



Gobierno de Canarias,
Consejería de Educación,

Universidades, Cultura y Deportes



IES CAIRASCO DE FIGUEROA

MATERIA: INGLÉS

DEPARTAMENTO: INGLÉS

PROFESORADO QUE LA IMPARTE:
javier Ramírez, Dyanne de Rüter,
David Cordero, M. Gemma Afonso



NIVEL: 4º ESO



MUY IMPORTANTE

LEER ESTE DOCUMENTO DETENIDAMENTE



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1.- INTRODUCCIÓN

Estimados alumnos/as:

En primer lugar, el profesorado del departamento de inglés espera que tanto ustedes como sus familiares y amigos continúen bien.

A pesar de la suspensión de la actividad lectiva no presencial, todo el profesorado de este departamento continuará trabajando telemáticamente, centrándose **en el refuerzo y la profundización de los aprendizajes ya trabajados en el aula**, siguiendo instrucciones de la Consejería de Educación, Universidades, Cultura y Deportes del Gobierno de Canarias.

Nos enfrentamos a una situación nueva y desconocida, tanto para ustedes como para nosotros. Por tanto, durante estas semanas, el profesorado de este departamento, además de preparar y corregir tareas, ha estado coordinándose y formándose en el uso de diferentes herramientas de comunicación.

Confiamos en que todo vuelva a la normalidad lo antes posible y les animamos a seguir trabajando desde casa.

¡¡¡ÁNIMO!!!



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2. INSTRUCCIONES

1.- Todo el alumnado de este nivel tendrá que hacer unas tareas comunes y deberá enviárselas a su profesor/a, **siguiendo las instrucciones del apartado 4 de este documento.**

2.- Deberán identificarse correctamente, poniendo en **ASUNTO** el grupo y el nombre del alumno/a.

3.- Deberán **ajustarse a las fechas de entrega.**

4.- Deberán **guardar una copia de todas las tareas enviadas al profesorado y de las correcciones recibidas.**

5.- Tendrán que realizar la **tarea en un documento Word, preferentemente**, o a mano siempre que tengan la manera de escanear el documento para poder enviarlo al profesorado.

6.- Deberán enviar todas las **tareas**, propuestas en este documento, **en un mismo correo.**

3. TAREAS COMUNES PARA TODOS LOS ALUMNOS DEL NIVEL

3.1 NUEVAS TAREAS A REALIZAR

Esta semanas tendrás tareas de reading, writing, listening y speaking. Te proponemos que la primera semana realices el reading y el writing; y la segunda semana el listening y el speaking.



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3.1.1 Reading

International Day Against Homophobia, Biphobia and Transphobia

Statement by United Nations on the International Day Against Homophobia, Biphobia and Transphobia - 17 May 2020

The International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT) is a day to celebrate diversity and to raise awareness of the human rights of lesbian, gay, bisexual, transgender, and intersex (LGBTIQ+) people. This year's theme, "Breaking the Silence", is more appropriate than ever.

LGBTIQ+ people still face serious challenges in their everyday life. With 69 countries still criminalizing same sex relations, millions of lesbians, gay men and bisexual people live in fear of being who they are and showing whom they love. Transgender people are subjected to punishments in at least 26 countries and experience unprecedented levels of violence across the globe.

The COVID-19 pandemic is having a disproportionate impact on LGBTIQ+ people. With 4 billion people in lockdown worldwide, there are growing number of reports about emergency powers being used to target LGBTIQ+ people. This includes the misuse of digital technologies to monitor people's movements during lockdowns or curfews. LGBTIQ+ people are reporting an elevated risk of domestic and family violence, increased social isolation and anxiety as well as difficulties in accessing crucial HIV treatment and gender-affirming health services. The economic crisis is also disproportionately affecting LGBTIQ+ people, many of whom work in the informal sector or are unemployed and lack access to paid sick leave or unemployment compensation.

People and their rights must be placed front and centre in the COVID-19 response and recovery. We must break the silence when it comes to the stigma and discrimination experienced by LGBTIQ+ people. At the United Nations Development Programme (UNDP), we are working as part of the UN family to help break the silence that harms LGBTIQ+ people and ultimately impacts us all. UNDP is currently working in 53 countries, partnering with LGBTIQ+ communities and policymakers, to strengthen inclusion of LGBTIQ+ people in national development initiatives.

On this day, let's raise our voices and recommit our efforts to put human dignity at the heart of all that we do to build more just and more inclusive societies.

GLOSSARY:

Target: objective

Misuse: bad use

Curfew: an order that limits the time we can be outside our home

Harm: damage / hurt



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1. Say if the following sentences are True or False

- a. Transgender people can be punished in 69 countries.
- b. COVID-19 affects equally straight and LGBTIQ+ people.
- c. 4 million of LGBTIQ+ are in lockdown worldwide.

2. Answer the following questions:

- a. When is the International Day Against Homophobia Biphobia and Transphobia celebrated?
- b. What is this year's slogan?
- c. How many countries still penalize same sex relationships?
- d. In how many countries is the United Nations working to include LGTBIQ+ initiatives?

3. Answer the following sentences using your own words.

- a. To end with discrimination and stigma of LGBTIQ+ people, we have to _____.
- b. LGBTIQ+ stands for: _____ (write the meaning of each letter)
- c. Some examples of why this pandemic is affecting more the LGBTIQ+ community are:

3.1.2. Writing

Have you ever witnessed LGTBIQ+ phobia in your school or outside school? What can we do as individuals to create a save environment for LGTBIQ+ people and live together in harmony and peace?



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3.1.3 Listening

Ricky Martin on the Oprah Winfrey Show

To listen to the recording click [here](#) or copy and paste this url in your web browser (you can activate English subtitles for the video):

<https://www.youtube.com/watch?v=2oBraB9goXI>

1. Check your understanding: true or false

Write *True* or *False* for these sentences.

1. Ricky Martin never denied being gay _____
2. Ricky Martin decided to come out because of his fans _____
3. Ricky only accepted who he was after being a father _____
4. Ricky's assistant wrote him the email _____
5. Ricky felt paralyzed when he sent the email _____
6. After sending the email he felt relieved _____
7. He was at home alone that day _____
8. Ricky finally felt free and liberated _____

3.1.4 Speaking

This year, the United Nations (UN) have released a video about equality. However, the video has written messages but no voice. Imagine you have to record your voice reading the messages of this video. Do not just read, be passionate and imagine your voice is going to be on television and Youtube.

Watch the video and when you finish, record an audio of the messages written on the video and send it to your teacher.

Watch the video: Click [here](#) or copy and paste the following url:

https://www.youtube.com/watch?time_continue=1&v=9kNzApoXgkl&feature=emb_title

3.2 CORRECCIÓN DE TAREAS ANTERIORES

Encontrarás, a continuación, la solución de las últimas actividades realizadas. Debes revisarlas y autocorregirlas. No dudes en ponerte en contacto con tu profesor o profesora, si tienes alguna duda.

READING – Pocket Money

1. Read the text and answer the questions.

- a) Does everyone agree that pocket money is a good thing? **No, some people believe it is not a good idea.**
- b) Does everyone receive the same amount of pocket money? **No, the average is different depending on the country**

2. Read the text again and decide if the sentences are true or false.

- a) Teenagers in London get more pocket money than most other Europeans. **TRUE**
- b) Teenagers in Wales get about 6 pounds a week. **TRUE**
- c) Only teenagers who help in the house get pocket money. **FALSE**
- d) Most teenagers don't have part-time jobs. **TRUE**
- e) Teenage girls often earn money by looking after children. **TRUE**
- f) Less than half of teenagers spend more money than they save. **FALSE**

3. Vocabulary

Add words from the text to the following lists:

Jobs: teaching, **doing paper-rounds, shop-working and babysitting.**

Chores: washing up, **cooking, food-shopping, washing the car**

LISTENING – STOP WASTING TIME

1. Check your understanding: reordering. Write a number (1-6) to put these tips in the order.

- 5 Turn off your phone.
- 2 Turn off your music.
- 1 Take away the things that stop you working.
- 4 Have something to eat and drink on your desk.
- 3 Put your pet outside.
- 6 Turn off your instant messages

2. Check your understanding: true or false

1. Tom doesn't know how to start studying. **False**
2. Tom's mum thinks that music helps people study. **False**
3. Tom puts the dog outside. **True**
4. Tom's mum recommends having a sandwich on the desk. **False**
5. Tom doesn't want to turn off his phone at first. **True**
6. Tom needs the internet to study. **True**
7. Tom's going to turn off his messages. **True**
8. Tom thinks his mum has helped him. **True**



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4. FORMAS DE ENTREGA Y OTRAS INSTRUCCIONES

GRUPO	PROFESOR /A	EMAIL	TAREAS	DÓNDE HAGO LAS TAREAS	MEDIO DE ENTREGA	FECHA DE ENTREGA
4° A	Javier Ramírez	javierenglishteachercairasco@gmail.com		Libreta	Email. Todo en PDF menos el audio	05 junio
4° B	Dyanne de Ruiten	englishteacher.dyanne@gmail.com		Libreta	Email. Todo en PDF menos el audio	05 junio
4° C	David Cordero	secondaryschoolteacher@gmail.com	Esperar instrucciones del profesor	Esperar instrucciones del profesor	Esperar instrucciones del profesor	05 junio
4° D	M. Gemma Afonso	geade27@hotmail.com		Libreta	Email. Todo en PDF menos el audio	05 junio



REMEMBER:
WASH YOUR HANDS AND STAY AT HOME