

## Actividad 1: News still in process

### PROPÓSITO

Se espera que los estudiantes comprendan el propósito de las noticias escritas, su estructura y su lenguaje objetivo. Para ponerlo en práctica, escriben una noticia sobre cambios y/o descubrimiento que han impactado a la sociedad.

### OBJETIVOS DE APRENDIZAJE

**OA 3** Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos breves y claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

**OA 4** Producir y comprender con fluidez textos orales y escritos breves y claros en situaciones comunicativas que involucren otras visiones de mundo y la propia, con el fin de interactuar y tomar conciencia de su propia identidad.

### ACTITUDES

- Pensar con apertura a distintas perspectivas y contextos, asumiendo riesgos y responsabilidades.

### DURACIÓN

4 horas pedagógicas

### DESARROLLO

#### Interpretando noticias

Leen y entienden noticias acerca de cambios tecnológicos o sociales actuales, y reflexionan sobre su trascendencia para redactar una noticia relacionada.

- Para recuperar el conocimiento previo de los jóvenes sobre la estructura de una noticia, el profesor pregunta:
  - a. *What is a piece of news?* (probablemente no sepan que *a piece of* es el singular de *news*; hay que explicarlo).
  - b. *What is the difference between a piece of news and an article?*
  - c. *What is the use of a piece of news?*
  - d. *Should the language used be objective or subjective? Why?*
  - e. *Which should be the structure of a piece of news?*
- Mientras contestan, el docente anota en la pizarra las respuestas correctas y agrega nueva información.

- A continuación, les dice que leerán una noticia acerca de cambios actuales y su trascendencia en el mundo futuro, e indica que así podrán reconocer la estructura y el tipo de lenguaje que se emplea en las noticias. Les entrega la noticia y les indica lo que harán después de leerla: *You are going to read a news report. Then, do the following reading activities:*
  - Read the headline and predict what the news report will be about. Which key words give you clues about the content of the article?*
  - What is different between the headline and a typical complete sentence?*
- Los alumnos se reúnen en grupos de tres integrantes y comentan sus respuestas. El docente aclara las dudas.

**Conexión interdisciplinar**

Educación Ciudadana

OA 6

Reflexionar personal y grupalmente sobre diversas formas de participación y su aporte al fortalecimiento del bien común.

**News report 1****CASSINI SPACECRAFT BEGINS LAST STAGE OF 20-YEAR MISSION**

May 22, 2017 8:06 pm by Monique Conrod, current events

**Saturn. Photograph from Cassini, taken on October 2004. Image: NASA**

In October 1997, a spacecraft called the Cassini orbiter was **launched** on a mission to explore Saturn and its moons.

Now, after nearly 20 years in space, Cassini's mission is **coming to an end**. John River, a famous astronomer said that Cassini was **running out of fuel**. He said that scientists expected it to burn up in Saturn's atmosphere in September.

But before that happens, the spacecraft will make a series of dives between Saturn and its rings, sending photographs and other information back to Earth.

Cassini is a **joint** project of NASA, the European Space Agency (ESA) and the Italian space agency (ASI). It took seven years for the spacecraft to reach Saturn, after travelling about 2.2 billion kilometres. It completed its first orbit of the planet on July 1, 2004. (Cassini was the fourth Earth spacecraft to reach Saturn, and the first to orbit it).

Scientists have learned many exciting things from the Cassini mission. They used to think Saturn had 17 moons, but now they know there are actually 62 moons orbiting the planet. Cassini also **added to** scientists' understanding of storms on Saturn, the ice and dust that make up its rings, and the atmospheres and geography of some of Saturn's moons. (In 2005, Cassini delivered a space **probe** to the biggest moon – Titan – so scientists could get a closer look at the moon's surface).

One of the most important discoveries Cassini made was that there is warm, liquid water under the ice that covers one of Saturn's smaller moons, Enceladus. Scientists believe conditions on Enceladus could be similar to the conditions that **led to** the development of life on Earth.

Cassini's mission was supposed to end in 2008, but because it was still **in good shape** and still sending back useful information, scientists extended it to 2017.

Now Cassini is performing the last **task** of its mission. On April 26, it flew through the **narrow** gap between Saturn and its innermost ring for the first time. It will **pass through** that gap 22 times altogether, gathering even more valuable information and images to send back to Earth.

John River said that when Cassini ran out of fuel and entered Saturn's atmosphere in September, it would **burn up** like a meteor. He said it was necessary for Cassini to be totally destroyed so there was no chance that microbes from Earth would contaminate any possible life on Saturn. But the information Cassini has sent home from Saturn makes it one of the most successful exploration missions ever **launched** from Earth.



**Glossary:**

- ✓ **To launch:** to leave land (an occasion when a spacecraft is sent into space, for the first time).
- ✓ **To run out:** to use up.
- ✓ **To burn up:** to be destroyed by fire.
- ✓ **Joint:** belonging to or shared between two or more people.
- ✓ **Task:** a piece of work to be done.
- ✓ **To led to:** to cause that something happens or exists.
- ✓ **Narrow:** having a small distance from one side to the other, especially in comparison with the length.

- Los estudiantes completan la siguiente tabla con información del texto leído.

NEWS REPORT 1 CASSINI SPACECRAFT MISSION	
1. Launch date:	
2. Joint project of:	
3. Titan:	
4. Enceladus:	
5. 2.2 billion kilometres:	
6. 2017:	
7. John River:	

### Procedimientos para redactar noticias

- El docente los instruye sobre la siguiente actividad: *Look at the chart that shows the key elements of a news report. Then, summarize, in note form, the essential information of this piece of news. Fill in this information in each category.*

#### Key elements of a News Report

- Headline: Catches your attention and sums up the story using concise language.*
- By-line: Writer's name, Writer's Specialty, e.g. sports, crime, current events and date.*
- Body: Place line: Where the story begins: The opening section • Gives most important information • Should answer most of the 5W's:*

**What's** happening?

**Who** is involved?

**Where** is this happening?

**When** is it happening?

**Why** is it happening?

- Details:*

*Most important details come first. Simple true statements which include quotations: (What someone actually said) go between ("..."). (Add one detail and one quotation).*

- Connections to other pieces of new report.*

- Responden y comparten en grupos pequeños, mientras el docente revisa las respuestas.
- En la siguiente etapa, pueden usar sus diccionarios: *Look at the words or expressions in bold from each article and write meaningful sentences for each one of them. If you are having difficulties inferring the meaning from context, the dictionary will help you. In the case of verbs, find the infinitive and then conjugate it in any form you want. Once you have finished, get in pairs and give each other feedback on the sentences.*

**Example:** *In October 1997, a spacecraft called the Cassini orbiter was **launched** on a mission to explore Saturn and its moons.*

**Student's example:** *The airline will **launch** its new transatlantic service next month.*

El docente copia las mejores oraciones en la pizarra y los jóvenes hacen una revisión final.

- A continuación, les entrega una miniguía y un modelo con la estructura de una noticia, y les señala: *Remember the following! When you write a news report you must use concise language. Here is an example that will help you when writing your own article:*

- **Headline:** *Are mobiles harmful to children?*
- **By-line:** *A new study into whether mobile phones are harmful to children starts at Imperial College London.*
- **Body:** *A large study into whether mobile phones are harmful to children's health is starting in September.*
- **(WHAT AND WHEN).** *It's being funded by the government and mobile phone companies and it will involve 2,500 children aged between eleven and twelve.*
- **(WHO).** *Scientists from Imperial College London (WHERE) will look at their thinking skills, memory and attention - and will then repeat the same tests in 2017.*

- **(HOW)** *Researchers say very little is known about the effects these technologies have on children's brains and it's important we find out. (WHY)* Fuente: Adaptado de [https://www.curriculumnacional.cl/link/http://downloads.bbc.co.uk/academy/academyfiles/Mobile\\_Phone\\_Story\\_Activity\\_Writing\\_Concisely.pdf](https://www.curriculumnacional.cl/link/http://downloads.bbc.co.uk/academy/academyfiles/Mobile_Phone_Story_Activity_Writing_Concisely.pdf)

### Conectando el discurso directo e indirecto

#### REPORTING NEWS

- El docente explica la conexión entre una noticia y los eventos o situaciones que se relacionan con ella: *Reported speech is usually used to talk about the past, so the tenses and the words spoken are normally changed. Reported or indirect speech use reporting verbs like "say, tell or ask" and the word "that" is used to introduce the reported words*.
- A continuación, reciben una guía con indicaciones sobre cómo aplicar el *Reported speech*. El profesor recuerda que es habitual que se use determinados tiempos verbales, como este, en textos noticiosos. Les presenta un apartado con algunos ejemplos para que entiendan mejor y se apoyen en él para redactar la noticia.

#### REPORTED SPEECH

*When we report someone's words, we can do it in two ways. We can use direct speech with quotation marks ("I work in a bank" "I love music"), or we can use reported speech (He said he worked in a bank.)*

*In reported speech the tenses, word-order and pronouns may be different from those in the original sentence.*

#### PRESENT SIMPLE AND PRESENT CONTINUOUS TENSES

- *Direct speech: "I travel a lot in my job"*

*Reported speech: He said that he travelled a lot in his job.*

*The present simple tense (I travel) usually changes to the past simple (he travelled) in reported speech.*

- *Direct speech: "Be quiet. The baby's sleeping."*

*Reported speech: She told me to be quiet because the baby was sleeping.*

*The present continuous usually changes to the past continuous.*

- *Direct speech: "I work in Italy"*

*Reported speech: He told me that he works in Italy.*

*It isn't always necessary to change the tense. If something is still true now – he still works in Italy – we can use the present simple in the reported sentence.*

#### PAST SIMPLE AND PAST CONTINUOUS TENSES

- *Direct speech: "We lived in China for 5 years."*

*Reported speech: She told me they had lived in China for 5 years.*

*The past simple tense (we lived) usually changes to the past perfect (they had lived) in reported speech.*

- *Direct speech: "I was walking down the road when I saw the accident."*

*Reported speech: He told me he'd been walking down the road when he'd seen the accident.*

*The past continuous usually changes to the past perfect continuous.*

#### 'CAN' AND 'WILL'

- *Direct speech: "I can't remember his name."*

*Reported speech: She said she couldn't remember his name.*

'Can' and 'can't' in direct speech change to 'could' and 'couldn't' in reported speech.

- Direct speech: "I'll be there for 3 weeks."

Reported speech: He told me he'd be there for 3 weeks.

'Will' and 'won't' in direct speech change to 'would' and 'wouldn't' in reported speech.

#### OTHER MODAL VERBS

- Direct speech: "You could be right."

Reported speech: I said that he could be right.

- Direct speech: "You must call me."

Reported speech: She said that I must call her.

Other modal verbs don't change in reported speech.

Fuente: <https://www.curriculumnacional.cl/link/https://learnenglish.britishcouncil.org/en/>

- Para el siguiente ejercicio, les señala: *Transform the following sentences into reported speech and then fill in the blanks.*
  - "My dad is an aerospace engineer."  
She told me that her dad \_\_\_\_\_ an aerospace engineer.
  - "I work for the European Space Agency."  
She told me that she \_\_\_\_\_ for the European Space Agency.
  - "We are meeting Tony at 8 o'clock."  
She said that \_\_\_\_\_ meeting Tony at 8 o'clock.
  - "We will go to Alma Observatory tomorrow."  
He said that \_\_\_\_\_ go to Alma Observatory tomorrow.
- El docente cuenta con un ejercicio más difícil que puede proponer según la necesidad de su curso.
  - Les indica: *Read the questions and answers given in each column. Match the question with the correct answer. The first one is already done.*

REPORTED QUESTION		REPORTED ANSWER
1. He asked what time it was.	1 - f	a. She said she was from France.
2. He asked where she was from.		b. She said she had been visiting a friend.
3. He asked what she did in her free time.		c. She said she had studied 3 hours.
4. He asked what time she would get there.		d. She said that she preferred tea.
5. He asked what she would do.		e. She said that she was fine.
6. He asked who she had been visiting.		f. She said it was 3.00.
7. He asked if she liked chocolate.		g. She said that she loved it.
8. He asked how she was.		h. She said she played tennis.
9. He asked if she had studied.		i. She said that she would watch a movie.
10. He asked if she drank coffee.		j. She said that she would arrive at 8.00.

### Construyendo una noticia

A continuación, elaboran una noticia.

- a. Primero escuchan una charla TED acerca de cambios o descubrimientos que han sido parte de una transformación importante dentro de la sociedad.
- b. Toman notas y usan esta información para redactar una noticia, usando la guía y el modelo trabajado previamente.
- c. Emplean formas verbales de los tiempos vistos en la unidad, junto con conectores variados y adecuados (se subrayarán en las noticias ya leídas y se les brindará una lista con conectores que les puedan servir para escribir el texto).
- d. Reciben las instrucciones: *Now, listen twice to the following Ted Talk about current scientific, social or technological changes. Take as many notes as you can. First, take notes on the general ideas. Then, complete your notes paying attention to secondary ideas and details.*
  - *Now look at the rubric to see what is required from you.*
  - *The next step is to organize your notes and, based on the guides and structures revised, use this information to write a news report.*
  - *Make sure to include the following:*
    - The by-line.
    - The five W's.
    - Three examples of direct speech and three of reported speech using the present, past and future.
    - Varied and precise language, grammar and connectors.
- e. Finalmente, reciben una rúbrica de evaluación con los elementos que debe incluir la noticia para saber qué se espera de ella.

### Orientaciones para el docente

Se sugiere los siguientes indicadores para evaluar formativamente los aprendizajes:

- Ordenan en una tabla la información identificada en los textos leídos.
- Escriben una noticia, usando el tiempo indirecto y los conectores adecuados, y manteniendo la fluidez de la comunicación.