

CHAPTER ONE: *A stormy night*

Skimming



Reading for the **GENERAL** meaning

1. Individual work: **Read the text quickly. What is the text about?**

Finish these sentences.

a. Sergeants and soldiers meet in the tavern in Reina de Los Angeles and they talk about _____

b. Some people think the Zorro is very bad and some people think he is ____ because he protects the poor people.

Scanning



Reading for **DETAILS**

2. **Individual work:** Read the text again and complete the grid with two characters

TOWN:	
COUNTRY:	
<i>Main characters</i>	<i>Short description</i>
1.	
2.	

3.	
4.	
5.	

2. Pair work: Think and answer

What is the difference between **skimming** and **scanning**?

.....

So, when do we need to skim and when to scan?

(Circle the correct answer)

When I look for a word up in the dictionary.	<i>skin</i>	<i>scan</i>
When I try to understand a poem.	<i>skin</i>	<i>scan</i>
When I look for an interesting article to read in a magazine.	<i>skin</i>	<i>scan</i>
When I look for information on a web	<i>skin</i>	<i>scan</i>
When I read a Maths exercise	<i>skin</i>	<i>scan</i>

3. **Individual work:** Complete exercises 1 and 2 (A and B) on pages 10 and 11.

CHAPTER TWO: *A surprise Visit*

Predicting



Using pictures, titles, headings, previous knowledge to anticipate informations and events in the text

1. Individual work: **Predicting what is going to happen in the story can make your reading easier. Before reading chapter two try to guess if the following sentences are true (T) or false (F)**

1.	Zorro is dressed in black	
2.	Zorro and Sergeant Gonzalez are going to fight	
3.	Zorro uses a gun	
4.	Zorro makes a "T" with his sword	
5.	Zorro is better fighting than Sergeant Gonzalez	

2. Individual work: **Read the chapter and check your answers.**

3. Individual work: **Try to find the opposite adjectives in chapter 2.**

slow	
quick	

heavy	
fast	
light	

3. Individual work: Complete exercises 1, 2 and 3 (A and B) on pages 16 and 17.

CHAPTER THREE: *The Pulido hacienda*

Anticipation

Thinking in advance about the text we are going to read and guessing. As we read, we will be looking to confirm our guesses, we will "have our eyes open" to learn new information that refutes or confirms them.

1. Individual work: Read these questions before going through chapter 3. Do you think you can answer any of them? Try to **imagine** the answers.

- a. Why does Don Diego visit Don Carlos?
.....
- b. Who is Lolita?..... c.
- Does Don Diego love Lolita?..... d. Why does Lolita get angry with Don Diego?..... e.
- Who kisses Lolita's hand?.....

Now read the chapter and **confirm**  / **refute**  the questions.

2. Individual work: Read the following adjectives and try to find a synonym in chapter 3 (page 18).

hot	
poor	

unhappy	
funny	
young	

3. **Individual work:** Complete exercise 1 on page 26

CHAPTER FOUR: *Captain Ramon*

Guessing the meaning of words

1. **Individual work:** Read chapter 4 quickly and find 7 words you don't know. Write them

in the first column of the table below:

New words	Similar words		
E.g. enemy	enemic		

2. **Individual work:** Read the new words again. Do you know any similar word, either in English or in Catalan? If this is the case, write them in the second column.

3. **Individual work:** Can you deduce the meaning of the words in column 1 now?

If this is the case you can write the translation in the third column. You can read the sentence where this word appears and check if your guess is correct.

4. Individual work: Check the meaning in a dictionary and confirm your guess (✓)

New words	Similar words	Possible meaning	Dictionary
E.g. enemy	<i>Enemic</i>	<i>Enemic</i>	✓

5. Individual work: Read the chapter again and complete exercise 1 on page 31.

6. Individual work: Add the name and the description of the new characters in the chart in chapter 1.

CHAPTER FIVE: *Lolita is in love*

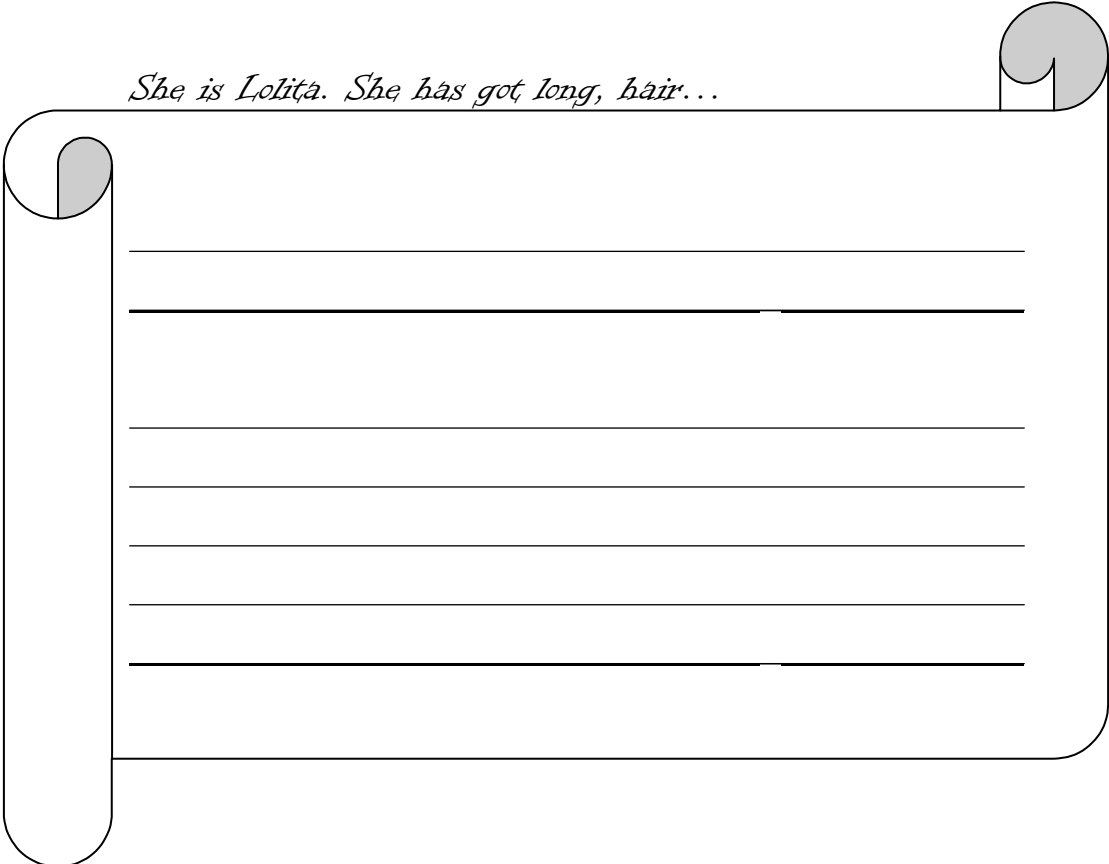
Using visual information

1. **Individual work:** Read the title of this chapter.
What does it mean in Catalan?
2. **Individual work:** Look at the picture of the girl on page 33.
Who is she?

What does she look like?

Describe her in 10 lines! Use as much information as you can
(physical description, personality, likes, etc)

She is Lolita. She has got long, hair...



A scroll-shaped writing area with horizontal lines for text. The scroll is unrolled on the left side and has a small grey circle at the top right corner. The text 'She is Lolita. She has got long, hair...' is written in a cursive font at the top of the scroll.

3. **Individual work:** Now look and describe the picture on page 35. In your description, try to include the following information:

- a. Who the characters are.
- b. Where they are.
- c. What the man is doing and why.
- d. What the woman is doing and why.



3. Pair work: Let's review some **READING TECHNIQUES**. Read the following exercise and write down what kind of reading technique you should use to complete them successfully

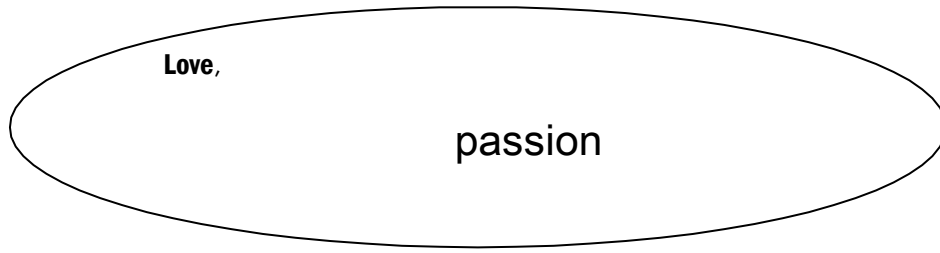
Exercise	Reading Technique
4a) What do you think is going to happen in this chapter? Is the gentleman going to kill the beautiful lady?	
4b) Read the text quickly to see what happens and write a pair of sentences.	
4c) Identify at least 5 more words related to the topic of love.	

Now, complete the exercises :

4a).....

 ...b).....

4c)



5. Individual work: Who is in love with whom??? Answer these questions

- Who is Lolita in love with?

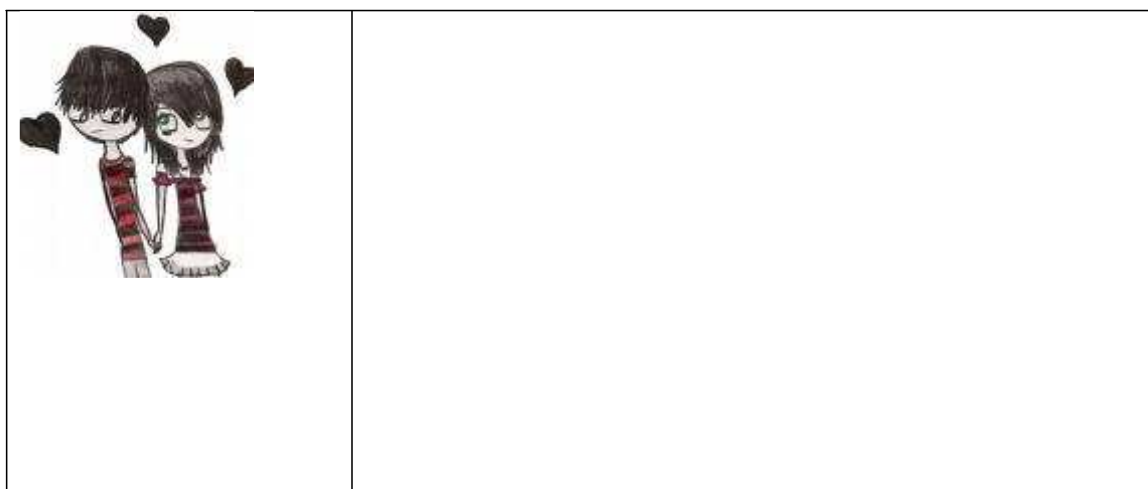
She is in love
with.....

- Who is in love with Lolita?

There are three men in love with Lolita. They are
Zorro,

..... and

.....



If necessary, revise your description of the picture in exercise 3.

6. Individual work: Read chapter 5 again and complete exercises 1, 2 and 3.

5- La formulació de descriptors específics relacionats amb la 'família de seqüències'

En el cas de la família de seqüències, la que hem presentat aquí és la família que desenvolupa la capacitat de comprensió escrita, tant important a l'hora d'obtenir un ímput adequat. Per tant, els descriptors seran aquells que fan referència la comprensió escrita en un nivell A2.

Comprendre la informació bàsica d'un text senzill.

Reconèixer l'argument d'una narració i, si aquesta és coneguda, entendre alguns detalls.

6- La formulació del que podria ser el descriptor més general en el qual es podrien encabir els descriptors específics

Llegir un llibre de lectura adaptada tot utilitzant diferents estratègies,

adequades a la intenció de la lectura.

7- Una reflexió final amb el títol: “El PEL i jo/nosaltres en aquest moment”

Nosaltres portem dos anys portant a terme a l'aula una filosofia sobre l'aprenentatge de llengües que vam començar a conèixer fa més de cinc anys. Si bé al principi ens va semblar una forma de treballar que s'adia força amb la nostra manera de veure i entendre l'ensenyament de les llengües, i més concretament de la llengua anglesa, aviat ens vam adonar que el PEL és una filosofia de treball que integra tot allò que té a veure amb aprenentatge significatiu, avaluació dinàmica, assoliment de competències, etc. És per aquesta raó que, en aquests moments, el PEL impregna totes i cadascuna de les maneres de fer a l'aula.

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