

INGLES IV

ABOGADOS

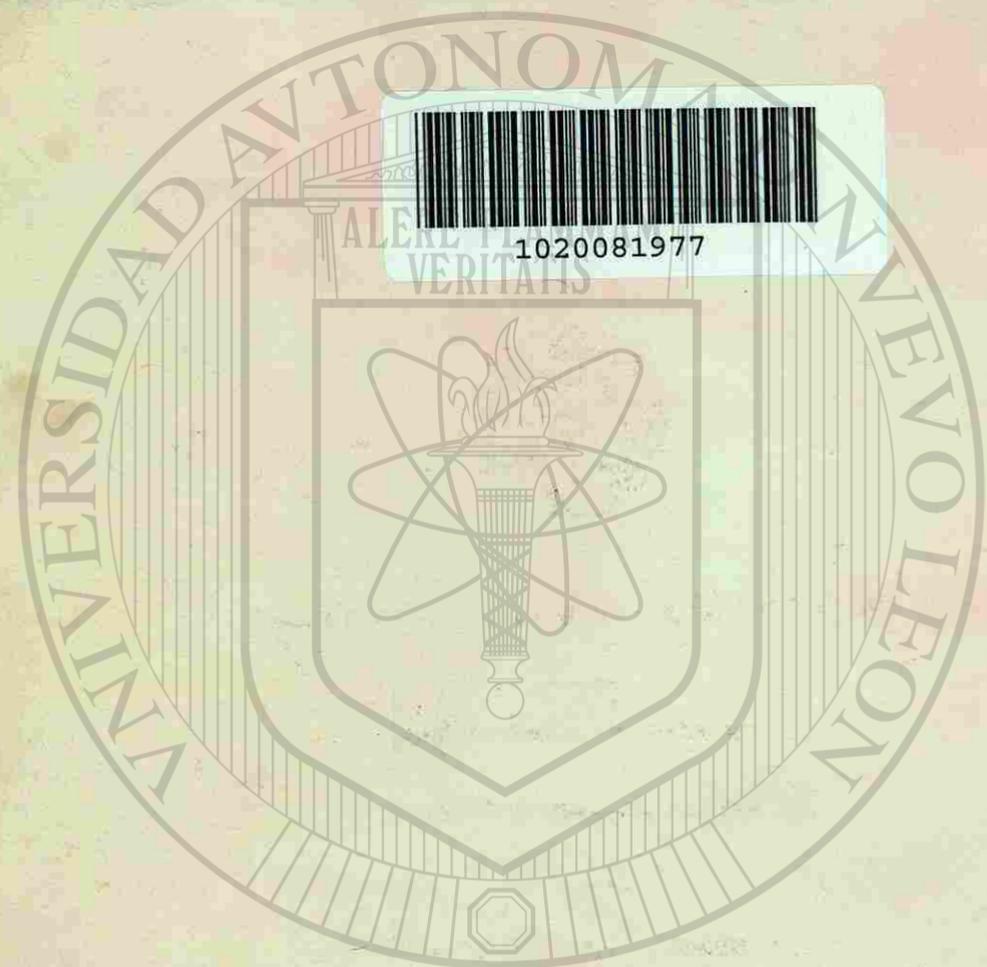
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Lic. Alma Patricia Madrazo



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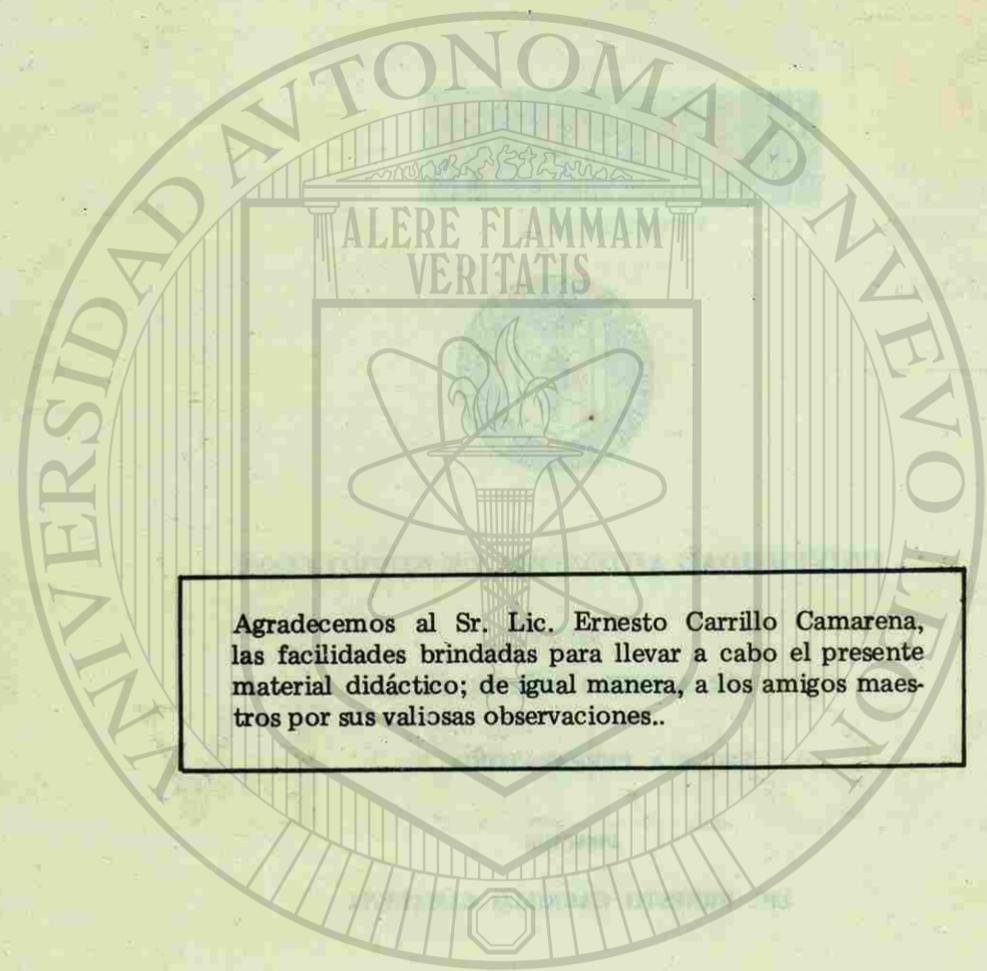
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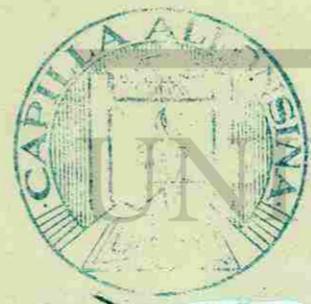
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Agradecemos al Sr. Lic. Ernesto Carrillo Camarena, las facilidades brindadas para llevar a cabo el presente material didáctico; de igual manera, a los amigos maestros por sus valiosas observaciones..



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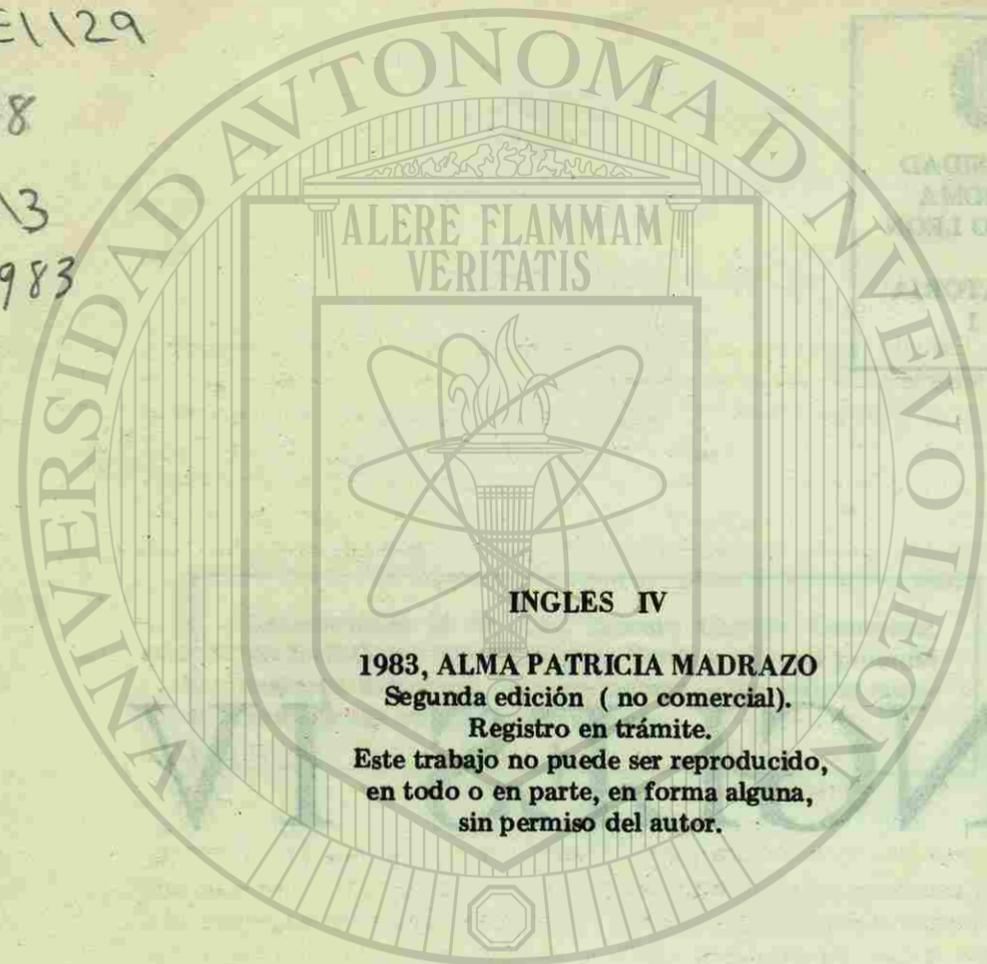
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El presente trabajo fue realizado tomando en cuenta las disposiciones determinadas por nuestro H. Consejo y en base a las necesidades detectadas a través de investigaciones, el diario quehacer en las aulas y el método de encuestas llevadas a cabo en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

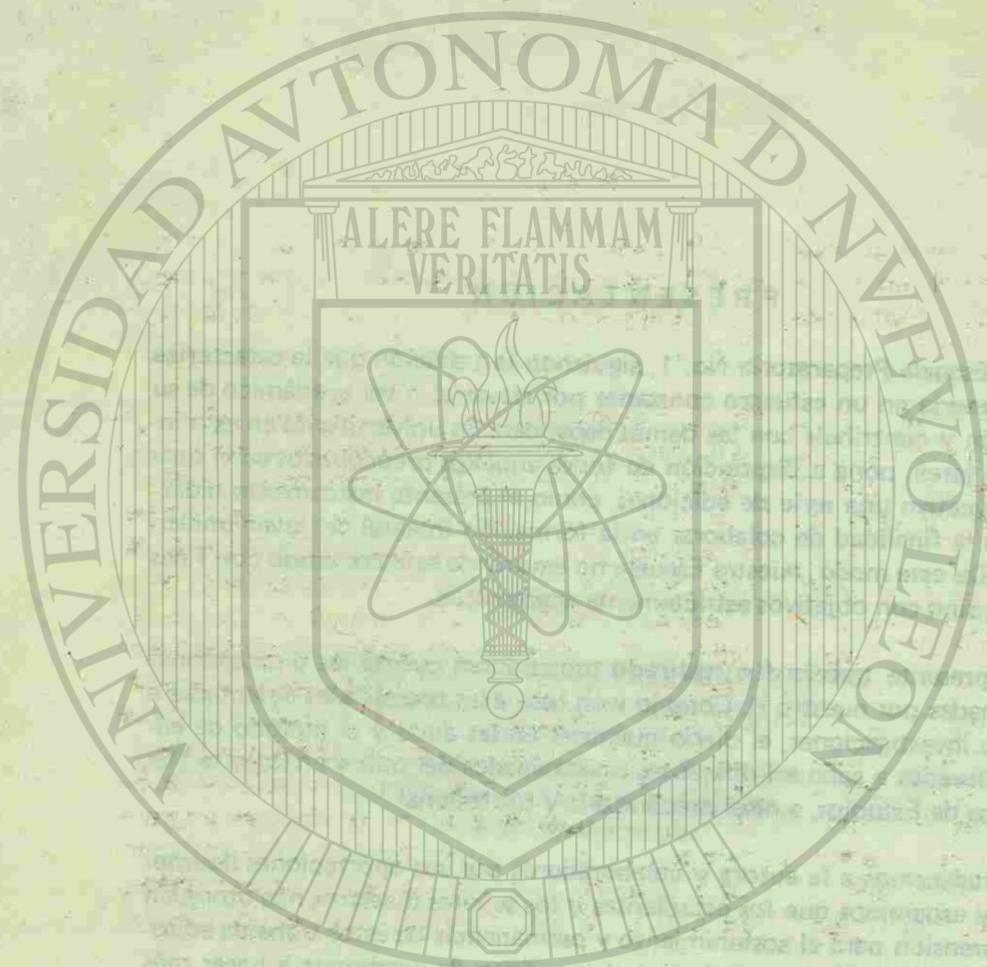
Agradecemos a la autora y colaboradores por sus aportaciones desinteresadas y esperamos que los estudiantes y los señores maestros nos otorguen su comprensión para el sostenimiento y permanencia de estos trabajos editoriales, que la Escuela emprende con el propósito de coadyuvar a hacer más eficaz el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

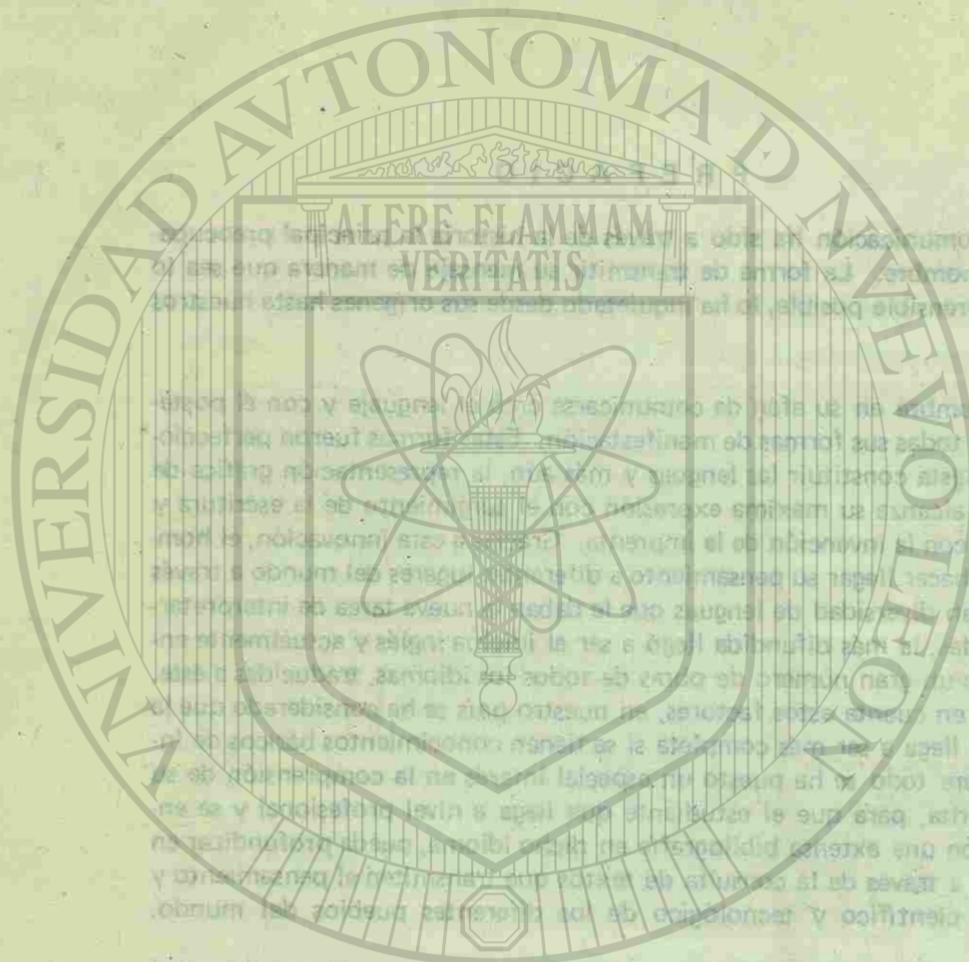
Por tal motivo, deseamos exhortar al alumno que está por llegar al término de su bachillerato, a que aplique dedicación en esta materia, para la cual hemos elaborado el presente material didáctico; considerando su experiencia adquirida en semestres anteriores sobre el idioma inglés y basándonos en nuestro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

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

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La autora.





La comunicación es uno de los aspectos más importantes de la vida humana. La comunicación es el proceso por el cual se transmite información de un individuo a otro. Este proceso puede ser verbal o no verbal. La comunicación verbal se realiza a través del lenguaje, que es un sistema de signos que permite expresar ideas y sentimientos. La comunicación no verbal se realiza a través de gestos, expresiones faciales y otros signos que complementan el mensaje verbal. La comunicación es esencial para la vida social y el desarrollo humano. Sin comunicación, no sería posible vivir en sociedad. Por lo tanto, es importante aprender a comunicarse de manera efectiva. Esto implica no solo saber hablar, sino también saber escuchar y comprender a los demás. La comunicación efectiva requiere habilidades como la claridad, la empatía y la capacidad de resolver conflictos. Estas habilidades se pueden aprender y mejorar con la práctica y el estudio. La comunicación es una herramienta poderosa que nos permite conectar con los demás y construir una vida más plena y satisfactoria. Por lo tanto, debemos esforzarnos por ser comunicadores efectivos y responsables. Solo así podremos contribuir al bienestar de nuestra sociedad y del mundo entero.

Por tal motivo, deseamos expresar el agradecimiento que sentimos por haber sido recibidos en esta institución, a que significa dedicación en este momento. La cual hemos elaborado el presente material didáctico, considerando su experiencia adquirida en talleres anteriores sobre el idioma inglés y basados en nuestro objetivo general:

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UNIT I

FIRST TO THE MOON

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

"Up there was a black-and-white world. There was no color in the whole universe, what we looked at, the only bit of color was back on earth. There, we could see the blue of the seas, the green and brown of the land, and the white of the clouds. It was like looking at a picture, 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. I wish I could help you see what they have. Maybe because not many of us have the opportunity to look at it and then come back again as we did.

And the moon we thought had any world when they get in a place they don't even have a horizon. It's just a flat surface and it's all up. We had track of him. When we first saw him, it was like a star. "Oh, look at that!" "Oh, look at that!" and "What is that?"

During a moon walk, the astronauts had to be careful. They had to be careful of their movements. They had to be careful of their breathing. They had to be careful of their movements. They had to be careful of their breathing. They had to be careful of their movements. They had to be careful of their breathing.

There was a lot of things to do. There was a lot of things to do. There was a lot of things to do. There was a lot of things to do. There was a lot of things to do. There was a lot of things to do.

In the early days of the flight, the things that happened were the most interesting. I had seen that before. This time, as I watched, the entire coast of the U.S. came into view. The Caribbean, and Central America, and the Gulf of Mexico. It was like looking at a picture. It was like looking at a picture. It was like looking at a picture.

UNIT I



UNIT IV

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UNIT I

FIRST TO THE MOON

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

"Up there was a black-and-white world. There was no color in the whole universe, what we looked at, the only bit of color was back on earth. There, we could see the blue of the seas, the green and brown of the land, and the white of the clouds. It was like looking at a picture, 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. I wish I could help you see what they have. Maybe because not many of us have the opportunity to look at it and then come back again as we did.

And the moon we thought had any world when they get in a place they don't even have a horizon. It's just a flat surface and it's all up. We had track of him. When we first saw him, it was like a star. "Oh, look at that!" "Oh, look at that!" and "What is that?"

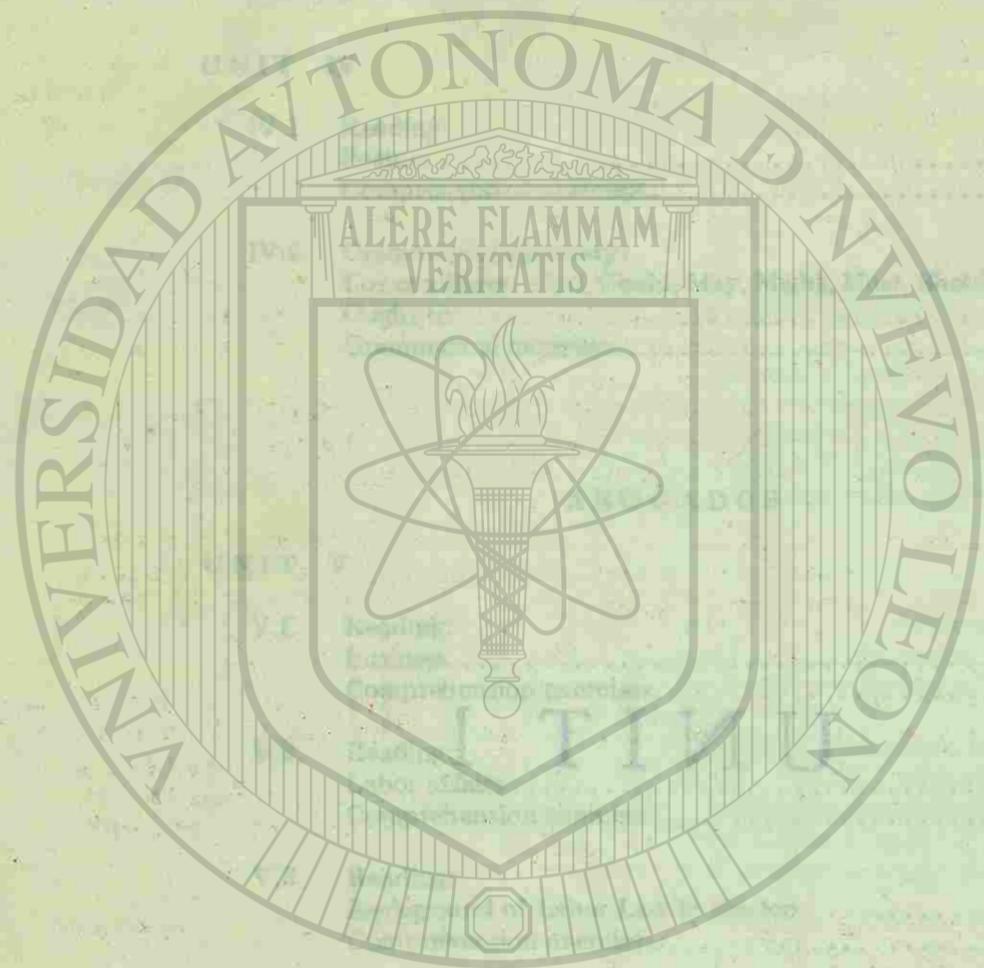
During a moon walk, the astronauts had to be careful. They had to be careful of their movements. They had to be careful of their breathing. They had to be careful of their movements. They had to be careful of their breathing. They had to be careful of their movements. They had to be careful of their breathing.

There was a lot of things to do. There was a lot of things to do. There was a lot of things to do. There was a lot of things to do. There was a lot of things to do. There was a lot of things to do.

In the early days of the flight, the things that I saw were the most beautiful. I saw the whole 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, the Caribbean, and Central America. It was like looking at a picture. It was like looking at a picture. It was like looking at a picture. It was like looking at a picture.

UNIT I





UNIVERSIDAD AUTÓNOMA

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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".

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

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VOCABULARY

NOUNS

- 1. body - cuerpo.
- 2. clouds - nubes.
- 3. coast - costa.
- 4. couches - sillones.
- 5. crew - tripulación.
- 6. earth - tierra.
- 7. finger - dedo.
- 8. flight - vuelo.
- 9. foot - pie.
- 10. hope - esperanza.
- 11. life - vida.
- 12. moon - luna.
- 13. opportunity - oportunidad.
- 14. orbit - órbita.
- 15. place - lugar.
- 16. sea, -s - mar, -es.
- 17. sense - sentido.
- 18. sight - vista.
- 19. spacecraft - nave-espacial.
- 20. span - período, lapso, espacio, distancia.
- 21. stages - etapas.
- 22. thing, -s - cosa, -s.
- 23. thumb - dedo pulgar.
- 24. tourist - turista.
- 25. view - panorama, vista.
- 26. weightlessness - sin peso, ingravidez.

ADJECTIVES

- 1. bigger - más grande.
- 2. blue - azul.
- 3. brown - café.
- 4. entire - entero.
- 5. fast - rápido.
- 6. higher - más alto.
- 7. small - pequeño.
- 8. short - corto.
- 9. tan, -s - castaño, -s.
- 10. whole - entero, todo.

VERBS

- 1. to accustom - acostumbrar, -se.

- 2. to become - llegar a ser.
- 3. to behave - comportar, -se.
- 4. to come - venir.
- 5. to come back - regresar.
- 6. to describe - describir.
- 7. to excite - emocionar, -se.
- 8. to feel - sentir, -se.
- 9. to fly - volar.
- 10. to get - obtener.
- 11. to get out - salir, -se.
- 12. to hold - sostener.
- 13. to impress - impresionar.
- 14. to know - saber.
- 15. to leave - dejar.
- 16. to look - buscar, ver, mirar.
- 17. to lose - perder.
- 18. to love - querer, amar.
- 19. to move - mover, se.
- 20. to realize - realizar.
- 21. to rush - apresurar, -se.
- 22. to see - ver.
- 23. to seem - parecer, -se.
- 24. to sit - sentar, -se.
- 25. to unstrap - desabrochar, -se.
- 26. to watch - ver, observar.

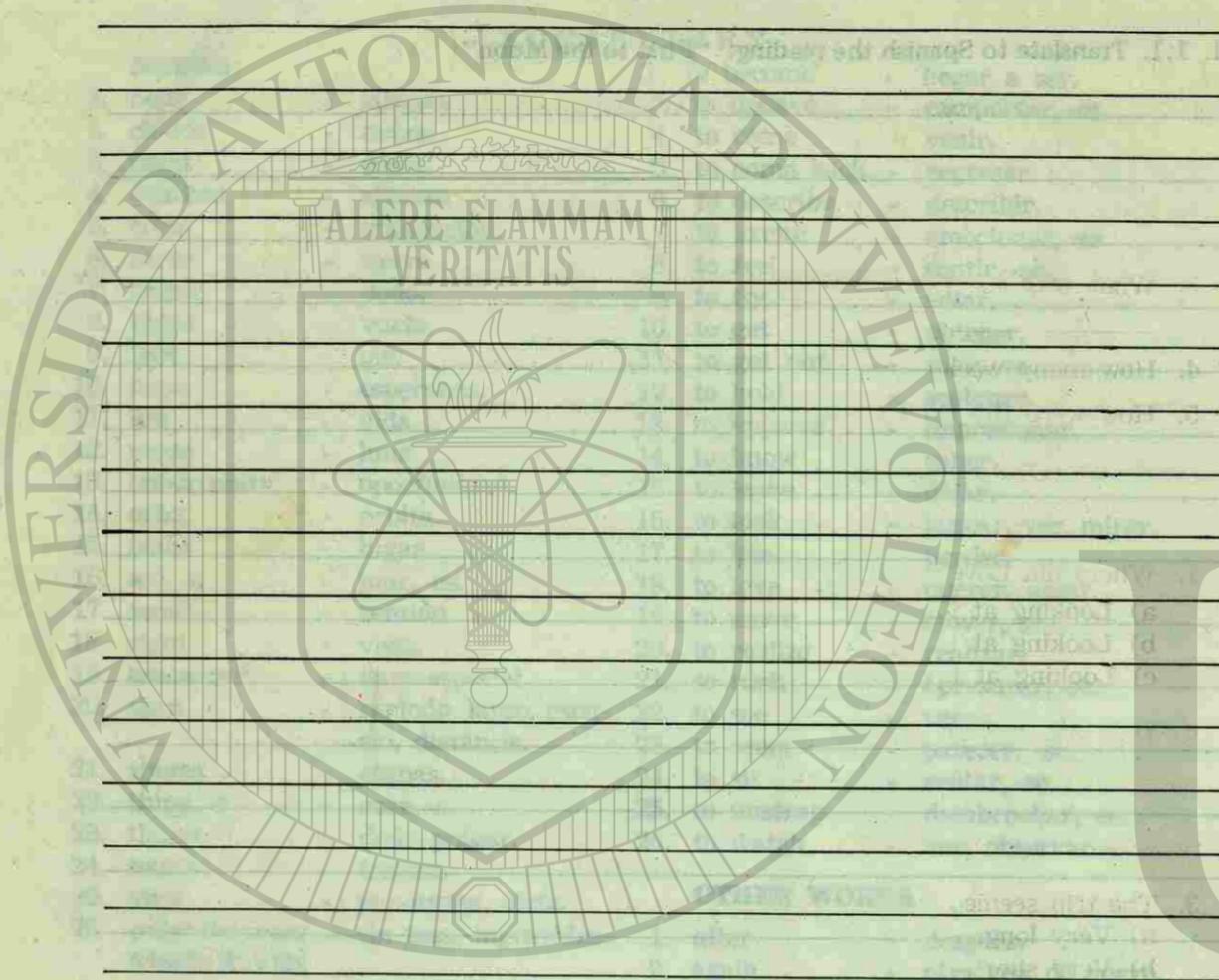
OTHER WORDS

- 1. after - después.
- 2. again - otra vez, de nuevo.
- 3. apparent - aparente, evidente.
- 4. before - antes.
- 5. down - (hacia) abajo.
- 6. in fact - de hecho.
- 7. into - hacia.
- 8. on board - a bordo.
- 9. quite - completamente, bastante.
- 10. up there - allá arriba.
- 11. wherever - donde quiera.
- 12. yourself - tú mismo.

I. 1.1. Translate to Spanish the reading: "First to the Moon"

Handwritten text on lined paper, mostly illegible due to bleed-through from the reverse side. Some visible words include "The first man to walk on the moon was Neil Armstrong on July 20, 1969." and "He was followed by Buzz Aldrin and Michael Collins." The text continues with details about the Apollo 11 mission.

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



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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? (R)
 - 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)

I. 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	_____	_____

I. 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:

- I **have** all of Elvis Presley's records. Yo **tengo** todos los discos de Elvis Presley.
- Rosie **has** beautiful eyes. Rosie **tiene** unos ojos preciosos.
- Mark **has** a painting of Picasso. Mark **tiene** una pintura de Picasso.
- You **had** my witch costume. Tú **tenías** mi disfraz de bruja.
- He **had** the cigarettes. El **tenía** los cigarros.
- 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:

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

OBJETIVO: El alumno reconocerá las funciones de TO HAVE como verbo activo y como auxiliar.

- **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. |

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 _____ the championship last time he played with Connors. (TO LOSE)

2. I _____ 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 _____ the process of destillation 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.

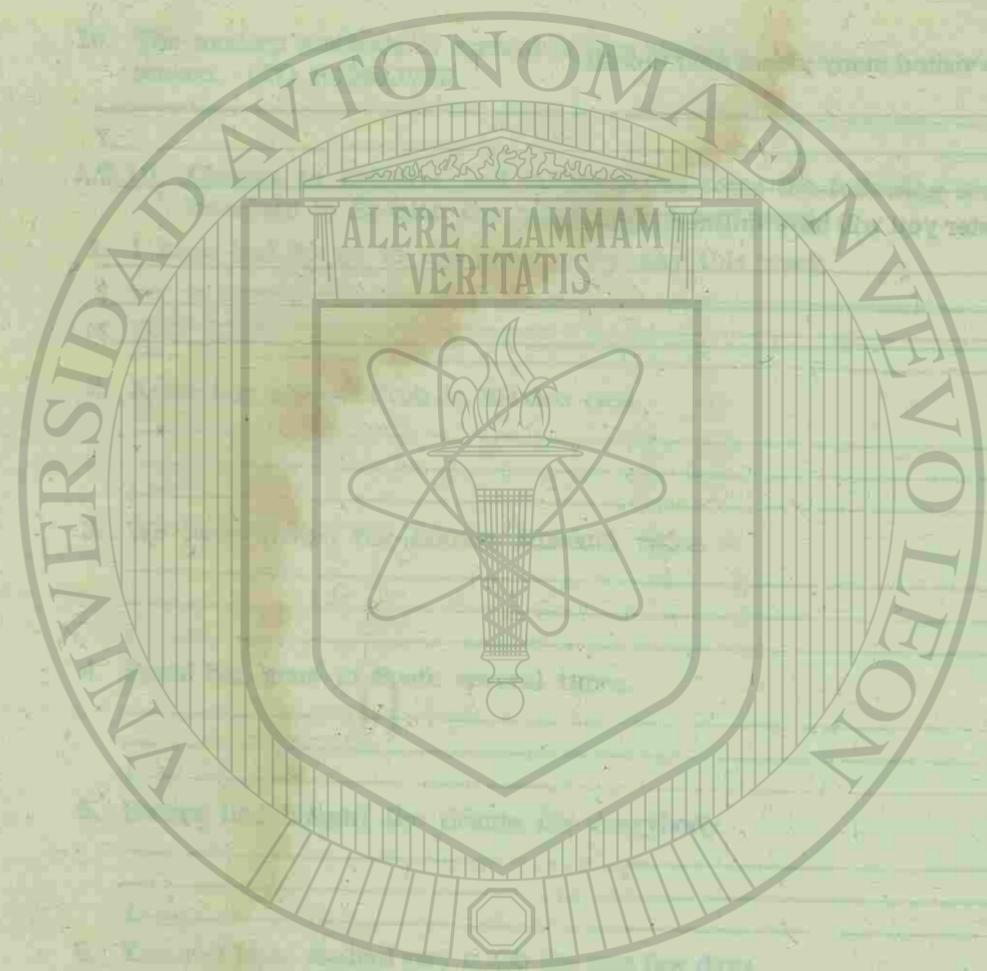
_____?
¿_____?

9. Diana will have visited many places next month.

_____?
¿_____?

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

_____?
¿_____?

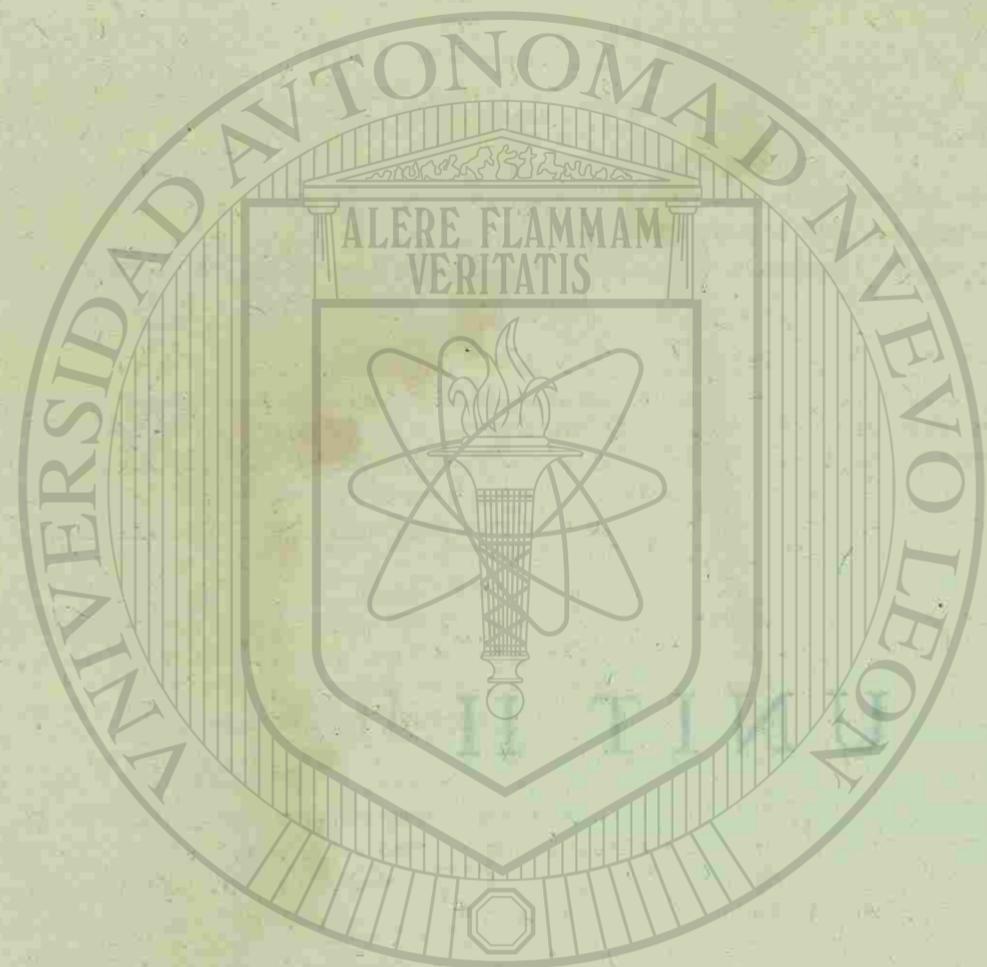


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JUAN II
UNIT II





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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.

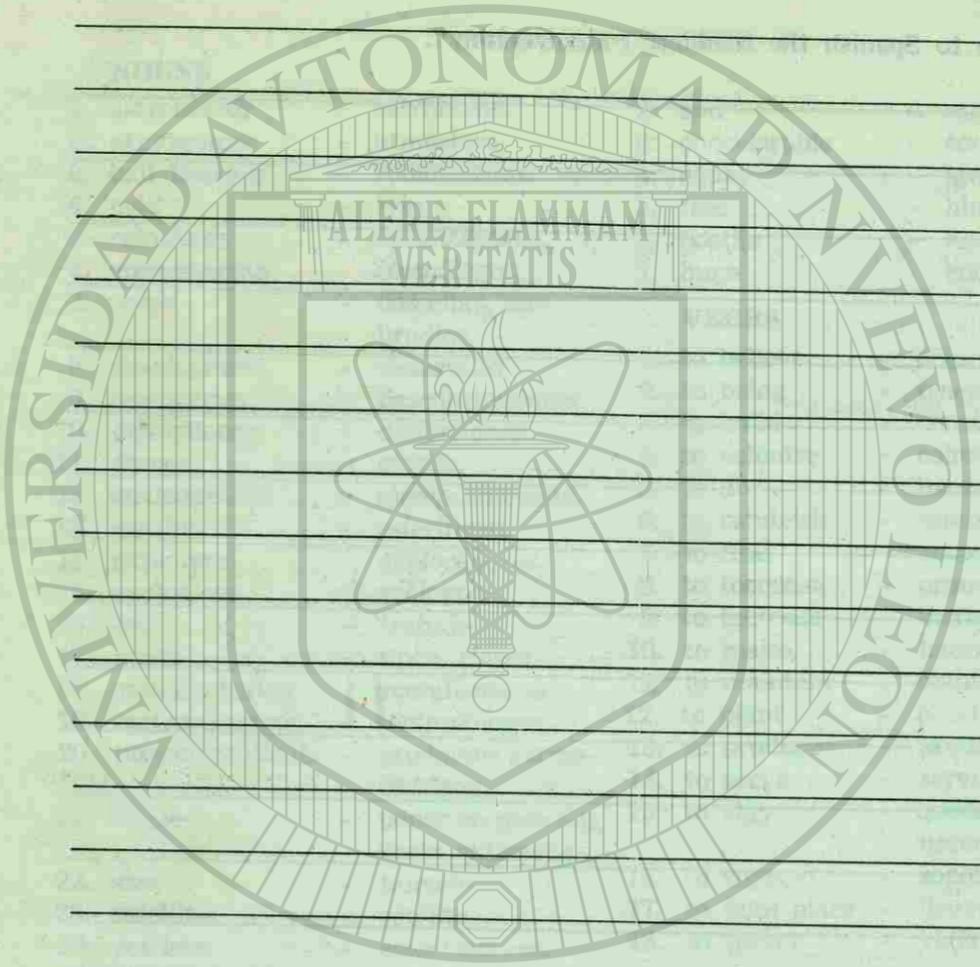
Today is considerable scientific speculation about living on the moon. When man will begin life on the lunar surface is still not determined. But experts believe that colonization will take place in three steps. First, there will be increasing periods of exploration with temporary shelters. These periods 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.

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



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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. _____

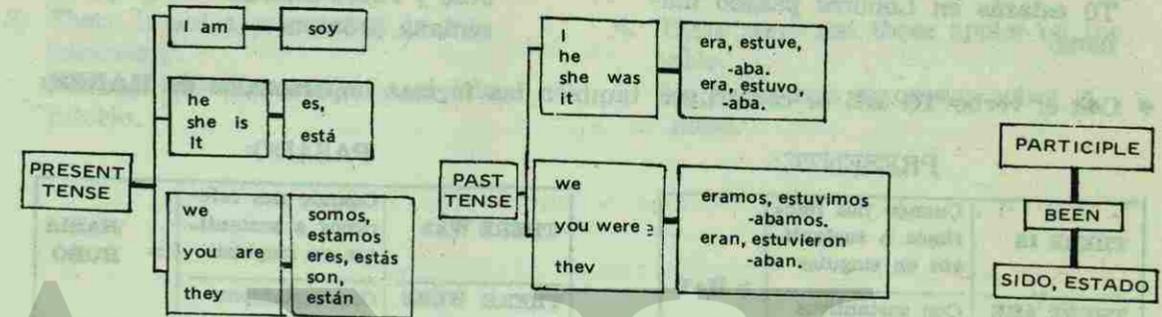
II. 1.5. Relate both columns inserting the number that corresponds.

- | | | |
|-----------------|-----|---|
| 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**.

FUTURO

SUJETO + WILL + BE + COMPLEMENTO

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

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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:		PASADO:	
THERE IS	Quando nos referimos a sustantivos en singular	THERE WAS	Quando nos referimos a sustantivos en singular
THERE ARE	Con sustantivos plural	THERE WERE	Con sustantivos plural
= HAY		= HABIA = HUBO	

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.

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

4. There is no good chair for the Principal.

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

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.

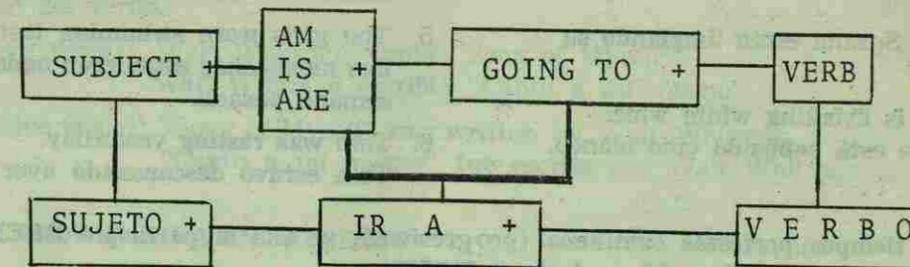
II. 2.5. Change to **negative form** the sentences of exercise II. 2.4.

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**:



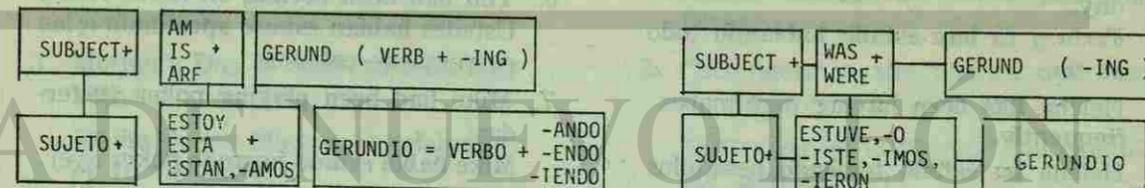
examples:

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.
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, -iendo**.

OBJETIVO: El alumno reconocerá distintas funciones de TO BE como auxiliar.

examples:

- | | |
|--|---|
| 1. I am studying the verbs.
Estoy estudiando los verbos. | 4. Peter was writing a few letters last night.
Pedro estuvo escribiendo cartas anoche. |
| 2. Gina and Susan are cleaning their room.
Gina y Susana están limpiando su cuarto. | 5. The girls were swimming last week.
Las muchachas estuvieron nadando la semana pasada. |
| 3. Henry is drinking white wine.
Enrique está bebiendo vino blanco. | 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. | 5. Thelma had been watching T.V. last night.
Thelma había estado viendo T.V. anoche. |
| 2. Perla and you have been talking all day.
Perla y tú han estado hablando todo el día. | 6. You had been betting on horse races.
Ustedes habían estado apostando a las carreras de caballos. |
| 3. Helena has been having nightmares frequently.
Helena ha estado teniendo pesadillas con frecuencia. | 7. Mike had been playing poker yesterday.
Mike había estado jugando poker ayer. |
| 4. José has been training for the game.
José ha estado entrenando para el partido. | 8. Rosie and Gloria had been working together before.
Rosie y Gloria habían estado trabajando juntas antes. |

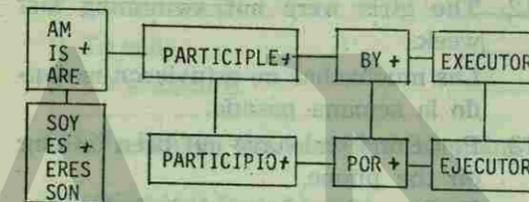
- TO BE nos sirve para construir la VOZ PASIVA (PASSIVE VOICE). En este caso, igual que en español, el auxiliar TO BE significa SER y siempre va seguido de un participio (VERBO + -ed o forma específica).

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.

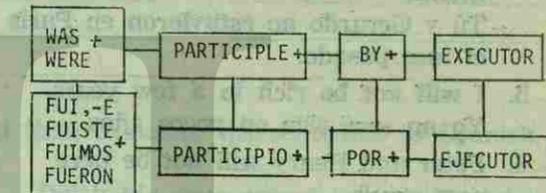
(active voice): Walt Whitman wrote "Song of Myself".
Walt Whitman escribió "Canto a mí mismo".

(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:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Frank is not at home.
Frank no está en casa. 2. Chinese are not Nordics.
Los chinos no son nórdicos. 3. Gina was not in school yesterday.
Gina no estuvo en la escuela ayer. 4. You and Gerard were not in Paris last month.
Tú y Gerardo no estuvieron en París el mes pasado. 5. I will not be rich in a few years.
Yo no seré rico en pocos años. 6. Peter and Henry will not be here next week.
Pedro y Enrique no estarán para la semana próxima. 7. I am not going to finish my work.
Yo no voy a terminar mi trabajo. 8. María is not going to buy a Mercedes Benz.
María no va a comprar un Mercedes Benz. 9. Susan is not cleaning her room.
Susan no está limpiando su cuarto. | <ol style="list-style-type: none"> 10. José and Jaime are not drinking white wine.
José y Jaime no está bebiendo vino blanco. 11. Peter was not writing letters last night.
Pedro no estuvo escribiendo cartas anoche. 12. The girls were not swimming last week.
Las muchachas no estuvieron nadando la semana pasada. 13. Perla and you have not been talking on the phone.
Perla y tú no han estado hablando por teléfono. 14. Mike had not been playing poker.
Mike no había estado jugando poker. 15. Energetics are not saved in America.
Los energéticos no son ahorrados en América. 16. Othelo was not written by Poe.
Othelo no fue escrito por Poe. |
|---|---|

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

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.

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

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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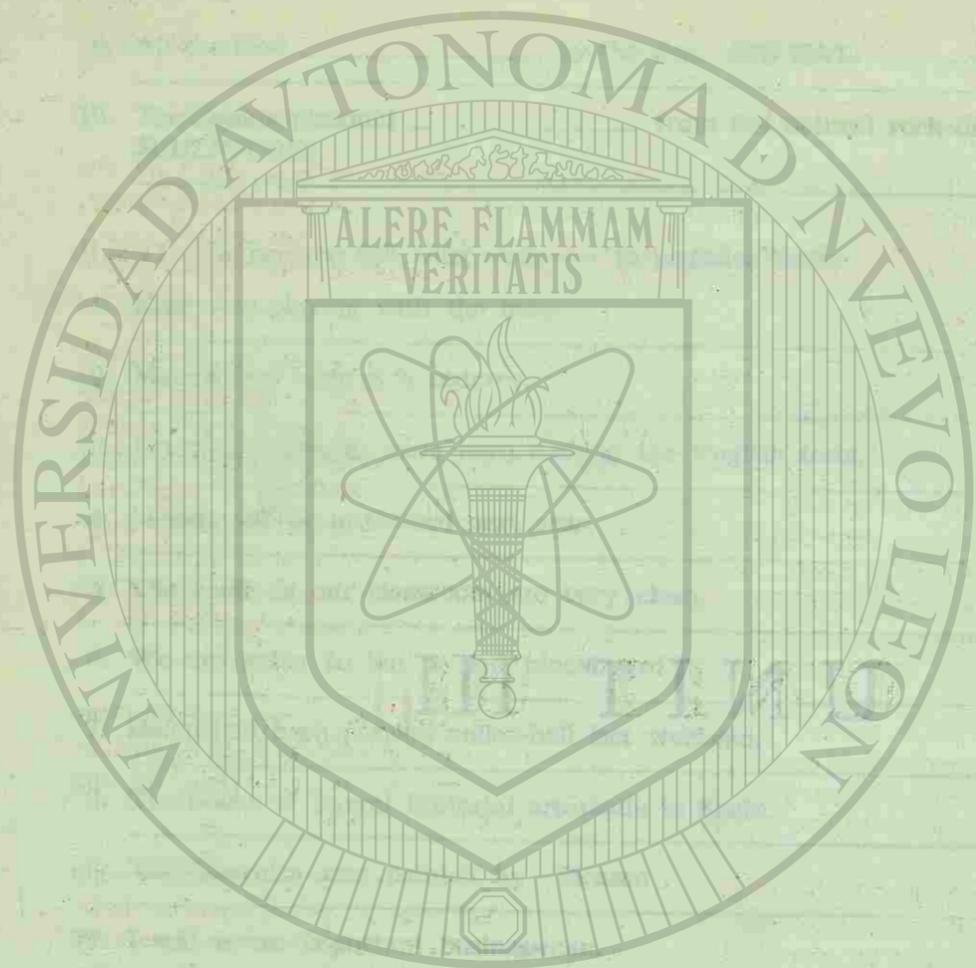
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UNIT III

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III. 1. READING.

DRUGS FROM THE DEEP.

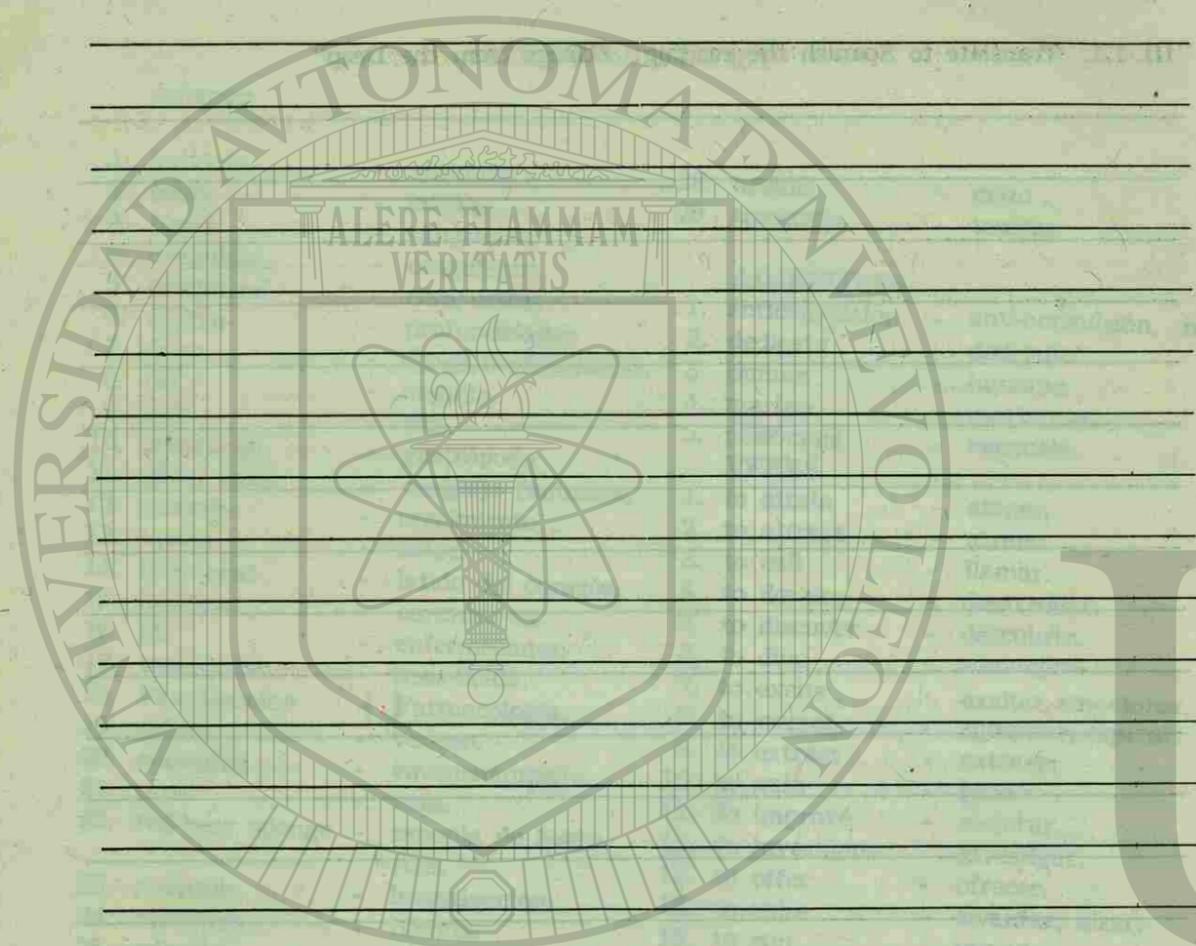
Attracted by the promise of vast new resources for use in medicine, man has in recent years begun the development of a new science called marine pharmacology. The research work is being done by a small group of dedicated and imaginative scientists who specialize in extracting from various sea animals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



UNIVERSIDAD AUTÓNOMA DE LEÓN

COMPREHENSION EXERCISES

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

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

1. Who does the research over marine pharmacology? _____
2. What kind of study did this group of scientists begin with? _____
3. Where was bonellin extracted from? _____
4. What does the gastropod snail produce? _____
5. Who will the scientists benefit with this discovery? _____

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

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

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

1. Marine Pharmacology is a researched science. _____

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

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

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

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

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.

- 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. | 3. We played basketball last night,
We didn't play basketball last night.
Nosotros no jugamos baloncesto anoche. |
| 2. Diana wore a blue sweater yesterday.
Diana didn't wear a blue sweater yesterday.
Diana no usó un suéter azul ayer. | 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.

2. Your parents visit your grandparents every day.

3. Mireya sings very well.

4. He rents a cottage in the country.

5. Karla plans to go to Europe.

6. The children play the saxophone.

7. The baby gets up early every day.

8. John and Robert drive carefully.

9. The French language has many synonyms.

10. Your brother knows the discipline of the school perfectly.

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.

1. Many Japanese speak English.

¿ _____ ?

2. Montemorelos has an orange Carnival every year.

¿ _____ ?

3. Tourists find many interesting things in Mexico.

¿ _____ ?

4. Uncle Fred grows corn on his farm every year.

¿ _____ ?

5. My sister wants to become a lawyer.

¿ _____ ?

6. The Concorde flies from Mexico to Paris.

¿ _____ ?

7. I like to see football games.

¿ _____ ?

8. Mary and I go to school by car.

¿ _____ ?

9. NASA works on space projects.

¿ _____ ?

10. Simon and Liza drink Coca-Cola when they eat.

¿ _____ ?

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

1. We ate a sandwich at the snack bar yesterday.

2. Peter and Nancy prepared a delicious dinner last night.

3. Thelma saw her boy friend with another girl.

4. Those men carried the heavy boxes to the truck.

5. Henry won a prize at the Beer Festival.

6. When we were in Switzerland we only spoke English and French.

7. Grandfather used a large gold watch all his life.

8. The teacher called us by our last names the day of the exam.

9. Mary found her ring and bracelet.

10. Helen followed all the medical instructions.

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

1. I forgot to send your letters.

¿ _____ ?

2. Robert Fulton built the first steamship.

¿ _____ ?

¿ _____ ?

¿ _____ ?

3. American Indians used smoke signals to communicate with each other.
¿ _____ ?
4. The Spaniards introduced wheat to America in 1530.
¿ _____ ?
5. The boy answered the multiplication problems perfectly.
¿ _____ ?
6. Samuel Morse invented the telegraph in 1837.
¿ _____ ?
7. Joseph and I listened to Vivaldi's concert last night.
¿ _____ ?
8. Mexico and Spain signed a cultural treaty last year.
¿ _____ ?
9. Hitler's government assassinated many Jews during World War II.
¿ _____ ?
10. The atomic bomb destroyed Hiroshima and 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?

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

B) GRAMMATICAL EXERCISES

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

1. The students don't know the answers, _____?
2. The ocean keeps great pharmaceutical treasures, _____?
3. Peter studies the life of the whales, _____?
4. The phenomenon of communication doesn't happen only in man, _____?
5. Whales don't breath through gills, _____?
6. Many sharks species eat only vegetables, _____?
7. The moon does not give us light and heat like the sun, _____?
8. The U.S.A. invests great sums of money in marine research, _____?
9. There are fishermen that live from whaling, _____?
10. Sharks don't swim in a straight way, _____?

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

1. Betsy Ross made the first American flag, _____?
2. William Shakespeare did not write "Death in Venice", _____?
3. The Normans came to England in 1066, _____?
4. Nuevo Leon didn't produce much cotton, _____?
5. Flying dinosaurs lived during Mesozoic times, _____?

6. Graham Bell did not invent the T.V., _____?
7. The astronauts reached the moon in 1968, _____?
8. Christopher Columbus believed that the earth was round, _____?
9. Sally bought many books, _____?
10. You didn't like the cats, _____?

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

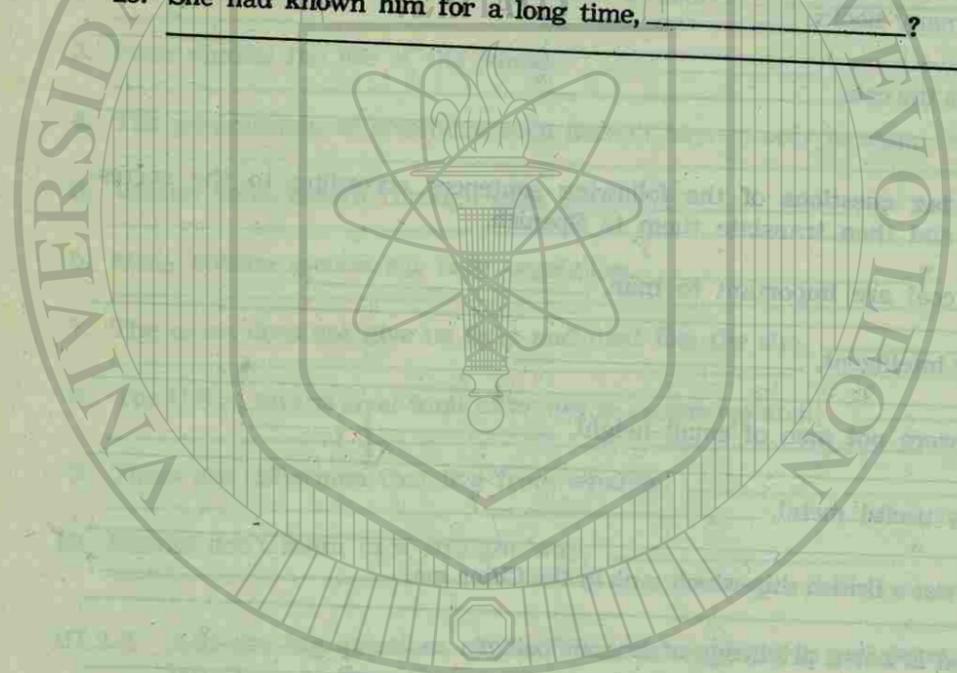
1. Oil, gas, and coal are important to man, _____?
2. I am not very intelligent, _____?
3. The Romans were not men of small height, _____?
4. Iron is a very useful metal, _____?
5. The Poseidon was a British ship which sank in the China sea, _____?
6. Communication is not a privilege of human beings, _____?
7. Paul has visited Seaworld and Disney World, _____?
8. Mexico and Colombia haven't developed nuclear energy yet, _____?
9. The U.S.A. and U.S.S.R. have always wanted to explore space, _____?
10. The children had not attended classes, _____?
11. Peter and Nancy had prepared a delicious dinner, _____?

12. You will live in Mexico City in 1985, _____ ?

13. Ann will see the dentist tomorrow, _____ ?

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

15. She had known him for a long time, _____ ?



JUANIL

UNIT IV

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

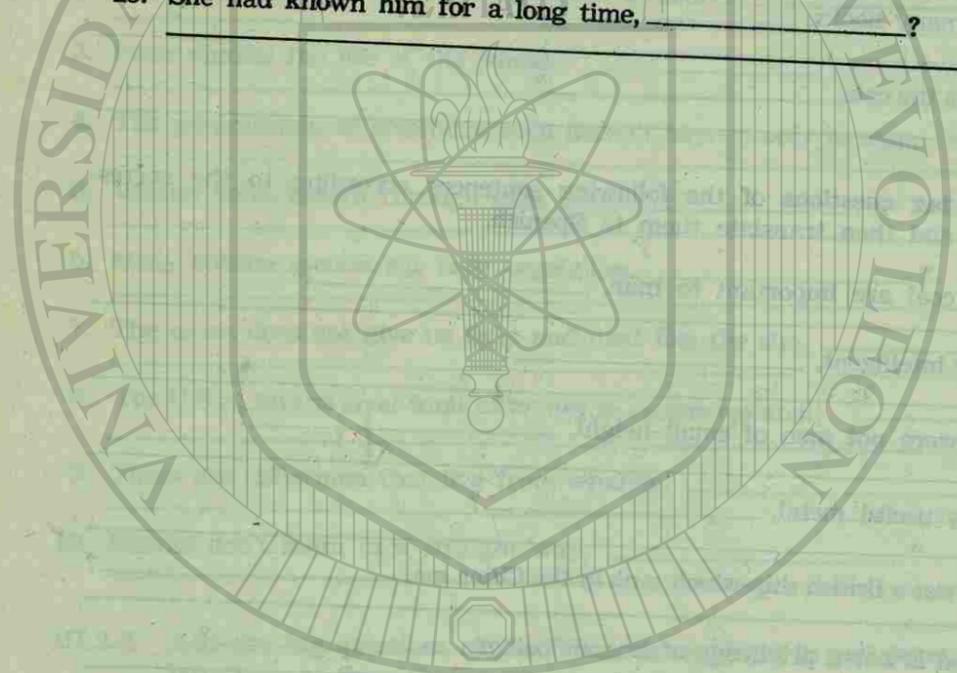
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12. You will live in Mexico City in 1985, _____ ?

13. Ann will see the dentist tomorrow, _____ ?

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

15. She had known him for a long time, _____ ?

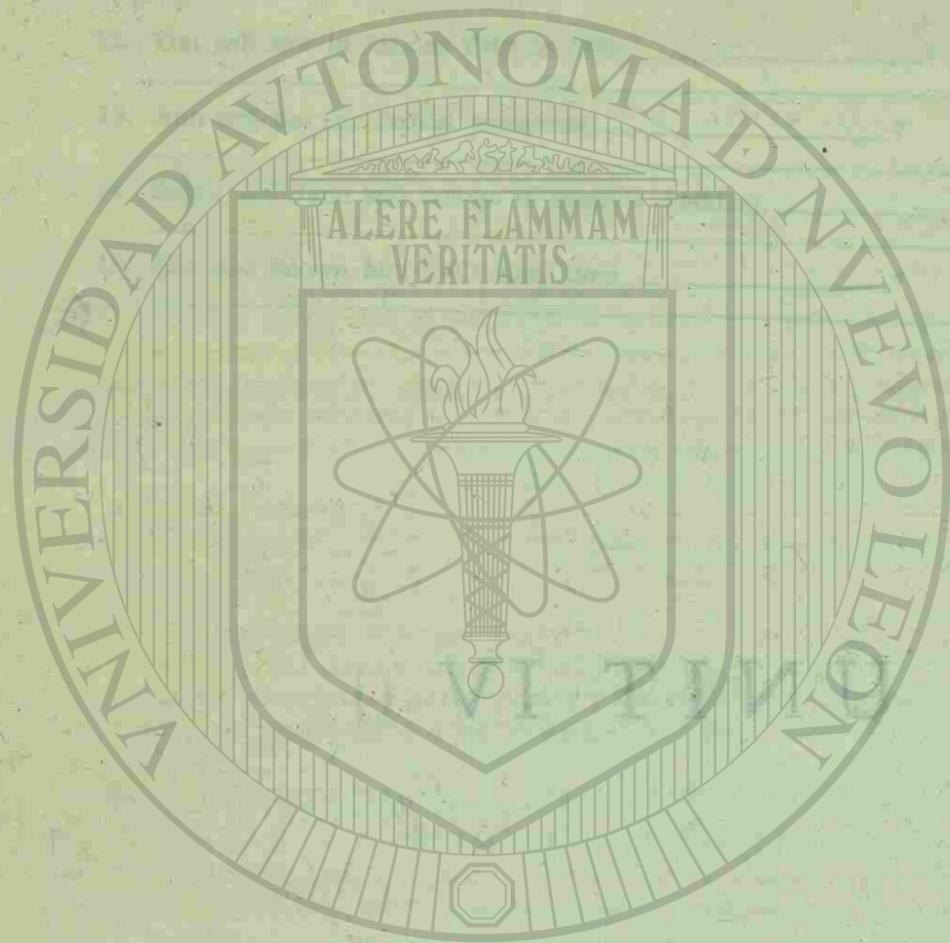


JUANIL

UNIT IV

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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. *materia*

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 saggings 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".

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?

2. What does good posture avoid?

3. What does good posture permit and prevent?

4. What do you think of when envisioning good posture?

5. How can you envision good posture?

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) 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) Double chins and round shoulders.
b) Cancer.
c) The contagious diseases.
3. What else can be develop by having good posture?()
a) Our intelectual capacity.
b) A good health.
c) Our sense of hearing.
4. What benefit does our circulatory system receive from good posture?()
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?.....()
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. _____
2. With good posture we do not have double chin, or round shoulders. _____
3. The correct posture does not let us move easily. _____
4. We have more possibilities of injuring our joints with good posture. _____
5. We can develop a good posture if we increase our muscular constitution. _____

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

- | | | |
|------------------|-----|---|
| 1. Fitness | () | To over-exercise one's energy or power. |
| 2. Posture | () | The soft hanging part of the ear. |
| 3. Over-exerting | () | In good physical condition. |
| 4. Muscles | () | Any harm, physical or moral. Any damage damage to. |
| 5. Injury | () | 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? Sí, 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,

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.

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

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

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

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

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

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

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

1. The weather _____ change tomorrow. (Poder probabilidad - Presente).
2. The teacher said we _____ go. (Poder permiso - Pasado).
3. Peter and Jane _____ finish their high school this year. (Poder probabilidad - condicional).
4. Excuse me, _____ I borrow your pen? (Poder permiso - Presente).
5. I _____ help you if you wait for me. (Poder probabilidad - Presente).
6. The Principal thought that Betty _____ have written the letter. (Poder probabilidad - Pasado).
7. You _____ have enjoyed the concert if you liked good music. (Poder probabilidad - Condicional).
8. We _____ begin our work tomorrow. (Poder probabilidad - presente).
9. Mother, _____ I read my new book? (Poder permiso - Presente).
10. The Globetrotters _____ play in Monterrey next week. (Poder probabilidad - Condicional).

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 _____ the exam in half an hour. (TO FINISH)
2. Elisa _____ her medicine every six hours. (TO TAKE)
3. Betsy _____ the letter before Ernest comes. (TO ANSWER)

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

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

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

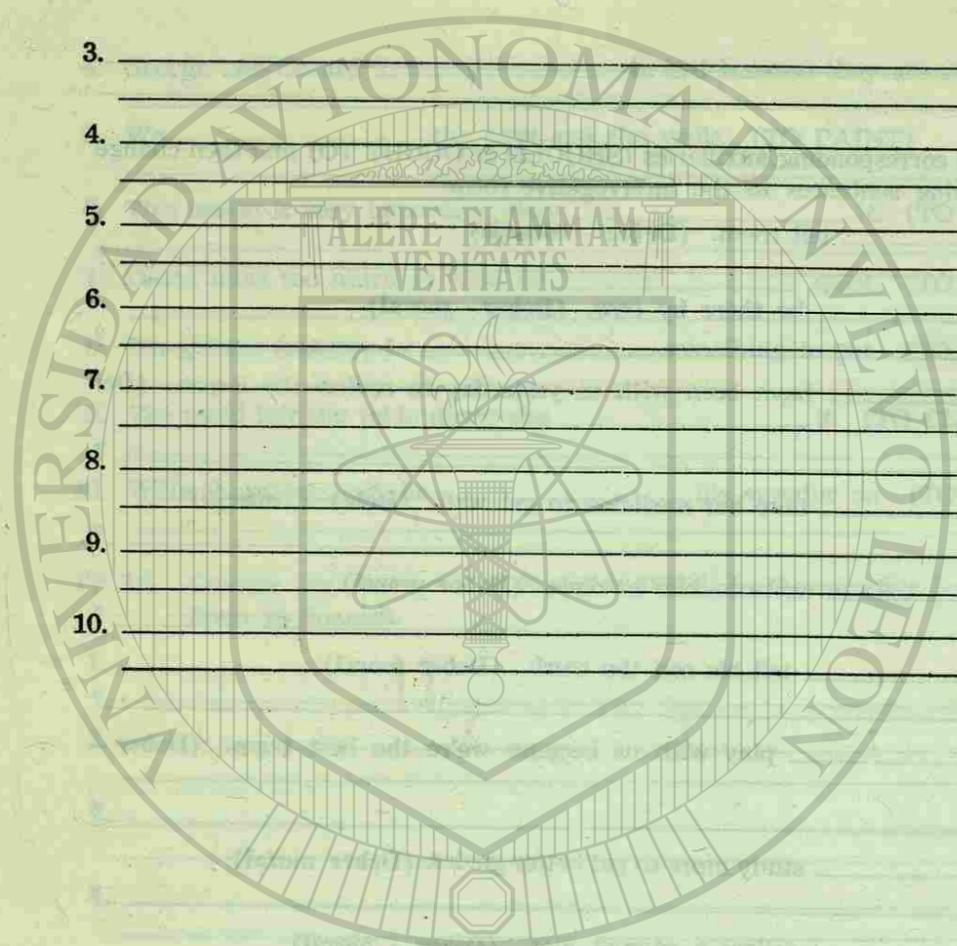
10. _____

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

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

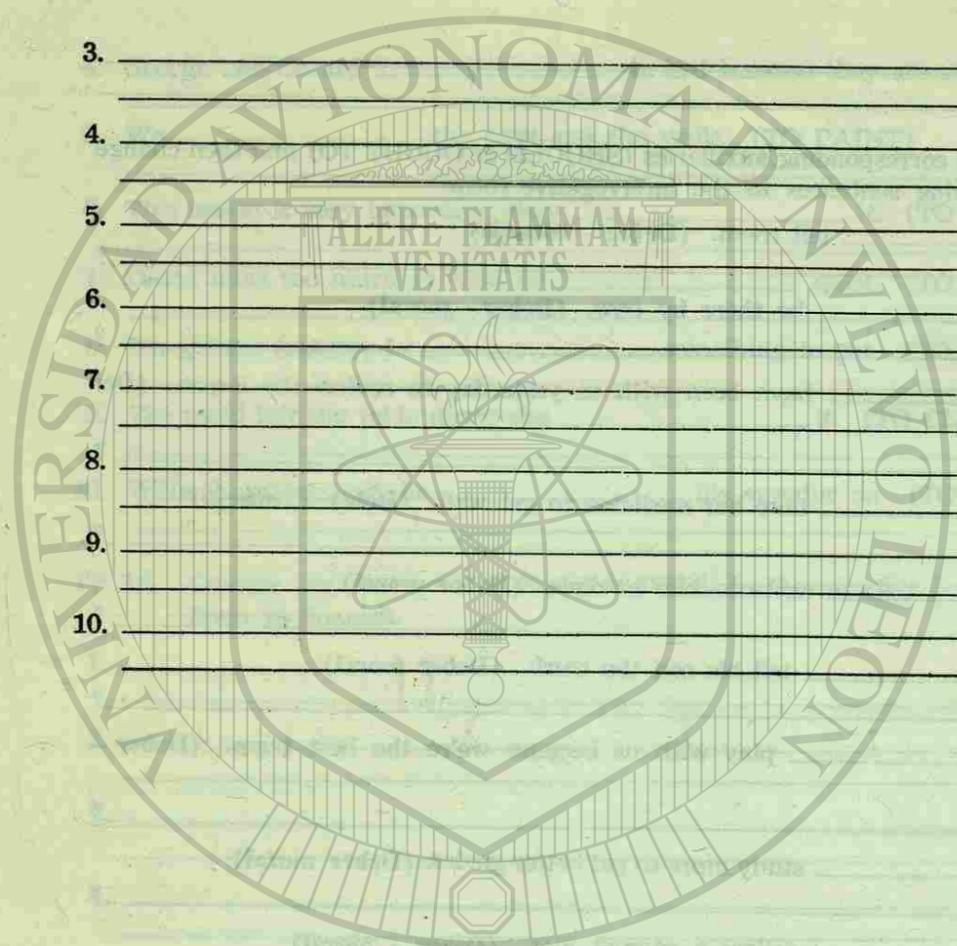


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[Faint handwritten notes in blue ink, including the name 'Juan Unit V' and various illegible scribbles.]

CLASE AECTOR - 15

Dogs 642 M Syber - 15

Beluda

M ypc de lesen - OK

Mr Rosau - OK

Mr Qpel proa podico - OK

Atte Tejer - OK

Adz Mt 2 na Stela - OK

Olivars Santos - OK

Sylvia Gcu Mt 2 - OK

Sandra mguehel - OK

Ma sylvia - OK

SG Legano - OK

Marta Bero - OK

Lorena - OK

60200 prof

Klor de mvin - OK

fleuro cu pto - OK

para luz
muos 4020

Bocanaza

Servio figno

Damo onepal

Blano Stela

V. 1. READING.

A) BUSINESS.

Business is an institution organized and operated to provide goods and services under the incentive of private gain.

In the following we'll compare the differences in systems of Business and its effects on society:

1. COMMAND BUSINESS SYSTEM.- In this type of system, the ownership and management of business is in the hands of a central authority, or government. The allocation and use of resources is determined by political decision-making and is under bureaucratic control. Such control is usually exercised over the whole range of economic needs in the nation, including producers, distributors, consumers, and the military.

Prices and wages are manipulated to effect predetermined objectives, such as an increase in production goods by diverting resources from consumer goods, or perhaps the building of dams, or strengthening the military. Central economic planning is emphasized. The command system predominates in the communist countries such as the U.S.S.R. and Red China.

2. MARKET BUSINESS SYSTEM.- In contrast to the command system, the market system in its pure form functions with little, if any, central control or planning, government regulation, or public enterprise. The nation's business resources are employed and managed by private enterprise. The individual decisions of a myriad of business owners and managers influence prices, wages, and costs in a competitive market. Competition in free markets serves as an automatic regulator of supply and demand, an "invisible hand", as stated by Adam Smith. The English-speaking countries, those of the European Economic Community, and Japan have systems approximating the market system.

3. MIXED BUSINESS SYSTEMS.- Capitalism. All business systems are a mixture of command and market systems. They mix private enterprise and social control in varying degrees, with one or the other predominating. [A brief inventory would reveal the United States and Canada as the leading examples of the market system, but with some elements of the command system in government regulation and public ownership of some production facilities, such as public utilities and power dams. However, private enterprise, competitive market forces, and private profit predominate.

Communism. In the U.S.S.R., operating under the command system private ownership of personal goods, small-scale farms, and retail stores is permitted. All other

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

1942
wealth is state owned. The communist philosophy holds that no individual has the right to employ the labor of others to accumulate wealth. Hence capital goods necessarily used in connection with labor in industries and collective farms are part of the public domain.

The payment of wages and the use of bonus or incentive plans are additional features paralleling the methods found in market systems. This is a fairly recent development that illustrates the need for personal incentive to motivate workers and to generate growth of output under any type of system. On the other hand, labor unions as we know them in the United States are not permitted. Any surplus of output automatically accrues to the government. Freedom of choice in occupation is limited. Thus, under communism the six economic rights or freedoms mentioned earlier as available under capitalism are largely non-existent.

Socialism. There are many forms of socialism, from the Utopian in which all wealth and income are owned and shared equally among the population, to state socialism with government ownership and distribution. Communism, as practiced by Russia and similar nations today, is a form of state socialism, with the long-run objective of reaching Utopian socialism.

More commonly, however, socialism is viewed as any form of economic system in which the basic industries such as steel, coal, and the railroads are owned and operated by the government. For example, Great Britain has "nationalized" a number of its basic industries, but other segments of business remain under private ownership. A similar situation exists in Mexico, although the trend is toward a greater degree of private enterprise. A somewhat different condition exists in France, with government planning and financing basic industries in cooperation with private enterprise. In all of these cases, the economic and business system reflect a degree of government control as some point between a pure command system and a thorough going market system.

V. 1.1. Translate to Spanish the reading: "Business".

^{"Negocios"}
Negocio es una institución organizada y operada para proveer utensilios y servicios bajo el instintivo de ganancias privadas. A continuación compararemos las diferencias dentro del sistema de negocios y sus efectos en la sociedad.

1- **Negocios con Sistema de Gobierno.** -- Este tipo de sistema la propiedad y administración del negocio está en manos de una autoridad central o gobierno, la distribución y uso de los recursos es determinada por la política de tomar decisiones para control burocrático. Dicho control es usualmente ejercitado sobre la extensión total de necesidades económicas en la Nación, incluyendo dimensiones, distribuciones, consumibles y militares. Precios y salarios son manejados para efectuar determinados objetivos, tales como un incremento en los utensilios de producción para desviar recursos para artículos de consumo o tal vez la construcción de presas o fortalecimiento militar. La central económica refuerza su planeación. El sistema de gobierno predomina en los países comunistas tales como la URSS y China Roja.

2- **Negocio con Sistema de Mercado.** -- En contraste con el sistema de gobierno, el sistema del mercado en su forma pura funciona con poca o ninguna autoridad central de control o planeamiento, regulación de gobierno. Empresa pública. Los recursos de los negocios de la nación son empleados y manejados por empresas privadas. Las decisiones de un sin número de negocios, propietarios y administradores, influyen en precios y salarios y los costos dentro de un mercado competitivo. La competencia en mercado libre sirve como un regulador automático de suministro y demanda "una mano invisible" como lo establecido por Adam Smith. Los países de habla inglesa, la comunidad económica Europea y Japón tienen sistemas que se aproximan al sistema del mercado.

3- **Negocios con Sistema Mixto.** -- Capitalismo. Todos los sistemas de los negocios son una mezcla de sistema de gobierno y mercado, mezclan la empresa privada y el control social en varios grados con predominación de uno u otro. Un breve inventario revelaría a los EU, y Canadá como los principales sistemas de gobierno de una regulación gubernamental que algunas facilidades para la producción de propietarios públicos tales como utilidades.

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

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púlicas y poderosas presas. Na obstante empresa privada, fuerzas competitivas,
 del mercado y Beneficio predominan. - Comunismo. En la URSS opera bajo el sistema de gobierno
 privando a propietarios de utensilios personales, granjas a pequeña escala y artículos de venta
 son permitidos. Toda otra riqueza son propiedad del estado. La vieja filosofía comunista que nin-
 gun individuo tiene el derecho de emplear el Trabajo de otros para acumular riquezas, de
 aquí que utensilios capitales necesariamente usados con conexión con trabajos en industrias
 y grupos colectivos, son parte del dominio público. El pago de salarios y el uso de
 Bonificaciones o planes incentivos son características adicionales paradas a los méto-
 dos encontrados en los sistemas de mercados. Este es un mercado recientemente descubierto
 que ilustra la necesidad de incentivar personas para motivar a los Trabajadores para generar el crecimiento
 de la producción Total bajo cualquier Tipo de sistema, por otra lado, las uniones laborales
 las reconocemos no son permitidas en ella. cualquier elemento en la producción Total automáticamente
 incrementa para el gobierno, la Libertad de elegir una ocupación es Limitada de este modo bajo
 el Comunismo los 6 derechos o libertades mencionadas anteriormente como disponibles bajo el
Capitalismo hace bastante tiempo no existe. Socialismo hay muchas formas de Socialismo.
 El de Etiopía en el cual todas las riquezas e ingresos son propiedad y compartidos
 equitativamente entre la población y el Estado socialista son gobierno propietario y des-
 El comunismo es practicado por Rusia y Naciones similares es una forma de estado soc
 con el largamente se persiguen los objetivos y alcanzar el Socialismo Etioopes.
 Más comúnmente, no obstante, el socialismo es visto como cualquier forma de sist.
 económica en la cual las industrias básicas, por otros segmentos de negocios
 permanecen bajo propiedad privada. Una situación similar existe en México.
 Aunque la dirección es un gran grado de empresas privadas.
 Un tanto en condiciones diferentes existen en Francia, con el gobierno planado y
 financiando las industrias básicas en comparación con las empresas privadas.
 En todas estas cosas la economía de los sistemas de negocios reflejan
 un grado de control de gobierno como algún punto entre un sistema
 que vaya totalmente dentro del sistema del mercado.

A) COMPREHENSION EXERCISES

V. 1.2. Briefly answer in Spanish the following questions according to the reading: "Business".

1. What do we refer to when we talk of business?
Nos referimos a todo tipo de industrias y empresas
2. How many systems of business does this reading present and which ones are they?
Hay 3 con Sistema de Gobierno, Hay con sistema de Mercado, Hay con sistema Mixto
3. Who handles the ownership and management of a business in the Command Business System?
Está en manos de una autoridad central o gobernante
4. What countries predominate the Command Business System?
en los países Comunistas como la URSS y China Roja.
5. Who administers the nations resources in the Market Business System?
Son administradas y manejadas por empresas privadas

V. 1.3. Choose the corresponding letter and place it in the parenthesis.

1. What system has competition in free market serving as an automatic regulator of supply and demand? (b)
 a) Command Business System.
 b) Market Business System.
 c) Mixed Business System.
2. What countries have systems approximating the market system? (a)
 a) The English - speaking countries of E.E.C. and Japan.
 b) The communist countries such as U.S.S.R. and Red China.
 c) The countries such as Mexico and U.S.A.
3. What business systems are a mixture of command and market systems? (c)
 a) Socialism.
 b) Communism.
 c) Capitalism.

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

4. Who owns all wealth in the Command Business System with the exception of private ownership of personal goods, small-scale farms, and retail stores? (b)
- a) The people.
b) The government.
c) The people and the government.

5. What industries are operated by the government under the Socialist System? (b)
- a) Private industries.
b) Basic industries.
c) Prices and wages.

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

1. Red China and Russia operate under a Command Business System. T
2. The U.S.A. and Canada are examples of Capitalist countries. T
3. In the U.S.A. private enterprise, competitive market forces, and private profit predominate. T
4. Mexico operates a partially Socialist System. F
5. France operates a totally Communist System. F

V. 1.5. Fill in the blanks in the following sentences.

1. Business is an institution organized and operated to provide goods and services under the incentive of private gain.
2. The allocation and use of resources is determined by political decision-making.
3. Competition in free market serves as an automatic regulator of supply and demand.
4. A brief inventory would reveal the U.S. and Canada as the leading examples of the market system.

5. Communism as practiced by Russia and _____ similar today. is a form of state socialism.

V. 1.6. Relate both columns inserting the number that corresponds.

- | | |
|------------------|---|
| 1. Business. | () Commercial pursuits in general, volume of trade. |
| 2. Society. | () Money paid or received for work or services especially if paid by the hour, day, or week. |
| 3. Goods. | () One who uses up goods and services. |
| 4. Private gain. | () Portable possessions textile fabric, merchandise. |
| 5. Prices. | (7) Undertaking, especial one of importance or risk, project. |
| 6. Wages. | |
| 7. Enterprise. | |
| 8. System. | |
| 9. Manager. | |
| 10. Consumer. | |

V. 2. READING

B) LABOR AFFAIRS

LABOR.- This word implies several meanings, and its origin is Latin. Basically, it means physical or mental toil or exertion. Speaking in this elemental sense, the words work, occupation and service may be synonymous for labor.

From this, it is obvious that the word "worker" refers to the individual who performs labor. However, the meaning of this word has changed in keeping with the resultant variation in man's condition and the values held by him.

In very early times, perhaps the first work that was performed by man was the making of weapons. He had the need to kill animals to get their furs and flesh for himself. His struggle for existence was dictated by his natural desire to live; therefore, he made great efforts to find means of subsistence. Later on, as civilization improved man's way of living, the fields of work grew wider day by day. During certain times men worked the land and it became the source from which they earned their livelihood.

But it is really unnecessary to go back to either the early part of human life on the Middle Ages, as the labor affairs referred to in this reading will be chiefly focused on the age at which industries and enterprises began to operate, thus requiring large groups of people to work in accordance with the owners and managers' needs and desires.

Employers, trying to avoid paying high salaries, began hiring women and children, thus limiting the labor for male workers, and demanding oppressive and inhuman labor from these people.

Man was being exploited by man at the time when political thought had reached its highest degree, due to the fact that all the rights of individuals had been acknowledged within the law, in accordance with the principles of "Autonomy of Will".

Employers and managers had just one goal: to get the maximum profit while disregarding the human rights and the needs of the workers.

The governments of most countries began realizing this fact, and the subsequent need of enacting laws to protect the laboring class.

In order to operate machinery it was necessary a large number of workers to build it, as well as to maintain such equipment. In this way, the worker began to come in contact with his co-workers identifying himself with them, and becoming aware that both had

the same problems and rights, and that they were subject to the same kind of threats. As a result, of this, the idea of grouping together was born, and labor unions were created.

As stated above, it was necessary to enact laws defending the laboring class, since the laws existing at that time protected the material patrimony rather than the worker himself, pretending to ignore that moral values also require protection. Due to the circumstances mentioned above, "labor laws" were created.

England, France and Germany were countries in which laws protecting the laboring class were established during the nineteenth Century. In 1839 and 1842, there were two movements in England which set forth a series of advantages of a political character for the workers. In 1848, after the French Revolution, the French government enacted labor legislation containing every important point for the protection of the worker.

Germany was very advanced in the industrial field by the middle of the nineteenth century; however, it reacted rather late in regard to the labor legislation matter. Nevertheless, late in the same century it dictated laws protecting the laboring class.

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

V. 2.1. Translate to Spanish the reading: "Labor affairs".

"CUESTIONES LABORALES"

LABOR - Esta palabra implica varios significados y su origen es latino. Básicamente quiere decir fuerza mental o física o esfuerzo. Hablando en este sentido elemental

las palabras Trabajo, ocupación y servicio pueden ser sinónimos de labor

De esto, es obvio que la palabra "trabajador" se refiere al individuo que realiza un Trabajo.

Sin embargo el significado de esta palabra a cambiado para conservar la variación resultante en las condiciones del hombre y en los valores sostenidos por él.

En tiempos muy remotos quizás el primer Trabajo que fué realizado por el hombre

fué el de hacer armas. Él tuvo la necesidad de matar animales para obtener las pieles por su deseo natural de vivir, por lo tanto, él hizo grandes esfuerzos

para encontrar medios de subsistencia. Más tarde cuando la civilización mejoró la manera de vivir de el hombre, los campos de Trabajo crecieron ampliamente día con día.

Durante ciertos tiempos los hombres trabajaron la Tierra, y esto llegó a ser la fuente de la cual ellos se ganaron la subsistencia.

Pero es realmente innecesario regresar a la parte más remota de la vida humana,

en la edad media ya que los asuntos de labor referidos en esta lectura

serán enfocados principalmente a la edad en la cual las industrias y las

empresas, empezaron a operar, requiriendo así grandes grupos de gentes

para trabajar de acuerdo con las necesidades y los deseos de los propietarios y gerentes.

Los Patrones, tratando de evitar el pago de salarios altos empezaron a emplear mujeres y niños limitando así el Trabajo para los Trabajadores varones demandando un Trabajo inhumano y opresivo de esta gente.

El hombre estaba siendo explotado por el hombre en el Tiempo que el pensamiento político había alcanzado su más alto grado, debido al hecho de que Todos los derechos de los individuos habían sido reconocidos dentro de la ley de acuerdo con los principios de "Autonomía de la voluntad".

Los patrones y gerentes tenían solo un punto. Obtener la ganancia máxima mientras hacían caso omiso de los derechos humanos y las necesidades de los Trabajadores.

Los gobiernos de la mayoría de los países empezaron a comprender este hecho y la necesidad urgente de establecer leyes para proteger a la clase Trabajadora.

Para operar maquinaria fué necesario un gran número de Trabajadores para construirla, así como para mantener tal equipo. De esta manera el Trabajador empezó a estar

en contacto con sus compañeros trabajadores, identificándose con ellos, y es tan enterado que a veces tenían los mismos problemas y derechos, y que ellos estaban sujetos a la misma clase de amenazas.

Como resultado de esto, la idea de agruparse nació y los sindicatos fueron creados. Como se afirmó arriba fué necesario establecer leyes defendiendo a la clase laboral, ya que las leyes

existentes en ese tiempo solo protegían el patrimonio material en lugar del Trabajador mismo, pretendiendo ignorar que los valores morales, También requieren protección.

Debido a estas características mencionadas arriba, las leyes laborales fueron creadas en Inglaterra, Francia, y Alemania. En países en los cuales las leyes protectoras de la clase laboral fueron establecidas durante el siglo 19, en 1839 y 1842.

Estuvieron 2 movimientos en Inglaterra, los cuales impulsaron una serie de ventajas de carácter político para los Trabajadores. En 1848 después de la Rev. Francesa,

el gobierno francés estableció una legislación laboral, conteniendo 9 puntos importante para la participación del Trabajador. Alemania está ya muy avanzada

en el campo industrial, para la mitad del siglo XIX, sin embargo reaccionó tarde con respecto a la materia de legislación laboral. Sin embargo

más tarde en el mismo siglo, dictó leyes, protegiendo a la clase Trabajadora.

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

B) COMPREHENSION EXERCISES

V. 2.2. Briefly answer in Spanish the following questions according to the reading: "Labor affairs".

1. What's the origin of the word "labor" and basically what's its meaning?
Es de origen latino y significa trabajo ocupación y servicio.
2. What does the word "worker" refer to?
Al individuo que ejecuta una labor.
3. When did industrialization begin; and how did the employers and managers treat the workers?

4. What was the only goal of the employer's and managers?
Obtener el máximo provecho mientras se respetan los derechos humanos y necesidades de los trabajadores.
5. What countries established laws in the 19th. century to protect the laboring class?
Inglaterra, Francia, y Alemania.

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

1. Who received an inhuman treatment in the early stages of industrialization? (b)
a) Men.
b) Women and children.
c) Employer's and managers.
2. According to what principles were the rights of individuals acknowledged? (a)
a) The Autonomy of Will.
b) The Labor Affairs.
c) The principles of Germany.
3. Who were the ones that considered necessary the establishment of laws to protect the laboring class? (b)
a) The workers.
b) The government of almost all the countries.
c) The employer's and managers.

4. The idea of labor unions was born of: (b)

- a) The contact among employers.
- b) The contact and identification among the workers.
- c) The contact among the governments.

5. When did the French government enact an important labor legislation? (c)

- a) After Germany did.
- b) After England did.
- c) After the French Revolution.

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

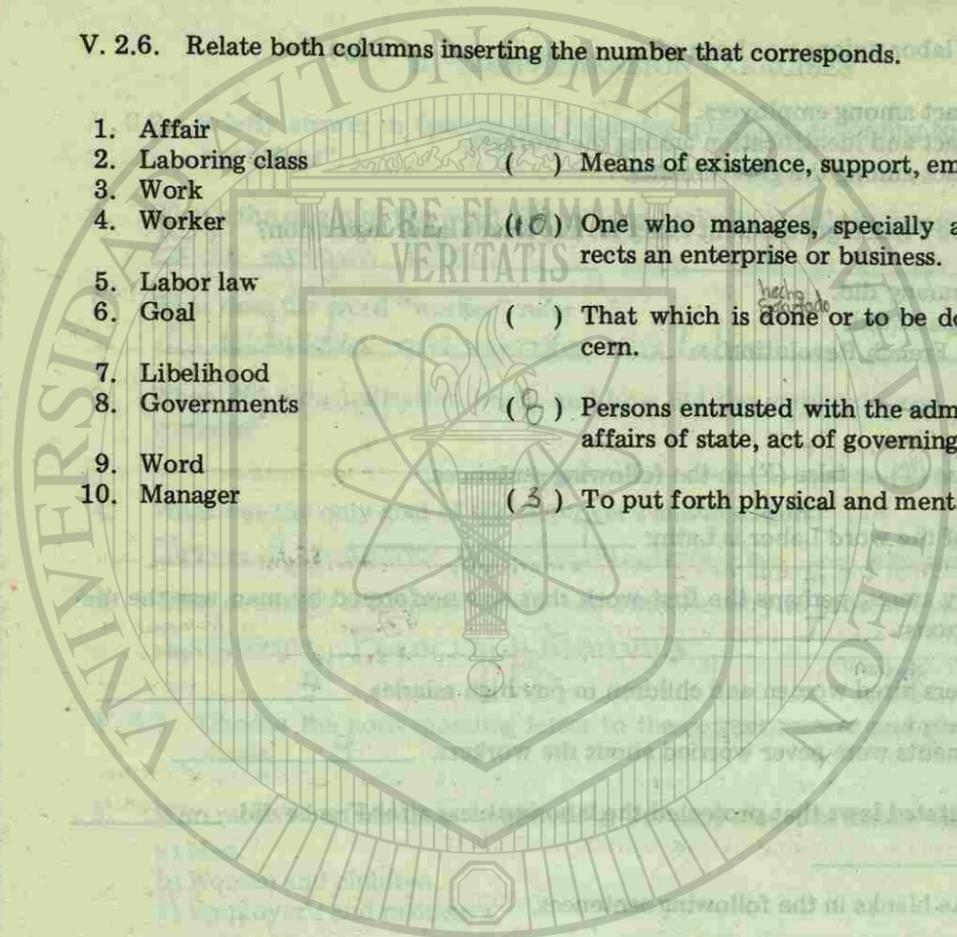
1. The origin of the word Labor is Latin. T
2. In very early times, perhaps the first work that was performed by man was the making of weapons. T
3. The employers hired women and children to pay high salaries. F
4. The governments were never worried about the workers. F
5. Germany dictated laws that protected the laboring class after France did. _____

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

1. The word LABOR implies several meanings.
2. In very early times, man made great efforts to find _____
3. England, France and Germany were countries in which laws protecting the laboring class were established during the nineteenth century.
4. After the French Revolution the French government enacted labor legislation.
5. Germany was very advanced in the industrial field.

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

- | | |
|-------------------|--|
| 1. Affair | |
| 2. Laboring class | () Means of existence, support, employment. |
| 3. Work | |
| 4. Worker | (10) One who manages, specially a person who directs an enterprise or business. |
| 5. Labor law | |
| 6. Goal | () That which is done or to be done, matter, concern. |
| 7. Libelihood | |
| 8. Governments | (8) Persons entrusted with the administration of the affairs of state, act of governing. |
| 9. Word | |
| 10. Manager | (3) To put forth physical and mental effort. |



V. 3. READING.

C) BACKGROUND OF LABOR LAW IN MEXICO.

With regard to its political organization, the history of Mexico can be divided into several periods. They are: pre-colonial, colonial, independence and contemporary. The last period dates from the Constitution of 1857 up to the present.

Pre-Colonial.- The Aztecs society was divided into two main groups: noblemen and common people. The noblemen were traders, priests and warriors. The common people were the "Macehuales" who, in turn, were divided into the "Tlamenes" who took care of carrying loads, the "Mayeques" who worked in country labor, and war prisoner slaves who were used for manual work. Of course, the Aztec slaves differed from those of the Roman age; they were able to marry and to have property. They could obtain their freedom by easier means. Therefore, there was no reason for applying a labor law because there was not a subordinate work situation as we know it in the modern sense.

Colonial.- When the Spaniards arrived in America they tried to get the land as well as the inhabitants of it. They also had the idea of sharing lands with the Indians as part of their allotment. The Spaniards introduced juridical practices disregarding the previous social conditions of New Spain. These laws established the age of twelve years as being the minimum age for working. They also set a resting day once a week, which was intended for attendance at religious ceremonies.

Independence.- That war of Independence of 1810 dealt with political and economic features. There was no change in the juridical field. The laws prevailing in colonial times were still the same, following the thought of liberal legislation.

Contemporary.- The Constitution of 1857 includes the concept of Labor Law as being a protection for the economically weakest group of people. It followed the formula of a liberal constitution until late in the nineteenth century, thus remaining behind in comparison with the advanced legislations of other countries.

Early in this century certain state laws, such as those of the states of Yucatán and Coahuila, were devoted precisely to meeting the problems of the laboring class. These laws were not applied on a national level until the Constitution of 1917.

This constitution was the first one of any country that incorporated the labor law as a minimum of constitutional warranties for the benefit of workers, and established, as per Article No. 123, the following:

OBJETIVO: El alumno de acuerdo con estructuras gramaticales aprendidas con anterioridad identificará y comprenderá la información que presenta la lectura: "Antecedentes del Derecho Laboral en México".

a) Conciliation and arbitration boards for the settlement of disputes between employer and employees.

b) The maximum duration of a working day to be eight hours, and that of night work to be seven hours; the prohibition of unhealthy and dangerous labor for women younger than 16 years; the prohibition of labor to workers younger than 14 years; protection to woman before and after childbirth.

c) Minimum wages, that should be enough to meet the normal needs of the worker and his family identical salary for identical work; protection of the salary against embargo, compensations or discounts; prohibition of making salary payments by means other than money.

d) Payment and limitation of extra-work hours; furnishing workers with lodgings, schools and medical services; employers' responsibility for work casualties and adequate sanitary conditions of the working area; indemnity for unfair layoff.

e) A share of the enterprise profits among the workers.

f) Preference to cover the credits in the worker's favor, in case of a failure, before those of other creditors.

V. 3.1. Translate to Spanish the reading: "Background of Labor Law in Mexico".

Antecedentes del Derecho Laboral en México
Con respecto a su organización política, la historia de México puede ser dividida en varios periodos estos son: precolonial, colonial, independencia y contemporáneo. el último periodo data de la const. de 1857 hasta el presente.
Pre-Colonial.- Las sociedades aztecas estaban divididas en 2 grupos principales: la nobleza y la gente en común. los nobles eran comerciantes, sacerdotes y guerreros la gente común eran los "Macehuales", quienes a su vez, estaban divididos en los "Tlamemes", quienes se encargaban de llevar los cargamentos, los "Maheques" quienes trabajaban en las labores del campo y los esclavos prisioneros de guerra, quienes eran usados para trabajos manuales. Por supuesto los esclavos aztecas diferían de aquellos de la era romana, ellos podían casarse y tener propiedades, ellos podían obtener su libertad por medios más fáciles, por lo tanto no había razón para aplicar una ley laboral, porque no había una situación de trabajo subordinado, como lo conocemos en un sentido moderno.

Colonial.- Cuando los españoles arrivaron a América ellos trataron de lograr la tierra, así como a los habitantes de ella, ellos también tenían la idea compartir tierras con los indios como parte de su repartimiento, Los españoles introdujeron prácticas jurídicas, haciendo caso omiso de las condiciones sociales previas de la nueva España. Estas leyes establecieron la edad de 12 años como la edad mínima para trabajar, ellos también establecieron un día de descanso a la semana, con la intención de atender a las ceremonias religiosas.

Independencia.- Aquella guerra independencia en 1810 tuvo características políticas y económicas. No hubo cambio en el campo jurídico. Los leyes prevalentes en tiempos coloniales eran todavía los mismos, siguiendo el pensamiento de la Legislación Federal.

OBJETIVO: El alumno, para demostrar el grado de comprensión alcanzado sobre la información que presenta la lectura: "Antecedentes del Derecho Laboral en México", será capaz de traducirla al español.

Contemporánea.- La constitución de 1857 incluye el concepto de leyes laborales comenzando una protección para el grupo de gente económicamente más débil. Siguió la fórmula de una constitución liberal hasta fines del siglo 19. Permaneciendo así, en comparación con la legislación avanzada de otros países. A principios de este siglo ciertas leyes estatales. Tales como aquellas de los Estados de Yucatán y Coahuila, iban enfocadas precisamente a la resolución de problemas de la clase laboral. Estas leyes no fueron aplicadas a un nivel nacional, hasta la const. de 1917. Esta const. fué la primera de cualquier país que incorporó la ley laboral, como un mínimo de garantías constitucionales para el beneficio de Trabajadores y estableció en su artículo 123 lo siguientes:

a) Juntas de Conciliación y Arbitraje.- para la resolución de disputas entre patronos y empleados

b) Duración Máxima de día de Trabajo de 8 hrs. y de 7 hrs. para trabajo nocturno. La prohibición de Trabajo insalubre y peligroso para las mujeres menores de 16 años la prohibición de Trabajo para menores de 14 años. Protección a la mujer antes y después del parto.

c) Salarios Mínimos que deberán ser suficientes para satisfacer las necesidades normales del trabajador y su familia, salario idéntico para Trabajo idéntico. Protección del salario en contra del embargo, compensación o descuentos, prohibición de hacer el pago de salario por otros medios que no sea ordinario.

d) Pago y limitación de horas extras de trabajo, proporcionadas a los trabajadores, alojamiento, escuelas y servicios médicos. Responsabilidad de los patronos por accidente de Trabajo y enfermedades sanitarias o colectadas en relación con el trabajo o indemnización por despido ilegal.

e) Reporto de utilidades de la empresa entre los Trabajadores.

f) Preferencia para cubrir los créditos en favor del Trabajador en caso de quiebra antes que la de otros acreedores.

C) COMPREHENSION EXERCISES

V. 3.2. Briefly answer in Spanish the following questions according to the reading? "Background of Labor Law in Mexico".

- How many periods can the history of Mexico be divided into?
Colonial, Pre Colonial, independencia, contemporánea
- What were the groups that divided the Aztec society called?
Los nobles, y la gente común
- Why wasn't there no reason for applying a labor law on the Aztec period age?
Porque no estaba establecido un Trabajo subordinada como lo conocemos en lo tiempos modernos
- Was there any change in the juridical field after the Independence?
No
- What year did Mexico include for the first time the concept of the labor law in its constitution?
1857

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

- How were the traders, priests and warriors in the Aztec period named? (c)
a) Tlameses.
b) Macehuales.
c) Noblemen.
- Who were the ones that worked in the fields? (a)
a) Mayeques.
b) Noblemen.
c) Macehuales.
- What did the Spanish laws establish? (a)
a) The minimum age of 12 to work and 1 day of the week to rest.
b) The minimum age of 18 to work and 2 days of the week to rest.
c) The minimum age of 20 to work and work during the whole week.

OBJETIVO: El alumno respondiendo por escrito a los ejercicios, comprobará el grado de comprensión alcanzado sobre la información que presenta la lectura: "Antecedentes del Derecho Laboral en México".

4. What Mexican states were devoted to meet the problems of the laboring class? ..(b)

- a) Nuevo Leon and Coahuila.
- b) Yucatan and Coahuila.
- c) Nuevo Leon and Yucatan.

5. What Constitution incorporated the labor law on a national level?(a)

- a) The Constitution of 1917.
- b) The Constitution of 1857.
- c) Another constitution.

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

- 1. The noblemen were the Macehuals and the Mayeques. F
- 2. The colonial period in Mexico began when the Spaniards arrived. T
- 3. When the Spaniards arrived in America, they left the same social conditions that had the Aztecs. F
- 4. The Constitution of 1917 established conciliation and arbitration boards. T
- 5. Article 123 of the Constitution is relative to the work that is related. T

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

- 1. México was the first of any country that incorporated the labor law.
- 2. Article 123 established that working They to be eight hours.
- 3. This same article (123) also established the work younger than 14 years. Minimum Wage, that should be enough to meet the normal needs of the worker and his family.
- 5. Payment and limitation of extra work hours.

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

- | | |
|-------------------|--|
| 1. Childbirth | |
| 2. Labor | () Law assurance given by one party to a contract that the subject matter of a transaction is as represented. |
| 3. Unhealthy | |
| 4. Warranty | () Overpowering, caressing physical or mental distress. |
| 5. Will | |
| 6. Laboring class | () Principles of organization or basic law of a nation. |
| 7. Constitution | |
| 8. Juridical | () Pertaining to law or the administration of justice. |
| 9. Oppressive | |
| 10. Dangerous | () Act of giving birth to a child. |

VOCABULARY

1. affair	-	asunto, negocio, cuestión.
2. allocation	-	distribución.
3. allotment	-	parte, repartición.
4. attendance	-	asistencia, presencia.
5. Autonomy	-	Autonomía.
6. avoid	-	evitar.
7. aware	-	enterado, sabedor.
8. coal	-	carbón.
9. Conciliation and Arbitration Board	-	Junta de Conciliación y Arbitraje.
10. consumers	-	consumidores.
11. Consumer goods	-	bienes de consumo.
12. contemporary	-	contemporáneo-a.
13. childbirth	-	parto, alumbramiento.
14. dams	-	presas, diques.
15. dangerous	-	peligroso, arriesgado.
16. dictate (to)	-	dictar.
17. distributor	-	distribuidor.
18. effect (to)	-	efectuar.
19. effort	-	esfuerzo.
20. either	-	cualquier-a.
21. employer	-	empleado.
22. employee	-	jefe.
23. enact (to)	-	Decretar.
24. exercise (d)	-	ejercer - ido.
25. exertion	-	esfuerzo, conato.
26. fact	-	hecho, acto.
27. features	-	características.
28. field	-	campo, rama.
29. finance (to)	-	financiar.
30. flesh	-	carne, pulpa de fruto.
31. freedom	-	libertad.
32. fur, - s	-	piel - es.
33. goal	-	meta.
34. goods	-	bienes.
35. Goodwil	-	buena voluntad.
36. improve (to)	-	mejorar.
37. income	-	ingresos.
38. juridical	-	jurídico.

39. laboring class	-	clase trabajadora u obrera.
40. Labor law	-	Derecho laboral.
41. labor unión	-	sindicato.
42. labor	-	trabajo, labor, faena.
43. land	-	terreno, tierra.
44. layoff	-	despido (de trabajo).
45. leading	-	principal, - es (que encabezan).
46. livelihood	-	supervivencia.
47. load	-	carga, peso, resistencia.
48. lodging	-	vivienda, albergue, hospedaje.
49. long-run	-	a largo plazo.
50. management	-	manejo.
51. manipulate (d)	-	manipular - ado.
52. meaning	-	significado.
53. military	-	milicia.
54. myriad	-	sin número.
55. nationalize (d)	-	nacionalizar - ado.
56. needs	-	necesidades.
57. networth	-	valor neto.
58. operate (d)	-	operar - ado, a.
59. oppressive	-	opresivo.
60. owner	-	propietario.
61. perform (to)	-	realizar, desempeñar, ejercer.
62. personal goods	-	bienes personales.
63. plann (ing)	-	planear - ando.
64. predominate (to)	-	predominar, prevalecer.
65. prices	-	precios.
66. priest, - s	-	sacerdote, - s.
67. profit	-	ganancia, provecho.
68. provide (to)	-	proveer.
69. range	-	extensión.
70. rather late	-	tardío.
71. remain	-	permanecer.
72. remaining behind	-	retrasándose.
73. reach (to)	-	alcanzar, lograr, conseguir.
74. resting day	-	día de descanso.
75. reveal (to)	-	revelar, manifestar, publicar.
76. rights	-	derechos.
77. salary payments	-	pagos salariales.
78. sense	-	sentido.
79. several	-	diversos, - as.

80. settlement	-	arreglo, convenio.
81. share	-	participación, cuota.
82. shared equally	-	repartidos igualmente (en partes iguales).
83. slave	-	esclavo, - a.
84. small - scale	-	pequeña escala.
85. source	-	fuerza.
86. Spaniard	-	Español.
87. strengthening	-	fortalecimiento.
88. struggle	-	lucha, esfuerzo.
89. such	-	tal, - es.
90. thought	-	pensamiento.
91. threat	-	amenaza.
92. toil	-	faena, trabajo.
93. trade	-	comercio, cambio.
94. trend	-	tendencia.
95. unfair	-	injusto, desleal.
96. unhealthy	-	insalubre, insano.
99. utopian	-	utópico, ideal.
98. values	-	valores.
99. view (ed)	-	ver, visto.
100. warranty	-	garantía.
101. warrior	-	guerrero.
102. weakest	-	más débil - es.
103. wealth	-	riqueza, opulencia.
104. weapon	-	arma.
105. will	-	voluntad.
106. with regard to	-	con relación a.
107. which was intended	-	el cual se pretendía.
108. whole	-	entero, - a; total.

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