



Colegio "Villa de las Flores" S.C.
"Ofreciendo una formación integral para toda la vida"
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Pearson



UNIVERSITY OF
CAMBRIDGE

RG-ING-02-03
VERSIÓN 6

PLAN DE CLASE/NOTA TÉCNICA (CLASS PLAN/ TECHNIQUE NOTE) **NIVEL: JUNIOR HIGH B2**

NOMBRE DEL PROFESOR/ TEACHER: ILSE STEPHANIE LÓPEZ GÓMEZ

ASIGNATURA/ ASIGNATURE: ENGLISH

TRIMESTRE/ TRIMESTER: 2ND

SEMANA/ WEEK: 21 DE NOVIEMBRE AL 25 DE NOVIEMBRE

TIEMPO/ TIME: 10 HRS

TEMA/ TOPIC: Wake up your senses!

APRENDIZAJE ESPERADO/ EXPECTED LEARNING:

**CONTENIDOS TEMÁTICOS/ CONTENT: UNIT 3 All in a day's work
present tenses comparative forms: adjectives and adverbs**

RECURSOS/ RESOURCES:

LIBRO

CUADERNO

PLUMAS

LAPIZ

EVALUACIÓN/ EVALUATION:

- **ACTITUDINAL/ ATTITUDINAL: PARTICIPACION EL CLASE**
- **CONCEPTUAL/ CONCEPTUAL: TRABAJOS EN CUADERNO Y LIBRO**

IMPLEMENTACIÓN DE ACCIONES DEL P.E.M.C./P.E.M.C. ACCION IMPLEMENTATION: Promover en los alumnos, hábitos y valores como la puntualidad, respeto, compromiso, imaginación y tolerancia (por mencionar algunos), a través de actividades culturales y biculturales para generar una visión más amplia de nuestro.



**INGLÉS
JUNIOR HIGH B2**

Wednesday , november 23rd

INICIO

We're going to practice pronunciation

She sells seashells on the seashore.
 The shells she sells are seashells, I'm sure.
 And if she sells seashells on the seashore,
 Then I'm sure she sells seashore shells.

DESARROLLO

We are going to answer pag 43

SPEAKING

Power up

1 Work in pairs. Look at the photos and answer the questions.

- What part-time jobs are these people doing?
- What skills do you think they need to do them?
- Which job would you prefer to do and why?

2 Work in pairs. Read the task about the benefits of students having part-time jobs. Make notes about why it might be a good idea for students to have part-time jobs.

time management problem solving skills

Why might it be a good idea for students to have part-time jobs?

financial independence meeting people sense of responsibility

3 Read the task again. Which of these phrases could you use for each point? The phrases could be used to discuss more than one point.

learn the value of money cope with pressure
 learn teamwork become more independent
 take decisions become more self-confident
 improve communication skills be punctual
 organise your time make judgements about situations
 find solutions earn trust

exam tip: collaborative task p164

The collaborative task is about exchanging ideas and discussing opinions, and it tests your ability to interact with your partner. It's important that you respond to what your partner says by agreeing, disagreeing and asking them questions, rather than just saying what you think.

How could you respond to: 'I'm not sure if having a job can help to improve time management skills?'

4 Listen to two students talking to each other about part-time jobs. Answer the questions.

- Which benefits do they talk about?
- Which phrases from Ex 2 do they use?

5 Listen again. Complete the sentences with phrases the students use to ask questions.

A '..... this one?'

B 'OK. So having a part-time job helps your time-management skills?'

A 'Well, if you have a job it's important to be punctual and you have to organise your time so that you complete your work - or you won't get paid!

B 'I agree. I mean you also have to plan when to do your school work if you have a job so yes, it makes you have good time-management skills. financial independence? I'm not sure most part-time student jobs give you financial independence.'

A 'You're right, but I do think earning your own money teaches you the value of money.'

B 'True. You're going to think more carefully about how you spend the money you've earned through working than some money your parents have given you. OK?

Speak up

6 Read the exam tip and answer the question. Work in pairs and do the task in Ex 2. Remember to speak for about two minutes.

7 Now discuss which benefit of having a part-time job is most important. Give reasons for your choice.

8 Work with a partner. Turn to page 171 and follow the instructions.

Speaking extra

9 Work in pairs and discuss the questions.

- Do you know what kind of work you would like to do in the future?
- Do you think it's important to have a clear idea of what job you want when you're a teenager? Why? Why not?
- Do you think it's better to follow one profession in life or to try lots of different types of jobs? Why?



CIERRE
Answer pag 30 workbook

USE OF ENGLISH 20 3 Read the text and decide which answer (A, B, C or D) best fits each gap.

- 1 Match the sentence halves (1-8) with (A-H).
- I think learning should be free. I don't believe
 - I don't want to be difficult, but if I don't agree
 - You'd be a great school rep. Why not apply
 - Count me out for this film. It doesn't really appeal
 - She's great player, but you can't always rely
 - I'm so fed up with her. She didn't even apologise
 - Can't we invite both? It's too hard to choose
 - He's fine now, but the accident resulted
- A on her to come to practice.
 B with you, I'll say so.
 C between the two of them.
 D for using my racquet without asking.
 E for it and see what happens.
 F in him being off for a month
 G in private education for anyone.
 H to me, but I'll come next time.

- 2 Complete the questions with the correct prepositions.

WORK

- Which job appeals _____ you most?
Being a professional musician.
- If you saw an ad for a job with animals, would you apply _____ it?
No way! I'm allergic to animals!
- If you had to choose _____ a huge salary or job satisfaction, what would you go for?
Honestly? I'd choose the money!

RELATIONSHIPS

- Who do you agree _____ most about things?
My sister. She gives good advice.
- Who outside your family do you rely _____ for support?
My music teacher.
- What was the last thing you had to apologise _____?
Breaking my mum's shoes.

You're more skilled than you think

You need training and experience to succeed _____ the world of work. But whatever sector you _____ in, there are skills common to most professions. We often refer _____ them as 'transferable skills' and here's a list that most employers _____ on.

Numeracy
 Think of how you cope _____ numbers in everyday life – saving for something you want, working out a discount, or getting your fair share of pizza.

IT skills
 IT skills How might the IT skills you use every day transfer to the world of work?

Communication skills
 A project _____ from clear communication from people with good listening skills. Think of a time when you got your message across well... and one when you didn't! What can you learn from this?

Team work
 Almost all work depends _____ a team effort. What examples of working as a team can you give?

Time management
 Good time management _____ to success. You'll have shown this every time you've worked out how to get your homework done and play basketball.

- | | | | |
|----------------|------------|------------|---------------|
| 1 A from | B into | C in | D on |
| 2 A speculate | B focus | C select | D concentrate |
| 3 A to | B onto | C for | D on |
| 4 A insist | B demand | C ask | D require |
| 5 A from | B with | C for | D without |
| 6 A progresses | B proceeds | C improves | D benefits |
| 7 A from | B of | C on | D by |
| 8 A increases | B ends | C results | D leads |

Extend

- 1 Write the missing prepositions.
- apologise for doing something _____ a person
 - agree _____ a person _____ / _____ an issue
 - care _____ a person who can't look after themselves
 - ask _____ an object you want
 - play _____ an object
- 2 Complete the conversations with the correct prepositions.
- A: Did you ask your parents _____ an electric guitar?
 B: Yes, Dad agreed _____ it but Mum said no!
 - A: She never apologises _____ being rude.
 B: I know, but she doesn't really care _____ other people.
 - A: I'm never picked to play _____ the first team. It's not fair!
 B: Why don't you complain _____ the coach about it?

EVALUACION
Ejercicio en cuaderno y libro

HOMEWORK
Material para thanksgiving.