

## Actividad de evaluación Unidad 1

### PROPÓSITO

Se espera que comuniquen una campaña social en apoyo de la comunidad, oralmente y por escrito, y que apliquen las habilidades de análisis y escritura.

#### OBJETIVOS DE APRENDIZAJE

**OA 2:** Producir textos orales y escritos claros en contextos relacionados con sus intereses e inquietudes, con el fin de expresar una postura personal crítica que respeta otras posturas.

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

#### INDICADORES DE EVALUACIÓN

- Escriben un breve informe, ajustándose a la estructura y características del género discursivo.
- Comunican oralmente información sobre un tema de interés actual.
- Presentan oralmente los *slogans* y discuten sobre los elementos que los componen.
- Discriminan información relevante para completar una tabla sobre un tema de interés actual.
- Analizan imágenes publicitarias para identificar el lenguaje técnico aplicado.
- Analizan *slogans* para identificar los recursos retóricos y el propósito discursivo.

### DURACIÓN

4 horas pedagógicas

#### Informe [previo a la campaña publicitaria] (actividad individual)

1. El docente entrega las orientaciones para esta parte de la evaluación y señala que, mediante el informe, pueden desarrollar la expresión escrita, pues ya han efectuado ejercicios para entender y redactar variados textos.
2. Redactan un informe, basados en el modelo trabajado previamente.

### 3. **Model of report:**

- **Purpose:** *The purpose of this report is to investigate why so many people leave rubbish in the streets in the comuna of\_\_\_\_\_*
- **Hypothesis:** *We believe that there is a lack of awareness about:*
  - a. *The fact that rubbish in the streets makes both local people and outsiders disrespect the community by throwing more rubbish in places where there already is some.*
  - b. *The fact that these places are used as drug selling spots or as places where crime could be committed.*
- **Methodology:** *In order to investigate the problem, we conducted a survey which was given to 50 houses from the comuna chosen at random.  
The survey consisted of 10 questions...*

*The first three questions addressed problems about... These were the following:*

*The next questions ....*

#### **Report and analysis of results:**

*(Include chart)*

*With regards to the first question, x number of people responded that ... which clearly shows that...*

*As for the second/third/fourth question... Conclusion: Taking all these factors into account, we clearly.*

4. Los estudiantes reciben la guía sobre lo que se espera que incluyan en este informe; tienen que considerar la guía anterior sobre las partes de un informe, el léxico y las estructuras textuales. El docente señala: *With all this information, write a **report** of the situation following the model.*

## RÚBRICA PARA INFORME

CRITERIA	POINTS			
	1	2	3	4
<i>Introduction</i>	<i>There is a clear introduction of the topic: what happens, who causes it and who is affected, where this happens mostly and since when.</i>	<i>The introduction is clear and three of the aspects have been addressed.</i>	<i>The introduction is partly clear and only addresses two of the required aspects.</i>	<i>There is no introduction or if there is one, it is not clear and addresses one or no required aspect.</i>
<i>Structure</i>	<i>Paragraphs contain information about the same topic and are in logical order with appropriate headings and subheadings when it corresponds, making the information easy to locate.</i>	<i>Paragraphs contain information about the same topic and are in logical order, but some headings and subheadings are missing.</i>	<i>Paragraphs contain information about the same topic and are in logical order but there is no inclusion of headings or subheadings and  The text does not read like a brochure.</i>	<i>Paragraphs contain information which is disorganized, and it is definitely not a brochure.</i>
<i>Analysis of written message of brochure</i>	<i>The message has been analysed in terms of how clear and relevant it is and how suitable it is for the target audience.</i>	<i>The message has been analysed in terms of how clear and relevant it is without considering the target audience.</i>	<i>The message has been commented on in a general way and not analysed.</i>	<i>The message has not been analysed.</i>
<i>Language and style</i>	<i>The work clearly has been revised, it reads like a report and there are no grammatical nor spelling mistakes.</i>	<i>The work reads like a report. There are a few grammatical and spelling mistakes, but they do not hinder meaning.</i>	<i>The work does not read like a report. There are some grammatical and spelling mistakes and they sometimes make the work difficult to understand.</i>	<i>The work does not read like a report and is full of mistakes that hinder meaning.</i>

### Campaña publicitaria (actividad colaborativa)

Esta actividad potencia las habilidades disciplinarias, pues pone énfasis en la expresión escrita y la comunicación. Además de la guía que reciben sobre lo que se espera que incluyan en el informe, tienen que considerar todo lo que han hecho en la unidad.

1. El docente señala que, en esta segunda parte, tienen que diseñar una campaña publicitaria para solucionar un problema de alguna de las comunas de los miembros del grupo. Les pide que vayan a la página “Unicef’s Global Goals for Sustainable Development” para elegir las metas en las cuales se quieren enfocar (2 o 3).
2. La campaña debe llamar la atención y generar un impacto dentro del curso y la comunidad. Para motivarse, pueden mirar videos en internet que contengan campañas sociales novedosas, atractivas y, por ende, exitosas.
3. A partir de esa investigación, escriben un informe con lenguaje adecuado, basados una guía instructiva que entrega el profesor.
4. Luego elaboran la síntesis (*brief*) de su campaña.
5. Finalmente, completan la siguiente rúbrica.

**RÚBRICA PARA CAMPAÑA PUBLICITARIA CON FIN SOCIAL**

(Considera la campaña presentada y la correcta explicación oral y razonamiento de lo que se hizo).

Criteria	4	3	2	1
<i>Concept and originality</i>	<i>Concept surprises and delights the audience. The majority of the content and many of the ideas are fresh, original, and inventive</i>	<i>Concept works even though there are other campaigns that use something very similar. The project shows some evidence of originality and inventiveness</i>	<i>Concept feels predictable or obvious. The work is an extensive collection of other people's ideas and images. There is little evidence of new ideas and creativity</i>	<i>The work is a minimal collection of other people's ideas, products, and images. There is no evidence of new thought</i>
<i>Explanation of purpose</i>	<i>The message is explained, and several specific, valid reasons are given for each of the propaganda techniques used</i>	<i>The message is explained, and reasons are given to support the propaganda choices</i>	<i>The message is explained, but no reasons are given to support the propaganda choices</i>	<i>The message is merely stated with no explanation; no identification of propaganda used.</i>
<i>Language and fluency in oral presentation</i>	<i>Language is accurate, specific, fluent and effective.  There are almost no mistakes in language and grammar.</i>	<i>Language is appropriate.  There are some mistakes in language and grammar.</i>	<i>Language contains mistakes and hesitations, but it does not hinder meaning completely.</i>	<i>Language contains mistakes and hesitations and message is very difficult to understand.</i>
<i>Writing</i>	<i>The writing is legible, clear, and grammatically correct. It catches the reader's attention.</i>	<i>The writing is legible and clear with few grammatical errors. The writing attracts the reader.</i>	<i>The writing is mostly legible and clear with some grammatical errors. The writing is somewhat attractive for the reader.</i>	<i>There are several mistakes which make the message very difficult to understand.</i>

Tone: The attitude toward the audience. (e.g. Formal, informal, colloquial, serious, humorous, etc.)