

PLAN DE APRENDIZAJE REMOTO

INGLÉS

Presentación del material:

El presente instrumento consta de 4 actividades relacionadas a la formalidad en el lenguaje. Se pone énfasis en la habilidad de comprensión lectora complementándola con la habilidad de expresión escrita.

Para apoyar las actividades se sugiere el uso de diccionario. No se recomienda el uso de traductor.

La primera página presenta las expresiones básicas de cortesía usadas en el lenguaje. De esta página se desprende la actividad 1, en la cual deben completar las conversaciones con una de las frases de la primera página.

La actividad 2 nos muestra formas ejemplos para “suavizar” lo que se quiere decir sin que suena tan directo u ofensivo. Aquí deben escribir la diferencia que identifican entre ambas oraciones.

La actividad 3 presenta las palabras y frases que se pueden usar para que una petición o pregunta sea más formal y menos directa. Se presentan los ejemplos para transformar una pregunta directa a una indirecta y se adjunta un link para que puedan complementar la explicación. A continuación, se solicita reescribir las oraciones transformándolas de directa a indirecta (o viceversa) de acuerdo al contexto en que se presentan.

La actividad final presenta tres escenarios en los cuales se debe escribir una petición de acuerdo al contexto. Se recomienda el uso de diccionario.

Sé que algunos igual usarán traductor. Pueden usarlo para traducir las instrucciones o los escenarios de la actividad final, pero no lo usen para escribir las respuestas. Los traductores no son precisos y nunca se adaptan a los contextos. Prefiero que usen diccionarios (aunque se equivoquen), porque al menos realizarán un proceso consciente del mensaje que quieren transmitir

De no ser posible imprimir la guía, puede responderla completamente en su cuaderno.

Quedo atento a sus consultas.

Saludos y no salgan de sus casas.

Mister Guillermo Lagos.

glagos@caplicacion.cl

Reading Worksheet N°2.
Unit 1: “Youth rights and responsibilities”

Content:	Lenguaje cortés.
Student name:	
AE:	02
Objectives:	Identificar elementos en las preguntas indirectas. Inferir el significado de frases de uso formal y cortés.
Ability:	Comprensión lectora (“reading”).

LEARNING TO BE POLITE.

The key element of Human Rights Declaration is about “treating people with respect and dignity”. That is called POLITENESS. A polite person respects the feelings of other people. People show respect with their actions and with their language. On this worksheet you will identify several ways to use language in a polite way.

Let’s start with some “daily use phrases”:



Please!

Thank you!

You are welcome!

Excuse me!

I am sorry!

If you don’t know the meaning of these expressions, look them up in your dictionary.



Activity 1. Completing.

Read the following conversations and add the proper “daily use phrase” from the previous page. You can repeat them if necessary.

1.- *Martha: How are you today, Karen?*

Karen: I'm fine, _____.

2.- *Woman: _____, is this your wallet?*

Man: Yes, it is. I didn't realize I had lost it. _____.

Woman: _____.

3.- *Client: Could I get a ticket for this weekend soccer match?*

Seller: _____, but they are all sold.

4.- *Waitress: Do you need anything else?*

Customer: No, _____. Can I have the check, _____?

Waitress: In a minute!

Activity 2. Comparing the messages.

“Please”, “Thank you”, “Excuse me”, “I’m sorry” and “You’re welcome” are basic and simple ways to use the language in a polite way, but sometimes we need to be less direct in our conversations so we can soften the message.

Compare these two examples:

1.- *Boss: Send me the report.*

2.- *Boss: Can you send me the report, please?*

What is the difference you see in both situations?

In situation 1, _____.

In situation 2, _____.

Now compare these two conversations:

1.- *Man: Where is the nearest station?*

Lady: It's along that road on the right.

2.- *Man: Excuse me. Can you tell me where the nearest station is?*

Lady: Sure. It's along that road on the right.

What is the difference you see in both situations?

In situation 1, _____.

In situation 2, _____.

Activity 3. Softening the message.

We can use the word “Can” or the phrase “Can you tell me...” to be polite in a conversation. If we want to be more polite and very formal, we use the “Could” or the phrase “Could you tell me...”

“Can” or “Could”

Commonly used when you make a request (when you want or need something).

Examples:

“Mom, I want a coffee”.	→	“Mom, can I have a coffee?”
“Check, please!”	→	“Could, I have the check, please?”
“I need to go to the toilet”.	→	“Can I go to the toilet?”

“Can you tell me...” or “Could you tell me...”

Commonly used when you ask for information.

Examples:

“What is your name?”	→	“Could you tell me what your name is?”
“Where do you live?”	→	“Can you tell me where you live?”
“When did you get married?”	→	“Can you tell me when you got married?”

In this case you modify the question form:

WHAT **IS** YOUR NAME? ---- ...WHAT YOUR NAME **IS**?
(Present simple of verb “to be”)

WHERE **DO** YOU LIVE? --- ...WHERE YOU **LIVE**?
(Present simple)

WHEN **DID** SHE DIE? --- ...WHEN SHE **DIED**?
(Past simple)

See more of this explanation on the following Youtube link:

<https://www.youtube.com/watch?v=mhxqB3FywBY>



Rewrite the following sentences or phrases according to the context of the situation.

Context	Direct message	Softened message
At the street.	Where is the bank?	
At the supermarket.		Can you tell me what the price of this can of tuna is?
At home.	Leave the door open.	
At school.	What did the teacher say?	
At a hotel.		Could you write your name, please?
In an important work meeting.	I want to give my opinion.	
At the restaurant.	Bring me more wine.	

Activity 4. Making proper requests.

Read the following scenarios and write proper requests (“Can” or “Could”) according to the context. USE YOUR DICTIONARY.

1. You have a speaking test in English tomorrow. You want your English teacher to stay after class and help you prepare for the call. ASK HIM TO HELP YOU.

_____.

2. Your brother has a championship soccer game today. Unfortunately, the game starts at 3:30 p.m. and you don't get off school until 4:30 p.m. ASK YOUR SCHOOL DIRECTOR TO LEAVE SCHOOL TWO HOURS EARLIER.

_____.

3. You are at the cinema watching your favorite movie. The people behind you start talking and don't let you listen to the movie. ASK THEM TO BE QUIET.

_____.