**BITÁCORA 3**

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| **ASIGNATURA(S)**  **ESPECIALIDAD** | Inglés  Prof.: Felipe Fernández  Email: [ffernandez@incoblascanas.cl](mailto:ffernandez@incoblascanas.cl)  Instagram: @ingles\_inco | **NIVEL** | Primero Medio |
| **NOMBRE DE ESTUDIANTE** |  | **CURSO** |  |
| **Objetivo de Aprendizaje**  **Priorizado/ O. Transversal** | OA9 Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples acerca de noticias y eventos nacionales sobre educación.  OA14 Escribir una variedad de textos utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar). | | |
| **Indicador(es) de Evaluación** | Identifican información específica acerca de algún tema en textos digitales.  Relacionan el contenido de los textos leídos con las funciones asociadas al tema; por ejemplo: referencia a planificaciones futuras utilizando (***be) going to.***  Usan todas las herramientas de apoyo, como diccionario, software especial, textos de inglés. | | |
| **Contenidos** | Vocabulary: National News – Education Vocabulary  Future: (be) going to  Coordinating Conjunctions: and - but. | | |

**PRIMERA SEMANA**

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| **Desde el día** | 17 de agosto | **Hasta el día** | 21 de agosto |

**National News - Education (Noticias Nacionales)**

In Chile, we have several words to identify our Educational System. Read the following vocabulary about Education in Chile (En Chile temenos varias palabras para identificar nuestro Sistema Educacional. Leer el siguiente vocabulario sobre educación en Chile):

**Pre-elementary School**: Kinder **Public Schools**: Escuelas Públicas

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**Elementary School:** Escuela Básica **High School**: Escuela Secundaria

**Private Schools**: Escuelas Particulares **Tutor**: Apoderado (a)

**Food Vouchers**: Sistema de Alimentación **Breaks**: Recreos

**Libraries:** Bibliotecas **Student Card**: Pase Escolar

**Activity 1**: Complete the following piece of news including previous vocabulary. Follow the example. You might need dictionary. (Complete la siguiente noticia incluyendo vocabulario anterior. Seguir el ejemplo. Podría necesitar diccionario).

Chilean Educational System

In Chile, there are two types of schools. ***Public schools(1***), which are supported by the Government and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(2) which belong to specific organizations. These are divided into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(3), exclusively for children between 3 and 5 years old; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(4), covering from 1st to 8th year of schooling; and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(5), where teenager students develop secondary schooling -from 9th to 12th year. All of them have almost the same schedule. First, they attend classes in the morning with three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(6) every 2 hours. For lunch time, students have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(7) to receive food and drinks. Schools also have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(8) inside to contribute to students’ academic competences and self-assistance. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(9) are responsible for continuous learning outside schools and they are mainly parents or relatives. Students are provided with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(10) which allows discounts and free pass in public transport.

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**SEGUNDA SEMANA**

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| **Desde el día** | 24 de agosto | **Hasta el día** | 28 de agosto |

**Future: (Be) Going to**

We use ***(be) going to*** to talk about ***future plans and intentions*** in a more informal way. Usually the decision about the future plans has already been made:

For example: She***’s going to*** be a professional dancer when she grows up.

I’***m going to*** look for a new place to live next month.

(Utilizamos ***(be) going to*** para hablar sobre planes a futuro e intenciones en un contexto más informal. Por lo general, la decisión del plan a futuro ya se ha tomado:

Por ejemplo: Ella ***va*** a ser una bailarina profesional cuando crezca (ella ya tomó la decisión).

***Voy*** a buscar un nuevo lugar para vivir el próximo mes (ya lo decidí).

**Always pay attention to the subject and correct form of verb to be before *going to* (am – is – are).**

**For example: I’m going to visit my parents tomorrow. (form of to be: am)**

**Peter is going to have some coffee with Lucy. (form of verb to be: is)**

**We are going to have a party tonight. (form of verb to be: are)**

**Activity 1:** Answer the following questions using ***(be) going to***. Follow the example. Multiple answers are posible. You might need dictionary. (Responda las siguientes preguntas usando ***(be) going to***. Siga el ejemplo. Múltiples respuestas son posibles. Podría necesitar diccionario).

1) What time are you going to bed tonight?

***I'm going to bed at 10 PM tonight.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

2) What time are you going to get up tomorrow?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) What are you going to do after classes?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4) What are you going to do tomorrow morning?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5) What are you going to do this weekend?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6) How much time are you going to take for studying?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7) Who are you going to talk to tomorrow?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8) How many classes are you going to attend tomorrow?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TERCERA SEMANA**

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| **Desde el día** | 31 de agosto | **Hasta el día** | 4 de septiembre |

**Coordinating Conjunctions: and – but (Conjunciones and – but)**

***We use coordinating conjunctions and – but to connect words, phrases or sentences***. For example, in case we need to add information, join or contrast ideas. (Utilizamos conjunciones and – but para conectar palabras, frases u oraciones. Por ejemplo, en caso que necesitemos agregar información, unir o contrastar ideas).

And (y): We use ***and*** to add information or join ideas in the same context. (Utilizamos ‘y’ para agregar información o unir ideas en un mismo contexto).

For example (por ejemplo): My mother ***and*** I love reading novels (A mi mama ***y*** a mí nos encanta leer novelas)

Jupiter ***and*** Venus are also planets (Júpiter ***y*** Venus también son planetas)

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But (pero): We use ***but*** to contrast ideas (show opposite ideas). (Utilizamos ‘pero’ para contrastar ideas -mostrar ideas opuestas-.)

For example (por ejemplo):

I like bananas, ***but*** I prefer apples. (Me gusta el plátano ***pero*** prefiero las manzanas)

I’d like to buy a cara, ***but*** now I can’t (Me gustaría comprar un auto ***pero*** ahora no puedo)

Activity 1: Add coordinating conjunctions and or but to the following text. Follow the example. You might need dictionary. (Agregar conjunciones and o but al siguiente texto. Siga el ejemplo. Podría necesitar diccionario).

My grandparents’ house is big ***and(1)*** full of colours. They also have a big garden, \_\_\_\_\_\_\_\_\_\_(2) we can´t play on the grass. In addition, they have a huge pool \_\_\_\_\_\_\_\_\_\_(3) many birds. My siblings love playing in the backyard, \_\_\_\_\_\_\_\_\_\_(4) I prefer stay inside. When it rains, my grandparents like to see the rain coming down through the trees \_\_\_\_\_\_\_\_\_\_(5) see the leaves fall down. Once a rainbow appears in the sky, we all love to see it through the windows, \_\_\_\_\_\_\_\_\_\_(6) my parents say it’s better to see it outside. On rainy days, my grandmother cooks tasty pastries \_\_\_\_\_\_\_\_\_\_(7) custard, so we all enjoy a fun afternoon. At night, my siblings \_\_\_\_\_\_\_\_\_\_(8) me go to bed in the same room, \_\_\_\_\_\_\_\_\_\_(9) sometimes they stay awake very late.

Activity 2: Write a free short paragraph including coordinating conjunctions ***and / but*** (50 words). (Escribir un párrafo libre y breve incluyendo conjunciones ***and / but*** – 50 palabras–).

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Autoevaluación**

Leer cuidadosamente los criterios antes de autoevaluarse. Califíquese con una nota entre 1.0 (Insuficiente) a 7.0 (Muy bueno) según lo indicado.

Nombre Completo: Curso:

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| Criterios de Autoevaluación | Nota | Definición |
|  |  |  |
| No cumplo con lo requerido en la bitácora | 1.0 a 3.9 | Insuficiente |
| Cumplo parcialmente expectativas de lo requerido en la bitácora | 4.0 a 5.5 | Suficiente |
| Cumplo expectativas de lo requerido en la bitácora | 5.6 a 6.5 | Bueno |
| Excedo expectativas de lo requerido en la bitácora | 6.6 a 7.0 | Muy Bueno |
|  |  |  |
| Nota Autoevaluación |  |  |

**SOLUCIONARIO BITÁCORA 3**

**Semana 1**

Actividad 1

2.- Private Schools

3.- Pre- elementary schools

4.- Primary Schools

5.- High school

6.- breaks

7.- Food vouchers

8.- Libraries

9.- Tutors

10.- Student card

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**Semana 2**

Actividad 1 (Posibles respuestas)

2) I'm going to get up at 7 AM.

3) I'm going to watch a film on TV.

4) I'm going to water my plants and feed my cat.

5) I'm going to have fun with my friends.

6) I'm going to take one hour and a half for studying Spanish.

7) I´m going to talk to my uncle Tom.

8) I'm going to attend three classes tomorrow.

**Semana 3**

Actividad 1

2.- but

3.- and

4.- but

5.- and

6.- but

7.- and

8.- and

9.- but

Actividad 2 (posible respuesta)

My grandparents’ house is big and full of colours. They also have a big garden, but we can´t play on the grass. In addition, they have a huge pool and many birds. My siblings love playing in the backyard, but I prefer to stay inside. I love talking to my grandparents and cousins instead of playing outside.

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