



Guía de estudio N°8 – Unidad 4

Asignatura: Inglés

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Curso: 7° A-B

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Unit 4: “Green Issues”

Natural disasters (Desastres naturales)

- Objetivos: OA1; OA7; OA9; OA14; OA15
- Reconocer Wh- questions
 - Identificar conectores de secuencia
 - Hablar sobre desastres naturales
 - Escribir un artículo de noticia

Part 1

Asking for information

Al preguntar por información específica, usamos las Wh- questions:

What	qué o cuál	para preguntar por algo específico u objeto
Why	por qué	para preguntar por razón o explicación
When	cuándo	para preguntar por tiempo
Where	dónde	para preguntar por lugar
Who	quién	para preguntar por personas
Which	cuál	para preguntar por opción
How	cómo	para preguntar por manera o forma
How many	cuántos/as	para preguntar por cantidad (sust. contables)

Examples:

What time is it? (¿Qué hora es?)
- It's 9 o'clock. (Son las 9)

Why were you late? (¿Por qué llegaste tarde?)
- Because there was traffic. (Porque había tráfico)

Where do you live? (¿Dónde vives?)
- I live in Chile. (Vivo en Chile)

Put these sentences in the correct order. (Ponga estas preguntas en el orden correcto)



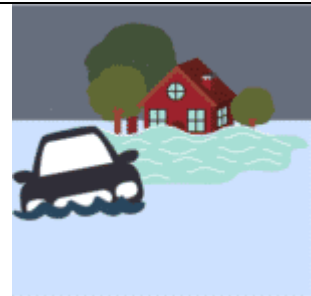

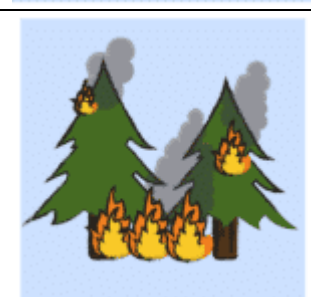
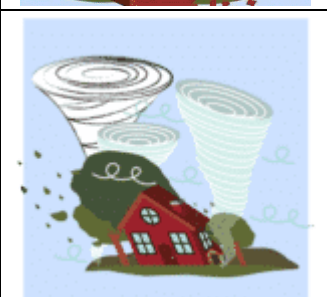
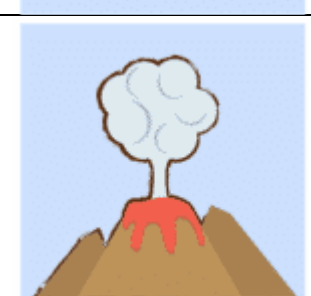
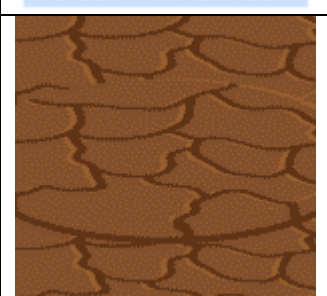


1. your - What's – name - ? _____
2. you - Where - live - ? - do _____
3. ? - nationality - What's - your _____
4. Spanish - ? - do - in - say - you - How - 'hello' _____
5. is - ? - it - colour - What _____
6. are - old - ? - How - you _____
7. Who - is - woman - this - ? _____
8. apples - are - How many - ? – there _____

Complete the questions with the words in the box. Then match the question to the corresponding answer. (Complete las preguntas con las palabras del cuadro. Luego ponga la letra en la respuesta correcta)

who – what – where – why – when

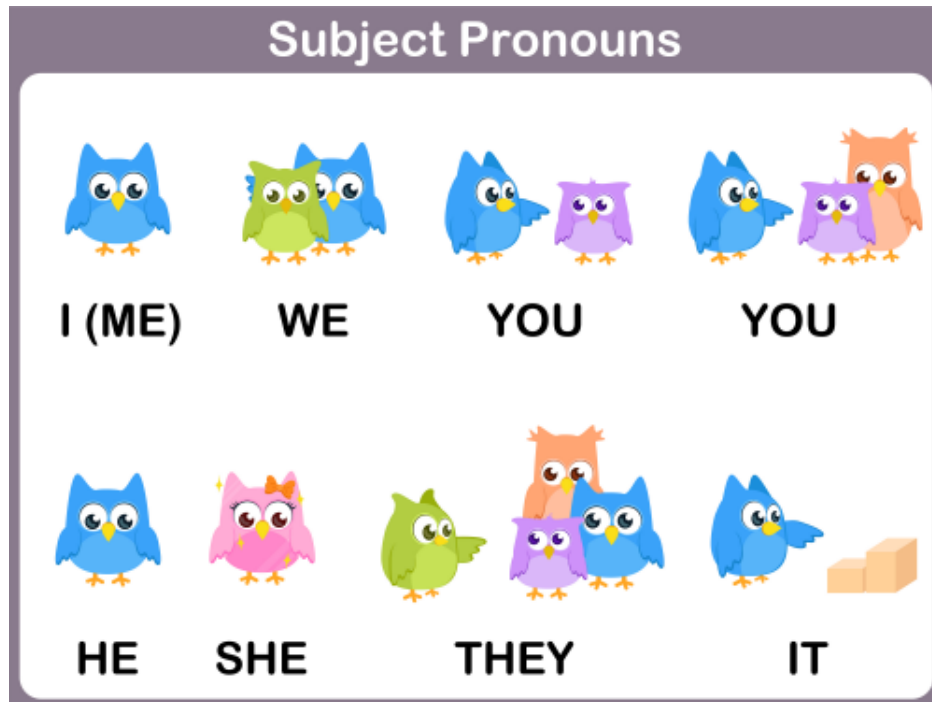
- | | |
|--|--|
| a. _____ did you arrive late to class? | _____ To the movies with Mary. |
| b. _____ was the person at the door? | _____ Last Tuesday. |
| c. _____ did Joshua talk to you about? | _____ Because there was a traffic jam. |
| d. _____ did you go on Saturday? | _____ He asked me out on Friday! |
| e. _____ was your literature exam? | _____ The biology teacher. |

Vocabulary review: Natural disasters

	<p>Snowstorm Nevada</p>		<p>Avalanche Avalancha</p>
	<p>Flood Inundación</p>		<p>Earthquake Terremoto</p>
	<p>Forest fire Incendio forestal</p>		<p>Storm Tormenta</p>
	<p>Volcanic eruption Erupción volcánica</p>		<p>Drought Sequia</p>
	<p>Tsunami Tsunami</p>		<p>Hurricane Huracán</p>

Subject pronouns

Los pronombres se usan para referirse a un sustantivo que se mencionó anteriormente en la oración.



Examples:

- The cabin was in Valdivia. **It** was really beautiful.
- What did James do? - **He** went hiking on a dangerous mountain during an earthquake alert.
- James and Carmen did something irresponsible. **They** didn't listen to the earthquake alert.
- Carmen called her dad to get help for James. **She** did the right thing.

Read and circle the subject pronouns you find in the text. (Lea y encierre los pronombres de sujeto que encuentra en el texto)

Be safe out there! 🎧



My friend James spent a week with me last summer. We were staying in the mountains, at my father's cabin near Valdivia. There was a big tremor in Valdivia the day we got there, and the news warned that there could be an earthquake.

"Carmen, I'm really bored," James said the next day.



"Let's go hiking up the mountain behind your house!"

I was telling James it was very dangerous because of the earthquake alert, when he picked up his backpack and left the house. So I followed him. The news specifically said that hiking during an earthquake was very dangerous.



While James was climbing up the mountain, we felt another tremor! It was a really big one, and some rocks were loosened because of it. James fell downhill and hurt his arm and head. I called my dad while checking if James was OK.

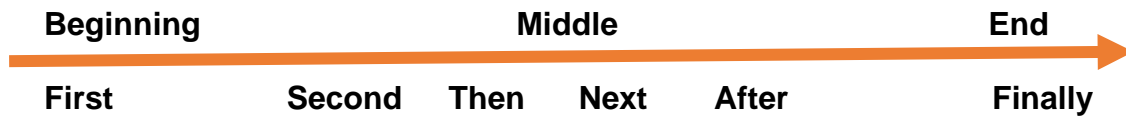


My dad was so mad! He drove us to the hospital, where they took care of James. I'm sure we both learned our lesson and will think twice before doing something this scary and irresponsible again! We both feel that we were really lucky because it was just a tremor and not an earthquake.

Part 2

Sequencing words

Las palabras de secuencia usualmente se usan para escribir recetas y también para contar historias y el orden en que los eventos toman lugar.



Example: It's important to know what to do if your clothes ever catch on fire. **First**, you need to stop what you're doing. **Next**, you need to drop to the ground. **Then** you need to roll around until the flames have been smothered. **Finally**, you should seek medical attention.

Read about Luis' experience in an earthquake and make a summary of his story using sequencing words. (Lea acerca de la experiencia de Luis durante un terremoto, y escriba un resumen usando las palabras de secuencia)

At 3.34 am local time, Chile, my country, suddenly changed. The earthquake lasted about three minutes. My world, and that of my countrymen and women, became a massive horror story played out on the world stage. I was in Santiago because I had a soccer match with my team. We were resting after the match in a hotel when the earthquake started. The earth screamed; a sound of thunder came from its belly as it violently shook the plants, the cars, the walls, and the room I was in. It seemed like a very long time. Then silence. From floor fifteen, I looked down at the city below while the building was still swaying and saw a

huge cloud of dust. After the earthquake, there was a tsunami, which devastated six regions.

The day started off as a fun soccer practice and finished with a horrible earthquake. There was no way I could have gotten out of the building. It was shaking too hard. I stood in a doorway to try to protect myself. Everything that was standing fell over. Once the earthquake stopped, I ran to the window that looks down over the city. Screaming, crying, yelling, and panic coming from the city. Many of the houses nearby collapsed. It was really scary.



First, the earthquake started and he was resting...

Then, _____

After reading the article write T (true) or F (false). Correct the false statements. (Después de leer el artículo, escriba T verdadero o F falso. Corrija las falsas)

- a. _____ The earthquake lasted three seconds. _____
- b. _____ Luis was in Santiago for a soccer match. _____
- c. _____ Before the earthquake, there was a tsunami. _____
- d. _____ The tsunami affected the entire country. _____

Put the events in the correct order (1-4). (Pon los eventos en orden, del 1 al 4)

- _____ Luis saw a cloud of dust.
- _____ Luis and the team were resting in the hotel.
- _____ Luis played a soccer match.
- _____ There was a tsunami.

Think of a natural disaster that could occur where you live. Write a list of safety recommendations.



1.
2.
3.
4.
5.

Look at the pictures and read the information in the **bolds**. Write the correct letter with each natural disaster description. (Mira las imagenes y lea la informacion para unir con la descripción correcta. Escriba el nombre del desastre natural.

a.



An enormous large wave, commonly caused by an earthquake, which flows onto the land and destroys things. _____

b.



An overflow of a large amount of water beyond its normal limits, especially over what is normally dry land. _____

c.



A large, destructive fire that spreads over a forest or area of woodland. _____



A sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust or volcanic action. _____



A violent destructive whirling wind accompanied by a funnel-shaped cloud that progresses in a narrow path over the land.



It is the sudden and violent discharge of steam and volcanic material.

Complete the sentences with the correct form of the verbs in parentheses in past simple. (Complete las oraciones con la forma correcta de los verbos en paréntesis en pasado simple)

a. We _____ (stay) at the mountains, at my father's cabin.

b. I was telling James it _____ (be) very dangerous, when he
_____ (pick) up his backpack and _____ (get) out of the house.

c. When James _____ (climb up) the mountain, some rocks
_____ (loose) up and he _____ (fall) downhill and
_____ (hurt) his arm and head.

Part 3

Amazon Forest Fire Explained! | Peekaboo Shorts |
Best Learning Videos For Kids | Peekaboo Kidz
https://www.youtube.com/watch?v=KrkJUjc_CGMY



Watch the video and answer the questions.

1. Where is the Amazon?

2. Why is the Amazon rainforest so important?

3. How many fires have there been since 2019?

4. Why is the Amazon land so desired by people?

5. How much land has been cleared in the Amazon according to the government?

6. What would you do to stop the Amazon deforestation?

7. What do you think about people destroying animals' habitat so they can do agriculture or build cities? Do you agree or not? Why?

Read and answer.

Human-made disasters in Chile

When we talk about natural disasters, we refer to events that happen as part of nature, like earthquakes. However, there is another type of disaster caused by people, which is known as human-made disaster. This disaster severely

affects people, property and the environment (animals, plants, soil and water). In Chile there have been several human-made disasters, which include: forest fires and oil spills.



Forest fires

A forest fire is a specific type of wildfire (an uncontrolled fire). They can occur naturally, but many forest fires are caused by humans with actions such as intentional fires and people's negligence with cigarettes, matches and campfires. Its effects can be devastating because it can destroy property, animals, vegetation and agricultural resources.



Oil spills

Oil spills can take place on land, but they usually refer to marine environments (especially oceans). They can happen by accident or intentionally when oil from ships and factories spills and pollutes the water. As a result, not only the animals and vegetation of the area could be affected, but also humans could breathe polluted air or eat contaminated food.

Source: Archivo editorial.

a) What are human-made disasters?

b) What happens if there is a forest fire?

c) What happens if there is an oil spill?

d) How does a polluted environment affect the population?

e) Do you think that human-made disasters can be prevented? How?


Part 4

Newspaper stories

Un artículo de noticias es un texto informativo que discute temas de actualidad o noticias recientes. Pueden estar relacionados con temas generales o específicos. Los artículos de noticias se encuentran en periódicos y revistas. También pueden incluir fotografías, gráficos, recuerdos, entrevistas, encuestas, entre otros.

Generalmente debe contener la siguiente información:

- ★ A title
- ★ Who was the protagonist of the story
- ★ What happened
- ★ When it happened
- ★ Where it happened
- ★ Why it happened
- ★ Details of the story
- ★ A conclusion



Hero Rescues a Girl

A hurricane category five hit the state of Louisiana yesterday. The torrential rains caused flooding in New Orleans because the levee system failed. The flooding forced many people to go to the roof of their houses to be safe. A 13-year-old girl was trapped on a roof for ten hours until firefighter Alan Townsend rescued her. He became the hero of the day during one of the strongest hurricanes in US history.

Read this and complete the charts.

FACTORY CANNOT OPEN

15-05-2020 07:00

Tesla's CEO, Elon Musk, has **threatened** to pull the company out of California. The reason is that Alameda County, where Tesla has a factory, chose not to allow factories to reopen yet.



California's **stay-at-home order** for the coronavirus started in late March, and some parts of the state have been allowed to **ease** restrictions. However, new official information released on Thursday allowed manufacturing operations to reopen, depending on the **judgment** of county health officials. Officials decided not to allow reopening in Alameda County, and Musk claimed that Tesla would move to Nevada or Texas because these states are less **restrictive** than California.

The county said that it had been working with Tesla to make a **safety plan**. However, the company claims that the county's health officials have not returned calls or emails.

Look for the definitions of the words in bold and write them. Then create a sentence for each word. (Busca las definiciones de las palabras en negrita y escríbelo. Luego crea una oración con cada una)

Threaten	
Stay-at-home order	
Easy	
Judgment	
Restrictive	
Safety plan	

Identify in the text. (Identifica en el texto)

Who was the protagonist?	
Where did it happened?	
When did it happened?	
Why it happened?	

After reading the stories, create one yourself. Make sure to include the following information: who, what, when, where, why, and general and specific details. Write a conclusión saying what happend in the end. Make it between 100 and 120 words long. (Después de leer las historias, cree una tú mismo. Asegúrate de incluir: quien, que, cuando, donde, por que, y detalles generales y específicos. Escribe una conclusión diciendo que paso al final. El texto debe tener entre 100 y 120 plabras.)

Who		Notes: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What		
When		
Where		
Why		

