

Actividad 4: A very valuable opinion

PROPÓSITO

Se espera que los estudiantes se familiaricen con los ensayos de opinión e identifiquen su estructura general, los conectores que se emplea y la manera en la que se persuade a la audiencia.

OBJETIVOS DE APRENDIZAJE

OA 2 Producir textos orales y escritos breves y 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 breves y claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

ACTITUDES

- Trabajar con autonomía y proactividad en trabajos colaborativos e individuales para llevar a cabo eficazmente proyectos de diversa índole.

DURACIÓN

3 horas pedagógicas

DESARROLLO

Procedimientos para un ensayo de opinión

- Los alumnos reciben una breve descripción de un ensayo de opinión y de sus partes leerlo y analizarlo en grupos pequeños. El docente los apoya y resuelve sus dudas.
Read the following guidelines and then answer the questions that follow.

Opinion essays: Guidelines

The structure of an opinion essay is as follows:

Introduction: *Introduction of the topic + opinion presented clearly as a statement.*

Main Body: *Three different paragraphs with different viewpoints and reasons to support them.*

All these paragraphs will be related to the thesis (your opinion, in this case). The first two will present your viewpoint and the last one, the opposing viewpoint. This one must be presented with weaker arguments for the reader to be persuaded by your arguments and your opinion.

Conclusions: *Re-formulate your opinion using different words to remind the reader about your thesis statement. Write a final reflection in which you leave the reader thinking about something related to the topic which has not been covered in the essay.*

- Tras comprender la estructura del ensayo de opinión y su propósito, desarrollan una actividad de comprensión lectora con un ensayo referido al uso de celulares por niños y niñas. El docente señala: *Controversial issues are great when it comes to writing an essay. The idea is always for the writer to try to convince the reader about his/ her viewpoint.*
Now read the following opinion essay and discuss with your partner how persuasive the essay is or not and which words and ideas contribute to this persuasion.

Conexión interdisciplinaria

Lengua y Literatura

OA 3

Analizar críticamente textos de diversos géneros discursivos no literarios orales, escritos, audiovisuales, considerando las características del género discursivo al que pertenece el texto.

OPINION ESSAY ABOUT CELL PHONE USE IN YOUNG CHILDREN

*Society tends to consider advances as something necessarily linked to science and technology and the origin, existence and improvement of the cell phone is one of them. First, this gadget made people able to make phone calls wherever they went and then, progressively, when it became smartphone and with the incorporation of the Internet, it allowed us to be permanently connected to the world. **However**, being overconnected, especially in the case of children, can trigger anxiety, the need to check text messages constantly, watch every YouTube video, or post pictures every half an hour in social media waiting for a like. All this takes away time that could be spent in nature or doing a physical activity, both opportunities in which to relax and feel at peace with ourselves. **Therefore**, I strongly believe that the cell phone has been harmful to children as it alienates them from other people and their physical surroundings, and it diminishes the opportunities to experience the world and become independent adults in the future.*

***Firstly**, let us consider the time spent by children in front of the screen. Last year this average reached the outrageous amount of four hours a day. If using the cell phone is not allowed at school, then these four hours in front of the screen occur when they arrive home. Before young children had access to a cell phone of their own, they spent after school time mainly playing outside with friends, moving and getting physically tired while, at the same time, experiencing nature by running on the grass and climbing trees. **In contrast**, nowadays, after four hours in front of the screen, children's limbs feel numb and the physical energy they naturally have is wasted in mental energy in silly gag videos or fake news which are many times is of little or no contribution to learning **whatsoever**.*

***Secondly**, a big issue is the lack of constant supervision while children are in front of the screen. In modern society it is very frequent for both parents to work and many times a relative or a person the family knows oversees the child who arrives from school earlier than the parents do. **Thus**, without the presence of the parents, the quality of this supervision is weak, making children, in those long four hours, discover and explore content which is **not only** inappropriate for their age, **but also** lacks values and moral standards.*

***Finally**, over connection produces anxiety and stress which enslave children to the screen. This is a consequence of the fear of missing out which makes children feel that if they leave their cell phones for just some minutes, there will be important things they will not be aware of while other people will. **Moreover**, if they do not answer text messages immediately, there is a sensation of there always being a new comment that has to be laughed at or something urgent to be given feedback about. **As a result**,*

children have this distorted view that they are being left out of the virtual society, the only one that for them could possibly matter.

***All in all**, I firmly believe children should not have cell phones until they are 12 or 13 years old **since** the large amount of time used on screen and the lack of participation in the real world prevents them from dealing with real, non-virtual problems which are not solved as immediately as online issues are. **Hence**, children become lazy, easily frustrated and have an impossibility of becoming real responsible adults. **However**, for the cell phone use to stop drastically and realistically, parents have to reach a consensus so that no child who does not own a cell phone feels left out because other children their age do own one.*

Fuente: Mineduc

Aplicando lo aprendido

- Completan una plantilla que les permite estructurar, por párrafos, la información contenida en el ensayo, para comprender mejor el orden de este tipo de escritura persuasiva.
- El docente les entrega la instrucción: *Fill in the template with the summarized information that appears in each paragraph of the essay you have just read.*

Intro	
Par. 1	
Par. 2	
Par. 3	
Par. 4	

- Los estudiantes revisan el *template* con un par y algunos presentan su trabajo al curso. El docente modela, corrige y verifica que han comprendido totalmente la estructura de un ensayo.

Una primera discusión

- Los estudiantes reciben un *set* de preguntas para la discusión y reciben las instrucciones: por medio de una instancia de diálogo, deberán relacionar el tema *Pet Lover* con el uso de celulares en jóvenes.
- El docente formula alguna preguntas y entrega las siguientes instrucciones:
 - What do you think about the concept of pet lover?*
 - Is the Intensity of it just a trend or is it a matter of social responsibility?*
 - How is responsibility or irresponsibility for pets shown in your community?*
 - In pairs, use your cell phones to find some laws or policies implemented in an English-speaking country regarding animal care.*
 - With your partner, compare and contrast those policies to the ones we have in our country. Fill in this information in a chart and then present it orally to the pair of students sitting next to you. Then, swap roles.*

LAWS OR POLICIES	CHILE	ENGLISH SPEAKING COUNTRY

- El profesor los escucha y plantea consultas para verificar que entendieron el tema y cómo manejan las estructuras y el léxico necesario.

Orientaciones para el docente

Se sugiere los siguientes indicadores para evaluar formativamente los aprendizajes:

- Escriben una opinión de acuerdo con la estructura discursiva del ensayo.
- Presentan oralmente información para sustentar una postura sobre un tema de interés.

El docente promueve que presenten sus trabajos en diversos formatos, según sus propios contextos e intereses. Es relevante que usen apoyo digital –Power Point, Prezi, blogs, Twitter, chats– para fomentar la discusión y la reflexión, y para publicar sus materiales escritos en la “nube”, por ejemplo, a fin de propiciar la “creación con otros y para otros”.

En relación con el desarrollo del género ensayo, retoma trabajos realizados previamente para evidenciar las diferencias entre un ensayo, un artículo de opinión, una carta de recomendación o de reclamo, entre otras. Apoya el trabajo con los *templates* presentados o propone otras actividades que aclaran cómo elaborar este tipo de ensayos; pueden consultar los siguientes links:

<https://www.curriculumnacional.cl/link/https://learnenglishteens.britishcouncil.org/skills/writing/advanced-c1-writing/opinion-essay-about-fast-food>

<https://www.curriculumnacional.cl/link/https://learnenglish.britishcouncil.org/b2-upper-intermediate-writing/an-opinion-essay>

Cabe recordar que se trata de propuestas con otras complejidades y que pueden trabajarlas en partes o según los intereses y necesidades de los jóvenes.

Como las actividades propuestas apuntan a que los jóvenes desarrollen la comunicación, se sugiere trabajar los enlaces presentados (o los que el docente proponga) de manera de afianzar la comprensión auditiva con videos y reproducciones auténticas. Asimismo, conviene buscar textos auténticos vinculados con los temas vistos y fortalecer la comunicación espontánea y planificada en el aula.