



# Guía de aprendizaje Inglés

## Segundo Medio

**Objetivo:** Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital

**INSTRUCTIVO:**

DEBES LEER ATENTAMENTE TODA LA GUÍA, COMPLETAR Y RESOLVER CADA UNA DE LAS ACTIVIDADES PROPUESTAS Y ARMAR UNA CARPETA CON LAS GUÍAS IMPRESAS (O TRASPASAR A HOJA DE CUADERNILLO ANOTANDO TODOS TUS COMENTARIOS EN ELLA).

ESTA CARPETA DEBE SER ENTREGADA A SU PROFESORA DE INGLÉS, UNA VEZ QUE SE REGRESE A CLASES (EN LA FECHA DE INICIO DE ÉSTA ASIGNATURA, SEGÚN HORARIO, NI ANTES NI DESPUES) O TAMBIEN PUEDE ESCRIBIRLO EN SU CUADERNO, SI ES UNA GUIA DE READING O COMPRENSION LECTORA NO ES NECESARIO COPIAR LA COMPRENSION LECTORA SINO QUE SOLO LOS EJERCICIOS.



## Reading comprehension

A continuación, te entregaremos estrategias para la comprensión lectora y el desarrollo de actividades relacionadas con la habilidad de Reading

### Para comenzar:

Pon atención al título, vocabulario e imágenes que aparezcan

Imagina que podría tratar el texto

### Durante la lectura:

Controla la velocidad de la lectura y si es necesario vuelve a leer tanto como lo necesites

Destaca la información más relevante incluso podrías ponerle un nombre a cada párrafo para recordar de que trataba

Saca las ideas principales y trata de deducir lo que sucederá

### Después de la lectura:

Vuelve a leer el texto completo

Resume el texto si es necesario ya sea mentalmente o escribiendo tu resumen

Si lo deseas puedes hacer un esquema o mapa conceptual



**READ THE PASSAGE** Ask yourself why the author wrote the passage.

### Class Vote

Friday was Parent Night. All the classrooms would be open. People would sell cookies in the hall. The students in Mr. Ray's class would show their room to their parents. The students wanted the room to look good. They were going to paint a big mural for the classroom wall.

What should they paint? Some wanted to paint white snow falling on houses. They wanted to paint children skating on a pond and building a big snowman. Some students wanted a picture of the sea. They wanted to paint bright yellow fish in blue water. They wanted to paint shiny gray dolphins jumping out of the water.

Mr. Ray held a vote. "Raise your hand if you want a picture with snow," he said. Half of the students raised their hands. "Raise your hand if you want a picture of the sea," he said. The other half of the students raised their hands. "It's a tie!" said Mr. Ray. The class painted murals with both pictures. Their parents liked them both.

**SKILL PRACTICE** Read the question. Fill in the bubble next to the correct answer.

- The author wrote the passage to \_\_\_\_\_.
  - explain all about Parent Night
  - tell how to decide something fairly
  - make kids want to paint murals
  - explain how to paint murals
- Why does the author describe things the students want to paint?
  - to show that the teacher is a good artist
  - to show that the parents should decide
  - to show that the mural ideas are not good
  - to show that the students do not always agree on one idea
- Why does the author describe the ideas for the murals?
  - to help the reader picture them
  - to explain what a mural is
  - to show why people like murals
  - to help students pick a mural
- Why do you think the vote is a tie?
  - to make the parents happy
  - to make the class vote again
  - to show that everyone can win
  - to show that the teacher does not care

**STRATEGY PRACTICE** Which mural would you have voted for? Why?

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