recipes that come from the sea: *guiso de cambute* (GHEE-soh deh KHAM-booteh) (conch stew), different combinations of shrimp, lobster and squid. These are only a few of the pleasures of the table that wait for you in Costa Rica, a land of fruits and vegetables, friendly people and healthy food.

Taken from: Cabrera Leonor and Patricia Córdoba.

*Learning English: Supplementary Material for Costa Rican Students 11th Graders*

-Based on the article **Regional Cooking**, read the sentence or phrase given and choose the correct answer.

1. Calypso and reggae are examples of:
  - a. Ingredients.
  - b. Numerous dishes.
  - c. Chinese cooking.
  - d. Types of music.
  
2. The words "Johnny cake and dkunu" probably mean...
  - a. Reggae.
  - b. Ingredients.
  - c. Regional cooking.
  - d. Chinese food.
  
3. The word "pastries" probably means...
  - a. Traditions.
  - b. A dish from Guanacaste.
  - c. Desserts
  - d. A variety of dishes.
  
4. The words "shrimp, lobster, and squid" probably mean...
  - a. Seafood.
  - b. Pleasures.
  - c. Conch stew
  - d. Guiso de cambute.
  
5. The expression "conch stew" probably means...
  - a. Fruits.
  - b. Vegetables.
  - c. Guiso de cambute.
  - d. Different combinations of shrimp.

## TOPIC 2: WORLDWIDE TOURISM

### méxico

is a colorful carriage ride, an unexpected serenade, a fiesta every day. There's more to do in Mexico.

Mexico is a thousand and one things to do... all in one place. Mexico is music everywhere. Mariachis and marimba bands and strolling guitarists. In the parks, on the beaches, in restaurants and hotels. Mexico is the excitement and variety of innumerable bazaars where you can buy everything from inexpensive gifts and toys to top craftsmanship in ceramics, textiles, leather goods, paintings, silver, jewels, *rugs*, and paper flowers. There are superb restaurants serving French, Italian, Spanish, Portuguese, American and true Mexican gourmet cuisine. And the hotels? Everything from the most modern buildings to remodeled castles. Balconies with magnificent views. Colorful patios. Intimate lounges. And you can fly inexpensively from Mexico City to any one of the coastal resorts in an hour or two at the most. It's easy to combine an afternoon of shopping or sightseeing in bustling Mexico City with an evening on the beach sipping a cool drink from a coconut shell. Or just get away from it altogether on a leisurely Caribbean island or in romantic out-of-the way Mexican towns. The excitement and gaiety of metropolitan Mexico will always be there to come back to. There really is more to do in Mexico.

### Enjoy Berlin, the undivided city of undivided fun!

Berlin is alive day and night, right around the clock. Tonight's Berlin nightlife reflects the new freedom felt all over the undivided city. Today's Berlin, East and West, is loaded with exciting changes and worth twice the ticket-double the city, double the power-double the fun.

Begin your tour at the Funkturm (Radio Tower) in West Berlin (at the Messegelände) and, if you've got the stamina, you can stroll directly across the city all the way to the East Berlin Television Tower (on the Alexanderplatz). But watch out! The colorful street life in the metropolis along the river Spree will provide plenty of enticing distractions to slow your way.

### ROME

It has now been mechanically repeated so often, that the expression has lost its effect, but Rome is indeed quite different from all other large cities for a series of reasons ranging from history to art. But we shall restrict ourselves to stressing one particular feature, namely, the internationality of Rome's make-up, in which so many different national forms of expression live together in total cultural and religious unity. In Rome today there are areas and monuments built, venerated and preserved by people of other nationalities. We could mention the Spanish on the Janiculum hill, the French on the Pincio hill and the Germans close to Piazza Navona. And then we have places belonging to the Anglo-Saxons, the Dutch and the Slavs, and so on. Each people has made its contribution to the great Roman mosaic!

Taken from: Cabrera Leonor and Patricia Córdoba.

*Learning English: Supplementary Material for Costa Rican Students, 11th Graders.*



### Exercise.

-Based on the ads about **Worldwide Tourism**, complete the following chart by explaining in English the meaning of the words given in bold printing.

<b>Mexico</b>	<b>Berlin</b>	<b>Rome</b>
resorts ( line 28 ) <hr/>	loaded ( line 6 ) <hr/>	feature ( line 9 ) <hr/>
sipping ( line 33 ) <hr/>	stroll ( line 15 ) <hr/>	so on ( line 26 ) <hr/>



The capital of England and of the United Kingdom of Great Britain is on Thames River in S.E. England. It is a very important worldwide business and commerce center. Some of its well-known monuments are **Big Ben**, the **Tower of London**, **Westminster Abbey**, **Buckingham Palace** and the **Parliament**.

**London**



The capital of France is located near the Seine River which flows N.W. to its estuary on the English Channel. It is one of the most important cultural centers of the world. Among its monuments are the **Louvre Museum**, the **Opera House** and the **Eiffel Tower**.

**Paris**



The *City known as* the "**Big Apple**" is located in the state of New York. It is the most populated city in the United States and is a very important trade center for the world. The **Statue of Liberty** is the most well-known landmark of the city, but among some other famous places are **Central Park**, **Rockefeller Center**, **Grand Central Station** and the **United Nations Headquarters**.

**New York City**



Mexico City  
The capital of Mexico is located in the central plateau of the country. It is a city of 20 million inhabitants and the center of convergence of different cultures: **AZTEC**, **MAYAN**, **SPANISH**, and other European groups who mixed to form a great culture. Some tourist attractions are **The Sun and the Moon Pyramids**, the **Plaza de las Tres Culturas**, colonial neighborhoods such as **Coyoacán**, **Chapultepec Park**, etc.

**México City**

TOPIC 3: THE PRESENT JOB DEMAND

Exercise.

- Based on the different texts you read, write in English what the following pronouns refer to.

**London**

It ( line 3 ) \_\_\_\_\_

its ( line 4 ) \_\_\_\_\_

**Paris**

its ( line 2 ) \_\_\_\_\_

it ( line 3 ) \_\_\_\_\_

**New York City**

It ( line 2 ) \_\_\_\_\_

**Mexico City**

It ( line 2 ) \_\_\_\_\_

who ( line 5 ) \_\_\_\_\_

## TOPIC 3: THE PRESENT JOB DEMAND



**1**

NEEDS

### ENGLISH TEACHERS

IN SAN JOSE 2811818  
281 0919

#### WE OFFER

- Pleasant working conditions
- Training opportunities
- Asociación solidarista
- Competitive salaries

#### WE REQUIRE

- Full command of English
- Able to work:
  - INTENSIVE COURSE**
  - Monday Thru Friday 8:30 a.m. to 11:30a.m. or 6:15 to 9:15p.m. (Friday to 8:30 p.m.)
  - SEMI-INTENSIVE COURSE**
  - Monday, Wednesday and Friday 6:15 to 9:15 p.m. (Friday to 8:30 p.m.)
  - Tuesday, Thursday and Saturday



**3**

We are the world's largest supplier of automatic test equipment and software for telecommunication and electronics industries and a leading supplier of high performance back plane assemblies and connectors.

WE ARE SEEKING THE FOLLOWING  
PERSONNEL:

#### ENGINEER

*Job description:*

- Work in systems analysis, programming, software debug and hardware component fault isolation.
- Able to write and distribute special-purpose diagnostics scripts, build custom test fixture.
- Assist in ongoing technical training programs

All the candidates must be fully bilingual and be willing to travel for training. Please send your resume to fax 239 1878 or email [doris@metrofz.co.cr](mailto:doris@metrofz.co.cr), indicating the position applied for.

**2**



Is seeking for a part time  
Customer Service Representative  
with the following requirements

- Fluent in English-Spanish (Dutch preferably)
- Customer Service Oriented
- Airline Industry experience (desirable)

Please send resume  
by July 21<sup>st</sup>, to:  
[Carolina.ramirez@klm.com](mailto:Carolina.ramirez@klm.com) or fax  
number 220-3092

#### A GROWING INTERNATIONAL SOFTWARE CORPORATION

**4**

Has an immediate opening for:  
**A CERTIFIED PUBLIC  
ACCOUNTANT**  
(International Corporate  
Finance Experience and Asset)

And two openings for:  
**ACCOUNTANT ASSISTANTS**

English must. Windows. Preferable with  
knowledge of ACCPAC

Please e-mail resume in English to  
[martha@crystal-tech.com](mailto:martha@crystal-tech.com)  
Or send a fax to 207-0710

Exercise.

-Scan the previous ads and complete the chart with the missing information.

AD #	NAME OF THE JOB	EMPLOYER	REQUIREMENTS	FURTHER INFORMATION
1	_____	Intensa	_____	_____
	_____		_____	_____
2	Customer service representative	_____	_____	_____
		_____	_____	_____
3	_____	_____	Willing to travel	_____
	_____	_____		_____
4	_____	_____	_____	Send a fax to: 207-07-10
	_____	_____	_____	
			_____	

## HELP WANTED: JOB OPPORTUNITIES

## ROBOT PSYCHOLOGIST

needed for scientific crew at West Docks Engineering Corp.

**Responsibilities:** to provide counseling and reprogramming to research robots suffering from directive overload and primary order conflict.

**Qualifications:** Must be independent and self-sufficient; able to get along without human companionship. B.S. in robotic psychology and experience with En500 Series robots required. Process resume to CompuStation 6Z, Entry #435592.

Are you a  
ROBOT PSYCHOLOGIST  
looking for a CHANGE?

Are you tired of working in isolation for a single company? Join the qualified professional team at ROBOPSYCHE INSTITUTE.

a recently established research facility located in sunny San Jose, California. Enjoy working with stimulating colleagues while you receive excellent salary and career advancement opportunities.

All you need is a Master's degree in robotic psychology and a cooperative energetic personality. We will provide additional training and on-the job experience. Process your resume today to Robopsyche Institute CompuStation SC, Entry#41 156



TEMPORARY ROBOT RETRAINERS  
NEEDED *NOW*

600 Series-2Z3 Domestic Robots must be reprogrammed for new duties in a major San Francisco Hotel.

4-week deadline!

Programming degree and experience required. Good salary now with chance for permanent position to follow.

Call immediately: Elizabeth Cortex, personnel manager, 415-999-6443.

Taken from: Brown, Douglas. *Teaching by Principles*. 1994.

September 15, 2020

**SALES MANAGER:** GFC, Inc. Agriculture Division. Knowledge of robot harvesters and agricultural operations software required. B.S. in Agricultural Management preferred. Send Resume and salary history to GFC, Inc. CompuStation 15, Entry #2195.

## LOOKING FOR ADVENTURE?

Become a Space Geographer! On Oct. 9 Astro Travel, Inc. will begin a 4-month training session for space geographers: 3 months on-the ground training in a classroom and 1 month actual space travel. Tuition includes travel expenses. Job placement guaranteed. Call 773-212 for more information.

**TELECONFERENCING COORDINATOR** is being sought by major L.A. based law firm. Must have experience with TeleTech systems, and T.C. training certificate. Call (213)- 592-6312 for details.

**TELECONFERENCING COORIDINATOR:** Trans-Po Bank and Trust Co. Energetic, efficient T.C. needed for international business conferences. Fluency in Spanish, Japanese, and English is a must. Experience with Tele-Tech systems preferred. Salary and benefits negotiable. Cal (415) 599-6432.

**UNIVERSITY PROFESSOR OF HISTORY**  
FIELD: Early space exploration. Ph.D. in History with a concentration in international space programs. Send resume and related publications to History Dept., Hayward State University, CompuStation 7, E ##7924

**SALES/MARKETING:** San Francisco based firm is expanding business-computer operations. Needs 4 creative and energetic sales-people.

**Qualifications:** At least 2 years experience in computer sales; knowledge of "Value Star" and related business soft-ware.

**Duties:** Responsible for initiating new sales contacts and handling existing valued clients.

**Benefits:** Base salary + commission, health and dental insurance.

**Apply now:** Send resume and current earnings statement to

COMPU-SALES, Inc.

CompuStation 9, Entry #6725

**SPACE TRAFFIC CONTROLLER:** 6 positions available for experienced space traffic controllers at the new space port in Santa Cara Valley. Excellent salary and benefits. Process resume to CompuStation 9, Entry #4413

Exercise.

-Scan the **Ads** on the previous page and answer the following questions:

1. What is the date of this ad section?

---

2. Where is there a position open for a space traffic controller?

---

3. If you are a robot psychologist who enjoys team work, where might you apply for a job?

---

4. What benefits are available for new sales people at Compu-Sales Inc.?

---

---

5. If you are a teleconferencing coordinator (TC) and you speak several languages, where might you apply for a job?

---

6. What position is available at Hayward State University?

---

7. What position offers adventure?

---

## TOPIC 4: CAREERS



### Careers and your future

Federico, Juan Pablo, Tatiana and Andrea are eleventh-graders this year. They are all planning to enter a university next year, so they are talking about admission requirements and other aspects related to entering the university.

Federico: Well, friends, I don't know, but I think entering a university here in Costa Rica or abroad is very difficult.

Tatiana: Oh no! You're wrong. It's not as difficult as you think. The first thing you do is to choose a university according to your academic interests.

Juan Pablo: Then you find out about deadline dates for taking admission exams and for sending the documents required by the university.

Andrea: But, what documents do we have to present?

Federico: Well, if it's a public university in Costa Rica, you have to take an admission test first, and then you must present some personal data such as high school records and financial status.

Tatiana: And what if we want to enter a private university here?

Juan Pablo: It's very simple. You only present your record sheet, High school diploma and pay the admission fee, which varies from place to place, and choose the first subjects of the major you intend to pursue.

Andrea: That information's very interesting. Do you know the requirements necessary for studying at a foreign university?

Juan Pablo: Well, first of all, you have to write an application letter to the university; then they will probably send you back an application for admission, plus a catalog with the fields of study they offer, academic year dates, and fees, among other information.

Andrea: Do these foreign universities offer special services for students?

Federico: Sure they do. Both national and foreign universities offer special services for students: for example, Student Health Service, Information Service for Students and others.

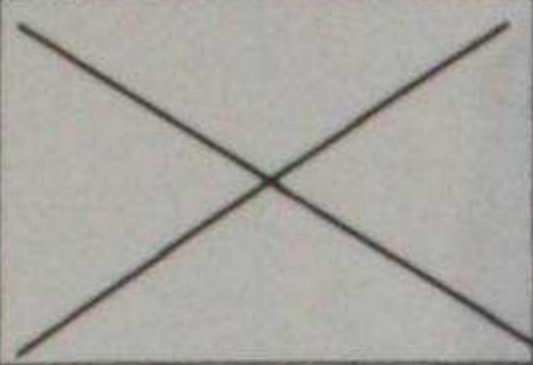
Juan Pablo: And all these universities must offer scholarships for the students who need financial aid.

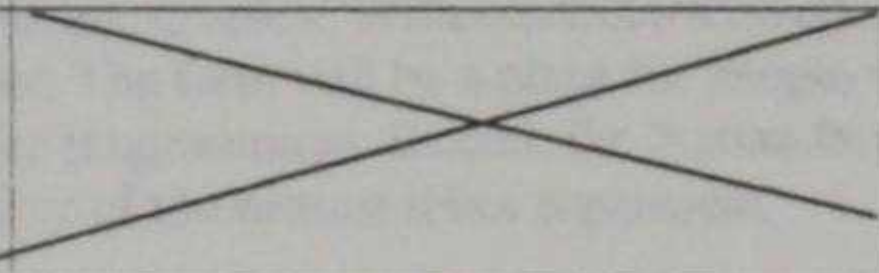
Tat: Let's visit some of our Costa Rican universities and write to some foreign ones.

All: Great idea! Let's go!

Exercise.

- Scan the text **Careers and Your Future** and complete the charts with the correct information.

	FEDERICO	_____	TATIANA	_____
They think entering a university is...	_____	_____	_____	_____

<b>DOCUMENTS TO PRESENT</b>		
<b><i>PUBLIC UNIVERSITY</i></b>	<b><i>PRIVATE UNIVERSITY</i></b>	<b><i>FOREIGN UNIVERSITY</i></b>
Admission test	_____	Application letter
_____	_____	_____
_____		_____



## Job Markets and Careers

The technological revolution that will prevail for the remainder of this century will create jobs and professions that as little as five years ago were nonexistent. These newly developed markets will demand of workers an understanding of sophisticated technical communications systems as well as an increased technical expertise. By the year 2001 basic skills that once were vital to business will be rendered obsolete. The spot welder on the automobile production line, the clerk typist in an office, the field worker on a farm will go the way of the steamboat pilot and the blacksmith.

The most significant trend in years to come will be the shift from formation type jobs (factory work, office typing and general clerical work) to information- type jobs (programming, word processing, and supervising technical machinery) The American economy will witness the demise of the blue-collar worker as automation and robotics become more prevalent, heralding the rise of the steel-collar worker. Such traditional blue-collar employers as General Motors and U.S. Steel have already begun to automate their factories—a fact reflected in the swollen unemployment rolls in our industrial states.

By contrast, office and service jobs will be abundant, but only for those prepared to improve their technical skills. Again it will be automation that will displace many of the low-skilled and semi-skilled workers in the present economy.

In fact, the era of the paperless office has already begun. It has been promoted by two principal developments: computers that process business information and the explosive growth of telecommunications systems and products. This office revolution not only has changed how work is done and information is handled but has redefined the function of everyone who works in an office, from the corporate executive down to the lowliest clerk...

For the job hunter of 2020, scanning classified ads will be a quick education in how drastically<sup>7</sup> the workplace will have changed. He or she is likely to see openings for such positions as biological historians, biofarming experts, computer art curators, fiberoptics technicians, robot retrainers, space traffic controllers, and teleconferencing coordinators, to cite but a few.

There will always be farms, but by the next century farm workers as we know them will be scarcer. The business of farming will become ever more complex. With computerized operations and robot harvesters, there will be no need for unskilled labor. The farm will be a place for people with training as electronic technicians, bioengineers, and computer programmers. Indeed, the human farm workers someday may be simply the person with the phone number of the nearest robot repairman.

Taken from: Brown, Douglas. *Teaching by Principles*. 1994.

Exercise.

- Complete the following main ideas taken from the previous text. Write the words that are missing.

- 1- Technology during this \_\_\_\_\_ will create jobs that did not \_\_\_\_\_ before.
- 2- The major \_\_\_\_\_ will be the shift from formation-type jobs to \_\_\_\_\_.
- 3- The \_\_\_\_\_ of the \_\_\_\_\_ office has already \_\_\_\_\_.
- 4- The workplace will have \_\_\_\_\_.
- 5- By the next century \_\_\_\_\_ as they are will be \_\_\_\_\_.

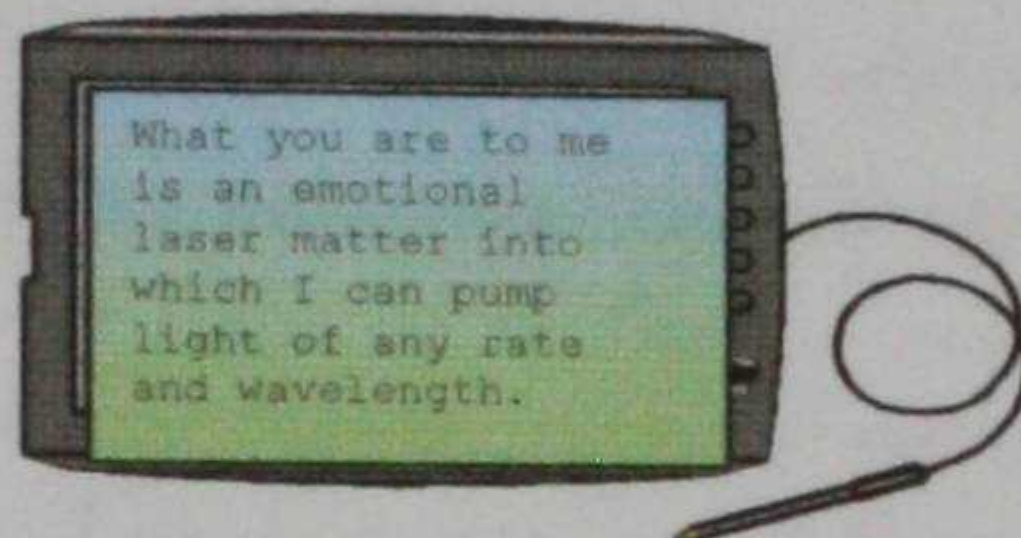
## TOPIC 5: SCIENCE AND TECHNOLOGY

### *Everyday uses of Technology*

1 We often hear and read about controversial issues in science and technology. For example, will radiation from electronic equipment negatively change or destroy the environment? Can DNA testing solve a mystery by proving the guilt or innocence of a murder suspect? Should medical scientists change gene structure to prevent genetic disease or to create "more perfect" human beings? While people are arguing about these and other controversial subjects, technology continues to influence every aspect of everyday life—the home, health and education, entertainment and communication, etc.

2 Some people carry on active social lives with computers—their own or the ones available at terminals in public places like cafés, social centers libraries, etc. Communicating with others on "bulletin boards," they get to know people they might never meet in traditional ways. For instance, a graduate student in San Francisco, California, has made more than fifty "net friends," including a homeless vegetarian who gets around on roller blades, an HIV-positive police officer, some members of an Iranian family, an 80-year-old detective, and a medical geneticist who studies DNA. She has gone out on dates with about ten of her "network contacts. In fact, she almost married one. The romance didn't last, however, nevertheless, she doesn't blame the computer for breaking up the relationship.

3 With modern telephone technology, many people stopped writing letters. But now, writing to communicate has been coming back in electronic form, or e-mail, which is a way of sending messages from one computer to another. When a computer is ready to "mail a letter," it dials a server—i.e., a central computer that collects and distributes electronic information. Delivery time from the sender to the receiver is no more than a few seconds, even from one country to another. For some computer users, the wish to communicate intelligently with others makes them want to write better. Here is a typical e-mail love letter:



4 Computer technology has also helped make running a home easier. Many families have a microcomputer (a computer that fits on a table or desk) in their homes, which they use for everything from keeping household records and writing letters to playing computer games. In addition, many modern machines (e.g., entertainment equipment, kitchen appliances) contain computer chips that allow their owners to program them. For instance, you can "tell" a VCR (i.e., a videocassette recorder) which programs to record and when. You can "instruct" a microwave oven as to how to cook a certain dish. You can program your electric or gas range, dishwasher, washing machine and dryer, etc., to "do the housework" on their own.

5 Largely because of the computer, technology continues to advance in the medical sciences. One example is the use of computer information in an ambulance before a patient even gets to the hospital. Emergency medical technicians can attach small sensors (i.e., devices with cables) to the patient (e.g., a heart attack victim) to get information about electrical activity in the heart and the brain. By radio and computer, they can send the information to the hospital so that medical specialists can get ready for the patient's arrival. In the meantime, technicians can get advice on how to keep the patient alive. Later, doctors can look into the patient's body in new ways—not only with X-rays but with CAT (computerized axial tomography) scans and DSA (dynamic spatial reconstruction) scans that photographically "slice through" an organ from any or many different views. Other methods of collecting medical information are based on sound (sonography), temperature (thermography), radio waves, radioactive tracers, and so on.

6 Although much of the technology in our everyday lives has only positive effects, there are some uses that raise controversial issues and questions. For example, are interactive media (i.e., a combination of television, telephone, and computer) going to control minds, destroy privacy, and cause people to forget about family life and personal relationships? What effects will genetically changed foods (e.g., fruits and vegetables created in a laboratory,) have on people's health? High-tech medical treatments (organ transplants, changing gene structure, etc.) can increase the longevity of individuals, but can they improve the health and happiness of human beings in general? Only time will tell, but in the meantime, science and technology will continue to move forward.

Taken from: Kirn, E. and Pamela Hartmann. *Interactions One. A Reading Skills Book*. 1996.

Exercise.

- Scan the article **Everyday Uses of Technology** and answer the following questions.

1. How many paragraphs does the passage have?

---

2. What are some aspects of everyday life that technology influences?

---

---

3. What are some public places with computer terminals?

---

4. Mention six examples of computerized household appliances that people may program.

---

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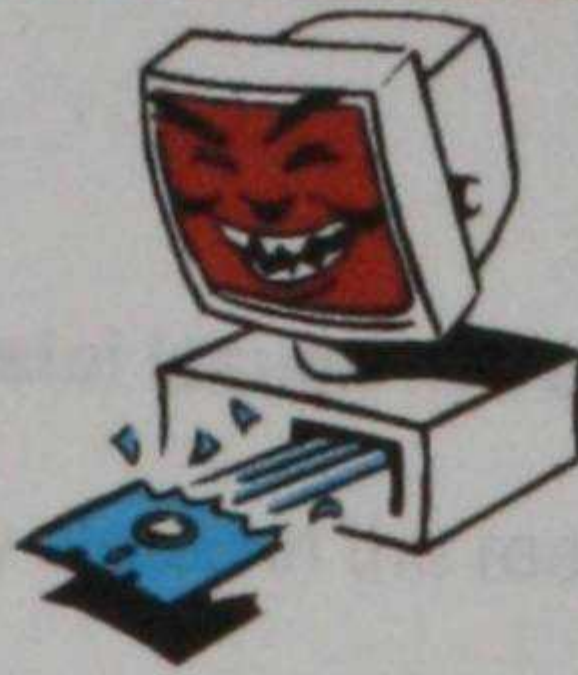
5. What are "interactive media?"

---

---

6. What are two high-tech medical treatments?

---



### *Controversial Issues in Technology*

Letters and phone conversations are private. It is against the law to open someone's mail without permission to secretly listen in on someone else's telephone exchange. Furthermore, the U.S. Electronic Communications Privacy Act of 1986 gave the same privacy protections to people who use e-mail. For instance, without a warrant it is illegal for the police to read the messages that a person has received or sent on a computer. Nevertheless, in several cases employees have complained about invasion of privacy on the part of co-workers or their employer. The law is not completely clear on this issue: First of all, each person has a secret password for his or her e-mail, but the company also keeps a complete list of these words. Second, an employer can say, "The company owns everything you have written during work time because you are using our computer system. Therefore, as things stand right now, it is probably a good idea for computer workers to be careful about the messages they send; an e-mail system may not be the best place for personal thoughts or love letters.

Electronic surveillance, i.e., a close watch over someone, is the cause of wide disagreement—depending on the purpose of the surveillance. High-tech surveillance systems can be very useful in solving crime cases, in finding missing children, in looking for accident victims, and so on. However, detection devices such as tiny microphones, laser sensors, video cameras, etc., also make electronic surveillance possible in the workplace. In one case, a receptionist with a perfect fourteen-year employment record lost her job because of information collected by the company's computer system. The new monitoring system, which checked on workers' speed and performance, recorded that she was spending about nine minutes "too long" with each visitor or caller. The receptionist, who said she was helping company sales by being friendly to customers, sued her employer in a court of law. She complained that electronic surveillance at work not only causes unnecessary stress but also invades people's privacy.

Since 1990, there have been hundreds of reports of mysterious electronic interference with the communications systems of airplanes. Because important flight information—about directions, plane temperature, wind speed, etc.—has disappeared from pilots' computer screens, they have lost their way. Technicians haven't found certain answers to these mysteries, but some people suspect that the cause may be passengers' use of portable computers, electronic games, CD players, etc., inside the plane. Modern airplanes have so many sensors, chips, and wires that they are like "computers with wings"; electromagnetic radiation from entertainment equipment may send confusing signals to airplane antennas.

Through biotechnology, scientists can create new foods in the laboratory. For example, they can change a tomato genetically so the fruit can stay on the plant longer, have more taste, and not get soft quickly. They can put a gene from a vegetable plant into a fruit, or even combine some animal genes with plant genes. But are these new foods safe? And what should the creators and growers have to tell the government, supermarkets, and consumers? Producers claim that genetically engineered products are not much different from traditionally grown foods; nevertheless, some people want to know exactly how scientists changed the DNA material, how many copies of a new gene are in the food, and what problems might come up. For example, will new DNA structures genetically strengthen the bacteria that cause disease?

Taken from: Kirn, E. and Pamela Hartmann. *Interactions Two. A Reading Skills Book*. 1996.

## Exercise.

- Read the text **Controversial Issues in Technology**. Some of the following ideas are clearly stated in the reading, but others are not mentioned. Write "cs" if an idea is clearly stated and "nm" if it is not mentioned.
1. \_\_\_\_\_ If a person loses a job because of electronic surveillance, this person will win the case against the employer.
  2. \_\_\_\_\_ It is completely illegal to open letters with someone else's name on them without permission.
  3. \_\_\_\_\_ Scientists can create new foods in the laboratory through biotechnology.
  4. \_\_\_\_\_ Biochemistry will continue to improve the taste and quality of the food we eat.
  5. \_\_\_\_\_ Food created in a laboratory is completely safe, and it won't cause problems.
  6. \_\_\_\_\_ Electronic interference with the communication systems of airplanes has been a mysterious fact.
  7. \_\_\_\_\_ Many pilots have disappeared since 1990.

# Discrimination Against Females

IN West Africa a businessman buys a nine-year-old child. In Asia a newborn baby is buried alive in the desert sand. In an Oriental country, a toddler starves to death in an orphanage-unwanted and unattended. One common denominator linked these tragedies: All the victims were girls. Their being female meant that they were considered dispensable.

These are not isolated cases. In Africa thousands of girls and young women are sold into slavery, some for as little as \$15. And it is reported that each year hundreds of thousands of young girls are sold or forced into prostitution, mostly in Asia. Worse still, population figures for a number of countries indicate that as many as 100 million girls are "missing." This is evidently due to the abortion, infanticide, or sheer neglect of females.

For a long time-centuries-females have been viewed this way in many lands. And in some places they still are. Why? Because in such lands, a greater value is placed on boys. There, it is felt that a boy can continue the family line, inherit property, and take care of parents when they get old, as often these lands do not have any government pension for the aged. An Asian saying alleges that "raising a girl is like watering a plant in your neighbor's garden." When she grows up, she will leave to get married or may even be sold into prostitution and thus be of little or no help in caring for aged parents.

Taken from:  
*Awake!* April 8, 1998



Exercise.

-Skim the article **Discrimination against Females** and do the following:

A- Circle the correct alternative.

1. The main idea of paragraph 1 is that...
  - a. In Asia, a new born baby is buried alive in the desert sand.
  - b. In Asia, girls are victims of discrimination for their female condition.
  - c. Many children are unwanted and unattended.
  - d. In an Oriental country, children starve to death in an orphanage.
  
2. The main idea of paragraph 2 is that...
  - a. Cases of African and Asian girls and young women sold into slavery and prostitution are not isolated.
  - b. About 100 million girls are missing.
  - c. Abortion is an effect of female discrimination.
  - d. Both girls and young women should not be discriminated and mistreated.
  
3. The main idea of paragraph 3 is that...
  - a. There is not any government pension for the aged.
  - b. When a girl grows up, she will get married or be sold into prostitution.
  - c. For many years, many women have been discriminated and given inferior value to that of men.
  - d. Boys can continue the family line, inherit a property, and take care of parents when they get old.

B-Some of the following ideas are clearly stated in the reading but others are not mentioned. Write "cs" if an idea is clearly stated and "nm" if it is not mentioned.

1. \_\_\_\_\_ The article describes cases of female discrimination.
2. \_\_\_\_\_ Young girls will have a better future.
3. \_\_\_\_\_ Abortion, infanticide, or sheer neglect of women are effects of female discrimination.
4. \_\_\_\_\_ Girls are the main victims of tragedies such as prostitution, slavery, and discrimination.
5. \_\_\_\_\_ Each year, about a million young girls are forced into prostitution.

## A Woman's Workday in Central Africa

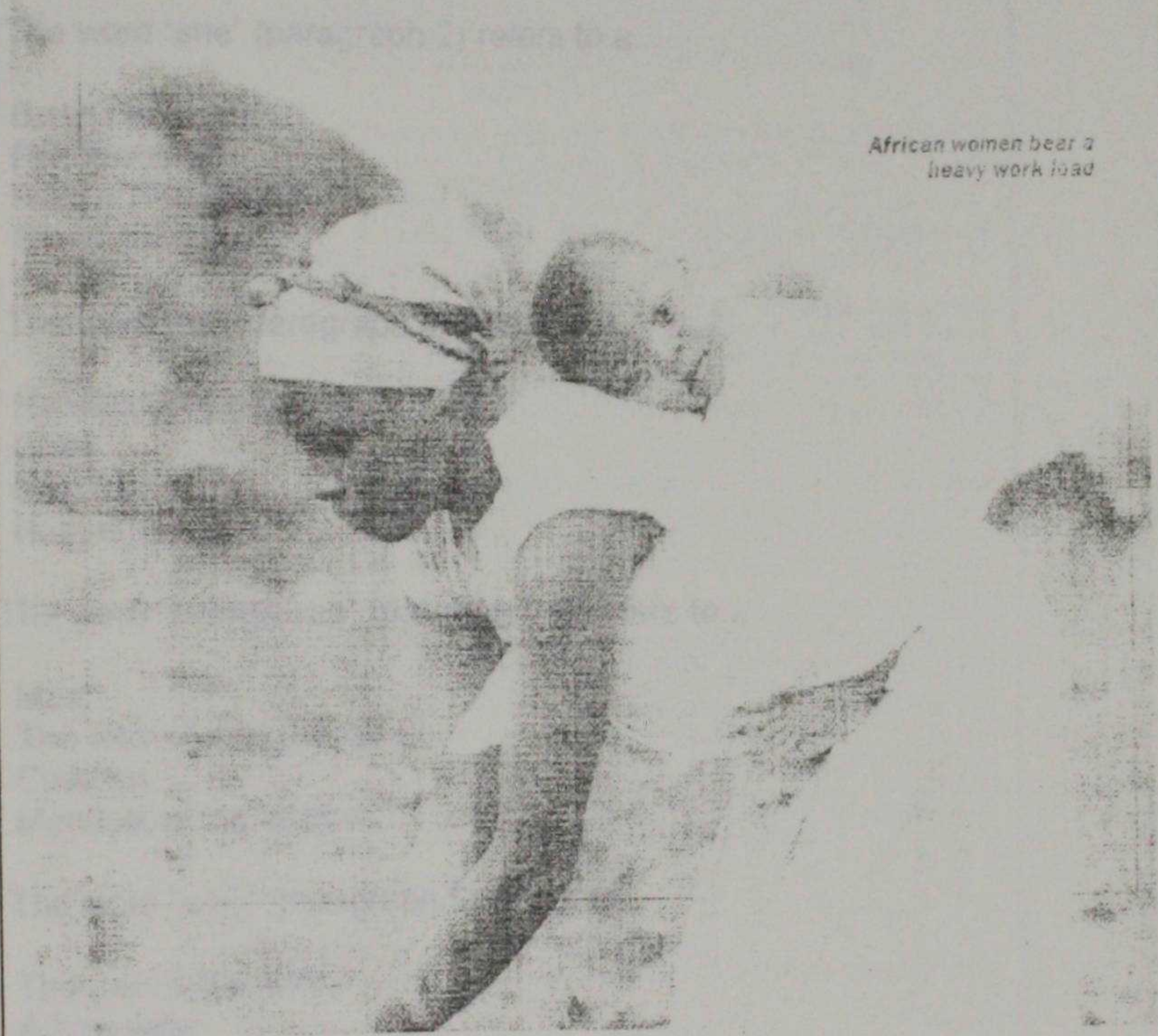
1 The woman rises at six o'clock and prepares breakfast for the family and for herself, which they will eat at mid morning. After fetching water from the nearby river, she heads for her plot of land-it may be an hour's walk away.

2 Until about four o'clock in the afternoon, she tills, weeds, or waters the land, stopping only briefly to eat whatever food she has taken with her. The two remaining hours of day light are used to cut firewood and to collect cassava or other vegetables for the family-all of which she carries home.

3 Usually she arrives home as the sun is setting. Now there is work to be done preparing the supper, a task that may occupy two hours or more. Sundays are spent washing clothes in the local river and then ironing, once the clothes are dry.

4 Her husband rarely appreciates all this hard work or listens to her suggestions. He doesn't mind cutting down the trees or burning the forest underbrush so that she can prepare the land for planting, but he does little more. Occasionally, he takes the children to the river to wash themselves, and he may do a little hunting and fishing. But much of his day is spent talking with other men folk of the village.

5 If the husband can afford it, after a few years, he will bring home a new, younger wife, who will become the center of his affection. His first wife, however, will still be expected to keep working as always, until her health fails or she dies.



*African women bear a heavy work load*

Exercise.

-Based on the article **A Woman's Workday in Central Africa**, read the following phrases and choose the correct alternative.

1. The word "they" (paragraph 1) refers to...

- a. Family and herself.
- b. Families.
- c. Husbands.
- d. Waters.

2. The word "she" (paragraph 2) refers to a...

- a. Business woman.
- b. Policewoman.
- c. Hardworking woman.
- d. Smart schoolgirl.

3. The word "he" (paragraph 4) refers to a...

- a. Hardworking woman.
- b. Child.
- c. Man folk.
- d. Husband.

4. The word "themselves" (paragraph 4) refers to...

- a. Men.
- b. The woman and the man.
- c. Children.
- d. Men folk of the village.

5. The word "who" (paragraph 5) refers to...

- a. The man's first wife.
- b. A new wife.
- c. A younger child.
- d. The man's mother.



By MARIA SACCHEUI

**1 LEAVING** "footprints" for the future, the young of age and young at heart started independent tree-planting projects in the metropolitan area for the first time this year.

**2** To celebrate International Day of the Senior Citizen, October 1, about 18 elderly Costa Ricans planted 40 jacaranda saplings near the Virrilla River at the entrance of the highway leading to the Atlantic province of Limon.

**3** Recent months also marked the return of talented composer, singer and anti-garbage activist Edgar Guevara, Jr., a Costa Rican who lives in San Francisco, California. Guevara is temporarily working with neighborhood groups and the San Jose Municipality to plant trees and educate children about littering and garbage collection.

**4 THE** senior citizens decided to create "a little forest" of trees sprouting lilac-colored flowers near the highway to give a living monument to the public, said Xinia Umaña, coordinator of the non-profit Costa Rican Gerontology Association, which organized the project.

**5** "They said trees are most similar to senior citizens," she said. "Both leave something that will help another generation."

**6** The Forestry Department under the Ministry of Natural Resources, Energy and Mines donated the saplings and provided equipment and assistance, she said. Participants will care for the rapidly growing saplings over the next three years.

**7** Founded 12 years ago, the association has several programs run by senior citizens, from English classes and tours to annual celebrations, like this Sunday's Sixth Annual Race in Sabana Park to commemorate the National Day of the Senior Citizen.

*Tico Times*, October 23, 1992

Taken from: Cabrera Leonor and Patricia Córdoba.

*Learning English: Supplementary Material for Costa Rican Students, 11th Graders.*

Exercise.

-Read the text by **Maria Sacchetti** and write the main idea of each paragraph.

P. 1 \_\_\_\_\_.

P. 3 \_\_\_\_\_.

P. 4 \_\_\_\_\_.

P. 6 \_\_\_\_\_.

P. 7 \_\_\_\_\_.



## Costa Rica has rewards even for those who must live alone

By Betsy Carse

1           A widow who once lived here with her husband recently returned for a nostalgic visit. Upon leaving she filled with tears. "I hate to go back," she confessed.

2           There are few who have lived in Costa Rica even for a short while who have not left part of themselves behind when they left.

3           There are some that will attribute this to the Ticos themselves, the climate, the simplicity of life style; but I believe that it is also partly due to others from their own countries that they've met while here.

4           With only a few exceptions, most of our gringo friends have been retirees like ourselves, some of whom have moved back to the States, feeling as they grew older that they needed to be closer to the children and grandchildren.

5           Others, especially retired military personnel, decided it was better to live near bases where they could receive free medical and hospital care.

6           But they, and even the few that have left with gnashed teeth, have kept in touch, it only with notes tucked into Christmas cards.

7           So lasting are friendships that a bridge group that started in Escazú many years ago, originally one table that sometimes expanded to four, still tries to get together for an annual bridge game, either here or at the home of one who has returned to the States.

8           You can't beat that kind of friendship.

9           Unfortunately, a few of my American friends are now widows. Their stateside friends are curious as to why they stayed on after their husbands died.

10           But after a visit here, those solicitous friends usually find out.

11           For one reason, it is cheaper to live in Costa Rica, an important consideration in the frequent cases when a wife's income is sharply reduced when her husband died.

12           It is also true that women very often feel younger here, where as in the States they are more apt to be lumped into the Senior Citizen category.

13           For example, I have a widowed friend living in Costa Rica who will be 80 next year, and damn proud of it.

14           She has a lovely first floor, three bedroom apartment (one bedroom she uses for books, a restful chair, music and TV).

15           Her patio garden is beautiful, attended by a gardener twice a month, while a maid comes in for half a day, five days a week.

16           Her building offers secure parking for her car, and when she doesn't care to drive, she can hail a taxi easily from the front of the apartment building.

17           If she is sick, her maid will stay, preparing her meals.

18           Who could ask for more?

19           Most American widows live this way, comfortable, secure, days full of caring friends and various activities. Such a way of life can keep you young.

Taken from: Cabrera Leonor and Patricia Córdoba.

*Learning English: Supplementary Material for Costa Rican Students, 11th Graders.*



### Exercise.

-Based on the previous article, read the following propositions and choose the correct answer.

1- In paragraph 1 we can infer that the widow...

- a- Hated Costa Rica.
- b- Loved Costa Rica.
- c- Loved her country.
- d- Hated her country.

2- In paragraph 4 we can infer that the gringo friends missed their...

- a- Pets.
- b- Food.
- c- Friends.
- d- Families.

3- In paragraph 11 we can infer that...

- a- Widows consider living with their families
- b- Costa Rica has more advantages for widows.
- c- Women's income increases when their husbands die.
- d- The United States offers more advantages for widows.

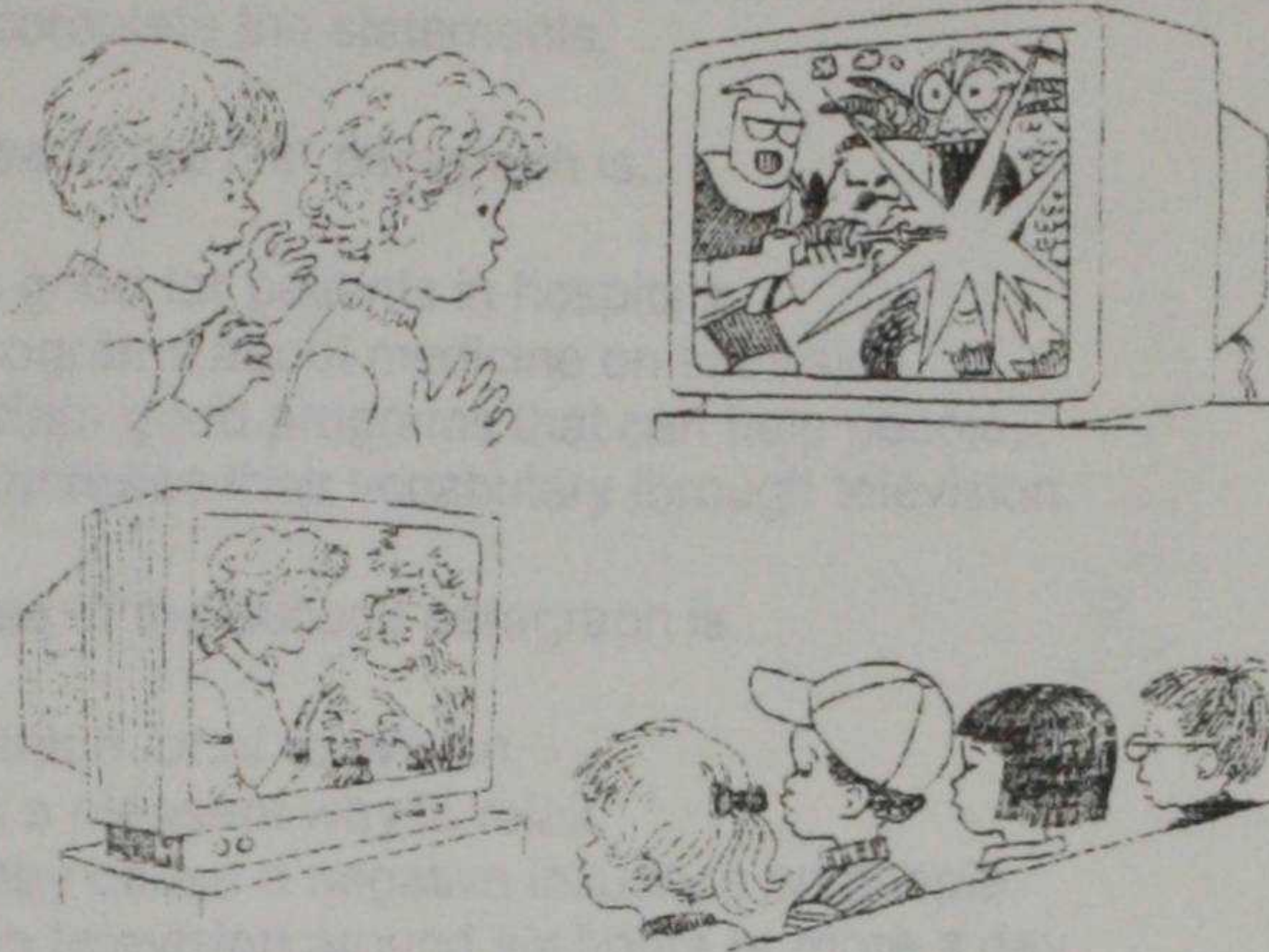
4- In paragraph 13 we can infer that the widowed friend feels...

- a- Sad.
- b- Sick.
- c- Upset.
- d- Happy.

5- In paragraph 19 we can infer that American widows live...

- a- Hard times
- b- Good times
- c- Lonely days
- d- Boring days

## TOPIC 8: MASS MEDIA AND COMMUNICATION



### *Television: How It affects Us*

- 1 **H**ow does television affect our lives? It can be very helpful to people who carefully choose the shows that they watch. Television can increase our knowledge of the outside world; there are high-quality programs that help us understand many fields of study: science, medicine, the arts, and so on. Moreover, television benefits elderly people who can't often leave the house, as well as patients in hospitals. It also offers nonnative speakers the advantage of daily informal language practice: they can increase their vocabulary and practice listening.
- 2 On the other hand, there are several serious disadvantages to television. Of course, it provides us with a pleasant way to relax and spend our free time, but in some countries, people watch the "boob tube" for an average of six hours or more a day. Many children stare at a TV screen for more hours each day than they do anything else, including studying and sleeping. It's clear that the tube has a powerful influence on their lives and that its influence is often negative.
- 3 Recent studies show that after only thirty seconds of TV, a person's brain "relaxes" the same way it does just after the person falls asleep. Another effect of television on the human brain is that it seems to cause poor concentration. Children who view a lot of TV can often concentrate on a subject for only fifteen to twenty minutes; they can pay attention only for the amount of time between commercials!
- 4 Another disadvantage is that TV often causes people to become dissatisfied with their own lives. Real life does not seem as exciting to these people as the lives of actors on the screen. To many people, TV becomes more real than reality, and their own lives seem boring. Also, many people get upset or depressed when they can't solve problems in real life as quickly as TV actors seem to. On the screen, actors solve serious problems in a half-hour program or a thirty-second commercial.
- 5 Before a child is fourteen years old, he or she might view as many as eleven thousand murders on the tube. That child might begin to believe there is nothing strange about fights, killings, and other kinds of violence. Many studies show that people become more violent after certain programs. They may even do the things that they saw in a violent show. An example is the effect of "Beavis and Butt-Head," a cartoon show popular among teenagers in the early 1990s. After the program showed the title characters starting fires, several young people across the United States were responsible for setting fires. These fires caused serious injuries and property damage. In one case, a boy set the house on fire; his two-year-old sister died.

Exercise.

-Read the text **Television: How It Affects Us** and choose the correct alternative to complete the statements.

1- The main idea of the first paragraph is...

- a- Television is good for patients in hospitals.
- b- There are programs about medicine on television.
- c- Television offers good programs that can help people.
- d- People can increase their vocabulary through television.

2- The main idea of the second paragraph is...

- a- Children watch a lot of television.
- b- Television is a pleasant way to relax.
- c- Television may cause a negative influence on people.
- d- People watch television around six hours or more a day.

3- The main idea of the third paragraph is...

- a- Television helps to fall asleep.
- b- Some studies about T.V effects have been made.
- c- Thirty seconds of television is enough to relax.
- d- Television is responsible for children's lack of concentration.

4- The main idea of the fourth paragraph is...

- a- Television is more real than reality.
- b- Actors are good at solving problems.
- c- The lives of actors on the screen are exciting.
- d- Television makes people fantasize and then get depressed.

5- The main idea of the fifth paragraph is...

- a- Television causes people to be violent.
- b- Addiction is the most negative effect of television.
- c- Children watch a lot of murders on television.
- d- Television is a positive source for children to learn things.



### A case study

A patient went into her doctor's office. She lay down on his sofa. The doctor sat in a large chair and opened his notebook.

"Oh, Dr Brainstorm," she said sadly, "I'm so unhappy, What's wrong with me?"

"I don't know", he replied. "What are your symptoms?"

5 "Well," she began, "I'm not really sick, but I'm just so depressed all the time! My daily life is terribly boring. Although I do everything right, I'm not very popular, and I don't have any boyfriends."

"What do you mean, do everything right?" asked the doctor.

10 "Oh, you know. I use Ever white toothpaste and Perfect Shine shampoo. I wear Lovely Lady makeup and Extremely Slinky jeans. But nobody seems to like me. I can't understand it. I'm so confused!"

"Hmmm. I see," said Dr. Brainstorm. "What else is worrying you?"

"My life isn't the same as other people's. I think there is something terribly wrong with me."

"What do other people do?"

15 "Well, Alicia, for example, is married to a successful microbiologist, but she's secretly in love with a computer expert whom she met at a health club. This computer expert, Max, still has a wife, a laboratory scientist, who is hiding on a mountainous island in the Caribbean because she killed a young man in a car accident four years ago. She's afraid that the police will find out and look for her. Alicia and Max don't know that the young man was actually Alicia's brother, a foreign student at a college in the Midwest."

20 "Amazing!" said Dr. Brainstorm. "How much time do you spend with these friends of yours?"

"Oh, about four hours a day."

"And how is your life different from theirs?"

"I just go to work, come home, watch TV, and go to bed. Nothing exciting ever happens to me."

"I see," said the doctor. I think I know your trouble. You have a fairly common problem with reality. However, I know exactly how to solve it. Get rid of your TV set."

Taken from: Kim, E. and Pamela Hartmann. *Interactions One. A Reading Skills Book.* 1996.

Exercise.

- Read the text **A Case Study** and explain in English the meaning of the following words:

Makeup ( line 9 )

\_\_\_\_\_

met ( line 15 )

\_\_\_\_\_

find out ( line 17 )

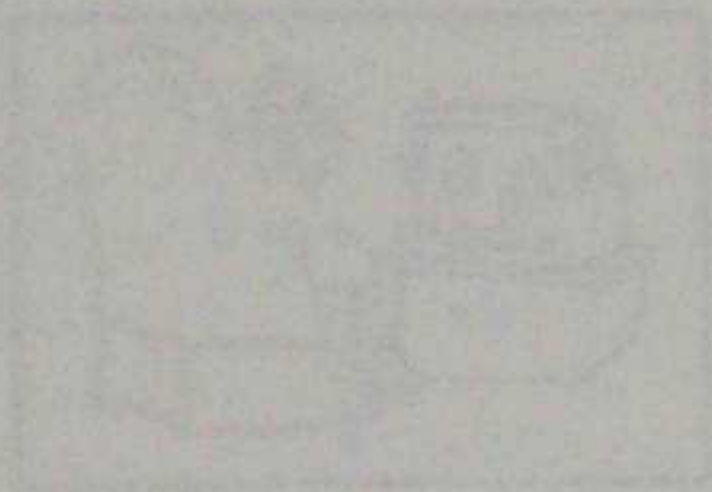
\_\_\_\_\_

trouble ( line 24 )

\_\_\_\_\_

get rid of ( line 25 )

\_\_\_\_\_



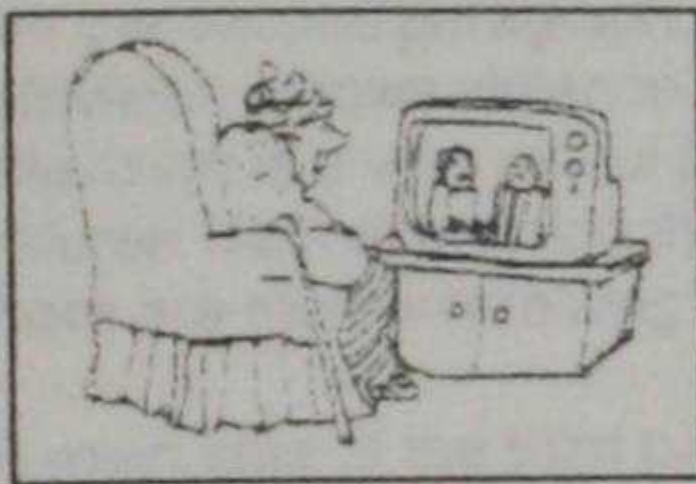
## PERSONAL STORIES

1 My television is an important piece of furniture to me. I can get out of the house very often, but my TV brings the whole world to me. From the evening news and the "all-news" channels, I learn about events in the outside world: politics, the environment, recent changes in technology and medicine, and so on. I like game shows and travel programs, too. And I love comedies; I think it's important to be able to laugh. I can even watch shows in other languages and "go shopping" by TV. With the major national networks (CBS, NBC, ABC), the educational and cable channels, and the extra sports and movie channels, I have a choice of fifty different programs at the same time! Maybe I'll get a satellite dish. Then I'll have even more choices.

2 Our son, Bobby, used to spend hours each day in front of the "boob tube." He was beginning to get strange ideas about reality from the violence and sex on many programs. Another problem was the commercials for children's toys. Bobby wanted everything he saw. Finally, we decided to have no TV. We put the TV set in the garage. Bobby was unhappy about this for a few weeks, but now he is learning more creative ways to spend his time: with friends, toys, books, and us!

3 When I came to this country, I didn't speak any English. I took classes and studied, but it wasn't enough. I wanted to learn faster. I began to watch TV for two hours every day: a half-hour of news, a half-hour comedy program, and a one-hour interview show where people asked and answered a lot of questions. I didn't understand anything at first. But then I discovered some new methods to help me understand: for instance, I watched the news in my native language first and then saw the same news in English. I also watched children's shows, the same show several times in the day. I understood almost everything in those programs. Sometimes I recorded a program on videotape and watched it again and again until I got the main ideas. Now I have a new idea: I can get closed-captioned TV for the hearing impaired and use it when I watch certain programs; then I can read the words in English subtitles at the same time I hear them. Now I think of TV as one of my best "teachers."

4 Television and the rest of the media confuse me. Sometimes I'm not sure what I saw on TV and what I experienced in real life." I live in Los Angeles, where there are many TV and movie studios. Often in public places, I see people who look familiar to me. But did I meet them somewhere or did I see them on television? In addition, many "important" events in the news happen in my city. I can go to the event, or I can watch it happening on the screen. So many real happenings in the news, earthquakes and fires and murders and trials and so on- become media events"; in other words, they grow "bigger than real life." After I watch them for many hours, I get confused. What is my life and what did the people in media create for me?



Taken from: Kim, E. and Pamela Hartmann. *Interactions One. A Reading Skills Book.* 1996.

## FOCUS ON TESTING #1

-Read the stories and do the following exercises.

A- Write the referent of the following words.

- He (paragraph 2, line 2) \_\_\_\_\_
- It (paragraph 3, line 8) \_\_\_\_\_
- Where( paragraph 4, line 2) \_\_\_\_\_
- It (paragraph 4, line 5) \_\_\_\_\_
- They (paragraph 4, line 6) \_\_\_\_\_

B- Circle the correct alternative.

1. The word "boob tube" (paragraph 2, line 1) means...
  - a. Many hours.
  - b. Commercials.
  - c. Television set.
  - d. Sex programs.
2. The words "murders and trials" (paragraph 4, line 6) are examples of...
  - a. Television.
  - b. Commercials.
  - c. Earthquakes.
  - d. Media events.
3. The main idea of the first paragraph is that...
  - a. Television is a valuable item.
  - b. Television teaches about events in the outside world.
  - c. Television teaches about the environment and technology.
  - d. There are some major national networks as CBS, NBC and ABC.
4. From the second paragraph, we can infer that...
  - a. Television shows violence in many programs.
  - b. Television is a very useful item for children.
  - c. Children want everything they see on television.
  - d. There are more interesting things to do for children than watching television.
5. The main idea of the third paragraph is that the person...
  - a. Watched children's shows to learn English.
  - b. Didn't speak any English at first.
  - c. Found some new methods to learn English.
  - d. Used television to learn English.
6. From the fourth paragraph, we can infer that...
  - a. People who appear on television are familiar.
  - b. Television may interfere in a person's life.
  - c. Los Angeles is a fascinating city.
  - d. Different real events can also be watched on television.

## FOCUS ON TESTING # 2



### The trouble with technology

I'm always reading ads for new products, such as computer parts and software, wireless speakers and headphones for sound systems, compact camcorders, color laser copiers, electronic book players, and many others. Like thousands of other people, I'm interested in modern technological equipment and devices. Of course, I don't always understand how a product works, and I certainly don't know all the technological words in the ad, but

5 somehow I'm fascinated, and I want that machine! Occasionally, I buy it. As soon as I bring my new "toy" home or to my office, I have trouble reading the long, complex manual or even the short booklet. The language just isn't clear or simple enough for me. When my children help, however, I can usually figure out how to set up the new equipment or device. But then something happens to cause a mechanical or electronic problem. Because I don't know how to fix it myself, I call the store where I bought it for advice. If the salespeople can't help, I bring the

10 product to a repair shop. However, even after paying for new parts and a repairperson's time, I still can't get the product to work the same way it used to. Eventually, I lose interest in the machine or device, or in any technological products at all. I start to read again books, newspapers, and magazines. Soon I see ads for new technological products that fascinate me, so....

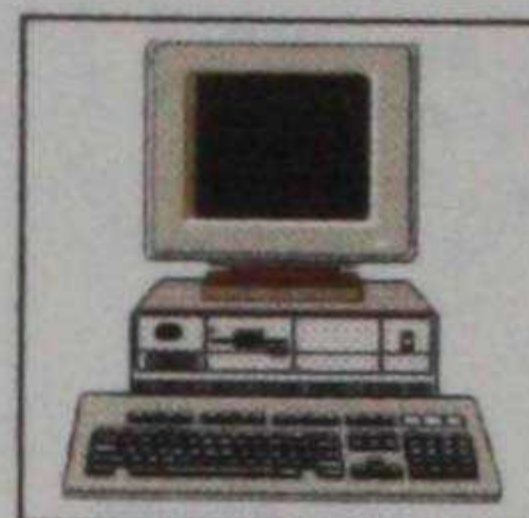
Taken from: Kirn, E. and Pamela Hartmann. *Interactions One. A Reading Skills Book*. 1996.

## FOCUS ON TESTING # 2

-Based on the article **The Trouble with Technology**, read the following phrases and circle the correct alternative.

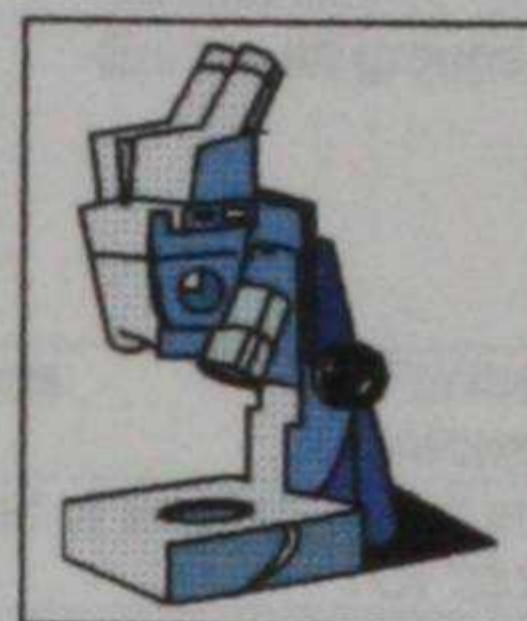
1. An example of sound system is...

- a. Software.
- b. Headphones.
- c. Computer parts.
- d. Color laser copiers.



2. The word "device" (line 11) means...

- a. Office.
- b. Machine.
- c. Newspaper.
- d. Electronic problem.



3. The word "it" (line 9) refers to...

- a. Device.
- b. New equipment.
- c. Technological product.
- d. Mechanical or electronic problem.

4. From the reading we can infer that...

- a. For some people, it is easy to operate technological equipment.
- b. For some people, it is difficult to operate technological equipment.
- c. There are many kinds of technological products on the market.
- d. All children know how to operate technological equipment.

5. The main idea of the paragraph is that...

- a. Reading manuals about new products is difficult for some people.
- b. New products are fascinating for children and adults.
- c. There are different kinds of electronic devices on the market nowadays.
- d. For some people, modern technology is fascinating or troublesome.

## ANSWER KEY TO THE EXERCISES

## TOPIC 1: EATING HABITS AND TABLE MANNERS.

Reading 1 1. a 2. c 3. d 4. a 5. b

Reading 2 1. d 2. c 3. b 4. a 5. c

## TOPIC 2: WORLDWIDE TOURISM

Reading 1

**Mexico**hotels  
drinking**Berlin**full  
travel**Rome**characteristic  
others

Reading 2

**London**London  
London**New York City**

Big Apple

**Paris**Paris  
Paris**Mexico City**Mexico City  
European groups

## TOPIC 3: JOB DEMAND

Reading 1

Ad number	Name of the job	Employer	Requirements	Further information
1	English teacher	_____	Full command of English	Call at 2811818 Or 2810919
2	_____	KLM	Fluent in English – Spanish Airline Industry experience	Call at 220-3092
3	Electronic engineer	Metro Teradyne	_____	Send an e-mail
4	Accountant	International Corporation	International Corporate Finance Experience an Asset	_____

Reading 2 1. September 15, 2020.

2. At the new space port in Santa Clara.

3. At Robopsyche Institute. 4. Base salary+commission/ health and dental care.

5. At Trans-Po Bank and Trust Co. 6. A University Professor of History Field. 7. A Space Geographer.

## TOPIC 4: CAREERS

Reading 1

_____	_____	Juan Pablo	_____	Andrea
_____	Difficult	easy	easy	easy

## DOCUMENTS TO PRESENT

PUBLIC UNIVERSITY	PRIVATE UNIVERSITY	FOREIGN UNIVERSITY
High school records	Record sheet	Application for admission
Financial status	High school diploma	Paid fees



## Reading 2

1. century –exist 2.trend-information- type jobs 4. era-paperless-begun  
5. drastically- changed 6. farmworkers- scarcer

**TOPIC 5: SCIENCE AND TECHNOLOGY**

## Reading 1

1. six 2. Home, health and education, entertainment and communication. 3. Cafes, social centers, libraries. 4. A VCR, a microwave oven, a gas range stove, a dishwasher, a washing machine. 5. A combination of television, telephone and computer. 6. Organ transplants and changing gene structure.

## Reading 2

1. nm 2. Cs 3. Cs 4. nm 5 nm 6. Cs 7. nm

**TOPIC 6: ROLES OF MEN AND WOMEN**

## Reading 1

- A- 1. b 2. a 3. c B- 1. cs 2. nm 3. cs 4. cs 5. nm

## Reading 2

1. a 2. c 3. d 4. c 5. b

**TOPIC 7: SENIOR CITIZENS**

## Reading 1

1. Senior citizens began a project in the Metropolitan Area. 3. Edgar Guevara returned to help people take care of nature. 4. The senior citizens created a little forest as a monument. 6. The Forestry Department gave all the materials to carry out the project. 7. Senior Citizens are in charge of all the programs of the association.

## Reading 2

1. b 2. d 3. b 4. d 5. b

**TOPIC 8: MASS MEDIA AND COMMUNICATION**

## Reading 1

1. c 2. c 3. d 4. d 5. a

## Reading 2

- Line 11: cosmetics, Line 18: knew, Line 22: investigate, Line 31: problem, Line 33: discard.

**FOCUS ON TESTING 1**

- Word reference: 1. Boy 2. English 3. Los Angeles 4. Event 5. Real happenings  
Multiple choice: 1. c 2. d 3. a 4. d 5. d 6. b

**FOCUS ON TESTING 2**

1. b 2. b 3. c. 4. b 5. d

## RECOMMENDATIONS TO THE TEACHER

The use of this booklet is an aid to reinforce the reading skill. For such a reason, teachers must provide materials such as realia, pictures, and audiovisual equipment in order to develop the pre-reading stage. Also, it is commendable to do some brainstorming related to the readings presented in this book. This booklet should not be considered as an English course. Rather, it is an eclectic compilation of authentic texts aimed at developing effective reading techniques for the purpose of improving the students' academic efficiency and comprehension. Namely, this booklet must be regarded as supplementary material for eleventh grade pupils.

Every lesson developed using any of the readings of this booklet should be carefully planned by considering the stages of planning: warm-up (motivation), presentation of the topic (pre-reading), practice (while-reading), and production (post-reading). The following are some examples of techniques to be used in each reading phase: **Pre-reading**: prediction (making inferences), brainstorming, text exploration, activation of prior knowledge. **While-reading**: scanning, matching pictures to texts, filling in tables, graphs or charts, guessing meaning from context, sequencing sentences or paragraphs and skimming to identify main ideas. **Post-reading**: writing unstated main ideas, creating role-plays, revising predictions, and recapitulating what the reader knows so far. It is not enough to give pupils written material without having described the topic under study before. Besides, this booklet can be used as a tool for testing the students' academic efficiency and comprehension of the target language.

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## CHAPTER VI

# CONCLUSIONS AND RECOMMENDATIONS

### 6.1 CONCLUSIONS

The teaching of reading comprehension in public high schools should be given the necessary attention since it is the skill that is evaluated the most during the school year and the national test (Bachillerato). Nonetheless, through our experience and this research we have discovered that there are serious deficiencies with regard to the application of effective reading techniques. In most of the cases, the problems are due to the fact that many in-service teachers are non-graduate or do not have an academic degree which qualifies them to properly manage the different linguistic skills required to guarantee an appropriate and effective teaching-learning process. Besides, many teachers get overwhelmed by the large amount of students they have in the classroom and the huge list of contents they have to cover; leading them to rush and not dedicating the necessary time to design appropriate exercises and materials to augment the students' reading comprehension and academic efficiency.

Based upon the results obtained through this study, we state the following conclusions:

- a- The application of the ERT method (Effective Reading Techniques) actually increased the academic efficiency and comprehension of two eleventh-grade groups of the public education system of Costa Rica.
- b- By applying this method with all its components and principles, students felt encouraged and more willing to learn, since the presentation of each text included the three stages of the reading process. Namely, the students were not simply given an article for them to solve a set of mechanical exercises as most high school teachers traditionally do, for this leads them to confusion, frustration, and academic failure.
- c- Vocabulary was enhanced and learned more meaningfully by using a context provided by different types of texts.
- d- The positive results obtained in terms of grades by applying this method were not obtained during an overnight development. This method proved to be rather effective, but it demands a long-term process to improve the students' comprehension towards the use of the effective reading skills. In other words, the more it is applied, the better results are guaranteed in the long run.
- e- It is a well-known fact that this method proved to be effective enough in just two months (forty lessons). Then, the following questions arise: What would have happened if the method had been applied during a longer period? Would the results have been better? The answers to such questions may be found only if further research is carried out.

## 6.2 RECOMMENDATIONS

In order for secondary school teachers to guarantee a successful teaching reading process in relation to the improvement of reading comprehension and academic efficiency of the students, it is advisable that they do the following:

- a. Be aware of the existing reading techniques and choose them according to the students' level and needs.
- b. Put into practice the techniques through the use of authentic texts that have students get more acquainted with the proper context in which words are used.
- c. Show a dynamic motivating attitude towards the teaching process; that is, they should develop a variety of activities that put into practice the techniques pupils have previously learned, be creative enough, and praise the students' efforts to produce.
- d. Try as many reading approaches as possible to determine which the most appropriate to their teaching situation is. Therefore, it would be a wise decision to try out the ERT method to see if students improve comprehension and academic efficiency and to what extent.
- e. Use texts of no more than five hundred words since very large articles are time-consuming and tend to be boring. Besides, the national test includes articles that range from one hundred to one hundred and fifty words.

- f. Design tests that evaluate the students' skills gained through the development of specific reading approaches since it assures positive results. If not, it would be useless to teach one way and to evaluate by following other procedures that have no relation with the method used.
- g. Introduce the ERT Method in previous levels to guarantee positive results since the beginning levels.
- h. Suggest the National Adviser of English at MEP to use the proposed booklet as supplementary material for eleventh graders, as support for the Bachillerato exam training.

## ANNEXES

## ANNEX#1: Pretest and its texts

LICEO FERNANDO VOLIO JIMÉNEZ

GRADE 

READING PRE-TEST

FIRST TERM

POINTS OBTAINED 

ELEVENTH GRADE

30 pts

TIME ALLOWED: 80 minutes

INSTRUCTORS: MANUEL NAVARRO AND JORGE ALTAMIRANO.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

I- Read the article **Baseball** and answer the questions below by circling the letter of the right alternative. 5pts

1. The baseball period in the USA goes from \_\_\_\_\_.
  - a. April to October.
  - b. October to April.
  - c. April to November.
  - d. October to December.
  
2. The word "**fan**" (line 13) means...
  - a. Player.
  - b. Tradition.
  - c. Spectator.
  - d. Professional.
  
3. The pronoun "**it**" (line 13) refers to...
  - a. Radio.
  - b. Television.
  - c. Ballparks.
  - d. Professional baseball.
  
4. From the reading, we can infer that to play baseball, you need a ball, a bat and \_\_\_\_\_ players.
  - a. Nine.
  - b. Ten.
  - c. Eighteen.
  - d. Nineteen.
  
5. The main idea of the article is that...
  - a. Baseball is a competitive game of skill.
  - b. Spectator sports are more popular than other kinds of sports.
  - c. More adults watch baseball in ballparks than in stadiums.
  - d. Baseball is one of the oldest and most popular spectator sport in the USA.

## BASEBALL



Baseball is a competitive game of skill. It is played with a hard ball and bat between two teams of nine players each. Baseball is one of the oldest and most popular spectator sports. The game as we know it today started during the early 1800 among children and amateur players.

**5** The baseball season in the United States goes from April to October. There are adult professional leagues and many children play Little League baseball in the spring. Sometimes girls and boys play on the same teams, but usually girls and boys have different teams. While they are still young, winning games is not very important. "It's not whether *you* win or lose, it's how you play the game that counts," as the saying goes. However, by the time they reach high school age, winning seems to become more important than having a good time.

**12** Many adults also love to play baseball, but most prefer to be spectators. Professional baseball attracts millions of fans to ballparks each year. It also entertains millions more through radio and television. People in many different countries play baseball. However, because of its strong tradition and great popularity, most Americans consider it the national pastime of the United States.

(205 words) Taken from: Admission Test from Universidad Latina de Costa Rica.

II- Read the article *Titanic* and answer the questions below by circling the letter of the right alternative. 5pts

6. The number of passengers on the Titanic was about \_\_\_\_\_.
- 1,500.
  - 1,600.
  - 2,200.
  - 1,912.
7. The word "**sink**" (line 8) means...
- Go down.
  - Stay away.
  - Make noise.
  - Move quickly.
8. The word "**it**" (line 4) refers to...
- Britain.
  - Titanic.
  - North Atlantic.
  - New York City.
9. The reading does not say, but we can infer that the news about the Titanic was a big surprise because...
- More men than women died.
  - In fact, the Titanic was 882 feet long.
  - People thought that this ship could not sink.
  - Everyone knew that this was a very big ship.
10. The main idea of paragraph 2 is...
- The ship sank.
  - There were not enough lifeboats for everybody.
  - The ship was traveling from New York to Britain.
  - The ship is well known today because it was so big.



## TITANIC

1 The *Titanic* was a very large ship made in Britain. In fact, it was 882 feet long. The *Titanic* was such a big, strong ship that most people thought that nothing could ever happen to it. Unfortunately, this idea was not correct.

2 The *Titanic* is not famous because of its size. It is famous for a very sad reason. On the night of April 14, 1912, the *Titanic* sank in the icy water of the North Atlantic Ocean on its first trip. It was going from Britain to New York City. About 1,600 miles northeast of New York City, the ship hit a large iceberg. This made a hole in the side of the ship that was 300 feet long. Water entered the ship through the hole, and the ship began to sink.

3 The ship sank slowly, so there was time for everyone to leave the ship. However, there were not enough lifeboats for the 2,200 people. Men gave their places to women and children, so most of the people who survived were women and children. The precise number of people who died in this accident is not known, but approximately 1,500 people lost their lives that night.

(200 words) Taken from: Clarke, Mark, et al. *Choice Readings*

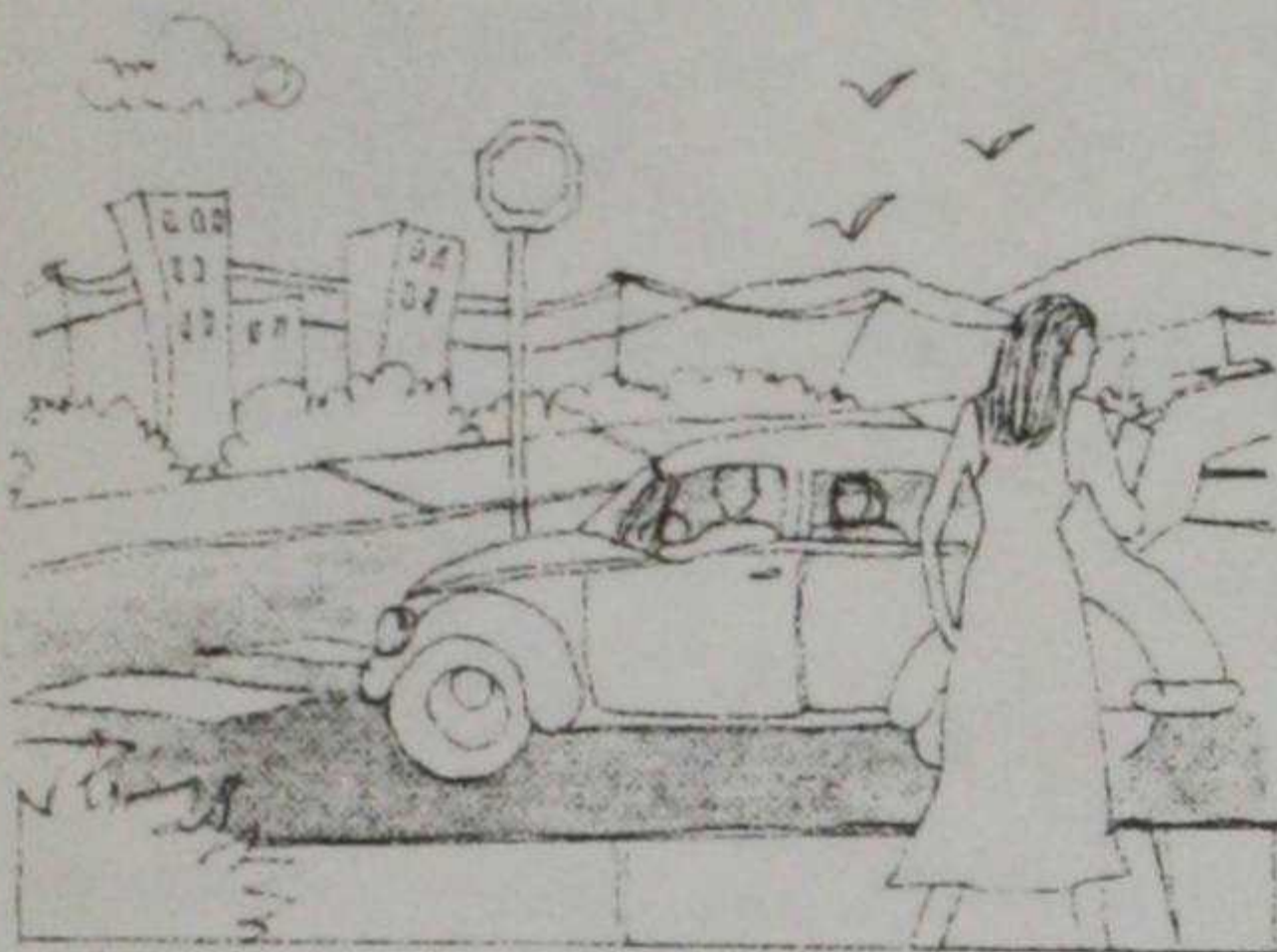
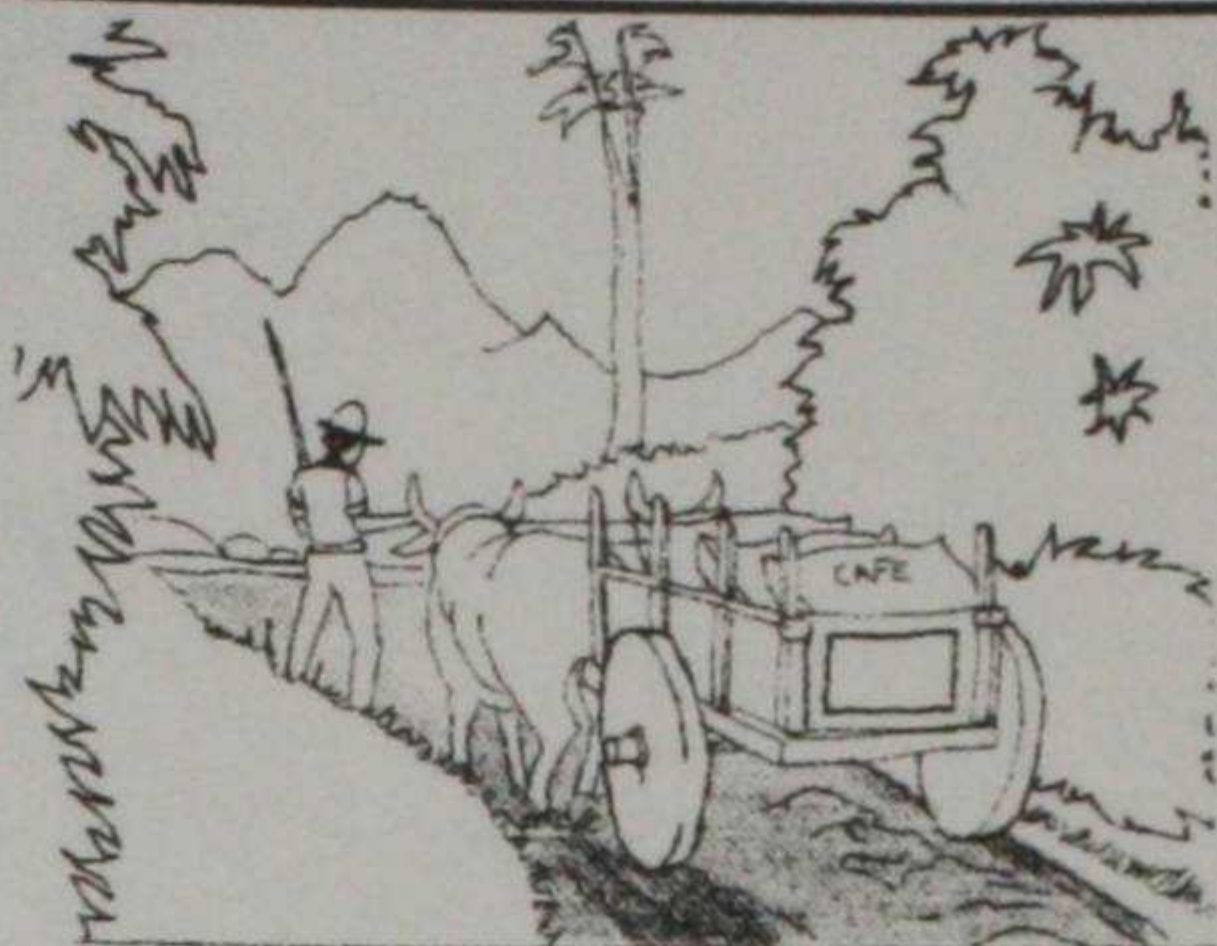
III- Read the article *Transportation in Costa Rica* and answer the questions below by circling the letter of the right alternative. 5pts

11. One of the traditional means of transportation in Costa Rica was \_\_\_\_\_.
- Plane.
  - Taxi.
  - Oxcart.
  - Subway.
12. What does the word "**country**" (line 13) mean?
- Big city.
  - Rural area.
  - Urban area.
  - Modern transportation.
13. The pronoun "**they**" (line 15) refers to...
- People.
  - Local areas.
  - Towns and cities.
  - Agricultural products.
14. The reading does not say, but we can guess that...
- Pollution is caused by exhaust fumes of cars.
  - Before the development of railways, transportation was slow.
  - Both traditional and modern transportation have disadvantages.
  - Traditional transportation was safer and less dangerous than modern transportation.
15. The main idea of the text is that...
- Traditional transportation in Costa Rica was uncomfortable and slow.
  - Modern transportation in Costa Rica is now much easier, faster, and more comfortable.
  - Traditionally in Costa Rica, the most popular means of transportation were walking, horse, boat, and oxcart.
  - Both traditional and modern transportation are composed of many advantages and disadvantages.

## Transportation in Costa Rica

Traditionally in Costa Rica, the most popular means of transportation were walking, horse, boat, and oxcart. Then in the late 19th century railways were built to facilitate the export of the main agricultural crops, coffee and bananas. Before the development of railways, transportation was very slow; it could take weeks for oxcarts to travel from the Central Plateau to the ports. Also since there were no paved roads, it was very uncomfortable.

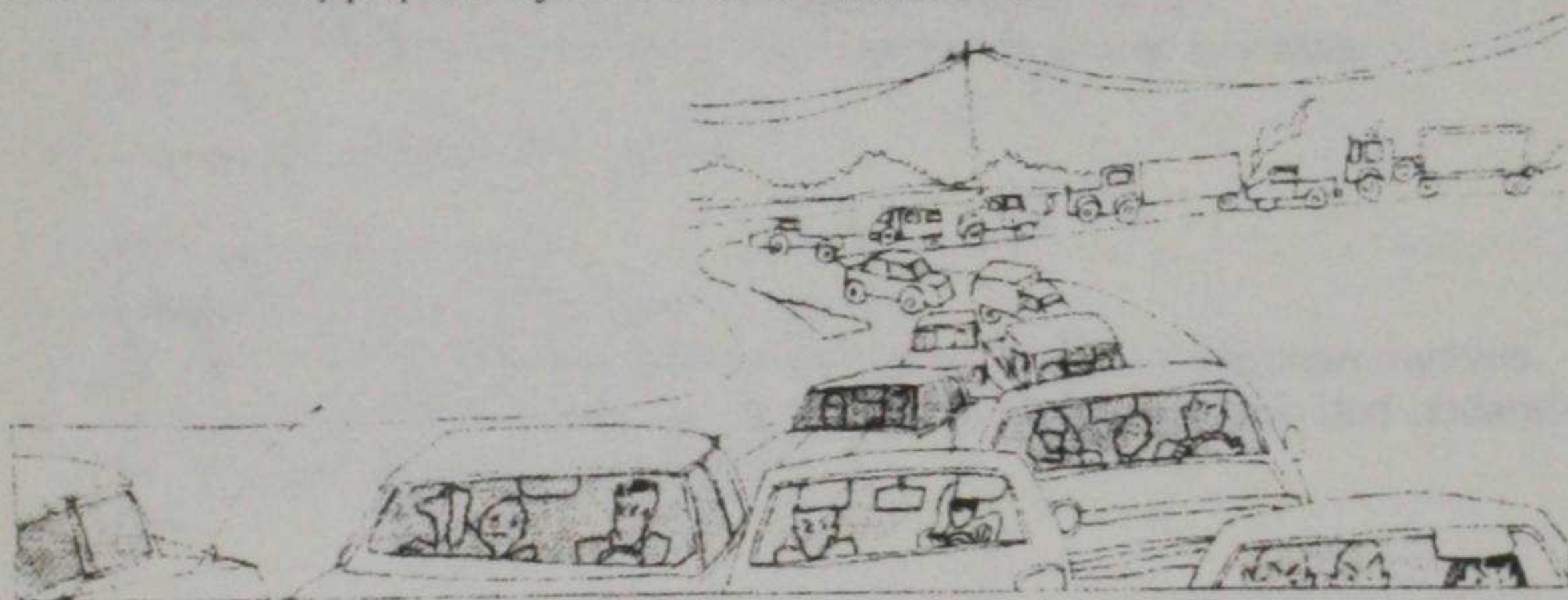
1



Now transportation in modern Costa Rica is far easier, faster and more comfortable. A network of expressways, paved and unpaved roads means that buses, cars and trucks reach almost every community in the country. People can travel to the nearest towns and cities to work, study and buy things not available in their local areas. They can also get their agricultural products to market more quickly and easily. International airlines take Ticos abroad and bring many tourists, particularly from North America and Europe. Light airplanes also fly people quickly to many destinations within Costa Rica.

2

However, modern transportation does have its disadvantages. The sharp increase in road traffic means that roads, particularly in and around San José, are often blocked by traffic jams, pollution caused by exhaust fumes is reaching dangerous levels, and many people are injured or die in road accidents. 3



(214 words) Taken from: Bonilla, Rosa, et al. *Have Fun!3*.

IV- Read the article *Reggae Music is Here to Stay* and answer the questions below by circling the letter of the right alternative. 5pts

16. Where does Reggae come from? From \_\_\_\_\_.
- England.
  - Jamaica.
  - Canada.
  - Latin America.
17. The word "**rhythm**" (line 16) means...
- Reggae stars.
  - Kind of music.
  - Musical group.
  - Huge audience.
18. The pronoun "**who**" (line 11) refers to...
- Snow.
  - Toronto.
  - Jamaicans.
  - Inner Circle and Big Mountain.
19. From the reading, we can infer that...
- Bob Marley died of cancer.
  - Reggae music is here to stay.
  - Inner Circle and Big Mountain are famous reggae bands.
  - Many adolescents like to listen to and dance reggae at any party.
20. The main idea of paragraph 1 is that...
- Bob Marley died in 1981.
  - Reggae is a very popular type of music.
  - Reggae is a kind of music originated in Jamaica from Caribbean rhythms.
  - Millions of people still continue to enjoy Bob Marley's music and understand his message of peace and harmony.

### *Reggae music is here to stay*

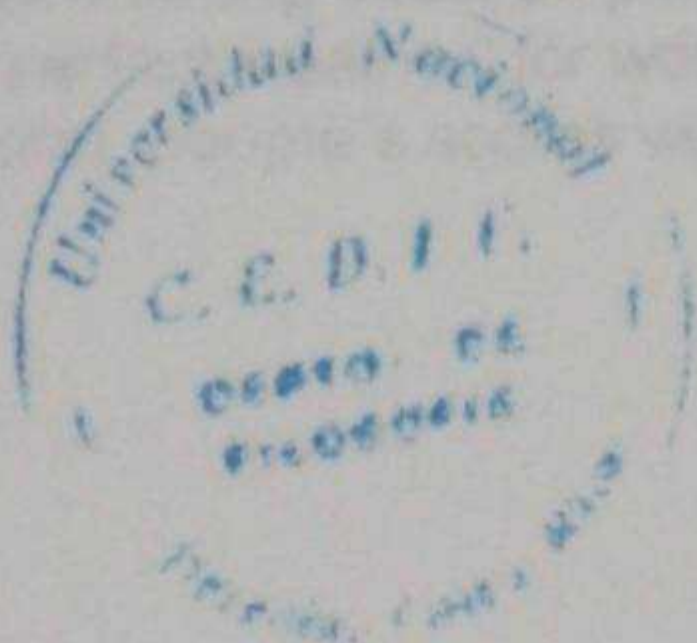


5 Reggae is a type of music which developed in Jamaica from earlier Caribbean rhythms like Calypso and Ska. The word reggae is usually associated with the name of Bob Marley. Bob Marley and the Wailers took reggae out of the Caribbean and gave it to the rest of the world. Marley died of cancer in 1981, but since then, millions of people from Tokyo to Hamburg, from Harare to Milan have continued to enjoy his music and understand his message of peace and harmony. Now reggae has a phenomenal following with many fans in almost every country of the world. In addition, it has influenced a lot of contemporary rock and pop music.

10 Musicians like Eric Clapton, Paul Simon and the Police included reggae in their repertoires and so helped to increase its popularity. Another musician who experienced brief success is Snow, a white Canadian who grew up in a Toronto area where a lot of Jamaicans lived. The Jamaican groups Inner Circle and Big Mountain are two of the most popular commercial reggae bands in the world. Other popular but less commercial Jamaican artists are Shabba Ranks, who has even won a Grammy award, Buju Banton and Chaka Demus.

20 Reggae is now one of the favorite rhythms in Costa Rica. Reggae stars like UB40 from England, El General, Gabi and Renato from Panama, and Big Boy from Puerto Rico have played to huge audiences. Every weekend Ticos dance to reggae from home-grown bands like Marfil, Liverpool and La Pandylla and new Limón's own Baby Rasta has become an international reggae recording star.

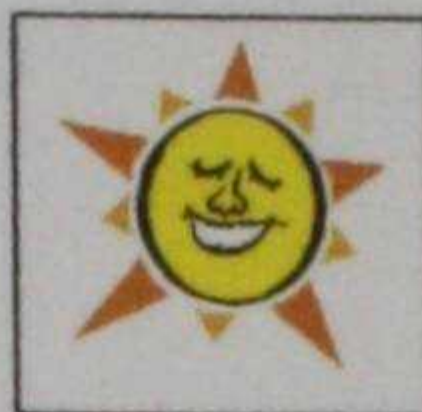
(276 words) Taken from: Bonilla, Rosa, et al. *Have Fun! 3*.



V- Read the article *The Powerful influence of Weather* and answer the questions below by circling the letter of the right alternative. 5pts

21. Intelligence may increase because of \_\_\_\_\_.
- Storms.
  - Very hot weather.
  - Low air pressure.
  - Health problems.
22. The word "**storm**" (line 8) means...
- Hurricane.
  - Intelligence.
  - Overweight.
  - Perfect weather.
23. The pronoun "**it**" (line 16) refers to...
- People.
  - Sexual feeling.
  - Forgetfulness.
  - Low air pressure.
24. From the reading, we can infer that ...
- Weather affects intelligence.
  - Low air pressure relaxes people.
  - Weather has a powerful influence on people's feelings.
  - Some weather changes are positive for some people and negative for others.
25. The main idea of the reading is that...
- Low air pressure relaxes people.
  - Weather has a strong effect on people.
  - There is a "perfect weather" for work and health.
  - After the storm, people's scores were 10 percent below average.

### *The Powerful Influence of Weather*



**W**eather has a powerful effect on people. It influences health, intelligence, and feelings. In August, it is very hot and wet in the southern part of the United States. Southerners have heart attacks and other kinds of health problems during this month. In the Northeast and the Middle West, it is very hot at some times and very cold at other times. People in these states  
**5** tend to have heart attacks after the weather changes in February or March.

The weather can also affect intelligence. For example, in a 1938 study by scientists, the IQ [intelligence quotient] scores of a group of undergraduate college students were very high during a hurricane, but after the storm, their scores were 10 percent (%) below average. Hurricanes can increase intelligence. Very hot weather, on the other hand, can lower it. Students in many of  
**10** the United States often do badly on exams in the hot months of the year (July and August).

Weather also has a strong influence on people's feelings. Winter may be a bad time for thin people. They usually feel cold during these months. They might feel depressed during cold weather. In hot summer weather, on the other hand, overweight people may feel unhappy. The  
**15** summer heat may make them tired and irritable.

Low air pressure relaxes people. It increases sexual feelings. It also increases forgetfulness. People leave more packages and umbrellas on buses and in stores on low-pressure days. There is a "perfect weather" for work and health. People feel best at a temperature of about 64°F with 65 percent humidity (moisture in the air).

Are you feeling sick, sad, tired, forgetful, or very intelligent today? The weather may be the cause.

(283 words) Taken from: Kim, E, and Pamela Hartman. *Interactions One: A Reading Skills Book*.

VI- Read the article *Our Changing Diet* and answer the questions below by circling the letter of the right alternative. 5pts

26. What will people eat in the future instead of candy bars?

- a. Fish.
- b. Nutrition bars.
- c. Vegetables.
- d. Hamburgers.

27. The word "**Junk**" (line 5 ) means...

- a. Healthy.
- b. Nutritious.
- c. Unhealthy.
- d. With a lot of vitamins and protein.

28. The pronoun "**them**" (line 14) refers to...

- a. People.
- b. Vitamins.
- c. Vegetables.
- d. Meat and eggs.

29. The article does not say, but we can infer that ...

- a. The key to good nutrition is balance.
- b. Some people's eating habits are changing.
- c. Americans eat a lot of fast and junk food.
- d. People who eat vegetables might live a hundred years.

30. What is the main idea of the reading?

- a. Junk food in the future is not really going to be "junk" at all.
- b. For health reasons, many people are eating more fresh vegetables.
- c. The typical North American diet now includes food from many different countries.
- d. North Americans are becoming more interested in good health, and nutrition is an important part of health.

## Our Changing Diet



1 **W**hat do most Americans and Canadians usually eat? Many people think that the typical North American diet consists of fast food-hamburgers, hot dogs, French fries, pizza, fried chicken, and so on. They think Americans and Canadians also eat a lot of convenience foods, usually frozen or canned, and junk food-candy, cookies, potato chips, and other things without much nutritional value. Unfortunately, this description is not totally inaccurate. The American diet is generally high in sugar, salt, fat, and cholesterol, and these substances can cause health problems.

2 However, some people's eating habits are changing. They are becoming more interested in good health, and nutrition is an important part of health. North Americans are eating less red meat and fewer eggs, and they are eating more chicken and fish. Chicken and fish contain less fat than meat and eggs. Many people are also buying more fresh vegetables and eating them raw or cooked quickly in very little water in order to keep the vitamins.

3 Restaurant menus are also changing to reflect people's growing concern with good nutrition. The "typical" North American diet now includes food from many different countries. More ethnic restaurants are opening in big cities in the United States and Canada. Foods from China, Japan, Korea, Thailand, India, and the Middle East are very popular. Even fast food places now offer "lean" (low-fat) hamburgers, broiled or roasted (instead of fried) chicken, and salad bars with a wide variety of fresh fruits and vegetables.

4 How are we going to eat in the future? Because we now know about the importance of nutrition, we will probably continue to eat more fish and vegetables and less meat. We will still buy convenience foods in supermarkets, but frozen foods may be more nutritious and canned foods may have less salt and sugar. Our junk food will not be "junk" at all because instead of candy bars we will eat "nutrition bars" with a lot of vitamins and protein. In the future, our diet will probably be even more interesting and healthful than it is now.

5 In the United States and Canada, food is a very common topic of conversation. People are always discussing new dishes, restaurants, diet plans, and ideas about nutrition. The arguments about the best diets and foods will continue: Are vegetarians really healthy? Is a high-fiber diet with a lot of raw fruits and vegetables better than a diet of cooked foods? Is a little alcohol good for relaxation, or is all alcohol harmful? Is some caffeine good for energy, or is caffeine always bad? Can yellow vegetables really prevent cancer? Will eating garlic help avoid heart attacks? One thing we do know for sure: the key to good nutrition is balance. How do we achieve that balance? We can choose foods from a variety of sources, control the quantities that we eat, limit fats, and exercise.

(479 words) Taken from: Kim, E, and Pamela Hartman. *Interactions One: A Reading*

*Skills Book.*

## ANNEX #2: Posttest #1 and its texts

LICEO FERNANDO VOLIO JIMÉNEZ  
 FIRST ENGLISH TEST  
 FIRST TERM  
 ELEVENTH GRADE

GRADE   
 POINTS OBTAINED   
 30pts

TIME ALLOWED: 80 minutes

INSTRUCTORS: MANUEL NAVARRO AND JORGE ALTAMIRANO

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

I- Read the article **A Changed Medium** and answer the questions below by circling the letter of the right alternative. 5pts

1. In the past, children enjoyed listening to \_\_\_\_\_.
  - a. The radio.
  - b. Television.
  - c. Imagination.
  - d. Visual images.
  
2. The word "**tastes**" (line13) means...
  - a. Flavors.
  - b. Children.
  - c. Rhythms.
  - d. Preferences.
  
3. The pronoun "**They**" (line 12) refers to...
  - a. Radio.
  - b. People.
  - c. Radio Stories.
  - d. Music and news.
  
4. From the reading, we can infer that ...
  - a. There were many kinds of serials.
  - b. Children didn't like to listen to the radio.
  - c. The radio played a major role in the past.
  - d. Television was more important than radio in the past.
  
5. The main idea of paragraph 3 is that...
  - a. People listened to serials.
  - b. Children enjoyed listening to the radio.
  - c. Radio programming was not as it is today.
  - d. People listened to different stories on the radio.

## A CHANGED MEDIUM



1 In the first part of the twentieth century, before a television set was a part of most households, radio programming was different from what it is now. Children rushed home from school to listen to "Story Hour." Someone read an exciting story, or part of a story, while the children's imaginations provided visual images to fit the spoken ones. People listened to serials, stories that were broken into one-hour segments. Because each hour ended with suspense, listeners had to tune in at the same time the next day to find out what would happen. Families gathered around the radio at night to hear important news or to listen to favorite programs. Radio was an important form of home entertainment. However, because of television, radio programming has changed.

2 Radio stories have become a thing of the past because people prefer both to watch and to hear. Radio is now a medium that is used more often in a car than a home. Because music and news are the easiest types of programs to listen to in a car, they are the most common. Radio, in fact, has become the music medium. It provides music for all tastes, from country-western to classical.

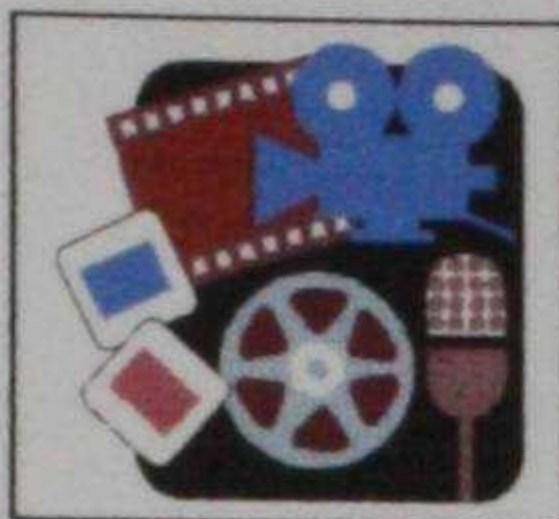
(205 words) Taken from: Jean Zukowski, et al. *In Context*.

II- Read the article **Movie Magic: Then and Now** and answer the questions below by circling the letter of the right alternative. 5pts

6. The first films were \_\_\_\_\_.
- Long.
  - Short.
  - Very clear.
  - Of high quality.
7. The word "**viewers**" (line 30) means...
- Makers.
  - Movies.
  - Creators.
  - Spectators.
8. The word "**its**" (line 16) refers to...
- Things.
  - Illusion.
  - Movie makers.
  - Movie industry.
9. The reading does not say, but we can infer that ...
- The first movies were complicated.
  - People didn't believe in the first movies.
  - It was easy to understand the first movies.
  - The first images created a strong impact on people.
10. The main idea of the first paragraph is that...
- The birth of the film industry was very easy.
  - The first motion picture was showed in 1891.
  - The first motion picture was about a polite man.
  - New Jersey was the place where the first motion picture was showed.

## Movie Magic: Then and Now

### The Birth of the Motion Picture Industry



The enormous film industry of today had a relatively simple beginning. The first public showing of a motion picture—on May 22, 1891, at Thomas Edison's workshop in New Jersey—consisted of a polite man who bowed to the audience, smiled, waved, and took off his hat. Then in 1895, the Lumière brothers presented their first film; it depicted workers as they left the Lumière factory in France. Soon afterward, in 1896, three films were shown at Koster and Bial's Music Hall in New York City: one of a man walking his dog, another of a train arriving at a station, and a third of a balloon flying in the air. Each film was only about 30 to 90 seconds long; the quality was poor, and the images were jumpy, but these early moving pictures were a great success. They soon led to the creation of longer films (of about ten minutes each), such as George Méliés' *A Trip to the Moon* and Edwin S. Porter's *The Life of an American Fireman* and *The Great Train Robbery*, made between 1902 and 1905. These films, for the first time, told a story, and the motion picture industry was born.

#### The First Movie Illusions

Since its birth, the movie industry has been filled with illusion—i.e., things that seem to be real but actually aren't. The early movie makers and their audiences were as fascinated by the creation of illusions as film viewers are today. George Méliés, for example, was excited about the camera's ability to create "supernatural" images. He surprised his audience by showing people disappearing or objects flying through the air. His art seemed to be magic! Although the methods used then were very simple, the viewers accepted the images on the screen and believed them. In *The Great Train Robbery*, for instance, there was a lot of shooting; smoke came out of the guns, and men "dropped dead." The audience couldn't hear the gunshots because there was no sound at the time. (The first "talking" motion picture—*The Jazz Singer*—didn't appear until 1927.) But even so, women in the audience of *The Great Train Robbery* put their fingers in their ears to shut out the "noise" of the guns. The imagination of the viewers, added to the pictures on the screen, made the illusion seem real.

(383 words) Taken from: Kim, Elaine and Hartmann, Pamela. *Interactions Two: A Reading Skills Book*.

III- Read the article *The Newspaper* and answer the questions below by circling the letter of the right alternative. 5pts

11. UPI (United Press International) is...

- a. An article.
- b. A newspaper.
- c. The front page.
- d. A news service.

12. What does the word "**staff**" (line 5) mean?

- a. Things.
- b. Articles.
- c. Sections.
- d. Members.

13. The pronoun "**their**" (line 5) refers to...

- a. Articles.
- b. Sections.
- c. Newspapers.
- d. Newspaper staff.

14. The reading does not say, but we can guess that...

- a. Books and newspapers are very useful.
- b. The newspaper is more colorful than a book.
- c. Books and newspapers are relatively similar.
- d. The newspaper has more sections than a book.

15. The main idea of the article is...

- a. There are many sections in a newspaper.
- b. The newspaper contains a lot of information.
- c. Newspapers and books are completely different.
- d. The newspaper is organized in a way that permits the reader to get the information easily.

## THE NEWSPAPER



1 Reading a newspaper is different from reading a book. Newspapers are organized and written in a special way, a way that enables the reader to select exactly what he or she wants to read. For example, articles are generally categorized into sections on business, sports, entertainment, and local, national, and international news. Then the articles are evaluated by the newspaper staff as to their relative importance within the section, with the most important articles or stories appearing at the beginning. The first page, or front page, of a newspaper usually has an index listing the sections and their page numbers.

2 The front page of a newspaper also contains articles that are, in the judgment of the newspaper staff, the most important for that particular day. Because the news is supposed to be objective and without opinions, the front page has mostly factual information. The headlines, the dark, large titles, serve two purposes: they tell the reader what the article is about, and they indicate, by size and darkness of the type, the importance of the story. Headlines help readers choose the articles that they want to read. Because some readers read only the headlines in papers, the wording of headlines is very important.

3 Just below the headline, at the beginning of the news article, are the abbreviations for the different news services, for example, AP for Associated Press, UPI for United Press International, and REUTERS for Reuters Press. These abbreviations indicate the source of the information, the press service that is responsible for the writing. The place that the news originated is written just before the news service abbreviation. (News items like these are factual and usually do not include the name of the author.)

4 The opening paragraph of a news article is called the lead; it contains all the essential facts of the story. A reader in a hurry could read only the headline and the first paragraph of a story and know the most important information. The rest of the article consists of additional details and explanation, organized according to importance. Thus, the closing paragraph of a news story is usually not a conclusion. Instead, it contains the least important information.

5 This special newspaper style of writing is also evident in the length of the graphs. They are short, so they are easy to read in a column, the long narrow lines of Newspapers are generally printed in columns so they can be read faster: the reader can move down a column faster than on a line across the page.

(422 words) Taken from, Zukowski, Jean, et al. *In Context*.

IV- Read the article **Communication** and answer the questions below by circling the letter of the right alternative. 5pts

16. Information is now available in terms of \_\_\_\_\_.

- a. Days.
- b. Weeks.
- c. Months.
- d. Seconds.

17. The word "**spread**" (line 2) means...

- a. Sleep.
- b. Travel.
- c. Deduce.
- d. Separate.

18. The pronoun "**it**" (line 22) refers to...

- a. Past.
- b. Time.
- c. Reason.
- d. Communication.

19. From the reading, we can infer that...

- a. Many people watch the news.
- b. In the past communication took a long time.
- c. Communication was not important in the past.
- d. The world is now a better place thanks to communication.

20. The main idea of the reading is...

- a. The world is smaller today.
- b. The history of communication is very important.
- c. Communication teaches about different subjects.
- d. Today communication reaches the whole world easily.

## COMMUNICATION



1 Telephone, television, radio, and the telegraph all help people communicate with each other. Because of these devices, ideas and news of events spread quickly all over the world. For example, within seconds, people can know the results of an election in Japan or Argentina. An international soccer match comes into the home of everyone with a television set. News of a disaster such as an earthquake or a flood can bring help from distant countries. Within hours, help is on the way. Because of modern technology like the four thousand satellites that travel around the world, information travels fast.

2 How has this speed of communication changed the world? To many people the world has become smaller. Of course this does not mean that the world is actually physically smaller. It means that the world seems smaller. Two hundred years ago, communication between the continents took a long time. All news was carried on ships that took weeks or even months to cross the oceans. In the seventeenth and eighteenth centuries, it took six weeks for news from Europe to reach the Americas. This time difference influenced people's actions. For example, one battle, or fight, in the War of 1812 between England and the United States could have been avoided. A peace agreement had already been signed. Peace was made in England, but the news of peace took six weeks to reach America. During these six weeks, the large and serious Battle of New Orleans was fought. Many people lost their lives after a peace treaty had been signed. They would not have died if news had come in time. In the past, communication took much more time than it does now. There was a good reason why the world seemed so much larger than it does today.

3 An important part of the history of the world is the history of communication. In prehistoric times, people had limited knowledge of the world. They had little information about geography, the study of the Earth. People knew very little beyond their small groups except what was happening near their homes. Later, people organized into villages, and verbal communication between little towns was possible. Still the people were limited because they had no outside information. Kingdoms and small countries then developed, with a king directing the people. Cities developed, too, but still communication was limited to the small geographical area of the country. Much later in history, after the invention of the printing press, many more people learned to read, and communication was improved.

4 In this modern age, communication is so fast that it is almost instant. People's lives have been changed because of the immediate spread of news. Sometimes the speed is so rapid that it does not allow people time to think. For example, leaders of countries have only minutes, or at most hours, to consider all the parts of a problem. They are expected to answer immediately. Once they had days and weeks to think before making decisions.

(427 words) Taken from: Zukowski, Jean, et al. *In Context*.

V- Read the article ***Why People Buy*** and answer the questions below by circling the letter of the right alternative. 5pts

21. What is attractive for purchasers to buy?
- Cookies.
  - Motor parts.
  - Books and stamps.
  - Chewing gum and magazines.
22. The word "**purchaser**" (line 7) means...
- Products.
  - Manufacturers.
  - The person who sells.
  - The person who buys.
23. The pronoun "**she**" (line 16) refers to...
- Purchase.
  - Customer.
  - Grocery stores.
  - Checkout counters.
24. The article does not say, but we can infer that ...
- People buy different products.
  - People don't like to buy advertised products.
  - Advertising has a strong impact on consumers.
  - There is strong competition among companies.
25. What is the main idea of the text?
- Advertising informs the customer of products.
  - The main purpose of advertising is to sell the product.
  - The main purpose of advertising is to inform the consumer.
  - Both informing the consumer and selling the product are equally important.

## WHY PEOPLE BUY



1 The most obvious purpose of advertising is to inform the consumer of available products or services. The second purpose is to sell the product. The second purpose might be more important to the manufacturers than the first. The manufacturers go beyond only telling consumers about their products. They also try to persuade customers to buy the product by creating a desire for it. Because of advertisement, consumers think that they want something that they do not need. After buying something, the purchaser cannot always explain why it was bought.

2 Even though the purchaser probably does not know why he or she bought something, the manufacturers do. Manufacturers have analyzed the business of selling and buying. They know all the different motives that influence a consumer's purchase—some rational and some emotional. Furthermore, they take advantage of this knowledge.

3 Why are so many products displayed at the checkout counters in grocery stores? The store management has some good reasons. By the time the customer is ready to pay for a purchase, he or she has already made rational, thought-out decisions on what he or she needs and wants to buy. The customer feels that he or she has done a good job of choosing the items. The shopper is especially vulnerable at this point. The displays of candy, chewing gum, and magazines are very attractive. They persuade the purchaser to buy something for emotional, not rational motives. For example, the customer neither needs nor plans to buy candy, but while the customer is standing, waiting to pay money, he or she may suddenly decide to buy some. This is exactly what the store and the manufacturer hope that the customer will do. The customer follows their plan.

4 Manufacturing companies compete for these special display places. In fact, there is strong competition among them. Each one wants to win the display placed at eye level in the grocery store. Products that are placed on the top or bottom shelves are not purchased by as many shoppers. The easiest product to choose is the one that is easiest to see, so there are advantages to having a product within easy reach.

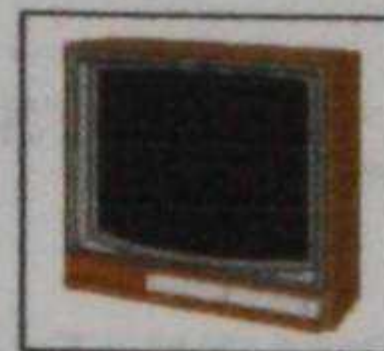
5 The candy-buying is an example of an emotional purchase. However, many purchases are rational, or carefully thought out. People generally consider economy, dependability, and convenience when they are purchasing a product. Thus, they think carefully about their needs and finances before purchasing something. At other times, the reasons behind a purchase may not be clear to a consumer. Consumers may be influenced by an advertisement on television showing a sports hero using the product. This picture remains in a consumer's mind even when he or she is not thinking about the hero. The consumer may want to copy the football star by using the product and so chooses it.

(469 words) Taken from: Zukowski, Jean, et al. *In Context*.

VI- Read the article *Children and Television* and answer the questions below by circling the letter of the right alternative. 5pts

26. Some groups of people are worried about commercials for...
- Sex.
  - Animals.
  - Salty food.
  - Sugarcoated food.
27. The word "**tool**" (line 5 ) means...
- Trouble.
  - Cartoons.
  - Television.
  - Instrument.
28. The pronoun "**who**" (line 36) refers to...
- Parents.
  - Children.
  - Situations.
  - Television.
29. The article does not say, but we can infer that ...
- Many people are interested in children.
  - Children watch a lot of violence on television.
  - Children prefer to play rather than to watch television.
  - It is the parents' responsibility to control the programs children watch on television.
30. What is the main idea of the reading?
- Television has changed modern life.
  - Violence is present in all programs.
  - Children's maturational process is greatly affected by television.
  - Children become more aggressive when they watch a lot of television.

## CHILDREN AND TELEVISION



1 Television has been changing the way people live for thirty years. It influences nearly every aspect of modern life: how people use leisure time, how news is reported, how information is learned, and how people think and feel. Children are particularly susceptible to the effects of television because their minds are growing, developing and learning much faster than those of adults. Whereas television could be used as an educational tool for children, more often simple, entertaining cartoons with little or no educational value are shown.

2 Social scientists, teachers, and parents are troubled by the kinds of television programs children choose to watch. These groups of people are concerned about the media's impact on young children. They are worried about the effects of televised violence on society as well as commercials for sugarcoated food. Most importantly, however, they feel television is one factor that causes declining math and reading scores among school children. Because of the excessive time spent watching TV, children are spending less time reading and thinking independently.

3 Indeed, youngsters are watching a lot of television—an average of nearly four hours a day and about 25 hours a week, according to an A. C. Nielsen Co. survey. The set stays on 53 hours a week in homes with preschoolers as opposed to 43 hours weekly in the average U.S. household. Upon entering kindergarten at age 5, an American child already has spent more hours viewing television than he or she would spend earning a college degree. By the child's eighteenth birthday, more time has been spent watching television than on any other single activity except sleep. The high-school graduate will have attended school for 11,000 hours, but he or she will have sat for almost twice that many hours in front of the set, exposed to an estimated 35,000 commercials and 18,000 murders.

4 Experts are concerned about the view of the world that youngsters are learning from television. Parents, schools, and churches have traditionally been the social models and teachers for children. However, because television influences children's attitudes and behavior, its role in society is becoming increasingly more powerful. It is much more than a simple recreational activity. The medium "has changed childhood more than any other social innovation in the history of the world," declares child psychologist Robert M. Liebert, a professor at the State University of New York at Stony Brook. "For the majority of kids in this country, television is the socializing agency," according to David Pearl, who heads the behavioral sciences research branch of the National Institute of Mental Health in Bethesda, Maryland.

5 Exposure to excessive violence is another influence of television. According to several studies, televised violence may cause children to become more aggressive. Also, because so much violence is seen by children on television, they become more used to it as the only solution to difficult situations. Children who watch a great deal of violence on television may become apathetic toward actual aggression. One study has shown that, compared to a control group, fifth-graders who watched an aggressive television broadcast were slower to ask for adult help when a fight broke out among younger children. This decreased sensitivity to human suffering is frightening, says psychologist Ronald S. Drabman. "It will lead to much more societal violence," he believes.

(547 words) Taken from: Zukowski, Jean, et al. *In Context*.

## ANNEX #3: Posttest #2 and its texts

LICEO FERNANDO VOLIO JIMÉNEZ  
 SECOND ENGLISH TEST  
 FIRST TERM  
 ELEVENTH GRADE

GRADE   
 POINTS OBTAINED   
 30pts

TIME ALLOWED: 80 minutes

INSTRUCTORS: MANUEL NAVARRO AND JORGE ALTAMIRANO

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

I- Read the article *A Famous Inventor* and answer the questions below by circling the letter of the right alternative. 5pts

1. Bell Canada is the name of \_\_\_\_\_.
  - a. An airport.
  - b. A school for the deaf.
  - c. A telephone company.
  - d. The airplane that Bell and Curtiss invented.
  
2. The word "**develop**" (lines 9-10 ) means...
  - a. Fly.
  - b. Play.
  - c. Drive.
  - d. Produce.
  
3. The pronoun "**he**" (line 4) refers to...
  - a. Glenn Curtiss.
  - b. Casey Baldwin.
  - c. Mabel Hubbard.
  - d. Alexander Graham Bell.
  
4. From the reading, we can infer that ...
  - a. Bell died in 1922.
  - b. Bell went to school in Scotland.
  - c. Both Bell and his wife were deaf.
  - d. Bell was a professor at Boston University.
  
5. The main idea of paragraph 3 is that...
  - a. Bell was a famous inventor.
  - b. Bell 's wife was one of his students.
  - c. The hydrofoil that Bell and Baldwin invented 1918 was very fast.
  - d. Bell invented many different things by himself and with other people.

## A FAMOUS INVENTOR



Alexander Graham Bell was a famous inventor. He invented many things that we use in our lives every day.

Bell was born in Edinburgh, Scotland, in 1847. In 1870, he and his family went to Canada. In 1872, he started a school for training teachers of the deaf in Boston in the United States. The next year he became a professor at Boston University. In 1877, Bell married Mabel Hubbard, who had been one of his deaf students.

Bell invented many things, but his most famous invention is the telephone. In 1883, Bell invented a Graphophone (a type of record player) that played wax records. Bell also worked with Glenn Curtiss, an American inventor, to develop an airplane and with Casey Baldwin, a Canadian inventor, to develop a hydrofoil. (A hydrofoil is a kind of fast boat.) Their hydrofoil was so successful that it set a world record for water speed in 1918.

Bell died in 1922. His name lives on today in the form of telephone companies such as Bell South, Pacific Bell, and Bell Canada.

(187 words) Taken from: Folse, Keith. *Beginning Reading Practices*.

II- Read the article *Technology and Natural Resources* and answer the questions below by circling the letter of the right alternative. 5pts

6. Some plants developed by scientists can grow without ...
- Soil.
  - Food.
  - Water.
  - Fuel Materials.
7. The word "**improve**" (line 2) means...
- Use.
  - Help.
  - Invade.
  - Destroy.
8. The word "**they**" (line 5) refers to...
- Vines.
  - Plants.
  - Farmers.
  - Scientists.
9. The reading does not say, but we can infer that ...
- Farmers will not just grow crops.
  - Space colonists will be able to grow their own foods.
  - Technology will change the world drastically in the future.
  - Scientists are already developing plants that can grow without soil.
10. The main idea of the article is that...
- Technology is the science of machines.
  - Space colonists will also grow large quantities of crystals.
  - The genes of plants will be combined or changed to produce new plants.
  - Technology will bring the world many important benefits and improve the production of natural resources.

## Technology and Natural Resources



Technology will also improve the cultivation of natural resources. Farmers will not just grow crops: they will genetically engineer them. This means that the genes of plants will be combined or changed to produce entirely new varieties of plants. Think about vines of multi-colored grapes, or huge oranges you can drink with a straw. Scientists are already developing plants that can grow without soil. In the future some trees may grow fruit only on the outer limbs for easy picking. Some plants could even grow sideways, defying gravity. Undersea kelp farms will supply food fuel materials. Space colonists will not only be able to grow their own foods, they will also grow large amounts of crystals, which then will be used in technological devices. Underwater miners will vacuum mineral-rich manganese nodules from the floor of the ocean.

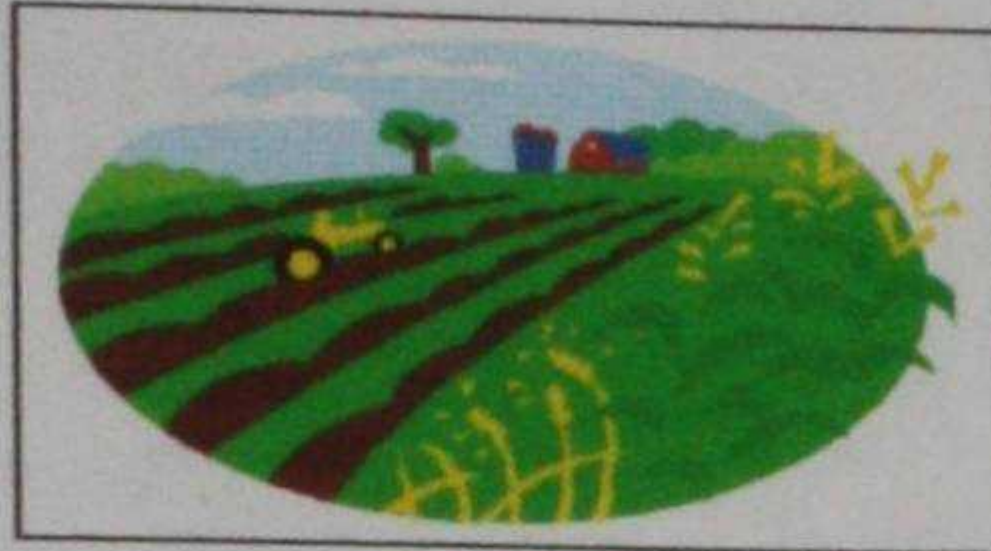
(142 words) Taken from: Cabrera Leonor and Patricia Córdoba.  
*Learning English: Supplementary Material for Costa Rican Students, 11th Graders.*

III- Read the article *Improving Worldwide Agriculture* and answer the questions below by circling the letter of the right alternative. 5pts

11. Computer technology provides farmers with \_\_\_\_\_ on consumer supply and demand.
- Data.
  - More food.
  - More production.
  - The development of food systems.
12. What does the word "**data**" (line 24) mean?
- Efficiency.
  - Resources.
  - Information.
  - Computer technology.
13. The pronoun "**them**" (line 32) refers to...
- Acres.
  - Farmers.
  - Computers.
  - Plant diseases.
14. The reading does not say, but we can guess that...
- Farmers are becoming more computer-oriented.
  - Computers can warn of possible plant diseases or pests.
  - In the future, farmers will probably have more facilities and advantages to cultivate land.
  - The world's food needs can be met if all nations work together, sharing new ideas in the development of food systems.
15. The main idea of the text is...
- Computers can measure acres to be planted.
  - Vast information resources are now available to farmers.
  - World's production must become more efficient and expand into new regions.
  - Science and technology are giving beneficial information to agriculturists to make agriculture better.



## *Improving Worldwide Agriculture*



1 Today science and technology are helping farmers to make great strides in agriculture. As the world's need for food increases in the future its, production must become more efficient and expand into new regions of the world where farming has been difficult- like arid regions of Africa. The world's food needs can be met if all nations work together, sharing new ideas in the development of food systems.

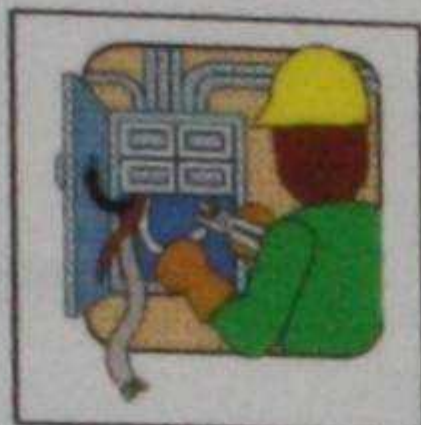
2 Vast information resources are now available to farmers thanks to our *computer technology*. Every day farmers are becoming more computer-oriented as they begin to utilize computer information. Computers are helping by providing data on consumer supply and demand. They also help measure acres to be planted, and to determine when and how to plant. Computers can warn of possible plant diseases or pests and how to control them and much more. In short, computers are helping farmers manage their farms with maximum efficiency.

(153 words) Taken from: Cabrera Leonor and Patricia Córdoba.  
*Learning English: Supplementary Material for Costa Rican Students, 11th Graders.*

IV- Read the article *The Ethics of Change* and answer the questions below by circling the letter of the right alternative. 5pts

16. Recent discoveries are \_\_\_\_\_.
- Positive and exciting.
  - Pessimistic and illegal.
  - Negative and interesting.
  - Fatalistic and uninteresting.
17. The word "**polygraphs**" (line 9) means...
- Telephones.
  - Lie detectors.
  - Digital watches.
  - Stress evaluators.
18. The pronoun "**they**" (line 3) refers to...
- Recent discoveries.
  - Areas of communication.
  - Legal and moral problems.
  - Rapid changes in modern life.
19. From the reading, we can infer that...
- Police departments use lie detectors.
  - Lie detectors are to check the truth of what someone is saying.
  - Recent discoveries may cause controversial issues in technology.
  - Telephones and digital watches may soon be turned into small versions of lie detectors.
20. The main idea of paragraph 1 is that...
- Technology is helping society.
  - Recent discoveries are exciting.
  - Recent discoveries in technology are causing ethical questions.
  - The areas of communication and medicine are important these days.

## *The Ethics of Change*



1 Technology is bringing rapid changes to modern life. Recent discoveries—especially in the areas of communication and medicine—are exciting and can be beneficial, but they also bring with them possible social, moral, and legal problems. In many cases, a new discovery has led to dramatic change before we have a chance to decide if such a change is right. These discoveries are causing experts in the fields of philosophy, ethics, and law to consider a number of ethical questions.

2 For years, police departments, the FBI, and the CIA have used polygraphs (lie detectors) to check the truth of what someone is saying. These machines record changes in a person's blood pressure, breathing, and the skin's electrical conductivity; these are responses that indicate that a person is lying. Recent technological advances, however, have taken this concept one step further. Telephones and even digital watches may soon be turned into small versions of lie detectors. Such miniature Psychological Stress Evaluators (PSEs) would, unlike current polygraphs, detect lying by picking up "microtremors" in a person's voice. Microtremors, which are movements of the voice too slight to be noticed by the human ear, vary according to the degree of stress. Imagine having a PSE on your home phone or on your wristwatch! You would usually know if someone was avoiding the truth!

(218 words) Taken from: Kim, E, and Pamela Hartman. *Interactions Two: A Reading Skills Book*.

V- Read the article *Discoveries in the Past* and answer the questions below by circling the letter of the right alternative. 5pts

21. A recent astronomical discovery is the \_\_\_\_\_.
- Universe.
  - Black holes.
  - Radio waves.
  - Golden age of astronomy.
22. The word "**findings**" (line 2) means...
- Changes.
  - Discoveries.
  - More questions.
  - Recent observations.
23. The pronoun "**it**" (line 12) refers to...
- The Universe.
  - The Big Bang.
  - An enormous explosion.
  - A Golden Age of Astronomy.
24. From the reading, we can infer that ...
- The universe is a very violent place.
  - Scientists will probably continue to discover many more interesting things.
  - Each new discovery leads to more questions and to differing interpretations of discovery.
  - Black holes allow scientists to learn more about the importance of gravity.
25. The main idea of paragraph 2 is that...
- Scientific discoveries show that the universe is violent.
  - Scientists agree with the explanation of recent discoveries.
  - An important discovery was radio waves left over from the Big Bang.
  - Exciting discoveries in the past thirty years caused great changes in the field of astronomy.

## DISCOVERIES IN THE PAST



1 Exciting discoveries in the past thirty years have led to great changes in the field of astronomy, producing what many people are calling a "golden age of astronomy." These new findings are coming fast - every month and sometimes even weekly. Each new discovery leads to more questions and often to differing interpretations of the discovery. Astronomers and physicists have made many recent advances but one fact is certain: the questions that are brought up by such advances sometimes make the universe seem more enigmatic and puzzling, not less. Most of the discoveries of the last three decades have to do with the surprising violence of the universe.

2 When many of us look into the night sky, it seems to us that the universe is very still and serene. However, scientists now tell us that just the opposite is true; the universe is neither unmoving nor calm. There is strong evidence that the universe has always been a very violent place. It even began violently. Recent observations provide evidence that the cosmos began with the Big Bang (an enormous explosion that occurred twenty billion years ago) and has been expanding ever since. One of the most significant of these observations was the discovery of radio waves left over from the Big Bang. Now there is a big question in the field of cosmology: Will this expansion of the universe continue forever? Some theorize that if the growth stops, the universe will completely collapse.

3 Another recent astronomical discovery has been black holes. These extraordinary and exciting objects allow scientists to learn more about the importance of gravity - the force that keeps people and things on earth, for example, instead of floating away in space.

(275 words) Taken from: *Admission Test from Universidad Latina de Costa Rica.*

VI- Read the article **Medical Technology** and answer the questions below by circling the letter of the right alternative. 5pts

26. What is the cost of conceiving a baby through in vitro fertilization?
- About \$ 65.000.
  - From \$70.000 to \$75.000.
  - More than a million dollars.
  - Between \$ 75.000 and \$90.000.
27. The expression "**in vitro fertilization**" (lines 9-10) means...
- A method of conceiving a baby artificially.
  - The delivery of a baby to his biological parents.
  - A method of conceiving a baby completely natural.
  - The medical ability to maintain a person technically alive for years.
28. The pronoun "**it**" (line 17) refers to...
- Child.
  - Long time.
  - Fertilized egg.
  - Mother's body.
29. The article does not say, but we can infer that ...
- Technology is advancing very fast.
  - Recent discoveries in technology are good and bad.
  - In vitro fertilization is becoming more and more common.
  - Surrogate mother sometimes changes her mind and wants to keep the baby.
30. What is the main idea of the reading?
- There are ethical and legal questions involving in vitro fertilization.
  - It is easy these days to fertilize a human egg outside a woman's body.
  - There are ethical and legal questions involving keeping a person alive who is "brain dead".
  - Technological advances in the medical profession are causing man ethical and legal questions.

## MEDICAL TECHNOLOGY



In the medical profession, technology is advancing so fast that questions of law and ethics cannot be discussed and answered fast enough. Most of these questions involve ending or beginning a human life. For example, we have the medical ability to keep a person technically "alive" for years, on machines, after he or she is "brain dead", i.e., after the "new brain" has stopped functioning. But is it ethical to do this? And what about the alternative? In other words, is it ethical not to keep a person alive if we have the technology to do so? And there are many ethical questions involving the conception of a human baby. In vitro fertilization, for example, is becoming more and more common. By this method of conceiving a baby outside a woman's body, couples who have difficulty conceiving a child may still become parents. This possibility brings joy to many families, but it also raises important questions. At a cost of between \$70,000 and \$75,000 for the delivery of one such baby, should society have to pay for this, especially when there are many orphaned children who need parents? A fertilized human egg might be frozen for a long time- perhaps decades- before it is implanted in the mother's body; is this fertilized egg a human being? If the parents get a divorce, to whom do these frozen eggs belong? And there is the question of surrogate mothers. There have been several cases of a woman who is paid to carry (for the nine months of development) the baby of another woman who is medically unable to do so. After delivering the baby, the surrogate mother sometimes changes her mind and wants to keep the baby. Whose baby is it? Is it the surrogate's because she gave birth? Or is it the biological parents?

(303 words) Taken from: Kim, E, and Pamela Hartman. *Interactions Two: A Reading Skills Book*.

## ANNEX #4: Answer sheet

## READING PRE-TEST / POST TEST

## ANSWER SHEET

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_ . 11-\_\_\_\_.

PARTS I-VI: 30pts

- |             |             |             |
|-------------|-------------|-------------|
| 1. a b c d  | 11. a b c d | 21. a b c d |
| 2. a b c d  | 12. a b c d | 22. a b c d |
| 3. a b c d  | 13. a b c d | 23. a b c d |
| 4. a b c d  | 14. a b c d | 24. a b c d |
| 5. a b c d  | 15. a b c d | 25. a b c d |
| 6. a b c d  | 16. a b c d | 26. a b c d |
| 7. a b c d  | 17. a b c d | 27. a b c d |
| 8. a b c d  | 18. a b c d | 28. a b c d |
| 9. a b c d  | 19. a b c d | 29. a b c d |
| 10. a b c d | 20. a b c d | 30. a b c d |

Points Obtained \_\_\_\_\_

Grade \_\_\_\_\_

**ANNEX #5: Section 11-1 and grades obtained in the tests**

**Prof. Jorge Altamirano**

STUDENTS	PRETEST	POSTTEST 1	POSTTEST 2
1. AGÜERO ARROYO WENDY	33	40	50
2. ALFARO BLANCO ALEJANDRA	53	60	60
3. AMADOR HIDALGO YANCY	33	40	47
4. AGUILAR JARA MARCELA	36	53	47
5. AZOFEIFA LÓPEZ ANA ISABEL	40	50	53
6. ALVARADO MORA CINDY	39	37	---
7. ÁVALOS VEGA DAVID	63	50	70
8. CÁRDENAS BOGANTES GABRIELA	66	40	50
9. CORRALES DUARTE IDALLIA	39	40	43
10. DELGADO VARELA NELSON	56	67	53
11. DELGADO VARELA IVANNIA	26	40	70
12. FONSECA VALERIO DAVID	60	67	73
13. JIMÉNEZ CASTILLO DAVID	59	63	90
14. JIMÉNEZ VALVERDE XINIA	39	37	---
15. MADRIGAL MONTERO DAVID	43	60	7
16. MARÍN JIMÉNEZ HANIEL	66	77	90
17. MARÍN SOLÍS YASDANI	59	63	60
18. MENA FONSECA VANESSA	---	37	37
19. MOLINA ZUÑIGA WAGNER	36	43	---
20. MORA MORALES ANA ANDREA	50	57	57
21. MORA ZUÑIGA LAURA	39	50	70
22. QUESADA ROJAS SEILY PATRICIA	---	43	53
23. QUESADA ROJAS ILEANA	19	57	70
24. RODRÍGUEZ DELGADO REBEKA	46	57	83
25. ROJAS CORDERO PAHOLA	53	57	50
26. RUIZ SOLÍS ANDREY	50	60	70
27. SOLÍS NAVARRO MAURICIO	36	57	80
28. UMAÑA ARIAS JOHANA	50	30	73
29. VARGAS MORALES MATILDE	36	37	47
30. VÁSQUEZ ROJAS SINDY PATRICIA	33	27	---
31. VEGA PÉREZ ALFREDO	46	70	70

## ANNEX #6: Section 11-2 and grades obtained in the tests

Prof. Manuel Navarro

STUDENTS	PRETEST	POSTTEST 1	POSTTEST 2
1. ALFARO C. ANA MARÍA	43	50	80
2. ALFARO ZUÑIGA OSCAR	27	40	83
3. ALVARADO DUARTE DAVID	47	60	-----
4. ARGUEDAS BOLAÑOS KAROLYNA	70	70	70
5. CERDAS QUESADA GABRIELA	-----	-----	73
6. CUADRA QUESADA ALEXÁNDER	50	50	43
7. GODÍNEZ CORTÉZ KATHYA	33	43	80
8. GONZÁLEZ MATAMOROS JENNY	37	40	70
9. GUADAMUZ Z. JESSICA	-----	47	87
10. GUZMÁN ZUÑIGA ANA SOFÍA	47	60	77
11. JIMÉNEZ FALLAS JENNY	57	43	70
12. LIZANO NAVARRO WALTER	60	47	93
13. MADRIGAL VALVERDE CINTHIA	-----	47	87
14. MARTÍNEZ CERDAS WENDIER	57	47	80
15. MARTÍNEZ QUIRÓS ESTEBAN	40	33	70
16. MORA GAMBOA ADRIÁN	50	67	90
17. MORA PORRAS MARTA	40	23	70
18. MORA VALVERDE ROY	27	57	60
19. OLIVARES SÁNCHEZ HELLEN	33	33	57
20. ORTEGA ROJAS MILEDY	33	40	60
21. PARRALES JIMÉNEZ PRISCILLA	60	63	97
22. PASOS MARTÍNEZ MÓNICA	33	33	63
23. ROJAS SOLÍS MARCO DAVID	53	57	80
24. SALAZAR MUÑOZ MARIANELA	40	27	53
25. UREÑA SALAZAR JESSICA	60	67	83
26. UREÑA SÁNCHEZ MARIAM	33	57	83
27. VARELA NÚÑEZ NURIA	43	60	90
28. VARELA UREÑA MARILYN	43	50	70
29. VARGAS FALLAS FREIZETH	50	50	70

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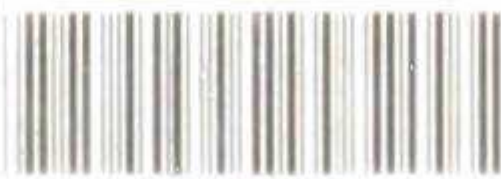
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**SIDUNA**



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