

Plan de mejora de las competencias lectoras en la ESO.

Título

All the World's a Stage

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

William Shakespeare As You Like It, Act II, Scene VII, lines 139-166

FUENTE	
AUTOR	William Shakespeare
TÍTULO	As You Like It, Acto II, Escena VII, líneas 139-166
EDITORIAL/WEB	
AÑO	Circa 1600
PÁGINA	
ISBN	
TIPOLOGÍA	
SOPORTE	Papel
FORMATO	Continuo
TIPO	Descriptivo
USO	Personal

PROCESOS LECTORES

1. RECUPERAR – OBTENER INFORMACIÓN
1.1 Pregunta
How many ages does Shakespeare say there are in a man's life? ¿Cuántas edades dice Shakespeare que hay en la vida de un hombre?
1.1 Respuesta
Seven (Siete)
1.2 Pregunta
What is the world compared to according to the text? A) A circus B) A play C) A concert D) A film ¿Con qué se compara al mundo, de acuerdo con el texto? A) Un circo B) Una obra de teatro C) Un concierto D) Una película
1.2 Respuesta
B
2. COMPRENSIÓN GLOBAL
2.1 Pregunta
Which is the main idea in the poem?

- a) Men are actors
- b) Men grow and die
- c) Men go through the same stages in life
- d) Men pretend along their lives

¿Cuál es la idea principal del poema?

- a) Los hombres son actores
- b) Los hombres crecen y mueren
- c) Los hombres pasan por las mismas etapas en la vida
- d) Los hombres fingen a lo largo de la vida

2.1 Respuesta

C

2.2 Pregunta

Why does the author compare life with a theatre?

- a) Because life is a series of events always repeated
- b) Because life is played by many actors
- c) Because life is like a play always repeated by different actors
- d) Because life has many different moments

¿Por qué compara el autor la vida con un teatro?

- A) Porque la vida es una sucesión de hechos que siempre se repiten
- B) Porque la vida es representada por muchos actores
- C) Porque la vida es como una representación que se repite con diferentes actores.
- D) Porque la vida tiene muchos momentos diferentes.

2.2 Respuesta

C

3. INTERPRETACIÓN INFERENCIAS

3.1 Pregunta

Why does the author say schoolboys go to school ‘creeping like snail’?

¿Por qué dice el autor que los estudiantes van a clase ‘arrastrándose como un caracol’?

3.1 Respuesta

Because students don't want to go to class, so they walk slowly.

(Porque los estudiantes no quieren ir a clase, así que van despacio)

3.2 Pregunta

Match each metaphor with its meaning

- | | |
|-------------------------------|------------------|
| a) round belly | 1) too big |
| b) even in the cannon's mouth | 2) fat |
| c) pipes and whistles | 3) danger |
| d) a world too wide | 4) squeaky voice |

Relaciona cada metáfora con su significado

- | | |
|---------------------------------|---------------------|
| a) Tripa redonda | 1) demasiado grande |
| b) Incluso en la boca del cañón | 2) gordo |
| c) Gaitas y silbatos | 3) peligro |
| d) Amplio como el mundo | 4) voz temblorosa |

3.2 Respuesta

a2, b3, c4, d1

4. VALORACIÓN – REFLEXIÓN CONTENIDO

4.1 Pregunta

What does the poet want to show? ¿Qué pretende mostrar el poeta?

4.1 Respuesta

The poet wants to show that life is the same for everyone because everybody has to pass through the same stages.

(El poeta pretende mostrar que la vida es la misma para todos porque todo el mundo tiene que pasar por las mismas etapas)

4.2 Pregunta

Is women's life reflected in the text?

¿Se contempla la vida de las mujeres en el texto?

4.2 Respuesta

No, the poet describes a man along his life, not a woman.

(No, el poeta describe a un hombre a lo largo de su vida, no a una mujer)

5. VALORACIÓN – REFLEXIÓN FORMA

5.1 Pregunta

This is a part of a play, what kind of text do you think it is?

- a) A speech
- b) A dialogue
- c) A prayer

Esto es parte de una obra, ¿qué tipo de texto crees que es?

- a) Un discurso
- b) Un diálogo
- c) Una plegaria

5.1 Respuesta

A

5.2 Pregunta

Which words make us think the poet is enumerating different stages in life?

¿Qué palabras nos llevan a pensar que el poeta está enumerando diferentes etapas?

5.2 Respuesta

First, then, and then, sixth and last.

(Primero, luego, y entonces, sexto y último)