



INGLÉS III

3er. Semestre

Preparatoria
Núm. 15

PREPARATORIA 15

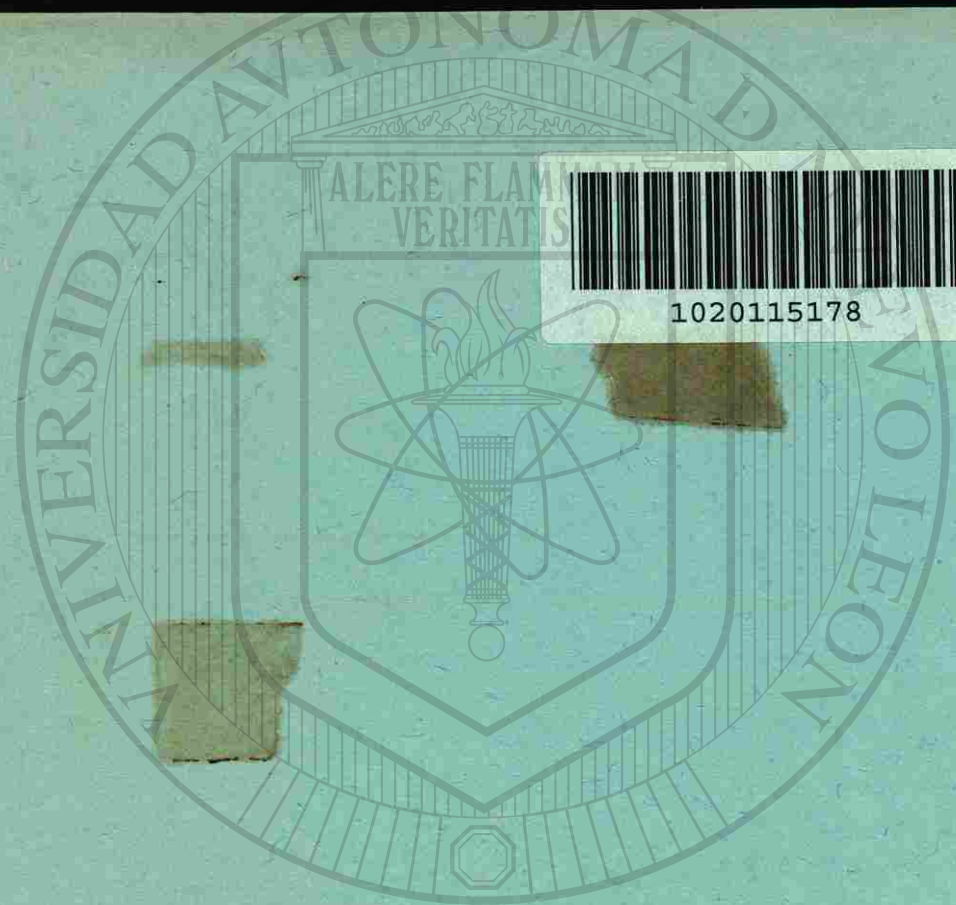


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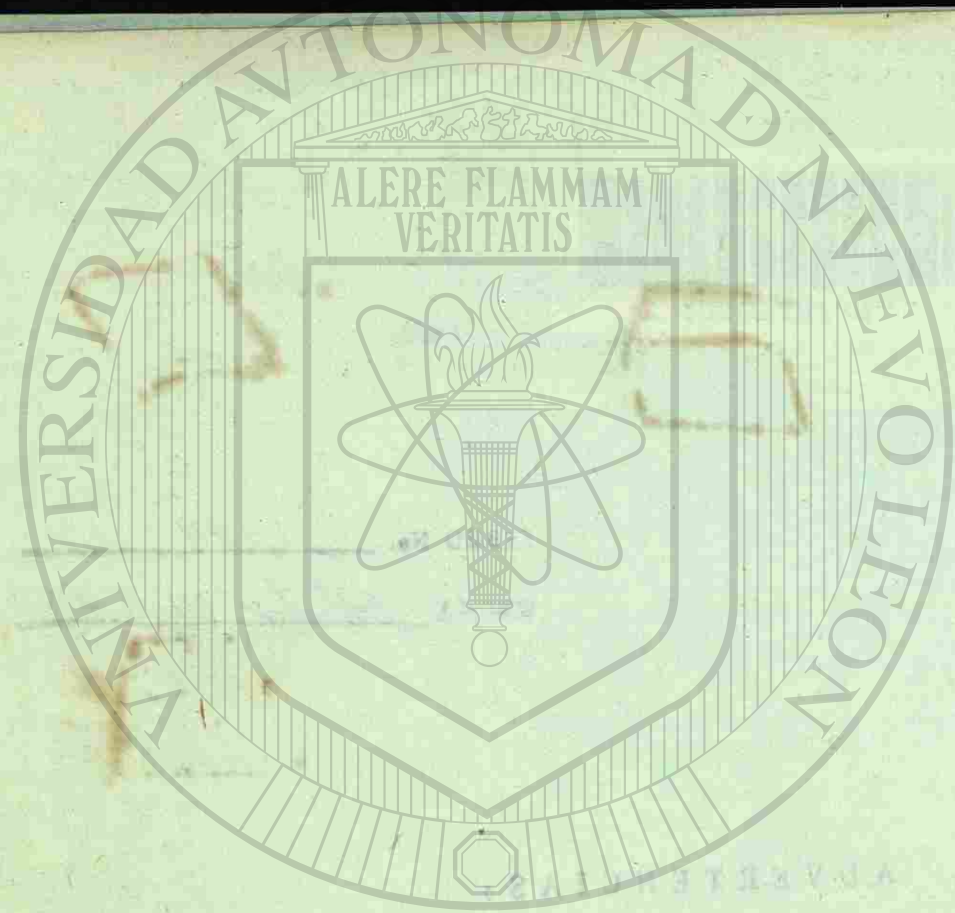
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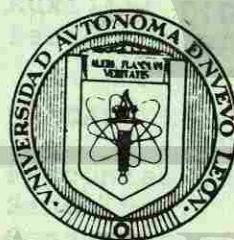


MANUAL DE UNIDADES

INGLES III.

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AGOSTO DE 1985.



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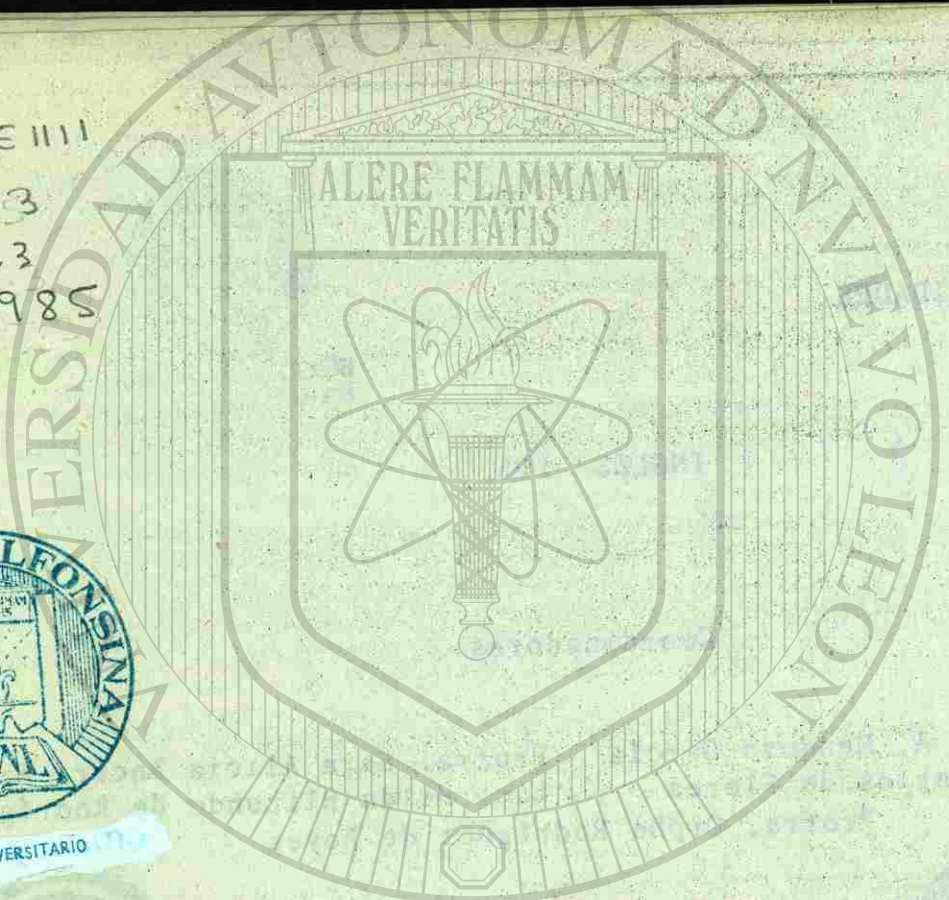
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INFORMACIÓN GENERAL DEL CURSO DE INGLÉS.

INTRODUCCIÓN.

En el transcurso de este semestre repasarás estructuras que has visto con anterioridad e identificarás, manejarás y traducirás estructuras más complejas.

Recuerda que con tu empeño, dedicación y esfuerzo, la ayuda de tu maestro y Coordinadora podrás realizar con éxito tu curso de inglés. ¡Claro! No hay que olvidar tu manual de unidades el cual será una guía donde puedes afianzar tus conocimientos o despejar tus dudas.

OBJETIVOS.

De este manual tienen como base el programa autorizado por el Consejo Académico de la U.A.N.L. Está estructurado en ocho unidades, como señala el programa y avanza conforme va cumpliendo con los objetivos. Cada unidad contiene reglas gramaticales con sus respectivos ejemplos y ejercicios de diferentes tipos.

Para poder cumplir con los objetivos en forma apropiada, no se ha restringido el vocabulario. Por esta razón, mucho tendrás que consultar el diccionario. No consideramos que ésta sea una desventaja. Por el contrario, un vocabulario extenso es una meta esencial para el dominio de un idioma.

PROCEDIMIENTO.

El procedimiento que seguiremos en clase será el siguiente:

1. Tendrás tres sesiones para cada unidad, en las cuales el maestro explicará el material asignado para dicha unidad y resolverás los ejercicios correspondientes.
2. Tendrás una sesión en la cual asistirás al Laboratorio de Idiomas. Ahí escucharás material de la unidad.
3. Trabajarás con este manual de unidades y se te asignarán trabajos, los cuales reforzarán el material de enseñanza.

REQUISITOS.

Para tener derecho a presentar cada unidad, deberás cumplir con dos requisitos:

1. Cumplir con el trabajo o ejercicios que se te indiquen.
2. Asistir al Laboratorio de Idiomas.

¡Asiste a clase!

3er. SEMESTRE.

INTRODUCCIÓN.

INGLES.

UNIDAD I.

La presente unidad será un repaso de las estructuras - afirmativas, interrogativas y respuestas cortas en presente. La unidad no presentará mayor problema para tí puesto que estas estructuras ya - las has aprendido y manejado en semestres anteriores. En caso de que - no las tengas bien afianzadas ahora es tiempo de hacerlo. Así es que... (a) asiste a clases, (b) pide asesoría a tu maestro o Coordinadora y (c) asiste al Laboratorio de Idiomas.

OBJETIVOS:

1. Estructurar enunciados con el verbo TO BE en forma afirmativa, negativa, interrogativa y respuestas cortas en presente.
2. Utilizar formas impersonales del verbo HABER en estructuras afirmativas, negativas, interrogativas y respuestas cortas en presente.

3. Manejar el presente indicativo del verbo en afirmación, negación e interrogación.
4. Estructurar enunciados en negación, interrogación y respuestas cortas con los auxiliares DO y DOES.
5. Utilizar el presente progresivo en estructuras afirmativas, negativas, interrogativas y respuestas cortas.
6. Traducir oraciones que contengan los temas vistos en la unidad.

PROCEDIMIENTO.

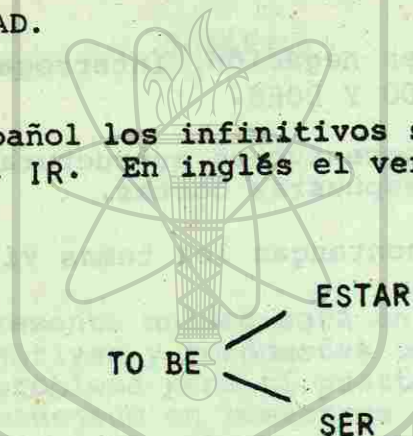
1. Estudia el material que comprende la unidad.
2. Resuelve y practica los ejercicios de la unidad.
3. Entrega el trabajo que se te indique el día señalado por tu maestro.
4. Asiste al Laboratorio de Idiomas.

REQUISITO.

Los ejercicios que comprenden la unidad deberán estar resueltos el día señalado por el maestro. La persona que no lo haga y no haya asistido al Laboratorio de Idiomas no tendrá derecho a presentar la evaluación.

MATERIAL DE LA UNIDAD.

1. TO BE. En español los infinitivos se identifican por sus terminaciones AR, ER, IR. En inglés el verbo va acompañado de la partícula TO.



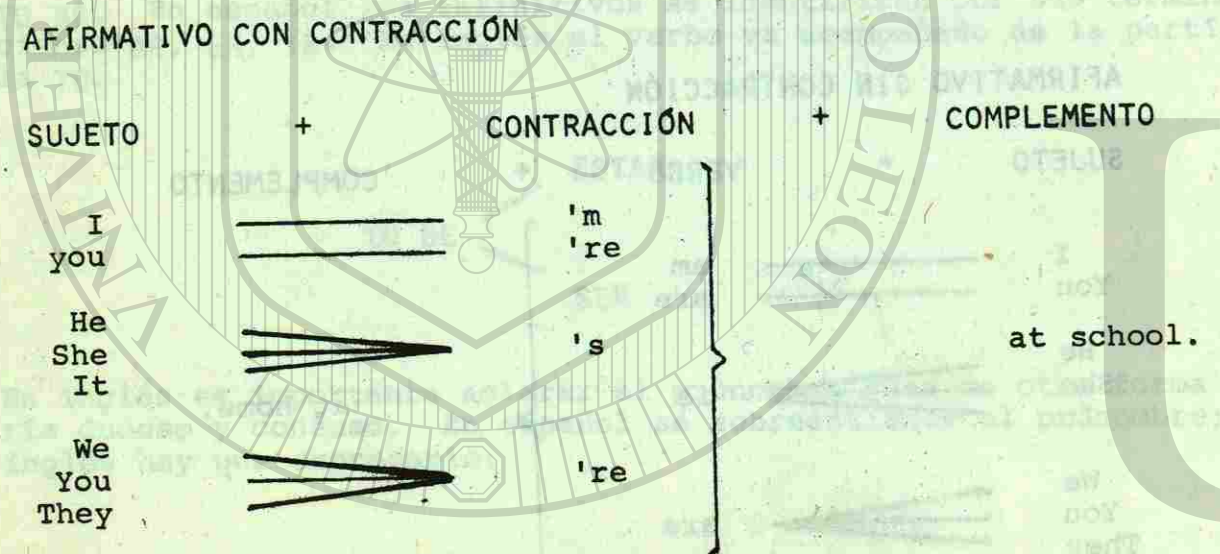
En inglés es importante aclarar el pronombre pues de otra forma sería dudoso y confuso. En español se sobreentiende el pronombre; en inglés hay que expresarlo.

- 1.1 Para estructurar la afirmación del verbo TO BE se pone el sujeto, después la forma del verbo correspondiente y enseguida el complemento.

AFIRMATIVO SIN CONTRACCIÓN

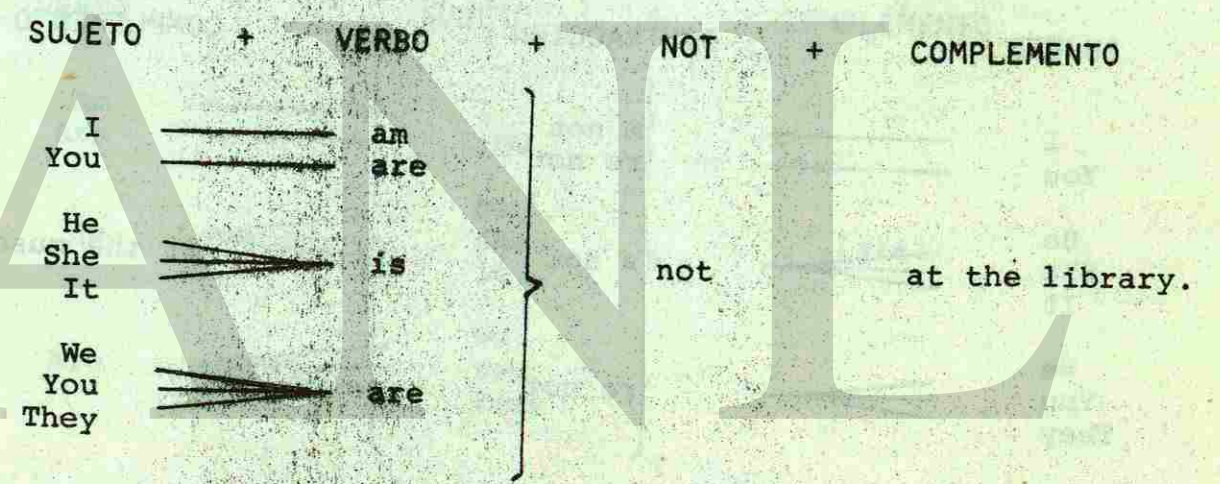
SUJETO	+	VERBO	+	COMPLEMENTO
I		am		
You		are		
He		is		at home.
She				
It				
We		are		
You				
They				

1.2 La contracción se compone de la unión del pronombre y el verbo.
Se utiliza en el lenguaje informal.

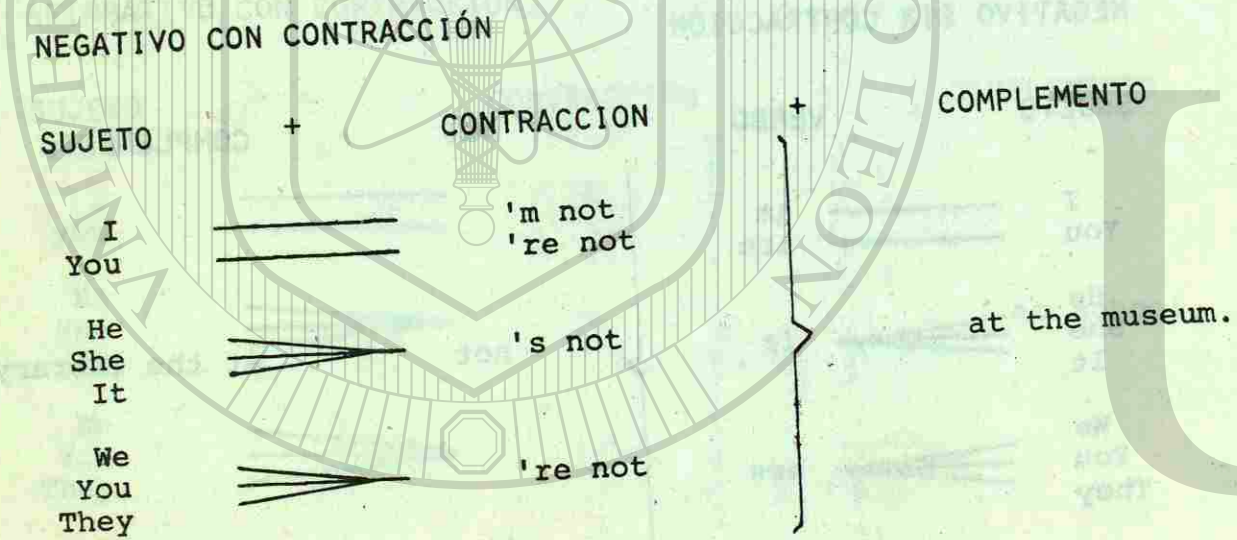


1.3 Para negar en inglés se usa la palabra NOT. Se pone después del verbo y antes del complemento. Se utiliza en el lenguaje formal.

NEGATIVO SIN CONTRACCIÓN

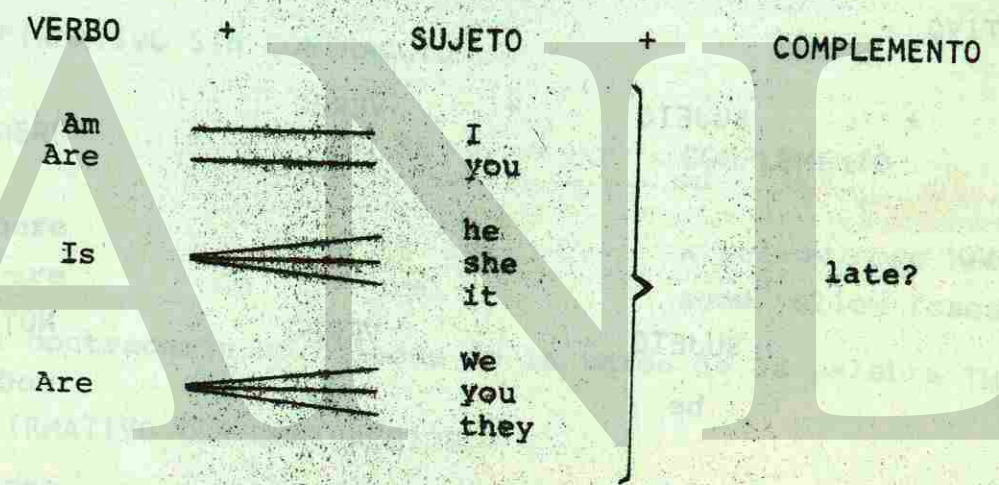


1.4 La contracción negativa de la primera persona singular es I'M NOT de IS NOT es ISN'T y de ARE NOT es AREN'T. Se utiliza en el lenguaje informal.



1.5 Para estructurar la interrogación se pone la forma del verbo correspondiente, después el sujeto y enseguida el complemento.

INTERROGATIVO



1.6

La respuesta corta dependiendo del caso se afirma o se niega, enseguida va el sujeto y al último el verbo.

Is Baltazar a lawyer?

AFIRMATIVO

YES

Yes,

NEGATIVO

NO

No,

+

SUJETO

he

+

VERBO

is.

SUJETO

he

VERBO

is

NOT

not.

2.

HABER. Se compone de la palabra THERE (allí o allá) con la forma del verbo TO BE que se requiera.

2.1

Para estructurar la afirmación se pone la palabra THERE, enseguida el verbo TO BE y al último el complemento.

AFIRMATIVO SIN CONTRACCIÓN.

THERE

+

TO BE

+

COMPLEMENTO

There

is

a yellow rose here.

There

are

some yellow roses here.

2.2

La contracción se compone de la unión de la palabra THERE y el verbo.

AFIRMATIVO CON CONTRACCIÓN.

THERE

+

CONTRACCIÓN

+

COMPLEMENTO

There

's

a book on the table.



- 2.3 Para negar el adverbio NO puede usarse como adjetivo y modificar sustantivos contables y no contables, para expresar negación.

NEGATIVOS SIN CONTRACCIÓN.

THERE	+	TO BE	+	NO	+	COMPLEMENTO
There		is		no		milk in the glass.
There		are		no		flowers in the vase.

- 2.4 La contracción negativa se utiliza en el lenguaje informal. Su estructura es la siguiente:

NEGATIVOS CON CONTRACCIÓN

THERE	+	CONTRACCIÓN	+	COMPLEMENTO
There		isn't		a single mistake in her homework.
There		aren't		any mistakes in her homework.

- 2.5 Para estructurar la interrogación se pone la forma del verbo correspondiente, la palabra THERE, después el sujeto y enseguida el complemento.

INTERROGATIVO

TO BE	+	THERE	+	SUJETO	+	COMPLEMENTO
Is		there		an empty cup		on the shelf?
Are		there		any empty cups		on the shelf?

- 2.6 La respuesta corta dependiendo del caso se afirma o se niega; enseguida va THERE y al último el verbo.

Are there any children in the playground?

AFIRMATIVO

YES	+	THERE	+	VERBO
Yes,		there		are.

NEGATIVO

NO	+	THERE	+	CONTRACCIÓN
No,		there		aren't.



3. En el tiempo del presente indicativo con excepción del TO BE todos los verbos se componen de: (a) su forma base y (b) la terminación S la cual se utiliza con la 3a. persona singular.

3.1 Para estructurar la afirmación se pone el sujeto, después el verbo y enseguida el complemento.

AFIRMATIVO

SUJETO + VERBO + COMPLEMENTO

I	—	read	
You	—	read	
He	—	reads	the information daily.
She	—	reads	
It	—	reads	
We	—	read	
You	—	read	
They	—	read	

3.2 Es imperativo utilizar el auxiliar DO en este tiempo tanto para negación como para la interrogación.

El auxiliar DO se usa con todas las personas con excepción de la 3a. persona singular; el verbo va en forma base. Este auxiliar nunca va acompañado del verbo TO BE.

3.3 Para la negación se pone la palabra NOT después del auxiliar y antes del verbo. Recuerda que DO por sí mismo indica el tiempo del enunciado.

NEGATIVO SIN CONTRACCIÓN

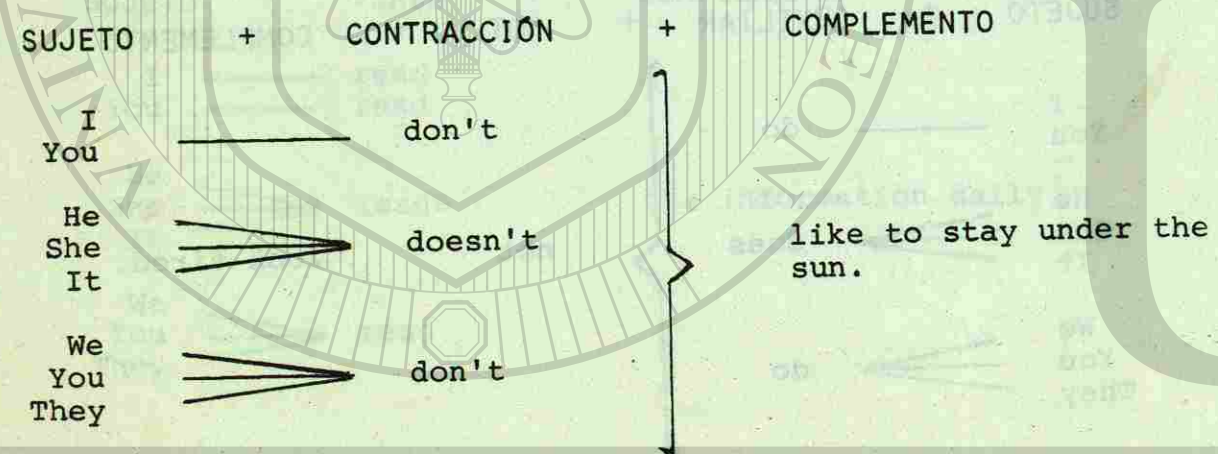
SUJETO + AUXILIAR + NOT + COMPLEMENTO

I	—	do	} not	look tired.
You	—	do		
He	—	does		
She	—	does		
It	—	does		
We	—	do		
You	—	do		
They	—	do		



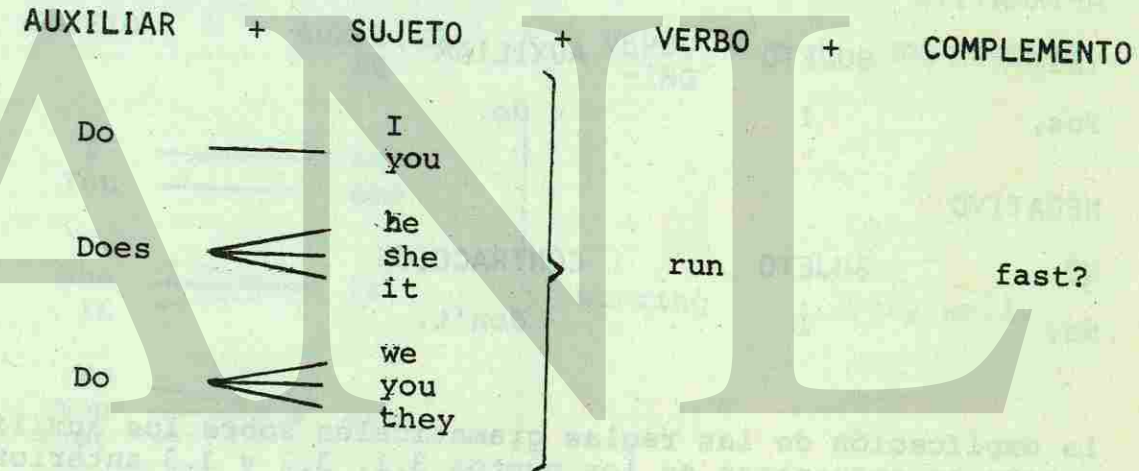
3.4 La contracción negativa se utiliza en el lenguaje informal. Su estructura es la siguiente:

NEGATIVO CON CONTRACCIÓN



3.5 Para estructurar la interrogación se pone el auxiliar correspondiente, después el sujeto, enseguida el verbo en su forma base y al último el complemento.

INTERROGATIVO



- 3.6 La respuesta corta dependiendo del caso se contesta en forma afirmativa o negativa.

Do you like yoghurt?

AFIRMATIVO

YES

Yes,

NEGATIVO

NO

No,

SUJETO

I

AUXILIAR

do.

SUJETO

I

CONTRACCIÓN

don't.

4. La explicación de las reglas gramaticales sobre los auxiliares DO Y DOES se encuentran en los puntos 3.1, 3.2 y 3.3 anteriormente mencionados.

5. Para estructurar la afirmación del presente progresivo se pone el sujeto, después el auxiliar TO BE correspondiente, enseguida el verbo principal con la terminación -ING. Se refiere a una acción o evento que se está realizando en el momento, pero que puede terminar en cualquier tiempo.

AFIRMATIVO SIN CONTRACCIÓN

SUJETO + AUXILIAR BE + VERBO -ING + COMPLEMENTO

I	am	} working	} very well.
You	are		
He	is	} working	} very well.
She			
It			
We	are	} working	} very well.
You			
They			

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

5.1 La contracción se compone de la unión del pronombre y el verbo.
Se utiliza en el lenguaje informal.

AFIRMATIVO CON CONTRACCIÓN

SUJETO	+	CONTRACCIÓN	+	VERBO -ING	+	COMPLEMENTO
I		'm		} walking		} on the sidewalk.
You		're				
He		's				
She						
It						
We		're				
You						
They						

5.2 Para negar se pone la palabra NOT entre el auxiliar y el verbo.

NEGATIVO SIN CONTRACCIÓN

SUJETO	+	AUXILIAR BE	+	NOT	+	VERBO -ING	+	COMPLEMENTO
I		am		} not		} looking		} at the cat.
You		are						
He		is						
She								
It								
We		are						
You								
They								

5.3 La contracción negativa se utiliza en el lenguaje informal. Su estructura es la siguiente:

NEGATIVA CON CONTRACCIÓN

SUJETO + CONTRACCIÓN + VERBO + COMPLEMENTO

I	'm not	}	taking	too long.
You	aren't			
He	isn't	}	taking	too long.
She				
It				
We	aren't	}	taking	too long.
You				
They				

5.4 La respuesta corta dependiendo del caso se afirma o se niega, enseguida va el sujeto y al último el auxiliar.

Is she writing a letter?

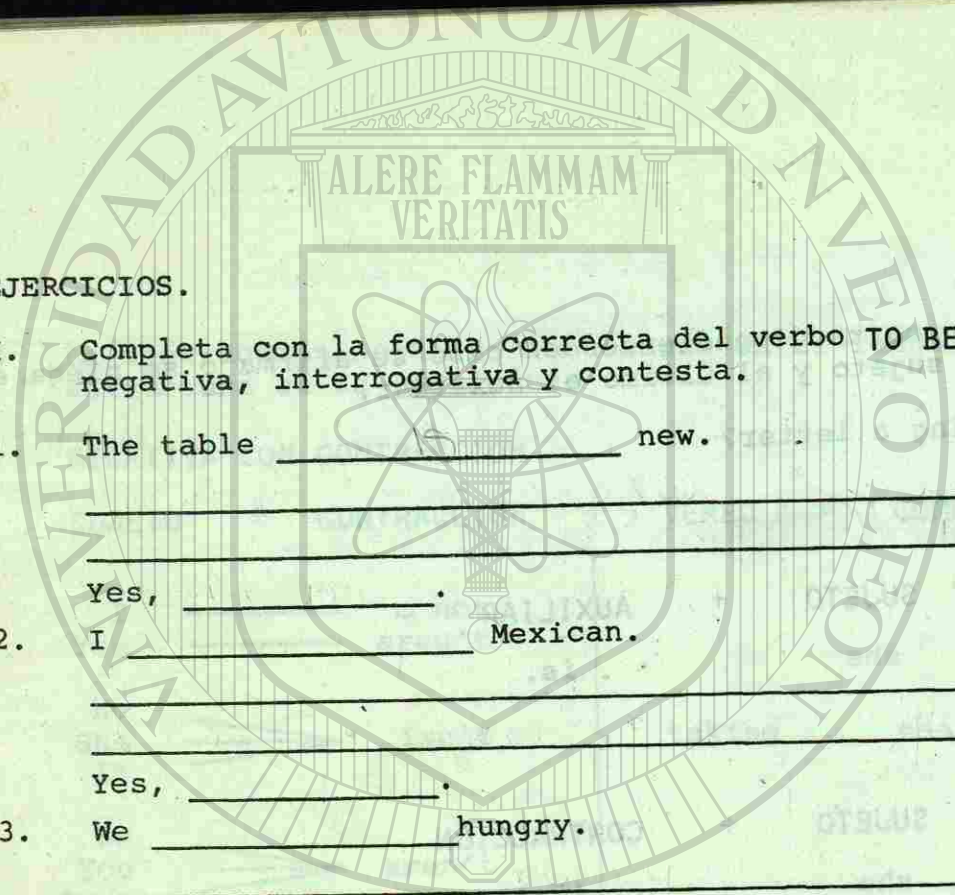
AFIRMATIVO

YES + SUJETO + AUXILIAR
 Yes, she is.

NEGATIVO

NO + SUJETO + CONTRACCIÓN
 No, she isn't.





EJERCICIOS.

I. Completa con la forma correcta del verbo TO BE. Cambia a la forma negativa, interrogativa y contesta.

1. The table _____ new.

_____?

2. I _____ Mexican.

_____?

3. We _____ hungry.

_____?

4. You _____ happy.

_____?
Yes, _____.

5. Ingrid _____ beautiful.

_____?
Yes, _____.

6. She _____ my classmate.

_____?
No, _____.

7. They _____ busy.

_____?

8. My dog _____ smart.

_____?

9. Hugo and Judy _____ tired.

_____?
No, _____.



10. Pedro _____

from Venezuela.

No, _____

II. Completa con la forma correcta del verbo HABER y contesta. Convierte en forma afirmativa y negativa. Traduce.

1. _____ many students in the classroom?

Yes, _____

2. _____ much coffee in the pot?

No, _____

3. _____ several cars in the street?

No, _____

4. _____ something on top of the stove?

Yes, _____

5. _____ something special tonight on T.V.?

Yes, _____

6. _____ a lot of roses in my garden?

Yes, _____

7. _____ five persons in the store?

No, _____

8. _____ someone at the door?

Yes, _____



9. _____ a lawyer in the courtroom?
No, _____.

10. _____ political discussions at the White House?
Yes, _____.

III. Completa con la forma correcta del verbo y cambia a negación, interrogación, contesta. Traduce.

1. John _____ a pack of cigarretes a day.
(smoke)

No, _____.

2. They _____ T.V. everyday.
(watch)

Yes, _____.

3. He _____ his books to school.
(take)

Yes, _____.

4. She always _____ with her family in Mérida.
(stay)

Yes, _____.

5. We _____ the lawn frequently.
(mow)

No, _____.

6. I _____ a lot of tea.
(drink)

Yes, _____.

7. The students _____ (know) _____ how to do the math problems. _____ ?

No, _____ .

8. David _____ (love) _____ Marycarmen. _____ ?

Yes, _____ .

9. Their company _____ (sell) _____ very good products. _____ ?

No, _____ .

10. Alice _____ (bake) _____ delicious pies. _____ ?

Yes, _____ .

11. It _____ (rain) _____ often in Monterrey. _____ ?

No, _____ .

12. The children _____ (play) _____ in the garden all summer. _____ ?

No, _____ .

13. The passengers _____ (have) _____ the exact change. _____ ?

No, _____ .

14. They _____ (get) _____ change from the coin machine. _____ ?

No, _____ .

15. He _____ in the office.
(eat) _____
_____?

No, _____.

IV. Completa con la forma correcta del verbo en presente. Cambia a la forma interrogativa y contesta.

1. He _____ for Joel.
(wait) _____?

Yes, _____.

2. That girl _____ in a hospital.
(work) _____?

No, _____.

3. She _____ English.
(study) _____?

Yes, _____.

4. Gaspar _____ the car.
(wash) _____?

Yes, _____.

5. Israel _____ home after school.
(go) _____?

No, _____.

6. Nuria _____ her mother with the housework.
(help) _____?

Yes, _____.

7. Hugo _____ his bicycle to school.
(ride) _____?

Yes, _____.

8. They _____ two cheeseburgers for lunch.
(eat) _____?

No, _____.

9. She _____ in Paris.
(live) _____?

No, _____.



10. Arturo _____ (get) _____ early to the office every day. _____ ?

Yes, _____ .

V. Completa las siguientes oraciones en presente progresivo. Cambia a la forma interrogativa y contesta.

1. Bill _____ (study) _____ English. _____ ?

Yes, _____ .

2. He _____ (learn) _____ very much. _____ ?

No, _____ .

3. I _____ (wait) _____ for my aunt. _____ ?

Yes, _____ .

4. Karen _____ (work) _____ at the factory. _____ ?

No, _____ .
5. They _____ (go) _____ on a camping trip. _____ ?

Yes, _____ .

6. I _____ (go) _____ to school. _____ ?

No, _____ .

7. The children _____ (play) _____ in the streets nowadays. _____ ?

No, _____ .

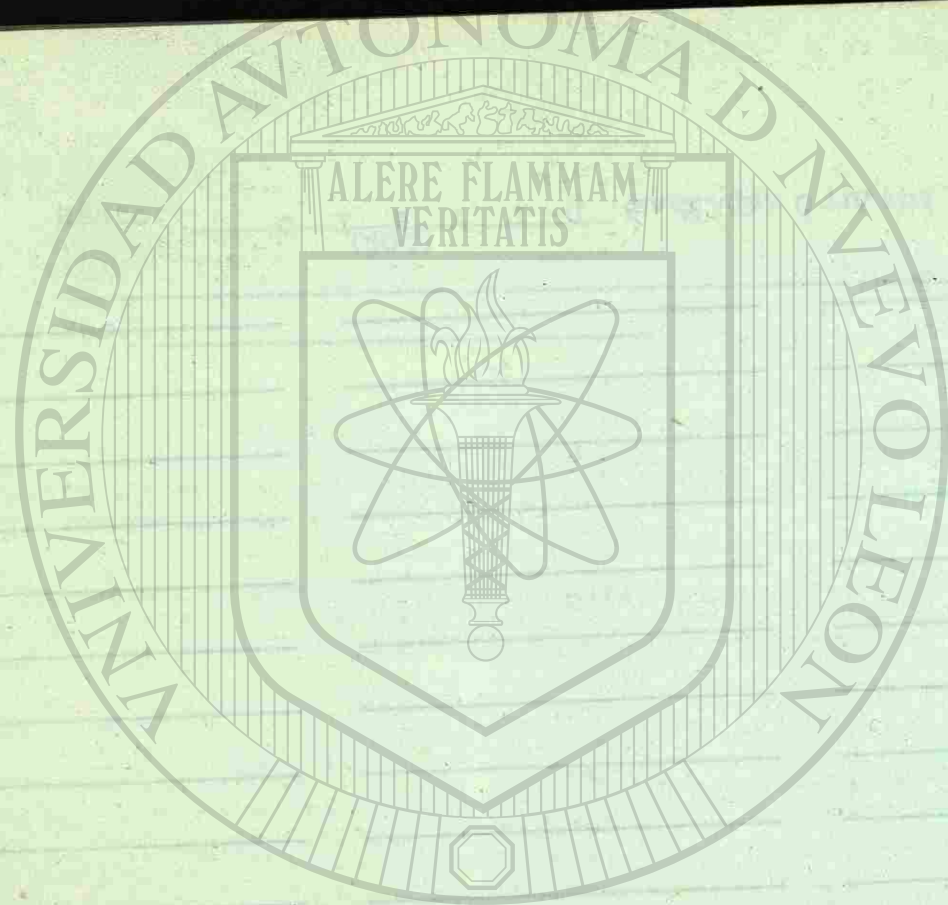
8. We _____ (live) _____ in Querétaro. _____ ?

Yes, _____ .

9. Olga _____ (take) _____ her sweater to work. _____ ?

No, _____ .





3er. SEMESTRE.

INGLÉS

UNIDAD II.

INTRODUCCIÓN.

La presente unidad como podrás constatar sigue siendo un repaso de las estructuras que has visto con anterioridad; sólo que ahora las verás en pasado.

Si no tienes diccionario hazte de uno pues a lo largo del semestre comprobarás que es muy valiosa su aportación.

OBJETIVOS.

1. Estructurar enunciados con el verbo TO BE en forma afirmativa, negativa, interrogativa y respuestas cortas en pasado.
2. Utilizar formas impersonales del verbo HABER en afirmación, negación y respuestas cortas en pasado.
3. Estructurar enunciados con verbos regulares e irregulares en negativo y afirmativo.
4. Estructurar enunciados en negación, interrogación y respuestas cortas con el auxiliar DID.

5. Utilizar el pasado progresivo en estructuras afirmativas, negativas, interrogativas y respuestas cortas.
6. Traducir oraciones que contengan los temas vistos en la unidad.

PROCEDIMIENTO.

1. Estudia el material que comprende la unidad.
2. Resuelve y practica los ejercicios de la unidad.
3. Entrega el trabajo que se te indique el día señalado por tu maestro.
4. Asiste al Laboratorio de Idiomas.

REQUISITO.

Los ejercicios que comprenden la unidad deberán estar resueltos el día señalado por el maestro. La persona que no lo haga y no haya asistido al Laboratorio de Idiomas no tendrá derecho a presentar la evaluación.

MATERIAL DE LA UNIDAD

1. TO BE, Las formas de este verbo en pasado son:

SINGULAR		PLURAL	
Presente	Pasado	Presente	Pasado
am			
is	was	are	were

- 1.1 Para estructurar la afirmación del verbo TO BE se pone el sujeto, después la forma del verbo correspondiente y enseguida el complemento.

AFIRMATIVO

SUJETO + VERBO + COMPLEMENTO

I	_____	was	}	at home.
You	_____	were		
He	_____	was	}	at home.
She	_____			
It	_____			
We	_____	were	}	
You	_____			
They	_____			

1.2 La contracción negativa del singular es WASN'T y del plural es WEREN'T.

NEGATIVO CON CONTRACCIÓN

SUJETO	+	CONTRACCIÓN	+	COMPLEMENTO
I	—	wasn't	—	} at the theater.
You	—	weren't	—	
He	—	wasn't	—	
She	—		—	
It	—		—	
We	—	weren't	—	
You	—		—	
They	—		—	

1.3 Para estructurar la interrogación se pone la forma del verbo correspondiente, después el sujeto y enseguida el complemento.

INTERROGATIVO.

VERBO + SUJETO + COMPLEMENTO

Was	—	I	} at the museum?
Were	—	you	
Was	—	he	
		she	
		it	
Were	—	we	
		you	
		they	

2. Haber. Las formas de este verbo en pasado son:

SINGULAR		PLURAL	
Presente	Pasado	Presente	Pasado
There is	- There was	There are	- There were



- 2.1 Para estructurar la afirmación se pone la palabra THERE enseguida el verbo TO BE y al último el complemento.

AFIRMATIVO SIN CONTRACCIÓN.

THERE	+	TO BE	+	COMPLEMENTO
There		was		a fan in the bedroom.
There		were		many students in the classroom.

- 2.2 Para la contracción negativa se utiliza en el lenguaje informal. Su estructura es la siguiente:

NEGATIVO CON CONTRACCIÓN.

THERE	+	CONTRACCIÓN	+	COMPLEMENTO
There		wasn't		a book on the table.
There		weren't		two girls with Irene.

- 2.3 Para estructurar la interrogación se pone la forma del verbo correspondiente, la palabra THERE, después el sujeto y enseguida el complemento.

INTERROGATIVO

TO BE	THERE	SUJETO	COMPLEMENTO
Was	there	an apple	in the refrigerator?
Were	there	a few boys	in the bowling alley?

- 2.4 La respuesta corta dependiendo del caso se afirma o se niega enseguida va THERE y al último el verbo TO BE.

AFIRMATIVO

YES	+	THERE	+	TO BE
Yes,		there		was.

NEGATIVO,

NOT	THERE	CONTRACCIÓN
No,	there	wasn't.

3. Tiempo pasado de los verbos regulares. A los verbos regulares se les añade la terminación ED. La forma del verbo no sufre ninguna alteración pues es la misma para todas las personas.

AFIRMATIVO

SUJETO

+

VERBO

+

COMPLEMENTO

I
You

He
She
It

We
You
They

played

with the ball.

- 3.1 Tiempo pasado de los verbos irregulares. Ya que existen varias reglas para las terminaciones de los verbos irregulares sería conveniente que las memorizaras pues te facilitaría su uso.

Observa el siguiente cuadro:

CAMBIOS		PRESENTE	PASADO	PARTICIPIO
a.	Cuando el verbo mantiene su forma.	bet cost cut	bet cost cut	bet cost cut
b.	La <u>d</u> final se convierte en <u>t</u> .	bend send spend	bent sent spent	bent sent spent
c.	Algunas consonantes se transforman en <u>d</u> .	flee pay sell	fled paid sold	fled paid sold
d.	Cambios en consonantes y vocales.	grind seek think	ground sought thought	ground sought thought
e.	Cambios en las vocales.	fight get hold	fought got held	fought got held
f.	Cambios en la pronunciación.	read	read	read
g.	Irregulares.	begin bite choose	began bit chose	begun bitten chosen
h.	Terminaciones en <u>n</u> .	am, is, are see	was, were saw	been seen

3.2 Es imperativo utilizar el auxiliar DID en este tiempo tanto para la negación como para la interrogación. El auxiliar DID se usa con todas las personas y el verbo va en su forma base. Este auxiliar nunca va acompañado del verbo TO BE.

3.3 Para la negación se pone la palabra NOT después del auxiliar y antes del verbo. Recuerda que DID indica por sí mismo el tiempo del enunciado.

NEGATIVO SIN CONTRACCIÓN

SUJETO + AUXILIAR + NOT + COMPLEMENTO

I
You

He
She
It

We
You
They

did

not

sleep well.

3.4 La contracción negativa se utiliza en el lenguaje informal. Su estructura es la siguiente:

NEGATIVO CON CONTRACCIÓN

SUJETO + CONTRACCIÓN + COMPLEMENTO

I
You

He
She
It

We
You
They

didn't

eat well.

3.5 Para estructurar la interrogación se pone el auxiliar, después el sujeto enseguida el verbo en su forma base y al último el complemento.

INTERROGATIVO

AUXILIAR

+

SUJETO

+

VERBO

+

COMPLEMENTO

I
You

He
She
It

We
You
They

Did

swim

very slow?

3.6 La respuesta corta dependiendo del caso se contesta en forma afirmativa o negativa.

Did you study literature?

AFIRMATIVO

YES

+

SUJETO

+

AUXILIAR

Yes,

I

did.

NEGATIVO

NO

+

SUJETO

+

CONTRACCION

No,

I

didn't.

4. La explicación sobre las reglas gramaticales del auxiliar DID se encuentra en el punto 3.2 de esta unidad.

5. Para estructurar la afirmación del pasado progresivo se pone el sujeto después del auxiliar BE correspondiente, enseguida el verbo principal con la terminación -ING.

AFIRMATIVO

SUJETO + AUXILIAR BE + VERBO -ING + COMPLEMENTO

I	was	}	looking	for the shoe.
You	were			
He	was	}	walking	fast.
She				
It				
We	were	}		
You				
They				

5.1 La contracción negativa se utiliza en el lenguaje informal. Su estructura es la siguiente:

NEGATIVO CON CONTRACCIÓN

SUJETO + CONTRACCIÓN + VERBO -ING + COMPLEMENTO

I	wasn't	}	walking	fast.
You				
He	wasn't	}	walking	fast.
She				
It				
We	weren't	}		
You				
They				

5.2 Para estructurar la interrogación se pone el auxiliar correspondiente, después el sujeto, enseguida el verbo principal con la terminación ING en su forma base y al último el complemento.

INTERROGATIVO

AUXILIAR

+

SUJETO

+

VERBO

+

COMPLEMENTO

Was
Were

I
you

Was

he
she
it

Were

we
you
they

singing

in harmony?

EJERCICIOS.

I. Completa con la forma correcta del verbo TO BE en pasado. Cambia a la forma negativa, interrogativa y contesta.

1. They _____ sad.

No, _____?

2. It _____ white.

Yes, _____?

3. The mushrooms _____ delicious.

Yes, _____?

4. The little boy _____ a rascal. (bribón)

No, _____?



5. The chair _____ pretty.

Yes, _____

6. They _____ our neighbors.

Yes, _____

7. David _____ English.

No, _____

8. The oranges _____ from Montemorelos.

No, _____

9. The furniture _____ new.

Yes, _____

10. This _____ a beautiful scenery.

No, _____

II. Completa con la forma correcta del verbo HABER. Cambia a la forma negativa e interrogativa y contesta.

1. There _____ two cars in the garage.

No, _____

2. There _____ a teacher in the classroom.

Yes, _____

3. There _____ some children in the yard.



4. No, _____
There _____ twenty-nine days in February.
_____?
_____?

5. Yes, _____
There _____ ten floors in our office.
_____?
_____?

6. Yes, _____
There _____ a visitor in the office.
_____?
_____?

7. No, _____
There _____ a letter for you in the morning.
_____?
_____?

8. No, _____
There _____ a lot of trash on the floor.
_____?
_____?

Yes, _____
9. There _____ 45 passengers in the plane.
_____?
_____?

No, _____
10. There _____ a lot of noise in the classroom.
_____?
_____?

Yes, _____
_____?

III. Completa las oraciones con la forma correcta del verbo. Cambia a forma interrogativa y traduce.

1. I _____ (ask) a lot of questions.
_____?
_____?

2. They _____ (sit) down.
_____?
_____?

3. You _____ (get up) _____ early. ?

4. They _____ (turn off) _____ the radio. ?

5. They _____ (wake up) _____ at six o'clock. ?

6. We _____ (want) _____ to come home. ?

7. Samuel _____ (live) _____ in Venezuela. ?

8. I _____ (take) _____ my brothers to school. ?

9. We _____ (go) _____ to the movies on Friday. ?

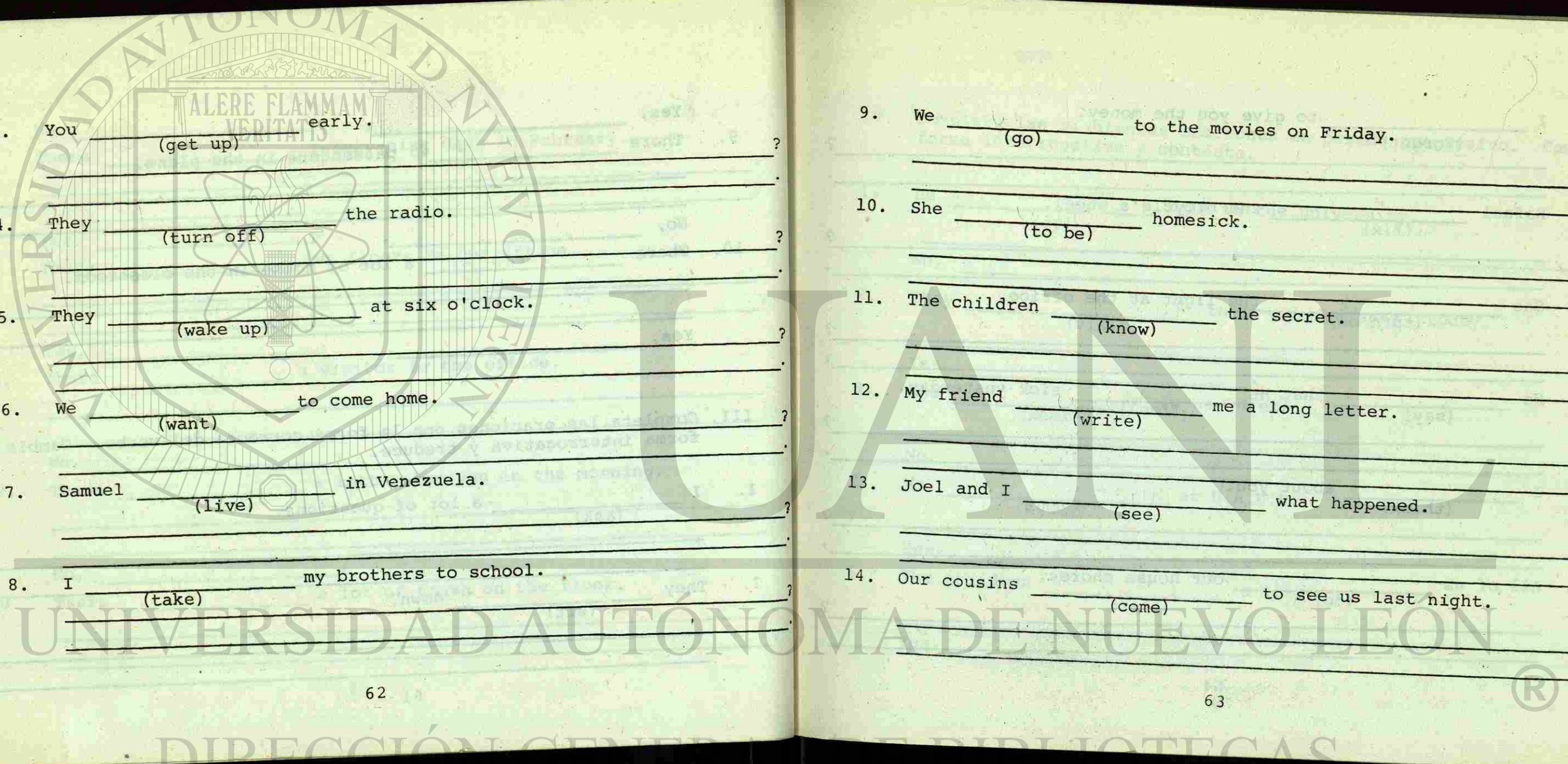
10. She _____ (to be) _____ homesick. ?

11. The children _____ (know) _____ the secret. ?

12. My friend _____ (write) _____ me a long letter. ?

13. Joel and I _____ (see) _____ what happened. ?

14. Our cousins _____ (come) _____ to see us last night. ?



15. I _____ to give you the money.
(forget) _____ ?

16. Rafael _____ the bicycle's wheel.
(fix) _____ ?

17. She _____ the light at the office.
(turn on) _____ ?

18. He _____ that he _____ sick yesterday.
(say) (feel) _____ ?

19. I _____ about you.
(think) _____ ?

20. All of us _____ our house chores.
(do) _____ ?

IV. Completa las siguientes oraciones en pasado progresivo. Cambia a la forma interrogativa y contesta.

1. He _____ back to the university.
(go) _____ ?

No, _____ ?

2. They _____ their grandparents today.
(visit) _____ ?

Yes, _____ ?

3. She _____ a new dress.
(wear) _____ ?

No, _____ ?

4. We _____ at U.A.N.L.
(study) _____ ?

Yes, _____ ?

5. The children _____ a lot.
(eat) _____ ?

Yes, _____ ?



6. He _____ (leave) _____ for Brazil today. _____ ?

No, _____
7. July _____ (sit) _____ in the chair besides the window. _____ ?

Yes, _____
8. They _____ (wash) _____ the windows at home. _____ ?

No, _____
9. You _____ (go) _____ to the teacher. _____ ?

No, _____
10. She _____ (look for) _____ her brother. _____ ?

Yes, _____
11. We _____ (leave) _____ for New Orleans this afternoon. _____ ?

Yes, _____

12. He _____ (sit) _____ near the entrance door. _____ ?

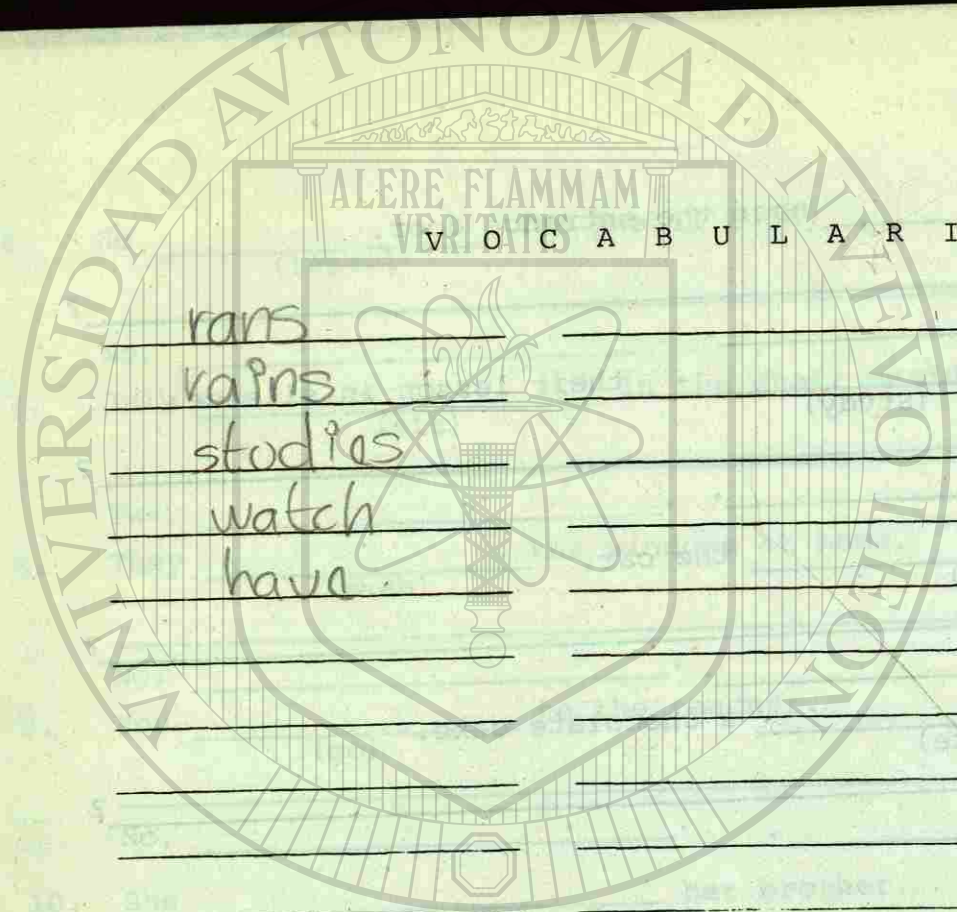
No, _____
13. The students _____ (study) _____ their lesson in silence. _____ ?

Yes, _____
14. Raúl _____ (fix) _____ the car. _____ ?

No, _____
15. Silvia _____ (bake) _____ a chocolate cake. _____ ?

Yes, _____





V O C A B U L A R I O

rans
raíns
studies
watch
have

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

3er. SEMESTRE.

INGLÉS.

UNIDAD III.

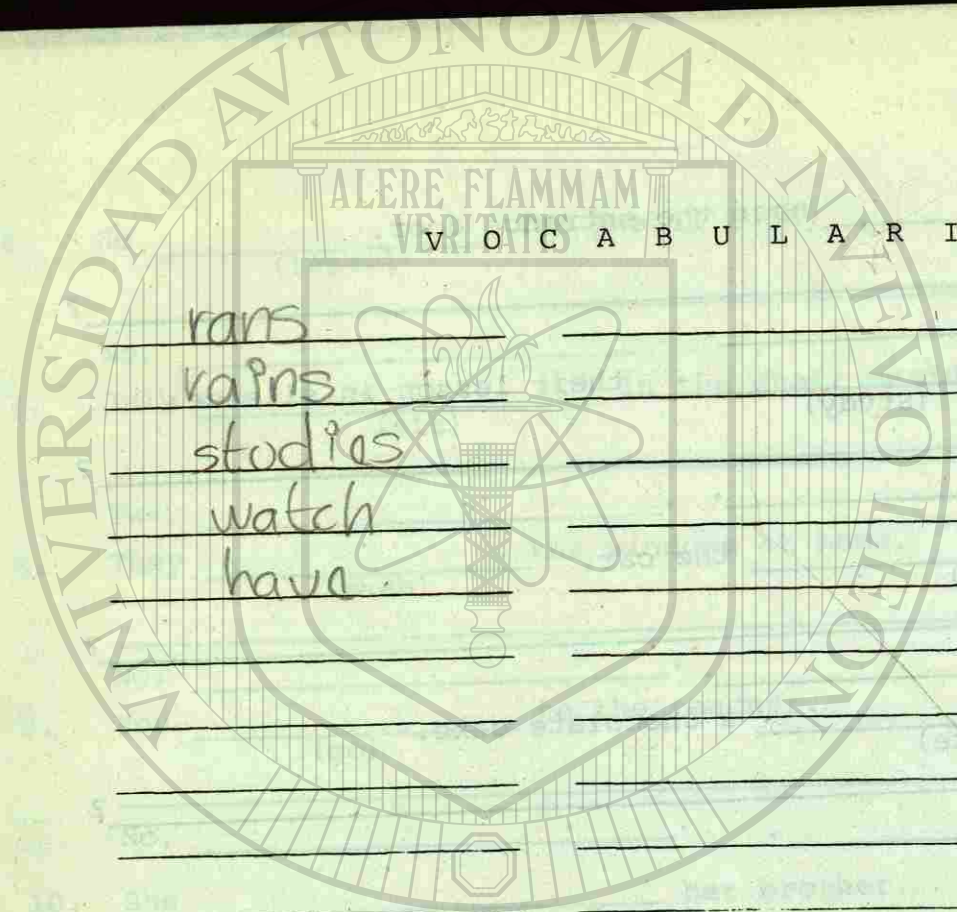
INTRODUCCIÓN.

El dominio de un idioma, oficio, deporte o cualquier otra cosa requiere de constancia, práctica y esfuerzo. Asiste a clases, haz tus ejercicios y pide asesoría.

OBJETIVOS.

1. Estructurar enunciados interrogativos con WH.
2. Manejar los sinónimos UNIFORM, RELATIONSHIP, PREDICT, SHY, CONSTRUCTED, COMPLETED, TRIAL.
3. Identificar y manejar las conjunciones en inglés.
4. Traducir enunciados que se hayan cubierto en la unidad.





V O C A B U L A R I O

rains
rains
studies
watch
have

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INGLÉS.

UNIDAD III.

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3. Identificar y manejar las conjunciones en inglés.
4. Traducir enunciados que se hayan cubierto en la unidad.



PROCEDIMIENTO.

1. Estudia el material que comprende la unidad.
2. Resuelve y practica los ejercicios de la unidad.
3. Entrega el trabajo que se te indique el día señalado por tu maestro.
4. Asiste al Laboratorio de Idiomas.

REQUISITO.

Los ejercicios que comprenden la unidad deberán estar resueltos el día señalado por el maestro. La persona que no lo haga y no haya asistido al Laboratorio de Idiomas no tendrá derecho a presentar la evaluación.

MATERIAL DE LA UNIDAD.

1. Las preguntas de información con WH se inician con palabras tales como WHO, WHAT, WHEN, etc. Su secuencia es parecida a las preguntas afirmativas o negativas, los auxiliares TO BE, DO se anteponen al sujeto.

- 1.1 WHO el pronombre interrogativo se utiliza cuando aparece como el sujeto de una pregunta informativa.

WHO is going to Perú?

MY PARENTS are going to Perú.

- 1.2 WHOM es el objeto de WHO y tiene dos funciones: (a) objeto de un verbo y (b) objeto de una preposición.

WHOM do you know in Bolivia?

I don't know ANYONE in Bolivia.

FOR WHOM are you voting?

I'm not voting FOR ANYBODY.

NOTA: WHOM se usa hoy en día en lenguaje formal así como en documentos oficiales, en lo académico, legal y negocios. En contadas ocasiones se maneja de manera informal.

With WHOM is the President having a meeting?

- 1.3 En el lenguaje formal una preposición precede WHOM en una pregunta informativa.

TO whom are you sending the package?

En el lenguaje informal, WHO sustituye a WHOM y la preposición aparece al final de la pregunta.

WHO are you sending the package TO?

- 1.4 En ocasiones cuando la preposición está al final va acompañada de un adverbio de tiempo o una frase proposicional.

Who are you thinking ABOUT now?

Who are you sitting with AT THE NEXT MEETING?

- 1.5 WHOSE es el posesivo de WHO y por lo general precede a un sustantivo.

WHOSE sunglasses are you wearing?

NOTA: Sin embargo, cuando se sobreentiende el sustantivo WHOSE puede aparecer solo.

WHOSE (sunglasses) are you wearing?

- 1.6 WHAT se utiliza cuando existe una opción de escoger entre muchas cosas.

WHAT CITY has good weather in the winter?
(Existen muchas ciudades que tienen buen clima en el invierno).

WHAT is your name?
(Existen muchos nombres)

- 1.7 WHICH se usa cuando solamente podemos elegir entre pocas personas o cosas (generalmente dos). Cuando esto sucede al elaborar la pregunta con WHICH se utiliza la palabra ONE como sustituto de sustantivos contables.

WHICH of them is the eldest?

MARY is the eldest.

This is an ivory NECKLACE that is a jade NECKLACE.

Which ONE do you like?

NOTA: Al existir una gama mayor de selección se usa ONES.

Look at those beautiful PAINTINGS!

Which ONES do you like the best?

1.8 WHICH Y WHAT en ocasiones, pueden intercambiarse.

WHICH (what) airline are you going to take to the Middle East?

NOTA: WHICH sugiere una opción de unas cuantas aerolíneas, pero WHAT sugiere muchas. En este caso what es lo apropiado.

WHAT airline is the best in the world?
(Existen miles de aerolíneas).

1.9 WHEN se utilizó para preguntar por el tiempo.

WHEN are you going to buy your dress?
TOMORROW.

1.10 WHERE pregunta en qué lugar.

WHERE do you live?
In MONTERREY.

1.11 HOW se usa para preguntar en qué forma.

HOW did he come?
He came by plane.

HOW también puede utilizarse con:

(a) adjetivos.

HOW OLD is David?

HOW HIGH is the Popocatepetl?

HOW WIDE is the table?

(b) MUCH Y MANY

HOW MUCH do they want?

HOW MANY pens did you buy?

(c) adverbios.

How FAST does Peggy drive? Very fast.

How OFTEN do you go abroad? I go every two years.

2. Palabras sinónimas. Existen palabras que están compuestas de distintos sonidos, pero dicen lo mismo. Se denominan sinónimas a las palabras que tienen distinto significado pero el mismo significado.

Las palabras alegre, feliz, contento son palabras sinónimas porque significan lo mismo. Para comprobar si tienen el mismo significado se intercambia la palabra en el enunciado y el significado debe ser el mismo. En el lenguaje coloquial o familiar se da el fenómeno de la sinonimia.

El significado:



es designado
por muchos
significantes:

/cabeza/
/calabaza/
/azotea/
/coco/

En inglés algunas palabras sinónimas serían:

- Understand, comprehend
- Car, automobile

3. Las conjunciones o coordinantes tienen como función única: coordinar; su función es privativa porque sólo ellos pueden funcionar como enlaces de coordinación. Por medio de éstas se pueden coordinar o enlazar cláusulas y oraciones.

3.1 En inglés existen únicamente siete conjunciones: AND (y), BUT (pero, más), FOR (porque, puesto, que), OR (o, u; sino, de lo contrario), NOR (no), YET (con todo, sin embargo; más, pero, empero; aun así), SO (fam. por lo tanto; de modo que). A continuación veremos dos enunciados sencillos:

Isabel danced. I sang several songs.

Debido a la relación tan estrecha entre los dos, sería aconsejable coordinarlos en un enunciado, utilizando el coordinante AND o BUT:

Isabel danced, AND (BUT) I sang several songs.

A la unión de dos enunciados independientes se le denomina enunciado compuesto o cláusula compuesta.

Verónica saw the baby fall, AND both she and Pedro heard it cry.

Verónica saw the baby fall, BUT Pedro did not.

Verónica saw the baby fall, FOR Pedro heard her scream.

Did the baby fall, OR was Verónica just screaming for attention?

Verónica didn't scream, NOR did the baby fall.

Pedro didn't hear the baby fall, YET he heard it cry.

Mary didn't hear the baby fall, SO she didn't scream.



EJERCICIOS.

I. Traduce el siguiente texto.

MAN IN FLIGHT.

Samuel P. Langley was a successful architect and civil engineer in Chicago in the mid-nineteenth century. At the age of thirty, he became a professional astronomer and earned an international reputation.

Langley worked out a system of regulating clocks in railroad stations. In his system, he used astronomical measurements. For the first time, every station had uniform and correct time. The system in use today is based on Langley's original plan.

He made many contributions in the field of solar research. He suggested a new concept on the nature of sunspots. Several years later, he was proved to be correct. He invented a sensitive heat-measuring instrument to study unknown parts of the sun's spectrum. His invention was extremely sensitive. For example, it could detect the body heat of a cow a quarter mile away. Langley was one of the first people to suggest a definitive relationship between solar heat and the weather on earth. He was one of the first to see the possibility of predicting the weather.

Langley became Assistant Secretary and the Secretary of the Smithsonian Institution. As Secretary, he entered the field of aeronautics. He made many experiments. After these experiments, he built a large model airplane that flew three quarters of a mile. It was named the Aerodrome No. 6, from the Greek words meaning "air runner". Langley had shown that mechanical flight was possible. He felt that his work was done. He stopped his experiments with the following prediction: "The great universal highway overhead is now soon to be opened".

Several years later, the United States War Department asked Langley to design and build a flying machine. Military officials wanted a machine large enough to carry a pilot. Langley designed the aircraft and started construction of the frame in the shops at the Smithsonian. He felt that he needed a very powerful but light motor. Therefore, he tried to find a motor which weighed less than ten pounds per horsepower. Manufacturers in Europe and the United States stated that this was impossible. In the meantime, he had practically completed his flying machine. Therefore, there was only one thing for Langley to do. He designed and built his own motor. In a short time, he produced a water-cooled gasoline engine of 52 horsepower which weighed less than five pounds per horsepower!

After five years of planning and working, Langley's machine was ready to take off from a boat in the Potomac River. Langley felt that his motor could keep the machine in the air but could not lift it from the ground. Therefore, he planned to use a movable launching car on the deck of the boat. On the first trial on October 7, 1903, the flying machine caught on the launching car. Both the pilot and the machine fell into the river, and the watching crowd was disappointed. Langley's

machine was repaired for a second test flight two months later. Again it fell into the water, and the crowd lost patience. Newspapers reported the complete failure of "Langley's Folly". The inventor was widely criticized. A heavier-than-air flying machine, they said, was just a madman's dream.

Langley, now almost seventy years old, returned to his solar research. His seventeen years work with flying machines was over. Exactly nine days later, Langley's dream came true only one hundred air miles away.

II. Completa las preguntas y contéstalas en español.

1. _____ was the famous architect and engineer?
2. _____ was Samuel P. Langley's profession in Chicago?
3. _____ kind of system did Langley work out?
4. _____ was he proved to be correct?
5. _____ sensitive was his invention?

6. _____ did he build a large model airplane?
7. _____ far did the model airplane fly?
8. _____ was the model named?
9. _____ large a machine did the military officials want?
10. _____ kind of engine did he produce?
11. _____ much did his motor weigh per horsepower?
12. _____ did he plan to launch the machine? Potomac River.
13. _____ was the first trial?
14. _____ was the machine ready for a second test flight?
15. _____ and where was Langley's a dream realized?

III. Escoge la palabra sinónima apropiada para la palabra cursiva en cada oración. Escribe el enunciado, con la palabra sinónima seleccionada, en el espacio en blanco. Traduce.

forecast	finished	connection	test
timid	standard	built	flight

1. For the first time, stations had *uniform* time.

2. He saw a *relationship* between the two things.

3. He felt it was possible to *predict* the weather.

4. Langley was too *shy* to have many friends.

5. He *constructed* a large model airplane.

6. He *completed* the frame in the Smithsonian shops.

7. On the first *trial*, the airplane failed to fly.

IV. Completa las siguientes oraciones con las conjunciones AND, BUT, FOR, OR, NOR, YET, Y SO.

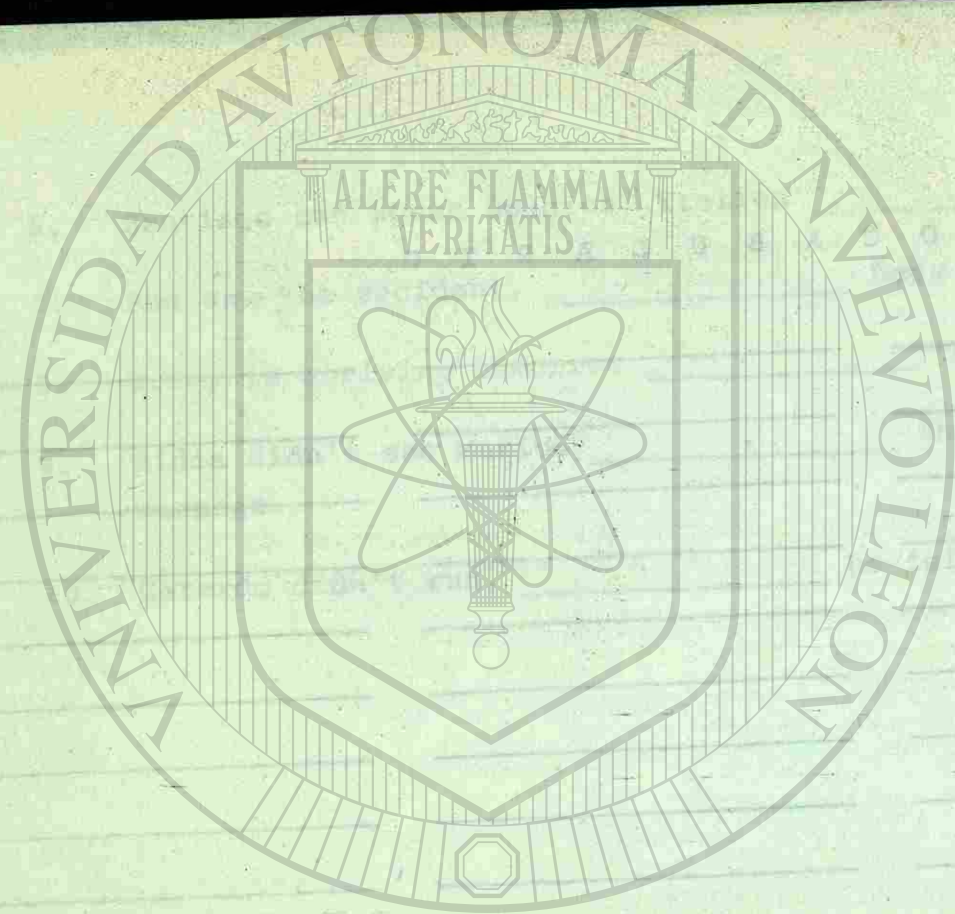
1. Mayra studied in the library _____ Lili watched a movie.

2. You can go by plane _____ train.

3. We were tired _____ happy.

4. Rogelio didn't see the dog, _____ he heard it bark.
ladrido

5. We want to study, _____ we can't.



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

3er. SEMESTRE.

INGLÉS.

UNIDAD IV.

INTRODUCCIÓN.

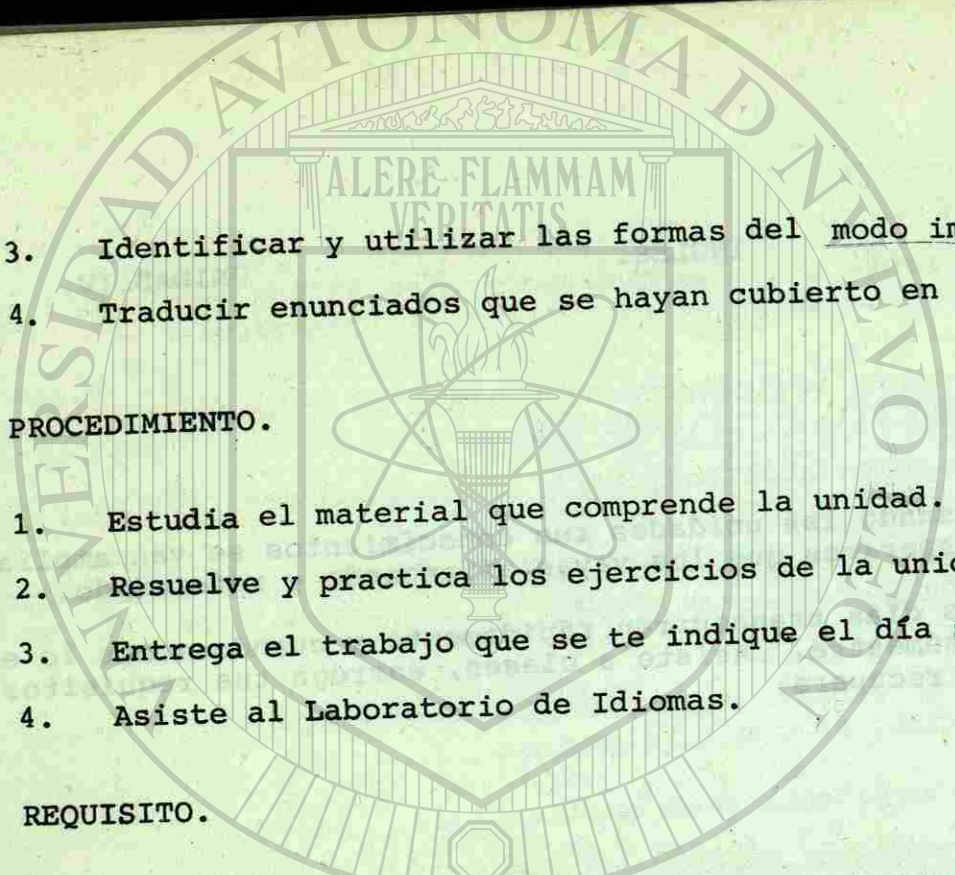
Conforme van pasando las unidades tus conocimientos se van ampliando y aunado a esto esperamos que los vayas afianzando y reforzando.

Recuerda que los días transcurren rápidamente y cuando menos lo esperas se termina el semestre. Asiste a clases, entrega tus requisitos y... si es necesario recupera.

OBJETIVOS.

1. Estructurar enunciados interrogativos con WH.
2. Manejar palabras sinónimas tales como CONFIRMED, EQUILIBRIUM, SUITABLE, STEADY, REALIZED, ACCOUNT, ARGUMENT, VITAL, - -



- 
3. Identificar y utilizar las formas del modo imperativo.
 4. Traducir enunciados que se hayan cubierto en la unidad.

PROCEDIMIENTO.

1. Estudia el material que comprende la unidad.
2. Resuelve y practica los ejercicios de la unidad.
3. Entrega el trabajo que se te indique el día señalado por tu maestro.
4. Asiste al Laboratorio de Idiomas.

REQUISITO.

Los ejercicios que comprenden la unidad deberán estar resueltos el día señalado por el maestro. La persona que no lo haga y no haya asistido al Laboratorio de Idiomas no tendrá derecho a presentar la evaluación.

MATERIAL ADICIONAL.

1. La explicación sobre las reglas gramaticales de los enunciados interrogativos con palabras WH se encuentran en los puntos 1 - 1.11 de la unidad III.
2. La explicación sobre las palabras sinónimas se encuentran en el punto 2 de la unidad III.
3. El modo imperativo se utiliza para : (a) dar órdenes, (b) hacer peticiones y (c) dar instrucciones.

NOTA: La palabra PLEASE se utiliza con frecuencia al dar una orden o hacer una petición. PLEASE va al principio del enunciado y si éste es corto al final.

- 3.1 Para dar una orden simple se dirige a la segunda persona singular o plural y el sujeto es morfológico.

(You) please open your books.

(You) stand up, please.

- 3.2 El verbo va en su forma base o simple.

Stop that chatter, please.

3.3 Para negar se utiliza la contracción DON'T de DO NOT al iniciar el enunciado, pero es más cortés si se antepone PLEASE,

(Please) don't honk the horn.

3.4 En las órdenes el sujeto es morfológico, pero también se puede utilizar LET'S (LET + US) y la forma base del verbo.

Let's take a break.

3.5 Para hacer la petición en forma cortés se usa WOULD YOU (PLEASE) seguida por la forma base del verbo.

Would you please give me a glass of Champagne.

3.6 En este modo se pueden utilizar los modales, el verbo va en su forma base.

may

You must not smoke at the movies.

can

should

will

EJERCICIOS.

I. Traduce el siguiente texto.

MAN IN FLIGHT (PART TWO)

The successful conquerors of the air were two brothers, Wilbur and Orville Wright of Dayton, Ohio. As the owners of a bicycle company - which they had established in 1888, the brothers had considerable experience with all sorts of mechanical devices. Their attention has been attracted to the problem of human flight by a newspaper story about the death of Otto Lilienthal in 1896 during a gliding flight.

Wilbur and Orville Wright had been encouraged by Samuel Langley's achievements. They had corresponded with Langley and had carefully read the books and articles which he had recommended. They had made careful experiments of their own, first with kites and then with a home-made wind tunnel. These experiments had confirmed two facts for them.

First, any inclined surface will receive a lift when it moves through air. Second, a curved surface will receive a greater lift than a flat one.

With the help of the United States Weather Bureau, the Wright brothers found an ideal location for their gliding experiments. They decided on a narrow sandy beach along the coast of North Carolina at Kitty Hawk. The strong steady winds at Kitty Hawk supplied the most suitable atmospheric conditions for their efforts. There, in September 1902, they made more than a thousand flights with a glider. They were making tests and trying to solve the many problems of flight. One of these was the problem of equilibrium. In the beginning, the Wrights solved this problem in a peculiar way. The pilot changed his position as he moved through the air! On May 23, 1903, the Wrights patented a wing bending device for better lateral control of the machine while it was in flight. During their tests, they also learned to land their glider more safely. Their accident rate began to drop. Finally, they put in a four-cylinder twelve-horsepower engine.

A twenty-one-mile-per-hour wind was blowing on the morning of December 17, 1903. At 10:30 A.M., Orville Wright crawled onto the bottom of the wing, and the motor was started. The twin propellers were set in motion in opposite directions. The wire holding the airplane was untied, and the plane went forward along a track into the wind. Finally, as Orville moved the controls, it left the ground. It flew perfectly for about 120 feet before landing safely. The first human flight in a powered heavier-than-air machine lasted 12 seconds. History was made.

Three more flights were made that day. In the last one, the machine flew for 59 seconds and went 852 feet in the air. The Wrights were very excited, but the public did not give it much importance. There were no newspapermen at Kitty Hawk that morning. Only three newspapers printed any account of the event. Only five people were actually present.

when this new method of travel was born.

The Wrights built a new machine. Over a year later, they made a twenty-four-mile flight near Dayton, Ohio. They received a patent for their flying machine in 1906. They looked around for customers, but no one was interested. In late 1907, the United States Government became interested in planes, and the Wrights built one for the Army. It carried two men and enough fuel for a 125-mile flight. This was the first airplane ever bought by the United States Army.

Less than three months before they received their airplane patent, Samuel P. Langley died, at the age of seventy-two.

Some of Langley's friends felt that he had built the first plane - able to carry a man. They felt that the launching car, and not Langley's plane, had caused the failure of the trials. They asked Glen Curtiss to rebuild Langley's original machine. In 1914, after many changes, it flew successfully for 150 feet. This led the public to believe that Langley, and not the Wright brothers, was the real pioneer. The aerodrome was returned to Washington, repaired, and placed in the National Museum with the inscription:

THE FIRST MAN-CARRYING AEROPLANE IN THE HISTORY OF THE WORLD
CAPABLE OF SUSTAINED FREE FLIGHT

Of course, Orville Wright was hurt by this action. Many years of argument over the right to the invention followed. If he had lived, Langley would never have approved of these arguments. He had always avoided such things during his lifetime. Langley was a scrupulously honest man. He was always shy and made friends with great difficulty.

He never married and had no close family ties. Nevertheless, he was an active worker in the field of science and was a member of many scientific organizations.

In 1920, the new Secretary of the Smithsonian Institution asked Orville Wright to turn over his original Kitty Hawk plane to the Smithsonian. Wright answered that a "correction of history" was essential first. In 1942, the Smithsonian Institution publicly acknowledged that "Wilbur and Orville Wright made the first sustained flights in a heavier-than-air machine in 1903 and the 1914 flights of Langley's machine, as reconditioned and altered, did not take place until 1908." This satisfied Orville, and to his credit that it could have been flown in 1903 before them." This satisfied Orville, and today the original Kitty Hawk plane is in the Smithsonian Institution.

Today, Samuel P. Langley is not forgotten. Through his efforts, the National Zoological Park, the National Gallery of Art and the Astrophysical Observatory, all in Washington, were built. Many people think of these as his monuments. In 1922, he received official recognition for his vital work when the first United States airplane carrier was named after him. In addition, Langley Field in Norfolk, Virginia, will always carry the name of this pioneer in aviation.

II. Completa las siguientes preguntas y las contestas en español.

1. _____ were the successful conquerors of the air?

2. _____ kind of company did they own?

3. _____ had they established the company?

4. _____ two facts had their experiments confirmed for them?

5. _____ did they make these flights?

6. _____ was one of these problems?

7. _____ device did they patent in 1903, and what was it for?

8. _____ crawled onto the bottom wing, Orville or Wilbur?

9. _____ long was the last flight, in seconds and in feet?

10. _____ become interested in late 1907?

11. _____ many men and how much fuel did the first Army plane carry?

12. _____ was asked to rebuild Langley's original machine?

13. _____ was built in Washington through Langley's efforts?

14. _____ and how did Langley receive official recognition of his work?

15. _____ airfield will always carry his name?

III. Escoge la palabra sinónima apropiada para la palabra cursiva en cada oración. Escribe el enuncaoído con la palabra sinónima seleccionada en el espacio en blanco. Traduce.

constant	controversy	essential	control
proved	fulfilled	balance	appropriate
report			

1. These experiments had *confirmed* two facts.

2. One of the big problems was *equilibrium*.

3. The conditions at Kitty Hawk were *suitable*.

4. The *steady* winds along the beach were helpful.

5. Nine days later, Langley's dream was *realized*.

6. Only three newspaper printed an *account* of it.

7. Many years of *argument* over the rights followed.



III. Completa los siguientes enunciados. Se repiten algunos verbos.

tell	get	put	stand	bring
eat	help	go	keep	turn
obey	pass	be	put	listen
stay				

1. Children, please don't _____ your hands on the wall.
2. Would you please _____ the salt, Anna.
3. Please _____ this information a secret between us.
4. Darling, _____ sure to take your medicine after - breakfast.
5. Never _____ between the cars of the train.
6. Let's _____ in a restaurant tonight. Let's _____ to a movie afterwards.
7. Would you please _____ your name at the top of the page.

8. Let's _____ married. Let's _____ to Hawaii on our-- honeymoon.
9. _____ your parents, Billy. Betty, _____ to your mother.
10. Dear, please don't ever _____ our secret.
11. Let's _____ out to dinner tonight. Let's not _____ job. home.
12. Linda, would you please _____ me with this job.
13. Don't _____ home late, children.
14. Danny, would you please _____ the radio off.
15. Let's _____ another cocktail.

PROCEDIMIENTO.

1. Estudia el material que comprende la unidad.
2. Resuelve y practica los ejercicios de la unidad.
3. Traduce ejercicios.
4. Asiste al Laboratorio de Idiomas.

REQUISITO.

Los ejercicios que comprenden la unidad deberán estar resueltos el día señalado por el maestro. La persona que no lo haga y no haya asistido al Laboratorio de Idiomas no tendrá derecho a presentar la evaluación.

MATERIAL ADICIONAL.

1. Si hacemos preguntas afirmativas o negativas por lo general no sabemos la respuesta hasta que la recibimos. Con las preguntas de verificación (TAG-QUESTION) es diferente pues buscamos una confirmación de algo que ya sabemos.

Life is difficult, isn't it?

La mayoría de las personas estará de acuerdo, sólo estamos confirmando un hecho.

- 1.1 La pregunta de verificación se compone de dos enunciados el primero declarativo y el segundo interrogativo. Se usa una coma para separarlos.

You're a student, aren't you?

- 1.2 Cuando el enunciado declarativo es afirmativo el enunciado interrogativo es negativo.

You're happy, aren't you?

Cuando el enunciado declarativo es negativo el enunciado interrogativo es afirmativo.

You aren't happy, are you?



- 1.3 Cuando el sujeto es un sustantivo en el enunciado declarativo siempre se sustituye por un pronombre en un enunciado interrogativo.

Sonia is a nice person, isn't she?

The guests are here, aren't they?

- 1.4 Si en el enunciado declarativo aparece el verbo HABER, se repite en el enunciado interrogativo.

There isn't any water in the pitcher, is there?

There are some birds in the yard, aren't there?

- 1.5 En los tiempos presente indicativo y pasado (con excepción del BE) y HAVE TO, una forma del auxiliar DO siempre aparece en el enunciado interrogativo.

Ricardo likes to play soccer, doesn't he?

Napoleon crowned himself, didn't he?

We have to try our best, don't we?

- 1.6 Cuando el pronombre I aparece con el verbo TO BE en el lenguaje formal se utiliza AM I NOT?

I am your ambassador, am I not?

En el lenguaje informal se usa:

I am your ambassador, aren't I?

2. La voz pasiva se compone del sujeto seguido por la forma del verbo BE como auxiliar y el participio del verbo empleado.

AFIRMATIVO

SUJETO + BE + VERBO EN PARTICIPIO + COMPLEMENTO

Spanish is spoken in Latin America.

- 2.1 En la forma activa, el verbo principal indica el tiempo. En la forma pasiva, la forma del BE es el que indica el tiempo.



2.2 El objeto de la oración activa es el sujeto de la oración pasiva.

ACTIVA

People in Brazil grow a lot of coffee.

PASIVA

A lot of coffee is grown in Brazil.

A lot of coffee was grown in Brazil.

2.3 Cuando el sujeto de una oración activa se expresa en la oración correspondiente este sujeto es precedido por la preposición BY la cual subsigue al verbo.

ACTIVA

SUJETO + VERBO + OBJETO

Noise bothers some people

PASIVA

SUJETO + BE + VERBO EN PARTICIPIO + BY + SUJETO QUE REALIZA LA ACCION

Some people are bothered by noise.

Some people were bothered by noise.

II. Completa los siguientes enunciados, con la pregunta de verificación apropiada.

1. Your mother has to work hard in the house, _____?
2. This exercise is fun, _____?
3. The class is about to finish this book, _____?
4. A male lion seldom hunts for food, _____?
5. A clause always has a subject and a verb, _____?
6. Tokyo is the largest city in the world, _____?
7. The formula for water is H₂O, _____?



8. The earth revolves around the sun, _____?
9. Students often forget-s forms, _____?
10. There are a lot of problems in the world, _____?
11. The Nile is the longest river in the world, _____?
12. There isn't any nitrogen in water, _____?
13. It is not always easy to be good, _____?
14. Prepositions are sometimes difficult, _____?
15. You have to take another course, _____?

WHAT IS AND WAS DONE

- 1.1 Lee la siguiente información;

Mr. and Mrs. Miller don't speak Japanese. When they were in Japan, they used to go shopping. They always looked for signs that said *English spoken* or *English is spoken here*. They didn't have much trouble with - language during their trip. English is spoken all over the world.

- 1.2 Usa la información que se te da para formar afirmaciones en forma pasiva. Todas las oraciones usarán el pasado participio *spoken*.

English/here

1. English is spoken here.

English/in this shop

2. English _____.

English/all over the world

3. English _____.

Spanish/Mexico

4. _____.



French/in some parts of Canada

5. _____

French and English/here

6. _____

Many different languages/in India

7. _____

French, German, and Italian/in Switzerland

8. _____

Several languages/in that city

9. _____

American Indian languages/in some parts of the United States

10. _____

1.3 Cambia las oraciones activas a pasivas

1. People in Canada grow a lot of wheat.
A lot of wheat is grown in Canada.

2. People grow apples there.
Apples _____.

3. People in the Rhine Valley grow grapes.
Grapes are _____.

4. People in Mexico grow a lot of corn.
A lot of corn _____.

5. People in Brazil grow a lot of coffee.
A lot of coffee _____.

1.4 Cambia las oraciones activas a pasivas

1. Noise bothers some people.
Smoke bothers others.
Some people _____ by noise.
Others _____ by _____.

2. Heavy traffic bothers some people.
Crowds bother others.
Some people _____.
Others _____ by _____.

3. Bright lights bother some people.
Dim lights bother others.
Some _____.
Others _____.
People are different.

Estudia los siguientes verbos.

BASE	PAST	PAST PARTICIPLE
build	built	built
take	took	taken
cut	cut	cut
steal	stole	stolen

2. Cambia las oraciones activas a pasivas. Usa *was/were* + pasado participio.

- They built the Great Pyramid thousands of years ago.
The Great Pyramid _____.
- They built the pyramid for a king.
The _____.

- They called the king Khufu.
The king _____.
- They built all the pyramids along the west bank of the Nile.
All the pyramids _____.
- They buried their dead on the west bank of the Nile.
Their dead _____.
- They used over 2,300,000 blocks of stone.
Over _____.
- They cut the stone blocks without machinery.
The stone _____.
- They moved the stone blocks without machinery.
The stone _____.
- They lifted the stone blocks without machinery.
The stone _____.
- They took the stone blocks across the Nile in boats.
The stone _____.
- They preserved the king's body to last forever.
The king's body _____.
- They buried many treasures with the king's body.
Many treasures _____.
- Men took some of the huge stone blocks to build other things.
Some of the _____.

2.1 Escribe la respuesta completa a las siguientes preguntas.

1. Was the Great Pyramid built recently or thousands of years ago?
The Great Pyramid _____.
2. Was the pyramid built for a king or for a slave?
The Pyramid _____.
3. Was the king called Khufu or Khura?
The king was _____.
4. Were the pyramids built along the west bank or the east bank of the Nile?
The pyramids _____.
5. Were their dead buried on the west bank or the east bank of the Nile?
Their dead _____.
6. Were over two million or over three million blocks of stone used?
Over _____.
7. Were the blocks cut with machinery or without machinery?
The blocks _____.
8. Were the blocks moved with machinery or without machinery?
The blocks _____.
9. Were the blocks taken across the Nile on boats or on horses?
The blocks _____.

10. Was the king's body preserved to last forever or for just a few days?
The _____.

2.2 Haz preguntas con 'WH en forma pasiva. Sigue el ejemplo.

They built the Great Pyramid for a king.
Who was the Great Pyramid built for?

1. They called the king Khufu.
What was the king _____?
2. They built the Great Pyramid on the west bank of the Nile.
Where was _____?
Which bank _____?
3. They used over 2,300,000 blocks of stone.
How many _____?

2.3 Haz las oraciones pasivas, e identifica el agente con *by*.

1. The kings planned pyramids.
Pyramids were planned by the kings.
2. Slaves built the Great Pyramid.
The Great Pyramid was _____.
3. Slaves cut the stone blocks without machinery.
The stone blocks _____.



4. Thieves stole the treasures.

The _____.

5. Thieves stole the body of the king.

_____.

2.4 Completa las respuestas de acuerdo al punto 1.9. Utiliza *by*.

1. Were pyramids planned by slaves or by kings?

Pyramids were _____ by _____.

2. Was the Great Pyramid built by slaves or by kings?

The Great Pyramid _____.

3. Were the stone blocks cut by slaves or by thieves?

The stone blocks _____.

4. Were the treasures stolen by thieves or by slaves?

The treasures _____.

5. Was the body of the king stolen by slaves or by thieves?

The body of the king _____.

THE GREAT PYRAMID

The kings of ancient Egypt planned strong tombs to keep their bodies safe after death and to hold their treasures. Over these tombs huge stone pyramids were built. There are over 80 known pyramids in Egypt, but the Great Pyramid is the largest of all.

The Great Pyramid was built thousands of years ago for a king called Khufu. It is located on the west bank of the Nile River not far from Cairo.

In fact, all the pyramids along the Nile are on its west bank. The ancient Egyptians compared the rising of the sun to the beginning of life and the setting of the sun to the end of life. This is why their dead were buried on the west bank of the Nile.

It's very hard to realize just how big the Great Pyramid is. It has over 2,300,000 blocks of solid stone. These huge stone blocks weigh an average of two and a half tons each, as much as a small car. Some even weigh fifteen tons. Without machinery, the ancient Egyptians cut and moved and lifted each of these stones. Many of the blocks came from the east bank of the Nile, and they were taken across the river in boats at flood time. It took more than 100,000 slaves twenty years to build the Great Pyramid.

The Great Pyramid is over 450 feet high today, and it was once higher. Its base covered thirteen acres. Each of the sides of the pyramid is 755 feet long, or about as long as two city blocks. It takes about twenty minutes to walk all the way around the pyramid.

Every king wanted his tomb to be the best. But Khufu outdid them all. The surface of his pyramid used to shine with smooth white limestone, and its top came to a sharp point. Inside, the body of Khufu rested in a great stone coffin. His body was preserved to last forever, and many treasures were buried with him.



Now after many years, the shining surface is worn away, and men -- have taken some of the huge stone blocks to build other things. Thieves have stolen the treasures, and they have stolen the body of Khufu himself. Today, the sides of the Great Pyramid are no longer smooth and white. The limestone is gone. The huge stones are exposed and you can climb -- the, like steps, to the top. When you have reached the top, you can see for miles about you. You can see the smaller pyramids and the Sphinx, -- the great stone statue of the lion with a human head. To the west you -- can see the Libyan Desert, and to the east you can see the green Nile -- Valley and the modern city of Cairo.

1. Encuentra dos oraciones que no son verdaderas.
 - a. All the pyramids along the Nile are on the east side.
 - b. The ancient Egyptians compared the setting of the sun to the -- beginning of life.
 - c. Slaves carried great stones to build the pyramids.
 - d. It took more than 100,000 slaves to build the Great Pyramid.
 - e. The sides of the Great Pyramid are no longer smooth and white.
2. A qué se refieren estos números? Escribe las oraciones que contienen estos números.
 - a. 80
 - b. 2,300,000
 - c. 2 1/2
 - d. 20
 - e. 450

f. 100,000
g. 755

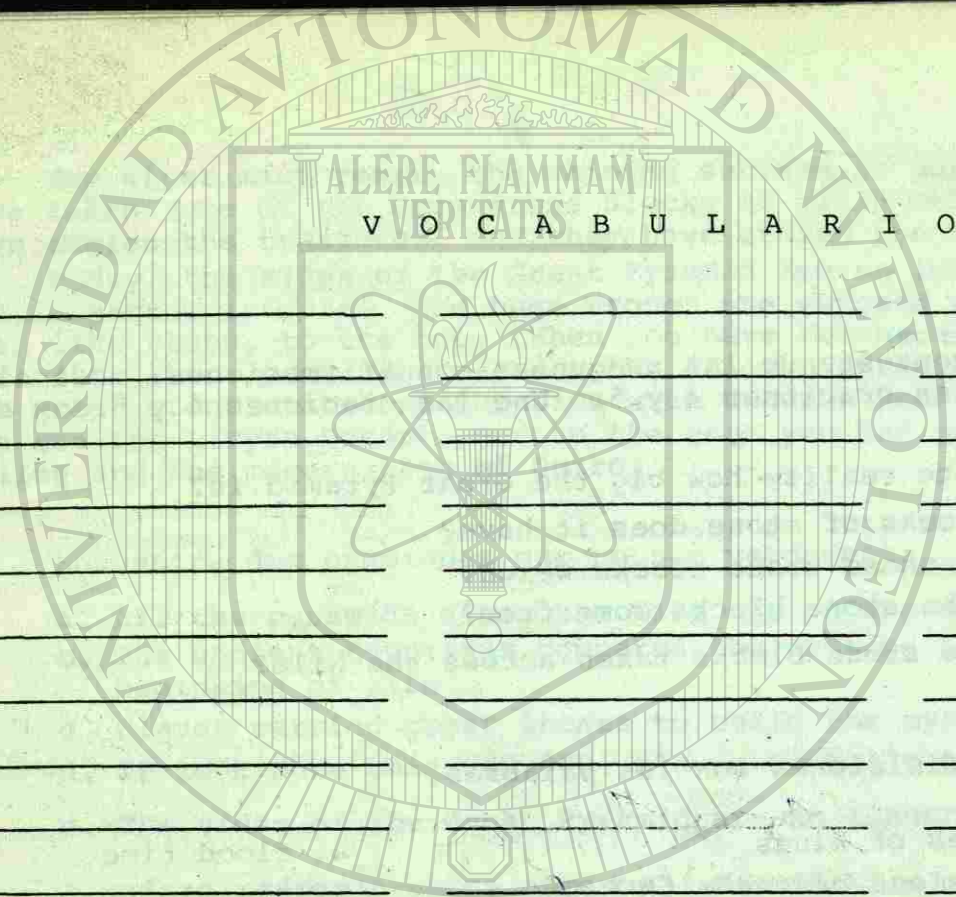
Haz un párrafo contestando las preguntas con afirmaciones. Usa el pronombre *they* en las oraciones 4 y 5. Une las oraciones 4 y 5 con *and*.

1. Is it hard to realize how big the Great Pyramid is?
2. How many blocks of stone does it have?
3. How much do these stone blocks weigh?
4. Where did the stone blocks come from?
5. How were the stone blocks taken across the Nile?

Relaciona las definiciones con las palabras.

- | | |
|--|---------------|
| 1. burial places of kings | a. flood time |
| 2. rich possessions buried with kings | b. pyramid |
| 3. stone covered building over king's burial place | c. slaves |
| 4. men owned by other men | d. tombs |
| 5. when the Nile could carry boats of heavy stone | e. treasure |





V O C A B U L A R I O

3er. SEMESTRE.

INGLÉS.

UNIDAD VI.

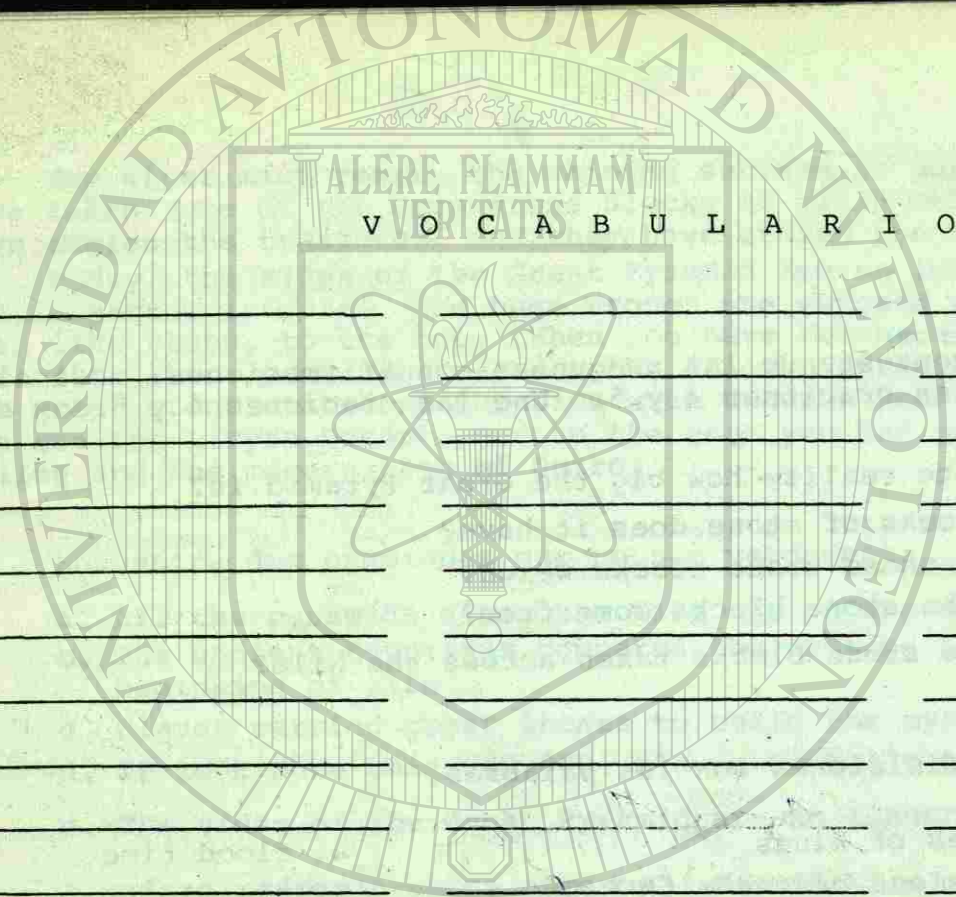
INTRODUCCIÓN.

En la unidad veremos la construcción pasiva que llevan los modales. Los que estudiaremos serán MUST, MAY, WILL, SHOULD. Esperamos que la presente unidad te ayude a incrementar y afianzar tus conocimientos.

OBJETIVOS.

1. Estructurar preguntas de verificación (TAG-QUESTION) en pasado.
2. Manejar enunciados en voz pasiva en pasado.
3. Traducir oraciones que contengan los temas vistos de la unidad.





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PROCEDIMIENTO.

1. Estudia el material que comprende la unidad.
2. Contesta y practica los ejercicios de la unidad.
3. Traduce ejercicios.
4. Asiste al Laboratorio de Idiomas.

REQUISITO.

Los ejercicios que comprenden la unidad deberán estar resueltos el día señalado por el maestro. La persona que lo haga y no haya asistido al Laboratorio de Idiomas no tendrá derecho a presentar la evaluación.

MATERIAL DE LA UNIDAD.

1. Preguntas de verificación.

Las explicaciones sobre las reglas gramaticales se encuentran en los puntos 2-2.6 de la unidad V.

2. Para estructurar en la voz pasiva enunciados con modales es muy sencillo. Se pone el sujeto, seguido por el modal, BE en su forma base, el participio del verbo y al último el complemento.

AFIRMATIVO

SUJETO	+	MODAL	+	BE	+	VERBO EN PARTICIPIO	+	COMPLEMENTO
The office		must		be		remodeled		this year
		may						
		will						
		should						

I. Completa los siguientes enunciados con la pregunta de verificación apropiada.

1. Everyone in the class studied hard, _____?
2. She had to take another course, _____?
3. They were never happy together in their marriage, _____?
4. Marconi invented the wireless telegraph. _____?
5. You were born ^{nacido} in a hospital, _____?
6. The beginning of this book wasn't difficult, _____?
7. We had to study hard during the course, _____?
8. You didn't study English when you were a child, _____?
9. It was not always easy to be good, _____?
10. Alexander Graham Bell invented the telephone, _____?

II. WHAT MUST BE DONE

1.1 Practica el siguiente diálogo.

Student: What does *city planner* mean?

Teacher: Do you know what *plan* means?

Student: To plan is to make plans for something, to think about things in advance.

Teacher: Right. Then you must know what a city planner is. It is - - someone who makes plans for a city. He decides where roads - should be built, where bridges are needed, and many other things.

Student: Of course. Now I remember. You can make the noun *swimmer* from the verb *swim*. You must be able to make the noun *planner* from - the verb *plan*.

Teacher: Isn't English easy?

Student: Sometimes.

1.2 Lee lo siguiente.

Three international students of city planning are visiting the - United States. They are from India. They are making their first visit to a small city on the West Coast. They are going around with the city planner, who is explaining what must be done to meet the needs of his - rapidly growing city.



1.3

Oraciones pasivas con el modal *must*. Haz un enunciado en la voz activa con *we + have to*, otra en la voz pasiva con *must*.

BASE	PAST	PAST PARTICIPLE
build	built	built
provide	provided	provided
expand	expanded	expanded
widen	widened	widened
add	added	added
increase	increased	increased

build a new hospital

1. We have to build a new hospital.
A new hospital must be built right away.

provide more parking space

2. We have to _____.
More parking _____ immediately.

expand the airport

3. We have to _____.
The airport _____ as soon as possible.

build three new schools

4. We have _____.
Three _____ immediately
widen the bridge

5. We have _____.
The _____ as soon as possible.

build two new bridges

6. We _____.
Two _____ as soon as possible.

add twenty more traffic lights

7. We _____.
Twenty _____ right away.

expand the new shopping center

8. We _____.
The _____ as soon as possible.



1.4 Lee la siguiente información.

Temples, churches, and mosques are buildings reserved for religious ceremonies. Tourists visiting one of them will find rules to follow. - For example, here are the rules for visiting a mosque:

Rules for Visiting a Mosque

1. Remove your shoes.
2. Leave your cameras at the desk.
3. Wear the special slippers.
4. Put out your cigarettes.

1.5 Utiliza las reglas mencionadas anteriormente.

1. If you visit a mosque, you have to observe the rules.
2. If you visit a mosque, you have to remove _____.
3. If you _____, _____ leave _____.
4. If _____, _____ wear _____.
5. If _____, _____ put out _____.

1.6 Usa las reglas mencionadas para hacer oraciones en forma pasiva con *must be*.

1. The rules must be observed.
2. Shoes _____.

3. Cameras _____.
4. Special slippers _____.
5. Cigarettes _____.

1.7 Haz oraciones con *may be*.

1. You may check your cameras at the desk.
Your cameras may be _____.
2. You may leave your shoes on the shelves.
Your shoes may _____.
3. You may buy books and pictures at the stand.
Books and pictures _____.
4. You may buy stamps at the stand.
Stamps _____.
5. You may buy souvenirs at the stand, too.
Souvenirs _____.

BASE	PAST	PAST PARTICIPLE
check	checked	checked
buy	bought	bought



1.8 Lee la siguiente información.

The students from India will be taken to a concert tonight. Someone will pick them up and take them back to their hotel.

1.9 Cambia las oraciones activas a oraciones pasivas con *will be* + Pasado participio.

pick them up at the hotel

- Someone will pick them up at the hotel.
They will be picked up at the hotel.

give out tickets before the concert

- Someone will _____.
Tickets will be _____.

serve coffee during intermission

- Someone will _____.
Coffee _____.

take them back to their hotel

- Someone will _____.
They _____.

meet them the next morning at eight o'clock

- Someone _____.
They _____.

BASE	PAST	PAST PARTICIPLE
pick up	picked up	picked up
give out	gave out	given out
serve	served	served
take back	took back	taken back
meet	met	met



1.10 Traduce la siguiente conversación:

City Planner: What should I see in India?

Student: You must see the Taj Mahal, of course.

City Planner: When is the best time to see it?

Student: People don't agree. Some think it should be seen by - moonlight. Others think it is more beautiful at sunrise.

City Planner: If I could stay long enough, I would be able to see it - during the day and at night, too.

Student: That's the best idea. Many tourists hurry too much, and they miss a lot. After all, the Taj Mahal is one of the most beautiful buildings in the world.

1.11 Pasivas con el modal *should*. Añade una oración en forma pasiva con *should*.

1. Some think you should see the Taj Mahal by moonlight. Some think the Taj Mahal should be seen by moonlight.
2. Others think you should see it at noon. Others think it should _____.
3. Some think you should see it when the moon is full. Some think _____.
4. Others think you should see it when the bright sun makes it a cold white. Others think _____.

5. Still others think you should see it at sunset. Still others _____.

6. Still others think you should see it at sunrise. Still others _____.

The Taj Mahal is beautiful at any time of the day or night.

THE TAJ MAHAL.

Almost everyone has read about the Taj Mahal in India. It is one of the most beautiful buildings in the world. Over three hundred years ago Shah Jehan built the Taj Mahal as a tomb for his wife.

Shah Jehan wanted his wife's tomb to be perfect. He did not care - about time or money. He brought together workmen from all Asia. Altogether, over 20,000 men worked on the building, and it took them over seven -

teen years to finish it. The building rests on a platform of red sandstone. Four thin white towers, or minarets, rise from the corners of the terrace. A large dome rises from the center of the building. Around this large dome there are four smaller domes.

The building is made of fine white marble with inlays of colored -- marble. It has eight sides and many open arches. There is an open corri- dor just inside the outer walls. From this corridor, the visitor looks- through carved marble screens to a central room. The bodies of Shah -- Jehan and his wife lie in a tomb below this room.

A beautiful garden surrounds the Taj Mahal. The green trees make -

the marble look even whiter, In front of the main entrance to the building there is a long, narrow pool. If you look in this pool, you can see all the beauty of the Taj Mahal in the reflection from the water.

Some people think the Taj Mahal is most beautiful at sunset. Then the marble picks up the color of the sunset, and the building and its reflection in the pool gleam like pink jewels. Others like it best at noon when the bright sun makes it a pure, cold white.

Still others think it should be seen by moonlight. On nights when the moon is full, hundreds of people visit the Taj Mahal to see its soft silver radiance. Many wrap themselves in blankets and spend the night beside the pool. When morning comes and the Taj Mahal turns from silver to gold in the early sunrise, they go away to return, perhaps, when the moon is full again.

1. Contesta las siguientes preguntas.
 - a. Why did Shah Jehan build the Taj Mahal?
 - b. How many men worked on the building?
 - c. How long did it take them to finish it?
 - d. What color is the Taj Mahal at sunset?
 - e. What color is the Taj Mahal in the moonlight?
 - f. What color is the Taj Mahal at noon?
2. Encuentra dos oraciones que no son verdaderas.
 - a. The Taj Mahal is a beautiful marble tomb.
 - b. It was built by the Shah Jehan over 1,000 years ago.

- c. He built it as a tomb for himself.
- d. Now his body and his wife's, too, lie in the tomb.
- e. Visitors come to see the Taj Mahal at all hours of the day.

3. Relaciona las palabras de la primera columna con las frases que las describen.

- | | |
|-----------------|-------------------------|
| 1. platform | a. thin white |
| 2. towers | b. carved marble |
| 3. inlays | c. pink jewels |
| 4. screens | d. colored marble |
| 5. pool | e. long narrow |
| 6. reflection | f. soft silver radiance |
| 7. by full moon | g. red sandstone |

1. Escribe un párrafo, copiando la primera oración y añadiendo las otras oraciones en un orden lógico.

1. The Taj Mahal is beautiful any time of the day or night.
2. When the moon is full, hundreds of people visit the Taj Mahal to see its soft silver radiance.
3. Some people think the Taj Mahal is most beautiful at noon.
4. Others think it should be seen by moonlight.
5. Then the bright sun makes it a cold white.

2. Escribe un párrafo, copiando estas oraciones y cambiando la 2, 3 y 4 a la forma pasiva.

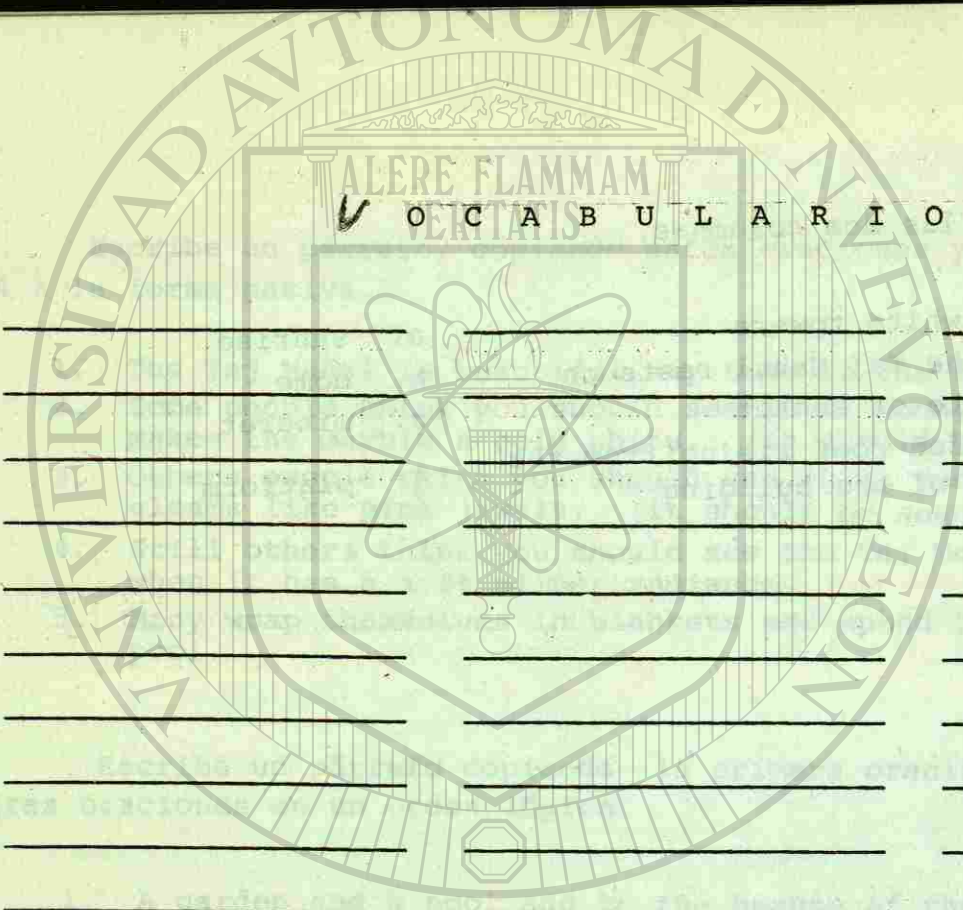
1. The Taj Mahal is beautiful any time of the day or night.
2. Some people think you should see it at noon, when the bright sun makes the marble a cold white. (it should be seen).
3. Others people think you should see it at sunset, when the marble gleams like pink jewels. (it should be seen).
4. Still others think you should see the Taj Mahal by moonlight, - when it has a soft silver radiance.
5. Many wrap themselves in blankets and spend the night beside the pool.

3. Escribe un párrafo copiando la primera oración y añadiendo las - otras oraciones en un orden lógico.

1. A garden and a pool add to the beauty of the Taj Mahal.
2. If you look in this pool, you can see the reflection of the Taj Mahal in the water.
3. In front of the main entrance there is a long, narrow pool.
4. In the garden there are green trees that make the marble look - even whiter.

Relaciona las dos columnas.

- | | |
|--|-------------|
| 1. thin, white towers | a. sunrise |
| 2. what the Taj Mahal rests on | b. dome |
| 3. opposite of sunset | c. minaret |
| 4. a rounded roof rising from the center of the building | d. platform |



VOCABULARIO

Lined writing area for the vocabulary section.

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

3er. SEMESTRE.

INGLÉS.

UNIDAD VII.

INTRODUCCIÓN.

El semestre está por terminarse, si tienes unidades pendientes, recupéralas y no te desanimes. La presente unidad tratará sobre expresiones idiomáticas que sin duda serán de gran ayuda para tí en un futuro.

OBJETIVOS.

1. Identificar y utilizar expresiones idiomáticas.
2. Traducir oraciones que contengan los temas vistos de la unidad.



PROCEDIMIENTO.

1. Estudia el material que comprende la unidad.
2. Contesta y practica los ejercicios de la undiad.
3. Traduce ejercicios.
4. Asiste al Laboratorio de Idiomas.

REQUISITO.

Los ejercicios que comprenden la unidad deberán estar resueltos el día señalado por el maestro. La persona que lo haga y no haya asistido al Laboratorio de Idiomas no tendrá derecho a presentar la evaluación.

TRADUCE EL SIGUIENTE DIÁLOGO

AT THE DOCTOR'S

- Doctor: Good afternoon, Mrs. Macey. Come in. Your appointment was at five-thirty, wasn't it?
- Patient: Yes, doctor.
- Doctor: How have you been feeling?
- Patient: Just fine, thank you, except I feel a little run-down.
- Doctor: Is there anything wrong especially (en particular)?
- Patient: I hope not. I just came for my usual check-up.
- Doctor: Fine. I'll x-ray your chest first. Stand still and take a deep breath. Now sit down so I can take your blood pressure.
- Patient: I heard that Alice White was operated on for appendicitis. How's she getting along?
- Doctor: She's getting along fine. She'll be out of the hospital in a few days.
- Patient: Johnny wanted me to ask you when he could see you about having his tonsils taken out.
- Doctor: Tell him to come on Thursday before noon. I'll examine him then, and we'll make arrangements for him to go to the hospital for a few days. Your blood pressure is a little too high.
- Patient: I want you to test my heart again too.
- Doctor: Yes, I will. But first let me take your pulse and your temperature. Hold the thermometer in your mouth. Your pulse and temperature are normal. I want you to take some pills for your blood pressure and some vitamins to build you up. You're working too hard.



Patient: If Mary's cold isn't better in the morning, I'm going to tell her to come in and get a shot.
 Doctor: All right. And if you'll come back on Wednesday at the same-time, I'll give you the results of the x-ray and the blood test, and I'll examine your heart.
 Patient: Thank you very much, doctor. Good bye.
 Doctor: Good-bye, Mrs. Macey.

NOMBRES DE ENFERMEDADES.

Las palabras que se escriben con un artículo deben ser utilizadas con ese artículo cuando son precedidas por los verbos.

EJEMPLO: He has the gripe. He had a heart attack.

- | | |
|------------------------------|--------------------------------------|
| 1. anemia anemia | 11. a heart attack ataque al corazón |
| anemic anémico | 12. a hemorrhage hemorragia |
| 2. appendicitis apendicitis | 13. malaria paludismo |
| 3. arthritis artritis | 14. the measles sarampión |
| 4. cancer cáncer | 15. German measles rubéola |
| 5. chicken pox varicela, | 16. the mumps paperas |
| viruelas locas | 17. pneumonia pulmonía |
| 6. diphtheria difteria | 18. polio polio |
| 7. dysentery disentería | 19. a rash erupción cutánea, |
| 8. the flu influenza | salpullido; urticaria |
| 9. the gripe gripa | 20. rheumatism reumatismo |
| 10. heart trouble enfermedad | 21. scarlet fever escarlatina |
| del corazón | |

22. smallpox viruela negra
23. a sore llaga o úlcera
24. tonsillitis amigdalitis, anginas.
25. typhoid tifoidea
26. an ulcer úlcera (del estómago)
27. the whooping cough tos ferina

TRADUCE.

1. The doctor says that I'll have to be operated on.
2. How long were you in the hospital when they took your tonsils out?
3. How are you getting along?
4. I'm going to get a shot for my cold.
5. We told him to call an ambulance, but he didn't pay any attention to us.
6. I feel a little run-down.
7. Take two of these pills before each meal.
8. My cigarette lighter won't work.
9. I stopped studying English because I got mad at the teacher.
10. Who will take charge of the clinic when Dr. Rogers leaves?
11. Do you have a date for tonight?
12. Don't get mad. They were only joking.
13. How do you plan to make a living now that you've lost your business?
14. I'd been living in Mexico for two years before I learned how to speak Spanish.
15. How long has it been since you were operated on?



TRADUCE.

1.-

2.-

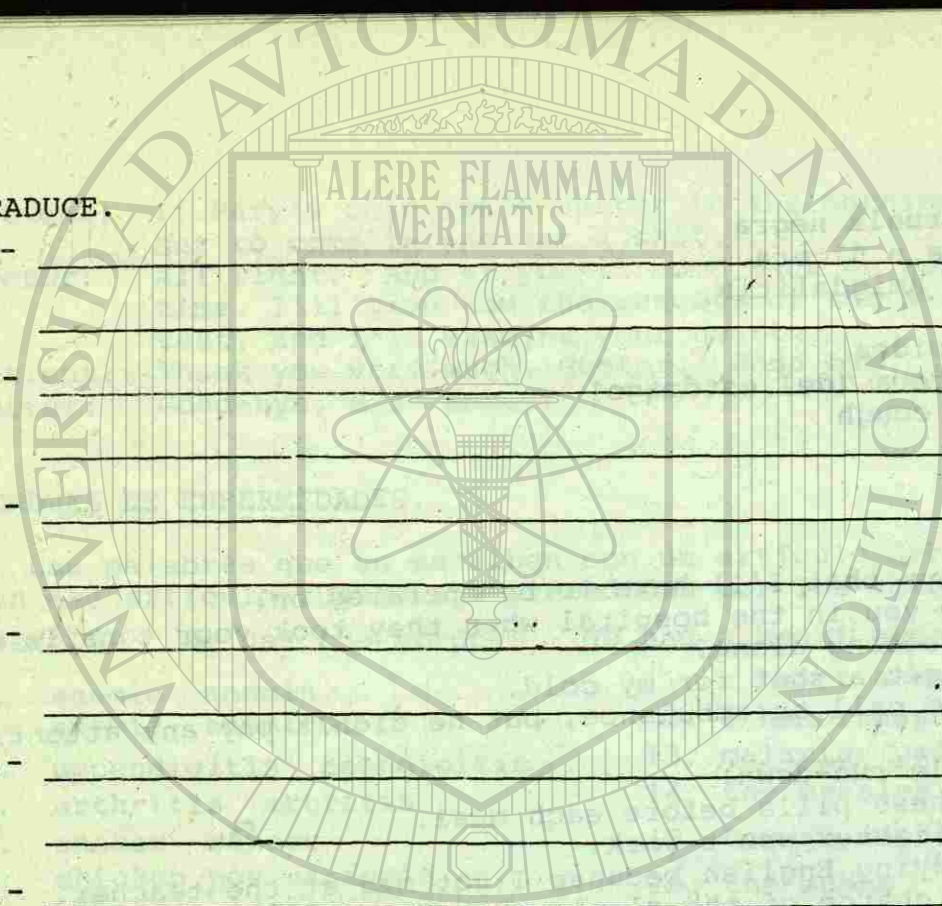
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V O C A B U L A R I O

- | | |
|---|--|
| 1. to guess, guessed, guessed
adivinar | 12. chest pecho |
| 2. to swallow, swallowed,
swallowed tragar | 13. nurse enfermera |
| 3. to chase, chased, chased
perseguir | 14. patient paciente |
| 4. to destroy, destroyed,
destroyed destruir | 15. ambulance ambulancia |
| 5. to joke, joked, joked bromear
joke broma | 16. hospital hospital, sanatorio |
| 6. to x-ray, x-rayed, x-rayed
sacar fotografías
x ray radiografía | 17. disease enfermedad (infeccio-
sa y trasmisible) |
| 7. prescription-receta | sickness enfermedad |
| 8. appointment (business) cita
date (social and with the oppo-
site sex) cita | 18. medicine medicina |
| 9. fever calentura, fiebre | 19. arrangement arreglo |
| 10. run-down agotado | 20. thermometer termómetro |
| 11. check-up examen médico
general | 21. normal normal |
| | 22. pill píldora
tablet tableta, pastilla |
| | 23. vitamin vitamina |
| | 24. shot inyección |
| | 25. result resultado |
| | 26. bloodshot eyes ojos enroje-
cidos o inyectados |
| | 27. blood test análisis de sangre |

EXPRESIONES IDIOMÁTICAS.

1. to take charge (of) - encargarse (de)
2. to operate on someone or something - operar a alguien o algo
They operated on him. Lo operaron.
They operated on his arm. Lo operaron del brazo.
3. to build you up - reconstituírle a Ud., reponerle a Ud.
This will build you up. Esto le reconstituirá.
4. to have your tonsils (appendix) taken out - operarse de las anginas
(apéndice) (sin indicar quien operó)
That doctor took my tonsils out. Aquel doctor me operó de las anginas.
5. to take your pulse, temperature - tomar el pulso, la temperatura
6. to take an x-ray - sacar una radiografía
7. to take your blood pressure - tomar la presión
8. to stick your tongue out - sacar (enseñar) la lengua
9. Take a deep breath. Respire profundamente.
10. I hope so (not). Espero que sí (no).
11. Stand still. Estése quieto.
12. How are you getting along? - ¿Cómo sigue Ud.?
13. I'm going to get a shot for a cold. Voy a inyectarme para el catarro. Me van a poner una inyección para el catarro.
14. There's something wrong with my eyes, hand, etc. Estoy mal de los ojos, la mano, etc.
15. He has heart trouble, liver trouble, etc. (chronic and internal) Padece (Está mal) del corazón, del hígado, etc.

II. Haciendo uso de las listas de vocabulario y expresiones idiomáticas traduce el diálogo "Getting a Visa".

Vocabulario.

1. to intend, intended, intended. (pensar, planear)
2. to search (for), searched (for), searched (for). (registrar; escuchar; buscar).
3. photostatic copy. (copia fotostática)
4. responsibility. (responsabilidad)
5. photograph. (fotografía)
photo. (fotografía)
6. document. (documento)

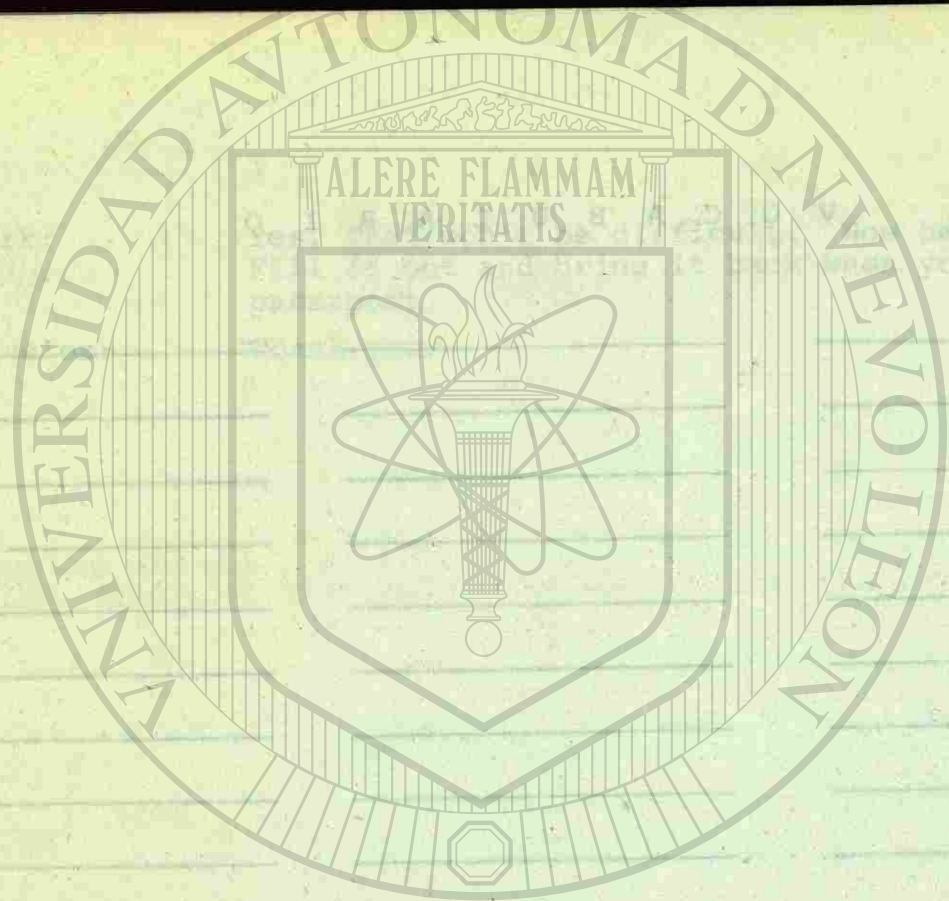
7. passport. (pasaporte) passport photograph. (fotografía de pasaporte)
8. birth certificate (acta de nacimiento)
vaccination certificate. (certificado de vacuna)
9. border. (frontera)
10. customs. (aduana)
11. will power. (fuerza de voluntad)
12. extension. (extensión)
13. single (adj.) (soltero, a) married (adj.) (casado, a)
widowed (adj.) (viudo, a) divorced (adj.) (divorciado, a)
14. diplomat (noun) (diplomático)
diplomatic service. (servicio diplomático)
15. pleasure trip. (viaje de placer)
business trip. (viaje de negocios)
16. visa. (visa)
17. consulate. (consulado) consul. (cónsul)
18. embassy. (embajada)
ambassador. (embajador)

Expresiones Idiomáticas.

1. to get a visa. sacar una visa
2. to prevent someone from + gerund. Impedir a alguien + inf.
He prevented me from going. Me impidió ir (que fuera)
3. to have a scholarship. tener beca, estar becado.
to be on a scholarship. tener beca, estar becado.
to go on a scholarship. ir becado.
4. I got my passport stamped. Me sellaron el pasaporte.
5. What difference does it make? ¿Qué importa?
6. Just what kind do you want? ¿Precisamente qué clase quiere?
7. I'm just going for pleasure. Voy solamente por placer.
8. for business or pleasure. de negocios o de placer.
9. I don't know what that's got to do with it. No sé qué tiene eso que ver.
10. It was a tie. Hubo empate.
They tied. Empataron.
11. with all expenses paid. con todos los gastos pagados.

GETTING A VISA

- Traveler: Good morning.
- Clerk: Good morning. May I help you?
- Traveler: Yes. I'd like to know how I can get a visa to the United States.
- Clerk: Well, just what kind of a visa do you want? Do you intend to work, to study? Is it for business or pleasure or what?
- Traveler: Well, what difference does it make?
- Clerk: Oh, a great deal of difference. You see, the documents that you'll need will depend mainly on what kind of visa you want.
- Traveler: Oh, I'm just going for pleasure. I'll only be there for about a month.
- Clerk: In that case you'll need only your passport and a bank statement.
- Traveler: What's the bank statement for?
- Clerk: To prove that you've got enough money to cover your expenses while in the United States. This way we're sure that you won't be dependent on the American Government.
- Traveler: Oh, I see. And can I get an extension if I decide to stay longer?



3er. SEMESTRE.

INGLÉS.

UNIDAD VIII.

INTRODUCCIÓN.

Esperamos que el repaso de las diferentes estructuras que tuvimos a lo largo del semestre como también la introducción del nuevo material haya servido para reforzar y ampliar tus conocimientos.

OBJETIVO.

Evaluar el material visto en las 7 unidades que comprende el semestre.

PROCEDIMIENTO:

Repasar todo el material visto.



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