



Colegio Santa Bernardita

Asignatura: Inglés

Curso: NM2

Mrs Karen Rosales Aravena

## Unit 1: GLOBALIZATION

### WORKSHEET 3 /DATE: From June 8<sup>th</sup> to 12<sup>th</sup>

Name: \_\_\_\_\_

#### INSTRUCTIONS

**THIS WORKSHEET CONTAINS SPECIFIC CONTENTS ABOUT UNIT 1 "GLOBALIZATION", AND YOU SHOULD CONSIDER THESE OPTIONS:**

**A.-** Print this worksheet, answer it, paste it in your notebook and send pictures to my email. (IMPRIMIR, RESPONDER, PEGAR EN EL CUADERNO Y ENVIARME FOTOS COMO EVIDENCIA A MI CORREO)

**B.-** Write only the answers in your notebook (with the specific number of questions) and send pictures of it to my email. (ESCRIBIR SOLO LAS RESPUESTAS EN EL CUADERNO, ESPECIFICANDO EL NUMERO DE PREGUNTA Y ENVIARME FOTOS COMO EVIDENCIA A MI CORREO)

**C.-** Answer in the same Word file and send it to my email. (I will check it) (RESPONDER EN EL MISMO ARCHIVO WORD Y REENVIARMELO A MI CORREO PARA POSTERIOR REVISIÓN)

My email is [krosales@cosanber.cl](mailto:krosales@cosanber.cl) . If you have any question or anything you need, write as soon as possible, please!

**You will have 1 week to work on this worksheet.**

**(1 SEMANA PARA TRABAJAR EN ESTA GUÍA)**

**REMEMBER TO WRITE THE MENU IN YOUR NOTEBOOK AS USUAL 😊**

Menu:

**Objetivo:** Reconocer, emplear, organizar y seleccionar de forma escrita e independiente, vocabulario referido a la globalización y problemas globales; y conectores y ortografía correcta, para la creación de resúmenes y conclusiones de textos escritos auténticos y/o adaptados, usando pasos del proceso de escritura organizar ideas, redactar, revisar, editar y publicar.

\*vocabulary activity (ranking Global Issues)

\*Reading (Total globalization)

\*Writing process (connectors)

## WRITING

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### ACTIVITY 1

a) Look at the global issues vocabulary and assign a score or rank to each issue.

- (4 being the most important and 0 representing least important)

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

b) Write reasons for your ranking.

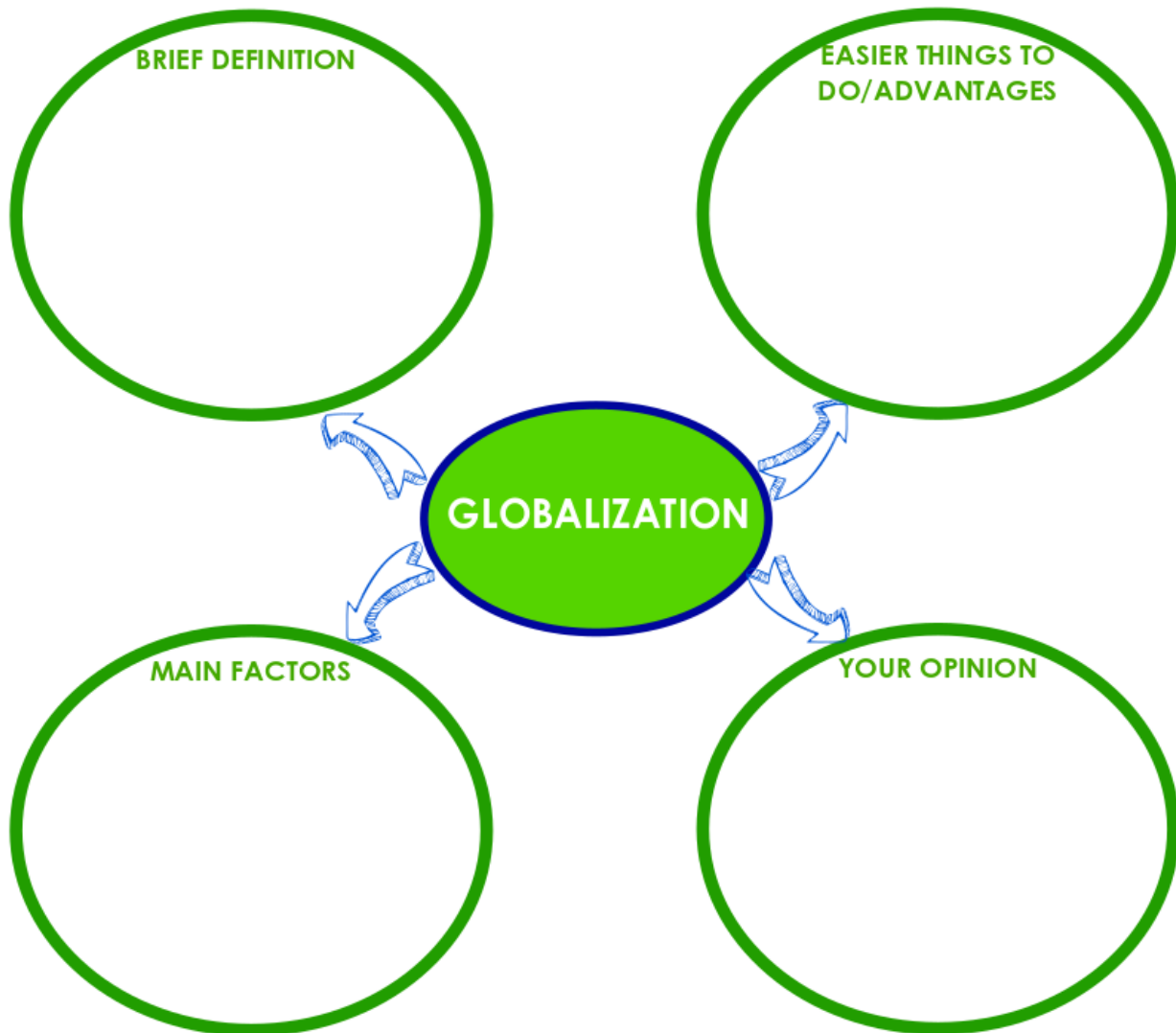
(Source: Adapted from 2nd Graders Student's Book)

## ACTIVITY 2: WRITING WORKSHOP

- Now you will write a short paragraph summarizing information about globalization.
- Follow the steps below to help your writing and keep your ideas in order.

### ORGANIZING IDEAS

- Before you start, take notes of the main ideas you have learned about globalization.
- Use the diagram below.



## DRAFTING

- Now, that you know what you want to write about.
- Use your diagram to write a short paragraph (5 -7 sentences) about globalization.

(Source: Adapted from 2nd Graders Student's Book)

## REVISING

- Put the ideas together in one paragraph.
- Use the phrases in the boxes to introduce and link your ideas.
- Look for the meaning of words or phrases that you do not know.

We can say that...

In other words...

Thanks to...

However...

In my opinion...

## EDITING AND PUBLISHING

- Check for grammar, spelling and punctuation using the prompts box.

The paragraph...

☐

is clear and well organized.

☐

contains at least one example  
from the bubble bank.

☐

contains global warming  
vocabulary.

☐

was revised carefully (grammar,  
spelling, punctuation)

(Source: Adapted from 2nd Graders Student's Book)

## ACTIVITY 3: Prewriting

- Read the following text.
- Then complete the “sequence organizer” to summarize the main events in the story.
- Do not complete the last row of the chart yet.

### Total Globalization

At the beginning of the twenty first century, the economic crisis spread almost all over the world. In March 2075, the world oil resources were over and people changed gasoline cars to electric means of transportation. They were cheaper but much slower. Trucks could not move faster than fifty kilometers per hour which made the process of logistics last about twice longer than usual.



In June 2076, the United Nations called the World Energy Summit. In the opening, the delegate of the host country said: “The world is facing a serious problem today, a problem which requires us to be united more than ever... We face a crucial dilemma: we either give more political power to the United Nations, or we establish a new global government.”

A few days later, the Canadian delegate spoke. “The region of the Middle East is no longer the energetic center of the world.” She added: “Which energy is more pure than solar energy? The huge desert of Sahara, which has been a “large wasteland” till now, can become an important economic region and a global government could control this area.”



"I suggest", she continued, "that this global government should have neither more than one thousand nor less than five hundred members; maybe one hundred per each continent. That would make six hundred members. It's a pretty big number, but they will rule the whole world."

The motion was significantly supported by many countries.

The next day, it was the President of Egypt's turn.

"Today, all the countries of the desert are speaking one voice. You want to build the power plant on the territory of our Sahara and take away our land. The area which you find a wasteland, is however our home..." he spoke for a long time before he made his point.

"We must have additional seats in the global government. They will be the guardians of the territory, and will ensure appropriate exploitation of the desert!"

At this time, a political market began. Brazil asked for extra places in the government, as owner of the Amazon rainforest, the lungs of the world.

England and France also claimed for extra power but they were weak countries in the second half of the twentieth century.

Russia was another political player in problems. Only two third of the citizens of Russia were Russians, and ethnic minorities and others were the rest of the society. So, it got few less places in the global government than the other empires did.

Thus, after about a year of negotiations, a new global government was established.

(Try to guess the number of members and what happened further!)



Adapted from: KDRZAZGA (2012). *Total Globalization*. Retrieved from: <http://yourstoryclub.com/short-stories-social-moral/short-story-science-fiction-total-globalization/>

(Source: Taken from 2nd Graders Student's Book)

- Think about some possible further events to continue the story.
- Fill in the last row of the chart with your ideas.

Setting:		Conflict:	
Characters:			
Event 1	Event 2	Event 3	Event 4
Solution:		Further events:	

#### DRAFTING

- Write some sentences summarizing the main events in the story, and two or three sentences describing how you think the story continued.

1.

2.

3.

4.

5.

6.

(Source: Taken from 2nd Graders Student's Book)

## CONNECTORS

- Connectors or linking words are very helpful to connect ideas.
- Here are the most common connectors and its example:

- |  |  |
|--|--|
| 1. <b>Even if</b> → <b>Even if</b> Alex earned a big salary, he would not buy a fast car.        | 11. <b>Even though</b> → I won't go to the party <b>even though</b> I was invited.     |
| 2. <b>Provided</b> → They can listen to music <b>provided</b> they disturb nobody.               | 12. <b>While</b> → <b>While</b> she was walking I was running.                         |
| 3. <b>Because</b> → We can not go on holiday, <b>because</b> we don't have enough money.         | 13. <b>When</b> → He had climbed many mountains <b>when</b> he was a boy.              |
| 4. <b>Rather than</b> → A company is stronger if it is bound by love <b>rather than</b> by fear. | 14. <b>So that</b> → You are very late <b>so that</b> we can not start the lesson.     |
| 5. <b>Before</b> → <b>Before</b> I have breakfast, I always have a shower.                       | 15. <b>Once</b> → <b>Once</b> I start I must continue.                                 |
| 6. <b>Wherever</b> → They can go <b>wherever</b> they want.                                      | 16. <b>After</b> → Mary arrived <b>after</b> Alex left.                                |
| 7. <b>When</b> → He had climbed many mountains <b>when</b> he was a boy.                         | 17. <b>Unless</b> → You don't need to go <b>unless</b> you want to.                    |
| 8. <b>So that</b> → You are very late <b>so that</b> we can not start the lesson.                | 18. <b>Since</b> → <b>Since</b> I see you, I am better.                                |
| 9. <b>Once</b> → <b>Once</b> I start I must continue.  | 19. <b>Whether</b> → I don't know <b>whether</b> she'll be admitted to the university. |
| 10. <b>After</b> → Mary arrived <b>after</b> Alex left.  | 20. <b>Whereas</b> → I use water when making pasta <b>whereas</b> my mom uses eggs.    |

(Source: Adapted from [www.myenglishteacher.eu](http://www.myenglishteacher.eu))



## REVISING

- Put the sentences together into different paragraphs.
- Use connectors to express the sequence of events and link your ideas, adding words to make them more interesting to read.
- Use the story as an example.

### Paragraph 1

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### Paragraph 2

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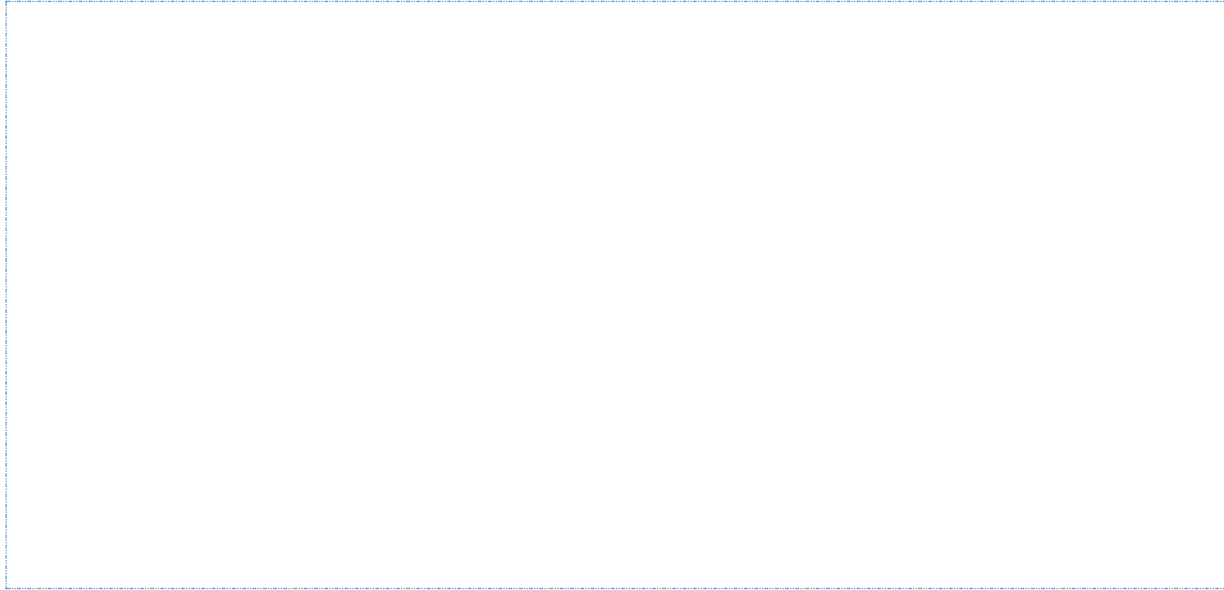
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## EDITING

- Check for grammar, punctuation and spelling mistakes, using the Editor's Marks on the list.
  - ✓ Is clear and well organized.
  - ✓ Includes connectors to link the ideas in each paragraph.
  - ✓ Includes a final paragraph narrating further events.
  - ✓ Has only a few / some spelling, punctuation and grammar mistakes.
- Write the final version of the summary, including the possible ending you created.



(Source: Adapted from 2<sup>nd</sup> Graders Student's Book )

## PUBLISHING

- Take a picture of your summary.
- Exchange it with some of your classmates using mobile phone messages.
- Read your classmates' summaries and provide feedback to them.
- Focus on the strengths and give positive suggestions to improve their weaknesses.

## SPONGE ACTIVITY

- Now that you have worked on this worksheet, related to globalization:
- What does globalization mean to you?
- Brainstorm all the words and phrases you associate with globalization and write them down in the bubbles.

