

	GIMNASIO SABIO CALDAS (IED) Nuestra escuela: una opción para la vida PLAN ESCOLAR NO PRESENCIAL	Código	PENP - 01
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Fecha de envío	28 de septiembre		Fecha de entrega	02 de octubre
Tiempo de ejecución de la actividad			Una hora	
TEMA	Reading comprehension (past simple)			
Contextualización				

READING COMPREHENSION "STRATEGIES"

There are 5 separate strategies that together form the High 5 Reading Strategy.

1. Activating background knowledge

Research has shown that better comprehension occurs when students are engaged in activities that bridge their old knowledge with the new. For example, a simple question like "what do you know about ... (a particular topic)" will stimulate students' previous knowledge of that topic. This will help them connect the current reading to their already existing knowledge and make the new reading more stimulating and engaging. The strategy allows students to work their way up from an already existing schema, instead of starting a new one.

2. Questioning

Encourage students to frame questions before and after reading to increase their comprehension. Each student should be able to reflect on three main questions, namely, a right now question, an analytical question, and a research question.

A 'right now question' focuses on the material presented. What is the essence of the material read? *What are the facts that are being mentioned?*

3. Analyzing text structure

This requires students to learn how to analyze or comprehend the structure of a text. Students are taught to identify the pattern by which writers organize their material. This may be in the form of cause-effect pattern, problem-solution pattern, or a descriptive pattern like a list, web or a matrix pattern. Understanding the pattern in which the material is presented allows the students to comprehend the information better. It is important to teach all the patterns of a text structure to the students, as each structure is different and takes time to learn. They should also be taught to make use of subheadings, labels, captions, tables, graphs, etc. as these help students to understand the material better.

4. Visualization

The fourth strategy stresses on the importance of visualizing the material. Students should be encouraged to form visual images in their head as they read the text, which will help in better comprehension. Research suggests that students should visualize them as structural images or diagrams instead of mere pictures, as pictures have a tendency to fade.

5. Summarizing

The last technique is to summarize the material read. Research has indicated that the ability to summarize enhances comprehension. Block and Pressley defined summarize as "the ability to delete irrelevant details, combine similar ideas, condense main ideas, and connect major themes into concise statements that capture the purpose of a reading for the reader." A student making use of the other four strategies will find it easier to summarize the material. They can summarize the material in the form of diagrams, either visually or in writing.

VERBS IN PAST

SPELLING RULES with the Regular Verbs

Regular verbs ending in -e, add **d** only:

like – liked arrive – arrived

Regular verb with one syllable, with a single vowel and ending in a single consonant, double the final consonant:

stop – stop**ped** rob – rob**bed**

Regular verbs ending in a consonant + -y, change the -y into i and add ed:

Study – stud**ied** cry –cri**ed**

However regular verbs ending in a vowel + -y, add ed:

Play – play**ed** stay –stay**ed**

Descripción de la actividad sugerida

Before you read

- Write about your favorite vacation.

- Write about your terrible vacation.

MARTIN'S VACATION

Martin had a terrible day yesterday. It was the day of his vacation to Spain but it was a nightmare. He left the house at 10 o'clock in the morning and caught a taxi to the airport.

Martin went to the check-in with his luggage. When the man who worked for the airline asked for his passport, Martin became very upset. Where was his passport? Martin realized he didn't have his passport with him. What a disaster!

He jumped back into the taxi and told the driver to take him home. The driver drove quickly and Martin arrived back at his house in twenty minutes.

He ran into the house and went into his bedroom. He found his passport on the bedside table and left the house again. But the taxi wasn't there! Where was the taxi!

Martin jumped up and down angrily. "I don't believe it. The taxi left!" he shouted. He ran down the street and looked for another taxi.

After a few minutes, Martin found another taxi and told the driver to take him to the airport as quickly as possible. The traffic on the roads was very bad and, unfortunately, Martin's taxi arrived at the airport late. His plane left for Spain at 11.30 and Martin missed it. He was very sad and went to speak to the airline. They promised to get him a seat on an evening flight and Martin went home on another taxi to wait.

During the reading

- What are the main characters?

- What are the tenses?

After reading

"Martin's Vacation", answer these reading comprehension questions about it.

1. Where was Martin going on vacation?

2. What time did he leave the house?

3. How did he get to the airport?

4. When did he realize that he didn't have his passport?

5. How long did it take to go back to his house in the taxi?

6. Where was the passport?

7. What did Martin discover when he went back outside?

8. How did Martin get to the airport the second time?

9. Why did he arrive late at the airport?

10. Why did Martin go home?

- **Webgrafía/material fotocopiado (Anexo)**

VERBS IN PAST: <https://www.lawlessenglish.com/learn-english/grammar/simple-past-regular-verbs/>

Criterios de Evaluación

- The students recognize and analyzes the vocabulary and key words that allow understanding the text.
- The students identify verbs in the past by using them in different sentences.