

# Síntesis – 6th grade

Unit 2: “Around town”

Lesson E – Reading Comprehension/Writing

July, 29th 2020



# Objectives



- Identificar ideas generales y específicas de un texto escrito.
- Reconocer vocabulario de la unidad
- Responder preguntas relacionadas al texto utilizando “respuestas completas”



## Actividad de la clase:

Comprensión lectora y  
producción escrita.

Student's book - Página 61

Se recuerda que durante esta semana, no se enviará  
actividad de reporte.

### BEFORE READING

- 14 **Strategy** Have a look at the text's pictures. Can you guess two daily routines that will be mentioned in the story?

### WHILE READING

- 15 **Read and listen** Read and listen to the text and check your predictions in exercise 14.

#### Don't be late

Paul wakes up early, at half past six, but he never gets up immediately. He watches TV. But, then he is late. He is always late. Why does time always go so fast? Time always goes too fast. He looks at his watch, it's seven o'clock. It's time to get up! He has to leave in 10 minutes. So he turns off the TV and goes into the bathroom. He shaves his face. He brushes his teeth. He goes into his bedroom. He gets dressed. He looks at his watch again when he leaves home. It's half past seven. He has to hurry.



He goes out to his car. He drives fast, but he slows down at a stop sign. A police officer sees him and gives him a ticket! "Why don't you stop at the stop sign?" the police officer asks. "But officer, I am in a hurry," he answers. The police officer gives him the ticket and says, "leave home earlier next time."



Adapted from: Don't Be Late. (n.d.). Retrieved from <http://www.edjies.com/soy/guest/soy030.htm>

### AFTER READING

- 16 **Think critically** Discuss these questions in your group.
- How does the story begin? Is Paul in a hurry at the beginning?
  - How similar or different is Paul's routine to your routine?
  - Do you agree with the police officer's suggestion at the end of the story? Why?

### WRITING

- 17 **Strategy** In pairs, take turns to read the text aloud and complete the chart with the times in your notebook.

HE WAKES UP AT...	HE GETS UP AT...	HE LEAVES HOME AT...
Half past six		

- 18 **Strategy** Write two sentences in your notebook about Paul's routine. Use information from exercise 17.

Example: *Paul wakes up at half past six*