

U A E M

UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MÉXICO

“MANUAL DE PRÁCTICAS DE LECTURA DE
COMPRENSIÓN DE TEXTOS, EN INGLÉS 2 DEL CENTRO
DE AUTOACCESO (CAA)”

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Toluca, México a 12 de OCTUBRE del 2016

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INTRODUCCIÓN

La Universidad Autónoma del Estado de México (UAEM) ofrece estudios a nivel bachillerato en el cual incluye la enseñanza del inglés como lengua extranjera, la Dirección de Estudios del Nivel Medio Superior (DENMS), es la responsable de la adecuación curricular del Bachillerato Universitario, dentro del marco para el Currículo de Bachillerato Único 2009 vigente (CBU), y la Dirección de Aprendizaje de Lenguas (DAL) funge como asesor disciplinario.

La enseñanza de idiomas en las últimas décadas ha tomado una fuerza por demás importante, debido a diversos factores; los medios de comunicación, el intercambio comercial y la industria turística, esto impacta sin duda alguna en las necesidades de aprendizaje del individuo, llámese empresario, turista o estudiante. Lo que conlleva a las instituciones de educación a tomar partido en la responsabilidad de la enseñanza de idiomas específicamente el inglés.

El inglés como segunda lengua requiere del desarrollo de habilidades lingüísticas, que implica un aprendizaje (dominio) del idioma; así tenemos la comprensión auditiva, la expresión oral, comprensión de lectura y expresión oral. Habilidades que requieren de estrategias y actividades específicas que cumplan el objetivo.

En el nivel bachillerato los estudiantes en la Universidad Autónoma del Estado de México (UAEM) requieren de acreditar los niveles inglés 1, inglés 2, B1 y B2, de acuerdo al plan de estudios bachillerato 2015, el cual toma como referencia al Marco Común Europeo, para lograr un dominio intermedio del idioma, que les garantice la comunicación en situaciones de la vida cotidiana.

Como parte del proceso de aprendizaje de una segunda lengua nuestra universidad establece los Centros de Auto-Acceso (CAA) que tiene como propósito fomentar y desarrollar el autoaprendizaje en los estudiantes a partir de diversas opciones y actividades que permiten la práctica del idioma.

En la enseñanza del inglés el docente tiene como propósito desarrollar y promover en los alumnos las cuatro habilidades lingüísticas, producción oral (speaking), comprensión auditiva (listening), producción escrita (writing) y comprensión lectora (reading), para lograr un aprendizaje integral del idioma.

En el desarrollo de las cuatro habilidades en el auto acceso, ya señaladas, existe diversas problemáticas a las que se enfrenta tanto el asesor como el alumno; entre ellas, y motivo de este trabajo es la lectura de comprensión en inglés; no obstante que el CAA cuenta con una amplia gama de libros, software, CD.s, etc., la habilidad lectora no se desarrolla a plenitud, para atraer al lector se requiere de material sencillo, atractivo que capte la atención de los estudiantes. Por lo tanto, uno de los objetivos es ofrecer opciones variadas que pretendan atraer al lector en el idioma inglés, en las que pueden aplicar lo que ya se conoce y desarrollar nuevas estrategias de aprendizaje.

Existen diversas acciones las cuales se pueden realizar en el centro de Auto- Acceso, las aportaciones en cuanto al diseño de actividades por parte de los asesores con la intención de apoyar el autoaprendizaje de los estudiantes brindaran mejores alternativas; los ejercicios de lectura de comprensión pueden ser elaborados de forma física pero también se pueden instalar en las computadoras del área de multimedia

Actividad 1

TEMA: Volunteers

NIVEL: Principiantes / Nivel básico módulo I

ESTRATEGIA PROPUESTA: Marcar el texto. (*Selecting*)

OBJETIVO: El alumno utiliza adverbios de frecuencia. Distingue los tiempos presente simple y presente continuo.

TIEMPO: 15 min.

MATERIAL: Copias de ejercicio del tema, hoja de respuestas

ORGANIZACIÓN DE GRUPO DE ESTUDIANTES: Individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL CENTRO DE AUTO ACCESO (CAA): Los estudiantes no conocen las estrategias de lectura a utilizar. El asesor del centro no cuenta con las suficientes copias del ejercicio requerido. El CAA se encuentra ocupado en el área de lectura. El alumno utiliza la clave del ejercicio antes del término de la actividad; sus respuestas no serán auténticas.

ACTIVIDAD: Hard working and no money. (Lectura de comprensión y vocabulario)

VOCABULARIO REQUERIDO: Verbos en presente simple y con ing, preposiciones, adverbios de tiempo.

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Buscar información en el artículo y ejercicios referentes a la lectura. Subrayar posibles respuestas en el texto.
- **POST-LECTURA:** Consultar la clave y comparar respuestas. Auto-evaluación

A) PRE-READING.

1. READ THE FOLLOWING QUESTIONS AND ANSWER THEM.

a. Would you like to be a volunteer?

b. Would you like to work without earning money?

B). WHILE-READING.

2 READ THE ARTICLE.

Hard work and no money



Every year thousands of young people in Britain finish school and then take a year off before they start to work or go to university. Some young people go to other countries and work as volunteers. Volunteers give their time to help people – for example, they work in schools or hospitals, or they help with conservations.

Pauline Jones, 18, lives in Cardiff, Wales. Next year she wants to go to university to study Spanish, but now she is living in Belize. Pauline says, "I am working with other people here to protect the coral reefs in the sea near Belize. The reefs here are beautiful, but if the sea water is polluted, the coral dies. I'm helping to do research on the coral and the fish that live around the reefs. All over the world, coral reefs are dying. We need to do something about the problem before it's too late.

I'm staying with a family here and help with the cooking and the cleaning. I don't get any money, but that's OK. I love my work here, and I'm learning a lot about the people of Belize – and myself! When I finish my work, I want to stay here for another three months. I want to travel around Belize and Central America.

FUENTE: Puchta, Stranks p.34

FUENTE: <https://www.google.com.mx/search?q=coral+reefs+near+Belize>

3. READ THE TEXT AGAIN AND MARK THE STATEMENTS TRUE OR FALSE.

- A. Pauline lives in Spain. _____
- B. Pauline wants to save the coral reefs. _____
- C. She is learning to cook. _____
- D. She doesn't earn money. _____
- E. She doesn't want to live in Belize. _____

4. READ THE TEXT AND IDENTIFY AND WRITE IN THE CHART THREE SENTENCES IN PRESENT CONTINUOUS AND THREE IN PRESENT SIMPLE.

PRESENT CONTINUOUS
A.
B.
C.

PRESENT SIMPLE
A.
B.
C.

5. CIRCLE THE BEST ANSWER.

A. Pauline Jones _____ in Cardiff Wales.

- a) is living b) live c) are living d) lives

B. Paulina _____ to protect the coral reefs.

- a) works b) am working c) are working d) is working

C. She _____ any money.

- a) isn't getting b) don't get c) are getting d) doesn't get

C. POST-READING

6. IMAGINE YOU ARE A VOLUNTEER. WRITE A LETTER FOR WORKING IN BELIZE. INCLUDE THE FOLLOWING INFORMATION.

- NAME, NATIONALITY AND AGE.
- WHERE YOU LIVE
- WHY DO YOU LIKE TO WORK AS A VOLUNTEER.



A large rectangular box with a purple border, intended for writing a letter. It contains 15 horizontal lines for text entry.

Actividad 2

TEMA: Tipos de ropa que usan los adolescentes.

NIVEL: Principiantes / Nivel básico módulo I

ESTRATEGIA PROPUESTA: Scanning

OBJETIVO: El alumno utiliza adverbios de frecuencia. Distingue los tiempos presente simple y presente continuo.

TIEMPO: 15 min.

MATERIAL: Copias de ejercicio del tema, hoja de respuestas

ORGANIZACIÓN DE GRUPO DE ESTUDIANTES: Individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL CENTRO DE AUTO ACCESO (CAA): Los estudiantes no conocen las estrategias de lectura a utilizar. El asesor del centro no cuenta con las suficientes copias del ejercicio requerido. El CAA se encuentra ocupado en el área de lectura. El alumno utiliza la clave del ejercicio antes del término de la actividad; sus respuestas no serán auténticas.

ACTIVIDAD: How stylish are you?. (Lectura de comprensión y vocabulario)

VOCABULARIO REQUERIDO: Verbos en presente simple y con ing, preposiciones, adverbios de tiempo. Vocabulario referente a la ropa.

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Buscar información en el artículo y ejercicios referentes a la lectura. Subrayar posibles respuestas en el texto.
- **POST-LECTURA:** Consultar la clave y comparar respuestas. Auto-evaluación

A) PRE-READING.

1. CAN YOU IDENTIFY THE CLOTHES IN THIS PHOTO?.



FUENTE: <https://www.google.com.mx/search?q=indie+kid>

B). WHILE-READING.

2 READ THE ARTICLE.

How stylish R U?



What do your clothes say about you? Are you a got? A punk? An indie kid? Or just you? An what are you wearing today? What do you usually wear? Who is your style icon? Join our E-conversation today! And send a photo!

In this picture, I'm wearing my favorite old sweater. I love it. It's a present from my girlfriend. I'm probably listening to Iron Maiden on my MP3 player. I listen to them all the time. I usually wear jeans and trainers. In this photo, I'm wearing trousers and a brown hat. I don't usually wear hats but this one is cool.

Style icon – haven't got one!

Rate Lee's style.

I love fashion! I often wear skirts and boots. I also go skateboarding a lot – in this photo, I'm wearing a T-shirt and jeans with a belt a hoodie and trainers. I have got a piercing in my nose. I have got lots of jewellery. I like dresses and old clothes from the 70s and 80s. I go shopping for old clothes in the market near my house.

Style icon – Kate Moss

Rate Natasha's style

FUENTE: Williams p.50

FUENTE: <https://www.google.com.mx/search?q=indie+kid>

3. PUT THE SENTENCES INTO THE CORRECT ORDER.

- A. I have got a piercing in my nose. _____
- B. I usually wear jeans and trainers. _____
- C. I have got lots of jewellery. _____
- D. I'm wearing my favorite old sweater. _____
- E. I go shopping for old clothes. _____

4. MATCH THE FOLLOWING SENTENCES.

- I have got lots of jewellery.
- I usually wear jeans and trainers.
- I have got a piercing in my nose.
- I often wear skirts and boots.
- I usually wear jeans and trainers.
- I'm wearing trousers and a brown hat.
- I go shopping for old clothes.
- I'm wearing my favorite old sweater.

LEE	NATASHA

5. READ THE TEXT AGAIN AND ANSWER THE FOLLOWING QUESTIONS.

- A. What is Lee wearing right now?

- B. What does Lee usually wear?

- C. What is Natasha wearing in the photo?

- D. Where does she go shopping?

C. POST-READING.

6. DESCRIBE WHAT YOU ARE WEARING TODAY AND WHAT YOU USUALLY WEAR.

A large rectangular box with a purple border, containing 15 horizontal lines for writing.

Actividad 3

TEMA: Biografía

NIVEL: Principiantes / Nivel básico módulo II

ESTRATEGIA PROPUESTA: Identificar partes del discurso (*Recognizing parts of speech*)

OBJETIVO: El alumno utiliza verbos en pasado. Distingue los tiempos pasado simple.

TIEMPO: 15 min.

MATERIAL: Copias de ejercicio del tema, hoja de respuestas

ORGANIZACIÓN DE GRUPO DE ESTUDIANTES: Individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL CENTRO DE AUTO ACCESO (CAA): Los estudiantes no conocen las estrategias de lectura a utilizar. El asesor del centro no cuenta con las suficientes copias del ejercicio requerido. El CAA se encuentra ocupado en el área de lectura. El alumno utiliza la clave del ejercicio antes del término de la actividad; sus respuestas no serán auténticas.

ACTIVIDAD: The inventor of modern life. (Lectura de comprensión y vocabulario)

VOCABULARIO REQUERIDO: Verbos en pasado simple, expresiones en tiempo pasado.

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Buscar información en el artículo y ejercicios referentes a la lectura. Subrayar posibles respuestas en el texto.
- **POST-LECTURA:** Consultar la clave y comparar respuestas. Auto-evaluación

A) PRE-READING.

1. READ THE FOLLOWING QUESTIONS AND ANSWER THEM.

a. Do you know Thomas Edison?

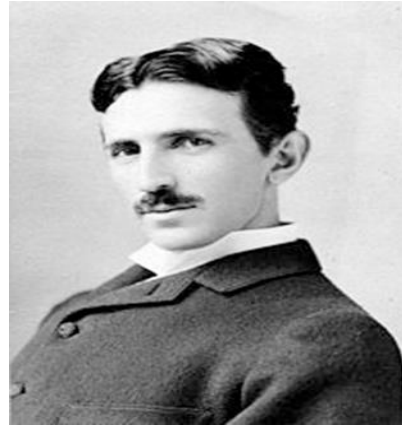
b. Do you know Nikola Tesla?

c. What do you think about electricity?

B). WHILE-READING.

II READ THE ARTICLE THEN ASWER THE EXERCISE BELOW.

THE INVENTOR OF MODERN LIFE



His work with electricity and his inventions changed the way we live. But we don't even remember his name.

1. Nikola Tesla was born at midnight during an electrical storm in 1856. He was a child genius and invented his first machine when he was only four. Tesla studied electrical engineering in Austria and at Prague University, then worked as an engineer. Then, in 1884, he travelled to America and arrived with only four cents in his pocket!!!
2. In the US, Tesla worked for Thomas Edison, the inventor of light bulb. But he left because they had different ideas and Edison didn't pay him very well.
3. Tesla then worked for George Westinghouse. He invented an electricity system for the lights at the 1893 Chicago World Fair. It was a great success. After that, Tesla's system produced the electricity of the modern world.
4. Tesla also invented fluorescent lights, the modern radio, lasers and robots. But he didn't earn much money from his ideas.
5. Tesla was a strange man. He started work in the afternoon and always worked in the dark. And he always watched electrical storms – and dreamt. Tesla has an extraordinary memory. He spoke several languages and he could remember complete books. He imagined, built and tested machines in his mind!
6. Tesla died in 1943. He spend his last years alone in a New York hotel. People slowly forgot about him but his inventions changed the way people lived.

FUENTE: Melanie Williams p.69

FUENTE: http://www.suburbanliving.co/portfolio-item/nikola_tesla/

1. Where was Nikola Testa born?

2. What did he study at Prague University?

3. Who was the inventor of the light bulb?

4. What did he invent in 1893?

5. When did Nikola Tesla die?

3. READ THE TEXT AGAIN AND IDENTIFY **5 IRREGULAR** AND **5 REGULAR** VERBS IN PAST TENSE.

IRREGULAR

REGULAR

a. _____

a. _____

b. _____

b. _____

c. _____

c. _____

d. _____

d. _____

e. _____

e. _____

4. PUT THE SENTENCES INTO THE CHRONOLOGICAL ORDER. (1-5)

A. He spent his last years alone in a New York hotel.

B. He travelled to America in 1884.

C. He didn't earn much money.

D. Nikola Tesla work for Thomas Alva Edison.

E. When he was four he invented his first machine.

C. POST READING.

5. Write a biography about your favorite inventor.

Actividad 4

TEMA: Anécdotas

NIVEL: Principiantes / Nivel básico módulo II

ESTRATEGIA PROPUESTA: Identificar partes del discurso (*Recognizing parts of speech*)

OBJETIVO: El alumno utiliza verbos en pasado. Distingue el tiempo pasado simple.

TIEMPO: 15 min.

MATERIAL: Copias de ejercicio del tema, hoja de respuestas

ORGANIZACIÓN DE GRUPO DE ESTUDIANTES: Individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL CENTRO DE AUTO ACCESO (CAA): Los estudiantes no conocen las estrategias de lectura a utilizar. El asesor del centro no cuenta con las suficientes copias del ejercicio requerido. El CAA se encuentra ocupado en el área de lectura. El alumno utiliza la clave del ejercicio antes del término de la actividad; sus respuestas no serán auténticas.

ACTIVIDAD: Rowan Atkinson (Mr Bean). (Lectura de comprensión y vocabulario)

VOCABULARIO REQUERIDO: Verbos en pasado simple, expresiones en tiempo pasado.

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Buscar información en el artículo y ejercicios referentes a la lectura. Subrayar posibles respuestas en el texto.
- **POST-LECTURA:** Consultar la clave y comparar respuestas. Auto-evaluación

A) PRE-READING.

1. READ THE FOLLOWING QUESTIONS AND ANSWER THEM.

a. How many form of transport do you know?

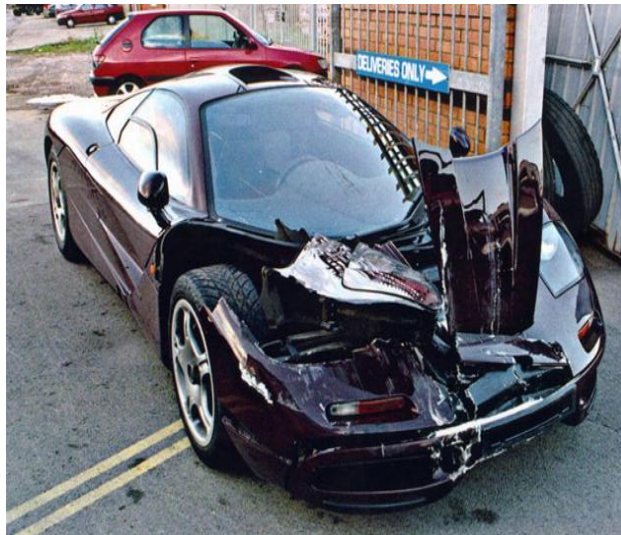
b. Do you watch TV programmes or films?

c. Do you know Rowan Atkinson?

B). WHILE-READING.

2 READ THE ARTICLE.

ROWAN ATKINSON (Mr Bean)



Stars and their cars... This is Rowan Atkinson. He plays Mr Bean in the fim and TV series.

Rowan is a rich and famous actor now but when he was a teenager he had different jobs. He drove a tractor on a farm and when he he was nineteen he was a lorry driver.

After the TV series in 1991, his life changed. He was famous. In 1997 he made a film, *Mr Bean*, and soon after that he bought a sport car. But he didn't buy a normal sport car, he bought a McLaren F1. It costs &650.000!

Two years later, in 1999, he went to a friend's house in his car and he had an accident. He crashed his car. Rowan was all right but his car wasn't! he went home by taxi.

A reporter took this photo of the car. Rown's brother said: "I'm surprised. Rowan is usually a very good driver"

Rowan didn't say anything. Repairs to his car cost 20% of the price of a new McLaren F1!

Now he drives very carefully.

FUENTE: Freebair, Bygrave, Copage p.88

FUENTE: <https://www.google.com.mx/search?q=rowan+atkinson>

3. READ THE TEXT AGAIN AND CHOOSE THE RIGHT OPTION.

A. Rowan Atkinson was _____ when he was a teenager.

- a) a famous actor b) a rich boy c) a reporter d) a lorry driver

B. He plays _____ in a famous TV serie.

- a) McLaren b) Mr bean c) a reporter d) a famous actor

C. He bought an expensive car in _____.

- a) 1997 b) 1999 c) 2016 d) 1991

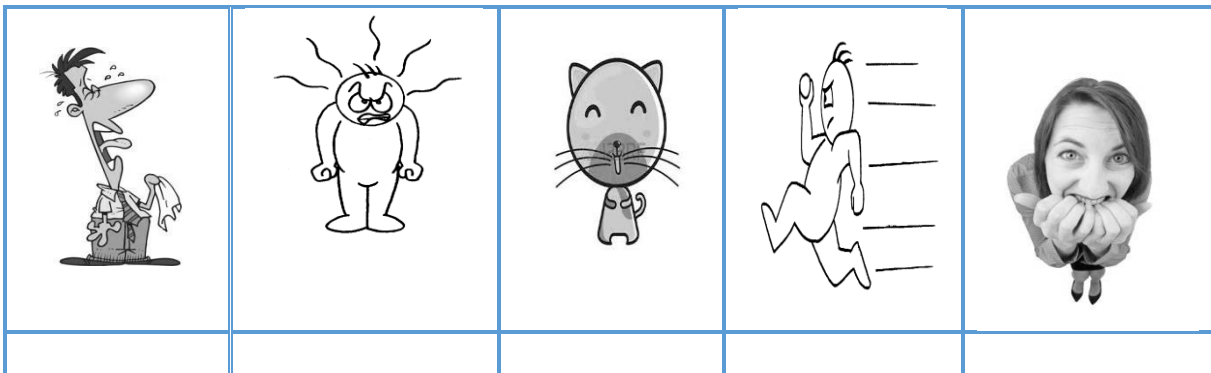
D. What happened when he went to a friend's house?

- a) bought a car b) drove a tractor c) crashed his car d) played Mr Bean

E. How did he arrive home?

- a) by bus b) by car c) by taxi d) by lorry

4. MATCH THE ADJECTIVES WITH THE PICTURES.



FUENTE: <https://www.google.com.mx/search?q=fotos+de+adjetivos+en+ingles+clipart>

WORRIED	HAPPY	SAD	ANGRY	HURRIED
----------------	--------------	------------	--------------	----------------

5. REWRITE THE FOLLOWING SENTENCES.

A. When Rowan was a teenager he was a rich and famous actor.

B. He bought a cheap and spectacular car.

C. He had a car accident in 1997.

D. He wasn't well in that accident.

E. His brother was really angry when he saw the information about the accident.

C. POST-READING.

6. REWRITE THE PARAGRAPH IN THE PAST SIMPLE TENSE.

MY WEEKEND...

I get up at 10:00 o'clock and I have a shower, then I make a sandwich and I clean the kitchen. At 11:00 o'clock I go to church with my family after that I visit my grandparents, my grandmother cooks my favorite dish and all of us enjoy the weekend!

Actividad 5

TEMA: Alimentación en diferentes partes del mundo.

NIVEL: Principiantes / Nivel básico módulo III

ESTRATEGIA PROPUESTA: Marcar el texto. (*Selecting*)

OBJETIVO: El alumno utiliza contables e incontables. Should y shouldn't.

TIEMPO: 15 min.

MATERIAL: Copias de ejercicio del tema, hoja de respuestas

ORGANIZACIÓN DE GRUPO DE ESTUDIANTES: Individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL CENTRO DE AUTO ACCESO (CAA): Los estudiantes no conocen las estrategias de lectura a utilizar. El asesor del centro no cuenta con las suficientes copias del ejercicio requerido. El CAA se encuentra ocupado en el área de lectura. El alumno utiliza la clave del ejercicio antes del término de la actividad; sus respuestas no serán auténticas.

ACTIVIDAD: What I eat. (Lectura de comprensión y vocabulario)

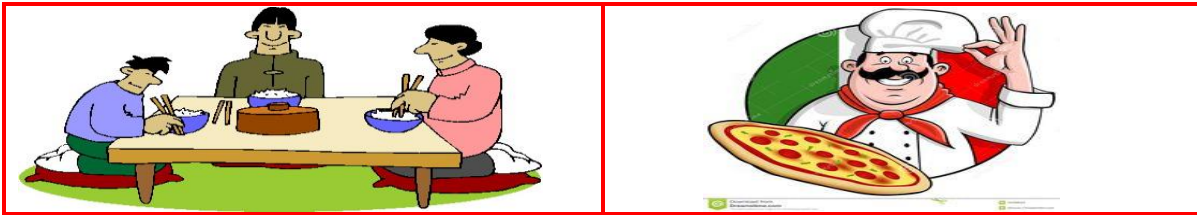
VOCABULARIO REQUERIDO: Relacionado con comida y cantidades.

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Buscar información en el artículo y ejercicios referentes a la lectura. Subrayar posibles respuestas en el texto.
- **POST-LECTURA:** Consultar la clave y comparar respuestas. Auto-evaluación.

A) PRE-READING.

1. LOOK AT THE PICTURES THEN ANSWER THE FOLLOWING QUESTION.



FUENTE: <https://www.google.com.mx/search?q=fotos+de+alimentos+en+diferentes+países/clipart>

a. What do you eat?

B). WHILE-READING.

2. READ THE ARTICLE.

WHAT I EAT



We all eat different things. A photographer, Peter Menzel, travels to many different countries to see what people eat. These are some of this photos. They show what each person eats in one day.

Bruce works on a beach in Australia. He's a lifeguard. He eats a bowl of cereal with a banana for breakfast, and he drinks a bottle of orange juice. He has a sandwich for lunch and meat and vegetables for dinner.

Cao is 16. She's an acrobat and works in a circus. She lives in China. She has yogurt and fruit for breakfast. For lunch she has a bowl of rice with meat, egg, and onions. She doesn't have dinner because she performs in a show every evening.

Akbar is a bread baker. He lives in a city in Iran. He has eggs, salad and some tea for breakfast. He doesn't stop working for lunch. He has some snacks – a bunch of grapes, some tomatoes, and some of his bread. He has a big dinner at home. He eats meat, rice, yogurt, and some more of his bread!

FUENTE: Sved p.100

FUENTE: <https://www.google.com.mx/search?q=fotos+de+alimentos+en+diferentes+países>

3. READ THE ARTICLE AGAIN AND CHECK IF THE SENTENCES ARE TRUE OR FALSE.

A. Peter Menzel doesn't travel to many countries. _____

B. Bruce eats a sandwich for lunch. _____

C. Cao is a lifeguard in Australia. _____

D. Akbar always eat his bread. _____

E. Cao never has dinner. _____

4. COMPLETE THE CHART. USE THE INFORMATION ABOUT THE ARTICLE.

	<i>CAO</i>	<i>BRUCE</i>	<i>ABKAR</i>
COUNTRY			
BREAKFAST			
LUNCH			
DINNER			

5. ANSWER THE FOLLOWING QUESTIONS.

A. What does Bruce eat in the mornings?

B. Where does Cao work?

C. Where does Akbar live?

D. Who doesn't eat fruit for breakfast?

E. Who doesn't have dinner?

C. POST-READING

6. WRITE A COMPOSITION ABOUT A HEALTHY MEAL. USE SHOULD OR SHOULDN'T.

I love many kind of food _____

Actividad 6

TEMA: Alimentación en diferentes partes del mundo.

NIVEL: Principiantes / Nivel básico módulo III

ESTRATEGIA PROPUESTA: Scanning

OBJETIVO: El alumno utiliza contables e incontables. Should y shouldn't.

TIEMPO: 15 min.

MATERIAL: Copias de ejercicio del tema, hoja de respuestas

ORGANIZACIÓN DE GRUPO DE ESTUDIANTES: Individual, grupal, pares o tríos.

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ACTIVIDAD: Tips for the tourist in Britain. (Lectura de comprensión y vocabulario)

VOCABULARIO REQUERIDO: modal should

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Buscar información en el artículo y ejercicios referentes a la lectura. Subrayar posibles respuestas en el texto.
- **POST-LECTURA:** Consultar la clave y comparar respuestas. Auto-evaluación.

A) PRE-READING.

1. LOOK AT THE PICTURES, THEN ANSWER THE QUESTION.



FUENTE: http://es.123rf.com/photo_12480333_fashion-girl-dibujos-animados-viaja-por-el-mundo.html

a. Would you like to travel to a foreign country?

B). WHILE-READING.

2 READ THE ARTICLE.

Tips for the tourist in Britain



When you travel to a foreign country, you can see that the customs of the people there aren't always the same as yours. So before you go abroad, it's a good idea to find out something about the people who live in the country you are visiting. The British are generally helpful and friendly but there are some things you should remember, so you don't make mistakes.

1. At bus stop, in cinemas and in shops, the British usually stand in queues. You shouldn't go to the front – you should stand in the queue and wait, like everyone else.
2. British people are usually polite and say *please* and *thank you* a lot. So when you are hungry, for example, you shouldn't say *I want a sandwich*. You should say *Can I have a sandwich, please?* When someone says *Thank you*, you can reply *You're welcome*.
3. When people say things you don't understand, you should say *Sorry?* Or *Pardon?* And ask them to say it again. You shouldn't say *What?* – it isn't polite.
4. In some countries, people often kiss each other on the cheek when they meet. In Britain, you should only do this with people who are your friends or relatives. In formal situations, you should shake hands with the person.
5. Finally, don't forget – the British drive on the left. So before you cross the road, you should always look to the right!

FUENTE: Puchta, Stranks p.116

FUENTE: <https://www.google.com.mx/search?q=viaje+a+inglaterra+clipart>

3. MAKE A LIST OF USEFUL TIPS FOR BRITISH TOURIST.

SHOULD

SHOULDN'T

4. WHICH OF THE FOLLOWING THINGS ARE TRUE OR FALSE IN YOUR COUNTRY.

- A. You should stand in the queue and wait. _____
- B. You should say "What" if you don't understand something. _____
- C. People should kiss each other. _____
- D. You should drive on the left. _____
- E. Before you cross the road you shouldn't look to the right. _____

Actividad 7

TEMA: Aprendizaje de idiomas.

NIVEL: Principiantes / Nivel básico módulo IV

ESTRATEGIA PROPUESTA: Marcar el texto. (*Selecting*)

OBJETIVO: El alumno utiliza comparativos y superlativos.

TIEMPO: 15 min.

MATERIAL: Copias de ejercicio del tema, hoja de respuestas

ORGANIZACIÓN DE GRUPO DE ESTUDIANTES: Individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL CENTRO DE AUTO ACCESO (CAA): Los estudiantes no conocen las estrategias de lectura a utilizar. El asesor del centro no cuenta con las suficientes copias del ejercicio requerido. El CAA se encuentra ocupado en el área de lectura. El alumno utiliza la clave del ejercicio antes del término de la actividad; sus respuestas no serán auténticas.

ACTIVIDAD: More than one language. (Lectura de comprensión y vocabulario)

VOCABULARIO REQUERIDO: Relacionado con aprendizaje de idiomas.

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Buscar información en el artículo y ejercicios referentes a la lectura. Subrayar posibles respuestas en el texto.
- **POST-LECTURA:** Consultar la clave y comparar respuestas. Auto-evaluación.

A) PRE-READING.

1. READ THE FOLLOWING QUESTIONS AND ANSWER THEM.

a. How many languages do you speak?

b. Which language would you like to speak?

B). WHILE-READING.

2. READ THE ARTICLE.

More than one language



It's not unusual to learn and use more than one language. In many countries around the world, almost everybody speaks more than one language. For example, in some parts of the USA (like Florida), a lot of people speak Spanish as their mother tongue. Most of these people learn English as well, and a lot of English speakers learn Spanish.

But perhaps the world's best language learners are the Indians who live near the Vaupés River in South America. About 10,000 of the Vaupés River Indians live in a small area, of the Amazon rainforest. In this area, there are more than 20 completely different languages. All of the Vaupés River Indians speak three languages, often more than three.

This is because when a person wants to get married, he or she has to marry someone who speaks a different language. So the children always learn three languages: their mother's first language, their father's first language and also Tukano, the language that all the Vaupés Indians have in common. Then when they are older, they have to marry someone who speaks a different language, and their children have to learn at least three different languages. The number is often higher, as the Vaupés people often continue to learn more languages when they are teenagers or adults.

FUENTE: Puchta, Stranks p.78

FUENTE: <https://www.google.com.mx/search?q=imagenes+de+la+tribu+Vapues+in+south+america>

3. READ THE ARTICLE AGAIN THEN ANSWER THE FOLLOWING QUESTIONS.

A. How many people can speak another language in Florida?

B. Who are the best language learners in the world?

C. Where does these people live?

D. How many languages do they speak?

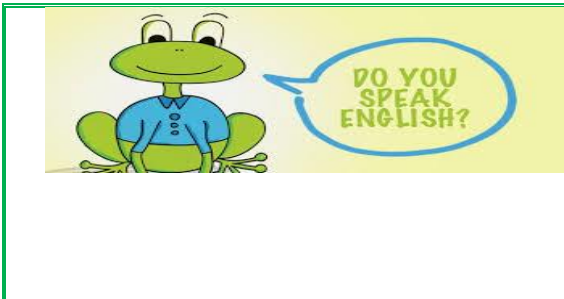
E. How many languages do they have to learn at least?

4. PUT THE SENTENCES IN A CHRONOLOGICAL ORDER.

- a. They have to marry someone who speaks a different language. _____
- b. There are more than 20 completely different languages. _____
- c. Almost everybody speaks more than one language. _____
- d. The children always learn three languages. _____
- e. About 10,000 of the Vaupés River Indians live in a small area. _____

5. LOOK AT THE PICTURES. WRITE SENTENCES WITH SHOULD AND SHOULDN'T TO GIVE AN ADVICE. USE SOME OF THE VERBS IN THE BOX.

SING	LEARN	TRAVEL	STUDY	GO	WRITE
------	-------	--------	-------	----	-------



A.



B.



C.



D.

FUENTE: <https://www.google.com.mx/search?q=aprender+otro+idioma+clipart>

C. POST-READING.

MY ACTION STUDY PLAN FOR LEARNING ANOTHER LANGUAGE...

How many languages do you like to speak?

Are you planning to learn the English language in another country?

Actividad 8

TEMA: Aprendizaje de idiomas.

NIVEL: Principiantes / Nivel básico módulo IV

ESTRATEGIA PROPUESTA: Inferring words

OBJETIVO: El alumno utiliza comparativos y superlativos.

TIEMPO: 15 min.

MATERIAL: Copias de ejercicio del tema, hoja de respuestas

ORGANIZACIÓN DE GRUPO DE ESTUDIANTES: Individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL CENTRO DE AUTO ACCESO (CAA): Los estudiantes no conocen las estrategias de lectura a utilizar. El asesor del centro no cuenta con las suficientes copias del ejercicio requerido. El CAA se encuentra ocupado en el área de lectura. El alumno utiliza la clave del ejercicio antes del término de la actividad; sus respuestas no serán auténticas.

ACTIVIDAD: Come 2 Britain!. (Lectura de comprensión y vocabulario)

VOCABULARIO REQUERIDO: Relacionado con aprendizaje de idiomas.

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Buscar información en el artículo y ejercicios referentes a la lectura. Subrayar posibles respuestas en el texto.
- **POST-LECTURA:** Consultar la clave y comparar respuestas. Auto-evaluación.

A) PRE-READING.

1. READ THE FOLLOWING QUESTIONS AND ANSWER THEM.

a. What do you know about Britain?

b. Would you like to visit Britain?

B). WHILE-READING.

2 READ THE ARTICLE.

Come 2 Britain!



Some facts about Britain

Places

- Ben Nevis in Scotland is the highest mountain in Britain. It's 1,344 metres high.
- The Severn In the South of England is the longest river in Britain. It's 354 km long. It is longer than the more famous River Thames, 346 km!
- The most popular museum in the British Museum in London. Six million people visit it every year.
- The tallest building in Britain is Canary Wharf in London. It's 244 metres tall.
- The smallest pub in Britain is the Nutshell. It measures just 5 metres by 2 metres! But in March 1984, 102 people and a dog got inside!
- The busiest airport in the UK is Heathrow with about 67 million passengers every year.
- The most exciting roller coaster is probably Oblivion at the Alton Towers theme park.
- The hottest temperature in Britain was 38.5°C on 10 August 2003 in the South of England.
-

FUENTE: Williams p.80

FUENTE: <https://www.google.com.mx/search?q=aprender+otro+idioma+clipart>

3. MARK THE STAMENTS TRUE OR FALSE.

- a. Six million people visit the British Museum in London every year. _____
- b. The smallest pub in Britain is the Canary Wharf. _____
- c. The Severn In the South of England is the widest river in Britain. _____
- d. The busiest airport in the USA is Heathrow. _____
- e. The most exciting roller coaster is probably Oblivion. _____

4. COMPLETE THE CHART.

	COMPARATIVE	SUPERLATIVE
GOOD		
MANY- MUCH		
OLD		
PRETTY		
EXPENSIVE		

5. READ THE TEXT AGAIN AND ANSWER THE QUESTIONS.

- a. What is the most popular museum in London?

- b. What is the busiest airport in London?

- c. What is the longest river in Britain?

- d. What was the hottest day in Britain?

- e. What is the tallest building in Britain?

C. POST-READING.

6. COMPLETE THE CHART WITH OPPOSITES.

PRETTY	
EXPENSIVE	
BLACK	
HARD-WORKING	
GOOD	
DANGEROUS	

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