

## Actividad de evaluación Unidad 4

### PROPÓSITO

Se espera que los estudiantes consoliden su expresión oral y escrita en formatos de uso real, a partir de los conocimientos y habilidades desarrollados en el tema del ambiente y la sustentabilidad.

#### OBJETIVOS DE APRENDIZAJE

#### INDICADORES

##### OA 1

Comprender información relevante para un propósito específico en 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.

- Crean oraciones usando el léxico apropiado y relacionado con este tema contingente.
- Escriben un informe utilizando la estructura y el léxico apropiado con un tema contingente.

##### OA 4

Producir y comprender con fluidez textos orales y escritos 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.

- Participan en un diálogo sobre un tema contingente, utilizando el léxico correspondiente.
- Presentan información sobre un tema contingente de forma oral.

### DURACIÓN

4 horas pedagógicas

### Presentación oral sobre el medio ambiente (actividad colaborativa)

El docente entrega las indicaciones y recursos que apoyan esta parte de la evaluación.

**Instructions:** *Now that you have read two articles about things that can be done in a city to encourage an environmentally sustainable world, pick an environmental topic of your choice and research in different articles that show what solutions have been implemented in different places to contribute to save the environment.*

*Suggested webpages:*

[https://www.curriculumnacional.cl/link/https://newsforkids.net/category/all\\_news/science/environment/](https://www.curriculumnacional.cl/link/https://newsforkids.net/category/all_news/science/environment/)

<https://www.curriculumnacional.cl/link/https://www.sciencenewsforstudents.org/>

<https://www.curriculumnacional.cl/link/http://www.nbclearn.com/changing-planet> (videos)

<https://www.curriculumnacional.cl/link/https://edition.cnn.com/2018/12/03/cnn10/ten-content-tues/index.html> (videos with transcripts)

<https://www.curriculumnacional.cl/link/https://www.nytimes.com/section/learning>

Based on the articles, deliver a 3-4 minutes oral presentation explaining:

- An environmental problem
- Human responsibility in it
- Consequences the problem has
- Creative solutions provided in two different parts of the world.

Remember to organize your presentation with an introduction, body and a conclusion.

Remember, also, for each body paragraph, a clear point (idea), reasons and examples to justify it.

This presentation will be filmed by your partner in a cell phone and then sent to the teacher's mail to be corrected. You can only have a set of brief notes, but you cannot read directly!!!! Good luck!

For your presentation consider the following useful phrases:

### **Introducing yourself:**

*Good morning/afternoon/evening ladies and gentlemen. My name is... and I am delighted to be here today to talk to you about...*

#### **Introduction to topic:**

*Today I am here to talk to you about...*

*I would like to take this opportunity to talk to you about...*

*Today I would like to outline...*

#### **Beginning the presentation**

*I'll start with some general information on...*

*I'd just like to give you some background information about...*

*Before I start, does anyone know...?*

*As you are all aware / As you all know...*

#### **Changing the topic**

*Right, let's move on to...*

*This leads me to my next point, which is...*

*I'd now like to look at / consider...*

#### **Summary**

*To sum up...*

*So to summarise the main points of my talk...*

#### **Conclusion**

*I'd like to conclude by.../In conclusion, I would like to...*

*That brings me to the end of my presentation, thank for listening / for your attention.*

*Thank you all for listening, it was a pleasure being here today.*

## RÚBRICA PARA PRESENTACIÓN ORAL

Criteria	4	3	2	1
Research	Research is about two articles of solutions in two different places. Sources have been included. Information is relevant and is compared and contrasted successfully	Research is about two articles of solutions in two different places. Sources have been included. Information is partly relevant and there is some comparison and contrast between the two sources.	Research is about two articles of solutions in two different places. Sources have been included. Information is not quite relevant and there is little comparison between the two articles.	There is some research, but the sources are not good/ only one article has been considered/ source has not been cited.  Information is irrelevant and there is no comparison of two sources.
Language	Language is accurate, with almost no grammatical mistakes and includes environmental terminology which has been used appropriately.	Language is partly accurate, with few grammatical mistakes and includes environmental terminology which has sometimes been used appropriately.	Language contains grammatical mistakes and includes environmental terminology which has not been used appropriately. Message is difficult to follow.	Language is inaccurate. With many grammatical mistakes. There is no inclusion of environmental terminology.  Message is very difficult to follow.
Structure	Structure has a clear introduction, body and conclusion. Reasons and examples have been well integrated.  Structure makes presentation easy to follow.	Structure has an introduction, body and conclusion. Reasons and examples are present but have not been well integrated. This affects how the presentation is followed.	There is little structure in the presentation. There are few reasons and examples and they are not linked to the idea they support.  Lack of structure makes presentation difficult to follow.	There is no clear structure. Few or no examples or reasons have been included. Presentation has clearly not been prepared.
Fluency	The presentation has clearly been practiced which makes language be fluent and with almost no hesitations. There is spontaneity in the presentation of the message and there is no need to read.	The presentation has somehow been practiced and language is mostly fluent. There are a few hesitations. Message is mostly spontaneous, but student feels the need to read sometimes.	The presentation has not been practiced and there are several hesitations. Student needs to read or look at notes constantly in order for the speech to flow.	There is constant hesitation because presentation and the specific language that must be used has never been practiced which affects pronunciation, rhythm and it hinders meaning.

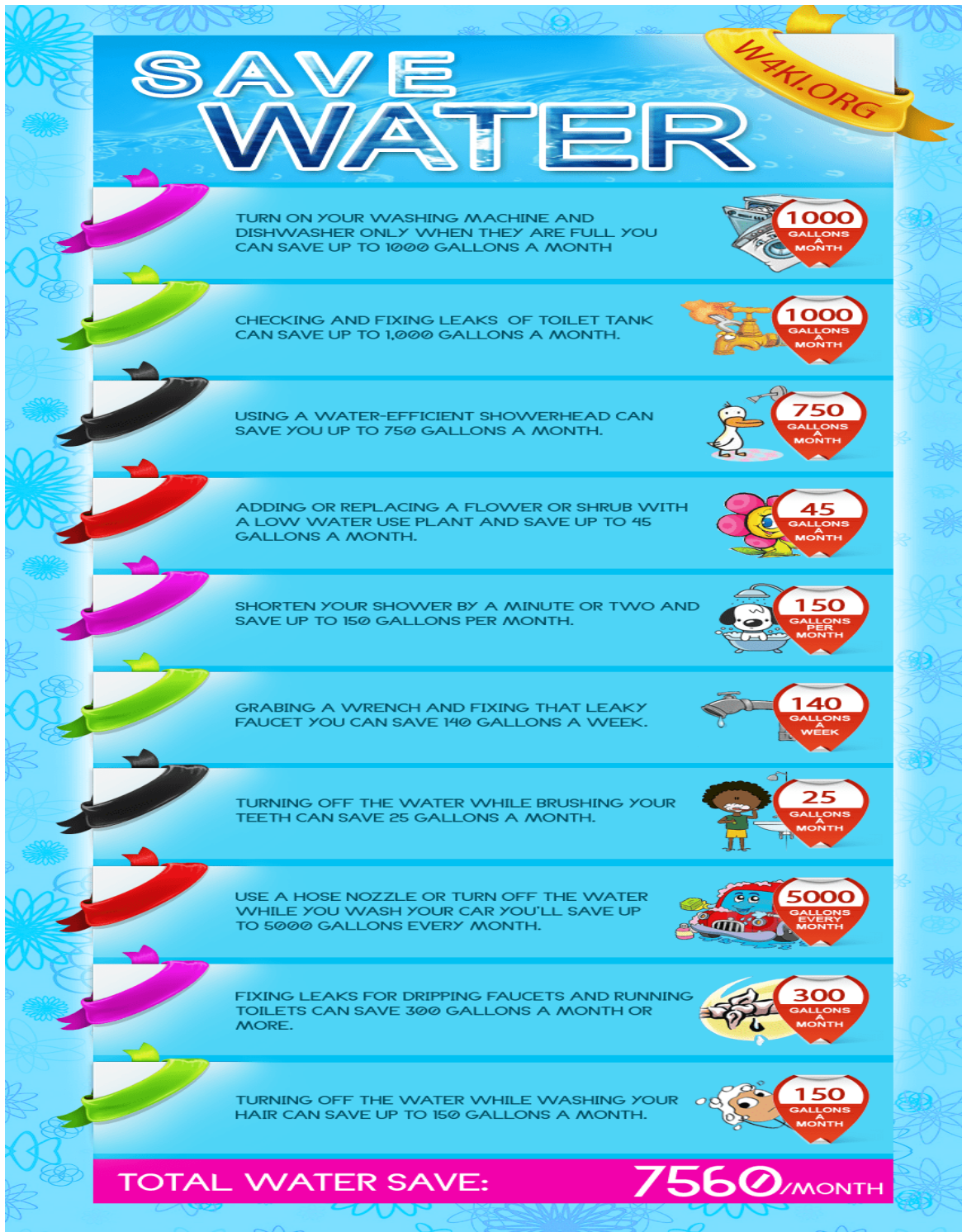
Following instructions	The four aspects required for the oral presentation have been included and have been well developed: environmental problem - Human responsibility in it - Consequences the problem has. - Creative solutions provided in two different parts of the world.	One of the four aspects is missing or not been well developed.	Two of the four aspects are missing or not been well developed.	Three of the four aspects are missing or not been well developed.
------------------------	--	--	---	---

### Informe sobre la efectividad de una campaña a favor del medioambiente (actividad individual)

Los jóvenes escribirán un informe luego de evaluar y comparar la efectividad de distintos folletos informativos relacionados con el medio ambiente y la escasez y el cuidado del agua. Para ello, deconstruirán los textos, analizarán su estructura interna y manifestarán sus opiniones al respecto.

*Instructions: Write a report about two different brochures on the same environmental issue. In this case, the brochures are about saving water, a topic you have already become familiar with during this unit.*

*First, look at the four brochures that appear in the following pages. Then, choose any two of them. Write notes in which you compare and contrast the effectiveness of the brochures for an audience of 7<sup>th</sup> graders. (12 years old). Then, using these notes, **write a report** considering the positive and negative aspects of these two brochures regarding: layout/structure – language – quality and clarity of message – images and font.*



[https://www.curriculumnacional.cl/link/https://infographiclist.com/2012/05/20/save-water-infographic/?utm\\_medium=twitter&utm\\_source=twitterfeed](https://www.curriculumnacional.cl/link/https://infographiclist.com/2012/05/20/save-water-infographic/?utm_medium=twitter&utm_source=twitterfeed)



shutterstock

IMAGE ID: 519475036  
www.shutterstock.com

<https://www.curriculumnacional.cl/link/https://www.shutterstock.com/es/image-vector/illustration-tips-on-saving-water-consumption-519475036?src=NiRFuf41Xz8hQFjKjKHG8gg-1-31>

# Play your part, be water smart!

## Wise Water Use

**Water your yard and outdoor plants early or late in the day to reduce evaporation**

**Take shorter showers - five minutes or less is best.**

**Get an Energy Star labeled washing machine. Wash only full loads.**

**Use low flow showerhead**

**Use a shut-off nozzle on your hose.**

**Mulch around plants to hold water in the soil.**

**Put faucet aerators on sink faucets.**

**Turn off the water while soaping hands and brushing teeth.**

**Turn off sink faucet while scrubbing dishes and pots.**

**Use a broom, not a hose, to clean driveways and walkways.**

**Install new toilets that use less than 1.6 gallons per flush.**

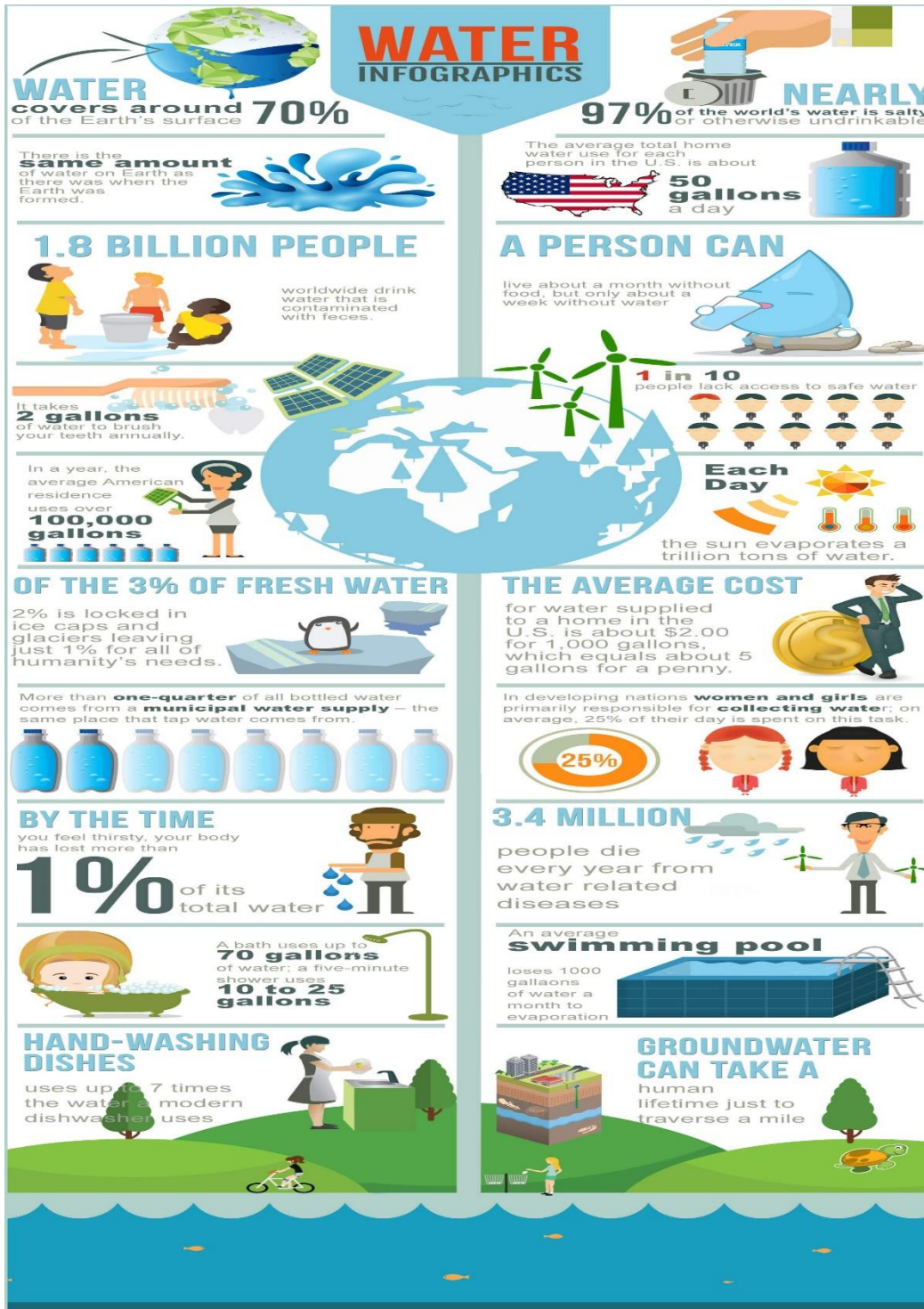
**Use plants that require less water.**

**Save it, or do without it!**

<https://www.curriculumnacional.cl/link/http://www.nature-education.org/rainwater.html>

#01	#08	#46	#40
TURN OFF THE WATER WHILE WASHING YOUR HAIR AND SAVE UP TO 150...	WHEN THE KIDS WANT TO COOL OFF, USE THE SPRINKLER IN AN AREA WHERE YOUR LAWN...		
#36	#50	#32	#19
WHEN WASHING YOUR HANDS, TURN THE WATER OFF WHILE YOU LATHER.	TIME YOUR SHOWER TO KEEP IT UNDER 5 MINUTES. YOU'LL SAVE UP TO 1,000...		
#37	#25	#44	#132
			WASH YOUR PETS OUTDOORS, IN AN AREA OF YOUR LAWN THAT NEEDS...

<https://www.curriculumnacional.cl/link/https://2vy9q736xwbl3dhmvk1tb0ot-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/0c29aca2b837006d7557175613cded03.jpg>



<https://www.curriculumnacional.cl/link/https://visual.ly/community/infographic/environment/20-more-amazing-water-facts>



## RÚBRICA PARA INFORME SOBRE FOLLETOS

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Introduction</b>	<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>
<b>Structure</b>	<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>
<b>Analysis of written message of brochure</b>	<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>
<b>Analysis of images and font of brochure</b>	<i>The visual images have been analysed in terms of the appropriateness of colours, type of drawings and font and by how attractive and suitable they are for the target audience.</i>	<i>All the elements of the visual images and font have been commented on but there is no real analysis on how suitable they are for the target audience.</i>	<i>Only some of the elements of the visual images and font have been commented on but there is no real analysis on how suitable they are for the target audience.</i>	<i>There are just general comments with no real purpose or there is no mention of any of these aspects at all.</i>
<b>Language And style</b>	<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>

## Glosario

**Audiencia:** El público que interactúa con un medio de comunicación. Hay diferentes tipos de audiencia y dependen de variados aspectos, como edad, horarios, aficiones, rol social, entre otros.

**Contexto:** Conjunto de elementos lingüísticos que incluyen, preceden o siguen a una palabra u oración y que pueden determinar su significado o su correcta interpretación. Asimismo, el contexto se relaciona con las circunstancias que rodean a un grupo o una situación y que permiten comprenderlo.

**Discurso:** Exposición de cierta amplitud sobre algún tema, que se comunica de forma verbal y oral en público. Su función es comunicar, exponer y persuadir, y se lo considera como una situación comunicativa cultural, contextualmente situada.

**Expresiones de uso frecuente o común:** Grupo de palabras que aparecen regularmente en textos orales y escritos.

**Informe:** Exposición oral o escrita que describe las cualidades, las características y el contexto de algún hecho. Generalmente su lenguaje es formal e informativo y su finalidad es la necesidad de que otros conozcan algo que ha sucedido.

**Lectura focalizada (*scanning*):** Estrategia para localizar información específica en un texto.

**Lectura rápida (*skimming*):** Estrategia que consiste en leer rápido para identificar la idea general del texto.

**Lluvia de ideas:** Técnica de trabajo en grupo que promueve y estimula la creatividad con el propósito de generar nuevas propuestas, desarrollar ideas o solucionar problemas.

**Propósito:** Lo que se quiere lograr en el lector o audiencia con un texto. Hay diversos tipos de propósitos, como informar, aprender, entretener, convencer, entre otros.

**Toma de notas:** Técnica de estudio o trabajo que permite resumir una información, recolectando con rapidez y en forma coherente los aspectos relevantes de un tema.

**Textos tipo:** Clasificación de los textos y discursos lingüísticos de acuerdo con las características comunes. Hay diferentes tipos de textos, pero todos poseen rasgos como tema, subtema, orden cronológico, un problema y su solución. Algunos tipos de texto son los informativos, descriptivos, expositivos, argumentativos, entre otros.

**Textos literarios:** Aquellos en los que se manifiesta la función poética y/o literaria como elemento fundamental o secundario; se clasifican en textos narrativos, líricos y dramáticos.

**Textos informativos:** Narraciones que informan sobre hechos de manera objetiva y que pretenden explicar o enseñar con evidencias, datos y/o cifras que lo avalen.

**Visualizar:** Estrategia de comprensión de lectura que consiste en formar imágenes en la mente basadas en lo que se lee. Ayuda a entender mejor el texto e implica un rol activo del lector frente a dicho texto.

## Bibliografía

- Celce-Murcia, M. (2013). *Teaching English as a second or foreign language*. Boston: Cengage Learning.
- EF (2018): *English Proficiency Index*. Recuperado el 20 de junio de 2019 desde <https://www.curriculumnacional.cl/link/https://www.ef.com/cl/epi/>
- Fadel, Ch., Bialik, M. y Trilling, B. (2016). *Educación en cuatro dimensiones: las competencias que los estudiantes necesitan para su realización*. Santiago: Graphika.
- Greenstein, L. (2012). *Assessing 21st Century Skills*. California: Corwin.
- \_\_\_\_\_. (2012). *Visible learning and the science of how we learn*. New York: Routledge.
- Griffin, P. (2014). *Assessment for teaching*. Melbourne: Cambridge University Press.
- Hattie, J. (2011). *Visible learning for teachers*. New York: Routledge.
- Heineke, A. & Mc Tighe, J. (2018). *Using understanding by design in the culturally and linguistically diverse classroom*. Virginia: Association for Supervision and Curriculum Development.
- Hughes, R. & Szczepek R. (2017). *Teaching and researching speaking*. New York: Routledge.
- Larmer, J., Mergendoller, J. & Boss, S. (2015). *Setting the standard for Project Based Learning: A proven approach to rigorous classroom instruction*. ASCD, Alexandria.
- Long, M. (2015). *Second Language Acquisition and Task-Based Language Teaching*. New Jersey: Wiley-Blackwell.
- Mc Tighe, J. & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. Virginia: Association for Supervision and Curriculum Development.
- Mehisto, P. (2017). *CLIL Essentials for secondary school teachers*. Cambridge: Cambridge University Press.
- Meyer, O. (2013). *Introducing the CLIL-Pyramid: Key strategies and principles for CLIL planning and teaching*. Recuperado el 17 de junio de 2019 desde [https://www.curriculumnacional.cl/link/https://www.researchgate.net/publication/275887754\\_Introducing\\_the\\_CLIL-Pyramid\\_Key\\_Strategies\\_and\\_Principles\\_for\\_CLIL\\_Planning\\_and\\_Teaching](https://www.curriculumnacional.cl/link/https://www.researchgate.net/publication/275887754_Introducing_the_CLIL-Pyramid_Key_Strategies_and_Principles_for_CLIL_Planning_and_Teaching)
- Moss, C. & Brookhart, S. (2009). *Advancing formative assessment in every classroom: a guide for instructional leaders*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Nation, P. & Yamamoto, A. (2012). Applying the four strands to language learning. *International Journal of Innovation in English Language Teaching, Volume 1, Number 2*. Nova Science Publishers.
- Richards, J. & Rodgers, T. (2014). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Rost, M. (2015). *Teaching and researching listening*. London: Routledge.
- Surkamp, C. & Viebrock, B. (2018). *Teaching English as a foreign language*. Dordrecht: Springer.

Tracey, D. & Mandel, L. (2017). *Lenses on reading*. New York: Guilford Press.

Ur, P. (2014). *Discussions and more. Oral fluency practice in the classroom*. Cambridge: Cambridge University Press.

Vygotsky, L. (1978). Interaction between learning and development. In Gauvain & Cole (Eds.) *Readings on the Development of Children*. New York: Scientific American Books, pp.34-40

Webb, S., Nation, P. (2014). *How vocabulary is learned*. Oxford: Oxford University Press.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Virginia: Association for Supervision and Curriculum Development.

\_\_\_\_\_. (2011). *The understanding by design guide to creating high-quality units*. Virginia: Association for Supervision and Curriculum Development.