



**Course: 4° año “A” y “B”**  
**Subject: English**  
**Teacher: Lic. Alicia Zamora**

**Assignment for the week**  
**starting on**  
**Wednesday 25<sup>th</sup> and finishing**  
**on Friday 26<sup>th</sup>**



**In this lesson you are going to learn how to...**

- practise listening skills
- review vocabulary of boredom
- practise reading skills
- practise to put the ideas in order
  - think about the problem of boredom



**THE CURE FOR BOREDOM**

Do you ever feel bored? In this video, find out about the problem of boredom and a way to never be bored again!

**Tasks**

First, do the preparation task. Then watch the video and do the exercises. If you don't understand the video after watching it 2 or 3 times, you can read the transcript at the end of page 3.

**Preparation task**

**Match the definitions (a-j) with the vocabulary (1-10)**

Vocabulary	Definition
1. ...a gadget.	a. feeling unhappy because something is uninteresting or because you have nothing to do.
2. ...boredom	b. to experience something, especially something bad.

3. ...a capacity	c. a device or machine, for example a phone or tablet.
4. ...to encounter	d. to stop thinking about a problem by keeping busy.
5. ...to meditate	e. someone's ability to do a particular thing.
6. ...to distract yourself	f. to become calm and relaxed by thinking about one thing.
7. ...to pay attention	g. to watch, listen to or think about something carefully or with interest.
8. ...contemplation	h. extremely or completely happy.
9. ...an inoculation	i. serious and quiet thought for a period of time.
10. ...blissful	j. an injection that protects someone from a disease.

**Video:** <https://youtu.be/F-175C95uGE>

### Task 1

**Write a number (1-6) to put the ideas in the order they are mentioned.**

.....Once you know how to meditate, you might still find that some activities are a waste of time.

.....People avoid boredom by watching things, reading and communicating on their devices.

.....But if you always distract yourself, you will never learn how to do nothing.

.....People experience boredom less nowadays than they did in the past.

.....When you meditate, you pay attention to your breathing and feelings.

.....Learning to meditate will cure you of boredom –you will never be bored again.

### Task 2

**Write the activities in the correct group**

listening to a song	watching a film	paying attention to breathing	being interested in the feeling of boredom
paying attention to your experience	reading a book	finding a Deep feeling	texting a friend

Distracting yourself from boredom	Meditation

**Think and answer**

1. What do you usually do when you're bored?.....
2. Have you ever tried meditation?.....
3. Do you think it is useful? Why? Why not?.....  
 .....

**Transcript**

I'm going to talk today about the problem of boredom. Now, it's true, we encounter boredom less and less, with all of our gadgets and with the totality of human knowledge and artistic output always available to us. When you can always hear your favourite song or watch a great film or read a great book or text a friend because you can do all of these things with the device that you have at your side 24 hours a day, you might successfully avoid boredom for the rest of your life. But you might also never discover what's on the other side of boredom. And you might not recognise the price you are paying for being compelled to distract yourself, for having lost or having simply never acquired a capacity for doing nothing. A productive capacity for doing. Once you learn to meditate, you realise that boredom is simply a failure to pay attention. If something as simple and repetitive as breathing can become a source of blissful contemplation, and it can, and if the feeling of boredom itself can become an object of intense interest, and it can, there's no way to be bored, if you're paying close attention to your experience. So training in meditation is the true cure for boredom. It's a kind of permanent inoculation. Once you learn how to meditate, you will never be truly bored again. Now, this isn't to say that you won't still make choices in life. Certain activities might still feel like a waste of time, and they might be a waste of time, given all the other things you could do. So you might still walk out of a movie or stop reading a book because it's, quote, 'boring', but when left alone with yourself, how do you feel? Are you desperate to be distracted by some stimulus? Or can you find a deep feeling of well-being as an intrinsic property of just being conscious? The gulf between these two conditions is enormous and in my experience only meditation allows us to reliably span it.

**Rúbrica de evaluación**

Los criterios se definirán según se trate de un Trabajo Práctico, Trabajo Final o Proyecto Áulico.

CAPACIDADES		TÍTULO DEL TRABAJO: ...			
		Niveles de desempeño			Puntaje
		Excelente [10] Muy bueno [9/8]	Bueno [7] Satisfactorio [6]	Regular [5] Necesita mejorar [4]	
Comprensión y Producción escrita Competencia Lingüística	a. <i>Uso de la gramática</i>	Hace uso correcto de los tiempos verbales	Hace un uso medianamente bueno de los tiempos verbales	Hace un uso deficiente de los tiempos verbales	
	b. <i>Utilización de vocabulario</i>	Evidencia un manejo adecuado del vocabulario específico incorporando una variedad de palabras.	Evidencia un manejo medianamente bueno del vocabulario. Repite algunas palabras o las usa sin mucha precisión	No evidencia un manejo de vocabulario específico y repite constantemente las mismas palabras.	
	c. <i>Empleo de Sintaxis (cohesión) y semántica (coherencia)</i>	Elabora textos con coherencia, secuenciando correctamente los sucesos e ideas que se presentan.	Elabora textos evidenciando falta de coherencia y con escasa referencia de los sucesos e ideas que se presentan.	Elabora textos evidenciando poca coherencia y sin hacer referencia de los sucesos e ideas que se presentan.	
Comprensión y producción oral		Pronuncia con ritmo y entonación adecuados.	Pronuncia ritmo y entonación medianamente inteligibles.	Pronuncia con ritmo y entonación imprecisos.	
Expresión y comunicación artística		Existe coherencia entre los elementos compositivos del trabajo. La imagen y el texto se complementan para reforzar el mensaje.	Falta coherencia entre los elementos compositivos del trabajo. La imagen y el texto no se complementan del todo.	No hay coherencia entre los elementos compositivos del trabajo. La imagen y el texto no se complementan para reforzar el mensaje.	
Elaboración y presentación adecuada de un texto académico. (Aspectos formales)		Entrega a tiempo y cumple con las características formales solicitadas por la docente.	Entrega a tiempo pero no cumple con las características formales solicitadas por la docente.	La entrega es fuera de tiempo y no cumple con las características formales solicitadas por la docente.	
<b>Puntaje total:</b>					
<b>Observaciones</b>					