Language Department

I.O.C/G.D.P

**Reading Comprehension Worksheet**

**Unit 0: What’s going on?**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: 2nd \_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Real score: \_\_\_\_\_\_\_ Mark: \_\_\_\_\_\_\_\_\_\_\_\_

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| Aprendizajes esperados | Comprender textos breves escritos de temas variados.  Escribir texto breve relacionado a situación de aburrimiento. |

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| **OBJETIVOS** | **HABILIDADES** | | | | | |  |
| ***BÁSICAS:*** | | ***INTERMEDIAS*** | | ***AVANZADAS*** | | ***TOTAL***  ***PUNTAJE*** |
|  | CONOCE | COMPRENDE | APLICA | ANALIZA | EVALUA | CREA |  |
| 1 Conoce estrategias de lectura que le permiten al estudiante a discriminar información Verdadera de falsa. | ITEM I  Texto 1  Preg. 1 a 6 |  |  |  |  |  | ***6*** |
| 2 Comprende información escrita en texto breve |  | ITEM I  Texto 1  Preg. 7 a 13  Texto 2  Preg. 19 a 23 |  |  |  |  | **12** |
| 3 Aplicar estructuras gramaticales para generar preguntas |  |  | ITEM I  Texto 1  Preg. 14 a 18 |  |  |  | **10** |
| 4 Escribir texto relacionado a imaginar que estás pensando en una situación aburrida. |  |  |  |  |  | ITEM II  Preg. 24 | **9** |
| TOTAL PUNTAJE | **6** | **12** | **10** |  |  | **10** | ***37*** |

**INSTRUCCIONES**

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| --- |
| * **LEA LAS INSTRUCCIONES** de cada ítem. * Conteste con lápiz de pasta negro o azul. * **USE LETRA CLARA** para las preguntas de desarrollo. * **CUALQUIER DUDA O CONSULTA COMUNIQUESE CON SU PROFESOR JEFE O PROFESOR DE INGLÉS AL CORREO** [**dptoingles21@gmail.com**](mailto:dptoingles21@gmail.com) * **Una vez terminada la guía, enviarla al correo** [**dptoingles21@gmail.com**](mailto:dptoingles21@gmail.com) |

1. **READING**
2. **Read the text and write a T if the statement is true or F if it is false.**

Ana’s morning

Hi! I’mAnya and I’m 17 years old. I go to Saint Martin School. I’m am in class 3rd A.

On weekends I usually get up at 7 o’clock, I have a shower to wake me up and get dressed. That doesn’t take me too much time. I must wear my school uniform. I have breakfast at 7:30 with my family. I usually drink a glass of milk and eat some toast. After breakfast I brush my teeth and then I wait the school bus, I have classes from 8.15 to 15:30 and I always have lunch in the school canteen.

After classes, I go home by bus. I do my homework and at 5 o’clock I have a snack -a yogurt and a grilled cheese sandwich. Then I watch tv with my little brother and I help him with his homework. My parents come home at 7 o’clock and we have dinner at 8. I usually study until 10 o’clock, when I go to bed.

|  |  |
| --- | --- |
|  | Anya gets up early on weekdays |
|  | It’s difficult for her to choose her clothes |
|  | She has breakfast alone |
|  | She brushes her teeth before breakfast |
|  | Her classes start at 8:15 |
|  | She does her homework after dinner |

1. **Answer these questions based on the text.**
2. Which school does Ana go to?

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1. What time does she wake up?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What does she do after she gets up?

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1. Who does she have breakfast with?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What does she have for breakfast?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How does she go to school?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What does she do when she arrives home?

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1. **Ask questions to these answers.**

EXAMPLE: How old is Anya?

Anya is 17 years old

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

She is in 3rd grade A.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Yes, she does. She wears a school uniform

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

She has breakfast at 7.30

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

She goes home by bus

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

She goes to bed at 10 o’clock

**TEXT 2.**

Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

**Dancing in class**

Georgia is sitting in class while her professor is standing in front of the class. He is talking a lot, so she is getting bored.

In Georgia’s mind, she is doing something else, she is thinking about dancing on a stage in front of hundreds of people. She is wearing a beautiful costume while she is tapping and spinning on one leg.

The stage light are shining in her eyes but all she can think is about the music that’s playing. Georgia is excited.

Soon, she is finishing her show. The audience is standing on their feet. They are clapping and shouting, “BRAVO! BRAVO!” Georgia is taking a bow. Georgia is smiling for the cameras. She is having so much fun!

Georgia?” - Her professor said.

Georgia’s classmates are staring at her but they can’t understand what she is doing.

Georgia?- Her professor is saying, looking at her with concern. He is not teaching anymore.

Yes- answers Georgia, while her cheeks are getting red.

Are you feeling okay? You are shouting BRAVO, BRAVO! In class.

Oh, yes professor. Sorry I’m just enjoying the class so much, BRAVO, BRAVO!

1. Where is Georgia?

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1. What is Georgia doing?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How is Georgia feeling about the professor’s lesson?

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1. What is Georgia doing in her mind?

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1. Why does Georgia say she is shouting Bravo in class?

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1. **Writing**
2. Imagine that you are in a very boring situation (ex: waiting for a bus).

Write what you are doing in your mind.

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| Indicadores | 3 | 2 | 1 | 0 |
| Uso de estructura gramatical. | Utiliza correctamente las formas gramaticales. | Contiene hasta 2 faltas gramaticales. | Contiene de 2 a 5 faltas gramaticales | Contiene más de 5 faltas gramaticales. |
| Vocabulario | Contiene un buen uso de palabras y conectores. | Repite palabras y conectores con frecuencia | Vocabulario escaso y/o limitado | NO APLICA |
| Ortografía | No contiene faltas ortográficas. | Contiene hasta 2 faltas ortográficas. | Contiene de 2 a 5 faltas ortográficas | Contiene más de 5 faltas ortográficas. |