



COLEGIO LA SALLE

Bucaramanga

¡Lasallista! "Lo mejor entre lo mejor"

PLAN DE TRABAJO PARA ARS

ASIGNATURA: INGLÉS INTERMEDIO 1 DOCENTE: Isabel Cristina Ruiz Cárdenas PERÍODO: III

ESTUDIANTE:

FECHA:

CURSO: 10º

CRITERIOS DE EVALUACIÓN COGNITIVOS - PRAXIOLÓGICOS.

- ✓ Muestra un buen dominio conceptual.
- ✓ Comprende información implícita y explícita de conversaciones y diálogos evidenciando competencias lingüísticas.
- ✓ Lee y comprende textos identificando ideas principales, información relevante y personajes principales.

CRITERIOS DE EVALUACIÓN AXIOLÓGICOS Y/O ACTITUDINALES.

- ✓ Seguimiento de indicaciones.
- ✓ Desarrolla la prueba con honestidad
- ✓ Mantiene un adecuado comportamiento durante la prueba y llega puntual a la misma.

ESTANDAR 1 SPEAKING Describe en forma oral preferencias de libros y temas, problemas, sueños y consejos, e interactúa en conversaciones sencillas para expresar su opinión, contar anécdotas, mediante el uso de la gramática y fluidez adecuadas.

Escoger uno de los siguientes temas y apoyado en diapositivas y/o carteleras presentar una exposición de cinco minutos:

- Problemas causados por no dormir
- Hoteles fantásticos alrededor del mundo
- Problemas ambientales del futuro

ESTANDAR 2 READING: Lee y comprende textos informativos y narrativos sobre historias y necesidades de los jóvenes, para identificar ideas generales y específicas, dar opiniones, y hacer inferencias a partir de información contenida en el texto.

1. Read the actions in the box. Decide which are **very bad**, and which **not very bad** behavior for a teenager.

Telling lies	playing truant	arguing with adults	drinking alcohol	stealing	taking drugs
swearing	fighting and bullying		cheating in exams		

VERY BAD	NOT VERY BAD

2. Read the introduction and the first half of the article about **Ned, Emily, and Jamie**. Which of the activities in exercise 1 were they guilty of?

Ned: _____.

Emily: _____.

Jamie: _____.

BRAT CAMP

What do you do with a teenager that swears at you, steals, lies, fights, drinks, takes drugs, and is completely out of control?

Desperate parents from all over the world are sending their difficult teenagers to behavior camps in the Utah Mountains, hoping that they will come back as the children they once knew and loved. Meet these three trouble teenagers. Will the tough therapy camp help them or will they return home the same rebellious brats?

Ten weeks. Three teenagers. One last chance.

Ned, Aged 16: Ned has always argued with his mother and no longer lives at home. 'I lie, steal, and cheat. I've got a drug problem,' he says. 'I hate everything.' His dad died when he was nine. His mother says, 'He's going to end up in prison, and it'll be my fault.'

Emily, aged 15: Emily was a happy girl who did well at school. Now she plays truant all the time. Her behavior changed at 13, when her mother remarried. She drinks a lot, stays out all night, and bullies her mother. 'It's my life and I can do what I want,' she says.

Jamie, aged 17: Jamie is a very intelligent boy, but five schools asked him to leave in just three years. His parents are divorced. 'I fight a lot,' he says. 'I'm going to end up in prison or seriously hurt if I don't go to this camp. I hope it helps.'

Far away from the outside world, the teenagers have to give up all the things from their old lives, including body piercings, cigarettes, music, mobile phones, and their fashionable clothes. There are a lot of rules to follow and physical activity is very important. They go on long hikes through the mountains, and sleep in tents at night. They learn to look after themselves and each other, and be responsible. They discuss their problems with the camp psychologist, who decides when they are ready to go home. The average time is ten weeks.

Ned felt very ill at first, as he couldn't take drugs any more. 'It was tough, but I feel better now. I don't feel depressed any more. I'm really looking forward to seeing my family. I'd love to live at home again,' he says.

Emily had to take out all of her 18 body piercings. She was shocked by camp life and cried all the time. 'I hated camp, but I've learnt that everything I do affects other people. I'm sorry I was so horrible to my mum. I hope I can go back to school. I want to be a nurse.'

At first Jamie had terrible problems following orders from the camp staff. But then he began to enjoy the outdoor life. He says, 'It was an incredible experience. I've got more self-control now. I'm going to join the army.'

3. Answer the questions.

1. The brat camp is also called a 'behavior camp' and a 'tough therapy camp'. Why?

2. Why are the parents so desperate? What do they hope will happen?

3. What does Ned's mother think is going to happen to him? Who does she blame?

4. Which of the teenagers is ...?
Selfish

Has a negative opinion of life

Sees hope in the future

5. What do you think happens at the camp?

6. In what ways is life at the camp different for the teenagers? What can't they do?

7. What do they learn to do?

8. When can they go home?

9. What were the teenagers' experiences of life in the camp?

10. How did life in the camp change them?

11. What are their hopes and ambitious now?

ESTANDAR 3 WRITING-GRAMMAR: Planea y escribe textos descriptivos y argumentativos sobre problemas ambientales, mediante el uso de CONDITIONALS, y vocabulario específico en los contextos comunicativos propuestos en clase.

1. Escoja uno de los siguientes temas y realice un escrito de mínimo 500 palabras, en el cual narre sus pros y contras utilice las estructuras gramaticales propuestas en el estándar.
- Restorative justice (where criminals meet their victims to talk about the effect of their crimes).
 - Getting older.
 - Having children while young.

ESTANDAR 4: LISTENING: Escucha y comprende conversaciones sobre libros, lecturas del sueño, cuerpo humano, para identificar ideas específicas, opiniones y encontrar el sentido general del texto oral.

1. Presentar los ejercicios de comprensión de texto oral propuestos por la docente.
Listen to the interview to J.K. Rowling and choose the correct answer.
1. When and when was she born?
 - She was born in Bristol, in England, in 1965.
 - She was born in Britain, in 1955
 - She was born in England, in 1975
 2. When did she write her first story? What was it about?
 - When she was ten. It was about a rabbit with mean less.
 - When she was sixteen. It was about a Rabbi with measles.
 - When she was six. It was about a rabbit with measles.
 3. What was she doing when she had the idea for Harry Potter?
 - She was travelling by plane from Manchester to London.
 - She was travelling by train from Manchester to London.
 - She was travelling by train from Miami to New York.
 4. Where did she teach English?
 - In Spain
 - In Brazil
 - In Portugal
 5. When was the first Harry Potter Book published?
 - In 1997
 - In 1987

- In 2007
6. How long has she been writing the books?
 - For nearly 30 years.
 - For nearly 10 years
 - For nearly 20 years
 7. How many books has she written?
 - Ten
 - Seven
 - Seventeen
 8. How many children has she had?
 - Thirteen
 - Thirty
 - Three
 9. How many books have been sold?
 - Over 300 million copies.
 - Over 300 billion copies.
 - Over 300 copies.
 10. Which books have been made into films?
 - The first one
 - the first six
 - All of them
 11. How much money has she made?
 - She made over £600 billion.
 - She made over £600 million.
 - She made over £600 thousand.
 12. How many authors become billionaires?
 - Only one – them
 - Only one – him
 - Only one – her