

## Actividad 2: *We care!*

### PROPÓSITO

Se espera que los estudiantes se expresen adecuadamente por escrito, mediante el análisis de textos escritos y orales.

### OBJETIVOS DE APRENDIZAJE

**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.

**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.

### ACTITUDES

- Trabajar con responsabilidad y liderazgo en la realización de las tareas colaborativas y en función del logro de metas comunes.

### DURACIÓN

4 horas pedagógicas

### DESARROLLO

#### Examinando el medio ambiente en Chile

- El docente inicia la actividad con algunas preguntas sobre el tema medioambiental y sus repercusiones en Chile, en particular sobre algún tema de la comuna o la región que pueda ser relevante y conocido por los jóvenes. El propósito es motivarlos y ponerlos en contexto antes de que redacten el informe.

*Discuss with your partner:*

- *What do you know about the environmental issues of your country?  
Exchange your knowledge and ideas about it.*

- El docente recoge la información que algunos voluntarios entregan y pregunta a la clase:
  - *Are environmental problems something that worries you? Why? Why not?*

- En grupos de seis integrantes, debaten al respecto, resumen sus ideas en una cartulina y luego, un representante de cada grupo expone al curso lo que hicieron. De este modo, demuestran la calidad de su análisis y potencian sus habilidades de expresión escrita y oral.

### Analizando temas medioambientales vigentes

- A continuación, el docente presenta textos vinculados con cambios que benefician situaciones medioambientales, y recalca que son temas que ocurren en el país y nos afectan a todos de una manera u otra. Luego entrega las siguientes instrucciones:

*You will now read two articles about sustainable projects done in our country which prove that ingenuity and creativity can help find solutions.*

*Before reading, look at the headlines of the next two articles and the pictures that go with them.*

- *What do you think the articles are about?*
- *What allows you to conclude this?*
- *Share your ideas with your partner.*

Conexión interdisciplinaria

Ciencias para la Ciudadanía

Módulo semestral: Ambiente y Sostenibilidad

OA2

Diseñar proyectos locales, basados en evidencia científica, para la protección y utilización sostenible de recursos naturales de Chile, considerando eficiencia energética, reducción de emisiones, tratamiento de recursos hídricos, conservación de ecosistemas o gestión de residuos,

### Santiago Wins 2017 Sustainable Transport Award

July 18, 2016

Adapted from: <https://www.curriculumnacional.cl/link/https://santiagotimes.cl/2016/07/18/santiago-wins-2017-sustainable-transport-award/>



**SANTIAGO, Chile, July** – Chile’s capital city, **Santiago, has just been awarded the honor of hosting Mobilize 2017**, the new annual Sustainable Transport Summit put on by the New York-based multinational Institute for Transportation and Development Policy.

Over the past year, Santiago has made major improvements in **pedestrian space**, cycling, and public transit **that earned it** the ITDP’s recognition.

Established in 2005, the Sustainable Transport Award has been given each year to a city that has implemented innovative sustainable transportation projects in the **preceding year**.

The award recognizes “profound leadership, vision, and achievement in sustainable transportation and **urban livability**,” says the ITDP on its website.

Such strategies **improve mobility** for all residents, reduce transportation greenhouse and air pollution emissions, and improve safety and access for cyclists and pedestrians. Finalists are selected by an international committee of development experts and organizations working on sustainable transport.

“We received many interesting nominations this year, but **Santiago stood out for their wide range of achievements** and demonstrates the benefits of a strategic focus on improving walking conditions as a top priority,” said Michael Kodransky, who **chairs** the Sustainable Transport Award Committee.

“We look forward to **spotlighting** Santiago in the coming year as an international **best practice**.”

“Thanks to the coordination and collaboration between Santiago’s Board of Public Transportation, the Ministry of Environment, the Regional Government, civil society organizations and other municipalities, we have been able to move forward in local projects with greater metropolitan impact, such as the System of Public Bicycles, the Plan Centro, the Green Zone and to double the bicycle’s path network,” said the mayor.

Santiago’s Calle Aillavilú, in the central market of the city, has been transformed from a **derelict, car-congested** and unregulated parking lot to a **pedestrian-friendly oasis**.

### CHILE: NEW ELECTRIC CARS FLEET FOR GOVERNMENT USE

November 7, 2018

Adapted from: <https://www.curriculumnacional.cl/link/https://santiagotimes.cl/2018/11/07/chile-pinera-unveils-electric-cars-fleet-for-government-use/>



SANTIAGO. –On Wednesday, new electric vehicles that will be used by the Chilean government were presented in an initiative **to promote** electromobility.

It was emphasized, in a speech at the Plaza de la Constitución (Constitution Square), the importance the State and its institutions have as agents that promote means of transport that take care of the environment.

It was mentioned that: “The technology of the electric car emits the third part of a conventional car, but it consumes three times more copper than a conventional car. And, therefore, **the future of mobility will be the electromobility**, and that is good news for the environment, but also good news for the copper industry and for our country. “.

The new cars are 100% electric, have zero CO2 emissions and have a range of 300 kilometers.

With this new fleet, Chile becomes one of the few countries in the world whose government has electric vehicles.

- Los jóvenes leen el texto y pueden usar el diccionario para entenderlo.

#### Dialogando sobre medio ambiente

- Desarrollan un par de ejercicios para explicar y comentar los artículos leídos de manera oral. El docente señala:

After you have read the two articles, do the following:

- Define the terms in bold using your own words and, as far as possible, without the use of the dictionary.

b. **Speaking practice:** *Work with a partner: Each one of you will summarize one of the articles read (different articles). Then, only by using notes and taking turns, each one of you will explain the summary to the student sitting next to you. Try not to use Spanish! Be confident about the English you know and use it as best as you can!*

**Tip:** *When writing notes, remember not to write the whole sentence, just the essential information. Also remember that notes are a summary of the main ideas of a text so do not focus on the small details.*

- Escuchan un audio con algunas directrices para tomar notas de manera efectiva. Se recomienda que primero lo escuchen y, según lo que entiendan, lo oigan nuevamente para que anoten las recomendaciones que entrega.  
<https://www.curriculumnacional.cl/link/http://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/taking-notes>
- Evalúan los artículos de un compañero a partir de los siguientes criterios: claridad de las ideas, uso de notas, estructura interna del resumen. Luego le dan retroalimentación.
- El docente monitorea la actividad, mientras promueve que se expresen y se evalúen entre pares.

### Orientaciones para el docente

Se sugiere el siguiente indicador para evaluar formativamente los aprendizajes:

- Participan en un diálogo sobre un tema contingente y usan el léxico correspondiente.