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SECRETARÍA DE EDUCACIÓN MUNICIPAL DE
PALMIRA
“INSTITUCIÓN EDUCATIVA “DE ROZO”
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INFORMACIÓN GENERAL

GUÍA DE APRENDIZAJE No. 2

ÁREA O ASIGNATURA:	INGLÉS
NOMBRE DE LA GUIA(S):	Guía No.2: READING COMPRHENSION
DURACIÓN (MES)	4 Semanas – 3 de marzo – al 3 de abril 2021
DOCENTE(S):	Nombre(s) Docente(s) del Área Neyda Ruiz C.
GRADO:	ONCE (11°)
PERIODO:	Uno
OBJETIVO DE APRENDIZAJE y/o DBA:	Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto.

INTRODUCCIÓN



Apreciado estudiante en la guía anterior aprendimos a identificar palabras claves en contextos comunicativos, ahora vamos a practicar un poco más el tema. Espero que lea con mucha atención cada explicación, actividad y ejemplo antes de responder. También vamos a aprender estrategias para responder las preguntas sobre un texto dado, que en la **Prueba**

Saber corresponde a la comprensión gramatical.

Para realizar la primera parte debe recordar cómo encontrar las palabras claves en una oración, para ello tomaremos oraciones de la parte uno y dos de la guía N° 1 y de ejercicios vistos en clase, para que subrayes sustantivos, verbos, adjetivos, conectores y preposiciones.

¿Qué voy a aprender?



Cabe recordar que los sustantivos son los nombre con que llamamos las cosas, las personas o los animales. Por ejemplo:



dog



boy



tree

Los adjetivos son cualidades que me dicen cómo es el sustantivo. Por ejemplo, White dog (perro blanco), sport boy (niño deportista), big tree (árbol grande).

Los verbos son acciones como, por ejemplo: sold vendió o vendido; pray, orar; cook, cocinar; write, escribir, etc.

Los conectores son palabras como lo indica su nombre para unir dos oraciones entre otros tenemos como ejemplo, and, or, but, if, when, while, however, whereas, etc.

Las preposiciones son palabras que expresan relación con otra palabra de la oración tenemos, por ejemplo: by, about, for, since, at, from, etc.

Subraye las palabras claves en las siguientes oraciones:

1. Some people make a soup wiith this.
2. It has bread, meat, tomato nd anion.
3. You drink a glass of this when you´re thirsty.
4. People make this thin round food with milk and eggs.
5. Some people enjoy this hot, black drink with sugar.
6. A very fine slender piece of polished metal used in sewing.
7. Store or supply of something, typically kept hidden or secret.

Ahora analice y responda las siguientes preguntas:

Lo que estoy aprendiendo

¿Cuál palabra de la izquierda concuerda con la descripción de la derecha?

85. You put them on to move on the ground.

86. In this game, two people hit a small ball.

87. This is the best place to go for a swim.

88. You bounce and throw a big ball with your hands.

89. People drive them in a great sport.

A. baseball

B. basketball

C. boats

D. cars

E. field

F. pool

G. skates

H. tennis

0. a container for liquids.

0. (A) (B) (C) (D) (E) (F) (G) (H)

85. You can go to this place when your body isn't o.k.

86. you use it to mark an important passage in a book.

87. you use this to cover your head.

88. it is used for games, as a working surface, etc.

89. having or showing little sense.

A. table.

B. highlighter.

C. bottle.

D. silly.

E. jump.

F. milk.

G. cap.

H. hospital.



En la habilidad comunicativa, recuerda que lo primero que se debe de hacer es leer la oración, mirar la intención del hablante uno, es decir si es una pregunta, una afirmación, una negación o una exclamación, sino sabe todo lo que dice la oración se buscan las palabras claves que son las que te ubican en el contexto y luego lees las opciones de respuesta y elige la que guarde coherencia. A continuación, te presentamos un ejemplo:

RESPONDA LAS PREGUNTAS 90 A 99 DE ACUERDO CON EL EJEMPLO

Complete las diez conversaciones.

En las preguntas 90-99, marque **A**, **B** o **C** en su hoja de respuestas.

Ejemplo:



Do you like ice cream?



A. I love it!

B. You're welcome!

C. Another one!

Respuesta: 0. A B C

- | | |
|--|--|
| 90. I like the new student in my class. | A. Keep right.
B. That's nice!
C. Good idea. |
| 91. Are you doing anything next week? | A. Really?
B. Be careful!
C. Nothing special. |
| 92. Anything to drink? | A. Can I keep it?
B. That's all, thanks.
C. It doesn't matter! |
| 93. I have two tickets. Do you want to come? | A. It would be great!
B. Anyone else?
C. Best wishes. |
| 94. Can I talk to Sam, please? | A. Don't you agree?
B. That's cool!
C. Just a moment. |
| 95. Do you have a stamp? | A. I'm so sorry.
B. Great! I love it.
C. There's one here. |
| 96. Hello, I'm Rose Patty, the new systems engineer. | A. That's ok, thanks.
B. Nice to meet you.
C. See you later. |
| 97. Let's eat something! | A. Not, really.
B. Me too.
C. All right. |
| 98. Where is the closest bank? | A. It's late.
B. It's on the corner.
C. It's eleven thirty. |
| 99. It's a beautiful song! | A. I don't like it.
B. I'd love to.
C. I am here! |

Comprensión de lectura literal

En esta parte de la prueba se mide su habilidad para comprender una lectura. Aquí encontrará un texto y 7 preguntas, cada una con tres (3) opciones de respuesta. Estas preguntas buscan que demuestre su comprensión de la información explícita en el texto. En la comprensión literal, el lector puede reconocer y recordar, directamente del texto, las ideas tal y como las expresa el autor. De esta manera, cuando se identifica información como los lugares, las

fechas y cantidades, entre otros, se podrá entender mejor la idea general y las ideas secundarias. Es importante que lea cuidadosamente cada enunciado de la pregunta y vaya al texto a buscar la respuesta. Tenga en cuenta que las preguntas llevan la misma secuencia del texto.

Tomorrow's cars

CO₂, a gas that is part of the atmosphere, is important for many elements of nature like plants, as it helps them make their own food. We produce CO₂ when we use petrol cars. This is now dangerous

Ejemplo:

0. What do plants need to make their food?

- A. an important gas
- B. other plants
- C. all parts of nature

Respuesta: 0. A B C

La pregunta es ¿Qué necesitan las plantas para hacer su alimento? Y las opciones que hay son: A. un gas importante B. Otras plantas C. Todas las partes de la naturaleza El texto dice: el *CO₂, es un gas* que es parte de la atmosfera, *es importante* para muchos elementos de la naturaleza como las plantas, tanto que les ayuda a hacer su propio alimento. En las palabras en cursiva está la respuesta y por eso se elige la A.

Tomorrow's cars

CO₂, a gas that is part of the atmosphere, is important for many elements of nature like plants, as it helps them make their own food. We produce CO₂ when we use petrol cars. This is now dangerous for our world because these cars have sent a lot of CO₂ into the air.

Using electric cars instead of petrol cars is an excellent way to stop problems like changes in the weather. In the United Kingdom not many cars are electric; so the government, those in charge of the country, believes there is a lot to do to make electric cars a good option and have a better world to live in, but it will take at least five years to do so. The government also believes that it will help the UK become the first country in the world to make cars that produce much less CO₂. However, during the last three years, some pro-nature groups that work to make the world better have said that this plan will not work and that it is too late to stop petrol cars from producing CO₂.

In the past two years, the British government has spent billions of pounds studying how to make electric cars and produce their parts, and how to make the British use them. Now it is ready to help companies make more electric cars and fewer petrol ones, along with fewer hybrid cars that work with both petrol and electricity.

- | | |
|---|--|
| 9. What puts the world in danger? | A. too much CO ₂ gas
B. a lot of clean air
C. some plants |
| 10. How many people use electric cars in the UK? | A. no people
B. many people
C. few people |
| 11. Who thinks the plan is useful? | A. car makers
B. the government
C. pro-nature groups |
| 12. To make electric cars, the British government has | A. spent much money.
B. brought car parts.
C. opened new companies. |
| 13. More British people will have electric cars | A. in two years.
B. in three years.
C. in five years. |
| 14. In the future, people will mainly use | A. electricity cars.
B. hybrid cars.
C. petrol cars. |

Busque en las opciones de respuesta palabras claves del texto sinónimos u otra forma de referirse a los mismos conceptos o ideas. Tenga presente que cada sesión tiene un tiempo límite. No traduzca; lea las oraciones completas y haga uso del contexto para mejorar su comprensión. Haga imágenes mentales de lo que va leyendo; esto le ayuda a hacer conexiones con el texto y permite que usted recuerde mejor la información.

PARTE 5

RESPONDA LAS PREGUNTAS 103 A 109 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el artículo y luego responda las preguntas.

En las preguntas **103 - 109**, marque **A, B o C** en su hoja de respuestas.

HOW PLANES WERE BORN

The history of planes started before the 1800's. In the 16th century, Mark Clerck was one of the first men who began thinking of how to fly a machine; he had dreams and made drawings of a helicopter, but he did not actually build it.



The Irwins, two French brothers, made a balloon that flew for more than five miles in 1738. In 1848, John Hartman made a small model plane that was able to make short flights. Then in January of 1890, Samuel Secrest, tried to fly a flying machine once; the weather was so bad, so he tried again the next month, but it didn't work. Then he flew another plane, but it didn't go up, so he stopped the project.

By 1901, Orville and Nathan Wright prepared their new machine to fly, but it did not work the first times. Finally, on December 17, 1903, they built the Kitty Hawk Flyer, which after trying many times, stayed in the air for 12 seconds. The Wright Brothers did 1,000 short-distance flights in the desert of North Carolina. As a result, in 1907, air transport began.

In 1905, the first airplane company was made by two pilots from Rome, Gabriel and Charles Oliveri, while the American Brett Graham, and the British Mike Major, were starting the first US airplane company in New York.

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ve

Ejemplo:

0. Before the 1800's Mark Clerck

- A. dreamt about a helicopter.
- B. flew a helicopter.
- C. made a helicopter.

Respuesta: 0. A B C

103. When did the first plane fly after Clerck's dream?

- A. in 1890
- B. in 1738
- C. in 1848

104. Who made a machine that never could fly?

- A. John Hartman
- B. Samuel Secrest
- C. The Irwins

105. Why was Secrest's project finished?

- A. flights took little time
- B. flights were delayed
- C. flights failed

106. Orville and Nathan were important because they

- A. started the air age.
- B. worked together.
- C. knew the desert.

107. Passengers were able to travel by air since

- A. 1900.
- B. 1903.
- C. 1907.

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108. The Kitty Hawk Flyer flew

- A. at once.
- B. for a short time.
- C. many kilometers.

109. Who was born in The United States?

- A. Brett
- B. Gabriel
- C. Mike

Práctico lo que aprendí

RESPONDA LAS PREGUNTAS 106 A 112 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.
En las preguntas 106 - 112, marque A, B o C en su hoja de respuestas.

Evelyn Smith

Evelyn Smith was a pilot. Her father, David, had an important company in Kansas, USA, where she was born. They later moved to Texas with her Californian mother, and there Smith grew up with her younger sister, Helen, who became a painter and also wrote for a newspaper there. Evelyn got interested in airplanes when she was 20. Her uncle Jim, who was a mechanic, took her to a fair. They both got on an airplane and he flew it while she watched him. That's when she knew she wanted to learn to fly!



Evelyn later traveled to Toronto, Canada, where she helped sell medicines for sick people. In 1919, she returned to the USA and got into medical school in Philadelphia. Then, she moved to Sacramento, where she learned how to fly along with her cousin, who sang and played popular music. During their training, Evelyn once saw a plane catch fire, but she wasn't frightened.

In 1922, Smith bought an airplane thanks to some money that one of her parents lent her. Two years later, she moved to Pasadena, where her best friend helped her find a job. During this time, she was able to keep flying as a hobby.

In May 1932, Evelyn flew from Hampton, USA, and after many hours she arrived in England, becoming the second woman to fly across the ocean.

Ejemplo:

0. From the text, it can be understood that Evelyn's dad was

- A. a businessman.
- B. an artist.
- C. a journalist.

Respuesta: 0. A B C

106. Where did Evelyn live when she was a teenager?

- A. in Kansas.
- B. in California.
- C. in Texas.

107. Her first contact with planes happened thanks to

- A. David.
- B. Helen.
- C. Jim.

108. The first time Evelyn got on a plane, she was the

- A. pilot.
- B. passenger.
- C. mechanic.

109. What occupation did she have while being in a foreign country?

- A. pharmacist.
- B. student.
- C. musician.

110. Where was she taught to fly a plane?

- A. in Philadelphia.
- B. in Toronto.
- C. in Sacramento.

111. To get her plane, she borrowed cash from

- A. her father.
- B. her friend.
- C. her cousin.

112. Based on the text, Evelyn's life was full of

- A. adventure.
- B. accidents.
- C. art.

RESPONDA LAS PREGUNTAS 113 A 119 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.
En las preguntas 113 - 119, marque A, B o C en su hoja de respuestas.

Paula Radcliffe's day

I'm an English runner who has won the world marathon six times. I also won four marathons in the USA and three in London. These are the activities I do when I'm not in a competition:

8.30 am - My daughter Vicky comes to our room before we wake up and says good morning to Gary and me. Later, I eat some melon and give cereal to her. Then, I have a look at the newspaper.

9.45 am - We leave Vicky at her theatre class; then, I run and Gary cycles next to me to keep me close to my time goal. I sometimes surf after this.

12.30 pm - After meeting Vicky at school, we get home and have a big lunch. Then, I play with her.

2.10 pm - Gary usually takes Vicky out while I sleep. When I get up, I boil some water for tea.

7.30 pm - In the evening, Gary gives Vicky tea while I finish doing my exercises. Afterwards, I cook dinner while Gary gives Vicky a bath.

8.20 pm - Vicky goes to bed. I read my friends' messages on the computer, watch volleyball on TV, and have a conversation with Gary.

10.30 pm - Time for bed. I brush my teeth and wash my hands and face. I enjoy reading, but I haven't done it much since Vicky was born. I also wish I had time for playing the drums, but it would wake Vicky up.



Ejemplo:

0. How many times was Paula the winner of the competition in London?

- A. three.
- B. four.
- C. six.

Respuesta: 0. A B C

113. In the morning, Vicky goes to her parents' room to

- A. have a snack.
- B. give them the paper.
- C. say hello to them.

114. In the afternoon, Paula

- A. has some rest.
- B. goes out.
- C. puts Vicky to sleep.

115. Before going to sleep, Paula

- A. cleans herself.
- B. reads a lot.
- C. plays an instrument.

116. While Paula has her sports practice, Gary

- A. goes surfing.
- B. rides his bicycle.
- C. takes an acting class.

117. Vicky arrives home at

- A. two o'clock.
- B. half past twelve.
- C. a quarter to ten.

118. Who prepares the last meal of the day?

- A. Gary.
- B. Vicky.
- C. Paula.

119. At night, Paula's husband

- A. follows a match.
- B. chats with Paula.
- C. checks his e-mails.

¿Cómo sé que aprendí?



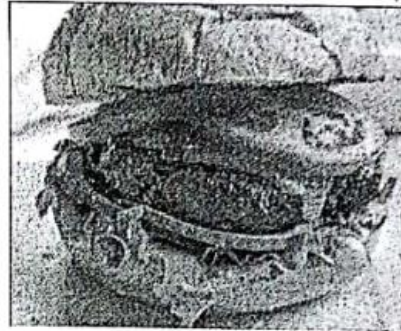
RESPONDA LAS PREGUNTAS 103 A 109 DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el artículo y luego responda las preguntas.

En las preguntas 103 - 109, marque A, B o C en su hoja de respuestas.

THE HAMBURGUER

There is controversy over the German origin of the hamburger, but it is a U.S. invention, says "The Hamburger: A History" by Josh Ozersky. However, the origin of the inventor of the hamburger is still not clear.



It could be Charlie Nagreen, who sold meatballs between two pieces of soft bread in 1885. Or maybe Frank Menches, from Ohio, who sold a sandwich made of meat and soft bread in Hamburg, N.Y. in 1885. Another possible inventor was Louis Lassen, from Connecticut, who served some meat pieces between two slices of toast in 1900. There was also Fletcher David, a Texan who sold a meat sandwich with soft bread in a world exhibition in 1904, where it got the name "hamburger."

However, meat and bread -like today's hamburger- was more common in Hamburg, Germany, in the nineteenth century. It was called Hamburg steak and was a usual dish for the German immigrants that left Hamburg for the United States. Anyone could prepare it, and they could have it while standing up or walking.

So, the hamburger already existed in the early twentieth century, but it was only food for workingmen and served in restaurants near factories at midday. However, after the introduction of the automobile in the market and people's new wish for meals to eat on the road, the reputation of the hamburger improved in 1920.

Ejemplo:

0. Ozersky thinks that the h amburger was first made by a person who

- A. was American.
- B. lived in Germany.
- C. had a strange origin.

Respuesta: 0. A B C

103. A different type of bread was first used in a hamburger in

- A. Ohio.
- B. Texas.
- C. Connecticut.

104. The hamburger became known by people from all over the world in

- A. 1885.
- B. 1900.
- C. 1904.

105. Who made a hamburger with meat prepared in a special way?

- A. Charlie Nagreen
- B. Louis Lassen
- C. Fletcher David

106. Hamburgers in Germany were different from the American ones in that they

- A. were very popular.
- B. had more meat.
- C. were known later.

107. The hamburgers brought from Germany to the US were

- A. hard to find.
- B. interesting to make.
- C. easy to eat.

108. At the beginning of the last century, some people ate hamburgers for

- A. breakfast.
- B. lunch.
- C. dinner.

109. What changed the way people thought of the hamburger in 1920?

- A. a new path.
- B. a new job.
- C. a new machine.

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Ve a

¿Qu  aprend ? Con tus palabras escribe qu  aprendiste sobre la comprensi n literal.



Recuerda que nos podemos comunicar por la plataforma classroom o por mi correo institucional nruiz@iederozo.edu.co

Cibergraf a:

***Cuadernillo grado 10  de Evaluar Para Avanzar.
Cuadernillos liberados del Icfes.***

