

HACIA LA PRIORIZACIÓN CURRICULAR  
Escuela Industrial de Valparaíso  
Departamento de Inglés  
Worksheet 2nd level  
**“Global Issues”**






Name: \_\_\_\_\_ Grade: 2° \_\_\_\_\_


- OA 9. Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital, acerca de temas variados.
- OA 14. Escribir una variedad de textos, como descripciones, utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar), generalmente en forma independiente de acuerdo a un criterio de evaluación, recurriendo a herramientas como el procesador de textos y diccionario en línea.

**1) Warming up!**

- 👁 Look at these pictures and match each to its concept and description:

Picture	Concept	Description
	Recycling	In this image, I can see people separating waste in different bins. (waste: desperdicios, bins: contenedores)
	Beach Cleaning	In this image, I can see two people planting a tree.
	Tree Plantation	In this image, I can see people collecting garbage on a beach. (collecting: recolectando)

## 2) Reading Activity

-  Read the following text and answer the questions. Paragraphs are marked with a number. (*Los párrafos están marcados con un número*)

### ***8 Minutes and 46 Seconds: How George Floyd Is Killed in Police Custody***



1- In Minneapolis, police officers arrest George Floyd, a 46-year-old black man, because he was buying cigarettes with a counterfeit bill. Seventeen minutes later, the first squad arrives at the scene. Mr. Floyd is unconscious, showing no signs of life.

2- The New York times combines videos from security cameras and bystanders, and reviews official documents to show how Mr Floyd was killed. The video shows officers taking illegal actions that turned fatal, leaving Mr. Floyd unable to breathe, even as he and onlookers called out for help.

3- The day after Mr. Floyd's death, the Police Department fires all four of the officers involved in the episode. The officer, who is white, kept his knee on Mr. Floyd's neck for eight minutes and 46 seconds. The video shows that he did not remove his knee even after Mr. Floyd lost consciousness.

**[Language Support:** a counterfeit bill (*un billete falso*), squad (*escuadrón*), unconscious (*inconsciente*), bystanders (*espectadores*), reviews (*revisa*), taking illegal actions that turned fatal (*tomando acciones ilegales que terminaron siendo fatales*), unable to breathe (*sin poder respirar*), onlookers (*curiosos*), called out for help (*pidieron ayuda*), involved (*involucrados*), kept his knee on Mr. Floyd's neck (*mantuvo su rodilla encima del cuello del Sr. Floyd*).]

I) Multiple choice questions:

1) (Paragraph 1) Why is Mr. Floyd arrested?

- a) because he was buying with a counterfeit bill
- b) because he was shooting a gun on the street.
- c) because he was robbing someone.

2) ( Paragraph 2) What does The New York Times combine?

- a) pictures
- b) videos
- c) magazines

3) ( Paragraph 2) What does the video shows?


- a) Officers shooting
- b) Officers driving the police car
- c) Officers taking illegal actions

II) True or False. Correct the false ones.

- 1) \_\_\_\_\_ Mr. Floyd is arrested by police officers.
- 2) \_\_\_\_\_ Mr. Floyd and onlookers call out for help.
- 3) \_\_\_\_\_ The officers are black.
- 4) \_\_\_\_\_ The Police Department did not fire all the officers involved.
- 5) \_\_\_\_\_ The officer did not remove his knee, even after Mr Floyd lost consciousness.

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3) Language use

-  Write the appropriate verb form in the sentences. (*Escribe el verbo en el tiempo apropiado para cada oración.*)
- Before we start, it is important that you know this! (*¡Antes de empezar, es importante que sepas esto!*)

Subject (Sujeto de la oración)	Verb in present example (Verbo en presente ejemplo)
I/You/We/They (Yo/Tu/Nosotros/Ellos)	start / protect / see
He/She/It (El/Ella/Eso)	start <u>s</u> / protect <u>s</u> / see <u>s</u>

- As you can see, the verb has an “s” at the end when we use “He”, “She”, or “It”. Don’t forget the “s” when we use those subjects! (*Como Pueden ver, el verbo va con una “s” al final cuando usamos “He”, “She”, o “It”. ¡No te olvides de la “s” cuando usamos esos sujetos en una oración!*)
- Remember that the word “It” can be replaced by concepts, like animals, objects, buildings, etc. (*Recuerden que la palabra “It” puede ser reemplazada por conceptos, como animales, objetos, edificios, etc.*)

**Example:** Environmentalists work (working/work) to protect flora and fauna.  
Recycling reduces (reduce/reduces) waste sent to incinerators.

- a) Cyclists \_\_\_\_\_ (helping/help) to reduce air pollution in cities.
- b) Beach cleaning \_\_\_\_\_ (make/makes) oceans cleaner too.
- c) Ocean Conservation \_\_\_\_\_ (keeps/keep) marine biology protected.
- d) Chemicals \_\_\_\_\_ (damage/damaging) plantations and wildlife.
- e) Zoologists \_\_\_\_\_ (care/caring) about animals.

#### 4) Writing Activity

- Give your opinion about the following pictures. Remember to use the model.

I (like/ don't like / love /hate) this picture, **because** it is (awesome/horrible/etc.)

<b>Positive Adjectives</b>	<b>Negative Adjectives</b>
Beautiful	Devastating
Wonderful	Chaotic
Great	Scary
Fantastic	Depressing
Cool	Aggressive



A) A person spraying chemicals on plantations.



B) A firefighter rescuing a koala. (*firefighter: bombero, rescuing: rescatando*)

- Self-Assessment

- 1) I can match the images with the concept and their description (Puedo unir las imágenes con sus conceptos y sus descripciones)
  - a) Sí
  - b) No
  - c) Otro: \_\_\_\_\_
  
- 2) The language support helped me understand the text better (Las palabras al final del texto me ayudaron a entenderlo mejor)
  - a) Sí
  - b) No
  - c) Otro: \_\_\_\_\_
  
- 3) I could answer the multiple choice questions and the true or false without much problem (Pude responder las alternativas y el verdadero y falso sin mayores complicaciones)
  - a) Sí
  - b) No
  - c) Otro: \_\_\_\_\_
  
- 4) Select **one or more** options about language use (Selecciona **una o más** opciones sobre la sección de language use):  
  

( ) Pude entender la regla de la “s” en el verbo.

( ) Necesito más ayuda para entender la regla de la “s” en el verbo

( ) Pude rellenar las oraciones con el verbo sin problema

( ) Me costó rellenar las oraciones con el verbo.

( ) Los ejemplos me ayudaron a entender más sobre el ejercicio

( ) Los ejemplos no me ayudaron a entender más sobre el ejercicio.
  
- 5) I know how to give my opinion. (Sé cómo dar mi opinión)
  - a) Sí
  - b) No
  - c) Otro: \_\_\_\_\_

Hola, soy Andrés Cornejo, estudiante de la PUCV haciendo mi práctica final en la Escuela Industrial de Valparaíso. Espero poder acompañarlos este semestre a aprender más sobre el idioma y apoyarlos en todo lo que necesiten. Mi correo es: [andres.profe.c@gmail.com](mailto:andres.profe.c@gmail.com) (Pronto estaremos trabajando en Instagram, ¡así que atentos!)

