



INGLES IV

INGENIEROS

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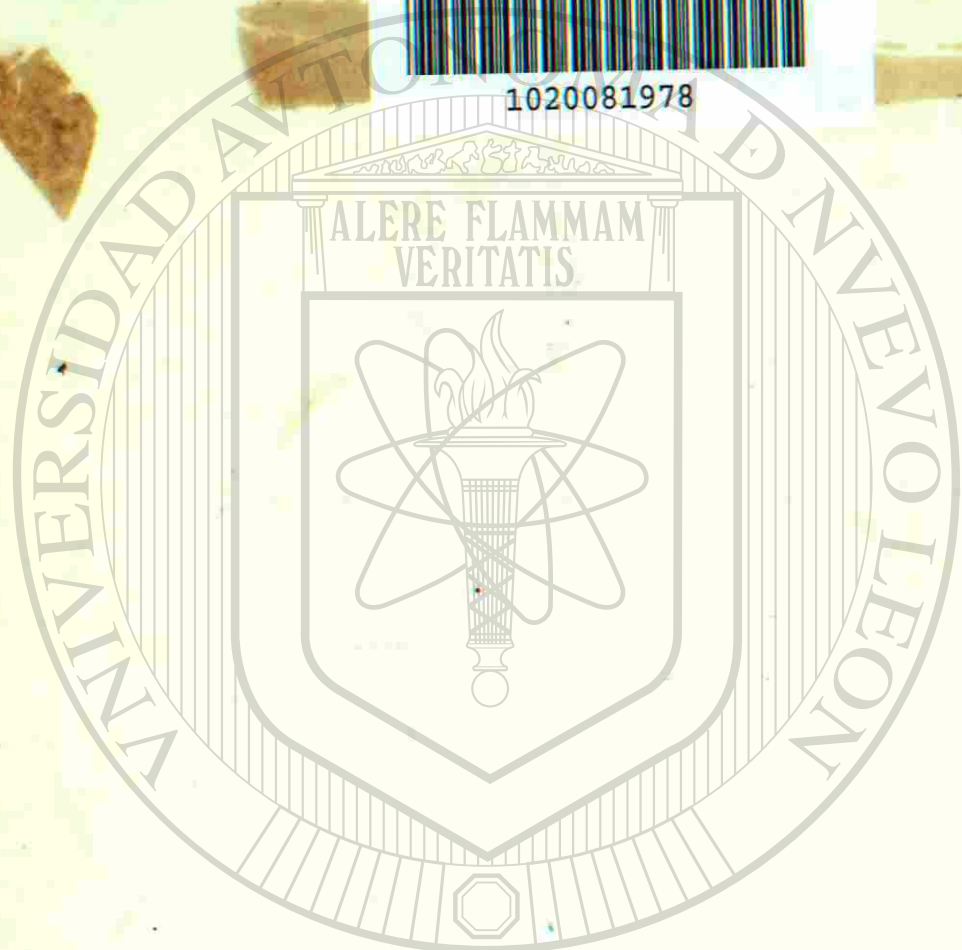
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Lic. Alma Patricia Madrazo

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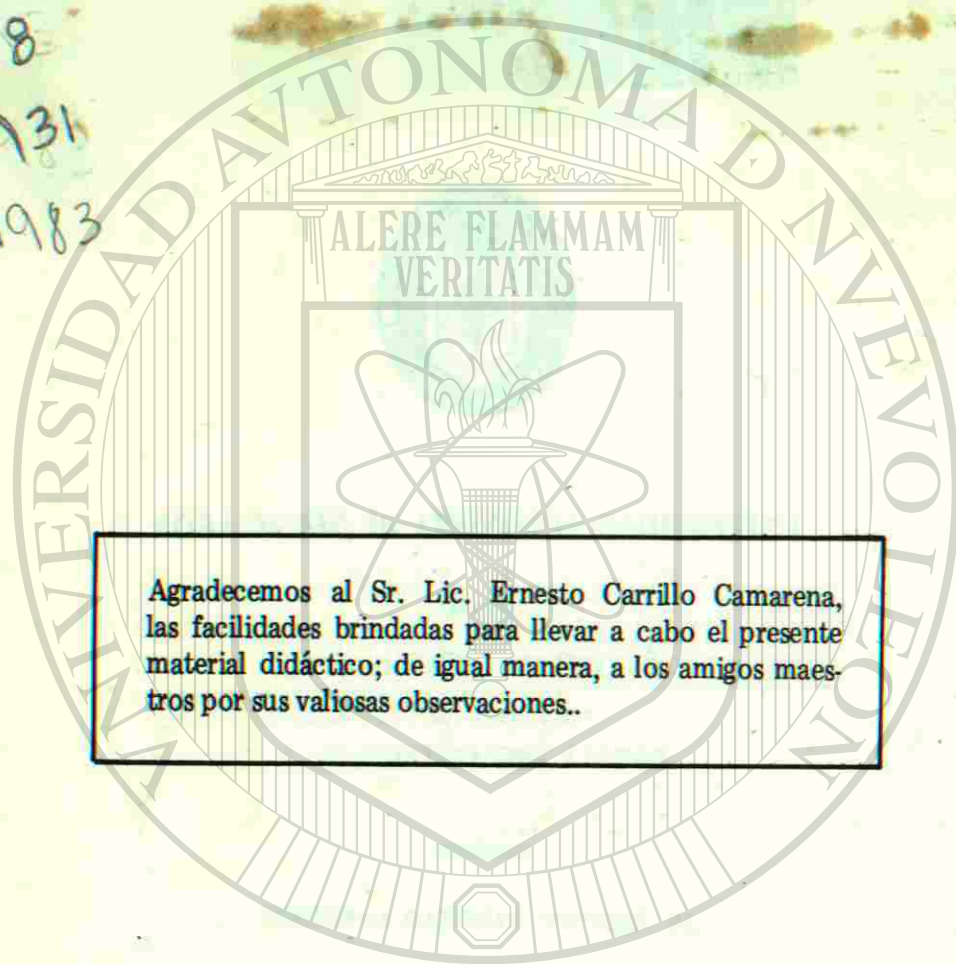


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Agradecemos al Sr. Lic. Ernesto Carrillo Camarena, las facilidades brindadas para llevar a cabo el presente material didáctico; de igual manera, a los amigos maestros por sus valiosas observaciones..



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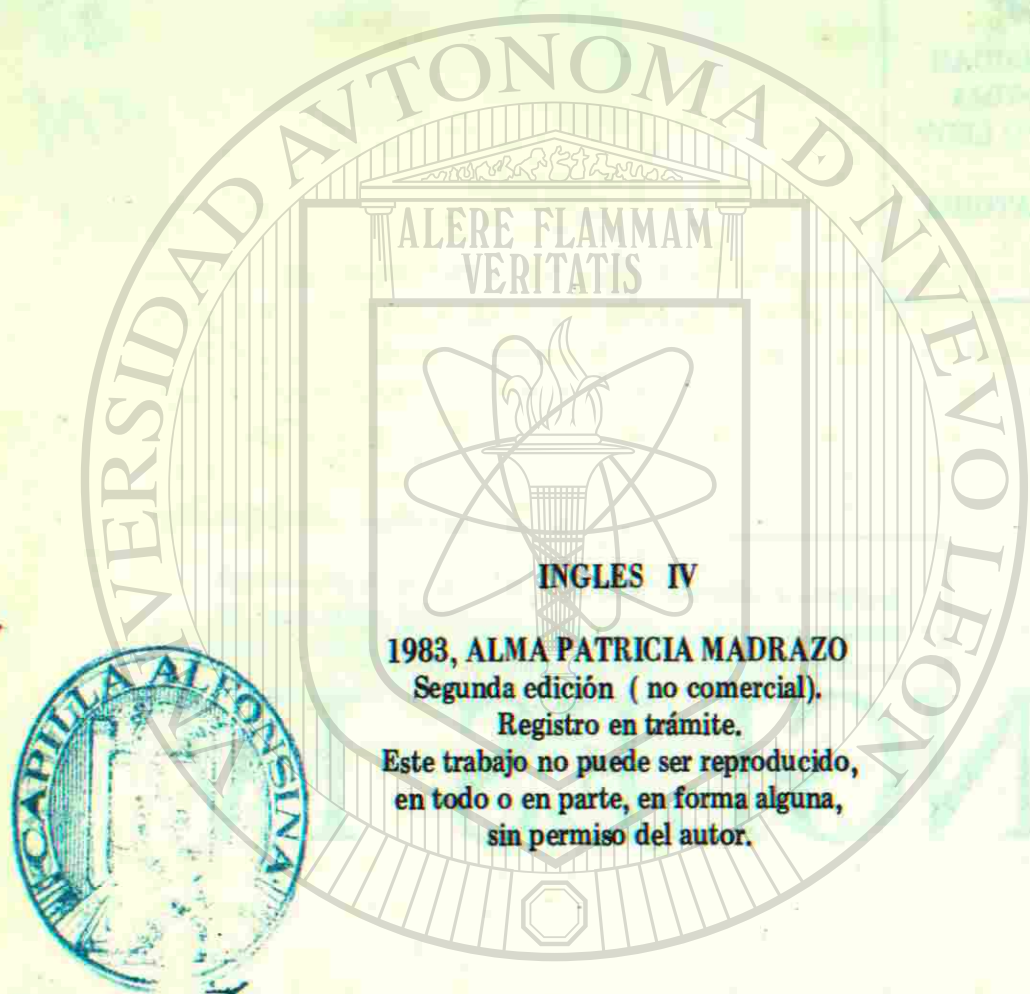
PREPARATORIA
No. 1

JUAN INGLES IV

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Lic. Alma Patricia Madrazo
Colaboración Prof. Roberto Ramos Valdez



1983, ALMA PATRICIA MADRAZO
Segunda edición (no comercial).

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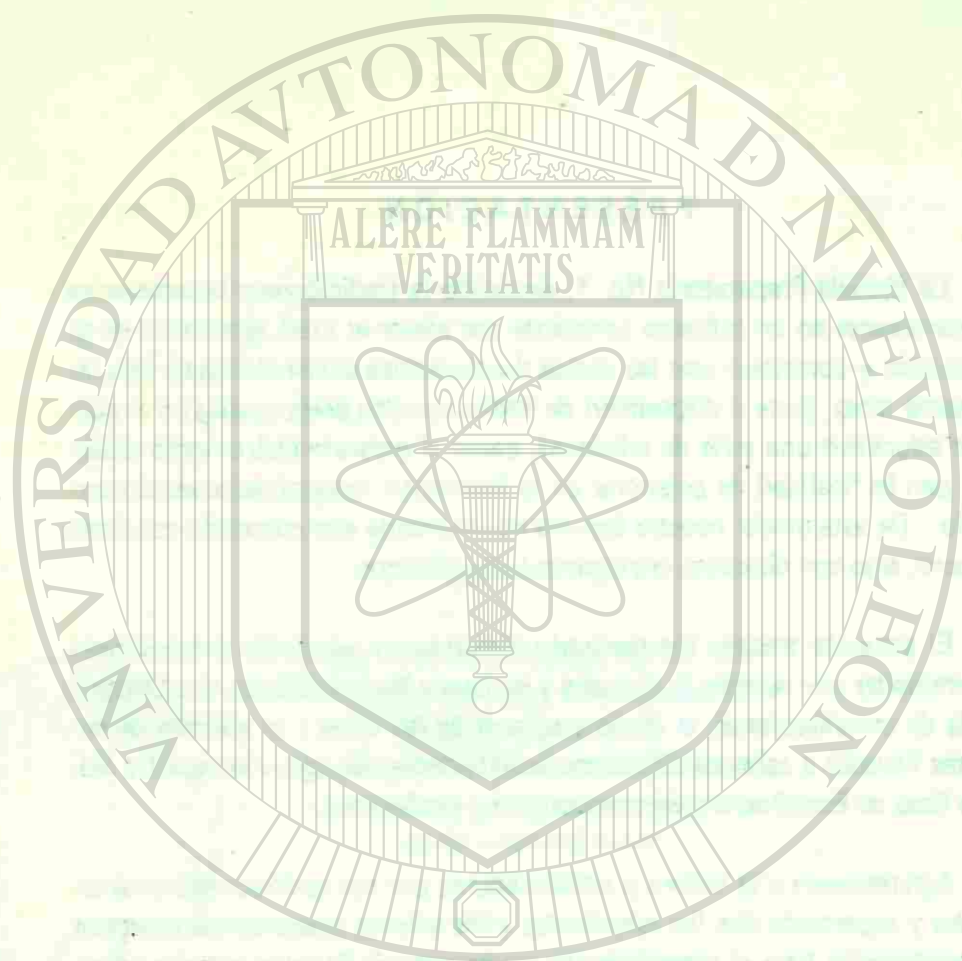
PRESENTACION

La Escuela Preparatoria No. 1, siguiendo la tradición que la caracteriza de mantenerse en un esfuerzo constante por elevar el nivel académico de su institución y contribuir con las demás dependencias universitarias en esta interesante tarea, pone a disposición de todos aquellos preocupados en el quehacer educativo una serie de ediciones, como el presente instrumento didáctico, con la finalidad de colaborar en la formación integral del joven universitario. De este modo, nuestra Escuela no emprende este cometido con fines de lucro, sino con objetivos estrictamente académicos.

El presente trabajo fue realizado tomando en cuenta las disposiciones determinadas por nuestro H. Consejo y en base a las necesidades detectadas a través de investigaciones, el diario quehacer en las aulas y el método de encuestas llevadas a cabo en diferentes universidades del país y en nuestra Máxima Casa de Estudios, a nivel preparatoria y profesional.

Agradecemos a la autora y colaboradores por sus aportaciones desinteresadas y esperamos que los estudiantes y los señores maestros nos otorguen su comprensión para el sostenimiento y permanencia de estos trabajos editoriales, que la Escuela emprende con el propósito de coadyuvar a hacer más eficaz el trabajo de ambos, profesores y alumnos, en beneficio de la juventud preparatoriana.





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P R E F A C I O

La comunicación ha sido a través de la historia la principal preocupación del hombre. La forma de transmitir su mensaje de manera que sea lo más comprensible posible, lo ha inquietado desde sus orígenes hasta nuestros días.

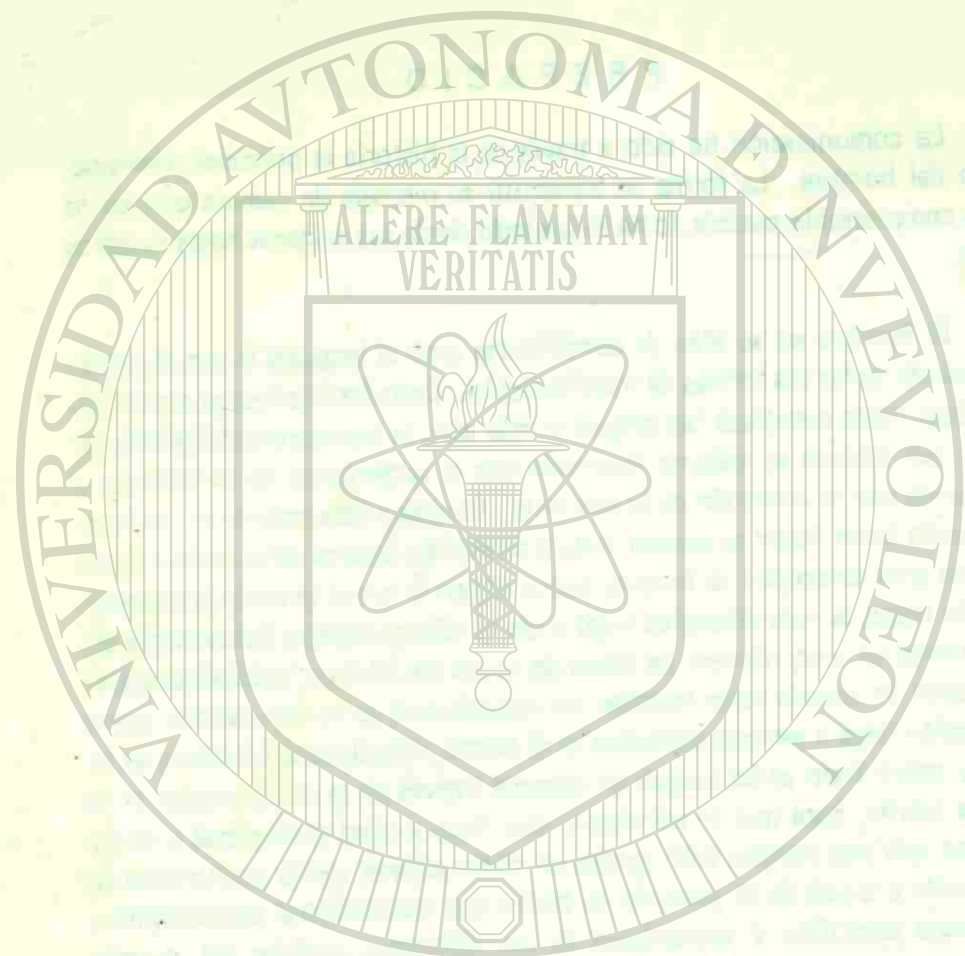
El hombre en su afán de comunicarse creó el lenguaje y con él posteriormente todas sus formas de manifestación. Estas formas fueron perfeccionándose hasta constituir las lenguas y más aún, la representación gráfica de ellas, que alcanza su máxima expresión con el surgimiento de la escritura y más tarde con la invención de la imprenta. Gracias a esta innovación, el hombre pudo hacer llegar su pensamiento a diferentes lugares del mundo a través de una gran diversidad de lenguas que le daban la nueva tarea de interpretarlas; de todas, la más difundida llegó a ser el idioma inglés y actualmente encontramos un gran número de obras de todos los idiomas, traducidas a éste. Tomando en cuenta estos factores, en nuestro país se ha considerado que la educación llega a ser más completa si se tienen conocimientos básicos de Inglés y sobre todo se ha puesto un especial interés en la comprensión de su forma escrita, para que el estudiante que llega a nivel profesional y se encuentra con una extensa bibliografía en dicho idioma, pueda profundizar en el estudio a través de la consulta de textos que transmiten el pensamiento y el avance científico y tecnológico de los diferentes pueblos del mundo.

Por tal motivo, deseamos exhortar al alumno que está por llegar al término de su bachillerato, a que aplique dedicación en esta materia, para la cual hemos elaborado el presente material didáctico; considerando su experiencia adquirida en semestres anteriores sobre el idioma inglés y basándonos en nuestro objetivo general:

El alumno al finalizar el curso, comprenderá información escrita en inglés, presentada en lecturas técnico-científicas.



La autora.



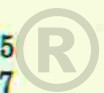
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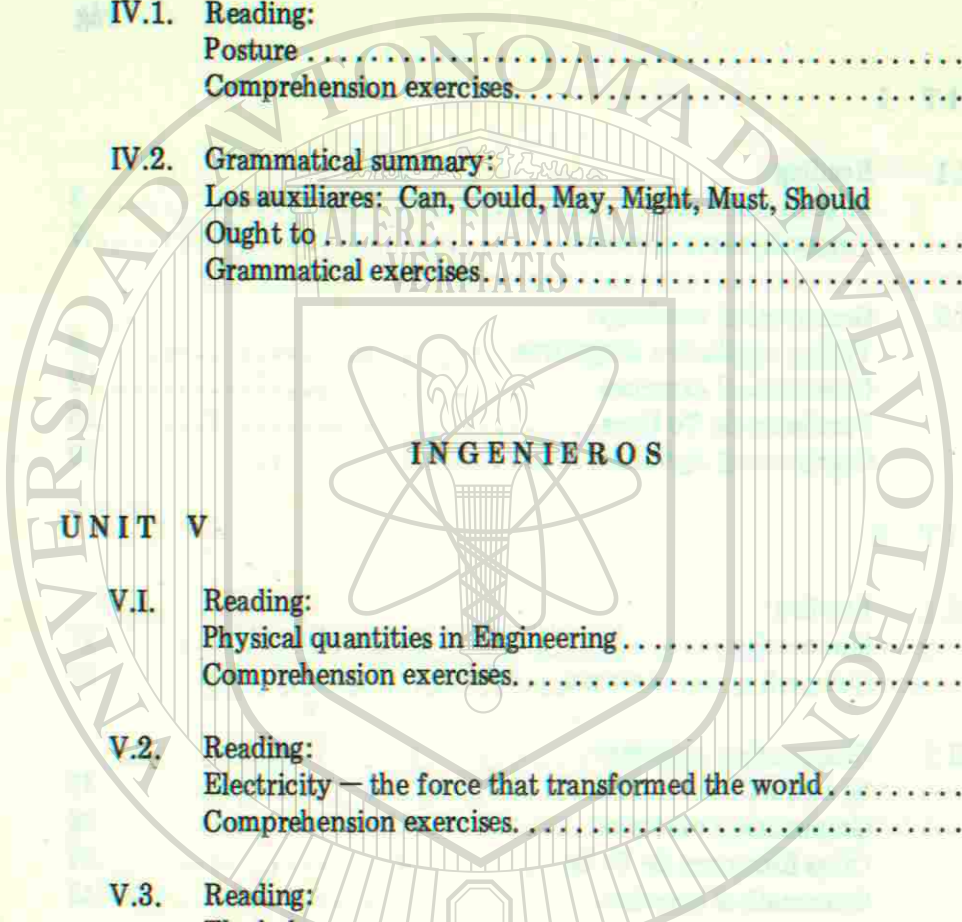
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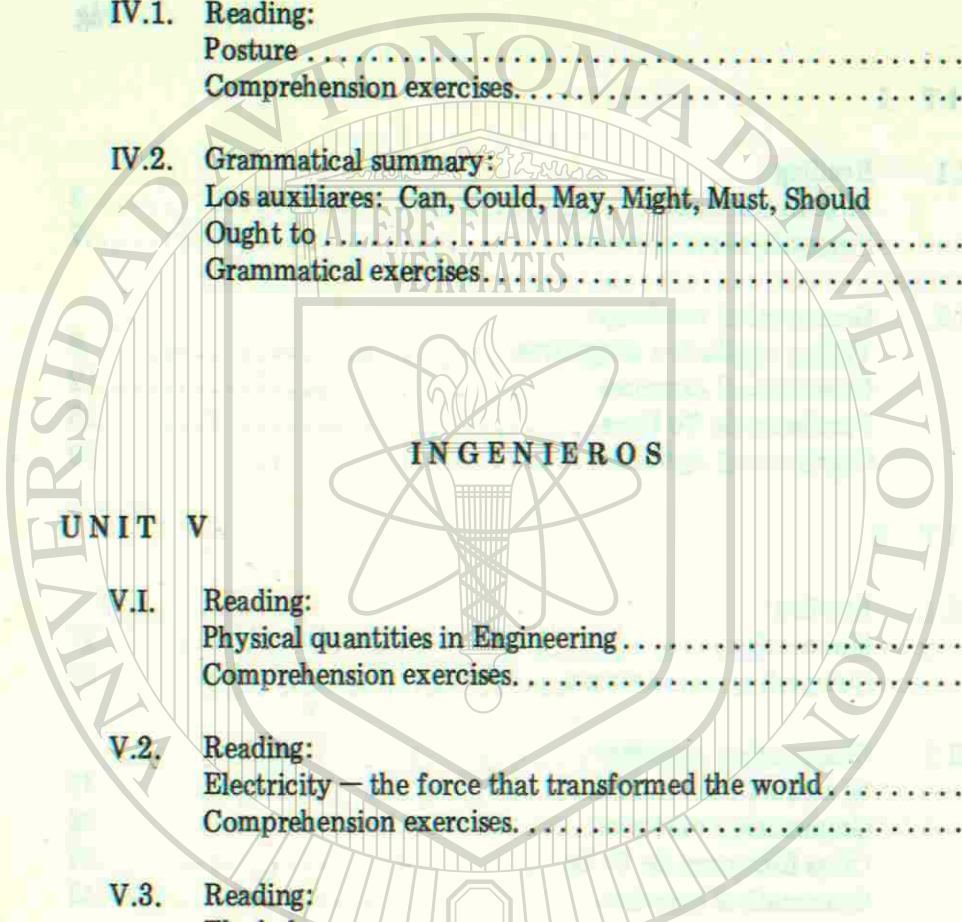
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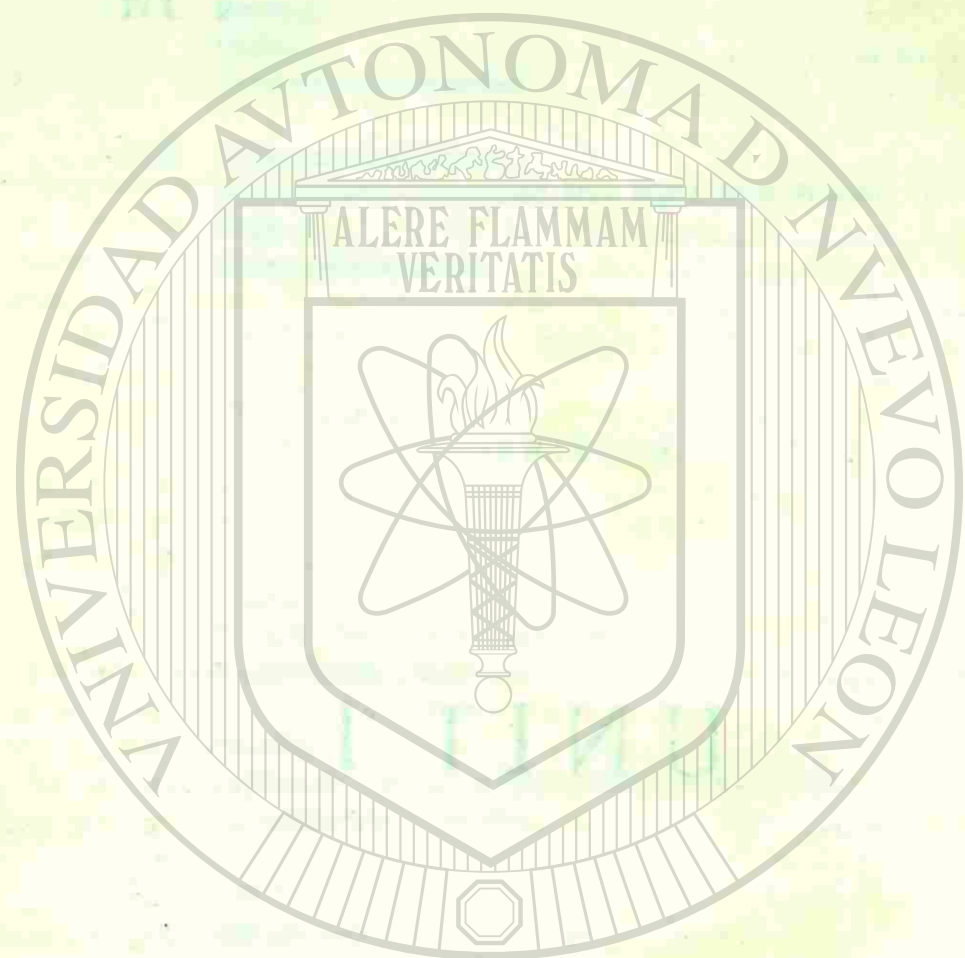


UNIT I

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OBJETIVO: El alumno, de acuerdo con estructuras gramaticales aprendidas con anterioridad, comprenderá la información que presenta la lectura "El primero a la Luna".

I. 1. READING.

FIRST TO THE MOON.

Apollo 8 was the first spacecraft to orbit the moon. James A. Lovell was one of the three astronauts on board. Here he describes what it felt like.

"Up there, it's a black-and white world. There is no color. In the whole universe, wherever we looker, the only bit of color was back on earth. There, we could see the blue of the seas, the tans and browns of the land, and the white of the clouds. It was just another body, really, about four times bigger than the moon. But it held all the hope and all the life and all the things that the crew of the Apollo 8 knew and loved. People down here don't realize what they have. Maybe because not many of them have the opportunity to leave it and then come back again as we did.

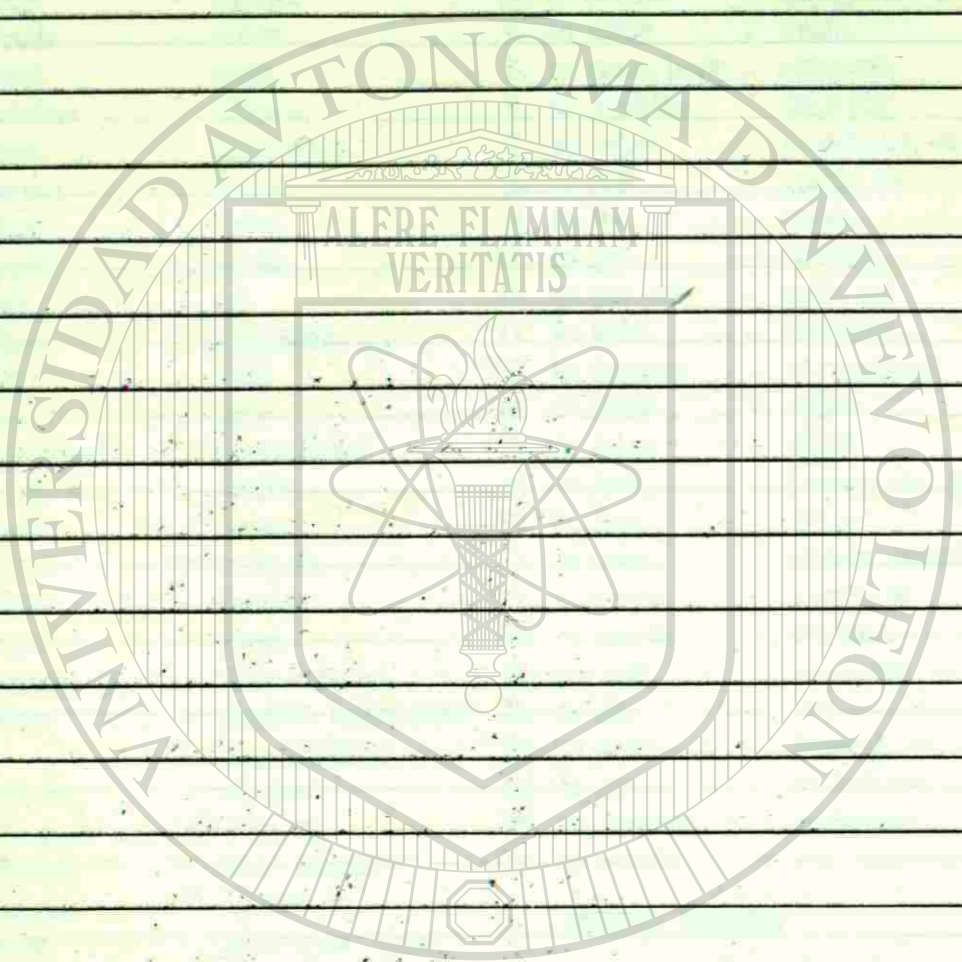
Around the moon we behaved like any tourist when they get in a place they haven't seen before. We were excited and keyed up. We lost track of time. When we first broke out into lunar orbit it was "Oh, look at that", "Oh, look at this", and "What do we have here?"

It seemed a short flight to me, after two weeks on Gemini 7 and four days on Gemini 12. Possibly part of it was the difference in spacecraft. Apollo is comparatively big, although we still sit only about a foot apart from on another. There is room to get out of the couches and move around a bit. In fact, the temptation is to move too fast, to unstrap yourself and rush around before your body has become accustomed to weightlessness.

There is no real up and down in space, of course, and this became quite apparent on Apollo. The earth became so small that we lost the sense of "flying".

In the early stages of the flight the thing that impressed me most was the sight of the earth. I could see all of Florida and the Cape, but I had seen that before. This time, as I watched, the entire coast of the U.S. came into view, and the Caribbean, and Central America. I could see most of South America, almost to the South Pole. And there, as if I could put out my thumb and little finger to span the Atlantic Ocean, there was Western Africa. All in one view. We were higher than man had ever been before".

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COMPREHENSION EXERCISES

I. 1.2. Briefly answer in Spanish the following questions according to the reading: "First to the Moon".

- 1. What spacecraft was the first to be put in lunar orbit? _____
- 2. How does Lovell describe the universe? _____
- 3. What was the thing that most impressed the astronaut in the first stages of flight? _____
- 4. How many weeks were spent on the Gemini 7 voyage? _____
- 5. How were the astronauts when they orbited around the moon? _____

I. 1.3. Choose the corresponding letter to the correct answer and place it in the parenthesis.

- 1. Where did Lovell find a little bit of color in the universe?..... ()
 - a) Looking at Mars.
 - b) Looking at the moon.
 - c) Looking at the earth.
- 2. How does Lovell describe the earth?..... ()
 - a) Like a body smaller than the moon.
 - b) Like a body of white and black color.
 - c) Like a body of colors: blue, tan, brown and white.
- 3. The trip seemed to the astronaut..... ()
 - a) Very long.
 - b) Very short.
 - c) Like any other.
- 4. Compared to Gemini 7 and Gemini 12, the Apollo 8 spacecraft was: ()
 - a) The same size.
 - b) Bigger.
 - c) Smaller.
- 5. On this occasion what did Lovell describe, that he had never seen before? ()
 - a) Florida and the Cape.
 - b) Almost all of South America up to the South Pole and Western Africa.
 - c) The Atlantic Ocean.

OBJETIVO: El alumno, respondiendo por escrito a los ejercicios comprobará el grado de comprensión alcanzado sobre la lectura: "El primero a la luna".

I. 1.4. Write true (T) or false (F) in the following sentences.

1. The Apollo 8 trip seemed to Astronaut Lovell very long. _____
2. The Apollo 8 spacecraft was the first to orbit the moon. _____
3. Gemini 7 and Gemini 12 are relatively small compared to the Apollo 8. _____
4. Lovell saw the universe full of color. _____
5. The Earth was seen by Lovell like a black and white world. _____

I. 1.5. Relate both columns inserting the number that corresponds.

- | | | |
|-------------------|-----|--|
| 1. Spacecraft | () | The whole system of existing things, including the earth and, outer space. |
| 2. Universe | () | Land along the sea; sea shore. |
| 3. Coast | () | Vehicle that can travel in outer space. |
| 4. Earth | () | One who goes on a tour for rest, recreation, sightseeing. |
| 5. Moon | () | The planet in which we live. |
| 6. Orbit | | |
| 7. Weightlessness | | |
| 8. Seas | | |
| 9. Stages | | |
| 10. Tourist | | |

I. 2 GRAMMATICAL SUMMARY.

A) VERBOS REGULARES E IRREGULARES.

- En inglés todos los verbos se enuncian siempre en forma simple precedidos de la partícula **TO**, característica del infinitivo y equivalente en nuestro idioma a las terminaciones: **-ar, -er, -ir.**

TO TALK = hablar	TO EAT = comer
TO SMILE = sonreír	TO BEGIN = comenzar

- La conjugación verbal en la lengua inglesa es bastante sencilla. En el presente simple de indicativo, todos los verbos agregan una "s" en las terceras personas del singular. En las demás personas, permanece el infinitivo simple del verbo (sin partícula TO).

OBJETIVO: El alumno, reconocerá el uso de los verbos regulares e irregulares en inglés.

	PRESENT TENSE:	
	TO TALK	TO EAT
I	TALK = hablo	EAT = como
you	TALK = hablas	EAT = comes
we	TALK = hablamos	EAT = comemos
they	TALK = hablan	EAT = comen
he	TALKS = él habla	EATS = él come
she	TALKS = ella habla	EATS = ella come
it	TALKS = habla	EATS = come
	TO SMILE	TO BEGIN
I	SMILE = sonrío	BEGIN = comienzo
you	SMILE = sonríes	BEGIN = comienzas
we	SMILE = sonreímos	BEGIN = comenzamos
they	SMILE = sonríen	BEGIN = comienzan
he	SMILES = él sonríe	BEGINS = él comienza
she	SMILES = ella sonríe	BEGINS = ella comienza
it	SMILES = sonríe	BEGINS = comienza

examples:

- | | | |
|--|---|------------------------------------|
| 1. You talk of History. | = | Tú hablas de Historia. |
| 2. Jane eats apple pie. | = | Jane come pastel de manzana. |
| 3. She smiles at you. | = | Ella te sonríe. |
| 4. I begin with high school this year. | = | Comienzo el bachillerato este año. |

- Los verbos en inglés pueden ser regulares o irregulares, no en cuanto a su conjugación, que es igual para todos, sino en cuanto a la formación del pasado y del participio.

Los verbos regulares son aquellos que forman su pasado y su participio añadiendo la terminación **-ED** al infinitivo simple, para todas las personas. Debemos recordar que su equivalencia en español corresponde, en el caso del pasado, a todas las terminaciones de nuestra conjugación y en el caso del participio, **-ED** corresponde a las terminaciones **-ado, -ido, -to, -so, -cho**.

INFINITIVE	PAST	PARTICIPLE
TO WORK = trabajar	WORKED = trabajé	WORKED = trabajado
TO LEARN = aprender	LEARNED = aprendí	LEARNED = aprendido
TO DESCRIBE = describir	DESCRIBED = describí	DESCRIBED = descrito
TO TRAVEL = viajar	TRAVELLED = viajé	TRAVELLED = viajado

examples:

1. We worked with your teacher yesterday. Nosotros trabajamos con tu maestro ayer.
2. You learned all of the units last year. Ustedes aprendieron todas la unidades el año pasado.
3. She travelled to Paris last month. Ella viajó a París el mes pasado.
4. The students described Apollo 8 as a spacecraft. Los alumnos describieron a Apolo 8 como nave especial.

- Los verbos irregulares forman su pasado y su participio con diversas terminaciones derivadas del infinitivo que es necesario memorizar o recurrir al diccionario para manejarlas, ya que no existe regla específica para su formación.

INFINITIVE	PAST	PARTICIPLE
TO EAT = comer	ATE = comí	EATEN = comido
TO BEGIN = comenzar	BEGAN = comencé	BEGUN = comenzado
TO SPEAK = hablar	SPOKE = hablé	SPOKEN = hablado
TO WRITE = escribir	WROTE = escribí	WRITTEN = escrito

examples:

1. Diana ate too much last night. Diana comió demasiado anoche.
2. Reagan began negotiations with China yesterday. Reagan comenzó ayer las negociaciones con China.
3. Gerard and Ernest spoke about politics. Gerardo y Ernesto hablaron de política.
4. You wrote a book last year. Tú escribiste un libro el año pasado.

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OBJETIVO: El alumno por escrito responderá a las prácticas gramaticales y aplicará el uso de los verbos regulares e irregulares en inglés.

A) GRAMMATICAL EXERCISES

1.2.1. Fill in the blanks with the corresponding verbal form of the present tense according to the verbs in parenthesis and then translate the sentences to Spanish.

1. On January First the year _____ in the world. (TO BEGIN)
2. People, primitive and civilized _____ the new year. (TO CELEBRATE)
3. The Iranians _____ that the Ayatollah is the representative of God. (TO BELIEVE)
4. Gaby and Gina _____ their friends to dine. (TO INVITE)
5. He _____ his teachers very well. (TO KNOW)
6. Helen _____ early to class. (TO ARRIVE)
7. Henry and Paul _____ football on Saturday. (TO PLAY)
8. He _____ to Europe frequently. (TO TRAVEL)
9. Ernest _____ the newspaper in the morning. (TO READ)
10. I _____ a letter to my friends every week. (TO WRITE)

1.2.2. Form the past tense and the participle of the following regular verbs and translate them to Spanish.

INFINITIVE - SPANISH	PAST TENSE - SPANISH	PARTICIPLE - SPANISH
1. To excite _____	_____	_____
2. To alter _____	_____	_____
3. To suppose _____	_____	_____
4. To measure _____	_____	_____

5. To erase _____
6. To plan _____
7. To reflect _____
8. To try _____
9. To employ _____
10. To omit _____

1.2.3. Fill in the blanks with the corresponding verbal form of the past tense according to the regular verbs in parenthesis.

1. The teacher _____ the exercises from the blackboard yesterday. (TO ERASE)
2. U.S.A. _____ that Afganistan is a defenseless country. (TO STATE)
3. Many scientists _____ to save the "Ixtoc I" well last year. (TO TRY)
4. The lack of petroleum _____ the prices of the gasoline. (TO ALTER)
5. France and Mexico _____ an international treaty. (TO CELEBRATE)
6. You _____ all of the lessons to take the exam. (TO TRANSLATE)
7. The Ayatollah _____ many explanations about the American hostages. (TO OMIT)
8. Marie Curie, alone, _____ the research of radium when her husband died. (TO CONTINUE)
9. The conversations _____ around the world economic problems. (TO REVOLVE)
10. Sister Teresa _____ the undernourished Hindu children very much. (TO HELP)

1.2.4. Form the **past tense** and the **participle** of the following **irregular verbs** and translate them to Spanish.

INFINITIVE - SPANISH	PAST TENSE - SPANISH	PARTICIPLE - SPANISH
1. To grow	_____	_____
2. To wear	_____	_____
3. To break	_____	_____
4. To blow	_____	_____
5. To shout	_____	_____
6. To tell	_____	_____
7. To forgive	_____	_____
8. To find	_____	_____
9. To fight	_____	_____
10. To begin	_____	_____

1.2.5. Fill in the blanks with the corresponding verbal form of the **past tense** according to the **irregular verbs** in parenthesis, and then translate the sentences to Spanish.

- The Bolshoi ballet _____ away tickets for their next show. (TO GIVE)
- Mexico _____ a good price for its petroleum. (TO GET)
- Walt Whitman and Edgar A. Poe _____ beautiful poems. (TO WRITE)
- Indira Gandhi _____ the elections in her country. (TO WIN)
- You _____ all of the Units perfectly. (TO KNOW)
- Lucie and Richard _____ between them. (TO FIGHT)
- James _____ too much New Year's Eve. (TO DRINK)
- Brigitte Bardot _____ a great actress. (TO BE)
- The airplane _____ directly from Mexico to Paris. (TO FLY)
- You _____ the Christmas gifts for your parents. (TO BUY)

B) FUNCIONES DE TO HAVE.

• **TO HAVE = TENER, HABER.** Cuando es verbo activo va acompañado de un complemento directo, tácito o expreso y significa **TENER**. Como verbo irregular que es, sufre variantes en las distintas formas que presenta su conjugación.

	PRESENT	PAST	PARTICIPLE
I	HAVE - tengo	HAD - tenía	HAD - tenido
you	HAVE - tienes	HAD - tenías	
we	HAVE - tenemos	HAD - teníamos	
they	HAVE - tienen	HAD - tenían	
he	HAS - ella tiene	HAD - él tenía	
she	HAS - él tiene	HAD - ella tenía	
it	HAS - tiene	HAD - tenía	

examples:

- | | |
|---|---|
| 1. I have all of Elvis Presley's records. | Yo tengo todos los discos de Elvis Presley. |
| 2. Rosie has beautiful eyes. | Rosie tiene unos ojos preciosos. |
| 3. Mark has a painting of Picasso. | Mark tiene una pintura de Picasso. |
| 4. You had my witch costume. | Tú tenías mi disfraz de bruja. |
| 5. He had the cigarettes. | El tenía los cigarros. |
| 6. Jim and I had much money. | Jim y yo teníamos mucho dinero. |

• **El tiempo futuro** se construye anteponiendo a la forma verbal have, el auxiliar will (shall).

examples:

- | | |
|--|--|
| 1. Mick will have the toys by next week. | Mick tendrá los juguetes la semana próxima. |
| 2. Tomorrow I will have a Biology exam. | Mañana tendré examen de Biología. |
| 3. You will have 10 days in Monterrey next week. | Tú tendrás 10 días en Monterrey la semana próxima. |
| 4. She will have that red dress. | Ella tendrá ese vestido rojo. |

- **HAVE = HABER.** Cuando es auxiliar siempre va antes del participio de otro verbo, ya sea éste regular o irregular. Como auxiliar significa **HABER** y con él se forman todos los tiempos compuestos en inglés. Es auxiliar de su propia forma activa y no necesita de otros auxiliares más que en contadas excepciones. Como podremos ver, una de estas excepciones es el caso de la construcción del futuro.

PRESENT PERFECT TENSE			
TO WRITE = escribir		TO LEARN = aprender	
I	HAVE written	- he escrito	HAVE learned - he aprendido
you	HAVE written	- has escrito	HAVE learned - has aprendido
we	HAVE written	- hemos escrito	HAVE learned - hemos aprendido
they	HAVE written	- han escrito	HAVE learned - han aprendido
he	HAS written	- él ha escrito	HAS learned - ella ha aprendido
she	HAS written	- ella ha escrito	HAS learned - él ha aprendido
it	HAS written	- ha escrito	HAS learned - ha aprendido

examples:

1. Alice and I **have written** all of the letters. Alice y yo **hemos escrito** todas las cartas.
2. You **have learned** very well Unit I. **Has aprendido** muy bien la Unidad I.
3. Raul **has written** his theme about Agronomy. Raúl **ha escrito** su tema sobre Agronomía.
4. They **have learned** a good methodology. Ellos **han aprendido** una buena metodología.

PAST PERFECT TENSE			
TO TEACH = enseñar		TO FOLLOW = seguir	
I	HAD taught	- había enseñado	HAD followed - había seguido
you	HAD taught	- habías enseñado	HAD followed - habías seguido
we	HAD taught	- habíamos enseñado	HAD followed - habíamos seguido
they	HAD taught	- habían enseñado	HAD followed - habían seguido
he	HAD taught	- él había enseñado	HAD followed - él había seguido
she	HAD taught	- ella había enseñado	HAD followed - ella había seguido
it	HAD taught	- había enseñado	HAD followed - había seguido

examples:

1. The sick person **had followed** medical instructions before the heart attack. El enfermo **había seguido** las instrucciones del médico antes del infarto.
2. Mary **had taught** well her class. María **había enseñado** bien su clase.
3. Guillermo and Josie **had followed** the right road. Guillermo y Josie **habían seguido** el camino correcto.
4. Elsa and you **had taught** the child to walk. Elsa y tú **habían enseñado** al niño a caminar.

FUTURE PERFECT TENSE			
TO SEE = ver		TO BELIEVE = creer	
I	WILL HAVE seen	- habré visto	WILL HAVE believed - habré creído
you	WILL HAVE seen	- habrás visto	WILL HAVE believed - habrás creído
we	WILL HAVE seen	- habremos visto	WILL HAVE believed - habremos creído
they	WILL HAVE seen	- habrán visto	WILL HAVE believed - habrán creído
he	WILL HAVE seen	- él habrá visto	WILL HAVE believed - él habrá creído
she	WILL HAVE seen	- ella habrá visto	WILL HAVE believed - ella habrá creído
it	WILL HAVE seen	- habrá visto	WILL HAVE believed - habrá creído

examples:

1. I **will have seen** you by 12 o'clock. Te **habré visto** para las 12 en punto.
2. Paul and Glen **will have believed** in you after the conference. Paul y Glen **habrán creído** en tí después de la conferencia.
3. Rosie **will have seen** all of the window shops by 7:00 P.M. Rosie **habrá visto** todos los aparadores para las 7:00 P.M.
4. We **will have seen** the doctor by tomorrow. Nosotros **habremos visto** al doctor para mañana.

- Para construir el negativo de los tiempos compuestos, únicamente agregamos la partícula **NOT** al auxiliar **HAVE**; si éste va acompañado de otro auxiliar (el caso del futuro), la partícula **NOT** sigue a este último.

1. John **has not seen** his friend Josie. Juan **no ha visto** a su amiga Josie.
2. You **have not written** all of the letters. **No has escrito** todas las cartas.
3. The sick person **had not followed** the medical instructions. El enfermo **no había seguido** las instrucciones del médico.
4. You **will not have come** by then. Tú **no habrás venido** para entonces.

• La construcción del interrogativo se logra colocando al principio de la oración el auxiliar.

- | | |
|--|---|
| Has John seen his friend Josie? | ¿Ha visto Juan a su amiga Josie? |
| Have you written all of the letters? | ¿Has escrito todas las cartas? |
| Had the sick person followed medical instructions? | ¿Había seguido el enfermo las instrucciones del médico? |
| Will you have come by then? | ¿Habrás venido para entonces? |

* OBSERVACION: Hay que recordar que la forma corta de TO HAVE se construye con apóstrofe y contracción de la siguiente manera:

I've	- yo he	He's	- él ha
We've	- nosotros hemos	She's	- ella ha
You've	- tú, uds. han	It's	- ha
They've	- ellos han		

En las terceras personas del singular, solo se contrae cuando va seguido de un participio.

OBJETIVO: El alumno por escrito, sin cometer errores, demostrará el reconocimiento adquirido de TO HAVE.

B) GRAMMATICAL EXERCISES

I. 2.6. Fill in the blanks with the correct verbal form of the verb to have that corresponds, present or past tense, and then translate the sentences to Spanish.

- John Lennon _____ a white Rolls-Royce in 1968.

- Actually the U.S.A. _____ a great problem.

- You _____ my Biology notes of today's work.

- George and Melody _____ an automobile accident last year.

- Jules Verne _____ fabulous ideas in his time.

- Silva Herzog _____ many political commitments.

- The school's principal _____ too much work this week.

- I already _____ the necessary bibliography.

- Last night you _____ a terrible headache.

- We _____ to face a monetary devaluation in 1982.

I. 2.7 Fill in the blanks with the corresponding verbal form of the present perfect tense, according to the verbs in parenthesis, and then translate the sentence to Spanish.

- Peter _____ in Arabia and Persia since 1980. (TO LIVE)

- Russia and the U.S.A. _____ diplomatic relations. (TO BREAK)

- This year _____ the decade of the 80's. (TO BEGIN)

4. Agatha Christie and Helena Poniatowska _____ about interesting topics. (TO WRITE)

5. We _____ Apollo 8 as a spacecraft. (TO DESCRIBE)

6. James and Frank _____ all of Ray Bradbury's books. (TO READ)

7. The United Nations _____ to the world's welfare. (TO CONTRIBUTE)

8. Berkley's High School _____ always to improve its academic level. (TO TRY)

9. Alfredo _____ a strong disappointment. (TO HAVE)

10. You _____ the best grades this year. (TO OBTAIN)

I. 2.8. Fill in the blanks with the corresponding verbal form of the **past perfect tense** according to the verbs in parenthesis and then translate the sentences to Spanish.

1. Borg ^{had lost} _____ the championship last time he played with Connors. (TO LOSE)

2. I ^{had finished} _____ my class before you arrived. (TO FINISH)

3. Nixon _____ a famous president of the U.S.A. before the Watergate scandal. (TO BECOME)

4. The Philadelphia Eagles _____ all their games before playing with the Dallas Cowboys. (TO WIN)

5. The wind _____ very cold during the winter. (TO BLOW)

6. The fisherman _____ the rays of the sun reflected on the water. (TO SEE)

7. You _____ the topic just for today. (TO STUDY)

8. With the separation of the atom, Einstein _____ atomic energy. (TO DISCOVER)

9. They _____ the viruses which caused common cold. (TO IDENTIFY)

10. The cashier _____ \$100,000. at the time of the hold-up. (TO COUNT)

I. 2.9. Fill in the blanks with the corresponding verbal form of the **future perfect tense** according to the verbs in parenthesis, and then translate the sentences to Spanish.

1. The chemistry students ^{will have} _____ the process of distillation after Lab. practice. (TO KNOW)

2. By 1985, technology _____ new systems of communication. (TO DISCOVER)

3. The dentist _____ you by 11 o'clock. (TO EXAMINE)

4. The results of cancer research _____ much by the next decade. (TO ADVANCE)

5. We _____ a better educational program by tomorrow. (TO MAKE)

6. The English measure system of the U.S.A. _____ in a few years. (TO CHANGE)

7. Many authors _____ a lot of definitions of on term "Science Fiction" by the year 2000. (TO WRITE)

8. You _____ all of your money by the end of the year. (TO SPEND)

9. The judge _____ the defendant by next week. (TO SENTENCE)

10. The modern methods of agricultural production _____ the harvest next season. (TO IMPROVE)

I. 2.10. Change to negative and interrogative form the following sentences, and then translate to Spanish the interrogative sentences:

1. I have had to go to the bank every day this week.

¿ _____ ?

2. Rosie has always lived in Mexico city.

¿ _____ ?

3. We have visited the Louvre Museum twice.

¿ _____ ?

4. Peter has gone to Spain several times.

¿ _____ ?

5. Blanca had bought the tickets for everybody.

¿ _____ ?

6. You and I had studied very much the past few days.

¿ _____ ?

7. Gina had been sick that day.

¿ _____ ?

8. We will have written the doctoral thesis by next summer.

¿ _____ ?

9. Diana will have visited many places next month.

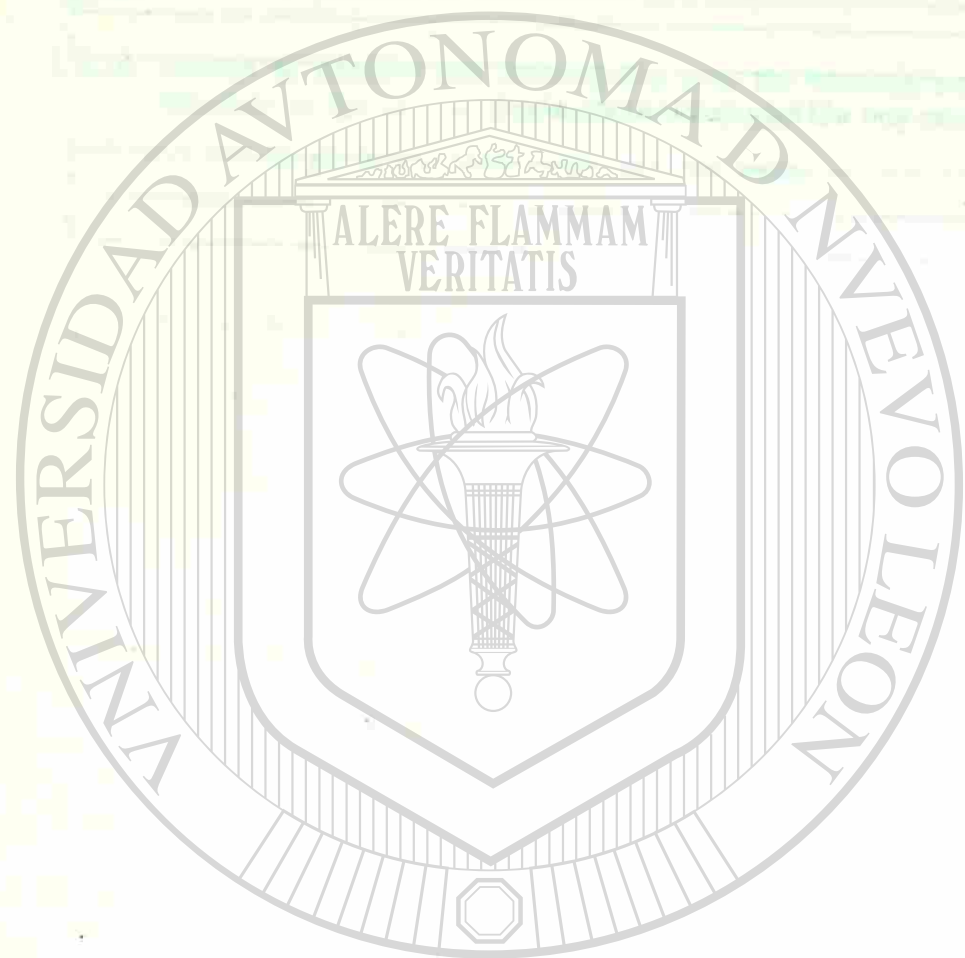
¿ _____ ?

¿ _____ ?

10. The next semester you will have finished high school.

¿ _____ ?

¿ _____ ?

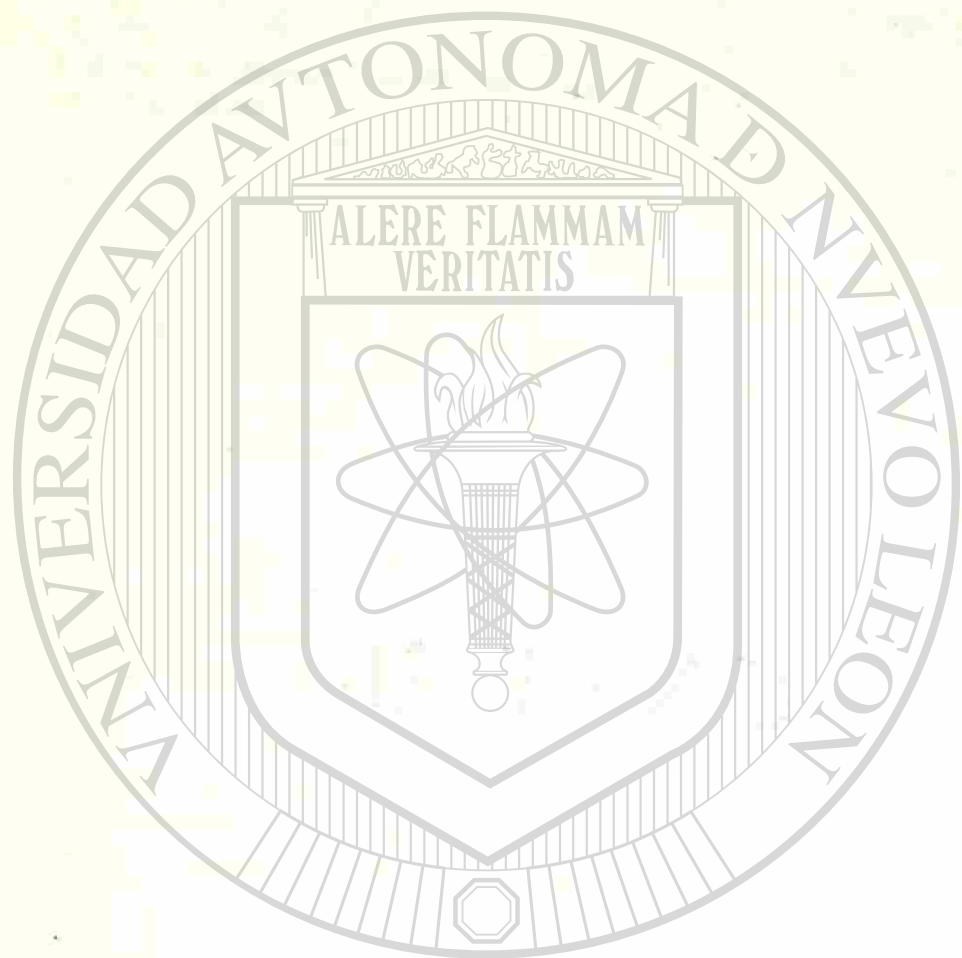


UANL

UNIT II

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS

OBJETIVO: El alumno, de acuerdo con estructuras gramaticales aprendidas con anterioridad comprenderá la información que presenta la lectura: "Colonia Lunar".

II. 1. READING.

MOON COLONY.

The next great land area that man hopes to colonize is the moon. In size it is nearly equal to the area of North and South America. However, it presents a hostile environment. Temperatures range from + 120 to - 150 degrees Centigrade. There is no air, no water.

Today is considerable scientific speculation about living on the moon. When man will begin life on the lunar surface is still not determined. But experts believe that colonization will take place in three steps. First, there will be increasing periods of exploration with temporary shelters. These periods will be followed by longer stays with housing under the surface of the moon and systems necessary to support life brought by the colonizers themselves. Finally, colonies that are ecologically and economically self-sustaining will be established.

The principal job of the early settlers will be to stay alive. They will have to build shelters to maintain an atmosphere like that of earth. They will have to plant crops under huge domes to produce food and oxygen and find water sources. After this is done, the settlers will have time to explore the possibilities of commercial development and to make discoveries important to science.

The characteristics of the moon that make it bad for human survival may make it ideal for certain kinds of manufacturing. Operations that require a vacuum, extreme cold, or sterility are an example. Precision ball bearings, industrial diamonds, or pharmaceuticals might be produced on the moon.

The most immediate interest in the moon, however, is a scientific one. Geologists can explore the history and composition of the satellite. Meteorologists will have opportunities to forecast weather on earth. Cosmologists can study the origin of the solar system. Astronomers can use their optical telescopes and radiotelescopes free of atmospheric and man-made distortions. And perhaps at some distant date the moon can serve as a base from which space explorers can travel to other planets in earth's solar system and to worlds beyond.

VOCABULARY

NOUNS

- | | | | |
|-----------------|-------------------------|-----------------|-----------------|
| 1. astronomer | - astrónomo. | 2. bad | - malo. |
| 2. atmosphere | - atmósfera. | 3. considerable | - considerable. |
| 3. ball bearing | - rodamientos. | 4. equal | - igual. |
| 4. cold | - frío. | 5. free | - libre. |
| 5. colonizers | - colonizadores. | 6. hostile | - hostil. |
| 6. cosmologists | - cosmólogos. | 7. huge | - enorme. |
| 7. crops | - cosechas, sembradíos. | | |
-
- | | | | |
|---------------------|---------------------------------------|-------------------|--------------------------|
| 8. development | - desarrollo. | 1. to believe | - creer. |
| 9. discoveries | - descubrimientos. | 2. to bring | - traer. |
| 10. distortions | - distorsiones. | 3. to build | - construir. |
| 11. domes | - cúpula. | 4. to colonize | - colonizar. |
| 12. environment | - medio ambiente. | 5. to do | - hacer. |
| 13. sterility | - esterilidad. | 6. to establish | - establecer. |
| 14. explorers | - exploradores. | 7. to find | - encontrar. |
| 15. geologists | - geólogos. | 8. to forecast | - pronosticar. |
| 16. job | - trabajo. | 9. to increase | - incrementar. |
| 17. kinds | - tipos, clases. | 10. to make | - hacer. |
| 18. manufacturing | - manufacturas. | 11. to maintain | - mantener. |
| 19. meteorologists | - metereólogos. | 12. to plant | - plantar, sembrar. |
| 20. pharmaceuticals | - productos farmacéuticos. | 13. to produce | - producir. |
| 21. range | - poner en posición, vasta extensión. | 14. to serve | - servir. |
| 22. size | - tamaño. | 15. to stay | - quedar-se, permanecer. |
| 23. satellite | - satélite. | 16. to support | - soportar, aguantar. |
| 24. settlers | - colonizadores. | 17. to take place | - llevar a cabo. |
| 25. shelters | - refugios. | 18. to travel | - viajar. |
| 26. sources | - fuentes. | | |
| 27. speculation | - especulación. | | |
| 28. steps | - pasos, etapas. | | |
| 29. vacuum | - vacío. | | |
| 30. survival | - sobrevivencia. | | |
| 31. surface | - superficie. | | |
| 32. weather | - clima. | | |

VERBS

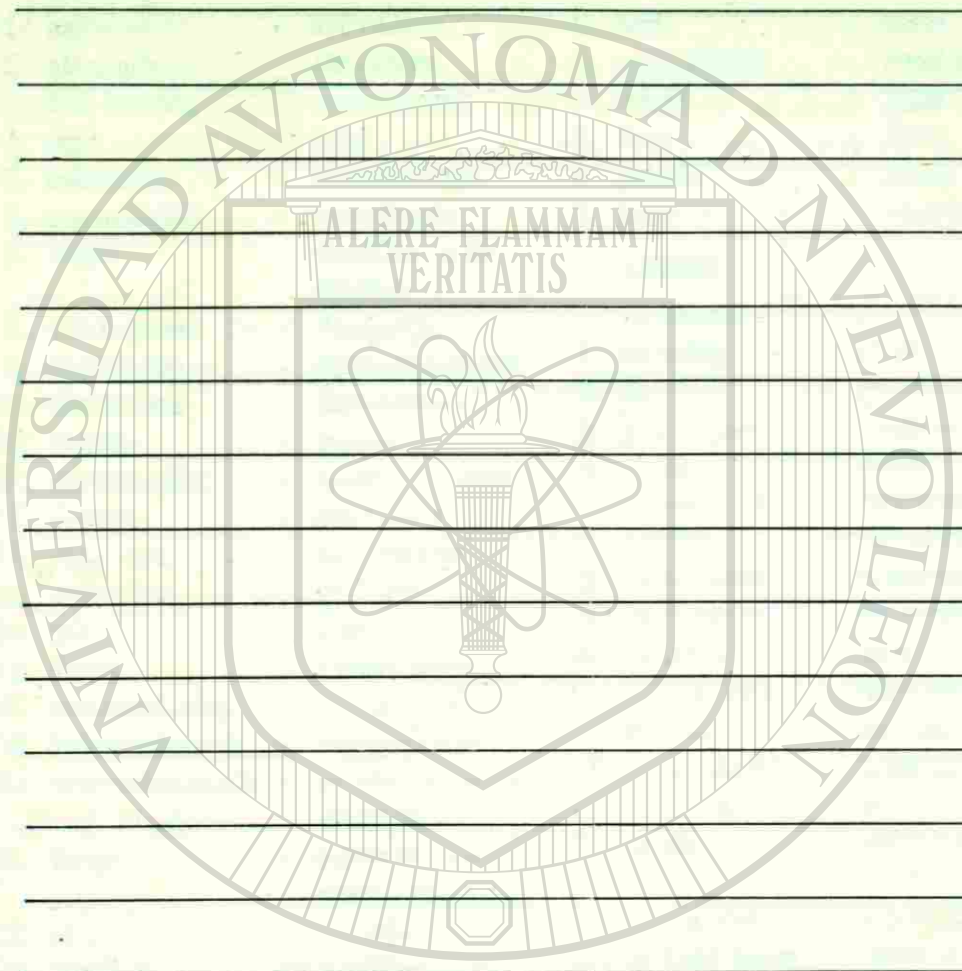
OTHER WORDS

ADJECTIVES

- | | | | |
|----------|---------|--------------------|----------------------------------|
| 1. alive | - vivo. | 1. beyond | - más allá de. |
| | | 2. but | - pero. |
| | | 3. ecologically | - ecológicamente. |
| | | 4. economically | - económicamente. |
| | | 5. however | - sin embargo. |
| | | 6. man-made | - hecho por el hombre. |
| | | 7. nearly | - cerca de, casi. |
| | | 8. perhaps | - quizá. |
| | | 9. self-sustaining | - independiente, auto-mantenido. |

II. 1.1. Translate to Spanish the reading: "Moon colony".

El alumno, para demostrar el grado de comprensión alcanzado sobre la lectura: "Colonia Lunar", será capaz de traducirla al español.



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS

OBJETIVO: El alumno, respondiendo, por escrito a los ejercicios comprobará el grado de comprensión alcanzado sobre la lectura: "Colonia Lunar".

COMPREHENSION EXERCISES

II. 1.2. Briefly answer in Spanish the following questions according to the reading: "Moon colony".

1. Where does man desire to construct a colony?

2. When will life begin on the surface of the moon?

3. What will the principal work of the first colonizers be?

4. What do the cosmologists think they can do on the moon?

5. What way will the meteorologists be benefited by?

II. 1.3. Choose the corresponding letter to the correct answer and place it in the parenthesis. ()

1. What are the temperatures on the moon? ()
a) They vary from + 50° to - 60°C.
b) They vary from + 120° to - 150°C.
c) They vary from + 150° to - 200°C.
2. How many phases do the scientists think will be necessary to colonize the moon?
a) Five steps.
b) Six steps.
c) Three steps.
3. What reason must the first colonizers construct shelters for? ()
a) To protect themselves of the cold.
b) To sleep without worry.
c) To maintain an atmosphere like that of earth.
4. What will moon colonists have to do in order to survive? ()
a) They will have to look for gold and diamonds.
b) They will have to produce industries and factories.
c) They will have to plant crops, to produce food and oxygen and find water sources.
5. What can astrologists use with all liberty? ()
a) Their optical telescopes and radiotelescopes.
b) Their rockets and space equipment.
c) Their food and medicines.

II. 1.4. Write true (T) or false (F) in the following sentences.

1. The moon is nearly equal in size to the area of North and South America. _____
2. The main job of early settlers on the moon will be to explore the area for oil, gold, and silver. _____
3. The atmosphere of the moon has no air. _____
4. A colony in the moon could help meteorologists forecast the weather on earth. _____
5. The pleasant temperatures on the moon will make human survival relatively easy. _____

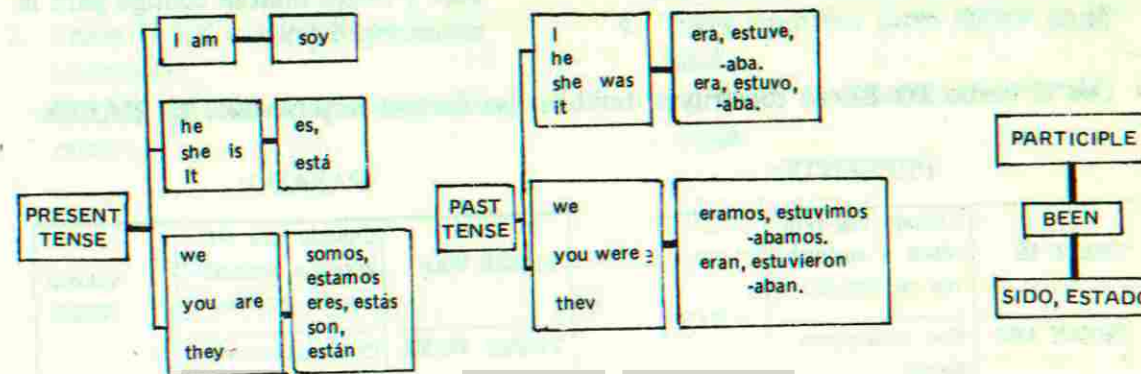
II. 1.5. Relate both columns inserting the number that corresponds.

- | | | |
|-----------------|-----|---|
| 1. Aluminium | () | A smaller body in space which moves in a path around a larger one. |
| 2. Balloon | () | A specialist in the study of heavenly bodies. |
| 3. Colonize | () | To make larger. |
| 4. Astronomer | () | A light silver-white metal much used in combination with others metals. |
| 5. Solar system | () | To establish a colony. |
| 6. Expand | | |
| 7. Optical | | |
| 8. Telescope | | |
| 9. Satellite | | |
| 10. Dome | | |

II. 2. GRAMMATICAL SUMMARY.

A) EL VERBO TO BE.

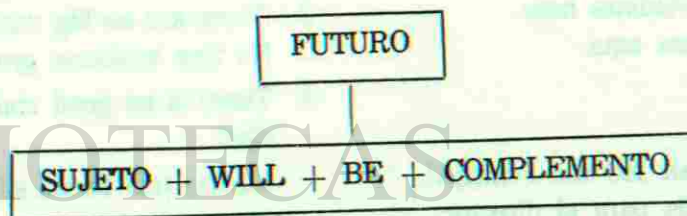
TO BE = SER, ESTAR. Es uno de los verbos ingleses que, al igual que en español, presenta muchas variantes en su conjugación. Vamos a recordarla:



examples:

- | | |
|---|--|
| 1. Christian Barnard is a cardiologist.
Christian Barnard es un cardiólogo. | 5. Marilyn Monroe was a very beautiful woman.
Marilyn Monroe fue una mujer muy bella. |
| 2. The hindus are in misery.
Los hindúes están en la miseria. | 6. Richard and Ulla were in London last year.
Ricardo y Ulla estuvieron en Londres el año pasado. |
| 3. I am a specialist of Educational Technology.
Soy una especialista en tecnología educativa. | |
| 4. The U.S.A. and Canada are border countries.
Los U.S.A. y Canadá son países fronterizos. | |

- La formación del tiempo futuro simple la construimos con el auxiliar **WILL** antepuesto a la forma **BE**.



OBJETIVO: El alumno, reconocerá las funciones de TO BE como verbo activo y en la construcción de las formas impersonales de haber.

1. I will be rich in a few years.
Seré rico en pocos años.

2. You will be in London the day after tomorrow.
Tú estarás en Londres pasado mañana.

3. Enrique will be class representative next year.

Enrique será el representante de la clase el año próximo.

4. José and Pedro will be with you by next week.

José y Pedro estarán contigo para la semana próxima.

• Con el verbo **TO BE** se construyen también las formas impersonales de **HABER**:

PRESENTE:

THERE IS	Quando nos referimos a sustantivos en singular	= HAY
THERE ARE	Con sustantivos plural	

PASADO:

THERE WAS	Quando nos referimos a sustantivos en singular	= HABIA = HUBO
THERE WERE	Con sustantivos plural	

examples:

1. There are many books in the library.
Hay muchos libros en la biblioteca.

2. There is a microscope in the laboratory.
Hay un microscopio en el laboratorio.

3. There was a big yard in the school.
Había un gran patio en la escuela.

4. There were many paintings in the gallery.
Había muchas pinturas en la exposición.

• La negación en las formas impersonales de haber se construye agregándoles la partícula **NO** o **NOT** después del auxiliar **TO BE**.

• Usamos **NO** antes de un sustantivo o antes de un adjetivo seguido de un sustantivo.

examples:

1. There are no windows here.
No hay ventanas aquí.

2. There is no chair for the Principal.
No hay una silla para el director.

3. There are no big windows here.
No hay ventanas grandes aquí.

4. There is no good chair for the Principal.
No hay una buena silla para el director.

• Usamos **NOT** antes de otras palabras.

examples:

1. There are not many books in the library.
No hay muchos libros en la biblioteca.

2. There is not a microscope in the laboratory.
No hay un microscopio en el laboratorio.

3. There was not a big yard in the school.
No había un patio grande en la escuela.

4. There were not three apples on the table.
No había tres manzanas sobre la mesa.

A) GRAMMATICAL EXERCISES

II.2.1. Fill in the blanks with the corresponding verbal form of the present, past or future tense of the verb **TO BE**. Then translate the sentences to Spanish.

1. The agricultural resources _____ very important in our time.
2. Neil Armstrong _____ the first man that reached the moon.
3. The solar energy _____ vital for man.
4. Energetics _____ scarce by 1995.
5. Linda _____ a pretty blond girl.
6. You _____ the ideal person for this job.
7. The spilling of "Ixtoc I" well _____ a disaster last year.
8. The countries _____ in peace when arms no longer are made.
9. Elvis Presley _____ a great rock singer.
10. Lance and Paul _____ here next summer.
11. Diane and Elsie _____ intelligent sisters.
12. Mercury and Earth _____ planets that _____ in the solar system.
13. The Mayas _____ brilliant astrologists.
14. I _____ a professor at the University of Oxford.
15. The U.S.A. _____ the next site of the Olympic games.
16. Many countries _____ in the last Olympic games.
17. The Greek Platon and the Roman Pliny _____ great philosophers.

OBJETIVO: El alumno, por escrito, aplicará el verbo TO BE en tiempo presente, pasado, futuro y en las formas impersonales de haber.

18. A microscope _____ an instrument of great help in a laboratory.

19. I _____ in Paris last year.

20. Men _____ social beings by nature.

II.2.2. Fill in the blanks with **there is** or **there are**, and then translate the sentences to Spanish.

1. _____ more asteroids than planets in the solar system.

2. _____ many Chinese in the world.

3. _____ a serious economic world problem.

4. _____ different kinds of metal in Mexico.

5. _____ only one heart in the human body.

6. In the modern world _____ many means of communication.

7. For each tissue _____ a type of cell.

8. _____ a large intestine in the digestive system.

9. _____ a pyramid called the Sphinx of Egypt.

10. _____ red pencils on the table.

II.2.3. Change the sentences of exercise II.2.2. to **negative form**.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____
10. _____

II. 2.4. Fill in the blanks with **there was** or **there were**, and then translate the sentences to Spanish.

1. _____ strong athletes in the Greek time.
2. _____ a terrible persecution against the Jews in 1940.
3. In California _____ much gold.
4. _____ many rockets launched to the moon before Apollo 8.
5. During the Renaissance _____ great painters in Italy.
6. In certain amazonic regions _____ Cannibal tribes.
7. In ancient times _____ towns that started the year with the vernal equinox.
8. _____ a cholera epidemic when I travelled to Africa.
9. _____ a long line at the theater.
10. _____ a great variety of wines at the party last night.

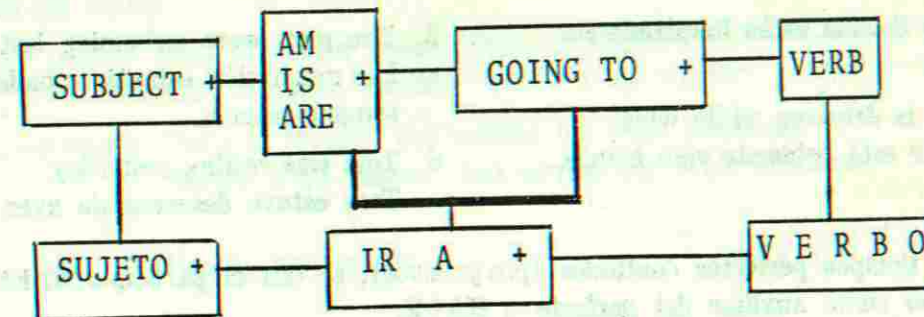
II. 2.5. Change to **negative form** the sentences of exercise II. 2.4.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B) OTRAS FUNCIONES DE TO BE.

El verbo **TO BE** como auxiliar cumple con diversas funciones:

- Nos sirve para construir el tiempo futuro con **GOING TO** = ir a:



examples:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. I am going to finish my work.
Voy a terminar mi trabajo. 2. María is going to buy a Mercedes Benz.
María va a comprar un Mercedes Benz. | <ol style="list-style-type: none"> 3. Carlos and Pablo are going to sing tomorrow.
Carlos y Pablo van a cantar mañana. 4. Octavio Paz is going to write his memoirs.
Octavio Paz va a escribir sus memorias. |
|---|--|

- Nos sirve para construir la forma progresiva (continuativa) del verbo. En este caso, **to be** significa **estar** y va siempre seguido de un gerundio (verbo + ing):

PRESENTE PROGRESIVO:

PASADO PROGRESIVO:



Recordemos que, el gerundio en inglés se construye agregándole al verbo la terminación **-ing** que viene a ser el equivalente en español a las terminaciones **-ando, -endo, -iendo**.

examples:

1. I am studying the verbs.
Estoy estudiando los verbos.
2. Gina and Susan are cleaning their room.
Gina y Susana están limpiando su cuarto.
3. Henry is drinking white wine.
Enrique está bebiendo vino blanco.
4. Peter was writing a few letters last night.
Pedro estuvo escribiendo cartas anoche.
5. The girls were swimming last week.
Las muchachas estuvieron nadando la semana pasada.
6. Tom was resting yesterday.
Tom estuvo descansando ayer.

• En los tiempos perfectos continuos (progresivos), se usa el participio **BEEN** y se antepone como auxiliar del perfecto a **HAVE**:



examples:

1. I have been writing my doctoral thesis.
He estado escribiendo mi tesis de doctorado.
2. Perla and you have been talking all day.
Perla y tú han estado hablando todo el día.
3. Helena has been having nightmares frequently.
Helena ha estado teniendo pesadillas con frecuencia.
4. José has been training for the game.
José ha estado entrenando para el partido.
5. Thelma had been watching T.V. last night.
Thelma había estado viendo T.V. anoche.
6. You had been betting on horse races.
Ustedes habían estado apostando a las carreras de caballos.
7. Mike had been playing poker yesterday.
Mike había estado jugando poker ayer.
8. Rosie and Gloria had been working together before.
Rosie y Gloria habían estado trabajando juntas antes.

• **TO BE** nos sirve para construir la **VOZ PASIVA (PASSIVE VOICE)**. En este caso, igual que en español, el auxiliar **TO BE** significa **SER** y siempre va seguido de un participio (VERBO + -ed o forma específica).

La voz pasiva se usa mucho en el idioma inglés y viene a ser aquella construcción gramatical en la cual el sujeto que ejecuta una acción pasa a ser receptor de la acción del verbo.

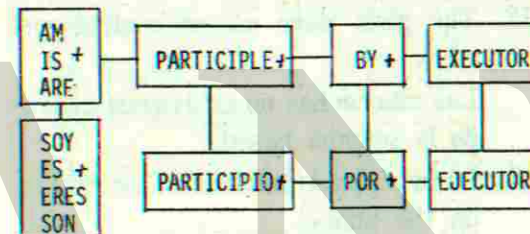
(active voice): Walt Whitman wrote "Song of Myself".

Walt Whitman escribió "Canto a mí mismo".

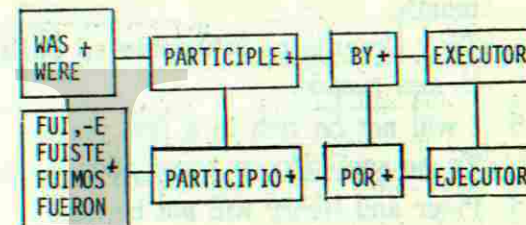
(passive voice): "Song of Myself" was written by Walt Whitman.

"Canto a mí mismo" fue escrita por Walt Whitman.

VOZ PASIVA EN PRESENTE



PASADO



examples:

- | | |
|---|---|
| 1. Energetics are saved in Europe.
Los energéticos son ahorrados en Europa. | 1. The dobermans were trained by Jim.
Los doberman fueron entrenados por Jim. |
| 2. The Caribe is manufactured by the Volkswagen Industry.
El Caribe es fabricado por la Cia. Volkswagen. | 2. Mickey Mouse was created by Walt Disney.
Mickey Mouse fue creado por Walt Disney. |
| 3. Mother's Day is celebrated on May 10th.
El día de las Madres es celebrado el 10 de Mayo. | 3. "Strangers in the Night" was sung by Sinatra.
"Extraños en la Noche" fue cantada por Sinatra. |
| 4. Shrimp is brought from the Gulf of Mexico.
El camarón es traído del Golfo de México. | 4. The poems were read by Mike.
Los poemas fueron leídos por Mike. |

- La construcción de la negación en las diversas formas del verbo TO BE que hemos visto, se logra agregando la partícula NOT después de este auxiliar, con excepción de aquellas ocasiones en las que TO BE va acompañado de otro auxiliar (como en los tiempos perfectos).

examples:

- | | |
|---|--|
| 1. Frank is not at home.
Frank no está en casa. | 10. José and Jaime are not drinking white wine.
José y Jaime no está bebiendo vino blanco. |
| 2. Chinese are not Nordics.
Los chinos no son nórdicos. | 11. Peter was not writing letters last night.
Pedro no estuvo escribiendo cartas anoche. |
| 3. Gina was not in school yesterday.
Gina no estuvo en la escuela ayer. | 12. The girls were not swimming last week.
Las muchachas no estuvieron nadando la semana pasada. |
| 4. You and Gerard were not in Paris last month.
Tú y Gerardo no estuvieron en París el mes pasado. | 13. Perla and you have not been talking on the phone.
Perla y tú no han estado hablando por teléfono. |
| 5. I will not be rich in a few years.
Yo no seré rico en pocos años. | 14. Mike had not been playing poker.
Mike no había estado jugando poker. |
| 6. Peter and Henry will not be here next week.
Pedro y Enrique no estarán para la semana próxima. | 15. Energetics are not saved in America.
Los energéticos no son ahorrados en América. |
| 7. I am not going to finish my work.
Yo no voy a terminar mi trabajo. | 16. Othelo was not written by Poe.
Othelo no fue escrito por Poe. |
| 8. Maria is not going to buy a Mercedes Benz.
Maria no va a comprar un Mercedes Benz. | |
| 9. Susan is not cleaning her room.
Susan no está limpiando su cuarto. | |

B) GRAMMATICAL EXERCISES

II. 2.6. Change to gerund the following verbs and then translate them to Spanish.

INFINITIVE	GERUND	SPANISH
1. To ask	_____	_____
2. To comment	_____	_____
3. To stay	_____	_____
4. To change	_____	_____
5. To invade	_____	_____
6. To follow	_____	_____
7. To buy	_____	_____
8. To transmit	_____	_____
9. To call	_____	_____
10. To sculpture	_____	_____

II. 2.7. Fill in the blanks with going to and then translate the sentences to Spanish.

- President De la Madrid _____ finish his government term in 2 years.
- The farmers _____ plant more cotton this year.
- Richard _____ travel to Denmark.
- The scientists _____ find a cure against polio.
- The progress of science and space programs _____ benefit the world.
- Fishing in the Gulf of Mexico _____ decrease because of contamination.
- Brazil _____ increase its research of educational programs.
- Computers _____ be essential within a short period of time.
- The architectural styles _____ change in the very near future.

OBJETIVO: El alumno, por escrito, responderá a los ejercicios gramaticales y aplicará el uso de TO BE como auxiliar

10. Poetry _____ remain even if everything changes.

II. 2.8. Fill in the blanks with the corresponding verbal form of the present progressive and past progressive tense according to the verbs in parenthesis; then translate the sentences to Spanish.

- 1. I _____ over today's news. (TO COMMENT)
- 2. The American government _____ the liberation of their fellow countrymen. (TO DEMAND).
- 3. Ricky and Ulla _____ when you arrived at their home. (TO EAT).
- 4. Mike _____ Borges last book, tonight. (TO READ).
- 5. Cancer viruses _____ the organism. (TO INVADE)
- 6. The dolphin _____ the ship (TO FOLLOW)
- 7. James and I _____ a federal case. (TO INVESTIGATE)
- 8. Margaret _____ a chocolate cake for today. (TO MAKE)
- 9. Sylvia and Mike _____ along the banks of the Sena river last month. (TO WALK)
- 10. Alice _____ to make payments downtown. (TO GO)

II. 2.9. Fill in the blanks with the corresponding verbal form of the continuous present perfect and continuous past perfect tense, according to the verbs in parenthesis; then translate the sentences to Spanish.

- 1. The laws _____ in Mexico. (TO CHANGE)
- 2. Gerardo _____ basketball with the Tigers team until last year. (TO PLAY)
- 3. Taxes _____ since 1976. (TO INCREASE)

4. Venezuela _____ to export its oil since last year. (TO WAIT)

5. Scientists _____ the development of a new virus last month. (TO OBSERVE)

6. I _____ French food all this week. (TO COOK)

7. You _____ all morning. (TO WORK)

8. The satellites _____ messages all over the world. (TO TRANSMIT)

9. Willis _____ for 6 hours when the doorbell rang. (TO SLEEP)

10. Diana _____ piano for almost three year. (TO PRACTICE)

II. 2.10 Fill in the blanks with the corresponding tense of the passive voice of the verbs in parenthesis and then translate the sentences to Spanish.

- 1. "Hamlet" _____ by Shakespeare. (TO WRITE)
- 2. People who are born in Mexico _____ Mexicans. (TO CALL)
- 3. Mexico _____ by the Spaniards in 1528. (TO CONQUER)
- 4. Large quantities of coffee _____ in Córdoba, Veracruz. (TO PRODUCE)
- 5. The Peace Nobel Prize _____ by a mexican in 1982. (TO WIN)
- 6. Alfredo's and Griselda's baby _____ by her grandparents last month. (TO SEE)
- 7. Alaska _____ as a state of the U.S.A. in 1959. (TO ADMIT)
- 8. Two murderers _____ to life imprisonment last week. (TO SENTENCE)

9. All the food _____ by the dog. (TO EAT)

10. The Sphinx pyramid _____ from the natural rock of the desert. (TO SCULPTURE)

II. 2.11. Change the following sentences to negative form.

1. Elsie was playing with the baby.
2. Mexico is a very rich country.
3. Peter and Charles have been making the English tests.
4. Melody will be in Oxford next year.
5. The walls of our classroom are very clean.
6. We are going to buy a new blackboard.
7. Helen had been playing volley-ball last weekend.
8. The books of Barral Editorial are made in Spain.
9. The Guernica was painted by Picasso.
10. I will be an important businessman.

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9. All the food _____ by the dog. (TO EAT)

10. The Sphinx pyramid _____ from the natural rock of the desert. (TO SCULPTURE)

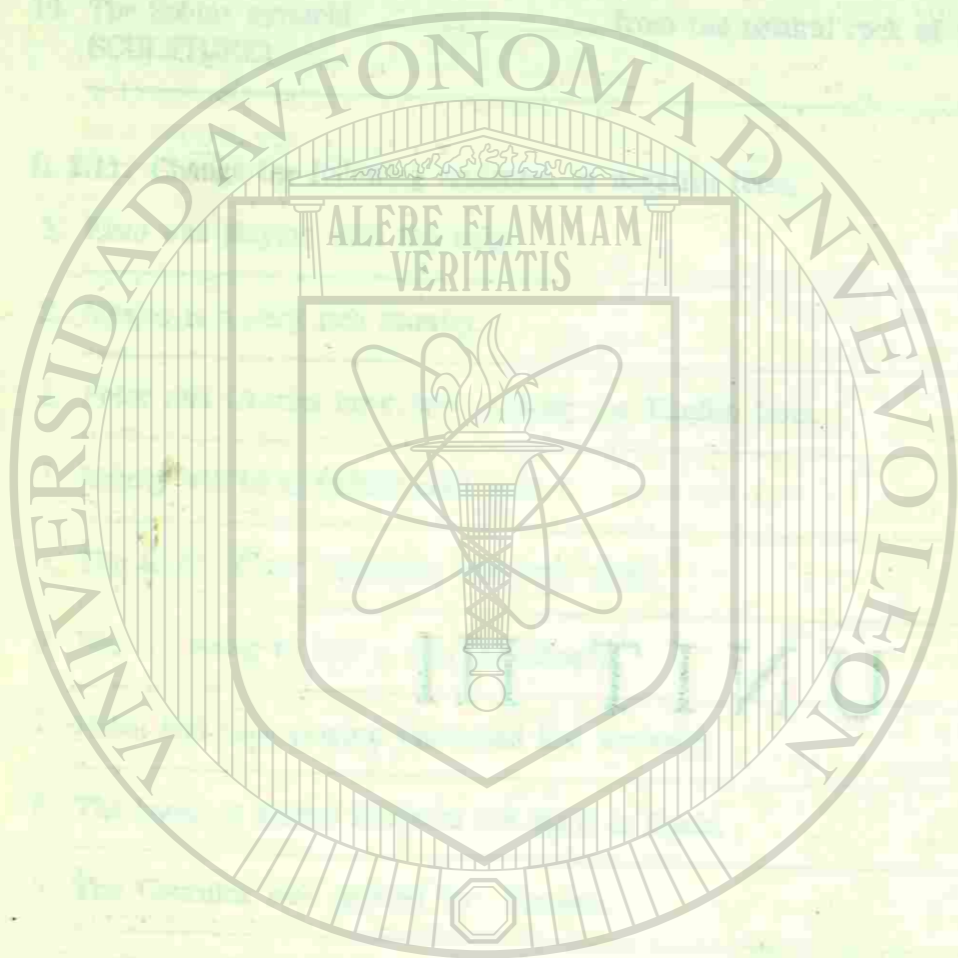
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UNIT III



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III. 1. READING.

DRUGS FROM THE DEEP.

Attracted by the promise of vast new resources for use in medicine, man has in recent years begun the development of a new science called marine pharmacology. The research work is being done by a small group of dedicated and imaginative scientists who specialize in extracting from various sea animals substances that may improve the health of the human race.

This new group of scientists began with the study of poisonous fish. They thought that small dose of the poison of certain fishes might be effective in curing some of the ills of man. They investigated the sea urchin and sea worms and found a venomous extract called bonellin. Among other things the scientists found that bonellin stops the growth of living cancer cells. They studied the snail-like gastropod and discovered that it produced a drug that relaxes muscles. They hope this drug may some day be developed into an anticonvulsion drug. From the red-beard sponge they extracted a compound that may be useful in treating tuberculosis. From the electric eel came hope for an antidote for insecticide poisoning; from the sea snake the possibility of a fast-working blood coagulant.

There seems to be no limit to the pharmaceutical treasures to be found in the ocean depths. Although only an estimated one percent of the thousands of sea organisms has been analyzed, it is quite clear to scientists that only time is needed to find and tests the many opportunities that the ocean offers for new drugs.

The sea, home of 500,000 species of marine animals, has many mysteries that excite biologists. Knowledge gained has raised new questions. What mechanism slows the heartbeat of a seal to four beats a minute when it dives? How does a ghost crab attain 720 heartbeats a minute as it runs across the ocean floor? How does a hagfish live with three hearts? The answers to these and many other secrets are expected, through drug research, to bring benefits to mankind beyond the present vision of science.

OBJETIVO: El alumno, de acuerdo con estructuras gramaticales aprendidas con anterioridad, comprenderá la información que presenta la lectura: "Medicamentos de las profundidades".

VOCABULARY

NOUNS

- 1. antidote - antídoto
- 2. beats - latidos.
- 3. blood - sangre.
- 4. coagulant - coagulante.
- 5. compound - compuesto.
- 6. depths - profundidades.
- 7. drug - droga, medicamento.
- 8. eel - anguila.
- 9. fish - pez.
- 10. gastropod - gasterópodo.
- 11. ghost crab - cangrejo fantasma.
- 12. growth - crecimiento.
- 13. health - salud.
- 14. heartbeat - latido del corazón.
- 15. heart-s - corazón, -es.
- 16. ills - enfermedades.
- 17. insecticide - insecticida.
- 18. Pharmacology - Farmacología.
- 19. poison - veneno.
- 20. poisoning - envenenamiento.
- 21. race - raza.
- 22. red-bear sponge - esponja de barba roja.
- 23. research - investigación.
- 24. resources - fuentes.
- 25. scientists - científicos.
- 26. snail - caracol.
- 27. snake - víbora.

- 28. urchin - erizo.
- 29. treasures - tesoros.

ADJECTIVES

- 1. anticonvulsion - anti-convulsión, -ivo.
- 2. dedicate - dedicado.
- 3. human - humano.
- 4. marine - marino, -a.
- 5. poisonous - venenoso.

VERBS

- 1. to attain - atener.
- 2. to attract - atraer.
- 3. to call - llamar.
- 4. to develop - desarrollar.
- 5. to discover - descubrir.
- 6. to dive - sumergirse.
- 7. to excite - excitar, emocionar.
- 8. to expect - aguardar, esperar.
- 9. to extract - extraer.
- 10. to gain - ganar.
- 11. to improve - mejorar.
- 12. to investigate - investigar.
- 13. to offer - ofrecer.
- 14. to raise - levantar, alzar.
- 15. to run - correr.
- 16. to slow - aminorar.
- 17. to stop - detener.
- 18. to tests - probar.
- 19. to use - usar.

III. 1.1. Translate to Spanish the reading: "Drugs from the Deep"

Drugs from the Deep

Atraídas por la promesa de vastas fuentes para uso en medicina, el hombre en años anteriores ha empezado el desarrollo de una nueva ciencia llamada farmacología marina. El trabajo de investigación está siendo hecha por un pequeño grupo de científicos dedicados e imaginativos que se especializan en extraer de varios animales marinos, sustancias que pueden mejorar la salud de la raza humana.

Este nuevo grupo de científicos empezó con el estudio de peces venenosos. Ellos pensaron que una pequeña dosis del veneno de ciertos peces tal vez sea efectiva en la cura de algunas enfermedades del hombre. Ellos investigaron el erizo marino y los gusanos marinos y encontraron un extracto venenoso llamado bonellin. Entre otras cosas los científicos encontraron que la bonellin detiene el crecimiento de las células vivas de cáncer. Estudiaron el gasterópodo en forma de caracol y descubrieron que produce una droga que relaja los músculos. Esperan que esta droga pueda algún día ser desarrollada en una droga anticonvulsiva. De la esponja de barba roja extrajeron un compuesto que puede ser útil en el tratamiento de la tuberculosis. De la anguila eléctrica llegó la esperanza de un antídoto para el envenenamiento por insecticida de la serpiente marina. La posibilidad de un coagulante de la sangre de acción rápida.

OBJETIVO: El alumno para demostrar el grado de comprensión alcanzado sobre la lectura: "Medicamentos de las profundidades", será capaz de traducirla al español.

Parece no haber limite para los tesoros farmacéuticos que pueden ser encontrados de las profundidades de los océanos. Aunque solamente un 1% estimado de las miles de organismos marinos han sido analizados, es bastante claro para los científicos que solamente se necesita tiempo para encontrar y probar las muchas oportunidades que ofrece el océano para nuevas drogas.

El mar, hogar de 500,000 especies marinas, tiene muchas misteriosas que están a los biólogos. El conocimiento ganado han levantado nuevas interrogantes. ¿Que mecanismo hace más lento los latidos del corazón de una foca hasta 4 latidos por minuto cuando se sumerge en el agua? ¿Como es que un cangrejo fantasma llega a tener 720 latidos por minuto cuando corre a través del piso del océano?

¿Como es que una lámprca vive con 3 corazones? Las contestaciones a estas y a muchas otras secretas son esperadas a través de la investigación de drogas para traer beneficios a la humanidad más allá de la presente visión de la ciencia.

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COMPREHENSION EXERCISES

III. 1.2. Briefly answer in Spanish the following questions according to the reading: "Drugs from the Deep".

- Who does the research over marine pharmacology? El hombre
- What kind of study did this group of scientists begin with? Peces venenosos
- Where was bonellin extracted from? extracto venenoso
- What does the gastropod snail produce? una droga que relaja los musculos
- Who will the scientists benefit with this discovery? una clase de hombre más allá de la presente visión de la ciencia

III. 1.3. Choose the corresponding letter to the correct answer and place it in the parenthesis.

- What kind of science has man tried to develop recently?..... (b)
 - The allopath pharmacology.
 - The marine pharmacology.
 - The homeopath pharmacology.
- What did the scientists extract from the sea urchins and the sea worms?.....(a)
 - a poisonous extract called Bonellin.
 - an antibiotic called Penicilin.
 - a drug to calm the pain.
- What sea animal produces a drug to relax the muscles?.....(c)
 - The sea urchin.
 - The sea worms.
 - The gastropod snail.
- What can help in treating tuberculosis?.....(a)
 - a compound extracted from the red-beard sponge.
 - an antibiotic extracted from the electric eel.
 - a coagulant extracted from the sea snake.
- How many species of animals can we find in the sea aproximately?.....(b)
 - Close to 200,000 species.
 - Close to 500,000 species.
 - Close to 300,000 species.

III. 1.4. Write true (T) or false (F) in the following sentences.

- Marine Pharmacology is a researched science. T

OBJETIVO: El alumno, respondiendo por escrito a los ejercicios comprobará el grado de comprensión alcanzada sobre la lectura: "Medicamentos de las profundidades".

2. Scientists have used marine animals, like the whale or the dolphin, to research on marine pharmacology. F
3. The Bonellin was found in the sea urchin and the sea worm. T
4. From the red-bearded sponge an anticonvulsive drug was extracted. F
5. A drug was discovered to relax muscles from the snail-like gastropod. T

III. 2.4. Relate both columns inserting the number that corresponds.

- | | | |
|-----------------|-----|---|
| 1. Antidote | (9) | Something that causes blood to become thick. |
| 2. Tuberculosis | (7) | A dangerous disease that destroys the cells of the body. |
| 3. Venomous | (1) | A remedy that acts against the effects of poison. |
| 4. Extract | (6) | To take out by chemical process; a substance which is the essential part. |
| 5. Sponge | (8) | The science of drugs. |
| 6. Coagulant | | |
| 7. Cancer | | |
| 8. Pharmacology | | |
| 9. Dose | | |
| 10. Blood | | |

III. 2. GRAMMATICAL SUMMARY.

A) AUXILIARES: DO, DOES, DID.

- **TO DO** como verbo activo significa HACER y tiene su conjugación irregular:

INFINITIVE:	PAST:	PARTICIPLE:
TO DO = hacer	DID = hice	DONE = hecho

- Como auxiliar no tiene significado en español y usamos sus formas **DO, DOES** y **DID** para formar negaciones e interrogaciones cuando no hay ningún otro auxiliar en la oración.

Para construir la negación con estos auxiliares debemos agregarles la partícula **NOT** y colocar el verbo principal de la oración en infinitivo simple (sin partícula **TO**).

NEGACION	FORMA CORTA
DO NOT	DON'T
DOES NOT	DOESN'T
DID NOT	DIDN'T

+ VERBO EN INFINITIVO SIMPLE (sin TO)

- Usamos **DO** y **DOES** en oraciones cuyo verbo se encuentra en tiempo presente:
 - DOES.- con las terceras personal del singular.
 - DO.- con las demás personas.

NEGACION EN TIEMPO PRESENTE

VERBO CONJUGADO:	AUXILIAR:	CAMBIOS EN EL VERBO:	EJEMPLOS:
VERBO sin -S	DO NOT	NO CAMBIA	YOU PLAY = you don't play
VERBO + -S	DOES NOT	PIERDE LA -S	HE PLAYS = he doesn't play

examples:

1. Peter watches T.V.
NEG. Peter doesn't watch T.V.
Pedro no ve la T.V.

2. Gina works in an office.
NEG. Gina doesn't work in an office.
Gina no trabaja en una oficina.

3. You and Raul paint the classroom.
NEG. You and Raul don't paint the classroom.
Tú y Raúl no pintan el salón de clases.

4. The children listen to the program on the radio.
NEG. The children don't listen to the program on the radio.
Los niños no escuchan el programa de radio.

OBJETIVO: El alumno, reconocerá las diferentes funciones de los auxiliares: DO, DOES y DID.

• Para construir la forma interrogativa con estos auxiliares, solamente colocamos DO o DOES al principio de la oración y signo (?) al final de la misma.

1. Does Peter watch T.V.?
¿Ve Pedro la T.V.?
2. Does Gina work in an office?
¿Trabaja Gina en una oficina?
3. Do you and Raul paint the classroom?
¿Pintan Raúl y tú el salón de clase?
4. Do the children listen to the program on the radio?
¿Escuchan los niños el programa de radio?

• Usamos DID para construir la negación de aquellas oraciones cuyo verbo se encuentra en tiempo pasado y no contienen ningún otro auxiliar. Le agregamos a DID la partícula NOT y cambiamos el verbo al infinitivo simple:

VERBO CONJUGADO EN PASADO:	AUXILIAR:	CAMBIOS EN EL VERBO:	EJEMPLOS:
REGULAR (-ED)	DID NOT o DIDN'T	PIERDE -ED	He learned - He didn't learn
IRREGULAR (forma específica)		A INFINITIVO SIMPLE	I wrote - I didn't write.

examples:

1. Diligent students got good grades.
Diligent students didn't get good grades.
Los alumnos aplicados no obtuvieron buenas calificaciones.
2. Diana wore a blue sweater yesterday.
Diana didn't wear a blue sweater yesterday.
Diana no usó un suéter azul ayer.
3. We played basketball last night.
We didn't play basketball last night.
Nosotros no jugamos baloncesto anoche.
4. Karla lived in London last year.
Karla didn't live in London last year.
Karla no vivió en Londres el año pasado.

A) GRAMMATICAL EXERCISES

III.2.1. Change the following sentences to the negative form and then translate them to Spanish. Observe the tense of the verb.

1. George and Sally go to the same school.
George and Sally don't go to the same school.
George y Sally no van a la misma escuela.
2. Your parents visit your grandparents every day.
Your parents don't visit your grandparents everyday.
Tus padres no visitaran a sus abuelos todos los días.
3. Mireya sings very well.
Mireya doesn't sing very well.
Mireya no canta muy bien.
4. He rents a cottage in the country.
He doesn't rent a cottage in the country.
5. Karla plans to go to Europe.
Karla doesn't plan to go to Europe.
Karla no planea ir a Europa.
6. The children play the saxophone.
The children don't play the saxophone.
El niño no toca el saxofón.
7. The baby gets up early every day.
The baby doesn't get up early every day.
El bebé no obtiene.
8. John and Robert drive carefully.
John and Robert don't drive carefully.
Juan y Roberto no manejan.
9. The French language has many synonyms.
The French language hasn't many synonyms.
El idioma francés no tiene muchos sinónimos.
10. Your brother knows the discipline of the school perfectly.
Your brother doesn't know the discipline of the school perfectly.
Tu hermano no conoce la disciplina de la escuela perfectamente.

OBJETIVO: El alumno, respondiendo por escrito a los ejercicios gramaticales aplicará los auxiliares DO, DOES y DID.

III.2.2. Change the following sentences to the interrogative form and then, translate them to Spanish. Observe the tense of the verb.

- Many Japanese speak English.
 ¿Hablan inglés muchos japoneses?
- Montemorelos has an orange Carnival every year.
 ¿Montemorelos tiene un carnaval de la naranja todos los años?
- Tourists find many interesting things in Mexico.
 ¿Encuentran los turistas cosas interesantes en México?
- Uncle Fred grows corn on his farm every year.
 ¿Siembra maíz el tío Fred todos los años en su granja?
- My sister wants to become a lawyer.
 ¿Quiere mi hermana buscar ser una mujer?
- The Concorde flies from Mexico to Paris.
 ¿Vuela de México a París el Concorde?
- I like to see football games.
 ¿Me gustan ver los juegos de fútbol?
- Mary and I go to school by car.
 ¿Vamos Mary y yo a la escuela en carro?
- NASA works on space projects.
 ¿Trabaja la NASA en proyectos espaciales?
- Simon and Liza drink Coca-Cola when they eat.
 ¿Simon y Liza toman Coca-Cola cuando comen?

III.2.3. Change the following sentences to the negative form and then translate them to Spanish. Observe the tense of the verb.

- We ate a sandwich at the snack bar yesterday.
 Nosotros no comimos un sandwich en el bar ayer.

- Peter and Nancy prepared a delicious dinner last night.
 Pedro y Nancy no preparaban una deliciosa comida la noche pasada.
- Thelma saw her boy friend with another girl.
 Thelma no mira a su amigo con otra chica.
- Those men carried the heavy boxes to the truck.
 Those men didn't carry the heavy boxes to the truck.
- Henry won a prize at the Beer Festival.
 Enrique no gana un lugar en el festival de la cerveza.
- When we were in Switzerland we only spoke English and French.
 Cuando nosotros fuimos a Suiza nosotros no solo hablamos Inglés y Francés.
- Grandfather used a large gold watch all his life.
 El abuelo no usa un gran reloj.
- The teacher called us by our last names the day of the exam.
 El maestro no nos llama por nuestros nombres el pasado día de examen.
- Mary found her ring and bracelet.
 María no encontró su anillo y brazaletes.
- Helen followed all the medical instructions.
 Helen no sigue todas las instrucciones médicas.

III.2.4. Change the following sentences to the interrogative form and then, translate them to Spanish. Observe the tense of the verb.

- I forgot to send your letters.
 ¿Olvidé enviar tus cartas?
- Robert Fulton built the first steamship.
 ¿Robert Fulton construyó el primer barco a vapor?

3. American Indians used smoke signals to communicate with each other.

Did American Indians use signal to communicate with each other?
 ¿Las Indias americanas usaban señales para comunicarse con otros?

4. The Spaniards introduced wheat to America in 1530.

Did the Spaniards introduce wheat to America in 1530?
 ¿?

5. The boy answered the multiplication problems perfectly.

Did the boy answer the multiplication problems perfectly?
 ¿El muchacho contestó los problemas de multiplicación perfectamente?

6. Samuel Morse invented the telegraph in 1837.

Did Samuel Morse invent the telegraph in 1837?
 ¿Samuel Morse inventó el telegrafo en 1837?

7. Joseph and I listened to Vivaldi's concert last night.

Did Joseph and I listen to Vivaldi's concert last night?
 ¿Jose y yo escuchamos el concierto de Vivaldi's anoche?

8. Mexico and Spain signed a cultural treaty last year.

Did Mexico y España sign a cultural treaty last year?
 ¿?

9. Hitler's government assassinated many Jews during World War II.

Did Hitler's government assassinate many Jews during World War II?
 ¿El gobierno de Hitler asesinó muchos judíos durante la Segunda Guerra?

10. The atomic bomb destroyed Hiroshima and Nagasaki.

Did atomic bomb destroy Hiroshima and Nagasaki?
 ¿Destruyó la bomba atómica a Hiroshima y Nagasaki?

B) TAG QUESTIONS:

• Los auxiliares **DO, DOES, DID** y sus contracciones negativas **DON'T, DOESN'T, DIDN'T**; nos sirven también para construir las **TAG QUESTIONS** (preguntas para confirmar o corroborar), de las oraciones que no contienen ningún auxiliar. Estas TAG QUESTIONS no tienen una equivalencia precisa del inglés al español y generalmente las traducimos por: ¿o no?, ¿o sí? (¿no es cierto? ¿no es verdad?)

La construcción es la siguiente:

ORACION AFIRMATIVA	TAG QUESTION NEGATIVA	MAS	ESPAÑOL
Con Verbo en INFINITIVO SIMPLE	DON'T +	PRONOMBRE PERSONAL CORRESPONDIENTE + SIGNO (?)	¿o no?
Con Verbo + -S	DOESN'T +		
Verbo en PASADO REGULAR (-ED)	DIDN'T +		
Verbo en PASADO IRREGULAR (Forma específica)	DIDN'T +		

ORACION NEGATIVA	TAG QUESTION AFIRMATIVA	MAS	ESPAÑOL
DON'T + INFINITIVO SIMPLE	DO	PRONOMBRE PERSONAL CORRESPONDIENTE + SIGNO (?)	¿o sí?
DOESN'T + INFINITIVO SIMPLE	DOES +		
DIDN'T + INFINITIVO SIMPLE	DID		

examples:

1. You know my teacher, don't you?
 Tú conoces a mi maestro, ¿o no?

2. Glen writes clearly, doesn't he?
 Glen escribe claramente, ¿o no?

3. Jim and I arrived on time, didn't we?
 Jim y yo llegamos a tiempo, ¿o no?

4. Willis came from Minesotta, didn't he?
 Willis vino de Minesotta, ¿o no?

5. Peter and Paul don't believe you, do they?
 Peter y Paul no te creen, ¿o sí?

6. Helena doesn't teach at the University, does she?
 Helena no enseña en la Universidad, ¿o sí?

7. Sylvia didn't call Paul, did she?
 Sylvia no llamó a Paul, ¿o sí?

8. Christopher didn't break the window, did he?
 Christopher no quebró la ventana, ¿o sí?

- Cuando en una oración encontramos un verbo auxiliar como los que hemos visto en las unidades anteriores, como son, todas las formas de **TO BE** (am, is, are, was, were); de **TO HAVE** cuando significa **HABER** (have, has, had) y **WILL** que representa al tiempo futuro; entonces formamos las **TAG QUESTIONS** con estos auxiliares de la misma forma que usamos **DO, DOES** y **DID**, y traducimos de igual manera.
- examples:

ORACIONES AFIRMATIVAS - TAG QUESTIONS NEGATIVAS

1. Spring days are beautiful, aren't they?
Los días primaverales son preciosos, ¿o no?
2. Henry is your friend, isn't he?
Henry es tu amigo, ¿o no?
3. The dog was in the yard, wasn't it?
El perro estaba en el patio, ¿o no?
4. I was a good student, wasn't I?
Yo era un buen estudiante, ¿o no?
5. They were beautiful women, weren't they?
Ellas eran bellas mujeres, ¿o no?
6. Susy and Betty have finished their work, haven't they?
Susy y Betty han terminado su trabajo, ¿o no?
7. Gaby has written very well, hasn't she?
Gaby ha escrito muy bien, ¿o no?
8. Gina had called before, hadn't she?
Gina había llamado antes, ¿o no?
9. Betty and Cynthia will write the letters tomorrow, won't they?
Betty y Cynthia escribirán las cartas mañana, ¿o no?
10. Mark Spitz will compete in the next Olympic games, won't he?
Mark Spitz competirá en las próximas Olimpiadas, ¿o no?

ORACIONES NEGATIVAS

TAG QUESTIONS AFIRMATIVAS

1. This boy isn't your friend, is he?
Este muchacho no es tu amigo, ¿o sí?
2. They aren't in New York, are they?
Ellos no estuvieron en Nueva York, ¿o sí?
3. The dog was not in the yard, was it?
El perro no estaba en el patio, ¿o sí?
4. You weren't sleeping, were you?
Ustedes no estaban durmiendo, ¿o sí?
5. Betty has not finished, has she?
Betty no ha terminado, ¿o sí?
6. Gina hadn't called before, had she?
Gina no había llamado antes, ¿o sí?
7. The boys will not play next week, will they?
Los muchachos no jugarán la semana próxima, ¿o sí?
8. I'm not a good swimmer, am I?
Yo no soy un buen nadador, ¿o sí?
9. We have not finished the math problem, have we?
Nosotros no hemos terminado el problema de Matemáticas, ¿o sí?
10. The dog had not drunk water all day, had it?
El perro no había bebido agua en todo el día, ¿o sí?

B) GRAMMATICAL EXERCISES

III.2.5. Add the tag questions of the following sentences in present tense, and then translate them to Spanish.

- The students don't know the answers, Do they?
Los estudiantes no conocen las preguntas ¿es cierto?
- The ocean keeps great pharmaceutical treasures, Doesn't it?
El oceano sigue grandes tesoros farmaceuticos
- Peter studies the life of the whales, Doesn't he?
Peter estudia la vida del quejano ¿no?
- The phenomenon of communication doesn't happen only in man, Does it?
- Whales don't breath through gills, Do they?
- Many sharks species eat only vegetables, Don't they?
- The moon does not give us light and heat like the sun, does it?
- The U.S.A. invests great sums of money in marine research, Does it?
- There are fishermen that live from whaling, Don't they?
- Sharks don't swim in a straight way, Do they?

III.2.6. Add the tag questions of the following sentences in past tense, and then translate them to Spanish.

- Betsy Ross made the first American flag, didn't she?
- William Shakespeare did not write "Death in Venice", Did he?
- The Normans came to England in 1066, Didn't he?
- Nuevo Leon didn't produce much cotton, Did it?
- Flying dinosaurs lived during Mesozoic times, Didn't they?

- Graham Bell did not invent the T.V., did he?
- The astronauts reached the moon in 1968, did they?
- Christopher Columbus believed that the earth was round, did he?
- Sally bought many books, Does she?
- You didn't like the cats, did you?

III.2.7. Add the tag questions of the following sentences according to the corresponding auxiliary, and then translate them to Spanish.

- Oil, gas, and coal are important to man, aren't they?
- I am not very intelligent, am I?
- The Romans were not men of small height, weren't they?
- Iron is a very useful metal, isn't it?
- The Poseidon was a British ship which sank in the China sea, wasn't it?
- Communication is not a priviledge of human beings, isn't it?
- Paul has visited Seaworld and Disney World, hasn't he?
- Mexico and Colombia haven't developed nuclear energy yet, have they?
- The U.S.A. and U.S.S.R. have always wanted to explore space, have they?
- The children had not attended classes, had they?
- Peter and Nancy had prepared a delicious dinner, hadn't they?

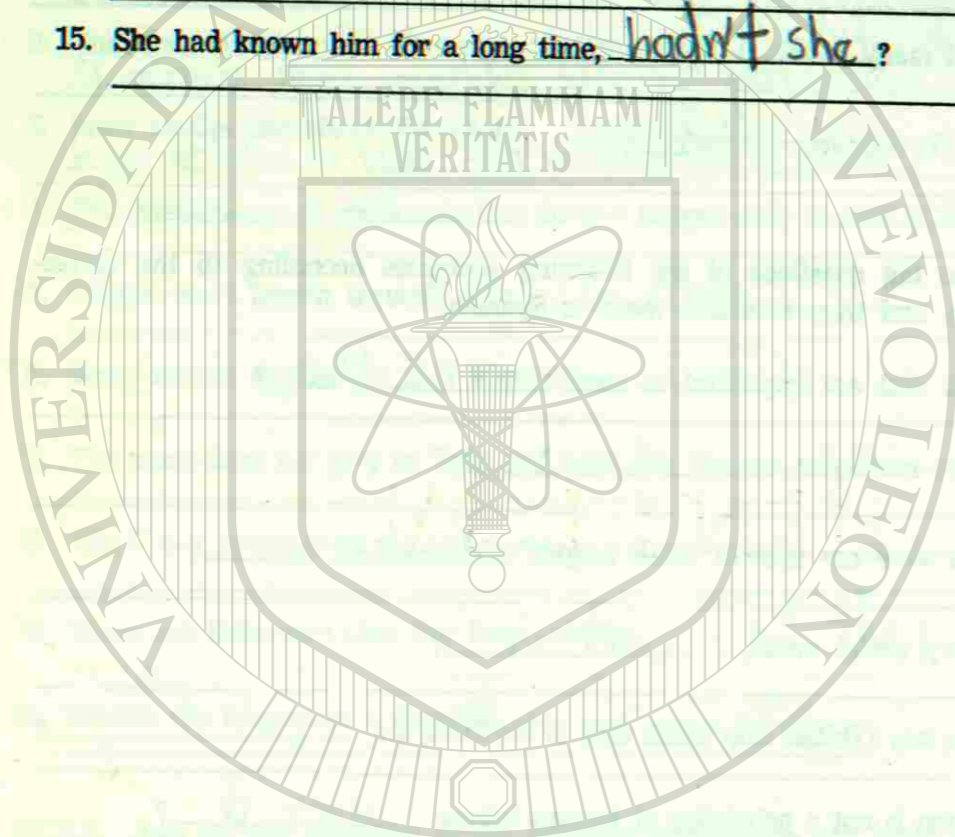
OBJETIVO: El alumno, respondiendo por escrito a los ejercicios gramaticales será capaz de construir los TAG QUESTIONS con diferentes auxiliares.

12. You will live in Mexico City in 1985, won't you ?

13. Ann will see the dentist tomorrow, won't she ?

14. Susan and Jane will not go to Emily's wedding, will they ?

15. She had known him for a long time, hadn't she ?



UNIT IV

U A N L

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

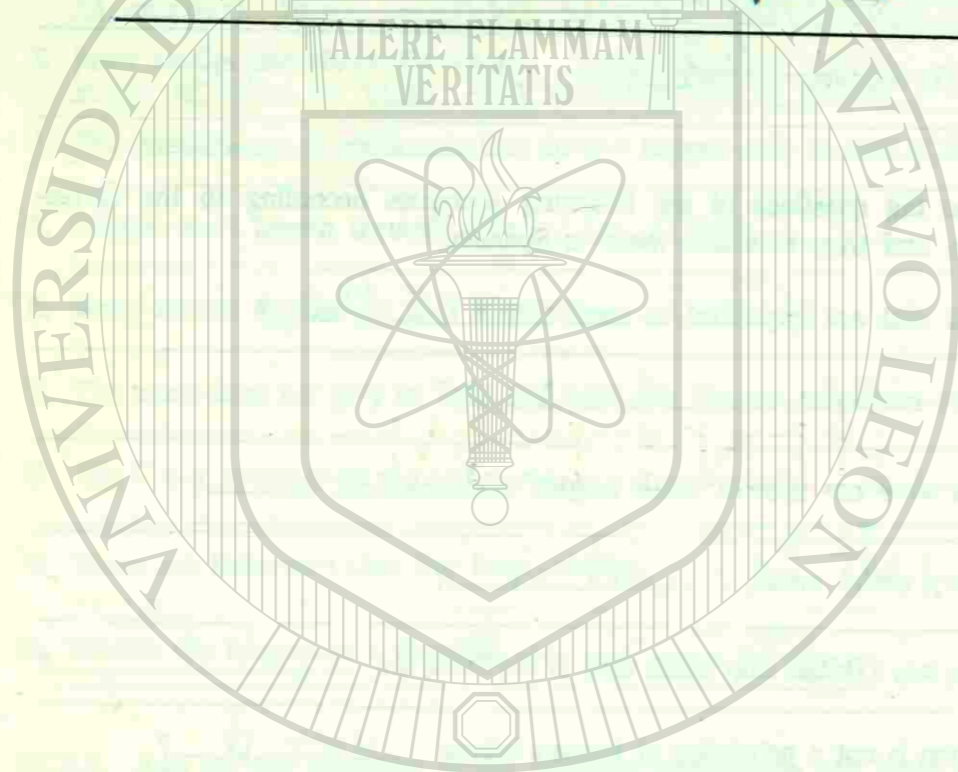
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12. You will live in Mexico City in 1985, won't you ?

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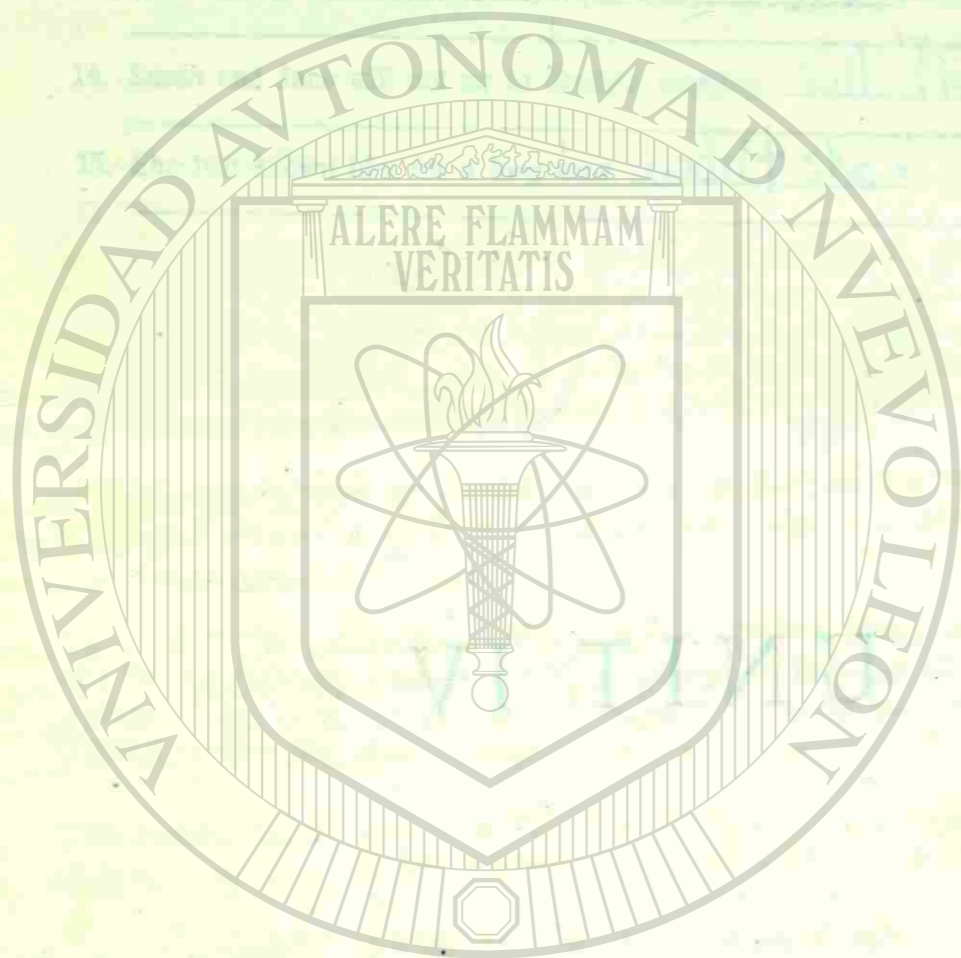


UNIT IV

U A N L

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IV. 1. READING.

POSTURE.

Good posture sits well with fitness. As a matter of fact, you can't really have one without the other.

You don't have to over-exerting yourself to get some benefits from proper posture. It avoids cramping of the internal organs, permits better circulation, prevents unnecessary tensing and lengthening of muscles. It assists in preventing double chins, protruding abdomens and sagging shoulders by strengthening the muscles in your upper body. It often eliminates back pain even if the pain was previously debilitating.

Proper posture permits effective movement in almost all situations and, therefore, lessens the possibility of injury to the joints. If your posture is good, you are less likely to ache or get charley-horses from a workout.

When envisioning good posture, think of a vertical line that connects the center of gravity of the head, shoulders, trunk, hips, legs and feet. If your posture is to be commended, a line could be drawn through your earlobe, the top of your shoulders, the middle of your hips, just back of the knee cap and in front of your outer ankle bone.

The most effective way to develop good posture is to increase your muscle tone, strength, endurance and flexibility by frequent muscular activity.

Good posture is a positive addiction. Get hooked on standing straight.

OBJETIVO: El alumno, de acuerdo con estructuras gramaticales aprendidas con anterioridad, comprenderá la información que presenta la lectura: "La Postura".

VOCABULARY

NOUNS

- 1. abdomen - abdomen.
- 2. ankle - tobillo.
- 3. bone - hueso.
- 4. charley-horses - calambres.
- 5. double chin - papada.
- 6. earlobe - lóbulo del oído.
- 7. feet - pies.
- 8. head - cabeza.
- 9. hip - cadera.
- 10. injury - lesión.
- 11. joints - articulaciones.
- 12. knee cap - rótula.
- 13. legs - piernas.
- 14. lengthening - desgarramiento.
- 15. muscles - músculos.
- 16. shoulders - hombros.
- 17. trunk - tronco.

ADJECTIVES

- 1. proper - propio, adecuado, -a.
- 2. protruding - protuberante, abultado, -a.
- 3. strengthening - fortalecido.

- 4. tensing - tensionado.
- 5. unnecessary - innecesario.

VERBS

- 1. to ache - doler.
- 2. to assist - asistir.
- 3. to eliminate - eliminar.
- 4. to get - obtener.
- 5. to hook - colgar.
- 6. to permit - permitir.
- 7. to stand - ponerse de pie, levantarse.

OTHER WORDS

- 1. back pain - dolor de espalda.
- 2. better - mejor.
- 3. often - a menudo.
- 4. over exerting - sobre esforzarse, excederse.
- 5. therefore - por lo tanto.
- 6. upper body - parte superior del cuerpo.
- 7. work out - prueba, ensayo.

IV.1.1. Translate to Spanish the reading: "Posture".

LA POSTURA

La buena postura para sentarse es buena fidelidad como podemos ver en realidad se puede obtener una o la otra. No tienes que exagerar tu mismo para conseguir estos beneficios de una propia postura. Elimina la tensión de órganos internos, permite mejor circulación, provee tensiones innecesarias en los músculos. Ayuda en el abdomen y en los hombros relajando los músculos en la parte alta de tu cuerpo. Muy a menudo o muy seguido elimina dolores de espalda aunque el dolor haya sido previamente debilitado. Una postura correcta permite una ayuda en el movimiento para cualquier de tus ocupaciones. Cuando ambiciones una buena postura piensa en línea vertical que contiene el centro de gravedad en la cabeza, en los hombros, en tus piernas y en tus pies. Si tu postura es muy común, una línea puede ser trazada a través del área de la espalda, desde la parte alta de tus hombros y en el centro de tus caderas únicamente detrás de tus rodillas y enfrente de tu codo. El mejor camino para desarrollar una buena postura es incrementando tus músculos, tu fuerza interior y hacer flexibles las frecuencias de tu actividad muscular. Una buena postura es un acto positivo. Se puede encajar con la fuerza de estar parado.

OBJETIVO: El alumno, para demostrar el grado de comprensión alcanzado sobre la lectura "La Postura", será capaz de traducirla al español.

COMPREHENSION EXERCISES

IV.1.2. Briefly answer in Spanish the following questions according to the reading: 'Posture'.

1. What's the advisable thing to do for good health?
una buena postura
2. What does good posture avoid?
causar dolores en los organos internos
3. What does good posture permit and prevent?
Mejor circulación impide tension innesaria y desg. de musco
4. What do you think of when envisioning good posture?
flenso en una linea vertical
5. How can you envision good posture?
incrementar la fuerza de sus musculos

IV.1.3. Choose the corresponding letter to the correct answer and place it in the parenthesis.

1. What do we need to obtain better benefits by good posture?(a)
 - a) We have to exert ourselves too mucho to obtain benefits.
 - b) We do not have to exert ourselves too mucho to obtain benefits.
 - c) We do not receive any benefits.
2. Which can be prevent by good posture of the following corporal problems?.....(a)
 - a) Double chins and round shoulders.
 - b) Cancer.
 - c) The contagious diseases.
3. What else can be develop by having good posture?(b)
 - a) Our intelectual capacity.
 - b) A good health.
 - c) Our sense of hearing.
4. What benefit does our circulatory system receive from good posture?(c)
 - a) Does not benefit in nothing.
 - b) Good posture avoids strokes.
 - c) A good posture permits better circulation.
5. Will good posture help avoid muscular aches?.....(c)
 - a) It hardly never avoids them.
 - b) It accelerates them.
 - c) There is less tendency to them.

IV.1.4. Write TRUE (T) or FALSE (F) in the following sentences.

1. We cannot have good health without good posture. True
2. With good posture we do not have double chin, or round shoulders. True
3. The correct posture does not let us move easily. False
4. We have more possibilities of injuring our joints with good posture. False
5. We can develop a good posture if we increase our muscular constitution. true

IV.1.5. Relate both columns inserting the number that corresponds.

- | | |
|------------------|---|
| 1. Fitness | (3) To over-exercise one's energy or power. |
| 2. Posture | (1) The soft hanging part of the ear. |
| 3. Over-exerting | (2) In good physical condition. |
| 4. Muscles | (5) Any harm, physical or moral. Any damage damage to. |
| 5. Injury | (4) Organ of fibrous tissue capable of contracting and producing movements of the body. |
| 6. Head | |
| 7. Shoulders | |
| 8. Trunk | |
| 9. Hips | |
| 10. Legs | |
| 11. Earlobe | |
| 12. Feet | |

IV.2. GRAMMATICAL SUMMARY.

A) LOS AUXILIARES: CAN, COULD, MAY, MIGHT, MUST, SHOULD, OUGHT TO.

- Estos auxiliares tal como los conocemos se presentan siempre; no sufren cambios y no necesitan de ningún otro auxiliar para formar negaciones e interrogaciones.

- **CAN** significa **PODER** en tiempo presente y generalmente nos dá la idea de **habilidad física**. Siempre lo encontraremos **seguido de un verbo en infinitivo simple** (sin partícula TO):

examples:

1. Henry **can** reach it. - Henry **puede** alcanzarlo.
2. Sylvia **can** jump very high. - Silvia **puede** saltar muy alto.
3. Edward and Gerard **can** play baseball. - Eduardo y Gerardo **pueden** jugar baseball.
4. Betty and I **can** open the door easily. - Betty y yo **podemos** abrir la puerta fácilmente.

- **La forma negativa** con CAN la construimos juntando la partícula **NOT** con este auxiliar = **CANNOT**, o su contracción **CAN'T**.

examples:

1. Henry **cannot** reach it. - Henry **no puede** alcanzarlo.
2. Sylvia **can't** jump very high. - Silvia **no puede** saltar muy alto.
3. Edward and Gerard **can't** play baseball. - Eduardo y Gerardo **no pueden** jugar baseball.
4. Betty and I **cannot** open the door. - Betty y yo **no podemos** abrir la puerta.

- **La forma interrogativa** con CAN la construimos cambiando a este auxiliar al principio de la oración.

examples:

1. **Can** Henry reach it? - ¿**Puede** Henry alcanzarlo?
2. **Can** Sylvia jump very high? - ¿**Puede** Silvia saltar muy alto?
3. **Can** Edward and Gerard play baseball? - ¿**Pueden** Eduardo y Gerardo jugar baseball?
4. **Can** Betty and I open the door easily? - ¿**Podemos** Betty y yo abrir la puerta fácilmente?

- **COULD** = **PODER**, es el pasado y condicional de CAN y se usa de igual manera en estos tiempos (pude, -o, podría, ías, -íamos, etc.) seguido de un infinitivo simple.

examples:

1. Elsa **could** draw very well. - Elsa **podía** dibujar muy bien.
2. I thought you **could** come, too. - Yo pensé que tú **podrías** venir también.
3. The children **could** shout very loud. - Los niños **podían** gritar muy fuerte.
4. Evelyn **could** swim very well before the accident. - Evelyn **no podía** nadar muy bien antes del accidente.

- **La forma negativa de COULD** se construye de igual manera que con CAN pero a diferencia de éste la partícula **NOT** va separada del auxiliar = **COULD NOT** o **COULDN'T**.

examples:

1. Elsa **couldn't** draw very well. - Elsa **no podía** dibujar muy bien.
2. I thought you **couldn't** come. - Pensé que tú **no podrías** venir.
3. The children **couldn't** shout very loud. - Los niños **no podían** gritar muy fuerte.
4. Evelyn **couldn't** swim very well before the accident. - Evelyn **no podía** nadar muy bien antes del accidente.

- **La forma interrogativa** se construye de igual manera que con CAN:

examples:

1. **Could** you count the stars? - ¿**Podrías** contar las estrellas?
2. **Could** Elsa draw very well? - ¿**Podía** Elsa dibujar muy bien?
3. **Could** the children shout very loud? - ¿**Podían** los niños gritar muy fuerte?
4. **Could** Evelyn swim very well before the accident? - ¿**Podía** Evelyn nadar muy bien antes del accidente?

- **MAY** = **PODER** se traduce en tiempo presente. Expresa permiso o libertad para hacer una cosa. Por otra parte, también expresa **probabilidad** y siempre va seguido de un verbo en infinitivo simple.

examples:

1. **May** I go to the circus? - ¿**Puedo** ir al circo? Si, **puedes**.
2. It **may** rain this evening. - **Puede** llover esta tarde.
3. Helen **may** eat some apples. - Elena **puede** comer manzanas.
4. **Peter may** go with you if you want. - Pedro **puede** ir contigo si quieres.

- Las formas negativa e interrogativa se construyen de igual manera que para COULD.
examples:

1. It may not rain this evening. - Puede no llover esta tarde.
2. Helen may not eat some apples. - Elena no puede comer manzanas.
3. May it rain this evening? - ¿Puede llover esta tarde?
4. May Helen eat some apples? - ¿Puede Elena comer manzanas?

- MIGHT es el pasado y condicional de MAY y se usa en la misma forma y con idéntico sentido. Establece probabilidad o conjetura y podemos también traducirlo por TAL VEZ. La construcción de la negación e interrogación sigue las mismas reglas que los anteriores auxiliares.

examples:

1. The farmers might plant corn if the weather is favorable.
Los agricultores tal vez planten maíz si el tiempo es favorable.
2. Cynthia might come to the party early.
Cynthia tal vez venga a la fiesta temprano.
3. The farmers might not plant corn if the weather isn't favorable.
Los agricultores tal vez no planten maíz si el tiempo no es favorable.
4. Cynthia might not come to party early.
Cynthia tal vez no venga a la fiesta temprano.
5. Might the farmers plant corn if the weather is favorable?
¿Podrían los agricultores plantar maíz si el tiempo es favorable?
6. Might Cynthia come to the party early?
¿Podría Cynthia venir a la fiesta temprano?

- MUST = DEBER. Usamos este auxiliar en tiempo presente cuando expresamos un deber por obligación; algo que tenemos que hacer. Lo acompaña siempre un verbo en infinitivo simple y la construcción de la negación e interrogación sigue las mismas reglas que para los auxiliares anteriores.

examples:

1. Katie must study to pass the exam. - Katie debe estudiar para pasar el examen.
2. We must finish our dresses for the party. - Debemos terminar nuestros vestidos para la fiesta.
3. You must not arrive late to class. - No debes llegar tarde a clases.
4. The students must not run through the hallway. - Los alumnos no deben correr por los pasillos.
5. Must Katie study to pass the exam? - ¿Debe Katie estudiar para pasar el examen?
6. Must we finish our dresses for the party? - ¿Debemos terminar nuestros vestidos para la fiesta?

- SHOULD = DEBER. Podemos traducirlo en condicional y en pasado de subjuntivo. Implica un deber moral, sin imposición ni obligación.

examples:

1. I should help my mother have the house clean.
Yo debería ayudar a mi madre a tener la casa limpia.
2. We should fix the tire so it can be ready for use.
Deberíamos arreglar la llanta para que pueda estar lista para usarse.
3. You should study harder to get better grades.
Deberías estudiar más duro para obtener mejores calificaciones.
4. The players should practice more often to obtain better team results.
Los jugadores deberían practicar con más frecuencia para obtener mejores resultados.

- La construcción de la negación e interrogación sigue las mismas reglas que para los demás auxiliares modales.

examples:

1. You should not lie. - No deberías mentir.
2. They shouldn't punish their younger brothers. - Ellos no deberían castigar a sus hermanos más pequeños.
3. Should you study more to get better grades?
¿Deberías estudiar más para obtener mejores calificaciones?
4. Should the players practice more often to obtain better team results?
¿Deberían los jugadores practicar con mas frecuencia para obtener mejores resultados.

- OUGHT TO.- es sinónimo de SHOULD en sentido de deber sin otra obligación que la moral. El verbo en infinitivo que sigue a este auxiliar lleva siempre la partícula TO. Lo traducimos en presente, condicional y pretérito de subjuntivo. Generalmente lo usamos para otorgar o pedir consejos.

examples:

1. Children ought to be obedient.
Los niños deben ser obedientes.
2. The child ought to eat more to grow healthy.
El niño debe comer más carne para crecer saludable.
3. You ought to drive carefully to have less accidents.
Deberías manejar con cuidado para tener menos accidentes.

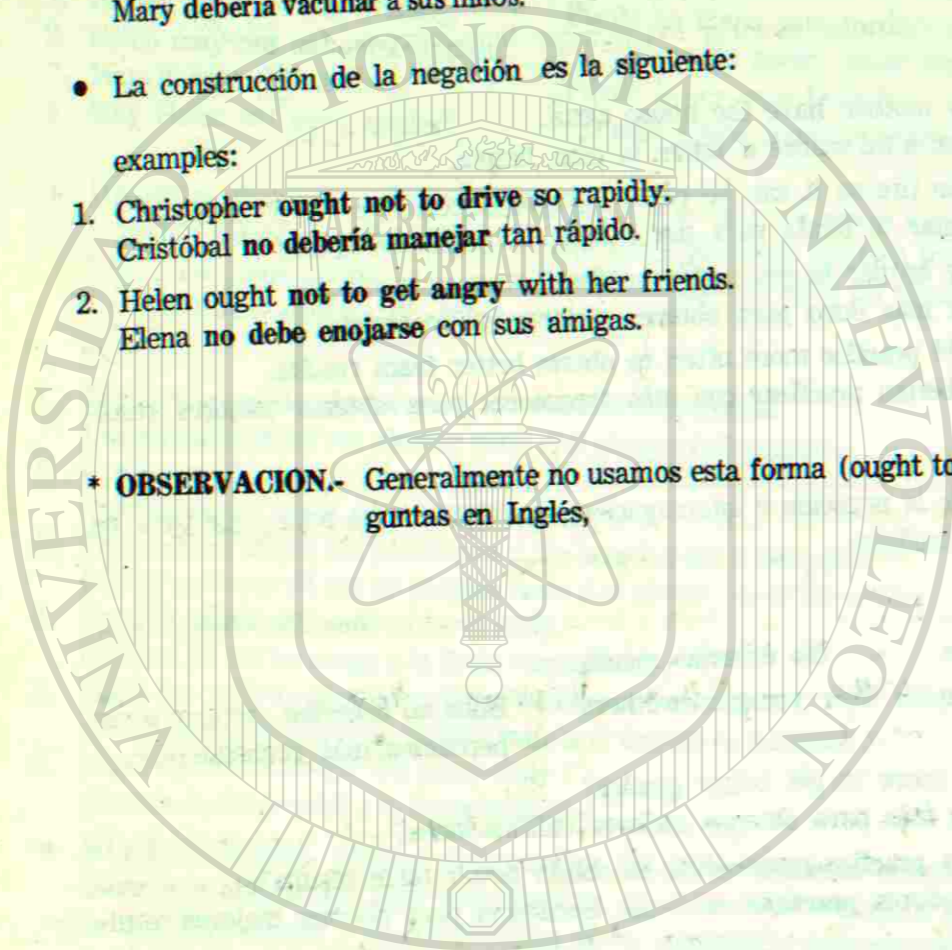
4. Mary ought to vaccinate her children.
Mary debería vacunar a sus niños.

• La construcción de la negación es la siguiente:

examples:

1. Christopher ought not to drive so rapidly.
Cristóbal no debería manejar tan rápido.
2. Helen ought not to get angry with her friends.
Elena no debe enojarse con sus amigas.

* **OBSERVACION.**- Generalmente no usamos esta forma (ought to) para formular preguntas en Inglés,



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A) GRAMMATICAL EXERCISES

IV.2.1. Relate both columns inserting the number that corresponds.

- | | |
|-------------|---|
| ✓ 1. Can | (7) Deber moral para consejo. |
| 2. Could | (5) Deber obligatorio |
| 3. May | (2) Poder-habilidad física - PRESENTE |
| 4. Might | (3) Poder-permiso, probabilidad |
| 5. Must | (6) Deber moral |
| 6. Should | (2) Poder físico - PASADO Y CONDICIONAL |
| 7. Ought to | (4) Poder, tal vez. |

IV.2.2. Apply the corresponding auxiliaries (CAN or COULD) and then change the following sentences to the interrogative form.

1. Our teacher can speak French too. (Poder - habilidad física - presente)
Can our teacher speak French too?
2. Betsy and Liza could help their mother. (Poder - habilidad física - condicional).
Could Betsy and Liza help their mother?
3. A cat can run faster than a dog. (Poder - habilidad física - presente).
Can a cat run faster than a dog?
4. Children can learn foreign languages better than adults. (Poder - habilidad física - Presente).
Can children learn foreign languages better than adults?
5. You could write the letter better than I. (Poder habilidad física - Condicional)
Could you write the letter better than I?
6. Donna Summer could sing many hours without resting. (Poder habilidad física - Pasado).
Could Donna Summer sing many hours without resting?
7. Nadia Comaneci can teach gymnastics to children and adults. (Poder habilidad física - Presente).
Can Nadia Comaneci teach gymnastics to children and adults?

OBJETIVO: El alumno por escrito responderá a las prácticas gramaticales y aplicará el uso de los auxiliares CAN, COULD, MAY, MIGHT, MUST, SHOULD Y OUGHT TO.

8. Toño could eat all of the fish. (Poder habilidad física - Pasado).

could Toño eat all of the fish ?

9. Julie could go to the dance with Henry. (Poder habilidad física - Condicional).

Could Julie go to the dance with Henry ?

10. Peter and Alice could pass all of the exams the last semester. (Poder habilidad física - Pasado).

Could Peter and Alice pass all of the exams the last semester

IV.2.3. Change the sentences of Exercise IV.2.2. to the negative form and translate them to Spanish.

1. Our teacher can't speak French too.

Nuestro maestro no puede hablar francés

2. Betsy and Liza couldn't help their mother.

Betsy y Liza no podían ayudar a su madre

3. A cat can't run faster a dog.

Un gato no puede correr más rápido que un perro

4. Children can't learn foreign than adults.

Los niños no pueden aprender que los adultos

5. You couldn't write a letter better than I.

Tu no podrías escribir una carta mejor que yo

6. Donna Summer couldn't sing many hours without resting.

Donna Summer no podría cantar muchas horas

7. Nadia Comaneci can't teach gymnastics to children and adults.

Nadia Comaneci no puede enseñar gimnasia a niños y adultos

8. Toño couldn't eat all of the fish.

Toño no podría comerse todo el pescado

9. Julie couldn't go to the dance with Henry.

Julia no podría ir al baile con Enrique

10. Peter and Alice couldn't pass all of the exams the last semester.

Peter y Alice no pudieron pasar todos los exámenes el semestre pasado

IV.2.4. Apply the corresponding auxiliaries (MAY or MIGHT) and then change the following sentences to the interrogative form.

1. The weather May change tomorrow. (Poder probabilidad - Presente).
May the weather change tomorrow ?

2. The teacher said we might go. (Poder permiso - Pasado).
Might the teacher said we go ?

3. Peter and Jane might finish their high school this year. (Poder probabilidad - condicional).
Might Peter and Jane finish their high school this year?

4. Excuse me, May I borrow your pen? (Poder permiso - Presente).
May excuse me I borrow your pen ?

5. I May help you if you wait for me. (Poder probabilidad - Presente).
May I help you if you wait for me ?

6. The Principal thought that Betty might have written the letter. (Poder probabilidad - Pasado).

Might the principal thought that Betty have written the letter

7. You Might have enjoyed the concert if you liked good music. (Poder probabilidad - Condicional).

Might you have enjoyed the concert if you liked good music?

8. We May begin our work tomorrow. (Poder probabilidad - presente).
May we begin our work tomorrow ?

9. Mother, May I read my new book? (Poder permiso - Presente).
May Mother I read my new book ?

10. The Globetrotters Might play in Monterrey next week. (Poder probabilidad - Condicional).

Might The Globetrotter play in Monterrey nex week?

IV.2.5. Apply the auxiliary (MUST) according to the verbs in parenthesis and then change the following sentences to the interrogative form.

1. You must finish the exam in half an hour. (TO FINISH)
Must you finish the exam in half an hour ?

2. Elisa Must take her medicine every six hours. (TO TAKE)
Must Elisa take her medicine every six hours?

3. Betsy Must answer the letter before Ernest comes. (TO ANSWER)
Must Betsy answer the letter before Ernest comes?

4. George and Gerard must stay in bed because they are sick. (TO STAY)
Must George and Gerard stay in bed because they are sick?
5. We must paint the desk and the walls. (TO PAINT)
Must we paint the desk and the walls?
6. This lesson is very important; they must learn it. (TO LEARN)
This lesson is very important, must they learn it?
7. David talks too much in class he must keep quiet. (TO KEEP)
David talks too much in class, must he keep quiet?
8. I'm getting hungry, I must have something to eat. (TO HAVE)
I'm getting hungry, must I have something to eat?
9. The maid left the table dirty; she must clean it. (TO CLEAN)
The maid left the table dirty, must she clean it?
10. Willis is getting cold, he must put his sweater on. (TO PUT)
Willis is getting cold, must he put his sweater on?

IV.3.6. Change the sentences of Exercise IV.3.6. to the negative form and translate them to Spanish.

1. You must not finish the exam in half an hour
Tu no debes formular el examen en media hora
2. Elisa must not take her medicine every six hours
Elisa no debe tomar su medicina cada seis horas
3. Betsy must not answer the letter before Ernest comes
Betsy no debe contestar la carta antes que venga Ernest
4. George and Gerard must not stay in bed because they are sick
George y Gerardo no deben permanecer en cama porque están enfermos
5. We must not paint the desk and the walls
Nosotros no debemos pintar el escritorio y las paredes
6. This lesson is very important they must not learn it
Esta lección es muy importante, ellos no deben aprenderla
7. David don't talk too much in class, he must not keep quiet
David no habla mucho en clases, él no debe estar quieto
8. _____
9. _____

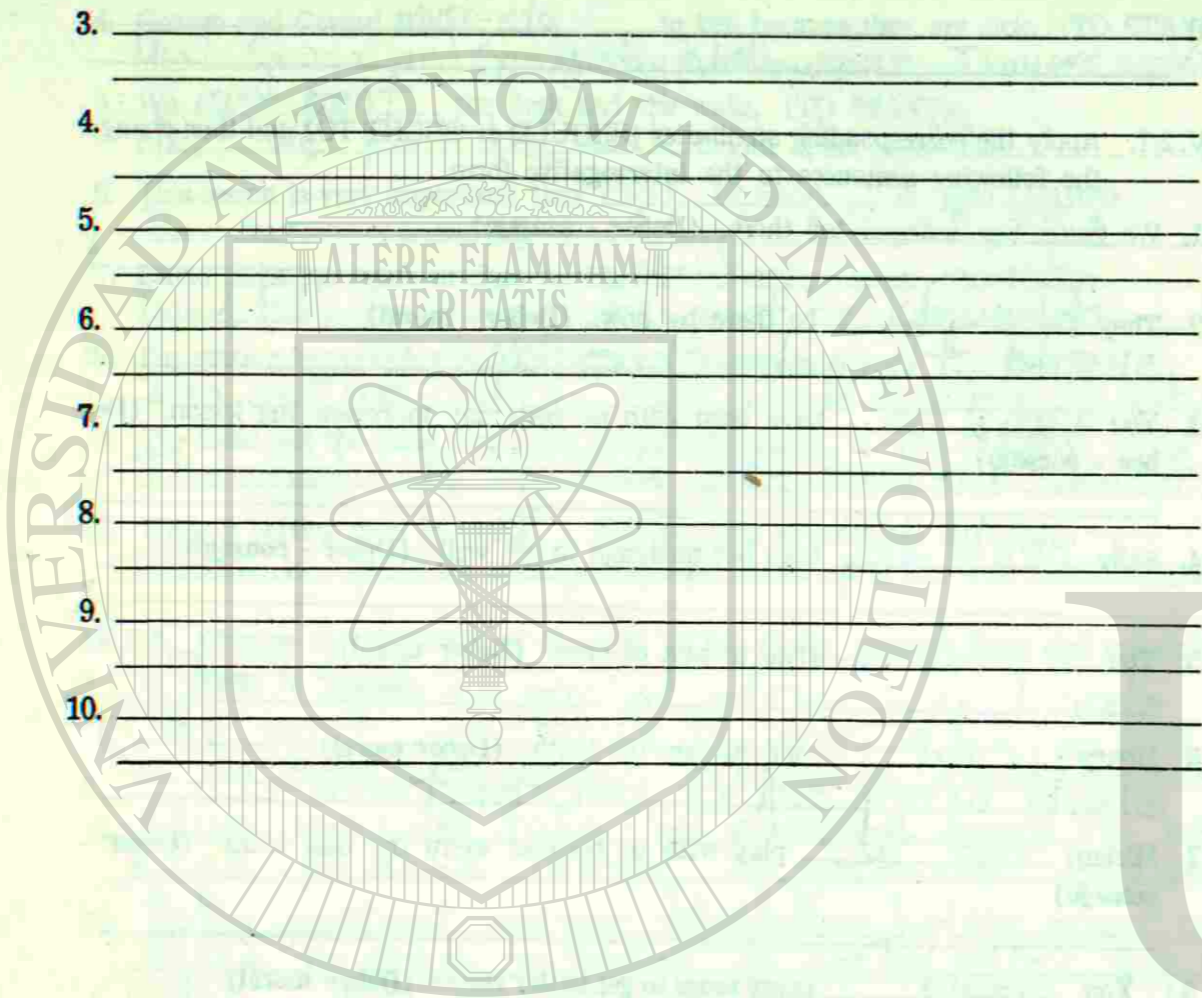
10. _____

IV.2.7. Apply the corresponding auxiliaries (SHOULD or OUGHT TO) and then change the following sentences to the interrogative form.

1. We ought to tell them. (Deber - consejo) _____?
2. They should be there by now. (Deber - moral) _____?
should they be there by now
3. You ought to have been with us yesterday to review the lesson. (Deber - consejo) _____?
4. Sally ought to take her medicine to get well. (Deber - consejo) _____?
5. You should write to him at once. (Deber moral) _____?
should you write to him at once
6. Henry should tell his son the truth. (Deber moral) _____?
should Henry tell his son the truth
7. Miriam ought to play with us because we're the best team. (Deber - consejo) _____?
8. You should study more to get better grades. (Deber moral) _____?
should you study more to get better grades
9. Peter should follow a correct diet. (Deber - moral) _____?
should Peter follow a correct diet
10. Paul and Jane ought to listen to their father's advise. (Deber - consejo) _____?

IV.2.8. Change the sentences of exercise IV.3.7. to the negative form and translate them to Spanish.

1. _____
2. _____



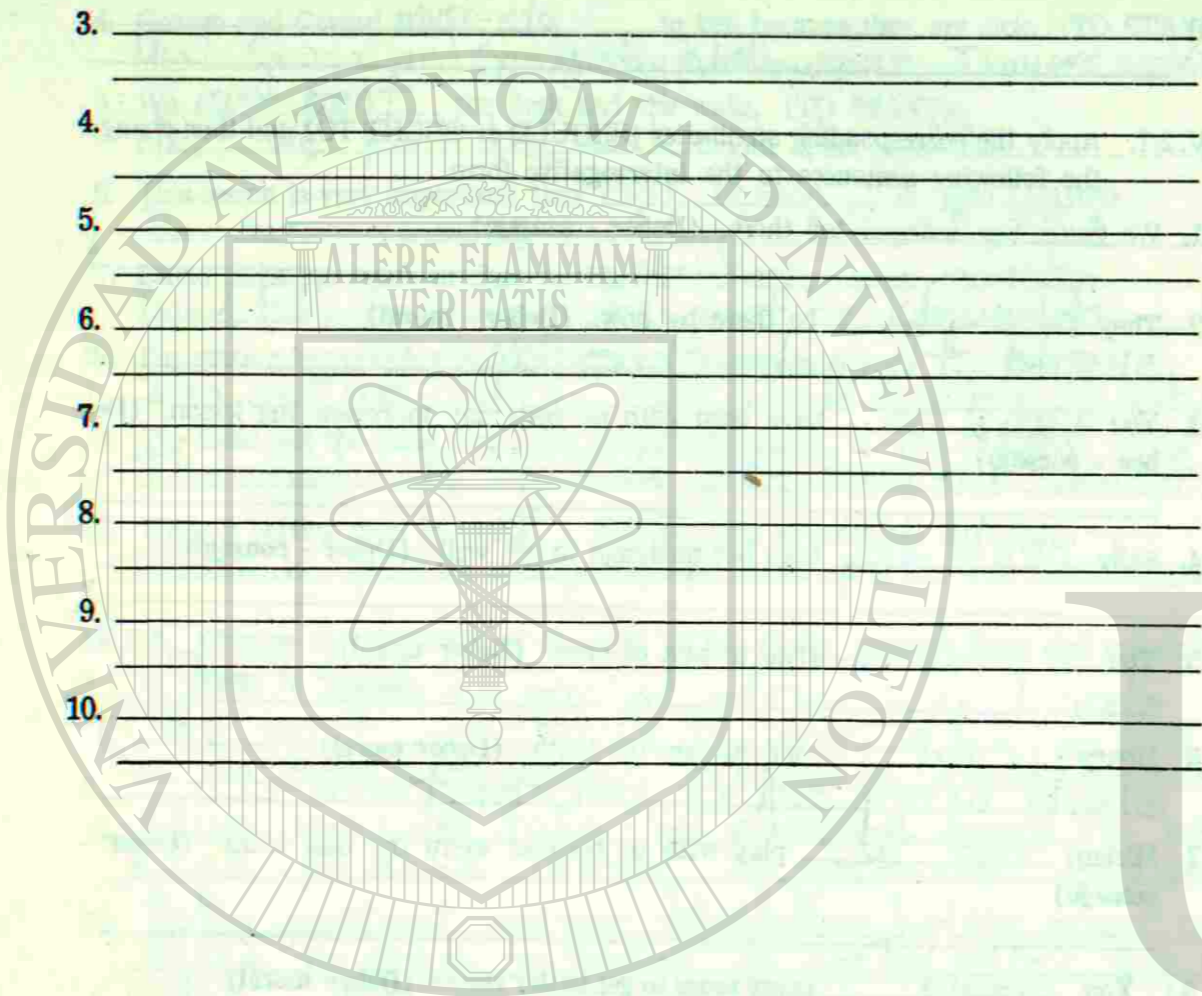
JUANIL

UNIT V

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS





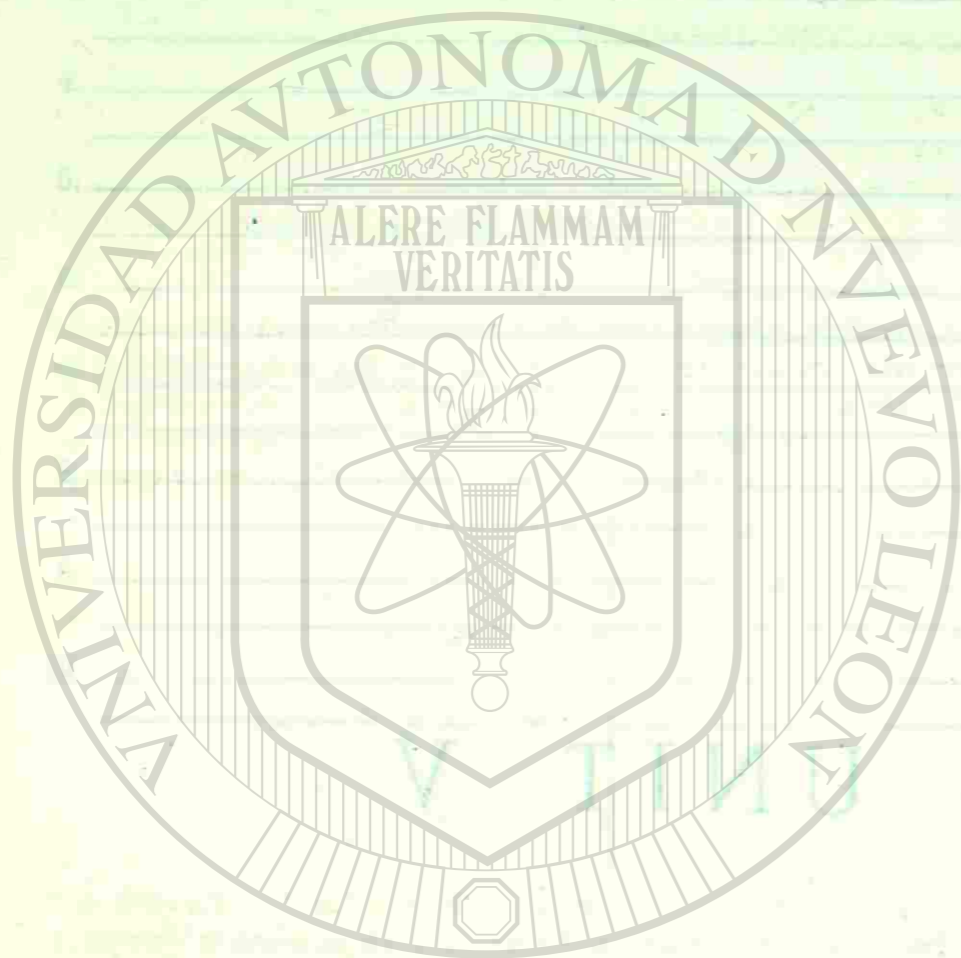
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Colaboración:

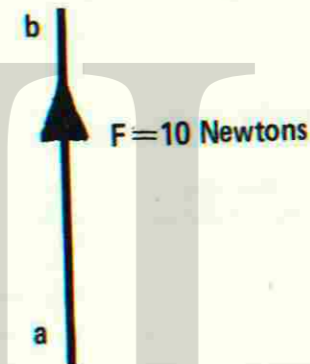
ING. GABRIELA ELIZONDO

V. 1 READING.

A) PHYSICAL QUANTITIES IN ENGINEERING.

We deal with many different physical quantities in Engineering. They can be divided into two groups - scalar and vector quantities. Both have size or magnitude but only vector quantities possess direction. Force which we measure in newtons possesses magnitude and direction. Force then, is a vector quantity. Other examples are acceleration and velocity.

Any vector quantity can be represented by a vector. The straight line a - b in the diagram is a vector which represents a force. If we calculate its length we find that it's proportional to the magnitude of the force. The direction of the line indicates the direction of the force. It's important also to know in what sense of direction the force is acting. The arrow head of the line shows that the sense of direction of the force is upwards.



Scalar quantities are simply described by giving their magnitude in a suitable unit of measurement. For example, we can describe the mass of a body as a quantity of grammes, the capacity of a container as a number of cubic meters and a period of time as so many seconds. We can also illustrate scalar quantities by points or divisions on a scale. Thus, a clock is a scale for measuring time. Similarly, a meter stick is a scale for measuring length and a thermometer is a scale for measuring heat.

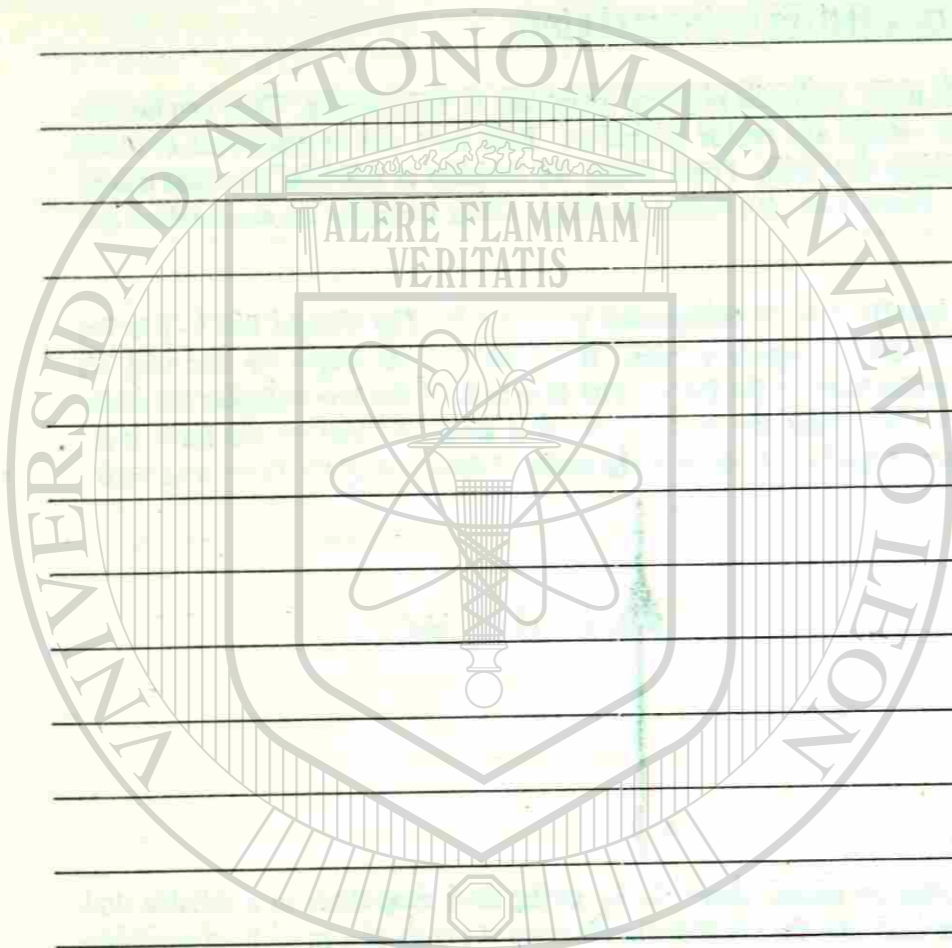
OBJETIVO: El alumno, de acuerdo con estructuras gramaticales aprendidas con anterioridad identificará y comprenderá la información que presenta la lectura: "Cantidades físicas en Ingeniería".

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V. 1.1. Translate to Spanish the reading: "Physical quantities in Engineering".

OBJETIVO: El alumno para demostrar el grado de comprensión alcanzado sobre la lectura:
"Cantidades físicas en Ingeniería" será capaz de traducirla al español.



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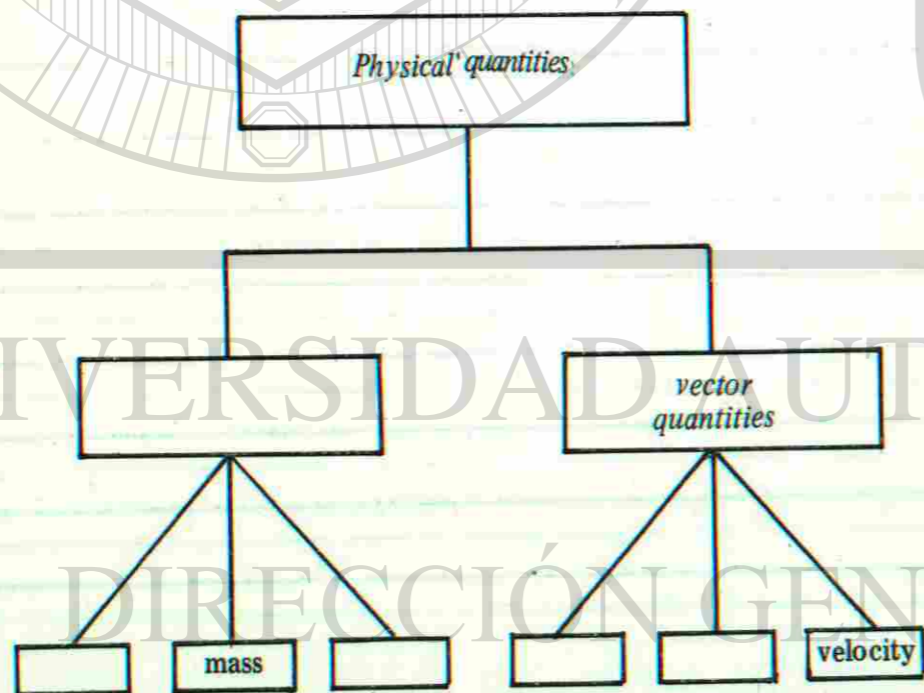
DIRECCIÓN GENERAL DE BIBLIOTECAS

A) COMPREHENSION EXERCISES

V. 1.2. Briefly answer in Spanish the following questions according to the reading: "Physical Quantities in Engineering".

1. What group can physical quantities be divided into? _____ and _____
2. What are two examples of scalar quantities? _____ and _____
3. What units can we use in measuring force? _____
4. How are scalar quantities described? _____
5. What kind of scale is a thermometer? _____

V. 1.3. Complete the following diagram to make the classification of physical quantities. Use the information from the reading to help you.



V. 1.4. Write true (T) or false (F) in the following sentences.

1. Scalar quantities have direction. _____
2. Force is an example of a scalar quantity. _____
3. We measure force in meters. _____
4. Physical quantities can be divided into vector and scalar quantities. _____
5. A meter stick is a scale for measuring length. _____

V. 1.5. Choose the corresponding letter and place it in the parenthesis.

1. An example of a scalar quantity is ()
 a) force.
 b) weight.
 c) acceleration.
2. A meter stick is a scale for measuring ()
 a) weight.
 b) length.
 c) capacity.
3. We can describe the capacity of a container as a number of ()
 a) cubic meters.
 b) seconds.
 c) pounds.
4. Scalar quantities have magnitude, but they don't have ()
 a) weight.
 b) scale.
 c) direction.

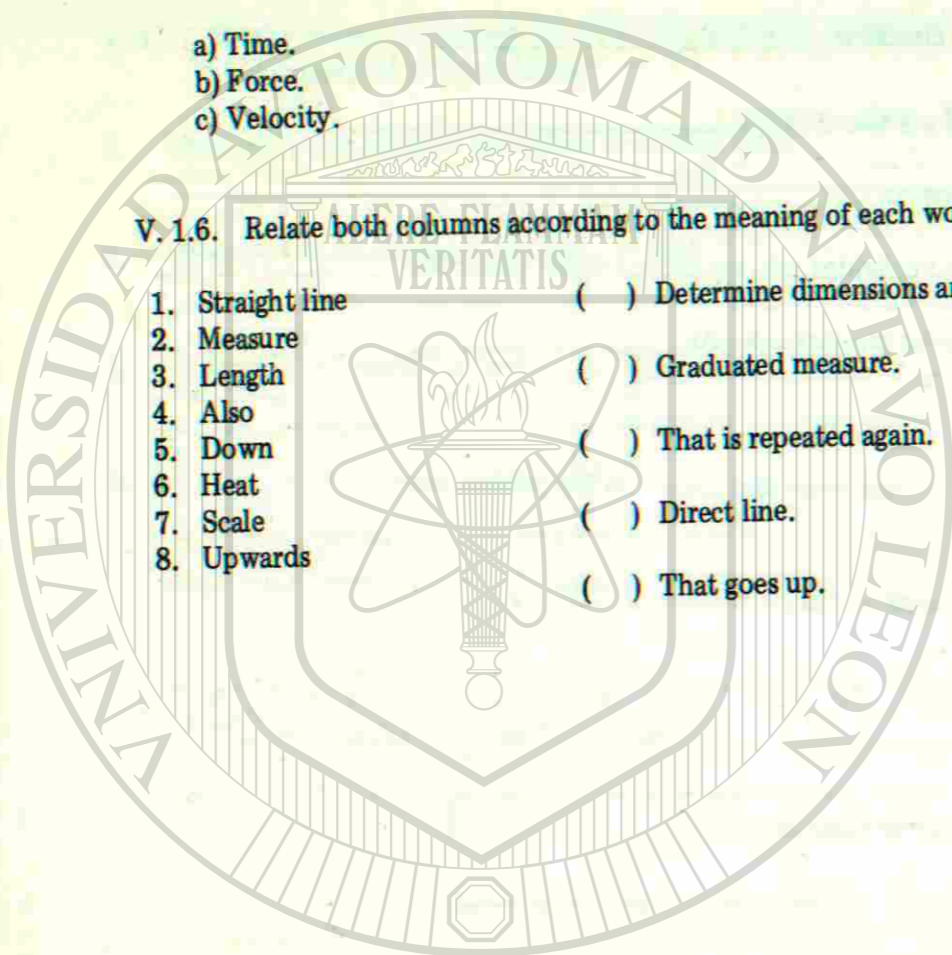
OBJETIVO: El alumno, respondiendo por escrito a los ejercicios comprobará el grado de comprensión alcanzado sobre la información que presenta la lectura: "Cantidades Físicas en Ingeniería".

5. One of the following quantities isn't a vector, which one isn't? ()

- a) Time.
- b) Force.
- c) Velocity.

V. 1.6. Relate both columns according to the meaning of each word.

- | | | |
|------------------|-----|--------------------------------|
| 1. Straight line | () | Determine dimensions and size. |
| 2. Measure | () | Graduated measure. |
| 3. Length | () | That is repeated again. |
| 4. Also | () | Direct line. |
| 5. Down | () | That goes up. |
| 6. Heat | () | |
| 7. Scale | () | |
| 8. Upwards | () | |



V. 2. READING.

B) ELECTRICITY - THE FORCE THAT TRANSFORMED THE WORLD.

In order to talk about electricity, it's necessary first to talk about the atom. Ancient Greeks believed that all matter was made up atoms. The word "atom" in fact comes from the Greek word "atoms" which means indivisible. It wasn't until 1897 that it was discovered that the atom is not indivisible but is composed of even smaller particles. Among these particles is one called the electron.

Electrons orbit around the center or nucleus of the atom, much as the planets in the solar system orbit around the sun. Electrons closer to the nucleus are held more tightly than those in the outer orbits. It is electrons in the outermost orbit of certain kinds of atoms that can be made to flow as electric current.

Electrons flow easily through certain kinds of materials called "conductors". Many metals such as silver, copper, gold, and aluminum are good conductors. Good conductors are used in electric circuits to provide a path for the current.

Other substances provide strong resistance to the flow of current. These substances are called "insulators", which are used to confine a current to the desired path. Substances such as hard rubber, glass, wax and certain kinds of plastics are good insulators. Thus the cord of an electric appliance consists of a piece of wire, generally copper, surrounded by a type of plastic or vinyl, which is the insulator.

The pressure that makes electrons flow along wires is called "voltage". Voltage may be created by a generator at a power plant or by an electric battery. When you turn on the light or an electric appliance, electrons are drawn from a generator at a power plant. When you turn the light off, there will be electric pressure or voltage built up at a switch, but no current will flow. It is somewhat similar to the way a water system works.

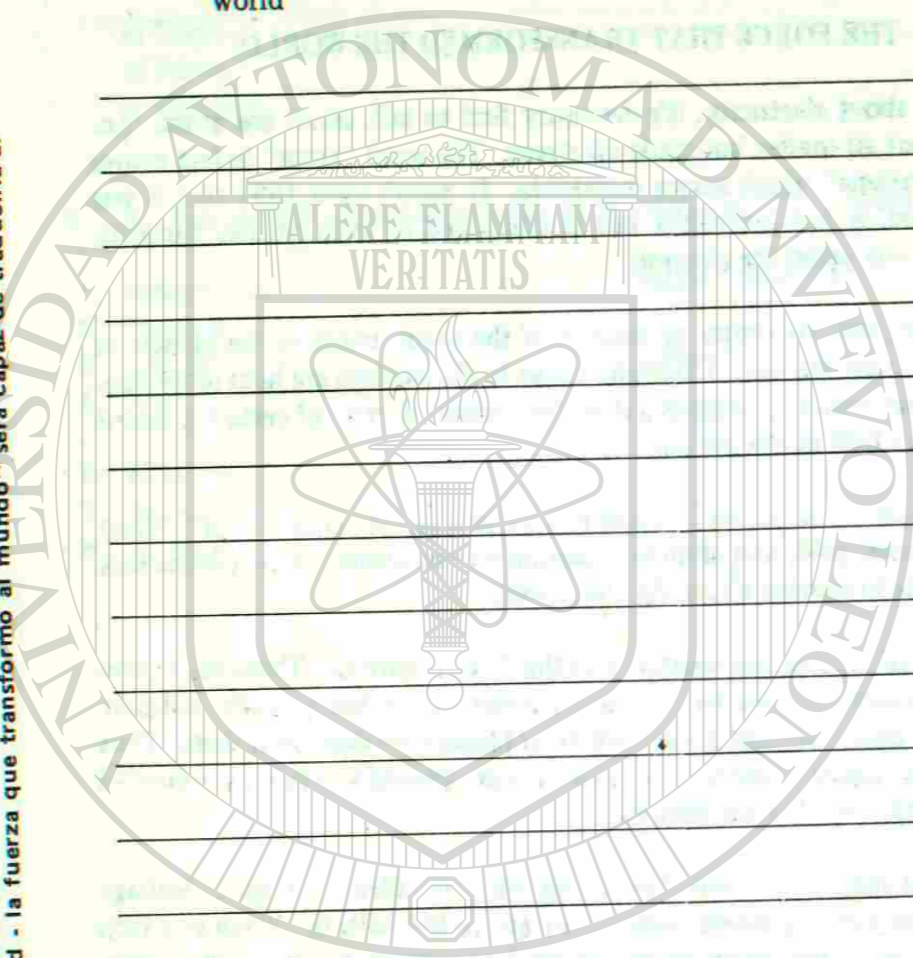
OBJETIVO: El alumno, de acuerdo con estructuras gramaticales aprendidas con anterioridad, identificará y comprenderá la información que presenta la lectura: "Electricidad la fuerza que transformó al mundo".

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DIRECCIÓN GENERAL DE BIBLIOTECAS

V. 2.1. Translate to Spanish the reading: "Electricity - the force that transformed the world"

OBJETIVO: El alumno para demostrar el grado de comprensión alcanzado sobre la lectura: "Electricidad - la fuerza que transformó al mundo" será capaz de traducirla al español.



DIRECCIÓN GENERAL DE BIBLIOTECAS

B) COMPREHENSION EXERCISES

V. 2.2. Briefly answer in Spanish the following questions according to the reading: "Electricity - the force that transformed the world"

1. Who was the first that believed that all matter was made up of atoms?

2. When was it discovered that atoms are composed by smaller particles?

3. What's one of the principal atomic particles?

4. How is the material where electrons flow easily through called?

5. How are the substances that provide strong resistance to the flow of current called?

V. 2.3. Choose the corresponding letter and place it in the parenthesis.

1. Electrons will flow easily through copper and silver because they are good... ()
a) particles.
b) conductors.
c) insulators.
2. Electrons are smaller particles of..... ()
a) circuits.
b) voltage.
c) atoms.
3. Similar to the way that planets orbit around the sun, electrons in the atom orbit around..... ()
a) nucleus.
b) flow.
c) voltage.

4. A substance that offers strong resistance to the flow of electric current is called..... ()

- a) a conductor.
- b) an appliance.
- c) an insulator.

5. Rubber, glass and wax, are good..... ()

- a) generators.
- b) insulators.
- c) conductors.

V. 2.4. Write true (T) or false (F) in the following sentences.

1. With a light turned off no current will flow but there will be voltage at the switch.

2. Aluminum and gold can be used as conductors. _____
3. An electric cord consists of wire surrounded by a conductor. _____
4. Plastic and vinyl are often used as good conductors. _____
5. Voltage can be created by a battery. _____

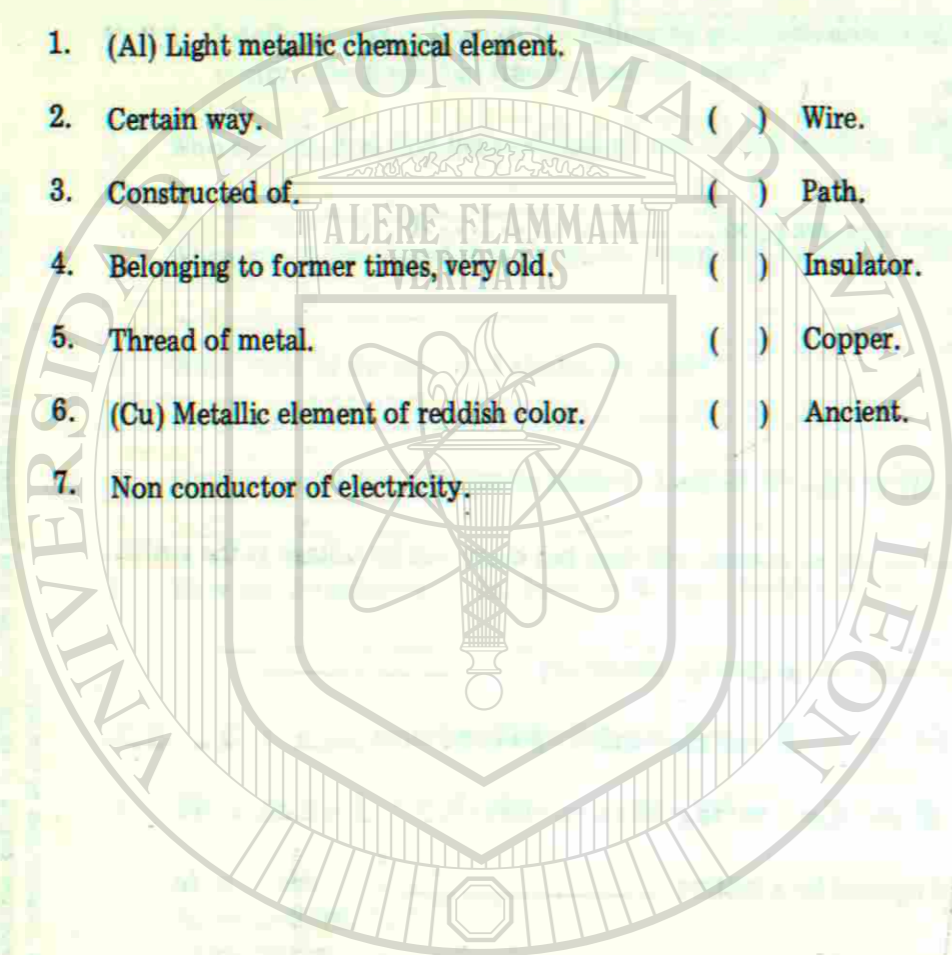
V. 2.5. Fill in the blanks in the following sentences. _____

1. Substances such as rubber, glass and wax are good _____
2. The cord of an electric appliance consists on a piece of wire (copper), surrounded by _____
3. The pressure that makes electrons flow along wire is called _____
4. When you turn _____ a light, no current will flow.
5. The _____ believed that all matter was made up of atoms.

OBJETIVO: El alumno, respondiendo por escrito a los ejercicios comprobará el grado de comprensión alcanzado sobre la información que presenta la lectura: "Electricidad la fuerza que transformó al mundo".

V. 2.6. Relate both columns inserting the letter that corresponds.

- | | |
|--|----------------|
| 1. (Al) Light metallic chemical element. | |
| 2. Certain way. | () Wire. |
| 3. Constructed of. | () Path. |
| 4. Belonging to former times, very old. | () Insulator. |
| 5. Thread of metal. | () Copper. |
| 6. (Cu) Metallic element of reddish color. | () Ancient. |
| 7. Non conductor of electricity. | |



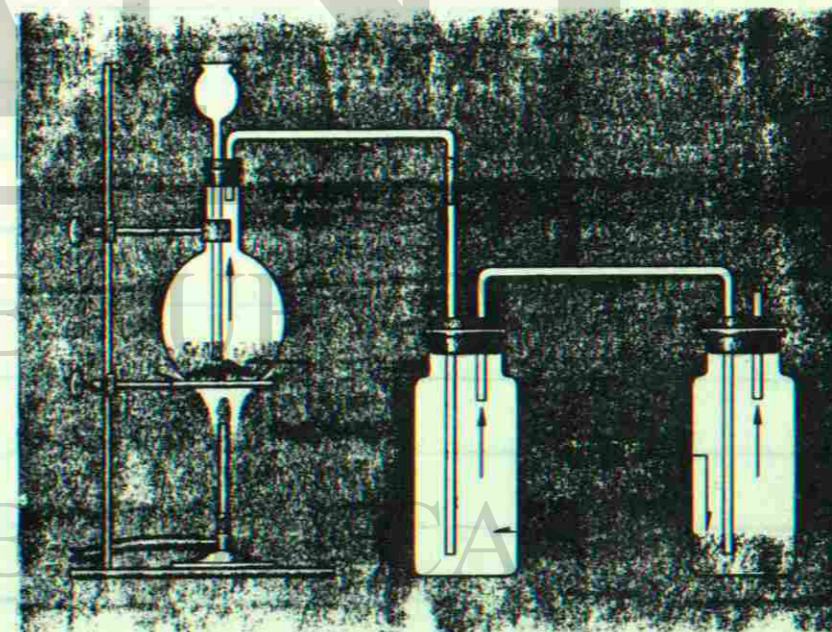
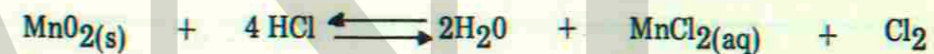
V. 3. READING.

C) THE HALOGENS.

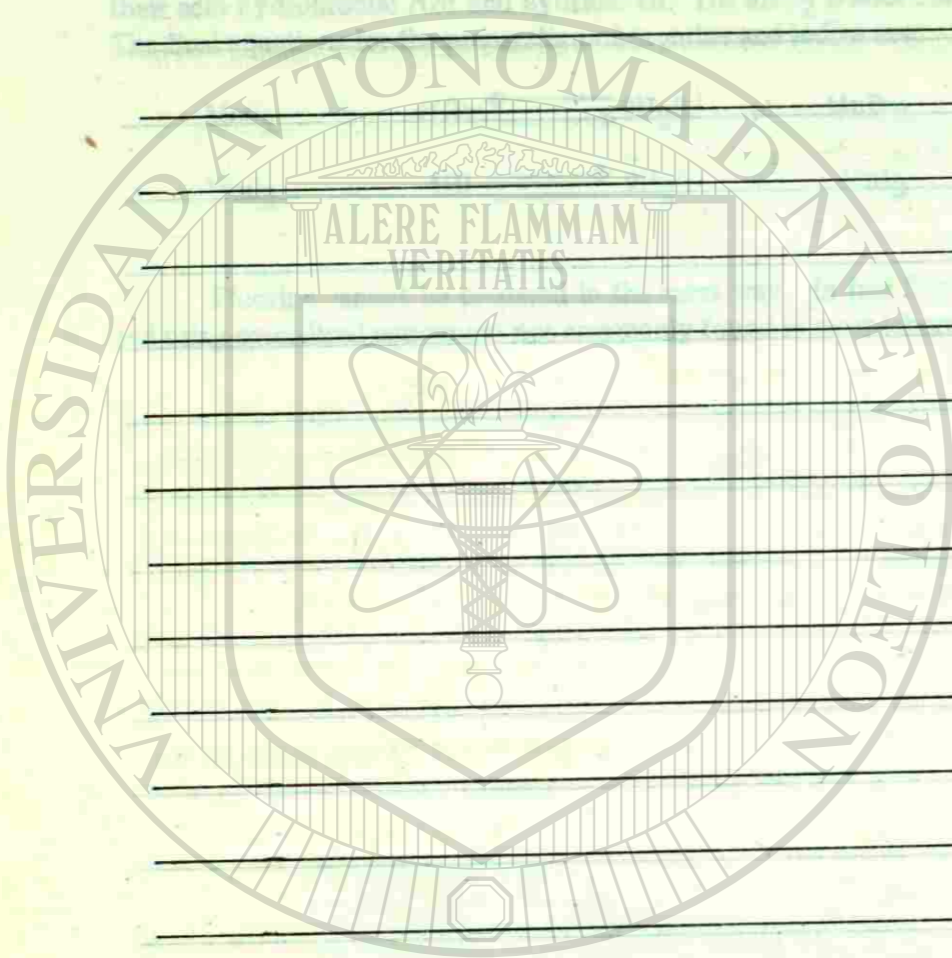
Four elements different in their physical and chemical properties from the six noble gases are the diatomic element fluorine F_2 , chlorine Cl_2 , bromine Br_2 , and iodine I_2 . Fluorine is a violently active pale-yellow gas that can only be prepared and handled safely under strictly controlled conditions. Chlorine is a dense, choking, poisonous greenish-yellow gas of high chemical activity. Bromine is a redbrown highly corrosive volatile liquid at room temperature. Iodine exists as beautiful silver-black crystals of relatively high vapor pressure that yield a violet vapor.

The first halogen to be discovered was chlorine. Scheel obtained it in 1774. The gas made his nose and throat sting and almost blinded him. The method by which chlorine was first prepared is still the common laboratory method used today. Manganese dioxide MnO_2 and hydrochloric acid HCl are mixed in a flask and heated resulting the liberation of chlorine gas Cl_2 . The chlorine gas is heavier than air and is normally collected as shown in Figure by displacing air from a second flask.

The equation of the reaction is:



OBJETIVO: El alumno, de acuerdo con estructuras gramaticales aprendidas con anterioridad identificará y comprenderá la información que presenta la lectura: "Los halógenos".



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C) COMPREHENSION EXERCISES

V. 3.2. Briefly answer in Spanish the following questions according to the reading: "The halogens".

1. Which was the first halogen that was discovered?

2. What color is chlorine?

3. How does iodine exist at room temperature?

4. What did Scheel mix in a flask when he first prepared chlorine?

5. What's the chemical formula for manganese dioxide?

V. 3.3. Choose the corresponding letter to the correct answer and place it in the parenthesis:

1. One of the halogens is()

- a) bromine.
- b) manganese.
- c) water.

2. Can only be prepared under strictly controlled conditions:.....()

- a) chlorine.
- b) iodine.
- c) fluorine.

3. Chlorine was discovered in()

- a) 1774.
- b) 1974.
- c) 1874.

OBJETIVO: El alumno respondiendo a los ejercicios por escrito comprobará el grado de comprensión alcanzado sobre la lectura: "Los halógenos".

4. Bromine is a ()

- a) greenish yellow gas.
- b) red-brown liquid.
- c) silver black crystal.

5. The chemical formula for hydrochloric acid is ()

- a) H_2Cl .
- b) HCl_2 .
- c) HCl .

V. 3.4. Write true (T) or false (F) in the following sentences.

1. Scheel first prepared fluorine. _____
2. Chlorine is liquid at room-temperature. _____
3. Fluorine is a pale-yellow gas. _____
4. Br_2 and I_2 are prepared by the action of MnO_2 . _____
5. Chlorine can only be prepared using specialized equipment, not commonly used in laboratories. _____

V. 3.5. Fill in the blanks in the following sentences.

1. The first halogen to be discovered was _____. Scheel obtained it.
2. Halogens are _____ atomic elements.
3. Iodine crystals yield a _____ vapor.
4. Chlorine is _____ than air.
5. Complete the following:



V. 3.6. Relate both columns inserting the number that corresponds.

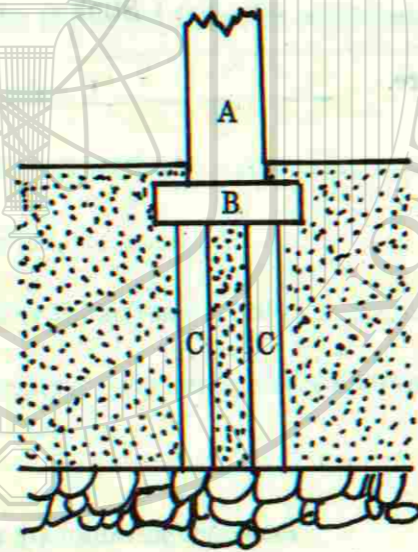
1. A reddish tone of brown. _____
2. Unable to see. () Flask
3. Narrow-necked bottle used in labs. () Heated
4. Emit an offensive odor. () Blind
5. Substance injurious or deadly to life. () Poisonous
6. A standard temperature. () Stink
7. Applying high temperature. _____

V. 4. READING.

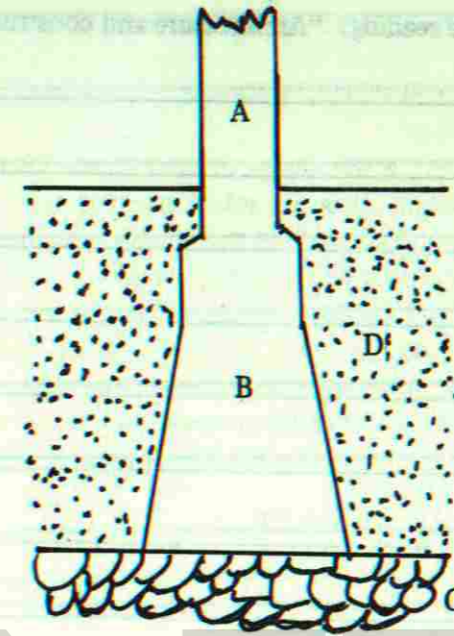
D) ARCHITECTURE AND CONSTRUCTION.

Architecture is responsible for the design of structures. Construction is responsible for the execution of that design. It is the art of erecting walls, floors and roofs, required to complete the structure. The part of the building above ground is called the superstructure and the part below ground is the substructure.

Parts of the structure.- There are three types of building foundations: Pile, pier and spread. The selection of a foundation type depends upon the character of the underlying soil, the magnitude of loads on walls and columns, the depth of the bedrock formation, the amount of settling that is permissible and the position of the ground water level.



Walls and Partition.- The usual construction of exterior walls is of stone, brick, concrete or clay, or some combination of these materials laid up with mortar joints. Depending on building codes in different areas, the minimum thickness is generally 8 to 12 inches for non-bearing exterior walls while bearing wall construction depends principally on the number of stories and overall load factors.



Beams.- The term "beams" generally includes all types of girders, joists, rafters and purlens and such members are usually of rolled steel, wood or reinforced concrete. Steel beams are normally I-shaped in cross section and are available in various depths ranging from 3 to 36 inches.

Columns.- In hidden construction, the columns are usually steel members which are H-shaped in cross section, with depths from 6 to 18 inches. Members having large depth dimensions may also be built up from steel plates and angles which are assembled by fastening, riveting, or welding. In open construction reinforced concrete columns are frequently used.

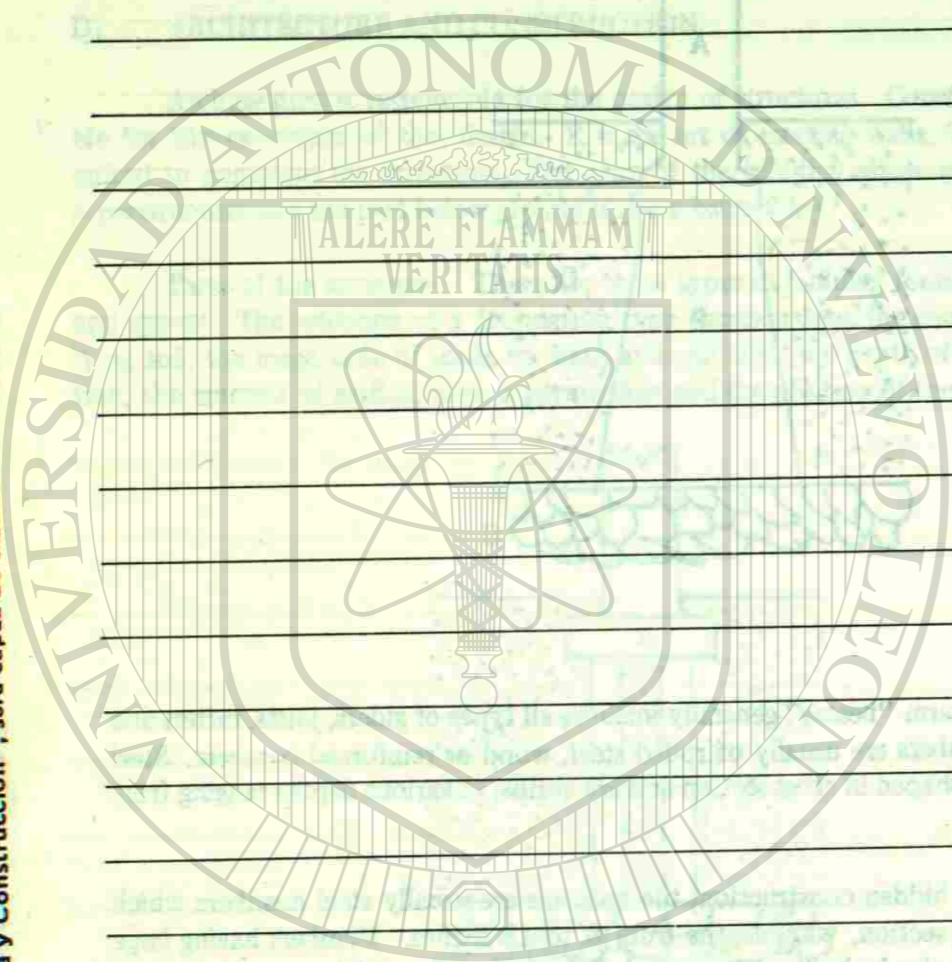
Floors.- These materials are divided into two principal categories: rigid and resilient. Rigid materials include concrete, tile, marble, flagstone and terrazzo. Resilient types include linoleum, carpet, cork and cork tile, rubber and asphalt tile, wood and vinyl-plastic film.

Roofing.- As was noted earlier, the factor which most affects basic roof design is the climate. There are many types and combination of types of roofing materials such as gravel, singles (wood, asbestos) tiles, various metals and the asphalt type. Also in recent use are various types of corrugated sheet materials including some plastics.

OBJETIVO: El alumno, de acuerdo con estructuras gramaticales aprendidas con anterioridad identificará y comprenderá la información que presenta la lectura: "Arquitectura y Construcción".

V. 4.1. Translate to Spanish the reading: "Architecture and construction".

OBJETIVO: El alumno para demostrar el grado de comprensión alcanzado sobre la lectura: "Arquitectura y Construcción", será capaz de traducirla al español.



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OBJETIVO: El alumno, respondiendo por escrito a los ejercicios comprobará el grado de comprensión alcanzado sobre la información que presenta la lectura: "Arquitectura y Construcción".

D) COMPREHENSION EXERCISES

V. 4.2. Briefly answer in Spanish the following questions according to the reading: "Architecture and construction".

1. How is the part of the building above ground called?

2. What are the three types of building foundations?
_____, _____ and _____
3. Which is the factor that most affects the basic roof design?

4. How are floors divided?
_____ and _____
5. What is a substructure?

V. 4.3. Choose the corresponding letter to the correct answer and place it in the parenthesis.

1. The term "beams" generally include all types of ()
a) concrete.
b) giders, joists, rafters.
c) asbesto and asphalt.
2. The floor materials are divided into two principal categories: ()
a) giders, joists, rafters.
b) rigid and resilient.
c) superstructure and substructure.
3. The minimum thickness of a wall is generally ranged between ()
a) 8 to 12 inches.
b) 60 to 90 inches.
c) 2 to 4 inches.

4. The factor that most affects the roof design is ()

- a) ground.
 - b) walls.
 - c) climate.
5. Include concrete, tile, marble, flag-stone and terrazzo ()
- a) resilient floors.
 - b) rigid floors.
 - c) standard floors.

V. 4.4. Write true (T) or false (F) in the following sentences.

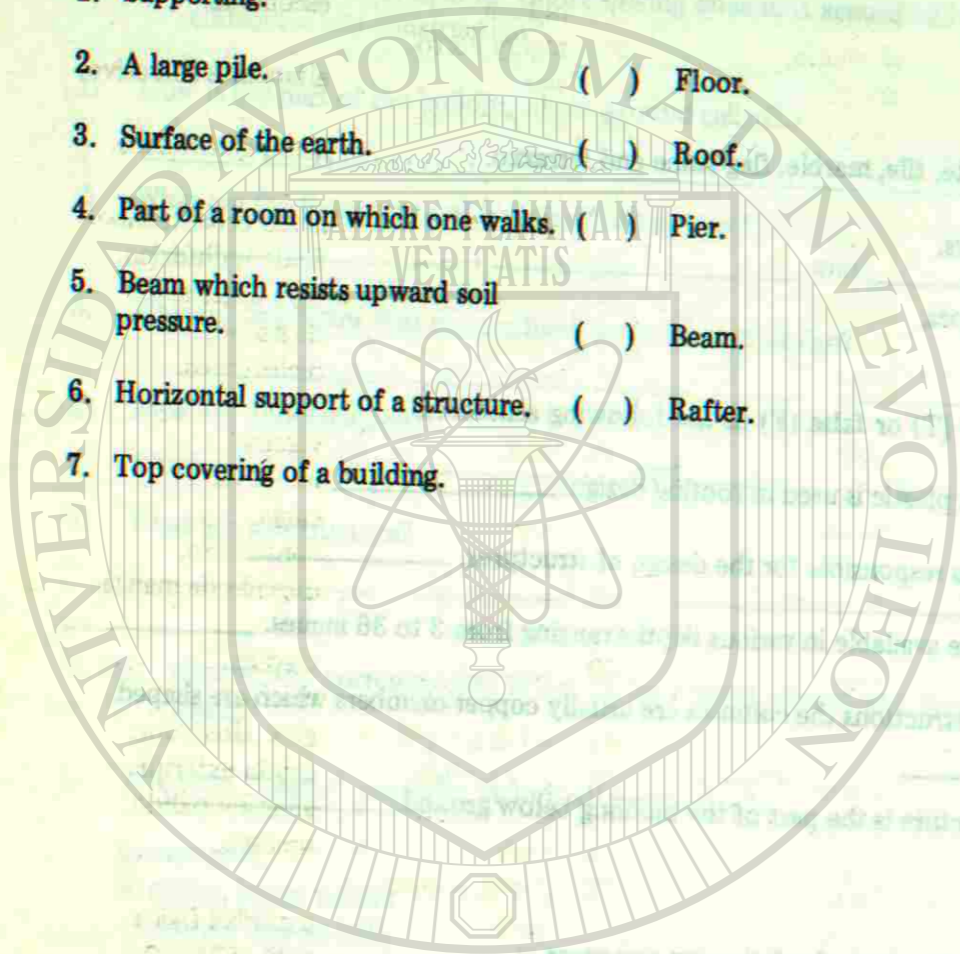
1. In recent time, plastic is used in roofing design. _____
2. Construction is responsible for the design of structures. _____
3. Steel beams are available in various depths ranging from 3 to 36 inches. _____
4. In hidden constructions the columns are usually copper members which are shaped. _____
5. The superstructure is the part of the building below ground. _____

V. 4.5. Fill in the blanks in the following sentences.

1. In _____ constructions, concrete columns are frequently used in square, round or octagonal cross section.
2. There are _____ types of building foundations: _____, pier, and _____.
3. _____ is the art of erecting walls, floors and roofs required to complete a structure.
4. Steel beams are normally I shaped in _____ section.
5. _____ is responsible for the execution of a design.

V. 4.6. Relate both columns inserting the number that corresponds.

1. Supporting.
2. A large pile. () Floor.
3. Surface of the earth. () Roof.
4. Part of a room on which one walks. () Pier.
5. Beam which resists upward soil pressure. () Beam.
6. Horizontal support of a structure. () Rafter.
7. Top covering of a building.

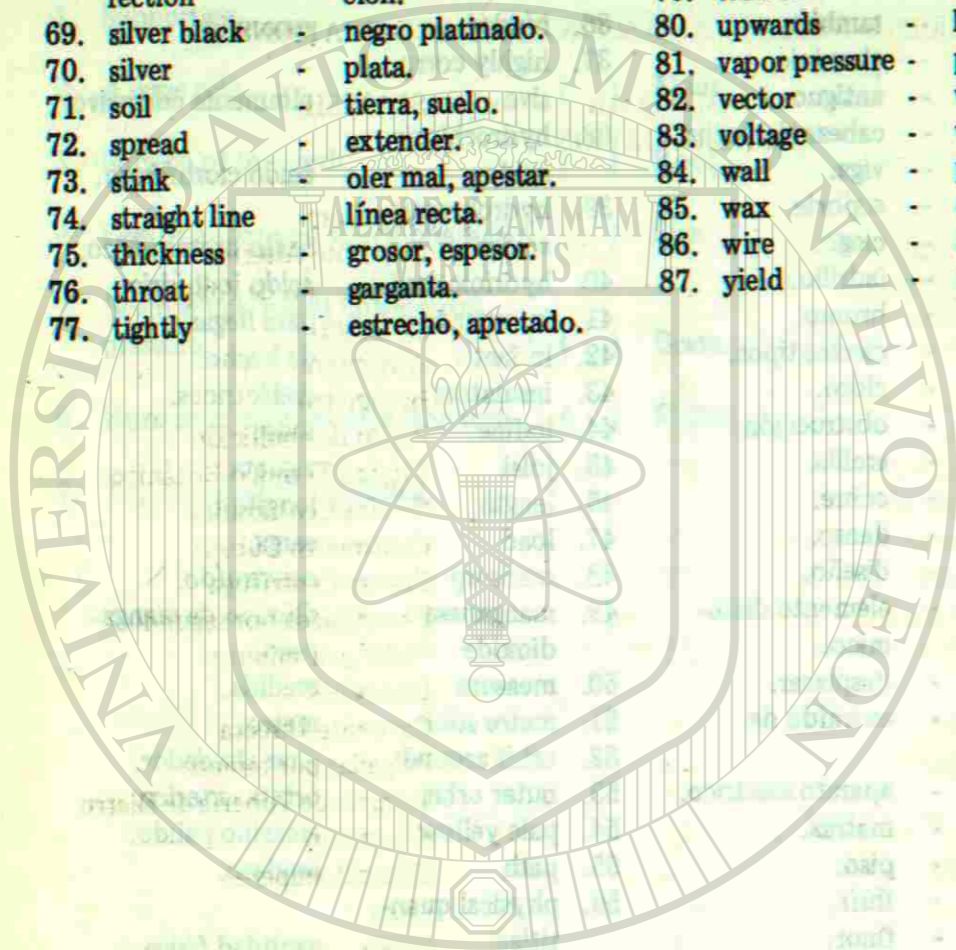


UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
DIRECCION GENERAL DE BIBLIOTECA

VOCABULARY

- | | | | |
|------------------------|---------------------------|-------------------------|-------------------------|
| 1. also | - también. | 36. hidden | - escondido |
| 2. aluminum | - aluminio. | 37. highly corrosive, | - altamente corrosivo. |
| 3. ancient | - antiguo. | 38. hydrochloric acid | - ácido clorhídrico. |
| 4. arrow head | - cabeza de flecha. | 39. hydrobromic acid | - ácido bromhídrico. |
| 5. beam | - viga. | 40. hydriodic acid | - ácido iodhídrico. |
| 6. bearing | - soporte. | 41. in order to | - para llegar a. |
| 7. blind | - ciego. | 42. in fact | - de hecho. |
| 8. brick | - ladrillo. | 43. insulators | - dieléctricos. |
| 9. bromine | - bromo. | 44. iodine | - yodo. |
| 10. certain kinds | - ciertos tipos. | 45. joist | - vigueta. |
| 11. chlorine | - cloro. | 46. length | - longitud. |
| 12. choking | - obstrucción. | 47. load | - carga. |
| 13. clay | - arcilla. | 48. made up | - construido. |
| 14. copper | - cobre. | 49. manganese dioxide | - dióxido de manganeso. |
| 15. dense | - denso. | 50. measure | - medida. |
| 16. design | - diseño. | 51. metre stick | - metro. |
| 17. diatomic element | - elemento diatómico. | 52. orbit around | - girar alrededor. |
| 18. displacing | - desplazar. | 53. outer orbit | - órbita exterior. |
| 19. drown from | - extraído de. | 54. pale yellow | - amarillo pálido. |
| 20. electric appliance | - aparato eléctrico. | 55. path | - sendero. |
| 21. flask | - matraz. | 56. physical quantities | - cantidad física. |
| 22. floor | - piso. | 57. pier | - gran cimiento. |
| 23. flow | - fluír. | 58. pile | - pilote. |
| 24. fluorine | - fluor. | 59. poisonous | - venenoso. |
| 25. foundation | - cimientos. | 60. purlin | - correa. |
| 26. gird | - viga maestra. | 61. rafter | - viga. |
| 27. glass | - vidrio. | 62. red brown | - café rojizo. |
| 28. gold | - oro. | 63. rigid | - rígido. |
| 29. greenish yellow | - amarillo verdoso. | 64. roof | - techo. |
| 30. ground | - tierra. | 65. room temperature | - temperatura ambiente. |
| 31. handled safety | - manejado con seguridad. | 66. scalar quantities | - cantidades escalares. |
| 32. hard rubber | - goma dura. | 67. scale | - escala. |
| 33. heat | - calor. | | |
| 34. heavier | - más pesado. | | |
| 35. held | - sujetado, sostenido. | | |

68. sense of direction	- sentido de dirección.	78. turn off	- apagar.
69. silver black	- negro platinado.	79. turn on	- encender.
70. silver	- plata.	80. upwards	- hacia arriba.
71. soil	- tierra, suelo.	81. vapor pressure	- presión de vapor.
72. spread	- extender.	82. vector	- vector.
73. stink	- oler mal, apestar.	83. voltage	- voltaje.
74. straight line	- línea recta.	84. wall	- pared.
75. thickness	- grosor, espesor.	85. wax	- cera.
76. throat	- garganta.	86. wire	- alambre.
77. tightly	- estrecho, apretado.	87. yield	- redituar.



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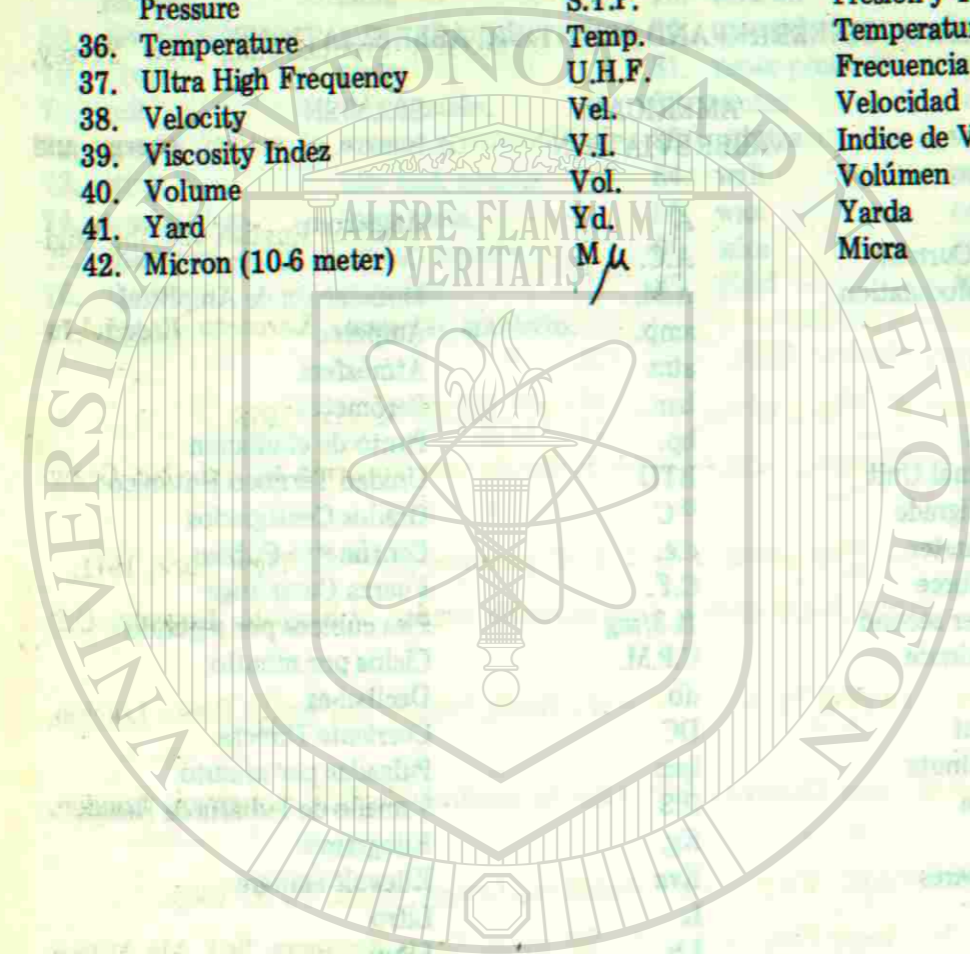
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APPENDIX

SOME ENGINEERING AND SCIENTIFIC ABBREVIATIONS

ENGLISH	AMERICAN ABBREVIATION	SPANISH
1. Angstrom	A	Angstrom
2. Alternating Current	A.C.	Corriente Alterna
3. Amplitude Modulation	A.M.	Modulación de Amplitud
4. Amperes	amp.	Amperes
5. Atmosphere	atm	Atmósfera
6. Barometer	bar	Barómetro
7. Boiling point	bp.	Punto de ebullición
8. British Thermal Unit	BTU	Unidad Térmico Británico
9. Degrees centigrade	° C	Grados Centígrados
10. Cubic Centimeter	c.c.	Centímetro Cúbico
11. Centrifugal force	C.F.	Fuerza Centrifuga
12. Cubic feet per second	ft ³ /seg	Pies cúbicos por segundo
13. Cycles per minute	C.P.M.	Ciclos por minuto
14. Decibel	db	Decibel-es
15. Direct current	DC	Corriente Directa
16. Inches per minute	ipm	Pulgadas por minuto
17. Iron pipe size	IPS	Tamaño de Tubería de Hierro
18. Kilogram	Kg.	Kilogramo
19. Kilovolt-amperes	Kva	Kilovolt-ampere
20. Liter	L.	Litro
21. Pound	Lb.	Libra
22. Liquid Petroleum	L.P.	Petróleo Líquido
23. Magnetomotive force	Mmf	Fuerza magnetomotriz
24. Melting Point	MP	Punto de Fusión
25. Outside Diameter	O.D.	Diámetro Exterior
26. Octane Number	O.N.	Número de Octanos
27. Power Factor	P.F.	Factor de Potencia
28. Radius	Rad.	Radio
29. Revolution	Rev.	Revolución
30. Radio Frequency	R-F	Frecuencia de Radio
31. Revolutions per minute	R.P.M.	Revoluciones por minuto
32. Specific Gravity	Sp. Gr.	Gravedad Específica
33. Specific Heat	Sp. Ht.	Calor Específico
34. Square	Sq.	Cuadrado

35. Standard Temperature and Pressure	S.T.P.	Presión y Temp. Standard
36. Temperature	Temp.	Temperatura
37. Ultra High Frequency	U.H.F.	Frecuencia Ultra Alta
38. Velocity	Vel.	Velocidad
39. Viscosity Index	V.I.	Indice de Viscosidad
40. Volume	Vol.	Volúmen
41. Yard	Yd.	Yarda
42. Micron (10 ⁻⁶ meter)	M μ	Micra



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