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# WELCOME UNIT 5



**Hechos**  
QUE CONECTAN



# READING STRATEGIES TO BECOME A FLUENT READER

UNIT 5 | CYCLE 4



## IN THIS UNIT, YOU WILL LEARN ABOUT:

1. Verb Patterns.
2. Prefixes and suffixes (review).
3. Text types.
4. Reading strategies.



# UNIT'S FORUM

Go to iMaster platform and comment about the  
question of the week.

*You can reply a crewmate' post.*







# LET'S TALK

What is your opinion about an industrialized world?

What is the impact of robots and AI on society?

What do you think about the use of technology (robots) in order to replace humans?

What do you think are going to be the first jobs replaced by robots? And why?

<https://youtu.be/tFYdJYx-18>



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# VERB PATTERNS

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# LET'S THINK

What happens if we have two verbs together in English?



To answer the previous question, we  
are going to study four  
**VERB PATTERNS**





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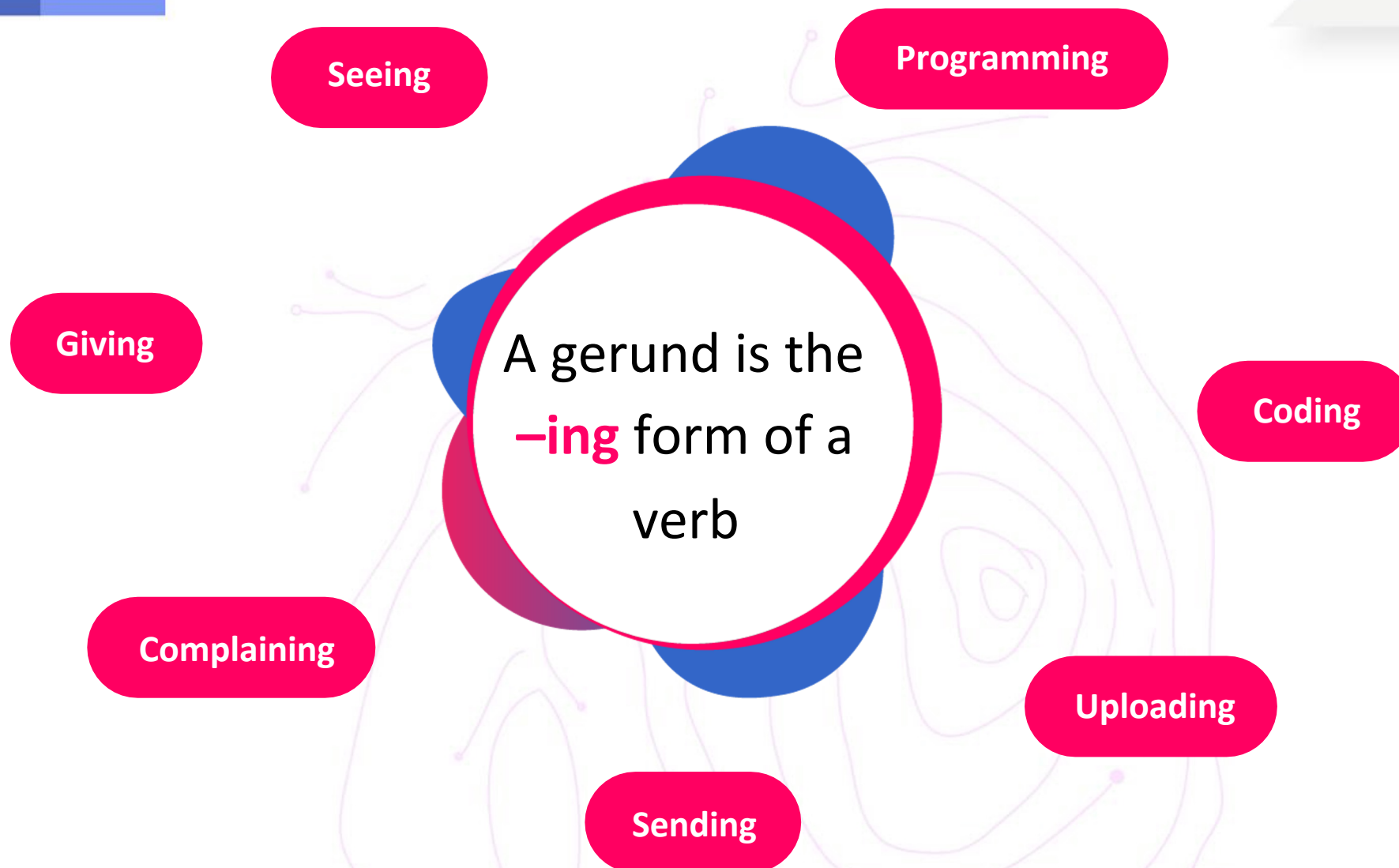
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# VERB PATTERN

VERB + GERUND

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# EXAMPLES

I really **enjoyed learning** about programming languages.

People **keep complaining** about the new boss in the company.

Would you **mind sending** the videos to me?

*\*All verbs that are followed by **enjoy**, **keep** and **mind**, must be gerund.*

Other verbs followed by gerunds are: **Finish, practice,**  
**suggest, recommend...**



# COMMON VERBS FOLLOWED BY A GERUND

abhor
acknowledge
admit
advise
allow
anticipate
appreciate
avoid
be worth
can't help
celebrate
confess
consider
defend
delay
detest
discontinue
discuss
dislike
dispute
dread

endure
enjoy
escape
evade
explain
fancy
fear
feel like
feign
finish
forgive
give up (stop)
keep (continue)
keep on
mention
mind (object to)
miss
necessitate
omit
permit
picture

postpone
practice
prevent
put off
recall
recollect
recommend
report
resent
resist
resume
risk
shirk
shun
suggest
support
tolerate
understand
urge
warrant





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# VERB PATTERN

VERB + INFINITIVE

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# EXAMPLES

I **want to do** exercise tonight.

They **learnt to fix** that syntax error with the teacher.

She **promised to get** a better cellphone.

*\*All verbs that are followed by **want**, **learn** and **promise**, must be infinitive.*

Other verbs followed by infinitives are:

**Propose, decide, pretend, agree...**



# COMMON VERBS FOLLOWED BY AN INFINITIVE

agree
appear
arrange
ask
attempt
beg
can/can't afford
can/can't wait
care
chance
choose
claim
come
consent
dare
decide
demand
deserve
determine
elect
endeavor
expect

fail
get
grow (up)
guarantee
hesitate
hope
hurry
incline
learn
manage
mean
need
neglect
offer
pay
plan
prepare
pretend
profess
promise
prove
refuse

remain
request
resolve
say
seek
seem
shudder
strive
struggle
swear
tend
threaten
turn out
venture
volunteer
wait
want
wish
would like
yearn





# VERB LIST

Go to iMaster platform and download the verb list:

Verbs Followed by Gerunds and Infinitives



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# VERB PATTERN

VERB + INFINITIVE OR GERUND

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To have having

To work working

To go going

To play playing

To leave leaving

Verbs that can be  
followed by either  
**Infinitive or gerund**  
with no change in the  
meaning.

To clean cleaning

To watch watching

To fix fixing



# EXAMPLE

Mario **started to learn** German last month.

My dad **started working** in a bigger company.

We'll **continue to generate** more clients.

This laptop **continues failing** every time I open any folder.

*\*All verbs that are followed by **start** or **continue** can be followed by a gerund or an infinitive*

Other verbs are: **begin, like, hate, love...**





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# VERB PATTERN

VERB + INFINITIVE OR GERUND

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To look looking

To type typing

To try trying

To stop stopping

To speak speaking

Verbs that can be  
followed by either  
**Infinitive or  
gerund** with  
change in the  
meaning.

To plan planning

To forgive forgiving

To take taking



# EXAMPLE

I **stopped using** Java since it is pretty complex.  
*(I don't use Java anymore)*

We **stopped to have** lunch on the way home.  
*(We interrupted our travel to have lunch)*

She **remembered to visit** her grandmother.  
*(She didn't forget to visit her grandmother)*

She **remembered visiting** her grandmother.  
*(She had memories of this time)*

Other verbs are: **Quit, forget, regret, try...**



# LET'S PRACTICE

Go to iMaster platform and do the activity about verb patterns:

<https://es.liveworksheets.com/vf1315145bc>





# READING ACTIVITY

Complete the text with verbs in gerunds and infinitives.

One month ago, my friend Bernardo decided \_\_\_\_\_ (lose) some weight. He stopped \_\_\_\_\_ (eat) chocolate, gave up \_\_\_\_\_ (drink) beer, and he refused \_\_\_\_\_ (eat) anything high in fat. This was difficult for him because he enjoyed \_\_\_\_\_ (eat) chocolate and he preferred \_\_\_\_\_ (drink) beer to Diet Coke! Luckily, his girlfriend agreed \_\_\_\_\_ (help) him. She promised \_\_\_\_\_ (make) him a lot of healthy food, and she did. But after two months, he only managed \_\_\_\_\_ (lose) 3 pounds. Now, his girlfriend has suggested \_\_\_\_\_ (join) a gym. Bernardo hates \_\_\_\_\_ (exercise), but he will try it.



# READING ACTIVITY

Complete the text with verbs in gerunds and infinitives

One month ago, my friend Bernardo decided to lose some weight. He stopped eating chocolate, gave up drinking beer, and he refused to eat anything high in fat. This was difficult for him because he enjoyed eating chocolate and he preferred to drink/drinking beer to Diet Coke! Luckily, his girlfriend agreed to help him. She promised to make him a lot of healthy food, and she did. But after two months, he only managed to lose 3 pounds. Now, his girlfriend has suggested joining a gym. Bernardo hates exercising, but he will try it.



# LET'S PRACTICE

Go to iMaster platform and do the quiz about verb patterns.



## WHAT DO YOU THINK ABOUT THE FOLLOWING WORDS?

Email

Media

Electronic

Market

Multimedia

Space

er

over

super

Work

Cyber



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# PREFIXES & SUFFIXES

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# SUFFIXES

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# PREFIXES AND SUFFIXES

Prefixes and suffixes are sets of letters that are added to the **beginning** or **end** of another word.



# PREFIXES

A prefix is a group of letters placed **before** the root of a word. Prefixes change the meaning of words.

Un

happy



# PREFIXES

Prefix

+

Root

=

New word

Un

happy

Unhappy

(Not happy)

Note: prefixes usually do not change the class of the root word.



RE

Againg or back

restructure, revisit, reappear, rebuild,  
refinance

OVER

Too much

overbook, oversleep, overwork

OUT

more or better than  
others

outperform, outbid



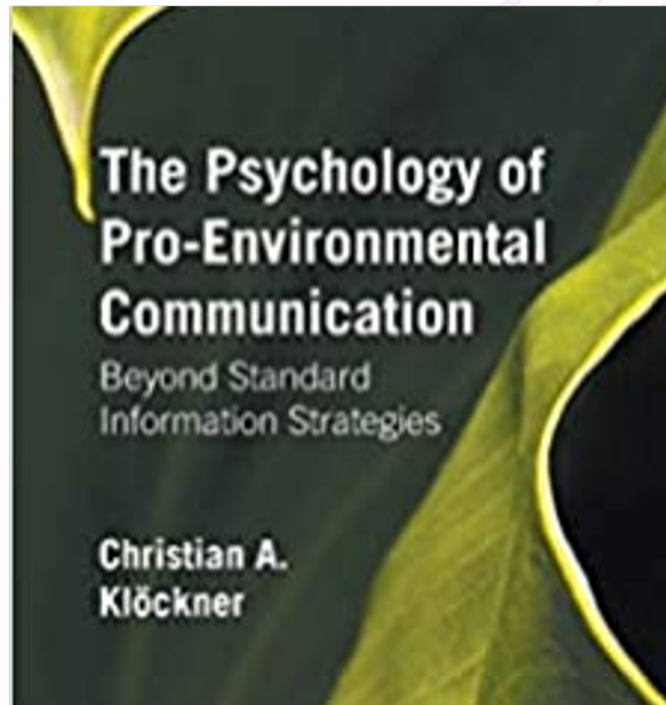


# PREFIXES

Prefix	Meaning	Examples
de-	from, down, away, reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace
non-	not	nonfiction, nonsense
pre-	before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual



Observe the images. Can you identify something in the grammatical structure of the words?





# WHEN TO HYPHENATE (-) PREFIXES?

1

When adding a prefix to a **proper noun**.

**E.g:** **un**-American, **pre**-Columbian, **mid**-August.

2

**Same Vowel:** if the last letter of the prefix is the same as the first letter of the word, add a hyphen:

**E.g:** **re**-entry, **anti**-icing, **re**-educate.



# WHEN TO HYPHENATE (-) PREFIXES?

3

**Special prefixes:** always use a hyphen when you use ex-, and self-.

**E.g:** self-conscious, ex-student, ex-president.

4

**Clarification:** use a hyphen when a word may cause confusion or look odd in the sentence.

**E.g:** The mother reminder the children to re-cover the sandbox after they were done playing.

*We need the hyphen, so that readers don't confuse re-cover with the word recover which means to reinstate health or regain a lost possession.*



# REMEMBER!

**Different prefixes in English can have similar meanings, such as un-, in- and non-** all of which mean "not" or "opposite of."

The prefixes **mis-** and **ir-** mean "wrong," "wrongly," or "incorrectly."

**Double letters are possible.** For example, when you add the prefix **im-** to words that begin with the letter "m," you get two "m"s as in "**im**measurable." That's also true when you add **un-** to words that begin with the letter "n," as in "**un**noticeable."





# LET'S PRACTICE

Go to the iMaster platform and solve the activity proposed  
about PREFIXES.



# LET'S PRACTICE

Go to the iMaster platform and solve the activity proposed about  
PREFIXES\_ONLINE ACTIVITY\_2

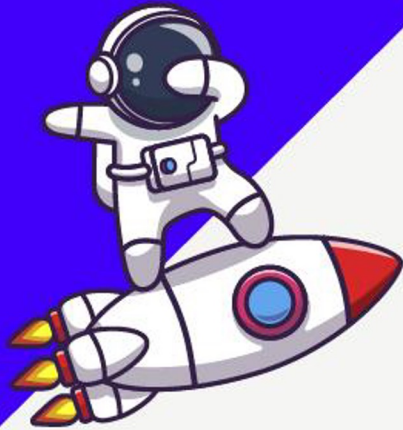


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# SUFFIXES

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# SUFFIXES

A suffix is a group of letters placed **after** the root of a word in order to change the word to fit grammatically within your sentence.

Flavor

less



# SUFFIXES

Root

+

Suffix

=

New word

*Act*

*ion*

*Action*  
(noun)

Some common suffixes are *-er*, *-s*, *-es*, *-ed*, *-ing* and *-ly*.



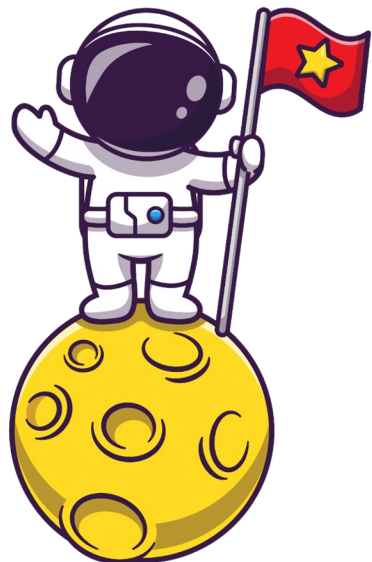


# SUFFIXES

Suffix	Meaning	Examples
-able	able to, having the quality of	comfortable, portable
-al	relating to	annual comical
-er	comparative	bigger, stronger
-est	superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, terrible
-ily	forming an adverb	eerily, happily, lazily
-ing	denoting an action, a material, or a gerund	acting, showing
-less	without, not affected by	friendless, tireless
-ly	forming an adjective	clearly, hourly
-ness	denoting a state or condition	kindness, wilderness
-y	full of, denoting a condition, or a diminutive	glory, messy, victory



# REMEMBER!



Some suffixes have more than one meaning.

ER

A person who performs an  
action.

Teacher

Added at the end of adjectives and  
adverbs to compare two things.

Smaller | faster



# REMEMBER!

The spelling of a base word can change when a suffix is added. most base words ending in the letter "y."

ness

Suffix

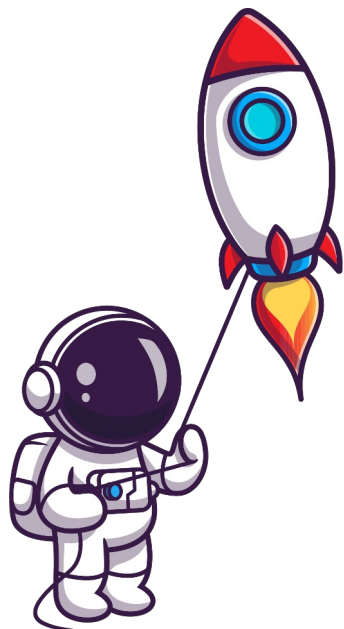
CRAZY

CRAZY

CRAZINESS



# REMEMBER!



Base words ending in a silent "e" when  
the suffix begins with a vowel.

Write

Write~~x~~

Writing

Make

Make~~x~~

Making

Manage

Manage~~x~~

Managing

ing

Suffix

\* We keep the "e," such as in "changeable" and "loveable."



# LET'S PRACTICE

Go to the platform and solve the activity proposed | SUFFIX ACTIVITY





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# TEXT TYPES

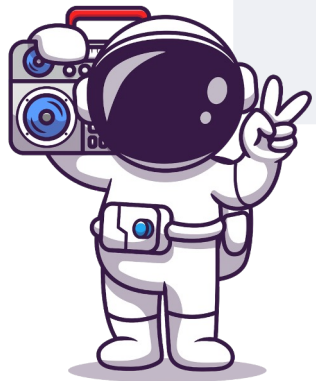
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# TEXT TYPES

It is an abstract category designed to characterize the main structure of a particular text according to its properties.

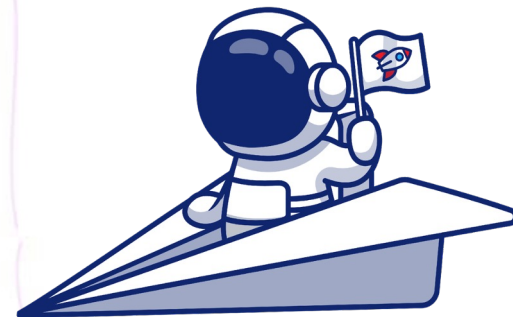
**Do not confuse it with text forms (advertisements, editorials, sermons, shopping lists, poems, telephone, books, novels, etc.)**





# THERE ARE 5 MAJOR TEXT TYPES:

1. Narrative
2. Descriptive
3. Directive
4. Expository
5. Argumentative / Persuasive





# NARRATIVE

Narrative texts have to do with real-world events and time.

They may be fictional (fairy tales, novels) or nonfictional (newspaper report).

They are characterized by a sequencing of events. Use verbs and adverbs like such as “**and then**”, “**first**”, “**second**”, “**third**”.



Play

Novels

Screen  
scripts

Fairy  
tales

Autobiographies

Short  
stories

**NARRATIVE  
TEXT**  
AREAS OF USAGE

Poetry

Legends

Anecdotes

Songs





# EXAMPLE

“It was a hot, sunny day. I finally visited Disneyland. It was a dreamland. I always wanted to visit there. Being there it was like dream come true experience. On entering, the very first thing that I said, “Oh wow! What a wonderful place!” People were walking and enjoying their time with all the Disney characters. Children over there were so happy and excited. I think it is a must visit place for everyone.”



# DESCRIPTIVE

Descriptive texts are concerned with the **location of persons** and **things in space, an object or an action**.

They provide **enough information** about the background, stage of narration, people, character, etc. It is more detailed and personal.

The writer makes the readers feel, hear, and visualize the situation the way he wants.





# EXAMPLE

“A grand exhibition was held in the town. The first impression on entering the ground was of walking in some fairyland. The vast space was decorated with so many colorful lights. The stalls, there, were like small shops and they had all the needful items. All types of amusements could be seen there. The children were enjoying the ride on merry – go – round, the giant wheel, railway train and other. The excitement and joy could be seen easily.”



# DIRECTIVE

Directive texts are concerned with **concrete future activity**. Instructs the reader to **follow certain steps**.

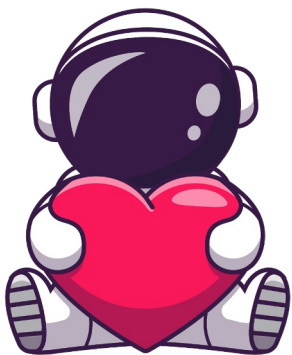
## Central to these texts are:

1. Imperatives (Hand me the paper)
2. Polite questions (Would you hand me the paper?)
3. Suggestive remarks (I wonder what the paper says about the weather).

## Example:

“How to mess up on a first date:”

“Show up late. Don't apologize.  
Check out other members of the  
opposite sex while pretending to  
listen...”







It explains how  
to develop an  
activity or carry  
out an  
objective.

Order from  
more to less  
importance.

The order is  
very important.

## **DIRECTIVE TEXT**

CHARACTERISTICS

Cause-effect  
relationships

Instruction  
manual, food  
recipe, etc.

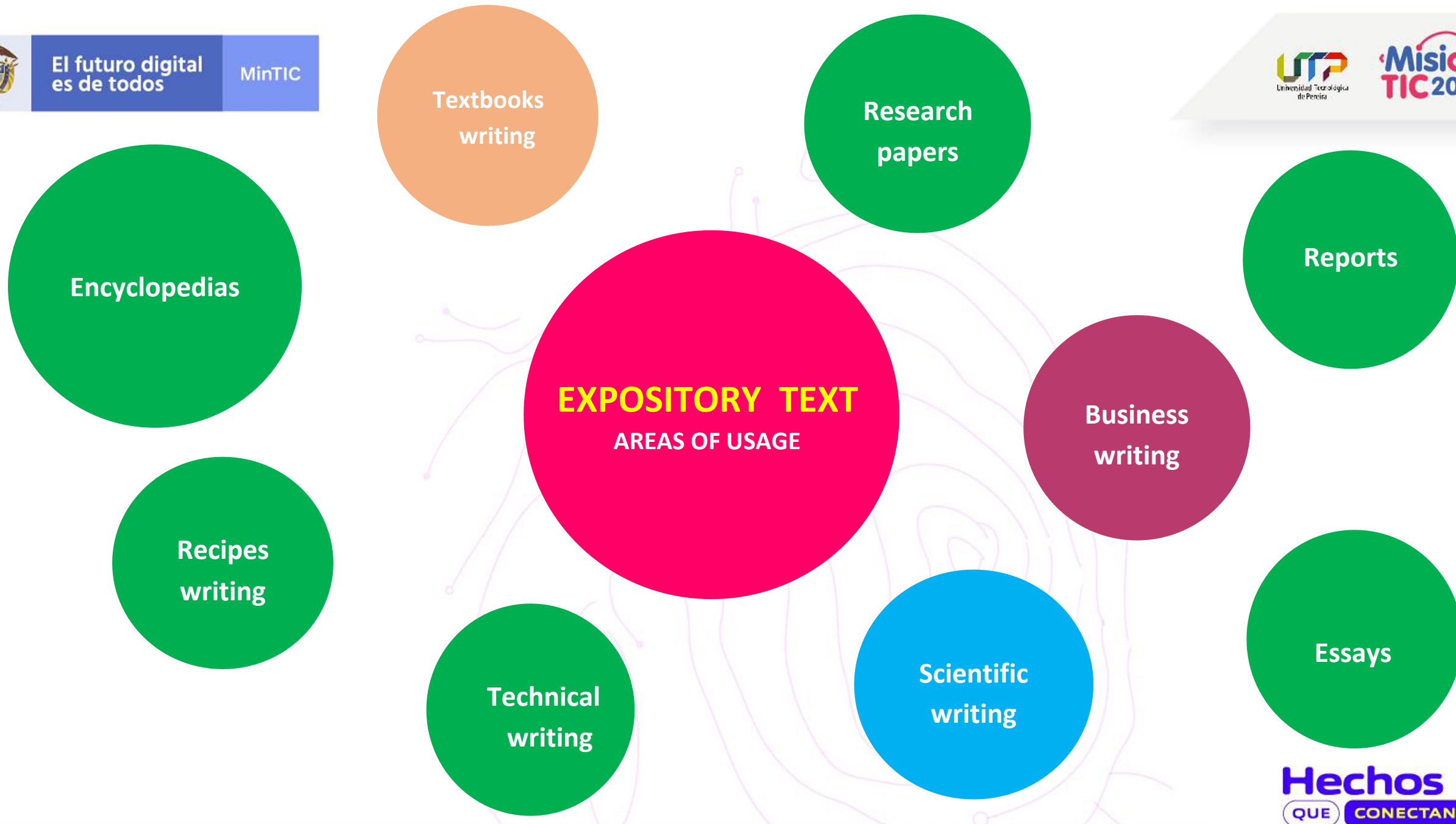


# EXPOSITORY

The expository text is oriented to explain a topic but in which the author does not give his opinion.

It usually provides relevant facts and figures but does not include the author's opinion.

These types of texts are often found in many textbooks, such as those of a **school or university subject**. They usually include **definitions, explanations, etc.**





# EXAMPLE

## ON THE COGNITIVE EFFECTS OF LEARNING COMPUTER PROGRAMMING

ROY D. PEA and D. MIDIAN KURLAND

Center for Children and Technology Bank Street College of Education 610 West  
112<sup>th</sup> Street, New York, NY 10025, U.S.A.

**Abstract**—This paper critically examines current thinking about whether learning computer programming promotes the development of general higher mental functions. We show how the available evidence, and the underlying assumptions about the process of learning to program fail to address this issue adequately. Our analysis is based on a developmental cognitive science perspective on learning to program incorporating developmental and cognitive science considerations of the mental activities involved in programming. It highlights the importance for future research of investigating students' interactions with instructional and programming contexts, developmental transformation of their programming skills, and their background knowledge and reasoning abilities.

There are revolutionary changes afoot in education, in its contents as well as its methods. Widespread computer access by schools is at the heart of these changes. Throughout the world, but particularly in the U.S.A., educators are using computers for learning activities across the curriculum, even designing their own software. But virtually all educators are as anxious and uncertain about these changes and the directions to take as they are optimistic about their ultimate effects. "Now that this admittedly powerful symbolic device is in our schools," they ask. "what should we do with it?"





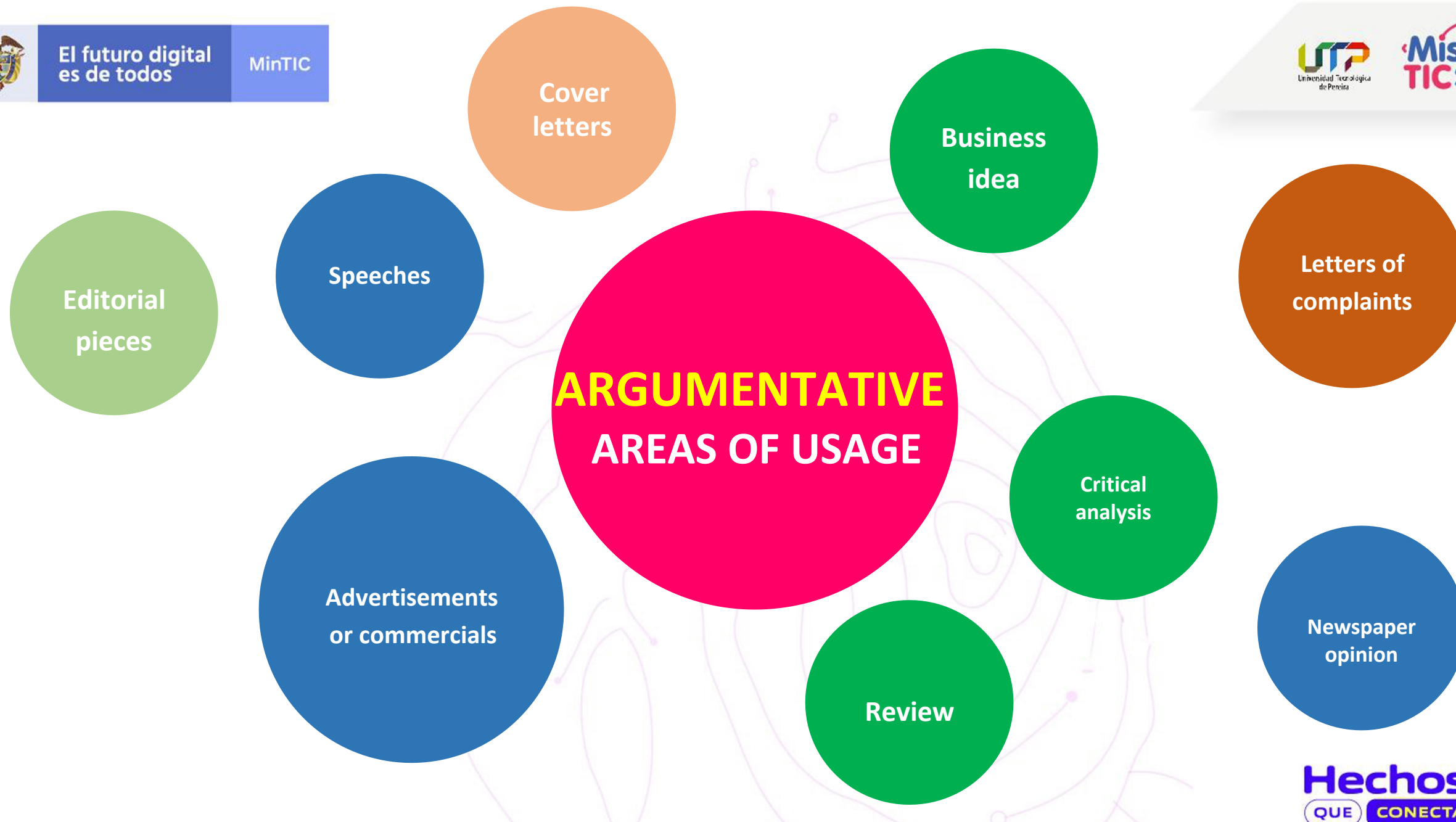
# ARGUMENTATIVE / PERSUASIVE

The **argumentative texts** start from an assumption, in which a writing style is used that tries to **persuade** the reader.

It contains the **opinions, thoughts, and biases of the author**.  
The writer uses justifications, arguments, and reasons **to make the readers agree** to his or her points.

To add credibility, this type of text may contain bibliographical references that allow to demonstrate its validity, but also reasoning of cause and effect, authority







# EXAMPLE

Our store has the lowest prices and the best collection of footwear in the entire town. Visit us today for a great experience.

An LMN mattress is the most comfortable one you will ever sleep on. Highly recommended by doctors. Give yourself a peaceful sleep today.



# LET'S PRACTICE

Go to iMaster platform and solve the activity proposed: TEXT TYPES



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# READING STRATEGIES

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# READING STRATEGIES

What do we use a reading strategy for?

Do you know any reading strategy?

Do you apply any reading strategy when reading?





## THERE ARE 5 READING STRATEGIES THAT WE CAN APPLY DEPENDING ON THE PURPOSE:

1. Scanning.
2. Skimming.
3. Extensive Reading.
4. Intensive Reading.
5. Critical Reading.





# SCANNING

let's imagine that...



... You are in the Louvre museum only to see the Mona Lisa. You'd quickly walk through all the corridors and rooms merely glancing at the walls until you found it.

Scanning is quite similar to that.



# SCANNING

It is aimed only at finding the necessary information in the text.

It **does** not mean a complete immersion in the text and a deep comprehension of the facts, analysis of grammatical constructions.

In this mode, the text is viewed for the presence of unfamiliar words, so that after their translation it will be easier to read the text fully



# SKIMMING

This reading mode is used to get to know and **understand if this information is useful to you.**

**The text is also viewed quickly, but not as carefully as in the previous case.**

The goal is not to search for specific facts, but to evaluate the text for complexity, interest and a general storyline.





# SKIMMING VS SCANNING

Skimming is reading a text quickly to find out the general theme, topic or meaning.

It's useful for pre-reading tasks or texts that don't need a lot of detailed attention.

There's no need to read every word.

The focus is on improving speed of reading.

Scanning is reading a text quickly in order to find specific information e.g. figures or names.

It's useful for answering exam type questions which ask for True/False or to discover facts, etc.

The objective is to search out relevant words, collocations, etc.

The focus is more on lexis than general meaning and to ignore irrelevant information.





# SKIMMING

a good example is...



... picking up a magazine and flipping through the pages. You take in only the headings or the pictures to get a broad idea of what the magazine covers.



# EXTENSIVE READING

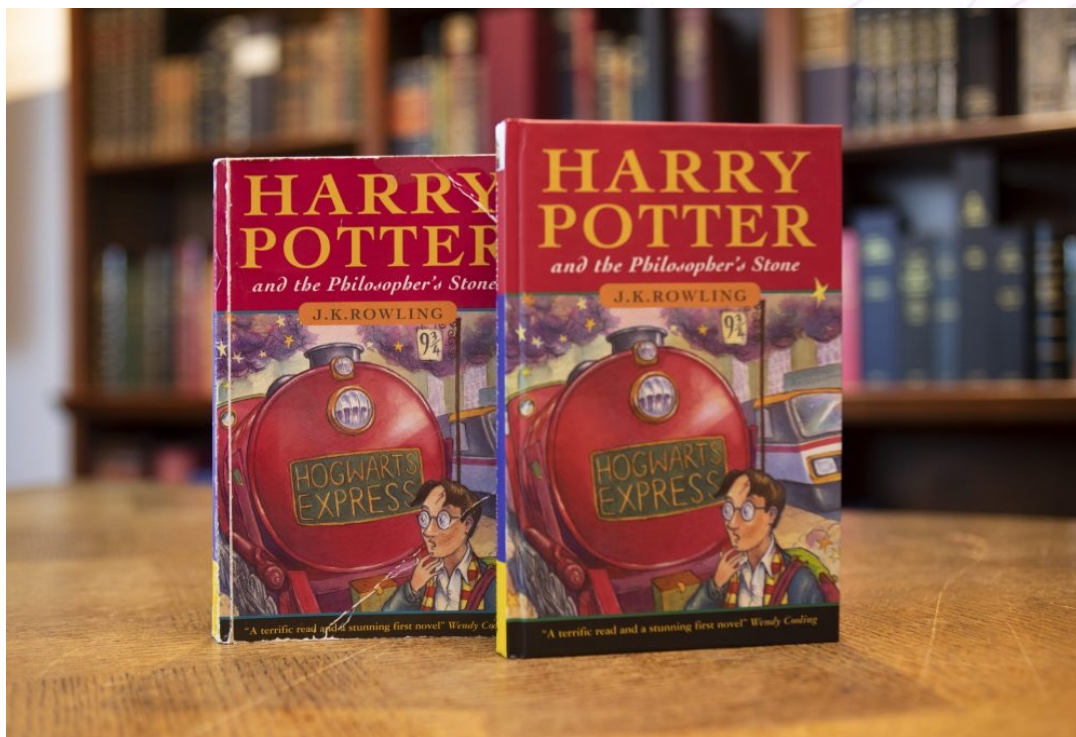
It is one of the  
methods of  
reading that  
people use for  
relaxation and  
pleasure.

This method of  
reading helps you  
understand  
words in context  
and enriches  
your vocabulary.



# EXTENSIVE READING

a good example is...



reading as a child and while growing up, since it is a reading method that happens naturally.

While you enjoy the book, you are learning new vocabulary.



# INTENSIVE READING

It is used when you want to read carefully by paying **complete attention** to understand every word of the text.

Intensive reading  
It is where you would examine and decipher each unfamiliar word or expression.





# INTENSIVE READING

a good example is...

You must present an essay or prepare for an exam. Then, you have to read A **LOT** of academic texts. .



This method helps retain information for much longer periods.





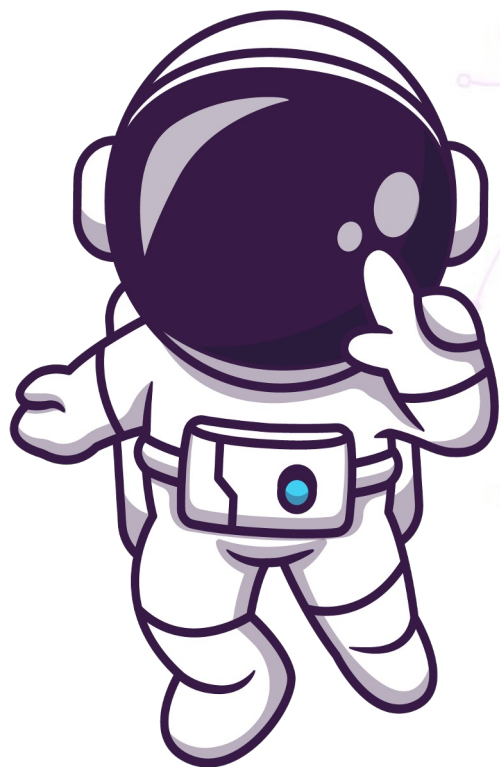
# CRITICAL READING

It means engaging in what you read by asking yourself questions such as, **‘what is the author trying to say?’** or **‘what is the main argument being presented?’**.

It involves presenting a **reasoned argument** that **evaluates and analyses** what you have read.



# As a critical reader, you should reflect on:



- What the text says.
- What the texts describes.
- Interpretation of the text.
- Writer purpose.



# LET'S PRACTICE

Go to iMaster platform and do the reading exercise:  
**THE ART OF READING**



# LET'S PRACTICE

Go to iMaster platform and do the reading exercise:  
**THE SCIENCE BEHIND EXPLODING CELL PHONES**