Refuerzo
Asignatura
Inglés
Nombre del docente o los docentes
Jorge Carmona Molina
Grupo
10 A-B-C
Nombre del estudiante
Estándar
Lograrán habilidades para comunicar de manera crítica diversas situaciones de vida de otras culturas.
Competencia
Lingüística – Pragmatica
Indicadores de desempeño
1. Comprensión lectora de textos orales o escritos sobre problemáticas sociales, acercándose desde diferentes perspectivas. **2. Expresión oral o escrita agregando verbos frasales en el discurso.** **3. Diferenciación de verbos en gerundio e infinitivo al realizar oraciones.** **4. Presentación de ideas para dar solución a una problemática global de manera empática y asertiva.** **5. Resolución y comprensión de ejercicios tipo prueba SABER 11.**
Contenidos
What can I do to contribute solving different global issues? **- Grammar: Phrasal verbs; Gerund and infinitives** **- Vocabulary: global issues and sustainability; fashion, natural resources, globalization.** **- Ejercicios tipo prueba SABER11** **- Reading Listening: social responsibility**
Descripción de las actividades a desarrollar por el estudiante
Indicadores 1 y 5

Leer y responder las preguntas que parten desde el siguiente texto. Recuerde saber justificar tu respuesta de manera oral.

Our Changing Planet

If your view of the world comes from watching the news, you might feel that everything is getting worse. Every day, headlines talk about rising temperatures, melting glaciers, severe droughts, and cities struggling with overtourism or high housing costs.

Global issues are interconnected. For example, climate change causes extreme weather, which ruins crops and leads to food scarcity. At the same time, rapid urbanization and overpopulation put heavy pressure on natural resources like clean water and energy. In many major cities, overtourism drives up rent prices, forcing local families to move away from neighborhoods their ancestors lived in for decades.

However, not all news is bleak. International organizations like the United Nations (UN), the World Health Organization (WHO), and UNICEF work together to fight poverty, improve education, and protect children's rights. Furthermore, communities around the world are turning to sustainable development and alternative energy sources—like wind and solar power—to protect the planet for future generations. Solving global challenges does not mean ignoring the problems; it means understanding them and cooperating across borders.

1. **What is the main topic of the reading passage?**
    - A) The history of the United Nations.
    - B) A list of the best tourist destinations in the world.
    - C) How global problems are connected and the efforts being made to solve them.
    - D) The best ways to start a solar energy company.
2. **What is the overall tone of the final paragraph?**
    - A) Angry and accusatory.
    - B) Purely comedic.
    - C) Hopeless and desperate.
    - D) Realistic but hopeful.
3. **Who is the most likely target audience for this text?**
    - A) People looking to understand global challenges and efforts to fix them.
    - B) Professional meteorologists tracking daily wind patterns.
    - C) Historians studying ancient agricultural crops.
    - D) Real estate agents trying to sell houses in rural areas.
4. **Which specific alternative energy sources are explicitly named in the text?**
    - A) Coal and oil
    - B) Wind and solar
    - C) Nuclear and gas
    - D) Hydroelectric and geotermal
5. **According to the passage, what specific phenomenon puts heavy pressure on clean water and energy?**
    - A) Meltdown of the UN
    - B) Rural farming
    - C) Rapid urbanization and overpopulation
    - D) The creation of new movies
6. **Which acronym is NOT mentioned in the text among the organizations working together?**
    - A) UN
    - B) WHO
    - C) UNICEF

D) UNESCO

7. **According to the text, why might someone feel that the future is scary?**
   A) Because everyone lives in the countryside.
   B) Because daily news headlines often focus on negative events like rising temperatures and droughts.
   C) Because international organizations have stopped working.
   D) Because no one talks about global issues.
8. **How are climate change and food connected, based on the text?**
   A) Climate change creates extreme weather that can ruin crops and cause food scarcity.
   B) Food production stops climate change completely.
   C) Farmers prefer warmer glaciers.
   D) Food scarcity stops urbanization.
9. **What is one negative effect of overtourism mentioned in the passage?**
   A) It makes airplane tickets free for everyone.
   B) It drives up rent prices and forces local families to move away.
   C) It causes glaciers to grow.
   D) It builds more rural farms.
10. **Which organizations are mentioned as working to fight poverty and protect rights?**
    A) Local movie clubs and sports teams
    B) The UN, WHO, and UNICEF
    C) Only local corner stores
    D) Overtourism boards

Indicadores 2, 3 y 5.

Leer el siguiente texto y elegir la opción correcta para cada espacio. Recuerda saber explicar oralmente tu elección.

Acting for the Future

Many young people today are interested in (1) _____ action against climate change. They refuse (2) _____ by and watch the planet suffer. Instead of (3) _____ hope, many have decided to (4) _____ local environmental groups.

Last year, a group of students managed (5) _____ a community garden. They had to (6) _____ several difficulties, such as a lack of funding and poor soil quality. However, they kept (7) _____ hard because they wanted to avoid (8) _____ resources on chemical fertilizers. They chose (9) _____ only organic methods, and they even succeeded in (10) _____ a new irrigation system that saves water.

Of course, changing old habits means (11) _____ some sacrifices. For instance, people must learn to (12) _____ on single-use plastics. This involves (13) _____ reusable bags and bottles everywhere. Many citizens admit (14) _____ forgotten their reusable cups in the past, but they are now trying (15) _____ things around. Governments also need to (16) _____ new policies to protect nature. We cannot afford (17) _____ global warming any longer. Environmentalists promise (18) _____ pressure on politicians until they finally decide (19) _____ serious laws. If we all work together, we can avoid (20) _____ our planet's future.

1. A) take B) taking C) to take D) took
2. A) to stand B) standing C) stand D) stood
3. A) giving up B) give up C) to give up D) given up
4. A) join in B) sign up for C) look after D) pass out
5. A) starting B) start C) to start D) started

6. A) deal with B) find out C) look up D) run out
7. A) to work B) work C) worked D) working
8. A) to waste B) wasting C) waste D) wasted
9. A) use B) using C) to use D) used
10. A) setting up B) set up C) to set up D) sets up
11. A) make B) to make C) making D) made
12. A) cut down B) cut down on C) cut off D) cut out of
13. A) to carry B) carry C) carrying D) carried
14. A) to have B) having C) have D) had
15. A) turn B) turning C) turned D) to turn
16. A) bring about B) bring up C) call off D) carry on
17. A) ignoring B) ignore C) to ignore D) ignored
18. A) to keep up B) keeping up C) keep up D) kept up
19. A) passing B) to pass C) pass D) passed
20. A) ruining B) to ruin C) ruin D) ruined

Indicador 4

Elige uno de los siguientes cinco global issues, consulta sobre el elegido y prepara cinco diapositivas donde presentes la definición, el problema, la oportunidad de solución y su aplicación a manera nacional e internacional. Recuerda saber presentar oralmente tu trabajo en diapositivas.

Mental health
Food disorders
School bullying
Vaping
Anxiety

Indicaciones para la los estudiantes: Forma de entrega y fecha máxima de entrega

Entregar en hojas de trabajo de manera manual. Si es necesario escribir justificación de respuesta para luego responder de manera oral a lo realizado.
Fecha máxima: 20 de noviembre