

# TAREA 3º ESO: Reading and Listening

## ALICE IN WONDERLAND

### Recurso educativo abierto

El presente recurso educativo ha sido elaborado en el marco del Proyecto de Formación en Centros "Evaluación de la competencia digital de alumnos de Educación Secundaria Obligatoria" desarrollado en el IES San Isidro de Madrid durante el curso 2018-2019.

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MATERIA: Inglés

Nivel: 3ºESO

Área: Interacción y Cooperación

Competencia: Comunicación

Descriptores: Mostrar a sus compañeros la herramienta de comunicación más apropiada para determinado fin.

Area: producción

Competencia: Creación

Descriptores: Configurar formatos en documentos de texto y otros archivos digitales propios o ya existentes

La tarea debe ser realizada en parejas

El objetivo de esta tarea es

- leer activamente el extracto de una novela
- Usar una variada estrategia para reconocer diferente vocabulario.
- Aprender estructuras gramaticales
- Revisar conceptos aprendidos anteriormente
- Escuchar un relato con diferentes acentos.

**Se adjunta:**

**ANEXO 1: TAREA**

**ANEXO 2.RUBRICA**

## Anexo I : TAREA

**“The caterpillar and Alice looked at each other for some time in silence: at last the Caterpillar took the hookah out of its mouth, and addressed her in a languid, sleepy voice.**

**“Who are you?” said the Caterpillar.**

**This was not an encouraging opening for a conversation. Alice replied, rather shyly, “I – I hardly know, Sir, just at present- at least I know who I was when I Got up this morning, but I think I must have been changed several times since then.”**

**“What do you mean by that?” said the Caterpillar, sternly. “Explain yourself!”**

**“I can’t explain myself, I’m afraid, Sir”, said Alice, “because I’m not myself, you see.”**

**“I don’t see,” said the Caterpillar.**

**“I’m afraid I can’t put it more clearly,” Alice replied, very politely, “for I can’t understand it myself, to begin with; and being so many different sizes in a day is very confusing.”**

### **1.. STEP BY STEP PROCEDURES:**

1. Pre-assignment: go to [http://es.wikipedia.org/wiki/Lewis\\_Carroll](http://es.wikipedia.org/wiki/Lewis_Carroll) and do this activity:

A. Read the author’s biography and find out:

**Where and when was he born?**

**What was his real name?**

**Name some of his works**

2. The following day in class: a discussion about the information found as well as analyzing other aspects of the author’s life.

1. Listen to chapter five of the novel **“Alice in wonderland” (“Advice from a caterpillar”)**

<http://www.youtube.com/watch?v=AXhSyoHL81s>

4. The teacher provides the students with some definitions to clarify and elicit the most difficult vocabulary in the text e.g “hookah”.:” It is a single or multi-stemmed instrument for smoking”.

2. Cloze Listening (Fill in the gaps after listening again)

**“The caterpillar and Alice \_\_\_\_\_ at each other for some time in silence: at last the Caterpillar took the \_\_\_\_\_ out of its mouth, and addressed her in a languid,**

\_\_\_\_\_ voice.

**“Who are you?” said the Caterpillar.**

**This was not an encouraging opening for a conversation. Alice replied, rather \_\_\_\_\_, “I – I hardly know, Sir, just at present- at least I know who I was when I Got up this morning, but I think I must have been changed several times since then.”**

**“What do you mean by that?” said the Caterpillar, \_\_\_\_\_. “Explain yourself!”**

**“I can’t explain myself, I’m afraid, Sir”, said Alice, “because I’m not myself, you see.”**

**“I don’t see,” said the Caterpillar.**

**“I’m \_\_\_\_\_ I can’t put it more clearly,” Alice replied, very \_\_\_\_\_, “for I can’t understand it myself, to begin with; and being so many different sizes in a day is very confusing.”**

6. The students have to answer some comprehension questions about the extract of the novel:

- a) What does the caterpillar use to smoke?
- b) How was the beginning of the conversation between both characters?
- c) What has happened to Alice?
- d) How does the Caterpillar behave?

7. The teacher asks the students to prepare different sentences using the past tenses ,descriptive adjectives and adverbs found in the text.

8. Follow-up: the teacher asks the students to write in pairs two more questions and answers to continue the dialogue between the Caterpillar and Alicia as well as performing it in class.

## **2. . PLAN FOR INDEPENDENT HOMEWORK:**

- Read the whole chapter: **“Advice from a caterpillar”** and summarize it in 70 words.

### **Extension for Gifted Students:**

-Read another chapter of the novel: **“Alice in wonderland”** and explain it in class.

**SEND THE SUMMARY THROUGH THE VIRTUAL CLASSROOM TO YOUR TEACHER.**

**3. CLOSURE:** The next day the students will perform in pairs the whole dialogue between the Caterpillar and Alice.

**4.CONNECTIONS TO OTHER SUBJECTS :** Spanish Language and Literature .

## ANEXO 2: RUBRICA

Rubric

<b>Muestra la herramienta más apropiada para ese fin</b>	No conseguido <i>0 puntos</i>	Parcialmente Conseguido <i>1 puntos</i>	Conseguido <i>2 puntos</i>
<b>Sabe configurar formatos en doc. de textos y otros archivos digitales propios y/o ya existentes</b>	No conseguido <i>0 puntos</i>	Parcialmente <i>1 puntos</i>	Conseguido <i>2 puntos</i>