



Gobierno de la Ciudad de Buenos Aires  
Ministerio de Educación  
Certificados en Lenguas Extranjeras

**Aportes teórico-prácticos  
para docentes de lenguas extranjeras**

---

**La Comprensión Lectora y la Producción  
Escrita en Lengua Extranjera - CIC Inglés**

---

**Autoras: María Martha Crespo**

**Cristina Speranza**

**Editora: Sandra Revale**

**Edición final: Silvia Prati**

Año 2010

## Prólogo

Este módulo ha sido desarrollado en el marco del programa CLE (Certificaciones en Lenguas Extranjeras) de la Dirección Operativa de Lenguas Extranjeras del Ministerio del Gobierno de la Ciudad de Buenos Aires.

El material del presente cuadernillo ha sido diseñado teniendo en cuenta la propuesta de comprensión lectora del Diseño Curricular de Lenguas Extranjeras del MEGCBA (2001) para el nivel 1 de inglés en la escuela secundaria. Este módulo ha sido pensado para orientar a docentes de escuelas públicas y privadas de la jurisdicción en la adaptación y /o diseño de materiales didácticos para el aula enfocados a una visión comunicativa de la comprensión lectora y la producción escrita en inglés. En él podrán encontrar aspectos teóricos generales que enmarcan las habilidades mencionadas en un contexto comunicativo, y actividades de aplicación para el aula y de reflexión posterior. A su vez, la orientación brindada está articulada con la propuesta en la oferta de Certificaciones en Lenguas extranjeras (CLE), en particular con el CLE CIC (Ciclo de Idiomas Corto)

Esperamos que sea de utilidad. ¡Buena lectura!

Elizabeth C P White

Responsable Idioma Inglés

Equipo CLE

# Introducción

"Once we give our students a text we kill it"

heard during a lecture given in Buenos Aires

## ***¿Qué hacer entonces antes de "matar" al texto?***

Antes de proponer a los alumnos la lectura de un texto es conveniente generar actividades en la clase que estimulen al alumno a:

- hacer predicciones acerca del contenido del texto a partir del título, subtítulo, epígrafe, gráfico, fotos.
- compartir con sus compañeros la información que posee sobre el tema.
- generar preguntas que esperan que el texto responda.
- decidir si la información que se le provee relacionada con el texto es *verdadera* o *falsa* (el alumno confirmará sus predicciones después de haber leído el texto).
- decir hasta qué punto está de acuerdo con ciertas ideas que se le presentan (dichas ideas aparecen en el texto que el alumno va a leer).

Antes de que los alumnos comiencen la lectura de un texto, es conveniente introducir vocabulario y estructuras que aparecen en el texto. Se puede:

- presentar una lista de palabras para que el alumno decida cuáles pueden aparecer en el texto teniendo en cuenta su contenido.
- explorar un área léxica afín al contenido
- emparejar palabras clave que aparecerán en el texto con sus significados
- agrupar palabras según categorías: Por ejemplo: Dada una lista de palabras clasifíquelas en las siguientes categorías, por ejemplo: *Sports /Free time activities/ Occupations / Sports gear*

## ***¿Cómo darle al texto una nueva vida?***

Después de que el alumno haya leído el texto y realizado las actividades de comprensión lectora se pueden generar actividades que apunten a:

- relacionar lo leído con experiencias personales.
- escribir textos de distinto formato utilizando la información leída. Por ejemplo una publicidad, una noticia, una entrevista.
- escribir textos similares o con temas relacionados
- Se puede también generar actividades de búsqueda / juegos de vocabulario basadas en el texto leído .Por ejemplo: encontrar todas las cualidades (adjetivos) que puedan decirse de un personaje, o de un lugar o cosa que aparezca en el texto. Cambiar la descripción "positiva" de alguien por una descripción "negativa". Decir todas las acciones que se hicieron en el texto. Buscar otros colores/árboles/tipos de casa/ etc. en un diccionario. leído:
- buscar, encontrar y emparejar vocablos con sus definiciones, sinónimos, antónimos.

- emparejar los vocablos dados con las palabras con las que frecuentemente aparecen (“*collocations*”). Por ejemplo: **do the shopping, a book by, a handsome man**. Luego se puede pedir a los alumnos que produzcan ejemplos contextualizados, referidos a su experiencia personal para darles un sentido pleno, o un propósito.
- generar preguntas que apunten a la experiencia de vida de los alumnos en las que se utilice el vocabulario activado. Esta es una buena oportunidad para trabajar la formulación de preguntas que siempre ofrece dificultades.

Por supuesto, éstas son sólo algunas de las múltiples actividades que se pueden hacer antes y después de leer un texto<sup>1</sup>.

### ***De cómo darle nueva vida a un texto auténtico.***

Al elegir un texto auténtico para una actividad de comprensión es muchas veces necesario editar el texto. Si éste es el caso, es importante recordar:

- Elegir un texto que en la medida de lo posible responda a los intereses de los alumnos.
- Elegir un texto que a pesar de ser auténtico se acerque a las posibilidades lingüísticas del nivel. Es probable que se deba editar, pero es aconsejable que el texto sea accesible con la menor cantidad de cambios posibles. El texto sí podrá contener unos pocos elementos que no sean del nivel, para favorecer la inferencia y la imagen de autenticidad.
- Es importante que la longitud del texto no se convierta en una dificultad extra. Los textos usados en el examen CLE son de entre 150 y 220 palabras. Es recomendable mantener los elementos para textuales, para que sea una lectura lo más auténtica posible.

### ***¿Qué género y tipo de texto podemos elegir?***

Tipos de texto:

- Narrativo (ver "Bear was best man at wedding" / "The wrong bus")
- Descriptivo
- Dialogal
- Informativo (ver "A Pirate in Hollywood")
- Prescriptivo (ver "Green Tips back to school")

Géneros:

- Artículos informativos (ver "East meets West")
- Entrevistas
- Biografías (ver "A Pirate in Hollywood")
- Cuentos breves
- Leyendas tradicionales

---

<sup>1</sup> Para más ideas acerca de posibles actividades, ver Bibliografía sugerida al final de la introducción

- Cartas, e-mails y postales
- Historietas
- Encuestas
- Reglamentos e instrucciones (ver "Green Tips Back to School")
- Blogs
- Publicidades

### ***¿Cuáles son las operaciones generales que los alumnos realizan en las actividades de comprensión lectora?***

- Reconocer información paratextual (título, copetes, ilustraciones, epígrafes, gráficos, etc.).
- Identificar quién produce el texto (emisor) y el género del mismo.
- Identificar a quién está dirigido el texto (receptor), el tema y cuál es su propósito.
- Extraer información específica
  - En textos narrativos: dónde y cuándo se produce la acción; cuál es el inicio, nudo y desenlace; causas, finalidades y consecuencias de la acción.
  - En textos descriptivos: características y cualidades de lugares, cosas y personas.
  - En textos expositivos: datos; conceptos expresados en, definiciones, comparaciones, relaciones de causa –efecto, temporales, etc.
  - En textos prescriptivos/directivos: pasos a seguir para conseguir un resultado.
- Reconocer información a partir de elementos semánticos y léxico-gramaticales: reconocer concordancia, referencia, frases hechas, relaciones semánticas (sinónimos, antónimos, etc.)

En las siguientes unidades encontrarán ejemplos de diferentes tipos de texto de diversos géneros con una serie de tareas diseñadas para trabajar con ellos teniendo en cuenta todos los elementos hasta aquí presentados.

### **Bibliografía sugerida:**

- Hess, N. *Headstarts*. London, Longman, 1991.
- Holme, R. *Talking Texts*. Singapore, Longman, 1992.
- McCarthy M. and O'Dell F. *English Vocabulary in Use*, 3rd ed. Great Britain, Cambridge University Press, 1995.
- Morgan, J. and Rinvolucri M. *Vocabulary*, 3rd ed. Hong Kong, Oxford English, 1988.
- O'Dell, F. and Head, K. *Games for Vocabulary Practice*, 3rd ed. Great Britain, Cambridge University Press, 2005.
- Seal, B., *Vocabulary Builder 1*. Great Britain, Longman, 1987.

## Unidad de práctica 1

### Parte 1

#### Cool Job: Fire-fighter Takes the Heat

from National Geographic for Kids



On Saturday nights, A.J. Coston doesn't get a lot of sleep. Usually three or four times a night, a loud bell rings, a red light goes off, and he has to jump out of his bed. That's because he's a weekend volunteer fire-fighter with Loudoun County Fire and Rescue Station 13 in Northern Virginia. During the week, he lives at home with his mom, dad, and sister, and does his main job: going to high school. Coston, a junior captain and fire-fighter, is 18 years old.

"I always wanted to get into firefighting since I was a little kid watching fire trucks go by," he says. "One day I was bored and on the Internet, and I found out that Loudoun County offered a junior firefighter program." He was only 16, but he was hooked.

A hard-working student, he went to high school, did his homework, and fitted in 160 hours of firefighting class together with that. He went to class from 7:00 to 10:30 two nights a week and all day Saturday for months.

Coston is also a trained Emergency Medical Technician (EMT). A fire company doesn't just get called to put fires out. They respond to 911 calls about everything from accidents to heart attacks.

Coston is going to college next fall. "I'm going to get my degree in emergency medical care, and then get a job at a fire and rescue company. I want to be a flying doctor on a helicopter in the future," he says.

**Task A.** *Which of these topics does the text talk about?*

1. Coston's future plans and ambitions.
2. His marks at school.
3. When Coston became interested in becoming a fire-fighter.
4. How he trained to become a fire-fighter.
5. His relationship with his family.

**Task B.** *True or false*

1. Colston sleeps a lot at the weekend.
2. He started training to become a fire-fighter when he finished high school.
3. During his training he was busy at the weekend.
4. Sometimes, fire-fighters help people in medical emergencies.
5. He would like to fly helicopters in the future.

**Task C.** *Choose the correct option*

1. "He was hooked" in the 2<sup>nd</sup> paragraph means ...
  - a. He was afraid.
  - b. He was interested.
2. "I found out that Loudon County offered a junior fire-fighter programme" in the 2<sup>nd</sup> paragraph means ...
  - a. He got information about the programme.
  - b. He gave information about the programme.
3. "... to put out fires" in paragraph 4 means
  - a. extinguish fires.
  - b. control fires.

**Cool job. Fire-fighter takes the heat Key**

TASK A: 1, 3, 4

TASK B: 1F, 2F, 3T, 4T, 5F

TASK C: 1b, 2a, 3a

## Para el Profesor

A continuación lo invitamos a reflexionar sobre las tareas presentadas:

1) *¿Cuál de las tareas tiene como objetivo*

- A. deducir el significado de vocablos o expresiones nuevas a partir del contexto? Task: .....
- B. ayudar a comprender el texto globalmente? Task: .....
- C. reconocer información específica? Task: .....

2) *¿Por qué se presentan las tareas en el orden dado?*

.....  
.....

3) El siguiente cuestionario puede ser utilizado como “pre-reading activity” antes de leer este texto. ¿Cuál sería su objetivo si lo utilizara?

- Would you like to be a volunteer fire-fighter? Why? Why not?
- What do fire-fighters do?
- What’s your dream job?
- What would you like to study when you finish high school?

.....  
.....

### Respuestas:

1. 1. Task C

2. Task A

3. Task B

2. El objetivo de este orden es ir de la información más general a la más particular.

3. Esta actividad previa a la lectura permite a los alumnos relacionar su propia experiencia con el contenido del texto antes de leerlo.



## Parte 2

### Green Tips: Back to School (from National Geographic for Kids)



It's that time of year again when students start going back to school. This means parents and kids flock to shops and malls in big numbers to buy lots of school supplies (pens, markers, pencil case, etc), clothes and accessories. But how many of these things do we really need for the new school year? And is it possible to do your back to school shopping in an eco-friendly way?

Going back to school is an exciting time because everything's new — teachers, class mates, supplies. However, it's not very green to buy a whole new package of markers when the ones you bought last year work just fine. In addition to reusing old supplies, we've got a great list of ways to be green in the new school year.

- Ride your bike or walk to school.
- Use last year's school supplies.
- Buy a canvas and cardboard binders .Don't use plastic.
- Buy recycled paper.
- Use reusable water bottles. Don't use plastic ones.
- Use a lunch box, not paper bags.
- Donate last year's clothes. Don't throw them away.
- Buy online. Don't drive to the shopping mall.
- Buy organic food.
- Turn your computer off when you're not using it.
- Decorate your lunchbox.
- Make your own bookmarks.
- Give the clothes you are not wearing to your friends. Accept theirs.
- Carpool to the club or use public transport.
- Use refillable pens and pencils.
- Reuse your backpack. Decorate it with cool stickers.

**Task 1:** Choose the best option. Write a ✓ next to it.

<b>1.</b> The tips in this text are for	
<input type="checkbox"/>	a) teachers.
<input type="checkbox"/>	b) parents.
<input type="checkbox"/>	c) students.
<b>2.</b> You can probably see this information in	
<input type="checkbox"/>	a) a web site.
<input type="checkbox"/>	b) a dictionary.
<input type="checkbox"/>	c) an encyclopedia.
<b>3.</b> The people who wrote this information want you to ...	
<input type="checkbox"/>	a) buy their products.
<input type="checkbox"/>	b) change some of your habits to protect the environment.
<input type="checkbox"/>	c) become a member of their association.
<b>4.</b> You can probably see this information during	
<input type="checkbox"/>	a) your holidays.
<input type="checkbox"/>	b) at the end of the year.
<input type="checkbox"/>	c) at the beginning of the school year.

**Task 2:** Which of these pictures does NOT illustrate one of the **green tips** in the text? Put a cross next to it

1.



2.



3.



4.



### Task 3 :Answer the questions

1. What does “ones” in “Use reusable water bottles. Don’t use plastic ones” refer to? \_\_\_\_\_
2. What does “them” refer to in “Don’t throw them away”? \_\_\_\_\_
3. What does “it” refer to in “Turn your computer off when you're not using it”? \_\_\_\_\_
4. What does “theirs” refer to in “Accept theirs”? \_\_\_\_\_
5. What does “it” refer to in “Decorate it with cool stickers”? \_\_\_\_\_

#### KEY . Green Tips.

TASK 1: 1.c, 2.a, 3.b, 4.c

TASK 2: Picture 2

TASK3: 1. bottles, 2, last year's clothes 3. your computer, 4. your friend's clothes., 5.backpack

### Para el profesor:

A continuación lo invitamos a reflexionar sobre el trabajo que realizamos hasta ahora:

#### 1. Complete:

- a. En TASK 1 el ítem..... apunta a concientizar al alumno acerca de a quién está dirigido el texto.
- b. En TASK 1 el ítem..... explica el propósito del texto.
- c. TASK..... apunta a concientizar al alumno acerca de cómo se evita la repetición en un texto.

#### 2. Responda:

- a. ¿Qué actividad de vocabulario se podría hacer antes de abordar este texto?  
¿Qué propósito tendría dicha actividad?
- b. ¿Contemplaría la idea de hacer una actividad de “speaking” antes de la actividad de comprensión lectora? ¿Por qué?
- c. ¿Qué función tienen las ilustraciones en la tarea 2?

#### Respuestas

1. a) 1, b)3, c)3

2. a. Se puede hacer una gran variedad de actividades .En este caso se podría hacer una actividad de “*matching*” (emparejamiento) que apunte a “*collocations*” (expresiones que se componen de palabras que habitualmente se utilizan juntas. Por ejemplo: “*recycled paper*”).

2. b Es siempre bueno activar vocabulario antes de abordar un texto para allanar las dificultades que los alumnos puedan enfrentar. Es conveniente hacer una actividad de esta índole para que los alumnos puedan asociar su experiencia personal con el texto.

2. c. Ayudan a desarrollar la comprensión lectora porque estimulan la comparación entre una frase y su representación. Apuntan a que el alumno identifique información específica.

## Over to you/ Su turno

Les ofrecemos el siguiente texto para que luego de haber utilizado y reflexionado sobre las tareas presentadas, intente redactar sus propias tareas para trabajar sobre el texto con sus alumnos y elaborar sus propios ítems de comprensión lectora. Le proponemos las siguientes posibilidades:

1. Elabore un cuestionario sobre el tema para ser utilizado como “pre-reading activity”.
2. Diseñe una tarea que apunte a que los alumnos identifiquen el propósito del texto.
3. Elabore una tarea similar a Task 2 **Green tips: Back to school** usando ilustraciones apropiadas para este texto
4. Diseñe una tarea similar a la Task 3 **Green tips: Back to School**. (Esta tarea apunta a concientizar al alumno acerca del uso de pronombres, y lo ayuda a identificar sus referentes en el texto.)

### The Rainforest Children

John Allen is 43 years old and he has four children: two daughters and two sons. John is a plant scientist and he lives with three of his children in the South American rainforest. Their 'house' is a group of tents near the River Orinoco in Venezuela. John's wife and one of his daughters prefer to live in London.


John's children don't go to school because John is their teacher. He teaches them everything he knows, including how to survive in South America.

The children don't know how to use a PlayStation, but they can all drive, even his 9-year-old son, Simon. At night they drive their car 50 metres from the kitchen tent to the bedroom tent because there are a lot of wild animals in the area. They spend their free time playing and reading books and in the evening they listen to the news on the radio. They don't have a TV or CD player. In the summer the children's friends come from London to visit. When they go home they tell their parents incredible stories of their holidays in the Venezuelan rainforest.

## Unidad de práctica 2

### Parte 1

# Noisy neighbours



**Do you have problems with your neighbours? Well, imagine the problems the people of Pilton in Somerset, England, have. Every summer over 150,000 people travel to their village for the annual Glastonbury pop music festival.**

Every year, for three days, the village is full of people of all ages who leave drinks cans and papers all over the streets. The music plays until the early hours of the morning and you can hear people talking and singing all night. The quiet country village becomes a nightmare to live in and some residents are even thinking of moving to another village.

The pop fans who go to Glastonbury usually sleep in tents in a field, but last year Mr James Findlay, a resident of Pilton, found two people asleep in his garden in the morning. Mr Findlay said, 'I don't want to stop the Glastonbury Festival. I just want the fans to enjoy the festival without disturbing normal village life.'

(adapted from a website)

**TASK 1.** Read this text and choose the right option


1. This text could appear in ...

- a) a music textbook
- b) a leaflet (=folleto) about Glastonbury festival
- c) a magazine

2. This text is about ...

- a) Life in Pilton in summer.
- b) The problems the people in Pilton have once a year.
- c) The problems some people in Pilton have with their neighbours.

**TASK 2.** A sign company in Somerset made these signs last summer. Find information **in the text** to decide which of these signs were ordered in Pilton before the festival and tick them (✓)

a)	<b>KEEP OUR CITY CLEAN</b>	<input type="checkbox"/>	b)	NO DOGS ALLOWED	<input type="checkbox"/>
c)	<b>DON'T DISTURB THE RESIDENTS</b> No music alter midnight	<input type="checkbox"/>	d)	<b>PARKING NOT ALLOWED</b>	<input type="checkbox"/>
e)	<b>PRIVATE PROPERTY</b> Don't come into the garden	<input type="checkbox"/>	f)	<b>PUBLIC TOILETS</b> 	<input type="checkbox"/>

**TASK 3.** Match these words and their meanings (there is an extra option in the second column)

What word means.....?

1. a metal container for beer or coke

2. to change your place of residence

3. a person who lives next door to you or near you

4. to interrupt somebody when they are sleeping or working

5. a person who lives in a certain area

6. a bad dream

7. a place where you sleep when you go camping


a) a nightmare

b) a tent

c) to move

d) a can

e) a resident

f) a neighbour

g) to disturb

h) to think of

### Noisy neighbours

KEY

Task 1: 1c, 2b

Task 2: a, c, e

Task C: 1d, 2c, 3f, 4g, 5e, 6a, 7b

### Para el Profesor

- ¿Qué "pre-reading activity" podría ayudar a los alumnos a predecir el contenido de este texto?
- ¿Qué tareas. TASK A, TASK B, or TASK C, ponen en funcionamiento las siguientes operaciones?
  - Inferir, a partir del contexto, el significado de un fragmento. \_\_\_\_\_
  - Identificar el propósito del texto. \_\_\_\_\_
  - Deducir el significado de palabras utilizando el contexto. \_\_\_\_\_

## Respuestas

1. Sugerencias: "Make a list of problems people can have when they live near a rock festival venue"; antes de la lectura del texto, proponga un diálogo con los alumnos a través de los siguientes disparadores: What can you see in the picture? Was this text written to complain or to inform about a situation? Look at the title. What can this text talk about?
2. b) Task A; a) Task B; c) Task C.

## Parte 2

### 1. Bear was best man<sup>2</sup> at wedding<sup>3</sup>

An American man invited Brutus, a 500 kilogram bear to be best man at his wedding.

Casey Anderson, 33, has looked after Brutus since he was born in captivity, reports the Daily Telegraph. They are, of course, very close and that's why Casey chose him to be his best man when he married Hollywood actress, Missi Pyle.

Missi and Casey met on the set of the film *Pretty Ugly People*, in which Missi and Brutus co-starred. Brutus stole the show at the marriage in Swan Valley, Montana, where he ate the wedding cake in front of 85 guests.

The bear was born in 2002 at a rescue centre and he could not be set free so Casey started looking after him. He said: "I take him for long walks. I swim with him and I am teaching him how to fish. I feel like his father in a way - but in reality I'm more of his friend.

"I met Missi thanks to him. He really changed my life", Casey said. "I'm not afraid of him because when I play with him he knows he needs to be gentle. He doesn't want to hurt the people that he loves and I think he does love me after all the years and time we have spent together. He's my best friend."

Adapted from Ananova

---

<sup>2</sup> *padrino*

<sup>3</sup> *boda*



**Task 1** Tick the picture that could best illustrate this text

1.



2.



3.



**Task 2** True or false?

	TRUE	FALSE
1. Brutus is an unusual best man.		
2. Missi met her husband thanks to Brutus.		
3. Brutus did not attract any attention at the wedding.		
4. Brutus was born in the forest.		
5. Brutus and Casey spend time together.		
6. Brutus acted in a film.		

**Task 3** Put these events in chronological order

1. Brutus is learning how to fish.
2. Brutus was born in 2002.
3. Brutus got a part in a film.
4. Casey started taking care of Brutus.
5. Casey met Missi in a film studio.
6. Casey and Missi got married.


**Task 4** Reread the text and tick the questions that the text answers

1. How old is Casey?
2. Where does he live?
3. How many guests were there at the wedding?
4. Where was the wedding?
5. How did Brutus and Casey meet?
6. What does Missi do?
7. What kind of relationship do Missi and Brutus have?
8. How much does Brutus weigh?
9. Is he aggressive with Casey?


**Task 5 Just imagine**

You were a guest at this wedding last month. Write an email to a friend. Tell him about the wedding.

<b>Bear was best man...</b>	
<b>Key</b>	
<b>Task 1</b> Picture 3	<b>Task 2</b> 1.T, 2.T, 3.F, 4F, 5T, 6T
<b>Task 3</b> 2-4-3-5-6-1	<b>Task 4</b> 1-3-4-5-6-8-9

**Para el profesor**

1. ¿Para qué tipo de texto es más adecuada la tarea 3?

**Respuesta**

1. Para un texto narrativo ya que ayuda a reconocer secuencias temporales.

## Over to you / Su turno

Dado el siguiente texto, lo invitamos a experimentar las siguientes propuestas:

1. Elabore una actividad de “pre-reading”.
2. Diseñe una tarea de secuenciación similar a la propuesta en la task 3.
3. Elabore un “true-false” exercise.
4. Haga una consigna de trabajo cuyo producto final sea una historieta. Por ejemplo sus alumnos podrían elegir cuatro momentos y dibujar la historieta de esta historia.

### THE WRONG BUS

(from New English File Elementary Workbook)

A Japanese businessman had a big surprise last Sunday when he got the wrong bus to the airport and missed his flight. Zenko Kajiyama, 32, went to Waverley station to catch the bus to Edinburgh airport. He had a meeting

the next day in London and

he wanted to catch the evening flight. When he saw a silver bus marked Club

Class he got on it. Unfortunately, the bus was for people going to a birthday party.

The people on the bus helped Mr. Kajiyama with his bags and found him a seat.

He thought he was on the right bus until they stopped at a pub and everyone got

off. They asked Mr. Kajiyama to join their party and so he followed them into the pub.

When he looked at his watch he saw it was too late and that he had missed his plane. At first he was very worried, but then he decided to stay in the pub. He had a drink and danced to the music with the other members of the party. In the end he went back to the house of one of his new friends and he slept on the sofa. The next morning he took a taxi to the airport and flew to London, but he was too late for his meeting.

(New File Elementary Workbook)

Japanese and British children find out about school life using the Internet. **Joe Reid** reports.

# East meets West

**I**T'S a great idea! says thirteen-year-old Masahiro Suzukawa. She is talking about an e-mail exchange between students at Wakeford school in Britain and Number Three school in Sakata, Japan. The e-mails are part of a new Internet project. Students at 180 British and Japanese schools write and exchange e-mails. The students ask a lot of questions and the answers are always interesting!

**When do you go to school?**  
Japanese students go to school from 8am to 3pm, six days a week. They always walk or ride bikes. In Britain, school usually starts at 9am and finishes at 4pm. British students go to school five days a week and a lot of them go by car.



In Japan, students clean the school after lessons.



Sports lesson - this is a Japanese sport called Kendo.

**What do you do after school?**  
After school in Britain, students meet friends, play computer games or listen to music. They sometimes do homework together. In Japan, students clean the school after their lessons! Then they go to clubs or practise sports. Football and kendo are very popular.

**Do you do a lot of homework?**  
Japanese students do a lot of homework and they sometimes go to homework schools on Saturday. In Britain, ten-year-olds do half an hour a night. Sixteen-year-olds do two or three hours a night. They usually do their homework at home.

The project is very successful. What are the plans for the future? The British students want to visit their friends in Japan of course!

**Task 1** Tick the correct option

<b>1. You can probably find this text</b>	
<input type="checkbox"/>	a) in a geography textbook
<input type="checkbox"/>	b) in a catalog
<input type="checkbox"/>	c) in a magazine
<b>2. The text describes</b>	
<input type="checkbox"/>	a) an experiment
<input type="checkbox"/>	b) a writing project
<input type="checkbox"/>	c) the future
<b>3. The text is about</b>	
<input type="checkbox"/>	a) children's family life in Japan and Britain.
<input type="checkbox"/>	b) children's routines at home in Japan and Britain.
<input type="checkbox"/>	c) children's school life in Japan and Britain.
<b>4. To carry out this project</b>	
<input type="checkbox"/>	a) English and Japanese students answered a questionnaire
<input type="checkbox"/>	b) English and Japanese students wrote to one another.
<input type="checkbox"/>	c) English and Japanese students wrote a report.

**Task 2** Reread the text and make eight **true** sentences about the text.

- |                         |   |       |
|-------------------------|---|-------|
| 1. In Japan, children   | a) do sports after school                 | _____ |
|                         | b) do homework both at home and at school | _____ |
|                         | c) cycle or go to school on foot          | _____ |
|                         | d) go to school 42 hours a week           | _____ |
| 2. In Britain, children | e) help to keep the school clean          | _____ |
|                         | f) work very hard                         | _____ |
|                         | g) relax after school                     | _____ |

### Task 3

Imagine your teacher has organized the same project in your school.

Write your first e-mail to a student in Japan.

#### East Meets West. Key

##### Task 1

1) c, 2) b, 3) c, 4) b

##### Task 2

1 a, b, c, d, e, f

2 a, g

### Para el Profesor

1. ¿Cuál es el propósito de la primera tarea?

.....

2. ¿Y el de la segunda?

.....

3. ¿Cuál sería el propósito de la siguiente “pre-reading activity”?

#### Make these statements true for you...

- a) After school on Mondays I have guitar lessons.
- b) I do not do any sports in my free time.
- c) After school on Fridays I usually meet my friends.
- d) I exchange e-mails with a friend that lives in the USA.
- e) I listen to music on my MP3.
- f) I do my homework every afternoon.

#### Respuestas:

1. La primera tarea ayuda al alumno a identificar el tema del texto.
2. La segunda le pide al alumno que busque información específica en el texto.
3. Por un lado, la actividad tiene como propósito que los alumnos puedan establecer asociaciones con los contenidos del texto que van a leer y su propia experiencia de vida. Por el otro, apunta a activar vocabulario que aparece en el texto.

## Parte 2

### A PIRATE IN HOLLYWOOD

From breakingnewsenglish.com



Johnny Depp was born in 1963. He had a difficult childhood. His family moved very often. His mother bought him a guitar when he was 12. He wanted to be a rock star and he played in several bands but he was never successful. Years later, he played guitar on an Oasis song.

In 1983 he married Lori Allison, a Hollywood make-up artist. She introduced him to the actor Nicolas Cage, who encouraged him to become an actor. His break came the following year with a role in "A Nightmare on Elm Street". This was the first of many successful films that would make Depp one of Hollywood's top earners.

Depp's marriage ended in divorce in 1985. He had a lot of famous girlfriends including actress Winona Ryder and supermodel Kate Moss.

He finally found true love with French singer Vanessa Paradis, who is now his wife. The couple have two children who Depp says have given him everything in life, including deep love. He lives with his family and makes wine in France.

Depp has appeared in some of the most memorable movies of the past two decades. All of his roles have been extremely different. He played J.M. Barrie (the creator of Peter Pan), Willie Wonka, and more recently Jack Sparrow in "Pirates of the Caribbean". He said he only chooses films that he finds personally interesting and not those that might be a commercial success.

### TASK 1.

Choose the best option

1. This text is a part of a *biography* / *a film review*.
2. This text gives information about Johnny Depp's *parents* / *wives and girlfriends*.
3. This text gives information about some of Johnny Depp's *film roles* / *favourite directors*.

### TASK 2 Choose the best answer

1. What was his childhood like?	
<input type="checkbox"/>	a. It was sad.
<input type="checkbox"/>	b. It was not easy.
<input type="checkbox"/>	c. It was monotonous.
2. Why did he become an actor?	
<input type="checkbox"/>	a. Because he always wanted to be a star.
<input type="checkbox"/>	b. Because his mother wanted him to act.
<input type="checkbox"/>	c. Because a famous actor told him 'Why don't you become an actor?'
3. Which was his first important role?	
<input type="checkbox"/>	a. Jack Sparrow.
<input type="checkbox"/>	b. A young man in 'Nightmare in Elm Street'.
<input type="checkbox"/>	c. Willie Wonka.
4. How many times did he get married?	
<input type="checkbox"/>	a. Once.
<input type="checkbox"/>	b. Twice.
<input type="checkbox"/>	c. Many times.
5. What kind of films does he like to act in?	
<input type="checkbox"/>	a. Films that he thinks are interesting.
<input type="checkbox"/>	b. Films that can make money.
<input type="checkbox"/>	c. Films that can win prizes.



### **A pirate in Hollywood**

Key

TASK A :1. a biography, 2. his wives and girlfriends, 3. his film roles

TASK B : 1b, 2c, 3b, 4b, 5a

### **Para el Profesor**

Las ideas que aparecen en el texto, ¿están expresadas con las mismas palabras y estructuras en las tareas de comprensión? ¿Por qué?

### **RESPUESTAS**

No, la formulación es diferente para que el alumno deba comprender el texto para dar la respuesta correcta (y no simplemente identificar una oración similar.)

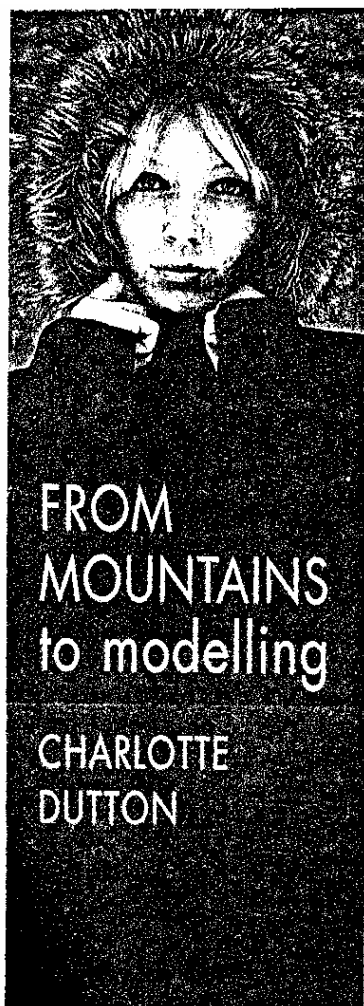
## Over to you / Su Turno

Supongamos que usted quiere abordar este texto con sus alumnos. Lo invitamos a experimentar las siguientes actividades sugeridas:

1. Elabore una actividad para que el alumno identifique el tipo de texto y el tema.
2. Diseñe 5 preguntas de comprensión lectora con respuestas de opción múltiple para que el alumno identifique información específica. Preste atención a la redacción de las opciones.

Evite utilizar las mismas palabras que se encuentran en el texto. Asegúrese de que el vocabulario y estructuras que usted use para formular las preguntas y sus respectivas respuestas sean accesibles al alumno.

From Inside Out Elementary Macmillan

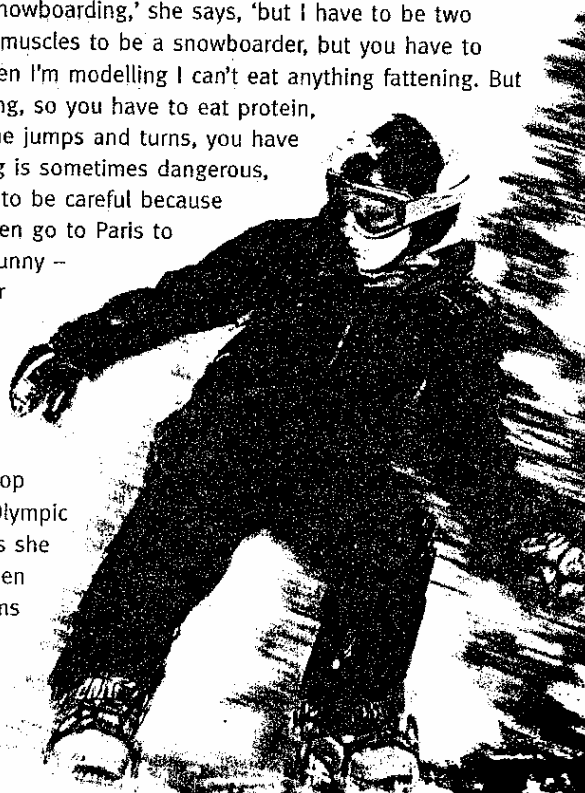


**Born:** 1980 **Height:** 1m 72 **Weight:** 51 kg  
**Hometown:** London **Job:** Snowboarder and model

Charlotte Dutton has two jobs. Half the year she's a top model in Europe, and the other half she's a professional snowboarder in Canada. Here she talks about the problems of having two careers.

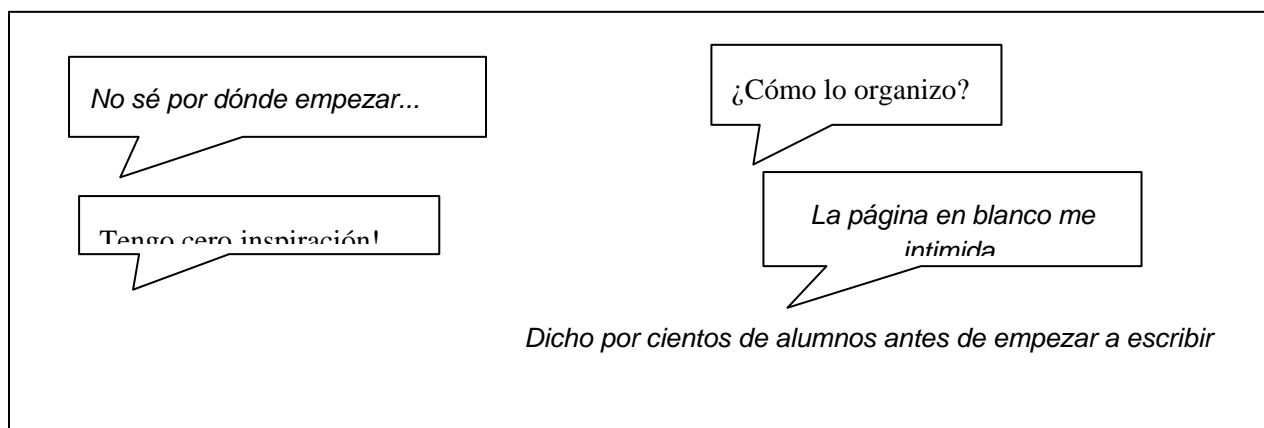
'I love modelling and snowboarding,' she says, 'but I have to be two  
5 different people! You need muscles to be a snowboarder, but you have to be slim to be a model. When I'm modelling I can't eat anything fattening. But in the mountains it's freezing, so you have to eat protein, cakes and chocolate. For the jumps and turns, you have to be strong. Snowboarding is sometimes dangerous,  
10 and I often fall. But I have to be careful because I can't break my leg and then go to Paris to model the best skirts. It's funny -- half the year I have to wear warm baggy clothes and a  
15 crash helmet. Then I go to Europe for a season, and I have to wear beautiful designer clothes.'

Does she want to be a top  
20 international model or an Olympic snowboarder? The answer is she wants to do both ... but when she's much older, she dreams of living in a bakery and  
25 eating cakes all day!



## CIC Inglés Producción Escrita

### Introducción



### Terapia de ayuda para la crisis de papel en blanco

¿Por qué los alumnos se sienten así? ¿Qué es importante que tengan en claro antes de empezar a escribir?

Siempre que escribimos:

- lo hacemos con un **propósito** o fin determinado. Por ejemplo, para comentar una foto de un amigo en una red social, o para contarle acerca de nuestras vacaciones a un amigo o pariente a través de un mail.
- tenemos en cuenta **a quién va dirigido el mensaje**. Por ejemplo, un amigo, el director de nuestra escuela.

Para qué y a quién le escribimos determinarán:

- el **contenido** del mensaje.
- el **tipo de texto** y su **formato**. Por ejemplo: una carta, postal, blog, invitación.
- el **registro**, es decir, el grado de familiaridad apropiado. Por ejemplo: formal o informal.

Volvamos ahora a nuestra pregunta original. ¿Con qué estrategias y herramientas podemos ayudar a los alumnos a enfrentar la tarea de escribir? Es importante tener en claro que la escritura del texto es el último eslabón de una secuencia de tareas que los preparan a enfrentar el papel en blanco con una mayor conciencia de cómo leer una consigna de escritura y de qué y cómo escribir.

¿Qué hacer entonces?

1. **Leer la consigna con los alumnos**. Identificar: ¿a quién va dirigido el texto? ¿Cuál será el contenido del mensaje? ¿Cuál será entonces el registro apropiado?
2. **Analizar un modelo de texto similar al que los alumnos deberán producir**. Es conveniente que el alumno haya sido expuesto a varios modelos de textos

similares al que se espera que produzca, y que haya tenido la oportunidad de manipular textos similares *antes* de tener que hacer una producción escrita. Es importante focalizar la atención en: la organización del texto, la elección de un vocabulario adecuado al registro, el tipo de conectores utilizados en función del tipo de texto, etc.

3. **Explorar el tema sobre el que los alumnos deben escribir.** Por ejemplo a través de un torbellino de ideas.
4. **Activar y /o proveer los elementos gramaticales y léxicos que resultarán necesarios para hacer la tarea.** Muchas veces es provechoso hacer uso de un “Language Bank”. Este podría constar de un listado de vocabulario o estructuras que podrían resultar necesarias para poder realizar la tarea.
5. Si fuera necesario, **proveer un modelo de organización de texto.**

¿Qué consideraciones debemos tener en cuenta al formular una tarea?

- Es aconsejable que al diseñar una tarea tengamos en cuenta la edad y los intereses de los alumnos para que la escritura del texto resulte más motivadora. La tarea a realizar debería incluir contextos que tengan que ver con el universo y la experiencia de vida de los alumnos.
- La consigna debe establecer claramente el propósito y el destinatario del texto y la longitud del mismo, especificando el número de oraciones o de palabras que se espera que los alumnos produzcan.

A continuación encontrarán una serie de ejemplos que ilustran algunos de los puntos mencionados en la secuencia de tareas arriba propuesta para la producción de un texto.

### **Ejemplo #1**

Last week, your English teacher contacted you with a penfriend. Write a letter to him/her introducing yourself.

Include information about:

- You and your school.
- The things you like and your weekend activities.
- The languages you can speak.

Ask your friend to give you this information about him/herself.

Write between 100 and 150 words.

¿Cómo abordamos esta tarea?

1. ¿Qué preguntas podemos hacer para ayudar a los alumnos a interpretar la consigna?
2. ¿Qué tareas podemos proponerles para analizar el texto modelo?
3. ¿Qué actividad se puede realizar para explorar el tema?
4. ¿Qué fórmulas de expresión (formulaic language) necesitan los alumnos?

Al final de esta sección encontrarán las respuestas sugeridas.

## Writing

### 10 A letter to a penfriend

- 1 **T 4.5** Read Max's letter to his penfriend and study the organization of the letter.

10 Church Lane  
Saffron Walden  
CB10 8ST  
5th April

Dear Hans,  
I'm a student at a school in Cambridge and I'm sixteen years old. I don't live in Cambridge but in a town just outside. I go to school by bus.  
I like listening to music and playing football.  
At weekends I go out with my friends. Sometimes we go to the cinema and sometimes we just go for a walk with my dog.  
I speak English and French, but I don't speak German. My favourite subjects at school are computer studies and maths, but I don't like history.  
What about you? Please write to me.  
Best wishes,  
Max

We begin all letters with Dear ...

We put the number of the street first, not Church Lane 10

Your address, but not your name

The post code at the end

The date

We end letters to a friend with Best wishes.  
We use Love if we know the person very well.

Your signature

Liz and John Soars, New Headway Elementary Workbook. OUP

### Respuestas sugeridas para el ejemplo # 1

1. ¿A quién está dirigido este texto? ¿Qué registro usarían, formal o informal? ¿Qué información incluiría en el texto?
2. Analizar el propósito de cada párrafo.
3. Por ejemplo, dada una lista de preguntas, los alumnos pueden decidir cuáles de ellas estarán contestadas en el texto.
4. Dado un banco de "formulaic language", los alumnos deben identificar cuáles expresiones son apropiadas para una carta informal.

## Ejemplo # 2

Analicemos esta tarea de escritura del New Headway Elementary Workbook.

### Writing

#### 13 Linking words – because, when, until

Make sentences with a line in A, a word in B, and a line in C.

<b>A</b> 1 I left the party early 2 Peter couldn't speak 3 Tim didn't see the Colosseum 4 Eva didn't start learning English 5 I didn't enjoy maths lessons 6 Sally didn't buy the red shoes 7 They didn't go to bed 8 We met Ken's wife last Saturday	<b>B</b>  because  when  until	<b>C</b> a she was thirty. b they came for dinner. c I was at school. d she couldn't afford them. e after midnight. f he was nearly four. g I didn't feel well. h he was in Rome.
---	--	---

#### 14 Old friends

- 1 Complete the text with words from the box.

and but so because  
when until



- 2 Write about 100 words about an old friend.

- What is his/her name?
- When did you meet?
- Where did you meet?
- What did you do together?
- How often do you meet now?
- What do you do when you meet?

**MY OLDEST FRIEND**

My oldest friend is called Sandy. We met thirty years ago (1) \_\_\_\_\_ we were both five years old. It was my first day at school (2) \_\_\_\_\_ I was very unhappy (3) \_\_\_\_\_ I wanted my mother. Sandy gave me a sweet (4) \_\_\_\_\_ we became friends immediately. We were together nearly every day (5) \_\_\_\_\_ we left school twelve years later.

Then I went to university, (6) \_\_\_\_\_ Sandy didn't. She married (7) \_\_\_\_\_ she was just eighteen (8) \_\_\_\_\_ had three children. I studied for eight years (9) \_\_\_\_\_ I wanted to be an accountant. I had a lot of new friends, (10) \_\_\_\_\_ I didn't see Sandy very often. Sometimes we didn't meet for months, (11) \_\_\_\_\_ we often talked on the telephone.

Now I'm married, too. I live near Sandy (12) \_\_\_\_\_ we meet every week. She's a student now, (13) \_\_\_\_\_ I have a baby, (14) \_\_\_\_\_ we can give each other a lot of advice!

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Liz and John Soars, New Headway Elementary Workbook. OUP.

¿Cómo podemos utilizar este material siguiendo los pasos anteriormente propuestos?  
Le proponemos lo siguiente:

**Lea atentamente este listado de actividades y decida en qué orden las llevaría a cabo en clase.**

- A) Los alumnos escriben el texto utilizando el cuestionario dado como guía.
- B) Los alumnos clasifican los conectores que aparecen al lado del texto según su significado (Addition-Reason-Contrast-Time-Consequence) y realizan la actividad de emparejamiento en el punto 13.
- C) Speaking activity: de a pares los alumnos discuten las preguntas del cuestionario guía.(punto 2)
- D) En grupos, los alumnos analizan el propósito de cada párrafo del texto modelo, siguiendo una guía provista por el profesor.
- E) Los alumnos y el profesor analizan la tarea a realizar.
- F) Los alumnos completan los blancos en el texto utilizando los conectores dados. Punto 14.1
- G) Los alumnos leen individualmente el texto modelo.

**Respuesta sugerida para el ejemplo # 2:** Orden en que podrían llevarse a cabo estas tareas

1. G
2. C
3. E
4. B
5. F
6. D
7. A

## CIC Inglés Producción Escrita

### Unidad de práctica 1: Producción de texto a partir de consigna y guía

Una de las formas de estimular la producción escrita de los alumnos es proponiéndoles una consigna clara y una guía que los ayude a organizar su texto. La redacción de la consigna, la elección del contexto para que sea válido y la elaboración de la guía de trabajo requieren cierta atención.

Algunas consideraciones a la hora de proponer esta tarea:

- Proveer contextos válidos para nuestros alumnos que respondan a su edad e intereses y que tengan en cuenta su universo. Proponer contextos/ temas interesantes incrementa la motivación
- Es siempre aconsejable proveer a los alumnos un menú de vocabulario y expresiones al que puedan recurrir para realizar la tarea asignada.
- La consigna debe establecer claramente el propósito y el destinatario del texto y la longitud del mismo, especificando el número de oraciones o de palabras que se espera que los alumnos produzcan.

#### Ejemplo 1



Suppose you are a member of Hurling Club Argentina.

The hockey department is organizing an interclub competition with players from Ireland. One of the girls of the team is going to stay at your home for a month in September.

Your coach wants you to write to her.

*Write an e-mail to Brenda O'Reilly. (Write 10 sentences)*

Give her information about

1. The bedroom she will use at your home. (Computer-TV- shelves for her clothes).
2. The weather at the time of the year she comes to Buenos Aires.
3. The clothes she will need.



4. Your coach (describe him physically and describe his personality, days of the week you train, training timetable)
5. What you are planning to do with her and the places you are going to take her during her stay.

Ask her...

6. About the food she likes.
7. If she is allergic to anything.
8. If she would like to join you when you go swimming.
9. If she wants to go to a pop concert. Offer to buy tickets for a good show

*Dear \_\_\_\_\_,*

*I am so happy you are going to stay at my home. I can't wait to meet you. Let me tell you about some things you need to know.*

.....

.....

.....

.....

*I'd also like to ask you some questions .....*

.....

.....

.....

*Bye for now. Write to me soon*

xxx \_\_\_\_\_

*PS I'm attaching photos of my house, my family, the club and me.*

## Ejemplo 2

You have a pen-friend in England. Her name is Connie. It was your birthday last Sunday and you had a wonderful day. You are really happy and you want to tell your friend about it. It's her birthday next week. *Write an e-mail of 5 to 8 lines. Look at this list of ideas that you can use in your text.*



- Your presents.
- A surprise your family gave you.
- Ask your friend about the preparations for her birthday.
- What you usually do on Sundays (the time you get up, when and where you have breakfast and lunch, what you usually do in the afternoon).
- What happened last Sunday? Why was it different?

Dear Connie

How are you? I have to tell you what happened yesterday. You know my Sundays are usually boring. ....

.....  
.....

But I had a wonderful day yesterday. You remember it was my birthday.

.....  
.....  
.....

And what about YOUR birthday? .....

.....  
.....  
.....

## OverToYou/Su turno

Lo invitamos ahora a escribir una consigna para que sus alumnos escriban un **texto a partir de una guía**. Recuerde incluir el propósito por el cual escribirán el texto y a quién va dirigido el mensaje y proponer un contexto en el que *el uso del inglés tenga sentido*. Intente redactarla de modo tal que sus alumnos puedan aplicar algunos de los distintos exponentes lingüísticos aprendidos durante el curso.

### Unidad de práctica 2: Formulación de preguntas contextualizadas

La adquisición de la habilidad de formular preguntas en inglés como lengua extranjera es una tarea ardua. Requiere tiempo y práctica sostenida para lograr su mecanización. Sin embargo toda la energía que esta tarea demanda es esencial, ya que enseñar una lengua es poner a disposición de los alumnos un medio de comunicación, en el que las preguntas son indispensables. ¿Cuán efectivos podemos ser a la hora de comunicarnos si no sabemos cómo formularlas?

Una dificultad agregada al enseñarlas es que el acto de preguntar, en la clase, no siempre es espontáneo. Es por eso, que debemos crear contextos que generen en los alumnos la necesidad de formular una pregunta para obtener la información pertinente para completar una actividad o un ejercicio, llevar a cabo una entrevista, hacer una encuesta o un “*quiz*”.

Otro escollo que hay que sortear es que los alumnos, por diversas razones, tienden a producir una limitada gama de preguntas (en general las más sencillas). De ahí que resulta beneficioso hacer uso de estrategias que pauten el tipo de preguntas posibles en un determinado contexto y que sirvan también de estímulo para que sientan la necesidad de variar las preguntas que respondan a sus interrogantes. Algunos ejemplos de actividades que se pueden utilizar en el aula para estimular el uso de preguntas son: presentar un dibujo ambiguo para que los alumnos tengan que formular preguntas con el objetivo de discernir lo que el dibujo muestra, o bien el juego del “quién es quién”, donde los alumnos deben formular preguntas tendientes a descubrir un personaje. En este tipo de actividades los alumnos formularán diversos tipos de preguntas disparadas por una necesidad comunicativa, de manera espontánea. El profesor podría sugerir que antes de formular los interrogantes, los alumnos se tomaran unos minutos para pensar cómo formular las preguntas correctamente y las escribieran. Si bien esto le restaría espontaneidad a la tarea, también redundaría en un mejor uso de la lengua.

## Algunos disparadores de preguntas

- Cued questions (What kind of books /you like/( read)?)
- Scrambled questions (you /What/have/usually/breakfast/for/do?)
- Matching beginnings and endings (How often do you .../ .... go to the movies?)
- Stem questions (Did you....? When was the last time your mother...?)
- Given the answer, infer the question.

Es importante enmarcar este tipo de estrategia en un contexto válido que tenga en cuenta la edad e intereses de los alumnos, de modo de hacer surgir la curiosidad o la necesidad de hacer preguntas. Por otro lado, en lo posible, es aconsejable incluir una variedad de sujetos (lo que proveerá práctica de concordancia sujeto /auxiliar.) y alternar el tipo de preguntas (“yes-no questions” e “information questions”). Otro punto a tener en cuenta es la creación de distintos contextos que incluyan variedad de tiempos verbales y de “question words”.

A continuación, se incluyen un par de actividades que ejemplifican estos conceptos.

### Ejemplo 1\*<sup>4</sup>



Your English teacher wants to know about your reading habits. Help her to design the questionnaire to learn about them.

*Read the cues and write the questions*

- You like/( read)?
- What kind of books /you like/( read)?
- How often/ you buy books?
- Where/ you buy books?
- Your Mum / give you books as a present?

---

<sup>4</sup> Si bien esta actividad no aparece en los exámenes puede resultar beneficiosa su utilización en el período de entrenamiento.

- Ever read for pleasure?
- What / last book you read?
- How many books/ you read last summer?
- Your teachers ever send you to the library?
- What /you/ (read) now?

The questionnaire

1. *Do you like reading?*
2. *What kind of books do you like reading?*
3. *How often do you buy books?*
4. *Where do you (usually) buy books?*
5. *Does your Mum (ever) give you books as presents?*
6. *Do you ever read for pleasure?*
7. *What was the last book you read?*
8. *How many books did you read last year?*
9. *Do your teachers ever send you to the library*
10. *What are you reading now?*

## Ejemplo 2



Last year, as part of a school project, the English Department of your school invited students from English-speaking countries on an Exchange programme. You have to contact Millie Jones, a British student who is going to stay at your house.

To get information about her, you are going to send her a questionnaire.

*Write 10 questions about the following topics:*

- Her age.
- Her family (parents' professions, number of brothers and sisters).
- The place where she lives.
- Her hobbies and pastimes.
- Her favourite music.
- The sports she does.
- The kind of food she likes.
- Her free time activities.
- How often she goes to the cinema, theatre or rock concerts.
- Her arrangements/plans for her stay in Buenos Aires (When? How long? Bariloche?)

Now write your questions.

1. ....?
2. ....?
3. ::.....?
4. ....?
5. ....?
6. ....?
7. ....?
8. ....?
9. ....?
10. ....?

## Over to you/Su turno

Lo invitamos ahora a experimentar con las ideas presentadas en esta unidad. Suponga que usted quiere que sus alumnos formulen las preguntas que se encuentran debajo. **Escriba la consigna para sus alumnos y la guía para que produzcan esas preguntas.** Pruebe la actividad con sus alumnos. ¿Cómo resultó?

1. How old are you?
2. What school do you go to in your home town?
3. Where are you from?
4. Where do you live?
5. What did you like about your host family?
6. How many people were there in your host home?
7. Did you have a nice stay? Are satisfied you with it?
8. What did you do in your free time during your stay?
9. What was a typical school day like in your host city? How different is it from your school life at home?
10. Are you planning to go on an exchange programme again?



## CIC Inglés Producción Escrita

### **Unidad de práctica 3: Respuesta abierta breve/extensa a preguntas contextualizadas.**

Muchas veces nos vemos en la necesidad de llenar un formulario para participar en alguna actividad o de contestar por escrito una encuesta que consta de una serie de preguntas referidas a un cierto tema. Por ello, una manera auténtica de estimular la producción escrita de los alumnos es a través de actividades de este tipo que requieren una respuesta breve a preguntas contextualizadas.

Algunas consideraciones a la hora de proponer esta tarea:

- Proveer contextos válidos para nuestros alumnos que respondan a su edad e intereses y que tengan en cuenta su universo. Proponer contextos/ temas interesantes incrementa la motivación
- Es siempre aconsejable proveer a los alumnos un menú de vocabulario y expresiones al que puedan recurrir para realizar la tarea asignada.
- Incluir variedad de estructuras y tiempos verbales de acuerdo al nivel de los alumnos.
- Si bien los alumnos pueden contestar sí/no a las preguntas, resulta provechoso estimular el uso de las respuestas cortas (yes/ no , sub + aux). Otra manera de fomentar la producción de los alumnos es alternar preguntas abiertas y de información como así también incentivar a los alumnos a expandir sus respuestas utilizando los elementos lingüísticos que estén a su disposición.( Ver 1.5 en el ejemplo 1 )

## Ejemplo 1

A manera de ejemplo, presentamos aquí un cuestionario con las respuestas que los alumnos podrían proveer.



You are on an exchange programme in the USA. The school you are attending wants to change the cafeteria menu but they would like to know about students' preferences and eating habits. *Answer this questionnaire.*

## Food Survey

1. How old are you?  
*I'm 13.....*
2. Do you have breakfast? What do you usually have for breakfast?  
*Yes, I do. I usually have cereal and some juice for breakfast.....*
3. How often do you have lunch at school?  
*Twice or three times a week.....*
4. Are you a vegetarian?  
*No, I'm not. I love eating meat.....*
5. Do you like eating fresh fruit?  
*Yes, I do, especially in summer. Peaches and strawberries are my favourite.*
6. When was the last time you ate chicken/red meat /fish at the cafeteria?  
*I think it was on Monday. I had fish. ....*
7. What did you think of the chicken/red meat / fish you had?  
*It was a bit cold .....*
8. Would you like to drink orange juice instead of water at school?  
*Yes, sure, I'd love to .....*
9. Are there any good desserts on the menu now?  
*Not really. There is just fruit.....*
10. Did you have the new selection of cookies the last time you visited the cafeteria?  
*No, I didn't .I'm on a diet.....*
11. What did you think of them?  
*My friends say they are delicious.....*
12. Were you happy with the service?  
*Yes, I was. The service was excellent.....*

## Ejemplo 2

Imagine the English department of your school wants your opinion about the library. Please answer this questionnaire.



We want to make our school library better. We are very happy because we have a photocopier, a sitting area and a small DVD section but with your help it can be the best library in the school district. Can you give us some information to make this possible?

Please answer this questionnaire.

<ol style="list-style-type: none"><li>1. How old are you? .....</li><li>2. How often do you use the library? .....</li><li>3. When did you last go there? .....</li><li>4. What did you do? .....</li><li>5. What did you think of the sitting area? .....</li><li>6. Would you like to have armchairs in it? Any other suggestion? .....</li><li>7. What kind of films would you like in the DVD section? .....</li><li>8. What improvements can we make this year? .....</li></ol>
--

Signature .....

## Over to you/Su turno

Lo invitamos ahora a experimentar con las actividades propuestas en esta unidad. Imagine que usted quiere que sus alumnos contesten un **cuestionario**. Provea un contexto (puede incluir una foto) y elabore las preguntas para que sus alumnos respondan. Recuerde alternar preguntas que requieran información con preguntas que requieran respuestas cortas.