HEALTH

FIGHTS

COMMUNICATIONS

HEALTH

FIGHTS

COMMUNICATIONS

PROGRAMA DE EDUCACIÓN PARA PERSONAS JÓVENES Y ADULTAS GOBIERNO DE CHILE

Ministerio de Educación

Gobierno de Chile

GUÍA Nº2 APRENDIZAJE

Ministerio de Educación

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JOB

TECHNOLOGY

JOB

TECHNOLOGY

TECHNOLOGY AND COMMUNICATIONS

GUÍA DE APRENDIZAJE DE INGLÉS PARA SEGUNDO CICLO DE EDUCACIÓN MEDIA

SCIENCE

RIGHTS

SCIENCE

RIGHTS

MODULE 1

"Issues to think about"

Distribución Gratuita

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TECHNOLOGY AND COMMUNICATIONS

GUÍA DE APRENDIZAJE DE INGLÉS
PARA SEGUNDO CICLO DE EDUCACIÓN MEDIA

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Ministerio de
Educación

Gobierno de Chile

Guía de Inglés para Segundo Ciclo de Educación Media

GUÍA DE APRENDIZAJE Nº2

Technology and Communications
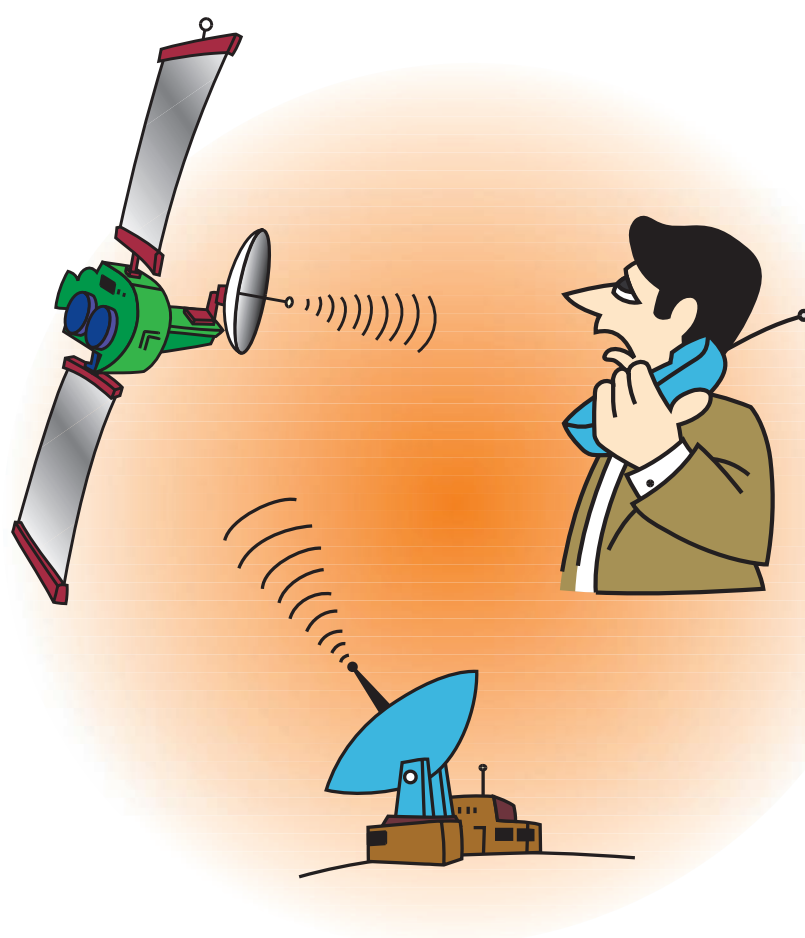
En esta unidad usted…

- Identificará diferentes tipos de textos, tales como artículos y noticias.
- Reconocerá léxico relacionado con los medios de comunicación y la tecnología.
- Demostrará comprensión de textos escritos relacionados con los medios de comunicación y la tecnología.
- Establecerá relaciones entre los temas emanados de los textos y sus conocimientos y experiencias personales.
- Interactuará con sus compañeros en forma oral preguntando y respondiendo acerca de los contenidos de los textos.
- Responderá preguntas en forma escrita y escribirá pequeños textos.
- Revisará el uso del tiempo presente simple.

ICONOS UTILIZADOS EN LAS GUÍAS

	Señala las actividades que involucran lectura.
	Señala las actividades que involucran producción escrita.
	Señala las actividades que involucran reproducción o producción oral.
	Señala que se realizará un mini proyecto (individual o colectivo).
	Señala un mensaje con una estrategia de aprendizaje, o una tarea que se puede complementar.
	Presenta una estructura o tema gramatical.
	Presenta la sección de consolidación y también se utiliza en la evaluación.

Lesson 1: NEWSPAPER

1. Piense y responda en <u>castellano</u>.

a. ¿Qué periódicos circulan en su localidad?

_____

b. ¿Cuál es su periódico preferido? ¿Por qué?

_____

Lea atentamente el siguiente texto.

A newspaper is a publication containing news, information and advertising. It may be general or special interest, most often published daily or weekly.

The first printed newspaper was published in 1605, and the form has grown even in the face of competition from technologies such as radio, television, and the internet. Recent developments on the internet are, however, offering major challenges to the business model of many newspapers, although historically, new media technologies such as radio and television never replaced print media.

General-interest newspapers are usually journals of current news. Those can include political events, crime, business, culture, sports, and opinions (in the form of editorial, columns, or political cartoons). Newspapers use photographs to illustrate stories; they use editorial cartoonists. They usually illustrate opinion, more than news.

Some specific features a newspaper may include are:

• Weather news and forecasts

• An advice column

• Critical reviews of movies, plays, restaurants, etc.

• Editorial opinions

• A gossip column

• Comic strips and other entertainment, such as crosswords, sudoku and horoscopes

• A sports column or section

• A humor column or section

• A food column

• Classified ads are commonly seen in local or small newspapers

Types of newspaper

A **daily newspaper** is issued every day, often with the exception of Sundays and some national holidays. Saturday, and where they exist Sunday, editions of daily newspapers tend to be larger, include more specialized sections and advertising inserts, and cost more. Typically, the majority of these newspapers' staff works Monday to Friday, so the Sunday and Monday editions largely depend on content done in advance.

Weekly newspapers are also common and tend to be smaller than daily papers.

CHILE: MEMORIAL TO VICTIMS OF FEMICIDE KICKS OFF AWARENESS CAMPAIGN

Citizen Group Says 37 Women Have Been Victims Of Femicide In First Half Of 2007

(July 27, 2007) The Network Against Domestic and Sexual Violence in Chile initiated its campaign "¡CUIDADO! EL MACHISMO MATA" — Careful! Machismo Kills! — Thursday with solemn memorial services dedicated to victims of femicide. The organization used empty pairs of shoes to represent the more than 300 women who have been murdered because of their gender since 2001.

This is an excerpt taken from a newspaper which is published in Santiago. It is written in English. It is The Santiago Times.

**Recuerde. No tiene que entender todas las palabras. No se asuste.
Busque en el diccionario las palabras que le impiden entender la idea global.**

2. Responda en <u>inglés</u> de acuerdo al texto.

a. What is a newspaper?

_____

b. When was the first newspaper printed?

_____

c. Has printed news been replaced by other means?

_____

d. How are weekly newspapers different from daily ones, apart from the frequency?

_____

e. What is <u>The Santiago Times</u>?

_____

3. Responda en <u>castellano</u> de acuerdo al texto.

a. Nombre las cinco primeras secciones de un periódico que se mencionan en el texto.

• _____

• _____

• _____

• _____

• _____

b. ¿De qué trata la noticia contenida en el artículo?

_____

_____

c. ¿Qué iniciativas cree usted que deben adoptar y/o promover los gobiernos para evitar el "femicidio"?

_____

4. Trabaje con sus compañeros/as. Elaboren un periódico en <u>inglés</u>.

- Divídanlo en al menos 5 secciones.

- Diseñen la portada, con titulares en <u>inglés</u> e imágenes.

- Encuentren información en <u>inglés</u> para completar las secciones. (Internet u otro medio).
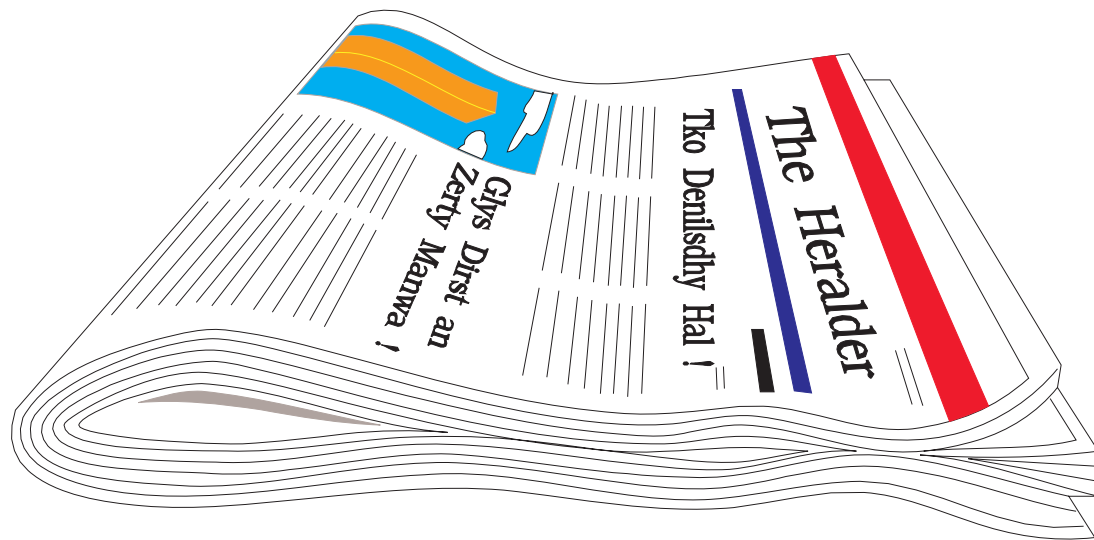
Lesson 2: INFORMATION AGE

1. Piense y Responda.

¿Ha visto alguna vez las siguientes siglas? ¿Sabe qué significan o a qué se refieren?

> a. WWW / b. URL / c. PC / d. HTML / e. CD / f. CPU

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

2. Busque los siguientes conceptos en el texto. Escriba su equivalente en _inglés_:

a. documentos electrónicos   _____

b. tela de araña   _____

c. lenguaje computacional   _____

d. flujo de datos   _____

e. comercio electrónico   _____

Lea atentamente el siguiente texto.

The **World Wide Web** is a collection of electronic documents that are linked together like a spider web.

These documents are stored on computers called **servers** located around the world.

The Web has evolved into a global electronic publishing medium and increasingly, a medium for conducting electronic commerce.

The Web consists of:

• Your personal computer

• Web browser to access the Web

• A connection to an Internet service

• Servers to host the data

• Routers and switches to direct the flow of data

How the Web Works

Web pages are stored on **web servers** located around the globe.

Entering the (Uniform Resource Locator) **URL** of a web page in your web browser or clicking a link sends a request to the server which hosts the page.

The server sends the web page to your computer and your **web browser** displays it on your screen.

A **web page** is an electronic document written in a computer language called **HTML** (Hypertext Markup Language).

Web pages can contain text, graphics, video, animation, and sound, as well as interactive features, such as data entry forms.
Each page has a unique address known as a URL (Uniform Resource Locator), which identifies its location on the server.

Web pages usually contain hyperlinks to other web pages. Hyperlinks are text and images that reference the URLs of other web pages.

Websites

A website is one or more web pages that relate to a common theme, such as a person, business, organization, or a subject, such as sports.

The first page is called the home page, which acts like an index, indicating the content on the site.

From the home page, you can click hyperlinks to access other web pages.

**Ponga atención a los títulos y palabras en negrita.
Le ayudarán a entender mejor.**

3. Lea y responda en <u>inglés</u>.

a. What is the World Wide Web?

_____

_____

b. Where are documents stored?

_____

_____

c. How many components does the Web have?

_____

_____

d. What is a website?

_____

_____

_____

e. What's the name of the first page in a website?

_____

_____

4. Lea y Responda en <u>castellano</u>.

a. Nombre los componentes de la WWW.

_____

_____

b. Explique cómo funciona la web.

_____

_____

c. ¿Qué es una URL?

_____

_____

5. Pensemos en nuestro lenguaje.

a. ¿Cómo le llamamos nosotros a la www?

_____

_____

b. ¿Tenemos un nombre para website?

_____

_____

c. ¿Por qué le decimos PC al computador? ¿Cómo debiéramos decirle?

_____

_____

d. Haga un listado de palabras del inglés que usamos en nuestro país. Comience por el área tecnológica. Hay muchas. Anote al menos 15.
   Ejemplo: mouse

1. _____   8. _____

2. _____   9. _____

3. _____   10._____

4. _____   11. _____

5. _____   12._____

6. _____   13._____

7. _____   14._____

                        15. _____

6. Vaya al sitio www.educarchile.cl

Describa la "homepage" y los "hyperlinks" que contiene.

_____

_____

Lesson 3: PEOPLE WITH DISABILITIES AND TECHNOLOGY

"Caminar por las calles de Santiago es casi un acto reflejo, le hacemos el quite a los hoyos de las aceras y sólo vamos preocupados de que no nos vayan a meter la mano a la cartera. Pero, ¿se ha puesto a pensar que pasaría si tuviese que usar una silla de ruedas para moverse? ¿Cuánto tiempo le tomaría entrar a un edificio o subirse a una micro?"

Revista Atrévete (Fonadis)

1. Piense y responda en castellano.

a. ¿Conoce usted a alguna persona discapacitada?

_____

b. ¿Qué tipo de discapacidades existen?

_____

c. Piense por un momento qué tipo de impedimentos encuentra una persona discapacitada en la vida diaria.

_____

Lea atentamente el siguiente texto.

People with disabilities meet barriers of all types. However, technology is helping to lower many of these barriers. By using computing technology for tasks such as reading and writing documents, communicating with others, and searching for information on the Internet, students and employees with disabilities are capable of handling a wide range of activities independently. Still, people with disabilities face a variety of barriers to computer use. These barriers can be grouped into three functional categories: barriers to providing computer input, interpreting output, and reading supporting documentation. Hardware and software tools have been developed to provide functional alternatives to these standard operations. Specific products, and approaches to using them are described below.

Mobility Impairments

Some wheelchairs may not fit under standard height computer tables and some computer users do not have enough use of their hands and arms to operate a standard keyboard or mouse.

Equipment which provides flexibility in the positioning of monitors, keyboards, documentation, and tabletops is useful for many individuals with disabilities. Plugging all computer components into power outlet strips with accessible on/off switches makes it possible for some individuals to turn equipment on and off independently.

Blindness

Individuals who are blind cannot access visual material presented on the computer screen or in printed materials.

Most individuals who are blind use standard keyboards, however, Braille input devices are available. Braille key labels can assist with keyboard use.

Speech output systems can be used to read screen text to computer users who are blind. Special software programs, called screen readers "read" computer screens and speech synthesizers "speak" the text. The availability of earphones for individuals using speech output systems can reduce the distractions for others nearby.

Hearing and/or Speech Impairments

Speech and hearing disorders alone do not generally interfere with computer use. However, modern speech synthesizers can substitute voices and thus provide a compensatory tool for students who cannot communicate verbally. Students with portable systems can participate in class discussions once adapted computers provide them with intelligible speaking voices. Word processing and educational software may also help students who are hearing impaired develop writing skills.

Specific Learning Disabilities

Educational software where the computer provides multi-sensory experiences, interaction, positive reinforcement, individualized instruction, and repetition can be useful in skill building. Some students with learning disabilities who have difficulty processing written information can also benefit from completing writing assignments, tutorial lessons, and drill-and-practice work with the aid of computers. For example, a standard word processor can be a valuable tool for individuals with dysgraphia, an inability to produce handwriting reliability.

2. **Lea y seleccione la alternativa correcta de acuerdo al texto.**

   People with disabilities…

a. don't face any kind of barriers today.

b. face barriers only in the technological field.

c. meet barriers of different types.

   Technology…

a. is helping people with disabilities to reduce barriers.

b. is increasing barriers for people with disabilities.

c. has eliminated all the barriers for people with disabilities.

Individuals who are blind…

a. are totally impeded to access to material presented on the computer screen.

b. can have access to special software programs called screen readers.

c. can only have access to Braille input devices.

3. Lea y responda en <u>castellano</u>.

a. ¿Cómo pueden ser clasificados los impedimentos que enfrentan las personas discapacitadas?

_____

_____

b. Mencione una posible solución planteada en el texto para las siguientes situaciones:

• Sillas de ruedas que no alcanzan la altura de los escritorios de computación convencionales:

_____

• Personas ciegas que no pueden escribir con un teclado computacional.

_____

• Personas ciegas que no pueden leer la pantalla.

_____

• Personas con problemas de habla.

_____

• Estudiantes con problemas de aprendizaje.

_____

4. Traduzca los siguientes conceptos al <u>castellano</u>.

a. Blindness   _____

b. Speech and hearing disorders   _____

c. Multy-sensory experiences   _____

d. Positive reinforcement   _____

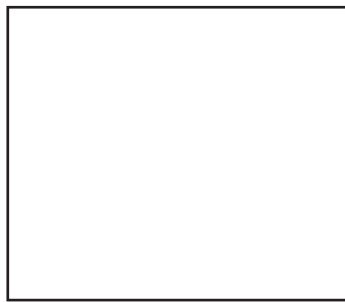e. Learning disabilities   _____

Si necesita más información acerca del tema, usted puede visitar el sitio:
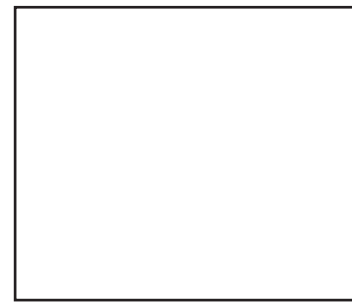**http:// www.dpi.org/**

CONSOLIDATION

1. Ilustre los siguientes elementos. Puede dibujar o pegar recortes.
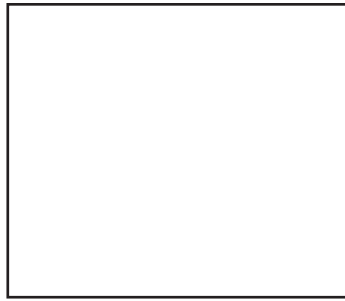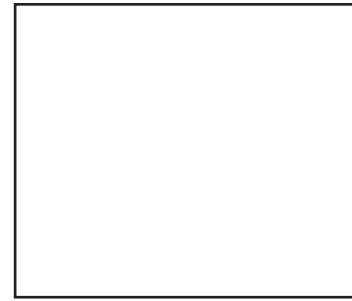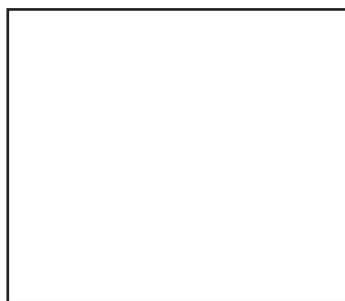
a. Newspaper

e. Wheelchair

b. Radio

f. Earphones

c. Television

g. Keyboard

d. Mouse

h. Computer screen

Pida a su profesor/a ayuda y practique la pronunciación de estas palabras.
Ponga especial cuidado con los cognados radio y television.
Se escriben igual pero se pronuncian distinto.

2. Clasifique las palabras anteriores. Intente diferentes categorías.

Por ejemplo:

Computer items	Means of communication	

Just for kidding

Five reasons why the television is better than the World Wide Web

1. It doesn't take minutes to build the picture when you change TV channels.
2. The family never argues over which Web site to visit this evening.
3. A remote control has fewer buttons than a keyboard.
4. Even the worst TV shows never excuse themselves with an "Under Construction" sign.
5. You can't surf the Web from a couch with a beer in one hand and Doritos in the other.

GRAMMAR TIPS

Let's review...
Simple Present Tense!

El tiempo presente simple se usa principalmente para referirse a:

- **Verdades permanentes:**   The Earth goes round the Sun.

- **"El período actual":**   I live in Concepción.

- **Acciones habituales:**   We usually go to work from Monday to Friday.

- **Como referencia al futuro:**   My parents arrive tonight.

FORMS

Affirmative:

Sujeto + Verbo + (Objeto/ Complemento)

  *Recuerda que con la tercera persona singular (He-She-It) el verbo toma "s".

Negative:

Sujeto + don't / doesn't + Verbo + (Objeto /Complemento)

 Usamos:

Do con: I – you – they – we
Does con: He – she – it

Interrogative:

(Wh) + Do / Does + Sujeto + Verbo + (Objeto/Complemento) + ?

¡Practiquemos!

1. Complete las oraciones con el verbo dado, en la forma que corresponda.

a. Newspapers _____ photographs to illustrate stories.
       (use/uses)

b. The web _____of several components.
       (consist/ consists)

c. Each page _____a unique address.
       (has/have)

d. Web pages usually _____hyperlinks to other web pages.
       (contain/contains)

e. The computer _____multi-sensory experiences.
   (provide/provides)

2. Responda en <u>inglés</u> las siguientes preguntas usando "Short Answers".

a. Do you know how to use a computer?   _____

b. Does your teacher arrive on time?   _____

c. Do you read a newspaper everyday?   _____

d. Does the Internet provide only true information? _____

e. Do all newspapers include a sports section?   _____

3. Traduzca al <u>castellano</u> las siguientes oraciones.

a. Speech disorders do not generally interfere with computer use.

_____

_____

_____

b. A website is one or more web pages that relate to a common theme, such as a person, business, organization, or a subject, such as sports.

_____

_____

_____
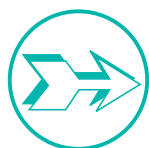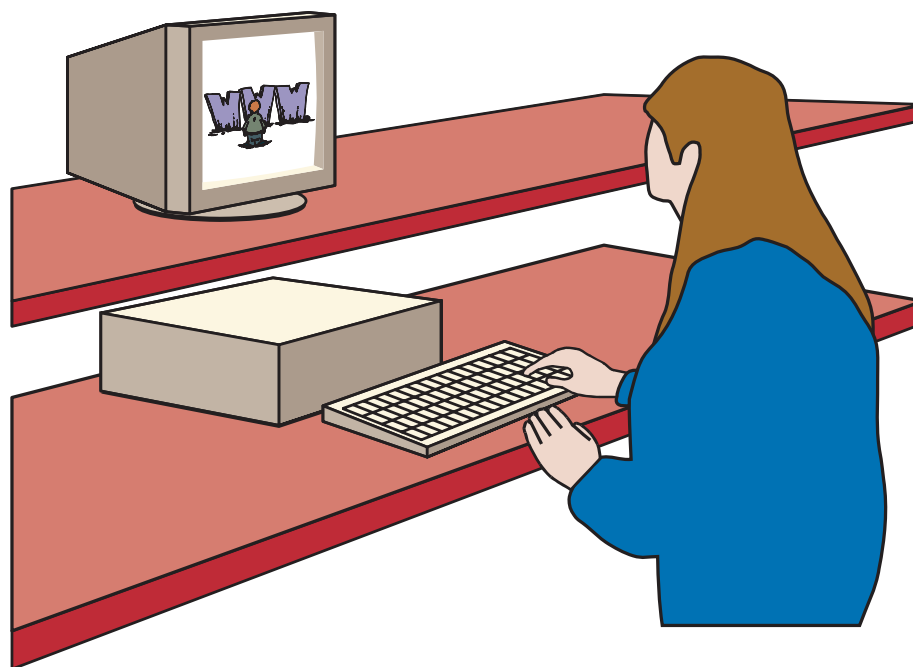
LANGUAGE SUMMARY

List of words	Translation	List of words	Translation
advertising	publicidad	handwriting	letra (escritura)
advice	consejo	holidays	feriados
aid	ayuda	however	sin embargo
arms	brazos	impairment	impedimento
assignment	tarea	journal	revista / periódico
barrier	barrera	keyboard	teclado
blind	ciego	nearby	cercano
browser	navegador	news	noticias
business	negocio	newspaper	periódico
crime	delito	often	a menudo
crossword	crucigrama	outlet	enchufe
current	actual	request	petición/solicitud
daily	diario (diariamente)	screen	pantalla
data	datos	server	servidor
device	dispositivo	shoes	zapatos
disabilities	incapacidades	skills	destrezas / habilidades
earphone	audífono	speech	habla
employee	empleado	spider	araña
empty	vacío	staff	personal
entry	entrada	stories	historias
excerpt	extracto	strips	tiras
features	características	subject	tema
first	primer /o/a	switch	interruptor
food	alimento	tool	herramienta
forecast	pronóstico	voice	voz
gender	género	weather	tiempo (climático)
gossip	chisme-copucha	web	red
hand	mano	weekly	semanal / semanalmente
		wheelchair	silla de ruedas

USEFUL EXPRESSIONS

be a piece of cake **The test was a piece of cake!**	algo muy fácil
be all ears **Are you going to tell me the truth? I'm all ears!**	estar ansioso por escuchar lo que alguien tiene que decir
be broke **Don't ask me for money…** **I'm broke!**	estar quebrado - sin dinero
be fed up with **Peter is fed up with his work.**	estar harto/a
be on the road **Singers are always on the road.**	estar viajando
be over **The class is over.**	estar terminado
be up and running **The PC was serviced and it is up and running now.**	estar operativo / tecnológico
beat around the bush **You're beating around the bush…go to the point!**	evadir un asunto / irse por las ramas
the bottom line **Look…what's the bottom line of that document?**	la información más esencial
bug **He's always bugging me!**	molestar

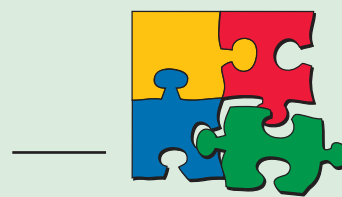**Recuerde que es útil memorizar algunas expresiones y utilizarlas cada vez que pueda.**
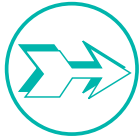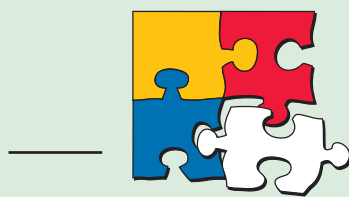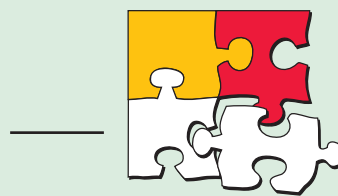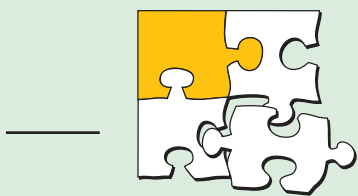
Piense y revise su trabajo a lo largo de esta unidad. Busque ayuda en los aspectos que le resultan más difíciles.

Self Evaluation
How have I done in this unit? Marque la figura que mejor representa su trabajo en la unidad.

Lo que más me gustó:_____

Lo que más me costó: _____