



Gobierno de Canarias,
Consejería de Educación,

Universidades, Cultura y Deportes



IES CAIRASCO DE FIGUEROA

MATERIA: INGLÉS

DEPARTAMENTO: INGLÉS

PROFESORADO QUE LA IMPARTE:

Elena Socorro, Sonia García, M.

Gemma Afonso



NIVEL:.....



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

Tendrán que realizar tres tareas: un reading, un writing y un listening.



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READING

Have you got the skills you need for the 21st-century workplace? Read about what employers are looking for and test yourself to see if you are prepared!

Preparation

Fill the gaps with the correct phrase from the box.

analyse information	communicate well	problem solving
good at making decisions	the 21st century	age of technology

We are living in ¹ _____. Some people call it the ² _____.

We need to learn skills such as ³ _____ and we need to be able to
⁴ _____ with other people around the world. Employers are looking for people who
can ⁵ _____ well, people who are able to recognise whether information is reliable
or not. They also like people who are ⁶ _____ without asking for help.

Have you got the skills you need for the 21st-century workplace?

We need to develop all kinds of skills to survive in the 21st century. Some, like ICT skills and knowledge of the digital world, are taught explicitly in schools in the UK. Here are five less obvious ones for you to think about. These are the sorts of skills that employers may ask you questions about in interviews, so it's a good idea to think about how good you are in these areas. What are your strengths and weaknesses?



Imagination

In the age of technology that we are living in now, it is no longer enough to keep on making the same products. Employers need people who can imagine new approaches and new ideas.

Think: Think of an object or gadget you use every day. How could it be improved? Can you think of three improvements?



Problem solving

Employers will value workers who are able to see problems before they happen and come up with creative solutions.

Think: Imagine you are organising an end-of-term social event at school. Think of some problems that you could face. Can you think of any solutions?



Communication skills

Workers will have to be good communicators. They will have to be able to negotiate and discuss key issues and also write in a clear way without using too many words.

Think: How do people communicate with each other in the 21st century?



Critical analysis

Employers want workers who are able to recognise the difference between information that can be believed and false information.

Think: Use the internet to find out three facts about a celebrity or famous figure. Can you verify the information by checking other websites?



Decision making

Individual workers have a growing amount of responsibility. It is important to be able to evaluate a situation and be confident in making a decision.

Think: Which three things could you do to (a) be healthier (b) do better at school and (c) help others? Make a decision now to do at least one of these things. Then ... just do it!

1. Check your understanding: true or false

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

- | | | | |
|----|--|-------------|--------------|
| 1. | 21st-century skills are not taught in schools in the UK. | <i>True</i> | <i>False</i> |
| 2. | Employers like workers to be imaginative. | <i>True</i> | <i>False</i> |
| 3. | Employers want workers to think about possible problems. | <i>True</i> | <i>False</i> |
| 4. | Employers like workers to be original when solving problems. | <i>True</i> | <i>False</i> |
| 5. | Future workers will need to be able to write concisely. | <i>True</i> | <i>False</i> |
| 6. | People communicate with each other less in the 21st century. | <i>True</i> | <i>False</i> |
| 7. | Employers believe it is useful to know a lot of information about celebrities. | <i>True</i> | <i>False</i> |
| 8. | Employers don't want workers to make decisions without asking them. | <i>True</i> | <i>False</i> |

2. Check your vocabulary: gap fill

Complete the sentences with a word from the box.

have	make	value	differentiate
develop	discuss	teach	solve

- UK schools and colleges _____ ICT skills.
- Employers _____ people with ideas for new approaches.
- Employers like workers who can _____ problems.
- Workers need to be able to _____ their work with their team.
- Workers need to _____ their writing skills.
- It is important that workers can _____ between truth and lies.
- Employees in the 21st century _____ more responsibility.
- Employers like their workers to _____ decisions.

Discussion

Which of the skills mentioned in the article do you think is the most important? Why?



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WRITING

Active Summer activity courses

We are looking for university students to work with children on our activity courses in July and August this summer.

We need instructors for the following activities:

swimming, football, tennis, drama, art, music, photography

Courses are:

Course 1: July 1st – 15th

Course 2: July 16th – 31st

Course 3: August 1st – 15th

Course 4: August 16th – 31st

For more information, email Mr Smith at jobs@activesummer.co.uk
Please tell us which courses you would like to teach.

13:24

Cancel New Message Send

To: jobs@activesummer.co.uk

Cc:

Subject: Active Summer activity courses

Dear Mr Smith

I'm a university student and I'm interested in working on your activity courses this summer.

I'm studying drama at Central University and I love photography, so I would like to teach on those two courses. I'm also in the university swimming team and I'm learning to play the guitar.

I can work for the first two weeks of July and the last two weeks of August.

Best regards

Ben Brown

Look at the job advert and email and do the exercises to practise and improve your writing skills.

Preparation

Match the vocabulary with the correct definition and write a–f next to the number 1–6.

- | | |
|---------------------------|--|
| 1..... instructor | a. someone who studies at university |
| 2..... guitar | b. someone who teaches or shows students how to do something |
| 3..... drama | c. the process of acting or performing in front of an audience |
| 4..... photography | d. the process of taking pictures using a camera |
| 5..... university student | e. the process of drawing, painting or making models |
| 6..... art | f. a musical instrument with six strings |

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Ben Brown

1. Check your understanding: information transfer

Read the email from Ben Brown and complete the application form for him.

Application Form	
1. First name:	_____
2. Surname:	_____
3. University:	_____
4. Courses he/she wants to teach (<i>circle</i>):	swimming football tennis drama art music photography
5. Courses he/she can work (<i>circle</i>):	Course 1 Course 2 Course 3 Course 4

2. Check your writing: gap fill

Complete this application email with a word or phrase from the box.

I'm studying	Dear	I also	I'm interested in
I'm a	I love	Best regards	I can work for

¹ _____ Ms Cartwright,

² _____ university student and ³ _____ working on your summer camp this July.

⁴ _____ English and History, so I can help with the English classes. ⁵ _____ sports and I play football and basketball in the university team. I can organise some fun sports activities at the camp. ⁶ _____ have experience of looking after children.

⁷ _____ the last week of June and the first three weeks of July.

⁸ _____,

Ariana Ibrahim

Discussion

Have you ever had a summer job?

Writing skills practice: Summer jobs – writing practice

You are a university student and you're looking for a summer job. Read the advert and then write an email to apply for a job. Think about these things:

Paragraph 1: *Introduce yourself. What do you do? Why are you writing this email?*

Paragraph 2: *Write about your skills. What are you studying? What can you teach? What are your hobbies?*

Paragraph 3: *When can you work?*

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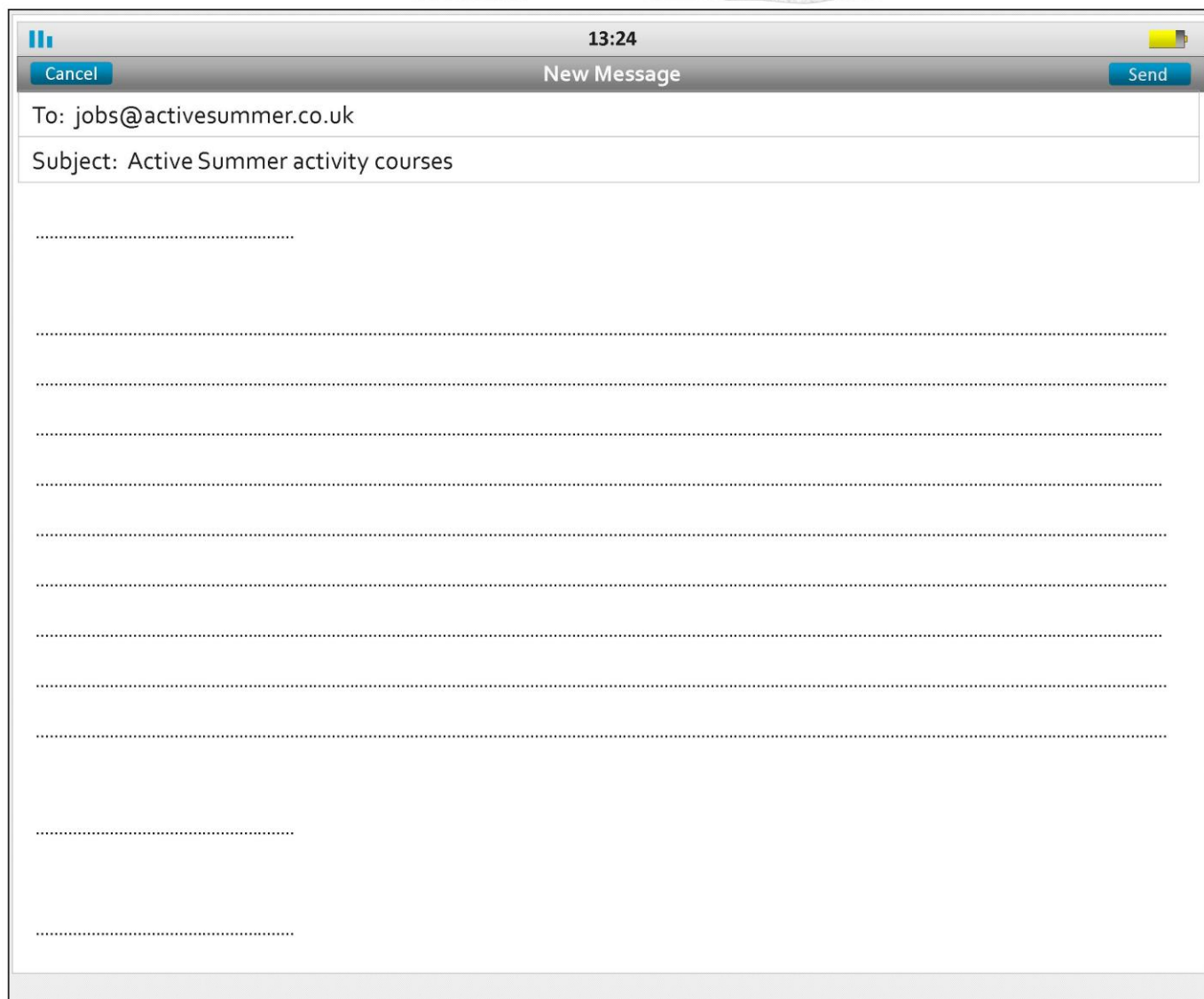
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Please tell us which courses you would like to teach.



The screenshot shows an email composition window titled "New Message". At the top, there is a status bar with a signal strength indicator, the time "13:24", and a battery icon. Below the title bar, there are "Cancel" and "Send" buttons. The "To:" field contains the email address "jobs@activesummer.co.uk". The "Subject:" field contains the text "Active Summer activity courses". The main body of the email is a large text area with horizontal dotted lines for writing.



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LISTENING

Para escuchar el audio pincha [aquí](#) o copia y pega la siguiente dirección:

<https://bd748f642cf8b253d59c-5c160b94f727c0d27cbeccc854542bc6.ssl.cf1.rackcdn.com/LearnEnglish%20Teens%20-%20Listening%20skills%20practice%20-%20B1%20-%20Advice%20for%20exams.mp3>

Listen to the teacher giving students advice for exams and do the exercises to practise and improve your listening skills.

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | |
|----------------------------------|---|
| 1..... advice | a. nervous and worried |
| 2..... last but not least | b. to be strongly attracted to doing something |
| 3..... to be tempted | c. a good or full amount |
| 4..... anxious | d. the act of doing something again |
| 5..... plenty | e. an opinion or recommendation about what someone should do |
| 6..... repetition | f. a short walk around your local area |
| 7..... a stroll around the block | g. to put something over something so that you can't see it |
| 8..... to cover something up | h. an expression used before the last thing in a list, to say that it is equally as important |

1. Check your understanding: multiple choice

Circle the best option to complete these sentences.

- The teacher wants the students to ...
 - take notes after she has finished speaking.
 - take notes while she is speaking.
 - forget about taking notes.
- The teacher suggests eating ...
 - sugary snacks.
 - only apples.
 - fruit and cereals.
- The teacher suggests finding a study place with a lot of ...
 - light.
 - space.
 - books.

4. If students feel stressed they should ...
 - a. go to bed.
 - b. go out for a walk.
 - c. drink some water.

5. Students are advised to ...
 - a. select the important things to learn.
 - b. read through everything once.
 - c. make notes about every topic.

6. The teacher understands that repeating things can be ...
 - a. difficult.
 - b. uninteresting.
 - c. tiring.

7. Students can do past exam papers ...
 - a. in the library only.
 - b. at home if they take photocopies.
 - c. in the after-school study group.

8. The teacher recommends a break of five minutes every ...
 - a. hour.
 - b. two hours.
 - c. thirty minutes.

9. It's important to ...
 - a. eat regularly.
 - b. sleep when you feel tired.
 - c. keep hydrated.

10. The teacher is sure that the students will ...
 - a. pass their exams.
 - b. fail their exams.
 - c. do their best.

2. Check your understanding: grouping

Write the advice in the correct group.

a. Get very comfortable.	b. Read your notes again and again.	c. Try to learn everything.	d. Eat sugary food while you are studying.
e. Focus on the details.	f. Take regular breaks.	g. Start by choosing the important things to study.	h. Photocopy past exam papers.

Do	Don't

Discussion
<p>Does any of this advice surprise you?</p> <p>Have you got any good advice to share about studying for exams?</p>

Vocabulary Box	Write any new words you have learned in this lesson.



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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.

Answers to Food and restaurants – exercises
Preparation

			
pizza	fish	hamburger	English breakfast
			
pasta	steak	fruit smoothie	cappuccino

1. Check your understanding: matching

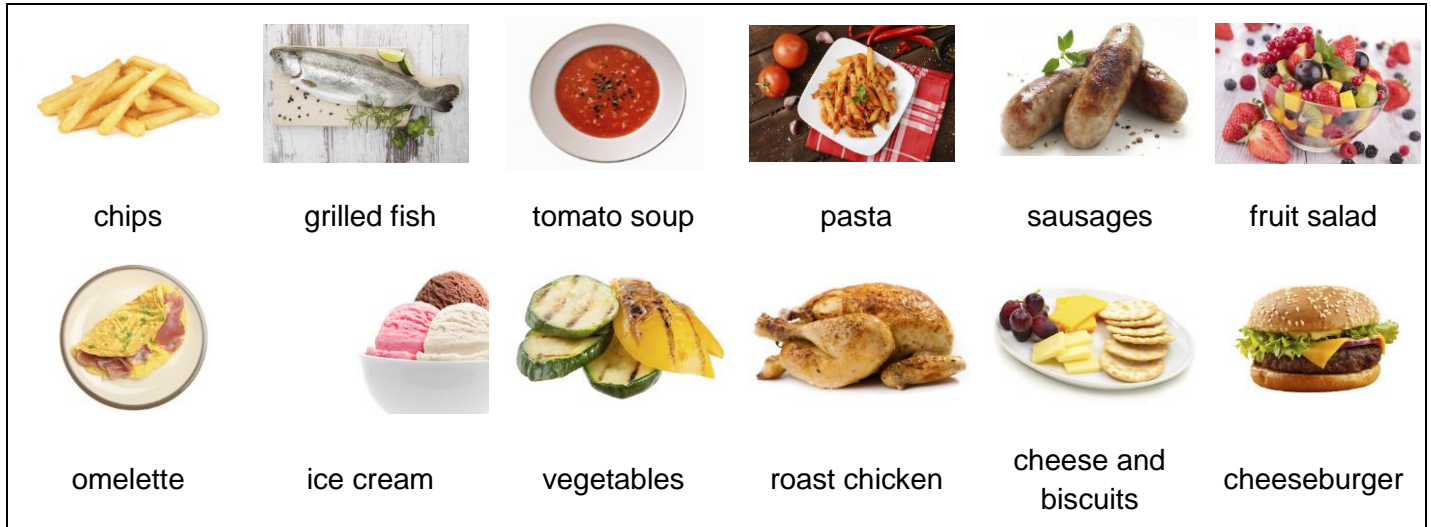
- | | |
|-------------------------|-----------------------|
| 1. The Lemon Tree | 4. Fast Best |
| 2. The Chocolate Box | 5. Your Local Caff |
| 3. Last Days of the Raj | 6. A Taste of Tuscany |

2. Check your understanding: multiple selection

- | | |
|---------------------------------------|-----------------------|
| 1. Last Days of the Raj | 4. The Lemon Tree |
| 2. The Chocolate Box | 5. A Taste of Tuscany |
| 3. Your Local Caff and Musical Chairs | 6. Your Local Caff |

Answers to **Eating out – exercises**

Preparation



1. Check your understanding: true or false

- | | |
|----------|----------|
| 1. False | 4. True |
| 2. True | 5. True |
| 3. False | 6. False |

2. Check your understanding: gap fill

- | | |
|----------|----------|
| 1. for | 4. like |
| 2. ready | 5. would |
| 3. like | 6. have |

Transcript for **Eating out**

Waiter: Hello

Jamie: Hi. A table for two, please.

Waiter: Of course. Over here, please. Here's the menu.

Sally: Thank you.

(pause)

Waiter: Are you ready to order?

Sally: Yes, we are.

Waiter: What would you like for your starter?

Jamie: I'd like French onion soup, please.

Sally: And I'll have a tomato salad, please.

Waiter: And for your main course?

Jamie: Mmm, I'm not sure. I don't know whether to have the steak or Thai chicken.

Sally: Oh, I'd like the Thai chicken and rice, please.

Jamie: OK, me too.

Waiter: So that's two Thai chicken and rice. What would you like to drink?

Jamie: I'll have a fresh orange juice and ...

Sally: I'd like some mineral water, please.

Waiter: OK, thank you.

4. FORMAS DE ENTREGA Y OTRAS INSTRUCCIONES

GRUPO	PROFESOR /A	EMAIL	TAREAS	DÓNDE HAGO LAS TAREAS	MEDIO DE ENTREGA	FECHA DE ENTREGA
1º BACH A	MARIA AFONSO DELGADO	geade27@hotmail.com	4º TAREA	DOCUMENTO WORD O PDF	CORREO	05 JUNIO
1º BACH H B	SONIA GARCIA	sojegasa@gmail.com	4º TAREA	WORD , FOTO O PDF	CORREO	05 JUNIO
1º BACH C	ELENA SOCORRO	elenaenglishteachercairasco@gmail.com	4º TAREA	Documento Word o PDF	CORREO	05/06/20



REMEMBER:
WASH YOUR HANDS AND STAY AT HOME