

Guía Septiembre, Inglés Tercero Medio

Nombre del alumno@: _____ Curso: _____

Asignatura: Inglés Nivel : Tercero medio

Unidades: My reflections on global issues

Contenido: Vocabulario de la unidad

Reporte del discurso/Costumbres y tradiciones

OA 3 Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos breves y claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

OA 4 Producir y comprender con fluidez textos orales y escritos breves y claros en situaciones comunicativas que involucren otras visiones de mundo y la propia, con el fin de interactuar y tomar conciencia de su propia identidad.

Objetivo de Aprendizaje:

Recursos a considerar:

www.wordreference.com

www.linguee.es

INSTRUCCIONES PARA EL DESARROLLO DE LA GUIA.

Desarrolla la guía utilizando el texto del estudiante y el cuaderno de actividades, si no los tienes, pincha los vínculos para descargar las páginas necesarias.

Si tienes dudas y consultas favor contactar a tu profesor de asignatura asignado en sus correos indicados más abajo.

Observaciones:

- Mantenga TODA actividad desarrollada en una carpeta física o digital como su respaldo. En el caso de reportar mediante classroom sus actividades se archivan automáticamente en Google drive.
- Utilice los recursos multimedia disponibles, sitios web, correo de consultas, etc. para desarrollar las actividades con éxito

Contacto docentes de la asignatura

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Actividad 1: News still in process

1. Answer the following questions

What is a piece of news?	
What is the difference between a piece of news and an article?	
What is the use of a piece of news?	
Which should be the structure of a piece of news?	

2. You are going to read a news report. Then, do the following reading activities:

- Read the headline and predict what the news report will be about. Which key words give you clues about the content of the article?
- What is different between the headline and a typical complete sentence?

News report 1

CASSINI SPACECRAFT BEGINS LAST STAGE OF 20-YEAR MISSION

May 22, 2017 8:06 pm by Monique Conrod, current events

Saturn. Photograph from Cassini, taken on October 2004. Image: NASA

In October 1997, a spacecraft called the Cassini orbiter was **launched** on a mission to explore Saturn and its moons.

Now, after nearly 20 years in space, Cassini's mission is **coming to an end**. John River, a famous astronomer said that Cassini was **running out of fuel**. He said that scientists expected it to burn up in Saturn's atmosphere in September.

But before that happens, the spacecraft will make a series of dives between Saturn and its rings, sending photographs and other information back to Earth.

Cassini is a **joint** project of NASA, the European Space Agency (ESA) and the Italian space agency (ASI). It took seven years for the spacecraft to reach Saturn, after travelling about 2.2 billion kilometres. It completed its first orbit of the planet on July 1, 2004. (Cassini was the fourth Earth spacecraft to reach Saturn, and the first to orbit it).

Scientists have learned many exciting things from the Cassini mission. They used to think Saturn had 17 moons, but now they know there are actually 62 moons orbiting the planet. Cassini also **added to** scientists' understanding of storms on Saturn, the ice and dust that make up its rings, and the atmospheres and geography of some of Saturn's moons. (In 2005, Cassini delivered a space **probe** to the biggest moon – Titan – so scientists could get a closer look at the moon's surface).

One of the most important discoveries Cassini made was that there is warm, liquid water under the ice that covers one of Saturn's smaller moons, Enceladus. Scientists believe conditions on Enceladus could be similar to the conditions that **led to** the development of life on Earth.

Cassini's mission was supposed to end in 2008, but because it was still **in good shape** and still sending back useful information, scientists extended it to 2017.

Now Cassini is performing the last **task** of its mission. On April 26, it flew through the **narrow** gap between Saturn and its innermost ring for the first time. It will **pass through** that gap 22 times altogether, gathering even more valuable information and images to send back to Earth.

John River said that when Cassini ran out of fuel and entered Saturn's atmosphere in September, it would **burn up** like a meteor. He said it was necessary for Cassini to be totally destroyed so there was no chance that microbes from Earth would contaminate any possible life on Saturn. But the information Cassini has sent home from Saturn makes it one of the most successful exploration missions ever **launched** from Earth.



Glossary:

- ✓ **To launch:** to leave land (an occasion when a spacecraft is sent into space, for the first time).
- ✓ **To run out:** to use up.
- ✓ **To burn up:** to be destroyed by fire.
- ✓ **Joint:** belonging to or shared between two or more people.
- ✓ **Task:** a piece of work to be done.
- ✓ **To led to:** to cause that something happens or exists.
- ✓ **Narrow:** having a small distance from one side to the other, especially in comparison with the length.

3. Complete the following chart

NEWS REPORT 1 CASSINI SPACECRAFT MISSION

1. Launch date:	
2. Joint project of:	
3. Titan:	
4. Enceladus:	
5. 2.2 billion kilometres:	
6. 2017:	
7. John River:	

Key elements of a News Report

- a. **Headline:** Catches your attention and sums up the story using concise language.
- b. **By-line:** Writer's name, Writer's Specialty, e.g. sports, crime, current events and date.
- c. **Body:** Place line: Where the story begins: The opening section • Gives most important information • Should answer most of the 5W's:
 - What's** happening?
 - Who** is involved?
 - Where** is this happening?
 - When** is it happening?
 - Why** is it happening?
- d. **Details:**

Most important details come first. Simple true statements which include quotations: (What someone actually said) go between ("..."). (Add one detail and one quotation).
- e. **Connections to other pieces of new report.**

Lesson: Reported speech

REPORTED SPEECH (Indirect Speech)

1/2

Hay dos formas distintas de relatar lo que una persona ha dicho: Estilo DIRECTO o INDIRECTO.

En estilo DIRECTO repetimos con las mismas palabras lo que otra persona ha dicho:

Ex: He said, " I have lost my umbrella"

Normalmente lo dicho suele ir entre comillas, separado por comas, dos puntos, etc.

En estilo INDIRECTO (Reported Speech) damos con nuestras propias palabras el exacto significado de lo dicho por otro

Ex: He said (that) he had lost his umbrella.

No suele haber coma detrás del verbo introductor; se utiliza THAT aunque suele omitirse.

Verbos Introdutores:

Como su nombre indica son aquellos que utilizamos para introducir o presentar lo que a continuación vamos a decir. Los más frecuentes son SAY y TELL, aunque hay otros: ADD, ADMIT, ANSWER, REPLY, EXPLAIN, OBSERVE...

Por lo que a SAY y TELL se refiere, se traducen por DECIR y da igual utilizar uno u otro, teniendo en cuenta que si mencionamos la persona a quien se dirige el hablante, utilizaremos TELL:

Peter told her: " I am Spanish" Peter said: " I am Spanish"

CAMBIOS:

Cuando pasamos de estilo Directo a Indirecto se producen los siguientes cambios:

- A) **Si el verbo introductor está en Present, Present Perfect o Future** no se produce cambio de tiempo verbal, pero sí de pronombres según el punto de vista del hablante.

Peter says: " I am Spanish" → Peter says that he is Spanish

En los dos ejemplos anteriores observamos que el verbo introductor (says) está en Presente Simple, por tanto no realizamos ningún cambio de tiempo verbal al pasar de Directo a Indirecto, pero sí de pronombre I → He y por consiguiente su correspondiente forma del verbo BE.

- B) **Si el verbo introductor está en Pasado** se producen los siguientes cambios:

1- Cambios de tiempos verbales

<u>Direct</u>		<u>Indirect</u>
A		B
Present Simple	→	Past Simple
Past Simple	→	Past Perfect / Past Simple
Present Perfect	→	Past Perfect

2- Cambios de palabras

Today	→	that day
Yesterday	→	the day before / the previous day
The day before yesterday	→	two days before
Tomorrow	→	the next day / the following day
The day after tomorrow	→	in two days' time
Next week / month / year...	→	the following week / month / year
Last week / month / year...	→	the previous week / month / year
A year ago / a week ago...	→	a year before / the previous week...
Here	→	there
This / These	→	that /those

Ex: He said: " Today, I am tired" → He said (that) that day he was tired

Reading comprehension activity: Read the following text and then answer the questions

TEENS AND ADULTS SAY THEY FEEL TETHERED TO PHONES

By Associated Press

August 31, 2018

Parents lament their teenagers' noses constantly in their phones. However, they might want to **take stock** of their own screen time habits.

A study out last week from the Pew Research Center found that two-thirds of parents are **concerned** about the amount of time their teenage children spend in front of screens. But more than a third of parents expressed concern about their own screen time.

Meanwhile, more than half of teens had an observation. They said they often or sometimes found their parents or caregivers to be distracted when the teens are trying to have a conversation with them. The study calls teens' relationship with their phones at times "hyperconnected." It notes that nearly three-fourths check messages or notifications as soon as they wake up. Parents do the same, but at a lower if still substantial rate — 57 percent.

Michael Erns, a thirteen-year-old boy, reported that his father was always playing games on the phone and then scolded his son when he saw him playing. "It's a bit incongruent", he said.

On the other hand, Joanne Smith, a fifteen-year-old girl, said that her mother and father had had lunch during the last weekend with their phones on top of the table and answering messages all the time without even trying to hide it from their parents." It was pretty annoying. "They cannot intend for us kids to stop with what they say, is our "cell phone addiction", if they are not the ones setting the example", she said.

Big tech companies face a growing **backlash** against the addictive nature of their gadgets and apps, the **endless** notifications and other **features** created to keep people **tethered** to their screens.

Many teens are trying to do something about it: 52 percent said they have cut back on the time they spend on their phones and 57 percent did the same with social media.

Experts say parents have a big role in their kids' screen habits and setting a good example is a big part of it.

"Kids don't always do what we say but they do as we do," said Donald Shifrin. He is a professor of pediatrics at the University of Washington School of Medicine. He was not involved in the Pew study. "Parents are the door that kids will walk through on their way to the world."

The study surveyed 743 U.S. teens and 1,058 U.S. parents of teens from March 7 to April 10. The margin of error is 4.5 percentage points.

Source: Adapted from:

<https://www.curriculumnacional.cl/link/https://www.nytimes.com/aponline/2018/08/22/technology/ap-us-tec-growing-up-digital-teens-and-screens.html>

Glossary:

- ✓ **To concern:** to cause worry to someone.
- ✓ **Caregivers:** someone who takes care of a person who is young, old or sick.
- ✓ **To scold:** to speak to someone angrily because you disapprove the behaviour.
- ✓ **To annoy:** to make someone angry.
- ✓ **Backlash:** a strong feeling among a group of people in reaction to a change or recent events in society or politics.
- ✓ **Tethered:** tied, closely connected with something.

a. What's happening?	
b. Who is involved?	
c. Where is this happening?	
d. When is it happening?	
e. Why is it happening?	

Lesson: **Customs and traditions all over the world**

Traditions are important, but there's always that balance between traditions and newness and change. Change is hard, but this will be the start of new traditions and experiences.
Jeff Wardle

1. Answer the following questions. Write a complete answer.

a. How do you define the concept of "tradition"?	a. <u>answer</u> :
b. Do you think traditions can evolve over time?	b. <u>answer</u> :
c. Are traditions condemned to disappear?	c. <u>answer</u> :

2. Look at the pictures and answer.



a. Do you have any family traditions?	a. <u>answer</u> :
b. Do all families have the same traditions?	b. <u>answer</u> :
c. Who is responsible for establishing and keeping family traditions alive?	c. <u>answer</u> :

3. Make a list of the events you celebrate in your family; Focus on when and how you celebrate them. Fill in, compare and contrast the chart with your partners.

Celebration	Date	Tradition
1.		
2.		
3.		
4.		
5.		

4. Look at the pictures and answer.



a. Can you identify any of the celebrations in the pictures? What is celebrated? Where?	
b. Name at least three annual holidays celebrated worldwide.	1. _____ 2. _____ 3. _____
c. Are those holidays celebrated the same way in every country?	