

SSLIC: Gizarte-Zientziak ingelesez

Jardueren adibideak*

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Donostiako uda ikastaroak 2011 uztaila

***Jarduera guztien jatorria:**

- 1) Sslic, Social Sciences dbh 3 & 4 Eleanitz proiektua. Ikastolen Elkartea**
- 2) Gizarte Zientziak Ostadar proiektua Ikastolen Elkartea –Elkar dbh 4**

1. Idatzizko ulermena errazteko jarduerak

(1)

Activity 20-21 (pages 29-32)

Rich and poor 'Agriculture'

2

Look at the pictures and accompanying texts between **Activities 20 & 21 (textbook)**.
Read the sentences below and find single words (or phrases) from the text that mean the same thing.

For example:

This word means that something is not very advanced or sophisticated. ('primitive')

- This word is related to the idea of eating and surviving. It means everything that keeps you alive.
- This word describes the act of domesticating animals and using them for the purposes of food and clothes.
- This word describes the act of catching animals, probably in order to kill and eat them.
- This word describes the act of looking for and finding food.
- These are the implements with which a farmer transforms the land for agricultural purposes.

(2)

Activity 20-21 (pages 29-32)

Rich and poor 'Agriculture'

1



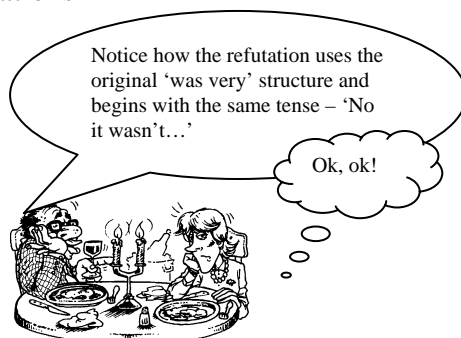
1) Use the following statements as a lead-in to **the text on pages 11-12**. If you think they are wrong, refute them by using evidence from the same text.

For example:

"The idea of buying and selling land was very logical to the Indians."

Refute: "No it wasn't, because in the text it says '*That idea is strange to us*'"

2) Do the same for the following statements, and use the structures of the phrases in your refutations



- Some of the land was sacred to the Indian tribe.
- The Indian chief thought that he and his tribe were the owners of the land.
- When the 'white man' died he always remembered the land.
- The 'red man' had no brothers and sisters.

2. Komunikazioa aberasteko jarduerak

(1)



Now work in pairs. Use the text on **Industry** and formulate questions for your partner to answer – but he/she has to answer from memory. So for example, you could ask different types of questions

a| **Specific types**, for example

“When was _____ founded?” or “What happened in _____?”

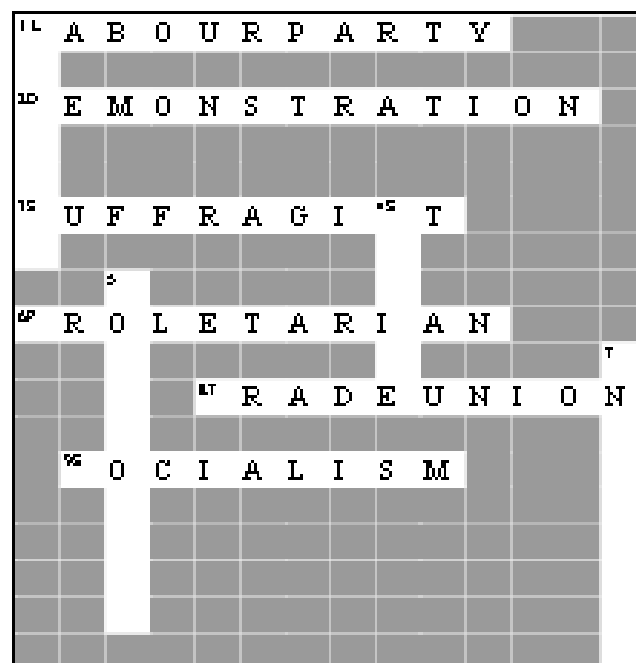
b| **More conceptual questions**, for example

“Give two reasons for the boom in the 16th century shipbuilding industry”

(2)

SOCIAL REVOLUTION CROSSWORD

(Student A)



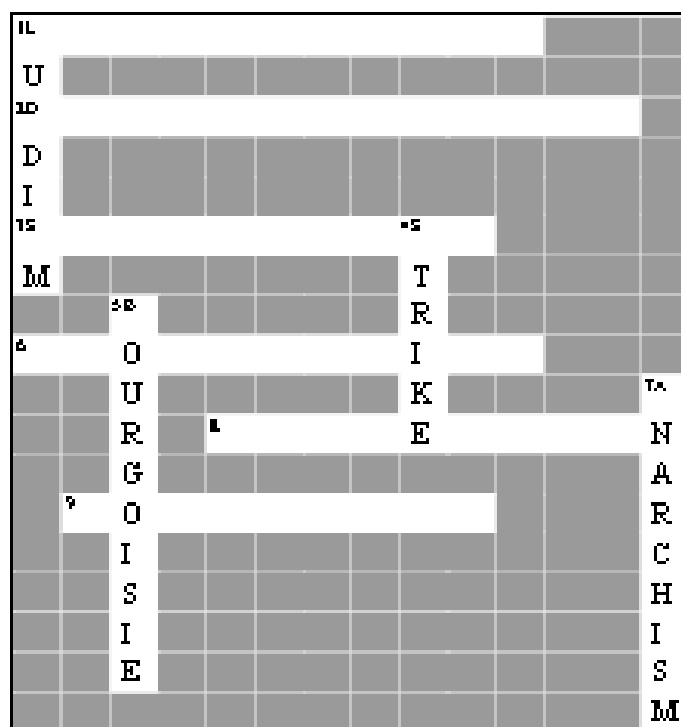
ACROSS

DOWN

1. a political party organised usually by work movements (2 words)
2.
3.
6.
8.
9.

SOCIAL REVOLUTION CROSSWORD

(Student B)



ACROSS

DOWN

1. Proletarian movement that broke machines to protest
- 4.
- 5.
- 7.

3. Ikasleen adierazpena bideratzeko jarduerak

3.1. Adierazpen laburrak

(1)

Act. 12

Use the bullet-points above to write a short composition about the effects of demographic growth in industrial Europe. Choose the six causes you consider most significant, and expand them – but using some ‘cause-effect’ language such as:

led to

created new

resulted in

caused an increase in

caused great changes in

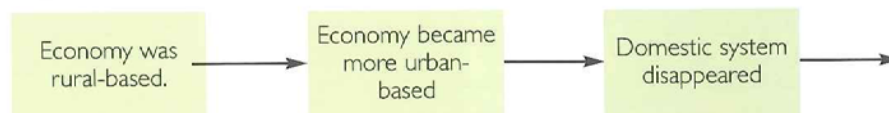
caused the appearance of

(2)



Draw a flow-chart that describes the development of the First Industrial Revolution. Extract key information and try to organise it as a representation of CAUSE – EFFECT in your diagram. Remember, the diagram is a summary, in note form.

For example:



(3)

Activity 44-47 (pages 56-58)	Locating industry
<p>Now go to Activity 47 in the textbook (p 58) about Almusafes. The car manufacturers, Ford, have a plant there. They make Ford ‘Fiestas’ and the ‘Focus’, for example.</p> <p>Look at the 8 factors mentioned, and try to write a justification for the presence of six of them. Work in pairs, and if you find it difficult, try to do as many as you can, then consult with other pairs.</p> <p><u>For example:</u> (Nº 1 – ‘the Mediterranean motorway, used by...’) <i>“The motorway links the area to France (and therefore Northern Europe), and to other parts of Spain. So the cars can be delivered easily, and the raw materials can be brought from other regions.”</i></p> <p>Nº 2:.....</p>	

(4)

Activity 18 (page 26-27)

Observing landscapes

1

- ❖ Firstly, read the text ‘**Describing Landscapes**’ on page 27. Then look at the table below. You are going to use the 8 photographs in the textbook (p 26) to try to fill in the table. Obviously, some of the details will not be observable from each photograph. Just try to fill in as much as you can from the evidence of each photograph. Have a look at the example of photo 1.



	Type of rural landscape (structure)	Crop type	Size of holding	Farming techniques	Crop diversity	Type of human participation
Photo 1	BOCAGE	Pasture	Medium	Extensive	Probably single	Maintaining boundaries Rear animals
Photo2						
Photo 3						

3.2. Adierazpen luzeak

(1)

ENDING THE AGE OF REVOLUTIONS (act. 72)

Write an imaginary biography of a person born in Laudio in 1835 and who died in Barakaldo in 1876, (using the different political systems that took place between those years).

Before start writing

1. In groups/pairs find information about that period (locate places, find date, events...)
2. Think about different protagonists (social class/ women-men..)
3. Individually write an outline using the guide-line
4. In pairs check the outline (using the table) and correct if necessary
5. Write the biography individually

Possible guideline for the biography

- Protagonist’s data: birth and death, social class, works, family, living places....
- Important events of that period(change of political systems, wars, industrialisation, social changes...)
- Influence of the political and economic events in his/her life

(2)

Activity 13
(page 22)

Report on two municipalities

1

Report

- ❖ Look at the mind-map on **page 20** which contains the basic concepts which you will use for this activity.
- ❖ You have to compile a 'report' of **2/3** pages to later communicate to your classmates. You can work in groups of 3.
- ❖ The report must have a brief introduction where you locate the areas to compare, and define them with respect to their climate, relief, biomes, etc. but just name them.
- ❖ The main sections of the report should be these below. You can read more details looking at the check-list.
 - *Differences*
 - *Similarities*
 - *Significant differences.*
 - *Possible reasons for significant differences.*
- ❖ In the report use contrastive language. Look at some examples.

'Regarding the climate of the two towns, there were some significant differences. For example, whereas the main feature of Zeberio's climate was X, the climate of La Puebla was.....

'Looking at the unemployment rates we can see that whereas.....

'With reference to the two towns' principal agricultural activities.....

'On the other hand, Zeberio's land structure consists of....

'Similarly, La Puebla's.....

'We think that this significant difference could be due to...

REVIEW YOUR REPORT AND TICK THE ANSWERS TO THESE QUESTIONS

	YES	NO
0. Does the report have a cover with the title and the authors' names?		
1. Does the report have a brief introduction with your main aims for the project?		
2. Does the report have a brief section with information about location, climate, relief, biomes, population, economy or other interesting data?		
3. Have you found and written at least 3 similarities between the towns.		
4. Have you found and written at least 3 differences?		
5. Have you listed at least 2 significant differences between the towns ?		
6. Have you analysed and given reasons for the significant differences?		
7. Have you written a conclusion with your opinion about the report?		
8. Have you used contrastive language when written the report?		
9. Have you reviewed the spelling and grammar?		

*If you have answered NO (especially to question 6), go back to your report and correct it before giving it to the teacher.

4. Pentsatzeko jarduerak

(1)

Activity 62-63
(pages 76-77)

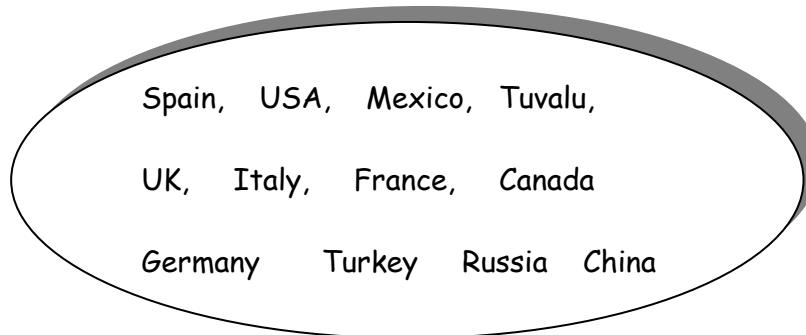


Tourism



- ❖ Before you look at the figures, work in pairs and try to arrange these twelve countries into a 'league table' of tourism. Ten of these countries formed the 'top ten' in the year 2007. Arrange them in the order you think they occur, with the 'country with the most visitors' at the top, and the 'least' at the bottom. There are two countries who were not in the top ten – so they should occupy positions 11 & 12.

Write your guesses in rough. Write a vertical list of numbers, 1-12.



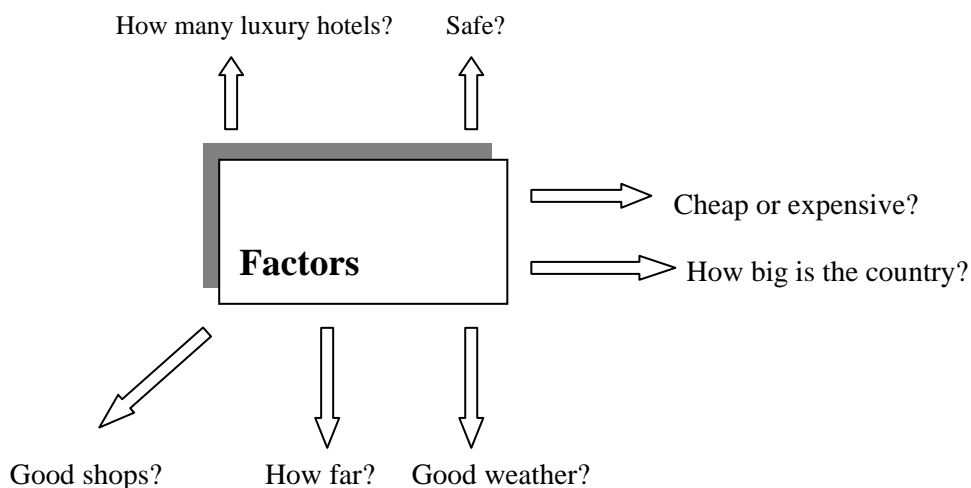
- ❖ Now you have seen the real figures, which ones surprised you? Comment on one:

"We were surprised by the position of _____ because

- ❖ Which of the top ten do you think has experienced the biggest rise in tourism during the last ten years? Can you think of any reason(s)?

"We think that it is _____. It could be because

- ❖ Which factors about a country *do you think* 'normal' people consider when they think of travelling on holiday? Cross out the ones you think are irrelevant.



- ❖ Now read these statements by holiday-makers. On the next page, there are four negative ‘issues’ about tourism which you must match to three of these statements. Then you must decide what the problems are with the other 4.

1. "We really enjoyed England. We stayed in London for two weeks"
2. "The Costa del Sol is great! There are loads of English people to meet and the pubs all serve English beer."
3. "We're not going to China again. The food was so strange and all their customs and traditions were so difficult to understand"
4. "The trouble with travelling abroad is that there are SO many tourists!"
5. "I'm not going to a Muslim country again. We had to cover our
6. "I quite enjoyed India, but the beggars were a problem. They never left us alone."
7. "The trek in Nepal was great. We climbed part of Mt Everest, and even at 4,000 metres there was a café for climbers."
8. "The Amazon holiday was amazing. We stayed in native huts, watching the natives carrying out their traditional customs. They

- ❖ Match these 4 issues with four of the statements above.

- (a) Many people from the developed world want to travel to underdeveloped countries to see exotic cultures, but then they cannot understand why the poorer indigenous people ask them for money, and they are shocked at the poverty.
- (b) Many people travel to a country and just visit the most famous places. Then they think that they have experienced the whole country.

- (c) Some tourists want 'home comforts' wherever they go. They go to wild, remote places, but then expect to find First World infrastructures. This can also affect the natural beauty of the countries they visit.
- (d) Some people think that everybody else is causing the problems.

a	b	c	d

❖ Now take the other four issues, and write similar sentences about them. Make sure that you check the table above first!

(2)



Look at the following groups of words organised by colours. In each group, one of the words is the 'odd man out', and has less or no relevance to the theme of politics in the 18th century. Work in pairs, and try to decide which word is the exception. Be ready to justify your answers.

Despotism	Communism	God	States
Climate	Parliament	Control	Courts
Regicide	Crusades	Science	Power
Portraits	Centralism	Crime	Image



Below you will read a variety of quotations. Some are by Louis XIV but two are not. Find the two that were **not** said by Louis and be prepared to justify your choices.

- "I have no intention of sharing my authority."
- "I am the State!"
- "Delegation of power is extremely important"
- "One King, One Law and One Faith."
- "One must work hard to reign."
- "I would like to stimulate more regional autonomy"
- "The interest of the State must come first."
- "Up to this moment, I have been pleased to entrust the government to the late Cardinal. It is now time that I govern. You will assist me. Execute no orders except by my command, and render account to me personally."