

TEXT ANALYSIS Isabel María Domínguez López

DIGITAL COMPETENCE 2 ESO bilingual section

1. Learning standards:

-Read and understand diverse texts of a level appropriate to pupils' abilities and interests in order to extract specific and general information, and use reading as a source of pleasure and personal enhancement.

-Write simple texts with diverse purposes about different topics using appropriate resources of cohesion and coherence.

-Use correctly the basic phonetic, lexical, structural and functional components of the target language in real communication contexts.

-Develop autonomy in learning, reflect upon learning processes, and transfer to the target language knowledge and communication strategies acquired in other languages.

-Use learning strategies and all the means at their disposal, including information and communication technology, to obtain, select and present information orally and in writing.

-Value the target language as a means of accessing information and as a tool for learning diverse contents.

-Tackling previous information about the kind of task and topic.

-Identification of the type of text, adapting oneself for the comprehension of it.

- Being able to distinguish the different types of understanding a text (general meaning, essential information, main points, and important facts).
- Formulating hypothesis about the content and context.
- Inference and formulation of hypothesis about meanings based on the understanding of meaningful elements, both linguistic and paralinguistic.

## 2.Contents

Literary text analysis.

## 3.Activity

“The Tyger”, by William Blake

1)Search the web for William Blake’s poem “Tyger, tiger” and copy it.

2)Look up for the meaning of the words you don’t understand in the Cambridge Dictionary. Copy the meaning and the pronunciation also.

3)Summarise the poem in your own words.

4)Search the web for the text analysis and copy it.

5)Write a few lines in **YOUR OWN WORDS** about what you have learnt from the text analysis.

6)Search the web for information about William Blake and copy it.

7)Search the web for the main characteristics of Romanticism un England and copy them.

4.Description and procedure of the activity.

The students will have to analyse the poem “The Tyger” by William Blake searching the web for the poem, the author, and the text analysis. First, they will have to look up the words they don’t understand and their pronunciation in a Cambridge dictionary online. They will also have to summarize the text in their own words and express their opinion about the poem after reading and copying the text analysis.

### 5. Timing

The activity will be done by students in a digital classroom in two fifty minutes sessions during the third term.

6. This activity will be done in pairs by students in their second year of ESO bilingual section.

### 6. Descriptores de la competencia digital trabajados.

Producción: investigación, selección y planificación.

-Identificar la información que se necesita.

-Planificar estrategias de búsqueda en internet para encontrar y seleccionar fuentes que se adapten al objetivo de investigación.

-Evaluar la validez y fiabilidad de las fuentes, recursos y datos seleccionados.

### 7. Assessment of the activity:

	Goal accomplished	Goal almost accomplished	Half-assesed
Identify the			

meaning of new words in the poem using a dictionary online			
Search the web for the right site to find the analysis of the poem			
Ability to discriminate against web sites that do not suit the purpose of the exercises			
Ability to use the right search engine			
Ability to identify the information the students need			