



Centro Educativo de Adultos El Monte
RBD 16.857-2
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Date: 4th June 2020

INGLÉS COMÚN 2° A
UNIT 2 "Technology and Communications"

OBJETIVO DE LA CLASE:

- Leer comprensivamente texto acerca de newspapers
- Reforzar vocabulario, practicar uso de diccionario

- 1) Leer texto atentamente (pagina 6 Guía aprendizaje 2)
- 2) Recordar buscar en diccionario las palabras que le impiden entender la idea global.

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

Curso: 2° A

Asignatura: inglés común

Fecha: 04 JUN 2020

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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Date: 5th June 2020

INGLÉS COMÚN 2° A/B
UNIT 2 "Technology & Communications"

OBJETIVO DE LA CLASE:

- Demostrar conocimiento de contenido en página 16 y 17. (Reading)
- Responder preguntas relacionadas en libro de asignatura o cuaderno o en este documento.

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.

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 fields.
- 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 castellano.

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 con problemas de habla.

- Estudiantes con problemas de aprendizaje.

4. Traduzca los siguientes conceptos al castellano.

a. Blindness

b. Speech and hearing disorders

c. Multy – sensory experiences

d. Positive reinforcement

e. Learning disabilities



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Date: 8th June 2020

INGLÉS COMÚN 2° B
UNIT 2 "Technology & Communications"

OBJETIVO DE LA CLASE:

- Leer comprensivamente texto de la lección.
 - Indagar vocabulario en diccionario. Responder preguntas demostrando comprensión de lo leído.
-
- responder según lo indicado en página 17. (ver PDF adjunto).

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.

Curso: 2° B

Asignatura: Inglés común

Fecha: 08 JUN 2020

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.