

Guía N°2 abril, Inglés Tercero Medio

Nombre del alumn@: _____ Curso: _____

Asignatura: Inglés Nivel : Tercero medio

Unidad: "Go global!"

Contenido: cuantificadores y adverbios de frecuencia

Objetivo de Aprendizaje: OA3 Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos breves y claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes. Recursos a considerar: www.wordreference.com

www.linguee.es

INSTRUCCIONES PARA EL DESARROLLO DE LA GUIA.

**Desarrolla la guía utilizando el texto del estudiante y el cuaderno de actividades.
Si tienes dudas y consultas favor contactar a tu profesor de asignatura asignado en sus correos indicados más abajo.**

Observaciones:

- Mantenga TODA actividad desarrollada en una carpeta física o digital como su respaldo. En el caso de reportar mediante classroom sus actividades se archivan automáticamente en Google drive.
- Utilice los recursos multimedia disponibles, sitios web, correo de consultas, etc. para desarrollar las actividades con éxito

Contacto docentes de la asignatura

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"In the era of globalization, everything is interconnected. A problem in one part of the world will definitely impact on other parts of the globe. (...)Therefore, collaborative efforts are essentially required."

Agus Harimurti Yudhoyono

Actividad 1: Picturing the unit

1. Look at the pictures on page 6 and answer these questions. (9 points)

<p>a. What is the first word that comes to your mind when you look at them? Why?</p>	
<p>b. Are there any of the situations in the poster related to Chile?</p>	
<p>c. Do you agree with the quotation? Why? Why not?.</p>	

2. Read this short story and answer questions a – e. (15 points)

Living globally

"What's on this afternoon?" Sonia's father asked tiredly.

"Let's see... I think we could eat tacos **or** some sushi. I love pizza, **too!**"

Sonia's father gave a deep sigh.

"Look, Sonia, on a single day I have drunk and eaten food from all over the world. In the morning, I had a cup of tea and ate some cereals. The tea leaves came from India and the cereals from the USA.

When I got back to the office, I bought a cup of coffee from the canteen. It happens that the coffee beans were from Brazil."

"At lunch, I went to a Peruvian restaurant with some of my colleagues. Then, I bought a bottle of mineral water at the store. When I read the label on the bottle, I realized it was from Argentina", Sonia's father went on talking about his day.

"What's wrong with that? Why are you so upset?", Sonia asked.





"**Because**, after such a day, I only wanted to come home and enjoy a good portion of a typical Chilean dish, **but** my adorable daughter says she would be delighted to eat tacos or some sushi!"

a. Why is Sonia's father so disappointed?	Answer:
b. What did he have in the morning?	Answer:
c. When did he eat Peruvian food?	Answer:
d. Where did the mineral water come from?	Answer:
e. What does Sonia want to eat?	Answer

2.1. Which of the highlighted words in the text introduce:

a. two alternatives	b. a reason	c. an additional idea	d. a contrast
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3. complete the first two columns of the chart. (16 points)

Picture	What situation / problem is this image showing?	What questions do you have about this image?
		
		
		
		

4. Answer these questions. (9 points)

a. In your opinion, what is a global issue?	Answer:
b. What do we refer to when we talk about a global issue?	Answer:
c. Do you think the issues in exercise 1 are global? Why? Why not?	Answer:

What is a Global Issue?

An “issue” is a matter of **concern** or of interest, and may have a political, social, environmental or economic focus. An example of a political issue is, whether a country becomes a republic. An example of a social issue might be how to reduce violence on the streets.

Issues can also occur on different scales. They can be local or global, according to the area that is affected.

When we talk about a global issue, we are usually referring to something that affects a number of countries and populations. It is an issue that impacts upon or is important to the global community.

Here are some examples of the most important global issues nowadays:

I.

International organizations predict that rising prices for food **commodities** and increasing fuel prices will lead to an increase in the numbers of hungry people in developing countries over the next decades.



II.

Since the early twentieth century, global temperatures have been increasing gradually. There is growing international concern that climate change will impact on the economy, health, safety and security of many countries and their inhabitants.



III.

Effective **sanitation** is important for human health. Exclusion from water and sanitation services on the basis of poverty, ability to pay, group membership or place of habitation is a violation of human rights.



IV.

Over the past years, scientists have been noticing a rapid disintegration of ice shelves on the Antarctic Peninsula and the northern coast of Canada. This process has had a huge impact on world climate, ocean currents and the wildlife in the area around ice shelves.



V.

Humans have traded goods and services since long before recorded history. However, during the last decades, international trade has been increasing significantly due to improved transportation, communication and the integration of country economies.



VI.

Indigenous people have inherited unique social, cultural, economic and political characteristics. The international community has recognized that indigenous people are vulnerable and that steps need to be taken to protect their unique cultures.



VII.

Sustainable development recognizes that future development cannot occur without protection of the world's natural resources for future generations.



VIII.

In 1989, world leaders decided that people under 18 years old often need special care and protection. A summary of the rights under The Convention on the Rights of the Child can be found at http://www.unicef.org/crc/files/Rights_overview.pdf



Adapted from: Department of Education and Early Childhood Development (n.d.) *What is a Global Issue?*
Retrieved from: <http://www.sev.asn.au/model-citizen/what-is-a-global-issue.html>

Smart reading. (8 points)

5. Read the text carefully. Identify the subtitle (a – h) for each paragraph (I – VIII)

a. Children's rights: _____	e. Ice shelf boundaries: _____
b. Climate change: _____	f. Cultural diversity: _____
c. Global food production: _____	g. Sustainability of the planet: _____
d. Globalization: _____	h. Water shortage: _____

5.1 Your analysis. (16 points)

Give Chilean examples of:

a. A political issue	Answer:
b. A social issue	Answer:
c. An environmental issue	Answer:
d. An economic issue	Answer:

5.2 Rank the global issues in the text according to their impact on Chile (assign a number from 1 to 4. 1= the most important. (8 points)

I. ____	V. ____
II. ____	VI. ____
III. ____	VII. ____
IV. ____	VIII. ____

5.3 Think critically. (8 points)

Make text-to-world connections

Which of these specific issues are affecting your town / city / area? Why?
Answer:

Make text-to-self connections

Are you personally concerned about any of these issues? Why? / Why not?
Answer: