

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

### 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.

### Descripción de la actividad sugerida

#### Before you read

- what do you think about rivers run out of water? What are the causes?

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- Tell me how is the climate of your country?

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#### Reading

Rikki Mbaza has a very English name but his part of central Africa is suffering from a problem that few in England would have to put up with: a lack of rain so acute that Rikki's livelihood is literally evaporating away.

"I would love to have the English weather here in Chad. Then the lake would not go away."

Rikki Mbaza lives in the town of Bol near the shores of Lake Chad, a lake that has shrunk by 90% in the last 40 years. A lack of rain is only one of many culprits being blamed for this emerging disaster.

"I am a fisherman. For me, it is like watching my life draining away every day. The fishing is getting worse and worse in the lake. They are getting smaller and I think the fish breeding has been disrupted by the reduction in area and in depth." Lake Chad is only a metre deep in most places.

Rikki struggles now to provide enough food and income for his wife Achta and their four children. Achta has had to take up pottery in her spare time in order to try and boost the amount of money coming into the household every month.

"Our rent doesn't go down with the level of the lake unfortunately," Mbaza complains. "We still have six mouths to feed but I need assistance from the government. They have left me to fend for myself in a desperate situation."

While one can understand Rikki Mbaza's frustration with his government, his accusatory tone is perhaps a little unfair. The Chad government has often seemed like a powerless, rudderless boat caught in the storm of international politics.

Angela Muscovite at the Center For African Politics at UCLA sees little reason for optimism in the case of the shrinking lake in the African heartland. "The story of Chad Lake is a modern day environmental tragedy. This is a body of water that, in 1960 was over 25,000 km<sup>2</sup> in size - now it's less than 10% of that."

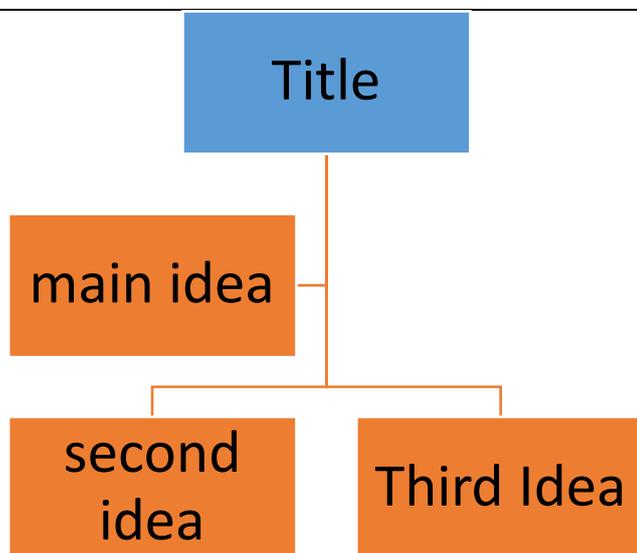
"It has been so over-exploited and it is an issue the whole international community, obviously more so those governments in Africa, need to co-operate on to find a resolution. And that isn't going to happen any time soon. By the time it does, they'll be arguing over a puddle in the middle of the desert. It's sad but that's how I see things panning out."

The guilty parties, as so often in these cases, blame each other for the problems that now beset the lake. Charlie Vaughan, who teaches Environmental Science at Cambridge University in Britain, explains why the lake is going the way of the Dodo. "The main culprit is geography funnily enough. Chad, Niger, Nigeria and Cameroon all lay claim to the waters of this lake and you only need a five metre shoreline to be able to extract water from it. The whole area has been a target for massive irrigation schemes over the last couple of decades with each country's agricultural ministry blaming the other three for the problems. In an area with plentiful rainfall, it wouldn't be so much of a problem. This is a dry area."

None of this gesturing and buck-passing will help Rikki, Achta and their four children in the near future. "I am learning how to fix cars. I don't think cars will be disappearing soon and will certainly last longer than this lake will," muses the glum-looking fisherman. "There won't be any more fishermen in this area in ten years." And with that, he says he has to go and study how to remove and repair brake pads.

While you read

- Complete the map (the title you can invent)
- Do a glossary about the words that you don't understand



## After reading

- **Read each sentence and put true or false.**

1. Rikki has spent some time travelling in England.
2. The lack of rain is not the only cause of the lake's reduction in size.
3. Rikki's town, Bol, is further from the lake than it used to be.
4. Lake Chad's disappearance is causing financial pressures for Rikki's family
5. Rikki feels the government should help him more.
6. Angela Muscovite wants the Chad government to save the lake
7. She thinks action will come too late to save the lake.
8. Charlie Vaughan says permission to extract water is given too easily.
9. The demands of agriculture have been largely responsible for the lake's problems.
10. Rikki will work in a garage when the fishing becomes too bad.

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

- The students recognize and analyzes the vocabulary and key words that allow understanding the text.
- The students identify the main idea of the text.
- The students practice the different strategies about reading comprehension.