



## Bloque 2: Daily life

skimming and Scanning

Ingenieria en Sistemas y Redes Informaticas  
(Semipresencial)

## **Competencia de la asignatura**

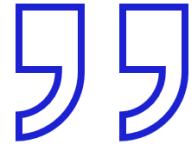
Utilizar las expresiones para comunicar información personal, actividades diarias, preferencias y herramientas tecnológicas actuales en idioma inglés de forma oral y escrita, siguiendo los lineamientos del Marco Común Europeo de Referencia de las Lenguas, trabajando de manera individual y colaborativa.

## **Criterio de evaluación del bloque**

Utiliza vocabulario y estructuras gramaticales básicas para expresar sus ideas sobre situaciones de la vida real.

## **Lista de contenidos**

- ✓ Transportation
- ✓ Looking for Elizabeth Gallagher
- ✓ Have and don't have to
- ✓ Exercises



**Reading can take you places that you  
never before**

(Dr. Seuss)



Contenido uno

# Transportation

# My favourite things: show and tell

**Purpose:** To use previous vocabulary and structure describe objects by ask and answer questions.



1. The teacher give at least 5 minutes and you must choose an object from your home which is important to you. Example: A book, an Album of photos or music, a souvenir. - it can be anything you can talk about.
2. Then the teacher spin the wheel and the person who are will choose show the object to the class and he or she should describe it and explain why it's special for you.
3. Each student has the opportunity to ask one question from the other student, example: *Where did you get it?, How long have you have it?*
4. Try to using adjectives to describe the objects.

1 11.1

Complete expressions 1–18 with the words in the box.

bike boat bus (x2) car ferry foot helicopter motorcycle  
plane scooter ship streetcar subway taxi train truck van

# LET'S GO BUDDY



1 by \_\_\_\_\_



2 by \_\_\_\_\_



3 by \_\_\_\_\_



4 by \_\_\_\_\_



5 by \_\_\_\_\_



6 by \_\_\_\_\_



7 by \_\_\_\_\_



8 on \_\_\_\_\_



9 by \_\_\_\_\_



10 by \_\_\_\_\_



11 by \_\_\_\_\_



12 by \_\_\_\_\_



13 by \_\_\_\_\_



14 by \_\_\_\_\_



15 by \_\_\_\_\_



16 by \_\_\_\_\_



17 by \_\_\_\_\_



18 by \_\_\_\_\_

## Type of transportation by water.

Write your answer here.



01:30

Send

**Type of transportation by air.**

Write your answer here.



01:30

Send

**Type of transportation on land.**

Write your answer here.



01:30

Send

**What forms of transportation can you see in pictures from A-D?**



**What other forms of transportation can you think?**

Write your answer here.



01:00

Send



**How do you usually travel to those places?  
[The supermarket, Your English classes, your work]**

Write your answer here.



01:00

Send

## Read the text, then answer the question

# THE WORLD'S coolest commutes

Do you have a long trip to work? Do you have to sit in traffic for hours or fight with thousands of other commuters for a place on the subway? It doesn't have to be stressful to commute. Here are three of the world's coolest commutes.



**C**hris Roberts is a doctor with Australia's Royal Flying Doctor Service. He spends about 90 minutes every day on a plane, and he often has to fly to some of the most remote places in Australia – places where there are no airports. "I love flying to work," he says, "but we have to look out for kangaroos when we land, especially at night."

**I**nger Bojesen is a journalist in Copenhagen, Denmark. Her trip to work is a 30-minute bike ride. In Copenhagen, 45% of people go to work by bike. There are bike lanes and special traffic lights for bicyclists, so they don't have to wait with all the cars and buses. And it's very safe. "I love my commute," says Inger. "It's really fast, and it's free!"

**J**ohn Douglas is an engineer at a power plant on beautiful Lake Manapouri in New Zealand. There are no roads to the power plant, so John has to drive to the ferry, and then he and his coworkers have to travel across the lake by boat. It's called the "Z" boat because "zzzz" is the sound of workers sleeping during the trip! "It's a great way to start the day," says John.



Which forms of transportation does it mention?

Write your answer here.

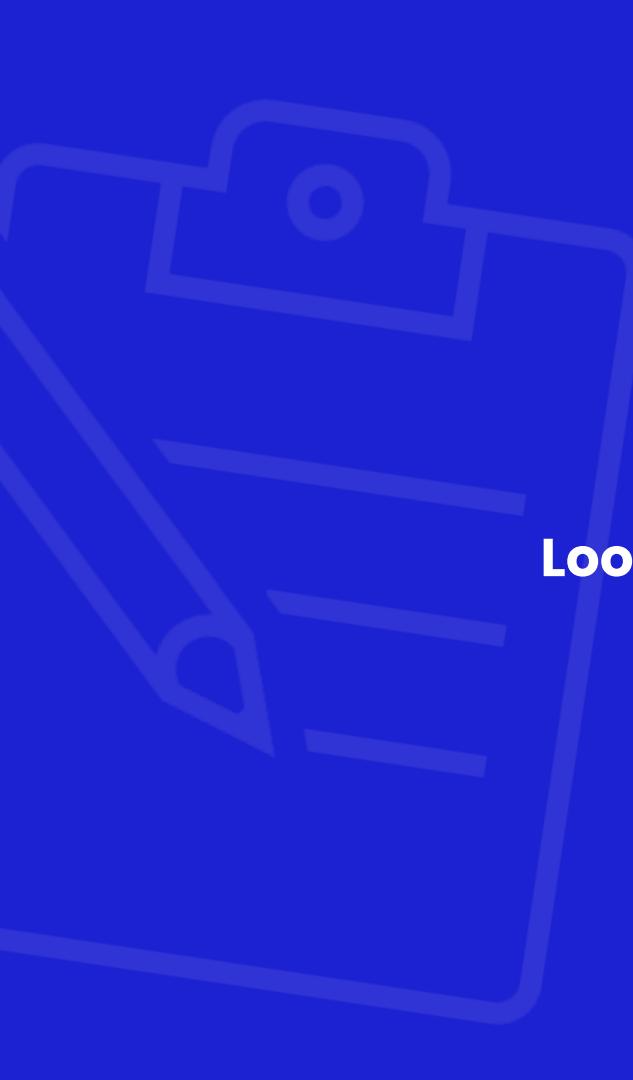


01:30

Send

**Reread the text. Who do you think says the following about his/her commute: Chris, Inger, or John?**

1. It's a really quiet commute, and the scenery is beautiful. -----
2. Sometimes I see some interesting animals during my trip. -----
3. I love getting some exercise on my way to work. -----
4. I take two different forms of transportation to get to work. -----
5. I can also go to work by car or bus if I want. -----
6. I travel at different times of the day. -----



Contenido dos

## Looking for Elizabeth Gallagher

# Reading Techniques

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes.

**Skimming** is reading rapidly in order to get a general overview of the material.

**Skimming** tells you what general information is within a section, **scanning** helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.





# How to use skimming and scanning

**Skimming** is done to gain a vague understanding of a text and to quickly explore the content of reading material before diving deeper into reading it. Here is how you should skim a book for the best results:

1. Check the title, table of contents, and the name of the chapters to understand how the content is structured and where certain ideas and concepts are being explained.
2. Look at the headings in each chapter to better understand how the information is structured and where you can actually find all the relevant data.
3. Read the first paragraph and the first and last sentences of the next couple of paragraphs.

Butte College. (2016, June 13). Skimming and Scanning. Retrieved from www.butte.edu:

[https://www.butte.edu/departments/cas/tipsheets/readingstrategies/skimming\\_scanning.html#:~:text=Skimming%20is%20reading%20rapidly%20in,order%20to%20find%20specific%20facts.](https://www.butte.edu/departments/cas/tipsheets/readingstrategies/skimming_scanning.html#:~:text=Skimming%20is%20reading%20rapidly%20in,order%20to%20find%20specific%20facts.)

Identify  
your topic



# How to use skimming and scanning

**Scanning** for facts to answer a specific question, one step is already done for you: the question itself supplies the keywords. Follow these steps:

1. Read each question completely before starting to scan. Choose your keywords from the question itself.
2. Look for answers to only one question at a time. Scan separately for each question.
3. When you locate a keyword, read the surrounding text carefully to see if it is relevant.
4. Re-read the question to determine if the answer you found answers this question.

Scanning is a technique that requires concentration and can be surprisingly tiring.

# Looking for Elizabeth Gallagher.

In this exercise, you're going to read the following text and then answer the questions according to what you understand the text.

## Elizabeth Gallagher

- 1 It's like a story in a movie: a couple plans a romantic trip around the world, but then they break up. The boyfriend doesn't want to go on the trip by himself, but he can't change the names on the tickets. He has to go alone ... or he has to find another woman with the same name as his ex-girlfriend. So he starts looking for one ...



## Elizabeth Gallagher

- 2 That's exactly what happened to 28-year-old Jordan Axani from Canada. He reserved a three-week-long vacation with his girlfriend, but their relationship ended a month before the vacation started. Jordan didn't want to cancel his vacation but he didn't want to go alone. The airline told Jordan that it was impossible to change the names on the tickets, so he decided to find a woman with a Canadian passport and with the same name as his ex-girlfriend: Elizabeth Gallagher.



# Looking for Elizabeth Gallagher.

LOOKING FOR



## Elizabeth Gallagher

- 3 Jordan placed an ad on the website Reddit, and about 1,200 women contacted him. Of those 1,200 women, eighteen had the name Elizabeth Gallagher and a Canadian passport. Jordan chose a 23-year-old student from Nova Scotia to come with him on the trip.



LOOKING FOR



## Elizabeth Gallagher

- 4 Jordan and Elizabeth had an amazing trip; they saw some beautiful places and met some great people. They went to New York, Paris, Venice and Bangkok. They spent Christmas Day in Vienna and New Year in Hong Kong. Prague was possibly their favourite place. Did they become friends? Yes, they did. Elizabeth thought that things definitely felt a little strange at first, but, after a while, they were like brother and sister. Elizabeth had a boyfriend back in Canada, so she and Jordan probably got on better because of this.

# Looking for Elizabeth Gallagher.

LOOKING FOR



## Elizabeth Gallagher

5 So, what's next for Jordan and Elizabeth? Elizabeth went back to her life in Nova Scotia. But Jordan is writing a book and – who knows – maybe one day, there really will be a Hollywood movie about their adventures together.

**When did Jordan and his girlfriend's relationship end?, What did Jordan do about their vacation when their relationship ended?**

Write your answer here.

x

01:30

Send

**What happened when Jordan placed an ad on Reddit? , How was Jordan and Elizabeth's relationship at the end of the trip?**

Write your answer here.



01:30

Send

**What did Jordan do after the trip?**

Write your answer here.



01:30

Send

**Match the questions to the paragraphs. Then write the answers.**

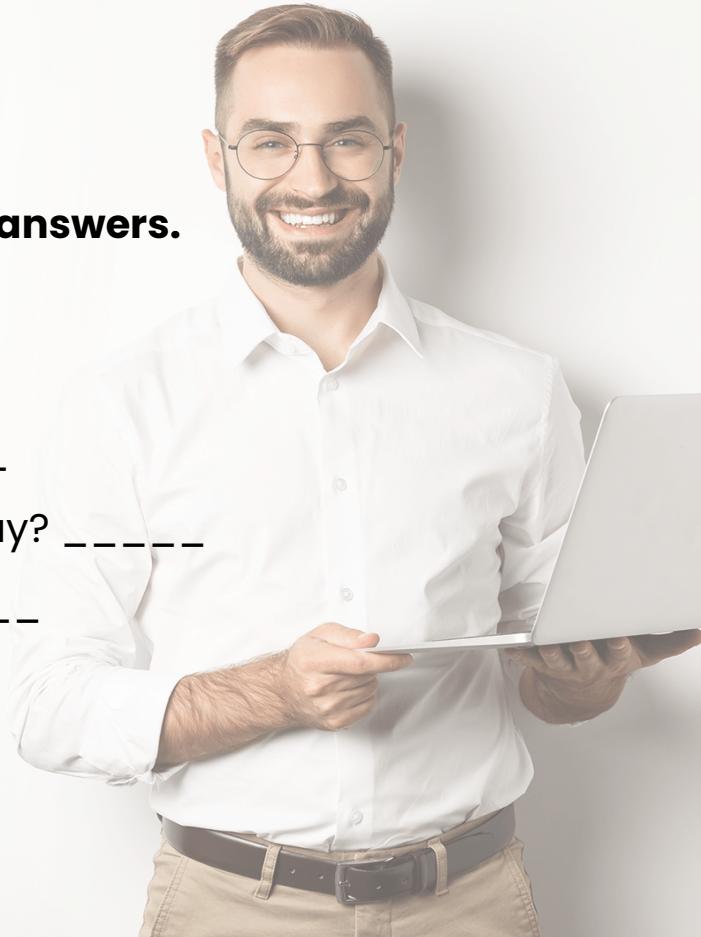
1. How old is Jordan? \_\_\_\_\_

2. How long was the around-the-world trip? \_\_\_\_\_

3. How many people responded to Jordan's ad? \_\_\_\_\_

4. Where did Jordan and Elizabeth spend New Year's Day? \_\_\_\_\_

5. Which city was Jordan and Elizabeth's favorite? \_\_\_\_\_





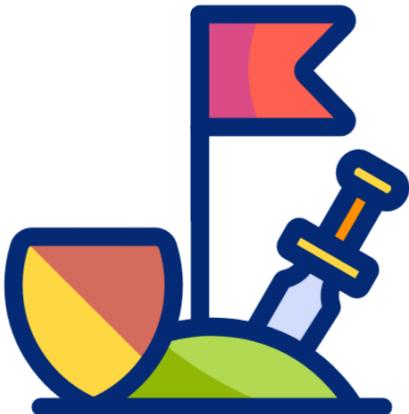
Contenido tres

## **Adverbs of frequency**

## **Guess My Habit” – Mime & Describe**

**Objective:** Reinforce meaning and use of frequency adverbs through physical expression and guessing.

### **Instructions:**



1. The teacher shows an image with a habit (e.g., “I always brush my teeth before bed”) and mimes the action.
2. Class guesses the habit and the frequency: *“Do you always brush your teeth before bed?”*
3. Student confirms or corrects: *“Yes, I always do!” or “No, I usually do.”*



# HAVE TO vs DON'T HAVE TO

Something you need to do following a rule.

## *Structure;*

Have/Has to + Base Form of the Verb

## *Examples;*

- You **have to** go to school.
- They **have to** clean the house.
- He **has to** see the doctor.
- You **have to** drive slower than 110 km/h on highways.
- What **have** you **to** say for yourself?
- You **have to** wear uniform in class.
- My brother **has to** drink milk before going to bed.

Something which is not necessary.

## *Structure;*

Don't/Doesn't Have to + Base Form of the Verb

## *Examples;*

- You **don't have to** come to school on sundays.
- We **don't have to** watch this movie.
- She **doesn't have to** learn your language.
- They **don't have to** waer a suit.
- He **doesn't have to** take the exam.
- You **didn't have to** work for a salary.
- We **don't have to** buy an egg.



Matt, T. m. (2020, March 13). How to use: Have to / Don't have to / Must / Mustn't. Retrieved from www.youtube.com: <https://www.youtube.com/watch?v=AA4Zvs-xSEE>



Contenido cuatro

## **Exercises**

Look at the signs and complete the sentences using the verbs below  
***pay, turn off, leave***



1 You \_\_\_\_\_ your phone.

2 You \_\_\_\_\_ to go in.

3 You \_\_\_\_\_ your dog outside.



**Choose the correct to complete the sentence.**

1. I *have to* / *don't have to* drive to work because there are no buses or trains near my house.
2. We bought our train tickets online so we *have to* / *don't have to* buy them at the station.
3. Visitors to our office *have to* / *don't have to* sign the visitors' book. They can't go into the building if they don't sign it.
4. Elena is a waitress and she usually *has to* / *doesn't have to* work on the weekend because it's a busy time at the restaurant.



1. You *have to* / *don't have* to wash those cups. Put them in the dishwasher!
2. We *have to* / *don't have* to walk the dog twice a day because he needs the exercise.
3. My brother *has to* / *doesn't have to* go far to work. His office is only about a kilometer from his home.
4. My parents *have to* / *don't have* to teach me to drive, but they're giving me a lot of lessons at the moment!



**Complete the sentences with the correct form of have to or don't have to.**

1. I'm sorry. I can't talk now. I \_\_\_\_\_ go
2. \_\_\_\_\_ you \_\_\_\_\_ get up early to go to work?" "Yes. I get up at five."
3. Matt \_\_\_\_\_ get in shape. He already swims, runs, and plays soccer every week.
4. You \_\_\_\_\_ make dinner. I can do it.
5. \_\_\_\_\_ children \_\_\_\_\_ go to school when they're five?
6. My Sister \_\_\_\_\_ teach in a school as part of her degree in education.
7. We \_\_\_\_\_ stay at home. Do you want to go for a walk?
8. What train \_\_\_\_\_ Paul \_\_\_\_\_ catch in the morning?



**Exercise 1**

**Exercise 2**

**Exercise 3**

# Referencias Bibliográficas

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## Recursos de la unidad

Título	Especificaciones	Enlace	Revisión
<b>Have and don't have to (Exercise)</b>	<b>In this exercise, you are going to put in practice what you have learned in a series of exercises, with have to and don't have to, time for doing the exercise, 10 minutes.</b>	<a href="#">Enlace</a>  recurso.	Opcional
<b>Have to and don't have to (Video exercise)</b>	<b>In this video, you will practice the use of have to and don't have to, time of reproduction 15 minutes</b>	<a href="#">Enlace</a>  recurso.	Opcional

ACTIVIDAD FORMATIVA	ACTIVIDAD FORMATIVA
Nombre de la actividad formativa	Adverbs of frequency Sentences
Sesión	Virtual
Forma de apropiación	Individual
Indicaciones	<a href="#">Click here on the icon.</a> 
Criterio de evaluación del bloque	Utiliza vocabulario y estructuras gramaticales básicas para expresar sus ideas sobre situaciones de la vida real.
Indicadores de evaluación	1. Vocabulary. 2. Content management. 3. Submission.
Fecha de entrega	Sunday, September 14th, 2025



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