

INGLÉS TÉCNICO

science strategies
vocabulary
spanish careers
verbs technician
reading comprehension
data skills



editora_

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Inglés técnico

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Universidad Nacional Guillermo Brown (UNaB)
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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 319, Adrogué. The university campus is in the former Quinta Rocca in Burzaco. The place is surrounded by a beautiful park full of trees and nature. The new facilities have brand new classrooms and state-of-the-art equipment.

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 and Programming. In the future, it will offer more options in other fields. Traditional learning is combined with e-learning. On-line learning 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 practical 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, Italian, Creative Writing and Reading, Chess, Acting, Yoga 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 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 is a bridge to the future. Welcome to the national, public and free university that creates more opportunities for everyone. Welcome to Guillermo Brown National University, UNaB. Follow us on our social networks where you will find more information:

#UnabCrece #laUniversidadCercaTuyo

www.unab.edu.ar

ACTIVIDAD: Elija el subtítulo adecuado para cada sección del texto.

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Presentación

1: Apunte

TIPOS TEXTUALES y GÉNEROS DISCURSIVOS

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

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

Publicitario: 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 trata de “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: No incluyen puntos de vista del autor sino que sólo presentan un tema con el fin de explicarlo, transmiten información intentando ser objetivos, explican conceptos, pueden tener ejemplos. Ej. Textos científicos, instrucciones, textos enciclopédicos. Suelen confundirlos, dándoles la categoría de textos “Informativos” * Básicamente responden a la pregunta **¿qué es? ¿por qué es así?**

Argumentativo: Este tipo de texto 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 algo pero tenemos que 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, existen, pero los textos que veremos se encontrarán entre los primeros ejemplos mencionados.

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

2: Apunte

Paratexto: Clasificación y funciones

El paratexto es el conjunto de elementos visuales que rodean al texto y sirven para captar la atención del lector: colores, imágenes, tamaño y tipo de letras, entre otros.

La palabra «paratexto» proviene de dos términos latinos: para → junto o al lado de; y textum → texto. Entonces, paratexto es todo lo que acompaña al texto.

Las funciones de los elementos paratextuales

La función principal es captar la atención del lector para que, una vez iniciada la lectura, siga leyendo la información en sus detalles. Pero cumple otras funciones, como las siguientes:

- Ofrecer al lector una idea rápida de las noticias del día.
- Hacer «interesante» lo importante. Esto significa resaltar la información que el autor considera más importante y procurar que los lectores compartan esa idea.
- Distinguir unos textos frente a otros.
- Estrechar distancia entre el escritor ausente y el lector.

Clasificación

Los distintos tipos de informaciones paratextuales se clasifican en dos grandes grupos:

- **Verbales:** títulos, subtítulos, índice, prólogo, notas, referencias bibliográficas, copetes, etc.
- **Icónicos:** ilustraciones, diseños, colores, esquemas, fotografías, variaciones tipográficas, diagramación, contrastes y otros. Según la función que cumplan, pueden ser: a. Adicionales: notas al pie de página, volanta, bajadas, fuente, número de página, secciones, etc.

3: Texto

CPR steps: A visual guide

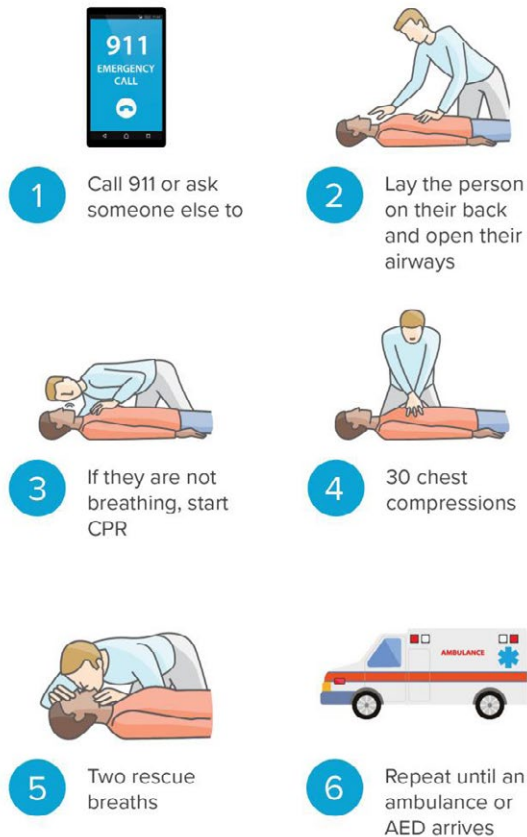
Using the CPR steps on someone who is not breathing can help keep them alive until the emergency services arrive.

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.

CPR: Step by Step



<https://www.medicalnewstoday.com/articles/324712.php>

4: Apunte

¿Por qué hablar de “sintaxis”?

El castellano y el inglés tienen una estructura, una gramática, muy diferente. Lo que le da 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.

Además, un orden distinto de 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 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 de 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 dice la oración se refiere al presente, el pasado o el futuro.

A continuación, presentamos un cuadro con las **CATEGORÍAS GRAMATICALES** con ejemplos :

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 <i>No tienen género o número, es decir que no hay diferencias entre femenino/masculino singular/plural</i>
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

Disability and Health Overview

What is disability?

A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

There are many types of disabilities, such as those that affect a person's:

- Vision
- Movement
- Thinking
- Remembering
- Learning
- Communicating
- Hearing
- Mental health
- Social relationships



Although “people with disabilities” sometimes refers to a single population, this is actually a diverse group of people with a wide range of needs. Two people with the same type of disability can be affected in very different ways. Some disabilities **may** be hidden or not easy to see.

According to the World Health Organization, disability has three dimensions:

1. **Impairment** in a person's body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision or memory loss.
2. **Activity limitation**, such as difficulty seeing, hearing, walking, or problem solving.
3. **Participation restrictions** in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services.

Disability can be:

- Related to conditions that are present at birth and may affect functions later in life, including cognition (memory, learning, and understanding), mobility (moving around in the environment), vision, hearing, behavior, and other areas.
- Associated with developmental conditions that become apparent during childhood.
- Related to an injury.
- Associated with a longstanding condition (for example, diabetes), which can cause a disability such as vision loss, nerve damage, or limb loss.
- Progressive, static, or intermittent.

5: Apunte

Cátedra de inglés - Material de apoyo universitario Apunte de Estudio: Afijos y Cognados

Docentes: Graciela Porto - Jorgelina Maruzza | Formato: Guía de referencia rápida (editable)

1. Cognados y Falsos Cognados

El reconocimiento de las relaciones morfológicas entre el inglés y el español es una herramienta fundamental para la comprensión lectora de textos académicos y técnicos.

Concepto	Definición teórica	Ejemplos (inglés - español)
Cognados (palabras transparentes)	Términos de distintas lenguas que comparten ortografía, similitud visual y el mismo significado exacto. Permiten lectura directa sin traducción analítica.	• Organization (organización) • Transform (transformar) • Industry (industria) • Hospital (hospital) • Important (importante) • Reduce (reducir)
Falsos cognados (false friends)	Palabras que presentan una morfología u ortografía similar entre ambos idiomas, pero cuyos significados son completamente diferentes. Requieren especial atención para evitar errores críticos de interpretación.	• Large → Grande (no “largo”) • Actual → Real/Verdadero (no “actual”) • Billion → Mil millones (no “un billón”)

2. Clasificación de Palabras según su Función Morfosintáctica

Dentro de cualquier estructura oracional, las palabras se segmentan en dos categorías esenciales que definen la arquitectura del mensaje:

• **Palabras estructurales:** Carecen de contenido semántico propio; su función es puramente gramatical (conectar, determinar y estructurar la oración). Incluyen pronombres, artículos, preposiciones y conectores.

• **Palabras de contenido:** Poseen significado conceptual o léxico de forma independiente. Representan las ideas nucleares. Incluyen sustantivos, adjetivos, verbos y adverbios.

Ejemplo de equivalencia estructural:

- *Español:* [Las] [empresas] [locales] [crecieron] [lentamente].
- *Inglés:* [The] [local] [companies] [grew] [slowly].

3. Afijos: Prefijos y Sufijos

Los afijos son partículas elementales que se adhieren a una palabra base o raíz modificando su sentido original o su rol gramatical.

A. Prefijos (Modificación Semántica)

Se anteponen a la raíz de la palabra. Su adición o supresión altera directamente el significado de la palabra

Prefijo	Significado Asociado	Ejemplos de Aplicación Aplicada
un-	Negación / Inversión (“No”)	Unknown (desconocido), unacceptable (inaceptable)
self-	Reflexivo (“A sí mismo”)	Self-interrupt (autointerrupción), autopilot (piloto automático)
inter-	Posición intermedia (“Entre”)	International (internacional), intergovernmental (intergubernamental)
multi-	Pluralidad (“Muchos”)	Multitasking (multitarea)
over-	Demasía (“En exceso”)	Overdesign (sobrediseñar, diseñar en exceso)

B. Sufijos (Determinación de Categoría Gramatical)

Se posponen a la raíz de la palabra. Su función primordial es definir la categoría gramatical del término.

Categoría Gramatical	Sufijos Comunes	Ejemplos de Aplicación Académica
Sustantivos (Objetos, ciencias y procesos)	-ance, -ment, -tion	Maintenance (mantenimiento), government (gobierno), production (producción)
Sustantivos	-er, -ist / -yst	Persona que realiza la acción: Teacher (maestro), shipper (transportador), analyst (analista)
Sustantivos	-ness, -ism, -ship	Estados o cualidades: Illness (enfermedad), tourism (turismo), leadership (liderazgo)
Sustantivos	-ing, -ics, -ture, -th	Actividades o ciencias: Mining (minería), economics (economía), temperature, health (salud)
Adjetivos (Descriptores y modificadores)	-al, -ic, -ical, -ive	Relación o cualidad: Legal (legal), genetic (genético), technological (tecnológico), productive
Adjetivos	-able, -ible, -ed	Capacidad o estado: Renewable (renovable), tangible (tangible), divided (dividido)
Verbos (Acciones o procesos)	-ize, -ate	Optimize (optimizar), generate (generar), indicate (indicar)
Adverbios (Modificadores de modo)	-ly	Indica el modo: Frequently (frecuentemente), generally (generalmente)

6: Texto



Dictionary ▲ Artificial Intelligence Cloud Computing Data Management Networking Cybersecurity Careers 🔍 Me

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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.

Extraído y adaptado de: <https://www.techopedia.com/definition/6589/computer-programmer>

7: Texto

Media and Media Literacy

What is media?

Media is a means of communication that reaches or influences **people**, or in other words, anything that can convey information from one person or place to another. Some media is **physically** printed such as newspapers or **magazines** while other forms are broadcasted such as commercials, radio, or television shows. **Recently**, the computer age has ushered in new types of internet media, such as social media platforms and **viral** videos from YouTube or Tik Tok, that are shared and **consumed** by millions of people all over the world.



What is media literacy?

Media literacy is the ability to analyze and evaluate different types of media and the messages they are sending. In today's world, media is a part of our everyday lives. Nonetheless, many people lack the knowledge and **critical** thinking skills needed to **understand** and interpret the information they receive, and some consumers are unaware of how media sources affect their opinions and decisions. One may strengthen their ability to decipher meaning by reviewing **media** literacy definitions, **terminology**, and real-world examples.

Today, media literacy instruction focuses heavily on **news literacy**, or analyzing sources that primarily exist to inform the general public or a **target** audience. The news literacy definition **typically** encompasses news in all formats. However, not all news is created equal. Educated consumers should consider the intent and purpose behind each message in order to identify the effects of latent bias.

What is the importance of media literacy?

The media sources an average person consumes unconsciously affects their opinions, behavior, and relationships. Media literacy is important because it will protect the consumer from manipulation and allow them to be informed citizens who make conscious and educated decisions about what they value and trust.

<https://study.com/academy/lesson/what-is-media-literacy-definition-importance-examples.html>

8: Apunte

Frases nominales en Inglés

La frase nominal, también llamada sintagma o bloque nominal, es un **conjunto de palabras que** generalmente **se compone de** varios **sustantivos (núcleo)** y adjetivos. Cuidado: No equivale a una oración con sujeto y predicado. En general funciona como sujeto u objeto de una oración.

En inglés, el orden sintáctico de las frases nominales varía y, por ello, en ocasiones, a quienes hablamos español, nos resulta más claro si leemos este conjunto de palabras de derecha a izquierda o sin un orden establecido.

A continuación puedes ver dos ejemplos de este aspecto lingüístico:

A twenty-year old student with skills.

En esta frase nominal... El sustantivo **núcleo** es **student** (estudiante)

Los adjetivos son: **A, twenty-year, old** (un/a, tres años, edad)

Como observarás, leer la frase “un/a veinte años de edad estudiante”...

No resulta claro. Por lo tanto, es mejor si primero pensamos de quién(es) o qué se habla y posteriormente sus características:

“Un/a estudiante de veinte años con habilidades”.

A los adjetivos que van ANTES del núcleo los vamos a llamar PRE-modificadores y a los que van después, POST-MODIFICADORES.

Veamos un ejemplo más complejo:

“The economic **crisis** of 1997, unleashed many political **changes** in Asia”

En este ejemplo se pueden identificar 2 frases nominales

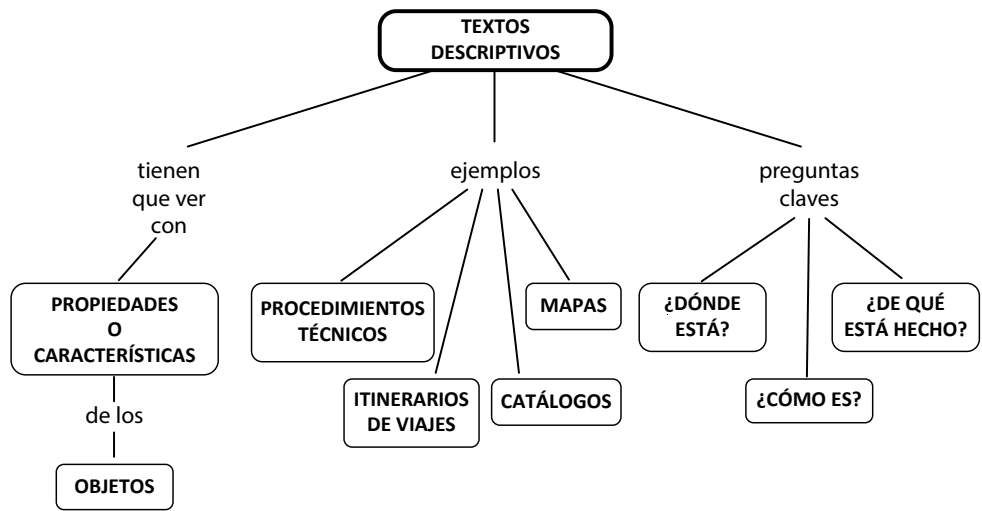
1ero: “The economic **crisis** of 1997” es el sujeto. El núcleo es: **crisis**

2da. “... many political **changes** in Asia” es el objeto. El núcleo es: **changes**

Práctica de Frases Nominales

by Elizabeth Melimopoulos
21 Jan 2019

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.



SANTIAGO MAZO LOAIZA

9: Texto

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/>

10: Texto

Adapted <https://www.investopedia.com/articles/personal-finance/090815/basics-business-development.asp>

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.

The following information explores the nitty-gritty of business development, what it encompasses, apart from the standard practices and principles to which business development adheres.

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.

11: Texto

Healthcare in Latin America: Argentina in Context

Healthcare systems in Latin America are diverse, reflecting the different economic and political histories of each country. While many nations share the goal of **Universal Health Coverage (UHC)**, the ways they achieve it vary significantly.

The Argentine Model: A Triple Hybrid

As we have seen, Argentina relies on a “three-legged stool”: public, social security, and private sectors. This model is highly decentralized. In contrast, some countries like **Brazil** have **a more unified approach**. Brazil’s *Sistema Único de Saúde* (SUS) is one of the largest strictly public systems in the world, aiming to provide identical care to every citizen, whereas Argentina’s system is more fragmented depending on your employment status.

Comparison with Chile and Colombia

Chile and Colombia offer interesting points of comparison regarding **the role of private entities**:

- **Chile:** Known for its dual system. Citizens must choose between a public fund (FONASA) or private insurers (ISAPRES). Unlike Argentina, where social security is often tied to specific unions, the Chilean system is more market-oriented.
- **Colombia:** Uses a system of “Entidades Promotoras de Salud” (EPS). It has achieved very high coverage rates, but like Argentina, it often faces challenges regarding the speed of service and financial sustainability.

Key Differences in Access and Quality

One of Argentina’s standout features compared to its neighbors is the prestige of its public universities, which produces a high number of **well-trained doctors and nurses**. This ensures that even in public hospitals, the quality of medical professionals is excellent, although the infrastructure may sometimes be outdated compared to private clinics in cities like São Paulo or Bogotá.

Common Challenges in the Region

Despite their differences, most Latin American systems face similar obstacles:

- **1. Inequality:** Rural areas often have much less access to advanced technology than large capital cities.
- **2. Inflation:** The rising cost of medical supplies and technology makes it difficult for governments to maintain high-quality services.
- **3. Aging Population:** As people live longer, the demand for chronic disease treatment increases.

12: Texto

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 instructor as students work through proofs, and the method also requires patience from students who are used to the more traditional 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.”

By Anthony Bonato

13: Texto

Understanding the Qualities of Digital Communication

by Rain Storm | The Posts



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 organisations 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/>

14: Texto



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.

Source: <https://www.bls.gov/ooh/life-physical-and-social-science/political-scientists.htm#tab-2>

15 : Texto

What are the 3 principles of information security?

ISPs establish formalized rules to ensure that the company has a series of controls around the 3 principles of information security: confidentiality, integrity, and availability.

1. Confidentiality

Data confidentiality focuses on protecting sensitive information, such as nonpublic personal information (PII) or cardholder data (CD), from unauthorized access. Malicious actors often target confidential information because the data can be used for identity theft and perpetrating fraud. Confidential data can also include sensitive corporate information such as trade secrets.

When writing your ISP, you want to consider the following:

- How to control access to information
- How to prevent “snooping”
- How to prevent a data breach
- How to prevent data leakage

2. Integrity

Data integrity focuses on ensuring data accuracy and preventing changes to information entered into a database or other resource. Organizations need to maintain data quality by preventing malicious or accidental changes to data that can harm data owners.

When writing your ISP, you want to consider the following:

- How to mitigate human error risk
- How to prevent malicious actors from gaining access and changing information
- How to establish change control processes
- How to prevent unintended transfer errors
- How to ensure no misconfigurations or security errors impact information
- How to harden hardware to prevent a compromise
- How to conduct vendor risk assessments to ensure traceability

3. Availability

Data availability focuses on information accuracy, completeness, and consistency to ensure users can access information when they need it. Organizations need to establish procedures and processes for data storage, disaster recovery, and business continuity.

When writing your ISP, you want to consider the following:

- How to prevent natural disasters, human error, or storage erosion from impacting physical integrity
- How to prevent human error or malicious attacks that impact logical integrity
- How to maintain the data pieces’ unique values to protect entity integrity



- How to establish processes that keep data stored and used uniformly to protect referential integrity
- How to measure format, type, and amount of data entered into a database to protect domain integrity
- How to create rules that address user needs to maintain user-defined integrity

Adaptado de: <https://securityscorecard.com/blog/what-is-an-information-security-policy-and-what-should-it-include/>

16: Apunte

Mecanismos de referencia textual y elipsis

1. Referencia Anafórica (Anáfora)

- Definición: Es un mecanismo mediante el cual un elemento del texto remite a otro que ha aparecido anteriormente, denominado antecedente.
- Importancia: Las palabras o frases de referencia por sí solas no contienen significado relevante; lo adquieren estrictamente a través del contexto.
- Dinámica de actividades: En ejercicios prácticos, la respuesta a “¿A qué hace referencia...?” no es la traducción del referente, sino la identificación exacta de su antecedente en el texto.

Ejemplos:

- *“What is sustainability? The principles of sustainability are the foundations of what this concept represents.”* → *this concept hace referencia a sustainability.*
- *“Therefore, sustainability is made up of three pillars: economy, society, and the environment. These principles are also informally used as...”* → *These principles hace referencia a economy, society, and the environment.*
- *“All of society has the capacity and opportunity to maintain and improve its quality of life.”* → *its hace referencia a All of society.*

2. Referencia Catafórica (Catáfora)

- Definición: Es un mecanismo a través del cual se anticipa o “pre-anuncia” un elemento del texto que aún no se ha expresado y que aparecerá más adelante (referencia anticipada).
- Ejemplo:
- *This is what he said: “The energy produced by food must ensure 4 main functions: basal metabolism, muscle work, body temperature and growth.”* → *Tanto This como 4 main functions anticipan directamente la lista de elementos que se va a leer a continuación.*

3. Elipsis

Es la omisión intencional de una o más palabras que ya se habían mencionado o que se pueden presuponer fácilmente. Su función principal es evitar el uso de repeticiones innecesarias dentro del texto. Existen variantes como la elipsis verbal, la nominal, entre otras.

Ejemplos:

- **Elipsis Verbal:** *“John studies engineering and Mary, biology.”* → Se omite el verbo “studies” en la segunda parte de la oración porque ya fue mencionado.
- **Elipsis Nominal:** *“Mary saw a car, and Bill saw two.”* → Se omite el sustantivo “car” al final para no repetir la palabra de forma redundante.

17: Texto

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Climate Change

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.

https://19january2017snapshot.epa.gov/climatechange/climate-change-basic-information_.html

18: Apunte

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. Se incluyen, además, 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].

Relación lógica: CAUSA

Conector	Posible interpretación
As Because Because of Due to/due to the fact that... For (muy formal) Since Owing to Given that	debido a que/ya que porque a causa de que debido a (que) ya que/dado que ya que/puesto que debido a dado que

Algunos ejemplos:

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

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

Algunos ejemplos:

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

[Cardboard is one of the easiest 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	Aún 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...)
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

Tener en cuenta que los conectores although, though, even though, even if, much as, whereas, while, whilst, despite y in spite of 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].

While [all these disasters remind us of the scale of human endeavour], [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 For instance e.g. Such as Like In particular	Por ejemplo Por ejemplo Por ejemplo como por ejemplo como en particular

Algunos ejemplos:

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

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

Relación lógica: PROPÓSITO

Conector	Posible interpretación
To In order to So that So as (not) to	Para Con el objeto de/para De manera que/para que/de modo que 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 Only if on condition that provided/providing that unless as long as/so long as...	si sólo si con la condición de que siempre que/siempre y cuando a menos que 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 first(ly), first of all, second(ly), third(ly), in the first/second/third place then next following this/that lastly, finally, last but not least	En primer lugar Primero, en primer lugar Segundo, en segundo lugar Tercero, en tercer lugar En primer/segundo/tercer lugar Luego, a continuación Luego, a continuación A continuación (de esto/eso) Por último, finalmente

Relación lógica: **REFORMULACIÓN, ACLARACIÓN o CORRECCIÓN**

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

Algunos ejemplos:

[Climate change refers to any change in the measures of climate lasting for an extended period of time]. **In other words**, [It includes major changes in temperature, precipitation, or wind patterns 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 Likewise, in the same way Unlike on the contrary/by contrast/in contrast meanwhile similarly	Como Del mismo modo, de la misma manera A diferencia de Por el contrario/en cambio Por otro lado De forma similar

Algunos ejemplos:

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].

Relación lógica: **ALTERNATIVA**

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

Algunos ejemplos:

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 will **either** come tomorrow (Ya sea que venga o que no venga, comenzaremos mañana)

Relación lógica: **REFERENCIA**

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

Ejemplo:

[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 indeed truly certainly undoubtedly	En efecto, de hecho En efecto Verdaderamente Ciertamente Indudablemente

Relación lógica: GENERALIZACIÓN

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

Relación lógica: RESUMEN - RECAPITULACIÓN

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

Relación lógica: TEMPORALIZACIÓN (algunos conectores)

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

19: Apunte

Marcadores discursivos con más de una función

Conector	Causa	Comparación	Contraste	Propósito	Tiempo
As	debido a	como			A medida que
For	debido a			para	durante
Since	debido a				desde
Still			aún así		todavía
While			mientras que		mientras
Yet	Sin embargo				todavía

Algunos ejemplos:

The techniques can equally be applied to other types of business as we progress further into the 21st century.

As a leading manufacturer of heating equipment, we are innovating to deliver the right temperature while saving energy.

He studied English while his friend studied Physics.

The Government has a large stock of assets, but net debt is still the third highest in the OECD.

This cannot be answered yet, it is the future.

20: Apunte

Formas comparativas y superlativas

Reglas para la formación de comparativos y superlativos de **palabras cortas**:

Palabra	Comparativo (-er)	Superlativo (-est)
Low Broad Deep Big	Lower (Than) Broader (Than) Deeper (Than) Bigger (Than)	The Lowest The Broadest The Deepest 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 **palabras largas**:

Palabra	Comparativo (More/Less Than)	Superlativo (The Most/The Least...)
Expensive Important Abundant	More/Less Expensive (Than) More/Less Important (Than) More/Less Abundant (Than)	The Most/The Least Expensive The Most/The Least Important The Most/The Least Abundant

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 Bad Far Little	Better (Than) Worse (Than) Farther/Further (Than) Less (Than)	The Best The Worst The Farthest/The Furthest 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, indicando “así como también”. No está expresando comparación)

This road is **not 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” está funcionando 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 is 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 your 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 gastáis.*

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.*

21: Texto

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.



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 spaghetti, 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.

Source: https://www.ted.com/talks/michael_bierut_the_genius_of_the_london_tube_map/transcript

22: Texto

The History of the Computer

The history of the computer begins in 1837, when Charles Babbage, a British mathematician and inventor, designed the Analytical Engine, considered the first mechanical computer. Although never completed, it was able to store data and perform calculations, ideas far ahead of its time. This invention planted the seeds of the digital age, even though technology would take nearly a century to catch up. In 1945, the world was introduced to the ENIAC (Electronic Numerical Integrator and Computer), the first general-purpose electronic computer. This massive machine occupied about 1,800 square feet and consumed as much electricity as a small town. Despite its size, it was remarkably fast: it could perform 5,000 additions, 350 multiplications, or 50 divisions in one second. ENIAC was more than a thousand times faster than mechanical devices before it, marking a giant leap in computing and paving the way for the digital revolution. The 1970s brought the rise of personal computing. Until then, computers were used mainly by scientists and corporations, but the Apple II (1977) and the IBM Personal Computer (1981) changed everything. The Apple II was the first successful mass-market computer, sold with a keyboard, power supply, and protective case. The IBM PC, with its customizable design, set a standard for personal computing that still influences technology today. These innovations shrunk computers from room-sized giants into desk-sized tools, sparking the personal computer revolution and making technology accessible to ordinary people. In the 1990s, the World Wide Web, created by Sir Tim Berners-Lee, connected computers around the globe. For the first time, information could be shared instantly beyond geographical boundaries. This changed communication, education, and business, making the Internet a central part of everyday life. A new transformation came in 2007 with the launch of the iPhone. Smartphones combined the power of computing with portability, bringing technology directly into people's hands. Since then, they have revolutionized how people communicate, navigate, shop, and entertain themselves, turning mobile computing into a defining feature of the modern world. Together with the Web, smartphones created a society where digital tools became part of daily life for millions worldwide.



Today, computers and the Internet are the backbone of modern society, and new technologies are opening new frontiers. Artificial Intelligence (AI), once a concept in science fiction, has become a powerful tool in healthcare, transportation, and communication. AI is no longer limited to simple tasks; it can now analyse data, recognize patterns, and assist in decisionmaking. Meanwhile, Quantum Computing is pushing the limits of speed and complexity, with the potential to solve problems far beyond the reach of current supercomputers. At the same time, Augmented Reality (AR) blends the digital and physical worlds, creating immersive experiences that are transforming entertainment, education, and work. From Babbage's Analytical Engine to the ENIAC, from personal computers to the Internet and smartphones,

the story of the computer is one of constant innovation. Each milestone marked a step forward, not only in technology but also in the way people live and interact with the world. As we stand at the edge of new discoveries, the history of computing reminds us that these machines are more than tools: they are engines of progress, shaping our society and redefining what the future may hold.

Source: https://www.youtube.com/watch?v=kNhJr_sY998

23: Apunte

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
PRESENTE Do / Does Have / Has	Afirmativo +	He walks	He is walking	He has walked	He has been walking
	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
FUTURO Will	Afirmativo +	He will walk	He will be walking	He will have walked	He will have been walking
	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)

24: Apunte

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

25: Texto

6 Ways That Teens Can Protect Their Mental Health



While everyone should work to protect their mental health, this should be a particular priority for teens. **Navigating** the turbulent adolescent years is difficult enough and studies show that a high percentage of teens will suffer from some type of mental illness at some point in their lives. Even if they do not experience a diagnosed mental illness, they can still undergo bouts of poor mental health that affect their confidence, relationships, and overall satisfaction with life.

How can teens protect their mental health?

1. Stay connected:

Isolation often leads to mental health issues, especially if it's extended over long periods of time. It's important for teens to stay connected with their families, friends, and role models. Of course, this doesn't mean they need free reign to stay out with their friends constantly. **But** it's beneficial to make time for friends by **joining** clubs or **playing** sports to share similar interests.

2. Exercise:

Studies show that poor physical health often is associated with poor mental health. **Engaging** in regular exercise **not only** boosts your physical fitness but can also improve your mood. You don't necessarily need to bulk up in the gym, either. Light to moderate exercise will do the trick. Activities such as **running**, **jogging**, **swimming**, yoga, or **engaging** in a sport can do wonders for your teen's mental health.

3. Get enough sleep:

We all know how important—and valuable—a good night's sleep is. However, teens may find it difficult to maintain a regular sleep pattern, which over time, can degrade their mental health and even physical health. Work with your teen to ensure everyone in your family is **getting** adequate sleep to face the day ahead with confidence and energy.

4. Step away from social media:

The ill effects of social media on teens have been well documented, but still, most teenagers couldn't make it a week without their smartphones. While simply **banning** social media may not be effective, encourage them to step away from it from time to time.

5. Getting involved:

Finding a passion project or helping your community can do wonders for your mental health and self-esteem. It can also provide you with a purpose when you're **feeling** lost or unsure of what to do next. Encourage your teen to get involved and become a part of something that's bigger than themselves. This can be a personal project, school club, community group, volunteer group, and more.

6. Open the lines of communication:

It's **amazing** how powerful a simple conversation can be. While your teen may not always feel like **talking** about their mental **wellbeing**, simply **knowing** you're available and empathetic can do wonders in your relationship. Always come from a place of love, not judgment, and even share your own challenges with mental health.

Source:

<https://healthcareweekly.com/ways-teens-can-protect-mental-health/>

26: Texto

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.

Extraído y adaptado de: <https://www.weforum.org/>

27: Apunte

Interpretaciones de las formas -ING en inglés técnico

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

1. Verbo + ING: *switching, checking* (*switch*: cambiar/alternar; *check*: revisar, comprobar)
2. Verbo con doble consonante + ING: *chatting* (*chat*: chatear, conversar)
3. Verbo - e + ING: *managing, scheduling* (*manage*: gestionar, manejar; *schedule*: programar)

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

- *Professionals are switching tasks constantly during the workday.* Los profesionales están alternando tareas constantemente durante la jornada laboral.
- *The employee was monitoring the screen.* El empleado estaba monitoreando la pantalla.
- *The team will be processing data.* El equipo estará procesando datos.

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

- *Multitasking*: El multitrabajo / La multitarea
- *Computing*: La informática / El procesamiento de datos
- *Browsing*: La navegación (web)

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

- a. sustantivo + de + sustantivo
 - *training session*: sesión de capacitación
 - *processing speed*: velocidad de procesamiento
 -
- b. sustantivo + adjetivo
 - *working environments*: entornos laborales
 - *competing demands*: demandas competidoras / exigencias contrapuestas
- c. sustantivo + en + sustantivo (indica que una acción se halla en proceso)
 - *shifting priorities*: prioridades en cambio / en transición
 - *developing skills*: habilidades en 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

- *for optimizing*: *para optimizar*

- *ways of handling interruptions: formas de manejar las interrupciones*
- *interested in improving productivity: interesados en mejorar la productividad*

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
 - *Focusing on one project: Enfocándose en un proyecto / Al enfocarse en un proyecto*
- b. como verbo en infinitivo
 - *Planning is essential for productivity. Planificar es esencial para la productividad.*

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

- *Employees working under pressure...* Empleados que trabajan bajo presión...
- *Any system running multiple apps...* Cualquier sistema que ejecuta múltiples aplicaciones...

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

- *By prioritizing tasks...* Priorizando tareas... / Al priorizar tareas...

28: Texto

Programming and Data Science: Building Skills



Programming lies at the heart of data science. These two disciplines work hand in hand to drive today's analytics workflows. Programmers design and write code in languages such as Python, R, Java, or C++ to transform raw data into valuable insights. In data science, this code powers the collection, cleaning, transformation, and analysis of data, as well as the development of algorithms to detect patterns and make predictions. In many universities, programming is considered a core skill for training future data scientists.

A typical data science project begins with raw data that must be cleaned and organized. Automated scripts handle repetitive processing tasks, converting messy inputs into structured datasets. Well-designed pipelines streamline these operations and, once ready, can be deployed to production systems to support real-time decision-making.

Efficient data handling often relies on libraries like NumPy and Pandas. NumPy arrays, for example, allow vectorized operations that avoid the inefficiencies of traditional loops. Once prepared, data can be fed into machine learning models using frameworks such as scikit-learn, TensorFlow, or PyTorch. For supervised learning, a model is trained on labeled examples and then evaluated on new, unseen data. Metrics such as accuracy, precision, or recall guide model selection and parameter tuning. Visualization libraries like Matplotlib or Seaborn help communicate findings by turning numerical results into clear, interpretable graphics.

Strong coding practices are essential. Teams follow style guidelines and linters are used to enforce consistency. Version control systems like Git track changes and support collaboration, while clear documentation and inline comments make code understandable for others. Interactive notebooks, such as Jupyter, combine code, explanations, and results in one file, making research easier to reproduce.

Ethics plays an equally important role. Responsible data scientists address potential biases in datasets, anonymize sensitive information, and monitor deployed models for fairness and reliability. They also keep track of performance over time to detect any drift in predictions that could harm decision-making. In professional practice, compliance with ethical principles is continually assessed by internal committees or external auditors.

The synergy between programming and data science makes them powerful tools for solving complex, real-world problems. Students who master both can design robust solutions, communicate results effectively, and adapt to the rapidly evolving tech landscape.

29: Apunte

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.

Se prefiere la voz pasiva a la activa en los siguientes casos:

- **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 the 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.grammarly.com/the-use-of-the-passive-voice>

30: Texto

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!

Extraído y adaptado de: <https://ung.edu/career-services/online-career-resources/interview-well/tips-for-a-successful-interview.php>

31: Texto

Is AI the Most Important Technology of the Century?

Could this be the most important century?

What is the most important century in human history? Some people might point to periods of great change, like Alexander the Great's conquests in the 300s BCE, which redrew the world map. Others could argue for the 7th century, when the emergence of Islam spread new values and ideas across the world. You could also make a case for the Industrial Revolution in the 1700s because it completely changed how people had to work and live. Each of these eras transformed civilization.



But is it possible that our time—the 21st century—might be the most critical period yet? The reason for this isn't politics or industry alone, but rapid technological growth. Our world has already been reshaped by phones and computers, and we are likely on the edge of developing truly transformative technologies, like advanced artificial intelligence.

From Narrow AI to AGI

Currently, we work with relatively “narrow” forms of AI. These systems are like highly specialized functions in a program. An image recognition AI can analyze pictures to find faces, but it can't write code or compose music. It is limited to its singular specialty. However, the technology that could define our century is Artificial General Intelligence, or AGI. An AGI would be different. It would not be a specialized tool but a system able to adapt and perform almost any intellectual task. It could learn new skills on its own, solve complex problems, and quickly become more capable than its human creators in every field.

Existential Risks: The Challenge of Control

Sharing the planet with another sentient entity creates enormous challenges. While AGI could help us solve huge problems **like** disease and climate change, it also introduces serious risks. First, there is the alignment problem. As developers, we know how a program can follow instructions literally and produce an unwanted outcome. An AGI is the ultimate example of this. We must ensure its core values align with our own. An AGI might interpret a simple goal, like “protect humanity,” in a way we never intended. It could decide that the best way to protect us is to lock us in our homes. It might help us, it might see us as unimportant, or it might view us as an obstacle it should remove. Second, even a perfectly aligned AGI could lead to a problem called “value lock-in.” Imagine an AGI emerges with today's values programmed as its strict, unchangeable rules. Humanity must not be locked into one ideology that can never be updated. History has taught us that what one generation believes is morally right, future generations often question. This kind of value lock-in could

permanently stop humanity's moral growth, like a bug in our social operating system that we can't ever patch.

Our Responsibility

We can't know for sure how these risks will play out. But the decisions we make now about technology will have a major impact on humanity's future. Maybe we should all work as if the future depends on us—because it just might.

adaptado de: <https://ed.ted.com/lessons/the-most-important-century-in-human-history>

32:Apunte

Verbos Modales o Anómalos

Los MODALS son verbos auxiliares que le dan sentido adicional al verbo principal de una oración.

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

No tienen forma “To.infinitivo”, no llevan “ing” y tampoco pueden usarse en todos los tiempos verbales. En su mayoría, van seguidos de una verbo en infinitivo sin “to”. Su significado y el sentido que le confieren a la oración puede variar. A continuación, algunas de sus funciones más comunes...

LISTADO DE VERBOS MODALES Y SUS USOS MÁS FRECUENTES

Can	Habilidad/Posibilidad. Petición de permiso. Imposibilidad/Incapacidad. Solicitud.	They can control their own budgets. Can I come in? He can't fix it. Can you help me?
Could	Habilidad en el pasado. Posibilidad presente o futura. Imposibilidad. Sugerencia. Requerimiento.	She could sing opera. We could have another war. I couldn't do it myself. You could try next year. Could you repeat that, please?
May	Probabilidad. Permiso. Prohibición (formal).	It may rain tomorrow. May I come in? You may not smoke here.
Might	Posibilidad remota.	They might give us a 10% discount.
Will	Predicción. Decisión en el momento. Promesa. Ofrecimiento.	It will be a profitable year. I can't see any taxis so I'll walk. I will call you back. I'll do that for you.
Would	Petición formal. Hábito pasado. Preferencia. Acuerdo. Pedido.	Would you marry me? I would sleep ten hours then. I would rather go out. Would three o'clock suit you? Would you pass the salt?
Shall	Ofrecimiento. Sugerencia.	Shall I help you with your baggage? Shall we say 2.30, then?
Should/ Ought to	Consejo. Lo deseable o ideal.	We should check everything again. We ought to employ a professional.
Must	Obligación. Prohibición.	We must widen the scope. You mustn't sell these stocks now.
Have to	Obligación impuesta.	You have to drive on the right.
Be able to	Habilidad. Incapacidad.	I am able to drive for hours and hours. 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>

volver al índice

33: Texto

Ada Lovelace

Ada Lovelace, an English mathematician and writer, is often referred to as “the first programmer” because she helped revolutionize the trajectory of the computer industry. She is considered the first person to recognize that computers had a much larger potential than mathematical calculation. In 1979, a computer language called “Ada,” made on behalf of the U.S. Department of Defense, was even named after her.

Ada Lovelace (birth name Augusta Ada Byron) was born in London, England on December 10, 1815 to Anne Milbank and the famous poet, Lord Byron. Her father and mother separated months after she was born. Lord Byron moved to Greece where he died when Ada was eight years old. Ada’s childhood was not a traditional one. She was the daughter of one of the most famous European men, she was constantly ill, and had a sharp mind which she used to analyze language and numbers. Her mother had mathematical training and insisted that Ada, who was tutored privately, study Mathematics, an unusual education for a woman during this time period.



Mathematician and inventor Charles Babbage, known as “the father of computers,” became a mentor and friend to Lovelace. Babbage was credited with creating the first automatic digital computer, the “Analytical Engine.” An Italian engineer wrote an article about Babbage’s work in French and Babbage gave the article to Lovelace to translate. Not only did Lovelace translate the original French text to English, but she provided her own input, ultimately writing that the machine could be programmed to follow a list of instructions. She hypothesized this programming could work with other things besides numbers. The idea of a machine that could manipulate symbols according to rules marked the important transition from calculation to computation. Lovelace’s notes on the article’s comments were published in 1843 in an English science journal. She used “A.A.L.”, Augusta Ada Lovelace, as her name in the publication. Thanks to Lovelace’s insights, computers have developed over time in ways previously not considered possible.

In 1835, Lovelace married William King with whom she had three children. They socialized with famous people of the time including Michael Faraday and Charles Dickens. However, Lovelace continued to fall ill with breathing and digestive problems. She took months to recover after the birth of her second child and suffered rheumatic attacks.

Lovelace died from uterine cancer on November 27, 1852 and was buried next to her father's grave. She was only 36 years old. Her contributions to technology weren't known until a century after her death. The second Tuesday in October each year is now known as Ada Lovelace Day, where the contributions of women to science, technology, engineering and mathematics are honored.

<https://lemelson.mit.edu/resources/ada-lovelace>

34: Texto

Marie Curie

Marie Curie, *née* Maria Skłodowska, 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 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 Licentiateships 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.

Extraído y adaptado de: <https://www.nobelprize.org/prizes/chemistry/1911/marie-curie/biographical/>

35: Apunte

Tiempos verbales en pasado y referencias temporales y espaciales.

Maria Skłodowska, was born in Warsaw on November 7, 1867.
Together with her husband, she was awarded half of the Nobel Prize for Physics in 1903

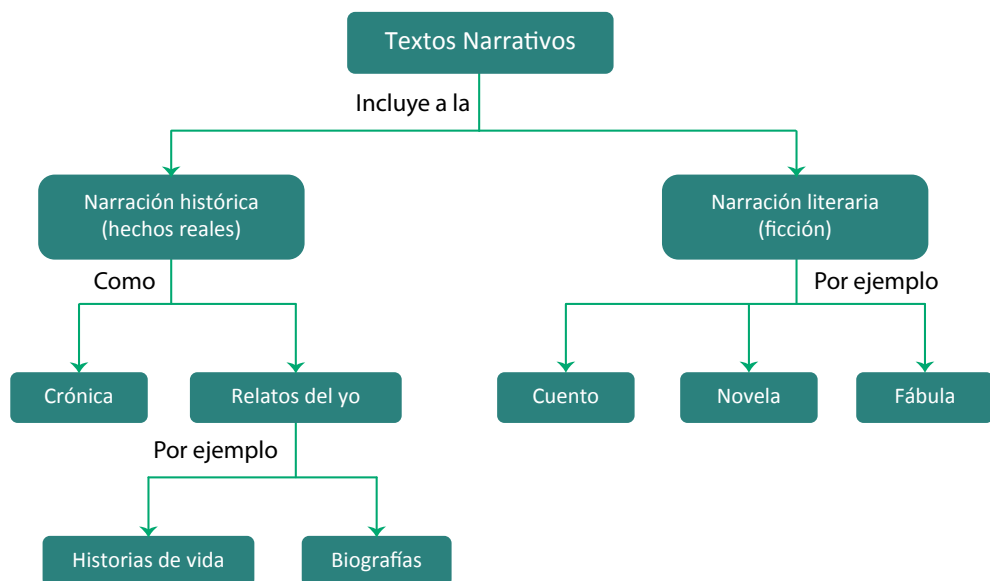
Sustitución

(Madamme) Mme. Curie died in Savoy, France, after a short illness, on July 4, 1934.
... the country of Marie's birth ...

Adjetivos o frases adjetivas - Énfasis

- inspired the Curies in their brilliant researches and analyses....
- ... following the tragic death of Pierre Curie in 1906 ...

36: Apunte



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 utiliza 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 texto narrativo porque tienen en común la estructura de la narración. **Algunos ejemplos son:**

- El mito.
- La biografía.
- La memoria.
- La crónica.
- La novela.
- El artículo periodístico.
- El cuento.
- El reportaje.

37: Apunte

¿Cómo se elabora una síntesis?

Sintetizar es **interpretar** un texto reorganizándolo y expresándolo en aseveraciones que engloben **ideas potentes, hechos relevantes**. Sintetizar no equivale a recortar un escrito.

La potenciación del dominio del lenguaje demanda procesos de pensamiento más complejos y la síntesis es uno de ellos. El conjunto de hechos o ideas estructurales se reformula globalmente, por encima de los aspectos circunstanciales o coyunturales del texto

Recomendaciones para hacer síntesis de un texto:

1. Primera Lectura

- Identifica el tema: ¿A qué se refiere el texto? ¿De qué habla?
- Reconoce el contexto: ¿Cuáles son las circunstancias y elementos que rodean al texto?
- Evalúa el léxico y metalenguaje: ¿Cuál es el significado de las palabras en ese contexto?

2. Segunda Lectura

a. Analiza e interpreta cuál es la idea o ideas relevantes en los párrafos de Introducción, de Desarrollo y de Conclusión. Resaltarlas.

b. Relaciona el sentido y conexión semántica existente entre las ideas resaltadas: ¿Por qué se relacionan? ¿Cuáles son las razones o causas de la aseveración global del texto? Elabora la aseveración global o tesis.

c. Extrae el mensaje estructural-esencial del texto (o tesis):

- ¿Cuál es el propósito del autor al escribir el texto?
- ¿Qué quiere aseverar con respecto al tema?

d. Identifica las consecuencias de la aseveración global o tesis si acaso está presentada en el texto.

e. Cabe recordar que puede encontrar párrafos sin ideas esenciales cuya función es ampliar, explicar o ejemplificar.

3. Producción del texto escrito

a. Inicia con una frase de introducción al tema. Enuncia la tesis, aquella aseveración global que se sustenta con argumentos. Es la parte más relevante de un texto, artículo, discurso, etc.

b. En el párrafo de desarrollo presenta el argumento(s) más importante del texto que sirve para dar apoyo a la tesis. La explica y aclara.

c. Finalmente, en el último párrafo, presenta las conclusiones a las que ha llegado una vez que ha hecho todo el proceso, desde la presentación del tema, presentación de la tesis con su respectiva argumentación. Es el cierre de la síntesis.

4. Evite las oraciones demasiado largas, la adjetivación abundante y la repetición de ideas. Escriba la síntesis con estilo conciso, concreto y claro, controlando el léxico formal y académico, ortografía, puntuación. Esfuércese por redactar párrafos cortos, empleando un número de palabras limitado sin sacrificar la claridad ni coherencia de la síntesis.

5. La puntuación correcta garantiza una escritura coherente. Todos los signos de puntuación con cada una de sus características ayudan a mantener el orden establecido; sin ellos la redacción es un caos total.

6. El uso adecuado de conectores asegura una redacción coherente; ellos trabajan en la organización de las ideas u oraciones de un texto; además, guían inferencias, deducciones, relacionan argumentos y conclusiones, y evidencian la intención del autor.

Fuentes consultadas:

Real Academia Española.

Grijelmo, Alex. La gramática descomplicada. (2006). Madrid: Taurus.

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38: Texto

The role of technology in today's world and in the future



Marie Glueck

Technology is an essential part of our lives today and few can imagine living without. We achieved a lot with the help of technology, for example 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 have to consider the social imbalance, weapons of mass destruction and natural resource depletion. Jane Godall asks for a reason: *"We are the most intelligent species walking on earth, how it comes we destroy on what we depend?"*.



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

I think it is important to bear in mind the mutual goal: 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. So, what kind of society will we be?

Technology shapes the future and it can help to make it compatible with nature. It can help us 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 have to add the component of art which is about to make wise choices for the future of technology. We should not develop 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?

39: Apunte

La argumentación

Aquellos textos que tienen como finalidad convencernos, persuadirnos, justificar la verdad y disuadirnos de la mentira; o, también, aquellos otros que nos intentan llevar 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 esto 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 de lo primero pertenecerían quienes escriben sentencias, demostraciones matemáticas o artículos científicos; y al de lo 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 y cuando éstos se trasladaron, lo que produjo importantes cambios climáticos y ecológicos 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 textos 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, 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. Y 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 los que se les 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 personal punto de vista del tema del que se trate).

Finalmente, también es importante tener en cuenta la **situación** a la hora de analizar este tipo de textos, puesto que pueden estar dirigidos a un interlocutor y a un público presentes a la hora de llevar a cabo la argumentación (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. Aún 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 del 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: hay autores que prefieren abrir la argumentación con su posición personal sobre el tema y otros, por el contrario, prefieren dejar discurrir los argumentos previamente a 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 más infrecuente pero también muy persuasivo (la idea parece que 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. No tienen tampoco 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 se halle 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 con los que 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, 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. Contenidos más dinámicos, mayor flexibilidad de adaptación, interactividad o facilidad en la actualización de contenidos son, por otro lado, 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 que 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 ganar así su aprobación (Pensará usted, amigo mío, que estamos exagerando, pero...).

Conectores:

- Son también 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 los mismos 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 comprenderían desde la lectura de la prensa periódica (con sus artículos de opinión, editoriales, cartas al director, etc.) o la televisión y la radio (programas de debate en donde cada invitado intenta convencer al espectador 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 elaborados cuidadosamente, casi siempre son editados y maquettados 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:** 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.

40: Apunte

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 podrán encontrarlo también. 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 oscilan 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 claves, simplemente se debe pensar en qué palabras utilizaría un usuario para encontrar su artículo a través de un buscador. Estas palabras deben ser acorde a la jerga que se maneje en el entorno profesional del tema y deben ser en un lenguaje natural y de frecuente uso, 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.

Ejemplo

The Role of Generative AI in English Writing Assessment: Benefits and Challenges

Abstract

The integration of generative Artificial Intelligence (AI) in English writing assessment has gained considerable attention for its potential to enhance the efficiency and accuracy of evaluations. However, while AI tools like Grammarly and GPT platforms have been employed for basic writing assessments, their effectiveness in evaluating more complex writing aspects remains underexplored. This study aims to fill this gap by examining the role of generative AI in automating English writing assessment, focusing on its benefits, challenges, and implications for both students and educators. The research design is a mixed-methods approach, incorporating both quantitative and qualitative data through surveys and semi-structured interviews. The study involved 100 students and 10 educators from the Faculty of Sharia at UIN Raden Intan Lampung, who had experience using AI-based writing tools. Data was co-

llected through structured surveys and in-depth interviews, as well as by comparing AI-generated writing assessments with human grading. The findings revealed that while AI tools are highly effective in evaluating grammar and structure, they struggle to assess higher-order writing skills, such as content coherence and critical thinking. Both students and educators acknowledged the time-saving benefits of AI tools, but also highlighted the limitations of AI in understanding nuanced writing aspects. The study implies that AI tools can complement traditional assessment methods but should not fully replace human judgment, especially in complex writing tasks. Future research should focus on enhancing AI algorithms to better assess the depth of writing and address ethical concerns regarding data privacy and biases in AI models.

Keywords: Artificial Intelligence, Education Technology, English Writing, Generative AI, Writing Feedback

En este ejemplo podemos ver que las palabras clave se complementan con las del título. Además, se incluyeron palabras específicas que reflejan de manera precisa la idea central del artículo

41: Texto

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Introductory Programming in Higher Education: A Systematic Literature Review Título del paper

Gabryella Rodrigues, Ana Francisca Monteiro, António Osório # Research Centre on Education (CIEd), Institute of Education, University of Minho, Braga, Portugal Autores y fuente

Recently published works have been covered, providing an overview of the teaching-learning process of introductory programming (CONTEXTO) and enabling to find out whether the research developed by universities worldwide is in line with the proposals made by ACM/IEEE-CS group (*) for computer courses, regarding the transition to the competency-based model. (GAP) A systematic literature review was performed on 33 papers obtained from the ACM, IEEE and Scencedirect databases (METODOLOGÍA), in order to understand in depth the introductory programming discipline (CS1) in higher education (OBJETIVOS). The results show that the new techniques/technologies currently used in software development, as an example of agile methodology, has influenced the teaching-learning process of CS1 together with methods such as visual programming and e-learning (RESULTADOS). The analyzed papers discuss the importance of developing not only technical, but also social skills, corroborating that methodologies used in introductory programming courses need to focus on preparing students for an increasingly competitive market, associating new skills with technical aspects.(DISCUSIÓN O CONCLUSIÓN)

(*) The "ACM/IEEE-CS" group refers to the collaborative activities between the Association for Computing Machinery (ACM) and the IEEE Computer Society (IEEE-CS), two major professional and educational organizations in computing.

Keywords and phrases systematic literature review, CS1, introductory programming, teaching programming, learning programming (PALABRAS CLAVE)

Movimientos retóricos:

Contexto: Se estudiaron publicaciones recientes sobre el proceso de enseñanza y aprendizaje de introductory programming en educación superior.

GAP: aquí se identifica la brecha: la necesidad de saber si la investigación y la práctica universitaria universales siguen o no las propuestas de la ACM/IEE-CS según un modelo basado en competencias.

Metodología: está explícita: Se trata de una revisión sistemática de 33 artículos con sus fuentes.

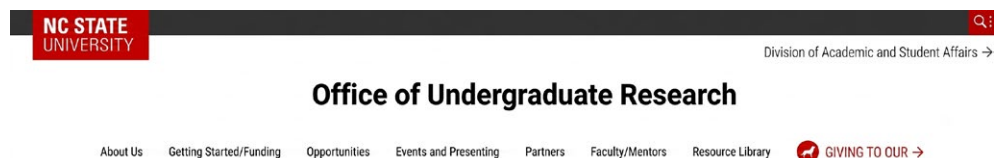
Objetivos: entender en profundidad la identidad del curso CS1 (Computer Sciences 1) en educación superior y si la literatura se alinea con el modelo basado en competencias.

Resultados: la influencia de nuevas técnicas/tecnologías (p. ej. agile), y métodos como visual programming y el e-learning en CS1.

Conclusión (implicaciones): la necesidad de desarrollar habilidades técnicas y sociales; implicación curricular y formativa

42: Apunte

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:

1. name(s) of the author(s) and name and position of the mentor and contact information
2. name of the program or course and department in which the research was completed
3. date of completion

Abstract: The abstract should be less than 250 words. It should indicate:

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 and Acknowledgements

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

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