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

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

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

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

UNIT III

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

III. 1. READING.

DRUGS FROM THE DEEP.

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

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

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

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

VOCABULARY

NOUNS

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

ADJECTIVES

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

VERBS

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

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

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

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

COMPREHENSION EXERCISES

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

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

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

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

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

1. Marine Pharmacology is a researched science. _____

2. Scientists have used marine animals, like the whale or the dolphin, to research on marine pharmacology. _____

3. The Bonellinin was found in the sea urchin and the sea worm. _____

4. From the red-beared sponge an anticonvulsive drug was extracted. _____

5. A drug was discovered to relax muscles from the snail-like gastropod. _____

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

1. Antidote
2. Tuberculosis
3. Venoumous
4. Extract
5. Sponge
6. Coagulant
7. Cancer
8. Pharmacology
9. Dose
10. Blood

( ) Something that causes blood to become thick.

( ) A dangerous disease that destroys the cells of the body.

( ) A remedy that acts against the effects of poison.

( ) To take out by chemical process; a substance which is the essential part.

( ) The science of drugs.

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

III. 2. GRAMMATICAL SUMMARY.

A) AUXILIARES: DO, DOES, DID.

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

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

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

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

NEGACION	FORMA CORTA	
DO NOT	DON'T	+ VERBO EN INFINITIVO SIMPLE (sin TO)
DOES NOT	DOESN'T	
DID NOT	DIDN'T	

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

NEGACION EN TIEMPO PRESENTE

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

examples:

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

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

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

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