



ENGLISH TEST

Name :	Grade: TERCERO MEDIO A/B
Date:	Time: 45 minutes
Total Score: 22 PTS.	Score:

Descripción Curricular de la Evaluación

Nivel	N° 2 (2020)
EJE	Comprensión Lectora
Objetivos	OA12
Habilidades a evaluar	Hacen inferencias acerca de eventos en el texto leído

Instrucciones:

Lee, desarrolla y/o responde la siguiente guía de trabajo, utilizando el diccionario y tus apuntes del 2020. Debes entregar esta guía en el colegio a más tardar el 30 de julio, la que será calificada y corresponderá a la tercera nota del presente año. Cualquier consulta debes realizarla al correo INGLES@COLEGIODOMINGOEYZAGUIRRE@GMAIL.COM o al celular +569 63200550 en horario de 14.00 hasta las 17.00

Too Much, Too Soon

Very intelligent children can find life difficult. When Jonas White, a seven-year-old boy from Newcastle, achieved the top grade in a high school level Maths exam recently, his parents were delighted. But when it was revealed that Jonas had had four hours of intensive teaching every Saturday morning for nine months, 'hothousing' suddenly became a hot topic again.

An increase in the number of intensive tutoring centres in the UK reflects this growing trend to push children to take exams early. Educational professionals warn of the dangers of hothousing. They all agree that there are some children who are born extremely gifted and talented, but that parents should not put too much pressure on their children to be the best at everything. Recent research suggests that this stops children thinking for themselves, and such children can end up going off the rails because they have been pushed too hard.

Jenny Rojas left school with top grades at the age of 12 and went to university to get a Maths degree. Her father stayed with her there and accompanied her to all her lectures and tutorials. By the time she started her second year, Jenny claims she hadn't made any friends. She worked all the time and she was exhausted. 'The pressure got to me in the end and I couldn't go on,' she said. 'It suddenly dawned on me that everyone around me was seven or eight years older, and that they were all having a great time going out and enjoying their courses. I wasn't doing either, so I left.' Jenny has been doing a bit of tutoring part-time since she left and is trying to decide whether to go back to university or not.





So, what should you do if you have an exceptionally gifted child, like Jenny or Jonas? Experts strongly believe that bright children should be nurtured and encouraged to develop their talents. But the most important thing for both parents and children to realise is that academic achievement is not the most important thing in life. Some people will develop faster than others, but everybody has the right to live a normal childhood and adolescence.

Schools and parents should let children find out what they actually enjoy doing, as well as learning to cope with failure. Being resilient and able to communicate well is ultimately what enables us to develop better relationships and deal with difficulties; and we will be happier and ultimately more confident and successful as a result.

I. Read the article again. Check if the sentences are TRUE or FALSE. Correct the false. (10 PTS)

1. Parents should stop putting children under pressure to be successful from a young age.

2. Hothousing often means that children don't learn to do things for themselves.

3. Children might have problems if they aren't pushed enough.

4. All children develop at the same rate.

5. It is better for children to learn to cope with things and to be good communicators, than to achieve top academic results.

From Unemployed to Self-Employed

Since leaving school with only a few qualifications, Daniel Millar had had a lot of different temporary jobs doing shift work at local factories. He would often have to work very hard for low pay. That was until, at the age of 19, he decided to take a graphic design course. He had finally found a job that he actually enjoyed doing.



He found some work at a local agency, where he got quite good training, and for three years he had a stable job. But when things started going badly for the company, he lost his job and again he was unemployed. 'I felt really low,' says Daniel. 'The only way to move forward I could see was to set up my own business.'

Now, and for the last year, he has been working in an industrial area on the edge of his city, where he has converted an old ship container into a design studio. He says he doesn't earn much yet, but he's gaining valuable experience and is optimistic about the future.



For Katie Fawkes it had been a similar story. She had been to and left three different colleges and had started receiving unemployment benefits from the government. Then in 2012 she had the idea of turning a hobby of hers into a business.



'It started when a stranger stopped me in the street and asked me about my hats,' she explains. 'She said she'd seen me a couple of times wearing hats that she thought were cool. I told her I'd been making them for myself for years.' That's when she came up with the idea. Now, she says, she can't imagine doing anything else. 'And I don't have many expenses because I work from home and each hat doesn't cost me very much to make,' says Katie.

For both Daniel and Katie, being self-employed has given them a chance to take control of their own futures, and they're not alone in their career choice either. Government statistics say that the number of self-employed people in the UK is now over 4 million. It seems that self-employment is becoming an increasingly popular choice for young people.

II. Read the article and answer: (22 PTS)

1. What Daniel did after he left school.

2. What Daniel did in order to become a graphic designer.

3. Why Daniel decided to become self-employed.

4. Where Daniel has been working for the last 12 months.

5. What Katie did before becoming self-employed.

6. What made Katie decide to set up her own business.
