

UNIT 1

READING IN GENERAL

1.1. *Definition of reading.*



Sáez (1951) defines reading as "...an instrumental activity in which one does not read to read but reads for something and for something. Always behind all reading there must be a desire to know, a desire to penetrate in the intimacy of things...".

1.2. *The importance of reading*



It is not necessary to indicate how important books are it is enough to investigate a little to understand that all religion is based on one, that the great social movements have been created from a written document and that the great scientific projects have evolved from written records. The book is conclusively an extraordinary invention of mankind.

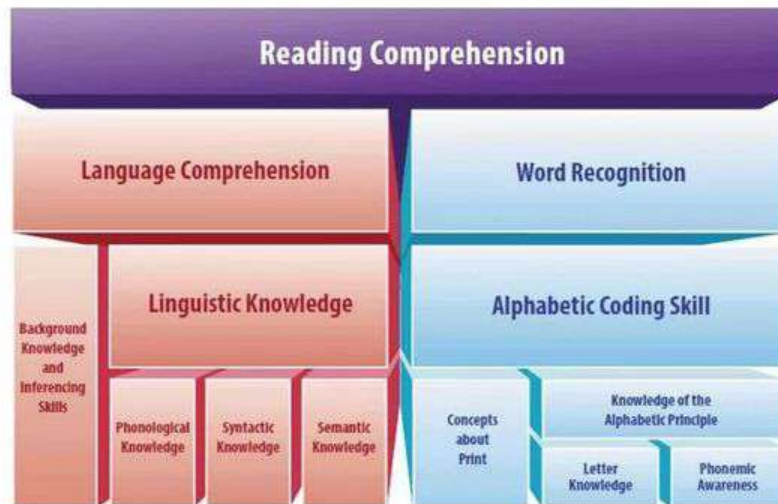
Books have confirmed throughout history that they are the most significant pillar of human culture, and to this day they continue to have more prestige than radio and television. But what about reading?

Spools (1980) states that reading "cannot be separated from language education: the selection of which language children should learn to read is crucial, and once the initial steps in reading instruction are past, reading becomes the enrichment of language".

We understand then that reading is a set of skills, and that the learning process must be developed in the first years of teaching, since it consists of the interpretation of graphic signs through mental recreations that allow us to see what is not present, and So imagine a reality

1.3. The cognitive tasks involved in reading

The cognitive foundations framework



William E. Tunmer & Wesley A. Hoover (2019). The cognitive foundations of learning to read: a framework for preventing and remediating reading difficulties, *Australian Journal of Learning Difficulties*, DOI:10.1080/19404158.2019.1614081

Graphic 1.3. Reading and Comprehension: Cognitive Foundations.



1.4. *Practical activities to teach reading*

Only practice makes perfect, therefore, the best way to learn to read and understand English is by practicing.

Each of the activities that we are developing will allow us to improve our interpretation and obviously accompany them with images that illustrate our minds and lead us to create a clearer idea of the topic we are reading.

We are going to practice with the example that we will see below that has been taken as an example of the activities developed in the Cambridge books and that allow us with a slightly clearer idea, to practice and improve our reading.



1 Geography lessons in Iceland

Vocabulary: The natural world; Animals; geography
;volcanos;eruptions

2 Thousands of people visits volcanoes

1 Read and listen

a Read the text quickly and choose the best title.

3 Students escape when volcano erupts

In April 2010, a group of 14 and 15-year-old students from Loughborough, in the UK, went to Iceland on a school trip. They wanted to see things they studied in their geography lessons at school



so they visited an area which has a lot of active volcanoes. However, in the middle of the night on Tuesday the 13th of April the Eyjafjallajökull volcano began to erupt.

Emergency services woke up the students and their teachers in their hotel at 4am. They didn't have time to get dressed and left in their pyjamas. A bus took them to Reykjavik, the capital of Iceland, where they were safe.

When Eyjafjallajökull erupted, it affected people all over the world. In the local area 800 people left their homes immediately because of floods from local rivers and dangerous smoke and gases. The volcano also sent a big cloud of


ash 8 km up into the air. This was dangerous for planes because the pilots couldn't see in the ash cloud.

Many countries in Europe, including the UK, France, Sweden and Norway, closed their airports for many days in April. Thousands of travellers around the world couldn't get home. They slept in airports or tried to get to their destinations by car, train, bus or even taxi!

Icelandic volcanoes are very active. When the volcano Laki erupted for eight months in 1783, almost two million people died around the world. It was the worst volcanic eruption in history. The students from Loughborough were lucky!

Which is right? Don't look at the text!

The students **were lucky/ had luck**

b  2.13 Read the text again and listen. Are the sentences **right** (✓), **wrong** (X) or **doesn't say** (–)?

- | | |
|---|--|
| 1 The students learned about volcanoes before they went to Iceland. | 5 The eruption of Eyjafjallajökull didn't affect local people. |
| 2 They stayed near the Eyjafjallajökull volcano. | 6 In April 2010 many airports closed in Europe. |
| 3 The volcano woke up the students. | 7 Volcanoes in Iceland do not erupt very often. |
| 4 The students enjoyed their trip to Iceland. | 8 The eruption of Laki in 1783 wasn't very big. |



READ AND LISTEN


1.5. *How to learn reading?*


Learning how to read in English is the best way to acquire a new vocabulary, as it improves your grammatical understanding and, therefore, the grammar itself.


If you wonder how to read English correctly, these are the first steps you must take.


Most of the time in a class, they emphasize when you are learning English at listening, speaking, and pronunciation; but what, out reading?

Follow these recommendations to work on your comprehension "also in reading," and know how to read in English with the best results.

 Start with books, texts, or content that you like and are easy to read. Read as much as you can, but without saturating yourself; the important thing is that you do it every day and include your reading in English in your daily routine.

 Forget about translating in your mind; try to understand the context "in English"; over time, your mind will be able to assimilate the information in English. Remember that it is like learning to read again; at first, you will go slowly, but we guarantee that your speed in both reading and comprehension will improve with perseverance.

 The most crucial thing of all is that you do exercises, where you can listen to yourself; in this way you are adding great value to your communication, here our initial advice to read aloud, is focused.

 Try to live in English. Set your phone, computer, and other devices to English. Watch movies in English with English subtitles. Read the lyrics of your favorite songs "in English" ...

Another tool that can help you learn to read English correctly are audio books. If you have the book or content visually and the audiobook, you can rely on them to polish your pronunciation.