

Guía N°5 Agosto, Inglés Cuarto Medio

Nombre del alumn@: _____ Curso: _____

Asignatura: Inglés Nivel: Cuarto medio

Unidad: The media and the message in today's globalized world<<

Contenido:

Léxico referido a los medios en el mundo globalizado.

Objetivo de Aprendizaje:

OA3 Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos 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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Activity n°1: homelessness

1. Answer the following questions.

<p>a. Have you ever heard the word "homelessness"?</p> <p>Can you define what it means?</p>	<p>Answer:</p>
<p>b. What are the reasons why a person can be homeless?</p> <p>For your answer, consider the following concepts: income – unemployment – catastrophe – debt – support.</p>	<p>Answer:</p>
<p>c. What do you think is the impact of experiencing homelessness on adults and children?</p> <p>For your answer, consider the following concepts: – quality of life – physical and mental health – nutrition – hygiene – self-esteem – education and school success.</p>	<p>Answer:</p>
<p>d. Why is it important to learn about homelessness?</p> <p>For your answer, consider the following concepts: compassion – care – stereotypes – empathy – solutions.</p>	<p>Answer:</p>



Built for Zero

Homelessness is a solvable problem that has lost its sense of urgency. Built for Zero is a rigorous national change effort designed to help a core group of committed US communities end chronic and veteran homelessness.

Overview

Built for Zero (formerly Zero: 2016) is a rigorous national change effort working to help a **core group** of **committed** communities end veteran and chronic homelessness. Coordinated by Community Solutions, the national effort supports participants in developing real time **data** on homelessness, optimizing local **housing** resources, tracking progress against monthly goals, and accelerating the **spread** of proven strategies.



The Challenge

Roughly 84,000 Americans experience chronic homelessness every night, meaning they have been homeless for at least a year and suffer from a **disabling** health condition. Meanwhile, roughly 40,000 veterans are also homeless in the very country they fought to defend. These individuals **face** drastically reduced **life expectancies** and poor health, so they frequently attend the emergency service.

Our Goals

To meet the goal of 100,000 Homes Campaign, a national movement that helped communities find homes for 105,580 homeless Americans in four years. To achieve this, we are:

- Helping a committed group of U.S. communities do whatever it takes to end veteran and chronic homelessness.
- Creating a national **tipping point** to prove that success is possible, ultimately motivating all communities to end chronic and veteran homelessness.

Achievements:

- More than 96,000 people housed since January 2015, including more than 60,000 veterans.
- Eight communities have measurably and sustainably ended veteran homelessness.
- Three communities have measurably and sustainably ended chronic homelessness.
- More than 64 participating communities have now gathered data on their local homeless populations.
- More than 33 participating communities are driving measurable reductions in homelessness, month over month.

Join the movement

If your community is working to end chronic and veteran homelessness, don't do it alone! Join Community Solutions and more than 60 other communities across the country in the Built for Zero Collaborative.

Glossary

✓ Goals: objectives, aims
✓ Disabling: that handicaps
✓ Ultimately: finally

✓ Housed: put into a permanent house
✓ Roughly: approximately
✓ Tipping point: critical moment

2.

Match the following words to the correct definition. Try not to use the dictionary:

- | | |
|--------------------|--|
| a. Core group | 1. Indispensable persons or things |
| b. Data | 2. That there is a solution to it |
| c. To spread | 3. To cover an area |
| d. Tipping point | 4. Numbers, percentages, etc. |
| e. Solvable | 5. The average of time a person or group of people will live for |
| f. Life expectancy | 6. The time at which a change or an effect cannot be stopped |
| g. To face | 7. To confront |
| h. Housing | 8. Places to live in |

a.	b.	c.	d.	e.	f.	g.	h.
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b. Reflexion:

<ul style="list-style-type: none">• Which actions do you know have been taken in your communities to help homeless people? Have they been successful?	
<ul style="list-style-type: none">• If neighbours become organized: what other ideas can you think of that could collectively help eradicate homelessness? <p>Do some brainstorming, select the best ideas and then present them to the class</p>	

c. Vocabulary practice:


- Choose five terms from the Pre-reading vocabulary section (**overview**). Write a paragraph in which you use the words in context. Swap with your partner and give each other feedback on your work

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Activity n°2 : Building professional networks

You will watch a short video about what LinkedIn is and how it works. Take as many notes as you can. Link:

<https://www.curriculumnacional.cl/link/https://www.youtube.com/watch?v=AcmKZrC89Mo>

	What is it?	Uses	How it works (Features)
			1.
			2.
			3.
			4.
			5.
			6.
			7.

Activity n°3: Globalization

Globalization

What does globalization mean? We always hear this word on TV and read about it in newspapers. It means the world is now a village – the global village. The world has become smaller. Of course, the world did not shrink and it isn't a village. Because of better transport, the Internet and more trading between countries, it is easier to do business. Japanese car makers have factories in Thailand; American computer companies employ thousands of people in China. That's globalization. And don't forget the millions of call centre jobs in India that workers in America and Europe used to do. Globalization also means it is easier to work in another country. Is globalization a good or bad thing? That's a difficult question to answer.

1.- What examples can you find of globalization?	Answer:
2.- What kind of positive/negative effects does it have for you or your community?	Answer:
3.- How is globalization affecting you or your community?	Answer:

Activity 4: Read this article and answer the questions below.

Responsibilities of Citizenship

You are a citizen of the country where you were born. Usually, citizens live in their country as loyal members of society. Many countries also have options, so people who are not natural-born citizens can become citizens of that country. When they complete the requirements, they are called “naturalized citizens”.

As a citizen of your country, you have some rights, but you have duties and responsibilities, too. U.S. law, for example, guarantees the rights and duties of all citizens. It doesn't matter what U.S. state the citizen lives in, the rights are equal for all citizens. This is because the U.S. Constitution is the supreme law of the land. The rights of citizens of the United States are protected in the Bill of Rights. A citizen has the right to speak without restraint and the right to religious freedom. A citizen who is accused of a crime has a right to a fair trial and a trial with a jury. In exchange for their rights, citizens have duties and responsibilities.



Citizens of a country are usually issued a passport.

They should obey all laws. In wartime, they must serve in the armed forces when required to. They have to pay taxes to support the services and programs of the government. Good citizens vote in elections to manifest their opinion on how the government should be run. In addition to a national citizenship, people are citizens of a state and a city. They have similar rights and responsibilities in each level of citizenship.

Taken and adapted from: <https://bit.ly/2UjCsua>

a. Can you define “citizen” in your own words?	Answer:
b. What is a naturalized citizen?	Answer:
c. Which are some of the duties and responsibilities of a citizen?	Answer:
d. What are two rights guaranteed to citizens in the U.S. Constitution	Answer:

Which of the underlined words in the text express:

a. Addition:	b. Contrast:	c. Reason:
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Activity nº5: Read the text and answer the questions.

Government's "Positive for Youth" paper is a welcome step

THE PAPER PUTS LOCAL PARTNERSHIPS AND GIVING RESPONSIBILITY TO YOUNG PEOPLE AT ITS HEART AND MAY MAKE A REAL DIFFERENCE.

By Barbara Hearn

Mon 19 Dec 2018

Young people are facing an uncertain future. As the 21st century arrived, they were promised a wealth of prospects if they stayed in education or took up the wide range of training opportunities. Now, nearly 19 years on, their dreams of education and job opportunities have disintegrated, for reasons far beyond their control.

While it is something of an adult pastime to **complain** about young people, we have to assume our responsibility for letting down a generation. The economic crisis has brought with it a tsunami of jobless young people and many more teenagers **wondering** what the future holds.

Positive for Youth calls for a "new partnership approach" in local areas – between businesses, charities, public services, the general public and young people – to provide more opportunities and better **support** to our teens. For businesses and charities, young people are their future employees and customers. For public services, early and positive support can reduce the chances of public funds being wasted in expensive secure provision for teenagers, for example.

We have been working with *Business in the Community* for almost three years on *On Route*. This is a program supported by local partnerships, where buses and vans drive into local areas and provide youth services such as sport, education, IT, music, fun activities as well as sexual health advice. The buses work closely with the police to identify **"hotspots"** where teenagers hang out.

The cost of running a bus, especially when it is supported by volunteers and resources from local businesses, is low. The impact is high. Some examples from various areas include 1,000 fewer deployments of police officers, a 34.6% decrease in inconsiderate **behavior** and a 25% reduction in anti-social behavior.

Positive for Youth aims to place teenagers and young people at its heart. There is the accurate expectation that teenagers themselves have the responsibility to improve their local communities. The government pioneered the idea that young people are capable of assessing the quality of their local services. Another government-funded scheme is *Young Inspectors*, which trains some of the most disadvantaged young people from poorer communities to inspect and report on local services. The *Young Inspectors* scheme has, so far, helped change the lives of more than 1,400 young people and **improve** more than 600 local services.

There is a legal requirement across public services to listen to the views of service users. Teenagers use many public services such as police stations, clinics, clubs and libraries; and also spend as much as US\$ 10 billion in shopping and travel, up to age 19, via the commercial sector. They want to see services improved, not just for themselves but for their families and neighbors too. Involving young people as *Young Inspectors* makes sense and is a way of developing young people's self-esteem.

1. Your analysis.

a. What 's the main topic of the text	Answer:
b. What were young people promised at the beginning of this century?	Answer:
c. What has the economic crisis brought?	Answer:
d. What is On Route?	Answer:
e. "The cost of running a bus is low, the impact is high". Can you explain this phrase	Answer:

2. Make text-to-world connections

Are you familiarized with the topic of the text?	
In which way is the topic connected to Chilean reality? Explain.	
Can you think of any other solutions to the problems in the piece of news you have read? Which ones	