

993090746



COLEGIO ESPAÑA DE CONCEPCION.
DEPARTAMENTO DE INGLES.
ENSEÑANZA MEDIA.
SECOND GRADE.
Lorena Jara Díaz/
june 16 th,2020.

ENGLISH WORKSHEET

Estimadas alumnas esta guía fue confeccionada para reconocer vocabulario relacionado con las personas con problemas auditivos y la comunicación no verbal, ya que dentro de la unidad 1 aparecen los temas medio ambiente y comunicación .

Aquí uds. Tienen que buscar vocabulario de base en un diccionario, hacer los ejercicios de completación y comprensión lectora, recuerden que tienen que buscar lo que dice el texto, no lo que yo creo o pienso, para responder las preguntas fíjense en los verbos para que respondan en el tiempo correcto. Esta guía la pueden imprimir, hacer en su computadora o en el cuaderno la persona que no tiene computadora. Cualquier duda me pregunta.-

NAME:	CLASS:	DATE:
AIM< Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital, acerca de temas variados (como temas de interés de los y las estudiantes, temas de otras asignaturas, del contexto inmediato, de actualidad e interés global, de otras culturas y algunos temas menos conocidos) y que contienen las funciones del año.-		

Key words: (Palabras claves)

Body language☺(lenguaje corporal)

the conscious and unconscious movements and postures by which attitudes and feelings are communicated.

Deal (☺lidiar con) have to do with something.

Wordless message: (mensaje sin palabras) not expressed in or accompanied by words a wordless picture book. : silent, speechless sat wordless throughout the meeting.

Spoken languageⓈ(**lenguaje hablado**) is a language produced by articulate sounds, as opposed to a written language. Many languages have no written form and so are only spoken. ... The term "spoken language" is sometimes used to mean only vocal languages, especially by linguists, making all three terms synonyms by excluding sign languages.

LanguageⓈ(lenguaje- idioma) the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.

Verbal communicationⓈ(comunicación verbal) is the use of sounds and words to express yourself, especially in contrast to using gestures or mannerisms (**non-verbal communication**).

Non-verbal communication: (comunicación no verbal) is the transmission of messages or signals through a ... Today, scholars argue that **nonverbal communication** can convey more **meaning** than verbal.-

I.- READ THE TEXT "TYPES OF COMMUNICATION" AND ANSWER TRUE OR FALSE. LEE EL TEXTO TIPOS DE COMUNICACION Y RESPONDE VERDADERO O FALSO.

- 1.-.....T.....There are verbal and non verbal communication.
- 2.....T.....Verbal communication deals with the use of spoken language.
- 3.....T.....Non verbal communication involves wordless messages.
- 4.....T.....Non verbal communication involves messages that are not written.
- 5.-.....T.....Verbal communication refers to the sounds and language.
- 6.-.....F.....Non verbal communication includes words.
- 7.-.....F.....Non verbal communication refers to language.

II.-COMPLETE THE SENTENCES WITH THE FOLLOWING WORDS.

Verbal communication –wordless –sounds—language—messages—body language.

- 1.- when people are nervous they usually sendWORDLESS....messages.
- 2.-You can express your ideas employingVERBAL COMMUNICATION
- 3.- ...BODY LANGUAGE.....involves, gestures, posture and attitude.
- 4.- when you talk with a friend you use body language and...SOUNDS....
- 5.- Of course, she could use ...LANGUAGE...but the activity is without sounds.

6.- People can send a lot ofMESSAGESwithout words or sounds, only with body language.

Types of Communication

Communication can be classified as and non-verbal

- ❑ **Verbal:** Communication by word, mouth, or pieces of writing. Verbal communication deals with the use of spoken language to transmit information. It refers to the use of sounds and language to relay a message.
- ❑ **Non Verbal:** Communication through sending and receiving wordless messages. They are all intentional and unintentional messages that are not written or spoken in the classroom.

III.- READ THE TEXT “ A DIFFERENT KIND OF LANGUAGE” AND DO THE FOLLOWING ACTIVITIES.

Main words:

Deaf: lacking the power of hearing or having impaired hearing.

Hearing impaired: partially or completely deaf.

Hearing aids: a small amplifying device which fits on the ear, worn by a partially deaf person.

Ashamed: embarrassed or guilty because of one's actions, characteristics, or associations.

High School: (in the UK except Scotland) used chiefly in names of grammar schools or independent fee-paying secondary schools, or for the lower years of a secondary school.

1.- COMPLETE OPINIONS WITH THESE WORDS.

Realize ----- deaf people.....found-----deaf-----hearing impaired-----hearing aids
--

1.- In my opinion she has.....FOUND.....an excellent job if she wants to get experience.

2.- I thinkDEAF.....people usually wear a hearing aids.

3.- I thinkHEARING IMPAIRED.....can have a normal job in these days.

4.- In my opinion.....DEAF PEOPLE..... can communicate with signs and they can wear hearing aids today.

5.- I know that sometimes, teachers don'tREALIZE.....when some students have hearing problems.

6.- It seems thatHEARING AIDS.....can help deaf people to have a better quality life.

2.- .-READ THE TEXT “A DIFFERENT KIND OF LANGUAGE” AND ANSWER THE QUESTIONS .

1.- Who is Kristin?.

.....SHE IS A GIRL WITH HEARING PROBLEM.....

2.-How old is she?

.....SHE IS 27 YEARS OLD.....

3.- When did she discover her hearing problem?

WHEN SHE WAS 18 MONTHS OLD, SHE WAS DIAGNOSED WITH PARTIAL DEAFNESS.

4.- who discovered her hearing problem?

...HER PARENTS FOUND OUT SHE WAS PARTIALLY DEAF.....

5.- what happened at the kindergarten?

HER CLASSMATES DISTURBED HER BECAUSE OF HER HEARING PROBLEM.

6.- what does Kristin do today?

...TODAY SHE IS A VETERINARY.....

A DIFFERENT KIND OF LANGUAGE

When Kristin was just 18 months old, her parents found out she was partially deaf in both ears, she couldn't hear well. Kristin is 27 years old now. She graduated from university and she works as a veterinary. Along the way, she overcame many obstacles and has some advice for kids who are hearing impaired — and for other kids who want to know what it's like to have trouble hearing.

When I was 2 years old, I went to kindergarten. It was the first time I realized my hearing problems made me different. My teacher was nice, but I was the only student wearing hearing aids. At first, I just cried when the other kids asked me about my hearing problem. My mom told me that I shouldn't feel ashamed or embarrassed. She said the kids didn't understand about my hearing problem so were only curious.

Later, I learned to communicate very well. One of my high school teachers didn't realize I had hearing problems until the last day of class! I use only one hearing aid now and I know how to read lips. I also learnt sign language to communicate with some of my friends. Some deaf people don't wear hearing aids and they prefer to use signs. Some people think that we have a more limited life but I usually go to the cinema (with subtitles) or go dancing. I even play the drums in my free time!



1. Read the text. Then try to guess the meaning of the underlined words.

2. Write the words from the text related to the deaf culture in this box.

3. Are these questions about the text *true (T)*, *false (F)* or the text *doesn't mention (DM)*?

- a. Kristin is 18 months old.
- b. Kristin works with animals.
- c. She went to kindergarten when she was 18 months old.
- d. The kids in kindergarten ask Kristin about the hearing problem.
- e. All her teachers knew she was deaf.
- f. She doesn't use hearing aids now.
- g. All deaf people use sign language to communicate.
- h. Kristin learned sign language at university.
- i. Kristin can play a musical instrument.

4. What other difficulties do you think Kristin had when she was your age?



FINALLY

WE CAN COMMUNICATE WITH OTHERS USING DIFFERENT WAYS TO EXPRESS OUR FEELINGS, IDEAS, EMOTIONS, OPINIONS ETC.

WE HAVE SOME WAYS TO COMMUNICATE THROUGH VERBAL AND NON VERBAL COMMUNICATION USING:

FACIAL EXPRESSION /BODY POSTURE/ GESTURES/ APPEARANCE/ WORDS/ LANGUAGES/ SIGNS/ ATTITUDES/ SOUNDS/ ETC.

3.- NOW WATCH THE FOLLOWING PICTURES AND TRY TO GUESS WHAT THEY EXPRESS.

Aqui las alumnas describen las imagines dando una razon por cada idea.

WRITE A SENTENCE DESCRIBING EACH PICTURE AND GIVE A REASON. Escribe una oración describiendo cada foto y da una razón

FOR GIVING A REASON USE THE WORD: "BECAUSE". Para dar una razón se usa la palabra because.

EXAMPLES



1.-...She is very sad **because** she has a dangerous sickness.



2.-Mary is very happy because she has communicated with her husband in China today.-



...3.- ...Sally is in silence because she is listening her teacher.



4.-Sarah is laughing because she gets a new job.



5.-.....Peter is celebrating because he is a winner.



6.-.....the baby is crying because she is sick



7.-.....Mary is happy because she is eating a banana.

Bye Bye.

