

Actividad 3: *To say or not to say*

PROPÓSITO

Se espera que los estudiantes escriban párrafos breves sobre temas actuales y elaboren argumentos, y que esta actividad les sirva como preparación para elaborar el ensayo final (evaluación).

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

- Pensar con apertura hacia otros para valorar la comunicación como una forma de relacionarse con diversas personas y culturas, compartiendo ideas que favorezcan el desarrollo de la vida en sociedad.

DURACIÓN

3 horas pedagógicas

DESARROLLO

Recordando el uso de conectores dentro de un texto

- El docente inicia la actividad con la revisión del uso de conectores y la escritura de párrafos: *The aim of this activity is to practice paragraph writing.*

Well-built paragraphs have:

- A. A topic sentence (main idea of the paragraph).*
- B. Reasons or examples (to support your views).*
 - *Explanation of those reasons or examples and connection to how these are related to the main idea.*

Example:

Topic sentence

Even though there are some people who say that piercing is non-hygienic and dangerous, this is only true if you ignore the aftercare you need to have after getting one.

Examples to support it

Examples of this include keeping the area clean and dry recognising signs of infection, washing your hands carefully before touching the pierced zone to avoid germs and not touching nor removing the crust which develops after piercing.

Explanation of the connection between the examples and topic sentence

It is as simple as that. People who say it is dangerous do not have firm grounds on which to base their beliefs and, more than an objective belief, this is prejudice of old, traditional people against new trends in general.

- El profesor les da otro ejemplo de cómo construir un párrafo con conectores que ya conocen. Los alumnos identifican las partes de este párrafo.
*There are many advantages to prefer eating at home. **First of all**, eating at home is cheaper than eating in a restaurant. **For example**, my local restaurant charges £5 for a sandwich which would cost me under a pound to make at home! **In addition**, if you cook your own meals you know exactly what ingredients are in your food. **Consequently**, diabetics and vegetarians feel more comfortable when they eat food which they prepare themselves.*
- En la siguiente actividad, discriminan entre algunos conectores para completar el párrafo. El docente señala: *Read the text below, and for questions 1 – 10 decide which answer a, b, c or d best fits each space. There is an example at the beginning (0).*

Example:

The advantages and disadvantages of drinking coffee

*Coffee is a very popular drink. (0) ... **However** ... , before you drink another cup you should consider some of the pros and cons of coffee.*

(1) ... , coffee has a number of benefits. (2) ... , many people believe it is a very tasty and enjoyable drink. (3) ... , it is a mild stimulant and helps many people to stay awake and alert. (4) ... , students often drink coffee when they are preparing for an exam.

(5) ... , coffee has a number of disadvantages. (6) ... , it can make people feel too awake and alert because it is a stimulant. If you need to go to sleep, coffee is not a good idea.

(7) ... , coffee can give some people serious headaches. (8) ... , people who suffer from migraine headaches should avoid drinking too much coffee as well as red wine and eating too much chocolate.

(9) ... , there are advantages and disadvantages to drinking coffee. (10) . . . , provided that you don't suffer from migraines and that you don't want to go to sleep, coffee is an enjoyable and tasty drink.

a. Although, **b.** However, **c.** In addition, **d.** In contrast.

Leyendo un ensayo de opinión

- El profesor les plantea primero algunas preguntas para motivarlos a debatir y a exponer su expresión personal y crítica.
 - Why do people love animals?*
 - Do you have pets at home? Why?*
 - Do you really believe your pets love you? Why?*
 - Do you believe the way in which pets were taken care of, has changed? If so, how?*
- El docente les pide compartir sus respuestas en grupos y sintetizarlas. Luego los invita a compartirlas con la clase.
- Reciben el texto (ensayo de opinion) y siguen las instrucciones: *Read the following article, underline and group the ideas into:*
 - The ones that support the extreme love for pets.*
 - The ones that go against this idea.*

YOUR PET DOESN'T LOVE YOU – IT'S JUST TRAPPED BY YOU

LAURA MARCUS

I find it easier to explain not having children than my dislike of keeping pets. I love animals, I just don't feel the need to own them

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<https://www.curriculumnacional.cl/link/https://www.theguardian.com/commentisfree/2016/feb/23/your-pet-i-love-you-animals> (extract)



'If you imagine for one second that your cat really gives a damn about your feelings then you're sorely misguided.' Photograph: Xiaojiao Wang/Alamy

Reading about how the Queen treats her dogs like royalty gave me the same vague sense of confusion that I always get when I hear about the overwhelming love some people have for an animal companion. I don't get it. I never have. It simply doesn't compute with me. How

can you possibly love an animal with the same fervour as you love a fellow human?

"But they're part of our family," pet lovers frequently insist. How? You didn't give birth to them. You can talk to them, but they can't talk back, and if you imagine for one second that your cat really gives a damn about your feelings then you're sorely misguided. If cats do consider you at all, it's probably to think: "What strange creatures these human animals are; many take better care of us than they do their own young."

Perhaps it's because I never grew up with pets. My parents believed we humans had no right to own other animals. I agreed with them then, and I still do. When at junior school it was my turn to bring home the class guinea pig for the weekend my father immediately released it into the wild of our garden. Don't worry – he kept a firm eye on it and guinea was safely returned to school on Monday in its sad little wooden cage. Should it ever have been kept like that? Ditto rabbits and other beasts should be in the wild. We haven't tamed them; we've entrapped them. Even your pet moggy is a wild

animal, as any owner who's come downstairs in the morning to the entrails of a mouse, vole or bird will attest.

I've found it far easier to explain not having children than my dislike of pets. You don't want children, fine. Quite understand. But pets? How could you not love a small furry animal? But I do love creatures, the great and the small. My problem is always with their owners, and with the word own. For many it's seems to be about control. You can't possibly control another human being the way you can an animal, though of course many try. Call a dog and it comes to you. Lovely. The slobbery greeting you get from a dog when you get back home gives a huge buzz. Someone loves you! No they don't. A pet is relieved not to be alone, and probably wants its dinner.

I do wonder if I have something missing. It's obvious pet lovers have a special bond with each other, noticeable even on social media. Some on Facebook are currently urging people to change their profile pics to that of animals to show they're against animal cruelty. And only the other day JK Rowling was exchanging tweets with Stephen King about how they'd have finished their books months ago if their dogs could make up their mind which side of the door they wanted to be on. Such shared experiences cut across barriers and it's hard not to feel a bit envious.

I do care about animals. I loathe zoos and think they should be closed down, save for necessary preservation work. I believe farm animals should be treated as humanely as possible. I also love cooking for vegetarian friends. I just think a real animal lover wouldn't dream of thinking they had the right to own one and treat it like a personal possession.

Glossary

- ✓ **Damn:** an expression of anger
- ✓ **Sorely:** extremely, very much
- ✓ **Furry:** covered with fur
- ✓ **Slobbery:** unpleasant wet, and containing a lot of saliva
- ✓ **Bond:** a close connection in joining two or more people
- ✓ **Loathe:** to hate someone or something

Aplicando en la escritura de párrafos

- Para el siguiente ejercicio, el docente señala: *Complete the following sentences with ideas from the text:*

a. *The author and her family believe that wild animals*

b. *An example of this is the class guinea pig which*

c. *It is not so difficult to explain not having children as opposed to*

d. *The author argues that she does love animals but she disagrees with*

e. *Pet lovers on Facebook are* _____ *because*

f. *JK Rowling and Stephen King are mentioned in the article*

because _____

- El profesor revisa el ejercicio y pide a varios voluntarios que expliquen sus respuestas.
- Luego, los jóvenes escriben en sus cuadernos una breve reflexión acerca de cuán representadas estaban en el texto, las opiniones de la clase al respecto y por qué. Les servirá para practicar cómo redactar párrafos con ideas fundamentadas y debidamente justificadas, paso previo a escribir un ensayo.

El docente señala: *Write a paragraph of about 10-12 lines in order to answer the question: How represented, in the text, were your and your classmates' ideas before reading the article?*

Justify your views with appropriate evidence from the text.

Consider the following structure: P-E-E (Point: Your view about the subject. – Examples: From the text. – Explanation: To justify how the examples prove your point)

Orientaciones para el docente

Se sugiere los siguientes indicadores para evaluar formativamente los aprendizajes:

- Usan conectores para completar un párrafo de opinión.
- Escriben un párrafo de opinión sobre un tema de interés, según las características propias del género.