

Espacio Curricular: Lengua Extranjera: Inglés

Nivel: Secundario ESO

Año: 5to. Año

N° Actividad: 2

Duración: Entre tres y cuatro semanas dependiendo del grupo. En caso de incorporar un sexto momento se deberá considerar una semana más de trabajo.

Actividad: Descripción en Propósitos

Autor: Coordinación Área Inglés – Darío Banegas

Propósitos:

- Facilitar el desarrollo autónomo de los estudiantes mediado por las TIC para explorar información y opiniones sobre el (no) uso de celulares inteligentes.
- Favorecer aprendizajes integrados que recuperen la trayectoria de los estudiantes para identificar ideas principales y secundarias en un texto escrito.
- Promover el desarrollo de prácticas orales con diferentes niveles de complejidad para expresar opiniones.
- Promover el desarrollo de estrategias de lectura y comprensión de textos sobre el uso de los celulares inteligentes.

Eje de contenidos: SMARTPHONES

Contenidos conceptuales: reading strategies, specific vocabulary, complex grammatical patterns, expressing opinions.

Presentación

A través de esta secuencia buscamos propiciar el desarrollo de las prácticas escritas, sobre todo en la lectura. El objetivo es que los estudiantes exploren diferentes estrategias de lectura, maneras de abordar un texto. A diferencia de otras secuencias, van a notar que aquí simplemente sugerimos recursos para organizar los momentos de la(s) clase(s) que nos pueda demandar este tema.



TEXTO DISPARADOR

La fuente principal de esta secuencia será el siguiente texto:

Why I'm happy without a smartphone

JenniferO

Monday, 21 May, 2012 - 18:30

By today's standards, my mobile phone is pretty rubbish. It's a Nokia 1616. If that doesn't mean much to you (it's not the kind of phone you see advertised on television), all you need to know is that it's a small, not very heavy rectangular device with which you can send and receive telephone calls and text messages. It also has a very handy torch on the top for when you can't find your keys, or when you drop something on the floor in the cinema. Other than that, my phone doesn't do much. Well, it has an alarm, and it probably has a calculator and things like that, but it's nothing compared to a smartphone. Why would I want one of those?

I have often been told that the big advantage of having a smartphone is that 'you can do everything with them!' But when was the last time you saw someone doing 'everything' with a smartphone? Okay, so they may have an endless list of functions, but generally they are used for checking social networking sites, playing games, and receiving and replying to emails. I'm happy just doing all of those things at home on my laptop.

As far as I can tell, the best thing about having a smartphone is that you can be connected to the internet all the time. Don't get me wrong, I love the internet (indeed, I'm communicating via the internet right now), but I just don't see the point of constantly being online. I can't remember the last time I received a Facebook update which was so very urgent that I had to read it as soon as it appeared (although, admittedly, I occasionally wish I could have de-tagged photos sooner), and I can't imagine ever having a job which was so important (I'm talking life-or-death situations) that I would need to read work-related emails immediately. I would think that if someone needed me urgently, they would just ring me rather than send an email. And my trusty Nokia can manage that.

One of the most peculiar effects of the smartphone is, in my opinion, the new-found obsession with maps and navigation systems. Is there anything more boring than knowing exactly where you are all of the time?! How do you get to know an area if you don't get lost there a few times? And if you are reliant on online maps, what happens to those great places you find just by chance? You can't exactly find out from google maps the journey from 'here' to 'that hidden cafe with the tasty-looking cakes', or to 'that pond next to the church which looks really pretty in the evening sun.' It is, of course, true that we all occasionally need to be pointed in the right direction, but I find that there are often real life humans you can ask.

There are many benefits of having a very basic mobile phone, like the fact that it cost me about twenty pounds, and that I don't have to worry too much about it being stolen. But the main benefit has to be the fact that it provides me with the world's greatest excuse for my bad habits. Whether it's turning up late to events, or getting lost on a trip, or missing buses or trains, or forgetting about an appointment at work, I'm pretty sure I'm covered with the following explanation: 'I'm really sorry, I don't have a smartphone.'

Fuente: <http://learnenglishteens.britishcouncil.org/magazine/science-and-technology/why-im-happy-without-smartphone>

MOMENTO 1

Previamente, habremos armado un “word search puzzle” con palabras claves del texto. Sugerimos este website: http://www.puzzle-maker.com/wordsearch_Entry.cgi Les daremos esta actividad a los estudiantes para pre-lectura.

Como alternativa, les podemos dar la lista de palabras a los estudiantes y que de a pares armen la sopa de letras para luego intercambiárselas.

MOMENTO 2

Les vamos a dar solamente el título

Why I’m happy without a smartphone

Los estudiantes tendrán que completar estas oraciones:

- I’m happy without a smartphone because I...
- I’m happy without a smartphone when...

En pequeños grupos compartirán sus producciones las cuales monitoreamos para ayudarlos con vocabulario o frases.

En el pizarrón anotamos los temas principales. La intención es que luego contrastemos las visiones de los estudiantes con el texto.

MOMENTO 3

Como el texto puede ser extenso, podemos separarlo en dos partes y diseñar actividades para cada parte. Lo importante es que debemos secuenciar las actividades de menor a mayor complejidad. También los estudiantes pueden utilizar un diccionario inglés-español.

Por ejemplo:

1. Underline all the words you know.
2. Circle the words which are similar to Spanish.
3. Read these two summaries of the text. Decide which the best summary is. (El resumen lo pueden hacer ustedes en inglés o español porque lo importante es que pueden captar el contenido general del texto).
4. Compare your answers in the sentences you completed with the ideas in the text.
5. Read the text and choose the best option.
6. Read the text and decide if these sentences are true or false. Correct the false statements.
7. Do you agree with the author’s opinions?

MOMENTO 4

A partir del texto podemos incluir actividades que focalicen en contenidos lingüísticos. Es importante tener en cuenta que estas actividades que introduzcamos tengan el mismo contenido temático, es decir, que sean sobre celulares.

MOMENTO 5

En pequeños grupos les damos la siguiente pregunta disparadora:

Are you happier with or without a smartphone?

Para recuperar el intercambio de ideas, cada grupo preparará un Prezi para compartir sus visiones dentro del grupo.

MOMENTO 6

Como cierre, nos dirán sus conclusiones con la ayuda del soporte visual. Cada grupo será evaluado por sus compañeros a partir de una serie de criterios acordados en este momento.

También vamos a reflexionar sobre la importancia de respetar los tiempos de interacción “face to face” con otros y cómo esto puede verse de diferentes maneras en los grupos culturales y sociales a las que pertenecemos.
