Capítulo III   Metodología

3.1 Propósito de la investigación

El objetivo del estudio es desarrollar habilidades de lectura en inglés a estudiantes del sistema abierto y a distancia de la Facultad de Filosofía y Letras de la Universidad Autónoma de Nuevo León. Con el fin de mejorar el rendimiento escolar de los alumnos, quienes podrán diseñar técnicas y actividades significativas para la comprensión lectora en inglés.

Etapas.

- Análisis de necesidades.

- Benchmarking.

- Interpretación de información y traducción de objetivos en inglés.

- Diseños de cuaderno de actividades significativas para la lectura en inglés.

Universo de estudio: alumnos de primer semestre del sistema abierto y a distancia de la Facultad de Filosofía y Letras de la Universidad Autónoma de Nuevo León.

Instrumento: se aplicó una encuesta a 18 estudiantes para conocer sus necesidades en la materia de inglés y basándose en la información obtenida se desarrolló un cuadernillo con técnicas y actividades significativas para la comprensión lectora en inglés.

3.2 Benchmarking.

Benchmarking es el proceso de comparar y medir operaciones de una organización o sus procesos internos, contra los de un representante que sea el mejor de su clase, tomado del interior o exterior de la industria.

Se debe diferenciar entre Benchmarking y análisis competitivo, este último incluye comparar un producto del competidor contra el tuyo. Compara las características y el precio del producto. Mientras que el Benchmarking va más allá, comparando como se diseña, manufactura y apoya un producto. Este proceso no enfatiza en lo que es el producto y lo que cuesta, pero sí en los procesos fundamentales usados para producirlos, distribuirlos y apoyarlos.

Finalmente, y de manera más importante el Benchmarking es una herramienta para ayudar a establecer donde se deben asignar recursos de mejora.

Puntos clave a recordar acerca del Benchmarking son:

- Benchmarking es una herramienta de mejora crecientemente popular.

- Benchmarking está relacionado con procesos y prácticas.

- Benchmarking es un medio de identificar procesos que requieren cambios mayores.

- Benchmarking compara tu proceso o práctica con el proceso o práctica mejor en su clase de la compañía meta.

- La meta de Benchmarking es encontrar "los secretos del éxito" y luego adaptar y mejorar para tu propia aplicación.

Con relación al material de apoyo para fomentar la lectura en estudiantes de nuestra facultad, se detalla a continuación otros cursos similares impartidos por universidades extranjeras:

California State University.

Fresno en su departamento de alfabetización y educación temprana imparten cursos de:

Habilidades de la lectura: Diseñado para mejorar las habilidades de la lectura. Hacer énfasis en el mejoramiento del vocabulario, comprensión y flexibilidad en la clasificación de la lectura Enfocándose en libros de nivel universitario. Las discusiones en las conferencias están dirigidas a las lecturas.

La aplicación de las habilidades de la lectura.

Una combinación de conferencias, discusión y aplicadas directamente a mejorar las habilidades, tales como identificar el punto principal, la construcción del vocabulario y el manejo de las inferencias.

Columbia College Chicago.

Programa de lectura.

Tutoría de la lectura en el ámbito universitario.

La inscripción para este curso está abierta a todos los alumnos de Columbia. Los estudiantes se inscribirán en la Introducción a la lectura que se requiere para inscribirse a la tutoría de la lectura en el ámbito universitario. Los estudiantes asistirán al centro de lectura al menos una hora por semana en forma individual o en pequeños grupos para la tutoría de la lectura. Los alumnos recibirán ayuda en sus cursos de lectura o demandas de lecturas de otros cursos.

Introducción a la lectura en el ámbito universitario.

Este curso es para los estudiantes que necesitan mejorar sus habilidades en la lectura y desempeñar un buen papel en la Universidad de Columbia.

Los estudiantes leerán mucho, así de este modo le darán mayor énfasis a la lectura en su vida diaria. A través de la extensa guía de las lecturas, los alumnos mejorarán sus estrategias y habilidades en la lectura comprensiva. Los estudiantes leerán historias (narrativas) expositoras (información) además de

textos y mejorarán sus habilidades para reconocer las ideas principales y apoyar los detalles, mejorando su vocabulario y aprendiendo a tomar notas en un texto. Los alumnos asistirían a las tutorías una hora a la semana en el centro de lectura. Los alumnos que finalicen con éxito este curso se podrán registrar para la lectura universitaria el próximo semestre.

Bethel Park High School.

Este curso de lectura por computadora está dirigido a los estudiantes de décimo y doceavo grado. Donde se les realiza un diagnóstico formal e informal de las lecturas así como prácticas para mejorar su aprendizaje hecho por especialistas de la lectura certificados.

Los estudiantes además repasarán y practicarán estrategias y desarrollarán la comprensión, el vocabulario, habilidades de estudio y organizacionales, pruebas, escritura y habilidades lectoras en áreas de contenido.

3.3 Recopilación de información e interpretación de datos

Siguiendo la metodología centrada en el estudiante presentado en capítulos anteriores y con la finalidad de diseñar materiales que realmente respondan a las necesidades específicas de un grupo, se prosiguió a recabar información de los estudiantes por medio de la siguiente encuesta.

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
FACULTAD DE FILOSOFÍA Y LETRAS
DIVISIÓN DE POSGRADO

ENCUESTA

1.-¿Consideras que el idioma inglés como segunda lengua es importante para el estudiante y el profesionista?

Sí   No

2.-¿Consideras que la enseñanza del inglés en la preparatoria es buena?

Sí   No

3.-¿Consideras atractivas las lecturas en inglés en la preparatoria?

Sí   No

4.-¿Cómo estudiante de la Facultad de Filosofía y Letras en el área común vienes preparado en inglés?

Sí   No

5.-¿Lees frecuentemente libros, revistas y artículos en inglés?

Sí   No

6.-¿Son atractivas las lecturas de tu libro de inglés en la facultad?

Sí   No

7.-¿Consideras que el estudiante lee poco lecturas en idioma inglés?

Sí   No

8.-¿Estás consciente de la importancia de la lectura en tu crecimiento personal como ser humano y profesional?

Sí   No

9.-¿Tienes el hábito de la lectura a diario?

Sí   No

10.-¿Podrías mejorar el hábito de la lectura?

Sí   No

11.-¿Utiliza estrategias tu maestro de inglés para facilitarte la comprensión lectora en inglés?

Sí   No

12.-¿Cómo auxiliar de la materia de inglés el tener un libro extra con lecturas complementarias te ayudaría?

Sí   No

Si la respuesta es afirmativa

Qué temas te gustaría leer en ese cuaderno de lecturas?

1.-_____

2.-_____

3.-_____

13.-¿Qué materiales te gustaría que tu maestro usara en clase?

      (Marca las opciones que desees)

___ T.V.

___Video

___ Posters

___ Tarjetas

___ Retroproyector y acetatos

___ Otros

14.- ¿Qué tipo de actividad te gustaría que tu maestro planeara en clase, todo con relación a la lectura?

___ Cuestionarios

___ Actividades que involucren figuras, tablas, etc.
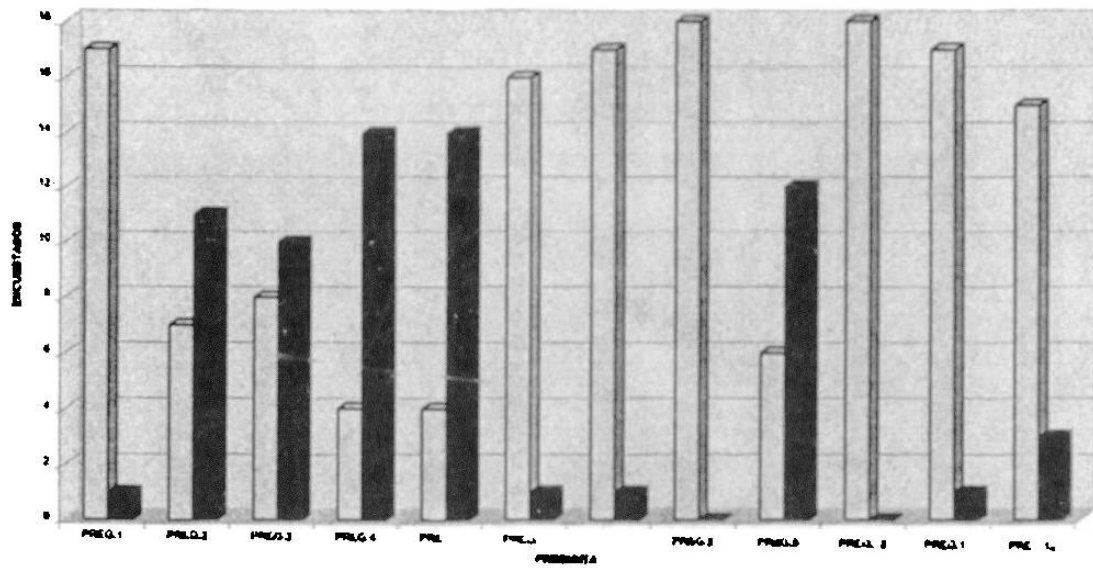
___ Lectura y video

___ Lectura y diseño de temas

___ Otros

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
FACULTAD DE FILOSOFÍA Y LETRAS
DIVISIÓN DE POSGRADO
BASE DE DATOS, CONCENTRADO DE RESPUESTAS

	sí	no
PREG.1	17	1
PREG.2	7	11
PREG.3	8	10
PREG.4	4	14
PREG.5	4	14
PREG.6	16	1
PREG.7	17	1
PREG.8	18	0
PREG.9	6	12
PREG.10	18	0
PREG.11	17	1
PREG.12	15	3
PREG.12		ALUMNOS
ART.DE ACTUALIDAD		11
MUSICA		5
CINE		5
NOTICIAS		4
HISTORIAS CORTAS		4
OTROS		3

PREG.13		ALUMNOS
	VIDEO	16
	TV	15
	RETROPROYECTOR	10
	POSTERS	9
	TARJETAS	7
	OTROS	2

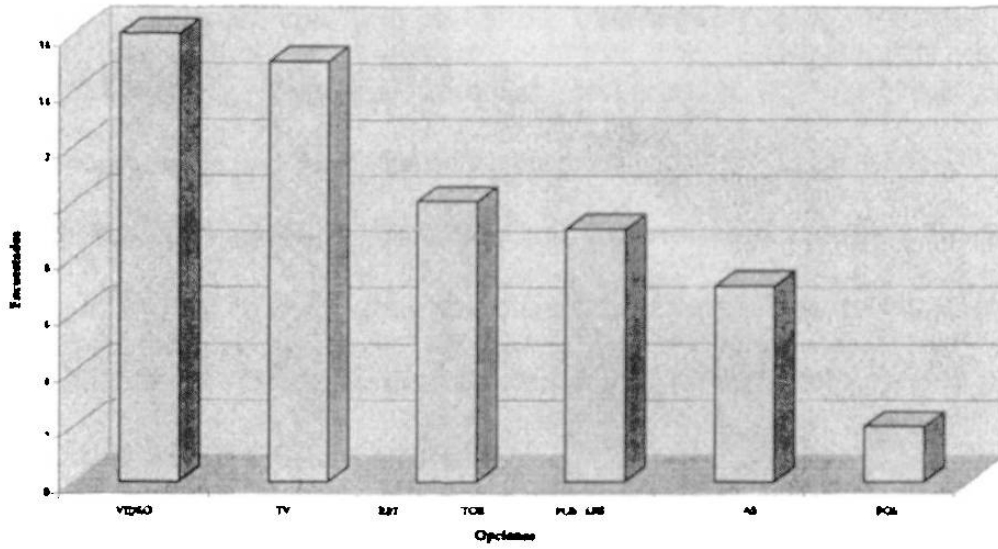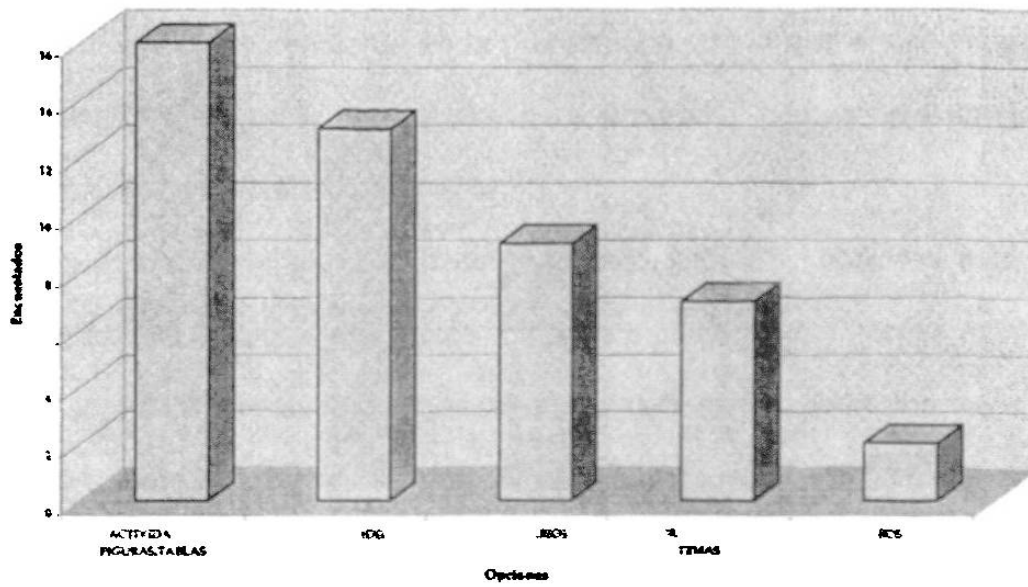| PREG.14		ALUMNOS
	ACTIVIDADES, FIGURAS,TABLAS	16
	LECTURA Y VIDEO	13
	CUESTIONARIOS	9
	LECTURA Y DISEÑO DE TEMAS	7
	OTROS	2

ENCUESTA DE OPINIÓN SOBRE EL IDIOMA INGLÉS

LECTURAS PROPUESTAS PARA EL CUADERNILLO

MATERIALES DE APOYO PARA USARSE EN CLASE

ACTIVIDADES RELACIONADAS CON LA LECTURA

Conclusiones.

Un aspecto considerado en esta propuesta didáctica fue la necesidad de que los alumnos contaran con una serie de estrategias de aprendizaje para la comprensión lectora, que les permitirá comprender lo que leen y como consecuencia mejorar su rendimiento académico.

Uno de los objetivos de los docentes que imparten un idioma, es sin duda que el alumno interiorice lo que está aprendiendo en clase y una de las formas para que esto suceda es por medio de habilidades y técnicas que le ayuden para que su aprendizaje sea dinámico e interactivo.

Lo que se aprendió en el desarrollo en la elaboración de esta investigación es la necesidad imperante de trabajar de manera conjunta con los maestros que imparten inglés en las preparatorias, con el fin de continuar con el desarrollo del idioma inglés que los alumnos han tenido, es decir que exista una continuidad con lo que los estudiantes aprendieron en la preparatoria con lo que enseñamos aquí en la Facultad, y de esta manera crear un programa integral que tenga un seguimiento con lo ya aprendido por ellos.

Sin duda alguna tenemos que hacer una autorreflexión sobre los métodos, procedimientos y estrategias que utilizamos en la enseñanza del idioma inglés ya que cada semestre observamos más alumnos con serias definiciencias en el aprendizaje del inglés, además de competir con algunos medios de comunicación como la radio y la televisión que no fomentan la actividad intelectual, además del internet y los juegos de videos que lejos de ayudarlos a mejorar como seres

humanos, los desvalorizan y desmotivan para seguir estudiando y prepararse más para ser más competitivos, logrando convertirlos en ciudadanos apáticos.

Quizá fue una de las razones por las que se escogió desarrollar esta propuesta didáctica, al considerar que ya no era suficiente con lo que leían en el libro de texto y se decidió diseñar estas estrategias de comprensión lectora y este cuaderno de lecturas y de alguna manera darle más herramientas a los estudiantes.

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file://G:\Fire Safety Home Fires htm

Visión 2006.

Universidad Autónoma de Nuevo León

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ANEXO 1

Métodos

- Audiolingual
- Filosofía Clásica
- Ecléctico
- Situacional
- Método Natural
- Dictocomp
- Comunicativo
- Dictado
- Método Silencioso
- Suggestopedia
- Tareas
- Directo
- Filosofía Estructural
- Método Gramatical-Traducción
- Velocidad de escritura
- Método Darmouth
- Aprendizaje por Tutoreo
- Tópicos
- Drama
- Método de respuesta física total
- Método de la armada
- Habilidades
- Cloze
- Solución de problemas
- Nocional
- Cánticos de Jazz

Tabla 2. Cuatro tipos de actividades lingüísticas

CATEGORÍAS	DEFINICIÓN
Filosofías	Manera de definir qué y cómo los estudiantes necesitan aprender
Syllabuses	Manera de organizar cursos y materiales
Técnicas	Manera de presentar los maetriales y la enseñanza
Ejercicios	Manera de practicar lo que se ha presentado

Tabla 3. Filosofías

FILOSOFÍAS	MANERA DE DEFINIR LO QUE LOS ESTUDIANTES NFCESITAN APRENDER
Clásica	Humanismo: los estudiantes necesitan leer a los clásicos
Gramática-traducción	Los estudiantes necesitan aprender con economía de tiempo y esfuerzo
Directo	Los estudiante necesitan aprender comunicación para que puedan utilizar sólo la segunda lengua en clase.
Audiolingual	Los estudinate necesitan condiciones operativas y conductuales para aprender la lengua
Comunicativo	Los estudiantes deben de ser capaces de expresar sus intenciones, esto es, deben aprender los significados que son importantes para ellos.

Tabla 4: Técnicas

TÉCNICAS: MANERA DE PRESENTAR LA LENGUA

Actividades conectoras	Diálogo dirigido
Discusión	Diálogo de demostración gramatical
Contexto de idea	Conferencia sobre las reglas del lenguaje
Lección centrada en el objeto	Lección centrada en el verbo

ANEXO 2

CUADERNO DE LECTURAS DE APRENDIZAJE.

Lectura N° 1

Homes Fire

Tipo de actividad: individual

Función: Leer otro tipo de artículos además de las que tiene en el libro. En este caso como se originan los incendios en el hogar y como prevenirlos.

Rol del estudiante: Aprenderá vocabulario extra y practicará el verbo to be.
Duración: 5 minutos.

Instrucciones:

1.- Leer cuidadosamente para entender la lectura.
2.- Contestar correctamente lo que se le pide.

Home Fires

Many fires are caused by cooking. Cooking is the number one cause of home fires. You should always watch what you are cooking. Never leave something cooking on the stove without watching it. Three out of ten home fires start in the kitchen. That is more than any other room in the house. Many people are killed and injured from kitchen fires. Kitchen fires can be prevented. Follow safety rules and you can keep yourself safe.

Home Fires

I. Read the questions. Answer correctly

1.- What is the number one cause of home fires?

_____

2.- What room in homes has the most fires?

_____

3.- Kitchen fires can be prevented by _____

_____

II. Complete the sentences Use the verb to be in present

1 - Many fires _____ caused by cooking.

2.- Cooking _____ the number one cause of home fires.

3.- You should always watch what you _____ cooking.

4.- That _____ more than any other room in the house.

5.- Many people _____ killed and injured from kitchen fires

III Draw a fire engine.

Adaptado de Safety Home Fires

Lectura N°.2

Reading an invitation.

Tipo de actividad: Individual.

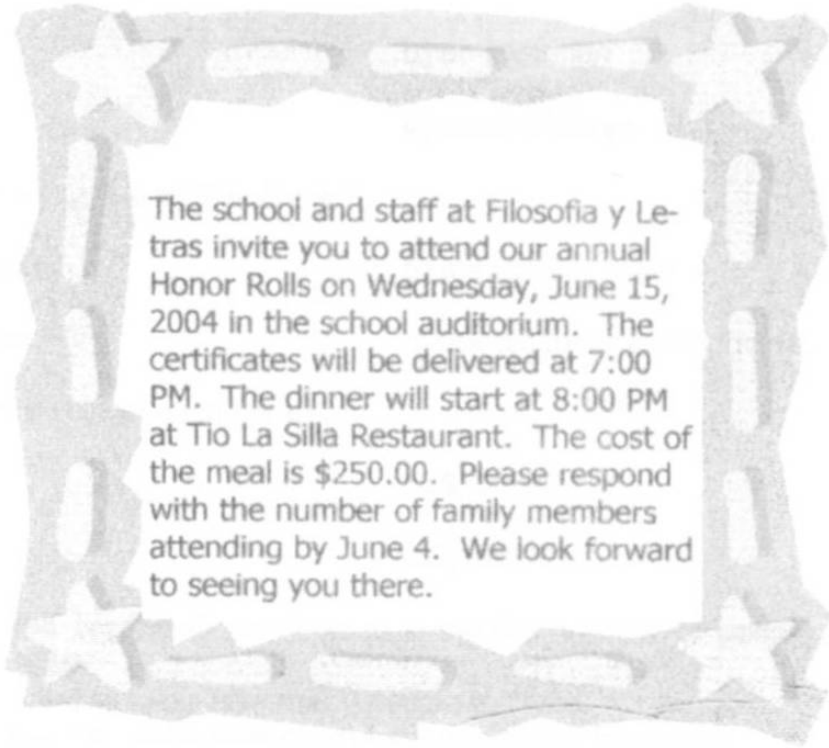Función: Desarrollar su creatividad diseñando una invitación.

Rol del estudiante: Leerá cuidadosamente la lectura para contestar correctamente. Además aprenderá como elaborar una invitación.

Duración de la actividad: 5 minutos.

Instrucciones

1.- Leer cuidadosamente.
2.- Contestar las preguntas correctamente.
3.- Diseñar tu propia invitación para alguien que tu quieras invitar.

READING AN INVITATION

The school and staff at Filosofia y Letras invite you to attend our annual Honor Rolls on Wednesday, June 15, 2004 in the school auditorium. The certificates will be delivered at 7:00 PM. The dinner will start at 8:00 PM at Tio La Silla Restaurant. The cost of the meal is $250.00. Please respond with the number of family members attending by June 4. We look forward to seeing you there.

Reading an invitation.

I. Answer the questions.

1.- What is this writing called?

a) Fiction

b) an invitation

c) a poem

d) none of these

2.- Who is inviting you to this dinner?

a) the students

b) the football team

c) the parents

d) the teachers and principal

3.- What is the cost of each meal?

a) $500.00

b) $250.00

c) it is free

d) $100.00

4.- Why do the organizations need to know the number of people attending the event by June 4th.
   a) They need to know how many people to invite.
   b) They need to know how much food to prepare for dinner
   c) They need to know how many students are to be honored.
   d) None of these .

II. Write True or False.

1.- They're going to deliver a present._____
2.- If is on Thursday August 17th._____
3.- The cost of the meal is $250.00 _____

Now design your own invitation to something you would like to invite someone to. Remember to think who, what, where, when, and what time and include it in your invitation.

Adaptada de Aida Owens

Lectura N°.3

Other ways to Recicle.

Tipo de actividad: individual

Función: Conocer cómo podemos salvar nuestro planeta, reciclando los productos que ya no utilizamos. Evitar producir más contaminación a nuestro medio ambiente.

Rol del estudiante: Aprenderá a reutilizar los productos como periódicos viejos, bolsas de plástico etc. Pero además aportará ideas de cómo podemos reciclar en casa.

Duración: 5 minutos.

Instrucciones:

1.- Leer cuidadosamente el artículo y las preguntas.
2.- Escribir las respuestas correctamente.

Other Ways to Recycle

Taking newspaper glass and plastic containers to the local recycling center is a very good idea but you can recycle right at home too Here are a few ideas

✔ Cover kitchen shelves in cupboards with old newspapers
✔ Save old torn cl thing t u ɛ as clean rags
✔ Use the back of old envel pe and junk mail for phone messages and grocery lists
✔ Use plastic grocery bags to carry your lunch to work

Other ways to Recycle

I. Read the questions Write the answers

1.- How can old newspapers be reused?

_____

2.- What can you do with old clothes?

_____

3 -What can you use for inexpensive paper to write lists and messages?

_____

4 - What's a good way to reuse plastic grocery bags?

_____

5.- Do you have any other ideas for recycling at home? Write two or three ideas here.

_____
_____
_____
_____

Choose the correct answer

6.- What type of article is it?
   report   advertisement   informative

7.- What is the purpose of the author?
   to describe   to inform   persuade

8 - What is the main topic?
   to polluted   to recycle   to travel

Adaptada de Steck –Vaughn

Lectura N°. 4

The Psychology of spiders: They're not Just Hanging Around!

Tipo de actividad: individual.

Función: El alumno aprenderá a hojear un libro para conocer rápidamente su contenido.

Rol del estudiante: Leerá el título del libro para tener una idea de lo que se trata y analizará el contenido para contestar las preguntas que se le piden.

Duración de la actividad: 7 minutos.

Instrucciones:

1.- Analizará la tabla de contenidos.
2.- Contestará cuidadosamente las siguientes preguntas.

Using titles to understand a passage

The Psychology of
Spiders: They're
Not Just Hanging
Around!

By Dr. Maurice Squite

If you read the title of this book, you could state that it is going to be about:

a) Spiders and where they live.
b) Spiders and what they do.
c) Different types of spiders and their characteristics.

Now, analyzing the table of contents:

Table of Contents

Can you answer the following questions?

1. On which pages might you find information about what a spider thinks about?
   a) p. 33-56
   b) p. 11-20
   c) p. 1-3

2. Which chapter has information about how Jumping Spiders Hunt?
   a) chapter 1
   b) chapter 2
   c) chapter 3
   d) chapter 4

3. In which chapter would you be most likely to find information about how some people react to spiders when they suddenly see them?
   a) chapter 1
   b) chapter 2
   c) chapter 3
   d) chapter 4

4. What is the title of the chapter which is the longest and probably has most information in it?

   a) What's in the mid of a spider ?
   b) Lurking for prey: Hunting Strategies of Jumping Spiders .
   c) Web spinning: An Old-time Favorite Activity.
   d) Catching Bugs and how to Wrap them up.
   e) Favorite Methods of Scaring Intruders Away

Lectura N°. 5

Health tips Consumers.

Tipo de actividad: individual

Función: Conocer algunos consejos para los consumidores.

Rol del estudiante: Aprenderá a tener precaución con sus alimentos leyendo las etiquetas de lo que consume.
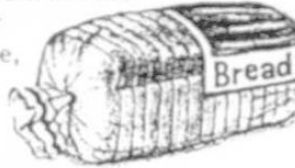
Duración de la actividad: 5 minutos.

Instrucciones

1.- Leer con cuidado la lectura.
2.- Contestar correctamente.

Health Tips for Consumers

Some people believe that some ingredients in packaged food may be harmful if we eat them frequently.

They include:

• Very large amounts of salt or other preservatives, such as sodium chloride and sodium citrate.

• Very large amounts of sugar or other sweeteners, such as sucrose, fructose, corn syrup, or artificial sweeteners.

79¢

Big Orange Fruit Drink

Ingredients water orange juice from concentrate fructose corn syrup natural flavors, citric acid sucrose, artificial sweeteners, sodium citrate, artificial color

10 ounces

99¢

Fresh and Tasty

ORANGE JUICE

Ingredients Pure orange juice
No added sugar or preservatives

10 ounces

Health tips for Consumers.

I. Read and answer correctly.

1.- Which brand would you buy, Big Orange Fruit Drink or Fresh and Tasty Orange Juice?

_____

2.- Write two reasons why you'd by that brand.

_____

II. Choose the correct answer.

1.- Which audience the was the text written for?

a) General public   b) professionals   c) scientifics

2.- What type of text is it?

a) Newspaper article   b) magazine article   c) advertisement

3.- What is the of the author?

a) To describe   b) to inform   c) to instruct

4.- What is the main topic?

a) Health tips for consumers   b) health tips for turtles

Lectura N°.6

Woman Organizes Cleanup of Local River.
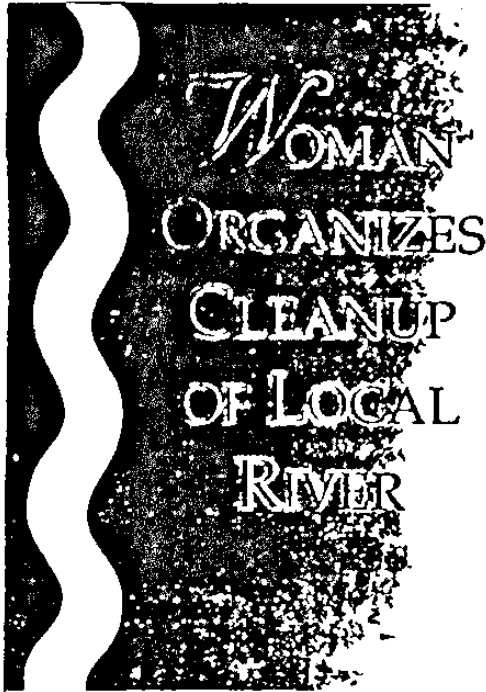
Tipo de actividad: individual.

Función: Mostrar y alentar a los alumnos a realizar acciones que sirvan para mejorar nuestros ríos y lagos contaminados por la basura y desechos tóxicos de fábricas.

Rol del estudiante: Hacer conciencia de todo lo que puede hacerse para evitar la contaminación de nuestros lagos y ríos además de conocer más vocabulario en inglés.

Duración de la actividad: 5 minutos.

Instrucciones:

1.- Contestar las preguntas correctamente.
2.- Hablar sobre su comunidad.
3.- Tratar de impulsar un proyecto como este en algún río que conozcan.

Woman Organizes Cleanup of Local River

The Housatonic River runs through the town of Great Barrington, Massachusetts Like many other rivers, the banks of the Housatonic River had become littered with trash There were trees damaged by storms, the remains of burned buildings, and household trash strewn along the river's banks

In March, 1988, Rachel Field noticed how littered the river banks had become. She began to organize a group of volunteers to clean up the trash. She talked to her friends and co-workers, and she was able to get enough volunteers to clean a 40-foot section of the river bank. The volunteers then planted grass on the land they had cleared

Two years later, Rachel Field organized a second cleanup One section of the river bank was covered with debris from a drug store that had burned down many years before. Rachel convinced the owner of the drug store to allow them to remove all the trash. Dozens of volunteers formed a line to move trash, one piece at a time, from the lower part of the river bank up to a dumpster on the road. Thousands of pounds of trash were removed.

The work of Rachel Field and the volunteers was appreciated by the town of Great Barrington In 1990 the Rotary Club named Rachel Field Citizen of the Year.◆

Woman Organizes Clean up.

I.- Answer the questions.

1.- What was Great Barrington's problem?

_____

2.-Who organized the cleanup?

_____

3.- What were some of the things people removed?

_____

4.- Has your community started any projects like the one in Great Barrington?

_____

5.- Do you think your community needs any project like this one?

_____

II. Write True or False.

1.- Housatonic River had become littered with trash _____

2.- In March 1989, Rachel Field noticed how littered the rivers bank
had become_____

3.- Rachel Field began to organize a group of volunteers to clean the trash_____

4.- Rachel Field was named Citizen of the month _____

Adaptada de Steck –Vaughn

Lectura N°.7

Li Chin.

Tipo de actividad: individual

Función: Escribir sobre los planes de trabajo de cada uno de los estudiantes.

Rol el estudiante: Conocerá como Li Chin llegó a superarse en el ámbito profesional y como lo pueden lograr planteándose metas.

Duración dela actividad: 5 minutos.

Instrucciones:

1.- Leer y contestar las preguntas.
2.- Escribir sobre sus planes de trabajo.

Read. Answer the questions.

Li Chin used to work part time clearing tables Now he is a full time waiter. He was promoted because he worked hard Li Chin plans to go to junior college to study restaurant management After he fini hes his schooling, Li Chin hopes t become a restaurant manager

Li Chin

Read and answer the questions

1.- What is Li Chin's job?

_____

2.- Why did Li Chin get a promotion?

_____

3.- What does Li Chin want to study at junior college?

_____

4.- What does Li Chin want to do when he finishes school?

_____

5.- What do you want to do when you finish your career?

_____

_____

_____

6.- How can your reach your goals?

_____

_____

_____

7.- What kind of classes or training will you need?

_____

Adaptada de Steck –Vaughn

Lectura N°. 8

St. Valentine´s day.

Happy Valentine's Day.

Tipo de actividad: Individual.

Función: Identificar la idea principal, escribir una tarjeta de San Valentín para su mejor amigo.

Rol del estudiante: Conocer la historia de San Valentín, conocer las ideas principales y escribir una carta para un amigo.

Duración de la actividad: 7 minutos.

Instrucciones:

1.-¿Cuál es la idea principal del primer párrafo?
2.- ¿Cuál es la idea principal del segundo párrafo?
3.- ¿Cómo celebran San Valentín tus compañeros?
4.- Escribir una tarjeta de san Valentín a tu mejor amigo?

St. Valentine's Day

Happy Valentine's DAY

1. **WARM-UP.** The teacher will distribute some heart halves among the students. Some contain words, others contain definitions Go around the classroom and find the other half. . .

2. **READ THE FOLLOWING PARAGRAPH ABOUT THE HISTORY OF ST. VALENTINE.**

St. Valentine was a Christian martyr who died in AD 269. In the third century, there wasn´t any connection between St. Valentine and romance. But the festival of St. Valentine was on February 14th and the Roman festival of Lupercalia was on the next day, February 15th. Lupercalia was associated with love and romance and, little by little, St. Valentine´s Day became associated with romance, too.

Most people forgot about the festival of Lupercalia centuries ago, and the Catholic Church eliminated St. Valentine´s Day from its calendar in 1969. But modern romantics still remember St. Valentine every February 14th. They send messages, flowers and candy to say "I love you" to a special person

IDENTIFYING MAIN IDEA.
1. The main dea of the first paragraph is·
   a) The importance of St. Valent ne n the Chr st an church
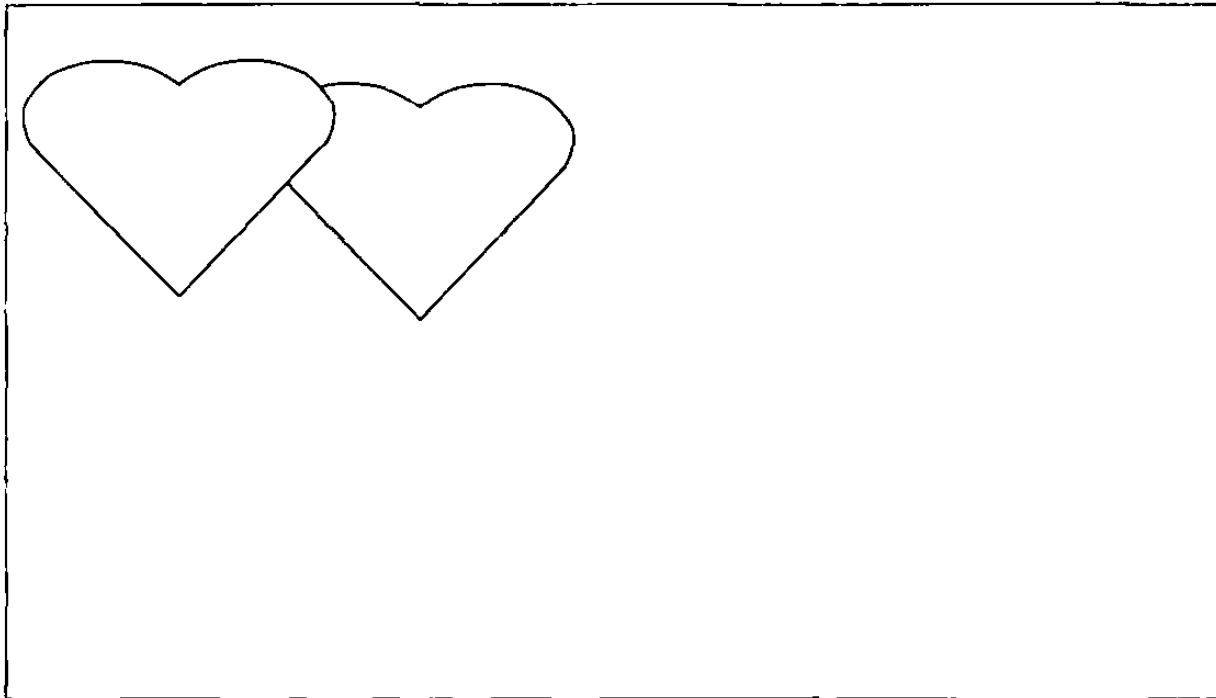   b) How St. Valentine s day became as oc ated with romance

2 . The main idea of the second paragraph is :

     a) The contemporary idea of St Valentine's Day
     b) How we celebrate the festivals of Lupercalia and St. Valentine today.

ASK YOUR PARTNERS:

   1. How do you celebrate St. Valentine's Day?
   2. What are the typical presents you give to your friends?

WRITE A ST. VALENTINE'S CARD TO YOUR BEST FRIEND

Lectura N°. 9

The City Times.

Tipo de actividad: individual.

Función: Conocer sobre como hacer mejor las compras en el supermercado.

Rol del estudiante: Reconocerá y aprenderá como mejorar su economia, gastando solo lo necesario.

Duración de la actividad: 5 minutos.

Instrucciones.

1.- Leer cuidadosamente la lectura.
2.- Contestar si las oraciones son falsas o verdaderas.

ASK CRISTINA

Dear Cristina,

Please give me some advice. I moved out of my parents' house, and for the first time in my life I have to shop and cook for myself I don't mind cooking, in fact, I like it But I always seem to waste money when I go shopping I plan my trip in advance, write a shopping list, and buy all my groceries for two weeks But a lot of the fruit and vegetables I buy goes bad after the first week I have to throw it away What can I do to be a "smarter shopper"?

     Sincerely,

       Confused Shopper

Dear Confused Shopper.

It's good that you plan your shopping trips and write a list before you go The problem is with your fresh produce Many people tend to buy more fresh produce than they really need I suggest that you do most of your shopping every two weeks at a major supermarket Buy bulk items, such as flour, sugar, pasta, oil, frozen meat canned goods, etc But buy fresh produce in small amounts when you need it You can either go to a local farmers' market or to the supermarket You may have to go shopping more often but you won t be throwing away as much food

      Sincerely,

       CRISTINA

The City Times.

I. Read the sentences. Write True or False

1.- Confused shopper does his shopping and cooking. _____

2.- He plans his shopping trips in advance. _____

3.- The produce he buys stay flesh until he goes shopping again. _____

4.- Cristina says he should stop shopping at supermarkets completely_____

5.- She suggests he buy fresh produce only when he needs to _____

6.- He wants to be a smarter shopper. _____

7.- He needs to buy fresh produce in small amounts. _____

8.- Cristina gives him a very good advice. _____

II. Answer correctly.

1.- How often do you go to the supermarket?

_____

2.- What would you like to buy in it?

_____

Adaptada de Steck –Vaughn

Lectura N°. 10

Employee Benefits

Tipo de actividad: Individual

Función: Conocerá todos los beneficios que tienen los trabajos de esa empresa.

Rol del estudiante: Reconocerá cada uno de los beneficios que se hacen acreedores los trabajadores de la empresa.

Duración de la actividad: 5 minutos.

Instrucciones.

1.- Leer el plan de beneficios de los empelados.
2.- Leer las preguntas y escoger la respuesta correcta.

Autoworks, Inc.

Employee Benefits

1. **Medical Insurance** The company pays 100 medical coverage for all full time employees Employees may choose to pay for coverage for their family members
2. **Dental Insurance** The company does not pay for dental coverage, but a dental plan is available to all employees at a reduced rate. Check with the personnel director for further information
3. **Vacation Policy**—One week of vacation per year is granted to employees who are in their first through fifth years of employment Two weeks of vacation per year are granted to employees who have worked six years or more for the company

Employee Benefits

I. Read the questions. Circle the correct answer.
1.- Who pays for the medical plan?

a) The employee   b) the company   c) the state

2.- Who pays for the dental plan?

a) The hospital   b) the employee   c) the company

3.- Who should an employee talk to about the dental plan?

    a) The company president
    b) The personnel director
    c) The dentist

4.- How much paid vacations does an employee earn after working one year?

a) one week   b) two weeks   c) three weeks

5.- How long must employees work before they can have two weeks of paid vacation?

a) Two years   b) six years   c) Twelve years

II. Answer correctly .

1.- What is you job?

_____

2.- Where do you work?

_____

3.- Do you have an employee benefits plan?

_____

Lectura N°.11

My own experience on September 11

Tipo de actividad: individual.

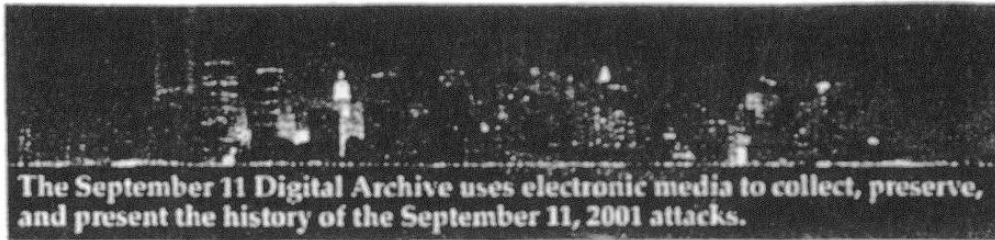Función: Examinar un texto buscando información específica.

Rol del estudiante: El alumno conocerá el punto de vista de una mesera que vivió muy de cerca lo ocurrido el 11 de Septiembre del 2001.

Duración de la actividad: 7 minutos.

Instrucciones:

1.- Leer el texto cuidadosamente y contesta las siguientes preguntas.
2.- De su opinión de cómo cambió el mundo después de lo sucedido.
3.- Como preparamos para que esto no vuelva a suceder.

Scanning a text for specific information

The September 11 Digital Archive uses electronic media to collect, preserve, and present the history of the September 11, 2001 attacks.

My own experience on September 11
Contributed by Carolyne Wood
Waitress, New York, New York

On Tuesday morning, September 11, 2001, I was working in a restaurant in Midtown, Manhattan. I had woken up at 4:30 a.m. to take the train to the city as I lived in Queens. By 9 a.m., I was swamped with customers who were demanding for more coffee and food. Some time during service, the hostess told me in passing that her friend just called up to tell her that a plane had crashed into the World Trade Center. Thinking it was an accident, I gave a quick thought of sympathy and drove back into my job. A little while latter, the hostess told me that a second plane had crusied into WTC2 and that it looked like a terrorist attack.

Then suddenly, table by table, people were receiving and making cell phone calls like crazy. It didn t surprise me as the restaurant's clientele were often writers or executives of major companies in the publishing industry. I overheard conversations at tables and heard words like "attack" and "terrorism". It was the most disturbing situation I had ever been in: having to keep on doing my job while people were dying and thinking that my own life could be in danger too. My manager and the restaurant owner ran outside down to Fifth Avenue to look downtown. They returned and said they saw a lot of smoke.

I stopped everything I was doing and called my mom to tell her not to come into the city that day because she had planned to come in the afternoon. She asked me if there was a fire in the city because she saw smoke billowing over towards Queens. I told her it was more serious than t and they were terrorist attacks and that I woul l try to find a way home as soon as possible.

I finished my shift, I changed out on my own clothes and star mentally mapping out possible destinations.

I assumed trains weren't running so I took the best next step and I went to my college where I found some friends. We went together to St Lucke's Hospital to donate blood and then we went to a friend s apartment in the couldn't watch TV and nobody wanted to listen to the radio.

We were happy to be together and decided to keep like that We said " This is time when we have to come together"

READ THE TEXT CAREFULLY AND ANSWER THE FOLLOWING QUESTIONS:

1) What is this girl's occupations?
2) Were does she work ?
3) At about 9 a.m. on Sep 11, 2001, what was she doing?
4) Who were the usual costumers at the restaurant?
5) What were the phone conversations the girl overhears about?
6) What did the girl tell her mom when she called her?
7) In what Hospital did the girl and her friends donate bllod?

Fuente Original

Lectura N°. 12

Helen Keller

Tipo de actividad: Individual.

Función: Conocerá y aprenderá sobre la vida de Helen Keller.

Rol del estudiante: Reconocerá porque fue conocida en todo el mundo Helen Keller y como llegó a ser un ejemplo a seguir.

Instrucciones.

1.- Lee cuidadosamente el artículo.
2.- Responde las preguntas correctamente. Seleccionando la respuesta correcta.

HELEN KELLER

Helen Keller was born on June 27,1880 in Tuscumbia, Alabama to Captain Arthur and Kate Keller. Helen was healthy until the age of nineteen months when she developed a brain fever that may have been scarlet fever. The fever left her unable to hear, see or speak. Captain Keller was a newspaper editor and was determined to find help for his child. He contacted Dr Alexander Graham Bell to assist him. Dr. Bell found Michael Anagnos, the director of the Perkins Institution for the blind in Boston, Massachusetts. Mr.Anagnos sent one of his best students, Annie Sullivan to help with Helen.

The students at the Perkins Institution made a doll for Annie Sullivan to give Helen. Ms. Sulllivan began using the doll to spell the word doll in Helen's hand. Helen learned quickly to make the letters. Helen learned many words and soon wanted to learn to speak. Miss Sarah Fuller of the Horace Mann School was her first speech teacher. Helen learned to use braille or raised print for reading and soon wanted to go on to college. Helen graduated from Radcliffe College with honors in 1904. Annie Sullivan spelled books and lectures in Helen's hand all through college.

Helen Keller spent the rest of her life trying to make it easier for disabled people to learn. She fought for women's rights equality for minorities and worker's rights. She was a crusader for people who needed help. Helen Keller won many awards for her work for the blind. Helen Keller died on June 1, 1968, a few weeks short of her 88th birthday. She will be remembered by the world as a champion and hero of the blind and disabled people.

Helen Keller.

I. Answer the questions. Underline the correct answer.

1.- Helen Keller was born _____

a) In February   b) prematurely

c) Healthy   d) none of these

2.- Helen became deaf, mute and blind after a _____

a) Serious accident   b) tragic birth

c) Brain fever   d) none of these

3.- Who came to help with Helen from the Perkins instructions?

a) Captain Keller   b)Mr. Anagnos

c) Annie Sullivan   d) all of these

4.- The first word Helen learned to spell was_____

a) Eat   b) help

c) Stop   d) doll

5.- Which of the following is not true?

   a) Helen Keller attended Radcliff College.
   b) Helen Keller was taught by Annie Sullivan.
   c) Helen Keller was a determined person.
   d) Helen Keller died at the age of 95

6.- Which of the following is true?

   a) Helen Keller became disabled after measles.
   b) Helen Keller learned to finger spell and read Braille.
   c) Helen Keller never attended college.
   d) Helen Keller was born in Wisconsin.

7.- Helen Keller's ability to over come her disabilities and learn.
   a) Opened many doors for the education of the disabled.
   b) Helped her to speak out for people who needed help.
   c) Made the world a better place for the disable.
   d) All of these.

II. Write True or False.

1.- Helen was healthy until the age of eighteen month _____
2.- Helen learned quickly to make the letters. _____
3.- Helen fought for women's rights. _____

Adaptada de Aida Owens

Lectura N°. 13

People and Colors.

Tipo de actividad: Individual

Función: Conocerá como los colores pueden decirnos como son las personas y sus gustos.
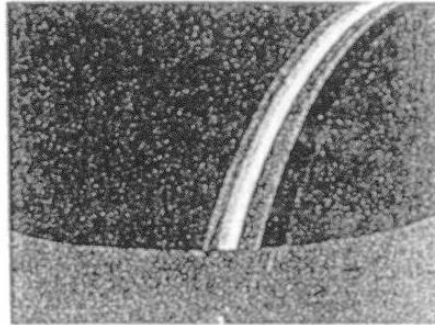
Rol del estudiante: Reconocerá el color con el cual se identifica además de tener más información sobre como afecta el color en nuestro estado de ánimo.

Duración: 7 minutos

Instrucciones.

1.- Decida cual párrafo tiene información específica.
2.- Completa el siguiente cuadro con la información que se le pide.
3.- Llene los espacios con la palabra correcta.

People and Colors

One person coses a bright red car, but another prefers a dark green. One family paints the living room in a sunny yellow, but another family uses pure white. One child wants a bright orange ball and another wants a light blue one. Researchers in psychology think these differences are important.

In general, people talk about two groups of colors: warm colors and cool colors. Researchers think that there are also two groups of people: people who prefer warm colors and people who prefer cool colors.

The warm colors are red, orange, and yellow. Where there are warm colors and a lot of light, people usually want to be active. People think that red, for example, is exciting. Sociable people, those who like to be with others, prefer red. The cool colors are green, blue and violet. These colors, unlike warm colors are relaxing. Where there are cool colors, people are usually quiet. People who like to spend time alone prefer blue.

Red may be exciting, but one researcher says that time seems to pass more slowly in a room with warm colors than in a room with co l colors. He suggests that a warm color, s ich as red or orange, is a good color for a living room or restaurant. People who are relaxing or eating do not want time to pass quickly. Cool colors are better for offices or factories if the people who are working there want time to pass quickly.

Researchers do not know why people think some colors are warm and other colors are cool. However, almost everyone agrees that red orange and yellow are warm and that green, blue and violet are cool.

Perhaps warm colors remind people of warm days and the cool colors remind them of cool days.

People associate colors with different objects, feelings and holidays. Red, for example, is the color of fire, heat, blood and life. People say red is an exciting and active color. They associate red with a strong feeling like anger. Red is used for signs of danger. The holiday associated with red is St. Valentine on February 14th.

Orange is the bright, warm color of the leaves in autumn. People say orange is a lively, energetic color, they associate it with happiness. The holidays associated with orange are Halloween and Thanksgiving.

Yellow is the color of sunlight. People say it is cheerful and lively and associate it with happiness too. Because it is bright, it is used for signs of caution.

Green is the cool color of grass in the spring. People say it is a refreshing and relaxing color. However, they associate green with feelings of guilt, fear and envy. Many people wear green on St. Patrick's day in March.

Blue is the color of the sky, water and ice. Police and Navy uniforms are blue. When people are sad, they say 'I feel blue'. They associate this color with unhappiness and fear.

Violet is the deep, soft color of darkness or shadows. People consider violet a dignified color. They associate it with loneliness. On Easter, people decorate baskets with violet ribbons.

White is the color of snow. People describe it as a pure, clean color. They associate it with bright, clean feelings. Doctors, dentists and nurses frequently wear white uniforms. On the other hand, black is the color of night. People wear black clothes at serious ceremonies such as funerals or graduations.

ORGANIZING SPECIFIC INFORMATION. Decide which paragraphs the specific information comes from.

	A) Orange is usually associated with Halloween.
	B) Green is a relaxing color.
	C) People associate violet with loneliness.
	D) Red is a good color for a restaurant because people who are eating do not want time to pass quickly.
	E) Where there are warm colors, people usually want to be active.

TAKING THE INFORMATION FROM THE READING, COMPLETE THE FOLLOWING CHART WHEN POSSIBLE.

Color	Associated objects and uses	Description	Feeling	Holiday
Red	Fire heat, blood	Exciting active	Anger	St. Valentine

USING CONTEXT.

Authors may explain difficult words by giving examples. They often use expressions like *for example for instance, like, such as.* Read the following sentences. Draw a circle around the word the author explains and underline the examples.

1) One researcher suggests that a warm color like red or orange, is a good color for a restaurant.

2) Red is used for signs of danger, such as Stop signs and fire engines.

3) People wear black clothes at some serious ceremonies, for example funerals and graduations.

4) Doctors recommend that everyone exercise every day, particularily those who spend many hours doing sedentary activities like reading, typing or sewing.

USING WORDS IN MULTIPLE CONTEXTS.

Fill in the blanks using the correct form of one of the words in the box below.

Active	associate	feelings	masculine	prefer
	Pure	react	refreshing	

1. People who are surrounded by warm colorsand a lot of light are _____they do not sit still

2. Pink is considered a feminine color and blue is considered a _____ color.

3. I painted my room yellow because I _____bright colors to dark colors.

4. Green is a _____color, it makes people feel less tired.

5. If you do not add other colors to red with Valentine's Day.

6. Children _____to the color of an object.

7. People who are alone sometime have _____ of loneliness.

Lectura N°.14

Michelangelo.

Tipo de actividad: individual.

Función: Conocer la historia y obra de Miguel Ángel.

Rol del estudiante: Realizará una serie de ejercicios para aprender significativamente lo leído en artículo. Además de conocer la obra de Miguel Ángel.

Duración de la actividad: 10 minutos.

Instrucciones:

1.- Escribir y subrayar lo que se te pide.
2.- Leer, escribir y circular para contestar correctamente.

3.- Encuentra una pintura de Miguel Ángel en el techo de la capilla sextina.
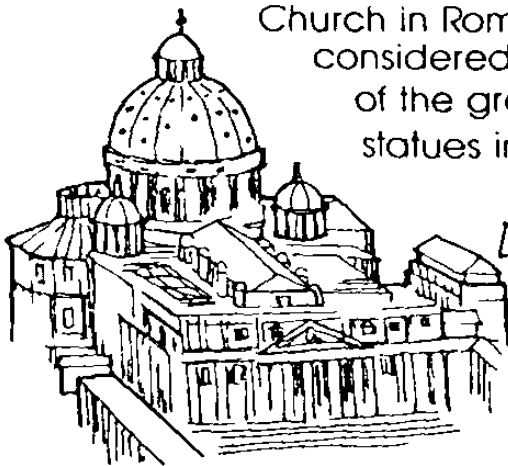
Michelangelo

Michelangelo was one of the most brilliant artists in history. Michelangelo was not only a painter, but also a famous sculptor.

Michelangelo was born on March 6, 1475, in the village of Caprese, Italy His mother died when he was six years old, so Michelangelo was raised by his father. Michelangelo's father was not a kind man and was often cruel to Michelangelo. Michelangelo grew into a quiet, unhappy young man

At the age of twelve, Michelangelo's father sent him to Florence to study art The Duke of Florence, Lorenzo de' Medici, was so impressed with Michelangelo that he took him into his house to live During this time, Michelangelo worked as a sculptor.

In 1494, Michelangelo traveled to Rome where he lived for five years t was while in Rome that he created his most beautifu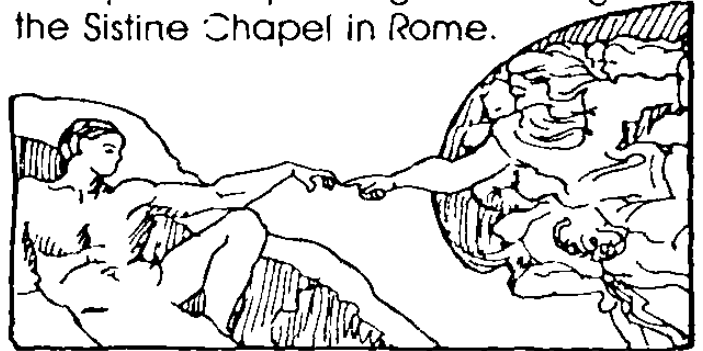l sculpture, the "Pieta". Today, the statue is in St Peter's Church in Rome. It is considered one of the greatest statues in history

St. Peter's Church

In 1508, Michelangelo began what was to be his most famous work as a painter—painting the ceiling of the Sistine Chapel in Rome.

The ceiling covered over 1,000 square yards On it, Michelangelo painted nine religious scenes surrounded by twelve figures Michelangelo finished the ceiling in 1512 It was an incredible task For months, he laid flat on a platform over fifty feet above the floor. It was exhausting for Michelangelo to paint lying on his back. In the winter months, he was often bitter cold In the summertime, the heat was unbearable But Michelangelo painted by candlelight, month after month, for over four years to finish r magnificent work Today, the painting can still be viewed in Rome.

From 1515-1534, Michelangelo worked once again for the Medici family He carved elaborate tombs for the Medici princes and de gned the Medic Chapel

n his later years, M ch ;   o o continued to be a scu ptor ana painter But most of his time was sper t designing buildings and crea   c poetry

• Find a picture of Michelangelo s pa nt ng of the ce ing of the S s' r e Chape

Michelangelo.

I. Write and underline.

1.- He was one of the most brilliant _____ in history.

2.-He was not only a painter, but also a famous Writer

                                       Sculptor

3.- He was born March 6, 1475,

                    1547, in the village of _____ _____

4.- He was raised by his uncle

                  father after his mother died when he was _____.

II. Write.

1.- In 1494, Michelangelo traveled to_____, where he lived for five years.

2.- While in Rome, Michelangelo created his most beautiful sculpture, the _____

3.- Today, the statue is in St. _____In Rome.

III. Write True or False.

1.- The ceiling covered over 10,000 square yards _____

2.- Michelangelo painted nine religious scenes surrounded by twelve figures.

3.- Michelangelo finished the ceiling in 1650 _____

4.- Michelangelo laid on a platform over ten feet above the floor _____

5.- Michelangelo painted by candlelight month after month, four ever four years

_____

Lectura N°.15

The Computer.

Tipo de actividad: individual.

Función: Conocerá uno de los más inventos del siglo 20. La computadora es la máquina que utilizamos en cualquiera de los quehaceres de la vida diaria.

Rol del estudiante: Reconocerá como poco a poco fue evolucionando esta portentosa máquina al servicio de las personas.

Duración de la actividad: 10 minutos.

Instrucciones:

1.- Volverá a leer para contestar correctamente las oraciones.

2.- Subrayará, escribirá y marcará las respuestas correctas.

3.- Hacer una lista de las cosas en la casa, escuela o en el vecindario que son operadas por computadoras.
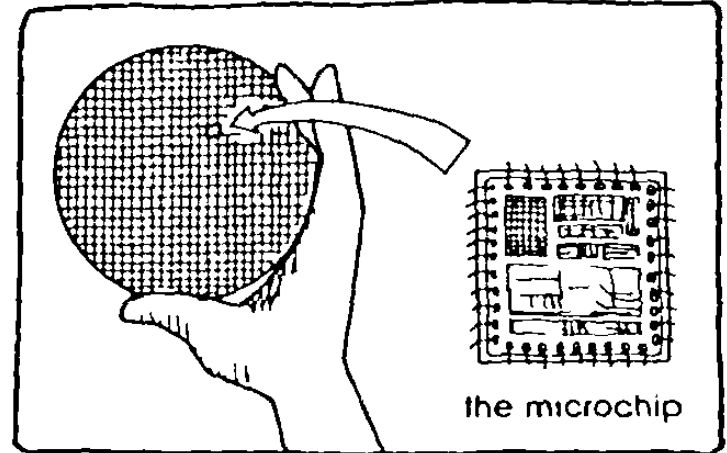
The Computer

One of the greatest inventions of the 20th century is the computer. A computer is a device that is used to store and process information and to perform calculations.

A computer can be designed to process almost any type of nformation. Computers are found in most businesses and industries They are used in schools, hospitals and l braries. Computers are used by scientists and mathematicians, by doctors and lawyers, and by many other people in many kinds of work

Computers can do practically anything—except think. Computers can only act on instructions which are entered into their systems; this set of instructions is called a program. A programmer enters instructions into the computer. These instructions are received in a storage unit called the memory. When information is needed, nstructions and information are processed by the computer. This nformation is shown on a screen or printed on paper by a printer or an automatic typewriter.

The computer was not invented by just one person. As early as the 1600s, scientists and mathematicians developed devices for calculations In the mid-1800's, several machines were developed to calculate numbers by fo owing a set of instructions. But it wasn't until the 1930's and 1940's, that electronic computers were designed and built which could compute facts

the microchip

in just seconds. The first modern computer was built in 1946, it was known as ENIAC But this first electronic computer was huge—it required an entire room to hold it.

In 1947, the transistor was invented With transistors, computers could be made much smaller and more powerful than ENIAC

But the real breakthrough in computers came in the early 1970's, with the invention of the microchip A microchip is about the size of a fingernai The whole microch p un t s called a microprocessor The microchip holds most of the important parts of a computer.

Because of the microchip, computers can be made much smaller and cheaper The microch p makes it possible to produce the many microcomputers used today The programs for microcomp j r are called software The microcomp r tself is ca led hardware

Today, microcomputers are u d to make everything from video games to space rockets

• Make a list of things at home, school or in your ne ghborhood wh ch are operated by microcomputers

The Computer

Write.

1.- A computer is a device that is used to _____ and _____ information and perform_____

True or False.

1.- _____Computers can be designed to process almost any type of information.

2.- _____Computers are special machines which are designed to think.

3.- _____Computers are found in most business and industries.

4.- _____Computers built to work without for there instructions.

5.- _____Computers are used to by scientists, mathematicians, farmers and many others.

6.- _____Computers can only act on instructions which are placed in to their systems underline.

Circle, write, check.

1.- The first modern computer was built in 1935.

                                                          1946.

2.- The computer was known as _____

3.- ENIAC was _____ tiny _____huge _____small enough to sit on a desk.

4.- In 1947, the invention of the _____made it possible for computers to be made smaller and more powerful than ENIAC.

5.- In the early 1970's the invention of the _____provided the real break through in computers.

6.- A microchip is about the size of

_____ a desk _____a book _____a fingernail _____a T.V.

7.- The whole microchip unit is called a _____a _____

Adaptada de Rhonda De Waard.