

What's inside pearls?

Worksheet # 1 on reading comprehension and metacognitive strategies.

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Taken from: <http://www.someecards.com>

Language Objective: Recognize the communicative functions of written texts according to form and purpose, guessing the meaning of words from context and activating schemata for the interpretation of texts.

Metacognitive strategies development: Planning: guessing the content of texts by activating previous knowledge, monitoring and evaluating understanding.

Message from your teacher: Dear students, I developed this material for you to autonomously recognize and create your own battery of reading strategies. Reading effectively is a skill that will guarantee success in any path of life you to take. It is my gift to you. In the words of Margaret Fuller, first American female book reviewer and advocate of women's rights: "today a reader, tomorrow a leader".

BEFORE READING

Sometimes you do not have the chance or time to use a dictionary to help you with the meaning of a word. Here are some things you can do in case it happens.



- Compare the word to one in Spanish. *Eg: aesthetic=estético*
- Break the word in pieces. *Eg: Birthday= birth + day*
- Find clues about its meaning in the context of the text. *Eg: Everyday, work in the middle-ages was exhausting from morning to dusk. Dusk = opposite or complement of morning.*

Image taken from <http://es.meme.wikia.com/wiki/Exito>

1. Circle the meaning of the following words applying the strategies above.

Write on the line in front which strategy you applied in each case or if you knew the word.

a. She was very **keen on** heavy metal music, while the rest of the class found it absolutely uninteresting.

Distracted by interested in bored by _____

B. She cut her finger while **peeling** an orange.

Removing the skin cleaning collecting _____

C. Onions have many **layers**, each of these blankets cover the previous one to form its round shape.

Films eggs nutrients _____

D. People attribute **preciousness** to some solid minerals.

Magic weight value _____

E. Many treasures have been found **entombed** in the pyramids of Egypt.

Wasted broken buried _____

F. She got sick, apparently because of **tapeworms**.

Back pain the flu parasites



Metacognitive tip: Effective readers always try to **guess the content** of the text they will read based on clues left by the author such as images, bolded and italicized fonts, headings, etc. This helps them be prepared to what they will read and activate their previous knowledge so they compare and build comprehension on the bases they have in their minds.

Image taken from: <http://diaryofawhinyguy.com/wp-content/uploads/2013/11/happy-thumbs-up-1.png>

2. Look at the text “*Pearly Gems*” on the next two pages without reading it carefully and answer the following questions. Put down your answers here.

a. What does the title suggest is going to be the topic of the text?

b. What does the image in the text tells you about its content?

c. What do you know about pearls?

d. Look for images, headings, bolded or italicized letters. Read them. What preliminary conclusions can you draw based on that information only?

e. You are familiar to different types of texts: Informative (including descriptions, explanations, instructions, factual information and reports) Argumentative texts (including persuasive texts, written expositions and discussions) and literary texts

(including, poems, narrations, etc.), among others. Which of these three types of text do you think “Pearly Gems” will be? Why?

f. Compare your answers to at least 3 other classmates’, give and receive feedback and make adjustments to what you answered in questions “a” to “e” if necessary. You have 8 minutes for this.

PEARLY GEMS

Would women through history have been so keen on the pearls around their necks if they’d known what was inside? Robert Dunn peels back the layers of this eco-miracle.



There is a mystery and preciousness that we attach to pearls, yet despite what some people believe, it has nothing to do with a grain of sand. Pearls which have long been the treasures of the wealthy, are often the products of dead worms, which remain entombed at the center of the jewels, minute, translucent and ethereal.

Larval tapeworms drill into the flesh of mussels to use them as intermediate hosts en route to their later hosts, which

in most cases are ducks or fish. The mussels' immune systems battle the worms by encircling them in layer after layer of nacre, the same calcium-based material found in the mussel's shells. The invaders suffocate and then rest for eternity encased in this tiny chambers.

Taken from: Jakeman, V. & McDowell, C. (2012). *New Insight into IELTS Student's Book with Answers*. Cambridge: Cambridge University Press, pg. 38

WHILE READING

Autonomous readers are able to assess their understanding without the intervention of others, such as teachers or tests. The following exercises are designed for you to evaluate your understanding and efficiency of your own strategies for reading.

1. Review the answers you gave to questions on "Before Reading" exercise 2. Were you right or wrong? On which ones? How and Why? How useful was the feedback from your classmates in each of them?

a _____

b _____

c _____

d _____

e _____

f _____

2. Which unknown words you found while reading the text "Pearly Gems". How did you deal with them based on the strategies given on exercise 1 in "Before Reading" or others of your own?

Eg.

AFTER READING



Time for a challenge: Here is a way through which an external person wants to evaluate your understanding of the text, with exercises similar to the ones you find in the international proficiency exam you will face at the end of the year. Show this person how it's done !!!

Image taken from: <http://ericdye.it/wp-content/uploads/2015/03/Challenge-Accepted-Meme.jpg>

1. Tick the sentence that best describes the intention of the author in the second paragraph.

The author wants to show how disgusting pearls might be

The author wants to convince people about his theory on pearl formation

The author wants to explain a process of pearl formation named in the previous paragraph

2. Classify the following sentences as being TRUE, FALSE or NOT GIVEN in the text. Write down your answers in the lines in front of each statement.

Pearls are composed partly by grains of sand _____

Larval tapeworms reproduce in great numbers _____

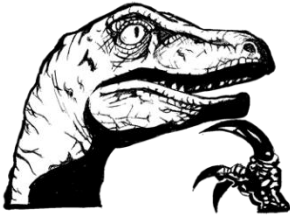
We find pearls very beautiful and valuable _____

Ducks and fish are the final objective of tapeworms _____

Nacre is a material made of dead worms _____

TIME FOR ASSESSMENT

1. Assess your performance. Score from 1 (the lowest score) to 5 (the highest score) the following items in your development of this worksheet.



- A. How well you think you did it in the challenge ()
- B. How easily you dealt with the vocabulary exercise ()
- C. How much do you think your reading comprehension improved, independent from how well you did it in the two previous items ()
- D. How much your knowledge of metacognitive strategies has improved ()
- E. How useful do you find metacognitive strategies now ()

Image taken from: <https://www.spreadshirt.com/philosoraptor-men-s-A7489451>

2. Assess the material. Score from 1 (the lowest score) to 5 (the highest score) the following items about this worksheet.



- A. It is attractive in terms of images and fonts ()
- B. The information given and activities proposed are relevant ()
- C. It allows interaction with classmates ()
- D. It allows silent periods of time to do things individually ()
- E. It fosters self-confidence ()
- F. It is centered in students' needs and interests ()
- G. It facilitates that students engage in the activities autonomously ()
- H. Its instructions are clear ()
- I. It gives opportunities for self, peer and teacher evaluation ()
- J. It gives the chance to give and receive feedback ()
- K. Level of innovation as compared to materials normally used for English classes ()

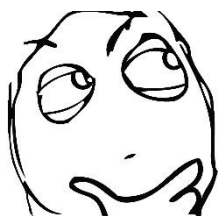
Image taken from: <http://minimemes.net/?meme=feel-like-a-sir>

3. Teacher's assessment and feedback. Do not fill in this area and jump to number 4.

A. On the challenge:

B. On the vocabulary exercises in "before reading" and "while reading":

B. On the metacognitive strategy "guessing the content" and its results:



3. **Time to reflect.** After having done a self-assessment and receiving peer and teachers' feedback, write a short reflection on your reading process, focusing on the things that you did right and are applicable to future reading tasks; and what you did wrong and how to improve it.

Image taken from: <http://memegenerator.net/Derp-Thinking>
