



## READING PRACTICE N°1

Full Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Grade: VIº Section: " " Teacher: \_\_\_\_\_  
Group: 11

**COMPETENCE:** Read diverse kinds of English texts as a foreign language.

**CAPACITY:** Get information from written texts in English.

**ACHIEVEMENT CRITERION:** Identify explicit and relevant information that is found inside the paragraphs in diverse kinds of written texts: "Trading fairly with others".

NIVEL DE LOGRO

# TRADING FAIRLY WITH OTHER

### TRADING FAIRLY WITH OTHERS

Who was the first person to help people in poor countries improve their trade? Some say it was Edna Ruth Byler.



In the 1940s, Edna was living in a small town in Pennsylvania, USA. She worked as a volunteer for a charity. In 1946, she travelled to Puerto Rico, an island in the Caribbean. She was shocked that the people were too poor to live comfortably. They had very little money and she wanted to find a way to help.

Edna had an idea. She loved the materials that the people were sewing and thought that the materials in the USA weren't as beautiful. She decided to buy some and then sell them to people in the USA. The craftspeople were pleased. 'If you sell them all, we'll make more for you,' they said. Edna travelled from town to town and sold things from the boot of her car. She was a good salesperson and returned to Puerto Rico for more materials.



OK, great! So if you buy all three, you'll give me a better price.



Edna was paying a fair price to the craftspeople and this helped them live better and improve their trade. Over the next 30 years, she worked with craftspeople in many poor countries. She suggested the kinds of crafts that would sell well in the USA and helped organise their trade.



There are many organisations now that help people in poorer countries improve their trade. They work with farmers of coffee, sugar, bananas and many other kinds of food in Asia, South America and Africa. They help them organise their production and teach their skills to each other so that their business can grow. The organisations also make sure that the producers are paid a fair price for the food and that this price doesn't suddenly go down.

**I. Remember the information. Read and answer the questions.**

1. Where did Edna Ruth Byler go in 1946?

She \_\_\_\_\_

2. Why did she want to help people there?

Because \_\_\_\_\_

3. How did she sell the materials?

She \_\_\_\_\_

4. How long did Edna continue to work with craftspeople?

She \_\_\_\_\_

5. What kinds of foods do the farmers grow?

They \_\_\_\_\_

6. How do Fair Trade organizations help the farmers?

They \_\_\_\_\_

**World Fair Trade Organization and Edna Ruth Byler**



**ESCALA VALORATIVA PARA COMPRENSIÓN DE TEXTOS**

|  |  |   |  |
|--|--|---|--|
| DOCENTE:   |  |   |  |
| GRADO: 6°  | NIVEL: Primaria  |   | AREA: English  |
| SESION: "6" SVA #6 IV TERM   |  |   |  |
| <b>COMPETENCIA: LEE DIVERSOS TIPOS DE TEXTOS EN INGLÉS COMO LENGUA EXTRANJERA</b>  |  |   |  |
| <b>CAPACIDAD: Obtiene información de textos escritos en Inglés</b>                 |  |   |  |
| <b>CONTENIDO: COMPRENSIÓN LECTORA</b>  |  |   |  |
| <b>PRODUCTO: RESPUESTA TIPO RAZONAMIENTO</b>                                       |  |   |  |
| <b>INDICADORES</b>   |  |   |  |
| <b>C (0-3)<br/>(Needs support)</b>   | <b>B (4-6)<br/>(Aproaching standard)</b>   | <b>A (7-9)<br/>(Meets standard)</b>   | <b>AD (10)<br/>(Exceed standard)</b>   |
| Student was not able to infer or demonstrates at all no UNDERSTANDING on the text. | Student was able to infer successfully at times and demonstrates little UNDERSTANDING on the text. | Student was able to infer successfully most of the time and demonstrates a lot of UNDERSTANDING on the text most of the time. | Student was able to infer successfully all the time and demonstrates a lot of UNDERSTANDING on the topic at all times. |