**REINFORCEMENT ACTIVITIES WORKSHEET**

**Area and Subject**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade:** \_\_\_\_\_\_ **Year:** 2024-2025

**Student’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Students who have obtained a performance assessment at the end of the school year under two (2) areas of the curriculum and have attended at least 75% of academic activities can be promoted with programming complementary support activities, which will be presented in previously scheduled and informed session before starting the next school year. They will have a maximum term for their reinforcement during the first academic period.*

**General remarks:**

Develop the corresponding worksheet where you presented academic weaknesses, as it is shown by the final report delivered to your parents at the end of the school year.

**Presentation:**

The worksheet must be submitted by hand completely filled with APA standards and it be supported on Friday, January 17th, 2025 at 7:00 am, where the student will realize his/her knowledge and skills.

**PROBLEMATIZING QUESTIONS:**

*How do you keep in touch with others?*

*How were things in the past?*

*How much do you know about the different cuisines around the world?*

*How much will our environment change in the future?*

*Who were the greatest British and American authors?*

**ACTIVITIES**

**Writing part**

1. Write your personal presentation. Minimum 150 words.
2. Write your daily routine. Morning, Afternoon, Evening. Minimum 150 words.
3. What did you do on your last vacation? Minimum 150 words.
4. Express your opinion about Global Warming. Remember the correct ways of expressing your opinion. Minimum 150 words.
5. Write your favorite recipe with the ingredients and the preparation.

**Reading Part**

**Reading Comprehension**

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

**Part 6**

**Are the sentences true or false according to the reading?**

1. More people aged 55 or more use Facebook than people aged 65 or more.

True / False

2. Grandparents typically use Facebook less than their grandchildren.

True / False

3. Sheila feels grateful to social media.

True / False

4. Peter found his own smartphone use affected how he felt about how much his children used their phones.

True 7 False

5. Peter has changed how much he uses his phone during the working day.

True / False

6. Peter feels that the changes make him a better parent.

True / False

**Part 7**

**Put the phrases in the correct group according to the information mentioned in the reading**

* Were the first generation to get smartphones
* Are less keen on Facebook
* Use social media to find old friends
* Feel lucky to have the internet in their lives
* Are returning to older technology
* Like to keep their phones near them

|  |  |
| --- | --- |
| **Teens** |  |
| **Grandparents** |  |
| **Parents** |  |

**Part 8**

**Read and answer the task**

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organise and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

**True or False**

1. Most jobs seem as if they can be done by robots or computers. True False

2. Robots are always better at diagnosing illnesses than doctors. True False

3. Many experts agree robots will replace teachers by 2027. True False

4. One advantage of robot teachers is that they don't need to rest. True False

5. Robot assistants could help teachers by marking homework and writing reports. True False

6. Some teachers use robots to reduce their time answering emails and marking homework. True False

**Grammar Part**

1. **Read the following sentence and answer with the correct conditional.**
2. If they  ***(to listen)*** carefully, they might hear the woodpecker.



1. If I had lain down on the sofa, I  ***(to fall)*** asleep.



1. Susan could have worked as a model if she  ***(to be)*** taller.



1. The soil  ***(not/to dry out)*** if you water the plants regularly.



1. If you  ***(to give)*** the young boy this stick, he'd hurt himself.



1. We  ***(not/to take)*** the wrong tram if Ronaldo had asked the policewoman.



1. If the cat hides in the tree, the dog  ***(not/to find)*** it.



1. The students would have solved the problem if they  ***(to use)*** their textbooks.



1. If he washed his feet more often, his girlfriend  ***(to visit)*** him more often.



1. Max  ***(to read)*** the newspaper if he went by train.



1. **Read the following sentences and answer with the correct perfect time sentence.**

1. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (leave) her phone in a taxi.

2. Laura repaired her glasses because her brother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(break) them.

3. Gerry helped his grandma in the house because his father \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(tell) him so.

4. At this time next week, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (catch) the thief.

5. The door attendant did not let us get inside because we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(forget) our identity card.

6. Women \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (lie) down their lives throughout history.

7. So dreadful had been the yoke of Rome, which they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (shake)

off, that they feared to submit to anything similar even under Protestant auspices.

8. Dad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not/go) to London next week.

9. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teach) at the high school for ten years.

10. When George died, he and Anne \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (marry) for nearly fifty

years.