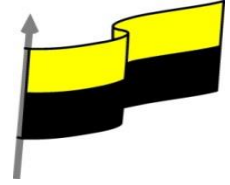




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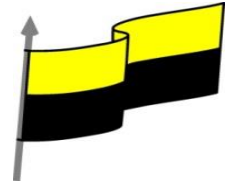


GUÍA DE APRENDIZAJE PARA ESTUDIANTE (N°6) IDENTIFICACIÓN INSTITUCIONAL

Nombre del EE:		INSTITUCIÓN EDUCATIVA NUESTRA SEÑORA DE LA CANDELARIA			
Nombre del Docente:		LEDIS YOHANA DOMINGUEZ CUESTA			
Número telefónico del Docente:		3117952127	Correo electrónico del docente		Luliet25@yahoo.es
Nombre del Estudiante:					
Área	HUMANIDADES- Inglés	Grado:	11°	Período	TERCERO
Duración	UN MES	Fecha Inicio	03/09/2020	Fecha Finalización	03/10/2020
DESARROLLO DE LOS APRENDIZAJES					
TEMATICA PARA EL DESARROLLO DE LOS APRENDIZAJES		MÓDULO 1 – THE FUTURE “THE INTERVIEW “			
COMPETENCIAS		Comunicativa, sociolingüística y pragmática.			
OBJETIVOS		<ul style="list-style-type: none"> ✚ Conocer que es la entrevista en inglés ✚ Aprender a elaborar y a responder una entrevista en inglés 			
DESEMPEÑOS		<ul style="list-style-type: none"> ✚ Identifica una entrevista en inglés. ✚ Elabora y pronuncia una entrevista en inglés ✚ Entrevista a miembros de su casa en inglés 			
CONTENIDOS		<p style="text-align: center;">THE INTERVIEW LA ENTERIVISTA</p> <p>Una entrevista es una conversación o diálogo entre dos o más personas con objetivos predefinidos, en la que una de ellas ejerce el rol de entrevistado y su interlocutor, el de entrevistador. Este intercambio de ideas puede tener fines informativos, educativos,</p>			



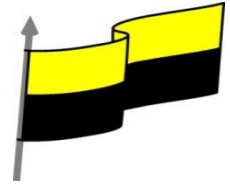
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	<p>clínicos, laborales o de investigación y su objetivo es el de recolectar información o datos concretos.</p> <p>La entrevista también es un género periodístico que se utiliza para conocer el testimonio, la opinión o punto de vista de una persona destacada en algún ámbito de la sociedad, así como de quienes han presenciado un acontecimiento de interés público.</p> <p>La entrevista debe ser investigativa ya que se debe recolectar información de interés de forma eficiente, es necesario investigar el tema a tratar y además debe ser Objetiva, pues, debe tener una finalidad. Por lo tanto, lo esperado es que las preguntas o los puntos a discutir estén establecidos antes de llevar a cabo la entrevista.</p>
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ACTIVIDADES
DIDÁCTICAS, TALLERES O
ESTRATEGIAS DE
AFIANCIAMIENTO

Read

11. Read the text quickly. Match the headings with the paragraphs.

- a. First impressions
- b. Getting there on time
- c. Be prepared
- d. During the interview

Top ten interview tips

In just three seconds, an interviewer forms an opinion about you based on your appearance and your body language, so make a good impression! First, wear something smart. University interviews are not as formal as job interviews, but you still need to look your best. It's important to be neat and tidy and present a positive image. Smile at the interviewer, and shake their hand firmly.

Remember to switch off your phone during the interview. Be positive, sit up straight and smile at the interviewer. Answer their questions as best as you can, but don't waffle or talk too much. Talk about your skills, experiences and abilities. Make eye contact with them while you are talking. This will show them that you are confident and don't stare out of the window!

Do your research! Find out as much as you can about the university. Make sure you know what they are looking for in a candidate. Make a list of possible questions, and think about what your answers will be. Prepare some questions you can ask the interviewer. After all, you want to make sure the university offers you what you need.

Most importantly, think about how you will get to the interview. Make sure you know how long the journey will take and be clear about how you are going to get there. If possible, do it once before interview day to be sure. You don't want to be stressed on the day, and you definitely don't want to be late!



12. Read the text again and answer the questions.

- a. Why is it important to make a good first impression?
- b. What should you do when you meet the interviewer?
- c. Why is it a good idea to think of questions you can ask?
- d. How can you avoid being late for the interview?

Glossary

- waffle: *hablar sin sentido*

Focus on Vocabulary

13. Find verbs in the text to complete the tips.

- a. _____ something smart.
- b. _____ your phone.
- c. _____ the interviewer's hand.
- d. _____ a good impression.
- e. Don't _____ out of the window.
- f. Check how long the journey will _____
- g. _____ eye contact with the interviewer.

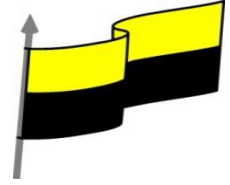
Useful language

- It's important to ...*
- Remember to ...*
- Make sure you ...*
- Think about how ...*

14. Can you think of any other interview tips? Discuss in pairs.



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Read

13. Read the university application. Find six mistakes and correct them.

14. Answer the questions.

- a. What subject does this student want to study?
- b. Why do they want to study it?
- c. Why do they think they will be good at it?
- d. What relevant experience do they have?

I would love to studying Biology at your university. I have always been good in Science subjects, especially Biology. I am very interested in the natural world, and love plants and animals. I have a lot of experience with animals as I have many pets at home, including a dog, a cat, some fish and a terrapin. Since I was sixteen, I have worked in a Garden Centre at Saturdays and I have learned a lot about the conditions plants need to grow well in. I enjoy being outdoors and will really enjoy Biology field trips. I am good at Maths and Chemistry which I think are both important when studying Biology.

Glossary

- terrapin: tortuga de agua dulce

Write

15. Write a paragraph about what you would like to study at university. Use the text in exercise 14 to help you and try to include answers to questions a-d above.

Useful language

- I'm good at ...*
I'm interested in ...
- I have experience in + -ing form
(I have experience in working with animals.)
 - I have experience with + noun
(I have experience with animals.)

Writing Tip

- ✓ Remember that in English all subject names and days of the week start with capital letters, e.g. History, Wednesday

Get Ready!

1. Look at the picture. What are the people doing?

2. Discuss in pairs.

- a. Who do you think is the interviewer / interviewee?
- b. What can you say about the picture? Use the words and expressions in the box.

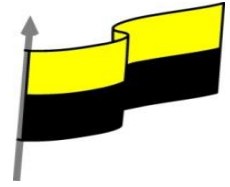
Example: *The interviewee is smiling at the interviewer.
 The interviewer is ...*

- shake hands
- make eye contact with someone
- wear smart clothes
- smile
- introduce yourself





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Focus on Language

7. Look back at the questions in exercise 5 and choose the correct words to complete the rules.

We use *do / did* to ask questions about the present.

We use *do / did* to ask questions about the past.

We *don't use / We use do or did* to ask questions with *be*.

We *don't use / We use do or did* to ask questions about the future.

8. Complete questions a-f below. Use the table to help you.

statement	question
you will eat	(What) will you eat
you saw	(What) did you see
you live	(Where) do you live
you are	(Where) are you
you were	(Why) were you

- a. Q: Which clubs _____ in at school?

A: I was in the football club.

- b. Q: What sports _____ good at?

A: I'm very good at swimming and football.

- c. Q: What time _____ finish?

A: The interview will finish at six o'clock.

- d. Q: Which school _____ go to?

A: My sister went to Bristol School.

- e. Q: What _____ enjoy doing in your free time?

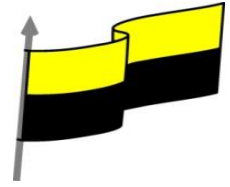
A: I enjoy cycling.

- f. Q: What questions _____ ask you?

A: They asked me questions about my strengths and weaknesses.



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Make a poster

4. Design a poster to advertise your Careers Day.
Include:
 - brief description of the event
 - time and location
 - names of guest speakers and what they will talk about
 - names of careers to be included



Hold your Careers Day

5. Groups hold their Careers Day. Each person in the group gives their career talk, and the rest of the class can ask questions.
Try to take pictures or record your presentations.
6. After the Careers Day, decide which of the talks was most interesting / useful.
Have a class vote.



Organise a Careers Day

1. Work in groups. Think about:
 - Where will you hold it? When?
 - Who will you invite?
 - Will you invite any guest speakers?
 - What will they talk about? (e.g. interview techniques, choosing the best career for you, etc.)
 - Which careers will you include? (e.g., Medicine, Engineering, Accountancy, etc.)



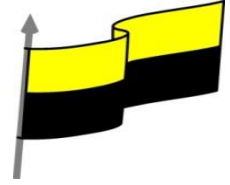
Plan your careers talks

2. Each person in the group is going to present a different career at the Careers Day. Choose one career for each person. Decide what you are going to talk about, for example:
 - What does the job involve? (include demonstration, pictures or videos if appropriate)
 - Working hours, salary
 - What personal qualities / abilities does the job require?
 - What skills / qualifications do you need?
 - Do you need to speak a foreign language?
 - What school subjects are useful for the job?

You could also give one person the role of guest speaker to give a talk on a topic, such as Interview Techniques or How to Choose the Best Career for You.



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Self-assessment

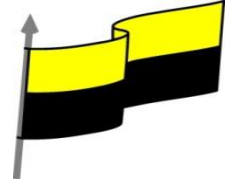
1. Assessment of your English language skills

Look back over the module. What have you learned? Tick the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. Guess meaning of words and expressions from context.			
	B. Get general and specific information from a text.			
	C. Think critically about the information from general interest texts.			
WRITING	A. Write a short text about myself and my plans.			
	B. Use appropriate vocabulary to give coherence to my writing.			
	C. Write complete paragraphs with appropriate grammar and spelling.			
SPEAKING	A. Start, hold and close a simple conversation.			
	B. Report what someone said.			
	C. Talk about yourself, your plans, ambitions and qualifications.			
LISTENING	A. Understand questions in an interview.			
	B. Identify the main topic and relevant details in a conversation.			
	C. Understand a spoken description of a situation, person, place or object.			



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2. Assessment of your English study skills

Study skills help you improve in any school subject. Say how often you use these study skills.

Study skills	Always	Sometimes	Never
Organise vocabulary into categories.			
Write new words in a Vocabulary Book.			
Proofread my writing.			
Ask questions when I don't understand.			
Learn from my mistakes.			

4. Assessment of Module 1

Look back over the module then complete the sentences.

My favourite activity was ...	
The most useful words or expressions were ...	
I enjoyed learning about ...	
I need to practise ...	

PROCESO DE EVALUACIÓN

- ✚ ¿Había escuchado usted el término entrevista?, a qué le hacía alusión?
- ✚ ¿Qué es una entrevista?
- ✚ Construya una entrevista en inglés y expésela en la clase virtual
- ✚ ¿Qué dudas le surgieron con la temática abordada?
- ✚ ¿Considera usted qué ha aprendido en este trabajo en casa?
- ✚ ¿Cuál ha sido su mayor dificultad en esta nueva modalidad de estudio?