

ACTIVIDADES DIDÁCTICAS PARA LA UTILIZACIÓN DEL PORTFOLIO DE ADULTOS

ACTIVIDAD 24: LISTENINGS: OUR ENEMIES?	
AUTOR:	Juan Jose Alvarez Miera
IDIOMA:	Inglés (aunque aplicable a cualquier idioma que se imparte en la E.O.I.)
NIVEL :	B1 El grupo escogido es un tercero, con gente mas bien adulta y con capacidad de autocrítica .No obstante , esta actividad puede llevarse a cabo a cualquier otro nivel.
TIEMPO:	30 minutos.
DESTREZAS:	Comprensión auditiva, interacción / expresión oral .Si el grupo fuera muy numeroso en grupos de 4/6 alumnos.
OBJETIVOS:	Promover que los alumnos reflexionen sobre lo siguiente: <ul style="list-style-type: none">➤ Aprendizaje en el aula y fuera del aula.➤ Aprendizaje autónomo y responsable.➤ Aprendizaje y sus estrategias.➤ Planificación del aprendizaje.
METODOLOGÍA:	<ul style="list-style-type: none">➤ Introducir el tema / topic del listening que se vaya a trabajar (en este caso en concreto las amistades íntimas).➤ Preguntarles qué entienden por un `close friend´, qué cualidades buscan en un➤ amigo, por qué son relaciones duraderas...➤ Escuchar el “listening” una primera vez.➤ Dar la hoja con el cuestionario; Listenings; our enemies?➤ Contestar individualmente el cuestionario.➤ Puesta en común.➤ Volver a escuchar el “listening?” una segunda o tercera vez.➤ Dar el tapescript.
VALORACIÓN:	Buena. La mayoría de los alumnos no se habían planteado antes hablar públicamente de algo que les “aterroriza”. Al final todos se comprometieron a poner en práctica lo que se expuso en el aula.

Listenings: our enemies?



Answer these questions or choose the most appropriate option about what you've just listened to.

- 1.- I found it ...
a. easy b.- not difficult c.-difficult d.-quite/very difficult
e.- impossible to understand f.- others

- 2.- How much did I understand?
a.- everything b.- almost everything c.-a lot d.-not much
e.-a little f.- nothing

Tick the best option: I know...

- when they first met what they look like what they do
what she/he likes of them why they became such close friends

- 3.- Why didn't I understand as much as I'd have liked to? Because...
a.-they spoke `a very strange' English b.- I was nervous (as usual)
c.- I was tired (a hard day) d.- I got deaf (as usual)
e.- I didn't pay attention to it f.- it was boring. I wasn't interested in it
g.- Others

- 4.- What didn't let me understand?
a.- speech b.- vocabulary c.- pronunciation and entonation
d.- speed e.- gender of the speaker f.-background

5.- Particularly what?

- 6.- I think I can improve my listenings . a.- **YES OF COURSE** b.- I don't think so

If you answered `yes' to question number six then keep on trying / answering more questions.

7.- How do you think you can improve your listening tasks?

- 8.- What's the best time in the day to do them?
a.- at any time b.- none c.- morning d.- afternoon/evening e.- in dreams

- 9.- Do you hear/listen to English a lot? a.- Yes b.- No

10.- Which of these best apply to you?

- When I'm doing a listening exercise
a.- I worry about everything I don't understand
b.- I worry about nothing at all.
c.- I try to get the main ideas.
d.- I get too nervous to go on and give up easily.
e.- I always try to do my best.
f.- Others



- 11.- Do you do any extra activities? A.- Yes b.- No

12.- If so , which ones?

- 13.- Do you watch films in the original version? With subtitles? a.- Yes b.- No

- 14.- Do you borrow CDs, tapes....from the library? a.- Yes b.- No

15.- Do you like listening to songs in English? Do you pay attention to the lyrics?

16.- Do you tune in to any radio station in English?

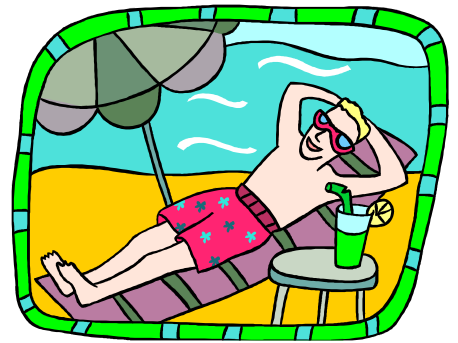
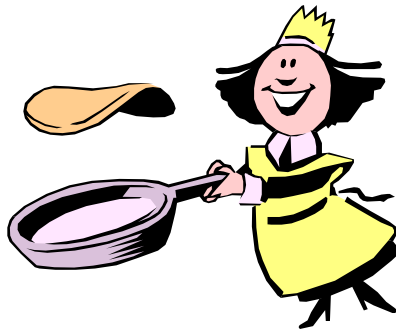
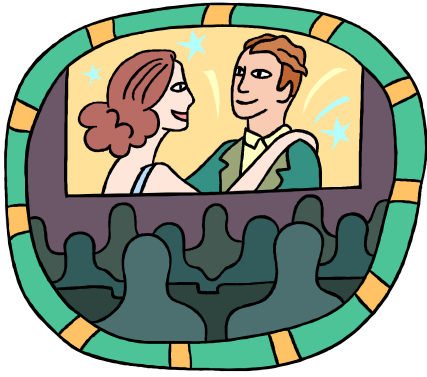
17.- So, how can you improve your `listenings' ? Discuss with your partner.



ACTIVIDADES DIDÁCTICAS PARA LA UTILIZACIÓN DEL PORTFOLIO DE ADULTOS

ACTIVIDAD 25: WHAT TO LEARN!	
AUTOR:	Yolanda Cabezas Álvarez (idea adaptada de Open Line 2, “Negotiation of what to learn!” and “Negotiation of how to learn!”)
IDIOMA:	Inglés
NIVEL:	A2
TIEMPO:	55 minutos.
DESTREZAS:	Interacción oral. Expresión oral.
OBJETIVOS:	Animar a los alumnos a tomar las riendas de su aprendizaje. Negociar qué y cómo aprender.
METODOLOGÍA:	<ul style="list-style-type: none">– Warm-up: Mostrar fotografías o dibujos de distintas situaciones, preferiblemente basadas en los contenidos que se van a trabajar durante el curso –ver una película, cocinar, hacer un examen, consulta médica... Preguntar en cuántas podrían desenvolverse en inglés, y en cuántas les gustaría poder hacerlo.– Facilitar la fotocopia. Trabajar primero con la sección “What to learn!?”– Trabajo individual: Leer los objetivos que se plantean para el curso y dejar uno o dos en blanco para que los alumnos añadan algo que les parezca importante para ellos. Clasificarlos por prioridades, dando el número 1 al que consideren más importante. Escribir los resultados en la columna “My priorities”.– Trabajo por parejas: Discutir la lista de prioridades y llegar a un acuerdo para ordenarlas. Anotar la decisión tomada en la columna “Pair priorities”. Facilitar expresiones útiles: I agree, I think, In my opinión...– Se forman grupos de 4 personas y se procede del mismo modo que en el apartado anterior.– Los grupos informan a la clase de sus decisiones.– “How to learn!?” - Los alumnos se centran ahora en las estrategias que pueden utilizar para conseguir sus objetivos y deciden si son útiles o no.
VALORACIÓN:	Positiva. Aunque les cuesta trabajo hablar de qué y como aprender porque creen que no tienen vocabulario suficiente, al final consiguen expresar sus opiniones y llegar a un acuerdo. En la segunda parte, “How to learn!?” intercambiaron “trucos” que les funcionan para reforzar estructuras, recordar vocabulario...

Warm-up



What to learn?

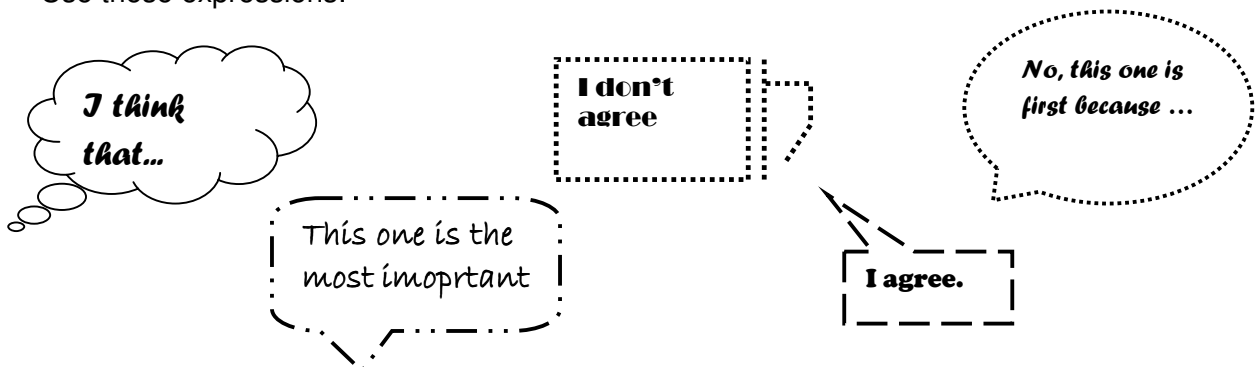
What do I want to learn?

- First work individually. Look at the chart below. It gives you objectives that you could concentrate on during this course. Read them and classify them in order of the priority you give them (1= the most important). Write the numbers in column “My priorities”.

	My priorities	Pair priorities	Group priorities
<input type="checkbox"/> to speak about my hobbies and interests in a simple way			
<input type="checkbox"/> to understand the general meaning in short, simple public announcements, in shopping centres, airports, etc.; for example, when a flight is delayed			
<input type="checkbox"/> to describe past activities and personal experiences, e.g. my last weekend, my last holiday			
<input type="checkbox"/> to understand the essential information of TV news items when the images support the commentary			
<input type="checkbox"/> to understand short stories about familiar topics if simply written			
<input type="checkbox"/> write about my everyday life in a personal letter (people, places, job, school, family, hobbies)			
<input type="checkbox"/> describe an event and say what happened, when and where, in a personal or a formal letter			
<input type="checkbox"/> ...			
<input type="checkbox"/> ...			

What do we want to learn?

- Now work in pairs. Discuss each other’s list of priorities until you reach an agreement on the order of priority. Write the numbers in column “Pair priorities”. Use these expressions:



- Finally find another pair and form groups of four. Once again, discuss each other’s list of priorities and reach a new agreement. Write the numbers in column “Group priorities”.

How to learn?

How do I want to learn?

Here is a list of activities and techniques that students and teachers often use. Read it and decide if each one is useful or not useful and think of a reason. Work in groups of four and discuss your decisions.

	Useful	Not useful	Reason
<input type="checkbox"/> All students repeat sentences together after the teacher.			
<input type="checkbox"/> Students work in pairs or groups.			
<input type="checkbox"/> I work out grammar rules and then check them with the teacher or a grammar book.			
<input type="checkbox"/> I treat myself when I have done things well.			
<input type="checkbox"/> The teacher always speaks only English in the class.			
<input type="checkbox"/> I always use a dictionary if I don't understand a word.			
<input type="checkbox"/> I am not afraid of making mistakes, that is why I experiment with the language.			
<input type="checkbox"/> I practice what I have learnt in new situations as often as I can.			
<input type="checkbox"/> The teacher corrects every mistake that the students make in speaking.			
<input type="checkbox"/> I try to understand what I don't know with words from another language.			
<input type="checkbox"/> I do listening and speaking activities on my own in the language laboratory.			
<input type="checkbox"/>			
<input type="checkbox"/>			

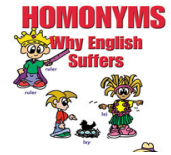
ACTIVIDADES DIDACTICAS PARA LA UTILIZACIÓN DEL PORTFOLIO DE ADULTOS

ACTIVIDAD 26: ENGLISH – AN EASY INTERNATIONAL LANGUAGE?
AUTOR: Teresa Segura López (basada en http://www.tefl.net/esl-lesson-plans/esl-activity-funny.htm ; http://users.tinyonline.co.uk/gswithenbank/funnyeng.htm y www.usingenglish.com
IDIOMA: Inglés
NIVEL: B2, C1
TIEMPO: 55 min.
DESTREZAS: Comprensión escrita/ Producción escrita/ Interacción oral
OBJETIVOS: <ul style="list-style-type: none">◆ Fomentar la reflexión de los alumnos sobre la dificultad de algunos aspectos del lenguaje escrito.◆ Practicar “homophones, homonyms and spelling”
METODOLOGÍA: <ul style="list-style-type: none">◆ Repartir las hojas con los textos.◆ Como introducción al tema, se comenta la imagen de los “teléfonos = homophones “. Se lee el primer fragmento en voz alta y a continuación se hace el ejercicio I.2. Se procede del mismo modo con el ejercicio II.◆ En grupos, los alumnos comentan el significado de los anuncios del ejercicio III e intentan corregirlos para que no puedan ser mal interpretados. Puesta en común.◆ Un alumno intentará leer el texto del ejercicio IV como introducción a la corrección de los errores en las frases siguientes.
VALORACIÓN: <p>Positiva. Permite abordar el estudio de la fonética y la ortografía de un modo más ameno.</p>

ENGLISH AN EASY INTERNATIONAL LANGUAGE?

It's no wonder the English language is so difficult to learn. Sometimes it's amazing we manage to communicate at all.

A ROSE
IS A ROWS IS A ROES



I . 1.- Read the following verse and find out for yourself.

Dearest creature in creation,
Studying English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse and worse
It will keep you Susy busy,
Make your head with heat go dizzy
Tear in eye, your dress will tear.
So shall I! Oh dear my prayer
Pray console your loving poet,
Make my coat look new, dear sew it.



2.- Give the phonetic transcription for the underlined words.

II . More reasons why the English language is hard to learn:

Read the following sentences carefully, then write down the phonetic transcription for the underlined words

- ◆ We must polish the Polish furniture.
- ◆ Since there's no time like the present, he thought it was time to present the present.
- ◆ I did not object to the object.
- ◆ The bandage was wound around the wound.
- ◆ I had to subject the subject to a series of tests



III . English is used in many countries as an international language to communicate with people who don't speak or read the native language. But not everyone writes very good English. What are these signs supposed mean?

Private school:
TRESPASSING WITHOUT PERMISSION.

Dentist's advertisement, Hong Kong:
TEETH EXTRACTED BY THE LATEST METHODISTS.

Airline, Copenhagen:
WE TAKE YOUR BAGS AND SEND THEM IN ALL DIRECTIONS

Tourist agency, Czechoslovakia:
TAKE ONE OF OUR HORSE-DRIVEN CITY TOURS. WE GUARANTEE NO MISCARRIAGES

Hotel, Moscow (opposite Russian Orthodox monastery):
YOU ARE WELCOME TO VISIT THE CEMETERY WHERE FAMOUS RUSSIAN AND SOVIET COMPOSERS, ARTISTS, AND WRITERS ARE BURIED DAILY EXCEPT THURSDAY.



to
NO



Black Forest, Germany:

IT IS STRICTLY FORBIDDEN ON OUR BLACK FOREST CAMPING SITE THAT PEOPLE OF DIFFERENT SEX, FOR INSTANCE, MEN AND WOMEN, LIVE TOGETHER IN ONE TENT UNLESS THEY ARE MARRIED WITH EACH OTHER FOR THIS PURPOSE.

Hotel, Zurich:

BECAUSE OF THE IMPROPRIETY OF ENTERTAINING GUESTS OF THE OPPOSITE SEX IN THE BEDROOM, IT IS SUGGESTED THAT THE LOBBY BE USED

Laundry, Rome:

LADIES, LEAVE YOUR CLOTHES HERE AND SPEND THE AFTERNOON HAVING A GOOD TIME.

Advertisement for donkey rides, Thailand:

WOULD YOU LIKE TO RIDE ON YOUR OWN ASS?

Restaurant, Switzerland:

OUR WINES LEAVE YOU NOTHING TO HOPE FOR.

IV .- Spelling – “Much *a fuss* about nothing”



People have often pointed out that English spelling is unnecessarily difficult:



According to a study at Harvard University most people can read and understand any mixed up word as long as the first letter and the last letter are in place. This is because we read words as a whole and not as letters in order. So you're smarter than you thought, huh?

There are spelling mistakes in some of these sentences; correct them where necessary. © 2005 UsingEnglish.com)

1. Governments are starting to insure that their schools are online and have Intranets, but look at what the schools do with their sights.
2. No aspect of learning a foreign language is more important than memory.
3. Swearing is part of expressive language; it is irrational: yet, it forms part of speech and idiomatic language.
4. Why shouldn't adult EFL students have some introductory lessons on swear words if only to caution and counsel them on their offensive nature and meaning and inappropriateness in polite conversation?
5. There are two separate pieces to the riddle.
6. Critics of language exams often say that they force students to learn an artificial form of standard English that is often at odds with the language used by many native speakers.
7. Understanding informal and colloquial pronunciation as compared to more careful, formal and “standard” English pronunciation is part of obtaining a better understanding and awareness of the English language.
8. The basis of the modern approach to classification and diagnosis of mental illness was instigated with a book published by Emil Kraepelin.
9. Throughout history languages have died out; I can't see the point in trying to resurrect something like Cornish here.
10. However, this is also one of its difficulties; having mastered the basics of English, many students then find it hard to reach the very high levels, because there are so many exceptions to everything and so many funny little rules.