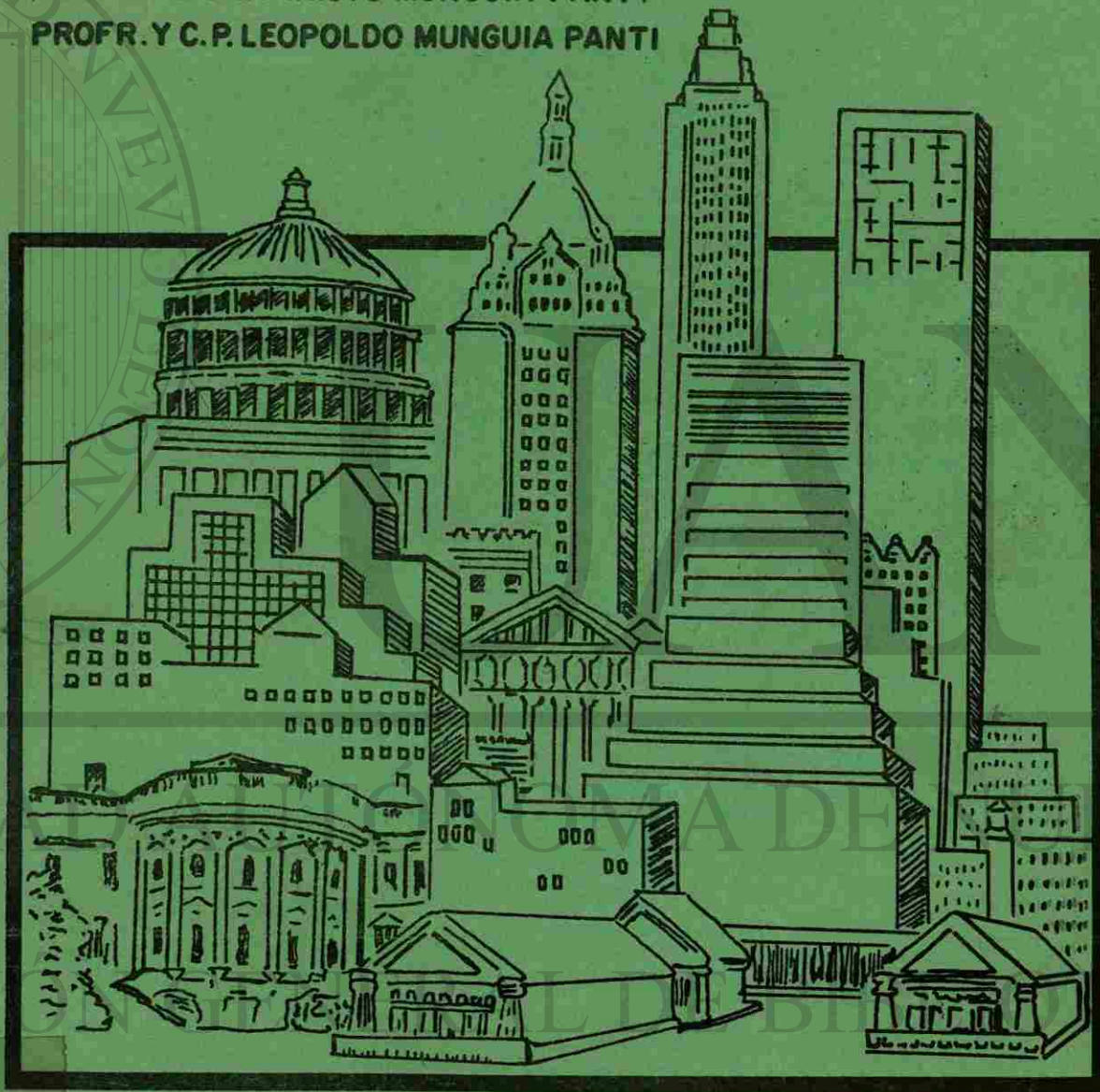


# English four

PROFR. Y LIC. EVARISTO MUNGUIA PANTI

PROFR. Y C. P. LEOPOLDO MUNGUIA PANTI



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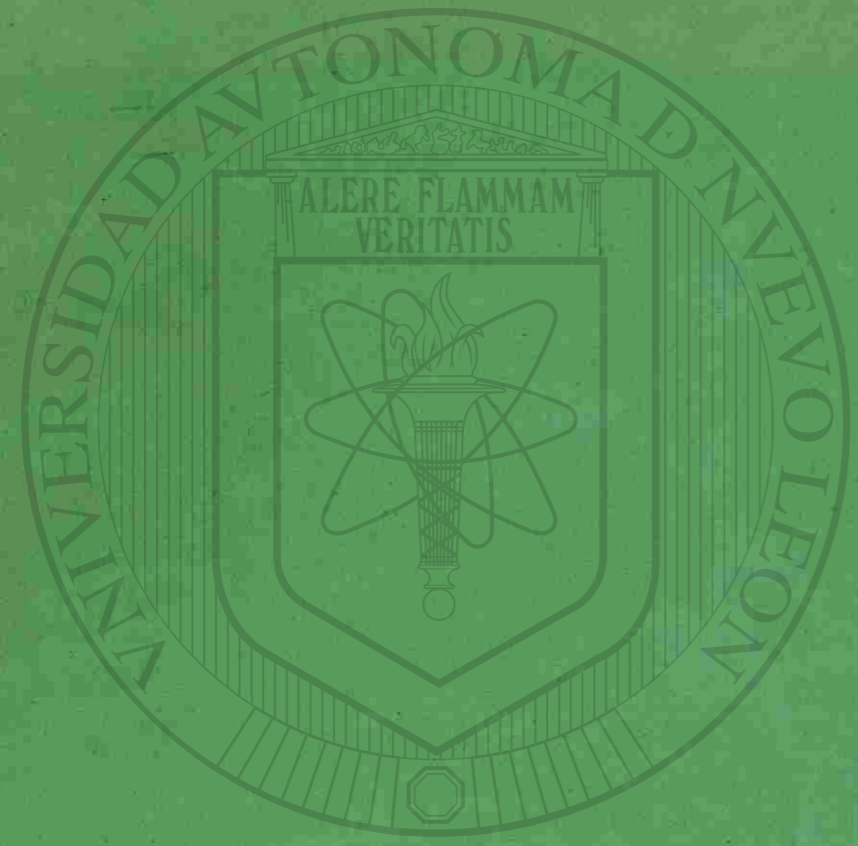
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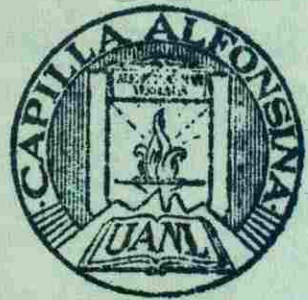
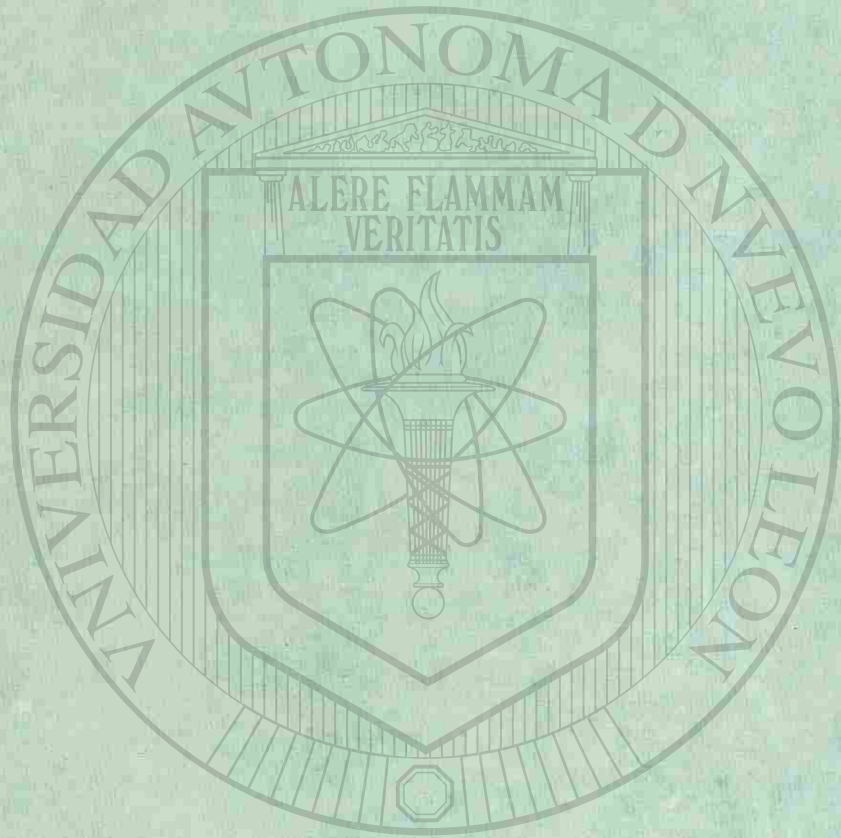
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Los autores de este libro debemos agradecer la valiosa ayuda y respaldo moral que hemos recibido de la Dirección de la Escuela Preparatoria No. 3, a cargo del Lic. Jesús E. Márquez Callegos, a la vez que reconocemos también que las autoridades Educativas a nivel Rectoría han volcado todo su apoyo a nuestra querida Institución Educativa todo lo cual en armonía ha hecho más fructífera la labor de nosotros los Maestros. Este libro es el producto de una conjunción de esfuerzos a todos los niveles tomando como base y punto de partida la labor desempeñada por el Maestro de grupo en el grupo como fuente de observación y experimentación.

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### RECONOCIMIENTO

Los autores de este libro deseamos agradecer la valiosa ayuda y respaldo total que hemos recibido de la Dirección de la Escuela Preparatoria No. 2, a cargo del Lic. Jesús E. Vázquez Gallegos, a la vez que reconocemos también que las autoridades Educativas a nivel Rectoría han volcado todo su apoyo a nuestra querida Institución Educativa todo lo cual en armonía ha hecho más fructífera la labor de nosotros los Maestros. Este libro es pues, producto de esa conjunción de esfuerzos a todos los niveles tomando como base y punto de partida la labor desempeñada por el Maestro de grupo y el grupo como fuente de observación y experimentación.

LOS AUTORES

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

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A NUESTRAS ESPOSAS:

LINA MYRIAM Y ROSA ELIA

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

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V.- TRANSLATE INTO SPANISH ("ENGLISH FOUR") : En el desarrollo de este aspecto siempre se usó un texto para que el alumno demostrara que ha entendido el significado de las palabras. Este libro contiene el desarrollo del Programa Oficial del Cuarto Semestre de la Universidad Autónoma de Nuevo León. Este libro consta de cuatro unidades, cada una de las cuales de acuerdo con la calendarización deben ser desarrolladas en diez u once frecuencias-clase.

VI.- QUESTIONARIES Y ACTIVIDADES: Aquí se demuestran el grado de comprensión del alumno en los capítulos.

Cada unidad consta de cinco o seis capítulos (Chapters) según indicaciones del Programa en el aspecto de objetivos específicos y cada capítulo tiene un título diferente. El tema tratado en cada uno de los capítulos fue preparado para ser una ilustración de cada uno de los objetivos específicos, es decir, que todo el libro contiene veintiún temas que son el desarrollo de los veintiún objetivos específicos del ya mencionado Programa. LOS ASPECTOS QUE MAYORMENTE ABUNDAN EN LOS CAPITULOS SON:

I.- PRONUNCIATION PRACTICE. Sin descuidar la pronunciación en sí, éste aspecto pretende también lograr que el alumno se vaya familiarizando con las palabras nuevas.

II.- MEMORIZE: Bajo éste título se anotan palabras que por ser tecnicismos propios de una área técnico-científica o socio-cultural o por ser vocablos no muy comunes, nos adelantamos al problema de la interpretación dando el significado allí mismo.

III.- WRITE THE MEANING INTO SPANISH: Se sugiere en este aspecto, consultar en el diccionario para traducir el vocabulario al español. Es conveniente que el maestro insista en que todos los alumnos usen el diccionario. ®

IV.- WRITE IN ENGLISH: Bajo este título se desarrolla el aspecto que viene siendo la contraparte del aspecto anterior: son los mismos conceptos pero en éste caso se trata de traducirlos del español al inglés.



V.- TRANSLATE INTO SPANISH (COMPREHENSION READING): En el desarrollo de este aspecto, siempre se usó un texto para que el alumno demuestre que ha comprendido las lecturas de contenido técnico-científico y socio-cultural. Todo lo anterior es el objetivo terminal del Programa Oficial de Inglés.

VI.- CUESTIONARIOS Y ACTIVIDADES: Aquí se demuestra el grado de comprensión que se logró en cada uno de los temas tratados en los capítulos.

Comentario Final: Para el desarrollo del presente texto el elemento indispensable es el maestro quien viene siendo insustituible ya que todos sabemos que no basta que el estudiante tenga un buen diccionario para poder comprender un texto ni mucho menos para hacer una buena traducción. Es necesaria la orientación, la guía y el conocimiento del idioma todo lo cual posee el maestro y sabemos que esa conjunción de maestro, alumno y texto-- lograrán una dinámica que puede llevarnos al éxito.

LOS AUTORES.

PROFR. Y C.F. LEOPOLDO MUNGUIA PANTI .  
 PROFR. Y LIC. EVARISTO MUNGUIA PANTI .

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UNIDAD UNO

1.1.- CHAPTER ONE: "INFORMATION FLOW"

I,II,III, y IV.- Vocabulario y su pronunciación.El alumno se familiarizará con las palabras nuevas que serán usadas en este capítulo.

V.- Traducción.(Lectura de Comprensión).Con la orientación del maestro el alumno se iniciará en la práctica de la traducción.Se incluye una gráfica muy sencilla de interpretar.

VI.- Cuestiones.- El alumno contestará preguntas para verificar lo que comprendió.

1.2.- CHAPTER TWO: "WAGES AND SALARIES"(THE EMERSON EMPIRIC PLAN).

I,II,III,y IV.-Vocabulario y su pronunciación;familiarización con palabras que serán usadas en este capítulo.

V.- Traducción(Lectura de Comprensión).Se hará una práctica de la traducción con la inclusión de una gráfica de fácil comprensión.

VI.- Cuestionario.- El alumno contestará para verificar lo comprendido.

1.3.- CHAPTER THREE: "PURCHASING"

I,II,III, y IV.- Vocabulario y su pronunciación.Familiarización con palabras que serán usadas en este capítulo.

V.- Traducción(Lectura de Comprensión).Se hará una práctica de la traducción y se incluye una gráfica de flujo referente a la misma lección.

1.4.-CHAPTER FOUR: "PROBABILITY TECHNIQUE" (THE DECISION CHART).

I,II,III,IV.-Vocabulario y su pronunciación.Familiarización con vocabulario.

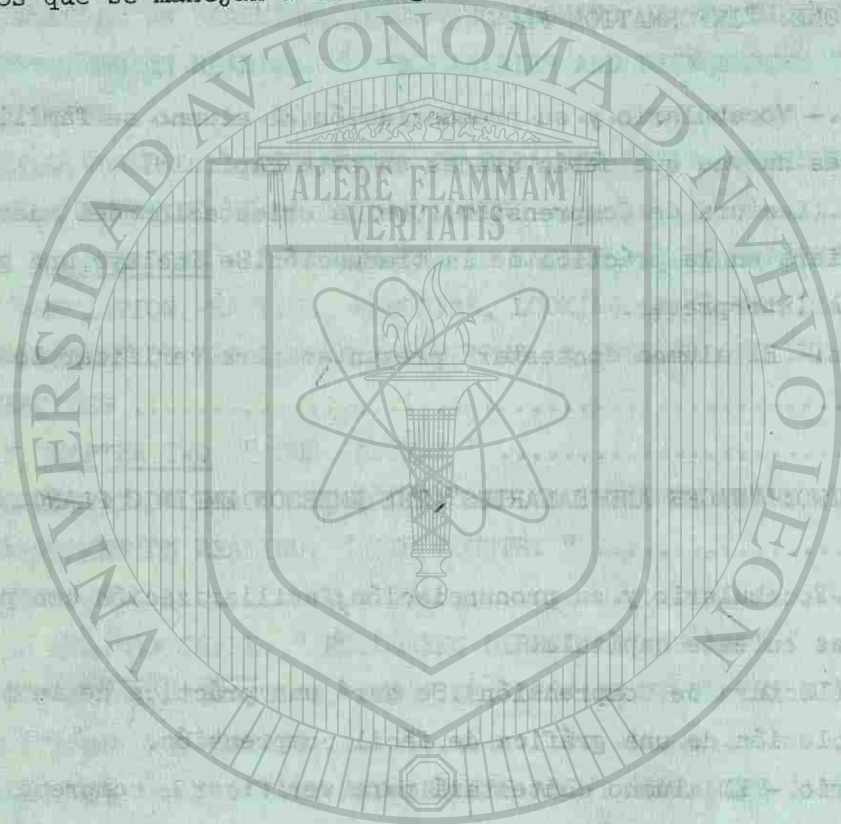
V.- Traducción(Lectura de Comprensión)Se hará una práctica de la traducción y se incluye un esquema ramificado basado en el texto previamente traducido.

VI.-Cuestionario.Se verificará lo comprendido mediante un cuestionario.



1.5.- CHAPTER FIVE: "THE PROCESS OF SYSTEM ANALYSIS".

I,II,III, y IV.-Vocabulario y su pronunciación.Familiarización con vocabulario  
V.-Traducción.(Lectura de Comprensión).Se inicia con un esquema de los conceptos que se manejan a lo largo del texto que se traducirá.



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I)CHAPTER ONE

"INFORMATION FLOW"

II)CHAPTER TWO

"WAGES AND SALARIES(THE EMERSON EMPIRIC PLAN)

III)CHAPTER THREE

"PURCHASING"

IV)CHAPTER FOUR

"PROBABILITY TECHNIQUE"(THE DECISION CHART)

V)CHAPTER FIVE

"THE PROCESS OF SYSTEM ANALYSIS"



CHAPTER ONE

INFORMATION FLOW

VOCABULARY

I.- PRONUNCIATION PRACTICE  
REPEAT AFTER YOUR TEACHER:

- |                      |                   |
|----------------------|-------------------|
| 1.- ACCOMPLISHMENT   | 10.- IT IS CALLED |
| 2.- ACCOUNTS PAYABLE | 11.- OWN          |
| 3.- CUSTOMER ORDER   | 12.- PAYROLL      |
| 4.- DETAILS          | 13.- (TO) PERFORM |
| 5.- FACT             | 14.- PURCHASING   |
| 6.- FAILURE          | 15.- SELLING      |
| 7.- GOALS            | 16.- TAX          |
| 8.- IMPLIES          | 17.- TERMS        |
| 9.- INNER            | 18.- TOWARD       |
|                      | 19.- WHILE        |

II.- MEMORIZE:

- 1.- ACCOUNTS RECEIVABLE: Cuentas por cobrar.
- 2.- APPROACH: Enfoque.
- 3.- BILLING: Control de cuentas.
- 4.- (TO) HAMPER: Entorpecer.

III.- LOOKING UP IN YOUR DICTIONARY, TRANSLATE THE FOLLOWING EXPRESSIONS:

- 1.- ACCOMPLISHMENT \_\_\_\_\_
- 2.- ACCOUNTS PAYABLE \_\_\_\_\_
- 3.- ACCOUNTS RECEIVABLE \_\_\_\_\_
- 4.- APPROACH \_\_\_\_\_
- 5.- BILLING \_\_\_\_\_
- 6.- CUSTOMER ORDER \_\_\_\_\_
- 7.- DETAILS \_\_\_\_\_
- 8.- FACT \_\_\_\_\_
- 9.- FAILURE \_\_\_\_\_
- 10.- GOALS \_\_\_\_\_
- 11.- (TO) HAMPER \_\_\_\_\_
- 12.- IMPLIES \_\_\_\_\_
- 13.- INNER \_\_\_\_\_
- 14.- IT IS CALLED \_\_\_\_\_
- 15.- OWN \_\_\_\_\_

- 16.- PAYROLL \_\_\_\_\_
- 17.- (TO) PERFORM \_\_\_\_\_
- 18.- PURCHASING \_\_\_\_\_
- 19.- SELLING \_\_\_\_\_
- 20.- TAX \_\_\_\_\_
- 21.- TERMS \_\_\_\_\_
- 22.- TOWARD \_\_\_\_\_
- 23.- WHILE \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- COMPRA (S) \_\_\_\_\_
- 2.- CONTROL DE CUENTAS \_\_\_\_\_
- 3.- CUENTAS POR COBRAR \_\_\_\_\_
- 4.- CUENTAS POR PAGAR \_\_\_\_\_
- 5.- DETALLES \_\_\_\_\_
- 6.- EJECUTAR \_\_\_\_\_
- 7.- ENTORPECER \_\_\_\_\_
- 8.- ENFOQUE \_\_\_\_\_
- 9.- FALLA \_\_\_\_\_
- 10.- HACIA \_\_\_\_\_
- 11.- HECHO \_\_\_\_\_
- 12.- IMPLICA \_\_\_\_\_
- 13.- IMPUESTO \_\_\_\_\_
- 14.- INTERNO, INTERIOR \_\_\_\_\_
- 15.- LOGRO, REALIZACION \_\_\_\_\_
- 16.- META, FIN, OBJETIVO \_\_\_\_\_
- 17.- MIENTRAS \_\_\_\_\_
- 18.- NOMINA \_\_\_\_\_
- 19.- ORDEN DE CLIENTES \_\_\_\_\_
- 20.- PROPIO \_\_\_\_\_
- 21.- SE LLAMA \_\_\_\_\_
- 22.- TERMINOS \_\_\_\_\_
- 23.- VENTA (S) \_\_\_\_\_



TRANSLATE INTO SPANISH (COMPREHENSION READING).

" INFORMATION FLOW "

THE SYSTEM APPROACH IN BUSINESS ORGANIZATIONS.

A business organization is a system composed of many interrelated activities or components. Each component is called a subsystem; it interacts with other components (subsystems) to contribute toward the realization of preplanned goals. As in human body, the failure of one subsystem could conceivably hamper the functioning of other in the system.

In the following example, if we consider the organization as a system, each of the seven inner circles in Fig. 1-A constitutes a subsystem, which in turn generates information to help the other six subsystems to function while carrying out its own system as an entity.

With more details: while the payroll department is a subsystem in an organization, it consists of a complete information system in terms of various operations that it must perform to produce

payroll data (Fig. 1-B).

Implied in this activity is the fact that each subsystem has its own objective while what it does also contributes to the accomplishment of important organizational objectives.

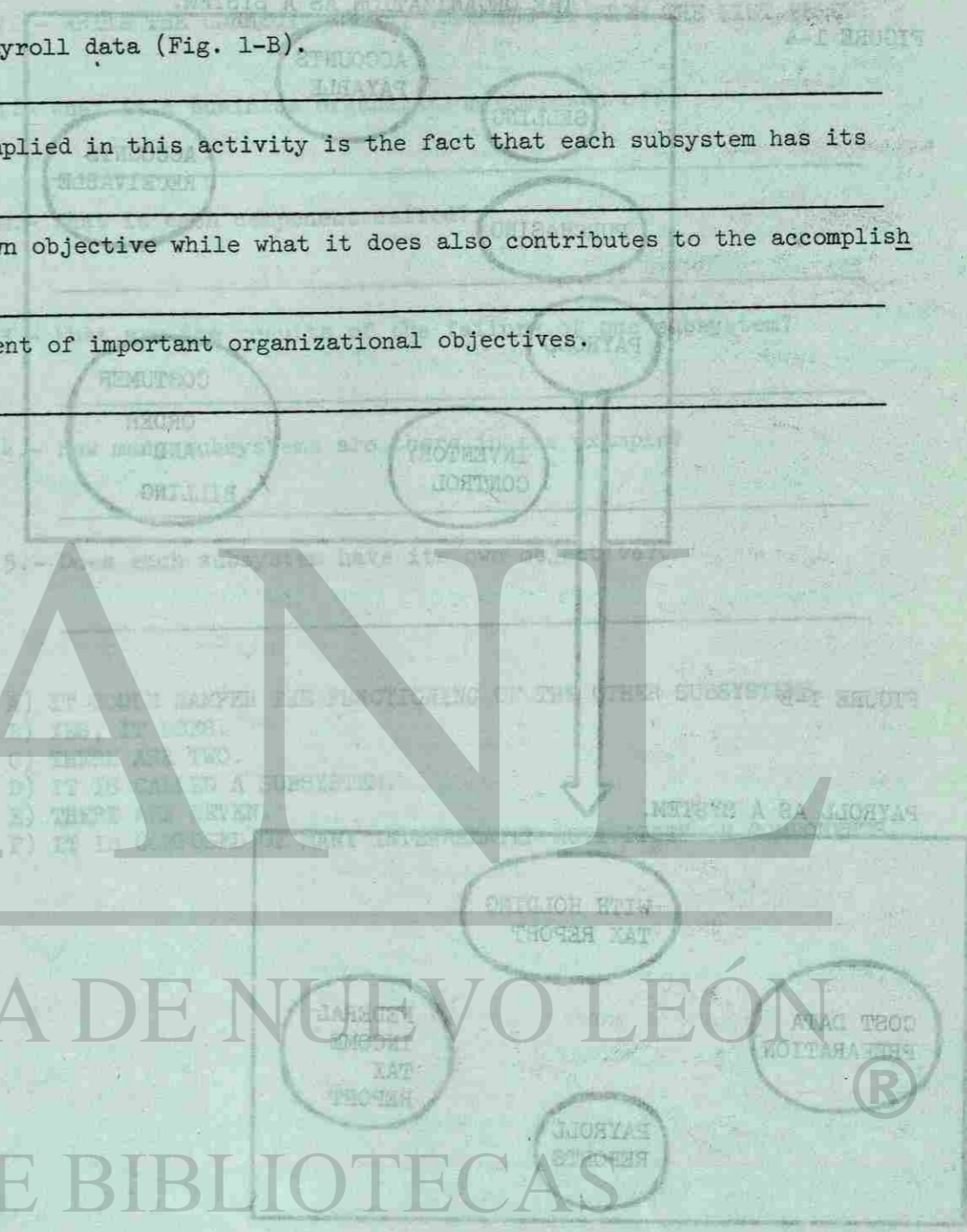




FIGURE 1-A

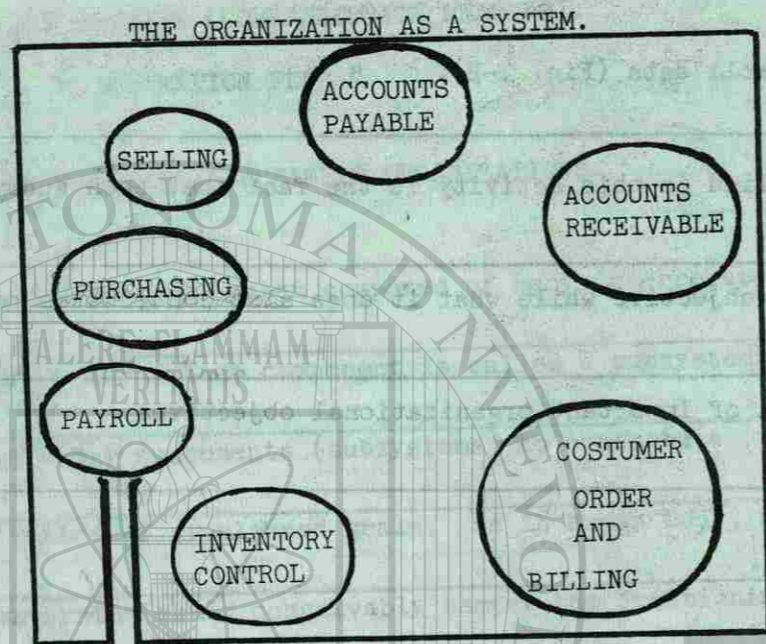
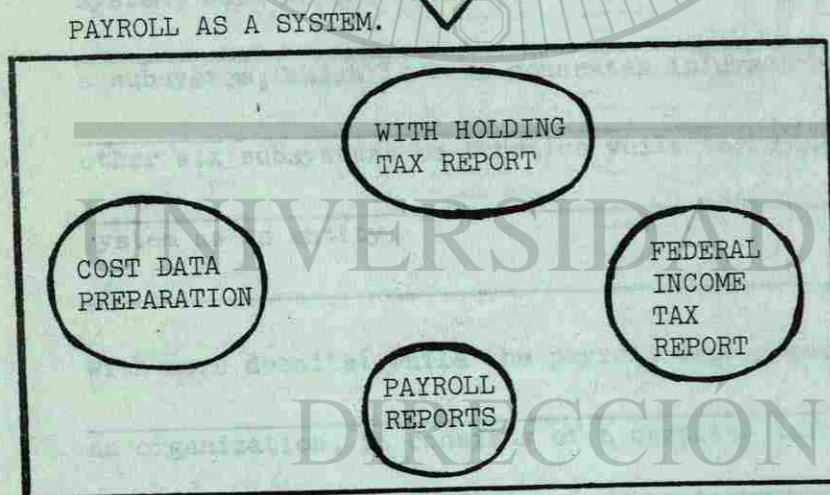


FIGURE 1-B



VI.- WRITE THE CORRECT ANSWER, CHOOSING IT FROM THE LIST BELOW:

1.- What is a business organization composed of?

\_\_\_\_\_

2.- What is each component called?

\_\_\_\_\_

3.- What are the results of the failure of one subsystem?

\_\_\_\_\_

4.- How many subsystems are there in the example?

\_\_\_\_\_

5.- Does each subsystem have its own objective?

\_\_\_\_\_

- A) IT COULD HAMPER THE FUNCTIONING OF THE OTHER SUBSYSTEMS.
- B) YES, IT DOES.
- C) THERE ARE TWO.
- D) IT IS CALLED A SUBSYSTEM.
- E) THERE ARE SEVEN.
- F) IT IS COMPOSED OF MANY INTERRELATED ACTIVITIES OR COMPONENTS.



CHAPTER TWO  
WAGES AND SALARIES  
VOCABULARY

I.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER.

- |                    |              |
|--------------------|--------------|
| 1.- ABOVE          | 13.- JOBS    |
| 2.- ACTUAL         | 14.- LIES    |
| 3.- DEPENDING UPON | 15.- MAIN    |
| 4.- EACH           | 16.- MILDLY  |
| 5.- EMPLOYEE       | 17.- OUTPUT  |
| 6.- ENCOURAGE      | 18.- RANGE   |
| 7.- FAR FROM       | 19.- RATE    |
| 8.- INCREASES      | 20.- READILY |
| 9.- IS DESIRED     | 21.- RECORD  |
| 10.- IS MADE       | 22.- TENDS   |
| 11.- IS PAID       | 23.- THUS    |
| 12.- IS PAYABLE    | 24.- UP      |

II.- MEMORIZE:

- |                                      |  |
|--------------------------------------|--|
| 1.- Actual: real, efectivo           | 6.- Output: producción total           |
| 2.- (To) Encourage: animar, motivar. | 7.- Range: orden, clase                |
| 3.- Is payable: es pagadero          | 8.- Rate: tanto por ciento, porcentaje |
| 4.- Lies: radica, reside             | 9.- Readily: fácilmente, sin demora    |
| 5.- Mildly: ligeramente              | 10.- Up: a partir de, hasta            |

III.- LOOKING UP IN YOUR DICTIONARY, TRANSLATE THE FOLLOWING EXPRESSIONS.

- |                    |              |
|--------------------|--------------|
| 1.- ABOVE          | 13.- JOBS    |
| 2.- ACTUAL         | 14.- LIES    |
| 3.- DEPENDING UPON | 15.- MAIN    |
| 4.- EACH           | 16.- MILDLY  |
| 5.- EMPLOYEE       | 17.- OUTPUT  |
| 6.- (TO) ENCOURAGE | 18.- RANGE   |
| 7.- FAR FROM       | 19.- RATE    |
| 8.- INCREASE       | 20.- READILY |
| 9.- IS DESIRED     | 21.- RECORDS |
| 10.- IS MADE       | 22.- TENDS   |
| 11.- IS PAID       | 23.- THUS    |
| 12.- IS PAYABLE    | 24.- UP      |

IV.- WRITE THE FOLLOWING EXPRESSION IN ENGLISH:

- 1.- FACILMENTE, SIN DEMORA
- 2.- ARRIBA
- 3.- EMPLEOS
- 4.- LEJOS DE
- 5.- SE DESEA
- 6.- PRODUCCION TOTAL
- 7.- A PARTIR DE, HASTA
- 8.- AUMENTA
- 9.- REAL, EFECTIVO
- 10.- ASI
- 11.- PRINCIPAL
- 12.- EMPLEADO
- 13.- SE HACE
- 14.- TANTO POR CIENTO
- 15.- RADICA, RESIDE
- 16.- DEPENDER DE
- 17.- ORDEN, CLASE
- 18.- CADA



- 19.- REGISTRO \_\_\_\_\_
- 20.- MOTIVAR, ANIMAR \_\_\_\_\_
- 21.- SE PAGA \_\_\_\_\_
- 22.- TIENDE \_\_\_\_\_
- 23.- LIGERAMENTE \_\_\_\_\_
- 24.- ES PAGADERO \_\_\_\_\_

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

THE EMERSON EMPIRIC PLAN

The Emerson Empiric Plan. Under this plan, the relative efficiency of employees is computed each week and a bonus paid depending upon the efficiency attained. A standard time is established for each job by time study, and during each week a record is made of the number of hours each worker takes to complete the jobs.

The efficiency of each employee is then determined by dividing

actual hours into standard time. Thus, if a worker takes five hours to complete a job for which the standard time is four hours, his efficiency is 80 per cent. Up to 67 per cent efficiency the worker is paid at his time rate, and from this point up to 100 per cent efficiency a bonus is payable, as shown in figure 77. At 70 per cent efficiency the bonus is 1 per cent; at 80 per cent efficiency, 4 per cent; at 90 per cent efficiency, 10 per cent

and at 100 per cent efficiency, an additional bonus of 1 per cent is paid for each additional 1 per cent increase in efficiency.

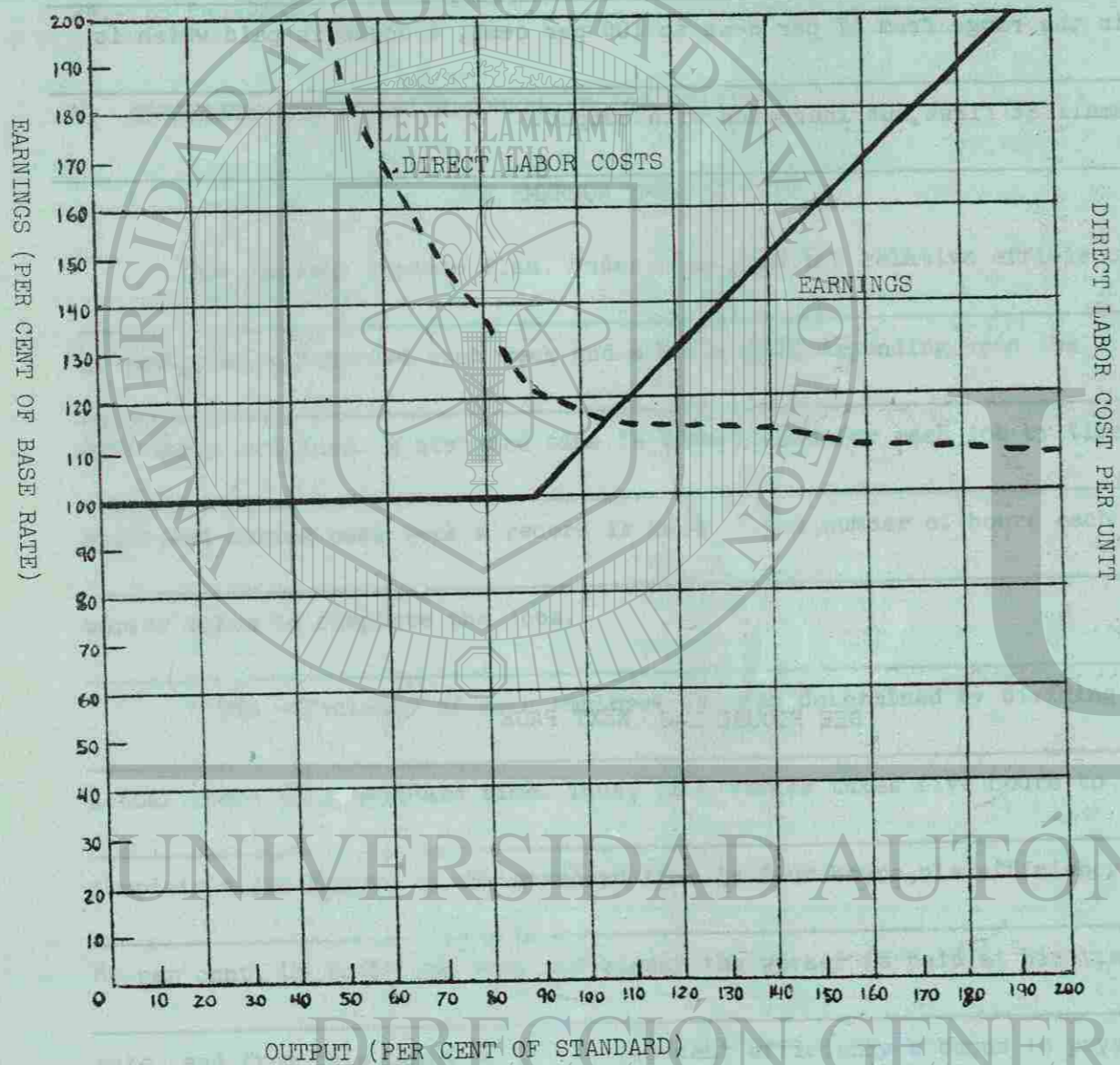
This plan, while classified as selective, is only mildly so. For output in the range from 67 per cent to 100 per cent, a bonus is paid which is small at first, but increases with output.

SEE FIGURE 1-C NEXT PAGE



FIGURE 1-C

EARNINGS AND DIRECT LABOR COSTS UNDER  
THE EMERSON EMPIRIC SYSTEM.



The major advantage of the Emerson Plan lies in its emphasis upon

efficiency. Comparisons can be readily made from week to week and between employees. Its main disadvantage is its complexity, which tends to make the plan difficult to explain to employees and to make earnings far from simple to compute. It may be applicable where it is desired to educate employees on the need for efficiency.

Figure 1-C illustrates earnings and direct labor costs as they vary with efficiency in the Emerson plan has been simplified by paying base rate up to 80 per cent and a 1 per cent increase in earnings for each 1 per cent increase in efficiency above that point. Where this occurs it is actually a standard hour plan with incentive beginning at 80 per cent efficiency.

VI.- ANSWER THE FOLLOWING QUESTIONS.

1.- What's the name of this reading? ®

2.- Under this plan, what is computed?



3.- How often is it computed?

4.- What is established for each job by a time study?

5.- How is the efficiency determined for each employee?

6.- What is the percentage of bonus received by the worker at the levels 70, 80 and 90% efficiency?

7.- What is the percentage of bonus received by the worker at the levels of 100% efficiency?

8.- What happens above 100 per cent efficiency?

9.- What's the major advantage of the Emerson plan?

10.- What's its main disadvantage?

VII.- WRITE THE CORRECT ANSWER, CHOOSING IT FROM THE LIST BELOW:

1.- What is a business organization composed of?

2.- What is each component called?

3.- What are the results of the failure of one subsystem?

4.- How many subsystems are there in the example?

5.- Does each subsystem have its own objective?

- A) IT COULD HAMPER THE FUNCTIONING OF THE OTHER SUBSYSTEMS.
- B) YES, IT DOES.
- C) THERE ARE TWO
- D) IT IS CALLED A SUBSYSTEM.
- E) THERE ARE SEVEN
- F) IT IS COMPOSED OF MANY INTERRELATED ACTIVITIES OR COMPONENTS.



CHAPTER THREE

"PURCHASING".

VOCABULARY

I.- PRONUNCIATION PRACTICE

REPEAT AFTER YOUR TEACHER:

- |                    |                      |
|--------------------|----------------------|
| 1.- AS SOON AS     | 16.- PAYMENT         |
| 2.- AVAILABLE      | 17.- PROVIDES        |
| 3.- COUNTS         | 18.- PROCUREMENT     |
| 4.- DISBURSEMENT   | 19.- PURCHASING      |
| 5.- DRAWING UP     | 20.- RAW MATERIALS   |
| 6.- EXTENSION      | 21.- REQUESTING      |
| 7.- FILED          | 22.- RECORDING       |
| 8.- FOOTINGS       | 23.- REGARDING       |
| 9.- GOODS          | 24.- RECEIVING CLERK |
| 10- INVOICE        | 25.- SALES           |
| 11- ITEMS          | 26.- SHIPMENT        |
| 12- IS SENT        | 27.- SIZED           |
| 13- (TO) MAKE SURE | 28.- SOURCE          |
| 14- ONCE           | 29.- STOCKROOM       |
| 15- ON HAND        | 30.- SUPPLIES        |
|                    | 31.- SUPPLY          |
|                    | 32.- WEIGHS          |

II.- MEMORIZE:

- 1.- DISBURSEMENT: DESEMBOLSO, PAGO.
- 2.- DRAWING UP: REDACTAR, EXTENDER.
- 3.- EXTENSION: PRORROGA
- 4.- FOOTINGS: RELACIONES, CONDICIONES
- 5.- FORWARDS: REMITE, EXPIDE.
- 6.- FREIGHT: FLETE
- 7.- INVOICE: FACTURA
- 8.- (TO) MEET: SATISFACER.

- 9.- RAW MATERIALS: MATERIA PRIMA.
- 10- STOCKROOM: ALMACEN, DEPOSITO DE MERCANCIAS.
- 11- SUPPLIES: PROVISIONES
- 12- SUPPLIER: PROVEEDOR
- 13- SUPPLY: APROVISIONAMIENTO.

III.- LOOKING UP IN YOUR DICTIONARY, TRANSLATE THE FOLLOWING EXPRESSIONS:

- 1.- AS SOON AS \_\_\_\_\_
- 2.- AVAILABLE \_\_\_\_\_
- 3.- COUNTS \_\_\_\_\_
- 4.- DISBURSEMENT \_\_\_\_\_
- 5.- DRAWING UP \_\_\_\_\_
- 6.- EXTENSION \_\_\_\_\_
- 7.- FILED \_\_\_\_\_
- 8.- FOOTINGS \_\_\_\_\_
- 9.- FREIGHT \_\_\_\_\_
- 10- FORWARDS \_\_\_\_\_
- 11- GOODS \_\_\_\_\_
- 12- INVOICE \_\_\_\_\_
- 13- ITEMS \_\_\_\_\_
- 14- IS SENT \_\_\_\_\_
- 15- (TO) MAKE SURE \_\_\_\_\_
- 16- (TO) MEET \_\_\_\_\_
- 17- ONCE \_\_\_\_\_
- 18- ON HAND \_\_\_\_\_
- 19- PAYMENT \_\_\_\_\_
- 20- PROVIDES \_\_\_\_\_
- 21- PROCUREMENT \_\_\_\_\_
- 22- PURCHASING \_\_\_\_\_
- 23- RAW MATERIALS \_\_\_\_\_
- 24- REQUESTING \_\_\_\_\_
- 25- RECORDING \_\_\_\_\_
- 26- REGARDING \_\_\_\_\_
- 27- RECEIVING CLERK \_\_\_\_\_



28.- SALES

29.- SHIPMENT

30.- SIZED

31.- SOURCE

32.- STOCKROOM

33.- SUPPLIES

34.- SUPPLIER

35.- SUPPLY

36.- WEIGHS

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

1.- ALMACEN

2.- APROVISIONAMIENTO

3.- ARCHIVADO

4.- ARTICULOS

5.- ASEGURAR

6.- CLASIFICADO

7.- COMPRA

8.- CONDICIONES

9.- CONSIDERANDO

10- CUENTA

11- DISPONIBLE

12- EMBARQUE

13- EN EXISTENCIA

14- FACTURA

15- FLETE

16- MATERIA PRIMA

17- MERCANCIAS

18- OBTENCION

19- ORIGEN

20- PAGO

21- PAGO, DESEMBOLSO

22- PESA

23- PRORROGA

24.- PROVEE, PROPORCIONA

25.- PROVEEDOR

26.- PROVISIONES

27.- RECIBIDOR

28.- REDACTAR, EXTENDER

29.- REGISTRANDO

30.- REMITE, EXPIDE

31.- SATISFACER

32.- SE ENVIA

33.- SOLICITANDO

34.- TAN PRONTO COMO

35.- UNA VEZ

36.- VENTAS

37.- REDACTAR, EXTENDER

38.- CLASIFICADO

39.- PAGO, DESEMBOLSO

40.- SOLICITANDO

41.- ALMACEN

42.- FACTURA

43.- DISPONIBLE

44.- PROVEEDOR

45.- OBTENCION

46.- PAGO

47.- PRORROGA

48.- EMBARQUE

49.- MERCANCIAS

50.- RECIBIDOR

51.- SE ENVIA

52.- CONDICIONES

53.- REGISTRANDO

54.- UNA VEZ

55.- SATISFACER

56.- FLETE



V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

PURCHASING

Purchasing consists of procurement of raw materials, equipment and supplies to meet the needs of the various departments of the organization. In a medium sized to large manufacturing firm the purchasing function is centralized in one department—the purchasing department. After the decision has been made regarding the type and quantity of product to be manufactured, a final quota is decided based on past sales volume, quantity on hand, and an estimate for next year's sale.

Once a production quota has been approved and authorized, the stockroom is checked for the available amount of supplies. The net quantity of items needed is requisitioned by filling out a purchase requisition form, requesting

the purchasing department to place an order for the needed supplies. The purchase department, in turn, locates and determines the suppliers from whom

the order is to be filled, and follows this action by drawing up a purchase order.

The purchase order is made in three copies: the original, which goes to

the supplier from whom the goods are to be purchased; the first carbon, to

retained by the purchasing department; and the second carbon which is sent to the receiving department. After the source of supply has been determined, a purchase order is prepared.

As soon as the shipment is received, it is checked and verified against a copy of the original purchase order by the receiving department. The receiving clerk (1) inspects the merchandises to make sure that it is in good condition; (2) counts and weighs the merchandise and determines the quantity received, recording the quantity on his copy of the purchase order; and (3) initials the copy of the purchase order and forwards it to the purchasing department to be filed in the "receiving" records.

When the sales invoice is received by the purchasing department, a checklist is used to verify the data it contains; the invoice describes the merchandise shipped shows the amount charged, and provides other important information.

After a proper inspection of merchandise by the receiving department, a purchasing department clerk marks the check sheet on the "goods checked to invoice" line. Next, the clerk checks the invoice against the first carbon copy of the purchase order for details recording the



retained by the purchasing department; and the second carbon which is sent

merchandise ordered, prices, and discount and freight terms. If they are

correct, he places his initial on the "invoice footings and extensions

checked" line of the check sheet. Finally the purchasing department approves

payment and sends the invoice to the accounting department for disbursement.

VERIFIAURE I-C, NEXT PAGE.

VI. ANSWER THE FOLLOWING QUESTIONS IN ENGLISH.

1. WHAT DOES PURCHASING CONSIST OF?

2. WHERE IS THE PURCHASING FUNCTION CENTRALIZED IN A LARGE MANUFACTURING FIRM?

3. HOW MANY COPIES DOES THE PURCHASE ORDER HAVE?

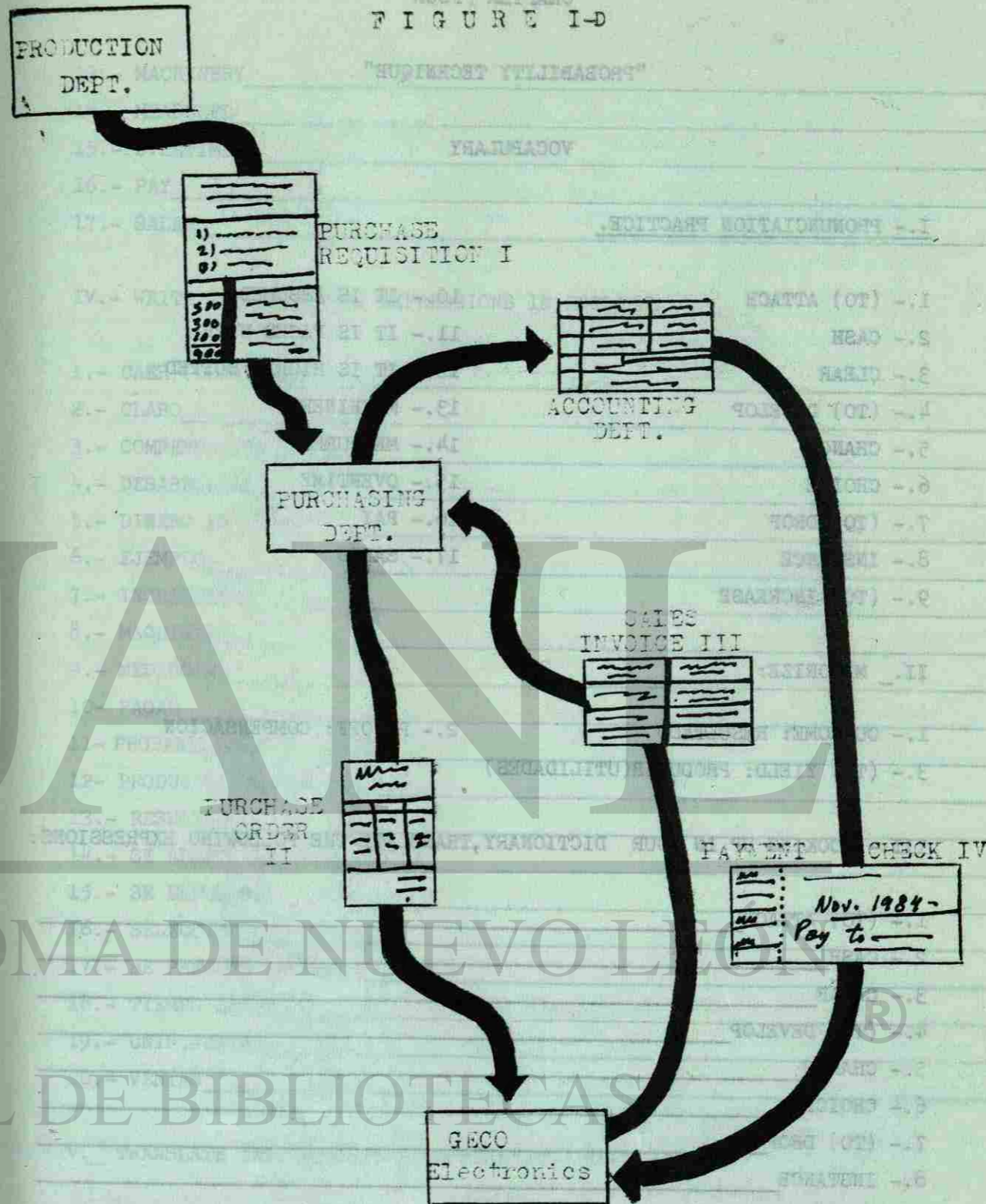
4. WHAT HAPPENS WHEN THE SHIPMENT IS RECEIVED?

5. WHAT DOES IT MEAN WHEN A SHIPMENT IS RECEIVED?

6. WHAT HAPPENS WHEN THE SALES INVOICE IS RECEIVED BY THE PURCHASING DEPARTMENT?

DIRECCIÓN GENERAL DE BIBLIOTECAS

FIGURE I-D





CHAPTER FOUR

"PROBABILITY TECHNIQUE"

VOCABULARY

I.- PRONUNCIATION PRACTICE.

- |                   |                          |
|-------------------|--------------------------|
| 1.- (TO) ATTACH   | 10.- IT IS ASSUMED       |
| 2.- CASH          | 11.- IT IS FACED WITH    |
| 3.- CLEAR         | 12.- IT IS HIGHLY SUITED |
| 4.- (TO) DEVELOP  | 13.- MACHINERY           |
| 5.- CHANCE        | 14.- MEASURED            |
| 6.- CHOICE        | 15.- OVERTIME            |
| 7.- (TO) DROP     | 16.- PAY                 |
| 8.- INSTANCE      | 17.- SALES               |
| 9.- (TO) INCREASE |                          |

II.- MEMORIZE:

- |                                      |                          |
|--------------------------------------|--------------------------|
| 1.- OUTCOME: RESULTADO               | 2.- PAYOFF: COMPENSACION |
| 3.- (TO) YIELD: PRODUCIR(UTILIDADES) |                          |

III.- LOOKING UP IN YOUR DICTIONARY, TRANSLATE THE FOLLOWING EXPRESSIONS:

- 1.- (TO) ATTACH \_\_\_\_\_
- 2.- CASH \_\_\_\_\_
- 3.- CLEAR \_\_\_\_\_
- 4.- (TO) DEVELOP \_\_\_\_\_
- 5.- CHANCE \_\_\_\_\_
- 6.- CHOICE \_\_\_\_\_
- 7.- (TO) DROP \_\_\_\_\_
- 8.- INSTANCE \_\_\_\_\_
- 9.- (TO) INCREASE \_\_\_\_\_
- 10- IT IS ASSUMED \_\_\_\_\_
- 11- IT IS FACED WITH \_\_\_\_\_
- 12- IT IS HIGHLY SUITED \_\_\_\_\_

- 13.- MACHINERY \_\_\_\_\_
- 14.- MEASURED \_\_\_\_\_
- 15.- OVERTIME \_\_\_\_\_
- 16.- PAY \_\_\_\_\_
- 17.- SALES \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- CAER (DEJAR CAER) \_\_\_\_\_
- 2.- CLARO \_\_\_\_\_
- 3.- COMPENSACION \_\_\_\_\_
- 4.- DESARROLLAR \_\_\_\_\_
- 5.- DINERO EN EFECTIVO \_\_\_\_\_
- 6.- EJEMPLO \_\_\_\_\_
- 7.- INCREMENTA \_\_\_\_\_
- 8.- MAQUINARIA \_\_\_\_\_
- 9.- MEDIDO(A) \_\_\_\_\_
- 10- PAGAR \_\_\_\_\_
- 11- PROBABILIDAD, OPORTUNIDAD \_\_\_\_\_
- 12- PRODUCIR(UTILIDADES) \_\_\_\_\_
- 13.- RESULTADO \_\_\_\_\_
- 14.- SE ADAPTA EN GRAN MEDIDA \_\_\_\_\_
- 15.- SE ENFRENTA A (CON) \_\_\_\_\_
- 16.- SELECCION \_\_\_\_\_
- 17.- SE PRESUME (SUPONE) \_\_\_\_\_
- 18.- TIEMPO EXTRA \_\_\_\_\_
- 19.- UNIR, JUNTAR \_\_\_\_\_
- 20.- VENTAS \_\_\_\_\_

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

"PROBABILITY TECHNIQUE (THE DECISION CHART)"

The search method to developing strategies, is highly suited to the



application of probability theory. The search chart shows possible decisions

selected for examination. At selected branches, probabilities may be attached

and quantitative outcomes, can be measured.

Decision charts have a number of general characteristics which are

illustrated in fig. 1-E. In this particular instance the Gonzalez Company is

faced with a 60 percent probability that sales will increase 20 percent next

year from today's level of \$100,000. There is also a 40 percent chance that

sales will drop by 10 percent. If sales increase it will be necessary for the

company either to buy new machinery or to pay overtime work.

A combination of the two is possible but is rejected.

The decision chart shows the point of decision, alternative courses of action, chance events, probabilities and net cash flow or payoff. In this

particular case the cost of new machinery is \$50,000 so that at the high

level of sales, for example, the net cash flow would be \$70,000 (120,000 sales minus \$50,000 of machinery cost). The cost of overtime is calculated at \$10,000 for

the higher level so the net cash flow would be \$110,000 at this level. It is

assumed there will be no overtime if sales drop 10 percent. It is clear that

given only these facts the company would have a much greater payoff if it

used overtime and did not pay for buying new equipment.

This determination is made by a comparison of the complete payoff, or

combined value, of the events and probabilities in each case. This value

for the new equipment is calculated by multiplying the sales probability, .6

by expected sales of \$70,000 after deduction for machine cost which yields

\$42,000.

The same computation at the lower sales level yields \$16,000 and a combined

total of \$58,000. This compares with a total of \$102,000 if the company

decides to meet the higher sales demand with overtime. The net cash flow,

after overtime, at the high level is \$110,000 and when multiplied by the

probability of .6, yields \$66,000 and a combined value of \$102,000.

Paying overtime is clearly the preferred choice. <sup>®</sup>

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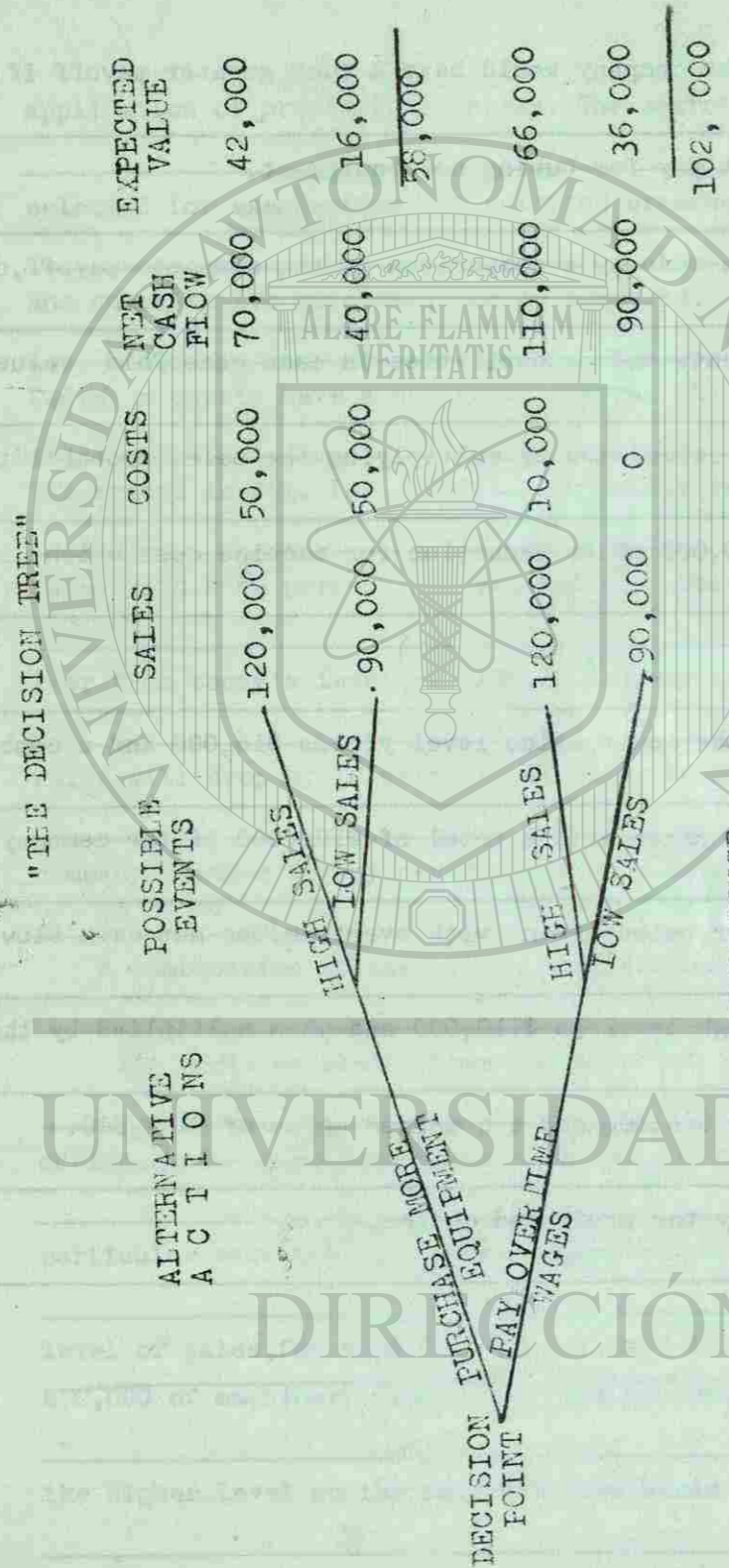


FIGURE 1-E

VII.- UNDERLINE THE CORRECT ANSWER.

- The method described is suited to the application of:
  - Probability theory
  - Personnel training theory
  - Salary theory.
- The diagram used in this example is called:
  - "The decision tree"
  - The decision point
  - The sale tree.
- According to this case, what percent probability is considered that sales might increase?
  - 60%
  - 30%
  - 20%
- What percent is supposed that sales might increase?
  - 60%
  - 30%
  - 20%
- What percent probability is considered that sales might drop?
  - 10%
  - 40%
  - 20%
- What percent is supposed that sales might drop?
  - 10%
  - 40%
  - 20%
- How much is the cost of new machinery?
  - \$70,000
  - \$110,000
  - \$50,000
- If we have high level of sales, how much would the net cash flow be?
  - \$70,000
  - \$110,000
  - \$50,000
- If we have low level of sales, how much would the net cashflow be?
  - \$50,000
  - \$40,000
  - \$16,000
- After the whole analysis, which one is the preferred choice?
  - Paying overtime
  - Purchasing more equipment
  - None of them.



" THE PROCESS OF SYSTEM ANALYSIS"

VOCABULARY

I.- PRONUNCIATION PRACTICE:

REPEAT AFTER YOUR TEACHER:

- 1.- ABOVE
- 2.- ASSUMPTIONS
- 3.- BEFORE PROCEEDING
- 4.- BENEFITS
- 5.- CHEAPLY
- 6.- DEVELOPED
- 7.- EQUATED
- 8.- FLOW
- 9.- FOR INSTANCE

- 10.- MEANS OF CARRIAGE
- 11.- POLLUTION
- 12.- SEARCH
- 13.- SOUGHT
- 14.- (TO) SPEED
- 15.- TASK
- 16.- UNDERGROUND
- 17.- (TO) UNDERTAKE

II.- MEMORIZE:

- 1.- DOUBLE DECKING HIGHWAYS: Autopistas con pasos a desnivel.
- 2.- TROLLEY BUSES: Trolebuses.
- 3.- WEIGHTING COSTS: Sopesando costos.

III.- LOOK UP IN YOUR DICTIONARY, TRANSLATE THE FOLLOWING EXPRESSIONS:

- 1.- ABOVE \_\_\_\_\_
- 2.- ASSUMPTIONS \_\_\_\_\_
- 3.- BEFORE PROCEEDING \_\_\_\_\_
- 4.- BENEFITS \_\_\_\_\_
- 5.- CHEAPLY \_\_\_\_\_
- 6.- DEVELOPED \_\_\_\_\_
- 7.- DOUBLE DECKING HIGHWAYS \_\_\_\_\_
- 8.- EQUATED \_\_\_\_\_
- 9.- FLOW \_\_\_\_\_
- 10.- SEARCH \_\_\_\_\_
- 11.- MEANS OF CARRIAGE \_\_\_\_\_

- 12.- POLLUTION \_\_\_\_\_
- 13.- MEANS OF CARRIAGE \_\_\_\_\_
- 14.- SOUGHT \_\_\_\_\_
- 15.- (TO) SPEED \_\_\_\_\_
- 16.- TASK \_\_\_\_\_
- 17.- TROLLEY BUSES \_\_\_\_\_
- 18.- UNDERGROUND \_\_\_\_\_
- 19.- (TO) UNDERTAKE \_\_\_\_\_
- 20.- WEIGHTING COSTS \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

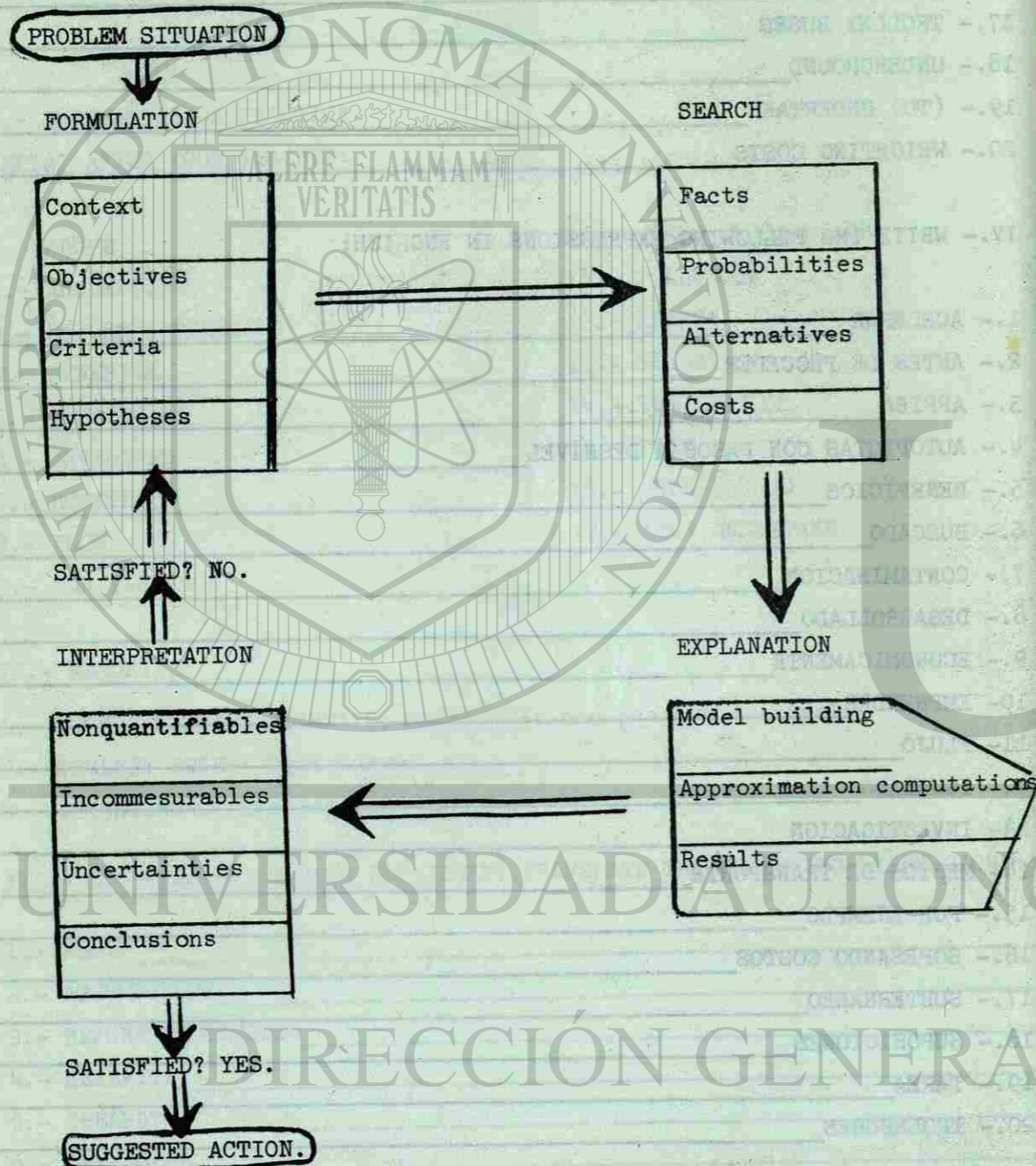
- 1.- ACELERAR \_\_\_\_\_
- 2.- ANTES DE PROCEDER \_\_\_\_\_
- 3.- ARRIBA \_\_\_\_\_
- 4.- AUTOPISTAS CON PASOS A DESNIVEL \_\_\_\_\_
- 5.- BENEFICIOS \_\_\_\_\_
- 6.- BUSCADO \_\_\_\_\_
- 7.- CONTAMINACION \_\_\_\_\_
- 8.- DESARROLLADO \_\_\_\_\_
- 9.- ECONOMICAMENTE \_\_\_\_\_
- 10.- EMPRENDER \_\_\_\_\_
- 11.- FLUJO \_\_\_\_\_
- 12.- IGUALADO \_\_\_\_\_
- 13.- INVESTIGACION \_\_\_\_\_
- 14.- MEDIOS DE TRANSPORTE \_\_\_\_\_
- 15.- POR EJEMPLO \_\_\_\_\_
- 16.- SOPESANDO COSTOS \_\_\_\_\_
- 17.- SUBTERRANEO \_\_\_\_\_
- 18.- SUPOSICIONES \_\_\_\_\_
- 19.- TAREA \_\_\_\_\_
- 20.- TROLEBUSES \_\_\_\_\_



V.- TRANSLATE INTO SPANISH (COMPREHENSION READING).

"THE PROCESS OF SYSTEM ANALYSIS"

FIGURE 1-F



The process of systems analysis can be diagrammed as shown in figure 1-F. <sup>1A</sup>

problem may be given by a decision maker to the system analyst or the system analyst may be required to formulate the problem.

The process of problem formulation includes the detailed description of the task. For instance, if one is to undertake a systems analysis of the transportation problem of a large city the analyst must know what the objectives are. Are they to speed the flow of traffic, reduce the cost of transportation per passenger on public means of carriage, determine policy of the city with respect to subsidizing public transportation or determine whether underground highways are feasible and desirable. Problem formulation also includes the identification of important variables and a description of the way they interrelate. For example in the area noted above, major variables would be related to types of transportation: automobiles, subways, buses, trains, trolley cars, and airplanes. Before proceeding with the study it is necessary to select criteria for deciding which public means of transportation should be developed, criteria for choosing among alternatives might be cost in terms of air pollution. Correspondingly, benefits must be defined, against which costs can be equated. In this process, hypotheses may be advanced for testing such



as subways are preferred over buses because they pollute the air less or buses

may be built cheaply that will not pollute the air, or double decking highways

is feasible and costs less than new highways.

The search stage needs little elaboration. Here are sought ideas and

evidence to support them, including invention of new alternatives. Just as with

corporate planning, the whole process should be quite clear: moving through

steps in a sequence such as the following: formulation of the problem, selecting

objectives, designing alternatives, collecting data, building models, weighting

costs against effectiveness, questioning assumptions, reexamining objectives,

looking at new alternatives, reformulating the problem, selecting different

or modified objectives and so on.

VI.- ANSWER IN ENGLISH:

1.- What does the reading talk about?

2.- How many steps should be followed in the process of system?  
Mention them.

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_

3.- What kind of problem was used in this reading as an example?

4.- The detailed description of a task in a process of analysis is given in  
the stage called.....

5.- Which is the stage that needs a little elaboration?

VII.- UNDERLINE THE CORRECT ANSWER:

1.- The problem used as an example is related to:

- a) Transportation of a large city.
- b) Traffic in small cities.
- c) Police department in small cities.

2.- Before proceeding with the study it is important to select criteria for:

- a) Selecting the bus drivers.
- b) Selecting the color of taxi cabs.
- c) Which means of transportation should be developed.

3.- Benefits must be defined against which costs can be:

- a) Equated.
- b) Important.
- c) Necessary.

4.- Subways are preferred over buses because:

- a) They look beautiful.
- b) They pollute the air less.
- c) They are modern.

5.- The whole process starts with the first step called:

- a) Looking at new alternatives.
- b) Building models.
- c) Formulation of the problem.



2.1 CHAPTER ONE: "ANTHROPOLOGY"

I,II,III, y IV.-Vocabulario y su pronunciación.El alumno se familiarizará con las palabras nuevas que serán usadas en éste capítulo.

V.- Traducción(Lectura de Comprensión) Con la guía del maestro se hará la traducción del texto interpretando con precisión el valor semántico de las palabras.

VI.- Cuestionario.Se verificará el entendimiento del contenido de la lectura.

2.2. CHAPTER TWO: "SOCIAL WORK"

I,II,III, y IV.- Vocabulario y su pronunciación.El alumno se familiarizará con las palabras nuevas que serán usadas en este capítulo.

V.- Traducción(Lectura de Comprensión)Se hará una práctica de la traducción de un texto de contenido Socio-Cultural.

VI.- Cuestionario.Se verificará el entendimiento del contenido de la lectura.

2.3.-CHAPTER THREE: "COMMUNICATION"

I,II,III, y IV.- Vocabulario y su pronunciación.El alumno se familiarizará con las palabras nuevas que serán usadas en este capítulo.

V.- Traducción(Lectura de Comprensión) Se hará una práctica de traducción con la guía del maestro,quien ayudará a localizar la información más relevante en cada párrafo del texto total.

VI.-Cuestionario.-Se verificará la comprensión de la lectura.

2.4.- CHAPTER FOUR: "SOCIOLOGY"

I,II,III, y IV.-Vocabulario y su pronunciación.El alumno se familiarizará con las palabras nuevas que serán usadas en este capítulo.

V.- Traducción. (Lectura de Comprensión).Se hará una práctica de la traducción poniendo énfasis en las ideas significativas del texto.

VI.- Cuestionario.Se verificará la comprensión de la lectura.

2.5 CHAPTER FIVE: DIFFERENT TYPES OF TEXT ORGANIZATION.

I,II,III,y IV.- Vocabulario y su pronunciación. El alumno se familiarizará con el (vocabulario que se usará en este capítulo).

V.- Traducción (Lectura de Comprensión).Se hará una práctica de la traducción y se analizará la organización textual.

VI.- Vocabulario.

VII.- Estructuras de una carta.

VIII.- IX,X,XI,Vocabulario.

XII.- Estructura de una minuta o acta.

XIII.- Estructuras de un reporte.

Ejercicios

A) yB) Espacios sobre los temas vistos.



U N I T T W O

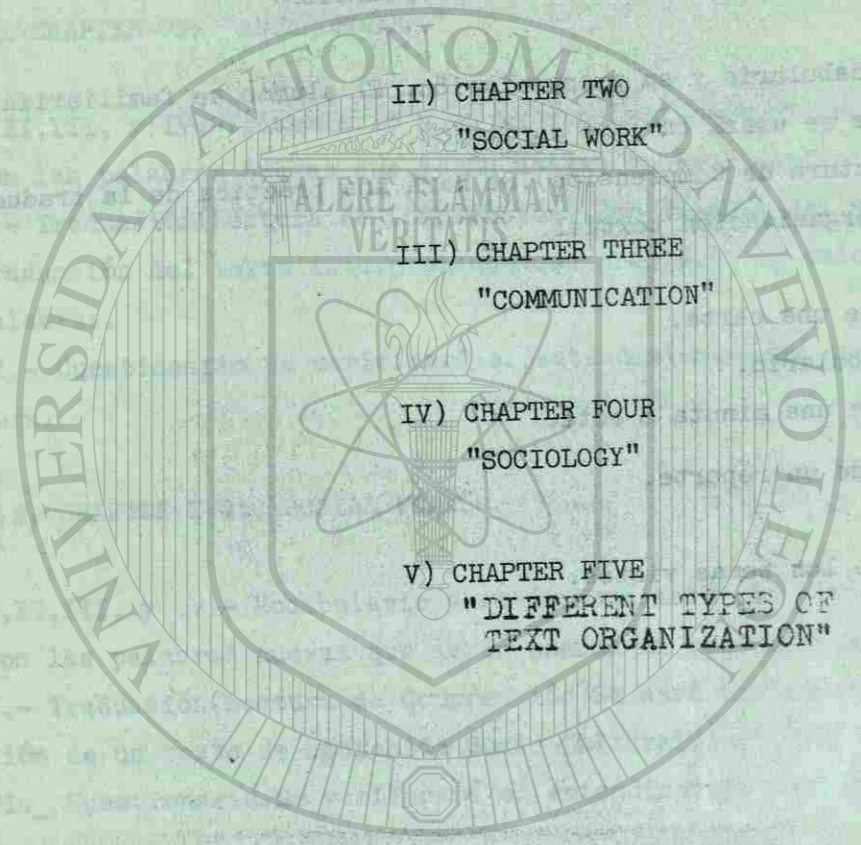
I) CHAPTER ONE  
"ANTHROPOLOGY"

II) CHAPTER TWO  
"SOCIAL WORK"

III) CHAPTER THREE  
"COMMUNICATION"

IV) CHAPTER FOUR  
"SOCIOLOGY"

V) CHAPTER FIVE  
"DIFFERENT TYPES OF  
TEXT ORGANIZATION"



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CHAPTER ONE  
ANTHROPOLOGY  
VOCABULARY

I.- PRONUNCIATION PRACTICE

REPEAT AFTER YOUR TEACHER

- |                    |                     |
|--------------------|---------------------|
| 1.- AMONG          | 20.- OUTSIDE        |
| 2.- AT LEAST       | 21.- OWN            |
| 3.- BEHAVIOR       | 22.- PACE           |
| 4.- BRANCH         | 23.- PATTERN        |
| 5.- BUT ALSO       | 24.- PERHAPS        |
| 6.- CHANGE         | 25.- PRELITERATE    |
| 7.- CURRENT        | 26.- POPULATION     |
| 8.- ENTERPRISES    | 27.- RACE           |
| 9.- HAD BEEN GIVEN | 28.- REASON         |
| 10.- HAS OPENED    | 29.- REJECTION      |
| 11.- INCREASINGLY  | 30.- REMAINED       |
| 12.- IN FACT       | 31.- RESEARCH       |
| 13.- IS CONCERNED  | 32.- SAVAGE         |
| 14.- LABEL         | 33.- SHAPED         |
| 15.- MAJOR         | 34.- SPLIT          |
| 16.- MANIFOLD      | 35.- TRIBAL         |
| 17.- MISTAKES      | 36.- VILLAGE        |
| 18.- NEVERTHELESS  | 37.- WITHIN         |
| 19.- ONLY          | 38.- WITH REGARD TO |

II.- MEMORIZE

- |  |                              |
|--|------------------------------|
| 1.- is concerned: se interesa          | 8.- Population: población    |
| 2.- Label: sobrenombre, clasificación. | 9.- Race: raza               |
| 3.- Manifold: multiple (s)             | 10.- Rejection: rechazo      |
| 4.- Nevertheless: sin embargo          | 11.- Research: investigación |
| 5.- Pace: paso                         | 12.- Split: división         |
| 6.- Pattern: modelo, patrón            | 13.- Village: pueblo         |
| 7.- Preliterate: inculto               |                              |



III.- LOOKING UP IN YOUR DICTIONARY, TRANSLATE THE FOLLOWING EXPRESSIONS.

- 1.- AMONG.....
- 2.- AT LEAST.....
- 3.- BEHAVIOR.....
- 4.- BRANCH.....
- 5.- BUT ALSO.....
- 6.- CHANGE.....
- 7.- CURRENT.....
- 8.- ENTERPRISES.....
- 9.- HAD BEEN GIVEN.....
- 10.- HAS OPENED.....
- 11.- INCREASINGLY.....
- 12.- IN FACT.....
- 13.- IS CONCERNED.....
- 14.- LABEL.....
- 15.- MAJOR.....
- 16.- MANIFOLD.....
- 17.- MISTAKES.....
- 18.- NEVERTHELESS.....
- 19.- ONLY.....
- 20.- OUTSIDE.....
- 21.- OWN.....
- 22.- PACE.....
- 23.- PATTERN.....
- 24.- PERHAPS.....
- 25.- PRELITERATE.....
- 26.- POPULATION.....
- 27.- RACE.....
- 28.- REASON.....
- 29.- REJECTION.....
- 30.- REMAINED.....
- 31.- RESEARCH.....
- 32.- SAVAGE.....
- 33.- SHAPED.....
- 34.- SPLIT.....
- 35.- TRIBAL.....
- 36.- VILLAGE.....
- 37.- WITHIN.....
- 38.- WITH REGARD TO.....

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH.

- 1.- ACTUAL, DE MODA.....
- 2.- AFUERA.....
- 3.- AL MENOS.....
- 4.- CADA VEZ MAS.....
- 5.- CAMBIO.....
- 6.- CONDUCTA.....
- 7.- CON RELACION A.....
- 8.- DE HECHO.....
- 9.- DENTRO.....
- 10.- DISEÑADOS.....
- 11.- DIVISION.....
- 12.- EMPRESAS.....
- 13.- ENTRE.....
- 14.- ERRORES.....
- 15.- HABIA DESCUBIERTO.....
- 16.- HABIA SIDO DADO.....
- 17.- INCULTO.....
- 18.- INVESTIGACION.....
- 19.- MODELO, PATRON.....
- 20.- MULTIPLE, VARIADO.....
- 21.- PASO, MARCHA.....
- 22.- PERMANECIERON.....
- 23.- POBLACION.....
- 24.- PRINCIPAL.....
- 25.- PROPIO.....
- 26.- PUEBLO.....
- 27.- QUIZAS.....
- 28.- RAMA.....
- 29.- RAZA.....
- 30.- RAZON.....
- 31.- RECHAZO.....
- 32.- SALVAJE.....
- 33.- SE INTERESA.....
- 34.- SIN EMBARGO.....
- 35.- SINO TAMBIEN.....
- 36.- SOBRENOMBRE, CLASIFICACION.....
- 37.- SOLAMENTE.....
- 38.- TRIBAL (DE TRIBU).....

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V.- TRANSLATE INTO SPANISH (COMPREHENSION READING).

ANTHROPOLOGY

Etymologically is the science of man. It is one of the sciences of man which describes and explains him on the basis of the biological and cultural characteristics of the population among which he is distributed.

Anthropology, which is concerned with the study of man differences maybe considered a science which has opened up societies that remained outside the technological civilization of the modern West.

In fact, the field of research was at first restricted to those societies that had been given one unsatisfactory label after another:

"savage", "primitive", "tribal", "traditional", or even "preliterate" "prehistorical", and so on.

Anthropologists today study more than just primitive societies.

Their research extends not only to village communities within modern societies but also to cities, even to industrial enterprises.

Nevertheless, anthropology's first field of research, and the one that perhaps remains the most important, shaped its specific point of view with regard to the other sciences of man and defined its theme.

If, in particular, it is concerned with generalizing about patterns of human

behavior seen in all their dimensions and with achieving a total description of social and cultural phenomena, this is because anthropology has observed small scale societies, which are simpler or at least more homogeneous than modern societies and which change at a slower pace.

What has just been said refers especially to the branch of anthropology concerned with the cultural characteristics of man.

Anthropology has, in fact, gradually divided itself into two major spheres:

the study of man's biological characteristics and the study of his cultural

characteristics. The reasons for this split are manifold, one being the

rejection of the initial mistakes regarding correlations between race and

culture. More generally speaking, the vast field of 19th-century anthropology

has been subdivided into a series of increasingly specialized disciplines,

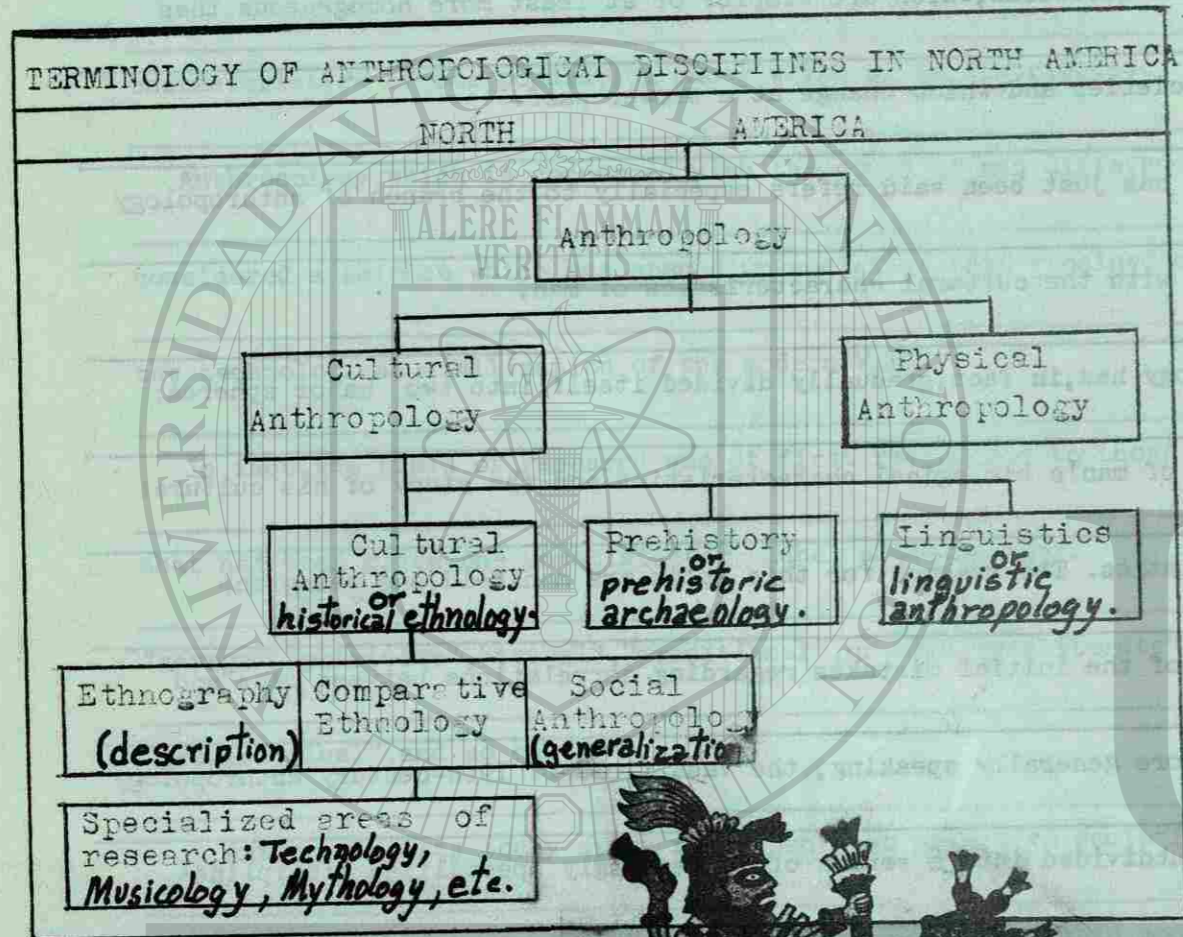
using their own methods and techniques, that have been given different labels

according to national traditions. Figure 2-A shows the terminology current in

North America and in continental Europe.



FIGURE 2-A



VI.- ANSWER THE FOLLOWING QUESTIONS:

1.- CAN YOU DEFINE WHAT ANTHROPOLOGY IS?

---



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2.- IS ANTHROPOLOGY AN IMPORTANT SCIENCE FOR MAN?

---



---

3.- DOES THE ANTHROPOLOGY'S RESEARCH INCLUDE INDUSTRIAL ENTERPRISES?

---



---

4.- CAN YOU NAME THE TWO MAJOR SPHERES THE ANTHROPOLOGY IS DIVIDED?

---



---

5.- IS THE CONCEPT OF BEHAVIOR, IMPORTANT FOR THE ANTHROPOLOGY?

---



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CHAPTER TWO

SOCIAL WORK

VOCABULARY

I.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER:

- |                    |                    |
|--------------------|--------------------|
| 1.- ACHIEVED       | 16.- HANDICAPPED   |
| 2.- (TO) ADD       | 17.- HOWEVER       |
| 3.- AFFLUENT       | 18.- INCOME        |
| 4.- AIMS           | 19.- MOST          |
| 5.- APPRENTICESHIP | 20.- NEEDY         |
| 6.- BECAME         | 21.- PHILANTHROPY  |
| 7.- CHALLENGE      | 22.- POVERTY       |
| 8.- CHARITABLE     | 23.- (TO) RESHAPE  |
| 9.- DESTITUTE      | 24.- (TO) SHIFT    |
| 10.- DEVELOPED     | 25.- SOURCE        |
| 11.- EACH          | 26.- SPONSORED     |
| 12.- ENOUGH        | 27.- (TO) STRUGGLE |
| 13.- EVILS         | 28.- TENDS         |
| 14.- EVOLVED       | 29.- WELFARE       |
| 15.- GIANT         |                    |

II.- MEMORIZE:

- CASEWORK METHOD: Método de casos.
- DEALS WITH: Trata de, se relaciona con.
- JOINT LECTURE: Sesión de conferencia.
- SATISFYING LIVING: Vida satisfactoria.
- (TO) SEEK OUT: Buscar por todos lados.
- POINT OF VIEW: Punto de vista.

III.-LOOKING UP IN YOUR DICTIONARY,WRITE THE FOLLOWING EXPRESSIONS IN SPANISH:

- ACHIEVED \_\_\_\_\_
- (TO) ADD \_\_\_\_\_
- AFFLUENT \_\_\_\_\_
- AIMS \_\_\_\_\_
- APPRENTICESHIP \_\_\_\_\_
- BECAME \_\_\_\_\_
- CASEWORK METHOD \_\_\_\_\_
- CHALLENGE \_\_\_\_\_
- CHARITABLE \_\_\_\_\_
- DEALS WITH \_\_\_\_\_
- DESTITUTE \_\_\_\_\_
- DEVELOPED \_\_\_\_\_
- EACH \_\_\_\_\_
- ENOUGH \_\_\_\_\_
- EVILS \_\_\_\_\_
- EVOLVED \_\_\_\_\_
- GIANT \_\_\_\_\_
- HANDICAPPED \_\_\_\_\_
- HOWEVER \_\_\_\_\_
- INCOME \_\_\_\_\_
- JOINT LECTURE \_\_\_\_\_
- MOST \_\_\_\_\_
- NEEDY \_\_\_\_\_
- PHILANTHROPY \_\_\_\_\_
- POINT OF VIEW \_\_\_\_\_
- POVERTY \_\_\_\_\_
- (TO) RESHAPE \_\_\_\_\_
- (TO) SHIFT \_\_\_\_\_
- (TO) SEEK OUT \_\_\_\_\_
- SATISFYING LIVING \_\_\_\_\_
- SOURCE \_\_\_\_\_
- SPONSORED \_\_\_\_\_
- (TO) STRUGGLE \_\_\_\_\_
- TENDS \_\_\_\_\_



35.- WELFARE

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- AGREGAR
- 2.- APRENDIZAJE
- 3.- BIENESTAR
- 4.- BUSCAR POR TODOS LADOS
- 5.- CADA
- 6.- CAMBIAR
- 7.- DE CARIDAD
- 8.- DESAMPARADO
- 9.- DESARROLLADO
- 10.- ESFORZARSE, Luchar
- 11.- EVOLUCIONADO, DESENVUELTO
- 12.- FILANTROPIA
- 13.- FUENTE, ORIGEN
- 14.- GIGANTE
- 15.- IMPEDIDO
- 16.- INGRESO
- 17.- LA MAYOR PARTE DE
- 18.- LOGRADO
- 19.- LLEGO A SER
- 20.- MALES
- 21.- METODO DE CASOS
- 22.- NECESITADO
- 23.- OBJETIVOS
- 24.- OPULENCIA
- 25.- PATROCINADO
- 26.- POBREZA
- 27.- PUNTO DE VISTA
- 28.- REFORMAR
- 29.- RETO
- 30.- SESION, CONFERENCIA
- 31.- SIN EMBARGO
- 32.- SUFICIENTE

- 33.- TIENDE A (HACIA)
- 34.- TRATA DE
- 35.- VIDA SATISFACTORIA

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING).

SOCIAL WORK

The terms "Social Work" or "Welfare Service" are essentially formulations and practices of the 20th century. Certainly in some form or other, most of the things done today by individuals, charitable societies, or governments as social and welfare services have been done in the past in many societies.

They seek to satisfy the special needs of various sections of the population, such as the young, the old, the destitute, and the handicapped. Such aims may be achieved through a variety of needed services on the welfare front and through a redistribution of income in favor of the needy on the economic aspect.

EARLY DEVELOPMENT OF THIS FIELD.

In London as early as 1873, training activities initiated by Octavia Hill, had evolved into a joint lecture and training



program for charity workers.

Mary Richmond in the United States was one of the first to

proclaim that good intentions and common sense were not enough

for charity work. She saw too, that apprenticeship program in

each of the agencies were expensive, too narrowly focused and

time consuming. With her successful proposal in 1897 that a

training school of applied philanthropy be established, charity

work took a giant step into the direction of social service as a profession.

The New York Charity Organization Society established a summer

school of philanthropic work in 1898. A more significant step

was taken in 1899 when the Institute for Social Work Training,

the first full scale school of social work in the world was

established in Amsterdam.

In 1904 the short course sponsored by the New York Charity

Organization society was transformed into a full time one-year

program in the New York School of Philanthropy, the first

school of social work in the United States, which later became the

Columbia University School of Social Work.

## PROFESSIONAL SOCIAL WORK.

In the developed countries where a generally higher standard of

living and programs of social security tend to satisfy the material

needs of most people, professional social work deals with psychosocial

problems largely through casework. The casework method derived

from the idea, developed early in the charity organization movement

that each person (or family) represented a unique situation or

constituted an individual case, and that helping individuals or

small groups to help themselves was the central goal and purpose of

social work. In later years, however, the new challenges of modern

life, shifts the emphasis from individual or group problems to

broad social evils. The social work profession, in the point of

view of practitioners, is now adding new responsibilities of joining

with other disciplines to attack mass poverty at its source, to

seek out and prevent the problems that complicate the lives of people

in affluent as well as struggling new societies, and even it has been

said to reshape social structures in directions to provide new and

better opportunities for productive and satisfying living.



In some of the developing countries (particularly India) specialization

in training and practice has developed not by methods but by fields,

such as medical social work, school social work and family and child welfare.

VI.- UNDERLINE THE CORRECT ANSWER:

1.- Who took care of social and welfare services in the past?

- a) Nobody                      b) Many Societies                      c) The army

2.- What does the social work try to satisfy?

- a) The need of forming a political party.  
b) The need of various sections of population.  
c) The religious faith.

3.- Who initiated training activities on the charity field in London 1873?

- a) Octavia Hill                      b) Florence Nightingale                      c) Madame Curie

4.- What was the direction that Mary Richmond gave to charity work?

- a) Of social work as a hobby.  
b) Of social service as a money-making activity?  
c) Of social service as a profession.

5.- What did the New York Charity Organization Society establish in 1898 as a summer school?

- a) A school of philanthropic work.  
b) An important University.  
c) A new school for poor people.

6.- What was the original name of the first school of social work in the U.S.A?

- a) The New York Welfare Service.  
b) The New York School of Philanthropy.  
c) The Social Work Training School.

7.- What is the name that the New York School of Philanthropy took later on?

- a) The New York Charity Society.  
b) The New York School of Social Service.  
c) The Columbia University of Social Work.

8.- What do the social security plans tend to satisfy?

- a) Artistic abilities of most people.  
b) Material needs of most people.  
c) Religious needs of most people.

9.- What is the method that resulted from the idea of considering that each person or family represents a unique situation?

- a) The trial and error method.  
b) The racial study method.  
c) The casework method.

10.- What is the country that particularly has developed the specialization in training and practice not by methods but by fields?

- a) India                      b) The U.S.A.                      c) England





CHAPTER THREE

COMMUNICATION

VOCABULARY

PRONUNCIATION PRACTICE

REPEAT AFTER YOUR TEACHER:

- 1.- ACTS UPON
- 2.- AFFAIRS
- 3.- APPROACH
- 4.- AT LEAST
- 5.- ATTEMPTED
- 6.- BEHAVIOR
- 7.- BROADCASTING
- 8.- CONCERN
- 9.- COUNTLESS
- 10- (TO) DRAW UPON
- 11- ENVIRONMENT
- 12- EXCHANGE
- 13- GROWTH
- 14- HOWEVER

- 15.- (TO) ISOLATE
- 16.- MASS
- 17.- MEDIA
- 18.- MESSAGE
- 19.- MIND
- 20.- MYTHS
- 21.- NEARLY
- 22.- POWER
- 23.- RISE
- 24.- ROUGH
- 25.- TAKES PLACE
- 26.- THEREFORE
- 27.- THROUGH
- 28.- WIRELESS

II.- MEMORIZE:

ACTS UPON: INFLUYE, ACTUA SOBRE  
 APPROACH: ENFOQUE  
 ATTEMPTED: INTENTADO  
 BROADCASTING: RADIODIFUSION  
 CONCERN: INTERES

(TO) DRAW UPON: HACER USO DE  
 MASS: MASIVA  
 NEARLY: CASI  
 ROUGH: PRELIMINAR (APROXIMADO)  
 TAKES PLACE: TIENE LUGAR  
 WIRELESS: INALAMBRICO.

III.- LOOKING UP IN YOUR DICTIONARY, TRANSLATE THE FOLLOWING EXPRESSIONS

1.- ACTS UPON \_\_\_\_\_

2.- AFFAIRS \_\_\_\_\_

3.- APPROACH \_\_\_\_\_

4.- AT LEAST \_\_\_\_\_

5.- ATTEMPTED \_\_\_\_\_

6.- BEHAVIOR \_\_\_\_\_

7.- BROADCASTING \_\_\_\_\_

8.- CONCERN \_\_\_\_\_

9.- COUNTLESS \_\_\_\_\_

10- (TO) DRAW UPON \_\_\_\_\_

11- ENVIRONMENT \_\_\_\_\_

12- EXCHANGE \_\_\_\_\_

13- GROWTH \_\_\_\_\_

14- HOWEVER \_\_\_\_\_

15- (TO) ISOLATE \_\_\_\_\_

16- MASS \_\_\_\_\_

17- MEDIA \_\_\_\_\_

18- MESSAGE \_\_\_\_\_

19- MIND \_\_\_\_\_

20- MYTHS \_\_\_\_\_

21- NEARLY \_\_\_\_\_

22- POWER \_\_\_\_\_

23- RISE \_\_\_\_\_

24- ROUGH \_\_\_\_\_

25- TAKES PLACE \_\_\_\_\_

26- THEREFORE \_\_\_\_\_

27- THROUGH \_\_\_\_\_

28- WIRELESS \_\_\_\_\_

IV.- WRITE DE FOLLOWING EXPRESSIONS IN ENGLISH:

AISLAR \_\_\_\_\_

AL MENOS \_\_\_\_\_

ASCENSO \_\_\_\_\_

ASUNTOS \_\_\_\_\_

A TRAVES \_\_\_\_\_

CASI \_\_\_\_\_



CONDUCTA \_\_\_\_\_  
 CRECIMIENTO \_\_\_\_\_  
 ENFOQUE \_\_\_\_\_  
 HACER USO DE \_\_\_\_\_  
 INALAMBRICO \_\_\_\_\_  
 INFLUYE \_\_\_\_\_  
 INNUMERABLE \_\_\_\_\_  
 INTENTADO \_\_\_\_\_  
 INTERCAMBIO \_\_\_\_\_  
 INTERES \_\_\_\_\_  
 MASIVA \_\_\_\_\_  
 MEDIO AMBIENTE \_\_\_\_\_  
 MEDIOS \_\_\_\_\_  
 MENTE \_\_\_\_\_  
 MENSAJE \_\_\_\_\_  
 MITOS \_\_\_\_\_  
 PODER \_\_\_\_\_  
 POR LO TANTO \_\_\_\_\_  
 PRELIMINAR \_\_\_\_\_  
 RADIODIFUSION \_\_\_\_\_  
 SIN EMBARGO \_\_\_\_\_  
 TENER LUGAR \_\_\_\_\_

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

COMMUNICATION

Communication is the exchange of meanings between individuals through a common  
 \_\_\_\_\_  
 system of symbols. This term has been of concern to countless scholar, since  
 \_\_\_\_\_  
 the time of ancient Greece.

"Communication takes place when one mind acts upon its environment that

another mind is influenced, and in that other mind an experience occurs  
 \_\_\_\_\_  
 which is like the experiences in the first mind, and is caused in part by  
 \_\_\_\_\_  
 that experience. This definition is both general and rough, but its application  
 \_\_\_\_\_  
 to nearly all kinds of communication-including those between men and animals  
 \_\_\_\_\_  
 (but excluding machines)-separated the contents of messages from the processes  
 \_\_\_\_\_  
 in human affairs by which these messages are transmitted.

The American Psychiatrist and scholar Jurgen Ruesch has identified  
 \_\_\_\_\_  
 40 varieties of disciplinary approaches to the subject, including architectural,  
 \_\_\_\_\_  
 anthropological, psychological, political and many other variant interpretation  
 \_\_\_\_\_  
 of the apparently simple interaction. In total, if such informal communication  
 \_\_\_\_\_  
 as sexual attraction and behaviour are included, there exist at least 50  
 \_\_\_\_\_  
 modes of interpersonal communication that draw upon dozens of discrete

intellectual disciplines and analytic approaches. Communication may therefore  
 \_\_\_\_\_  
 be analyzed in at least 50 different ways.

Interest in communication has been stimulated by advances in sciences and  
 \_\_\_\_\_  
 technology, which, by their nature, have called attention to man as a  
 \_\_\_\_\_  
 communicating creature.

Since approximately 1920, the growth and apparent influence of communication



technology have attracted the attention of many specialists who have attempted

to isolate communication as a specific facet of their particular interest, One

of the first and most ancient inventions in communication were the telegraph

and telephone, then were followed by others like wireless radio and telephoto

devices, the development of popular newspapers and periodicals, broadcasting,

motion pictures and television yielded visible institutional cultural -----

innovations that permitted efficient and rapid communication between a few

individuals and large populations; these media have been responsible for the

rise and social power of the new phenomenon of mass communication.

Psychologists, in their studies of behavior and mind, have evolved concepts of

communication useful to their investigations as well as to certain forms of

therapy.

Social scientists have identified various forms of communication by

which myths, styles of living, modes and traditions have been passed either from

generation to generation or from one segment of culture to another.

#### VI.- ANSWER THE FOLLOWING QUESTIONS:

1.- What does communication mean?

2.- When does communication take place?

3.- Is there any psychiatrist who identified some disciplinary approaches?

4.- According to Jurgen Ruesh how many modes of interpersonal communication do exist?

5.- Name the most ancient communication inventions?

6.- Has technology influenced on communications?

7.- Name some means of communication?



CHAPTER FOUR

SOCIOLOGY

VOCABULARY

I.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER:

- |                  |                         |
|------------------|-------------------------|
| 1.- AMONG        | 16.- HEADING            |
| 2.- AVAILABLE    | 17.- HEAVILY SUPPORTED  |
| 3.- (TO) AVOID   | 18.- (TO) HOLD TOGETHER |
| 4.- BEHAVIOR     | 19.- IMPEDED            |
| 5.- BRANCH       | 20.- (TO) INCREASE      |
| 6.- COMMITMENT   | 21.- (TO) INHIBIT       |
| 7.- CONTENTS     | 22.- IT WOULD APPEAR    |
| 8.- CUSTOMS      | 23.- ISSUES             |
| 9.- (TO) DEVELOP | 24.- MAIN               |
| 10- (TO) EMERGE  | 25.- NEARLY ALL         |
| 11- FORCE        | 26.- RESEARCH           |
| 12- FOUND        | 27.- SUBJECT MATTER     |
| 13- FULL TIME    | 28.- TOOK PLACE         |
| 14- FUND         | 29.- WAS TAUGHT         |
| 15- GATHERING    | 30.- (TO) WEAKEN        |

II.- MEMORIZE:

- 1.- (TO) ARISE: Surgir
- 2.- HELD BACK: Retenido (a)
- 3.- LIKEHOOD: Posibilidad
- 4.- PURSUIT: Esfuerzo
- 5.- THROUGHOUT: En todo lo largo (de).

III.- WRITE THE FOLLOWING EXPRESSIONS IN SPANISH, LOOKING THEM UP IN YOUR DICTIONARY:

- 1.- AMONG \_\_\_\_\_
- 2.- (TO) ARISE \_\_\_\_\_
- 3.- AVAILABLE \_\_\_\_\_
- 4.- (TO) AVOID \_\_\_\_\_
- 5.- BEHAVIOR \_\_\_\_\_
- 6.- BRANCH \_\_\_\_\_
- 7.- COMMITMENT \_\_\_\_\_
- 8.- CONTENT \_\_\_\_\_
- 9.- CUSTOMS \_\_\_\_\_
- 10- (TO) DEVELOP \_\_\_\_\_
- 11- (TO) EMERGE \_\_\_\_\_
- 12- FORCE \_\_\_\_\_
- 13- FOUND \_\_\_\_\_
- 14- FULL TIME \_\_\_\_\_
- 15- FUND \_\_\_\_\_
- 16- GATHERING \_\_\_\_\_
- 17- HEADING \_\_\_\_\_
- 18- HEAVILY SUPPORTED \_\_\_\_\_
- 19- HELD BACK \_\_\_\_\_
- 20- (TO) HOLD TOGETHER \_\_\_\_\_
- 21- IMPEDED \_\_\_\_\_
- 22- (TO) INCREASE \_\_\_\_\_
- 23- (TO) INHIBIT \_\_\_\_\_
- 24- IT WOULD APPEAR \_\_\_\_\_
- 25- ISSUES \_\_\_\_\_
- 26- LIKEHOOD \_\_\_\_\_
- 27- MAIN \_\_\_\_\_
- 28- NEARLY ALL \_\_\_\_\_
- 29- PURSUIT \_\_\_\_\_
- 30- RESEARCH \_\_\_\_\_
- 31- SUBJECT MATTER \_\_\_\_\_
- 32- TOOK PLACE \_\_\_\_\_
- 33- THROUGHOUT \_\_\_\_\_



34.- WAS TAUGHT \_\_\_\_\_

35.- (TO) WEAKEN \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

1.- ACUMULACION, COLECCION \_\_\_\_\_

2.- APARECER \_\_\_\_\_

3.- ASUNTO \_\_\_\_\_

4.- AUMENTAR \_\_\_\_\_

5.- CASI TODOS \_\_\_\_\_

6.- CONDUCTA \_\_\_\_\_

7.- CONTENIDO \_\_\_\_\_

8.- COSTUMBRES \_\_\_\_\_

9.- DEBILITAR \_\_\_\_\_

10- DESARROLLAR \_\_\_\_\_

11- DE TIEMPO COMPLETO \_\_\_\_\_

12- DISPONIBLE \_\_\_\_\_

13- ENCABEZADO, TITULO \_\_\_\_\_

14- ENCOMIENDA, COMETIDO \_\_\_\_\_

15- ENCONTRO, ENCONTRADO \_\_\_\_\_

16- EN TODO LO LARGO DE \_\_\_\_\_

17- ENTRE \_\_\_\_\_

18- ESFUERZO \_\_\_\_\_

19- EVENTO \_\_\_\_\_

20- EVITAR \_\_\_\_\_

21- FONDO \_\_\_\_\_

22- FUERTEMENTE APOYADO \_\_\_\_\_

23- FUERZA \_\_\_\_\_

24- IMPEDIDO \_\_\_\_\_

25- INHIBIR \_\_\_\_\_

26- INVESTIGACION \_\_\_\_\_

27- MANTENER UNIDO(A) \_\_\_\_\_

28- PARECERLA \_\_\_\_\_

29- POSIBILIDAD \_\_\_\_\_

30- PRINCIPAL \_\_\_\_\_

31- RAMA \_\_\_\_\_

32.- RETENIDO(A) \_\_\_\_\_

33.- SURGIR, EMERGER \_\_\_\_\_

34.- SE ENSEÑO \_\_\_\_\_

35.- TUVO LUGAR \_\_\_\_\_

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

SOCIOLOGY

Sociology is a branch of the science of human behavior that seeks

to discover the causes and effects that arise in social relation

among persons and in the intercommunication and interaction among

persons and groups. It includes the study of the customs, structures

and institutions that emerge from interaction of the forces that

hold together and weaken them, and of the effects that participation

in groups and organizations have on the behavior and character of

persons. Sociology is also concerned with the basic nature of

human society locally and universally, and with the various

processes that preserve continuity and produce change.

PROFESSIONAL STATUS OF SOCIOLOGY.

The Greek philosophers and the line of European philosophers in the



succeeding centuries throughout Western civilization discussed much

of the subject matter of sociology without thinking of it as a

distinct subject. In the early 19th century all the subject matter

of the social sciences was discussed under the heading of moral

philosophy. Even after Auguste Comte introduced the word "sociologie"

in 1838, the matter was combined with other subjects for some sixty

years. Not until the universities undertook a commitment to the

subject could a person make a living as a full time sociologist.

This commitment had first to be made by scholars of other fields, of

which history was a principal early sponsor.

As early as 1876, at Johns Hopkins University, some of the content

of sociology was taught in the department of history and politics.

In 1869 at the University of Kansas, the word appeared in the title

of the department of history and sociology. In 1890 at Colby College

historian, Albion Small, taught a course called sociology, as did

Franklin H. Giddings in the same year at Bryn Mawr College. But the

real first commitment to the creation of a field of sociology took

place in 1892 at the new University of Chicago, where newly arrived

Albion Small asked for and received permission to create a department

called sociology the first such in the world. In the following year

or two, departments in the subject were founded at Columbia, Kansas

and Michigan and very soon afterward at Yale, Brown, and many other

universities. By the late 1890 nearly all of the educational

Institutions in the United States either had departments of sociology

or offered courses in the subject.

Sociology in the Soviet Union was long held back by the perceived

incompatibility of the subject with Marxist theory. In recent years

however, it has been permitted to develop and sociological Institutes

and chairs of sociology are increasing. By 1970 the Soviet

Sociological Association had more than a thousand members. Leading

research interests have been such subjects as labor productivity,

education, crime, and alcoholism. There remains an apparent

tendency to avoid issues that might imply conflict with Marxist thought.

SCIENTIFIC STATUS OF SOCIOLOGY.

It is evident that sociology has not achieved triumphs comparable to

those of the several older and more heavily supported sciences.



A variety of interpretations have been offered to explain the difference.

The true situation appears to be that in some part of the discipline such as methodology, ecology, demography, the study of social

differentiation and mobility, attitude research, and the study of

small group interaction processes, public opinion, and mass communication

there has in fact taken place a slow but accelerating accumulation

of organized and tested knowledge.

There exists a dispute about the main purpose of sociology, whether

it works to understand behavior or to cause social change, is a

dispute found in every pursuit of scientific knowledge and such

polarization is far from absolute.

#### SOCIOLOGY IN THE FUTURE.

It would appear that the growth of sociology will accelerate in

the future. Among present trends suggesting this likelihood are the

increase in public appreciation of the subject, the expansion of

available funds for both teaching and research, the reduction of

sectarian opposition to inquiry into social institutions, the

improvement in research methods for gathering data that qualify

for modern statistical study and the growth of acceptance and

support from scientists in other fields. There are possible

factors that could inhibit such growth such as some forms of

extreme nationalism and internal conflict, but such conditions so

far have impeded development only locally and temporarily.

#### VI. UNDERLINE THE CORRECT ANSWER.

1.- Sociology seeks to discover causes and effects in social relation as well as the intercommunication and interaction among:

- a) Different sciences      b) Religion and science      c) Persons and groups.

2.- In the early 19th century, the subject matter of social science was --- discussed under the heading of:

- a) Moral Philosophy      b) Geography      c) Anthropology

3.- The word "sociologie" was introduced in 1838 by:

- a) Immanuel Kant      b) Auguste Comte      c) Recasens Siches

4.- In the early development of sociology into universities, had its --- commitment made by scholars of other sciences of which the principal --- sponsor was:

- a) Demography      b) History      c) Fine Arts.

5.- The first department of sociology in the world, was created in 1892 at:

- a) University of Chicago      b) Columbia University      c) Colby College



6.- The historian who created such department was:

- a) Kenneth Turner                      b) Adam Smith                      c) Albion Small

7.- There is an apparent tendency in the Soviet Union to avoid issues that might imply conflict with:

- a) Marxist thought                      b) Capitalist philosophy                      c) Religious faith.

8.- There exists a dispute about the main purpose of sociology:

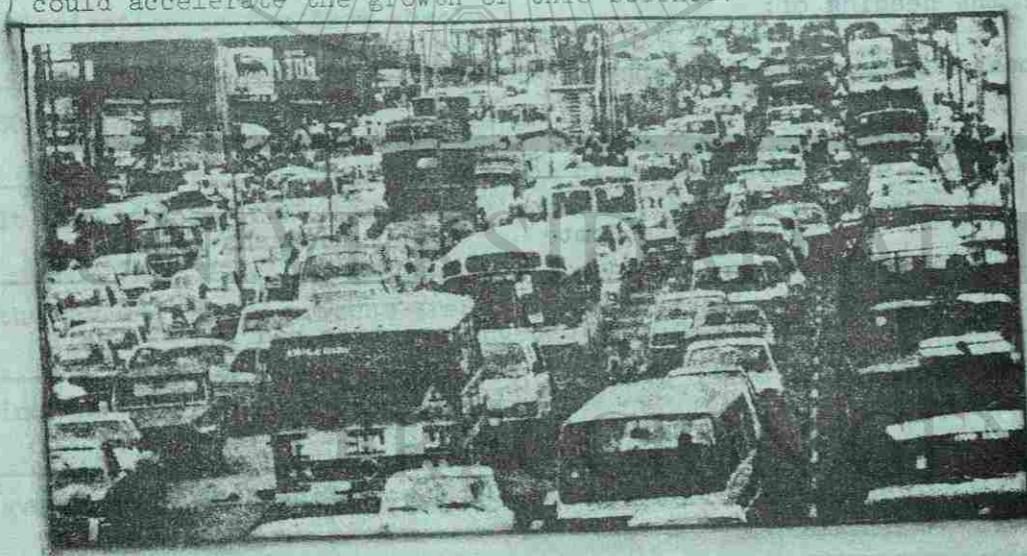
- a) Whether it works to understand behavior or to cause social change.  
b) Whether it ought to change the usual methodology or not.  
c) Whether it is against nationalistic ideas or not.

9.- It can be stated that sociology in the future:

- a) will remain still                      b) will slow down                      c) will accelerate

10.- Some forms of nationalism and internal conflict:

- a) have no effects in the development of sociology  
b) could inhibit the growth of sociology  
c) could accelerate the growth of this science.



DIFFERENT TYPES OF TEXT ORGANIZATION.

VOCABULARY.

I.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER:

- |                       |                          |
|-----------------------|--------------------------|
| 1.- ANGRY             | 9.- NOUN                 |
| 2.- BRIDGE            | 10.- PAPERED             |
| 3.- (TO) CUT          | 11.- PREDICATE           |
| 4.- COOKIES           | 12.- RIBBON              |
| 5.- FACTS             | 13.- STATEMENT           |
| 6.- IMAGE             | 14.- SUBJECT             |
| 7.- IMPROVES          | 15.- TEMPER              |
| 8.- IT DOESN'T MATTER | 16.- THEY GAVE A SPEECH. |

II.- MEMORIZE:

- 1.- IT DOESN'T MATTER: No importa  
2.- PAPERED: Empapelado (tapizado de papel).  
3.- TEMPER: Carácter.  
4.- THEY GAVE A SPEECH: Dijeron un discurso.

III.- WRITE THE FOLLOWING EXPRESSIONS IN SPANISH LOOKING THEM UP IN YOUR DICTIONARY:

- 1.- ANGRY \_\_\_\_\_  
2.- BRIDGE \_\_\_\_\_  
3.- (TO) CUT \_\_\_\_\_  
4.- COOKIES \_\_\_\_\_  
5.- FACTS \_\_\_\_\_  
6.- IMAGE \_\_\_\_\_  
7.- IMPROVES \_\_\_\_\_  
8.- IT DOESN'T MATTER \_\_\_\_\_  
9.- NOUN \_\_\_\_\_  
10.- PAPERED \_\_\_\_\_



- 11.- PREDICATE \_\_\_\_\_
- 12.- RIBBON \_\_\_\_\_
- 13.- STATEMENT \_\_\_\_\_
- 14.- SUBJECT \_\_\_\_\_
- 15.- TEMPER \_\_\_\_\_
- 16.- THEY GAVE A SPEECH \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- CHARACTER \_\_\_\_\_
- 2.- CORTAR \_\_\_\_\_
- 3.- DECLARACION \_\_\_\_\_
- 4.- DIJERON UN DISCURSO \_\_\_\_\_
- 5.- EMPAPELADO \_\_\_\_\_
- 6.- ENOJADO \_\_\_\_\_
- 7.- GALLETAS \_\_\_\_\_
- 8.- HECHOS \_\_\_\_\_
- 9.- IMAGEN \_\_\_\_\_
- 10- LISTON \_\_\_\_\_
- 11- MEJORAR \_\_\_\_\_
- 12- NO IMPORTA \_\_\_\_\_
- 13- NOMBRE \_\_\_\_\_
- 14- PREDICADO \_\_\_\_\_
- 15- PUENTE \_\_\_\_\_
- 16- SUJETO \_\_\_\_\_

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

A) THE SENTENCE

A sentence is a group of words that make a complete statement

about something. Example:

"THE FIRST BUS HAS PASSED EARLY."

The sentence says something (has passed) about something (bus).

"Bus" is the simple subject, it is a noun.

"Has passed" is the simple predicate. Every simple predicate is a verb.

The predicate verb can have just one part (passed) or more than one part (has passed).

"The first bus" is the complete subject. The words "the first"

tell us which bus: they describe the subject

"passed early" is the complete predicate. "Early" tells us how it passed.

B) THE PARAGRAPH

A combination of sentences about a single topic is called a paragraph. It

doesn't matter whether it is short or long, but it must be about a single topic.

OBSERVE:

" Last year a new bridge was opened to traffic on Constitution Avenue. Graciela

likes American cookies. Veronica is always angry. Our English teachers have

had the classrooms papered".

Each of the four previous sentences presents a different topic:



Sentence 1: A new bridge.

Sentence 2: Graciela's preference.

Sentence 3: Veronica's temper.

Sentence 4: The decoration of the classroom.

These four sentences do not form a paragraph. They talk about very different topics.

NOW, OBSERVE:

"Last year a new bridge was opened to traffic on Constitution Avenue with a great ceremony. President de la Madrid and our Governor were on time to the ceremony. They cut the ribbon and gave an interesting speech. People who live and have their activities on this area, think that the traffic problem on Venustiano Carranza and Constitution Avenue will be solved. This bridge can be considered as another construction that improves the image of our city".

COMMENTS: When you read a paragraph like that, you feel that you know many important facts about one single topic: the bridge in this case.

VI.- READ AND MEMORIZE:

- 1.- BUSINESS LETTER: Carta comercial, oficio.
- 2.- CLOSING PHRASE: Despedida.
- 3.- BODY OF THE LETTER: Asunto (de la carta).

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4.- GREETING (OR SALUTATION): Saludo.

5.- HEADING: Encabezado

6.- INSIDE ADDRESS: Domicilio interior.

7.- SIGNATURE: Firma.

8.- USEFUL: Util.

VII.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

### THE LETTER

When we want to communicate in the written form with people who are distant

from us, we may write a letter. Everybody knows how useful letters are. They

can be classified into:

- A) Friendly letters (also called informal letters) and
- B) Business letters.

Friendly letters have five parts:

- A) Heading
- B) Salutation (or greeting)
- C) Body of the letter.
- D) Closing phrase, and
- E) Signature

Business letters have an extra part: the "inside address". This is the

address of the company, or office.

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A FRIENDLY LETTER OUTLINE

(HEADING)

258, West Elm Street  
Cedar City, Utah.  
October 26, 1985.

Dear Speedy Gonzalez:

(GREETING)

In my last letter I asked you to send me a big

Mexican sombrero and some hot sauce as soon as possible because.....

BODY OF THE LETTER

(CLOSING PHRASE)

YOUR FRIEND

(SIGNATURE)

*L. Rodriguez*

VIII.- PRONUNCIATION PRACTICE.  
REPEAT AFTER YOUR TEACHER:

- |                            |                        |
|----------------------------|------------------------|
| 1.- ACCURATE               | 11.- HEARD             |
| 2.- (TO) ADJOURN A MEETING | 12.- ITEMS OF BUSINESS |
| 3.- ATTENDANCE             | 13.- (TO) KEEP         |
| 4.- AUDIENCE               | 14.- MEETINGS          |
| 5.- CHAIRMAN               | 15.- MINUTES           |
| 6.- DATE                   | 16.- PASSENGERS        |
| 7.- DISPOSAL               | 17.- PERHAPS           |
| 8.- DRIVERS                | 18.- RECORD            |
| 9.- (TO) GATHER            | 19.- SAW               |
| 10.- (TO) HAPPEN           | 20.- STEP              |
| 21.- (TO) TELL             |                        |

IX.- MEMORIZE:

- 1.- (TO) ADJOURN A MEETING: Levantar una sesión.
- 2.- ATTENDANCE: Asistencia
- 3.- DISPOSAL: Disposición, arreglo.
- 4.- ITEMS OF BUSINESS: Asuntos del orden del día.
- 5.- MINUTES: Minutas, actas.
- 6.- RECORD: Registro.

X.- WRITE THE FOLLOWING EXPRESSIONS IN SPANISH LOOKING THEM UP IN YOUR DICTIONARY:

- 1.- ACCURATE \_\_\_\_\_
- 2.- (TO) ADJOURN A MEETING \_\_\_\_\_
- 3.- ATTENDANCE \_\_\_\_\_
- 4.- AUDIENCE \_\_\_\_\_
- 5.- CHAIRMAN \_\_\_\_\_
- 6.- DATE \_\_\_\_\_
- 7.- DISPOSAL \_\_\_\_\_
- 8.- DRIVERS \_\_\_\_\_
- 9.- (TO) GATHER \_\_\_\_\_
- 10.- (TO) HAPPEN \_\_\_\_\_
- 11.- HEARD \_\_\_\_\_
- 12.- ITEMS OF BUSINESS \_\_\_\_\_
- 13.- (TO) KEEP \_\_\_\_\_
- 14.- MEETINGS \_\_\_\_\_
- 15.- MINUTES \_\_\_\_\_
- 16.- PASSENGERS \_\_\_\_\_
- 17.- PERHAPS \_\_\_\_\_
- 18.- RECORD \_\_\_\_\_
- 19.- SAW \_\_\_\_\_
- 20.- STEP \_\_\_\_\_
- 21.- (TO) TELL \_\_\_\_\_



XI.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- ASISTENCIA \_\_\_\_\_
- 2.- ASUNTOS DEL ORDEN DEL DIA \_\_\_\_\_
- 3.- AUDITORIO ,PUBLICO \_\_\_\_\_
- 4.- CONDUCTORES ,CHOFERES \_\_\_\_\_
- 5.- DECIR \_\_\_\_\_
- 6.- DISPOSICION ,ARREGLO \_\_\_\_\_
- 7.- FECHA \_\_\_\_\_
- 8.- GUARDAR ,CONSERVAR \_\_\_\_\_
- 9.- JUNTAR ,REUNIR \_\_\_\_\_
- 10- JUNTAS ,ASAMBLEAS \_\_\_\_\_
- 11- LEVANTAR UNA SESION \_\_\_\_\_
- 12- MINUTAS ,ACTAS \_\_\_\_\_
- 13- OIR (TIEMPO PASADO) \_\_\_\_\_
- 14- PASAJEROS \_\_\_\_\_
- 15- PASO \_\_\_\_\_
- 16- PRECISO \_\_\_\_\_
- 17- PRESIDENTE (DE UNA JUNTA) \_\_\_\_\_
- 18- QUIZAS \_\_\_\_\_
- 19- REGISTRO \_\_\_\_\_
- 20- SUCEDER ,ACONTECER \_\_\_\_\_
- 21- VER (TIEMPO PASADO) \_\_\_\_\_

XII.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

THE MINUTE  
DIRECCIÓN GENERAL DE BIBLIOTECAS

It is used to record the events in a meeting.

Have you ever been in one of the meetings of your school

Students Association? Or perhaps you have been in a

"Junta Directiva" of your Preparatory School. If so, you

could observe that there is a secretary who keeps a record of all

what happens in the meeting.

After checking the attendance, the first item of business is the

reading of the minute of the previous meeting.

Do you know the data of a minute? Here they are:

A) The place and date of meeting

B) Name of the chairman.

C) All of the items of business in the order they were presented.

to the audience. It ought to include accurate statement of

each motion and the disposal of it.

D) A statement mentioning the exact time of the adjournment of the meeting.

E) Signature of the secretary.

XIII.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

THE REPORT

Giving reports is interesting because you get informed of so many



things that you ignore. The first step is to know the subject matter

you are going to talk about. If you want to have a report about bus

transportation you might visit the government offices of this area

and gather the most information you can. Then, perhaps you will visit

some bus transportation companies. You might read about transportation

in other cities or countries, and even ask some questions to bus

drivers and passengers.

Telling what you saw, heard and read is called, giving a report.

### EXERCISES

I.- FILL IN THE BLANKS WITH THE CORRECT WORD:

LETTER-MINUTE-PARAGRAPH-REPORT-SENTENCE.

- 1.- A combination of sentences about a single topic.
- 2.- A text in which you tell what you saw, heard and read on a specific topic you investigated.
- 3.- A text written by the secretary in a meeting, it tells about all items discussed.
- 4.- A group of words that make a complete statement about something.
- 5.- A text used to communicate in the written form with people who are distant from us.

II.- RELATE BOTH COLUMNS, THE LEFT ONE GIVES THE NAMES OF CERTAIN TYPES OF TEXTS, THE RIGHT ONE INDICATES THE PARTS OF THOSE TEXTS.

- |               |   |
|---------------|---|
| 1.- REPORT    | ( ) Heading.  |
| 2.- SENTENCE  | ( ) Sentences about a single topic.                         |
| 3.- MINUTE    | ( ) Signature of the meeting secretary.                     |
| 4.- PARAGRAPH | ( ) Items of business.                                      |
| 5.- LETTER    | ( ) Closing phrase.   |
|               | ( ) Inside address.   |
|               | ( ) Salutation (or greeting)                                |
|               | ( ) Name of the chairman.                                   |
|               | ( ) It has subject and predicate.                           |
|               | ( ) Information of what you saw, heard, or read on a topic. |



UNIDAD TRES

3.1 CHAPTER ONE: "ORGANIZING OUR TIME"

I,II,III.-Vocabulario y su pronunciación.El alumno se familiarizará con las palabras nuevas que serán usadas en este capítulo.

IV.-Traducción.(Lectura de comprensión) con la guía del maestro se hará la traducción del texto en el que se habla de la importancia del buen uso del tiempo.

V.-Análisis sobre la organización de horarios de actividades cotidianas del alumno.

VI.- Desarrollo de un horario completo.

3.2 CHAPTER TWO: "SYNONYMS,HOMONYMS AND ANTONYMS".

I,II,III.- Vocabulario y pronunciación.

IV.- Comentario sobre los sinónimos.

V.- Traducción(Lectura de Comprensión I) Se hará una práctica de traducción.

VI,VII.- Ejercicios de ubicación de sinónimos.

VIII,IX,X.-Vocabulario y su pronunciación.

XI.- Comentario sobre los homónimos

XII.- Traducción(Lectura de Comprensión II)Se hará una práctica de traducción al mismo tiempo que se irán ubicando los homónimos que se encuentren dentro del texto.

XIII.- Ejercicio de ubicación de homónimos.

XIV,XV,XVI.- Vocabulario y pronunciación.

XVII.- Comentario sobre antónimos.

XVIII.- Traducción(Lectura de Comprensión III) Se hará una práctica de traducción.

XIX y XX.- Ejercicios de ubicación de antónimos.

3.3.- CHAPTER THREE: "CHEMISTRY"

I,II,III,IV.- Vocabulario y su pronunciación.Familiarización con palabras nuevas.

V.- Traducción(Lectura de comprensión).Con la ayuda del maestro el alumno traducirá el texto.

VI.- Comentario sobre las raíces griegas y latinas.

VII.- Ejercicio de localización de raíces griegas y latinas.

3.4.- CHAPTER FOUR: "THE SKELETAL SYSTEM".

I,II,III,IV.-Vocabulario y su pronunciación.Familiarización con palabras nuevas.

V.- Traducción.(Lectura de Comprensión).Se hará una práctica de traducción.

VI y VII.- Comentario sobre análisis del texto para aplicar reglas elementales de memorización.

VIII.- Cuestionario para verificar la comprensión del texto.

3.5.- CHAPTER FIVE: "SIMILARITIES AND DIFFERENCES".

I,II,III y IV.- Vocabulario y su pronunciación.Familiarización con las palabras nuevas.

V.- Traducción.(Lectura de Comprensión).Se hará una práctica de traducción de un texto en el que se establece una situación de comparación y contraste de dos ciudades.

VI,VII,VIII,IX .-Ejercicios de comprensión de la lectura y de verificación sobre el establecimiento de las comparaciones y los contrastes expresados en la misma.





U N I T T H R E E

I) CHAPTER ONE

"ORGANIZING OUR TIME"

II) CHAPTER TWO

"SYNONYMS, HOMONYMS AND ANTONYMS"

III) CHAPTER THREE

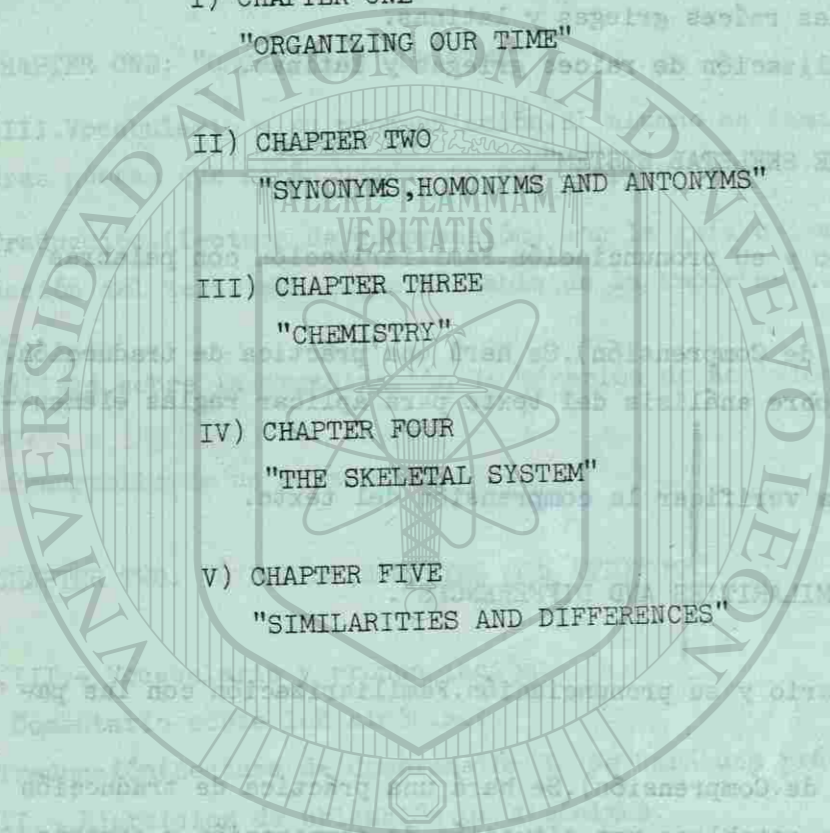
"CHEMISTRY"

IV) CHAPTER FOUR

"THE SKELETAL SYSTEM"

V) CHAPTER FIVE

"SIMILARITIES AND DIFFERENCES"



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS

CHAPTER ONE

ORGANIZING OUR TIME

VOCABULARY

PRONUNCIATION PRACTICE.  
REPEAT AFTER YOUR TEACHER:

- |                   |                 |
|-------------------|-----------------|
| 1.- ACCURATE      | 9.- (TO) REACH  |
| 2.- (TO) APPRAISE | 10.- PARTNER    |
| 3.- (TO) ACHIEVE  | 11.- SPARE TIME |
| 4.- (TO) DRIVE    | 12.- SONG       |
| 5.- FACTS         | 13.- SCHEDULE   |
| 6.- (TO) GET UP   | 14.- (TO) TALK  |
| 7.- MAIN          | 15.- WASTED     |
| 8.- MEALS         | 16.- WISE       |

II.- WRITE THE FOLLOWING EXPRESSIONS IN SPANISH, LOOKING THEM UP IN YOUR DICTIONARY:

- |                         |                       |
|-------------------------|-----------------------|
| 1.- ACCURATE _____      | 9.- (TO) REACH _____  |
| 2.- (TO) APPRAISE _____ | 10.- PARTNER _____    |
| 3.- (TO) ACHIEVE _____  | 11.- SPARE TIME _____ |
| 4.- (TO) DRIVE _____    | 12.- SONG _____       |
| 5.- FACTS _____         | 13.- SCHEDULE _____   |
| 6.- (TO) GET UP _____   | 14.- (TO) TALK _____  |
| 7.- MAIN _____          | 15.- WASTED _____     |
| 8.- MEALS _____         | 16.- WISE _____       |

III.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- |                        |                            |
|------------------------|----------------------------|
| 1.- CANCION _____      | 9.- LEVANTARSE _____       |
| 2.- COMIDAS _____      | 10.- LOGRAR _____          |
| 3.- COMPAÑERO _____    | 11.- LLEGAR _____          |
| 4.- CONDUCIR _____     | 12.- PRECISO, EXACTO _____ |
| 5.- DESPERDICIAO _____ | 13.- PRINCIPAL _____       |



- 6.- HABLAR \_\_\_\_\_
- 7.- HECHO \_\_\_\_\_
- 8.- HORARIO \_\_\_\_\_

- 14.- SABIO (A) \_\_\_\_\_
- 15.- TIEMPO DISPONIBLE \_\_\_\_\_
- 16.- VALORAR \_\_\_\_\_

IV. TRANSLATE INTO SPANISH (COMPREHENSION READING)

ORGANIZING OUR TIME

Time is one of the most valuable elements that has made man

to progress and reach the goals that modern world has achieved

There exists a song that talks about the "wise virtue of

knowing the importance of time" and all of us ought to

appraise this importance because it might be our best

partner along the way that drives us toward progress.

One of the best ways of spending our time correctly is

through our own organization in every personal business.

If we do not do this, the simplest task will become the

most time consuming trouble. If our daily activities are

not organized, we can be sure that lots of time will be wasted.

V.- FOLLOW THE NEXT INSTRUCTIONS:

What about checking up the way we spend our time?

during a normal activity day of any week?

Main facts to be taken into account:

What time do you usually get up?

What time do you have breakfast?

How long does it take going from home to school?

How long do you spend at school?

What do you do when you are back home and after meals? etc.

It will be useful to you to have an accurate schedule of what you do in a middle week day.

Using the following form, fill in the "ACTIVITY" section with expressions of what you do. You may write down expressions like: "sleeping, waking up, having breakfast" etc.

HOUR	ACTIVITY
5.A.M.	
6.A.M.	
7 A.M.	
8 A.M.	
9 A.M.	
10 A.M.	



11 A.M.

12 A.M.

1 P.M.

2 P.M.

3 P.M.

4 P.M.

5 P.M.

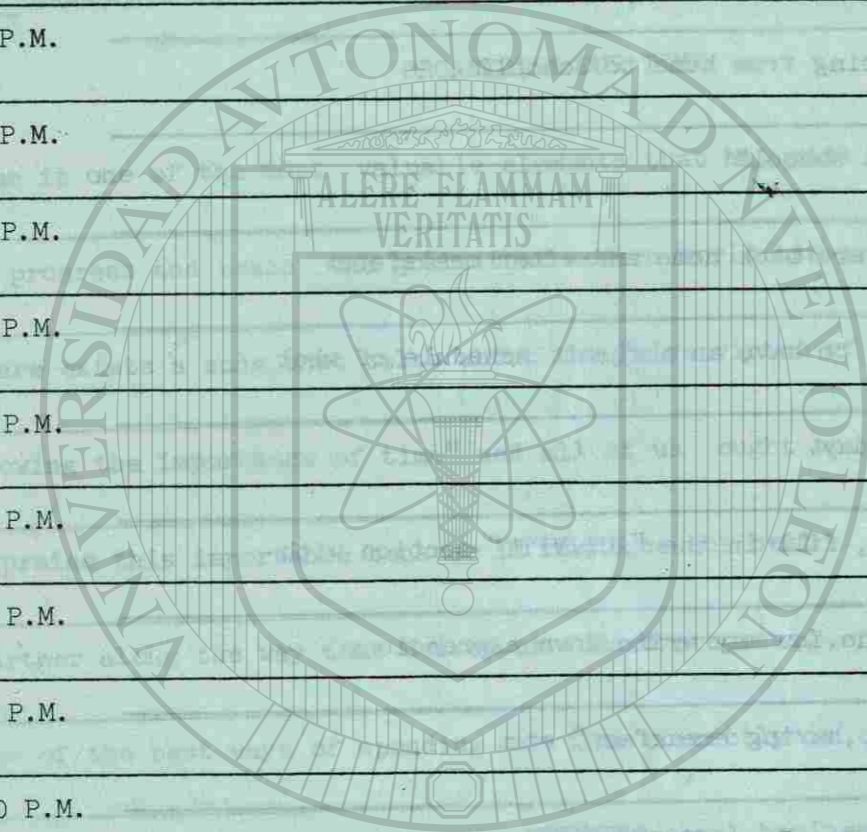
6 P.M.

7 P.M.

8 P.M.

9 P.M.

10 P.M.



Now you have already written down all your main activities, try

to find where you have most of your spare time: it might be

located after having meals, perhaps in the evening. This time

should be disposed of, appropriately. How should you spend

this supposed spare time?

Doing your homework, reviewing your lessons, you might like

to take a course on Art, Karate, etc. Do it, you will enjoy it.

Now, fill in the "ACTIVITY" section of the following form. One

of them is for Saturday and the last one is for Sunday activities.

SATURDAY

HOUR	ACTIVITY
6.00 TO 7.00 A.M.	
7.00 TO 8.00 A.M.	
8.00 TO 9.00 A.M.	
9.00 TO 10.00 A.M.	
10.00 TO 11.00 A.M.	
11.00 TO 12.00 A.M.	
12.00 TO 1.00 P.M.	
1.00 TO 2.00 P.M.	
2.00 TO 3.00 P.M.	
3.00 TO 4.00 P.M.	
4.00 TO 5.00 P.M.	
5.00 TO 6.00 P.M.	
6.00 TO 7.00 P.M.	
7.00 TO 8.00 P.M.	
8.00 TO 9.00 P.M.	
9.00 TO 10.00 P.M.	

SUNDAY

HOUR	ACTIVITY
6.00 TO 7.00 A.M.	
7.00 TO 8.00 A.M.	
8.00 TO 9.00 A.M.	
9.00 TO 10.00 A.M.	
10.00 TO 11.00 A.M.	
11.00 TO 12.00 A.M.	
12.00 TO 1.00 P.M.	
1.00 TO 2.00 P.M.	



2.00 TO 3.00 P.M.

3.00 TO 4.00 P.M.

4.00 TO 5.00 P.M.

5.00 TO 6.00 P.M.

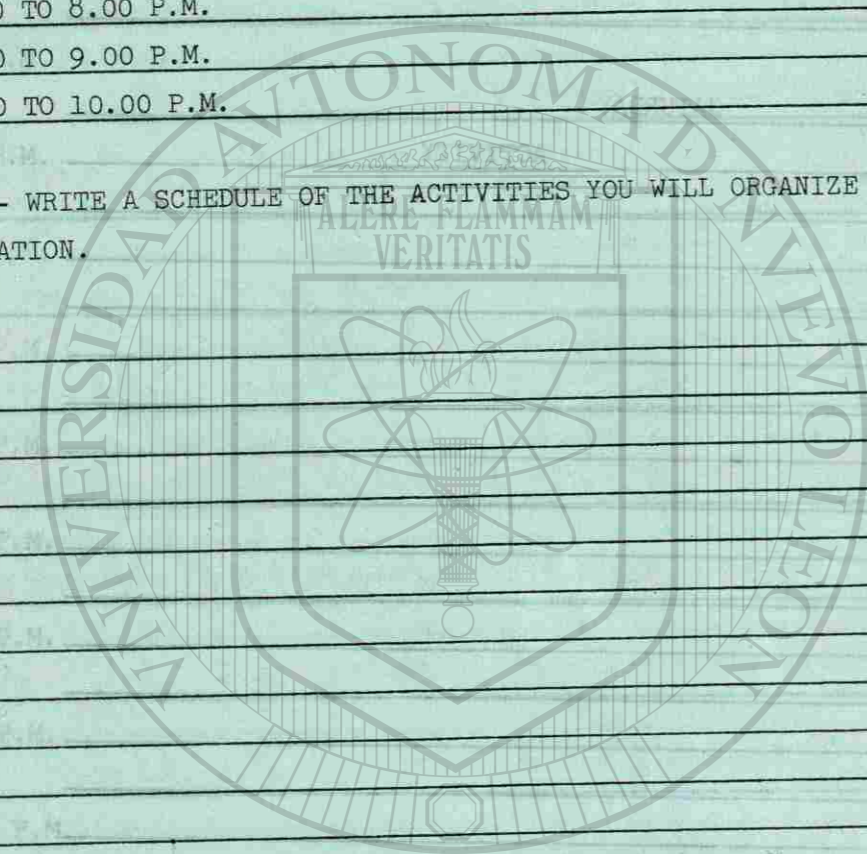
6.00 TO 7.00 P.M.

7.00 TO 8.00 P.M.

8.00 TO 9.00 P.M.

9.00 TO 10.00 P.M.

VI.- WRITE A SCHEDULE OF THE ACTIVITIES YOU WILL ORGANIZE FOR YOUR NEXT VACATION.



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DIRECCIÓN GENERAL DE BIBLIOTECAS

CHAPTER TWO  
SYNONYMS, HOMONYMS AND ANTONYMS.  
VOCABULARY I.

I.- PRONUNCIATION PRACTICE.  
REPEAT AFTER YOUR TEACHER.

- |                    |              |
|--------------------|--------------|
| 1.- (TO) DRIVE OUT | 7.- LEADING  |
| 2.- EPOCH          | 8.- MOORS    |
| 3.- FOUGHT         | 9.- REJOICED |
| 4.- FURNISHED      | 10.- RULED   |
| 5.- (TO) HEAD      | 11.- PLAINS  |
| 6.- KINGDOM        | 12.- RULERS  |

II.- WRITE THE FOLLOWING EXPRESSIONS IN SPANISH, LOOKING THEM UP IN YOUR DICTIONARY.

- |                    |              |
|--------------------|--------------|
| 1.- (TO) DRIVE OUT | 7.- LEADING  |
| 2.- EPOCH          | 8.- MOORS    |
| 3.- FOUGHT         | 9.- REJOICED |
| 4.- FURNISHED      | 10.- RULED   |
| 5.- (TO) HEAD      | 11.- PLAINS  |
| 6.- KINGDOM        | 12.- RULERS  |

III.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- |                 |                  |
|-----------------|------------------|
| 1.- ENCABEZAR   | 7.- LIDERAZGO    |
| 2.- EPOCA       | 8.- MOROS        |
| 3.- EQUIPAR     | 9.- PELEARON     |
| 4.- EXPULSAR    | 10.- PLANICIES   |
| 5.- GOBERNADO   | 11.- REGOCIJARSE |
| 6.- GOBERNANTES | 12.- REINO       |

IV.- NOTICE: SYNONYMS ARE WORDS THAT HAVE THE SAME OR ALMOST THE SAME MEANING:

Examples:



Confident-hopeful , Idle-lazy , Wealthy-rich, etc.

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING I)

TIMES OF GREATNESS IN SPAIN

When the Arabs were dominated, all of Spain was not conquered any

more and was ruled by Spaniards. The kingdom that Isabella and

Ferdinand governed extended from the cool Northern mountains to

the warm Southern plains. A common purpose the desire to drive out

the Moors had done much to unite the Spanish people. Spaniards from

all parts of the peninsula had fought side by side and rejoiced

together when they finally could push out the invaders, which was

the main goal. With strong rulers to head the nation and with

people unified as never before, Spain was ready to take a leading

place in the world.

The year 1492 marked the beginning of a new era in Spanish

history. Not only was the entire Iberian Peninsula conquered,

but it was the year when Columbus with ships Isabella had

furnished, discovered the New World. This was the initiation

of the best epoch in Spain.

VI.- FORM PAIRS OF SYNONYMS, CHOOSING THEM FROM THE READING ABOVE.

Example:	<u>ARABS</u>	<u>MOORS</u>
	_____	_____
	_____	_____
	_____	_____
	_____	_____

VII.- FILL IN THE BLANKS WITH THE CORRECT SYNONYMS, CHOOSING THEM FROM THE LIST. USE YOUR DICTIONARY.

- |                         |                |
|-------------------------|----------------|
| 1.- HEAVENLY _____      | LIST OR WORDS. |
| 2.- KNOWLEDGE _____     | ANTIQUITY      |
| 3.- LAND _____          | BUYING         |
| 4.- LIMIT _____         | BOUNDARY       |
| 5.- MANKIND _____       | CELESTIAL      |
| 6.- MARRIAGE _____      | COGNITION      |
| 7.- MEANING _____       | CONSERVATION   |
| 8.- MOTION _____        | DECORATION     |
| 9.- OLDNESS _____       | EARTH          |
| 10.- ORNAMENT _____     | FORBIDDANCE    |
| 11.- PERSONAL _____     | HUMANITY       |
| 12.- PLAN _____         | MATRIMONY      |
| 13.- PRESERVATION _____ | MOVEMENT       |
| 14.- PROHIBITION _____  | PRIVATE        |
| 15.- PURCHASE _____     | PROJECT        |
|                         | SIGNIFICANCE   |

VOCABULARY II

VIII.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER:

- |                        |                 |
|------------------------|-----------------|
| 1.- BEST               | 8.- REBUILT     |
| 2.- BUILDING           | 9.- SPEND       |
| 3.- UNIVERSITY COUNCIL | 10.- SUPPOSEDLY |



- 4.- DESERVES  
5.- EXPENDITURES  
6.- (TO) HEAR  
7.- GOSSIPING

- 11.- MAID  
12.- PROCEDURES  
13.- WHISPERING  
14.- WON

IX.- WRITE THE FOLLOWING EXPRESSIONS IN SPANISH, LOOKING THEM UP IN YOUR DICTIONARY:

- 1.- BEST  
2.- BUILDING  
3.- UNIVERSITY COUNCIL  
4.- DESERVES  
5.- EXPENDITURES  
6.- (TO) HEAR  
7.- GOSSIPING
- 8.- REBUILT  
9.- SPEND  
10.- SUPPOSEDLY  
11.- MAID  
12.- PROCEDURES  
13.- WHISPERING  
14.- WON

X.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- GASTOS  
2.- CONSEJO UNIVERSITARIO  
3.- CHARLA  
4.- CUCHICHEO  
5.- DONCELLA  
6.- EDIFICIO  
7.- GANO
- 8.- (EL) MEJOR  
9.- MERECE  
10.- OIR  
11.- PASAR (EL TIEMPO)  
12.- PROCEDIMIENTOS  
13.- RECONSTRUIDO  
14.- SUPUESTAMENTE

XI.- NOTICE: THERE ARE SOME GROUPS OF WORDS THAT SOUND ALIKE, BUT WHICH DIFFER IN MEANING AND USUALLY IN SPELLING. THOSE WORDS ARE CALLED HOMONYMS.

Examples:

Tale-tail, Two-too-to, Meet-meat, Beat-beet, etc.

XII.- UNDERLINE THE CORRECT HOMONYM FROM EACH OF THE FOLLOWING SETS, THEN TRANSLATE INTO SPANISH (COMPREHENSION READING II)

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NEW CLASSROOMS IN OUR PREPARATORY

Everybody (knew-new) that we were about to use several brand

new classrooms. The old section was rebuilt and the (principal

-principle) invited us to (see-sea) how beautiful and modern

everything was going to be.

We also (know-now) that when the expenditures are as big as this

one, the University (Council-counsel) has to approve it.

Since our preparatory school is (won-one) of the most important

in Monterrey (capital-capitol) city of Nuevo Leon, it deserves the

best buildings right now and right (hear-here).

I would already like to listen the whispering, and gossiping

within the new classrooms while some of my friends (read-Reed)

their (lessons-lessens) other ones, just spend (their-there) time

with the girls planning how to have a good time.

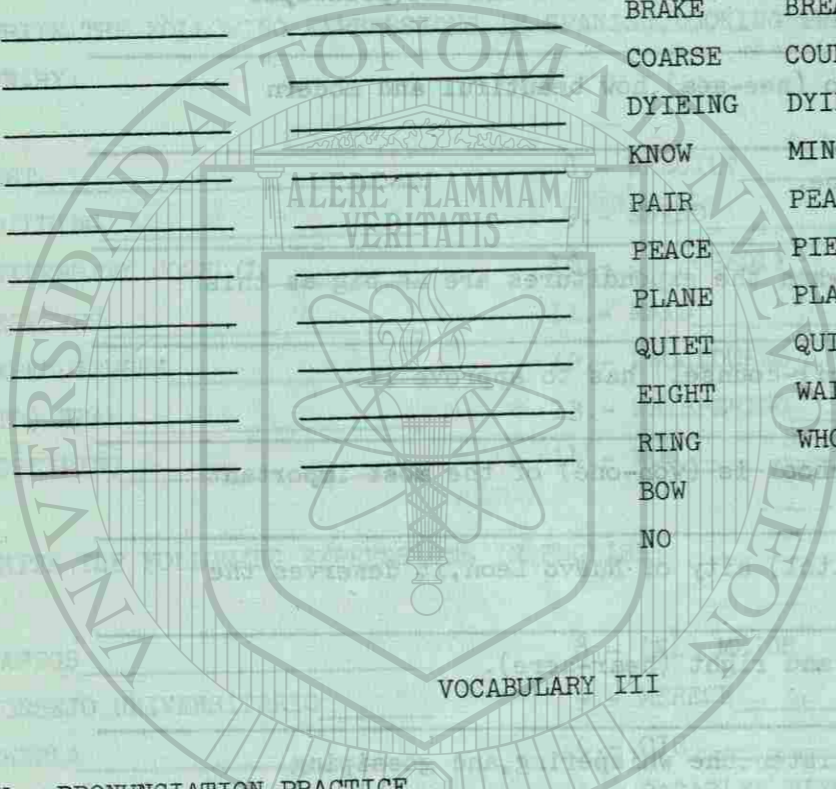
XIII.- FORM PAIRS OF HOMONYMS TAKING THE WORDS FROM THE LIST

- |     |       |       |                |
|-----|-------|-------|----------------|
| 1.- | ALL   | AWL   | LIST OF WORDS: |
| 2.- | ALTAR | ALTER | ALL THAN       |
| 3.- |       |       | ALTER THEIR    |
| 4.- |       |       | ATE THEN       |
| 5.- |       |       | AWL THERE      |

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- |            |         |        |
|------------|---------|--------|
| 6.- _____  | BOARDER | WASTE  |
| 7.- _____  | BORN    | WHO'S  |
| 8.- _____  | BORDER  | WRING  |
| 9.- _____  | BORNE   | ALTAR  |
| 10.- _____ | BOUGH   | MINER  |
| 11.- _____ | BRAKE   | BREAK  |
| 12.- _____ | COARSE  | COURSE |
| 13.- _____ | DYIEING | DYING  |
| 14.- _____ | KNOW    | MINOR  |
| 15.- _____ | PAIR    | PEAR   |
| 16.- _____ | PEACE   | PIECE  |
| 17.- _____ | PLANE   | PLAIN  |
| 18.- _____ | QUIET   | QUITE  |
| 19.- _____ | EIGHT   | WAIST  |
| 20.- _____ | RING    | WHOSE  |
|            | BOW     |        |
|            | NO      |        |



VOCABULARY III

XIV.- PRONUNCIATION PRACTICE.  
REPEAT AFTER YOUR TEACHER:

- |             |              |
|-------------|--------------|
| 1.- ALIKE   | 6.- MINER    |
| 2.- BARELY  | 7.- NEIGHBOR |
| 3.- KIND    | 8.- ROOMY    |
| 4.- MEANING | 9.- SAME     |
| 5.- MEAT    | 10.- SPARE   |
|             | 11.- THOUGH  |

XV.- WRITE THE FOLLOWING EXPRESSIONS IN SPANISH, LOOKING THEM UP IN YOUR DICTIONARY:

- |                  |                    |
|------------------|--------------------|
| 1.- ALIKE _____  | 6.- MINER _____    |
| 2.- BARELY _____ | 7.- NEIGHBOR _____ |

- |                   |                       |
|-------------------|-----------------------|
| 3.- KIND _____    | 8.- ROOMY _____       |
| 4.- MEANING _____ | 9.- SAME _____        |
| 5.- MEAT _____    | 10.- (TO) SPARE _____ |
|                   | 11.- THOUGH _____     |

XVI.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- |                       |                        |
|-----------------------|------------------------|
| 1.- AMABLE _____      | 7.- IGUAL _____        |
| 2.- AUNQUE _____      | 8.- MINERO _____       |
| 3.- CARNE _____       | 9.- MISMO _____        |
| 4.- DISPONER _____    | 10.- SIGNIFICADO _____ |
| 5.- ESCASAMENTE _____ | 11.- VECINO _____      |
| 6.- ESPACIOSO _____   |                        |

XVII.- NOTICE: ANTONYMS ARE WORDS THAT HAVE OPPOSITE MEANING.

Examples: Good-bad Tall-short Rich-poor, etc.

XVIII.- TRANSLATE INTO SPANISH (COMPREHENSION READING III)

Theresa \_\_\_\_\_  
\_\_\_\_\_

In the mountains of Colorado there lived long ago an old and

ugly miner with his young and beautiful wife and little

daughter. They were no rich, nevertheless, they were happy

in their little hut in the forest. They were never sad

however after a time both father and mother died, and the

child was left alone in the world. She had no money, and no

relatives to take her in: but always there are kindly hearts



among the poor and a neighboring miner opened his house to

little Theresa .He had six children of his own and little

bread and meat to spare: but his good wife said, "Though we

have barely enough food for our children and ourselves

we will divide the little we have".Theresa was the most

helpful girl in the daily activities and everybody loved her

and she was never sad in her whole life.

XIX.- TRY TO FORM PAIRS OF ANTONYMS CHOOSING THEM FROM THE READING ABOVE.

Example: OLD \_\_\_\_\_ YOUNG \_\_\_\_\_

Blank lines for forming antonyms: \_\_\_\_\_

XX.- FILL IN THE BLANKS WITH THE CORRECT ANTONYMS,CHOOSING THEM FROM THE LIST.USE YOUR DICTIONARY.

- 1.- TO CLOSE \_\_\_\_\_
- 2.- COLD \_\_\_\_\_
- 3.- DEATH \_\_\_\_\_
- 4.- DISORDER \_\_\_\_\_
- 5.- DISTORTION \_\_\_\_\_
- 6.- TO ERASE \_\_\_\_\_
- 7.- EXTRINSIC \_\_\_\_\_
- 8.- FALSEHOOD \_\_\_\_\_
- 9.- INFERIORITY \_\_\_\_\_

- LIST OF WORDS:
- DARKNESS
  - LEFT
  - LIFE
  - LENGTH
  - INTRINSIC
  - INJUSTICE
  - SUPERIORITY
  - SIMMETRY

- 10.-JUSTICE \_\_\_\_\_
- 11.- LIGHT \_\_\_\_\_
- 12.- TO LOSE \_\_\_\_\_
- 13.- MODESTY \_\_\_\_\_
- 14.- OPACITY \_\_\_\_\_
- 15.- PAIN \_\_\_\_\_
- 16.- REPOSE \_\_\_\_\_
- 17.- RIGHT \_\_\_\_\_
- 18.- SHORTNESS \_\_\_\_\_
- 19.- SLOWNESS \_\_\_\_\_
- 20.- THIN \_\_\_\_\_

- TRUTH
- TRANSPARENCY
- TO OPEN
- TO WRITE
- TO FIND
- FAT
- HOT
- MOTION
- ORDER
- PLEASURE
- VANITY
- VELOCITY

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CHAPTER THREE

CHEMISTRY

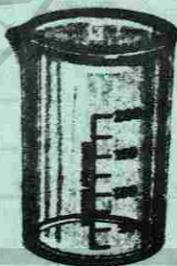
(GREEK AND LATIN ROOTS)

VOCABULARY

I.- PRONUNCIATION PRACTICE

REPEAT AFTER YOUR TEACHER:

- |                 |                |
|-----------------|----------------|
| 1.- ALONE       | 12.- PINHEAD   |
| 2.- BUT ALSO    | 13.- POISONOUS |
| 3.- CHUNK       | 14.- RATIO     |
| 4.- CHLORINE    | 15.- RIGIDLY   |
| 5.- CONNOTATION | 16.- SILVERY   |
| 6.- FUSED       | 17.- SLIGHTLY  |
| 7.- HARMFUL     | 18.- THUS      |
| 8.- JOIN        | 19.- THROUGH   |
| 9.- MADE UP     | 20.- USAGE     |
| 10.- MARBLE     | 21.- WHENEVER  |
| 11.- NOT ONLY   |                |



II.- MEMORIZE:

- |                                |                                |
|--------------------------------|--------------------------------|
| 1.- CHUNK: PEDAZO              | 6.- PINHEAD: CABEZA DE ALFILER |
| 2.- CONNOTATION: SIGNIFICACION | 7.- POISONOUS: VENENOSO        |
| 3.- FUSED: DERRETIDA, FUNDIDA  | 8.- RATIO: PROPORCION          |
| 4.- MADE UP: FORMADO           | 9.- USAGE: USO COMUN           |
| 5.- MARBLE: CANICA             |                                |

III.- LOOKING UP IN YOUR DICTIONARY, TRANSLATE THE FOLLOWING EXPRESSIONS:

- 1.- ALONE \_\_\_\_\_
- 2.- BUT ALSO \_\_\_\_\_

- 3.- CHUNK \_\_\_\_\_
- 4.- CHLORINE \_\_\_\_\_
- 5.- CONNOTATION \_\_\_\_\_
- 6.- FUSED \_\_\_\_\_
- 7.- HARMFUL \_\_\_\_\_
- 8.- JOIN \_\_\_\_\_
- 9.- MADE UP \_\_\_\_\_
- 10- MARBLE \_\_\_\_\_
- 11- NOT ONLY \_\_\_\_\_
- 12- PINHEAD \_\_\_\_\_
- 13- POISONOUS \_\_\_\_\_
- 14- RATIO \_\_\_\_\_
- 15- RIGIDLY \_\_\_\_\_
- 16- SILVERY \_\_\_\_\_
- 17- SLIGHTLY \_\_\_\_\_
- 18- THUS \_\_\_\_\_
- 19- THROUGH \_\_\_\_\_
- 20- USAGE \_\_\_\_\_
- 21- WHENEVER \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH.

- 1.- ASI \_\_\_\_\_
- 2.- A TRAVES \_\_\_\_\_
- 3.- CABEZA DE AFILER \_\_\_\_\_
- 4.- CANICA \_\_\_\_\_
- 5.- CLORO \_\_\_\_\_
- 6.- DE PLATA \_\_\_\_\_
- 7.- ESTRICTAMENTE \_\_\_\_\_
- 8.- FORMADO \_\_\_\_\_
- 9.- FUNDIDA, DERRETIDA \_\_\_\_\_
- 10- LIGERAMENTE \_\_\_\_\_
- 11- NOCIVO, PELIGROSO \_\_\_\_\_
- 12.- NO SOLAMENTE \_\_\_\_\_
- 13.- PEDAZO \_\_\_\_\_
- 14.- PROPORCION \_\_\_\_\_



- 15.- SIEMPRE QUE \_\_\_\_\_  
 16.- SIGNIFICACION \_\_\_\_\_  
 17.- SINO, TAMBIEN \_\_\_\_\_  
 18.- SOLO \_\_\_\_\_  
 19.- UNIR, JUNTAR \_\_\_\_\_  
 20.- USO, COMUN \_\_\_\_\_  
 21.- VENENOSO \_\_\_\_\_

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

CHEMICAL SYMBOLS



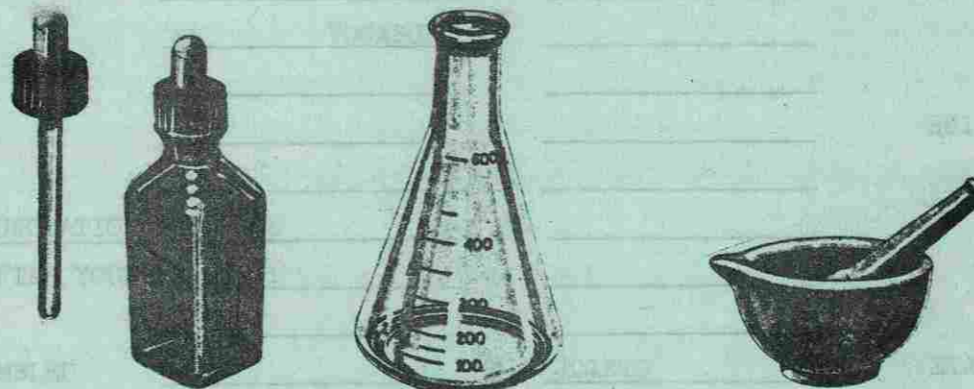
All pure substances are made up of the 102 chemical elements either alone or in combination. As they were discovered, each of these elements was given a name and a symbol. Thus the silvery reactive metal obtained by electrolysis of fused table salt was given the name sodium, and the symbol Na: As is often the case, this symbol is an abbreviation of the latin name for the element, natrium.

Through usage, the name and the symbol for the element have acquired a slightly different connotation. The word sodium refers to the metal: The chunk of metal referred to, may be as small as a pinhead or as big as a marble; sodium is the name of the substance. On the other hand, the symbol Na usually denotes an atom of sodium, or a specific number of atoms of sodium. In this translation we shall adhere rigidly to this usage.

The symbols for the 102 elements make up a chemical alphabet which we can describe any of the known substances. For example, when we write Na, we refer to an atom of sodium; when we write Cl, we refer to an atom of chlorine. Both of these, especially in atomic form, are violent reactive and poisonous. However, atoms of sodium and chlorine combine in a 1:1 ratio to form table salt. This combination indicated by the formula NaCl, is essential to, rather than harmful to life. Whenever we join the symbols together in this manner, we refer to a new substance totally different from the component atoms.

VI.- COMMENTS: Many of the words we use in Spanish have their origin in Latin or Greek, it is said they have Greek or Latin roots.

A root in linguistics is the base of a word, the morpheme to which prefixes, suffixes etc. are added. Because of historical reasons that we know, we also find words in English with the above mentioned roots. Most of these words can be easily understood because of their similarity with their Spanish counterpart



VII. THE FOLLOWING LIST OF WORDS WAS TAKEN FROM THE LESSON ABOVE ("CHEMICAL SYMBOLS"). THIS LIST WAS MADE UP FOLLOWING AN ORDER OF APPEARANCE REACHING UP TO THE THIRD LINE. COMPLETE THE LIST WITH THE UNDERLINED WORDS AND WRITE THEIR MEANING IN SPANISH, THEN LOOKING UP IN A GOOD DICTIONARY WRITE DOWN-- THEIR ROOTS (GREEK OR LATIN).

ENGLISH	SPANISH	ROOT
CHEMICAL	QUIMICO	QUIMIKE (GREEK)
SUBSTANCE	SUBSTANCIA	SUBSTANTIA (LATIN)
PURE	PURA	PURUS (LATIN)
ELEMENT	ELEMENTO	ELEMENTUM (LATIN)
COMBINATION	COMBINACION	COMBINATIO (LATIN)
(TO) DISCOVER	DESCUBRIR	DISCOOPERIRE (LATIN)
NAME	NOMBRE	NOMEN (LATIN)
SYMBOL	SIMBOLO	SYMBOLUM (LATIN)
REACTIVE	_____	_____
OBTAINED	_____	_____
ELECTROLYSIS	_____	_____
CASE	_____	_____
ABBREVIATION	_____	_____
DIFFERENT	_____	_____
CONNOTATION	_____	_____



ENGLISH                      SPANISH                      ROOT

METAL \_\_\_\_\_  
 (TO) DENOTE \_\_\_\_\_  
 SPECIFIC \_\_\_\_\_  
 ATOM \_\_\_\_\_  
 (TO) REFER \_\_\_\_\_  
 ALPHABET \_\_\_\_\_  
 (TO) DESCRIBE \_\_\_\_\_  
 CHLORINE \_\_\_\_\_  
 ESPECIALLY \_\_\_\_\_  
 FORM \_\_\_\_\_  
 VIOLENT \_\_\_\_\_  
 (TO) INDICATE \_\_\_\_\_  
 FORMULA \_\_\_\_\_  
 ESSENTIAL \_\_\_\_\_  
 MANNER \_\_\_\_\_  
 COMPONENT \_\_\_\_\_



CHAPTER FOUR

THE SKELETAL SYSTEM

VOCABULARY

I.- PRONUNCIATION PRACTICE

REPEAT AFTER YOUR TEACHER:

- |                        |                   |
|------------------------|-------------------|
| 1.- ASSEMBLED          | 8.- JOINTS        |
| 2.- ATTACHMENT         | 9.- LEVERAGE      |
| 3.- BLOOD              | 10.- (TO) MOVE    |
| 4.- (TO) CLOTHE        | 11.- RELATIONSHIP |
| 5.- (TO) COMPRISE      | 12.- SKELETAL     |
| 6.- FASCIA             | 13.- SCORAGE      |
| 7.- (TO) JOIN TOGETHER |                   |

II.- MEMORIZE:

- ASSEMBLED: JUNTO, UNIDO  
 ATTACHMENT: FIJACION, UNION  
 (TO) CLOTHE: CUBRIR, VESTIR  
 (TO) JOIN TOGETHER: UNIRSE ENTRE SI.  
 LEVERAGE: APALANCAMIENTO  
 (TO) MOVE: ACCIONAR

III.- LOOKING UP IN YOUR DICTIONARY, TRANSLATE THE FOLLOWING EXPRESSIONS:

- 1.- ASSEMBLED: \_\_\_\_\_  
 2.- ATTACHMENT: \_\_\_\_\_  
 3.- BLOOD: \_\_\_\_\_  
 4.- (TO) CLOTHE: \_\_\_\_\_  
 5.- (TO) COMPRISE: \_\_\_\_\_  
 6.- FASCIA: \_\_\_\_\_



- 7.- (TO) JOIN TOGETHER: \_\_\_\_\_
- 8.- JOINTS: \_\_\_\_\_
- 9.- LEVERAGE: \_\_\_\_\_
- 10- TO MOVE: \_\_\_\_\_
- 11- RELATIONSHIP: \_\_\_\_\_
- 12- SKELETAL: \_\_\_\_\_
- 13- STORAGE: \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- ABARCAR, ENCERRAR \_\_\_\_\_
- 2.- ACCIONAR \_\_\_\_\_
- 3.- ALMACENAMIENTO \_\_\_\_\_
- 4.- APALANCAMIENTO \_\_\_\_\_
- 5.- ARTICULACIONES \_\_\_\_\_
- 6.- CUBRIR, VESTIR \_\_\_\_\_
- 7.- ESQUELETICO \_\_\_\_\_
- 8.- FIJACION \_\_\_\_\_
- 9.- JUNTO, UNIDO \_\_\_\_\_
- 10- SANGRE \_\_\_\_\_
- 11- TEJIDO \_\_\_\_\_
- 12- UNIRSE ENTRE SI \_\_\_\_\_
- 13- VINCULO, RELACION \_\_\_\_\_

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

THE SKELETON SYSTEM IN GENERAL

All the bones in the human body, when assembled in their relationships to each other, comprise the skeletal system. Muscles and fascia clothe the skeletal system and are related vitally to its functions. The joints join together portions of the skeletal system provides rigidity, support, protection, muscle attachment, and leverage. Bones also contribute to the formation of blood cells and storage of mineral salts.

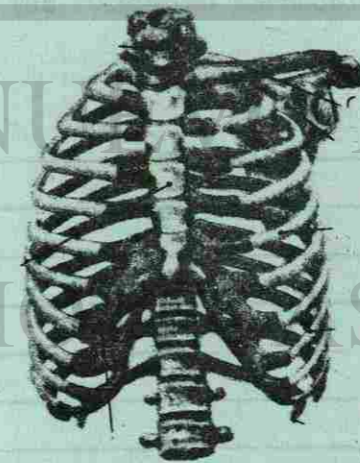
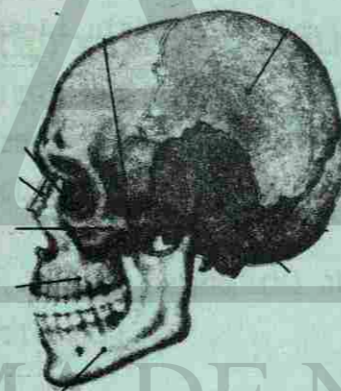
While it may seem an easy matter to count the number of bones in a skeleton, anatomists do not like to be explicit about the total, usually

considered to be about 206. Additional bones are found, the number varying among individuals. Some of these are small sesamoid bones, which develop within tendons either to reduce friction.

Accessory bones (supernumerary bones) occur when there are several ossification centers in a developing bone. Ordinarily the flat bones of the skull meet at irregular sutures which are bridged by fibrous tissue which ossifies late in life. These sutural bones further compound the difficulty of listing an exact number of bones which may comprise the skeletal system of any one person.

VI.- ANSWER THE FOLLOWING QUESTIONS:

- 1.- WHAT DOES THE SKELETON SYSTEM PROVIDE THE HUMAN BODY?  
\_\_\_\_\_
- 2.- WHAT PARTS CONTRIBUTE TO THE FORMATION OF BLOOD CELLS AND STORAGE OF MINERAL SALTS?  
\_\_\_\_\_
- 3.- HOW MANY BONES ARE THERE IN THE SKELETAL SYSTEM?  
\_\_\_\_\_





VII- COMMENTS: Now you have already read "The skeleton system in general", let's analyze the contents.

It can be divided into two parts:

The first part talks about the main functions of the human skeleton and the second one explains why the number of bones is not easy to determine:

VIII- ACTIVITIES:

- 1.- Draw a line dividing the two main parts of the whole reading.
- 2.- Write the list of the names of parts mentioned in the first part.
- 3.- Write the list of the facts that make difficult to determine the exact number of bones in the skeletal system.
- 4.- Try to combine both lists in order to memorize them.
- 5.- If you could memorize the combined list, try to reproduce the main ideas of the whole lesson.

CHAPTER FIVE

SIMILARITIES AND DIFFERENCES

I.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER.

- |                    |                   |
|--------------------|-------------------|
| 1.- BELOVED        | 10.-RATHER        |
| 2.- BOTH           | 11.- (TO) REACH   |
| 3.- CHAIN          | 12.- (TO) RISE UP |
| 4.- FLOURISHING    | 13.-SNOW-CAPPED   |
| 5.- (TO) HAPPEN    | 14.-SURROUNDED    |
| 6.- MAINLY         | 15.-OUTSTANDING   |
| 7.- OVERPOPULATION | 16.-UNEMPLOYMENT  |
| 8.- PEAK           | 17.-UNEXPECTED    |
| 9.- (TO)POINT OUT  | 18.- (THE)WORST   |

II.- MEMORIZE:

- 1.- (TO) POINT OUT: SEÑALAR, RECALCAR
- 2.- (TO) REACH: LLEGAR, ALCANZAR
- 3.-SNOW-CAPPED: CUBIERTO DE NIEVE
- 4.-OUTSTANDING: SOBRESALIENTE.

III.- WRITE DE MEANING OF THE FOLLOWING EXPRESSIONS, LOOKING THEM UP IN YOUR DICTIONARY:

- 1.-BELOVED \_\_\_\_\_
- 2.-BOTH \_\_\_\_\_
- 3.-CHAIN \_\_\_\_\_
- 4.-FLOURISHING \_\_\_\_\_
- 5.- (TO) HAPPEN \_\_\_\_\_
- 6.-MAINLY \_\_\_\_\_
- 7.-OVERPOPULATION \_\_\_\_\_
- 8.-PEAK \_\_\_\_\_
- 9.- (TO) POINT OUT \_\_\_\_\_
- 10-RATHER \_\_\_\_\_



- 11.- (TO) REACH \_\_\_\_\_
- 12.- (TO) RISE UP \_\_\_\_\_
- 13.- SNOW-CAPPED \_\_\_\_\_
- 14.- SURROUNDED \_\_\_\_\_
- 15.- OUTSTANDING \_\_\_\_\_
- 16.- UNEMPLOYMENT \_\_\_\_\_
- 17.- UNEXPECTED \_\_\_\_\_
- 18.- (THE) WORST \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- ALCANZAR, LLEGAR \_\_\_\_\_
- 2.- AMADO, QUERIDO \_\_\_\_\_
- 3.- AMBOS \_\_\_\_\_
- 4.- CADENA \_\_\_\_\_
- 5.- CUBIERTO DE NIEVE \_\_\_\_\_
- 6.- DESEMPLEO \_\_\_\_\_
- 7.- FLORECIENTE \_\_\_\_\_
- 8.- INESPERADO \_\_\_\_\_
- 9.- MAS BIEN \_\_\_\_\_
- 10- (EL) PEOR \_\_\_\_\_
- 11- PICO, CERRO \_\_\_\_\_
- 12- PRINCIPALMENTE \_\_\_\_\_
- 13- RODEADO \_\_\_\_\_
- 14- SEÑALAR, RECALCAR \_\_\_\_\_
- 15- SOBREPoblACION \_\_\_\_\_
- 16- SOBRESALIENTE \_\_\_\_\_
- 17- SUCEDER \_\_\_\_\_
- 18- SURGIR \_\_\_\_\_

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

SIMILARITIES AND DIFFERENCES

Monterrey and Mexico City are two important cities in our country. 110

Both cities have flourishing and vigorous industry.

The capital of Mexico is surrounded by the mountain chain called

Sierra de Anahuac, and one can see the snow-capped peaks of the

Popocatepetl and the Iztaccihuatl, which are the two highest

volcanoes in our country.

Monterrey is surrounded by mountains too and they are: they symbolic

Cerro de la Silla. The Sierra Madre and the Cerro de las Mitras

All of them beautiful and beloved by people in this city.

The climate in Mexico City is moderate mainly fresh all the year round.

The climate in Monterrey goes to unexpected extremes from warm to hot

in summer, reaching to 42-45 Centigrade degrees. In winter, it reaches

down to -8 Centigrade degrees below zero, as it happened in December 1983.

Both Mexico and Monterrey have the migratory and overpopulation

problems of people who come from the rural areas, consequently, too

many problems rise up such as the educational, the housing and the

transportation problem, but the worst of all them is the unemployment.

Industrial activities concentrate in cities like Mexico City, Monterrey

and other ones.



Both cities have historical monuments, magnificent museum, zoo parks.

The downtown plaza in Mexico City is the historical Zocalo, just in front of the Palacio Nacional. Monterrey just inaugurated the largest and most modern plaza (called "Macroplaza") in the downtown area, and it is located between the Palace of the State Government and the Municipal Palace.

Monterrey has very outstanding Universities such as the Universidad Autonoma de Nuevo León, the Instituto Tecnológico de Estudios Superiores the Monterrey and many others.

Mexico City has very important Universities such as the Universidad Nacional Autónoma de México, the Instituto Politecnico Nacional, the Colegio de México, and others.

The urban area of Monterrey has a population of about 3 million people.

The urban area of Mexico City is more than 17 millions people.

COMMENT: The following exercises point out similarities and differences between Mexico City and Monterrey.

VI.- FILL IN THE BLANKS WITH "FALSE" OR "TRUE".

- 1.- Mexico City and Monterrey are unimportant cities.
- 2.- Monterrey has a moderate climate.
- 3.- Monterrey has a rather fresh climate.

- 4.- The temperature in Mexico City reaches the 45 Centigrade degrees often.
- 5.- The climate in Mexico City is mainly fresh.
- 6.- Monterrey has the overpopulation problem.
- 7.- Mexico City has the overpopulation problem.
- 8.- Both cities have problems of housing and transportation.
- 9.- Mexico City has no problem of unemployment.
- 10.- Monterrey has the problem of unemployment.

VII.- FILL IN THE BLANKS WITH THE APPROPRIATE EXPRESSION.

- 1.- Mexico City is surrounded by the Sierra \_\_\_\_\_.
- 2.- Monterrey is surrounded by the Sierra \_\_\_\_\_.
- 3.- \_\_\_\_\_ is symbol of Monterrey.
- 4.- The \_\_\_\_\_ and the \_\_\_\_\_ are the two highest volcanoes in our Country.
- 5.- The Cerro \_\_\_\_\_ is another peak in Monterrey.

ANSWERS:

- a) DE LAS MITRAS
- b) CERRO DEL POTOSI
- c) THE CERRO DE LA SILLA
- d) MADRE
- e) DE ANAHUAC
- f) POPOCATEPETL-IZTACCIHUATL

VIII.- MATCH BOTH COLUMNS.

- |   |                 |
|---|-----------------|
| ( ) Its urban area has about three millions people.       | 1.- MONTERREY   |
| ( ) Its urban area is more than seventeen million people. | 2.- MEXICO CITY |
| ( ) Its downtown park is called "Macroplaza"              | 3.- SALTILLO    |



- ( ) Its downtown park is called "Zocalo"
- ( ) It has important universities such as the Universidad Nacional Autónoma de México.

IX.- WRITE SHORT SENTENCES IN ENGLISH, EXPLAINING SOME SIMILARITIES OR DIFFERENCES BETWEEN MEXICO CITY AND MONTERREY.

EXAMPLES:

TOPIC  
CLIMATE: Monterrey has a variable climate.  
Mexico City has a moderate climate.

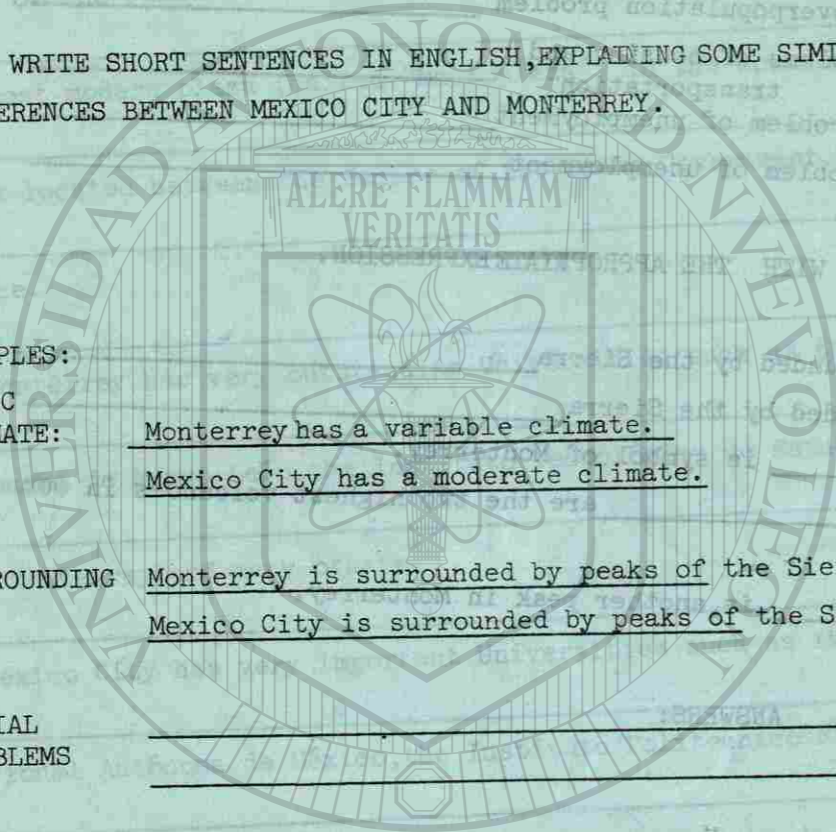
SURROUNDING Monterrey is surrounded by peaks of the Sierra Madre.  
Mexico City is surrounded by peaks of the Sierra de Anahuac.

SOCIAL PROBLEMS \_\_\_\_\_

PLACES OF INTEREST \_\_\_\_\_

EDUCATIVE INSTITUTIONS \_\_\_\_\_

NUMBER OF INHABITANTS \_\_\_\_\_



CAROLINA ALFONSO

DESARROLLO DE CADA UNO DE LOS CAPITULOS DE LA

UNIDAD CUATRO

4.1.-CHAPTER ONE: "PARAGRAPHS IN ENGLISH AND THEIR TITLES".

I,II,III, y IV.- Vocabulario y su pronunciación.El alumno se familiarizará con las palabras nuevas usadas en este capítulo.  
V.- Traducción.(Lectura de Comprensión) Con la guía del maestro se hará la traducción del texto en el cual se habla del análisis de párrafos y su relación intrínseca con el título que lleva cada uno de ellos.

4.2.- CHAPTER TWO: "OUR COUNTRY".

I,II,III.- Vocabulario y su pronunciación.El alumno se familiarizará con las palabras nuevas que se usarán en este capítulo  
IV.- Traducción(Lectura de comprensión).Con la orientación del maestro se hará la traducción del texto.  
V.-Ejercicio en que el alumno elaborará preguntas significativas referentes al texto recién estudiado.

4.3.- CHAPTER THREE: "FOLLOWING DIRECTIONS ON MAPS".

I,II,III,y IV.- Vocabulario y su pronunciación.El alumno se familiarizará con las palabras nuevas usadas en este capítulo.  
V.- Traducción(Lectura de Comprensión)Con la orientación del maestro se hará una traducción del texto en el que se proporcionan los elementos básicos para la interpretación de instrucciones de movilidad en mapas específicos.

VI y VII.- Ejercicio de prácticas para que el alumno dé las instrucciones en inglés para ubicarse de un lugar a otro.

4.4.-CHAPTER FOUR: "WRITING SUMMARIES"

En este capítulo se presentó una selección de textos anteriores analizándose para reducir a resúmenes.Por ser textos conocidos no se presentó vocabulario ni cuestionarios al respecto.En cambio se pide al alumno al final de la unidad que elabore una práctica sobre resúmenes en textos vistos previamente.



4.5.- CHAPTER FIVE: "DESCRIBING PICTURE LANGUAGE".

I,II,III,y IV.- Vocabulario y su pronunciación.El alumno se familiarizará con las palabras nuevas que serán usadas en este capítulo.

V.- Traducción(Lectura de Comprensión)Con la asesoría del maestro,el alumno traducirá la lección que habla de la naturaleza del lenguaje pictográfico.

VI.- De acuerdo con lo leído describirá en Inglés las ideas y mensajes contenidos en las imágenes que se le presentan.

4.6.-CHAPTER SIX: "MODELS FOR TELLING STORIES".

I,II,III, y IV.- Vocabulario y su pronunciación.El alumno se familiarizará con el vocabulario que se usa en este capítulo.

V.- Traducción (Lectura de Comprensión).Con la ayuda del maestro se hará la traducción del texto en el cual se dan bases para análisis de muestras textuales sobre el contenido de narraciones en general.

VI.- Análisis de un texto en particular.

VII.- Ejercicios de práctica para que el alumno escriba sus propias narraciones siguiendo el modelo.

U N I T F O U R

I)CHAPTER ONE

"PARAGRAPHS IN ENGLISH AND THEIR TITLES"

II)CHAPTER TWO

"OUR COUNTRY"

III) CHAPTER THREE

"FOLLOWING DIRECTIONS ON MAPS"

IV)CHAPTER FOUR

"WRITING SUMMARIES"

V)CHAPTER FIVE

"DESCRIBING PICTURE LANGUAGE"

VI)CHAPTER SIX

"MODELS FOR TELLING STORIES"

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CHAPTER ONE

PARAGRAPHS IN ENGLISH AND THEIR TITLES

VOCABULARY

I.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER:

- |                        |                    |
|------------------------|--------------------|
| 1.- CAUGHT THE MEANING | 7.- QUITE          |
| 2.- COUNTRYSIDE        | 8.- RIDDEN         |
| 3.- DAILY              | 9.- (TO) REINFORCE |
| 4.- FACT               | 10.- (TO) RIDE     |
| 5.- MEANS              | 11.- STREETCAR     |
| 6.- PURPOSE            | 12.- TITLE         |

II.- MEMORIZE

- 1.- CAUGHT THE MEANING: Captado el significado  
 2.- COUNTRYSIDE: Campo, campiña.  
 3.- (To) RIDE: Viajar  
 4.- RIDDEN: Viajado.

III.- LOOKING UP IN YOUR DICTIONARY, WRITE THE FOLLOWING EXPRESSIONS IN

SPANISH:

- 1.- CAUGHT THE MEANING \_\_\_\_\_  
 2.- COUNTRYSIDE \_\_\_\_\_  
 3.- DAILY \_\_\_\_\_  
 4.- FACT \_\_\_\_\_  
 5.- MEANS \_\_\_\_\_  
 6.- PURPOSE \_\_\_\_\_  
 7.- QUITE \_\_\_\_\_  
 8.- RIDDEN \_\_\_\_\_  
 9.- (TO) REINFORCE \_\_\_\_\_

- 10.- (TO) RIDE \_\_\_\_\_  
 11.- STREETCARS \_\_\_\_\_  
 12.- TITLE \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH

- |                                 |                     |
|---------------------------------|---------------------|
| 1.- BASTANTE _____              | 7.- PROPOSITO _____ |
| 2.- CAMPO, CAMPIÑA _____        | 8.- REFORZAR _____  |
| 3.- CAPTAR EL SIGNIFICADO _____ | 9.- TITULO _____    |
| 4.- DIARIO, DIARIAMENTE _____   | 10.- TRANVIA _____  |
| 5.- HECHO _____                 | 11.- VIAJADO _____  |
| 6.- MEDIO(S) _____              | 12.- VIAJAR _____   |

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING).

PARAGRAPHS IN ENGLISH AND THEIR TITLES

A paragraph is a series of sentences developing one topic. It can be defined as a carefully organized unit of writing in which each sentence must tell about one thing only. For this particular purpose

we will analyze some paragraphs trying to understand the main idea

which is trying to be communicated by the author. Once we have caught the meaning we are going to write an appropriate title for

each paragraph. It will help us to remember the important ideas by a few words.

Let's see the first one:



"Have you ever stopped to think how the face of the earth is

constantly changing today? One small change may take your entire

lifetime. Imagine then, the many changes that have been made during

the millions of years that the world has been in existence!"

The first sentence asks an interesting question. The rest of

the paragraph includes the idea of time to reinforce the first

fact expressed in the beginning question.

A good name for the first paragraph is: "THE CHANGING FACE OF THE EARTH".

Here is another paragraph which tells about buses. Look at it

closely and decide what the title will be:

"Almost all of us have ridden on a bus. It stops on the corner for

us and for just a few pesos takes us on a long trip. Since has to make

so many stops, it takes us longer to travel by bus.

Buses can go many places that streetcars can not. That is why

many people ride in buses. Then, too, it is cheap and pleasant to

travel by bus. You can ride quite comfortably on a bus and have

fun watching the passing countryside. Most people in Mexico use bus

as a daily means of transportation.

"THE BUS AS A GOOD MEANS OF TRANSPORTATION", can be a good name for this

paragraph.

VI.- TRANSLATE INTO SPANISH (COMPREHENSION READING) AND WRITE ONE TITLE FOR EACH OF THE FOLLOWING PARAGRAPHS:

PARAGRAPH # 1

(TITLE)

(SPANISH)

"Who invented the names of these animals?" exclaimed Manuel, as he

examined the pictures in his book. "This one is called a tapir,

this is a llama, and this is an armadillo. I had never heard of

them before".

"I don't think one person named them all" said Tomás. "It must

have taken many people to think of names for all the different

animals, and for all the other things we talk about, too, like

plants and flowers, and trees".

PARAGRAPH # 2

(TITLE)

(SPANISH)



Most girls and boys in my Preparatory School like to belong to a

club. During this semester our group may wish to organize at least

one club such as the estudiantina club. Perhaps some of my group

will like to form a science club for those who enjoy making

science experiments or taking trips to observe plant or animal

life. Still others might form a folk dance club to give good

shows when necessary.

PARAGRAPH # 3

(TITLE)

(SPANISH)

Modern means of communication influence our life more than we think.

They get into most of the homes and schools in our country. Nevertheless

what we see and what we listen to and when we listen are matters of

choice. Our experiences with radio and television may be of great

value to us in both cultural and educational experiences, as well as

in entertainment. But if we do not use them intelligently, they may

be quite boring, useless and will mean a waste of time.

CHAPTER TWO

OUR COUNTRY

VOCABULARY

I. - PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER:

- |                |                    |
|----------------|--------------------|
| 1.- ARE RAISED | 12.- POPULATION    |
| 2.- BEANS      | 13.- RIVER         |
| 3.- BOUNDARIES | 14.- SAND          |
| 4.- COMMON     | 15.- SEA           |
| 5.- CORN       | 16.- SEVERAL       |
| 6.- CURRENCY   | 17.- SHEEP         |
| 7.- EAGLE      | 18.- SILVER        |
| 8.- FISHING    | 19.- SNAKE         |
| 9.- GOLD       | 20.- UNFORGETTABLE |
| 10.- HUNTING   | 21.- WOOD          |
| 11.- PIGS      |                    |

II. - LOOKING UP IN YOUR DICTIONARY TRANSLATE THE FOLLOWING EXPRESSIONS:

- 1.- Are raised \_\_\_\_\_
- 2.- Beans \_\_\_\_\_
- 3.- Boundaries \_\_\_\_\_
- 4.- Common \_\_\_\_\_
- 5.- Corn \_\_\_\_\_
- 6.- Currency \_\_\_\_\_
- 7.- Eagle \_\_\_\_\_
- 8.- Fishing \_\_\_\_\_
- 9.- Gold \_\_\_\_\_
- 10.- Hunting \_\_\_\_\_
- 11.- Pigs \_\_\_\_\_
- 12.- Population \_\_\_\_\_
- 13.- River \_\_\_\_\_



- 14.- Sand \_\_\_\_\_
- 15.- Sea \_\_\_\_\_
- 16.- Several \_\_\_\_\_
- 17.- Sheep \_\_\_\_\_
- 18.- Silver \_\_\_\_\_
- 19.- Snake \_\_\_\_\_
- 20.- Unforgettable \_\_\_\_\_
- 21.- Wood \_\_\_\_\_

III.- WRITE THE FOLLOWING EXPRESIONS IN ENGLISH:

- 1.- Águila \_\_\_\_\_
- 2.- Arena \_\_\_\_\_
- 3.- Cacería \_\_\_\_\_
- 4.- Cerdos \_\_\_\_\_
- 5.- Común \_\_\_\_\_
- 6.- Frijoles \_\_\_\_\_
- 7.- Inolvidable \_\_\_\_\_
- 8.- Límites \_\_\_\_\_
- 9.- Madera \_\_\_\_\_
- 10- Maíz \_\_\_\_\_
- 11- Mar \_\_\_\_\_
- 12- Moneda \_\_\_\_\_
- 13- Oro \_\_\_\_\_
- 14- Ovejas \_\_\_\_\_
- 15- Pesca \_\_\_\_\_
- 16- Plata \_\_\_\_\_
- 17- Población \_\_\_\_\_
- 18- Río \_\_\_\_\_
- 19- Se crían \_\_\_\_\_
- 20- Serpiente \_\_\_\_\_
- 21- Varios \_\_\_\_\_

IV.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

OUR COUNTRY

México is our country. It is situated in the North hemisphere.

Its area is 1,972,547 km<sup>2</sup> and its boundaries are:

On the North: The U.S.A

On the South: Guatemala and Belize

On the East: The gulf of México and

On the West: The Pacific Ocean

Its population is about 80 000 000

Its capital is the D.F. (Distrito Federal)

The unit of currency is the peso

The colors of the Mexican flag are green, white and red. It has an

eagle on a cactus devouring a snake.

México has several rivers: Río Bravo, Usumacinta, Panuco etc. can be considered

among others.

México produces almost everything: Tobacco, corn, beans, apples, oranges, potatoes

vegetables, wood, minerals (like gold, silver, petroleum, mainly).

Sheep, pigs, cows and horses are raised here, too.



Clothes, shoes, radios, T.V., sets, cars are produced in México.

Benito Juárez, Miguel Hidalgo, Morelos Cuauhtémoc, Agustín Lara, Alfonso Reyes,

Francisco I. Madero, are famous people in this country.

There are several important cities: El Distrito Federal (The capital of the country), Guadalajara, Monterrey, Veracruz, Mérida, etc.

Fishing and hunting are common sports in this country. Fishing

can be practiced in Acapulco, Mazatlán, Veracruz, Puerto Vallarta and Cancún.

Their beaches are beautiful mainly in Cancún, where the sand, food and the sea are unforgettable.

V.- WRITE QUESTIONS FOR THE FOLLOWING ANSWERS ACCORDING TO THE READING ABOVE

EXAMPLE: What is the boundary on the North?  
The U.S.A

1.- In the North hemisphere.

2.- Its area is 1,972,547 km<sup>2</sup>

3.- It is about 80 000 000.

4.- They are green, white and red.

5.- It has an eagle on a cactus devouring a snake.

6.- Yes, México produces tobacco, corn, beans, apples, etc.

7.- Yes, they are famous people in México

8.- The Distrito Federal is the capital of the country

9.- Fishing and hunting are common sports in this country

10.- The sand, food and the sea are unforgettable in Cancún.

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CHAPTER THREE

FOLLOWING DIRECTIONS ON MAPS.

VOCABULARY

I.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER:

- |                        |                            |
|------------------------|----------------------------|
| 1.- ACROSS             | 8.- (TO) GO ACROSS         |
| 2.- ALONG              | 9.- (TO) GO STRAIGHT AHEAD |
| 3.- BLOCK              | 10.- RAINBOW               |
| 4.- CORNER             | 11.- SIDEWALK              |
| 5.- HOW DO I GET TO... | 12.- STEPS                 |
| 6.- ENDS               | 13.- TREASURES             |
| 7.- (TO) FIND          | 14.- (TO) TURN RIGHT       |

II.- MEMORIZE:

- 1.- HOW DO I GET TO...?: ¿Cómo llego a...?
- 2.- GO STRAIGHT AHEAD. Anda hacia adelante, derecho.
- 3.- TURN RIGHT: Dobra a la derecha.

III.-WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- A LO LARGO DE \_\_\_\_\_
- 2.- AL OTRO LADO (DE) \_\_\_\_\_
- 3.- ARCO IRIS \_\_\_\_\_
- 4.- BANQUETA \_\_\_\_\_
- 5.- ¿COMO LLEGO A...? \_\_\_\_\_
- 6.- CRUZAR, IR A TRAVES DE.. \_\_\_\_\_
- 7.- CUADRA \_\_\_\_\_
- 8.- DAR VUELTA A LA DERECHA \_\_\_\_\_
- 9.- ENCONTRAR \_\_\_\_\_
- 10.- ESCALON \_\_\_\_\_
- 11.- ESQUINA \_\_\_\_\_

- 12.- IR DERECHO HACIA ADELANTE \_\_\_\_\_
- 13.- TERMINA \_\_\_\_\_
- 14.- TESOROS \_\_\_\_\_

IV.-LOOKING UP IN YOUR DICTIONARY,WRITE THE FOLLOWING EXPRESSIONS IN SPANISH:

- |                              |                                 |
|------------------------------|---------------------------------|
| 1.- ACROSS _____             | 8.- (TO)GO STRAIGHT AHEAD _____ |
| 2.- ALONG _____              | 9.- (TO)GO ACROSS _____         |
| 3.- BLOCK _____              | 10.- RAINBOW _____              |
| 4.- CORNER _____             | 11.- SIDEWALK _____             |
| 5.- HOW DO I GET TO..? _____ | 12.- STEPS _____                |
| 6.- ENDS _____               | 13.- TREASURES _____            |
| 7.- (TO) FIND _____          | 14.- (TO) TURN RIGHT _____      |

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

Following instructions on a given map may be useful not only for

those who look for treasures or where the rainbow ends, but also for

those who are not completely familiar with certain areas in large

cities or regions in a country. Let's see some maps and try to

follow some instructions in order to be familiar with them. In

the second part of this chapter you will be able to give your

own instructions to be followed upon given maps.

Use these expressions:

- 1.- Walk along Washington street.



2.- Turn right.

3.- Turn Left.

4.- Drive along Lincoln Avenue.

5.- Drive up Chipinque road.

6.- Drive down the Obispado on Matamoros street.

7.- Go across Pino Suárez Avenue.

8.- Go on the other side of the Macroplaza.

9.- Go up Bahamas street.

10.- Go one block.

11.- Go straight ahead.

12.- Go up(down) the steps.

13.- Go into the planetarium.

VI.- QUESTIONS AND ANSWERS FOR MAP # 1.

1.- How can we get from the Post Office to the Red Cross building?

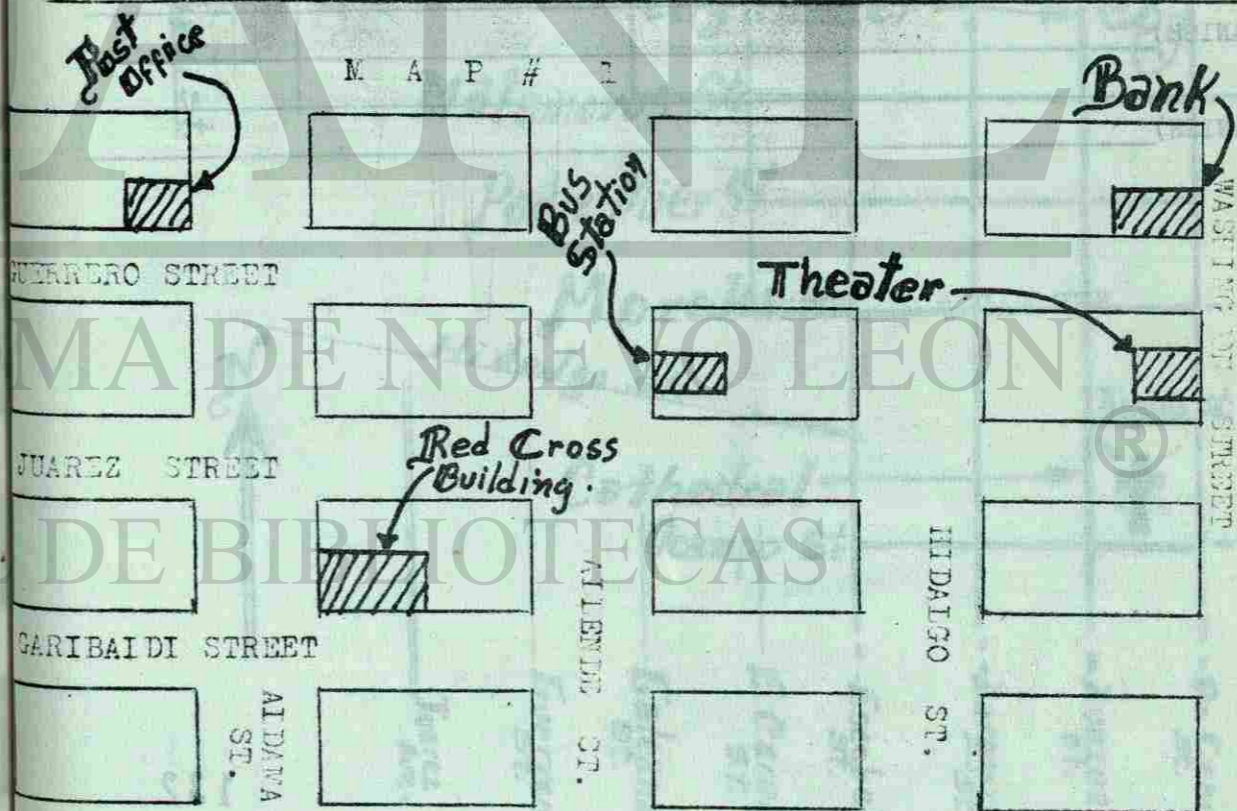
We will cross Aldama street and walk two blocks to the south and we will find the Red Cross Building right on the corner with Garibaldi Street.

2.-QUESTION.How do I get from the Bank to the Bus Station?

ANSWER. Going out of the bank walk two blocks to the west along Guerrero Street, turn left and go half a block on Allende Avenue. The bus station is on the left sidewalk.

3.- QUESTION: How do I get from the Red Cross to the Bank?

ANSWER: Go out of the Red Cross Building on the door that faces Garibaldi street,turn left and walk 3 blocks along Garibaldi up to Washington street,turn left,go two blocks and you will find the Bank on the corner of Washington and Guerrero Streets.





**III** QUESTIONS FOR MAP # 2

1.- QUESTION.-How do I get from the Cathedral to the City Theater?

ANSWER

(SPANISH)

(SPANISH)

2.- QUESTION.- How do I get from the City Theater to the School of Music?

ANSWER

(SPANISH)

(SPANISH)

3.- QUESTION.- How do I get from the School of Music to Preparatory # One?

ANSWER

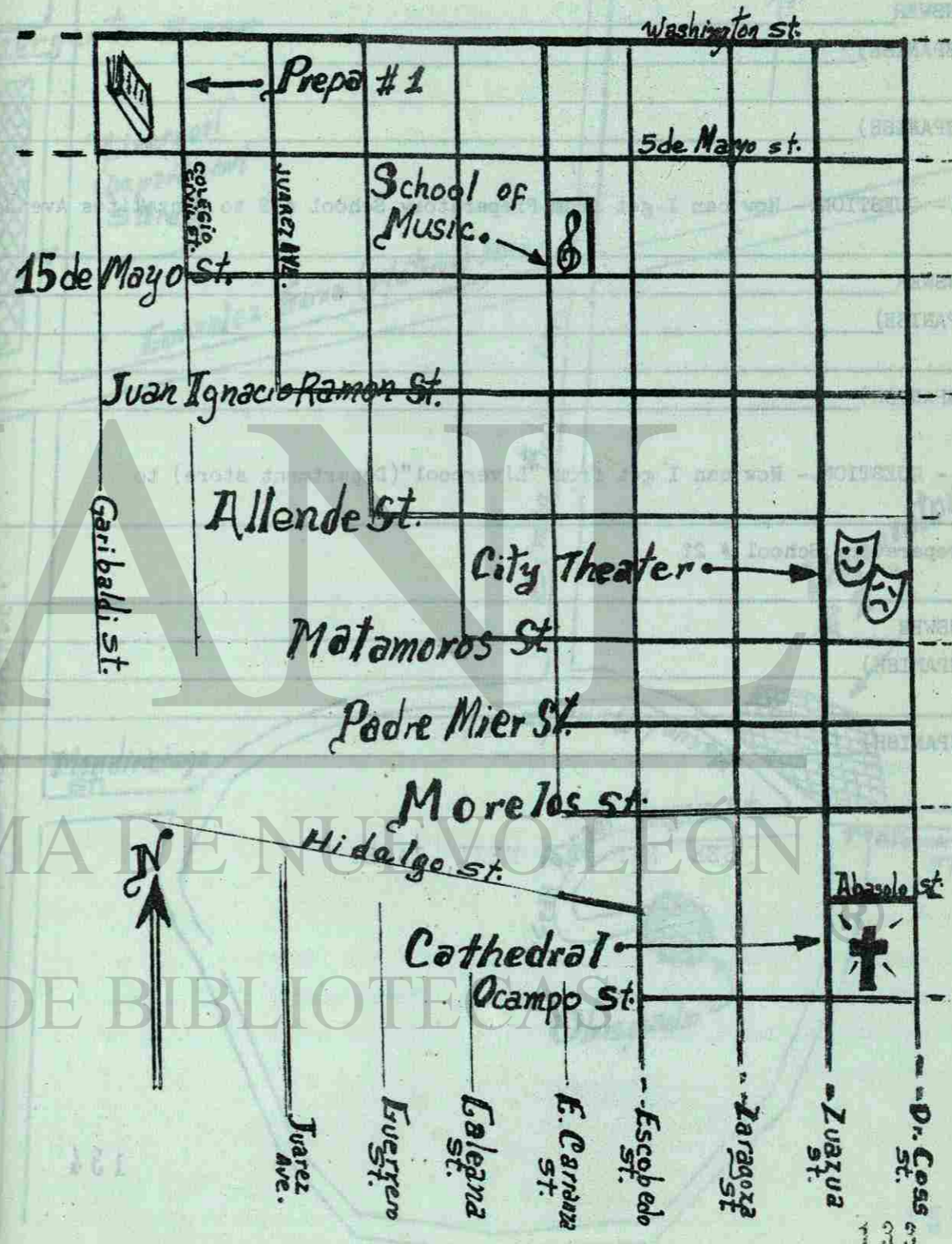
(SPANISH)

(SPANISH)

SEE MAP # 2, NEXT PAGE.

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M A P # 2





**VIII- QUESTIONS FOR MAP # 3.**

1.- QUESTION.- How can I get from from the Obispado to Preparatory School # 2?

ANSWER \_\_\_\_\_

(SPANISH) \_\_\_\_\_

(SPANISH) \_\_\_\_\_

2.- QUESTION.- How can I get from Preparatory School # 2 to Gonzalitos Avenue?

ANSWER \_\_\_\_\_

(SPANISH) \_\_\_\_\_

(SPANISH) \_\_\_\_\_

3.- QUESTION.- How can I get from "Liverpool"(Department store) to

Preparatory School # 2?

ANSWER \_\_\_\_\_

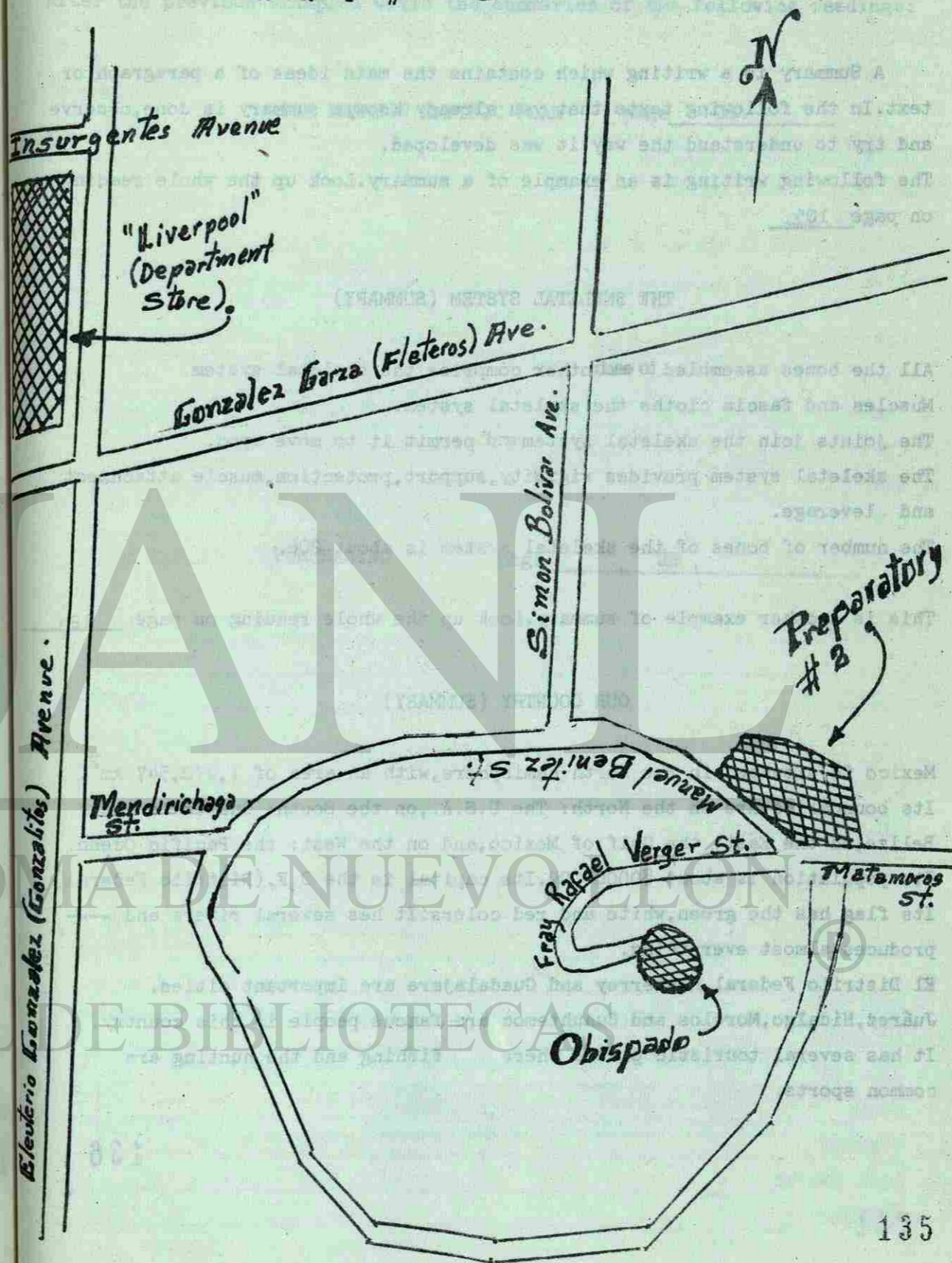
(SPANISH) \_\_\_\_\_

(SPANISH) \_\_\_\_\_

SEE MAP # 3, NEXT PAGE.

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M A P # 3





WRITING SUMMARIES

A Summary is a writing which contains the main ideas of a paragraph or text. In the following texts that you already know, a summary is done, observe and try to understand the way it was developed. The following writing is an example of a summary. Look up the whole reading on page 105.

THE SKELETAL SYSTEM (SUMMARY)

All the bones assembled to each other comprise the skeletal system. Muscles and fascia clothe the skeletal system. The joints join the skeletal system and permit it to move upon. The skeletal system provides rigidity, support, protection, muscle attachment and leverage. The number of bones of the skeletal system is about 206.

This is another example of summary. Look up the whole reading on page 123.

OUR COUNTRY (SUMMARY)

Mexico is situated in the North hemisphere, with an area of 1,972,547 km<sup>2</sup>. Its boundaries are on the North: The U.S.A., on the South: Guatemala and Belize, on the East: the Gulf of Mexico, and on the West: the Pacific Ocean. Its population is about 80000 000. Its capital is the D.F. (Distrito Federal) Its flag has the green, white and red colors. It has several rivers and produces almost everything.

El Distrito Federal, Monterrey and Guadalajara are important cities. Juárez, Hidalgo, Morelos and Cuauhtemoc are famous people in this country. It has several touristic places where fishing and the hunting are common sports.

After the previous examples write the summaries of the following readings:

THE EMERSON EMPIRIC PLAN page 12.

PURCHASING page 22

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DESCRIBING PICTURE LANGUAGE

VOCABULARY

I.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER:

- |                 |                       |
|-----------------|-----------------------|
| 1.- (TO) ADD    | 12.- MESSAGE          |
| 2.- AUDIENCE    | 13.- PASSING OVER     |
| 3.- BARRIERS    | 14.- PICTURE LANGUAGE |
| 4.- CODE        | 15.- (TO) PROVE       |
| 5.- COMMENT     | 16.- PUBLISHING       |
| 6.- (TO) CONVEY | 17.- (TO) RECEIVE     |
| 7.- GESTURES    | 18.- RIDING           |
| 8.- GUN         | 19.- SAME             |
| 9.- IMAGINATIVE | 20.- (TO) SHARE       |
| 10- MASS MEDIA  | 21.- TOOL             |
| 11- MEANINGFUL  | 22.- TOWER OF BABEL.  |

II.- MEMORIZE.

- 1.- (TO) CONVEY: Transmitir, enviar.
- 2.- PICTURE LANGUAGE: Lenguaje pictográfico.
- 3.- RIDING: Viajando.
- 4.- TOWER OF BABEL: Torre de Babel.

III.- LOOKING UP IN YOUR DICTIONARY, WRITE THE FOLLOWING EXPRESSIONS IN SPANISH:

- 1.- (TO) ADD \_\_\_\_\_
- 2.- AUDIENCE \_\_\_\_\_
- 3.- BARRIERS \_\_\_\_\_
- 4.- CODE \_\_\_\_\_
- 5.- COMMENT \_\_\_\_\_
- 6.- (TO) CONVEY \_\_\_\_\_
- 7.- GESTURES \_\_\_\_\_

- 8.- GUN \_\_\_\_\_
- 9.- IMAGINATIVE \_\_\_\_\_
- 10- MASS MEDIA \_\_\_\_\_
- 11- MEANINGFUL \_\_\_\_\_
- 12- MESSAGE \_\_\_\_\_
- 13- PASSING OVER \_\_\_\_\_
- 14.- PICTURE LANGUAGE \_\_\_\_\_
- 15- (TO) PROVE \_\_\_\_\_
- 16- PUBLISHING \_\_\_\_\_
- 17- (TO) RECEIVE \_\_\_\_\_
- 18- RIDING \_\_\_\_\_
- 19- SAME \_\_\_\_\_
- 20- (TO) SHARE \_\_\_\_\_
- 21- TOOL \_\_\_\_\_
- 22- TOWER OF BABEL \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- AGREGAR \_\_\_\_\_
- 2.- ARMA \_\_\_\_\_
- 3.- BARRERAS \_\_\_\_\_
- 4.- CODIGO, CLAVE \_\_\_\_\_
- 5.- COMENTARIO \_\_\_\_\_
- 6.- COMPARTIR \_\_\_\_\_
- 7.- COMPROBAR, DEMOSTRAR \_\_\_\_\_
- 8.- GESTICULACIONES \_\_\_\_\_
- 9.- HERRAMIENTA \_\_\_\_\_
- 10- IMAGINATIVO \_\_\_\_\_
- 11- LENGUAJE PICTOGRAFICO \_\_\_\_\_
- 12- MEDIOS DE COMUNICACION MASIVA \_\_\_\_\_
- 13- MENSAJE \_\_\_\_\_
- 14- MISMO \_\_\_\_\_
- 15- PUBLICIDAD \_\_\_\_\_



- 16.- PUBLICO, AUDITORIO \_\_\_\_\_  
 17.- RECIBIR \_\_\_\_\_  
 18.- SOBREPASANDO \_\_\_\_\_  
 19.- SIGNIFICATIVO \_\_\_\_\_  
 20.- TRANSMITIR, ENVIAR \_\_\_\_\_  
 21.- TORRE DE BABEL \_\_\_\_\_  
 22.- VIAJANDO \_\_\_\_\_

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

- 1.- TO ANSWER  
 2.- ADDRESS DESCRIBING PICTURE LANGUAGE.  
 3.- TO WRITE

Man has always used different languages to communicate ideas. The best  
 known are: the oral, the written, the mimic and the picture languages.

The oral and the written languages use words. Man has made words to  
 name and describe things, they are very necessary tools in modern life,  
 and we simply can not share our experiences without them.

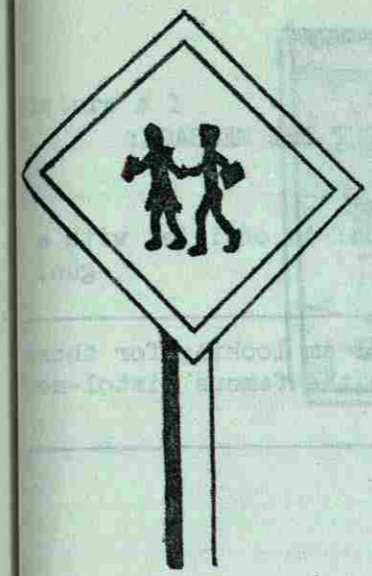
On the other hand, the mimic language uses gestures, movements of the  
 body and meaningful action to express ideas.

There exists another code to communicate without written or pronounced  
 word: The picture language.

A picture or image can express a message, communicating one or various ideas.

Let's imagine that a group of tourists, a Russian, an Italian, a Chinese

a Costa Rican riding in an automobile watch for a picture like this one:



All of them will receive the same  
 message. If they had to express such  
 message in their native language, we  
 will have something like a biblical  
 Tower of Babel.

The importance of this imaginary experiment is to prove that picture  
 language conveys ideas passing over the barriers of the conventional  
 systems of languages.

Picture writing was created much earlier than the written word, however,  
 in our modern culture, it is getting more and more importance, especially  
 in the publishing area used by our nowadays mass media.

In the following exercises we will watch for you ability to express  
 the ideas of some picture messages, in the written form. Be imaginative.



16.- PUBLICO, AUDITORIO

17.- REUBIK

18.- SUEÑOS

VI.-DESCRIBE THE FOLLOWING IMAGES AND ADD ANY COMMENT ABOUT THE MESSAGE:

EXAMPLE: a)



1.- Description: An official with a gun.

2.- Message: "I am looking for those stupid bandits, the famous pistol-men".

EXAMPLE b)

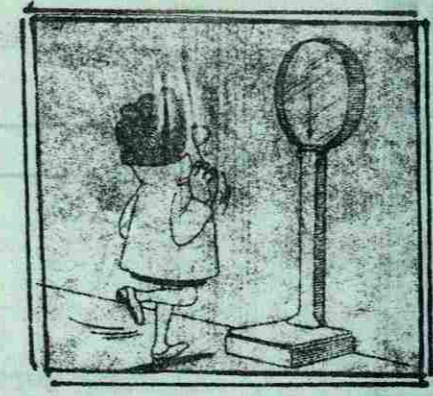


1.- Description: A pretty lady with a violin.

2.- Message: What a beautiful lady!

Olga Breeskin is a favorite artist of male audiences.

Picture # 1



1.- Description \_\_\_\_\_  
2.- Message: \_\_\_\_\_

Picture # 2



1.- Description: \_\_\_\_\_  
2.- Message: \_\_\_\_\_

Picture # 3

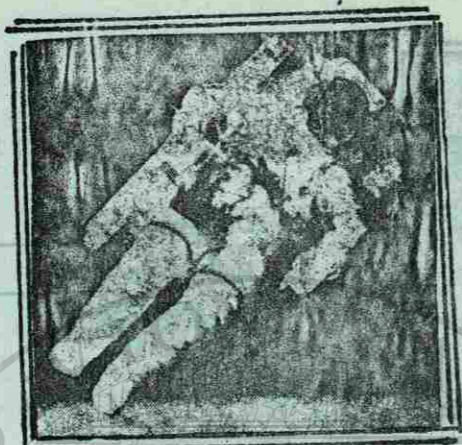


1.- Description: \_\_\_\_\_  
2.- Message: \_\_\_\_\_





Picture # 4



- 1.- Description: \_\_\_\_\_
- 2.- Message: \_\_\_\_\_

Picture # 5



- 1.- Description: \_\_\_\_\_
- 2.- Message: \_\_\_\_\_

Picture # 6



- 1.- Description: \_\_\_\_\_
- 2.- Message: \_\_\_\_\_

Picture # 7



- 1.- Description: \_\_\_\_\_
- 2.- Message: \_\_\_\_\_

CHAPTER SIX

MODELS FOR TELLING STORIES.

VOCABULARY

I.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER:

- |                      |                      |
|----------------------|----------------------|
| 1.- BALLOON          | 11.- OUTLINE         |
| 2.- BOUGHT           | 12.- PLOT            |
| 3.- (TO) CLAP        | 13.- (TO) REALIZE    |
| 4.- FLEW             | 14.- SKY             |
| 5.- (TO) GET WORRIED | 15.- SURPRISE        |
| 6.- HAND             | 16.- THIN            |
| 7.- (TO) HOLD        | 17.- THOUGHT         |
| 8.- CHARACTERS       | 18.-TURTLE           |
| 9.- (TO) LIFT        | 19.- WHAT'S GOING ON |
| 10.- MOUSE           |                      |

II.- MEMORIZE:

- 1.- OUTLINE: BOSQUEJO
- 2.- PLOT: TRAMA
- 3.- WHAT'S GOING ON: QUE ESTA PASANDO.

III.-WRITE THE MEANING OF THE FOLLOWING EXPRESSIONS IN SPANISH LOOKING THEM UP IN YOUR DICTIONARY:

- 1.- BALLOON \_\_\_\_\_
- 2.- BOUGHT \_\_\_\_\_
- 3.- (TO) CLAP \_\_\_\_\_
- 4.- FLEW \_\_\_\_\_
- 5.- (TO) GET WORRIED \_\_\_\_\_
- 6.- HAND \_\_\_\_\_



- 7.- (TO) HOLD \_\_\_\_\_
- 8.- CHARACTERS \_\_\_\_\_
- 9.- LIFT \_\_\_\_\_
- 10- MOUSE \_\_\_\_\_
- 11- OUTLINE \_\_\_\_\_
- 12- PLOT \_\_\_\_\_
- 13- (TO) REALIZE \_\_\_\_\_
- 14- SKY \_\_\_\_\_
- 15- SURPRISE \_\_\_\_\_
- 16- THIN \_\_\_\_\_
- 17- THOUGHT \_\_\_\_\_
- 18- TURTLE \_\_\_\_\_
- 19- WHAT'S GOING ON \_\_\_\_\_

IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

- 1.- APLAUDIR \_\_\_\_\_
- 2.- BOSQUEJO \_\_\_\_\_
- 3.- CIELO \_\_\_\_\_
- 4.- COMPRO \_\_\_\_\_
- 5.- DARSE CUENTA \_\_\_\_\_
- 6.- DELGADO \_\_\_\_\_
- 7.- GLOBO \_\_\_\_\_
- 8.- LEVANTAR \_\_\_\_\_
- 9.- MANO \_\_\_\_\_
- 10- PENSAMIENTO \_\_\_\_\_
- 11- PERSONAJES \_\_\_\_\_
- 12.- PREOCUPARSE \_\_\_\_\_
- 13.- ¿QUE ESTA PASANDO? \_\_\_\_\_
- 14.- RATON \_\_\_\_\_
- 15.- RETENER \_\_\_\_\_
- 16.- SORPRESA \_\_\_\_\_
- 17.- TORTUGA \_\_\_\_\_
- 18.- TRAMA \_\_\_\_\_
- 19.- VOLO' \_\_\_\_\_

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

MODELS FOR TELLING A STORY.

Perhaps you have never tried to make up stories of your own. Not

too much imagination is needed. If you want to have your own

stories, the first thing you have to do is to have a good plot.

The plot may talk about common people, galactic characters,

students, animals, etc.

Having the plot is the base for writing an outline, which

should have the basic ideas or your story. Now, develop the story

choosing the groups of words to tell the whole thoughts.

Check the story once and twice so that it follows a logical

sequence. Choose a good ending and a good title for your story.

VI.- DEVELOPING A STORY.

THE PLOT AND

A).- AN OUTLINE OF THE

STORY:

A group of animals were having fun with a balloon

but one of them had a difficulty. The problem was

solved by a little bird.



- B).- THE ENDING : A happy end because the difficulty was solved.  
 C).- The title according to the story.

HAVING FUN WITH THE BALLOON

Tommy the Texan armadillo bought a beautiful balloon and all of his

friends wanted to hold it. The turtle asked to be first, and when he

had it in his hands, he said:

"What a beautiful balloon! I want to keep it the whole day long.

"No Tommy said. It's the mouse's turn, so give it to him".

So, Mickey, the little mouse took the balloon but ..! Oh! What a surprise!

The mouse was so thin that the balloon lifted him at once.

All the animals got worried and did not know what to do. But

Mrs. Road-runner realized what was going on, she flew up to the sky

and helped the mouse to come down. All his friends clapped and

everyone became happy again.

VII.- TRY TO WRITE YOUR OWN STORIES.

PLOTS AND OUTLINES:

- A)  
 1.- Mr. Robotronics came to conquer our planet.  
 2.- Some computers and robots of this planet helped the invaders.  
 A).- 3.- An intelligent boy called "Pique" (Who loves soccer),  
 discovered the formula to stop the invaders.

4.- The invasion was eliminated and "Pique" went back to play soccer.

B)

1.- The students had a dance contest.

2.- All of them participated.

B) 3.- Professor Wilson was not invited, but he participated and won the first prize.

4.- Now he is called "The king of the rythm".

These are only some examples, write your own story, or stories, and give them to you teacher in a loose sheet of paper.

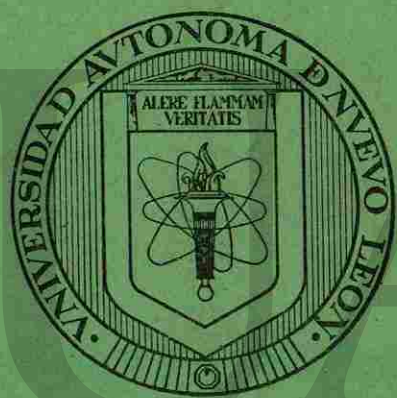


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