

## ***Tarea 2. Plan de mejora de las competencias lectoras en la ESO.***

TEXTO.

LONG LIFE IN LATIN AMERICA

*Francisca Martínez Avilez was born in 1910 and has experienced all of the sweeping political changes ( ...) to take place in Nicaragua during the last century. ( ... ) Avilez has also experienced a good degree of personal tragedy, but remains optimistic. In her own words, she describes the major events in her life. ( ... )*

Tuesday October 16th 2007

( ... ) At that time, I never went anywhere. I stayed at home, all women stayed at home. It was around that time, when I was 10 years old, that I met [Augusto Nicolás Calderón] Sandino [a Nicaraguan revolutionary and leader of a rebellion against the US military]. He wasn't a nice man and I didn't like him, but I worked for him making tortillas. ( ... ) At the time of the war, Sandino's bodyguards passed my house and stopped and asked for water. I gave them water and made tortillas for them. I gave them cheese too. They wanted to pay but I refused. After that, I made tortillas for all the revolutionaries that passed through. ( ... )

When I was 16, I got an invitation to go to a party and I took advantage of that time away from my house to run away with a boy. I was really very much in love with him and we just ran away together. Our families were all looking for us, they didn't know where we were. My family saw me as a rebel, and my father was furious – he swore he would kill the boy. But the boy's family wasn't angry. They treated me like a daughter.

Finally, the families realised they simply wanted us back, so they organised a big party for us, to let us know that it was OK that we were together. We both had to go to the party with our own families and there was a priest there and he married us. I was 16 and we were very much in love, we were very happy together. It was 1926.

We lived together for just two months before he was killed. Juan Bautista Sacasa [who had been vice president under the conservative Carlos Solorzano (...)] sent someone to kill him. My husband was Sacasa's barber, but I don't know why he was killed. It was terrible.

At the time he was killed, I didn't know I was pregnant. I had thought my stomach was just filled with parasites and that's what was making me ill, but then it turned out I was pregnant. I had a son – Carlos Nada is his name. He is still alive today.

When Carlos was three years old, I met someone else and lived with him even though we were not married. It was like that then. It was OK to live with a man and not be married. We lived in the country on farms. It was a different life. We had a son together, Manuel Martínez, and I was in love; but we got separated and he died. I don't remember why, but I was in love with him. Two years after Manuel's father died, I met another man, Raul Cruz, and we married.

I was 68 when I moved to Managua. I had a daughter by then and I wanted to give her a different life, a better life. Farm life was very hard and I had never been to the city before. The change from bamboo hut to concrete house was a good thing, but I think the best time was under Anastasio Somoza García. Nobody was hungry then, nobody was living in the street.

The hardest time was in the 1980s when Ortega was in power and a lot of people died in

military service. The revolution was a scary time. I never left my house but history has always seemed to find me. ( ... )

I was very scared when Ortega was re-elected that this would all happen again, and I am so relieved that it hasn't. I have seen enough changes. That's all for me. But things are better now than when I was young. I am optimistic about the future. I look at my little great grandson and I am optimistic for him.

Adapted from <http://www.guardianweekly.co.uk>

ASIGNATURA	Inglés
CURSO	4º ESO
CENTRO	I.E.S. Barañain
DEPARTAMENTO	Inglés
PROFESOR / A	Carmen Cortés
<b>FUENTE</b>	
AUTOR	(interviewed by) Susan Schulman
TÍTULO	Memories of a long life in Nicaragua
EDITORIAL	The guardianweekly.
AÑO	Tuesday October 16th 2007
PÁGINA	<a href="http://www.guardianweekly.co.uk/?page=editorial&amp;id=148&amp;catID=9">http://www.guardianweekly.co.uk/?page=editorial&amp;id=148&amp;catID=9</a>
ISBN	
<b>TIPOLOGÍA</b>	
SOPORTE	Texto impreso y digital
FORMATO	Continuo
TIPO	Narrativo
USO	Público
<b>ESTRATEGIAS DE LECTURA</b>	
ANTES DE LA LECTURA	<p><b>1. Activación de conocimientos previos</b>  El profesor/la profesora comienza dando algunas pistas sobre lo que van a leer y el tipo de texto: en este caso es un texto sobre la vida de una mujer nicaragüense en el siglo pasado.</p> <p>El profesor o la profesora repasan con los alumnos y las alumnas vocabulario que ya conocen (to be in love, to marry, to have a son, to separate, etc.) y presenta vocabulario nuevo que aparecerá en el texto (to be killed, to die, to take advantage, etc.).</p> <p>El profesor o la profesora tratan de averiguar qué saben los alumnos del tema con idea de promover un diálogo. En este caso, sobre Nicaragua (p.ej. dónde está, cuál es la capital, quién es el presidente, etc.).</p> <p><b>2. Elaboración de hipótesis</b>  Los alumnos elaboran sus hipótesis acerca del texto:  ¿qué creéis que vais a leer?, ¿os imagináis la vida de esta mujer hace un siglo?</p>

<p style="text-align: center;">DURANTE LA LECTURA</p>	<p><b>3. Marcar información relevante</b> Después de cada párrafo, la profesora o el profesor hace alguna pregunta o señala alguna palabra o fecha clave para ayudar al alumnado en la comprensión: los alumnos irán subrayando o rodeando dichas palabras. En este caso el profesor o la profesora les mandan marcar las frases que hacen mención a la edad o al tiempo (conectores). También irán marcando con un color diferente todas las palabras que tengan que ver con acontecimientos vitales (nacer, casarse, tener hijos, separarse, etc.).</p> <p><b>4. Recapitular al ir leyendo los párrafos</b> Cada dos párrafos el profesor o la profesora se aseguran de que el alumnado va comprendiendo y es capaz de resumir las ideas principales. Sintetizar lo leído apoyándonos en lo que el alumnado ha ido marcando en su texto. Les ayudamos a descubrir la estructura cronológica del texto. Pueden empezar a recapitular diciendo: “cuando tenía 10 años, Francisca.....” (¿qué hacía?) “cuando tenía 16 años,.....” (¿qué pasó?) “tres años después,.....” “finalmente,.....”</p>													
<p style="text-align: center;">DESPUÉS DE LA LECTURA</p>	<p><b>5. Elaboración de resúmenes con diferentes propósitos</b> Al finalizar, los alumnos van a contar todo lo que recuerdan de la vida de esta mujer centrándose en los acontecimientos más importantes de su existencia y en el orden en que acaecieron: (los alumnos habrán ido marcando estos verbos durante la lectura)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Nace:</td> <td style="width: 50%;">Se queda viuda:</td> </tr> <tr> <td>Conoce:</td> <td>Conoce:</td> </tr> <tr> <td>Se enamora:</td> <td>Tiene otro hijo:</td> </tr> <tr> <td>Se escapa:</td> <td>Se separa:</td> </tr> <tr> <td>Se casa:</td> <td>Se casa:</td> </tr> <tr> <td>Tiene un hijo:</td> <td>Se traslada:</td> </tr> </table> <p><b>6.</b> En el primer párrafo y en el último se repite una misma idea. La profesora incita al alumno a descubrirla. ¿Es ésta la idea principal?</p>		Nace:	Se queda viuda:	Conoce:	Conoce:	Se enamora:	Tiene otro hijo:	Se escapa:	Se separa:	Se casa:	Se casa:	Tiene un hijo:	Se traslada:
Nace:	Se queda viuda:													
Conoce:	Conoce:													
Se enamora:	Tiene otro hijo:													
Se escapa:	Se separa:													
Se casa:	Se casa:													
Tiene un hijo:	Se traslada:													
<b>PROCESOS LECTORES</b>														
<p>RECUPERAR - OBTENER INFORMACIÓN</p>	1.	Why did Francisca run away with a boy when she was 16?												
	Respuesta	<i>Because she loved him.</i>												
	2.	Why did she move to Managua when she was 68?												
	Respuesta	<i>To give her daughter a better life.</i>												
	1.	Put these sentences in chronological order: a) She fell in love.												

COMPRENSIÓN GLOBAL		b) She had a son. c) Francisca Martínez was born. d) Her husband was killed. e) She worked for Sandino. f) She had a daughter. g) She married again. h) She got married. i) She had another son.
	Respuesta	<i>C E A H B D I G F</i>
	2.	The title: LONG LIFE IN LATIN AMERICA refers to: 1.-Francisca has had a long life because she is from Latin America. 2.-Francisca has lived a lot of experiences in her life and has overcome many difficulties.
	Respuesta	2
INTERPRETACIÓN INFERENCIAS	1.	Who are these characters? Match them. 1. Carlos Nada                    a) a revolutionary 2. Sandino                            b) her second child 3. Sacasa's barber                c) a politician 4. Raul Cruz                         d) her first son 5. Carlos Solorzano               e) her first husband 6. Manuel Martínez               f) her second husband
	Respuesta	<i>1-d, 2-a, 3-e, 4-f, 5-c, 6-b</i>
	2.	Can you find words in the text that mean...? 1. happen (paragraph 1) 2. to say no (paragraph 2) 3. try to find (paragraph 3) 4. very angry (paragraph 3) 5. a religious man (paragraph 4) 6. sick, unwell (paragraph 6) 7. frightening (paragraph 9)
	Respuesta	<i>1. take place 2. refuse 3. look for 4. furious 5. priest 6. ill 7. scary</i>
VALORACIÓN - REFLEXIÓN FORMA	1.	Do you think this text is positive or negative? Can you mention some sentences or words to explain your answer?
	Respuesta	<i>Positive. Paragraph 1 ("but remains optimistic") Last paragraph ("I am optimistic about the future")</i>
	2.	A.-Observe on paragraphs 5 and 7 the way she mentions her two sons' fathers by repeating the same structure. What is this structure? B.-Why do you think she says that? a) because they weren't important for her.

		b) because she is still in love with them. c) because she is trying to be optimistic and doesn't want to sound sad.
	Respuesta	A.-I don't know why but.... -I don't remember why but..... B.-c)
VALORACIÓN - REFLEXIÓN CONTENIDO	1.	After reading the text, do you think this story is realistic or fantastic? Explain why.
	Respuesta	<i>Realistic. Accept all answers if they are well explained.</i>
	2.	How would you describe Francisca Martínez Avilez after reading the text about her life?  Choose from these adjectives: mature/immature-- positive/negative— generous/selfish— optimistic/pessimistic— shy/easygoing— secure/insecure—weak/strong— rebel/obedient-- clever/stupid friendly/unfriendly— determined/undetermined .....
	Respuesta	<i>Positive, optimistic secure, strong, rebel, determined, easygoing.....</i>

#### **PUESTA EN PRÁCTICA - OBSERVACIONES**

Este texto ya se había trabajado previamente en clase con aquellos alumnos que se preparan para el examen de EOI por lo que con estos grupos no ha habido ningún problema y en 30 – 40 minutos han contestado a todas las preguntas.

En el primer bloque todos contestan adecuadamente, aunque en la 2ª pregunta hay algunos a quienes les cuesta sintetizar o dan varias razones.

En las preguntas de comprensión global e interpretación, la mayoría contesta correctamente ya que este tipo de preguntas suelen aparecer en los textos de clase.

En cuanto a la valoración- reflexión-forma, hay variedad de opiniones: hay quien lo encuentra positivo y hay quien lo encuentra negativo razonando el sufrimiento de esta mujer. Lo mismo ocurre con la pregunta de valoración-reflexión contenido. Hay quien considera la historia fantástica ya que dice que parece una novela, un culebrón; pero los que habían trabajado el texto con anterioridad, coinciden en que es realista.

En la última pregunta, se limitan a elegir de entre los adjetivos que yo les doy, aunque hago hincapié en que pueden añadir otros que ellos sepan.