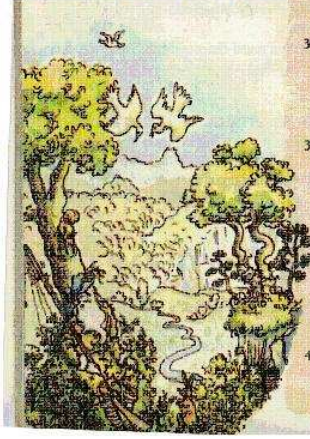
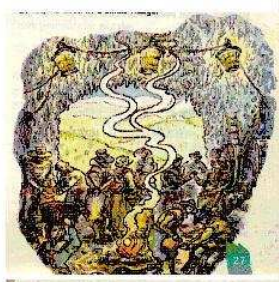


ASIGNATURA	Inglés
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TEXTO.

# A Strange Tale



## The Strange Tale of Rip Van Winkle

Once upon a time, there was a farmer called Rip Van Winkle. He lived in a village in the mountains with his wife and two young children, a daughter and a son. Rip was a very happy and kind man and he got on very well with all the children in the village. They loved him because he played games with them and often told them stories while he was sitting outside the 'King George', the village inn.

He spent a lot of time in the inn because he was, in fact, a very lazy man. Rip was happy to do just enough work to get by. Instead of working on his farm, he would go fishing or hunting, or sit in the village inn talking to his friends. His family was very poor and his wife used to get at him. "What kind of farmer are you?" she would say. "Why don't you get down to some work, you lazy man!"

After arguments with his wife, Rip always went off hunting with his dog, Wolf. One day, after another argument, Rip went further than usual in the woods and came to a beautiful valley, high in the mountains. Suddenly, he heard a strange voice calling his name. An old man, dressed in old-fashioned clothes, was trying to carry a barrel and asked Rip to help him. Rip agreed. They took the barrel to a cave, where there were more people, all dressed in the same strange clothes. After that, the old man gave Rip a drink from the barrel. Rip immediately fell into a deep sleep.

Some time later, he woke up under a tree in the same valley. He was alone. He was worried about his dog and he knew he was going to get into more trouble with his wife. Then he noticed a curious thing – his hair was over his shoulders and his beard was over a foot long! Rip could not understand what had happened. He decided to get back to the village. As soon as he got there, he realised that everything was different, and there were lots of new houses. The people in the village stared at him with his long hair and beard and old clothes. Rip thought their clothes were strange, and he did not recognise anybody at all.

When he got to his house, he saw that it was old and abandoned. He went to the centre of the village and everything there had changed completely. The old King George inn was now called the Union Hotel. Before he went in, he listened at the window. The people were talking about things he hadn't heard of – the elections, the president, the war. Rip went in and described his wife, family and friends and asked the people where they were. Apparently, his wife had died two years before and all of his friends had either died or left the village. But his children were still there. They pointed to a young man sleeping under a tree. Rip realised it was his son! Then a young woman, carrying a baby came towards him. It was his daughter!

In the end, Rip went to live with his daughter. He still didn't get round to doing much work though. He spent his time as before, fishing and hunting and telling stories to children outside the village inn. He told stories about life before the war, how he had met some strange people in the mountains – and how he had gone to sleep for twenty years!

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CURSO	4º ESO
TÍTULO	<i>Opportunities Intermediate</i> 8. A Strange Tale. “The Strange Tale of Rip Van Winkle”
EDITORIAL	Longman
<b>TIPOLOGÍA</b>	
SOPORTE	Impreso
FORMATO	Continuo
TIPO	Narrativo
<b>ESTRATEGIAS DE LECTURA</b>	
ANTES DE LA LECTURA	<p><b>Formular hipótesis y predicciones</b> Observar las imágenes y deducir de qué va la historia.</p> <p>a) Hacer observar a los alumnos y a las alumnas las imágenes que acompañan al texto así como el título y pedirles que sugieran quién es el personaje Rip Van Winkle.</p> <p>b) Animar a que algún alumno o alumna anticipe por qué es “strange tale”, es decir qué tiene la historia de peculiar que se pueda observar en las imágenes.</p> <p>Por ejemplo: <i>Before getting asleep he was shaved and after he woke up he had a very long beard.</i> (“Se ve que antes de quedarse dormido no tiene barba, y al despertarse, le ha crecido hasta la cintura casi”).</p> <p><b>Enseñanza previa de vocabulario</b> Explicar algunas de las palabras clave del texto:</p> <p>a) Utilizando las imágenes (Ej.: <i>Village inn</i>: la posada del pueblo. <i>Barrel</i>: tonel. <i>Cave</i> : cueva);</p> <p>b) Haciéndoles deducir otros significados por el contexto (Ej.: <i>To stare at</i> (5º p.) “mirar fijamente”);</p> <p>c) Agrupando las expresiones con <i>Get</i> (<i>phrasal verbs</i> y darles sinónimos):</p> <p style="text-align: center;"><i>To get by</i>: to manage to continue your way of life</p> <p style="text-align: center;"><i>To get at somebody</i>: to say unkind things to sb.</p> <p style="text-align: center;"><i>To get down to sth.</i>: To begin doing sth. seriously.</p> <p style="text-align: center;"><i>To get round to doing sth.</i>: to find time to do sth.</p>
DURANTE LA LECTURA	<p><b>Anticipación de hipótesis y predicciones</b> Motivaremos a los alumnos para que intenten anticipar cómo puede seguir la historia tras leer el primer párrafo y observar las imágenes.</p>

	<p>Sobre la tipología del texto: pedirles que lean las primeras líneas del texto y que intenten deducir qué tipo de texto es (ej. artículo periodístico, historia de amor, aventuras...).</p> <p>Iremos haciendo hipótesis de lo que va a ocurrir en función de lo leído anteriormente (ej. tras leer el tercer párrafo, animar a intervenir con ideas).</p> <p><b>Comprensión y asimilación de nuevo vocabulario</b> Aclararemos términos que vayan apareciendo con ayuda de sinónimos y antónimos.</p> <p><b>Constatación de la estructura</b> mostrando cómo progresa el contenido: Haremos observar los conectores de tiempo que secuencian la historia. (<i>Once upon a time, a day, after..., suddenly, as soon as, some time later...</i>).</p>
	<p>Pedir que se subrayen determinados conectores de tiempo. (Los que nos van a interesar para un trabajo posterior de <i>writing</i> de una historia suya real o inventada).</p> <p>Haremos ordenar cronológicamente las imágenes que acompañan al texto como forma de relacionar la unidad de sentido que se obtiene entre la parte verbal y la icónica, porque el texto es un todo.</p> <p><b>Realización de inferencias</b> Miraremos atentamente las imágenes y describiremos lo que en ellas se ve, aportando algún dato complementario, si procede (ej.: los cambios entre el antiguo pueblo y aquel en el que se encuentra Dick. Activaremos estructuras para la comparación: <i>more... than, less....than, not as...as...</i>).</p> <p><b>Modelar la autorregulación del proceso lector formulando preguntas de comprensión del texto</b></p> <p>a) Para que las respondan utilizando sus propias palabras: Ej: <i>Answer these questions in your own words after reading the text.</i></p> <ol style="list-style-type: none"> <li>1. <i>Why did Rip not get on very well with his wife? What did Rip use to do after arguing with his wife?</i></li> <li>2. <i>Who did he meet in the mountains? What was he doing?</i></li> <li>3. <i>In what way did the people in the cave look different?</i></li> <li>4. <i>What things had happened while Rip was asleep?</i></li> </ol> <p>b) Para que señalen si son verdaderas o falsas ciertas</p>

<p style="text-align: center;">DESPUÉS DE LA LECTURA</p>	<p>afirmaciones. (Indicaremos si queremos que se justifiquen las falsas sólo o todas).</p> <p><i>Ej: Say if these statements are true or false If they are false, justify them getting information from the text.</i></p> <ol style="list-style-type: none"> <li>1. <i>People appreciated Rip because he was a good man.</i></li> <li>2. <i>His favorite work was to go fishing and hunting.</i></li> <li>3. <i>The man he met in the valley knew him.</i></li> <li>4. <i>When he went back to his village, people couldn't stop looking at him.</i></li> <li>5. <i>His family was still poor and miserable.</i></li> <li>6. <i>Finally Rip could do what he liked because he was too old to work.</i></li> </ol> <p><b>Elaboración de un resumen del contenido.</b> Finalizaremos pidiendo un resumen del texto en unas seis líneas, con el propósito de que el alumno recapitule en síntesis la información obtenida y emplee el vocabulario y las estructuras lingüísticas trabajadas.</p>	
<b>PROCESOS LECTORES</b>		
<p>RECUPERAR - OBTENER INFORMACIÓN</p>	1	What was Rip like?
	Respuesta	<i>He was a kind man who got on well with all the children of the village.</i>
	2	Why did Rip and his wife argue?
	Respuesta	<i>Because he was so lazy that he didn't work although they were very poor.</i>
<p>COMPRENSIÓN GLOBAL</p>	1	<p>Why did Rip go hunting the day he disappeared? (Open answer or multiple choice:</p> <ol style="list-style-type: none"> <li>a) because they were poor and needed something to eat;</li> <li>b) because his wife was very angry with him because he didn't help the family;</li> <li>c) because he needed to rest doing one of his hobbies).</li> </ol>

	Respuesta	<p><i>(Open answer)</i></p> <p><i>Because he had had another argument with his wife and he always went hunting or fishing when it happened.</i></p> <p><i>(or Multiple choice: letter b)</i></p>
	2	<p>Rip couldn't recognise the people in his village</p> <p>a) because he was tired after sleeping for so long;</p> <p>b) because his friends had gone out of the village;</p> <p>c) because they were wearing strange clothes.</p>
	Respuesta	<i>Letra b).</i>
INTERPRETACIÓN INFERENCIAS	1	<p>Say if the statement is true (T) or false(F) and justify your answer:</p> <p>The man Rip helped with the barrel was from his village and knew him.</p>
	Respuesta	<i>F. We don't really know where he was from, but we can guess he knew Rip because he called him his name. He probably was from the area.</i>
	2.	<ul style="list-style-type: none"> <li>• Nivel 3 si es de respuesta abierta: Why do you think Rip didn't find enough time to work when he went back to his village?</li> <li>• Nivel 4 Give reasons (taking information from the text) to explain why his house was old and abandoned.</li> <li>• Nivel 4 Could you imagine what had happened to Rip's dog?</li> </ul>

	Respuesta	<ul style="list-style-type: none"> <li>• <i>He may have spent many years sleeping in the mountains but he still was the same lazy man who preferred telling stories to going to work.</i></li> <li>• <i>Because his wife had died two years before and their children weren't interested in such a poor house, may be because they had their own houses in the village: there were new houses and his daughter was married and with a child so she surely had needed a place to live in.</i></li> <li>• <i>He had disappeared, then we can guess he had died because dogs don't live as long as humans and it was 20 years later.</i></li> </ul>
VALORACIÓN - REFLEXIÓN FORMA	1.	¿Crees que la secuenciación temporal de la historia es clara? Justifica tu respuesta con ejemplos de la lectura.
	Respuesta	<i>Sí, porque es lineal, sigue un orden cronológico y hay diferentes adverbios de tiempo y conectores que organizan la historia; por ejemplo, introducción Once upon a time...pasado, cuento-ficción. One day en el tercer párrafo, para iniciar la anécdota. Some time later, en el cuarto párrafo, antes de empezar a presentar el principio del desenlace.</i>
	2.	¿Por qué crees que todos los tiempos verbales están en <i>past simple</i> o <i>past continuous</i> ?
	Respuesta	<i>Se trata de que recuerden, al menos desde el uso de las formas verbales, un rasgo típico de los textos narrativos, además de situar la acción en un pasado lejano y legendario.</i>
VALORACIÓN - REFLEXIÓN CONTENIDO	1.	¿Conoces alguna otra en la que el personaje se quede dormido un largo periodo de tiempo cuando estaba haciendo otras cosas?

	Respuesta	<i>Es una leyenda. Aquí tenemos la leyenda de san Virila, en el monasterio de Leyre. Esto nos da pie a que hablen y escriban sobre distintas leyendas (ej.: San Miguel de Aralar) en las que se puedan utilizar conectores de tiempo variados, distintos tiempos verbales en pasado... siguiendo el modelo de la lectura.</i>
	2.	¿Qué crees que significan esos veinte años dormido?
	Respuesta	<i>(Respuesta abierta)</i>