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Índice

1) Texto 1

CPR steps: A visual guide

Using the CPR steps on someone who is not breathing can help keep them alive until the emergency services arrive.

CPR works by keeping a person's blood flowing until healthcare professionals can help them. People without first aid training can still save a life by using the CPR steps.

When a person initiates CPR immediately after someone's heart stops beating, CPR can double or even triple the chances of them surviving.

In this article, we provide a step-by-step visual guide to performing CPR.

MEDICALNEWSTODAY

CPR: Step by Step

1. Call 911 or ask someone else to
2. Lay the person on their back and open their airways
3. If they are not breathing, start CPR
4. 30 chest compressions
5. Two rescue breaths
6. Repeat until an ambulance or AED arrives

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SAFETY RULES

1. You are responsible for your own safety and safety of others.

2. Wear personal protective equipment nesessary for the job.

3. Always use equipment/tools/machinery safely and properly.

4. Lift properly using your legs and not your back.

5. Keep your work area clean.

6. Wear appropriate and safe work clothing and footwear.

7. Report any unsafe conditions.

8. Clean up spills immediately.

9. Report all injuries.

10. No alcohol or drugs to be used or allowed on company property.

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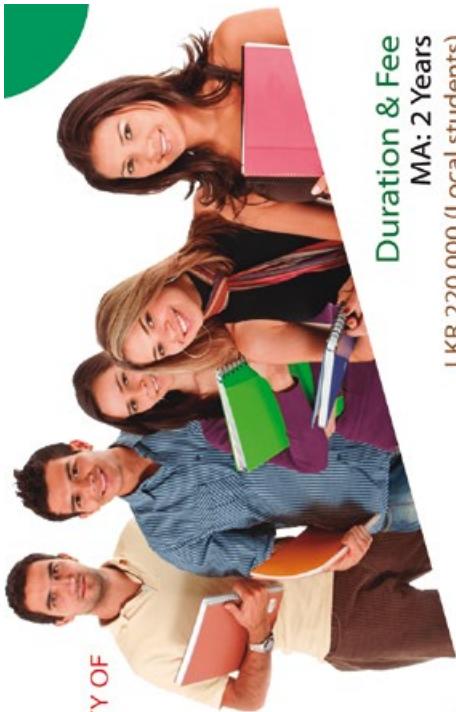
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8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Web Design HTML + CSS Bootstrap	AP Computer Science Principles	AP Computer Science A (Java)	MIT Online or other advanced courses	Apply with definitive coding CV

TOP 5 Coding/STEM College Application Track (e.g. MIT, Caltech)

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Intro to Python	AP Computer Science Principles	AP Computer Science A (Java)	MIT Online or other advanced courses	Advanced Research Internship	Apply with definitive coding CV

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TIPOS TEXTUALES y GÉNEROS DISCURSIVOS

*Los **TIPOS DE TEXTO** se caracterizan por tener un tipo de contenido, una función y una estructura determinada. Estos pueden ser:*

Instructivos: son textos que brindan instrucciones y recomendaciones sobre pasos o procedimientos específicos. Básicamente responde a la pregunta "**¿cómo se hace?**". Ej: normas, manuales de usuario, procedimientos, etc.

Publicitario: buscan convencer al lector acerca de un producto o servicio. El género publicitario más común es el anuncio. Esta necesidad de atraer la atención del lector hace que el texto publicitario emplee recursos como la combinación de palabras e imágenes. Muchas veces, el fin de publicitar un producto o servicio se intenta "enmascarar" en artículos periodísticos.

Descriptivo: presenta una caracterización de objetos, personas, situaciones, un descubrimiento científico, etc. El contenido responde a preguntas elementales: ¿qué es?, ¿cómo es?, ¿qué partes tiene?, ¿cómo se ve?, ¿qué hace?, ¿dónde está?, etc. Básicamente responde a la pregunta "**¿cómo es?**".

Expositivo-explicativo: este tipo de texto no incluye puntos de vista del autor sino que sólo presenta un tema con el fin de explicarlo, transmite información intentando ser objetivo, explica conceptos, y puede contener ejemplos. Ej.: textos científicos, instrucciones, textos enciclopédicos. Suelen ser confundidos, dándoles la categoría de textos "Informativos"*. Básicamente, responden a las preguntas "**¿qué es?**", "**¿por qué es así?**".

Argumentativo: expone opiniones de manera fundamentada, pretende convencer de un punto de vista. Contiene razones, opiniones contrarias y argumentos . La estructura tiene un planteo o tesis que es la que el autor defiende o rebate, un desarrollo argumentativo donde el autor expone los

argumentos (criterios racionales) de su punto de vista y una conclusión. Básicamente responde a la pregunta **¿Qué piensa el autor?**

Narrativo: se relatan acciones, acontecimientos de personajes que se realizan en el marco de un tiempo y un espacio. Tienen introducción o situación inicial, nudo o complicación y desenlace o resolución. Básicamente responde a la pregunta ¿qué pasa? Un típico texto narrativo es una bibliografía.

¿Existen más tipos de textos? Sí, existen, pero estos son los principales. ¿Puede un texto ser descriptivo y publicitario a la vez? Sí, pero siempre habrá un tipo de texto dominante. Por ejemplo, un artículo periodístico que menciona los beneficios de 1 nuevo automóvil que salió al mercado será descriptivo pero predominará la intención de "publicitar" el artículo en cuestión.

** **En general, la primera respuesta a la pregunta "¿Qué tipo de texto estamos analizando?" es "Tipo de texto Informativo": ¡CUIDADO! Todos los textos nos informan de algo, pero debemos analizar de qué manera lo hacen.***

*Los **GÉNEROS DISCURSIVOS** están referidos a los ámbitos o actividades en las que se desarrollan. Estos géneros se basan en convenciones que se han ido generando sociohistóricamente: si bien son bastante estables, varían en el tiempo porque son dinámicos. A su vez, los géneros discursivos se expresan en tipos de textos. Algunos géneros discursivos son:*
Noticia, editorial, crónica, reseña, artículo, blog, informe, etc. (Periodísticos)
Definición o nota de enciclopedia, artículo de divulgación, monografía, informe, blog, etc. (Científicos)
Diagrama, organigrama, mapa conceptual, etc. (Instrumentales)
Carta, email, burofax, telegrama, etc. (Epistolar)

¿Existen más géneros discursivos? Sí, pero los textos que veremos se encuentran entre los primeros ejemplos mencionados.

*Entonces, un **blog** (dependiendo de su contenido) corresponde al **género discursivo periodístico** y su trama predominante o **tipo de texto es el narrativo**. El mismo*

género podría ser publicitario o literario: en ese caso también cambia el tipo de texto, que podría pasar a ser argumentativo. Una **monografía** *que explique y argumente sobre los beneficios de la energía renovable es del orden del* **género científico** *y el* **tipo de texto es argumentativo***.*

¿Por qué hablar de "sintaxis"?

El castellano y el inglés tienen una estructura, una gramática, muy diferente. Lo que le brinda sentido al discurso en inglés es **el orden en el que aparecen las palabras**, es decir, **LA SINTAXIS**. Mientras que en castellano podemos decir "Juan escribe libros" o "Libros escribe Juan" sin que se altere el sentido de la información dada, en inglés sólo es posible decir "John writes books". "Books writes John" no es posible.

Por otra parte, un orden distinto de apenas dos palabras dan un sentido diferente a la frase. Por ejemplo, "the car key" significa "la llave del auto", mientras que "the key car" significa "el auto clave o principal".

Las oraciones en inglés tienen un sujeto y un predicado. Lo que precede al verbo en las oraciones afirmativas y negativas es *siempre* el sujeto. No existe el sujeto tácito (con excepción de las imperativas). En castellano, es suficiente decir "trabajan" para saber que nos referimos a "ellos" y al presente. En cambio, en inglés:

(1) trabajar = work (3) trabajan = they work
(2) trabajamos = we work (4) trabajo = I work
(5) trabajás = you work (6) trabajaron = they worked

Como se puede ver en estos ejemplos, la palabra "work", con excepción del ejemplo (6), cambia de sentido según lo que la antecede.

Aprender a reconocer el o los verbos conjugados en la oración es fundamental para establecer **de qué o quién se habla (cuál es el sujeto) y qué se dice de él (el predicado),** además de entender si lo que enuncia la oración se refiere al presente, al pasado o al futuro.

A continuación, presentamos un cuadro con las CATEGORÍAS GRA-MATICALES, con ejemplos en castellano e inglés:

Término	Definición	Ej. en castellano	Ej. en inglés
Adjetivo	Palabra que se agrega al sustantivo para designar una cualidad o determinar su extensión	importante bueno útil	important good useful *No tienen género o número, es decir que no hay diferencias entre femenino/masculino y singular/plural*
Adverbio	Modifica el verbo, el adjetivo u otro adverbio	muy bien delicadamente	very well delicately
Artículo	Precede a los sustantivos	el - la - los - las un - una unos - unas	the a an
Conector	Palabra o frase que une	y pero para que	and but so that
Preposición	Palabra o frase que une y establece una relación entre las palabras unidas	de en delante de	of in in front of
Pronombre	Reemplaza al sustantivo	ellos mío le	they mine him
Sustantivo	Palabra que designa un ser, objeto o lugar	alumno publicación odontología aula	student publication dentistry classroom
Verbo	Palabra que designa acciones (por extensión, palabras como "estar" o "parecer" son considerados verbos, aunque no denotan una acción)	leer aprender ser estar parecer aumentar	read learn be be seem/appear increase

Adaptado de: "Manual de gramática inglesa aplicada a la lecto-comprensión de textos académicos o de divulgación" (Celia Nieto).

4) Texto 2

Computer Programmer

What Does Computer Programmer Mean?

A computer programmer is a skilled professional who codes, tests, debugs, and maintains the comprehensive instructions known as computer programs that devices should follow to execute their functions.

Computer programmers also conceptualize, design, and test logical structures to solve computer issues. Programmers make use of specific computer languages like C, C++, Java, PHP, .NET, etc. to convert the program designs developed by software developers or system architects into instructions that the computer could follow. They often refer to code libraries for simplifying their coding, and might build or make use of computer-aided software tools to automate the coding.

A computer programmer is also referred to as a programmer, coder, developer, or software engineer. Also, the term is often used to refer to a stand-alone software developer, mobile applications developer, Web developer, software analyst, embedded firmware developer, and so on.

Techopedia Explains Computer Programmer

Various enhancements in programming, such as innovative computing technologies as well as advanced new programming languages and tools, have redefined a programmer role.
Job titles and descriptions may differ with the organization. Computer programmers are usually classified into two broad types: systems programmers and application programmers.
Application programmers perform coding to manage a certain task, such as coding a program to monitor inventory within a company. On the other hand, systems programmers code programs to maintain and control system software, including database management systems and operating systems (OSs).

Software programmers might work directly with experts from different fields to develop software: either programs intended for particular clients or packaged software for general usage. This ranges from educational software to video games to programs intended for financial planning and desktop publishing.

Furthermore, an upswing of the Internet paved way for more opportunities in web development. At present, more and more web applications are in use and being developed; anyone can simply use these web apps with the help of a browser.

5) Texto 3

What is media? Definition and meaning

The term media, which is the plural of *medium*, refers to the communication channels through which we disseminate news, music, movies, education, promotional messages and other data. It includes physical and online newspapers and magazines, television, radio, telephone, the Internet, fax and billboards.

It describes the various ways through which we communicate in society. Because it refers to all means of communication, everything ranging from a telephone call to the evening news on television can be called media.

When talking about reaching a very large number of people we say mass media. Local media refers to, for example, your local newspaper, or local/regional TV/radio channels.

We used to get all our news and entertainment via TV, radio, newspapers and magazines. Today, the Internet is gradually taking over. Print newspapers are struggling as hundreds of millions of people each year switch to news sources online.

Different types of media

Media can be broken down into two main categories: broadcast and print. The Internet has also emerged as a major player, as a rapidly-growing number of people globally get their news, movies, etc. online.

Print Media includes all types of publications, including newspapers, journals, magazines, books and reports. It is the oldest type, and despite su-

ffering since the emergence of the Internet, is still used by a major proportion of the population.

Broadcast Media refers to radio and TV, which came onto the scene at the beginning and middle of the 20th century respectively. Most people still get their news from TV and radio broadcasts – however, experts predict that it will not be long before online sources take over.

Over the past twenty years, cable news has grown in importance.

The Internet – specifically websites and blogs – are rapidly emerging as viable and major channels of communication as more and more people seek news, entertainment and educational material online.

Adaptado de: https://marketbusinessnews.com/financial-glossary/media-definition-meaning/

6) Texto 4

PRÁCTICA DE FRASES NOMINALES

TEXTO A
Venezuela in crisis

In the past, Venezuela was the wealthiest country in Latin America. Nowadays, Venezuela faces an unprecedented economic and political crisis. Critics of the government say that Venezuela's economic problems are the consequence of economic mismanagement and corruption. Government supporters say that Venezuela's economic problems are the result of falling oil prices and international sanctions.

Fuente: Elizabeth Melimopoulos. https://www.aljazeera.com/author/elizabeth_melimopoulos_2012611142024203731/

. . . .

TEXTO B

Electrons, Protons, Neutrons, and Atoms
By Steven Earle

PHYSICAL GEOLOGY
Matter contains atoms. Atoms contain three main particles. These particles are protons, neutrons and electrons. Protons are positively charged particles. Neutrons are not charged. Electrons are negatively charged particles. The negative charge of one electron balances the positive charge of one proton.

Fuente: Adaptado de https://bccampus.ca; y de https://opentextbc.ca/geology/chapter/2-1-electrons-protons-neutrons-and-atoms/

Benefits of Logistics Automation in a Transportation Management System

Automation, or automatic control, in general is known as the use of various control systems for operating equipment such as machinery, processes in factories, boilers and heat treating ovens, switching in telephone networks, steering and stabilization of ships or aircraft and other applications with minimal or reduced human intervention. Some processes have been completely automated.

The biggest benefit of automation is that it saves labor, however, it is also used to save energy and materials and to improve quality, accuracy and precision. This same principle of automation, to decrease labor time spent on manual entry say, for example, in the process of planning the movement of procured and sold goods in the supply chain, also known as logistics, helps decrease costs and impact the bottom line, all while decreasing error and improving overall customer service. But, before we get into the benefits of logistics automation, let's first define it.

What is Logistics Automation as It Applies to Transportation Management?

When we talk about logistics automation, we are speaking about all of the automation features available in the technology of a Transportation Management System (TMS) to manage your transportation and freight departments. Going back to the definition of automation, we view logistics automation as the decrease in manual entry of processing freight shipments and the automatic retrieval of options in the procurement of transportation for your freight. Furthermore, logistics automation in a TMS will provide automatic notifications and real time updates of freight information.

6 Benefits of Logistics Automation in a TMS

- Decrease in Costly Errors.
- Availability of Transportation Mode Choice and Real Time Freight Rates.
- Increased Customer Service.
- Access to Real Time Freight Data and Analysis.
- Organizational Control.
- Scalability and Speed.

Extraído y adaptado de: https://cerasis.com/logistics-automation/

8) Texto 6

Business Marketing Essentials

Business Development: The Basics
By Shobhit Seth / Updated: May 8, 2019

"Business Development Executive", "Manager of Business Development" and "VP Business Development" are all impressive job titles often heard in business organizations. Sales, strategic initiatives, business partnerships, market development, business expansion, and marketing –all of these fields are involved in business development but are often mixed up and mistakenly viewed as the sole function of business development.

What Is Business Development?

First, let us say it in the simplest terms, business development can be summarized as the ideas, initiatives and activities aimed towards making a business better. This includes increasing revenues, growth in terms of business expansion, and increasing profitability by building strategic partnerships, and making strategic business decisions, but it does not contemplate business as a war field.

However, it's challenging to boil down the definition of business development. Then, let's look at the underlying concept and how it connects to the overall objectives of a business.

Business Development Across Departments

Business development activities extend across different departments, including sales, marketing, project management, product management and vendor management. Networking, negotiations, partnerships and cost-savings efforts are also involved. All of these different departments and activities are driven by and aligned to the business development goals equally.

For instance, a business has a product/service which is successful in one region, such as the United States. The business development team assesses further expansion potential. After all due diligence, research and studies, it finds that the product/service can be expanded to a new region, such as Brazil.

Adaptado de: https://www.investopedia.com/articles/personal-finance/090815/basics-business-development.asp

Modern Dentistry
Q and A: What are Dental Prosthetics?

As we age our teeth wear, just like our bodies do. We may begin to get aches and pains throughout our bodies, our limbs may feel stiff sometimes, we seem to lose our strength, and we can develop wrinkles and age spots, etc. Similar things can happen to your teeth; they become worn down and weaker, their enamel thins so they aren't protected as well, they can develop chips, cracks, and other blemishes, or you may lose one, two, or more teeth. Today we answer your questions about dental prosthetics.

Question #1: What is a dental prosthetic?

Answer: A dental prosthetic is a custom-fabricated appliance created specifically to replace missing teeth.

Question #2: What kinds of prosthetics are available?

Answer: There are a variety of dental prosthetics to choose from specifically to suit the needs of each patient. Dental prosthetics can be fabricated to replace one tooth, a few teeth in a row, several teeth throughout the mouth that aren't in a row, or all of your teeth. Prosthetics include:

- Dental bridges
- Implants
- Full dentures
- Partial dentures

Question #3: Why do I need a prosthetic?

Answer: Even one missing tooth can have a negative impact on your life both physically and emotionally. Losing a tooth may not seem like a big deal, but when there is a large space in your mouth and you realize people can see it when you smile, talk, yawn, etc., it can lead to low self-esteem. You can become embarrassed to speak and smile. Chewing without one or more teeth becomes difficult, and leaving a space between teeth can

lead to other more serious dental problems. If you are missing a tooth or teeth, you need a prosthetic to:

Restore your self-confidence
● Restore your smile
● Restore your ability to chew a variety of foods
● Replace the missing tooth/teeth so your remaining teeth do not shift or drift into the empty space, which will eventually result in misalignment

Fuente: https://shrewsburydentist.com/

Approaches to teaching university mathematics
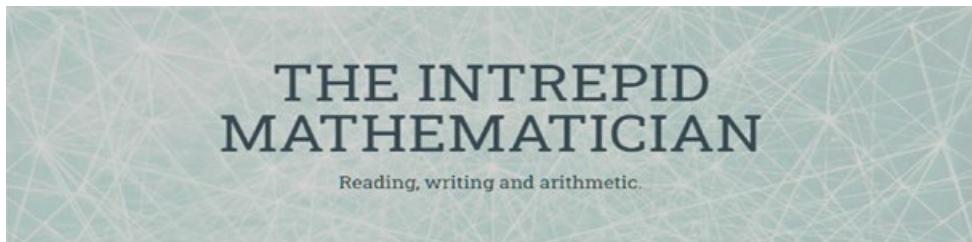
No "one way" to teach mathematics

There are many teaching methods for instructors of mathematics courses at university. From clickers to flipped classrooms, these and other approaches are useful depending on the topic and size of the lecture. I present one:

The Moore method

In the Moore method, students discover the material in the course while guided throughout by the instructor. Here is how it works. Typically, no textbook is used.

● The instructor states relevant facts and definitions at the beginning of the lecture.
● The instructor presents the class with a theorem stated without proof.
● Students work on the proof.
● The students present their proofs and the instructor corrects them when necessary.

When executed properly, the method has potentially rich benefits for students. Students taught by this method learn how to problem solve and think critically. They learn what research is about, as opposed to being spoon fed material by their professors.
On the downside, you cover much less material. It requires patience on the side of the instructor as students work through proofs, and the method also requires patience from students who are used to the more tra-

ditional note-taking form of university lectures. It is more suitable for small groups -twenty or fewer students. Doing it effectively with larger groups could be challenging.

Students need mathematical maturity for the Moore method to work. When it does work, however, it is brilliant. Often, students get stumped, but that is what happens in research. You try everything you know and either something clicks, or it doesn't work at all and you come up with something new. My role is to be supportive, give hints when needed, and give suggestions on their presentations.

Theorems or examples presented have to be bite-sized. If the results are too deep or unwieldy, there is no reasonable way to expect students to come up with original ideas about them in a short span of time.

There is nothing more rewarding as a professor than to watch a group of students first struggle with a concept, only to have a breakthrough and help each other in their understanding. Mathematics is learned incrementally and through many hours of hard work. It is also a social activity, and as the Beatles say, "We get by with a little help from our friends."

Fuente: Anthony Bonato
(https://anthonybonato.com/).

Understanding the Qualities of Digital Communication
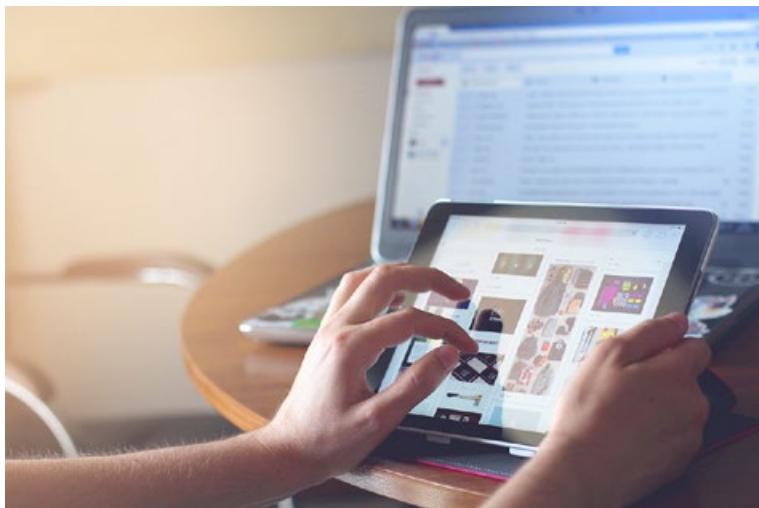
We define digital communications as any text or image-based messaging that occurs through a website, streaming video, audio, graphic design, digital photography, text, or web code. Digital communication encompasses a huge range of media, including web sites, web ads, online streaming video and radio, email, and more. It also occurs through social media marketing, video ads, sponsored blog posts, text message campaigns, and an ever-increasing range of technological mediums. This article explores some of the key characteristics that define digital communication.

Digital Communication is Expanding at a Rapid Rate

As more of the world gains access to the internet and devices like computers, tablets, and mobile phones, the world of digital communication is expanding. According to the GSMA, over 5 billion people use mobile devices, with more users joining every day. Not only does this mean that advertisers and organizations are better able to reach their audiences, but that consumers are more able to communicate with each other. Individuals are using digital communication to share articles, videos, and even restaurant recommendations through a few simple touches to the screen.

The evolution from 4G to 5G networks is allowing for larger amounts of data to move between devices, and for the limits of creative media to grow. In years past, it took several minutes to download a single song- in contemporary times, almost any song can be accessed in less than a few seconds using streaming radio or digital video channels.

Digital Communication Encourages Innovation in Creative Expression

Digital communication allows for new combinations of imagery, sound, text, and animation. Pop-ups, GIFs, video ads, and clickable web banners are all new means of messaging and expression that have arisen in the last several years. The use of sound, moving text, and animated imagery are allowing for marketers and artists alike to redefine the limits of their creative expression. Who knows what's next in the world of technological innovations?

Adaptado de: https://rainstormmediagroup.com/digital-communication/

12) Texto 10

What Political Scientists Do

Political scientists study the origin, development, and operation of political systems. They research political ideas and analyze governments, policies, political trends, and related issues.

Duties
Political scientists typically do the following:

● Research political subjects, such as the U.S. political system and foreign relations
● Collect and analyze data from sources such as public opinion surveys
● Develop and test political theories
● Evaluate the effects of policies and laws on government, businesses, and people
● Monitor current events, policy decisions, and other related issues
● Forecast political, economic, and social trends
● Submit research results by giving presentations and publishing articles

Political scientists usually conduct research in one of the following areas: national politics, comparative politics, international relations, or political theory.

Often, political scientists use qualitative methods in their research, gathering information from numerous sources. For example, they may use historical documents to analyze past government structures and policies. Political scientists also rely on quantitative methods to develop and research theories. For example, they may analyze voter registration data to identify voting patterns. Political scientists study a wide range of topics

such as U.S. political parties, how political structures differ among countries, globalization, and the history of political thought.

Political scientists also work as policy analysts for organizations that have a stake in policy, such as government, labor unions, and political groups. They evaluate current policies and events using public opinion surveys, economic data, and election results. From these sources, they try to anticipate the effects of new policies.

Political scientists often research the effects of government policies on a particular region or population, both domestically and internationally. As a result, they provide information and analysis that help in planning, developing, or carrying out policies.

Many people with a political science background become postsecondary teachers and high school teachers.

13) Texto 11

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Climate Change

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Climate change is happening

Our Earth is warming. Earth's average temperature has risen by 1.5°F over the past century, and is projected to rise another 0.5 to 8.6°F over the next hundred years. Small changes in the average temperature of the planet can translate to large and potentially dangerous shifts in climate and weather.

The evidence is clear. Rising global temperatures have been accompanied by changes in weather and climate. Many places have seen changes in rainfall, resulting in more floods, droughts, or intense rain, as well as more frequent and severe heat waves.
The planet's oceans and glaciers have also experienced some big changes – oceans are warming and becoming more acidic, ice caps are melting, and sea levels are rising. As these and other changes become more pronounced in the coming decades, they will likely present challenges to our society and our environment.

What are climate change and global warming?

Global warming refers to the recent and ongoing rise in global average temperature near Earth's surface. It is caused mostly by increasing concentrations of greenhouse gases in the atmosphere. Global warming is causing climate patterns to change. However, global warming itself represents only one aspect of climate change.

Climate change refers to any significant change in the measures of climate lasting for an extended period of time. In other words, climate change includes major changes in temperature, precipitation, or wind patterns, among other effects, that occur over several decades or longer.

Humans are largely responsible for recent climate change

Over the past century, human activities have released large amounts of carbon dioxide and other greenhouse gases into the atmosphere. The majority of greenhouse gases come from burning fossil fuels to produce energy, although deforestation, industrial processes, and some agricultural practices also emit gases into the atmosphere.

Greenhouse gases act like a blanket around Earth, trapping energy in the atmosphere and causing it to warm. This phenomenon is called the greenhouse effect and is natural and necessary to support life on Earth. However, *the buildup of greenhouse* gases can change Earth's climate and result in dangerous effects to human health and welfare and to ecosystems.

14) Apunte 3

LINKERS: CONECTORES (MARCADORES DISCURSIVOS)

Los conectores son palabras o frases que ayudan a estructurar el discurso de un texto, estableciendo distintos tipos de relación lógica entre ideas según el tipo de conector. Pueden expresar adición, contraste, causa, consecuencia, ejemplificación, etc., y **pueden conectar ideas dentro de una misma oración o entre dos oraciones diferentes, según el caso.**

A continuación se presenta una posible clasificación de conectores según la relación lógica que expresan y su posible interpretación. También se incluyen algunos ejemplos, indicando entre corchetes las dos ideas conectadas.

Relación lógica: ADICIÓN

Conector	Posible interpretación
And	Y
Also	También/además
Apart from this/that	Además/aparte de esto/eso
Besides	Además
Both… and…	Tanto… como
As well as	Así como también
Moreover,	Además/asimismo
Furthermore,	Además/asimismo
In addition (to)	Además (de)
Likewise	Igualmente/asimismo
What is more	Además/asimismo
Not only… (but) also	No sólo… (sino) también
Together with/Along with/coupled with	Junto con

Algunos ejemplos:
Cardboard can be recycled along with paper and [is remade into many different kinds of paper products]. Recycled cardboard can also [be made into sound-proofing material, insulation and even furniture].
Making cardboard products from recycled material saves not only [trees] but also [large amounts of water].

Methane is produced through both [natural] and [human activities].

Many places have seen changes in rainfall, resulting in [more floods, droughts, or intense rain], as well as [more frequent and severe heat waves].

Relación lógica: CAUSA

Conector	Posible interpretación
As	Debido a que/ya que
Because	Porque
Because of	A causa de que
Due to/due to the fact that…	Debido a (que)
For (muy formal)	Ya que/dado que
Since	Ya que/puesto que
Owing to	Debido a
Given that	Dado que

Algunos ejemplos:

Because [they are located outside our solar system], [these planets are scientifically known as exoplanets].

Due to [human activities], [methane concentrations increased sharply during most of the 20th century].

[Cardboard is one of the easiest and most environmentally effective materials to recycle] since [the fibre in cardboard has already been processed].

As [RGB (red green blue) LEDs involve no delay in stimulating phosphor], [data rates in RGBs can reach up to 100 Mb/sec].

¡ATENCIÓN! "AS" no siempre expresa CAUSA. También puede entenderse como "A MEDIDA QUE" o "MIENTRAS" o "COMO", según el caso. Por ejemplo:

As height increases, pressure goes down. (A medida que aumenta la altura, disminuye la presión).

Relación lógica: CONSECUENCIA

Conector	Posible interpretación
So	Entonces/así
Thus	Así/entonces/luego/de ese modo
Therefore	Por lo tanto/en consecuencia
Consequently	Por consiguiente/en consecuencia
As a result	En consecuencia/por lo tanto
For this reason, for these reasons	Por esta/estas razón/razones
Hence	Por lo tanto/de ahí que...
So much so	Hasta tal punto que

<u>**Algunos ejemplos:**</u>

[Large quantities of cardboard are used in packaging] so [it's important to try to choose products with minimal overall packaging.]

Wax-coated cardboard, like some fruit boxes, is not suitable for recycling but [it can be effectively composted], **thus** [reducing methane production].

[Cardboard is one of the easiest and most environmentally effective materials to recycle since the fibre in cardboard has already been processed]. **Therefore,** [making cardboard products from recycled material saves not only trees but also large amounts of water.]

Relación lógica: CONTRASTE

Conector	Posible interpretación
But	Pero
Although	Aunque/si bien/a pesar de
Though	Aunque/si bien/ a pesar de
Even though	Aunque/incluso aunque
Even if	Aun si/incluso si
Much as	A pesar de que/por mucho que..
Whereas/while/whilst	Mientras que/si bien
Despite/ despite (the fact that)	A pesar de (del hecho de...)/si bien/aunque
In spite of (the fact that)	A pesar de (del hecho de que...)

Conector	Posible interpretación
However	Sin embargo/no obstante
Nevertheless	Sin embargo/no obstante
Notwithstanding	No obstante
On the contrary	Por el contrario
On the one hand... on the other hand	Por un lado... Por el otro
All the same	A pesar de todo
Still	Sin embargo
Yet	Sin embargo

Debemos tener en cuenta que los conectores although, though, even though, even if, much as, whereas, while, whilst, in spite of y despite siempre conectan ideas dentro de una misma oración. Por otra parte, los conectores however, nevertheless, nonetheless, notwithstanding, on the contrary, all the same, yet y still suelen conectar ideas de oraciones distintas.

Algunos ejemplos:
[I understand the concepts], **but** [I just can't solve the problems].

[Global warming is causing climate patterns to change]. **However,** [global warming itself represents only one aspect of climate change].

[The majority of greenhouse gases come from burning fossil fuels to produce energy], **although** [deforestation, industrial processes and some agricultural practices also emit gases into the atmosphere].

Though [the light bulb, the phonograph and moving pictures are considered as Edison's most important inventions], [other people were already working on similar technologies].

In spite of [his many patents and inventions], [Tesla was destitute when he died in 1943].

While [all these disasters remind us of the scale of human endeavor], [there is massive potential for failure in the more ordinary].

[It has now been 25 years since the horrific disaster]. **Yet,** [the land around Bhopal remains blighted and toxic to humans and animals alike].

Relación lógica: EJEMPLIFICACIÓN

Conector	Posible interpretación
For example	Por ejemplo
For instance	Por ejemplo
e.g.	Por ejemplo
Such as	Como por ejemplo
Like	Como
In particular	En particular

Algunos ejemplos:

Manufacturing from recycled material also produces up to 90% less [by-products] **such as** [chemical wastes].

[Greenhouse gases] **like** [water vapor, carbon dioxide and methane] absorb energy, allowing or preventing the loss of heat to space.

Relación lógica: PROPÓSITO

Conector	Posible interpretación
To	Para
In order to	Con el objeto de/para
So that	De manera que/para que/de modo que
So as (not) to	De manera que/para que/de modo que

Algunos ejemplos:

[Vectors will be needed throughout our study of physics] **to** [describe and analyze physical quantities].

In order to [understand physics], [you must be able to solve physics problems].

Relación lógica: CONDICIÓN

Conector	Posible interpretación
If	Si
Only if	Sólo si
on condition that	Con la condición de que
provided/providing that	Siempre que/siempre y cuando
unless	A menos que
as long as/so long as...	Siempre y cuando/siempre que

Algunos ejemplos:

Learning how to solve problems is absolutely essential; [you don't know physics] **unless** [you can do physics].

As long as/provided that [they are predictable], [robots have a hope of making it in the everyday world].

Relación lógica: ENUMERACIÓN o SECUENCIA

Conector	Posible interpretación
to begin with, to start with	En primer lugar
first(ly), first of all,	Primero, en primer lugar
second(ly),	Segundo, en segundo lugar
third(ly),	Tercero, en tercer lugar
in the first/second/third place	En primer/segundo/tercer lugar
then	Luego, a continuación
next	Luego, a continuación
following this/that	A continuación (de esto/eso)
lastly, finally, last but not least	Por último, finalmente

Relación lógica: REFORMULACIÓN, ACLARACIÓN o CORRECCIÓN

Conector	Posible interpretación
in other words	En otras palabras
that is (to say)	Es decir
i.e.	Es decir
rather/instead of	En lugar de eso, más bien
actually	En realidad/en verdad

<u>Algunos ejemplos:</u>

[Climate change refers to any significant change in the measures of climate lasting for an extended period of time]. **In other words,** [climate change includes major changes in temperature, precipitation, or wind patterns, among other effects, that occur over several decades or longer].

[Recent climate changes, however, cannot be explained by natural causes alone, especially warming since the mid-20th century]. **Rather,** [human activities can very likely explain most of that warming].

Relación lógica: COMPARACIÓN

Conector	Posible interpretación
Like	Como
Likewise, in the same way	Del mismo modo, de la misma manera
Unlike	A diferencia de
On the contrary/by contrast/in contrast	Por el contrario/en cambio
Meanwhile	Por otro lado
Similarly	De forma similar

<u>Algunos ejemplos:</u>

In this way, greenhouse gases act like a blanket, trapping energy in the atmosphere and causing it to warm.

Unlike [normal light bulbs], [LEDs respond quickly to "on" and "off" signals].

Tesla really worked out his inventions in his imagination. **In contrast**, Edison was more of a sketcher.

Relación lógica: ALTERNATIVA

Conector	Posible interpretación
Or	O
Either… or…	o… o…/ o… o bien…/ ya sea… o…
Neither… nor…	ni… ni…
Whether… or…	ya sea… o…

<u>Algunos ejemplos:</u>

When sunlight reaches Earth's atmosphere it can **either** [be reflected back into space] **or** [absorbed by the Earth].

Whether [he shows up] **or** [not], we're getting started tomorrow (Ya sea que venga o que no venga, comenzaremos mañana)

¡ATENCIÓN! "Whether" también puede interpretarse como "si", según el contexto:

Legend has it that Galileo Galilei dropped light and heavy objects from the top of the Leaning Tower of Pisa to find out **whether** their rates of fall were <u>the same</u> **or** <u>different</u>.

Relación lógica: REFERENCIA

Conector	Posible interpretación
In relation to	En relación con...
As regards, regarding, with regard to as for/as to	Con respecto a
With reference to	Con respecto a... / en lo que se refiere a
As far as... is concerned	Con respecto a... / en lo que se refiere a

<u>Ejemplo:</u>

[There were regulations] **regarding** [safety], increasing the number of lifeboats and allowing easy access to them for all passengers.

Relación lógica: ÉNFASIS

Conector	Posible interpretación
In fact	En efecto, de hecho
Indeed	En efecto
Truly	Verdaderamente
Certainly	Ciertamente
Undoubtedly	Indudablemente

Relación lógica: GENERALIZACIÓN

Conector	Posible interpretación
On the whole / overall	En general
In most cases	En la mayoría de los casos

Relación lógica: RESUMEN - RECAPITULACIÓN

Conector	Posible interpretación
In conclusion, to conclude	En conclusión, para concluir
To sum up, summing up	En resumen
In brief, in short, briefly	En resumen
Finally	Por último, finalmente

Relación lógica: TEMPORALIZACIÓN (algunos conectores)

Conector	Posible interpretación
Over the last years/decades	Durante los últimos años/décadas
Before/After 2020	Antes/después de 2020
During (the war, spring)	Durante (la guerra, la primavera)
At the beginning/end of	Al comienzo/final de

15) Apunte 4

Formas comparativas y superlativas

Reglas para la formación de comparativos y superlativos de **pala-bras cortas:**

PALABRA	COMPARATIVO (-er)	SUPERLATIVO (-est)
LOW	LOWER (THAN)	THE LOWEST
BROAD	BROADER (THAN)	THE BROADEST
DEEP	DEEPER (THAN)	THE DEEPEST
BIG	BIGGER (THAN)	THE BIGGEST

People have used biomass **longer than** any other energy source. (en este ejemplo, "long" hace referencia a "tiempo") *La gente ha usado la biomasa durante más tiempo que cualquier otra fuente de energía.*

Industry is **the biggest** biomass consumer today. *La industria es el mayor consumidor de biomasa en la actualidad.*

Reglas para la formación de comparativos y superlativos de **pala-bras largas:**

PALABRA	COMPARATIVO (MORE/ LESS THAN)	SUPERLATIVO (THE MOST/ THE LEAST…)
EXPENSIVE	MORE/LESS EXPENSIVE (THAN)	THE MOST/THE LEAST EXPENSIVE
IMPORTANT	MORE/LESS IMPORTANT (THAN)	THE MOST/THE LEAST IMPORTANT
ABUNDANT	MORE/LESS ABUNDANT (THAN)	THE MOST/THE LEAST ABUNDANT
BIG	BIGGER (THAN)	THE BIGGEST

Methane is **more abundant** in Earth's atmosphere now **than** in the past 650,000 years. *El metano es más abundante en la atmósfera de la Tierra ahora que en los últimos 650.000 años.*

Excepciones a la regla de formación de comparativos y superlativos (algunos ejemplos frecuentes):

PALABRA	COMPARATIVO	SUPERLATIVO
GOOD	BETTER (THAN)	THE BEST
BAD	WORSE (THAN)	THE WORST
FAR	FARTHER/FURTHER (THAN)	THE FARTHEST/THE FURTHEST
LITTLE	LESS (THAN)	THE LEAST

We need to find **the best** solution. Debemos encontrar la mejor solución.

Walking to work is much **better** for the planet and for our health **than** driving. Caminar al trabajo es mucho mejor para el planeta y para nuestra salud que manejar.

Comparativos de igualdad (as... as)

Exercise 1 is **as difficult as exercise** 2. *El ejercicio 1 es tan difícil como el ejercicio 2/El ejercicio 1 es igual de difícil que el ejercicio 2.*

¡ATENCIÓN! Considere estos ejemplos:

Juan speaks English **as well as** Pedro. (Aquí se establece una comparación de igualdad: Juan y Pedro hablan inglés igual de bien.)

VS.

This technology has advantages as well as disadvantages. (En este caso, "as well as" funciona como conector de adición, e indica "así como también". No está expresando comparación).

This road is n**ot as long as** Rivadavia avenue. (Aquí se establece una comparación, indicando falta de igualdad en la longitud de dos calles).

VS.

As long as you finish the work, you can leave early. ("as long as" funciona aquí como conector de condición, indicando "siempre y cuando". No está expresando comparación).

As many as, as much as, twice as much/many as, three times as much/many

Biomass can pollute the air when it is burned, though not as much as fossil fuels. *La biomasa puede contaminar el aire cuando es quemada, aunque no tanto como los combustibles fósiles.*

There is ten times **as much** traffic in Boston **as** in Bedford. *Hay diez veces más tráfico en Boston que en Bedford.*

Mount Everest is almost **twice as high as** Mount Blanc and **six times as high as** Mount Ben Nevis in Scotland. *El Monte Everest es casi el doble de alto que el Monte Blanc y seis veces más alto que el Monte Ben Nevis en Escocia.*

There are **half as many** people today as there were yesterday. *Hay la mitad de personas hoy que las que había ayer.*

We need to consider **as many** options **as** possible. *Debemos considerar la mayor cantidad de opciones que sea posible/Debemos considerar tantas opciones como sea posible.*

We need to waste **as little** time **as** possible. *Debemos desperdiciar el menor tiempo posible.*

As... as possible/necessary/expected

If you notice any unsafe conditions, let you supervisor know **as soon as possible.** *Si usted detecta alguna situación insegura, avise a su supervisor tan pronto como sea posible/ lo más pronto posible.*

The damage wasn't quite **as bad as expected**. *El daño no resultó tan malo como se esperaba.*

Construcciones paralelas de formas comparativas:

Estas formas expresan que las situaciones/los factores/elementos indicados en cada cláusula (separadas por una coma) están relacionados y varían de forma directa o indirectamente proporcional.

The more money you make, **the more** you spend. *Cuanto más dinero producís, más gastás.*

The bigger the problem, **the more** complex the solution. *Cuanto mayor es el problema, más compleja es la solución.*

The more I sleep, **the less** stressed I am. *Cuanto más duermo, estoy menos estresado.*

16) Texto 12

The Genius of the London Tube Map

The history of civilization, in some ways, is a history of maps: how have we come to understand the world around us? One of the most famous maps works because it really isn't a map at all.

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The London Underground came together in 1908, when eight different independent railways merged to create a single system. They needed a map to represent that system so people would know where to ride. The map they made was complicated. You could see rivers, bodies of water, trees and parks - the stations were all crammed together at the center of the map, and out in the periphery, there were some that could not even fit on the map. So the map was geographically accurate, but maybe not so useful.

Harry Beck was a 29-year-old engineering draftsman who had been working on and off for the London Underground. And he had a key insight, and that was that people riding underground in trains don't really care what's happening aboveground. **They** just want to get from station to station -- "Where do I get on? Where do I get off?" It's the system that's important, not the geography. He's taken this complicated mess of spa-

ghetti, and he's simplified it. The lines only go in three directions: they're horizontal, they're vertical, or they're 45 degrees. Likewise, he spaced the stations equally, he's made every station color correspond to the color of the line, and he's fixed it all so that it's not really a map anymore. What it is is a diagram, just like circuitry, except the circuitry here isn't wires conducting electrons, it's tubes containing trains conducting people from place to place.

In 1933, the Underground decided, at last, to give Harry Beck's map a try. The Underground did a test run of a thousand of these maps, pocket-size. They were gone in one hour. They realized they were onto something, they printed 750,000 more, and this is the map that you see today.

Beck's design really became the template for the way we think of metro maps today. Tokyo, Paris, Berlin, São Paulo, Sydney, Washington, D.C. -- all of them convert complex geography into crisp geometry. All of them use different colors to distinguish between lines, all of them use simple symbols to distinguish between types of stations. They all are part of a universal language

I bet Harry Beck wouldn't have known what a user interface was, but that's really what he designed and he really took that challenge and broke it down to three principles that I think can be applied in nearly any design problem. First one is focus. Focus on who you're doing this for. The second principle is simplicity. What's the shortest way to deliver that need? Finally, the last thing is: Thinking in a cross-disciplinary way. Who would've thought that an electrical engineer would be the person to hold the key to unlock what was then one of the most complicated systems in the world -- all started by one guy with a pencil and an idea.

17) Apunte 5

TIEMPOS VERBALES

TIEMPO		SIMPLE Did Do / Does	CONTINUO to be + ing	PERFECTO had have / has	PERFECTO CONTINUO had have / has+ been+ing
PASADO Did Had	Afirmativo +	He walked	He was walking	He had walked	He had been walking
	Interrogativo ?	Did he walk?	Was he walking?	Had he walked?	Had he been walking?
	Negativo -	He did not walk (didn't)	He was not walking (wasn't)	He had not walked	He had not been walking
	Afirmativo +	He walks	He is walking	He has walked	He has been walking
PRESENTE Do / Does Have / Has	Interrogativo ?	Does he walk?	Is he walking?	Has he walked?	Has he been walking?
	Negativo -	He does not walk (doesn't)	He is not walking (isn't)	He has not walked	He has not been walking
	Afirmativo +	He will walk	He will be walking	He will have walked	He will have been walking
FUTURO Will	Interrogativo ?	Will he walk?	Will he be walking?	Will he have walked?	Will he have been walking?
	Negativo -	He will not walk (won't)	He will not be walking (won't)	He will not have walked (won't)	He will not have been walking (won't)

18) Apunte 6

LIST OF IRREGULAR VERBS

i	a	u
begin	began	begun
drink	drank	drunk
ring	rang	rung
sing	sang	sung
sink	sank	sunk
swim	swam	swum

■	□	■
become	became	become
come	came	come
run	ran	run

■	□	□
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
feel	felt	felt
find	found	found
fight	fought	fought
get	got	got
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
lay	laid	laid
leave	left	left
lend	lent	lent
light	lit	lit
lose	lost	lost

make	made	made
meet	met	met
pay	paid	paid
read	read /red/	read /red/
say	said	said
sell	sold	sold
send	sent	sent
shoot	shot	shot
sit	sat	sat
sleep	slept	slept
spend	spent	spent
stand	stood	stood
teach	taught	taught
think	thought	thought
tell	told	told
understand	understood	understood
win	won	won

■	□	□ +N
bite	bit	bitten
break	broke	broken
choose	chose	chosen
forget	forgot	forgotten
freeze	froze	frozen
hide	hid	hidden
lie	lay	lain
steal	stole	stolen
speak	spoke	spoken
tear	tore	torn
wake	woke	woken
wear	wore	worn

■	□	■ +N
blow	blew	blown
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
give	gave	given
go	went	gone
grow	grew	grown
know	knew	known
ride	rode	ridden
rise	rose	risen
see	saw	seen
show	showed	shown
take	took	taken
write	wrote	written

■	■	■
bet	bet	bet
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
shut	shut	shut

TO BE		
am / is	was	been
are	were	been

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19) Texto 13
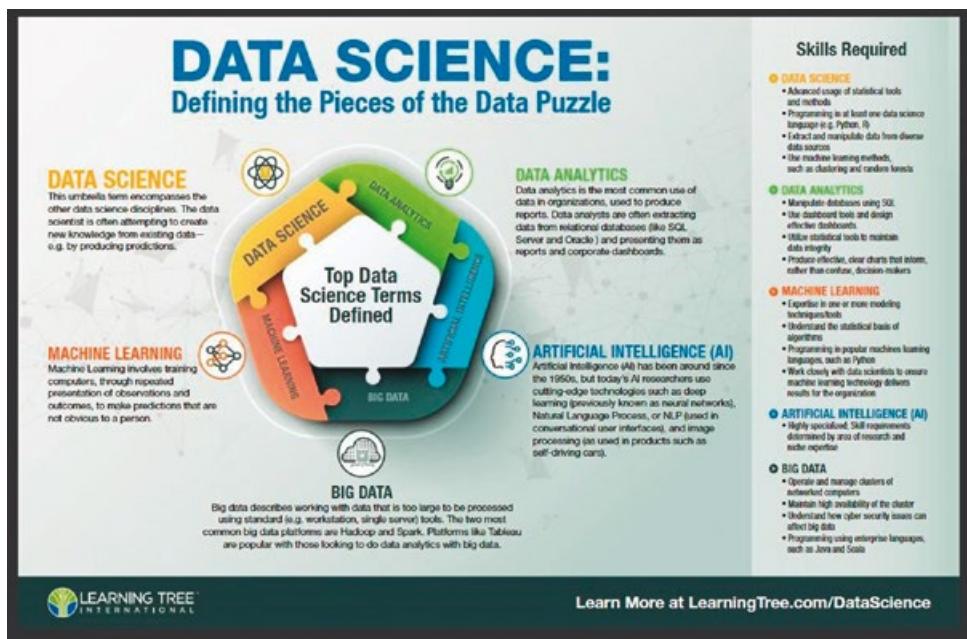
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20) Texto 14

Multitasking is exhausting your brain, say neuroscientists

Does your morning routine consist of checking emails, browsing Facebook, downing coffee, heading to the train while Googling one last idea, checking notifications, more coffee, and going through your work email? The very myriad of activities crammed into your morning, and the constant switching between them, is likely making you very tired.

When we attempt to multitask, we don't actually do more than one activity at once, but quickly switch between them. And this switching is exhausting. It uses up oxygenated glucose in the brain, running down the same fuel that's needed to focus on a task.

"That switching comes with a biological cost that ends up making us feel tired much more quickly than if we sustain attention on one thing," says Daniel Levitin, professor of behavioral neuroscience at McGill University. "People eat more, they take more caffeine. Often what you really need in that moment isn't caffeine, but just a break. If you aren't taking regular breaks every couple of hours, your brain won't benefit from that extra cup of coffee."

Studies have found that people who take 15-minute breaks every couple of hours end up being more productive, says Levitin. But these breaks

must allow for mind-wandering, whether you're walking, staring out the window, listening to music or reading. "Everyone gets there a different way. But surfing Facebook is not one of them," he says. Social networks just produce more fractured attention, as you flit from one thing to the next.

Gloria Mark, professor in the department of informatics at the University of California, Irvine, says that when people are interrupted, it typically takes 23 minutes and 15 seconds to return to their work, and most people will do two intervening tasks before going back to their original project.

Hal Pashler, psychology professor at UC San Diego, points out that not all attempts at multitasking are equally draining. If you're doing something on autopilot, such as the laundry, then it makes perfect sense to read a book at the same time. But attempting to do two challenging tasks at once will lead to a drain in productivity.

The solution is to give up on multitasking and set aside dedicated chunks of time for each separate activity. So only check your email first thing in the morning and again at midday, or set aside 10 minutes per afternoon for Twitter.

Interpretaciones de las formas ING en inglés técnico

En inglés, el sufijo –ing se agrega al verbo base con tres principales cambios ortográficos:

a) Verbo + ING: burning, breeding (burn: quemar, arder; breed: reproducir, criar, cultivar).
b) Verbo con doble consonante + ING: trapping, shedding (trap: atrapar, cazar; shed: derramar, mudar, emitir).
c) Verbo – e + ING: rising, grazing (rise: aumentar, elevar; graze: pastar, pastorear).

Una vez aplicadas las reglas y obtenido el verbo base, en el diccionario podremos hallar el significado de la palabra según las diferentes funciones que adquieren en contexto:

1. Diferentes formas de Be + verbo con terminación –ing equivalente a verbo ser/estar conjugado + verbo terminado en ando/endo
• People are increasing the proportion of carbon dioxide in the atmosphere.
La gente está incrementando la proporción de dióxido de carbono en la atmósfera.

• The farmer was measuring the field.
El agricultor estaba midiendo el campo.

• The cattle will be grazing.
El ganado estará pastando.

2. Palabra con terminación –ing (funcionando como sustantivo) equivalente a sustantivo

• Global warming: El calentamiento global
• Farming: La agricultura
• Breeding: La cría, la reproducción, el cultivo, el mejoramiento

3. Palabra con terminación –ing (funcionando como adjetivo) con los siguientes equivalentes:

> a) Sustantivo +de +sustantivo
> • breeding plan: plan de reproducción
> • seeding date: fecha de siembra

> b) Sustantivo + adjetivo
> • living organisms: organismos vivos
> • surrounding tissue: tejido circundante
> • a climbing plant: una planta trepadora

> c) Sustantivo +en +sustantivo (indica que una acción
> se halla en proceso)
> • rising sea level: nivel del mar en aumento
> • rotting material: material en descomposición
> • developing countries: países en vías de desarrollo

4. Una preposición (on, for, of, in, to, etc.) seguida de palabra terminada en -ing equivalente a preposición o contracción (al, para, de, en) + verbo en infinitivo

• on evaporating: al evaporarse
• for milking: para ordeñar
• ways of fertilizing crops: formas de fertilizar los cultivos
• interested in applying GPS systems: interesados en aplicar sistemas GPS

5. Terminación –ing al principio de una oración o frase con los siguientes equivalentes:

a) Como palabra con terminación ando/endo o como contracción + verbo infinitivo
• Taking into account: teniendo en cuenta/al tener en cuenta

b) Como verbo en infinitivo
• Weeding is essential for agriculture. Desmalezar es esencial para la agricultura.

6. Sustantivo + palabra con terminación –ing equivalente a que + verbo conjugado

• Plants growing in rainforests… Plantas que crecen en selvas tropicales…

• Any material floating… Cualquier material que flota…

7. By + palabra con terminación –ing equivalente a verbo con terminación ando/endo

• By generating a toxin… Generando una toxina…

El uso de la Voz Pasiva

La voz pasiva es más común en el inglés *escrito formal.* A menudo se utiliza en *periódicos, redacción académica y científica e informes*, que intentan ser menos personales. La mayoría de las oraciones pasivas no tienen un agente, ya que el enfoque de la oración no está en el autor de la acción, sino en su destinatario. Como regla general, el agente sólo se menciona en la oración pasiva si es información nueva importante que no se puede omitir:

The Lord of the Rings was written **by J. R. R. Tolkien.**
While Tony was walking home last night, he was mugged **by a group of young men**, *who stole his mobile phone and wallet.*

<u>Se prefiere la voz pasiva a la activa en los siguientes casos:</u>

● Cambio de enfoque
Cuando queremos cambiar el foco de atención del agente al destinatario de la acción. Si el agente no es información importante, generalmente se omite en la oración pasiva:
The flood *killed 24 people.* (focus on *the flood,* the agent)
24 people *were killed by the flood.* (focus on *24 people,* the recipient)
The water in the nearby pool *reflected her figure.* (focus on t*he water in the nearby pool*)
Her figure *was reflected in the nearby pool.* (focus on *her figure*, the recipient)

● Agente desconocido o sin importancia
Cuando no sabemos quién está realizando la acción o si la identidad del agente no es importante. En este caso, el agente se omite en la oración pasiva:
Tom's bike has been stolen. (unknown agent)
I was advised to apply for a visa in advance. (unimportant agent)

● Agente general
Con un agente generalizado, es decir, cuando el sujeto de la oración activa eres tú, uno, nosotros, la gente, todos, etc.:

The Venus de Milo can be seen at the Louvre Museum.
Smart phones are used for many different things.

● Agente obvio

Cuando la identidad del agente es obvia. En este caso, el agente suele omitirse en la oración pasiva:

The murderer has been arrested. (**The police** have arrested the murderer.)

● Impersonalidad

Usamos la voz pasiva cuando no queremos mencionar al agente porque:

• queremos evitar nombrar a la persona específica responsable de la acción,

• queremos parecer objetivos o discretos sin revelar la fuente de información o

• Sería inapropiado o vergonzoso mencionar al agente:

It has been decided to cancel next week's meeting.

I regret to inform you that your application has been rejected.

Mistakes have been made.

● Descripción de procesos

A menudo usamos la voz pasiva para describir procesos, cuando el énfasis está en las acciones y no en las personas que las realizan. El agente suele omitirse:

Then the wood is polished and cut into two.

After they had been picked, the grapes were crushed with bare feet.

Adaptado de https://www.grammaring.com/the-use-of-the-passive-voice

10 Tips for a Successful Job Interview

The impression you make on the interviewer often can outweigh your actual credentials. Your poise, attitude, basic social skills, and ability to communicate are evaluated along with your experience and education. You and the interviewer must engage in a conversation and preparation is the key.

1. Research the industry and company.
An interviewer may ask how you perceive his company's position in its industry, who the firm's competitors are, what its competitive advantages are, and how it should best go forward

2. Prepare for common interview questions.
Every "how to interview" book has a list of a hundred or more "common interview questions." (You might wonder just how long those interviews are if there are that many common questions!) So how do you prepare? Pick any list and think about which questions you're most likely to encounter, given your age and status. Then prepare your answers so you won't have to fumble for them during the actual interview.

3. Line up your questions for the interviewer.
Come to the interview with some intelligent questions for the interviewer that demonstrate your knowledge of the company as well as your serious intent. Interviewers always ask if you have any questions, and no matter what, you should have one or two ready. If you say, "No, not really," he or she could conclude that you're not all that interested in the job or the company.

4. Tell the truth and listen carefully to the interviewer.
Lies and exaggeration will come back to haunt you. Be sure you understand the question; if not, ask for clarification, or restate it in your own words. Answer completely and concisely.

5. Practice, practice, practice.
It's one thing to come prepared with a mental answer to a question like, "Why should we hire you?" It's another challenge entirely to say it out loud in a confident and convincing way. The first time you try it, you'll sound garbled and confused, no matter how clear your thoughts are in your own mind! Do it

another 10 times, and you'll sound a lot smoother and more articulate.

But you shouldn't do your practicing when you're "on stage" with a recruiter; rehearse before you go to the interview. The best way to rehearse? Get two or three friends and practice interviewing each other

6. Be assertive and take responsibility for the interview.

Perhaps out of the effort to be polite, some usually assertive candidates become overly passive during job interviews. Politeness doesn't equal passivity. An interview is like any other conversation.

7. Speak the right body language.

Dress appropriately, make eye contact, give a firm handshake, have good posture, speak clearly, and don't wear too much perfume. Sometimes interview locations are small rooms that may lack good air circulation. You want the interviewer paying attention to your job qualifications.

8. Be ready for "behavior-based" interviews.

One of the most common interview styles today is to ask people to describe experiences they have had that demonstrate behaviors that the company thinks are important for a particular position. You might be asked to talk about a time when you made an unpopular decision, displayed a high level of persistence, or made a decision under time pressure.

9. Never slight a friend, employer, or your university and watch your grammar.

Loyalty ranks high on the employer's list. Employers are interested in candidates who can express themselves properly. Even if you have to go slowly and correct yourself, accuracy is preferred over ungrammatical fluency.

10. Close on a positive message.

Don´t be afraid to ask what the next step will be. Thank the interviewer for his/her time and express your interest in the job, leave courteously with a smile. Express your appreciation for the interview and, if true, reaffirm your interest. This last step can make a difference. Don't forget it!

24) Apunte 9

Verbos modales

Los "modals" son verbos auxiliares que le brindan sentido adicional y específico al verbo principal de una oración.

Tienen un funcionamiento diferente al de la mayoría de los verbos, ya que en su mayoría no aceptan conjugación ni utilizan otro auxiliar.

No tienen forma "to-infinitivo" ni "ing", y tampoco pueden usarse en todos los tiempos verbales.

En su mayoría, los modales van seguidos de un verbo en infinitivo sin "to".

Su significado y el sentido que le confieren a la oración pueden variar. A continuación, algunas de sus funciones más comunes:

LISTADO DE VERBOS MODALES Y SUS USOS MÁS FRECUENTES

Can	Habilidad/Posibilidad	They can control their own budgets.
	Petición de permiso	Can I come in?
	Imposibilidad/Incapacidad	He can't fix it.
	Solicitud	Can you help me?
Could	Habilidad en el pasado	She could sing opera.
	Posibilidad presente o futura	We could have another war.
	Imposibilidad	I couldn't do it myself.
	Sugerencia	You could try next year.
	Requerimiento	Could you repeat that, please?
May	Probabilidad	It may rain tomorrow.
	Permiso	May I come in?
	Prohibición (formal)	You may not smoke here.
Might	Posibilidad remota	They might give us a 10% discount.
Will	Predicción	It will be a profitable year.
	Decisión en el momento	I can't see any taxis so I'll walk.
	Promesa	I will call you back.
	Ofrecimiento	I'll do that for you.
Would	Petición formal	Would you marry me?
	Hábito pasado	I would sleep ten hours then.
	Preferencia	I would rather go out.
	Acuerdo	Would three o'clock suit you?
	Pedido	Would you pass the salt?

Shall	Ofrecimiento	Shall I help you with your baggage?
	Sugerencia	Shall we say 2.30, then?
Should/Ought to	Consejo	We should check everything again.
	Lo deseable o ideal	We ought to employ a professional.
Must	Obligación	We must widen the scope.
	Prohibición	You mustn't sell these stocks now.
Have to	Obligación impuesta	You have to drive on the right.
Be able to	Habilidad	I am able to drive for hours and hours.
	Incapacidad	I was not able to reach in time.
Needn't	Ausencia de obligación o necesidad	You needn't come if you don't want to.

Adaptado de https://capman.es/es/blog/verbos-modales-en-ingles

25) Texto 16

Marie Curie

Marie Curie, *née* Maria Sklodowska, was born in Warsaw on November 7, 1867, the daughter of a secondary-school teacher. She received a general education in local schools and some scientific training from her father. She became involved in a students' revolutionary organization and found it prudent to leave Warsaw, then in the part of Poland dominated by Russia, for

Marie Curie working in her laboratory at the University of Paris in 1925. (AFP/Getty

Cracow, which at that time was under Austrian rule. In 1891, she went to Paris to continue her studies at the Sorbonne where she obtained Licenciateships in Physics and the Mathematical Sciences. She met Pierre Curie, Professor in the School of Physics, in 1894 and in the following year they were married. She succeeded her husband as Head of the Physics Laboratory at the Sorbonne, gained her Doctor of Science degree in 1903, and following the tragic death of Pierre Curie in 1906, she took his place as Professor of General Physics in the Faculty of Sciences, the first time a woman had held this position. She was also appointed Director of the Curie Laboratory in the Radium Institute of the University of Paris, founded in 1914.

Her early researches, together with her husband, were often performed under difficult conditions, laboratory arrangements were poor and both had to undertake much teaching to earn a livelihood. The discovery of radioactivity by Henri Becquerel in 1896 inspired the Curies in their brilliant researches and analyses which led to the isolation of polonium, named after the country of Marie's birth, and radium. Mme. Curie developed methods for the separation of radium from radioactive residues in sufficient quantities to allow for its characterization and the careful study of its properties, therapeutic properties in particular.

The importance of Mme. Curie's work is reflected in the numerous awards bestowed on her. She received many honorary science, medicine and law degrees and honorary memberships of learned societies throughout the world.

Together with her husband, she was awarded half of the Nobel Prize for Physics in 1903, for their study into the spontaneous radiation discovered by Becquerel, who was awarded the other half of the Prize. In 1911 she received a second Nobel Prize, this time in Chemistry, in recognition of her work in radioactivity. She also received, jointly with her husband, the Davy Medal of the Royal Society in 1903 and, in 1921, President Harding of the United States, on behalf of the women of America, presented her with one gram of radium in recognition of her service to science.

Mme. Curie died in Savoy, France, after a short illness, on July 4, 1934.

Textos narrativos

Un **texto narrativo** es aquel que incluye **el relato de acontecimientos** que se desarrollan a lo largo de **un tiempo y espacio determinados**.

Las historias, los personajes y los lugares pueden ser **reales, imaginarios o basados en hechos verídicos.**

A nivel general, la estructura del texto narrativo está formada por una **introducción** (plantea la situación inicial del texto), un **nudo** (tema principal del texto) y un **desenlace** (donde se resuelve el conflicto del nudo).

Los textos narrativos NO literarios tienen una función referencial y no utilizan lenguaje poético. Estos textos reflejan la realidad y no se caracterizan por crear belleza en el lenguaje.

Los textos narrativos son muy diversos y cada uno presenta características particulares, pero se identifican como textos narrativos porque tienen en común la estructura de la narración. **Algunos ejemplos son:**

• **El mito**   • **La novela**
• **La biografía**   • **El artículo periodístico**
• **La memoria**   • **El cuento**
• **La crónica**   • **El reportaje**

Steve Jobs - A brief history of his life

Steve Jobs, the American businessman and technology visionary who is best known as the co-founder, chairman, and chief executive officer of Apple Inc, was born on February 24, 1955. His parents were two University of Wisconsin graduate students, Joanne Carole Schieble and Syrian-born Abdulfattah Jandali. They were both unmarried at the time. Jandali, who was teaching in Wisconsin when Steve was born, said he had no choice but to put the baby up for adoption because his girlfriend's family objected to their relationship.

The baby was adopted at birth by Paul Reinhold Jobs (1922–1993) and Clara Jobs (1924–1986). Later, when asked about his "adoptive parents," Jobs replied emphatically that Paul and Clara Jobs "were my parents." He stated in his authorized biography that they "were my parents 1,000%." Unknown to him, his biological parents would subsequently marry (December 1955), have a second child, novelist Mona Simpson, in 1957, and divorce in 1962.

The Jobs family moved from San Francisco to Mountain View, California when Steve was five years old. The parents later adopted a daughter, Patti. Paul was a machinist for a company that made lasers, and taught his son rudimentary electronics and how to work with his hands. The father showed Steve how to work on electronics in the family garage, demonstrating to his son how to take apart and rebuild electronics such as radios and televisions. As a result, Steve became interested in and developed a hobby of technical tinkering. Clara was an accountant who taught him to read before he went to school.

Jobs's youth was riddled with frustrations over formal schooling. At Monta Loma Elementary school in Mountain View, he was a prankster whose

fourth-grade teacher needed to bribe him to study. Jobs tested so well, **however**, that administrators wanted to skip him ahead to high school—a proposal his parents declined. Jobs then attended Cupertino Junior High and Homestead High School in Cupertino, California. During the following years Jobs met Bill Fernandez and Steve Wozniak, a computer whiz kid.

Following high school graduation in 1972, Jobs enrolled at Reed College in Portland, Oregon. Reed was an expensive college which Paul and Clara could ill afford. **They** were spending much of their life savings on their son's higher education. Jobs dropped out of college after six months and spent the next 18 months dropping in on creative classes, including a course on calligraphy. He continued auditing classes at Reed while sleeping on the floor in friends' dorm rooms, returning Coke bottles for food money, and getting weekly free meals at the local Hare Krishna temple.

In 1976, Wozniak invented the Apple I computer. Jobs, Wozniak, and Ronald Wayne, an electronics industry worker, founded Apple computer in the garage of Jobs's parents in order to sell it. They received funding from a then-semi-retired Intel product-marketing manager and engineer Mike Markkula.

Through Apple, Jobs was widely recognized as a charismatic pioneer of the personal computer revolution and for his influential career in the computer and consumer electronics fields. Jobs also co-founded and served as chief executive of Pixar Animation Studios; he became a member of the board of directors of The Walt Disney Company in 2006, when Disney acquired Pixar.

Jobs died at his California home around 3 p.m. on October 5, 2011, due to complications from a relapse of his previously treated pancreatic cancer.

The Role of Technology in Today's World and in the Future

Technology is an <u>essential</u> part of our lives today and few can imagine living without. We achieved a lot with the help of technology, <u>for example</u> we have the possibility to travel, keep in touch with friends on the other side of the earth and cure many illnesses. It means more freedom and choices for people but at the same time we <u>have to</u> consider the social imbalance, weapons of mass destruction and natural resource depletion. Jane Godall asks for a reason: <u>"We are the most intelligent species walking on earth, how it comes we destroy on what we depend?"</u>.

One of <u>the most negative</u> things is the short-termism, which prevails in governments, companies and individuals. <u>Additionally</u>, we know that decisions one individual takes are not necessarily good for the society as a whole. This doesn't make it easier.

<u>I think it is important to bear in mind the mutual goal:</u> to keep the planet with mankind and all its beautiful animals and plants alive. This implies to make technology as positive as possible for humanity and the environment in the long run. The technology we create now creates the future and it should be for the people and make things easier and not more complicated. <u>So, what kind of society will we be?</u>

Technology shapes the future and it can help to make it compatible with nature. It <u>can help us</u> to develop clean energy, transport possibilities with less emissions and low-energy houses to save resources. Technology is not only about technology itself or more efficiency and discovering new methods and processes; we <u>have to </u>add the component of art which is about to make wise choices for the future of technology. We <u>should not develop</u> technology because of itself, but to develop it, because it adds value to society and simplifies human life. For this, it needs to be discussed

with experts from many fields and we have to relate the technology to the organization and the culture in which it should operate. And remember, there are no side effects - they are part of the technology.

FUTURE QUESTIONS:

Driverless cars: Who pays damages in an accident? Should children "drive" them too?

Intelligent prostheses: Will robotic enhancements give users an unfair advantage?

Medical assistants: Who gives consent to sharing medical records with intelligent systems?

Implanted devices: Will intelligent implants mean the end of privacy?

Social robots: Could intelligent robots redefine the roles of teachers, carers or others?

Fuente: https://www.eoi.es/blogs/marieglueck/

LA ARGUMENTACIÓN

Aquellos textos que tienen como finalidad convencernos, persuadirnos, justificar la verdad y disuadirnos de la mentira; o, también, aquellos otros que intentan llevarnos a su terreno, nos quieren hacer partícipes de la opinión del autor, que recurren a todo tipo de tretas lingüísticas para hacernos comprar objetos invendibles, enrolarnos en una posición política o suscribirnos a una revista, son los **textos argumentativos**.

Ellos son los responsables de que, junto con nuestra experiencia diaria y nuestro ambiente familiar, pensemos de una cierta manera o veamos la vida de acuerdo con determinados criterios.

Y es que de eso se trata en los textos argumentativos: de ponerse en el lugar del lector, de seducirlo y convencerlo del punto de vista personal de alguien acerca de un tema determinado.

Esto se logra con una técnica que tiene sus reglas y sus normas, sus procedimientos y su vocabulario, su entonación y su estructura.

CONTENIDOS

CARACTERÍSTICAS GENERALES DE LOS TEXTOS ARGUMENTATIVOS

Ya que los textos argumentativos tienen como finalidad convencernos de las ideas presentadas por el autor, habría que empezar por distinguir dos grandes grupos de textos de acuerdo con la intención última de quien los escribe, puesto que hay quien escribe para *defender* su opinión y quien lo hace para *demostrar* por qué ha llegado a una cierta conclusión. Es decir, distinguir entre quien argumenta sobre **hechos** y quien lo hace sobre **opiniones.** Al terreno del primer punto pertenecen quienes escriben sentencias, demostraciones matemáticas o artículos científicos; y al del segundo, quien escribe acerca de ideas o hechos que son opinables.

Un ejemplo del primero de estos textos sería un texto acerca de una hipótesis sobre la desaparición de los dinosaurios. El autor se apoya siempre en datos expositivos para, a continuación, lanzar su opinión acerca del hecho y explicarlo con una posible interpretación o hipótesis:

Dado que durante el cretáceo se completó la separación de los continentes debido a la deriva continental, ésta transformó áreas continentales en costeras y viceversa, y los continentes se trasladaron acercándose o alejándose de los polos, lo que produjo importantes cambios climáticos, ecológicos y bióticos que llevaron a la extinción de los dinosaurios.

El segundo tipo de textos es mucho más claro en cuanto a su intención. Se trata de una opinión donde aparecerán frases como: *considero que, en mi opinión, según mi punto de vista, etc.*

ELEMENTOS Y FUNCIONES DE LA COMUNICACIÓN

Los rasgos que definen el tipo de texto que estamos estudiando se denota en la presencia de determinados elementos de la comunicación y de unas funciones lingüísticas concretas. Los textos argumentativos no son una excepción.

En cuanto al **emisor**, y al contrario que en los textos expositivos, éste tiene una presencia importantísima en la argumentación. Recordemos que se trata de defender una posición personal frente a una cuestión determinada, y para eso es necesario identificarse, ganarse la confianza del lector y su respeto sin esconderse. Esto es cierto tanto para demostrar *hechos* (por ejemplo, en revistas científicas) como para *opinar* (las *columnas* de los periódicos siempre aparecen firmadas).

El **receptor** también es vital, porque la argumentación sería distinta si se quiere convencer a un público ya predispuesto a aceptar tus tesis (por ejemplo, en una reunión política) que a un grupo de receptores ante quienes se presenten en competencia otros textos argumentativos (es el caso de la publicidad, que estudia muy bien sus mensajes de acuerdo con el sector de la población al que va dirigido el artículo o el producto que quiere vender).

Las **funciones lingüísticas** predominantes en los textos argumentativos son la **apelativa** (se trata de convencer al receptor); la **representativa** (hay que basar la opinión en hechos para ser creíbles); y la **expresiva** (ya que entra en juego el emisor y su punto de vista personal sobre el tema que se trate).

Finalmente, a la hora de analizar este tipo de textos también es importante tener en cuenta la **situación**, puesto que pueden estar dirigidos a un interlocutor y a un público presentes a la hora de llevar a cabo la argumenta-

ción (por ejemplo, en un debate o un coloquio), o bien puede tratarse de destinatarios pasivos, que no pueden responder en el momento (cualquier artículo en un periódico o un anuncio publicitario).

ESTRUCTURA DE UN TEXTO ARGUMENTATIVO

La variedad de estructuras es muy abierta, ya que los recursos que intenta poner en juego el emisor para persuadir al receptor son también muy variados. Incluso así, hay una serie de elementos que aparecen siempre en las argumentaciones:

> ● Una **introducción**, que generalmente busca atraer la atención del lector, captar su interés o ponerlo del lado del emisor.
> ● Una **argumentación**, que puede ser en cascada (si de un argumento se deduce el siguiente) o por acumulación (argumentos aparentemente no relacionados entre sí pero que apoyan la posición del autor).
> ● Una **tesis**, que resume el punto de vista del emisor sobre el tema que se está tratando y que constituye la auténtica esencia de la comunicación en este tipo de textos.

LA TESIS

Se trata de uno de los elementos básicos de un texto argumentativo, la idea central que defiende el autor, su proposición, la esencia de lo que sugiere en el texto. No debe confundirse con el tema general del que trata, que es algo distinto. Es decir, un texto puede tratar acerca de la utilización de centrales nucleares para producir electricidad (tema), pero otra cosa es la **tesis** que puede mantener su autor (a favor o en contra de su utilización). La tesis puede aparecer en distintas posiciones dentro del texto: algunos autores prefieren abrir la argumentación con su posición personal sobre el tema; pero otros, por el contrario, prefieren dejar discurrir los argumentos antes de lanzar la tesis, la idea central que mantienen. Incluso hay textos en los que la tesis es implícita; es decir, que no se verbaliza literalmente, sino que el lector tiene que deducirla, un procedimiento menos frecuente pero

también muy persuasivo (parece que la idea se le ha ocurrido al receptor, en vez de al emisor).

Recordemos que la tesis defendida en un texto argumentativo puede ser sugerida de formas muy sutiles.

LOS ARGUMENTOS

Constituyen la base del texto argumentativo, ya que sobre la contundencia, la persuasión y la validez de los argumentos que se empleen descansará la eficacia del texto. Tampoco tienen una posición fija en él, y la única condición imprescindible que deben cumplir es que estén supeditados a la tesis, que sirvan realmente de apoyo a la opinión mantenida por el autor y que, en fin, no puedan ser fácilmente refutados (contestados) por un receptor que no esté de acuerdo con la tesis. Esto es especialmente importante en debates, mesas redondas y coloquios, donde no existe el tiempo necesario para estructurar correctamente las ideas, sino que generalmente hay que improvisar respuestas… y argumentos para rebatir la posición contraria. Este ejemplo favorable a la introducción de las TIC (Tecnologías de la Información y la Comunicación) en los medios educativos te ayudará a identificar los elementos argumentativos del texto:

La nueva sociedad de hoy, la sociedad de la información y conocimiento, requiere de nuevos enfoques formativos que nos permitan "aprender a aprender" para seguir formándonos toda la vida. El aprendizaje de las nuevas tecnologías en una fase temprana del desarrollo educativo juega por tanto un papel fundamental. Por otro lado, contenidos más dinámicos, mayor flexibilidad de adaptación, interactividad o facilidad en la actualización de contenidos son algunas de las ventajas que ofrece la introducción de las nuevas tecnologías (TIC) en las aulas.

En este caso, el autor ha preferido mantener un tono aparentemente expositivo para esta introducción, pero manifiesta desde un principio un catálogo de argumentos sobre las virtudes de las TIC.

CARACTERÍSTICAS LINGÜÍSTICAS DE LA ARGUMENTACIÓN

Ya sabemos, por el tema anterior, que cualquier tipo de texto lleva asociadas unas características lingüísticas que lo identifican dentro del subgrupo al que pertenece. Así sucede también con los argumentativos, en los

cuales, de forma general, podemos distinguir las siguientes características dentro de la enorme variedad que presentan:

Marcas relacionadas con el emisor:

* Es frecuente el uso de la primera persona para marcar la subjetividad del texto y hacer claramente visible que se trata de una opinión personal.

* Uso del presente en los verbos para dar mayor sensación de realidad, credibilidad y actualidad de la tesis mantenida.

* Presencia habitual del llamado plural sociativo, que aleja aparentemente al texto de lo singular para hacerlo más participativo y plural *(Creemos que esto no tiene otra solución que la que proponemos).*

Marcas relacionadas con el receptor:

* Presencia habitual de interrogaciones retóricas que no dejan alternativa de respuesta.

* Uso frecuente de vocativos para buscar un contacto próximo del receptor con el texto o el autor, y así ganar su aprobación *(Pensará usted, amigo mío, que estamos exagerando, pero…).*

Conectores:

* Son variados, pero se usan especialmente los ligados al desarrollo de ideas: *so, however, nevertheless, in conclusion, etc.*

ÁMBITOS ARGUMENTATIVOS

La variedad de situaciones en que podemos crear textos argumentativos, encontrarnos con ellos o ser receptores de éstos es enorme, pero podemos agruparlas de forma general en las siguientes:

* Variedades pertenecientes a la vida cotidiana o profesional: discusiones acerca de distintos temas, puntos de vista profesionales, entrevistas con distintos fines (laborales o de aceptación en instituciones), etc. Los recursos puestos en juego son esencialmente orales.

* Variedades pertenecientes al ámbito social o público: son muy variadas, y comprenden desde la lectura de la prensa periódica (con sus ar-

tículos de opinión, editoriales, cartas al director, etc.) o la televisión y la radio (programas de debate en donde cada invitado intenta convencer al espectador/oyente de su punto de vista; reportajes que mantienen su tesis acerca de la situación que analizan; etc.). Aquí también entraría la publicidad en todas sus formas (vallas, anuncios en prensa, radio o televisión, propaganda, etc.). Estos textos argumentativos suelen estar cuidadosamente elaborados: casi siempre son editados y maquetados por profesionales y demuestran una elaboración muy pensada y planificada.

* Variedades pertenecientes a un ámbito científico o relacionados con una disciplina o especialidad: es el caso de los artículos científicos, médicos, de crítica literaria, sentencias judiciales, etc., en los que el autor intenta convencer a los lectores, generalmente especializados, de su tesis acerca del tema en cuestión. Suelen tener un vocabulario especializado, culto, y una estructura cercana a la expositiva, ya que se trata de argumentar acerca de hechos.

* Variedades pertenecientes al ámbito académico y ensayístico: son los trabajos en los que se pide una opinión personal; los exámenes que se basan en análisis de textos, donde se debe argumentar sobre nuestra posición y la del autor; los comentarios de libros leídos, etc.

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PALABRAS CLAVE EN ARTÍCULOS CIENTÍFICOS

Las **palabras clave** son una herramienta para ayudar a los indexadores y motores de búsqueda a encontrar artículos relevantes. Si los motores de búsqueda de bases de datos pueden encontrar un artículo, los lectores también podrán encontrarlo. Esto aumentará el número de personas que lean el texto y probablemente dará lugar a más citas. En general, el número de palabras clave en la mayoría de las revistas científicas oscila entre 3 y 10 (dependiendo de la revista que haga la publicación) y deben ser obtenidas de tesauros específicos o disciplinares de acuerdo con el contenido del tema del manuscrito. En este sentido, la norma internacional ISO 2788 1986 establece aspectos sobre la selección de términos de indización, así como el desarrollo de procedimientos para el control del vocabulario y, fundamentalmente, el establecimiento de las relaciones entre los términos utilizados por los autores en las diferentes áreas temáticas o disciplinas.

Las palabras claves suelen ser conceptos o frases cortas que logren condensar los temas más importantes que se presentan en el artículo. Para escoger las palabras clave, simplemente se debe pensar en qué palabras utilizaría un usuario para encontrar su artículo a través de un buscador. Estas palabras deben ser acorde con la jerga que se maneja en el entorno profesional del tema y deben estar expresadas en un lenguaje natural y de uso frecuente; por lo tanto, no se deben usar palabras "nuevas" (palabras propuestas para describir nuevos algoritmos, productos, teorías, etc).

En resumen, para que tengan eficacia, las palabras clave deben elegirse con cuidado. Deben:
● representar el contenido del artículo
● ser específicas del campo o subcampo de la actividad científica a la que pertenece el texto
Las palabras clave suelen ir debajo del resumen (abstract), separadas por coma.

The power of a blockchain-based supply chain

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Abstract

A supply chain is a system of organizations, people, activities, information and resources involved in moving a product or service from supplier to customer. It is designed to maintain the quality of sensitive goods during the whole shipment. Centralized supply chain management systems expose the supply chain to corruption, fraud, and tampering. Blockchain has emerged as a new distributed information technology; it represents a new approach in supply chain area, where visibility and transparency of product flows are the principal challenges. This paper describes how the blockchain can be integrated into the supply chain architecture to create a reliable, transparent, authentic and secure system. To reach this goal, we studied the benefits of introducing the blockchain to the supply chain and the challenges encountered in a blockchain-based supply chain management ecosystem. We combined theoretical and real-world application studies to build our theory about the requirements for an efficient blockchain-based supply chain.

Keywords: Blockchain, Supply Chain Management, Traceability Systems, Decentralized systems

En este ejemplo también podemos ver que las palabras clave se complementan con las del título. Además, con la excepción de "blockchain'', se incluyeron palabras específicas en lugar de términos muy generales que no reflejarían de manera precisa las ideas centrales del artículo.

Referencias

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2. Springer Nature Switzerland AG. Título, Resumen y Palabras Clave. Recuperado de https://www.springer.com/la/authors-editors/tutoriales-de- autores-y-revisores/writing-a-journal-manuscript/title-abstract-and-keywords/12022898

31) Texto 19

Positive energies? An empirical study of community energy participation and attitudes to renewable energy

Thomas Bauwens & Patrick Devine-Wright

Abstract

Hypothesis

It has been suggested that participation in community energy initiatives may play an important role in enabling a transition towards renewable energy (RE) deployment by fostering positive attitudes toward renewables. // Yet, little is known about how members of community energy initiatives differ from non-members in terms of energy attitudes and whether different profiles of community energy members exist. // This article empirically analyzes the relations between community energy membership and attitudes toward RE and onshore wind energy. // Based on statistical analyses of a large-scale quantitative dataset from an original survey (N=3,963) conducted with two energy cooperatives in Belgium, it contrasts different groups of cooperative members with each other and a comparison group of non-members. // Results show that members have significantly more positive attitudes towards RE than non-members. Results also suggest that non-members tend to be more indifferent or more uncertain, not more objecting, than members to wind power. Finally, significant differences among cooperative members are highlighted, illustrating the contrast between communities of place and communities of interest. // The findings suggest a novel perspective on the benefits of community energy membership - to overcome indifference or uncertainty – that is relevant to foster a rapid and socially acceptable low carbon transition.

Gap

Objetive

Methods

Results

Conclusions

Keywords: ....

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32) Texto 20

Structure of a Research Paper

This page outlines the general guidelines for each section of a research paper. The author may wish to consult this page as a checklist before submitting. The guidelines closely follow the conventions that many disciplines have adopted for the structure of a research paper; however, these are only suggestions. The organization of the research paper is ultimately decided by the author and the faculty mentor.

Title Page
The title page should contain the:
1. name(s) of the author(s)
2. name and position of the mentor
3. name of the program or course in which the research was completed
4. department in which the research was conducted
5. contact information of both author(s) and mentor(s)
6. date of completion

Abstract
The abstract should be less than 250 words. It should indicate the:
1. problem to be investigated
2. purpose of the study
3. methods
4. major results
5. interpretations and implications of the results

Introduction
The introduction should provide the reader with all the background information needed to understand the paper. The author should explain key terms, give historical information on the problem studied, and cite other studies that have obtained relevant results.

Manuscript Body
This section contains the "core" of the paper. Ideally, it should be broken

down into further sections such as methods and materials, results, discussion, and conclusion. The author should use his or her discretion in dividing the body in the most natural way.

References
The references page should acknowledge all the resources used for obtaining information. The resource should be cited according to either APA or CBE guidelines. Examples of citations can be found on the submissions page of the website.

Acknowledgements
This section is devoted to thanking any persons or institutions that made the research possible.

33) Texto 21

UNaB - Universidad Nacional Guillermo Brown -
Our University

1._____

Our University is committed to the quality public education and the development of Alte. Brown, the region and the country. It was created on October 7th, 2015. Today it has more than 6000 students in all its careers, including bachelor´s, undergraduate and technical university degrees. Its headquarters are located in Mitre 1399, Adrogué, Buenos Aires.

2._____

The academic offer includes the following careers: Bachelor's Degree in Data Science, Political Science, Logistics and Transportation, Mathematics Teaching, Administration, Technician in Therapeutic Accompaniment, Product Design and Development, Digital Communication, Automation and Control, Logistics and Transportation, Organizational Management, Dental Prosthetic, and Programming. In the future, it will offer more options in other fields. Traditional learning is combined with e-learning. On-line leaning is offered using Moodle as the main platform of its Virtual Campus which offers on-line activities, material, videos, audios, text books and support.

3._____

UNaB is in permanent contact with the society. It offers free traditional and virtual courses and workshops, aimed at providing training and prac-

tical tools within the reach of the entire community. People over the age of 55 are invited to participate in the Senior Citizens University Program (PUAM), a space that promotes personal growth. Among its courses you can find the following: English, Creative Writing and Reading, Chess, Acting and there will be more options in the future.

4._____

It has the University Language Laboratory and the School of Professional Education that provides certified training in technical, administrative and health disciplines aimed at job placement. All students have the possibility to undertake educational internships in different well-known companies. Working side by side with the local productive sector to meet its needs and demands and bring science, technology and innovation closer to the region.

5._____

UNaB grows day by day. The university campus will soon be ready in the former Quinta Rocca in Burzaco. The place is surrounded by a beautiful park full fo trees and nature. The new facilities will have brand new classrooms and state-of-the-art equipment, and a new railway station right inside its property, to facilitate access for all.

6._____

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Sobre el equipo autoral

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