

ECRAINISH SETTLERS IN THE NEOWO



I. REFLECTING UPON UNKNOWN WORDS

The text "**Ecrainish Settlers in the Neowo**" has many words taken from the author's imagination. However, many of them have a reason to exist.

TASK A

What would you do if the unknown words of a text did not appear in a dictionary and nobody knew what they meant? You would almost certainly have to use alternative strategies in order to understand what the author wanted to say. List the strategies you would use and share them with your classmates. If one of your classmates has an interesting strategy that you would use, write it down in the spaces below.

1. *The strategies I would use:*

- a. _____
- b. _____
- c. _____

2. *The strategies that my classmates told me about and I found useful.*

a.	
b.	
c.	
d.	



II. FACE TO FACE WITH THE TEXT

TASK A

Read the following text, then select the subject of the text and write down its general idea in your own words.

ECRAINISH SETTLERS IN THE NEOWO

On his second voyage to Terica, in 1493, Crumbus brought settlers to Iscaniola. Post the early Ecrainish squalations in the Neowo, many Ecrainiards dlirt to Terica to make their zartune. Vardo Cruz brontered the Latek Trinians in Mexico for their gold and shipped the forsures to Ecrain. Franz Rodes, another holider, brontered the Machuu Trinians in Chavik. Soon the forsures of the Machuki were flowing to Ecrain, too.

Many Ecrainiards who dlirt to the Neowo bedlirt agroers, crafters, merchants, or officials of the nobling. They established an Ecrainish way of bios over Central and Downth Terica.

The gold shipped to Ecrain from its habinies in Terica, made Ecrain the dechest and most powerful habtry in Colepe. Other Colepean habtries wanted habinies, too, and saw that Ecrain stood between them and the wealth of the Neowo.

1. Is the text talking about

SUBJECT	YES	NO
a. Medicine ?		
b. Sociology ?		
c. Psychology ?		
d. Arts ?		
e. Philosophy ?		
f. Agronomy ?		
g. Engineering ?		
h. History ?		
i. Accounting ?		
j. Biology ?		

2. Write the general idea of the text in the spaces provided.

TASK B

Read the text again and mark which of the following sentences are "Not True" and explain why.

1. ___ Vardo Cruz and Franz Rodes were holiders.
2. ___ The settlers brought by Crumbus were from Ecrain.
3. ___ Ecrainish holiders did not find gold and went back to Ecrain.
4. ___ Latek and Machuu Trinians were brontered by the Ecrainiards.

TASK C

Scan the text and tick the best answer to each of the questions below.

1. When did Vardo Cruz come to Terica ?
 - a. ___ In the last Ecrainish squalation.
 - b. ___ Before the early Ecrainish squalations.
 - c. ___ After the early Ecrainish squalations.

4 *Reading and Reasoning*

2. Why did many Ecrainiards come to Terica in Crumbus' second voyage?
 - a. ___ Because they were looking for gold.
 - b. ___ Because they did not like Ecrain.
 - c. ___ Because they did not like Ecrainish gold.

3. What did Vardo Cruz do?
 - a. ___ He brontered Chavik.
 - b. ___ He brontered Mexico.
 - c. ___ He stole all the gold of the Ecrainish nobling.

4. Where did the forsures go?
 - a. ___ To Mexico
 - b. ___ To Chavik
 - c. ___ To Ecrain

5. Who was Franz Rodes?
 - a. ___ An Ecrainish bronteror
 - b. ___ A Machuu Trinian
 - c. ___ A Latek Trinian

TASK D

Based on the text, tick the equivalent in each case.

1. If **Nobling** means king, whom is the text referring to?
 - a. ___ Ferdinand V
 - b. ___ Charles V
 - c. ___ Henry XIV

2. If **Chavik** means Peru, who was the Machuki?
 - a. ___ Bachue
 - b. ___ Pigoanza
 - c. ___ The Inca Atahualpa

3. If **Crumbus** came from Italy, where did Vardo Cruz and Franz Rodes come from?
 - a. ___ Ecrain
 - b. ___ Mexico
 - c. ___ Chavik

4. If **Vardo Cruz** brontered Mexico, what was his real name?
 - a. ___ Hernán Cortés
 - b. ___ Ponce de León
 - c. ___ Hernando de Soto

5. If **Franz Rodes** brontered the Machuu Trinians, what was his real name?
 - a. ___ Hernando de Soto
 - b. ___ Fernando Coronado
 - c. ___ Francisco Pizarro

6. If Peru, Colombia and Mexico belong to Terica, and Ecrain belongs to Colepe, what does **Colepean** mean?
 - a. ___ European
 - b. ___ African
 - c. ___ Asian

7. If Ecrain shipped the gold from its **habinies**, where were they located?
 - a. ___ In the Neowo
 - b. ___ In Mexico
 - c. ___ In Colepe

TASK E

LANGUAGE AWARENESS

If you analyse how you arrived at the meaning of the invented words written in the text, you can deduce that those strategies were of the following types:

- Making Morphological and Syntactic Relations

You can deduce the meaning of unknown words by analysing their form. For instance, if a word is written with a capital letter, it might be a proper name, place, or a nationality, as in **C**rumbus for **C**olumbus, **E**crain for **S**pain or **C**olepean for **E**uropean.

You can also deduce the meaning of unknown words by analysing the functions of the affixes as in **E**crainish with **S**panish and **d**echest with **r**ichest.

Once you have deduced the meaning of some of the words, you can guess the meaning of their derivatives, as in **E**crain, **E**crainish, **E**crainiards, which correspond in the text to **S**pain, **S**panish, **S**paniards.

Another way to deduce meaning is by analysing the word order. In English the subject is followed by a verb, as: "**E**crainiards **d**lirt to Terica to make their zartune" (**E**crainiards is the subject and **d**lirt the verb).

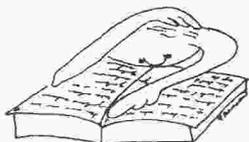
- Making Semantic and Notional Relations

You can guess the meaning of a reading by looking for "synonyms", "antonyms" or "definitions" in context, also by thinking of "cause and effect relations" or associating notions, as in the following sentences:

"Vardo Cruz brontered the Latek Trinians in Mexico for their **g**old and shipped the **f**orsures to Ecrain". (**M**aking semantic relations)

"The gold shipped to Ecrain from its habinies in Terica, made Ecrain the dechest and most powerful habtry in Colepe". (**C**ause and effect relations)

In order to guess the meaning of **T**erica, you probably associated **v**oyage with the year **1493**. (**M**aking notional relations)



1. Re-read the text to fill in the table. Distinguish the part of speech the **unknown** words represent (**n, v, adj, adv**). Indicate their meaning in the list and write down the strategy used.

UNKNOWN WORD	PART OF SPEECH	ENGLISH VERSION	STRATEGY USED
Ecrainish			
Neowo			
Crumbus			
Iscaniola			
Terica			
squalations			
dlirt	verb	came	morphological
brontered			
Latek			
Trinians			
zarturne			
forsures	noun	gold	semantic
holider			
Machuu			
Chavik			
bedlirt			
agroers			
crafters			
nobling			
Downth Terica			
habinies			
habtry			
Colepe			

2. Once you have found the words written in real English, use them to fill in the blanks to create the original version of the passage. Then, compare your text with a partner.

SPANISH SETTLERS IN THE NEW WORLD

On his second voyage to (1) _____, in 1493, Columbus brought settlers to (2) _____. After the early Spanish (3) _____ in the New World, many (4) _____ came to America to make their (5) _____.

Hernán Cortés conquered the (6) _____ Indians in Mexico for their (7) _____ and shipped the treasures to (8) _____.

Francisco Pizarro, another adventurer, conquered the (9) _____ Indians in Peru. Soon the (10) _____ of the Incas were (11) _____ to Spain, too.

Many Spaniards (12) _____ came to the New World (13) _____ farmers, merchants, or officials of the (14) _____. They established a Spanish (15) _____ of life over Central and (16) _____ (17) _____.

The gold shipped to Spain from its (18) _____ in America, made (19) _____ the richest and most powerful (20) _____ in Europe. Other European countries wanted (21) _____, too, and saw that (22) _____ stood between them and the wealth of the (23) _____ (24) _____.

Adapted from: "The Adventure of America". American Book Company. New York, 1964.

TASK F

Based on the information in the text, complete the following table (use other sources of information if necessary).

EXPLORER	NAME	NOTABLE ACTION
1. The Spanish King		
2. The Spanish Queen		
3. The last Aztec Emperor		
4. The conqueror of the Aztec empire		
5. The conqueror of the Inca empire		

**III. JUDGING AND PROPOSING SOLUTIONS****TASK A****AN AMNESIC CHRONICLER**

In the Sixteenth Century, an old Spanish chronicler, who had followed Columbus' life during his travels, suffered from a brain disease that made him lose part of his memory.

In spite of his condition, he tried to write a chronicle about Columbus. He remembered some of the facts that he needed, but he could not remember their chronological order.

1. Help the chronicler to organise the events.

Information that he had

- a. ___ He appeared before the king and queen
- b. ___ to join him on a voyage to find the Indies.
- c. ___ After three more voyages,
- d. ___ Columbus and his crew discovered America on the 12th October, 1492.
- e. ___ he died in Spain without knowing what he had discovered.
- f. ___ to present his idea and seek their help.
- g. ___ Then, he interviewed sailors to persuade them
- h. ___ On his first voyage,



2. Tell the chronicler about any additional information that you remember about Columbus and he forgot to include.

Information I have:

- a. _____
- b. _____



SELF-EVALUATION FORM

- NAME OF THE ARTICLE: _____

- AUTHOR: _____

- SOURCE: _____ DATE: _____

- PURPOSE OF THE TEXT: _____

- KEY WORDS _____

- TASKS I LIKED BEST _____

- THINGS THAT I HAVE LEARNT: _____

- OPINIONS ABOUT THE TEXT: _____

- TOPICS I WANT TO GO INTO MORE DEEPLY: _____

- EXTRA ARTICLES I HAVE READ : _____

STRATEGIES APPLIED:

_____ Grouping

_____ Placing new words into a context

_____ Semantic mapping

_____ Recognizing and using formulas and patterns

_____ Reasoning deductively

_____ Transferring

_____ Highlighting

_____ Using synonyms

_____ Planning for a language task

_____ Self-evaluation

_____ Discussing your feelings with someone else

_____ Asking for clarification or verification

_____ Developing cultural understanding

_____ Posing hypotheses

_____ Making decisions

_____ Associating/elaborating

_____ Using imagery

_____ Using keywords

_____ Getting the idea quickly

_____ Analysing expressions

_____ Summarising

_____ Selecting a topic

_____ Organizing

_____ Self-monitoring

_____ Taking risks wisely

_____ Asking for correction

_____ Cooperating with peers

_____ Becoming aware of others' thoughts and feelings

_____ Solving problems