Lesson 1: NEWSPAPER

1. Piense y responda en castellano.

a. ¿Qué periódicos circulan en su localidad?

_____

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

_____

Lea atentamente el siguiente texto.

Newspapers are publications containing news, information and advertising. It may be general or special interest, most of-them 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

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- 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.

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2. Responda en inglés 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 The Santiago Times?

_____

3. Responda en castellano de acuerdo al texto.

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

- _____
- _____
- _____
- _____
- _____

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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 _____

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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).

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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.

LIVEWORKSHEETS

3. Lea y responda en inglés.

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?

_____

_____

LIVEWORKSHEETS

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.

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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.

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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.

_____

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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) + ?

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¡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? _____

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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.

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