

Recursos a considerar:

- Libro del estudiante 'Tune up' de 4° medio
- Diccionarios online: www.wordreference.com www.linguee.es

ASIGNATURA	Inglés	NIVEL	4° medio
UNIDAD 3	HABILIDADES DE EXPRESIÓN EN LOS SUEÑOS Y ANHELOS DE LOS JÓVENES	OA N°	01
OBJETIVO DE LA GUIA.	Comprender información central de 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.	INDICADORES DE EVALUACION.	<p>> Reconocen palabras, expresiones y frases hechas relacionadas con descubrimientos y creaciones recientes.</p> <p>> Infieren el significado de palabras y expresiones sobre la base del contexto y sus aprendizajes previos, como léxico, conocimiento del tema, experiencias personales, etc.</p> <p>> Identifican la idea principal e información clave que la apoya en textos variados. > Generan preguntas y sus posibles respuestas basándose en la información contenida en los textos.</p> <p>> Escriben textos descriptivos y narrativos breves y simples de aproximadamente 150 palabras, como cartas, correos electrónicos y solicitudes de trabajo, relacionados con sueños y anhelos.</p>

INSTRUCCIONES PARA EL DESARROLLO DE LA GUIA.	<p>Pre reading (Páginas 111-112, libro tune up)</p> <p>En la actividad n°1 deberán responder las preguntas relacionadas con la imagen que aparece a un costado.</p> <p>Luego, en el ítem 2 deben responder el set de preguntas a modo de predicción de lo que se tratará el texto que leerán más abajo.</p> <p>En el ítem 8 deben responder las preguntas relacionadas con el texto. En el ítem 9 deben responder las 3 preguntas relacionadas con audio que deben escuchar. Por último, en el ítem 10 deben completar la información faltante de cada oración con lo mencionado en el audio escuchado.</p>
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Activities from the book

Page 111

Going Out with Friends

1. Answer the following questions. (10 pts)

a. What can you see in the picture?



b. What do you think is taking place?

c. Who are the people on the picture?

d. Why are they there?

2. Read the subheading of the article. Make some predictions about what the article is about. (6 pts)

a. What specific things are parents worried about?

b. What recommendations do you think the experts will give?

Some parents are **worried** about their teenagers' relationships during their school years.

Here are a few recommendations from the experts.

When teenagers start going out with their friends or dating, parents should never **forbid** it. Experts consider this to be the worst strategy. Adults should try keeping open communication with their youngsters and monitor their outings. However, if most of their time is spent going out with their friends and not studying and their marks at school are affected as a result, parents should speak to their son or daughter openly to address the problem.

Many parents think that their kids' friends are a bad influence on their own teenagers. The experts ask them to consider that 'not all the blame should be on the outsider' and to reflect on why their adolescents were attracted to that kind of company in the first place. Experts agree that the more children grow up, the more they search for and

find partners and friends who have similar interests and abilities to their own. This is especially true for the girls who are more interested in their future.

Once teenagers start having boyfriends or girlfriends, parents are not sure when to meet them. Parents should be attentive to these situations and when they notice their kid's growing interest, that is the moment to invite the friend to their homes.

Experts say that healthy and non-violent relationships among teens will help them to develop non-cognitive skills such as communication, empathy and negotiation. These are all skills they are going to need in the adult world they are about to enter.

One last thing to keep in mind: according to research, if adolescents are able to adapt to their environment and develop good relationships with their peers during school life, there are strong probabilities of them choosing a partner who will have similar aspirations.

Adapted from Madsen, S. D. (2008). Parents' Management of Adolescents' Romantic Relationships Through Dating Rules: Gender Variations and Correlates of Relationship Quality. *Journal of Youth and Adolescence*, 37(9), 1044-1059.

8. Answer the following Questions. (12 points)

a. What kind of problems do teenagers have?

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b. Have you ever asked for advice? Why/why not?

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c. What was your problem?

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9. Listen to teenagers asking for advice. What are their problems? (10 pts)

a.
b.
c.

10. Listen again and complete the sentences. (10 pts)

a. The first caller's friend is quite popular; he gets good _____ and he's very athletic.

b. She thinks that if she asks him out, it might ruin their _____.

c. The second caller is quite _____.

d He can't sleep at night and gets terrible _____.

e. The last caller's brother doesn't accept _____ from her.

f. She thinks her brother needs to _____ more.

GUIA N°6 Classroom	FECHA: del 05 al 16 de octubre	NOMBRE DE LA GUIA	<i>Going Out with Friends</i>
<p><u>Observaciones:</u></p> <ul style="list-style-type: none">• Desarrolle las actividades en guía enviada a su classroom, el libro o en su cuaderno.• Envíe el archivo mediante la plataforma classroom.• Mantenga TODA actividad desarrollada en una carpeta física o digital como su respaldo• Utilice los recursos multimedia disponibles, sitios web, correo de consultas, etc. para desarrollar las actividades con éxito <p><u>Contacto y cursos docentes de la asignatura</u></p> <p>Profesor Juan Valencia Ramírez: 4°A, 4°D y 4°E juan.valencia@colegiofernandodearagon.cl</p> <p>Profesor José Luis Reyes : 4°C y 4°H jose.reyes@colegiofernandodearagon.cl</p> <p>Profesora Daniela Zamudio : 4°B, 4°F y 4°G daniela.zamudio@colegiofernandodearagon.cl</p>			

