



**ENGLISH GUIDE N° 9 – MY REFLECTIONS ON GLOBAL ISSUES**

Name: \_\_\_\_\_ Grade: 11<sup>th</sup> A – B - C

Date: \_\_\_\_\_

**Expected Learning**

OA 1

Comprender información central de textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos.



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.

**Instructions**

1. Read carefully and complete each section according to what it is required.
2. When you finish the guide, at the end of it, you have to answer a **SELF-EVALUATION** which will help you to see your performance during the development of this guide.
3. If you want to see if your answers are correct, you can check them in the **ANSWER KEY** which will be uploaded in the next guide.
4. Remember that this guide helps you to continue with the development of your knowledge and you can continue practicing your English skills at home.
5. If you can't print this guide, you can write the answers on your copybook.
6. This guide is supposed to be done **in 45 minutes**.
7. If you can print these guides, remember to keep them in a folder.

**Hello!!**

This time we are going to start with the new unit which is related to **GLOBAL ISSUES**. In the first part of this guide, you will find the **ANSWER KEY from GUIDE 8** which was completed on the online class (Thank you for being there ). If you couldn't participate don't worry! You **have the PPT attached!!** 

Then, you will read some definitions related to **GLOBAL ISSUES**. And finally, you will know the parts of a **PIECE OF NEWS** and you will practice with it.



**ANSWER KEY – GUIDE 8**

Activity N° 1				
i. D	ii. A	iii. C	iv. E	v. B
Activity N° 2				
1. A	2. B	3. C	4. D	5. B
6. B	7. B	8. B	9. D	10. D
Activity N° 3				
a. Although	b. Therefore	c. Therefore	d. Although	e. Therefore
Activity N° 4				
a. 5	b. 4	c. 2	d. 6	e. 3
				f. 1

Nowadays, Global Issues are a very common topic to discuss. In this unit, we will see some of the most important issues that can be important for you to discuss with your families or friends. So now, I invite you to read some definitions.



# MY REFLECTIONS ON GLOBAL ISSUES

Digital access is the ability to fully participate in a digital society.

## DIGITAL ACCESS



This includes access to tools and technologies, such as the Internet and computers, that allow for full participation.

## DIGITAL ACCESS



Climate change is a change in global or regional climate patterns.

## CLIMATE CHANGE



This is a particular change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

## CLIMATE CHANGE



## GENDER EQUALITY

Gender equality, also known as sexual equality or equality of the sexes, is the state of equal ease of access to resources and opportunities regardless of gender.



## GENDER EQUALITY

This include economic participation and decision-making; and the state of valuing different behaviors, aspirations and needs equally, regardless of gender.



## HEALTH

Universal health is a growing concern. Unfortunately, diseases like HIV/AIDS, malaria, tuberculosis, smallpox and polio are still claiming the lives of thousands of people worldwide, mostly in developing nations.



## HEALTH

Now, the COVID-19 has been taking the lives of many people around the world and we continue living with this disease without any solution.

## Elements of a Piece of News

<ul style="list-style-type: none"> <li>• <b>Headline (Titular):</b> It catches your eye and sums up the story. It is usually in larger font and often in bold.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quotations (Citas):</b> These retell, word for word, what someone actually said.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Byline (Pie de autor):</b> This tells who wrote the article and sometimes the journalist's specialty.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visuals (Imágenes):</b> These are images used to make a text easier to understand or more interesting.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Lead (Encabezado):</b> This gives the most important information very briefly.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>End (Final):</b> It expresses general conclusions about the topic.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Body (Cuerpo):</b> It supplies additional information. It is divided into small paragraphs.</li> </ul>	

**Activity N° 1** – Read the following piece of news and identify each element from above. You can **circle**, **underline** or **highlight** and put the name of the part identified.

May 25th, 2020

## The New York Times

Santiago, Chile

# ‘This Government Is Lucky’: Coronavirus Quiets Global Protest Movements



Millions of demonstrators have been forced or have chosen to stay at home, and organizers wonder when, if and how they will be able to resume.

By Vivian Wang, Maria Abi-Habib and Vivian Yee  
April 23, 2020

**HONG KONG** — Tear gas no longer chokes Hong Kong's skyscrapers, while protesters' tents in downtown Beirut have been dismantled. In Delhi, the odd plastic fork and tattered blanket are all that remain of the sit-in that once throttled one of the city's busiest highways.

Around the globe, the coronavirus pandemic has stilled the anti-establishment protests that erupted last year, bringing months of marches, rallies and riots to a sudden halt. Now, like everything else in the world, the protests face the unanswerable question of what happens next.

How long the pandemic lasts, and how governments and activists respond, will dictate whether the interruption represents a fleeting pause, a moment of metamorphosis, or an unceremonious end for some of the most widespread mass mobilizations in recent history.

The challenges are apparent. Millions of protesters are hunkered down at home, hemmed in by sweeping quarantines and fears for their own health. The daily burden of acquiring face masks or food overshadows debates about corruption and abuse of power.

Almost every government has restricted mass gatherings, ostensibly protecting public health but potentially also constraining future mobilization. Some have used the outbreak to consolidate power or arrest opponents.

But the pandemic's economic toll, as well as the crises of trust it has inspired in many governments, could fuel fresh outrage. Already, people from Washington State to Peru to Paris have defied lockdown measures they say threaten their jobs, housing and food supplies.

Protesters have also found new ways to express their discontent. Chilean activists have projected images of crowds onto empty streets. In Hong Kong, a union of medical workers, born out of the pro-democracy protests, went on strike to criticize the government's outbreak response. Worldwide, people have organized online workshops, banged pots and pans and organized socially distanced rallies.

"It is a rest time, but it's definitely not the end of the movement," said Isaac Cheng, a student leader of Demosisto, a prominent Hong Kong pro-democracy group.

The Hong Kong protests were among the first to feel the chilling effects of the virus.



In Hong Kong, the wariness about crowds that pervaded the city has started to fade, as new infections have hovered in the single digits for more than a week.

Preparations for new protests are already underway. A group that organized many of last year's rallies in Hong Kong said on Sunday that it was seeking police permission to hold a July 1 march.

Ventus Lau, another march organizer, said protesters were using the unexpected reprieve to recharge and strategize. Weeks of being cooped up at home, he added, had also left many eager for action.

"In Hong Kong, I feel more people are already trying to get out of their homes than before," he said.

SELF-EVALUATION – Put a ✓ according to the criteria given and think about what you did with this guide.

CRITERIA		
1. I learned new words.		
2. I was responsible doing this guide.		
3. I improved my reading skills.		
4. I understood the content.		
5. I can explain this content to other people.		
6. Do I have any question for the next meeting?		

If you have questions for the next meeting, write them here:

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