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Grado: Decimo	Sede: LA ROSITA J.M.	Fecha: Diciembre-18-2020
ESTANDAR: LECTURA: Identifico palabras clave dentro del texto que me permiten comprender su sentido general.		
INFORMACION SOBRE VALORACION DEL PLAN DE MEJORAMIENTO: TALLER DEL PLAN DE MEJORAMIENTO TIENE EL VALOR DEL 40% (A ENTREGARSE EN EL REGRESO A CLASES EN ENERO) EVALUACION SOBRE LOS TEMAS DEL PLAN DE MEJORAMIENTO TIENE EL VALOR DEL 60% (A PRESENTARSE EN EL REGRESO A CLASES EN ENERO)		
NOMBRE DEL ESTUDIANTE:		

ACTIVIDAD 1



Make an advertising brochure for a product

Read about a brochure. Then decide which sections you are going to include in your brochure.

An advertising brochure is a small booklet. It contains information about a product. It contains all or some of the following sections:

- the name of the product and a logo
- pictures of the product
- a description of the production process
- a description of the product
- information about why people should buy this product
- a profile of the typical customer of the product
- details of how to buy the product (shops, website, etc)
- a slogan



Ten en cuenta los siguientes aspectos para la elaboracion de tu brochure, debes realizarlo en ingles.

THE PRODUCTION PROCESS

- Where is the product made?
- Who works on it, and what are their working conditions?
- What are the production stages?

THE PRODUCT PROFILE

- What is your product, exactly?
- What is it made of?
- What features does it have?
- Why is it better than other similar products?

ACTIVIDAD 2

Lee la explicación de la estructura gramatical de la Voz Pasiva a continuación, desarrolla la **guía de EXERCISES**

Passive (1) (is done / was done)

Study this example:



This house **was built** in 1930.

'Was built' is *passive*. Compare active and passive:

Somebody **built** this house in 1930. (*active*)

subject object

This house **was built** in 1930. (*passive*)

subject

We use an *active* verb to say *what the subject does*:

- My grandfather was a builder. He **built** this house in 1930.
- It's a big company. It **employs** two hundred people.

We use a *passive* verb to say *what happens to the subject*:

- This house is quite old. It **was built** in 1930.
- Two hundred people **are employed** by the company.

When we use the passive, who or what causes the action is often unknown or unimportant:

- A lot of money **was stolen** in the robbery. (somebody stole it but we don't know *who*)
- Is this room **cleaned** every day? (does somebody clean it? – it's not important *who*)

If we want to say who does or what causes the action, we use *by*...:

- This house was built **by my grandfather**.
- Two hundred people are employed **by the company**.

The passive is **be** (is/was/have been etc.) + the *past participle* (done/cleaned/seen etc.):

(be) done (be) cleaned (be) seen (be) damaged (be) built etc.

For irregular past participles (done/known/seen etc.), see Appendix 1.

Study the active and passive forms of the *present simple* and *past simple*:

Present simple

active: clean(s)/see(s) etc. Somebody **cleans** this room every day.

passive: am/is/are cleaned/seen etc. This room **is cleaned** every day.

- Many accidents **are caused** by careless driving.
- I'm **not often invited** to parties.
- How **is this word pronounced**?

Past simple

active: cleaned/saw etc. Somebody **cleaned** this room yesterday.

passive: was/were cleaned/seen etc. This room **was cleaned** yesterday.

- We **were woken up** by a loud noise during the night.
- 'Did you go to the party?' 'No, I **wasn't invited**.'
- How much money **was stolen**?

EXERCISES

Complete the sentences using one of these verbs in the correct form:

cause damage hold include invite make overtake show
translate write

- 1 Many accidents are caused by dangerous driving.
- 2 Cheese from milk.
- 3 The roof of the building in a storm a few days ago.
- 4 There's no need to leave a tip. Service in the bill.
- 5 You to the wedding. Why didn't you go?
- 6 A cinema is a place where films
- 7 In the United States, elections for President every four years.
- 8 Originally the book in Spanish and a few years ago it
..... into English.
- 9 We were driving along quite fast but we by lots of other cars.

Write questions using the passive. Some are present and some are past.

- 1 Ask about the telephone. (when/invent?) When was the telephone invented?
- 2 Ask about glass. (how/make?) How
- 3 Ask about Australia. (when/discover?)
- 4 Ask about silver. (what/use for?)
- 5 Ask about television. (when/invent?)

Put the verb into the correct form, present simple or past simple, active or passive.

- 1 It's a big factory. Five hundred people are employed (employ) there.
- 2 Water (cover) most of the Earth's surface.
- 3 Most of the Earth's surface (cover) by water.
- 4 The park gates (lock) at 6.30 p.m. every evening.
- 5 The letter (post) a week ago and it (arrive) yesterday.
- 6 The boat (sink) quickly but fortunately everybody
..... (rescue).
- 7 Ron's parents (die) when he was very young. He and his sister
..... (bring) up by their grandparents.
- 8 I was born in London but I (grow) up in the north of England.
- 9 While I was on holiday, my camera (steal) from my hotel room.
- 10 While I was on holiday, my camera (disappear) from my hotel room.
- 11 Why (Sue/resign) from her job? Didn't she enjoy it?
- 12 Why (Bill/sack) from his job? What did he do wrong?
- 13 The company is not independent. It (own) by a much larger company.
- 14 I saw an accident last night. Somebody (call) an ambulance but
nobody (injure) so the ambulance (not/need).
- 15 Where (these photographs/take)? In London?
..... (you/take) them?

Rewrite these sentences. Instead of using 'somebody/they/people' etc. write a passive sentence.

- 1 Somebody cleans the room every day. The room is cleaned every day.
- 2 They cancelled all flights because of fog. All
- 3 People don't use this road very often.

ACTIVIDAD 3:

En esta actividad debes:

1. Leer el texto **What is beauty?** debes interpretarla en español, escribir tu interpretación detrás de la hoja de esta fotocopia, NO se aceptan traducciones de google, debe ser en tus propias palabras, así como lo hemos venido realizando en clase: tomando palabras amigas, aprovechando el vocabulario transparente, reconociendo las estructuras gramaticales estudiadas.
2. Debes desarrollar las actividades así; punto numero 5: escoger la mejor opción para completar las oraciones **a, b, c, d** y en el punto número 6 de la Post activity debes responder las preguntas **a y b** Ten en cuenta que el post activity solo lo respondes en inglés, no debes responderlo en español.
3. Debes investigar el traje típico de uno de estos países: USA, Mexico, España, Rusia, Peru, Cuba, Bolivia, Alemania, Italia y debes realizar un cartel que exalte la “belleza” de del miso, debes describirlo usando 5 frases escritas en ingles.

What is beauty?

Everyone has a different opinion about beauty. What one person considers beautiful or attractive, someone else might find strange or ugly. Here are some examples of cultures from around the world that have very different ideals of beauty.

In the Karo community from Indonesia, it's considered beautiful for women to have scars on their chest and stomach. A Karo girl starts to receive the scars at a young age. When the scars are complete, she is ready to get married and have children.

In the Kayan community in Myanmar, in South-East Asia, women wear rings round their necks as a sign of beauty. Girls begin to wear the rings at around five years old, and more are added as they grow older. Older Kayan women have longer necks than usual because of this.

The Maori are the native people of New Zealand. A man is considered to be a better warrior and more attractive to women if he has tattoos, especially if the tattoos are on his face.

In Mauritania in West Africa, large women are considered beautiful - the larger, the better. Being slim is a sign of poverty, and is considered unattractive. Young girls eat a lot of food to become large.

Everyone has a different opinion about what makes someone beautiful. But it's important to remember that the person you are on the inside is more important than how you look. As we say in English, 'beauty is only skin deep!'

Glossary

- | | |
|--------------------------|--|
| ▪ beauty: <i>belleza</i> | ▪ chest: <i>pecho</i> |
| ▪ ugly: <i>feo/a</i> | ▪ warrior: <i>guerrero/a</i> |
| ▪ ideals: <i>ideales</i> | ▪ beauty is only skin deep: <i>la belleza es superficial</i> |

5. Choose the best option to complete the following sentences.

- a. In the Kayan community, ...
1. women wear rings around their necks because they like them.
 2. women have to wear rings around their necks to look beautiful.
 3. women wear a new ring every year.
- b. In the Kayan community, ...
1. only men wear the rings.
 2. older women wear more rings than younger women.
 3. the rings don't affect their necks.
- c. In Mauritania, young girls ...
1. exercise a lot to look slim and beautiful.
 2. can get a husband if they are slim.
 3. have to get fat to be considered beautiful.
- d. What does 'Beauty is only skin deep' mean?
1. It's important to have beautiful skin.
 2. Deep skin makes you beautiful.
 3. What's inside you makes you beautiful.

6. Answer the following questions.

- a. Where do the concepts of beauty come from?
- b. What's the ideal of beauty for you?

ACTIVIDAD 4

En esta actividad debes **CREAR UN ECOPARK** desarrollando los puntos del 1 al 6 de la guía de instrucciones a continuación.



Create a new eco-park

1. **Work alone.** You are going to plan a new park which will benefit the local community and the environment. First of all, copy and complete the following table with your own ideas.



Location		Jobs and roles that will exist for local people	
Fauna and flora that live in the park		Activities that visitors can do in the park	
Facilities that the park will have		Initiatives to improve the environment	
Indigenous people who live there		Any other ideas	

2. **Desarrolla los siguientes puntos en una tabla similar a la del punto 1.**

- the location of the park
- the name of the park
- the landscape(s) within the park: mountain, rainforest, beach, moor, etc.

3. El Eco- park debe estar escrito en ingles, debes tener en cuenta estos dos aspectos: describir la flora y fauna del lugar, describir las comunidades habitantes de tu eco park, debes usar dibujos realizados por ti mismo.

FLORA AND FAUNA

- Describe the most important fauna and flora in the park.
- Say which fauna and flora is endangered, and how to help this.
- Think of how the park may have a negative effect on the flora and fauna, and how to stop this.

INDIGENOUS PEOPLE

- Describe the culture and lifestyle of the indigenous people who live in the park.
- Think about how the new park will affect their life – in both positive and negative ways. For any problems created, find solutions.
- Think about how to involve the indigenous people in the organisation and management of the park.

4. Debes incluir en el Eco-park los siguientes tres aspectos mencionados a continuacion

FACILITIES

- Decide which facilities the park needs.
- Consider people who visit the park just for the day, and people who will go on holiday there. How can you make the park fun for everyone?
- Think about how each of the facilities will encourage people to respect the natural habitats of the park.

JOBS

- Decide who will be responsible for the park, and what other jobs are needed.
- Decide what the responsibilities for each person will be. Consider how local people can be involved.
- Write a job advert for each position.

THE ENVIRONMENT

- Think about environmental problems which currently exist in the park.
- Think of initiatives to solve these problems. How can the park help?



Create a map

5. Create a map of your park. It should include information about all the aspects that you developed in exercise 3.



