

Actividad de evaluación Unidad 3

Propósito

Los alumnos comunican –oralmente y por escrito– los conocimientos desarrollados, mediante una opinión y una presentación; emplean habilidades lingüísticas, técnicas de persuasión e ideas. Ambas partes de la evaluación entregan información sobre los aprendizajes que lograron en esta unidad.

OBJETIVOS DE APRENDIZAJE

OA 1 Comprender información central de textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos.

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.

INDICADORES

- Analizan un artículo de opinión e identifican su estructura y características.
- Comparan información sobre un tema específico, obtenido de los textos orales y escritos trabajados.
- Escriben un artículo de opinión, completando una pauta de escritura.
- Participan en una presentación relacionada con sus intereses y aplican las estrategias propias del discurso.

Duración

4 horas pedagógicas

Artículo de opinión [actividad individual]:

- El docente les entrega las instrucciones de esta parte de la evaluación:
 - *Write an opinion article about the influence of an old musical style from the past (any period) in a current band or singer of your choice. Examples: rock – pop – glam pop – jazz – classical music – reggae – rap – salsa – cueca – tango, etc.*
 - *Write an opinion article describing and analysing the past musical influences that can be recognized in the band or artist's style.*
 - *Use the opinion article format and style studied in class. Length: 250-300 words.*

RÚBRICA PARA ARTÍCULO DE OPINIÓN

POINTS	4	3	2	1
Headline	Headline is creative, captures the attention of the reader and gives a clear idea of what the article will be about.	Headline is not so creative and thus, not so attractive. However, it gives a clear idea of what the article is going to be about.	Headline is boring. It gives a partial idea of what the article is going to be about.	There is no headline, or it is completely unrelated to the topic of the article.
Content: topic, reasons and examples	The topic of the article complies with the requirement of the task and is justified by clear reasons and examples.	The topic of the article complies with the requirement of the task and is justified by reasons or examples.	The topic of the article complies with the requirement of the task but is very few times supported by reasons or examples.	The article is not supported by any reasons or examples.
Structure	There is a clear headline, introduction, body paragraphs and a conclusion.	One of these elements is missing.	Two of these elements are missing or are unclear in its structure.	There is no apparent nor clear structure.
Language	Language is semi-formal, clear, varied and entertaining. There are almost no grammar, language nor spelling mistakes.	Language is semi-formal clear and with some variety. There are some grammar, language or spelling mistakes.	Language is too simple and boring but still clear. There are several grammar, language or spelling mistakes.	Language is unclear and hinders meaning. The text is full of mistakes.

Presentación oral de una investigación [actividad colaborativa o en parejas]

- El profesor entrega orientaciones para la segunda parte de la evaluación, relativa a una presentación con foco en la producción oral:
 - **Duración por grupo:** 90 minutos de preparación y 15 minutos de presentación (como máximo).
Total: 110 minutos aproximadamente.
- *In groups of four, you will have to deliver an oral presentation in which you address the influence of English in the Chilean society in different areas. Each member of the group will present for 3 to 4 minutes.*

The topics are the following:

- *Music*
- *Movies*
- *TV*
- *Fashion*
- *Language*

You must consider:

- *When this influence first started and examples of where this could be seen in the past.*
- *How this influence changed the music/movies/fashion/ language in our culture.*
- *Current examples of this past influence nowadays.*
- *Positive and negative aspects of this influence that affect your lives nowadays.*

Remember to:

- *Cite the sources.*
- *Do a brainstorming first to organize your ideas.*
- *Include an introduction, body with reasons and examples, and a conclusion.*
- *Use formal language, clear pronunciation and a set of 10 notes to remind you about what you are going to say.*
- *Speak spontaneously and without reading.*
- *Include a power point presentation which will have only the essential amount of text, attractive images and suitable examples.*
- *You will present in front of the class and be assessed individually based on the rubric.*

Actividad de preparación para la presentación oral: *Tips for your presentation*

- El docente los motiva a reflexionar, a partir de las actividades anteriores, para orientar su presentación oral.
- Les plantea las siguientes preguntas y los invita a opinar:
 - How has education, music or arts changed through time?
 - What have your parents, relatives or older people told you about how life used to be?
- Pueden anotar ciertas ideas y entregan sus opiniones.

- El docente toma notas y menciona que organizarán una presentación oral, a partir de esas ideas y otras que investiguen.
- Les señala cuáles son las características principales de una presentación oral.

Tips for a Successful Oral Presentation.

“The power of words can control the thoughts, emotions and the decisions of others”. Giving an oral presentation can be a challenge, but with the right plan and delivery, you can move an entire audience in your favour.

Take in consideration the following steps:

- **Identify the core point you want to make.** What is the crucial bit of information you want to get across to the audience? Find one good idea and expand on it fully.
What do I want the audience to do/believe when they leave? (PERSUASION)
What does the audience need to know when they leave? (INFORMATION)
- **Researching your presentation.** You need to be the most knowledgeable person in the room about your topic. For that, you must research the context and find facts, and figures that will prove your points.
- **Determine your topic.** Is it a question or a statement? Make the topic clear and concise.
- **Decide on the tone of your oral presentation.** Are you trying to convince the audience or simply inform them? Humour, empathy and factual tones allow a speaker to connect with the audience and the topic.
- **Briefly research arguments for and against your topic.** This allows the audience to observe both sides of the topic and feel as if they have made a fair judgement when convinced.
- **Write the body of your script.** Each new point or argument must go in a different paragraph with its corresponding justifications and evidence to support it. All your arguments must be related to the main topic of the presentation.
- **Prepare a strong introduction.** Describe your topic and main arguments in an attractive manner.
- **Prepare a strong conclusion.** Briefly summarize each argument but do not include any new information. The last sentence of the conclusion defines the power of your presentation and must leave an effect on the audience.
- **Be confident and remember to breathe.**
- Verifica que hayan comprendido los pasos para una presentación interesante y motivadora, y les presenta un video corto con dos estudiantes en sus presentaciones orales de fin de año (obtenidas del British Council).
<https://www.curriculumnacional.cl/link/https://www.youtube.com/watch?v=7eeYrHOV0UE>
- Realizan algunos ejercicios para crear su propia presentación oral.
 - a) *Here are some expressions from a presentation about tourism. Put the expressions in the order you would say them.*
 _____ I'm going to talk about tourism in our country.
 _____ First of all, I'd like to talk about the situation today.

_____ *To sum up, there are many advantages now to tourism in our country, but the future is uncertain.*

_____ *Next, I think about how tourism will change in the future.*

_____ *Finally, we'll think about how tourism will change in the future.*

b) *Put the phrases in the box, in the correct group below:*

<i>What is more,</i>	<i>On the other hand,</i>
<i>However,</i>	<i>Then again,</i>
<i>In conclusion,</i>	<i>The topic of my presentation is...</i>
<i>I would like to talk about...</i>	<i>Also,</i>
<i>Secondly,</i>	<i>In addition,</i>

Introducing your presentation:

Organizing your presentation:

Adding more ideas:

Adding ideas from a different point of view:

- En parejas, revisan los ejercicios y discuten brevemente sus selecciones.
- El profesor pide a algunos jóvenes que lleven a cabo su presentación oral para practicarla y retroalimentación; se emplea la siguiente rúbrica.

RÚBRICA PARA PRESENTACIÓN ORAL DE INVESTIGACIÓN

Score	4	3	2	1
Content	<i>All the required thematic aspects of the presentation are present.</i>	<i>Most of the required thematic aspects of the presentation are present.</i>	<i>Only half of the required thematic aspects of the presentation are present.</i>	<i>One or none required thematic aspects of the presentation are present.</i>
Structure	<i>The introduction, body and conclusion are very clear and perfectly organized which makes the presentation easy to follow.</i>	<i>The introduction, body and conclusion are partly clear and organized and the presentation is sometimes not so easy to follow.</i>	<i>There is some organization but not a clear introduction, body and conclusion which makes the presentation hard to follow.</i>	<i>There is no planned structure and the presentation is confusing and sounds improvised.</i>
Style	<i>Presentation is entertaining, with excellent pronunciation and good engagement with the audience.</i>	<i>Presentation is not entertaining. Pronunciation is good and there is engagement with the audience.</i>	<i>Presentation not entertaining. Pronunciation is not very clear and there is little engagement with the audience.</i>	<i>There is no engagement with the audience. Pronunciation is unclear and the message cannot be understood.</i>
Vocabulary	<i>The speaker uses a formal register, sophisticated and specific vocabulary to the topic and varied connectors.</i>	<i>The speaker uses a formal register, adequate vocabulary and varied connectors.</i>	<i>The register is mostly informal, and vocabulary is correct but simple.</i>	<i>The register is completely informal, and the vocabulary and grammar contain many mistakes.</i>