

Módulo 1 para:	Unidad 2
News	
Total de palabras:	276
Vocabulario elemental:	25
Total de cognados:	42
Habilidad:	Comprensión auditiva
Tiempo estimado:	6 horas

APRENDIZAJES ESPERADOS

LOS ESTUDIANTE:

- Aplican estrategias y técnicas para: a) reconocer, b) identificar la función comunicativa del texto.
- Demuestran comprensión localizando: a) información detallada, b) realizando acciones.
- Valoran la riqueza expresiva del lenguaje como medio de transmisión de apreciaciones.
- Producen textos breves utilizando los CMO vistos en los módulos con el propósito de demostrar comprensión de la información.
- Preparan una síntesis de proyectos realizados, siguiendo modelos.

GLOSARIO DEL TEXTO

Noah's Ark-like = como el arca de Noé
 foul weather = mal tiempo
 bumpy = lleno de baches
 pummel = golpear repetidamente

TAREAS SUGERIDAS

Pre-audición

1. Preguntar a sus estudiantes si han escuchado las noticias del día, cuáles les han llamado la atención y por qué. Luego, mostrarles diferentes titulares de noticias de diarios nacionales y /o locales. Los estudiantes seleccionan algunos y formulan hipótesis sobre el contenido de la noticia.
2. Entregar los siguientes grupos de palabras claves (en negrita). Leen la información del paréntesis y tratan de deducir su significado. Usan el diccionario para revisar la tarea. Predicen el tipo de información que contienen las noticias que escucharán.

<i>foul / clouds</i>	<i>(related to weather)</i>
<i>claim / lawsuit</i>	<i>(related to law)</i>
<i>bomb / killing</i>	<i>(related to crime)</i>
<i>recruitment</i>	<i>(related to soldiers)</i>
<i>screaming winds / storm</i>	<i>(related to weather)</i>
<i>earnings / rates / funds</i>	<i>(related to money)</i>

TEXTO • NEWS

Foul weather fun.

On the Pacific Northwest's moody coast, the adventurous gather with the storm clouds.

Car bomb kills officer in Madrid.

Madrid, Spain. Two car bomb explosions rocked a residential area in Madrid Friday, killing an army officer and injuring several people.

Audición

1. Escuchan los titulares: ‘*Foul weather fun*’, ‘*Storm clouds. Rising tides. Are these people crazy?*’, ‘*Car bomb kills officer in Madrid*’, ‘*United Nations accord targets child soldiers*’, ‘*Recording industry group claims Web site violates music copyright laws*’, ‘*A bumpy road in January*’. Los estudiantes reconocen cuántas noticias escucharán. Luego, repetir la audición de los titulares, uno a uno. Los estudiantes anotan las palabras que reconozcan. Preguntar a algunos estudiantes por las palabras que anotaron y escribirlas en la pizarra. Finalmente, pedirles que piensen en el tipo de información que contienen las noticias que escucharán. Escriben en sus cuadernos o guías de trabajo. Confirman predicciones.

Noticia 1 _____ Noticia 4 _____
 Noticia 2 _____ Noticia 5 _____
 Noticia 3 _____ Noticia 6 _____

- a) Politics b) Economics c) Weather d) Legal
 e) Police (crime section)

2. Escuchan las noticias, una a una, permitiendo una pausa entre ellas de un minuto, aproximadamente, y anotan: nombres de personas, números y lugares que escuchen. Completan la siguiente tabla. Repetir la audición cuantas veces sea necesario para que todos los estudiantes realicen la tarea.

	1	2	3	4	5	6
PEOPLE'S NAMES						
NUMBERS						
PLACES						

3. Repetir la audición de las noticias, una a una, permitiendo una pausa entre ellas. Los estudiantes reconocen si son buenas o malas noticias. Completan la tabla.

	GOOD NEWS	BAD NEWS
NEWS 1		
NEWS 2		
NEWS 3		
NEWS 4		
NEWS 5		
NEWS 6		

Post-audición

A. Tareas de comprensión

- Los estudiantes dicen a qué tipo de audiencia va dirigido el mensaje de cada noticia. Luego, entregar los textos para permitirles confirmar las respuestas.
- Escuchan las noticias, una a una, nuevamente, y reconocen la siguiente información. Repetir la audición cuantas veces sea necesario para permitir a los estudiantes realizar la tarea.

	WHO IS INVOLVED?	WHAT HAPPENED?	WHERE DID IT HAPPEN?
NEWS 1			
NEWS 2			
NEWS 3			
NEWS 4			
NEWS 5			
NEWS 6			

Storm clouds. Rising tides. Are these people crazy?

Indeed the mountainous waves, screaming winds and Noah's Ark-like rains that can pummel the outer reaches of the Pacific Northwest from November to March are hardly the stuff of traditional tourist brochures.

United Nations accord targets child soldiers.

Geneva. An accord aimed at ending the use of child soldiers worldwide was reached Friday after six years of efforts and a compromise that allows governments to maintain voluntary recruitment of children 16 and older.

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Módulo **1** para: **Unidad 2**
News

continuación

CONTENIDOS LINGÜÍSTICOS

FUNCIÓN(ES):
 Narración, explicación.

MORFOSINTÁCTICOS Y ESTRUCTURALES:
Tiempos verbales simples: presente y pasado.
Voz pasiva: pasado simple.

FÓRMULAS Y PATRONES:
From _____ **to** _____
Indeed _____ **verb** _____

VOCABULARIO ELEMENTAL POR CLASE:
SUSTANTIVOS: *tide, wave, recruitment, site, lawsuit, rate, fund, quarter.*
ADJETIVOS: *moody, outer, foul/good.*
ADVERBIOS: *hardly.*
VERBOS: *gather, reach, aim, maintain, file, allow, add, claim, own, figure, release, expect, raise.*

3. Organizar a los estudiantes en pares. Ordenar las noticias según lo que ellos consideren: a) más impactantes, b) más cercanas a sus intereses y c) más relevantes. Completan las figuras.

a)

b)

c)

B. Tareas de reforzamiento lingüístico

1. Los estudiantes subrayan en los textos todas las formas verbales y las clasifican en: simples (S), compuestas (C) y pasado (PT). Completan las figuras.

SIMPLE TENSES

PERFECT TENSES

VERBAL FORMS
 INDICATING THE PAST

TEXTO • NEWS

Recording industry group claims Web site violates music copyright laws.

San Diego. The Recording Industry Association of America filed a copyright infringement lawsuit against MP3.com for its service that allows users to instant hear music and to add their personal CD selections to a play list.

The lawsuit, filed Friday in New York, claims that MP3.com's use of the music is unauthorized because the company does not own the music and is offering the music without permission.

2. Los estudiantes utilizan los conceptos *clouds, wind, rain, tide, storm* para realizar las siguientes tareas:

WORD	DRAW A PICTURE	GIVE AN EXAMPLE	GIVE A DEFINITION
CLOUDS			
WIND			
RAIN			
TIDE			
STORM			

3. Los estudiantes vuelven a la noticia a Bumpy Road in January y localizan todas las palabras relacionadas con el concepto MARKET. Completan la figura.



A BUMPY ROAD IN JANUARY.

With the Federal Open Market Committee’s first policy meeting of the year about a week away, “chances are interest rate concerns will begin to figure more prominently into the psychology of the stock market”, said Rob Palombi, a senior markets analyst with Standard and Poor’s MMS in Toronto.

A Reuters poll released Friday indicated that economists expect the Fed funds rate to rise to 5.75 percent in the first quarter.

Evaluación

1. Seleccionan la alternativa que mejor represente la información de cada noticia.

News 1 is about	a) good weather	b) bad weather
News 2 is about	a) Pacific Northwest weather	b) Pacific Northwest traditional tourists
News 3 is about	a) a residential area explosion	b) car bomb
News 4 is about	a) maintaining the use of child soldiers	b) ending the use of child soldiers
News 5 is about	a) copyright infringement lawsuit permission	b) a website offering music with
News 6 is about	a) a senior market analyst	b) a raise of the Federal fund rates

Criterio de evaluación

Reconocen la información de, al menos, 4 noticias.

2. Los estudiantes trabajan en grupo, seleccionan una de las noticias que han escuchado y escriben 3 o 4 oraciones en inglés, que contengan los CMO vistos en el módulo, con el propósito de completar la información. Luego, leen las noticias en voz alta para informar al resto de la clase.

Criterio de evaluación

Preparan y exponen textos guiados breves, en forma oral.

Tarea de seguimiento en clases

1. Los estudiantes trabajan en grupos y crean 4 ó 5 titulares de noticias, en inglés, que a ellos les gustaría escuchar. Los escriben en papelógrafos y los exhiben en los muros de la sala de clases.

DISTRIBUCIÓN TEMPORAL ESTIMADA

Pre-audición y 1ª actividad de audición = 1 hora

2ª y 3ª actividad de audición = 1 hora

Tareas de comprensión = 1 hora

Tareas de reforzamiento lingüístico = 1 hora

Evaluación = 1 hora

Tareas de seguimiento en clase = 1 hora

Módulo 2 para:	Unidad 2
Chilean Native Forest Dwindle	
Total de palabras:	561
Vocabulario elemental:	31
Total de cognados:	137
Habilidad:	Comprensión lectora
Tiempo estimado:	4 horas

APRENDIZAJES ESPERADOS

LOS ESTUDIANTES:

- Predicen el contenido informativo del texto a través de la lectura del título y discusión de su significado.
- Localizan ideas principales a través de la lectura rápida del texto dividido por párrafos.
- Discriminan entre información relevante y complementaria seleccionando de una lista de oraciones dadas.
- Localizan información detallada subrayando oraciones y completando una tabla.
- Sintetizan ideas centrales del texto.
- Demuestran valoración de la información obtenida expresando sus opiniones a través de oraciones simples.

GLOSARIO DEL TEXTO

dwindle = disminuir, menguar
 lumber industry = industria maderera
 wholesale = al por mayor
 forestry = silvicultura
 larch = alerce
 beech = haya
 thriving = próspero
 logging = corte y transporte de trozas

TAREAS SUGERIDAS

Pre-lectura

1. Llevar a la clase videos, diapositivas, fotografías o recortes (según sean los recursos de los estudiantes y del colegio), que ilustren distintas especies de árboles. Los estudiantes las observan y piensan en un tema que las pueda relacionar.
2. Copiar en la pizarra el título del texto. Hacen una “lluvia de ideas” con relación a su significado. Formulan hipótesis sobre la información que obtendrán a través de la lectura del texto. Explicar el significado del término *dwindle*.
3. Entregar las siguientes palabras claves: *controversy, forestry projects, clear-cut, development, environmentalists, research*. Los estudiantes trabajan en pares y buscan sus significados en el diccionario. Relacionan las definiciones con el título del texto.

TEXTO • CHILEAN NATIVE FOREST DWINDLE

Centuries old and thriving in one of the most remote spots on earth, the cool beech forest of Tierra del Fuego’s southern slopes have been barely touched by time- until now. Padlocked gates, wire fences and a newly built wide dirt track leading into the trees are signs that changes are taking place in these vast, far - flung woodlands. The forests are owned by the U.S. company Trillium corp., whose plans to exploit the ancient beech trees have become the latest battleground between the lumber industry and ecologists over Chile’s dwindling native forest. What makes this controversy different from Chile’s many environmental horror stories is that Trillium insists its project is different- that it will cull mature trees, not clear- cut them, and that its plan will “improve” the forest in a model of sustainable development.

Chile’s growing environmental movement is sceptical. “I look with great alarm at the growth of forestry activity in this country”, said Manuel Baquedano, director of the Political Ecology Institute in Santiago. Native forests have been

Lectura

- Los estudiantes dan una lectura rápida al primer y último párrafo y subrayan, además, los elementos cognados, con el propósito de validar la hipótesis temática.
- Entregar las siguientes ideas (6) y pedirles que los lean. Luego, lean párrafo por párrafo ubicando y relacionando cada idea con el párrafo que corresponda. Dar un tiempo pertinente y suspender la lectura para revisar los resultados cada dos párrafos.
 - *This Corporation's harvesting model is based on conservative growth assumptions.*
 - *A controversy between environmentalists and a private corporation has begun because of native forests commercial exploitation.*
 - *No mature native forests will be left in Chile if they continue current destruction.*
 - *The growth of forestry activity in Chile is alarming.*
 - *It is important to know how the ecosystem works before any harvesting project begins.*
 - *The future of native forests will depend on the actions of companies, if forests continue being in private hands.*

practically exhausted in central Chile from a commercial point of view. The frontier of exploitation has now moved much further south. Baquedano fears that exploitation of Tierra del Fuego's woodlands could one day leave the area like central Chile, where decades of logging and burning have reduced once vast stands of larch and red wood to isolated pockets.

With 80% of Chile's 17.5 million acres of native forests in private hands, much will depend on the actions of companies like Trillium. Trillium, based in Bellingham, Wash., plans to start this year logging and managing the some 740,000 acres of forest it owns on *Tierra del Fuego*, an island shared between Chile and Argentina. The woods are made up mainly of two species of beech known as *lenga* and *coigüe*.

Unlike most Chilean forestry projects, which involve wholesale cutting and burning without replanting, the lenga skin will be sustainable, Trillium officials said. "The forest is highly regenerative and so when you open it up and light

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- Leen el texto, nuevamente, y completan la siguiente tabla.

WHO	SAYS	WHAT
<i>Manuel Baquedano</i>		
		<i>The forest is highly regenerative.</i>
		<i>More research needs to be done.</i>
		<i>No one knows how the ecosystem works</i>

- Entregan las siguientes opiniones. Leen, nuevamente el texto y reconocen si éstas se refieren al Proyecto de Tala (A), o a la Defensa del Medio Ambiente (B).
 - *It's a sustainable model.*
 - *Their project is different.*
 - *They plan to exploit native forests.*
 - *They are sceptical.*
 - *The growth of forestry activity is alarming.*
 - *No mature native forest will be left, apart from that protected in National Parks.*

Post-lectura**A. Tareas de comprensión**

- Completan la siguiente tabla con información obtenida del texto.

NATIVE FORESTS	PRIVATE CORPORATION	ECOLOGISTS	CENTRAL BANK
<i>Location:</i>	<i>Name:</i>	<i>Opinion:</i>	<i>Report:</i>
	<i>Project:</i>		
<i>Species:</i>			
<i>Problem:</i>			

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Módulo **2** para: **Unidad 2**
Chilean Native Forest Dwindle

continuación

CONTENIDOS LINGÜÍSTICOS

FUNCIÓN(ES):

Exposición, comparación, ejemplificación.

MORFOSINTÁCTICOS Y ESTRUCTURALES:

Formas verbales compuestas: **have been + participio**

Superlativo: **the most _____; the _____ est**

unlike _____, the _____

Frasas relativas: **whose, which, where, when.**

FÓRMULAS Y PATRONES

a) **start + verbo + ing**

b) _____ **which** _____

c) _____ **take advantage of** _____

VOCABULARIO ELEMENTAL POR CLASE:

SUSTANTIVOS: **spot, slope, gate, fence, dirt, battleground, lumber, growth, timber, environmentalist, track, forestry, assumption, log.**

ADJETIVOS: **wide, sustainable, sceptical, tough.**

ADVERBIOS: **mainly, barely, highly.**

VERBOS: **lead, fear, manage, share, involve, burn, resemble, invest, hire, set up,**

Fuente de texto:
<http://forests.org/archive/samerica/cashchil.htm>
<http://www.contemporscribe.com/pacrim/trillium.htm>

2. Entregar la siguiente lista de ideas. Seleccionar aquellas que sean más relevantes, según la información del texto, con el propósito de hacer una síntesis de la información.
 - a) *Tierra del Fuego's southern slopes have been barely touched until now.*
 - b) *A U.S. company plans to exploit ancient beech trees in Chile.*
 - c) *The frontier of exploitation has now moved much further south.*
 - d) *Environmentalists are sceptical about the forestry exploitation project.*
 - e) *The woods are made mainly of two species of beech.*
 - f) *Ecologists say more research needs to be done.*
 - g) *Current exploitation will seriously dwindle mature native forest in Chile.*

B. Tareas de reforzamiento lingüístico

1. Vuelven a los párrafos 1, 2 y 5 y subrayar la forma *have been + participio*. Reconocen su función. Aclarar las dudas de los estudiantes a través de ejemplos. Luego, dan 3 ejemplos propios.

TEXTO • CHILEAN NATIVE FOREST DWINDLE

comes in, smaller trees will grow,” said Ron Packard, general manager of Trillium’s Chilean division. “It’s a sustainable model based on conservative growth assumptions.” Lenga, which can live more than 500 years, is valued for its deep pink wood, which closely resembles timber from the valuable North American cherry tree.

Ecologists say more research needs to be done into the forest’s fragile ecosystem before any management can begin. “No one knows how the ecosystem works. The real problem is no one worries about this before they start cutting. It’s like running in the dark”, said Bedrich Magas, a professor of electrical engineering at Magallanes University and local environmentalist in Punta Arenas, the regional capital.

Trillium, which has invested 15 million dollars studying lenga and has hired teams of scientists to help prepare the project, hopes its care in setting it up will pay- literally. Eager to take advantage of the growing fashionability and higher prices for “green-label” wood products, the company will apply for certification that the lenga has been logged under

2. Los estudiantes vuelven a los párrafos que se indica y completan las oraciones. Una vez resuelto el ejercicio, explicar la función que cumplen como antecedentes o marcadores en el paso de una oración simple a compleja.
 - Primer párrafo:
 - "whose" en la línea 13 se refiere a _____
 - "what" en la línea 19 se refiere a _____
 - Cuarto párrafo:
 - "which" en la línea 2 se refiere a _____
 - "when" en la línea 8 se refiere a _____
 - "which" en la línea 15 se refiere a _____
3. Entregar los siguientes verbos. Seleccionan aquellos que se relacionen con el concepto FORESTRY.
own, clear-cut, affect, exploit, grow, improve, exhaust, log, burn, cut, replant, resemble, regenerate.

tough environmental standards, officials said. A study from Chile Central Bank said that if current destruction continues there could be virtually no mature native forest left in Chile within 30 years, apart from that protected in national parks. Most seriously affected has been the central Sixth region where between 40 and 60 per cent of native forest has been cleared since 1994.



Evaluación

1. Los estudiantes crean un afiche en defensa de los bosques nativos, con un *slogan* en inglés de, al menos, 4 oraciones donde se utilicen los CMO vistos en el módulo. En el slogan se debe considerar alguno de los aspectos más relevantes que contenga la información dada en el texto.

Criterio de evaluación

Con su mensaje los estudiantes demuestran capacidad de síntesis, y valoración de la información a través de la expresión de sus opiniones.

2. Los estudiantes construyen una familia de palabras relacionadas con FOREST.

Criterio de evaluación

Escriben, al menos, 10 ítems léxicos relacionados con el concepto dado.

Sugerencias para el profesor o profesora: Motivar a los estudiantes para que visiten las páginas web vinculadas con el concepto FORESTRY, usando buscadores como Yahoo, Altavista u otros de su conocimiento.

DISTRIBUCIÓN TEMPORAL ESTIMADA

Pre-Lectura y 1ª actividad de Lectura = 1 hora

2ª, 3ª y 4ª actividad de Lectura = 1 hora

Post-Lectura = 1 hora

Evaluación: 1 hora

Módulo 3 para:	Unidad 2
Telephone Calls	
Total de palabras:	391
Vocabulario elemental:	15
Total de cognados:	35
Habilidad:	Comprensión auditiva
Tiempo estimado:	4 horas

APRENDIZAJES ESPERADOS

LOS ESTUDIANTES:

- Demuestran comprensión global: a) reconociendo el tema, b) ordenando, c) identificando el contenido y propósito de conversaciones telefónicas y las relaciones entre sus participantes, d) relacionando el contenido con situaciones.
- Participan en intercambios guiados en inglés para dar y solicitar información.
- Reconocen y reutilizan términos o expresiones claves.
- Aprecian la riqueza del lenguaje como medio de expresión de situaciones.

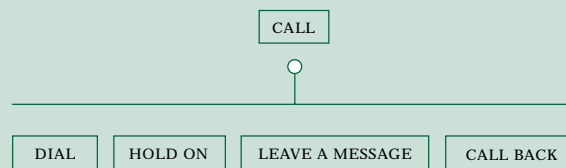
GLOSARIO DEL TEXTO

brochure = folleto
 appointment = cita
 a lift home = llevar a alguien a su casa ("hacer dedo")
 survey = estudio, investigación, medición.

TAREAS SUGERIDAS

Pre-audición

1. Llevar a sus estudiantes, a través de preguntas, a hacer una breve reflexión sobre los medios de comunicación. Por ejemplo: ¿Cuántos medios de comunicación conocen?, ¿Cuáles usan con mayor frecuencia?, ¿Cuál es el más efectivo o expedito?, etc. Registrar las respuestas en la pizarra.
2. Entregar las siguientes palabras claves. Los estudiantes las asocian con alguno de los medios de comunicación mencionados en la actividad anterior. Buscan su significado en el diccionario. Predicen el tipo de texto que escucharán posteriormente.



TEXTO • TELEPHONE CALLS

Conversation 1

- Pedro:** Hello. May I speak to Carolina, please?
Mrs. Lara: Carolina? Sorry, I think you've dialed the wrong number.
Pedro: Oh, sorry. I'll check the number.

Conversation 2

- Marian:** Hello. May I speak to Jorge Alvarez, please?
Mrs. Alvarez: Who's calling?
Marian: Marian, a classmate.
Mrs. Alvarez: Just a moment, please. Jorge, somebody is calling you.
Jorge: Who is it, Mum?
Mrs. Alvarez: Marian, your classmate.
Jorge: Thank you, Mum.

Audición

- Escuchan las tres primeras conversaciones y confirman sus predicciones.
- Escuchan, nuevamente, las tres primeras conversaciones, una a una y reconocen información general. Seleccionan la opción correcta:
Conversation 1: *Carolina is the caller: Yes / No*
Conversation 2: *Caller: Marian / Jorge*
Recipient: Jorge / Marian / Mum
Conversation 3: *Formal phone call / Informal phone call*
- Escuchan la cuarta conversación y reconocen la relación de los participantes y el propósito de la llamada. Seleccionan la respuesta. Repetir la audición cuantas veces sea necesario para realizar la tarea.
a) formal relationship / informal relationship
b) to ask for information / to give information
- Escuchan, una vez, la quinta conversación y reconocen si es una conversación formal o informal y quiénes son los participantes. Responden en inglés.

CONVERSATION 3

- PAULA (RECEPTIONIST):** *Hello, Sacha Ltd. Paula speaking; may I help you?*
- JUAN (CALLER):** *Yes, please. Can I speak to Pedro Jones in the Sales Department, please?*
- PAULA:** *Can I say who's calling?*
- JUAN:** *Juan Stuart of Osram Electronics.*
- PAULA:** *Hold on one moment, please.*
- JUAN:** *Thank you.*

- Repetir la audición de la 5ª conversación y reconocen el propósito de la llamada. Entregar las siguientes oraciones para que los estudiantes las completen. Hacer escuchar la conversación cuantas veces sea necesario.
a) The caller needs information about _____.
b) The caller's project is about _____.
c) The caller wants to talk to _____.
d) The person in charge _____ at the office.

IS • ADVERTISING • CARLOS WHITE • A PROJECT

Post-audición**A. Tareas de comprensión**

- Los estudiantes trabajan en grupos de cuatro. Entregar las tres primeras conversaciones en forma desordenada a distintos grupos y los estudiantes las ordenen en una secuencia lógica. Lo mismo con las conversaciones cuatro y cinco, en forma separada por ser de mayor extensión. Dar un tiempo prudente para realizar la tarea. Posteriormente, repetir la audición para revisar resultados.

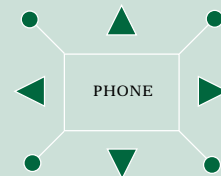
B. Tareas de reforzamiento lingüístico

- Entregar las siguientes expresiones. Los estudiantes buscan en las conversaciones la forma que complete la idea.
a) May I speak to _____, please?

b) Who's calling?

c) _____ speaking. May I help you?
d) I'd like to _____

- Los estudiantes localizan en las conversaciones todas las palabras relacionadas con el concepto PHONE. Comparten la información entre ellos para revisar la tarea.

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Módulo **3** para:
Telephone Calls

Unidad 2

continuación

CONTENIDOS LINGÜÍSTICOS

FUNCIÓN(ES):

Narración, descripción.

MORFOSINTÁCTICOS Y ESTRUCTURALES:

Formas verbales simples: Presente, Pasado.

Modal: should

FÓRMULAS Y PATRONES:

- May / Can / Could I speak to _____?
- I would like to speak / talk to somebody.
- Who's calling?
- _____ speaking.
- Hold on / Just a moment, please.
- May / Can I help you?

VOCABULARIO ELEMENTAL POR CLASE:

SUSTANTIVOS: brochure, appointment, luck, sale, kind, survey.

VERBOS: call back, explain, ring, try, speak, hear, get back, dial, hold on.

Evaluación

- Los estudiantes reconocen a qué conversación corresponden las siguientes afirmaciones.

CONVERSATION	INFORMATION
	A person is talking about a new boyfriend.
	A person dialed the wrong number.
	A person is trying to get some information about advertising.
	A person is trying to communicate with Sacha Ltd.
	A classmate is calling

Criterio de evaluación

Relacionan, al menos, 3 conversaciones con la información pertinente. Demuestran comprensión del propósito del mensaje.

- Cada uno de los estudiantes elige a un compañero o compañera con quien trabajar. Crean una conversación telefónica, en inglés, de cuatro a cinco intercambios. Deciden si será una conversación formal o informal, el propósito del mensaje, etc. Promover el uso de las fórmulas y patrones vistos

TEXTO • TELEPHONE CALLS

Conversation 4

- Lisa:** Hello, Mary. I'm calling because I heard you've got a new boyfriend. Where did you meet him?
- Mary:** In the street.
- Lisa:** In the street! What were you doing?
- Mary:** You see, he interviewed me. He wanted to know all about how I travelled to school.
- Lisa:** What did he ask you?
- Mary:** First, he asked me where I lived. Then, how I travelled to school.
- Lisa:** It sounds as if he was doing a traffic survey.
- Mary:** Of course he was.
- Lisa:** What else?
- Mary:** He asked me if I used public transport, you know.
- Lisa:** Go on!
- Mary:** Then, he asked me if I wanted a lift home. Well, that's how I met him.
- Lisa:** Oh, I see. How lucky you are!

en el módulo. Finalmente, dramatizan su conversación frente al curso.

Criterio de evaluación

Preparan y exponen intercambios orales de acuerdo a modelos vistos en la clase.

Tarea de seguimiento fuera de la clase

1. Promover entre sus estudiantes la idea de comunicarse en inglés a través del teléfono. En caso de no tener teléfono, realizar la actividad como una conversación después de la clase.
2. Sugerirles que ilustren las conversaciones telefónicas usando un software dibujador o imágenes prediseñadas.

Conversation 5

- Angela (Receptionist):** Hello, this is Sacha Ltd. Angela speaking. May I help you?
- Marcela:** I'd like to speak to someone in the Publicity Department, please.
- Angela:** I think they've all gone home. Can I take a message?
- Marcela:** I'd like to get some information about different kinds of advertising. I'd like to have some publicity material about *Sacha Ltd*, but I'd also like to talk to someone about the firm.
- Angela:** Ah, I see. You should talk to Carlos White. Can you call back tomorrow?
- Marcela:** I'm afraid I can't.
- Angela:** Well, why don't you write him a letter explaining what you want. I'm sure he'll send you some brochures and perhaps you can make an appointment to see him afterwards.
- Marcela:** That's a good idea. Thank you. You've been very helpful.
- Angela:** Don't mention it. Good bye and good luck with your project.
- Marcela:** Thank you. Good bye.

DISTRIBUCIÓN TEMPORAL ESTIMADA

Pre-audición y 1ª actividad de Audición = 1 hora

2ª, 3ª, 4ª y 5ª actividad de Audición = 1 hora

Post-audición = 1 hora

Evaluación = 1 hora

Módulo 4 para:	Unidad 2
Notes on Renaissance	
Total de palabras:	739
Vocabulario elemental:	51
Total de cognados:	136
Habilidad:	Comprensión lectora
Tiempo estimado:	5 horas

APRENDIZAJES ESPERADOS

LOS ESTUDIANTES:

- **Identifican información relevante.**
- **Demuestran comprensión clasificando la información pertinente.**
- **Relacionan información referente a espacio-tiempo, condición-resultado.**
- **Comparan dos periodos históricos rellenando una tabla con el propósito de extraer conclusiones.**
- **Producen textos breves para responder a tareas de síntesis de la información.**

GLOSARIO DEL TEXTO

delicacies = bocados exquisitos
 tradespeople = comerciantes
 populace = público en general, las masas, gente común.

TAREAS SUGERIDAS

Pre-lectura

1. Escribir en la pizarra BIRTH + RE. Los estudiantes traducen y hacen una “lluvia de ideas” con relación a su significado.
2. Llevar a la clase un mapa de Europa y escribir en la pizarra: Renaissance (14th-17th centuries). Formular preguntas para verificar el conocimiento previo de los alumnos sobre el tema: ¿Qué saben acerca de su significado, características, influencia en economía, educación, artes?, etc.
3. Entregar las siguientes oraciones. Las leen y deducen el significado de las palabras subrayadas. Predicen el contenido informativo del texto.

It means literally rebirth. It began in Italy and spread to the rest of Europe.

Fortunes of tradespeople improved, so they had enough money to meet their basic needs for food, clothing, and shelter.

The secular, humanist idea held that Church should not rule civic matters, but should guide spiritual matters.

TEXTO • NOTES ON THE RENAISSANCE

The Renaissance is the period of European history that saw a renewed interest in the arts. The Renaissance began in the 14th-century in Italy and spread to the rest of Europe in the 16th and 17th centuries. In this period, the fragmented feudal society of the Middle Ages, with its agricultural economy and church-dominated intellectual and cultural life, was transformed into a society increasingly dominated by central political institutions, with an urban, commercial economy and lay patronage of education, the arts, and music.

The term renaissance, meaning literally “rebirth”, was first employed in 1855 by the French historian Jules Michelet to refer to the “discovery of the world and of man” in the 16th century.

(Enciclopedia ENCARTA 97)

The New Middle Class

As the fortunes of merchants, bankers, and tradespeople improved, they had more than enough money to meet their basic needs for food, clothing, and shelter. They began to desire larger, more luxurious homes, fine art for these residences, sumptuous clothing to show off their wealth in public, and exotic delicacies to eat. These desires of the middle class stimulated economy.

Lectura

1. Entregar el texto. Los estudiantes seleccionan un párrafo y subrayan todos los elementos cognados que encuentren. Comparten resultados y confirman sus predicciones.
2. Entregar el texto. Leen el párrafo en negrita (ENCARTA). Subrayan el lugar donde comenzó y siglos que cubrió este periodo y los efectos o cambios que produjo.
3. Leen el texto "The New Middle Class", reconocen los cambios económicos y sus efectos en: alimentación, vestuario, vivienda, educación y entretenimiento. Completan una tabla.

NEW MIDDLE CLASS

FOOD	CLOTHING	HOUSING	EDUCATION	ENTERTAINMENT

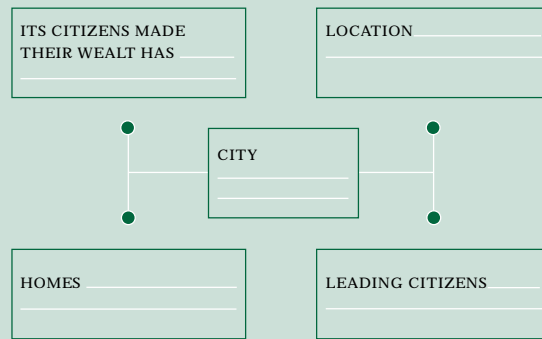
The middle-class population also had leisure time to spend on education and entertainment. In fact, education was essential for many middle-class professions. Bankers and accountants needed to understand arithmetic. Those tradings with other countries needed a knowledge of foreign currencies and languages. Reading was essential for anyone who needed to understand a contract. In their leisure time, middle-class men and women enjoyed such pastimes as reading for pleasure, learning to play musical instruments, and studying a variety of topics unrelated to their businesses.

The Resurgence of the City

Many Italian coastal cities became centers for trade and commerce, and for the wealth and education that ensued. One of the cities that exemplified these new trends was Florence. Unlike several other important cities of Italy that had noble families as their most prominent citizens (Mantua and Ferrara, for example), the leading citizens of Florence, the Medici family, made their wealth as business people. In all respects the Medicis had the appearance of nobility. They lived in beautiful homes, employed great artists, and engaged in intellectual pursuits for both business and pleasure.

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4. Leen el texto "The Resurgence of the City" y reconocen la ciudad italiana que ejemplifica las nuevas tendencias económicas resultantes de este período. Escriben características completando la figura. Completan las oraciones de acuerdo al texto.

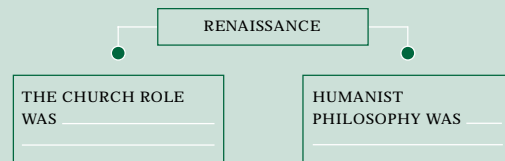


5. Leen el texto "The demand for books grows." Comparan el uso de los libros en la Edad Media y Renacimiento y las consecuencias que tuvo la demanda de libros en este último período. Completan la siguiente tabla con la información.

BOOKS

MIDDLE AGES	RENAISSANCE	CONSEQUENCES OF THE DEMAND FOR BOOKS

6. Leen los dos últimos párrafos, reconocen los orígenes de la Filosofía Humanista y describen el rol de la Iglesia en este período. Completan la siguiente figura:



continúa en la siguiente página

Módulo **4** para: **Unidad 2**
Notes on Renaissance

continuación

CONTENIDOS LINGÜÍSTICOS

FUNCIÓN(ES):

Narración, descripción, ejemplificación, comparación.

MORFOSINTÁCTICOS Y ESTRUCTURALES:

Voz pasiva: pasado

Modales: should/should not

Comparación: as _____; more _____

Frases relativas

VOCABULARIO ELEMENTAL POR CLASE:

SUSTANTIVOS: rebirth, discovery (discoveries), merchant, banker, citizen, shelter, wealth, desire, entertainment, accountant, knowledge, currency (currencies), pastime, trend, nobility (nobilities), clergy, owner, printing, teaching, reward, writing, belief, matter, issue, concern, deeds.

ADJETIVOS: renewed, foreign, leading, reasonable, coastal, well-rounded, lay.

ADVERBIOS: increasingly, enough, several, nearly.

VERBOS: spread, improve, desire, show off, ensue, employ, engage, afford, flourish, return, lie, disdain, rule, enable, thrive, seek (sought).

Post-lectura

A. Tareas de comprensión

1. Los estudiantes escriben 5 oraciones en inglés con el propósito de hacer un breve resumen sobre el Renacimiento, considerando la información relacionada con los conceptos de economía, clase media, educación, Iglesia, humanismo.

B. Tareas de reforzamiento lingüístico

1. Los estudiantes vuelven a los textos "The New Middle Class" y "The Demand for Books Grows" y subrayan las formas que expresan comparación.
2. Dibujar en la pizarra 3 columnas y escribir en la 2ª columna todas las palabras terminadas en *-ing* (9). Los estudiantes las ubican en el texto y escriben en las columnas restantes las palabras que estén antes y después de la forma *-ing*. Finalmente, discriminan su función (verbo, sustantivo, adjetivo.)

TEXTO • NOTES ON THE RENAISSANCE

The Demand for Books Grows

In the Middle Ages, books had been costly and education rare; only the clergy had been regular readers and owners of books. Most books had been written in Latin, considered the language of scholarship. In the Renaissance, the educated middle classes, who could now afford books, demanded works in their own languages. Furthermore, readers wanted a greater variety of books. Almanacs, travel books, chivalry romances, and poetry were all published at this time. Simultaneously, a means of printing music was also invented, making music available at a reasonable cost. As the demand for books grew, the book trade began to flourish throughout Europe, and industries related to it, such as papermaking, thrived as well. The result of all of this was a more literate populace and a stronger economy.

Humanism Emerges

Books also helped to spread awareness of a new philosophy that emerged when Renaissance scholars known as humanists returned to the works of ancient writers. Previously, during the Middle Ages, scholars had been guided by the teachings of the church, and people had concerned themselves with actions leading to heavenly rewards. The writings of ancient, pagan Greece and Rome, called the "classics", had been greatly ignored.

3. Completan las siguientes oraciones:

Renaissance _____ *in the 14th century.*
 _____ *to the rest of Europe.*
 _____ *society.*
 _____ *literally "rebirth".*

MEANS • BEGAN • TRANSFORMED • SPREAD

Evaluación

1. Los estudiantes extraen la información del texto para:
 - a) Identificar las causas que cambiaron el estilo de vida de la clase media y sus consecuencias.
 - b) Identificar el origen de la Filosofía Humanista.

Criterio de evaluación

Demuestran comprensión de ideas relevantes identificando información pertinente.

2. Escriben 6 oraciones breves, en inglés, que contengan los CMO vistos en el módulo para sintetizar y reportar las ideas de la actividad anterior.

Criterio de evaluación

Producen textos breves coherentes y demuestran capacidad de síntesis.

To study the classics, humanists learned to read Greek and ancient Latin, and they sought out manuscripts that had lain undisturbed for nearly 2,000 years.

The humanists rediscovered writings on scientific matters, government, rhetoric, philosophy, and art. They were influenced by the knowledge of these ancient civilizations and by the emphasis placed on man, his intellect, and his life on Earth.

The Humanist Philosophy

The new interest in secular life led to beliefs about education and society that came from Greece and Rome. The secular, humanist idea held that the church should not rule civic matters, but should guide only spiritual matters. The church disdained the accumulation of wealth and worldly goods, supported a strong but limited education, and believed that moral and ethical behavior was dictated by scripture. Humanists, however, believed that wealth enabled them to do fine, noble deeds, that good citizens needed a good, well-rounded education (such as that advocated by the Greeks and Romans), and that moral and ethical issues were related more to secular society than to spiritual concerns.

www.mi.cnr.it/WOI/tidbits/Lit3.htm/

<http://library.thinkquest.org/2834/gather/renais.htm>

Sugerencias para el profesor o profesora: Relacionar la información obtenida en este módulo con el momento histórico chileno e incorporar pintura chilena. Promover visitas a Museos o Casas de la Cultura, visitas a páginas web. Integrar a los profesores y profesoras de Artes Visuales. (Interdisciplinariedad)

DISTRIBUCIÓN TEMPORAL ESTIMADA

Pre-lectura y 1ª actividad de Lectura = 1 hora

2ª, 3ª y 4ª actividad de Lectura = 1 hora

5ª y 6ª actividad de Lectura = 1 hora

Post-lectura = 1 hora

Evaluación = 1 hora

Módulo 5 para:	Unidad 2
I Have a Dream: Marthin Luther King	
Total de palabras:	736
Vocabulario elemental:	41
Total de cognados:	77
Habilidad:	Comprensión Lectora
Tiempo estimado:	6 horas

APRENDIZAJES ESPERADOS

LOS ESTUDIANTES:

- Reconocen características del texto a través de indicios contextuales.
- Comprenden propósito del mensaje reconociendo oraciones que contengan la información pertinente.
- Infieren información y extraen conclusiones.
- Relacionan contenido informativo con otras disciplinas del currículo.
- Reconocen recursos literarios para comprender propósito comunicativo.

GLOSARIO DEL TEXTO

batter = estropear a golpes, demoler, golpear
 stagger = tambalear, causar vértigo, asustar
 wallow = revolcarse
 swelter = sofocar, abrasarse
 hew out = arrancar, desbastar, extraer
 thee = antigua palabra de uso poético o religioso equivalente a you
 hamlet = pequeña aldea
 unearned = inmerecido
 molehill = montículo

Fuente del texto: *United States Information Agency. 1989*

TAREAS SUGERIDAS

Pre-lectura

1. Llevar a la clase alguna ayuda visual que muestre la figura de Marthin Luther King. Formular preguntas que orienten a ubicar su figura en el tiempo y lugar. Usar los datos que se dan como referencia. Esta actividad ayuda a contextualizar el discurso que leerán los estudiantes y también a conocer el grado de conocimiento previo con relación al tema. ¿Quién es el personaje?, ¿lugar y fecha de nacimiento?, ¿raza?, ¿ocupación?, etc.
2. Los estudiantes mencionan otros líderes afroamericanos como M. L. King y reflexionan acerca de sus ideales. Hacen una “lluvia de ideas”. Registrar las ideas en la pizarra.
3. Escribir el título del texto en la pizarra: “*I have a dream...*”. Luego, entregar los siguientes conceptos: *education, poverty, racism, rights, freedom*. Los estudiantes hacen una “lluvia de ideas” para expresar sus sueños con relación a los conceptos dados. Trabajan en castellano o inglés, dependiendo del nivel del curso. Predicen el mensaje del discurso.

TEXTO • I HAVE A DREAM MARTIN LUTHER KING, JR. (EXCERPT)

... I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident: that all men are created equal.”

Lectura

- Entregar el texto y pedirles que observen su diagramación. Luego, seleccionan la alternativa que corresponda al tipo de texto:
 - It is a narrative*
 - It is an article.*
 - It is a speech.*
- Leen los párrafos uno, dos y tres. Subrayan aquello que les indica que el texto es un discurso. Verificar predicciones. Comparten resultados.
- Leen los párrafos tres al siete, subrayando la primera oración de cada uno para reconocer en qué persona está escrito el discurso y a quién está dirigido el mensaje. Comparten entre ellos la información. Verifique resultados para medir progreso de los estudiantes.
- Leen los párrafos ocho, nueve y diez (hasta... *we will be free one day.*) Subrayan las oraciones que contengan el propósito del mensaje. Comparten entre ellos los resultados. Registrar el grado de comprensión de los estudiantes.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low. The rough places will be made plain and the crooked places

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- Leen los últimos párrafos y subrayan todas las oraciones que contengan la forma "*Let freedom ring from...*" con el propósito de inferir su significado. Explican brevemente, usando castellano si es necesario.
- Leen el último párrafo y reconocen la expresión que interpreta el sueño de M. L. King hecho realidad.

Post-lectura**A. Tareas de comprensión**

- Vuelven a los tres primeros párrafos y extraen, al menos, tres características de las personas a quienes va dirigido el mensaje del texto.
- Vuelven a los párrafos 8, 9 y 10. Leen las afirmaciones y las clasifican en "*dreams*" o "*expectations*", según M. L. King. Luego, trabajan en grupos y deciden, según sus reflexiones, cuáles creen que se han cumplido y cuáles siguen siendo sueños. (En la segunda parte de esta actividad no existen respuestas correctas o erróneas. Todas son válidas.)
 - We will be able to pray together.* _____
 - We will be able to join hands with little white children.* _____
 - We will be able to hew out of the mountain of despair a stone of hope.* _____
 - The crooked places will be made straight.* _____
 - We will be free one day.* _____
 - We will be able to walk together as sisters and brothers.* _____
- Los estudiantes dicen en qué otra disciplina del currículum (en qué otra clase) han trabajado textos similares al de este módulo. Pregunte: ¿Ciencias?, ¿Filosofía?, ¿Historia?, ¿Literatura? Luego, explicar que Martin Luther King utilizó en su discurso recursos literarios tales como: repetición, contraste, metáfora y acotaciones bíblicas. Dar una breve explicación de cada uno a través de ejemplos.

Repetition: *Let freedom ring..*

Contrast: *The sons of former slaves and the sons of former slaveowners will be able to sit down together at the same table of brotherhood.*

Metaphor: *...a state sweltering with the heat of oppression*

Religious quotations: *"Every valley shall be exalted"*
- Entregar las siguientes oraciones: *I have a dream....., with this faith we....., let freedom ring from...* Luego, los estudiantes vuelven al texto e indican los párrafos donde se encuentran. Subrayan y seleccionan aquellas ideas de mayor fuerza. Finalmente, completan las oraciones, con ideas propias.

continúa en la siguiente página

Módulo **5** para: **Unidad 2**
I Have a Dream: Marthin Luther King

continuación

CONTENIDOS LINGÜÍSTICOS

FUNCIÓN(ES):

Ejemplificación, comparación, persuasión.

MORFOSINTÁCTICOS Y ESTRUCTURALES:

Voz pasiva: futuro

FORMAS Y PATRONES:

Let + sustantivo + verbo

Will be able + infinitivo

VOCABULARIO ELEMENTAL POR CLASE:

SUSTANTIVOS: trial, jail cell, quest, freedom, faith, slum, ghetto, creed, truth, slave, slaveowner, skin, lip, flesh, hope, discord, hilltop, peak.

VERBOS: go back, root, rise up, live out, hold, judge, join, exalt, drip, pray, struggle, stand up, ring, speed up.

ADJETIVOS: self-evident, former, rough, straight, plain, crooked, mighty, almighty.

ADVERBIO: deeply.

Nota al profesor o profesora: Martin Luther King, Jr (1929- 1968) was ordained a Baptist minister at the age of eighteen. He first came to national prominence eight years later when he organized a boycott of the bus system by the black citizens of Montgomery, Alabama. King's crusade of non violent resistance helped lead the way to the Civil Rights Act of 1964 and the Voting Rights Act of 1965. His work also earned him the Nobel Prize for Peace in 1964. Often the target of violence King was assassinated at the age of thirty-nine.

Dr. King addressed thousands of demonstrators at the Lincoln Memorial during the March on Washington, D. C., August 28, 1963.

B. Reforzamiento lingüístico

1. Vuelven a los párrafos dos al diez y subrayan la forma *will be +* la palabra que le sucede. Las escriben y reconocen la característica que tienen en común. Dar una breve explicación de su uso y pedirles que den, al menos, dos ejemplos propios.
2. Usando los mismos párrafos de la actividad anterior, los estudiantes subrayan la forma *will be able to +* la palabra que le sucede. Reconocen qué tienen en común y dan, al menos, dos ejemplos propios. Aclarar dudas con relación al uso de la forma.
3. Entregar la siguiente lista de palabras. Los estudiantes discriminan el sentido positivo (+) o negativo (-) de las palabras. Luego comparan resultados y fundamentan sus respuestas brevemente en castellano.

trials	()	tribulations	()
persecution	()	brutality	()
faith	()	despair	()
difficulties	()	frustrations	()
dreams	()	equality	()
justice	()	oppression	()

TEXTO • I HAVE A DREAM MARTIN LUTHER KING, JR. (EXCERPT)

will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

“This will be the day when all of God’s children will be able to sing with new meaning

My country, tis of thee.

Sweet land of liberty,

Of thee I sing:

Land where my fathers died.

Land of the pilgrims’ pride.

From every mountain-side

Let freedom ring.

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of new Hampshire. Let freedom ring from the

hope	()	discords	()
pride	()	jail	()
injustice	()	truth	()
freedom	()	brotherhood	()

Evaluación

1. Leen los párrafos 2 y 3 y reconocen cuál de ellos contiene estructuras morfosintácticas que indiquen que es un discurso y las subrayan.

Criterio de evaluación

(Reconocen oraciones en 1ª persona singular, oración "I say to you", y forma "go back to...")

2. Entregar un listado de oraciones. Los estudiantes seleccionan aquellas que mejor describan el sueño de Marthin Luther King.
 - *His nation will rise up and live out the true meaning of equality.*
 - *Every valley should be exalted, every mountain should be made low.*
 - *Etc.*

mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous peaks of California!

But not only that: let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual. "Free at last! free at last! Thank God almighty, we are free at last!"

Criterio de evaluación

Reconocen las oraciones que expresen ideas de igualdad y justicia.

3. Dividir la clase en 4 grupos y entregar a cada uno una oración. Los estudiantes reflexionan en torno a su significado y posteriormente, escriben un breve comentario. Pueden usar castellano si es necesario.

Oraciones sugeridas:

- a) *"I have a dream that one day we will be able to sit down together at the same table of brotherhood."*
- b) *"We hold these truths to be self-evident: that all men are created equal."*
- c) *"I have a dream that they will not be judged by the color of their skin but by the content of their character."*
- d) *"Black men and White men, Jews and Gentiles, Protestants and Catholics will be able to join hands."*

Criterio de evaluación

Demuestran habilidad para inferir información.

Tarea de seguimiento fuera de la clase

1. Los estudiantes preparan un *dossier* que reúna diferentes textos relacionados con el tema tratado en el módulo. Reportan resultados al profesor o profesora de Historia y Geografía. (Interdisciplinariedad)

Se sugiere los siguientes temas:

- Abolición de la esclavitud en Estados Unidos.
- Igualdad de derechos para grupos étnicos minoritarios.
- Biografías de Martin Luther King, Abraham Lincoln y Nelson Mandela.
- Canciones, películas, cuentos, novelas, etc. alusivos al tema de la esclavitud / libertad.

DISTRIBUCIÓN TEMPORAL ESTIMADA

Pre-Lectura y 1ª actividad de Lectura = 1 hora

2ª, 3ª y 4ª actividad de Lectura = 1 hora

5ª y 6ª actividad de Lectura, 1ª actividad de Tareas de comprensión = 1 hora

2ª, 3ª y 4ª Tareas de comprensión = 1 hora

Tareas de reforzamiento lingüístico = 1 hora

Módulo 6 para:	Unidad 2
Dangers of Genetically Engineered Foods	
Total de palabras:	862
Vocabulario elemental:	48
Total de cognados:	207
Habilidad:	Comprensión Lectora
Tiempo estimado:	6 horas

APRENDIZAJES ESPERADOS

LOS ESTUDIANTES:

- **Identifican información relevante subrayando las oraciones que la contengan.**
- **Demuestran comprensión del mensaje del texto diferenciando entre hechos y opiniones.**
- **Sintetizan la información obtenida a través de la lectura.**
- **Valoran la información obtenida a través de la lectura y establecen relaciones con situaciones de la vida real.**

GLOSARIO DEL TEXTO

breeding = crianza, reproducción, cultivo
 blueprint = patrón genético
 cross-species = cruzamiento de especies
 guinea pig = conejillo de Indias
 host = (biol.) anfitrión, organismo que hospeda a un parásito.

TAREAS SUGERIDAS

Pre-lectura

1. Previa a la clase, solicitar a los alumnos y alumnas buscar información relacionada con la manipulación de plantas y/o animales para mejorar la producción.
2. Llevar a la clase algún recurso visual que muestre distintos tipos de carnes, verduras y frutas con sus correspondientes nombres en inglés (*Pictionary*). Preguntar si estos alimentos llegan al consumidor en su estado natural, o han sufrido algunas alteraciones o si han sido procesados para preservarlos. Registrar las respuestas más frecuentes.
3. Entregar el siguiente esquema. Los estudiantes deducen el significado de las palabras claves dadas en negrita. Luego, predicen el contenido informativo del texto.

Genetic engineering modifies **natural blueprint** of organisms. **Modified natural blueprint** causes **new diseases and weaknesses** in human beings.

TEXTO • DANGERS OF GENETICALLY ENGINEERED FOODS

Genetically engineered foods containing pig, fish, insect, virus, and bacterial genes are appearing on supermarket shelves in countries overseas, beginning with tomatoes, corn (maize), soya products, milk products, yeast, and oils, later extending to replace hundreds of traditional varieties of fruit and vegetables. The USA and UK governments are permitting their sale without warning the public, despite the fact that genetically engineered products will permanently damage peoples' health. Here's how:

What is genetic engineering?

Genes are the blueprints for every part of an organism. Genetic modification is the process of artificially transferring the information specific to one type of organism into another, for example from a fish into a tomato. Genetic engineering is not cross-pollination or 'breeding', it is gene (DNA) manipulation.

Unpredictable mutation of genetic blueprint of life causing new diseases and weaknesses

Given the huge complexity of genetic coding, even in very simple organisms such as bacteria, no one can possibly predict the effects of introducing new genes to any organism or plant, nor the extent of health-damaging effects on any person who eats it. This happens because:

- the transposed gene will react differently working within its new host
- the original genetic intelligence of the host will be disrupted
- the genes of the host and the transposed gene combined together will have unpredictable effects

Lectura

1. Observan la diagramación, tipografía y organización del texto con el propósito de reconocer a qué tipo de texto corresponde y señalar cuál es el propósito de estos tipos de textos.
2. Leen el primer párrafo completo y los subtítulos siguientes y verifican o confirman su predicción.
3. Desde el segundo al penúltimo párrafo, asignar, sólo para esta actividad, un número o letra que los identifique. Luego, dividir el curso en 8. Asignar un párrafo a cada grupo. Los estudiantes subrayan la oración que contenga la información más relevante. Posteriormente, la escriben en un papelógrafo y la presentan al resto de la clase.
4. Los grupos vuelven al texto asignado y reconocen aquellas oraciones que contengan los argumentos dados por las compañías para defender sus experiencias de ingeniería genética.

Unnatural gene transfers from one species to another are dangerous

Biotech companies falsely claim that their manipulations are similar to natural genetic changes. However the cross-species transfers that are being made, such as between pigs and plants, or fish and tomatoes, would never happen in nature and may allow diseases and weaknesses to cross species, with effects as disastrous as those seen in BSE — mad cow disease. The guinea pig in this risky experiment is the general public.

Health-damaging effects caused by genetic engineering will continue forever

Biotech companies claim their methods are precise and sophisticated. In fact there is a random element to their experimental gene insertion methods. Side effects and accidents are inevitable and the risks have been scientifically assessed as unlimited. Unlike chemical or nuclear contamination, gene pollution cannot be cleaned up. Toxic effects of genetic mistakes will be passed on to all future generations of a species.

Genetically engineered products carry more risks than traditional foods

Biotech companies say that the risks of new genetically engineered foods are similar to risks posed by all foods, but experience has shown that the process of genetic engineering is introducing dangerous new allergens and toxins into foods that were previously naturally safe.

Catastrophic collapse of human physiological balance

Genetically engineered tryptophan killed 37 and permanently disabled 1500 people: inevitably toxic effects will result from other new foods. Genetic research shows that many diseases have their

continúa en la siguiente página

Post-lectura**A. Tareas de comprensión**

1. Vuelven a los párrafos 4 y 10 y reconocen las oraciones que contengan información relacionada con la posición de los defensores de los alimentos naturales en contraposición a los argumentos de las compañías. Revisan entre ellos la tarea.
2. Los estudiantes asumen el rol de consumidor y explican la importancia de la rotulación en los productos transgénicos que están en el mercado. Usan castellano si es necesario.

B. Tareas de reforzamiento lingüístico

1. Localizan las siguientes palabras en los párrafos que se indica en el paréntesis:
Despite (1); *however* (4); *unlike* (05); *but* (6). Leen la oración que las contenga y deducen su función. Aclarar las dudas a través de ejemplos. Finalmente, dan un ejemplo propio con cada forma.
2. Vuelven al texto y subrayan las oraciones con *will* + verbo, *should* + verbo, *would* + verbo. Las escriben y clasifican en tres columnas. Poner un + a las positivas y un - a las negativas, de acuerdo al contexto de uso.
3. Seleccionan la forma verbal que mejor complete el sentido de las siguientes oraciones:
 - a) The natural genetic intelligence of food built up over millions of years

 - b) Almost every food we eat
_____ within a few years.
 - c) Toxic effects of genetic mistakes
_____ to all future generations of species.
 - d) Gene pollution

 - e) Cross-species transfers that
_____ would never happen in nature.

- | | |
|-------------------------|----------------------|
| 1. WILL BE ALTERED | 5. IS BEING CHANGED |
| 2. ARE BEING MADE | 6. WILL BE PASSED ON |
| 3. CANNOT BE CLEANED UP | 7. WILL BE DISRUPTED |
| 4. HAVE BEEN ASSESSED | |

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Módulo **6** para: **Unidad 2**
Dangers of Genetically Engineered Foods

continuación

CONTENIDOS LINGÜÍSTICOS

FUNCIÓN(ES):

Exposición, ejemplificación, persuasión.

MORFOSINTÁCTICOS Y ESTRUCTURALES:

Presente continuo

Voz pasiva compuesta

Elementos marcadores de ejemplificación, de comparación y contraste:

a) such as

b) however

c) despite

d) unlike

e) whilst

VOCABULARIO ELEMENTAL POR CLASE:

SUSTANTIVOS: shelf, yeast, sale, host, disease, weakness, risk, mistake, balance, mankind, right, issue, patent, seed, chain, supply, shortage, threat, counterpart.

ADJETIVOS: huge, health-damaging, unpredictable, disastrous, risky, random, tiny, disabled.

ADVERBIOS: scientifically, genetically, inevitably, suddenly, honestly, totally, already.

VERBOS: claim, allow, clean up, upset, threaten, label, trace, displace.

PREPOSICIONES: without, within, through.

CONJUNCIÓNES: nor, whilst.

- Los estudiantes buscan en el diccionario la palabra **SCIENTIFIC** y descubren alguna forma derivada. Luego, explicar brevemente la formación de derivados usando los sufijos *-a/ly -ly*. Posteriormente, formar 5 grupos y asignarles una parte del texto. Subrayan las palabras terminadas en *-al* y *-ly* y describen su función. Explicar brevemente para aclarar dudas. Finalmente escribir en la pizarra 2 columnas encabezadas con las palabras **ADJECTIVE - ADVERB**. Un representante de cada grupo escribe en la columna correspondiente las palabras que han subrayado.

Evaluación

- Los estudiantes leen el título del último párrafo y subrayan las palabras que consideren claves y que les ayuden a predecir el contenido de la información.

Criterio de evaluación

Deben reconocer las palabras **ISSUES** y **ETHICAL**.

TEXTO • **DANGERS OF GENETICALLY ENGINEERED FOODS**

origin in tiny imperfections in genetic coding. Tinkering with the genetic code in any way will upset the delicate balance between our physiology and the food we eat. The genetic structure of plants has been nourishing mankind for millennia; to suddenly change almost all foods through irreversible genetic engineering is highly dangerous and threatens life.

Genetically engineered foods are being introduced overseas without labelling

Biotech companies assert that no labelling is required by falsely claiming that there is no material difference between genetic foods and their traditional natural counterparts. In fact, the natural genetic intelligence of foods built up over millions of years is being changed. Governments are siding with biotech companies and ignoring the rights of consumers to know. Without labelling, the causes of new diseases will be very difficult to trace. Whilst all foods should be honestly labelled, genetically engineered foods should be totally banned to protect life.

Damage to the environment

After introduction in plants, bacteria, insects, or animals, new genetic information will cross into other related life forms through processes such as cross pollination or displace existing species from the ecosystem with disastrous effects as already noted with the genetic *Klebsiella*.

2. Subrayan en el último párrafo la oración que mejor se refiera al pensamiento de las Biotech Companies con relación a los problemas éticos.

Criterio de evaluación

Reconocen, al menos, que las compañías aseguran que no hay problemas éticos.

3. Completan las oraciones con la palabras que corresponda.

ETHICS / ETHICAL

- a) _____ *issues affect religious groups.*
b) _____ *is a moral belief.*

EXPERIMENTS / EXPERIMENTAL

- a) *Dangerous _____ are being introduced.*
b) *They are introducing _____ genetically engineered products.*

Criterio de evaluación

Los estudiantes deben, al menos, usar correctamente los adjetivos.

4. Hacen un poster con advertencias, escritas en inglés, sobre los efectos nocivos de los alimentos transgénicos dirigido a los consumidores.

Criterio de evaluación

Usan, al menos, 15 ítemes léxicos y los elementos marcadores *such as, despite*, vistos en el módulo. Demuestran interés por el tema y valoración de la información adquirida a través de su mensaje.

Tareas de seguimiento en clases

1. Escriben un rótulo en inglés, para un alimento, seleccionado por ellos mismos, en el que se adviertan los efectos nocivos de la manipulación genética.

Tareas de seguimiento fuera de la clase

Buscan información:

- Organizar una salida a terreno (supermercado, biblioteca, etc.) donde los estudiantes puedan obtener información de alimentos transgénicos que existen en el mercado.
- En los colegios que tengan la posibilidad de trabajar con internet, los profesores y profesoras pueden promover su uso para obtener mayor información sobre el tema. Se sugieren las siguientes direcciones:
www.truefoodnow.org
www.yahoo.com/fc/science/genetically-modifiedfood
- Entregan informe precisando cuáles son los alimentos transgénicos de más alto consumo.

Ethical issues affecting vegetarians, religious groups, and animal rights campaigners

Biotech companies claim that animal and plant DNA are similar and there is no ethical issue when transferring animal DNA molecules to plants. However, underlying the genetic methods are animal experiments where genetic information unique to animals, is transferred to plants.

Global threat to humanity's food supply

Giant trans-national biotech companies already control large segments of the world's food supply including food patents, seed companies, and other aspects of the food chain. They are introducing experimental, untested, genetically engineered products in a dangerous global experiment. If the intentions of the industry come to fruition, almost every food we eat will be altered within a few years. This radical change in humanity's food supply will result in many unanticipated irreversible problems including serious food shortages and wide-scale health threats.

You Can Help

Copy this page and send it to friends, neighbours, family, influential people and groups.

For solutions read: *Genetic Engineering: The Hazards; Vedic Engineering: The Solutions* by Prof. John Fagan, Ph.D. — and award-winning geneticist who renounced government grants and began new research in the field of consciousness (ISBN 0-923569-18-9). Available from Ambrosia South Africa Books tel (012) 321 5443, fax (012) 326 8840. E-mail: ambrosia@mweb.co.za

DISTRIBUCIÓN TEMPORAL ESTIMADA

Pre-Lectura y 1ª actividad de Lectura = 1 hora
2ª, 3ª y 4ª actividad de Lectura = 1 hora
Post-lectura/Tareas de comprensión = 1 hora
Post-lectura/Tareas de reforzamiento lingüístico = 1 hora
Evaluación = 1 hora
Tarea de seguimiento = 1 hora

Módulo 7 para:	Unidad 2
Ludwig van Beethoven	
Total de palabras:	1288
Vocabulario elemental:	55
Total de cognados:	257
Habilidad:	Comprensión lectora y auditiva
Tiempo estimado:	5 horas Comprensión Lectora 2 horas Comprensión Auditiva

APRENDIZAJES ESPERADOS (COMPRESIÓN LECTORA)

LOS ESTUDIANTES:

- Predicen el contenido informativo del texto a través de ilustraciones y pistas contextuales (palabras claves).
- Demuestran comprensión de información relevante y detallada.
- Sintetizan información relevante.
- Producen textos breves coherentes, de no más de 5 oraciones, como respuesta a tareas de localización de información y síntesis.

GLOSARIO DEL TEXTO

thoroughness = perfección, integridad.
willingness = buena voluntad, complacencia.
embodiment = personificación, encarnación.
inwardness = interioridad
utterly = totalmente.
rouse = despertar a alguien o despertarse.
jot down = escribir una breve nota.
sloppy = sucio, manchado.

TAREAS SUGERIDAS

Pre-lectura / Pre-audición

1. Llevar a la clase una muestra de música clásica y una muestra de música tropical (u otro ritmo popular) orquestado. Escribir en la pizarra “Él / Ella se acercó, me miró y...” Los estudiantes escuchan la muestra de música clásica, no más de un minuto, y luego, completan la idea. Enseguida, escuchan la otra muestra de música, por el mismo tiempo, y luego completan la misma idea anterior. Los estudiantes, voluntariamente, comentan las sensaciones que les provocó escuchar las diferentes expresiones musicales, cómo influyó en su estado de ánimo para completar la idea, etc. Leen las ideas completas y comparan entre ellos los resultados.
2. Escribir en la pizarra “WHO IS HE?”. Luego, mostrar una fotografía del personaje y entregar las siguientes oraciones. Las leen, deducen el significado de las palabras subrayadas y finalmente, predicen el contenido del texto.

TEXTO • LUDWIG VAN BEETHOVEN

FOR MANY PEOPLE, Ludwig van Beethoven (1770-1827) represents the highest level of musical genius. His unique stature is comparable to Shakespeare's in Literature and Michelangelo's in Art. He opened new realms of musical expression that profoundly influenced composers throughout 19th century.

Beethoven was born on December 16, 1770, in Bonn, Germany. Like Bach and Mozart before him, he came from a family of musicians. His grandfather, also named Ludwig, was music director of the Court at Bonn. His father, Johann, was a tenor who held a low position in the Court and who saw his talented son as a profitable prodigy like Mozart. It is told that Johann Beethoven and a musician friend would come home from the local tavern late at night, rouse young Ludwig from sleep, and made him practise at the keyboard until morning. At eleven, Beethoven served as assistant to the Court organist, and by thirteen he had several piano compositions published.

Beethoven went to Vienna when he was sixteen to improvise for Mozart, who said, “Keep your eyes on him; some day he will give the world something to talk about.” He then returned to Bonn because his mother was critically ill. She died shortly after, and his father, who became an alcoholic, was dismissed from the court choir. Beethoven, at eighteen, became legal guardian of two younger brothers. At court he was organist and violist, composing and practising; suddenly, he was also head of the family. Shortly before his twenty-second birthday, Beethoven left Bonn to study with Haydn in Vienna, where he spent the rest of his life. In 1792, Haydn was at the height of his fame, too busy composing

“WHO IS HE?”

He was born in Bonn, Germany in 1770.

He opened new realms of musical expression.

His father saw him as a profitable prodigy.

He dazzled everyone with his piano virtuosity.

He was a rebel against social convention.

At the age of 29, he felt the first symptoms of deafness.

Lectura

1. Los estudiantes observan el texto, dan una lectura rápida al primer párrafo, identifican el tipo de texto y verifican sus predicciones.
2. Dividir la clase en grupos (5). Entregar a cada grupo un párrafo (a partir del 2º). Subrayan la idea central y los detalles importantes que contiene. Comparten entre ellos los resultados.
3. Escribir en un papelógrafo (u otro medio visual a su alcance) las siguientes ideas. Los estudiantes seleccionan aquellas que mejor representen la idea central del párrafo que han leído. Comparten entre ellos los resultados.

to devote much time or energy to teaching. As a result he overlooked errors in Beethoven's counterpoint exercises, and his pupil felt forced to go secretly to another teacher (Haydn never learned of this.) Beethoven's drive for thoroughness and mastery -evident throughout his life- is shown by his willingness to subject himself to a strict course in counterpoint fugue even after he had composed fine works.

Beethoven's first seven years in Vienna brought hard work, growing confidence, a strong sense of identity, and public praise. His letters of introduction from Bonn noblemen opened the doors of the social and cultural elite in this music-loving city. He dazzled everyone with his piano virtuosity and moved them with his improvisations. "He knew how to produce such an impression on every listener," reports a contemporary, "that frequently there was not a single dry eye, while many broke out into loud sobs, for there was a certain magic in his expression." A rebel against social convention, Beethoven asserted that an artist deserved as much respect as nobles. Once, while playing in an aristocratic drawing room, he was disturbed by the loud conversation of a young count. Beethoven jumped up from the piano exclaiming, "I will not play for such swine!" Disaster struck during his twenty-ninth year: Beethoven felt the first symptoms of deafness. Doctors could do nothing to halt the course of his physical and emotional torment. In 1801 he wrote despairingly, "For two years I have avoided almost all social gatherings because it is impossible for me to say to people 'I'm deaf.' If I belonged to any other profession it would be easier, but in my profession it is a dreadful state." On October 6, 1802, Beethoven was in Heiligenstadt, a village outside Vienna where he sought solitude during the summer. That

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- a) *To overcome his despair he developed a new musical style.*
 - b) *This German composer had several compositions published at the age of thirteen.*
 - c) *His years in Vienna made him work hard to grow confidence, a sense of identity, and public admiration.*
 - d) *Although he started feeling the first symptoms of deafness he continued composing.*
 - e) *He studied with a famous musician in Vienna, where he spent most of his life.*
 - f) *He admired the great German poet, Goethe.*
 - g) *In Vienna, a famous composer saw him as a prodigy.*
 - h) *He was not emotionally stable to form a lasting relationship.*
4. Los grupos exponen brevemente, en castellano, al resto de la clase la información más relevante del párrafo que han trabajado, con el propósito de dar a conocer la información completa del texto.

Post-lectura

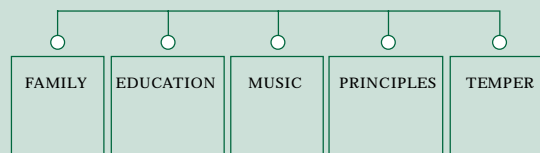
A. Tareas de comprensión

1. Escribir en la pizarra los siguientes años. Los estudiantes completan la cronología con la información contenida en los párrafos.

1770	
1783	
1786	
1792	
1799	
1814	
1827	

2. Los estudiantes escriben tres oraciones en inglés con el propósito de hacer una descripción de Beethoven considerando los siguientes aspectos:

BEETHOVEN



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Módulo 7 para:

Unidad 2

Ludwig van Beethoven

continuación

CONTENIDOS LINGÜÍSTICOS

FUNCIÓN(ES):

Descripción.

MORFOSINTÁCTICOS Y ESTRUCTURALES:

Verbos en pasado simple.

Voz pasiva: presente y pasado

Frases explicativas

VOCABULARIO ELEMENTAL POR CLASE:

SUSTANTIVOS: mastery, counterpoint, praise, sob, count, swaine, deafness, gathering, despair, landmark, rage, dwelling, drawer, death, scholar, disappointment, gesture, performance, isolation, wisdom, struggle.

ADJETIVOS: profitable, busy, growing, single, dry, loud, dreadful, gigantic, untamed, lasting, wild, powerful.

ADVERBIOS: profoundly, despairingly.

VERBOS: hold, dismiss, spend, devote, overlook, dazzle, break out, assert, deserve, halt, indulge, seize, tear out, bare, worship, remain, deal, fall in / out, despise.

B. Tareas de reforzamiento lingüístico

1. Copiar en la pizarra la siguiente oración: "His grandfather, *also named Ludwig*, was music director of the Court at Bonn." Explicar brevemente el uso de "*appositives*". Luego, los estudiantes buscan ejemplos similares en los párrafos 2, 3, 7 y 8. Los subrayan, los escriben y luego dan, al menos dos, ejemplos propios.
2. Los estudiantes buscan en los párrafos 1 y 2 palabras conectadas con MUSIC y en el párrafo 4, palabras relacionadas con PERSONALITY. Luego, usando oraciones breves en inglés dan un ejemplo para cada concepto.

Evaluación

1. Los estudiantes hacen una lista con otros personajes que aparecen en el texto y señalan la relación que tienen con Beethoven. Usan oraciones breves en inglés.

Criterio de evaluación

Señalan, al menos, 4 personajes y su relación.

TEXTO • LUDWIG VAN BEETHOVEN

day his feelings were expressed in what is now known as the Heiligenstadt Testament, a long, agonised letter addressed to his brothers. Beethoven wrote, "I would have ended my life -it was only my art that held me back. Ah, it seemed to me impossible to leave the world until I have brought forth all that I felt was within me."

Beethoven's victory over despair coincided with an important change in his musical style. Works created after his emotional crisis have a new power and heroism. From 1803 to 1804, he composed the gigantic Third Symphony the Eroica, a landmark in music history. At first, he planned to name it "Bonaparte," after the first consul of the French Republic. Beethoven saw Napoleon as the embodiment of heroism and the champion of the principles underlying the French Revolution. "Liberty, Equality, Fraternity" were stirring words that expressed Beethoven's democratic ideals. But when he learned that Napoleon had proclaimed himself emperor of the French, Beethoven "flew into a rage and cried out, ' He too is nothing but an ordinary man! Now he will trample under foot all the rights of men and only indulge his ambition. He will exalt himself above all others and become a tyrant!'" Seizing his score, Beethoven tore out the title page bearing Napoleon's name and threw it on the floor. On a new title page, later, Beethoven wrote, " Heroic Symphony composed to celebrate the memory of a great man." In 1812, Beethoven met Johann Wolfgang von Goethe, the great German poet he had long worshipped. He played for Goethe and the two artists walked and talked together. Shortly after this meeting, Goethe described Beethoven to a friend as "an utterly untamed personality." To his wife the poet wrote, "never before have I seen an artist with more power of

- Los estudiantes buscan citas, subrayan y explican, brevemente, en castellano.

Criterio de evaluación

Reconocen y explican, al menos, 3 citas.

- Los estudiantes señalan qué aspectos de L. van Beethoven son los que se describen con mayor detalle en la lectura.

Usan oraciones breves en inglés.

Criterio de evaluación

Señalan, al menos, 3 aspectos. Las oraciones deben contener los CMO vistos en el Módulo.

Tareas de seguimiento fuera de la clase

- Los estudiantes investigan acerca de personajes chilenos representantes de las diferentes expresiones musicales que sean conocidos mundialmente, por ejemplo: Claudio Arrau (pianista), Max Valdés (director), Violeta Parra (cantautora), Victoria Vergara (cantante lírica), Ramón Vinay (cantante lírico), etc. Luego, presentan un informe al profesor o profesora de Artes Musicales. (Interdisciplinariedad)

concentration, more energy, more inwardness." Despite such descriptions by people who knew him, Beethoven remains a mystery. He was self-educated and had read widely in Shakespeare and the ancient classics, but he was weak in elementary arithmetic. He claimed the highest moral principles, but he was often unscrupulous in dealing with publishers. Orderly and methodical when composing, Beethoven dressed sloppily and lived in incredibly messy apartments. During his 35 years in Vienna, he changed dwellings about forty times.

Beethoven fell in and out of love with several women, mostly of noble birth, but never was able to form a lasting relationship. To a woman referred to as "The Immortal Beloved," he wrote a passionate letter that was found in a drawer after his death. Only recently has a Beethoven scholar established her identity as the Viennese aristocrat Antonie Brentano. Beethoven took consolation from nature for disappointments in his personal life. Ideas came to him while walking through the Viennese countryside. His Sixth Symphony, the "Pastoral," beautifully expresses his recollections of life in the country.

As Beethoven's hearing weakened, so did his piano playing and conducting. By the age of forty-four, this once brilliant pianist was forced to stop playing in public. But he insisted on conducting his orchestral works long after he could do it efficiently. The players would become confused by his wild gestures on the podium, and performances were often chaotic. His sense of isolation grew with his deafness. Friends had to communicate with him through an ear trumpet, and during his last eight years he carried notebooks in which people would write questions and comments.

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DISTRIBUCIÓN TEMPORAL ESTIMADA (COMPRESIÓN LECTORA)

Pre-Lectura y 1ª actividad de Lectura = 1 hora

2ª, 3ª y 4ª actividades de Lectura = 1 hora

Tareas de comprensión = 1 hora

Tareas de reforzamiento lingüístico = 1 hora

Evaluación = 1 hora

continúa en la siguiente página

Módulo 7 para:

Unidad 2

Ludwig van Beethoven

continuación

APRENDIZAJES ESPERADOS (COMPRESIÓN AUDITIVA)

LOS ESTUDIANTES:

- Comprenden el contenido del mensaje y su organización.
- Identifican personajes y su relación.
- Interpretan un mensaje, extraen conclusiones y expresan sus ideas.
- Producen y exponen informes de textos guiados trabajados en la clase.

Audición

1. Los estudiantes escuchan el texto completo y reconocen el número de personajes mencionado en el texto. Comparten la información. Revisan la tarea.
2. Dar una lista de nombres para que los estudiantes marquen con un *tick* aquellos que estén mencionados en el texto: **Shakespeare - Goethe - Michelangelo - Mozart - Haydn - Johann Beethoven - a contemporary.**
3. Escuchan el texto nuevamente. Dar una lista de ideas y pedirles que identifiquen a su autor.

A potential great musician. _____*A profitable prodigy.* _____*A virtuos pianist.* _____*An untamed personality.* _____*An energetic artist.* _____

TEXTO • LUDWIG VAN BEETHOVEN

BEETHOVEN'S MUSIC

"I must despise the world which does not know that music is a higher revelation than all wisdom and philosophy". For Beethoven, music was not mere entertainment, but a moral force capable of creating a vision of higher ideals. His music directly reflects his powerful, tortured personality. In both art and life, his heroic struggle resulted in victory over despair. Beethoven's demand for perfection meant long and hard work. Unlike Mozart, he couldn't dash off three symphonies in six weeks. Sometimes he worked years on a single symphony, writing other works at the same time. He carried music sketchbooks everywhere, jotting down new ideas, revising and refining old ones. These early notes often seem crude and uninspired when compared with their final versions, which were hammered out through great labour.

Fuente del Texto: Reading in the Content Areas: An Interactive Approach for International Students. Patricia A. Richard-Amato. 1990

Post-audición

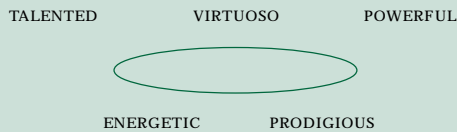
A. Tareas de comprensión

- Los estudiantes señalan si las siguientes afirmaciones son verdaderas o falsas.

- ___ *He was a talented child.*
- ___ *He was a very shy person.*
- ___ *Mozart was surprised because of his virtuosity.*
- ___ *He liked poetry.*

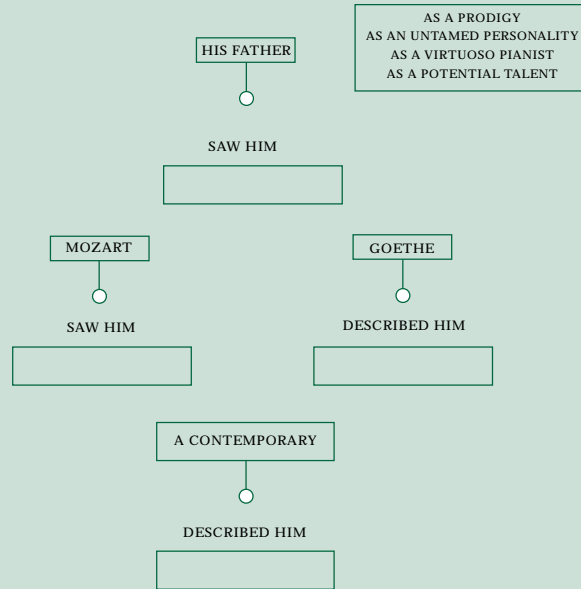
B. Tareas de reforzamiento lingüístico

- Dar una lista de adjetivos. Los estudiantes reconocen el concepto que los reúne a todos. Luego, comparten los resultados y revisan la tarea.



Evaluación

- Los estudiantes completan el siguiente diagrama con el propósito de demostrar comprensión de la información.



Criterio de evaluación

Completan, al menos, 3 de los 4 casilleros con la información correcta.

- Con la información de la actividad anterior, escriben un breve párrafo, usando 5 a 6 oraciones en inglés que contengan los CMO vistos en el módulo para describir a Beethoven y lo reportan al resto de la clase.

Criterio de evaluación

Se privilegia la comprensión.

TEXTO • A TRIBUTE TO LUDWIG VAN BEETHOVEN

Comprensión Auditiva

LUDWIG VAN BEETHOVEN represents the highest level of musical genius. His excellence is comparable to Shakespeare's in Literature and Michelangelo's in Art.

To honour his memory, we want to bring back what his father, friends and contemporaries thought about this great musician.

"As a musician, I saw my son's talent, I saw him as a profitable prodigy like Mozart", his father, Johan Beethoven said.

"Keep your eyes on him, some day he will give the world something to talk about". Mozart said when Beethoven improvised for him in Vienna at the age of 16.

"He knew how to dazzle everyone with his piano virtuosity and moved the audience to tears with his improvisations", one of his contemporaries reported.

Goethe, the great German poet whom Beethoven admired, described him as "an utterly untamed personality". "I have never seen an artist with more power of concentration, more energy, more inwardness before", he added.

Ludwig van Beethoven knew perfectly well how to impress every listener. Despite his deafness and emotional torment, he overcame his despair. After this crisis his composition got a new power and heroism. His art was the only thing that held him back. It seemed impossible for him to leave the world until he had brought forth all that he felt was within him.

Future generations will continue admiring him as a talented man who was able to defeat his disability and go on composing.

DISTRIBUCIÓN TEMPORAL ESTIMADA (COMPRENSIÓN AUDITIVA)

Audición y Post - audición = 1 hora

Evaluación = 1 hora

Módulo 8 para:	Unidad 2
Marketing	
Total de palabras:	1.088
Vocabulario elemental:	78
Total de cognados:	264
Habilidad:	Comprensión Lectora
Tiempo estimado:	5 horas

APRENDIZAJES ESPERADOS

LOS ESTUDIANTES:

- **Localizan información relevante.**
- **Discriminan entre información principal o complementaria.**
- **Jerarquizan la información, ordenan contenido.**
- **Reconocen léxico relacionado con mercadotecnia.**

GLOSARIO DEL TEXTO

unfeasible = imposible, impracticable
 trade mark = marca de fábrica, marca registrada
 insurance = seguro (ejemplo: life insurance)
 retail = venta al detalle
 pervasive = penetrante
 leisure = ocio
 salability = vendible

TAREAS SUGERIDAS

Pre-lectura

1. Llevar a la clase un apoyo visual que ilustre un producto que tenga mayor uso o aceptación entre los estudiantes (ropas, mochilas, etc). Luego, pregunte: qué personas participaron en la creación de ese producto, desde su origen hasta que llega a manos de los usuarios. Dibujar en la pizarra 2 figuras (cuadros, círculos, etc.) que sirvan para clasificar las respuestas de los estudiantes en ANTES y DESPUÉS de manufacturar el producto.

ANTES (DE MANUFACTURAR)	(MUESTRE AQUÍ EL PRODUCTO)	DESPUÉS (DE MANUFACTURAR)
-		-
-		-
-		-
-		-
-		-

TEXTO • MARKETING

MARKETING, ACTIVITIES INVOLVED IN GETTING GOODS FROM THE PRODUCER TO THE CONSUMER.

Early marketing techniques followed production and were responsible only for moving goods from the manufacturer to the point of final sale. Now, however, marketing is much more pervasive. In large corporations the marketing functions precede the manufacture of a product. They involve market research and product development, design, and testing. Marketing concentrates primarily on the buyers, or consumers, determining their needs and desires, educating them with regard to the availability of products and to important product features, developing strategies to persuade them to buy, and, finally, enhancing their satisfaction with a purchase. Marketing management includes planning, organizing, directing, and controlling decision making regarding product lines, pricing, promotion, and servicing. In most of these areas marketing has complete control; in others, as in product-line development, its function is primarily advisory. In addition, the marketing department of a business firm is responsible for the physical distribution of the products, determining the channels of distribution that will be used and supervising the profitable flow of goods from the factory or warehouse.

TAILORING THE PRODUCT

Merchandise generally similar in appearance, that is, in style or design, but varying in such elements as size, price, and quality is collectively known as a product line. Product lines must be intimately correlated with consumer needs and wants.

In order to develop a line effectively, marketing research is conducted to study consumer behavior. Changing attitudes and modes of living directly affect the salability of products. For example, the trend to informal dress

2. Los estudiantes analizan el título del texto y expresan sus ideas al respecto. Luego, leen el siguiente texto y relacionan sus ideas con las palabras claves en negrita. Confirman sus significados con la ayuda del diccionario. Predicen el contenido del texto.
 - a) **Tailoring the product** is based upon **consumers'** needs.
 - b) **Product pricing** considers
 - costs of manufacture.
 - competition in selling.
 - c) Advertising **convinces** consumers **to purchase products**.

Lectura

1. Entregar a los estudiantes, el primer tema del texto. Encierran en un círculo todas las palabras terminadas en -ER o -ERS. Hacen una lista y borran las que no correspondan (*however, others*). Comparan la lista con las respuestas de la 1ª actividad de pre-lectura. Posteriormente, encierran en un círculo todas las palabras de la actividad 2 de pre-lectura, leen las oraciones que las contengan y verifican sus predicciones con relación al contenido informativo del texto.

has changed clothing styles dramatically. Also, a high-income economy triggers a demand for products very different from those selected in a declining business cycle. The availability or lack of disposable income, meaning income over and above that spent for basic necessities such as food, shelter, and clothing, affects the buying pattern for so-called luxury products.

The life cycles of products require careful study. Virtually all product ideas lose in time the novelty that initially attracted purchasers of the merchandise. Manufacturers may also accelerate the obsolescence of a product by introducing new, more desirable features. Consumers today are conditioned to expect product innovations and tend to react favorably to new features. Competition between manufacturers of similar products naturally accelerates the speed of changes made in those products.

PRICING THE PRODUCT

The two basic components that affect product pricing are costs of manufacture and competition in selling. It is unprofitable to sell a product below the manufacturer's production costs and unfeasible to sell it at a price higher than that at which comparable merchandise is being offered. Other variables also affect pricing. Company policy may require a minimum profit on new product lines or a specified return on investments, or discounts may be offered on purchases in quantity.

Attempts have been made, generally at government insistence, to maintain product-price competition in order to minimize the danger of injuring small businesses. Therefore, pricing decisions are reviewed by the legal department of the marketing organization.

PROMOTING THE PRODUCT

Advertising, personal (face-to-face) selling, and sales promotion are the methods for inducing people to buy.

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2. Dividir al curso en 4 grupos. Entregar a cada grupo los temas restantes, sin título. Los estudiantes: a) Leen el párrafo y subrayan la oración que contenga la idea principal; b) Dan un título al párrafo.
3. Entregar a cada grupo, según corresponda, la siguiente lista de ideas. Luego, marcan con una P las que representen una idea principal. Comparten resultados. Revisan la tarea leyendo nuevamente el párrafo.

Grupo 1:

- a) *Product lines must consider consumers' needs and wants.* _____
- b) *Marketing research is conducted to study consumers' behaviour.* _____
- c) *Products lose in time the novelty that attracted purchasers of the merchandise.* _____
- d) *The economy affects the buying pattern for products.* _____

Grupo 2:

- a) *To get a minimum profit, discounts are offered on purchases in quantity.* _____
- b) *Selling a product below the manufacturers' production costs is unprofitable.* _____
- c) *Governments ask to maintain product-price competition to minimize damaging small businesses.* _____
- d) *Pricing products must consider the cost of manufacture and competition in selling.* _____

Grupo 3:

- a) *Advertising is frequently done on TV, radio, newspapers, catalogs, and billboards.* _____
- b) *Some advertising agencies offer their clients a worldwide promotion service.* _____
- c) *Advertising and promotion induce people to buy.* _____
- d) *Advertising presells the product convincing consumers to purchase without inspecting the product.* _____

Grupo 4:

- a) *People find it easy to shop by catalog.* _____
- b) *Products are marketed by direct sale from manufacturer to consumer.* _____
- c) *The direct sale has developed more sophisticated techniques.* _____
- d) *Marketing by mail sells all types of products and services.* _____

4. Cada grupo informa los resultados de las tareas asignadas en actividades 2 y 3 de lectura (reconocimiento de idea principal, asignación de título al párrafo y discriminación de ideas principales o suplementarias). Asegurarse que cada respuesta sea dada por un alumno o alumna diferente con el propósito de tener una mayor participación.

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Módulo **8** para:
Marketing

Unidad 2

continuación

CONTENIDOS LINGÜÍSTICOS

FUNCION(ES):

Descripción, ejemplificación.

MORFOSINTÁCTICOS Y ESTRUCTURALES:

Voz pasiva simple y compuesta.

Sufijos: *-ly* y *-er*

Prefijo negativo: *un-*

VOCABULARIO ELEMENTAL POR CLASE:

SUSTANTIVOS: **goods, design, research, development, buyer, need, want, desire, feature, purchase, management, flow, factory, warehouse, merchandise, size, trend, income, availability, lack, shelter, novelty, purchaser, speed, policy, profit, investment, discount, attempt, budget, package, billboard, mail, retailer, wholesaler, grocery (groceries), shipment.**

ADJETIVOS: **early, profitable, desirable, unprofitable, giant.**

ADVERBIOS: **primarily, collectively, intimately, dramatically, virtually, initially, favorably, actually, repeatedly, considerably, relatively, drastically, rapidly, technically.**

VERBOS: **involve, precede, develop, trigger, spend, lose, expect, sell, review, purchase, allot, engage, hope, join, become, market, expand, find, gain, deal, undergo, fill.**

Fuente de Texto: Enciclopedia ENCARTA 97

Post-lectura

A. Tareas de comprensión

- Entregar a los estudiantes los siguientes pasos. Los ordenan según el proceso de producción desde el PRODUCTOR al CONSUMIDOR.
 ____ To convince consumers to purchase the products.
 ____ To move products from producer to consumer.
 ____ To study consumer's behaviour. ____ To study cost of manufacture and competition in selling.
- Solicite a los estudiantes explicar en castellano cada paso del proceso de producción.

B. Tareas de reforzamiento lingüístico

- Los estudiantes vuelven a la lista de la 1ª actividad de lectura. Explicar la formación de derivados de un verbo más *-er*. Luego, entregar la siguiente lista de oraciones. Los estudiantes las completan con el derivado correspondiente a la palabra subrayada.
The person who consumes is a _____.
The person who manufactures is a _____.

TEXTO • MARKETING

The primary objective of advertising is to presell the product, that is, to convince consumers to purchase an item before they actually see and inspect it. Most companies consider this function so important that they have allotted extensive budgets and engaged special advertising agencies to develop their program of advertising. By repeatedly exposing the consumer to a brand name or trademark, to the appearance or package of a product, and to special features of an item, advertisers hope to incline consumers toward a particular product. Advertising is most frequently done on television, radio, and billboards; in newspapers, magazines, and catalogs; and through direct mail to the consumers. In recent years, advertising agencies have been joining forces to become giant agencies, making it possible for them to offer their clients a comprehensive range of worldwide promotion services. *See Advertising.*

DISTRIBUTING THE PRODUCT

Some products are marketed most effectively by direct sale from manufacturer to consumer. Among these are durable equipment—for example, computers, office equipment, industrial machinery and supplies, and consumer specialties such as vacuum cleaners and life insurance. The direct marketing of products such as cosmetics and household needs is very important. Formerly common “door to door products,” these are now usually sold by the more sophisticated “house party” technique.

Direct marketing by mail has been expanded to virtually all types of products and services. Working people find it easy to shop in their leisure hours by catalog, and comparison shopping is made easier because catalogs generally contain extensive product information. For retailers, the use of catalogs makes it possible to do business considerably beyond their usual trading area and with a minimum of overhead. Also important are credit cards, which have made it relatively easy to purchase by mail or telephone

The person who produces is a _____.

The person who sells is a _____.

The person who designs is a _____.

The person who researches is a _____.

Se sugiere explicar que en inglés las ocupaciones mencionadas en esta tarea no tienen diferencia de género como ocurre en castellano.

2. Los estudiantes forman pares de antónimos según corresponda.

- | | |
|----------------|-------------|
| ___ wholesaler | a) sale |
| ___ buyer | b) spend |
| ___ purchase | c) retailer |
| ___ income | d) seller |
| ___ save | e) expense |

3. Los estudiantes leen las definiciones y completan con el concepto que corresponda.

The act of buying = _____

The act of investing money = _____

The act of deducting a specified amount or percentage from the usual price = _____

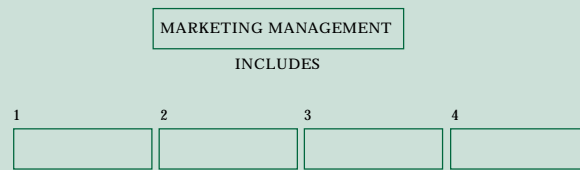
The act of sending cargo = _____

The total amount of money allocated for a specific purpose = _____

INVESTMENT • BUDGET • DISCOUNT • SHIPMENT • PURCHASE

Evaluación

1. Los estudiantes completan el diagrama con los pasos correspondientes al proceso de marketing.



Criterio de evaluación

- Dan, al menos, los títulos en forma ordenada.
2. Los estudiantes escriben las palabras relacionadas o combinatorias con el concepto MARKETING.
Ejemplo: production/profit. Luego, las usan para escribir, al menos, 3 oraciones breves.



Criterio de evaluación

Escriben, al menos, 10 ítemes léxicos.

even such high-priced items as appliances, electronic equipment, and cameras. At least half the nation's 50 leading corporations have mail-order divisions.

Television is a potent tool in direct marketing because it facilitates the demonstration of products in use. Direct sale of all kinds of goods to the public via home-shopping clubs broadcasting on cable television channels is gaining in popularity.

Wholesalers distribute goods in large quantities, usually to retailers, for resale. Some retail businesses have grown so large, however, that they have found it more profitable to bypass the wholesaler and deal directly with the manufacturers or their agents.

Retailing has undergone changes. Intensive preselling by manufacturers and the development of minimum-service operations, for example, self-service in department stores, have drastically changed the retailer's way of doing business. Supermarkets and discount stores have become commonplace not only for groceries but for products as diversified as medicines and gardening equipment. More recently, warehouse retailing has become a major means of retailing higher-priced consumer goods such as furniture, appliances, and electronic equipment. The emphasis is on generating store traffic, speeding up the transaction, and rapidly expanding the sales volume. Chain stores—groups of stores with one ownership—and cooperative groups have also proliferated. Special types of retailing, for example, vending machines and convenience stores, have also developed to fill multiple needs.

Transporting and warehousing merchandise are also technically within the purview of marketing. Products are often moved several times as they go from producer to consumer. Products are carried by rail, truck, ship, airplane, and pipeline. Efficient traffic management determines the best method and timetable of shipment for any particular product.

DISTRIBUCIÓN TEMPORAL ESTIMADA

- Pre-Lectura y 1ª actividad de Lectura = 1 hora
- 2ª actividad de Lectura = 1 hora
- 3ª actividad de Lectura (siguen trabajando en los mismos grupos) = 1 hora
- Tareas de Post-lectura = 1 hora
- Evaluación = 1 hora