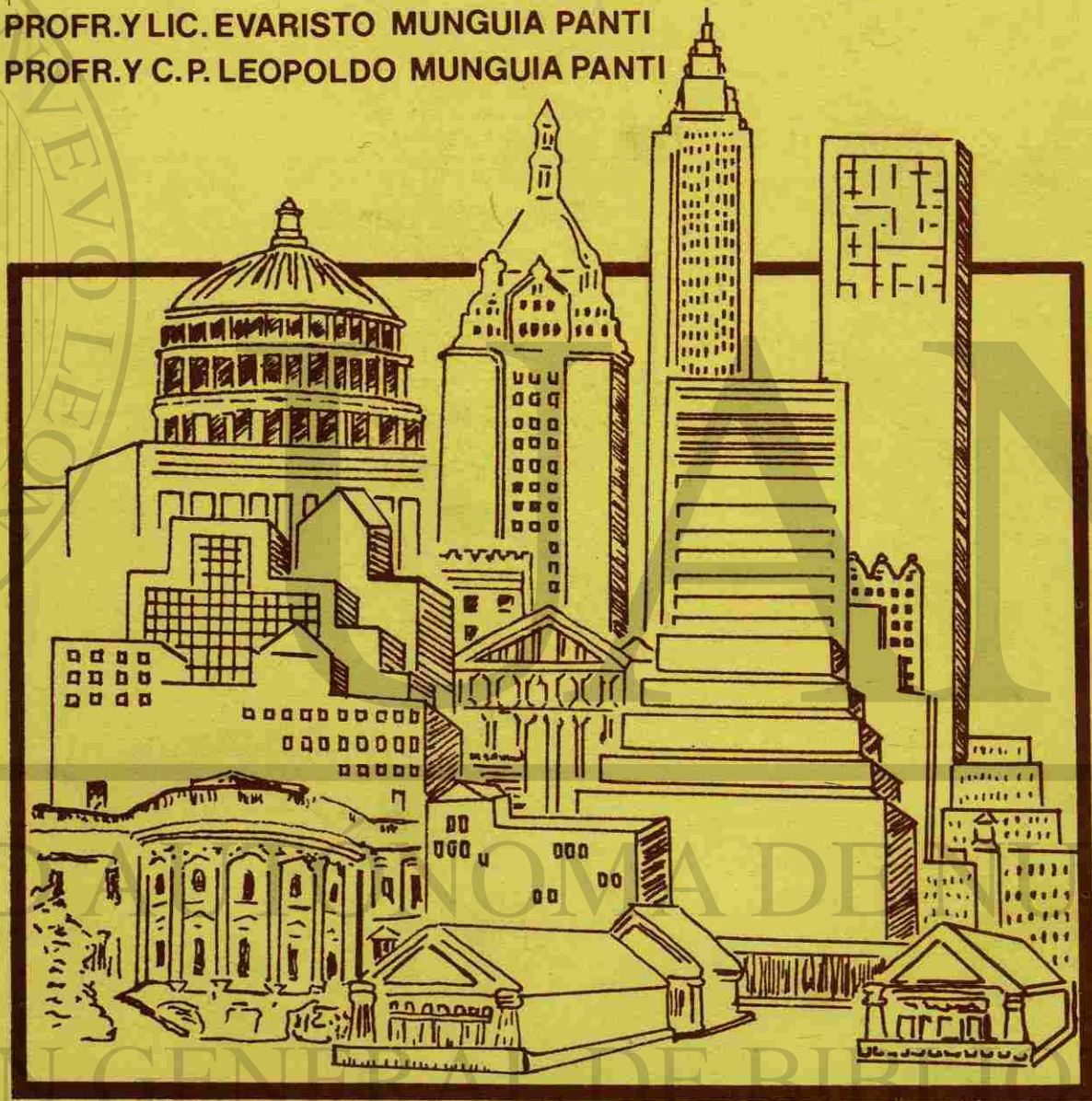


English three

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PROFR.Y C.P. LEOPOLDO MUNGUIA PANTI



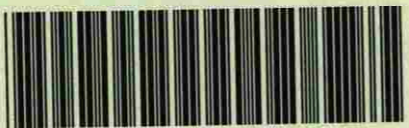
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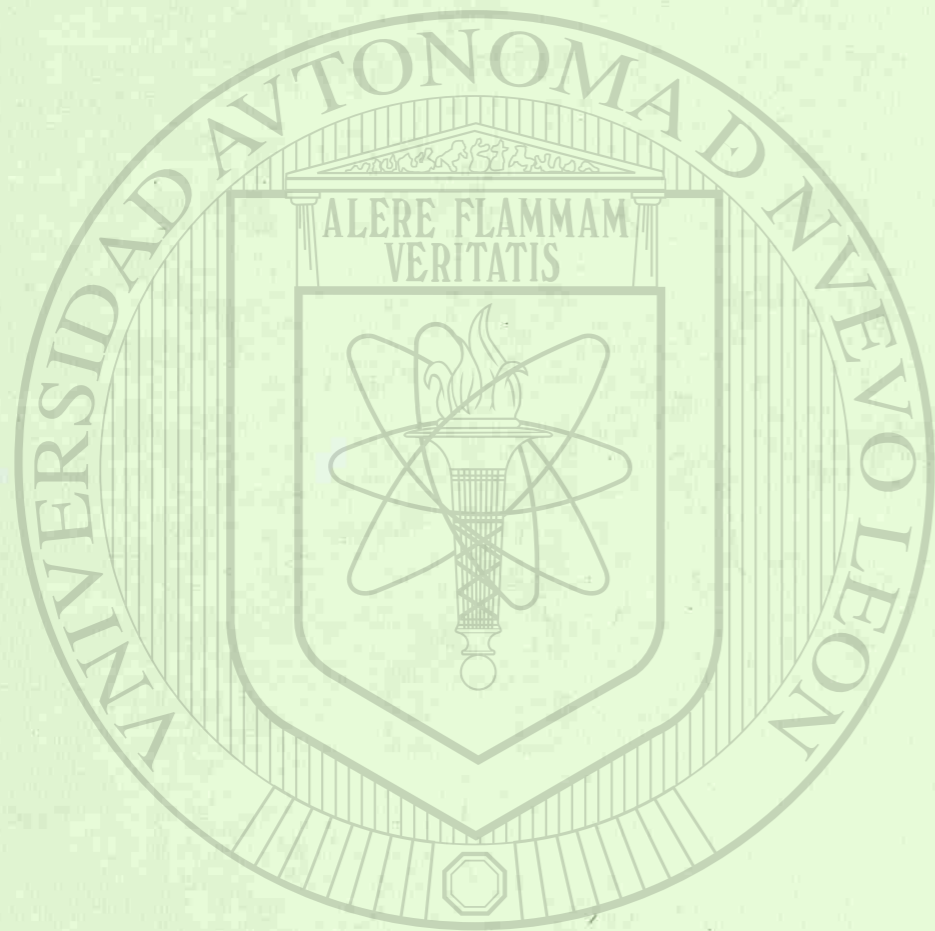


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U A N L

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R E C O N O C I M I E N T O

Los autores de este libro deseamos agradecer la valiosa ayuda y respaldo total que hemos recibido de la Dirección de la Escuela Preparatoria No. Dos 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.

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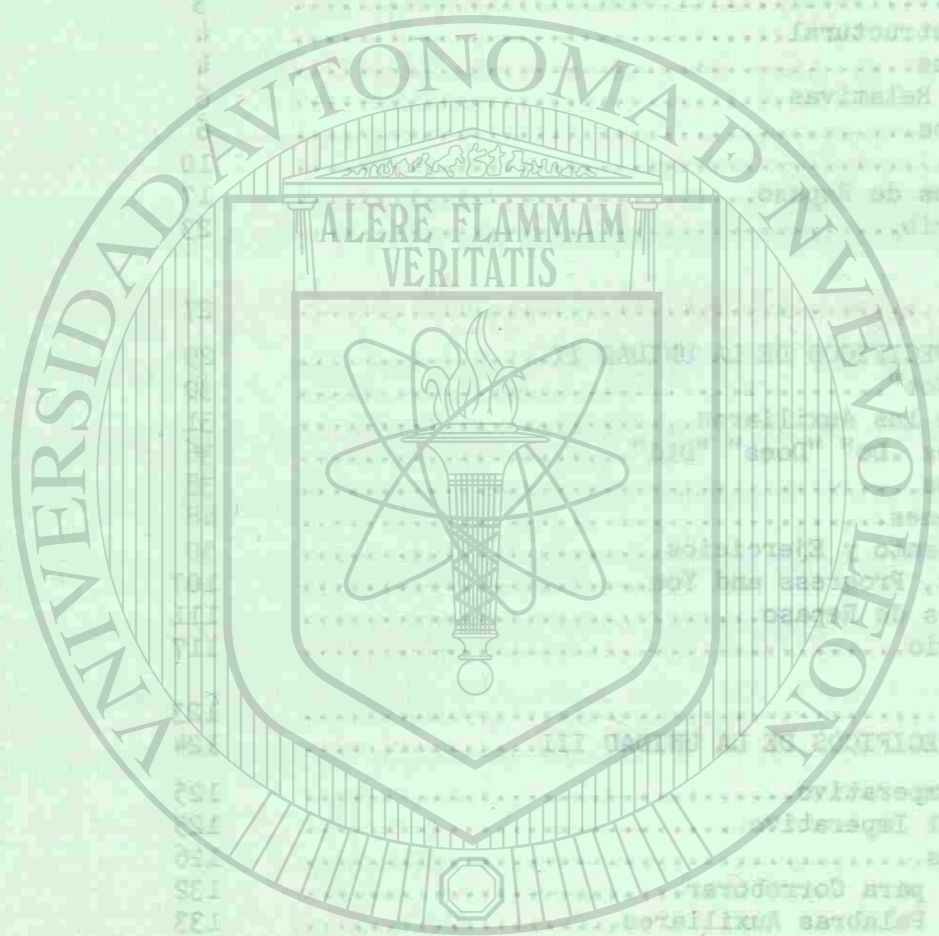
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" ENGLISH THREE "

El libro "English Three" contiene el desarrollo del Programa Oficial - del Tercer 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 10 u 11 frecuencias--clase.

CONTENIDO.

Cada unidad consta de los siguientes aspectos:

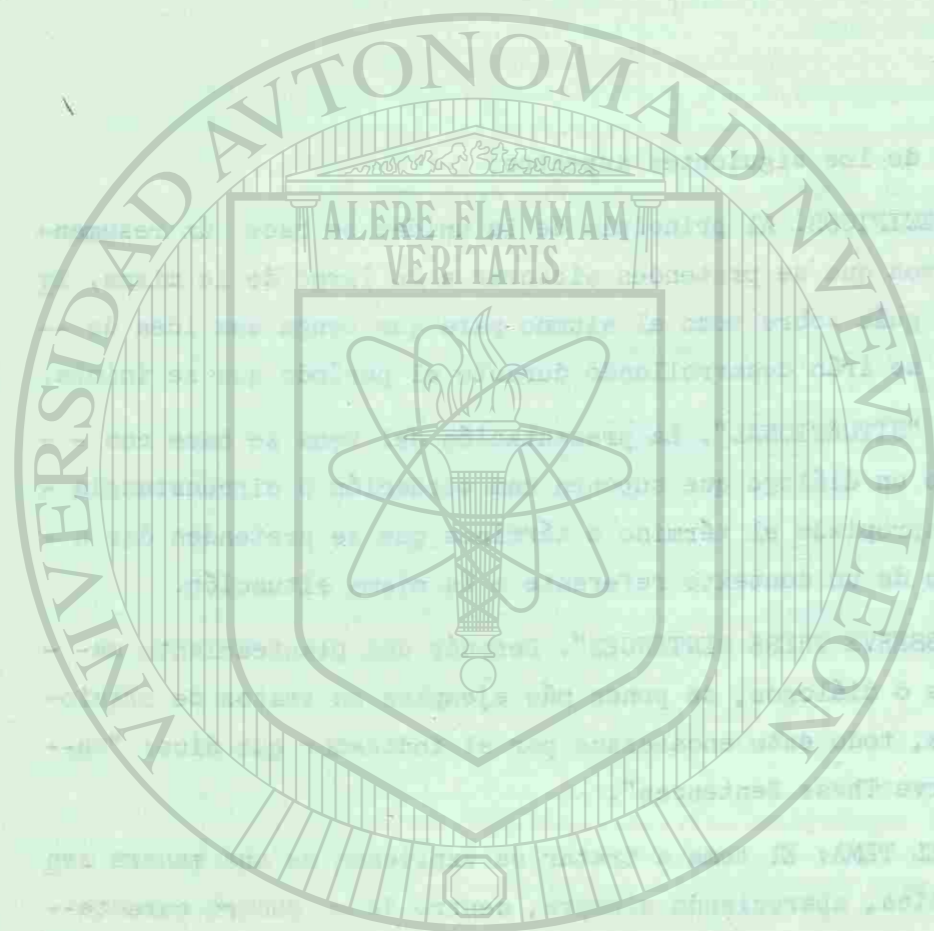
- A).- OBJETIVOS ESPECIFICOS. Al principio de la unidad se hace un resumen de los objetivos que se pretenden alcanzar a lo largo de la misma. Esto servirá de guía sobre todo al alumno para que tenga una idea de los temas que se irán desarrollando durante el período que se inicia.
- B).- PLANTEAMIENTO "SITUACIONAL". La presentación del tema se hace con unos dibujos o un diálogo que suponen una situación o circunstancia en la que es apropiado el término o términos que se pretenden dar a conocer dentro de un contexto referente a la misma situación.
- C).- "OBSERVE " "OBSERVE THESE SENTENCES". Después del planteamiento mediante dibujos o diálogos, se ponen más ejemplos en textos de oraciones o párrafos, todo esto encabezado por el indicador que dice: "Observe", "Observe These Sentences".
- D).- EXPLICACION DEL TEMA: El tema a tratar es explicado de una manera sencilla y sintética, apareciendo siempre, dentro de un cuadro característico.
- E).- EJERCICIOS. En ellos se aplica lo estudiado en los puntos mencionados anteriormente.
- F).- LECTURA DE COMPRESION. Al final de cada tema o unidad hay una o más lecturas para que el alumno desarrolle su habilidad de comprender los textos escritos en Inglés tal como lo indica nuestro Programa.
- G).- REVIEW EXERCISES. Con este título aparece una serie de ejercicios en los que se repasa lo estudiado en toda la Unidad.
- H).- VOCABULARIO. Al final de cada unidad se encontrará un vocabulario que ayudará al alumno en la solución de sus dudas más sobresalientes en el desarrollo de la misma.

UNIDAD I

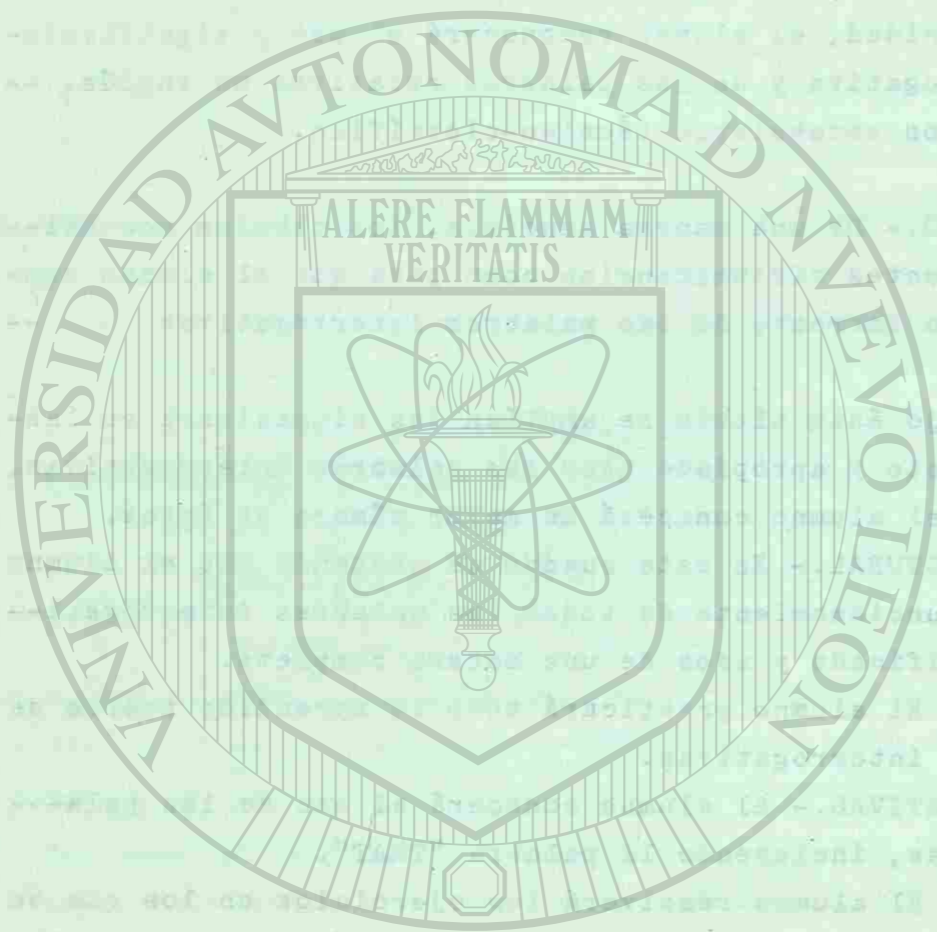
- OBJETIVOS ESPECIFICOS -

Al final de la unidad, el alumno reconocerá el uso y significado de la forma interrogativa y de las palabras relativas en inglés. -- Traducirá textos con vocabulario técnico-científico.

- 1.1.- PLANTEAMIENTO.- De una manera sencilla, los dibujos nos ubican en diferentes circunstancias como para que el alumno comprenda el uso correcto de las palabras interrogativas -- (WH-words).
- 1.2.- OBSERVE.- Bajo éste título se amplían las situaciones en las que es correcto y apropiado usar las palabras interrogativas, con lo cual el alumno conocerá un mayor número de éstas.
- 1.3.- CUADRO ESTRUCTURAL.- En este cuadro se pretende que el alumno conozca el funcionamiento de todas las palabras interrogativas, su significado y usos de una manera completa.
- 1.4.- EJERCICIOS.- El alumno practicará todo lo aprendido acerca de las palabras interrogativas.
- 1.5.- PALABRAS RELATIVAS.- El alumno conocerá el uso de las palabras relativas, incluyendo la palabra "THAT".
- 1.6.- EJERCICIOS.- El alumno resolverá los ejercicios en los que se repasarán las mismas palabras tanto como palabras relativas.
- 1.7.- DIALOGOS.- El alumno comprenderá el texto de los diálogos que están al final de la unidad.
- 1.8.- REVIEW EXERCISES.- Estos ejercicios nos ayudarán a evaluar la firmeza de los conocimientos adquiridos en la presente unidad.
- 1.9.- VOCABULARIO.- Al final de la unidad aparece un vocabulario -- que deberá irse aprendiendo a lo largo de la misma.



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QUESTION WORDS
RELATIVE WORDS



U N I T I

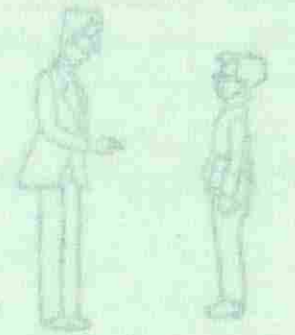
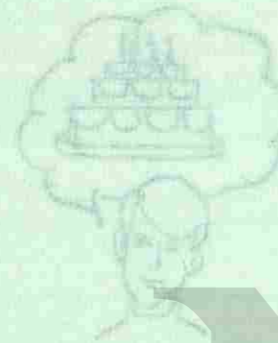


I) QUESTION WORDS

WHAT is John?
He is at school.

WHAT is it?
It is a pencil.

II) RELATIVE WORDS

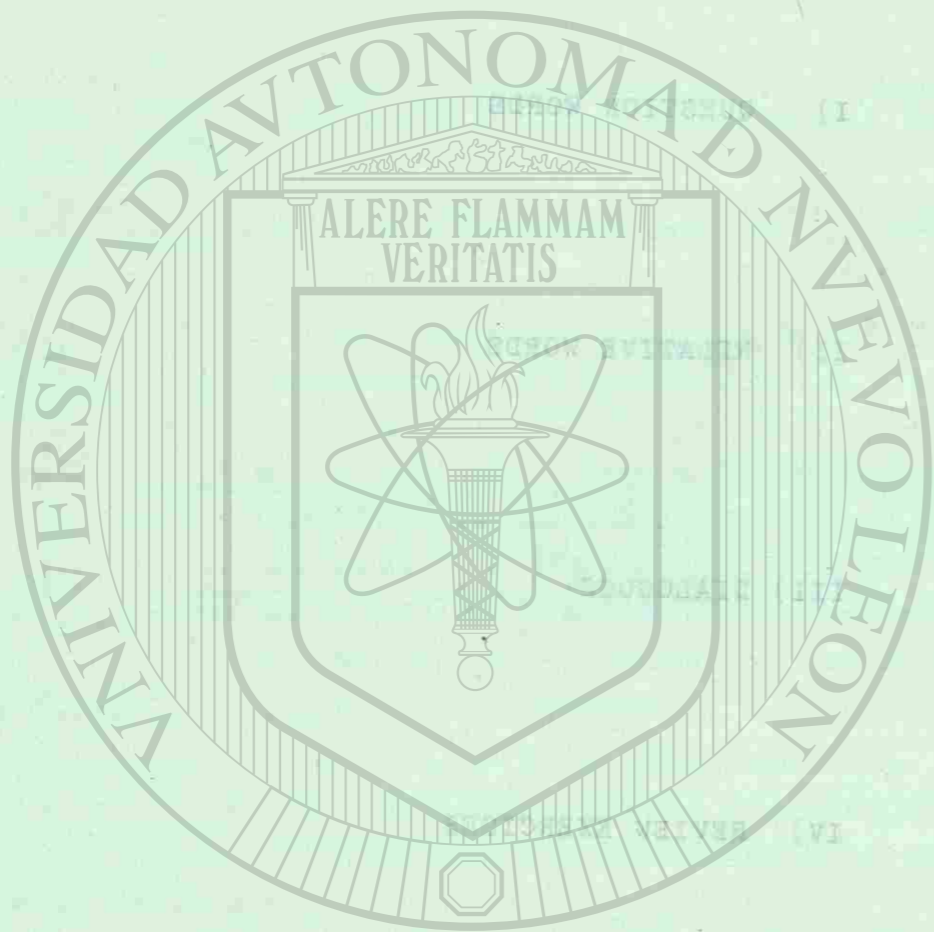


III) DIALOGUES

IV) REVIEW EXERCISES

V) VOCABULARY





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QUESTION WORDS

RELATIVE WORDS

1.1

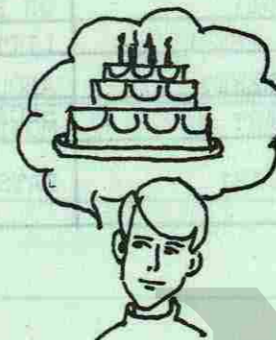


WHERE is John?

He is at school.

WHAT is it?

It is a pencil.



WHEN is your birthday?

It's in November

WHO are you?

I am a student.

1.2

OBSERVE :

WHERE is my book?

It's on the chair.

WHO will pass the exam?

Robert will.

WHY are you happy?

Because I won the lottery.

WHAT is he trying to do?

He is trying to get some tickets.

HOW can you solve this problem?

Looking up some books.

HOW MUCH money are you going to spend?

About ten dollars.

HOW MANY students can play foot ball?

Only two of this group.

WHICH is your favorite hobby?

Fishing is my favorite hobby.

WHY will you be absent tomorrow?

Because it's my day off.

WHEN are you going to finish this exercise?

In a few minutes

QUESTION WORDS

WHERE, WHO, WHY, WHAT, HOW, WHICH, HOW MUCH, HOW MANY, etc. are called QUESTION WORDS.

1.3

ENGLISH	SPANISH	IT IS USED FOR	EXAMPLES	ANSWERS
WHEN	CUANDO	TIME	WHEN IS YOUR BIRTHDAY?	ON NOVEMBER 15 th
WHERE	DONDE	PLACE	WHERE IS LAURA?	IN THE OFFICE
WHAT	QUE	THING	WHAT ARE YOU DRINKING?	COFFEE.
WHO	QUIEN	PERSON	WHO IS THAT MAN?	MR. MUNGUA
HOW	COMO	MANNER	HOW DO YOU COME TO SCHOOL?	ON FOOT.
HOW MUCH	CUANTO (A)	SINGULAR	HOW MUCH INFORMATION IS THERE?	LITTLE
HOW MANY	CUANTOS (AS)	PLURAL	HOW MANY STUDENTS ARE THERE?	ABOUT TEN
WHY	PORQUE	REASON	WHY WILL YOU SELL THE CAR?	BECAUSE I NEED SOME MONEY
WHICH	CUAL CUALES	ELECTION	WHICH IS YOUR FAVORITE CAR?	DATSUN ZETA

1.4 EXERCISES:

1.- UNDERLINE AND LIST THE QUESTION WORD USED IN EACH SENTENCE.

- 1.- Where is my wallet?
- It's on the table.
- 2.- How is your friend?
- He's very well.
- 3.- When can you come?
- I can come tomorrow.
- 4.- Why will you study?
- Because I'll take the exam.
- 5.- What is your name?
- My name is Paul.
- 6.- Which exercise is right?
- The first one is right.
- 7.- Who is going to play?
- Ted and Susan are.
- 8.- How much money is needed?
- About 49 dollars.
- 9.- When will you study?
- I will study next week.
- 10.- What did you say?
- I said: "Hello".
- 11.- How is your new car?
- It's beautiful.
- 12.- Where are you taking class?
- In room #12.

13.- Who is in the library now?

Mr. Pike is.

II.-

COMPLETE THE SENTENCE WITH THE APPROPRIATE QUESTION WORD FROM THE LIST.

1. _____ is on the desk?
It's a map.
2. _____ can you study Mathematics?
Next Friday.
3. _____ sugar is there in the bowl? WHEN
About half a pound. WHERE
4. _____ is making a pie? WHAT
Mary is. WHO
5. _____ will you study next Saturday? HOW
I'll study at school. HOW MUCH
6. _____ is your favorite car, Datsun or Renault? HOW MANY
I prefer Ford. WHY
7. _____ boys will study this unit? WHICH
Six students will.
8. _____ is your teacher?
He is a tall man.
9. _____ is your sister now?
She is at the airport.
10. _____ is watching T.V. now?
Luisa is.

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PAY ATTENTION...

I know WHERE Bob lives.

She forgot WHEN the party is going to start.

Alma is deciding HOW to travel next week.

This is the book THAT I talked you about.

The boys studied WHAT you explained.

She asks WHO is the Principal in this school.

They know HOW MUCH I have to study.

The teacher said HOW MANY students failed.

1.5

NOTICE: As you observed, the words WHERE, WHEN, HOW, WHAT, WHO, HOW MUCH, HOW MANY and WHICH are usually used for asking some information and they are written at the beginning of the sentence, but when they are written in the context of a sentence relating to some word or idea which has preceded them, they are called "relative words". "THAT" may function as a relative word.

EXERCISES:

III.- UNDERLINE THE RELATIVE WORDS IN THE FOLLOWING SENTENCES:

- 1.- She doesn't know how to solve the problem.
- 2.- They will come when you tell them to.
- 3.- I would like you to tell me how many students failed.
- 4.- Everybody hopes that he will take the exam.
- 5.- I know where you can get a good newspaper.
- 6.- The guy who you told me is my cousin.
- 7.- Do you like what I am doing now?
- 8.- Tell me who is waiting for you.
- 9.- Nobody knows why you are here.
- 10.- I still don't know how much money will be needed.

IV.- CHOOSE THE CORRECT WORD.

- 1.- She will swim _____ you let her to. (WHEN-WHY)
- 2.- They investigated _____ the accident happened. (WHERE-WHO)
- 3.- The teacher advised them _____ to use the formula. (HOW-THAT)
- 4.- The carpenter told me _____ paint is needed. (HOW-HOW MUCH)
- 5.- Mrs. Martinez _____ lives in Monterrey is from Saltillo. (WHO-WHERE)
- 6.- Can you tell me _____ happened on September 16 th? (WHAT-WHEN)

- 7.- The boys _____ have finished this exercise will get 10 points. (WHO-HOW MANY)
- 8.- This is the car _____ I want to buy. (THAT-WHO)
- 9.- I told you _____ students will be here. (WHO-HOW MANY)
- 10.- Someone told me _____ is your book. (WHICH-WHEN)

V.- FILL IN THE BLANKS

- 1) _____ is your name? -My name is Nick.
What-why
- 2) _____ is your brother? -My brother is Burt.
Who-where
- 3) _____ is Burt? -He is in class.
Where-who
- 4) _____ is he doing? -He is listening to --
What-when the teacher.
- 5) _____ is he going to finish? -At 12.00 o' clock.
When-what
- 6) _____ did you get here? -By car.
How-which
- 7) _____ is his car? -The blue one.
Which-why
- 8) _____ did he bring his car? -Because he likes it.
Why-which
- 9) _____ cars does he have? -He has two cars.
How much-how many
- 10) _____ money did he pay for them? -Lots of money.
How much-how many
- 11) _____ do you ask so many questions? -Because I'm
Why-who a reporter.
- 12) _____ do you publish your articles? -In a magazine.
What-where
- 13) _____ kind of magazine is it? -It's a magazine for
What-who young people
- 14) _____ magazines are printed in every edition
How much-how many -About 3,000.
- 15) _____ are you going to do? -I am going to stop --
What-who answering your silly-
questions.

VI.- FILL IN THE BLANKS IN ENGLISH.

- 1) _____ are you doing? -I'am trying to read --
¿Qué? _____ this lesson.
- 2) _____ do you want to read it? -Because it's part-
¿Por qué? _____ of my homework
- 3) _____ is your teacher? -Mr. King is.
¿Quién? _____
- 4) _____ is your school? -It's on Independence --
¿Dónde? _____ Avenue
- 5) _____ are you going to stop reading? -In a few ---
¿Cuándo? _____ minutes.
- 6) _____ lessons are you going to read? -Only one.
¿Cuántas? _____
- 7) _____ did you pay for that book? -About eight ----
¿Cuánto? _____ dollars.
- 8) _____ did you get it? -I went downtown to buy
¿Cómo? _____ it.
- 9) _____ is your favorite reading? -The first one.
¿Cuál? _____
- 10) _____ did you start reading? -At 12.00 o'clock.
¿Cuándo? _____
- 11) _____ asked you to read? -My teacher did.
¿Quién? _____
- 12) _____ do you translate the new words? -With the --
¿Cómo? _____ help of my
dictionary.
- 13) _____ do you use the dictionary? -Because my ----
¿Por qué? _____ vocabulary is --
pretty much ----
limited.
- 14) _____ do you do when the dictionary can't solve a-
¿Qué? _____ problem? -I ask my teacher.

VII.- GIVE THE RIGHT ANSWER IN ENGLISH CHOOSING IT FROM THE LIST.--
BELOW.

- 1) Who was in the hospital? _____
- 2) Where did the doctor go yesterday? _____
- 3) Why did he go? _____
- 4) When did he go back? _____
- 5) What did he bring in the envelope? _____

- 6) How many films did he get? _____
- 7) How did he come back? _____
- 8) Which car did he use? _____
- 9) How much did he pay for the gasoline? _____
- 10) How were the results of the analysis? _____
- 11) Who has the responsibility of this hospital? _____
- 12) Where is the patient now? _____
- 13) Why is he in the operation room? _____

A N S W E R S

- a) By car. f) the patient was. k) No, I am not.
- b) The black car. g) He brought the films. l) Because he needed some
- c) Dr. Johnson does. h) they were negative. films.
- d) About ten films. i) Yesterday afternoon. m) He is in the operation
- e) Yes, I am. j) He paid ten dollars. room.
- n) He went to the X-ray -
department.
- o) Because he is going to
be operated.

VII.- T R A N S L A T E .

- 1.- Who is the doctor? _____
- 2.- Why is he in the laboratory? _____
- 3.- How many hours should we wait? _____
- 4.- When are the nurses going to come? _____
- 5.- How are they going to use the bandage? _____
- 6.- Where is the gauze bandage? _____
- 7.- What are they doing in the operation room? _____
- 8.- How is the patient? _____
- 9.- Which room is empty? _____
- 10.- What kind of operation is it? _____
- 11.- When is it going to begin? _____
- 12.- Where are we going to wait? _____
- 13.- Why is everything so slow? _____
- 14.- Who is asking so many questions? _____
- 15.- How much patience must the patient have? _____

1.7

ON THE PHONE

Mrs. Johnson Hello, hello, Who is it? I want to get in touch with Dr. Maxwell.

Dr. Maxwell Good morning Mrs. Johnson. HOW are you?

Very well thank you. I called you because my child is feeling bad.

WHAT is the matter with him?.WHAT are the symptoms you can notice?

He says THAT he feels a bad headache and WHEN he got up this-morning, he had a mild fever.

WHERE is he now?

He is sleeping now but I can't remember HOW MANY times he woke up last night. He was feeling terrible.

HOW is he feeling now?

He is sleeping now, but please tell me WHAT you think it might be.

Well let me tell you THAT according to the symptoms, I will determine what is the trouble. It might be the smallpox WHICH is an acute viral illness THAT cause mild fever and a distinctive skin rash. It is transmitted by direct contact or by airborne spread of viruses from the respiratory tracts of the patients. If it's the smallpox, very little can be done.

WHY can we do very little?

Because all the symptoms THAT appeared today indicate THAT the infection occurred two or three weeks ago and WHAT we have to do now is just to observe it to develop within the normal process-avoiding complications.

HOW MUCH medicine is necessary in this case?

Not much medicine.He has to be isolated for at least one week, and I will go right now to see him in order to check all symptoms-and give him some medicine.

O.K. Dr. Maxwell, I'll be waiting for you and thank you, very much

See you later.

EXERCISES .

A. ANSWER " FALSE " OR " TRUE "

- 1.- Mrs. Johnson called Dr. Maxwell
2.- Dr. Maxwell called Mrs. Johnson
3.- Mrs. Johnson was sick
4.- Mrs. Johnson's child was feeling bad
5.- The boy had tuberculosis
6.- Dr. Maxwell thinks it's the smallpox
7.- The boy had a mild fever
8.- Mrs. Johnson thinks it is ameabiasis
9.- The smallpox symptoms appear 2 or 3 weeks after infections occurs
10.-The patient needs lots of medicine

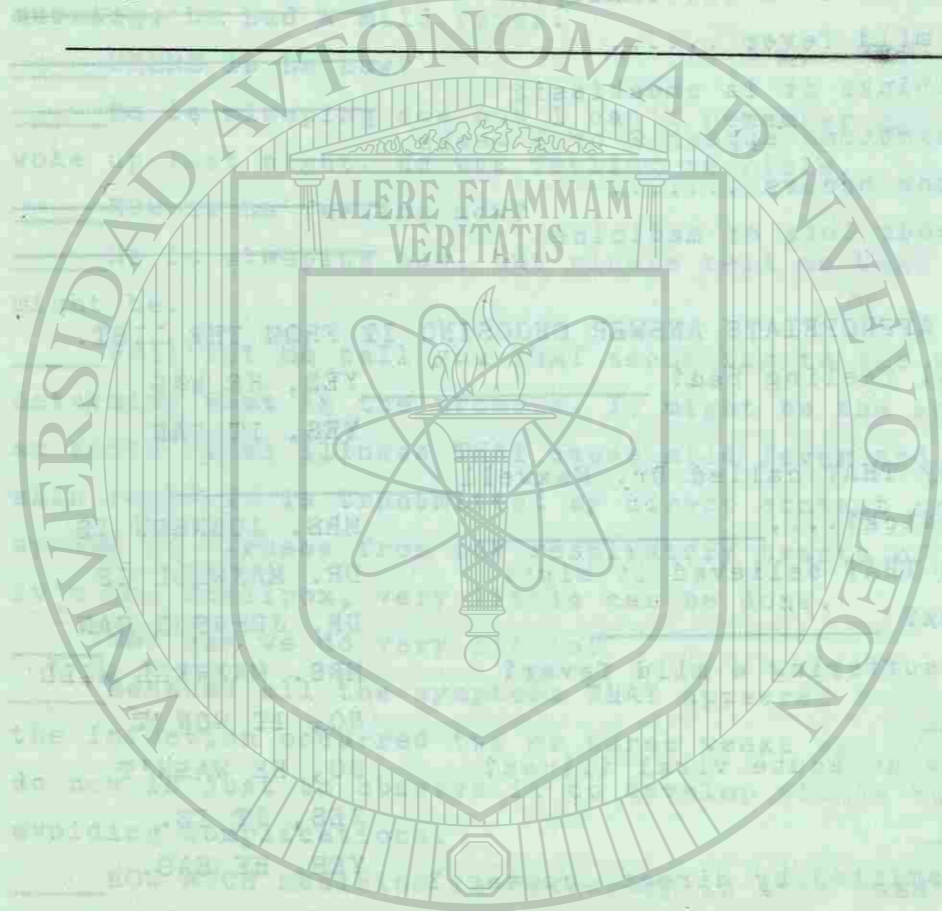
B. WRITE THE APPROPRIATE ANSWER CHOOSING IT FROM THE LIST.

- 1.- Was Dr. Maxwell feeling bad? YES, HE WAS YES, IT CAN
2.- Who is the lady THAT called Dr. Maxwell
3.- Was the child sick?.... MRS. JOHNSON IS
4.- Who is the man THAT believed it might be the smallpox? DR. MAXWELL IS DR. JOHNSON CAN
5.- Was the child suffering a mild fever? MRS. MAXWELL WILL NO, IT WON'T
6.- Is the smallpox an acute viral illness? NO, HE WASN'T YES, IT IS.
7.- Can it be transmitted by direct contact? YES, HE HAS.
8.- Can the smallpox cause fever?
9.- Will the smallpox be stopped with medicine?
10.-Has the patient to be isolated for a week?

TRANSLATE .

- C.
1.- Smallpox is an acute viral illness.
2.- It causes mild fever and a distinctive skin rash.
3.- Smallpox is transmitted by direct contact.
4.- It is transmitted by viruses.
5.- These viruses come from the respiratory tracts of patients.

- 6.- Symptoms are not noticed immediately.
- 7.- They take two or three weeks to appear.
- 8.- Patients should be isolated for a week at least.
- 9.- They need a lot of rest.
- 10.-Complications should be avoided.



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1.7 AT THE HOSPITAL

Mrs. Johnson _____ HOW MANY types of vaccine are used against viral diseases?

Dr. Maxwell _____ There are two basic types: The killed-virus vaccine and the live-virus vaccine.

_____ WHAT are they like?

_____ A killed-virus vaccine contains viruses THAT have been killed by chemical treatment.

_____ WHEN are they required?

_____ Some shots of vaccine are required periodically.

_____ HOW MUCH danger can be considered in taking this type of vaccine?

_____ There is no danger of acquiring infection from the vaccine. We also have the live-virus vaccine THAT uses a strain of virus WHICH has been weakened by careful breeding in the laboratory but WHICH is still alive.

_____ WHAT other characteristics make them different?

_____ Well, let me tell you THAT live-virus vaccines confer longer immunity than killed-virus vaccine, but there is a slight danger THAT the vaccine can cause the illness of the person WHO is being treated.

_____ WHY can this happen?

_____ Because some times the live-virus reverts to the virulent type.

_____ WHAT types are the polio vaccines?

_____ There are two different ones: The Sabin polio-vaccine is a live-virus vaccine, and the Salk polio is a killed-virus vaccine, we have both of them here.

_____ This is a very good information, now I already know WHAT to do, HOW to do it and WHERE to do it in order to have my children vaccinated.

_____ Thank you doctor.

_____ You are welcome.

EXERCISES

- A.- ANSWER "FALSE" OR "TRUE"
- 1.- There are two basic types of vaccine against viral diseases.
 - 2.- A killed-virus vaccine is more dangerous than the live-virus vaccine.
 - 3.- The live-virus vaccine doesn't confer longer immunity.
 - 4.- The live virus vaccine sometimes reverts to the virulent type.

- 5.- There are two different types of polio vaccine.
- 6.- Viruses are weakened in the live-virus vaccine.
- 7.- Viruses are killed in the live-virus vaccine.
- 8.- Careful breeding in the laboratory is necessary for live virus vaccine.
- 9.- The killed virus vaccine confers longer immunity.
- 10.- Children should be vaccinated against polio.

B. WRITE THE APPROPRIATE ANSWER CHOOSING IT FROM THE LIST BELOW.

- 1.- How many types of vaccines are used against viral diseases?
- 2.- How often are the shots of vaccine required?
- 3.- Is there any danger in acquiring infection from killed virus vaccine?
- 4.- Is there any slight danger when live-viruses vaccine is used?
- 5.- How many types of polio vaccine are there?
- 6.- Is the Sabin a polio vaccine?
- 7.- Is the Salk vaccine the tuberculosis vaccine?
- 8.- Are the viruses weakened in a live-virus vaccine?
- 9.- Can a vaccine cause the illness of the person who is being treated?
- 10.- Are vaccines useful?

YES, IT CAN* NO IT ISN'T* PERIODICALLY* NO, THERE ISN'T
 YES IT IS * THERE ARE TWO * YES THERE IS * YES THEY ARE.

C. TRANSLATE

- 1.- These viruses have been killed by chemical treatment.
- 2.- Live-virus sometimes reverts to the virulent type.
- 3.- Live-virus vaccines confer longer immunity than killed-virus vaccines.

- 4.- There are 2 basic types of vaccines against viral diseases.
- 5.- Some shots of vaccine are required periodically.
- 6.- There is no danger in acquiring infection from the vaccine.
- 7.- There is a slight danger that the vaccine can cause.
- 8.- The Sabin and the Salk are both polio vaccines.
- 9.- The Sabin polio vaccine is a live-virus vaccine.
- 10.- The Salk polio vaccine is a killed-virus vaccine.

I N C L A S S

Professor, WHO studied the new topics for today?

Student, I studied the lesson about poliomyelitis but I ignore HOW MANY other topics were supposed to be studied.

There are two more topics THAT you should already know. But let's begin with "poliomyelitis". Go ahead!

Well, everybody knows HOW the effects of polio damage the whole life of the patient and nobody ignores HOW MUCH is the suffering of the whole family of the victims of polio.

WHAT KIND of disease is it?

It's a viral disease THAT can cause paralysis and may lead to respiratory failure and death.

WHEN can the symptoms be noticed?

Symptoms appear seven or twelve days after the infection occurs.

WHICH is the treatment for this disease?

There is no specific treatment for it. We can prevent it with the use of polio vaccination WHICH has virtually eliminated poliomyelitis.

Where has it been eliminated?

It has been eliminated in Mexico, the U.S.A., Canada and many other countries. By the way, the disease is so rare and nowadays very few parents neglect to have their children immunized. All infants should have their first polio shot at two months of age.

WHY do some people call the polio vaccine as Salk vaccine?

Because Jonas Edward Salk was the man WHO developed it.

5.- There are two different types of polio vaccine.

E X E R C I S E S

A. ANSWER "FALSE" OR "TRUE".

- 1.- The student studied a lesson about diphteria. _____
- 2.- The students should have studied three topics. _____
- 3.- Nobody studied the lesson about poliomyelitis. _____
- 4.- Poliomyelitis is not a viral disease. _____
- 5.- It can be the cause of death. _____
- 6.- Poliomyelitis is prevented with a vaccination. _____
- 7.- Symptoms appear two days after the infection - occurs. _____
- 8.- Poliomyelitis never causes paralysis. _____
- 9.- It has been virtually eliminated in Mexico and the U.S.A. _____
- 10.- Sigmund Freud developed the polio vaccine. _____

B. WRITE THE APPROPRIATE ANSWER CHOOSING IT FROM THE LIST.

- 1.- How many topics had to be studied? _____ FEW PARENTS.
- 2.- Is polio the cause of suffering? _____ MANY PARENTS.
- 3.- Is it a viral disease? _____ AT 2 MONTHS OF AGE.
- 4.- Can the symptoms be noticed the same day of infection? _____ AT 2 YEARS OF AGE.
- 5.- Is there any specific treatment for polio? _____ YES, IT CAN.
- 6.- Can polio be prevented? _____ YES, IT IS.
- 7.- How many parents still neglect -- having their children immunized? _____ NO, IT CAN'T
- 8.- When should infants start being vaccinated against polio? _____ YES, IT HAS
- 9.- Has Mexico eliminated polio? _____ NO, IT HASN'T
- 10.- Is Jonas Edward Salk the man -- who developed the vaccine against poliomyelitis. _____ YES, HE IS
- 11.- How many topics had to be studied? _____ 3 TOPICS
- 12.- How many topics had to be studied? _____ 4 TOPICS
- 13.- Is Jonas Edward Salk the man -- who developed the vaccine against poliomyelitis. _____ YES, THERE IS
- 14.- Is Jonas Edward Salk the man -- who developed the vaccine against poliomyelitis. _____ NO, THERE ISN'T

C. TRANSLATE .

- 1.- I studied a lesson about polio. _____
- 2.- Polio is a viral disease. _____
- 3.- It can be spread by direct contact. _____
- 4.- Poliomyelitis may lead to respiration failure and death. _____
- 5.- Symptoms appear 7 to 12 days after -- infection occurs. _____
- 6.- There is no specific treatment for -- the disease. _____
- 7.- The use of vaccine has eliminated it -- from our country. _____

8.- Few parents neglect to have their children immunized.

9.- All infant should have their first polio shot at 2 months of -- age.

1.8 R E V I E W E X E R C I S E S

I. FILL IN THE BLANKS WITH THE CORRECT ANSWER.

- 1.- WHAT is her name? _____ Her name is ----
What-Why _____ Deborah.
- 2.- _____ is your Biology teacher? _____ He is in the ---
Who-Where _____ laboratory.
- 3.- _____ is Liza now? _____ She is at school
Where-Who _____
- 4.- _____ Is she doing now? _____ She is washing -
What-When _____ the dishes.
- 5.- _____ Is it going to run? _____ Next week.
When-What _____
- 6.- _____ could you find us? _____ Asking about you.
How-Which _____
- 7.- _____ is his notebook? _____ The red one.
Which-Why _____
- 8.- _____ could she fail math? _____ because she is -
How-Where _____ very lazy.
- 9.- _____ can you spend? _____ I can spend 30 -
How much-How many _____ dollars.
- 10.- _____ will you go in vacation? _____ I will go to --
What-Where _____ California

II. CHOOSE THE CORRECT ANSWER FROM PARENTHESES.

- 1.- Doctor Burton, you may examine me when you want. (When-why)
- 2.- The lady was picked up _____ the accident happened. (How- where)
- 3.- The nurse said _____ serum was needed. (How much-How many).
- 4.- Can you tell her _____ pills must she take? (How much-how many).
- 5.- My assistant knows _____ she lives. (Who-where).
- 6.- Her relatives came immediately _____ They got the news. (Who- when).
- 7.- Nurse, please watch _____ she is doing now. (What-why).
- 8.- Mrs. White, _____ are you feeling now? (How-how many).
- 9.- Mrs. White, _____ can't you bend your elbow? (Why-which).
- 10.- O.K. That's all, take these pills _____ you feel bad. (What- when).

III. FILL IN THE BLANKS WITH WORDS FROM THE LIST.

1. Who is in the laboratory now?
The doctor is.
2. is the patient's name?
His name is Burt Reynolds.
3. will she buy the medicine?
In the drugstore.
4. will she come back?
She will come back next week.
5. serum will she need?
About half a liter.
6. will she feel when her relatives get to the hospital?
She will feel happy.
7. will she stay 3 more days in the hospital?
Because we have to wait for the lab findings.
8. days will be necessary for her to rest at home?
About seven days.
9. will take her home?
Her husband will.
10. can she go back to her job?
Probably next month.

WHAT
WHEN
WHERE
HOW
HOW MUCH
WHY
WHO
HOW MANY
WHICH

IV. CHOOSE THE CORRECT ANSWERS AND WRITE THEM IN THE BLANKS.

1. Where is the nearest drugstore? It's about 3 blocks from
a) who b) where c) when d) how many here.
2. is helping Dr. Burton? Doctor Jones is.
a) how much b) how many c) who d) what
3. medicine is there in the bottle? There is half a
a) how much b) how many c) who d) where liter.
4. kind of pills are there in this department?
We only have aspirin pills.
a) what b) why c) who d) when
5. penicillin does she have to take? She has to take a-
a) how many b) how much c) who d) when lot of penicillin.
6. can she get well soon? By following the prescription.
a) what b) how c) when d) how many
7. will the doctor remove the stitches? Probably next --
a) what b) who c) how many d) when Monday.
8. is the purpose of using penicillin? We try to avoid
a) where b) how c) how many c) what infection.
9. is Doctor Burton's assistant? Dr. Jones is.
a) who b) why c) how much d) how many
10. is Mrs. White doing in her bedroom? She is waiting for
a) who b) what c) when d) how much the nurse.

V. ACCORDING TO DIALOGUE "ON THE PHONE" (PAGE) WRITE "FALSE OR TRUE".

1. Mrs. Johnson wanted to get in touch with Dr. Maxwell...
True
2. Mrs. Johnson called the doctor up to make an appointment...
3. Mrs. Johnson called him up because her child was feeling bad...
4. The boy said that he cut his finger....
5. The boy said that he felt a bad headache...
6. The boy had a mild cough...
7. The child woke up many times last night...
8. According to the symptoms the boy got the smallpox...
9. The boy got the infection two or three weeks before the symptoms appeared
10. The boy had to take a lot of medicine to get well...

VI. UNDERLINE AND LIST THE QUESTION WORDS AND THE RELATIVE WORDS

1. The nurse helped a lot when the doctor needed her....
2. The lady bought the medicine where the doctor advised her to.
3. The lady took what the doctor told her to.
4. Please druggist, may I have this medicine that the doctor prescribed me?.
5. The nurse will let you know when the doctor arrives.
6. Why is she nervous?.
7. The doctor will ask you how you are feeling now.
8. The doctor wrote down how much medicine is necessary....
9. How many days should I follow this diet?.

10.- Who is taking care of the boy now?

VII. WRITE THE FOLLOWING SENTENCES IN THE CORRECT ORDER.

- 1.- Mrs. Johnson bought the medicine where the doctor told her
The medicine-bought-Mrs. Johnson-her-told-the doctor-where.
- 2.- _____
Was-the-with-matter-what-boy-the?
- 3.- _____
Asked-Dr, Maxwell-was-Mrs. Johnson-how-she.
- 4.- _____
You-are-how? you-well-very-thank.
- 5.- _____
Felt-boy-the-headache-bad-a.
- 6.- _____
The boy-fever-a-mild-had.
- 7.- _____
Feeling-he-terrible-was.
- 8.- _____
Now-he-is-feeling-how ?
- 9.- _____
Is-sleeping-he- now ?
- 10.- _____
By-it-is-direct-transmitted-contact ?

VIII. GIVE SHORT ANSWERS TO THE FOLLOWING QUESTIONS:

- 1.- Could Mrs. Johnson get in touch with Dr. Maxwell when she tried?
yes, she could
- 2.- Would Mrs. Johnson's boy have to be examined by the doctor?

- 3.- Could the boy sleep all night long?

- 4.- Was it necessary to isolate the boy?

- 5.- Could the doctor prescribe the boy some medicine?

- 6.- What was the doctor thinking it was?

- 7.- Could the doctor determine the trouble?

- 8.- Was the illness very serious?

- 9.- Is the smallpox normally transmitted by direct contact?

10.- Is the isolation necessary in cases of smallpox?

IX. ACCORDING TO THE DIALOGUE "ON THE PHONE", GIVE A LOGICAL ANSWER.

- 1.- Was Mrs. Johnson trying to get in touch with Dr. Maxwell?
Yes, she was trying
- 2.- When could she call the doctor? In the morning or at night?

- 3.- Was Mrs. Johnson going to tell the doctor anything about the -- symptoms?

- 4.- Could the boy sleep very well that night?

- 5.- Why could not he sleep very well?

- 6.- Was the doctor trying to determine the illness according to the symptoms?

- 7.- Was any rash going to appear on the skin?

- 8.- How can the smallpox be transmitted?

- 9.- If the symptoms indicated the smallpox, what should Mrs. Johnson do?

- 10.- How much medicine was necessary in that case?

X. TRANSLATE INTO SPANISH:

- 1.- I want to get in touch with the doctor
Quiero comunicarme con el doctor
- 2.- Mrs. Johnson's boy was feeling bad.

- 3.- The boy woke up many times that night.

- 4.- The boy had to be isolated for a week.

- 5.- How many kinds of vaccines can you mention?

- 6.- Is there any danger in taking vaccines?

- 7.- We have the killed-virus vaccine and the live-virus vaccine.

8 - Who developed the polio vaccine?

IX - Few parents neglect to have their children immunized.

10 - There is no specific treatment.

1 - When could she call the doctor?

2 - Was Mrs. Johnson going to call the doctor?

3 - Could the boy sleep?

4 - Why could not he sleep?

5 - Was the doctor?

6 - Was any rash going to appear?

7 - How can the smaller be translated?

8 - If the symptoms are the same, are they the same?

9 - How much more medicine is needed?

10 - Translate into Spanish.

1 - I want to know what the doctor said.

2 - Mrs. Johnson's boy was vaccinated.

3 - The boy woke up many times last night.

4 - The boy had to be hospitalized.

5 - How many kinds of vaccines are there?

6 - Is there any danger in having the shot?

7 - We have the killed-virus vaccine.

8 - Is the vaccine normally given to children?

9 - Is the vaccine normally given to children?

VERBS

- (TO) APPEAR
- (TO) BE NOTICED
- (TO) DAMAGE
- (TO) DEVELOP
- (TO) LEAD
- (TO) NEGLECT
- (TO) OCCUR
- (TO) START
- WERE SUPPOSED
- GO AHEAD
- LET'S BEGIN

NOUNS

- AGE
- BECAUSE
- DAMAGE
- DEATH

ADJECTIVES

- WHOLE
- SAME

OTHER WORDS

- BY THE WAY

APARECER

- SER ADVERTIDO, SER OBSERVADO
- DAÑAR, PERJUDICAR
- DESARROLLAR
- CONducIR, LLEVAR
- DESCUIDAR, DESATENDER
- OCCURRIR
- EMPEZAR
- SE SUPONIA
- ¡ADELANTE!
- EMPECEMOS

EDAD

- PORQUE
- DAÑO, PERJUICIO
- MUERTE

TODO (A)

MISMO (A)

- A PROPOSITO, ENTRE PARENTESIS, -
- DE PASO

VOCABULARY
AT THE HOSPITAL

VERBS

ARE REQUIRED	SE REQUIERE
ARE USED	SE USA
(TO) CAUSE	CAUSAR
(TO) CONFER	CONFERIR, OTORGAR
(TO) HAPPEN	SUCEDER
HAVE BEEN KILLED	HAN SIDO DESTRUIDAS
IN TAKING	AL TOMAR
OF ACQUIRING	EN ADQUIRIR
REVERTS	VOLVER (A SU ESTADO PRIMITIVO)
TREATED	TRATADO
WEAKENED	DEBILITADO, ATENUADO

NOUNS

BREEDING	REPRODUCCION
DANGER	PELIGRO
DISEASE	ENFERMEDAD
ILLNESS	ENFERMEDAD
SHOT	INYECCION
STRAIN	ESPECIE, CLASE (RARA)
TREATMENT	TRATAMIENTO
VACCINE	VACUNA

ADJECTIVES

CHEMICAL	QUIMICO (A)
SLIGHT	LEVE, LIGERO

OTHER WORDS

AGAINST	CONTRA
BOTH	AMBOS (AS)
FROM	DE
IN ORDER TO	PARA
KILLED-VIRUS VACCINE	VACUNA DE VIRUS DESTRUIDOS
LIVE-VIRUS VACCINE	VACUNA DE VIRUS VIVOS
SOMETIMES	ALGUNAS VECES

VOCABULARY
UNIT I

VERBS

ADVISED	ACONSEJÓ
(TO) BRING	TRAER
FAILED	REPROBARON
FORGOT	OLVIDÓ
(TO) GET	CONSEGUIR, LLEGAR
HOPES	ESPERA
LOOKING UP	CONSULTANDO
(TO) PASS	APROBAR
(TO) PAY	PAGAR
(TO) SELL	VENDER
(TO) SOLVE	RESOLVER
(TO) SPEND	GASTAR
(TO) START READING	EMPEZAR A LEER
(TO) STOP READING	DEJAR DE LEER
(TO) TELL	DECIR
TOLD	DIJO
TRYING	TRATANDO
WON	GANÉ

N O U N S

BANDAGE	VENDAJE, VENDA
BOWL	TAZON, AZUCARERA
CARPENTER	CARPINTERO
COUSIN	PRIMO
DOWNTOWN	CENTRO DE LA CIUDAD
EMPTY	VACIO
ENVELOPE	SOBRE (DE PAPEL)
GAUZE BANDAGE	GASA PARA VENDAR
GUY	TIPO, INDIVIDUO
HELP	AYUDA
HELLO	HOLA
HOBBY	PASATIEMPO
HOMEWORK	TAREA ESCOLAR
LIBRARY	BIBLIOTECA
MAGAZINE	REVISTA
NOBODY	NADIE
NURSE	ENFERMERA
PATIENT	PACIENTE
PEOPLE	GENTE
POUND	LIBRA
PRINCIPAL	DIRECTOR

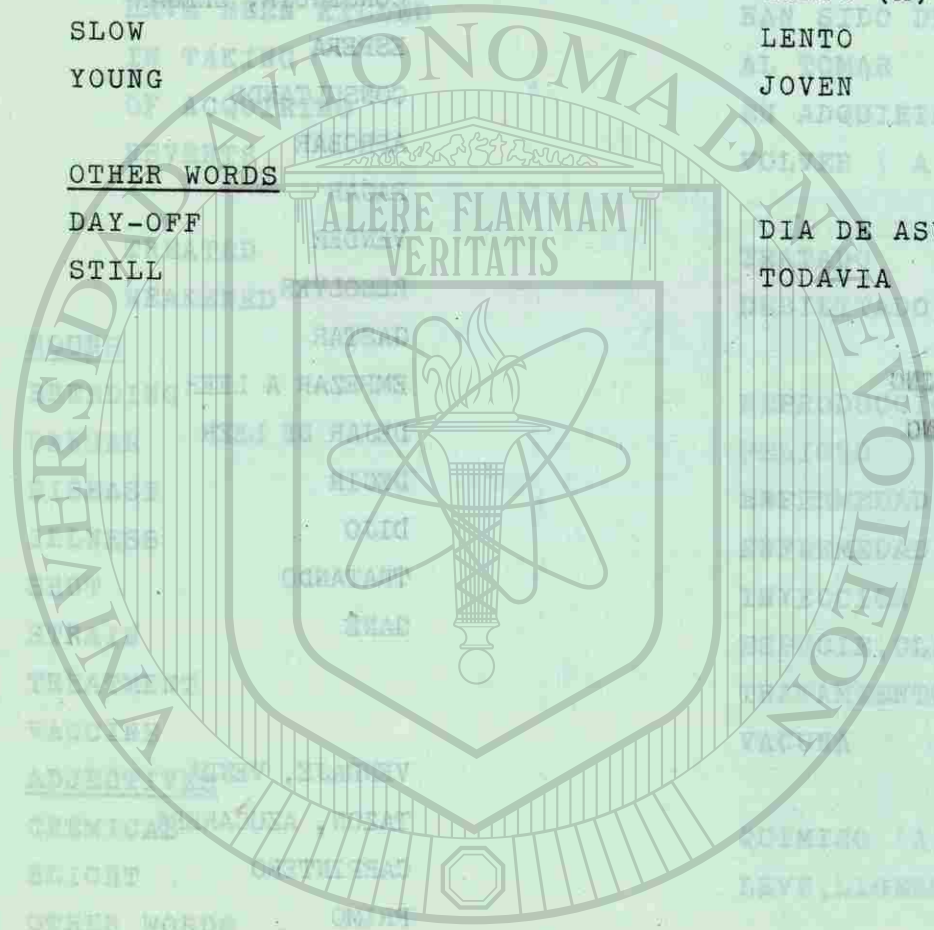
REPORTER
SOMEONE
SUGAR BOWL
WALLET
YOUNG

ADJECTIVES
RIGHT
SILLY
SLOW
YOUNG

OTHER WORDS
DAY-OFF
STILL

REPORTERO
ALGUIEN
AZUCARERA
CARTERA
JOVEN
CORRECTO
TONTO (A)
LENTO
JOVEN

DIA DE ASUETO
TODAVIA



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS

REPORTER
SOMEONE
SUGAR BOWL
WALLET
YOUNG
ADJECTIVES
RIGHT
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SLOW
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TODAVIA
LIBRARY
MAGAZINE
NOBODY
NURSE
PATIENT
PEOPLE
FOOD
FRIENDSHIP

UNIT I



I) NEGATIVE FORM.

II) CONJUNCTIONS.

- (A) CO-ORDINATING CONJUNCTIONS
- (B) CORRELATIVE CONJUNCTIONS
- (C) SUBORDINATING CONJUNCTIONS.

III) COMPREHENSION READING.

IV) REVIEW EXERCISES.

V) VOCABULARY



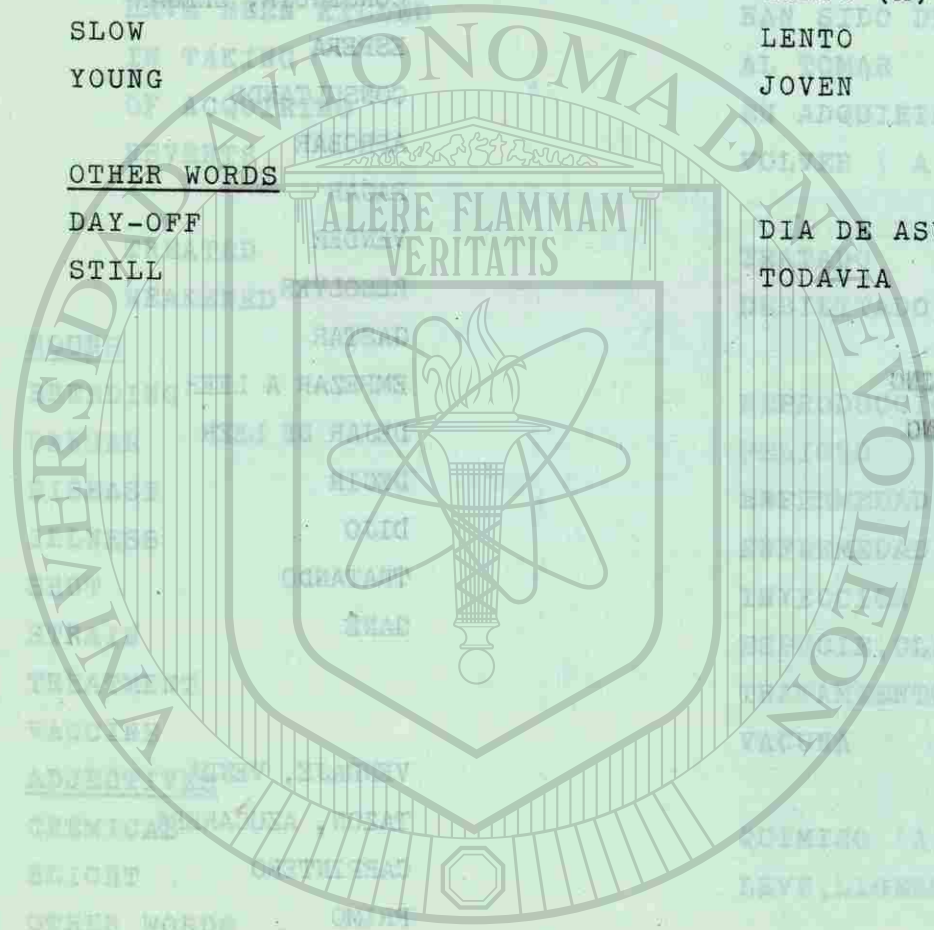
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UNIT I



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UNIDAD I I

- OBJETIVOS ESPECIFICOS -

WALKER
YOUNG

ADJECTIVES

RIGHT

Al final de la unidad el alumno podrá cambiar oraciones de la forma afirmativa a la forma negativa.

Reconocerá, distinguirá, y sabrá usar las conjunciones en inglés.

2.1.-USO DE "NOT".--Conocerá el uso de la partícula "NOT" así como la construcción negativa con los diferentes auxiliares, ejemplificándose al principio con situaciones gráficas.

2.2.-REPASO DE LOS AUXILIARES.--El alumno hará un repaso de los auxiliares estudiados en semestres anteriores, pero ahora con la nueva forma: la forma negativa.

2.3.-AUXILIARES DO - DOES - DID.-- Se dedicará atención especial al uso de los auxiliares "DO-DOES-DID" en la formación de las oraciones negativas.

2.4.-EJERCICIOS.--El alumno cambiará oraciones afirmativas a la forma negativa.

2.5.-CONJUNCIONES.--El alumno conocerá la función y significado de las conjunciones en general en el cuadro que está al iniciarse este tema, donde se hace la clasificación correspondiente.

2.6.-PLANTEAMIENTO Y EJERCICIOS.--Gráficamente se hace un planteamiento de cada una de las conjunciones y en cada caso el alumno contestará una serie de reactivos para demostrar lo que ha aprendido al respecto.

2.7.-LECTURA DE COMPRESION.--El alumno comprenderá el texto titulado "Computers, Progress and You" en el cual se usa un vocabulario técnico-científico. El alumno responderá a las preguntas que se hacen al final del texto, para verificar su comprensión.

2.8.-REVIEW EXERCICES.--Estos ejercicios servirán para darnos cuenta del avance obtenido en los dos temas vistos: la forma negativa y las conjunciones.

2.9.-VOCABULARIO.-- El vocabulario que está al final de la unidad deberá irse aprendiendo a lo largo del desarrollo de la misma.

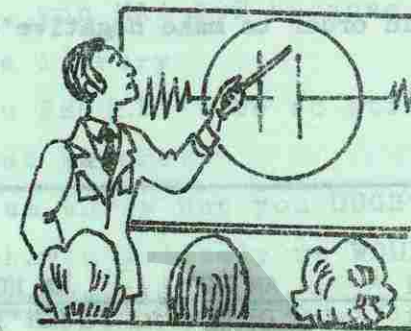
2.1

I am a student

I am not a student



Mr Valenzuela has worked in the same school for 25 years. He hasn't worked in a factory. You must go to the dentist. You must not eat more candy.



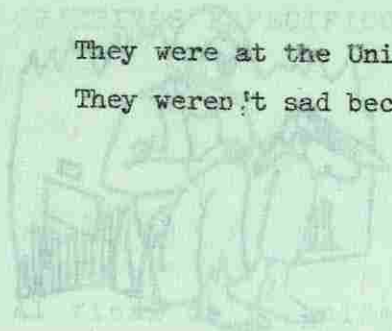
She will study for the exams



She won't study during vacation



They were at the University Stadium
They weren't sad because the "Tigers" won.



2.2

OBSERVE: VERITATIS

We use "NOT" after these helping verbs in order to make negative - sentences.

MUST	MUST NOT	MUSTN'T			
CAN	CAN NOT	CAN'T			
COULD	COULD NOT	COULDN'T	AM	AM NOT	AM NOT
SHOULD	SHOULD NOT	SHOULDN'T	IS	IS NOT	ISN'T
WOULD	WOULD NOT	WOULDN'T	ARE	ARE NOT	AREN'T
WILL	WILL NOT	WON'T	WAS	WAS NOT	WASN'T
MIGHT	MIGHT NOT	MIGHT NOT	WERE	WERE NOT	WEREN'T
MAY	MAY NOT	MAY NOT	HAVE	HAVE NOT	HAVEN'T
SHALL	SHALL NOT	SHALL NOT	HAS	HAS NOT	HASN'T
UGHT	UGHT NOT	UGHT NOT	HAD	HAD NOT	HADN'T

NOTICE: The helping verbs MAY, MIGHT, SHALL AND UGHT do not form contractions

IN THE LIBRARY

(DIALOGUE)

ROSE: I am looking for a good book. Can you help me Don?
 DON: Yes, of course. Have you already read "The Children of Sanchez" by Oscar Lewis?
 ROSE: No, I HAVEN'T. I WON'T read that book now. I want something -- funny to read.
 DON: Well, have you read "Rabbit Hill" by Robert Lawson? I think you will enjoy it.
 ROSE: You CAN'T BE SURE. I HADN'T heard of it before. However I consider it MIGHT be interesting, it MIGHT NOT.
 DON: So, you AREN'T going to read an animal story.
 ROSE: Perhaps it ISN'T what I want. I AM NOT interested in animal -- stories now. I want something amusing to read. May I get in to choose the books you got in there?
 DON: No, you MAY NOT because I MUSN'T let anybody get right into the library.
 ROSE: You SHOULDN'T be so strict about that. You HADN'T been like -- that before.
 DON: I am sorry but you OUGHT NOT to be so rude either. If you had behaved politely we WOULDN'T have had any dissatisfaction. We WEREN'T kind enough to each other. Maybe I COULDN'T understand exactly what you wanted.
 ROSE: I am sorry. I WASN'T clear enough about what I want. My speech HASN'T gone straight to the point. Let's forget those books. Shall we go to the discotheque this evening?
 DON: No, we SHALL NOT. I want to take you to the movies.

EXERCISES

1 - WRITE THE NEGATIVE FORMS OF THE HELPING VERBS INDICATED, USE THE CONTRACTED FORMS WHENEVER IT IS POSSIBLE.

Example:

Louis CAN'T write a letter in English.

can

- 1.- It _____ ready for the competition.
is
- 2.- Richard _____ stay in Canada next December.
will
- 3.- I _____ in the classroom now.
am
- 4.- The players _____ practicing properly last training.
were

5.- Norma _____ traveled to Chicago many times.

has

6.- They _____ to buy this new book.

ought

7.- I _____ visit my relatives in Mexico City.

shall

8.- The teachers _____ understood the new program.

have

9.- The inflation _____ increase a 5% monthly.

may

10.- Paul Mc Cartney _____ sung that song before.

had

11.- The teacher _____ come this week.

might

12.- It _____ very cold last night

was

13.- He _____ park his car in that street.

would

14.- The workers _____ get late to their jobs.

should

15.- Hellen _____ get any good blouse.

could

16.- The data _____ correct.

are

17.- You _____ go to the movies during exam periods.

must

II. TRANSLATE

1.- Miguel de la Madrid is not in his office.

2.- This horse will not win the race.

3.- The "Tigers" team could not win the prize.

4.- The books are not in the library.

5.- I am not your Chemistry teacher.

6.- The dog must not run in the garden.

7.- Albert was not in the park yesterday.

8.- The students had not forgotten the answers.

9.- You ought not to forget checking up the oil level.

10.- They were not studying 3 hours long.

11.- She would not like to see you in the classroom.

12.- Your father may not work next holiday.

13.- Some students should not complain about exams.

14.- The books had not been sold yet.

15.- We shall draw a beautiful picture.

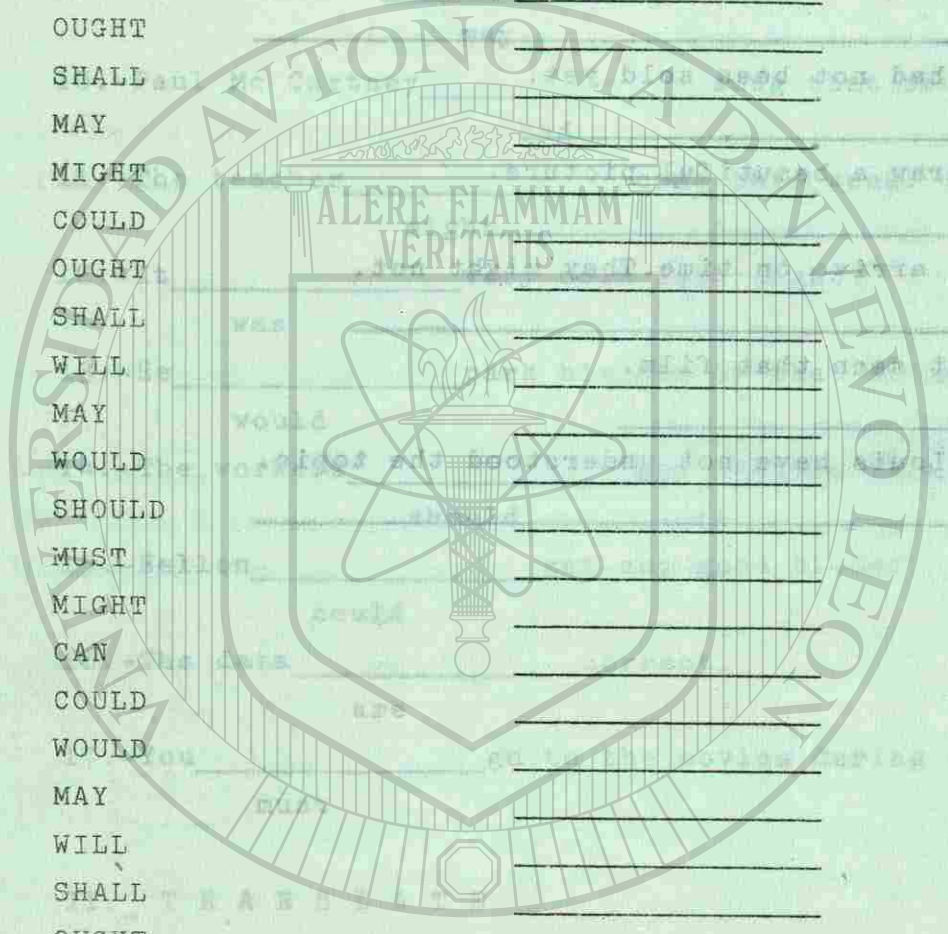
16.- They might arrive on time. They might not.

17.- She has not seen that film.

18.- Jane and Louis have not understood the topic.

III. WRITE THE NEGATIVE FORMS. COMPLETE THE SECOND COLUMN WITH --
THE CONTRACTED FORM, WHENEVER IT IS POSSIBLE.

HELPING VERB	NEGATIVE (NON CONTRACTED)	NEGATIVE (CONTRACTED)
CAN		
SHOULD		
WOULD		
MUST		
WILL		
OUGHT		
SHALL		
MAY		
MIGHT		
COULD		
WOULD		
MAY		
WOULD		
SHOULD		
MUST		
MIGHT		
CAN		
COULD		
WOULD		
MAY		
WILL		
SHALL		
OUGHT		
CAN		
MUST		
MIGHT		
COULD		
WERE		
AM		
HAS		
IS		
HAD		
WAS		
ARE		
HAVE		
AM		
HAVE		
IS		
HAS		



ARE	_____	_____
HAD	_____	_____
WERE	_____	_____
WAS	_____	_____

2.3 NEGATIVE FORM WITH THE AUXILIARIES DO-DOES-DID

Mike runs



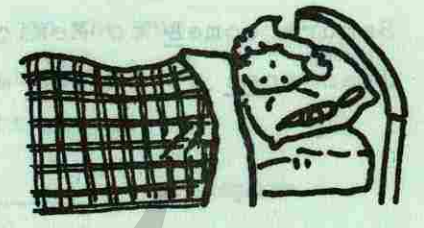
JOHN DOES NOT RUN



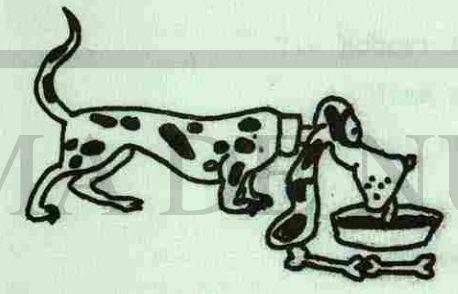
Alice swims



JOAN DOES NOT SWIM



Fido eats



PATAN DOES NOT EAT



OBSERVE:
WE MAKE PRESENT TENSE NEGATIVE SENTENCES USING THE EXPRESSION ----
" DOES NOT " (DOESN'T) WITH THE PRONOUNS HE, SHE IT.

BE AWARE OF SOME CHANGES:

AFFIRMATIVE: HE DRINKS
NEGATIVE: HE DOES NOT DRINK

AFFIRMATIVE: SHE EATS
NEGATIVE: SHE DOES NOT EAT

AFFIRMATIVE: IT WORKS
NEGATIVE: IT DOES NOT WORK

AFFIRMATIVE SENTENCES

My brother studies music.
Your sister goes to the concert.
This car runs very fast.
Sandra comes to Mexico every year.
Juan goes to Laredo every Saturday.

NEGATIVE SENTENCES

He does not study engineering.
She does not go to the movies.
Yours does not work.
She does not go to Florida.
He does not go to Guadalajara.

2.4

EXERCISES

I.- FILL IN THE BLANKS WITH THE CORRECT ANSWER.

EXAMPLE:

Peter drinks water. He does not drink cocacola.

- a) Not drinks b) does not drink
c) is not drink d) drinking not

- 1.- Alicia eats chicken. She vegetables.
2.- The motorcycle runs very fast. It slowly.
3.- The teacher explains the verbs. He the adjectives.
4.- This boy goes early. He late.
5.- The cat sleeps here. It on the rug.
6.- Theresa sings a romantic song. She opera.
7.- Robert Redford likes pizza. He hamburgers.
8.- He eats breakfast very early. He breakfast late.
9.- The engineer works on Monday. He on Sunday.
10.- He comes at 9.00 o'clock. He at 7.00 o'clock.

"DOES NOT" CAN BE CONTRACTED:

DOES NOT : DOESN'T

II. FILL IN THE BLANKS CHOOSING THE PROPER PRONOUN.

EXAMPLE:

_____ doesn't understand you
They-she

- 1.- _____ doesn't work very well.
I - it
- 2.- _____ doesn't copy the lesson.
She - we
- 3.- _____ doesn't play volley-ball.
He - you
- 4.- _____ doesn't jump high
She - they
- 5.- _____ doesn't come home.
He - I

III. COMPLETE WITH THE EXPRESSION "DOESN'T", THEN TRANSLATE.

Example:

Mickey Jagger sings very well. He _____ sing opera.

- 1.- Bianca Jagger works hard too. She _____ work in a school.
- 2.- She plays some musical instruments. She _____ play the _____ accordion.
- 3.- Music means everything to them. It _____ mean something _____ useless.
- 4.- Mickey enjoys traveling everyday. He _____ enjoy remaining _____ still.
- 5.- Their art takes happiness to their fans. It _____ take _____ sorrow.

IV. CHANGE TO THE NEGATIVE FORM.

Example: The policeman decides to stop me.

- 1.- The traffic lets me go home.
- 2.- The policeman follows me on his motorcycle.
- 3.- My sister says she is nervous.
- 4.- My car runs fast enough.

5.- The policeman wants me to stop.

6.- My sister likes this situation.

7.- She enjoys car races.

8.- The policeman gets angry.

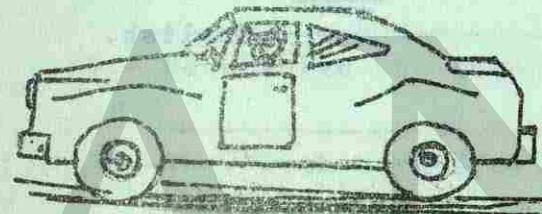
9.- The car stops.

10.- The policeman gives me a fine.

2.6

I DRIVE My car

I don't drive a motorcycle



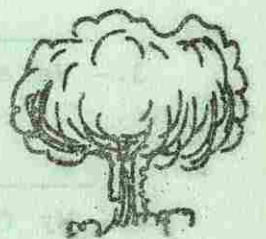
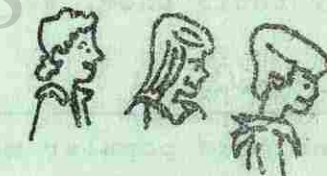
STUDY English

I don't study Chinese



We like people

We don't like violence



They dance cha-cha-cha

They don't dance a Waltz



NOTICE: WE MAKE NEGATIVE SENTENCES USING THE EXPRESSION "DO NOT" -- (DON'T) FOR THE PRONOUNS I, YOU, WE, THEY IN PRESENT TENSE. --

EXAMPLES:

I go home

I don't go home.

I eat lunch

I don't eat lunch.

You erase the board

You don't erase the board.

They open the door

They don't open the door.

You and I study English

You and I don't study English.

EXERCISES

1. COMPLETE WITH THE EXPRESSION "DO NOT" (DON'T) AND TRANSLATE.

Example:

The "Jackson five" dance very well. They _____ dance the "Jarabe Tapatio"

1.- You know some of their music. You _____ know their first _____ songs.

2.- I have some of their records. But I _____ have the last one.

3.- We enjoy their show. We _____ enjoy it when the T.V.set is _____ off.

4.- My friend like popular music.They _____ like classical music.

5.- I dance every Sunday.I _____ dance on Monday.

II. CHANGE TO THE NEGATIVE FORM.

Example:

You turn off the T.V. set.

1.- They keep their records.

2.- I forget the songs I listen.

3.- We want to start studying.

4.- We carry our books to study.

5.- They want to visit "Franklin Library".

6.- I do my homework about computers.

7.- You write an essay about data processing.

8.- They enter the I B M building.

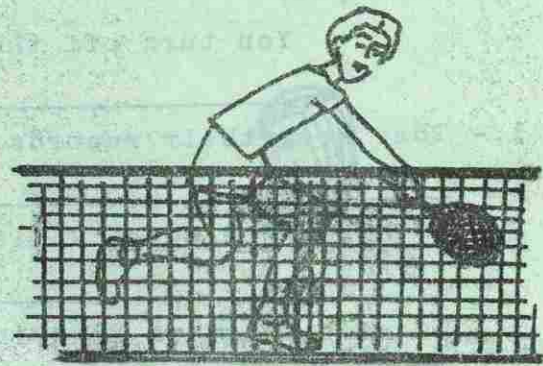
9.- We observe the computers.

10.-They look beautiful.

DID NOT (DIDN'T)



Peter travelled yesterday



Mike didn't travel yesterday.



The boys sang yesterday



They didn't sing today



I studied Mathematics



I didn't study Geometry

NOTICE: WE MAKE PAST TENSE NEGATIVE SENTENCES USING THE EXPRESSION DID NOT (DIDN'T) WITH ALL THE PRONOUNS. THE VERB IS USED IN INFINITIVE WITHOUT "TO".

AFF. I ERASED THE BOARD I ERASED THE BOARD.
NEG. I DID NOT ERASE THE BOARD I DID NOT ERASE THE BOARD.

AFF. YOU WORKED HARD YOU WORKED HARD
NEG. YOU DID NOT WORK HARD YOU DID NOT WORK HARD.

AFF. HE OPENED THE DOOR HE OPENED THE DOOR
NEG. HE DID NOT OPEN THE DOOR HE DID NOT OPEN THE DOOR.

AFF. SHE STUDIED ENGLISH SHE STUDIED ENGLISH.
NEG. SHE DID NOT STUDY ENGLISH SHE DID NOT STUDY ENGLISH.

AFF. IT RAN FAST IT RAN FAST. ®
NEG. IT DID NOT RUN FAST IT DID NOT RUN FAST.

AFF. WE ATE LUNCH WE ATE LUNCH.
NEG. WE DID NOT EAT LUNCH WE DID NOT EAT LUNCH.

- 1.- You followed the diagram directions, but you _____
this one. _____ didn't write-didn't wrote
- 2.- The girls got the directions but she _____ the formula.
_____ didn't got-didn't get
- 3.- The professor wrote the formula but he _____ the _____
directions. _____ didn't erased-didn't erase
- 4.- You wanted to see the model but you _____ to see me.
_____ didn't wanted-didn't want
- 5.- We changed the model but we _____ the process.
_____ didn't change-didn't changed

III. CHANGE TO NEGATIVE FORM.

EXAMPLE:

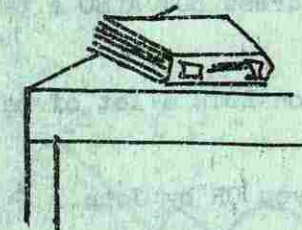
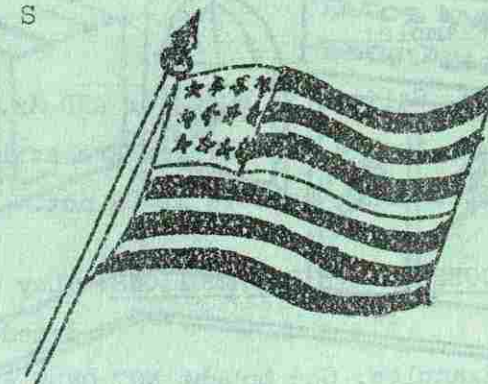
We wanted the material requisition.

- 1.- They knew what is data processing like.
- 2.- Our computer gave all the calculations.
- 3.- Mr. Johnson observed the raw material accurately.
- 4.- I stopped this new device.
- 5.- That computer followed a complicated program.
- 6.- This application began with one addition and one subtraction.
- 7.- We wrote all that business information.
- 8.- The chain printer used five sections.
- 9.- The basis of business relationships changed very much.
- 10.- The engineer gave all the directions.

2.5

CONJUNCTIONS

This book must be Robert's OR Mike's



This is America,
Love it OR leave it.

Do you love Brooke Shields
OR me?

Trick OR treat.



2.6

The word " OR " is a Conjunction.

A conjunction is like a bridge or a link. In all the speaking and writing that you do, you make use of words that connect your thoughts. One kind of connective word is the conjunction.

There are three kinds of conjunctions:

A) Co-ordinating conjunctions: AND, BUT, OR, NOR, FOR. ®

B) Correlative conjunctions:

Either...or Both...and Whether...or
Not only...but also Neither...nor.

C) Subordinating conjunctions: AFTER, ALTHOUGH, BECAUSE, -----

BECAUSE OF, BEFORE, IF, UNLESS, -
UNTIL, WHEN, WHENEVER, WHILE, AS,
HOW, WHAT, WHERE, WHEREVER, ----
MEANWHILE, ETC.

CO-ORDINATING CONJUNCTIONS: They link ideas of equal rank in a ---
sentence.

Example:

Mr. Salinas is a doctor AND Mr. Perez is an engineer.
You took a nap BUT you are still sleepy.
It's true, believe it OR not.

CORRELATIVE CONJUNCTIONS: They are always used in pairs and placed immediately before the parallel terms.

Examples: She bought NOT ONLY a beautiful dress BUT ALSO a pair of shoes.

The "Tigers" of our University won BOTH a lot of money AND a lot of fame.

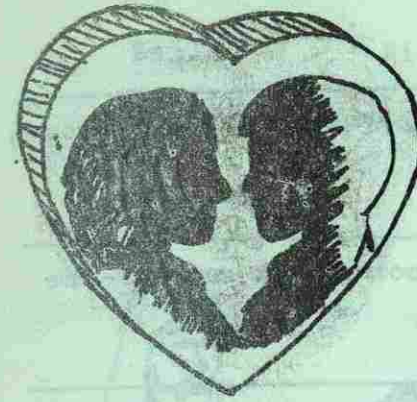
This book may be used EITHER by you OR by John.

SUBORDINATING CONJUNCTIONS: They are used to begin subordinating clauses, usually adverb clauses.

Example:

Mr. Gomez could wait for us BECAUSE he didn't go to his office.
They wanted to stay WHERE the hunting would be good.
Please, call at the school BEFORE you go out.

2.6



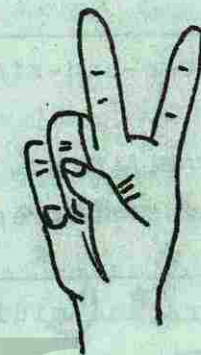
MIKE AND ALICE



TACOS AND ENCHILADAS



"THE BEAUTY AND THE BEAST"



PEACE AND LOVE

OBSERVE THESE SENTENCES:

I want ham AND eggs for breakfast.

Quiero jamón Y huevos para el desayuno.

He asked coffee AND doughnuts in San Antonio

El pidió café Y donas en San Antonio.

Young people enjoy dancing AND talking.

La gente joven goza bailando Y platicando.

You can't whistle AND drink water in the meantime.

Tú no puedes silbar Y beber agua al mismo tiempo.

Swimming AND fishing are my favorite sports.

Nadar Y pescar son mis deportes favoritos.

2.6

E X E R C I S E S

I.- WRITE THE WORDS IN THE CORRECT ORDER.

Example:

Tacos-enchiladas-buys-and-she

Milk-me-bread-and-give-

Juliet-and-are-in-Romeo-love.

And-dancing-enjoys-she-singing

Heavy-book-thick-and-is-the

Tapes-used-and-I-cards

Fruit-bought-and-she-flowers

And-everyday-they-write-read

I-go-will-and-you

Are-running-the-and-kids-playing

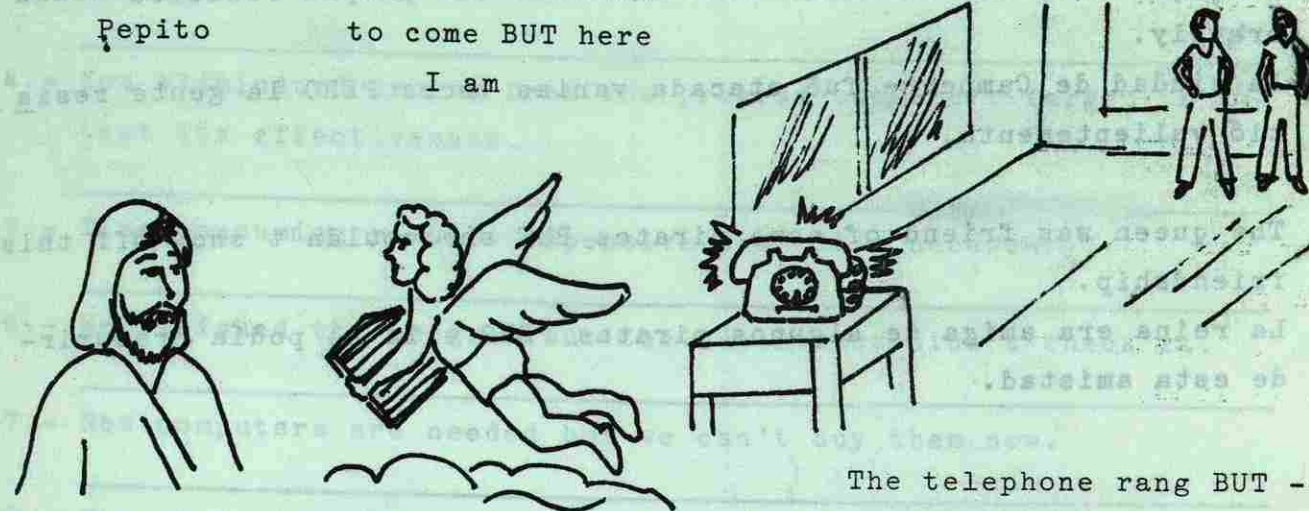
Hamburger-soda-asked-and-she

II.- TRANSLATE.

- 1) Technology and progress always go together.
- 2) Minicomputers and midicomputers are both very useful.
- 3) Calculating and recording are two important processes.
- 4) Multiplication and division are two arithmetic processes.
- 5) The payroll department records the data and uses them later.
- 6) Mr. Reagan worked 40 regular and 10 overtime hours.
- 7) Data reporting and data storage are part of this cycle.
- 8) It involves the reconstruction and processing of data.
- 9) The input-output symbol and the process symbol are well known.
- 10) Sales analysis and accounts payable are important data.

2.6

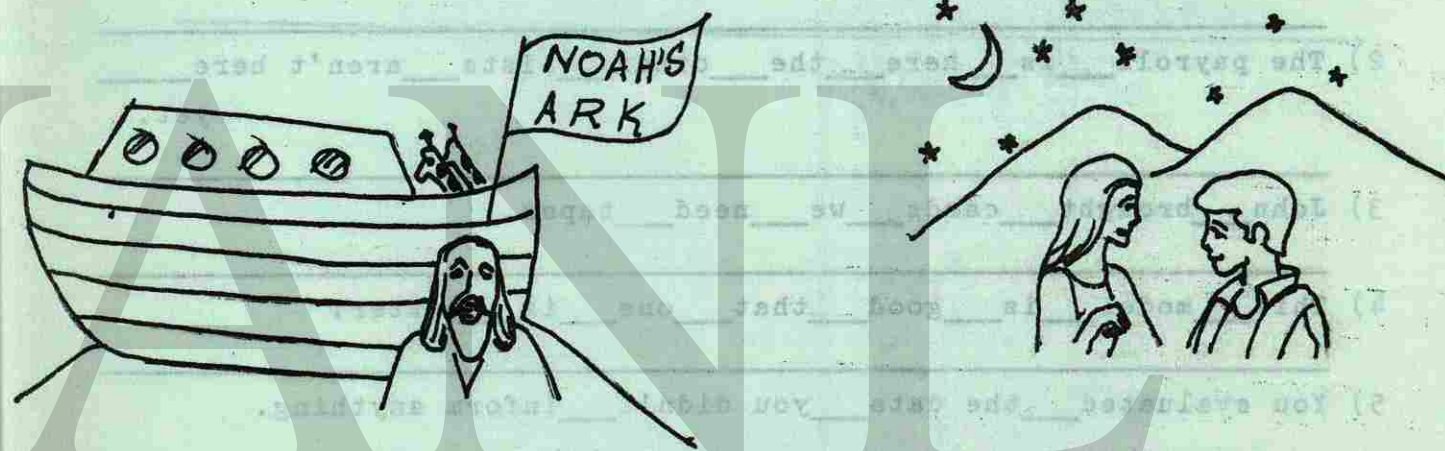
Hello Hi, I didn't want
 Pepito to come BUT here
 I am



(St. Peter)

The telephone rang BUT -- nobody answered.

I love you, BUT the only -- problem is my wife



I used to have some pets BUT this is too much.

THE USE OF " BUT " OBSERVE THESE SENTENCES

Pirates were always ready to fight BUT they lost many battles.
 Los piratas estaban siempre listos para pelear PERO perdieron muchas batallas.

They seized ships BUT did not bother our people.
 (Ellos) tomaban los barcos PERO no molestaban a nuestra gente.

"Blackbeard" always terrified his victims BUT did not kill them.
 "Barba-negra" siempre aterrorizaba a sus víctimas PERO no los mataba.

1020115237

Campeche city was attacked several times BUT people resisted bravely.

La ciudad de Campeche fué atacada varias veces PERO la gente resistió valientemente.

The queen was friend of some pirates BUT she couldn't show off this friendship.

La reina era amiga de algunos piratas PERO ella no podía presumir de esta amistad.

EXERCISES

1.- WRITE THE WORD "BUT" IN THE CORRECT PLACE, THEN WRITE THE WHOLE SENTENCE:

Example: Cards are useful tapes give more advantages.

1) This is a complex program we can use it.

2) The payroll is here the other lists aren't here yet.

3) John brought cards we need tapes.

4) This model is good that one is better.

5) You evaluated the data you didn't inform anything.

6) The method is correct we didn't know it.

7) Reports were presented in proper forms not on time.

8) She classified the data nobody checked them.

9) Common characteristics are important more data are needed.

10) The volume of information is fine we still need more.

TRANSLATE

1.- The data are in this track but she didn't know it.

2.- These disk files are capable of storing 10 million of characters but we need more.

3.- The key punching is not obsolete now but it might be in the future.

4.- You eliminated errors from the program but don't forget to test its effectiveness.

5.- Time consuming results expensive, but it's necessary.

6.- We finished the program but the supervisor didn't check it.

7.- New computers are needed but we can't buy them now.

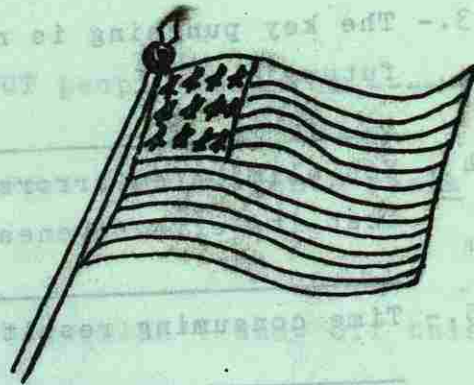
8.- The whole processing is over, but we didn't check the last part.

9.- The magnetic tapes are ready but you are not ready yet.

10.- The numeric characters are clear but you need glasses.



This book must be Robert's OR Mike's.



Welcome to America ----- love it OR leave it.



Trick OR treat !



Do you prefer Brooke -- Shields or me?

OBSERVE THESE SENTENCES

- 1.- Is this your car OR Edward's
¿Es este tu carro O de Eduardo?
- 2.- You may use a pen OR a pencil.
Puedes usar una pluma O un lápiz.
- 3.- They might come tomorrow OR day after tomorrow.
Ellos tal vez vengan mañana O pasado mañana.
- 4.- I want to go downtown with you OR with Elizabeth.
Quiero ir al centro contigo O con Elizabeth.
- 5.- They will know it, sooner OR later.
Ellos lo sabrán, tarde O temprano.

1.- WRITE THE WORDS IN THE CORRECT ORDER.

EXAMPLE:

Exercises-five-are-enough-four-or

- 1.- Be-James-must-or-here-George
- 2.- In class-pens-useful-pencils are-or.

- 3.- A-a-T.V.-set-or-wants-she-radio.
- 4.- The car-may-or-be-used-the truck.

- 5.- Banana-take-may-a-an-orange-or-you.
- 6.- Or-we-Puebla-Guadalajara-visit- - might.

- 7.- Me-three-pens-or-two-give.
- 8.- Fishing-sports-good-are-hunting-or.

- 9.- Melons-me-watermelons-or buy.
- 10.- Not-believe-it's true-it-or.

II.- TRANSLATE INTO SPANISH.

- 1.- I don't know who is sick, Mr. Watson or your father.
- 2.- Your father must be in room # 4 or room # 5.
- 3.- Your father should take these pills or that medicine.
- 4.- You or your brother must be with him.
- 5.- He ought to rest or he might have complications.
- 6.- Your mother or your sister may help too.
- 7.- They might stay overnight or in the morning.
- 8.- He ought to eat fruit or vegetables.
- 9.- The nurse should be here tonight or tomorrow morning.
- 10.- He wants Miss Mexico or Miss Venezuela as nurses.

That car won't run forwards
NOR backwards.



This is not our car-----
NOR yours either.

We don't have the old
car NOR the new one

I won't drive Alice's --
car, NOR yours.

USING THE WORD "NOR"

OBSERVE THESE SENTENCES:

Mike won't wait for us NOR for the taxi cab.

Mike no nos esperará a nosotros NI al taxi.

He can't be late today NOR tomorrow.

El no puede llegar tarde hoy NI mañana.

Nobody should miss the lecture NOR the exposition.

Nadie debe perderse la conferencia NI la exposición.

The lecture for tomorrow won't be interesting NOR amusing.

La conferencia de mañana no será interesante NI divertida.

Our play won't be too short NOR too long.

Nuestra obra no será demasiado corta NI demasiado larga.

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EXERCISES

I.- WRITE THE WORD "NOR" IN THE CORRECT PLACE, THEN WRITE THE WHOLE SENTENCE:

Example:

This exercise ___ is not ___ difficult ___ complicated.

1.- Old cars ___ are not ___ difficult to drive ___ to be fixed.

2.- Traveling by plane is ___ not boring ___ tiresome.

3.- The exam ___ won't be ___ taken ___ the English ___ class.

4.- Mr. Watson ___ won't be ___ seen ___ Mr. Jones.

5.- She doesn't ___ want ___ to play the guitar ___ the piano.

6.- I couldn't get ___ a pencil ___ a pen.

7.- This pen ___ is not ___ for you ___ for me.

8.- I won't travel ___ by ___ car ___ by train.

9.- This book ___ is not ___ mine ___ yours.

10.- I don't ___ want ___ to see ___ you ___ your friends.

II.- TRANSLATE.

1) Computers are not very simple nor inexpensive devices.

2) They are not easy to manipulate nor to give maintenance.

3) You didn't bring tapes nor disks.

4) Your company doesn't have a maxicomputer, nor a midicomputer.

5) The operator doesn't know how to manipulate this model nor the IBM-360.

6) We didn't check wire "X" nor wire "Y".

7) He isn't using the output symbol nor the process symbol.

8) This is not an adhesive material nor a magnetic one.

9) He is not using magnetic cards nor magnetic tapes.

10) The telephone channels aren't ready nor the telegraph channels are.



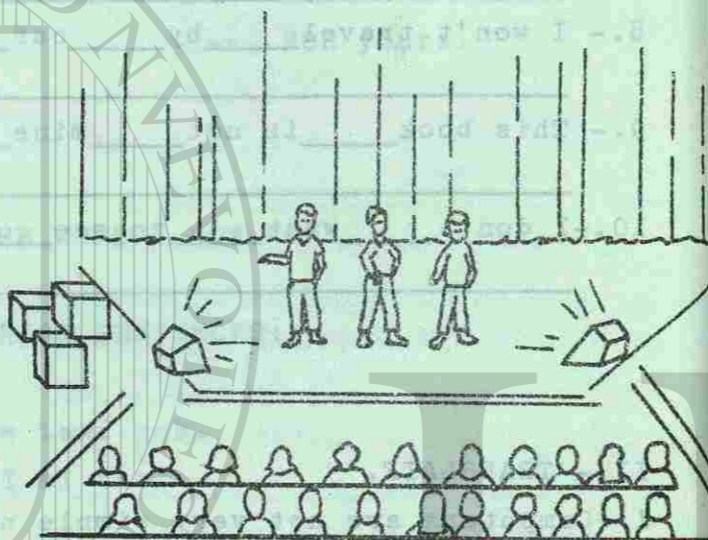
-This book is FOR me.



-They are going to come FOR some water.



-I say it FOR your own good.



-We will see this show FOR the last time.

USING THE WORD "FOR"

OBSERVE THESE SENTENCES:

These chairs are used FOR special events.

Estas sillas son usadas (se usan) PARA eventos especiales.

They won't be used FOR your party.

No serán usadas PARA tu fiesta.

We will bring chairs FOR our friends.

Traeremos sillas PARA nuestros amigos.

It was hard FOR me to get furniture this morning.

Fué difícil PARA mi conseguir mobiliario esta mañana.

They needed me FOR that job.

Ellos me necesitaban PARA ese trabajo.

EXERCISES

I.- WRITE THE WORD "FOR" IN THE CORRECT PLACE, THEN WRITE THE WHOLE SENTENCE.

Example:

The message won't be ready tomorrow.

1.- The flowchart will be basic our program.

2.- These symbols will be used this flowchart.

3.- These disks were used keeping important data.

4.- Technicians use special materials telegraph channels.

5.- The program is special saving money.

6.- This message is you.

7.- This transmission terminal is not our computer.

8.- Magnetic tapes are used purposes like this.

9.- I want the data collection tomorrow.

10.- We have used disks this job.

II.- TRANSLATE.

1.- John is going to use our computer for this job.

2.- No cards will be needed for our task.

3.- They will be needed for other purposes.

4.- Borroughs has a special offer for their customers.

5.- I B M has lowered prices for some specific countries.

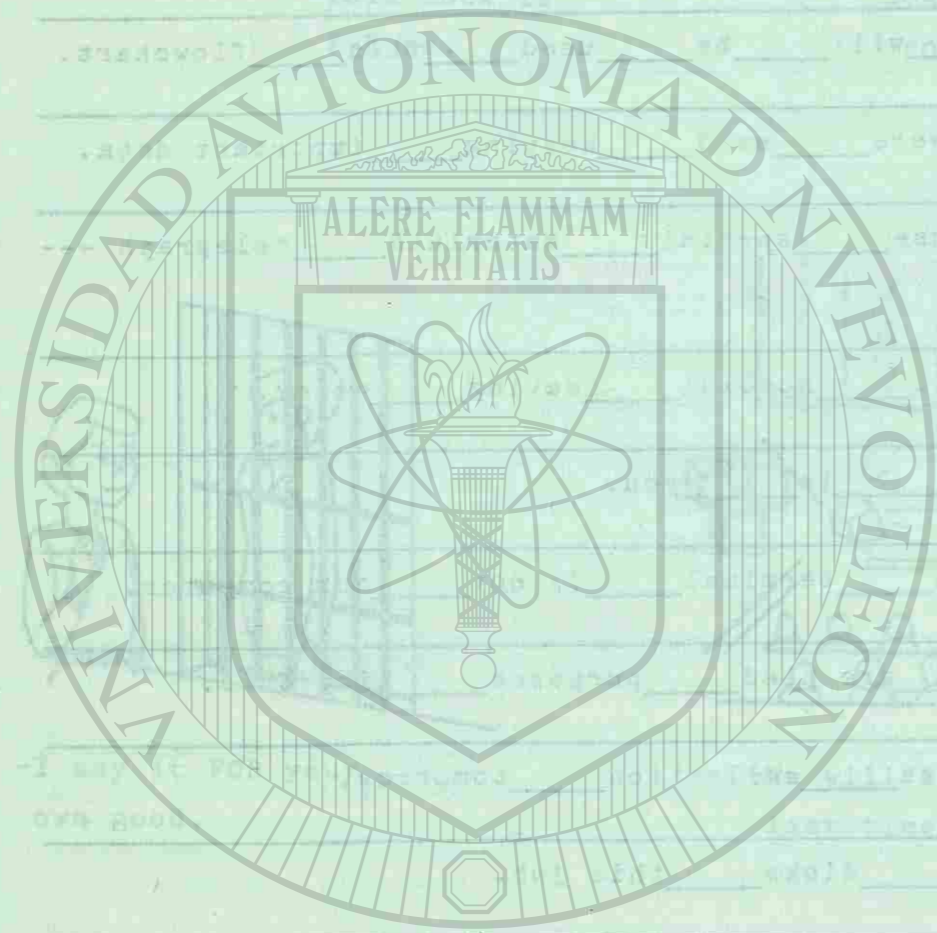
6.- These accesories are used for devices like this one.

7.- New flowcharts will be needed for this program.

8.- We are going to use another tape for special characters.

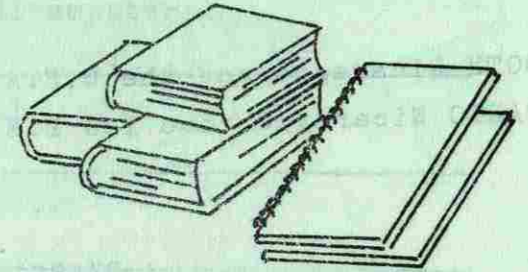
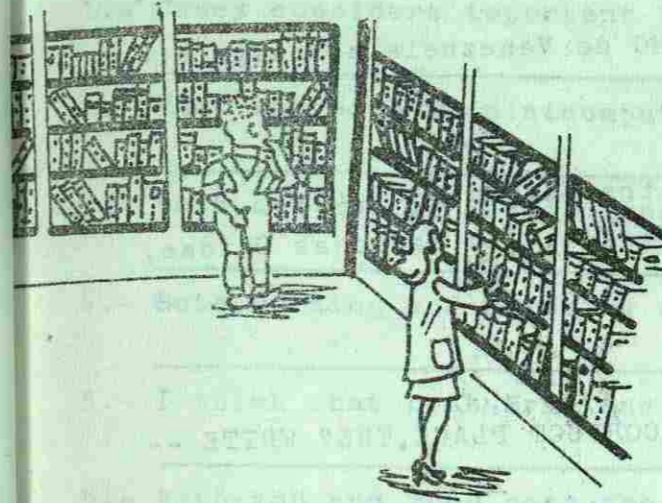
9.- New devises will be acquired for your department.

10.-We have used cards for this job.



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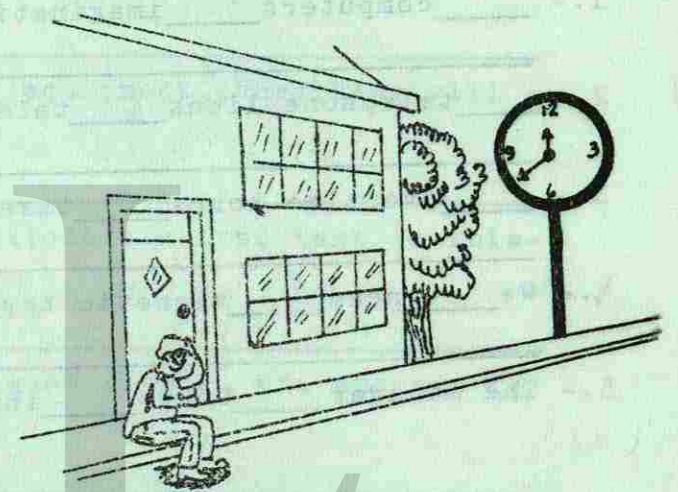


Both Anna and Peter are going to be in the library.

Both, books and booklets are interesting.



They are reading both poetry and theater.



Waiting for Jane and Peter is both tiring and boring; they're always late.

USING " BOTH..AND " OBSERVE THESE SENTENCES:



Are BOTH Russians AND Americans going to be quarreling today?
¿Van a estar disputando hoy TANTO los rusos COMO los americanos?

Wars always bring BOTH hunger AND death.
Las guerras traen siempre AMBOS (elementos) hambre Y muerte.

BOTH Vietnam AND Central America have been complicated regions.
TANTO Vietnam COMO Centroamérica han sido regiones complicadas

The foreign policy of both Mexico and Venezuela are somewhat----- similar.

La política exterior TANTO de Mexico COMO de Venezuela son algo similares.

BOTH Nicaragua and the U.S.A. belong to the United Nations.
TANTO Nicaragua como los E.E.U.U. pertenecen a las Naciones Unidas.

EXERCISES

I.- WRITE THE WORDS "BOTH...AND" IN THE CORRECT PLACE, THEN WRITE -- THE WHOLE SENTENCE.

EXAMPLE:

We will use disks tapes.

1.- computers imagination are necessary.

2.- telephone lines telegraph lines are necessary.

3.- overtime hours taxes are important data.

4.- We need magnetic tapes magnetic cards.

5.- The manager wants input information output information.

6.- He must be informed about minicomputers maxicomputers.

7.- conventional symbols specific symbols must be known.

8.- He knew data origination data manipulation.

9.- knowledge patience will be needed.

10.- we have computers well trained personnel.

II.- TRANSLATE

1.- Casey considers important both, the listing and the checking.

2.- They wanted both, minicomputers and midicomputers.

3.- Both, new models and old ones are useful.

4.- Both, working and creating are important.

5.- I think that both, Mr. Kane and Mr. Jones are excellent.

6.- Both, you and your boss are doing a good job.

7.- We consider that both, personnel and equipment are doing a good job.

8.- If we keep both, enthusiasm and this equipment, everything will have good results.

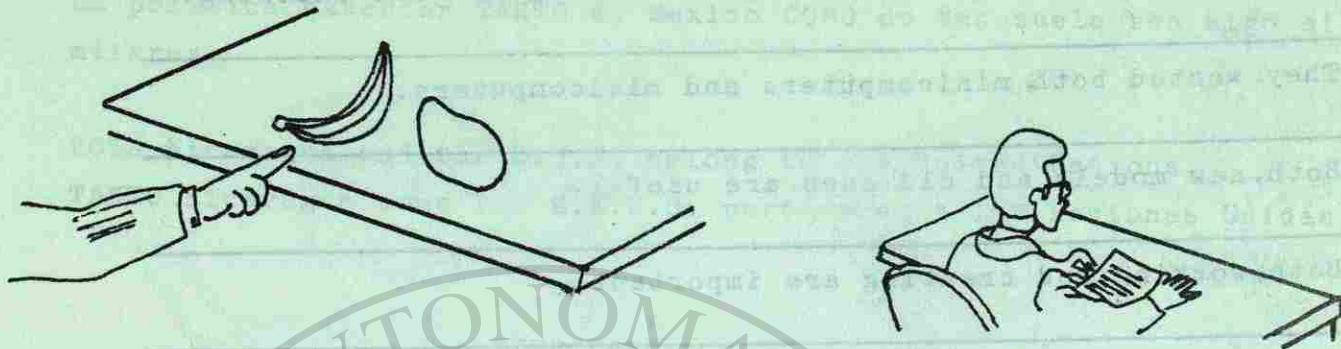
9.- Both, enthusiastic people and new devices are important in this factory.

10.- If you have both, good devices and good people, the success is yours.

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I must EITHER do the work OR --
drop the course.



Take EITHER the banana OR the
mango, but not both.

USING " EITHER...OR "
OBSERVE THESE SENTENCES:

I had to decide EITHER to stay in Mexico City OR to go out of town.
Tenía que decidir YA SEA permanecer en la ciudad de México O salir
de la ciudad.

Next vacation I want to go EITHER to Acapulco OR to Manzanillo.
En las próximas vacaciones quiero ir YA SEA a Acapulco O a Manzanillo.

We are going to take EITHER this bus OR that car right now.
Vamos a tomar YA SEA este autobús O aquel carro ahora mismo.

Our hosts must be EITHER waiting at the bus station OR near Sears.
Nuestros anfitriones deben estar esperando YA SEA en la estación de
autobuses O cerca de Sears.

We must be here EITHER next Sunday OR we'll have to stay 3 more ---
days.

Nosotros debemos estar aquí YA SEA el próximo domingo O tendremos
que permanecer 3 días más.

EXERCISES

I.- WRITE THE WORDS "EITHER...OR" IN THE CORRECT PLACE, THEN WRITE--
THE WHOLE SENTENCE.

Example:

The message must _____ be expressed _____ orally _____ in the _____ --
written form.

- 1.- The duplex _____ transmission mode. _____ permits _____ sending _____
receiving simultaneously.
- 2.- This program _____ may help us _____ saving money _____ avoiding ---
complications.
- 3.- The application of this IBM system may be _____ in sales ----
analysis _____ in accounts payable.
- 4.- We can get the midicomputer _____ in this version _____ in the disk
system.
- 5.- The chart can be read _____ from top to bottom _____ from left to
right.
- 6.- We can use _____ the input-output symbol _____ the process symbol.
- The steps in this flowchart might be described _____ in English--
_____ French.
- 8.- Using _____ the answer "Y" to signify "YES" _____ "N" meaning ---
"NO", both are correct.
- 9.- If they talk _____ about data division _____ procedure division,--
both belong to this program.
- 10.- I want to get _____ books _____ tapes with this type of -----
information

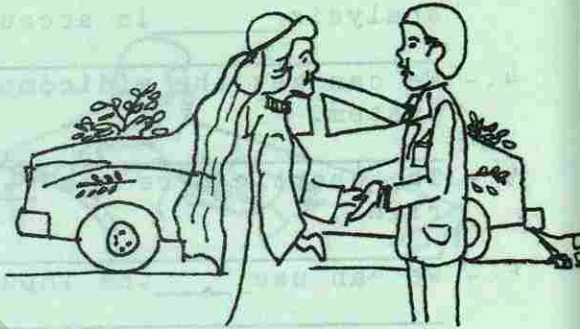
II.- MATCH

- | | |
|-----|---|
| () | I want to get either a disk... |
| () | She would read either from top to bottom... |
| () | They might use either the input-output symbol... |
| () | You can express the message either orally... |
| () | This transmission mode permits either sending... |
| () | If we use either the "Y" meaning "YES"... |
| () | In this program we might find either data division... |
| () | Using either the input-output symbol... |
| () | You must press either button # 1... |
| () | The checks must be either similar to model # 1... |

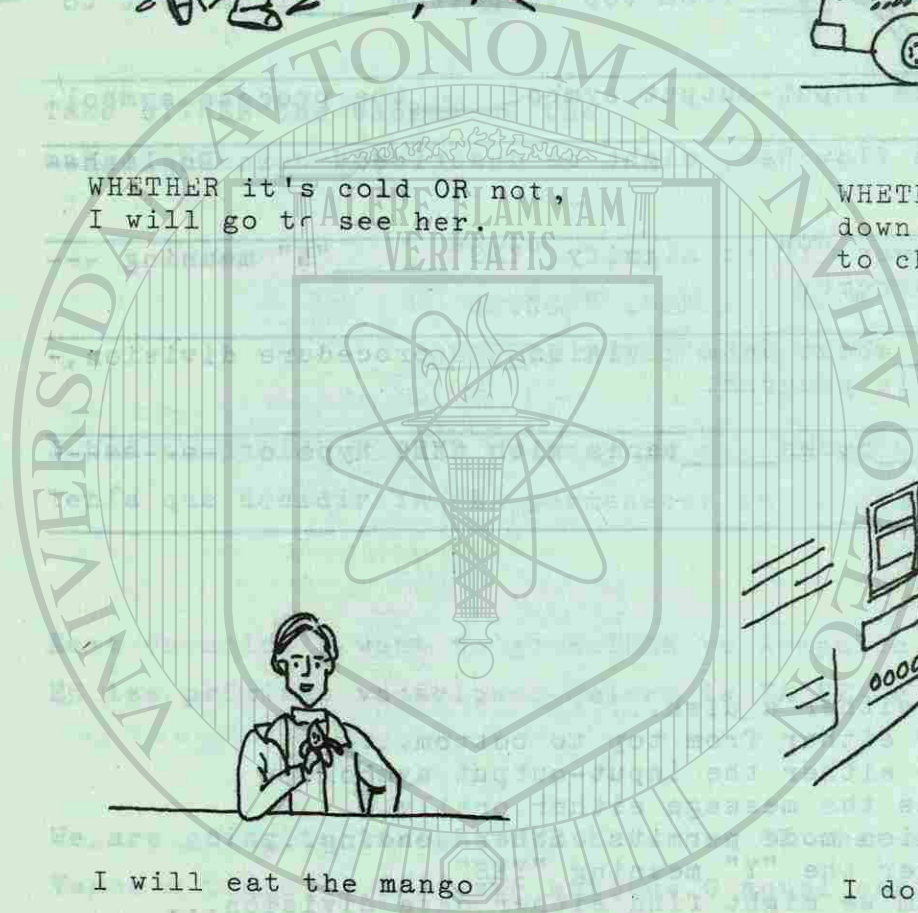
- 1)...or the process symbol
- 2)...or receiving information
- 3)...or button # 3
- 4)...or to model # 5
- 5)...or procedure division.
- 6)...or from left to right.
- 7)...or in the written form.
- 8)...or the "N" meaning "NO" they must be used --
properly.
- 9)...or a tape
- 10)...or the process symbol, both are correct.



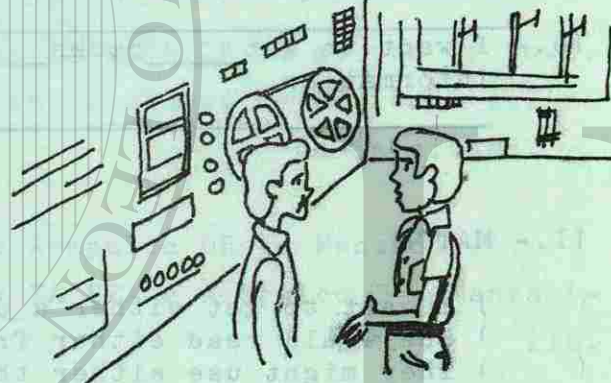
WHETHER it's cold OR not,
I will go to see her.



WHETHER the car is broken -
down OR not, we have to go
to church.



I will eat the mango
WHETHER it's sweet OR not.



I don't care WHETHER this -
computer is old OR new, the
program must be finished.

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USING "WHETHER...OR"

OBSERVE THESE SENTENCES:

We will stay in the "Cucarachón Inn" hotel WHETHER you like it OR not.

Permaneceremos en el hotel "Cucarachón" , te GUSTE O no.

The boys must come WHETHER they have books OR not.

Los muchachos deben venir, TENGAN libros o no.

Example:

This model should be bought WHETHER the president aproves it OR not.

Este modelo debe ser comprado, lo APRUEBE el presidente O no.

The employee has to be on time WHETHER he has a car OR not.

El empleado tiene que estar a tiempo, TENGA carro O no.

WHETHER you check the program OR not, we will give the information.

(Ya sea que) cheques el programa O no, nosotros daremos la información.

EXERCISES

1.- MAKE ONE SENTENCE OF EACH PAIR, USING THE WORDS "WHETHER...OR".
YOU MAY NEED TO REVERSE THE ORDER OF SENTENCE, ADD OR CHANGE ---
WORDS.

Example:

YOU MAY NOT CHECK THE PROGRAM. WE WILL GIVE THE INFORMATION.

1.- The car may be broken down. Romeo and Juliet have to go to church.

2.- The mango may not be sweet. I will eat it.

3.- The computer may not be new. The program must be finished.

4.- The boys may not have the books. They must come to class.

5.- The telephone channels may be out of order.
We have to get the information.

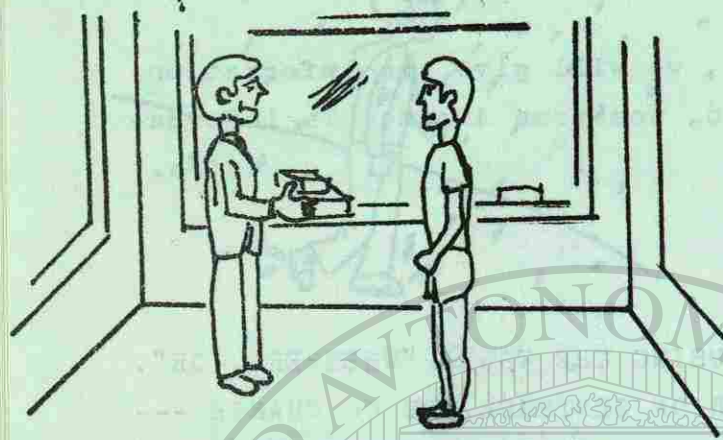
6.- The bus may be late. I have to be in the office at 9.00 o'clock.

7.- You may not like it. The ambulance will stop in front of your house.

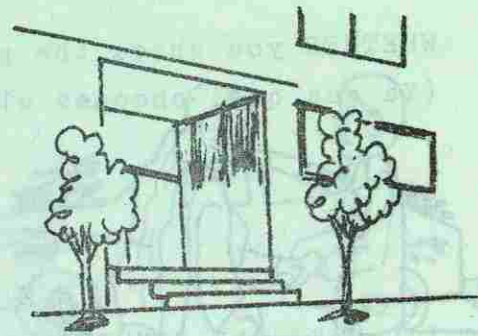
8.- Floyd will paint the wall pink. Mr. Jackson may not like it.

9.- Paul may not finish the program today. He has to start the new one.

10.- The secretary did not finish the work yesterday.
The work has to be finished tomorrow.



These books are NOT ONLY for you BUT ALSO for your sister.



Students read NOT ONLY poetry books BUT ALSO some Shakespeare plays.



This car is NOT ONLY beautiful, BUT ALSO very fast.



The play was NOT ONLY amusing BUT ALSO interesting.

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USING "NOT ONLY...BUT ALSO"

OBSERVE THESE SENTENCES:

Shakespeare was NOT ONLY a good writer BUT ALSO a good actor. Shakespeare era NO SOLAMENTE un buen escritor SINO TAMBIEN un buen actor.

He could understand NOT ONLY the human arrogance BUT ALSO his humility. El pudo entender NO SOLAMENTE la arrogancia humana SINO TAMBIEN su humildad.

His plays were NOT ONLY magnificent BUT ALSO very amusing. Sus obras fueron NO SOLAMENTE magníficas SINO TAMBIEN entretenidas.

He wrote NOT ONLY excellent plays BUT ALSO inspired poetry. El escribió NO SOLAMENTE obras excelentes SINO TAMBIEN inspirada--- poesía.

We admire NOT ONLY his talent as a writer BUT ALSO his human sensitiveness. Nosotros admiramos NO SOLAMENTE su talento como escritor SINO TAMBIEN su sensibilidad humana.

EXERCISES

1.- WRITE THE WORDS "NOT ONLY...BUT ALSO" IN THE CORRECT PLACE, THEN WRITE THE WHOLE SENTENCE.

Example:

Speed _____ in computers _____ is _____ impressive _____ useful.

1.-Computers _____ are _____ practical _____ up to date devices.

2.-This device _____ is able _____ of storing data _____ giving information.

3.-We _____ carry current _____ with "X" wire _____ with "Y" wire.

4.-You should _____ take care _____ of primary storage _____ secondary storage.

5.-_____ photo-digital memory _____ electric-optical memory _____ are important.

6.-New model computers are _____ money saving _____ time saving.

7.-_____ the magnetic tape _____ the regular tape are produced--- _____ by the same company.

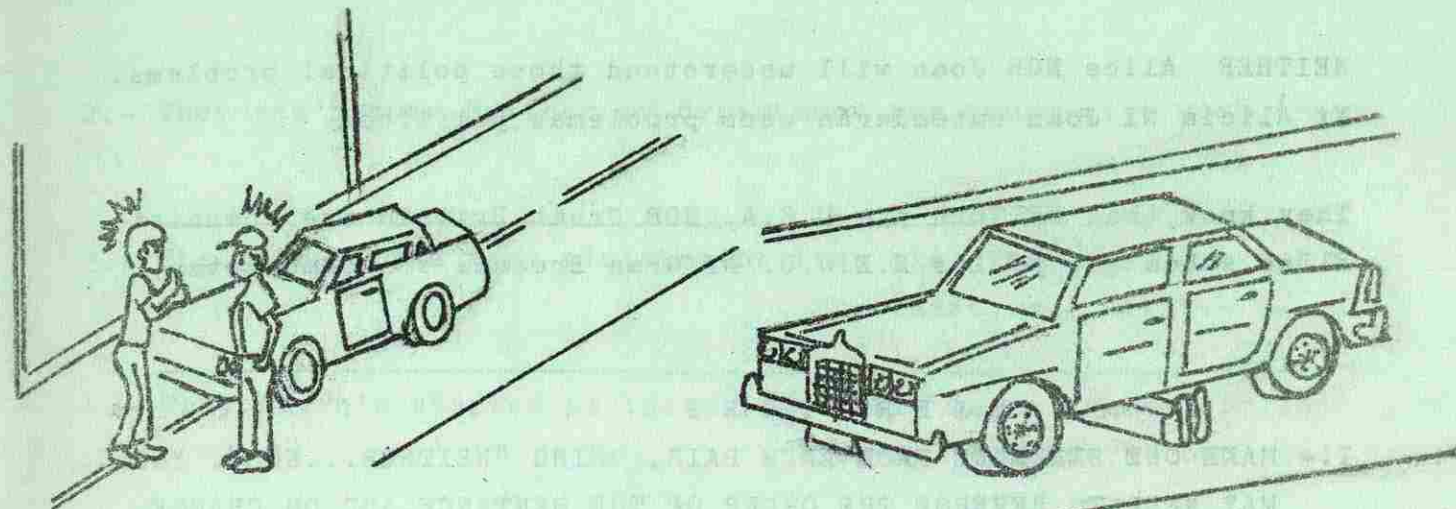
8.-To process _____ a problem is _____ complicated _____ interesting.

9.-We use _____ adhesive material _____ magnetic material.

10.-_____ material resources _____ human resources are _____ important.

II.- TRANSLATE .

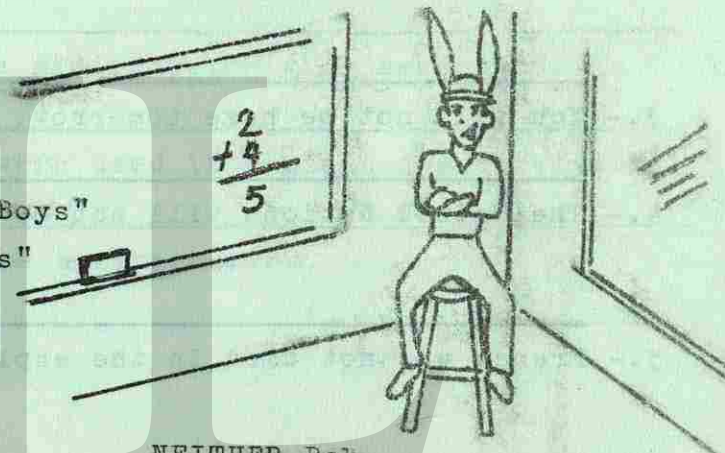
- 1.- Magnetic tapes can be damaged not only by humidity but also by dust.
- 2.- Dust can cause not only reading errors but also writing errors.
- 3.- Computer departments should have air conditioning installed -- to avoid not only heat but also dust and humidity.
- 4.- Using magnetic tapes, we save not only storage space but also -- difficulty in handling.
- 5.- The technician talked not only about tape storage but also -- disk storage.
- 6.- Our personnel should know not only theoretical information, but also practical handling of our devices.
- 7.- Our devices have not only up to date accesories but also up to date information.
- 8.- The manager wants us to take care not only of the computers -- but also the air conditioning system.
- 9.- Air conditioning gives us not only pleasant temperature to -- work, but it also protects our devices.
- 10.- All this information is not only important but also necessary.



Why can't I go ahead?
 -It's NEITHER mine NOR yours NEITHER forwards NOR----- backwards.



NEITHER the "Bad Boys"
 NOR the "Good Guys"
 will get my money



NEITHER Bob,
 NOR Ricky helped me during
 the exam.

USING "NEITHER...NOR"
 OBSERVE THE FOLLOWING SENTENCES:

None of us brought money, so NEITHER you NOR I will buy anything. ^(R)
 Ninguno de nosotros trajo dinero, así que NI tú NI yo compraremos -- nada.

If NEITHER Russia NOR the U.S.A. stop quarreling, the world will -- keep suffering.
 Si NI Rusia NI los E.E.U.U. dejan de disputar, el mundo seguirá --- sufriendo.

Therefore, NEITHER the United Nations NOR the O.E.A. will be helpful enough.
 Por lo tanto, NI las Naciones Unidas NI la O.E.A. serán lo suficien- temente útiles.

NEITHER Alice NOR Joan will understand those political problems.
Ni Alicia NI Joan entenderán esos problemas políticos.

They know that NEITHER the U.S.A. NOR Great Britain are comunist.
Ellas saben que NI los E.E.U.U. NI Gran Bretaña son comunistas.

EXERCISES

I.- MAKE ONE SENTENCE FROM EACH PAIR, USING "NEITHER...NOR". YOU --
MAY NEED TO REVERSE THE ORDER OF THE SENTENCE, ADD OR CHANGE.

Example:

I will not buy these toys. You will not buy these toys.

1.- Russia will not stop quarreling. The U.S.A. will not stop ----
quarreling.

2.- The telephone lines are not connected. The telegraph lines are-
not connected.

3.- You will not be here tomorrow. Frank will not be here tomorrow.

4.- The United Nations will not be helpful. The O.E.A. will not be
helpful.

5.- French was not used in the explanation. Spanish was not used in
the explanation.

6.- The cartoons don't entertain me. The theater doesn't entertain
me.

7.- The characters aren't amusing. The plot isn't amusing.

8.- Mike hasn't seen this film. Donna hasn't seen this film.

9.- The music is not appropriate for this film. The locations were -
not appropriate for this film.

10.-Mr. Connery isn't a young artist. Liz isn't a young artist.

II.- TRANSLATE.

1.- Everything is up side down. Neither the cards nor the disks are
here.

2.- They can't come. Neither my department nor yours will work ----
tomorrow.

3.- The payroll had many mistakes. Neither the overtime hours nor -
the taxes were right.

4.- They haven't started to install. Neither the telephone nor the
telegraph lines are connected.

5.- Neither the telegraph channels nor the telephone channels are-
in good condition.

6.- Neither the magnetic cards nor the magnetic tapes were brought
on time.

7.- Neither the boss nor the supervisor payed attention to me.

8.- Neither a maxicomputer nor a midicomputer will be bought.

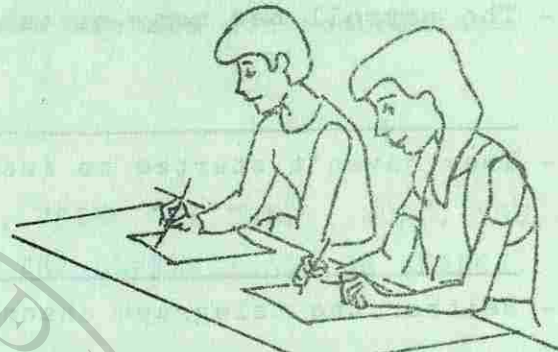
9.- Neither French nor Spanish were used to explain the directions.

10.-Neither you nor Frank will be here tomorrow.

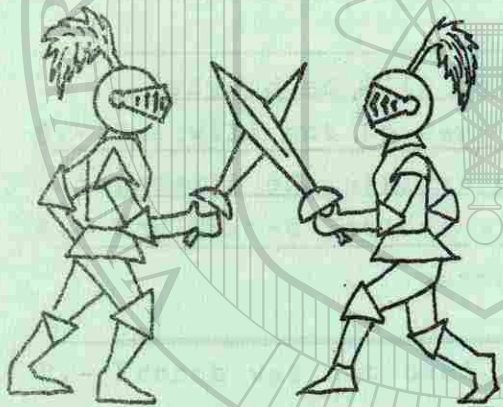
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I'll study AFTER I finish my dinner.



We're going to read "Don Quixote" AFTER we copy this poem.



Cervantes wrote "Don Quixote" AFTER he fought in Lepanto.



Cervantes became famous AFTER he wrote "Novelas Ejemplares" and "Don Quixote".

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USING " AFTER "
OBSERVE THE FOLLOWING SENTENCES:

We studied Literature AFTER we finished our math homework.
Nosotros estudiamos literatura DESPUES de que terminamos nuestra -
tarea de matemáticas.

My friend read " La Gitanilla" AFTER she came.
Mi amigo leyó "La Gitanilla" DEPUES de que vino.

I am going to write an essay on Cervantes AFTER I have lunch.
Voy a escribir un ensayo sobre Cervantes DESPUES de tomar mi almuer
zo.

He turned back to reality AFTER a long time.
El volvió a la realidad DESPUES de un largo tiempo.

E X E R C I S E S

I.- WRITE THE SENTENCE IN THE CORRECT ORDER.

Example:

He turned back to reality AFTER a long time.
A-LONG-TO-HE-TIME-AFTER-REALITY-BACK-TURNED-HE SUFFERED.

- 1.- _____
May-after-have-have-candy-lunch-you-you-some?
- 2.- _____
Ran-took-shower-two-kilometers-we-we-after-a.
- 3.- _____
After-saw-girl-the-entered-we-we.
- 4.- _____
He-John-after-entered-rang-the-bell.
- 5.- _____
Studied-arrived-she-she-after.
- 6.- _____
Call-arrive-me-you-after-please.
- 7.- _____
Close-get-in-please-door-after-you-the.
- 8.- _____
Left-window-after-I-I-opened-the-entered.
- 9.- _____
The-fixed-it-car-he-used-after-Peter.
- 10.- _____
We-the-verbs-studied-them-memorized,after-you-and I.

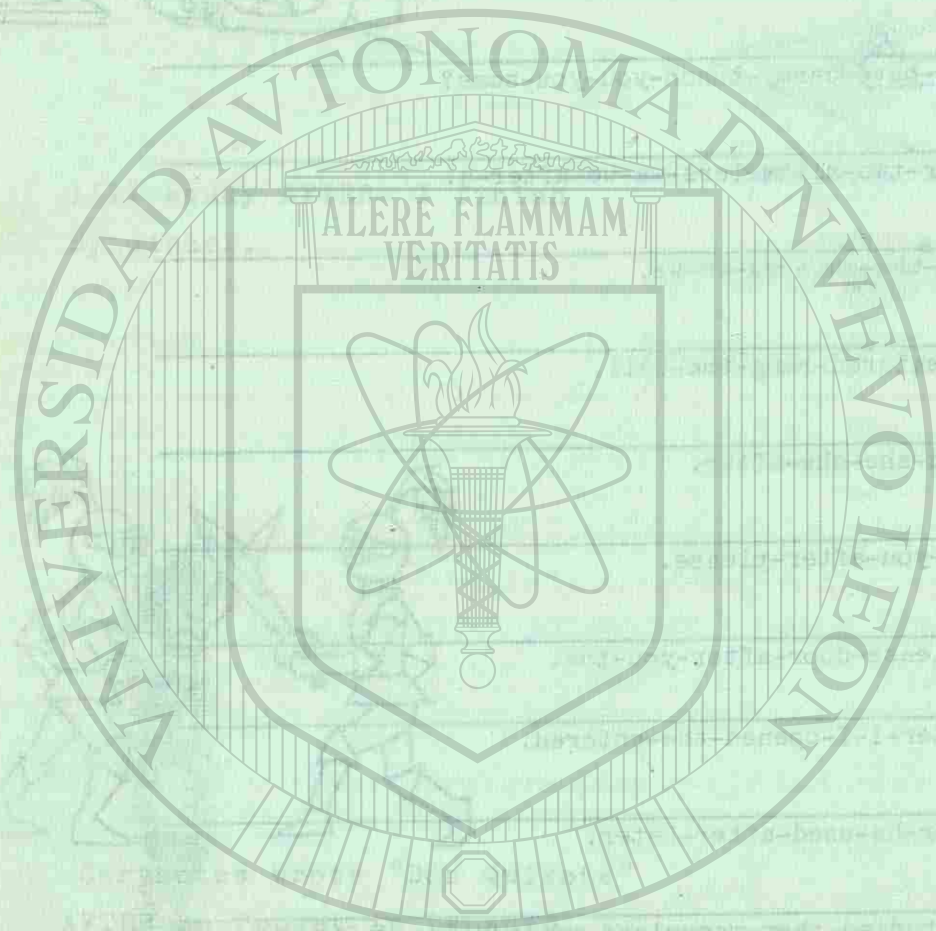
T R A N S L A T E .

- 1.- We will finish the flowcharts after 7.00 o'clock.
- 2.- The magnetic tapes will be brought after the magnetic cards.®
- 3.- The whole processing will be over, after the manager comes back.
- 4.- These symbols will be finished tomorrow noon.
- 5.- The numeric characters are used after the proper explanation.
- 6.- Our company is going to get a new computer after next month.
- 7.- We should get all information after we take the course.

8.- Start those devices after you turn the air conditioning on.

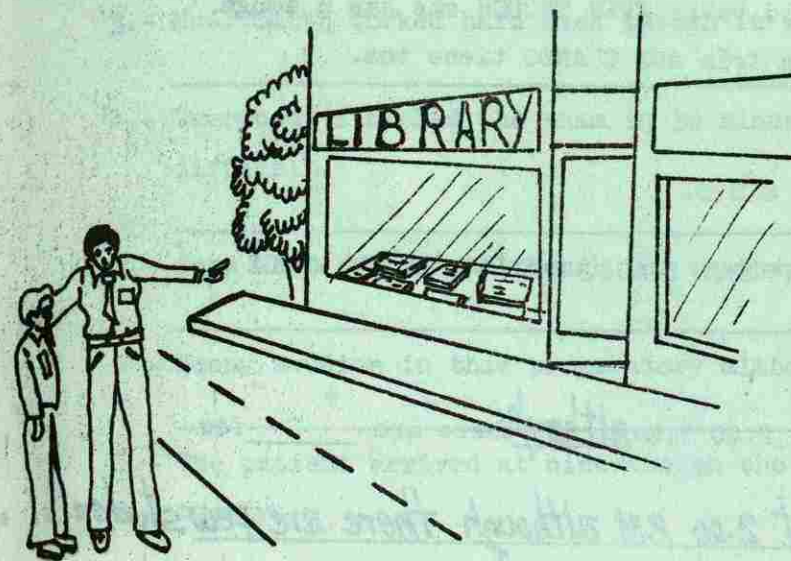
9.- Magnetic tape was invented after many years of research.

10.- We can work 3 overtime hours after the regular time.

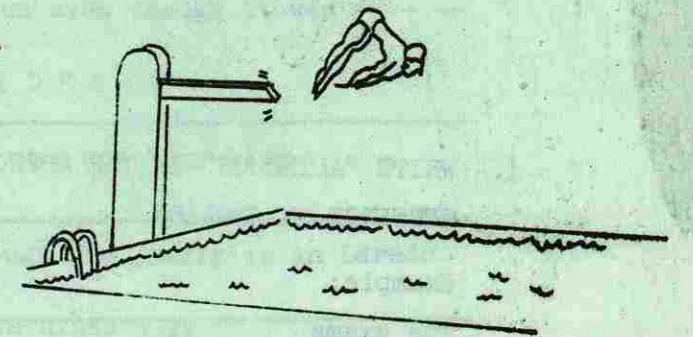


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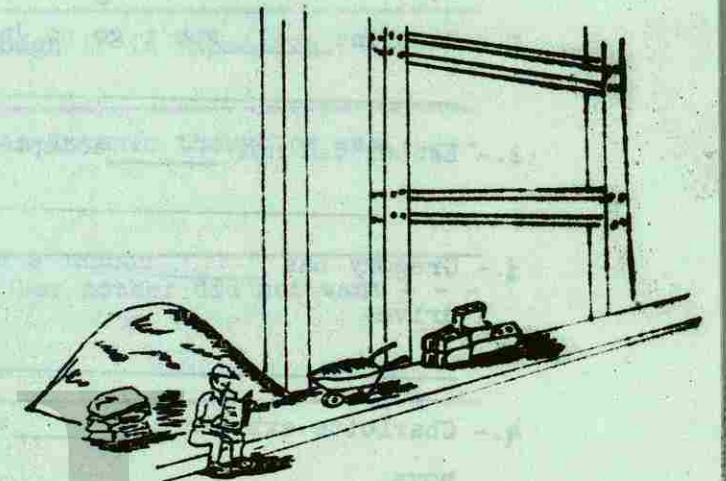
They will study **ALTHOUGH** they have no books.



He is swimming **ALTHOUGH** it is raining.



He is going to eat the vegetable soup **THOUGH** he doesn't like it.



He is reading the newspaper **EVEN THOUGH** he has a lot of work to do.

USING "ALTHOUGH, THOUGH, EVEN THOUGH"

NOTICE: The expressions: **ALTHOUGH, THOUGH** and **EVEN THOUGH** have the same meaning and usage.

Examples:

We attended the party **ALTHOUGH** it was raining.
Asistimos a la fiesta **AUNQUE** estaba lloviendo.

We attended the party **THOUGH** it was raining.
Asistimos a la fiesta **AUNQUE** estaba lloviendo.

We attended the party **EVEN THOUGH** it was raining.
Asistimos a la fiesta **AUN CUANDO** estaba lloviendo.

She drinks cold water **ALTHOUGH** she has a cough.
Ella bebe agua fría **AUNQUE** tiene tos.

She drinks cold water **THOUGH** she has a cough.
Ella bebe agua fría **AUNQUE** tiene tos.

She drinks cold water EVEN THOUGH she has a cough.
Ella bebe agua fría AUN CUANDO tiene tos.

EXERCISES.

1. - WRITE "ALTHOUGH" IN THE APPROPRIATE SPACE, THEN WRITE THE WHOLE SENTENCE IN ENGLISH.

Example:

The exams _____ will begin at 2.00 P.M. although there are _____ few students.

The exams will begin at 2.00 P.M. although there are few students.

1. - Caroline _____ won't go to Japan _____ she has a _____ chance now.

2. - Esther did not _____ accept the loan _____ she had no money.

3. - Gregory has _____ bought a car _____ he doesn't know _____ how to drive.

4. - Charlotte explained _____ a new topic _____ there were _____ few boys.

5. - He might _____ visit us next vacation _____ he doesn't like _____ low temperature.

6. - Charles went _____ to school _____ it was a holiday.

7. - Catherine does not _____ study in Europe _____ her father _____ wants her to.

8. - The data are all right _____ we need more _____ information.

9. - I took my overcoat _____ it did not rain _____ yesterday.

10. - Andrew bought _____ a small car _____ he has two more cars.

TRANSLATE.

1. - Mary came to school today though she was not feeling well.

2. - Billy ate a piece of cake although he had already eaten supper.

3. - Mrs. Smith worked hard even though it was very hot.

4. - Everybody finished the exam in 30 minutes even though it was _____ difficult.

5. - John went swimming although the weather was not very nice.

6. - Benny studies in this preparatory although his family is in Laredo.

7. - The patient arrived at nine though the appointment was at eight _____ thirty.

8. - Susan feeds her dog the best food although it is expensive.

9. - Charles drove his car from Dallas to San Antonio though he was _____ sick.

10. - Cindy bought a miniskirt even though her mother did not want _____ her to.

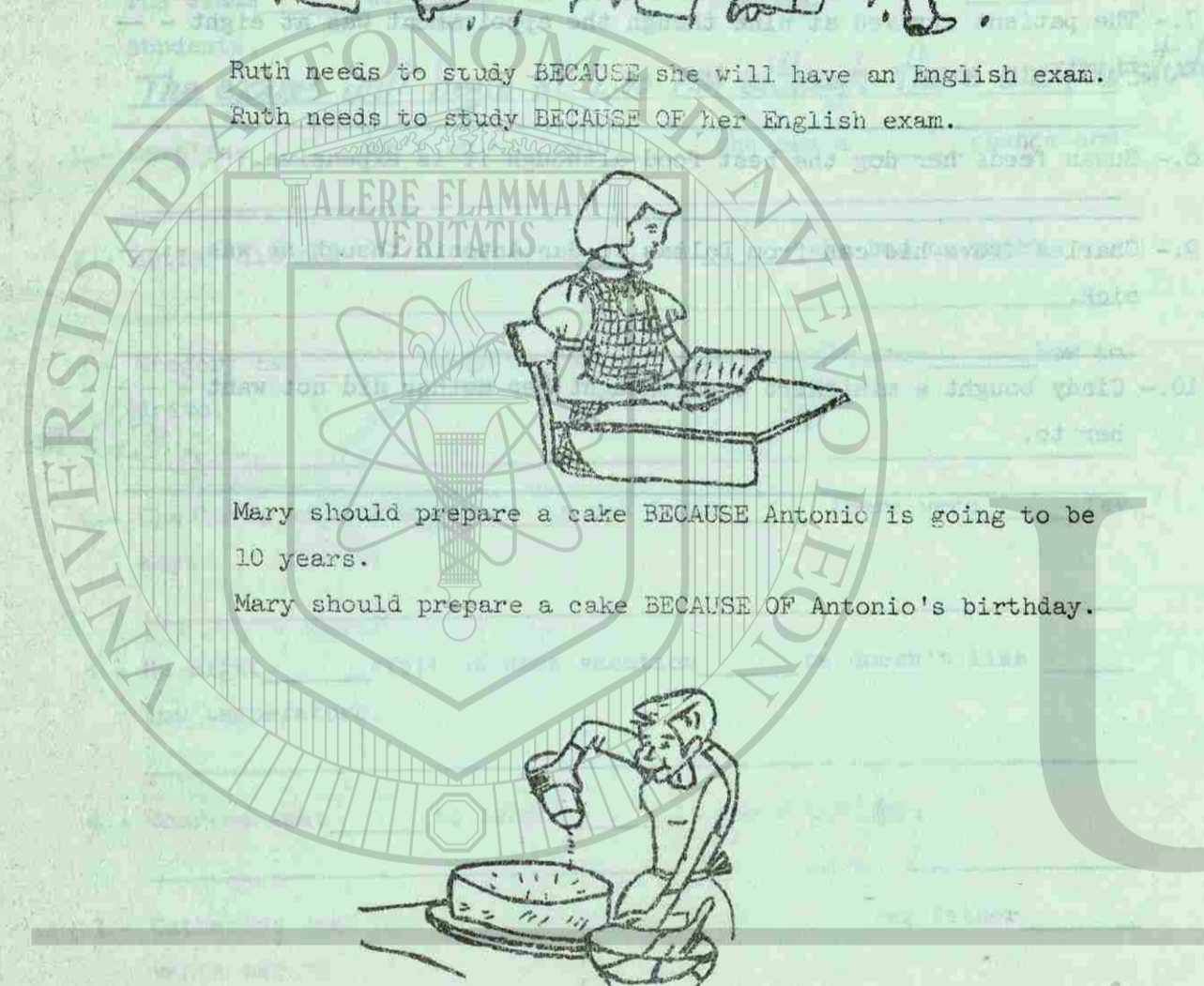
Notice: Everybody ran BECAUSE it was raining

Everybody ran BECAUSE OF the rain



Ruth needs to study BECAUSE she will have an English exam.

Ruth needs to study BECAUSE OF her English exam.



Mary should prepare a cake BECAUSE Antonio is going to be 10 years.

Mary should prepare a cake BECAUSE OF Antonio's birthday.



OBSERVE THESE SENTENCES:

The boys should come right now BECAUSE they are going to take an exam.

The boys should come right now BECAUSE OF the exam.

He wants to stay home BECAUSE he's very sick.

He wants to stay home BECAUSE OF his illness.

Children will buy new coats BECAUSE it's going to be cold.

Children will buy coats BECAUSE OF the cold weather.

Boys and girls will come early because they are going to have a ---

Boys and girls will come early because of the party.

You are tired BECAUSE you worked hard.

You are tired BECAUSE OF your work.

EXERCISES.

I.- FILL IN THE BLANKS WITH "BECAUSE" or "BECAUSE OF".

Example:

Mr Kissinger is famous _____ his diplomatic career.

- 1.- John stays home _____ his pneumonia.
- 2.- He won't go out _____ he is feeling bad.
- 3.- I am here _____ I want to see my friends now.
- 4.- She will be here _____ her curiosity.
- 5.- They are tired _____ they worked hard.
- 6.- Nobody could understand _____ the noise.
- 7.- We can speak English _____ we have studied it.
- 8.- I feel bad _____ the cold weather.
- 9.- She felt bad too _____ the sea food.
- 10.- I bought a new car _____ I need it.

II.- WRITE A STATEMENT WITH THE SAME MEANING USING THE EXPRESSION - "BECAUSE OF".

Example:

I eat vegetables because vitamins are necessary.

- 1.- She drinks milk because it gives her protein.
- 2.- John works hard because he wants to earn lots of money.
- 3.- You study hard because you may win a prize.
- 4.- They come early because they want to be on time at the party.
- 5.- Mike is staying home because he is going to watch the T.V. show.

III.- TRANSLATE INTO SPANISH.

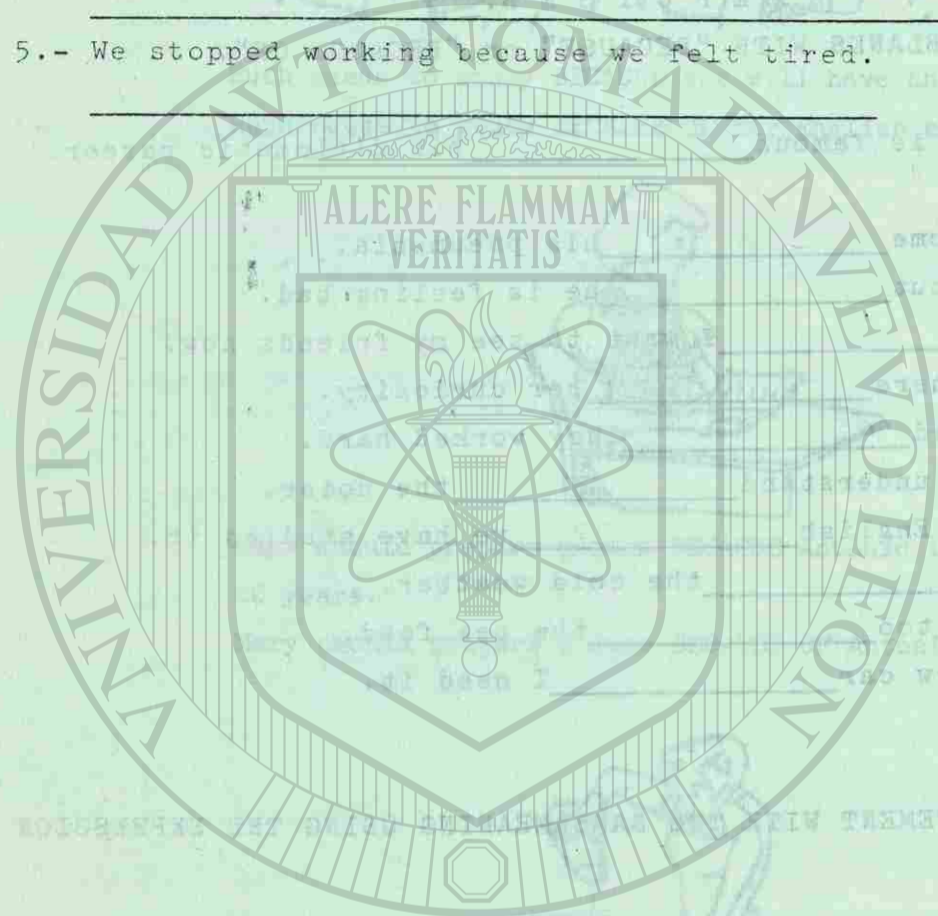
- 1.- I am going home because I am tired.

- 2.- I came back soon because of the weather.

- 3.- She studied hard because of the exam.

- 4.- Mike is taking the medicine because of his illness.

- 5.- We stopped working because we felt tired.



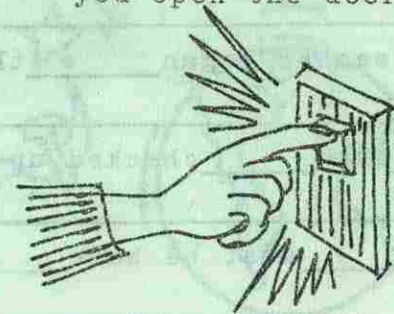
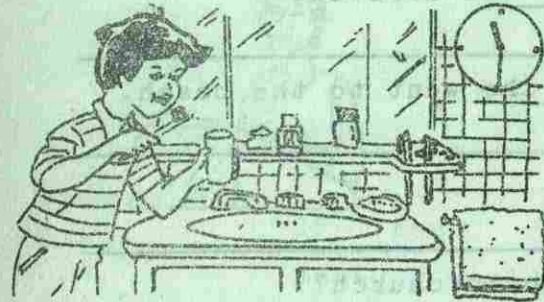
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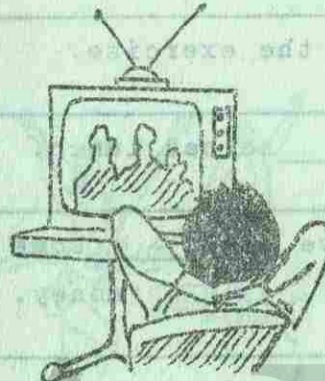
-Brush your teeth BEFORE
you go to bed.

-Ring the bell BEFORE
you open the door.



-Do your homework BEFORE
you watch T.V.

-Run BEFORE you go to swim
in the morning



USING "BEFORE"

OBSERVE THESE SENTENCES:

John ate an ice cream BEFORE he had supper.

John comió un helado ANTES de cenar.

Henry studied English BEFORE he went to England.

Henry estudió inglés ANTES de ir a Inglaterra.

Gustavo sent a letter BEFORE he left his country.

Gustavo envió una carta ANTES de dejar su país.

Some people pray BEFORE they have meals.

Algunas gentes rezan ANTES de tomar sus alimentos. ®

Alexander missed two classes BEFORE he went to vacation.

Alexander perdió dos clases ANTES de irse de vacaciones.

EXERCISES

- I.- WRITE THE WORD "BEFORE" IN THE APPROPRIATE SPACE, THEN WRITE -
THE WHOLE SENTENCE IN ENGLISH.

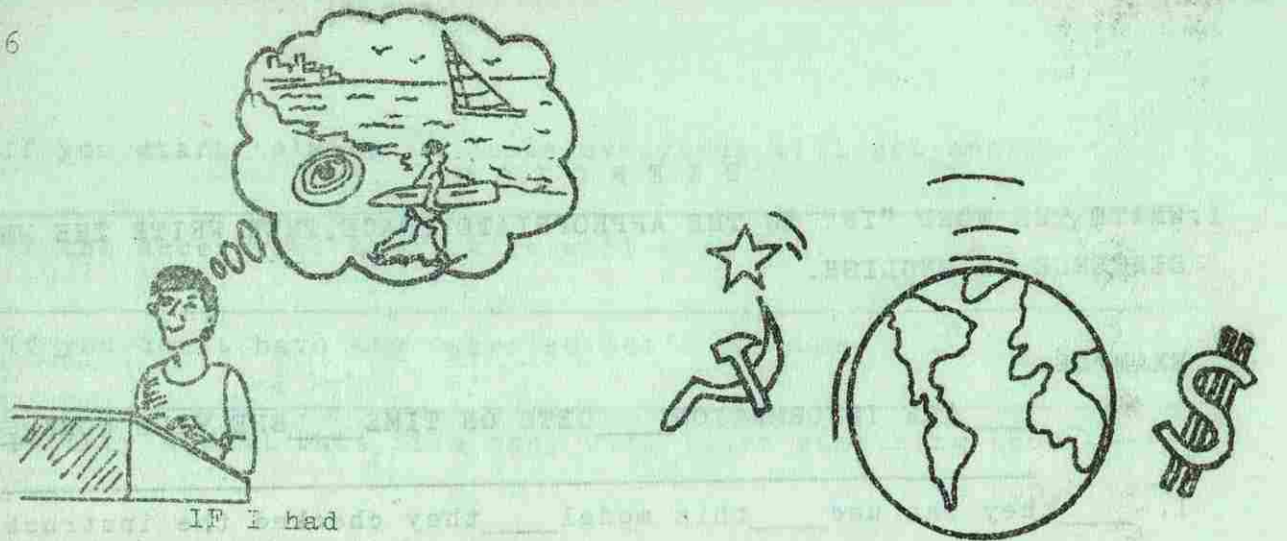
Example:

Jack Anderson _____ listened to the news _____ he went to bed.

- 1.- Steve changed _____ some dollars _____ he went to Laredo.
- 2.- The teacher began _____ the class _____ we arrived.
- 3.- Johnathan _____ checked up his car _____ he went to the beach.
- 4.- You _____ must be here _____ we go out.
- 5.- Will you take _____ me to school _____ you go to church?
- 6.- Everybody _____ should study _____ they go downtown.
- 7.- He is going _____ to read a book _____ he does the exercise.
- 8.- Mr. Stevenson ate _____ a slice of bread _____ he had lunch.
- 9.- He chose a pair of socks _____ his father gave him _____ some money.
- 10.- We watched _____ T.V. _____ we went to bed.

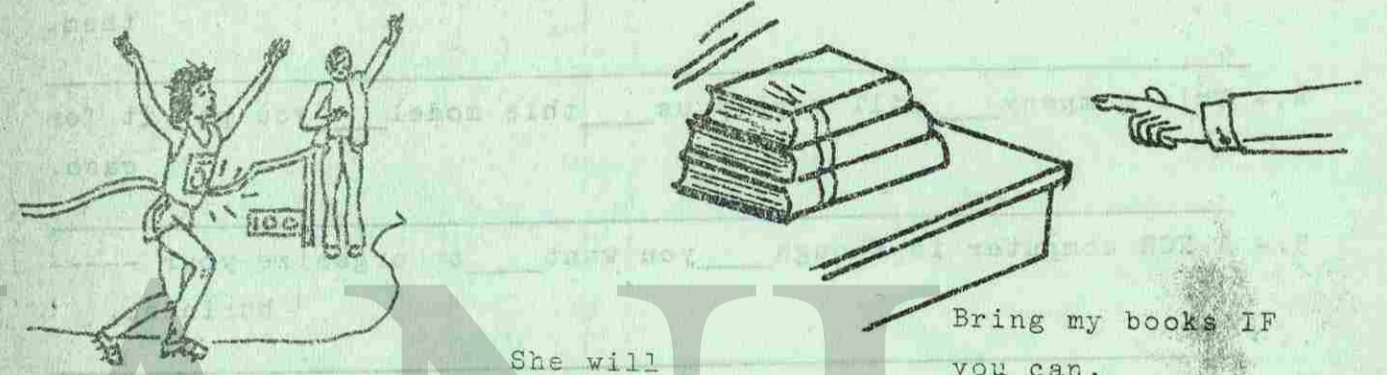
II.- T R A N S L A T E :

- 1.- They swam before they had some snacks.
- 2.- Nobody can go out before I call the roll.
- 3.- Somebody wrote the answers on the board before the exam began.
- 4.- The lifeguard tried to help the swimmer before he drowned.
- 5.- The phone rang before John arrived.
- 6.- Mrs. Johnson read the novel before she saw the film.
- 7.- The children wash their hands before they have their meals.
- 8.- My brother cut his hair before he went to the party.
- 9.- Joseph lived eight years in Chihuahua before he worked in Texas.
- 10.- I always buy some peanuts before I go to the movies.



IF I had _____
money, I would
visit Can Cun

The world will live in---
peace IF everybody-----
cooperates.



She will
win IF she
practices more
often.

Bring my books IF
you can.

USING " IF "

OBSERVE THESE SENTENCES:

- IF the device is new, we will finish on time.
SI el aparato es nuevo, terminaremos a tiempo.
- IF you store messages we can have a good program.
SI acumulas (los) mensajes, podemos tener un buen programa.
- IF the I B M makes a good offer, Borroughs should know about it.
SI la I B M hace un buen ofrecimiento, la Borroughs debe enterarse.
- IF the message is correct, Mr. Stone will let us know.
SI el mensaje es correcto, el Sr. Stone nos lo hará saber.
- IF you eliminate errors, I'll thank you.
SI eliminas los errores, te lo agradeceré.

EXERCISE

I. WRITE THE WORD "IF" IN THE APPROPRIATE SPACE, THEN WRITE THE WHOLE-SENTENCE IN ENGLISH.

EXAMPLE:

_____ THE INFORMATION _____ GETS ON TIME _____ SHE WILL WORK _____

1.- _____ they can use _____ this model _____ they checked the instructions.

2.- This computer _____ won't work _____ properly _____ you don't use its _____ own wire.

3.- _____ It is useful _____ to read the instructions _____ you don't know _____ them.

4.- This company _____ will supply us _____ this model _____ you pay it for _____ cash.

5.- A NCR computer is Enough _____ you want _____ to organize your _____ business.

6.- _____ The accountant _____ can program the wages _____ he has the last _____ payroll.

7.- _____ This book can give _____ you more information _____ you borrow it.

8.- _____ The students will pass _____ they review _____ the whole unit.

9.- Our teacher _____ will explain again _____ you do not understand.

10.- She _____ can go to the lab _____ you take _____ her.

II. TRANSLATE INTO SPANISH.

1.- Katia can buy a microcomputer if she saves money.

2.- All the students will do the exercise if they want to pass.

3.- This program will be finished if you work overtime.

4.- He will fail the exam if you don't help him.

5.- She can fill out an application if she tries to get a new job.

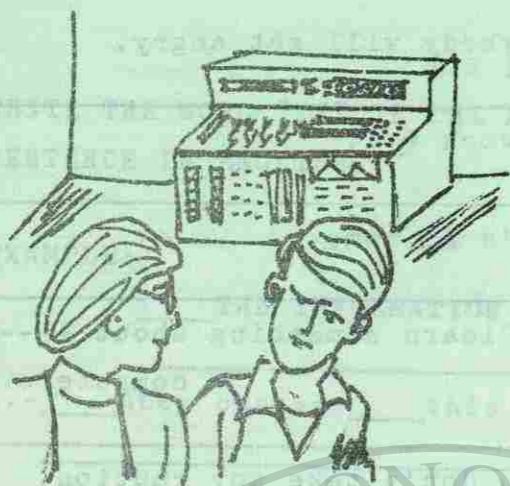
6.- If you start talking in class everybody will get angry.

7.- If the accessories are new it will work O.K.

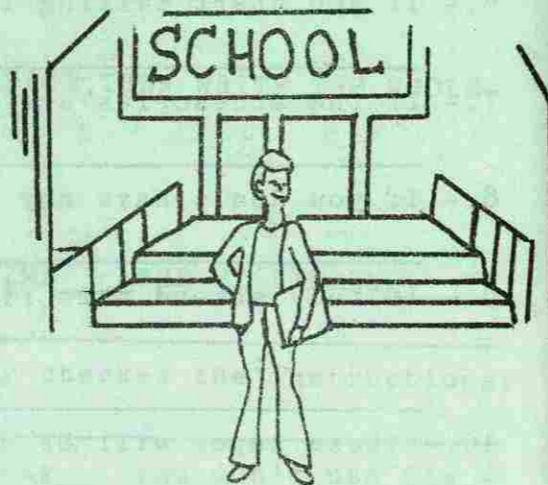
8.- If you don't have any exercise let's go home.

9.- If they attend this film they will learn something about _____ computers.

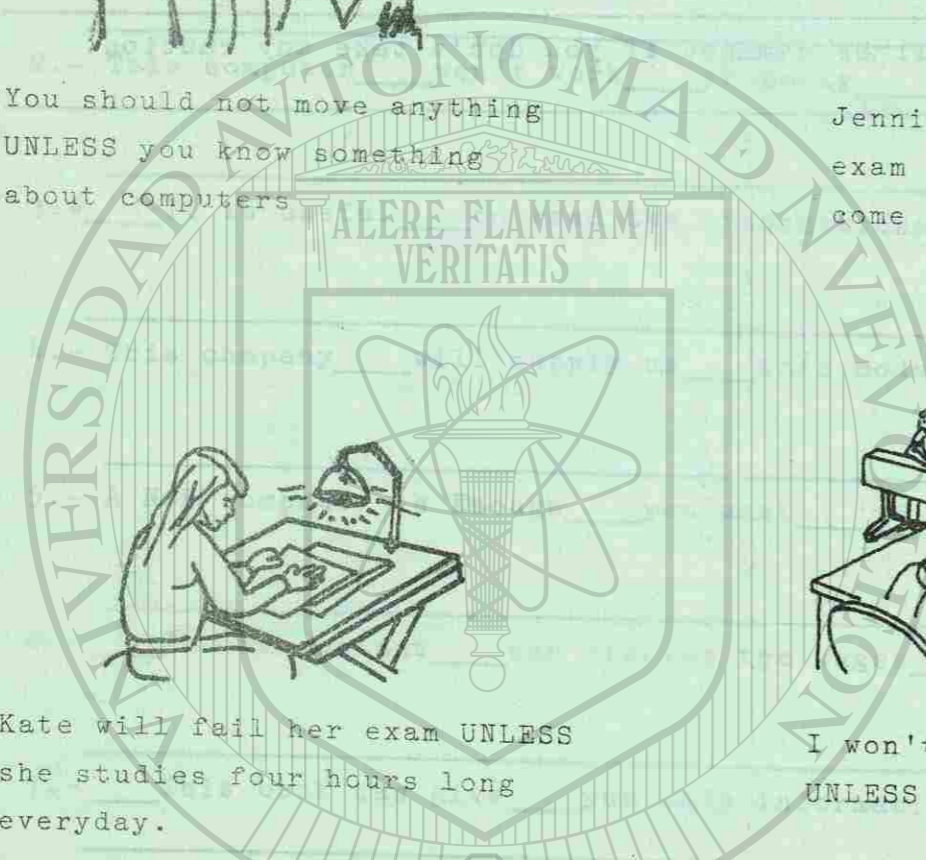
10.- These tapes will be damaged if you don't take any caution.



You should not move anything UNLESS you know something about computers



Jennifer will pass this exam UNLESS she doesn't come



Kate will fail her exam UNLESS she studies four hours long everyday.



I won't start the class UNLESS your are quiet.

USING " UNLESS "

OBSERVE THESE SENTENCES:

Karen, I won't go to the movies UNLESS you ask my father's permission.

Karen, no iré al cine A MENOS QUE le pidas permiso a mi papá.

She won't go UNLESS she has time.

Ella no irá A MENOS QUE tenga tiempo.

Jane will dance UNLESS you don't let her to.

Jane bailará A MENOS QUE tú no se lo permitas.

Jacqueline will get a scholarship UNLESS she fails in math.

Jacqueline obtendrá una beca A MENOS QUE repruebe en matemáticas.

Adolph can study in the University UNLESS he doesn't want to.

Adolfo puede estudiar en la Universidad A MENOS QUE el no quiera.

EXERCISES

I. WRITE THE WORD "UNLESS" IN THE CORRECT PLACE, THEN WRITE THE WHOLE SENTENCE.

Example:

My house will be closed you need it.

1.- Mr. Durazo will take a trip to Canada he doesn't get his passport.

2.- Mr. Lauda will run this week his car doesn't work.

3.- John is going to watch T.V. the T.V. set is out of order.

4.- Mr. Carter may read the speech he doesn't come on time.

5.- Mr. Kafka will buy the book he doesn't find it.

6.- George will be here the weather gets worse.

7.- He is always punctual he is sick.

8.- You are supposed to finish today, the typist doesn't come.

9.- The office will remain closed you come to work.

10.- The secretary won't work you ask her to.

II. TRANSLATE

1.- Charles will travel to New York unless his boss doesn't let him to.

2.- Henry will never know your address unless you give it to him.

3.- Paul might go to California unless he gets a job in New Jersey.

4.- You can not buy a new car unless I lend you some money.

5.- The dentist will take the bus unless he borrows a car.

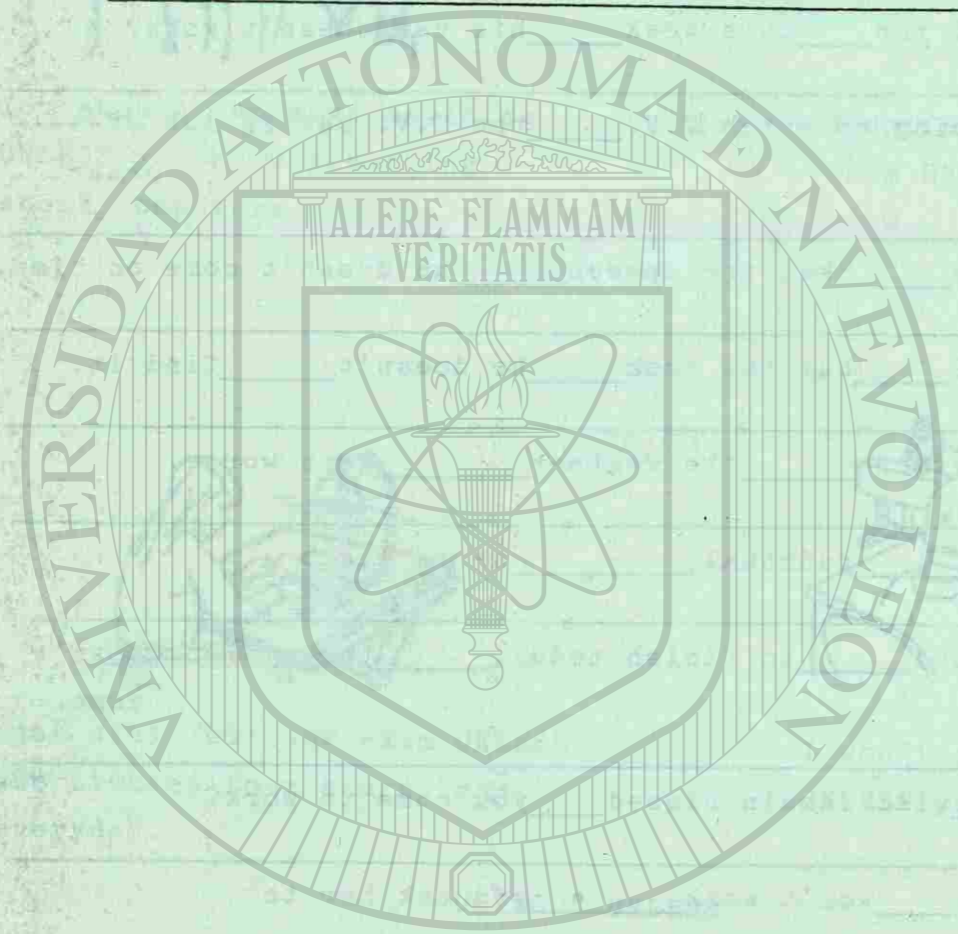
6.- Jack will get a promotion unless he doesn't keep working here.

- 7.- I will fail in Algebra unless you explain me the problems.

- 8.- Dorothy won't attend your party unless the weather is nice.

- 9.- Caroline doesn't like to go swimming unless the water is warm.

- 10.- Clara will send a letter unless the post office is closed.



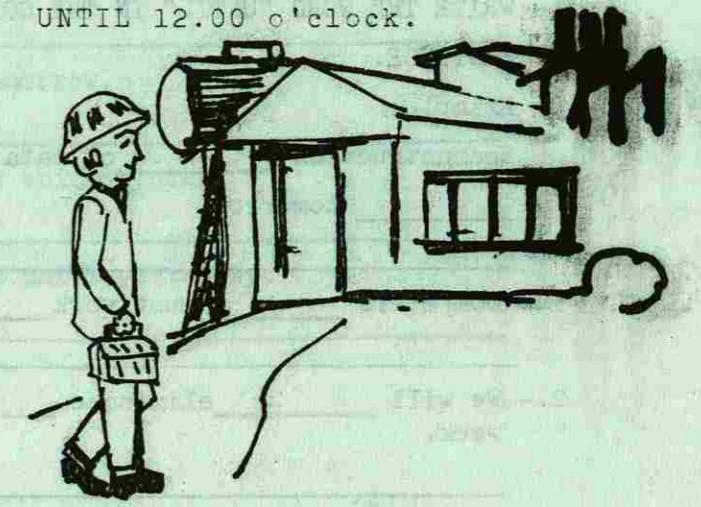
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2.6

We'll wait here UNTIL you are back.

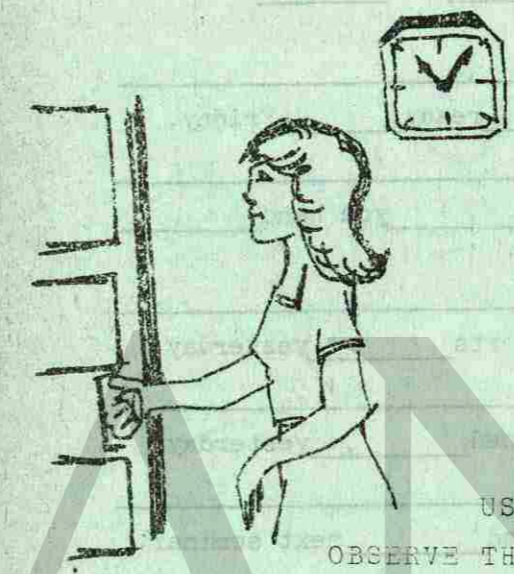


He has to be in the factory UNTIL 12.00 o'clock.



I'll be back UNTIL midnight

You must stay here UNTIL -- noon



USING "UNTIL"
 OBSERVE THE FOLLOWING SENTENCES:

We will wait UNTIL you finish your job.
 Esperaremos HASTA que termines tu trabajo.

The kids are going to be studying until 4.00 P.M.
 Los chicos van a estar estudiando hasta las 4.00 P.M.

We will be waiting for them until 4.30 P.M.
 Nosotros estaremos esperándolos hasta las 4.30 P.M.

The boys were here until you came.
 Los muchachos estuvieron aquí hasta que viniste.

The books will remain in this library until next summer.
 Estos libros permanecerán en esta biblioteca hasta el próximo verano.

EXERCISES

I.- WRITE THE WORD "UNTIL" IN THE CORRECT PLACE, THEN WRITE THE WHOLE SENTENCE.

Example:

Reconstruction _____ of data _____ will be _____ done - _____ tomorrow.

1.- Computers _____ must work _____ next _____ Saturday.

2.- We will _____ eliminate _____ errors _____ next week.

3.- The information _____ will _____ be _____ here _____ next - Monday.

4.- The payroll _____ will _____ be _____ ready _____ Friday.

5.- We will _____ evaluate _____ the data _____ you hand it in.

6.- He _____ hadn't _____ presented any reports _____ yesterday.

7.- This model _____ wasn't _____ explained _____ yesterday.

8.- Data _____ storage _____ will be explained _____ next seminar.

9.- We will _____ do the _____ recording _____ 10.00 o'clock.

10.- Reconstruction of _____ data will _____ be done _____ tomorrow.

II.- TRANSLATE.

1.- We don't have the new I B M model until next year.

2.- Mr. Dawson was working 2 overtime hours until last week.

3.- We will test the effectiveness of this program until Mr. Heart is here.

4.- The keypunching will be used until next decade.

5.- The technician will be here until next week.

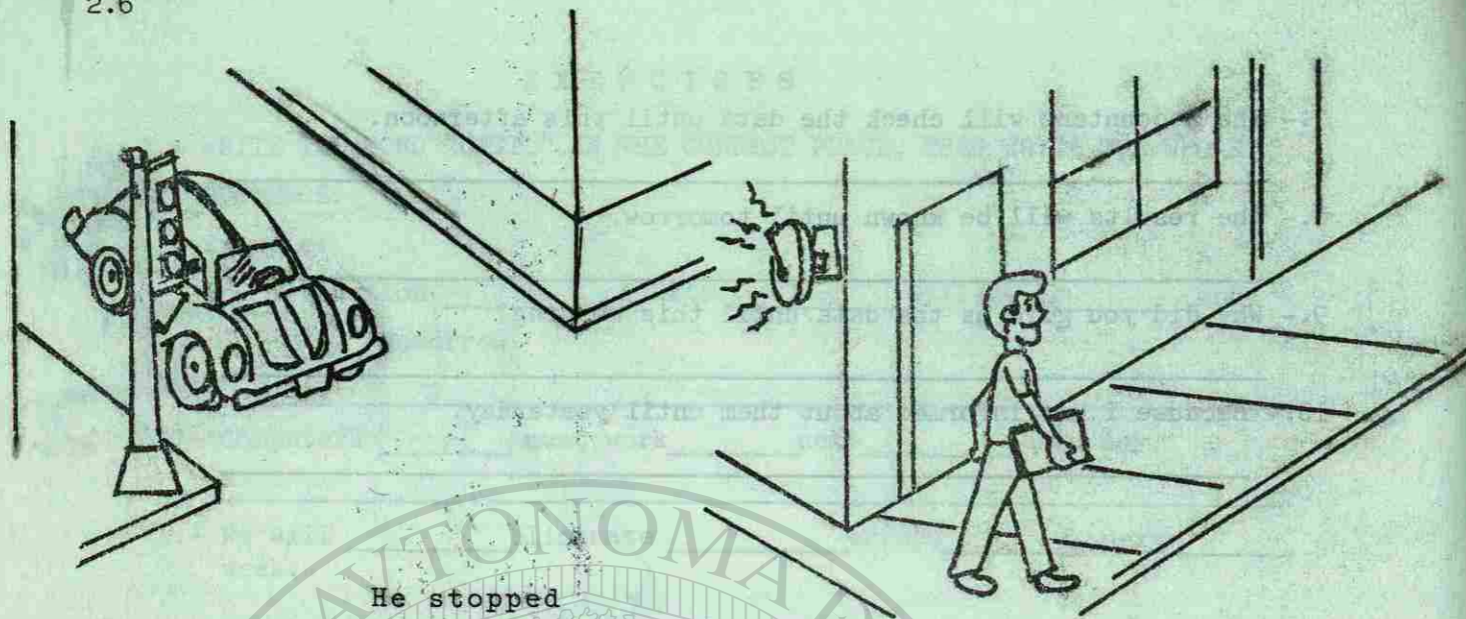
6.- We will have the inventory ready until tomorrow.

7.- The accountant will check the data until this afternoon.

8.- The results will be known until tomorrow.

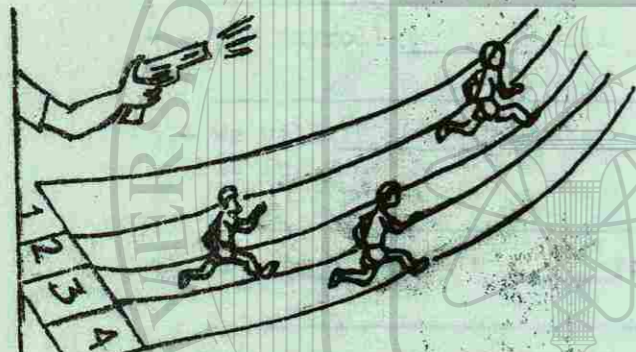
9.- Why did you give us the data until this morning?

10.- Because I was informed about them until yesterday.



He stopped
WHEN the traffic
light changed.

He went out WHEN the bell
rang.



They began the race WHEN they
listened to the gun shot.



They ran WHEN
it began to rain.

USING "WHEN"
OBSERVE THE FOLLOWING SENTENCES

You may call WHEN you get home.

Puedes llamar CUANDO llegues a casa.

Try to understand WHEN you listen to your teacher.

Trata de entender CUANDO escuches a tu maestro.

I was going to finish the exercise WHEN someone broke in.

Iba a terminar el ejercicio CUANDO alguien interrumpió.

He is going to have supper WHEN he finishes his homework.

El va a cenar CUANDO termine su tarea.

Please, bring some cokes WHEN you go to the grocery store.

Por favor, trae unas cocacolas CUANDO vayas a la tienda de abarrotes.

E X E R C I S E S

I.4 COMPLETE WITH "WHEN" AND THEN, TRANSLATE.

Example:

You may go in the room _____ the doctor leaves.

- 1.- Mrs. Smith will come to the hospital _____ the doctor asks her _____ to.
- 2.- Everybody in the hospital gets a move _____ there is an emergency.
- 3.- Nurses and doctors cooperate _____ it is needed.
- 4.- Dr. Johnson sends samples to the lab _____ it is required.
- 5.- You may use a gauze bandage _____ you cut your finger.
- 6.- You will buy the medicine _____ you go downtown.
- 7.- Some pills and water are enough _____ the illness is not serious.
- 8.- Thelma can visit her relatives _____ she goes to Saltillo.
- 9.- You may enter the room _____ the doctor leaves.
- 10.- I had gone home _____ Peter visited you.

II.- T R A N S L A T E .

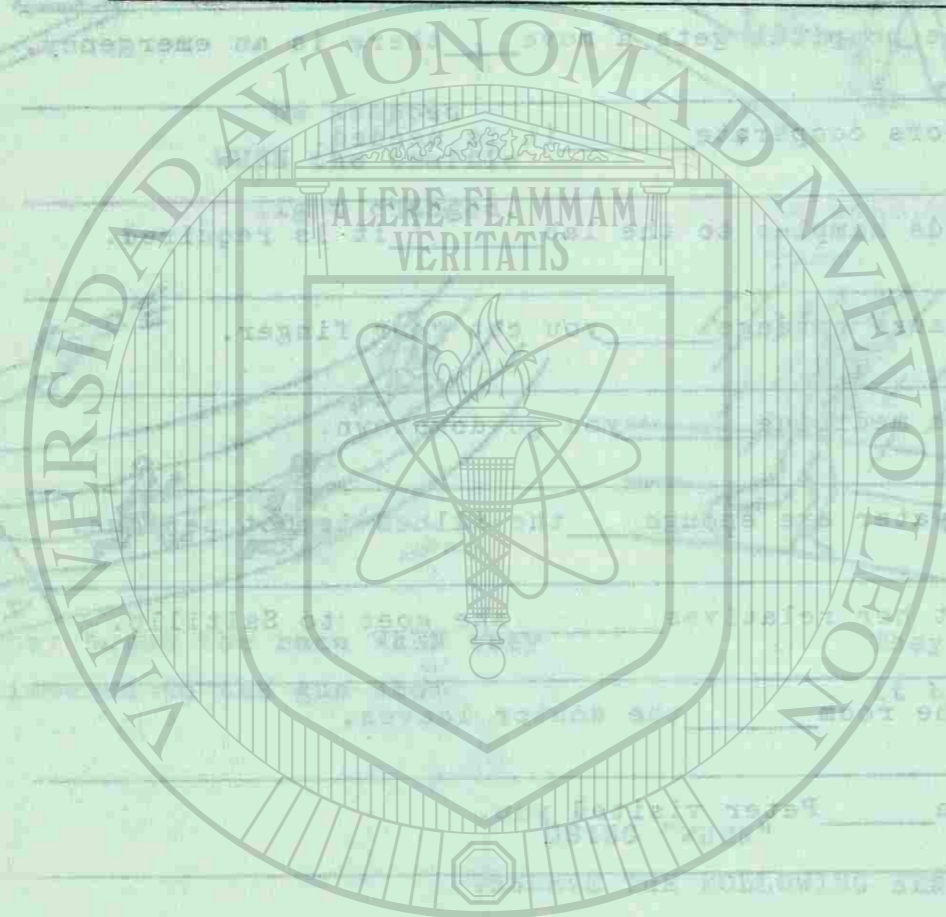
- 1.- The office workers leave their job when they feel tired.
- 2.- Some workers get late to their jobs when they miss the bus.
- 3.- Some secretaries get nervous when they have a lot of work.
- 4.- The manager checks up the balance sheet when it is ready.
- 5.- The bookkeeper must have it ready when the manager asks for it.
- 6.- The corporation will increase its capital when it purchases more _____ shares.

- 7.- Prices in goods and services will increase when taxes increase.

- 8.- This typewriter can be used when the other one does not work.

- 9.- Would you make out some letters when you finish your homework? .

- 10.- She had left the office when the phone rang.

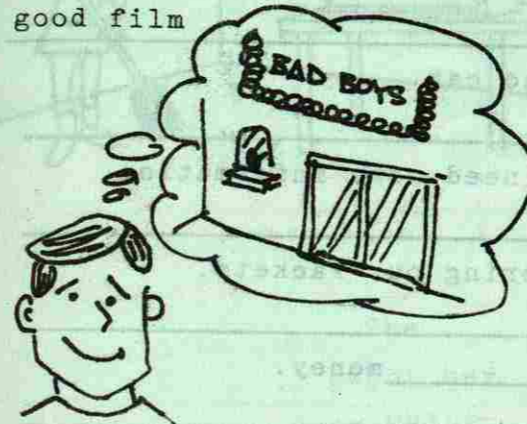


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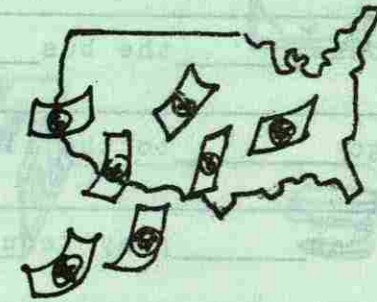
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2.6

-I go to the movies
 WHENEVER there is a
 good film



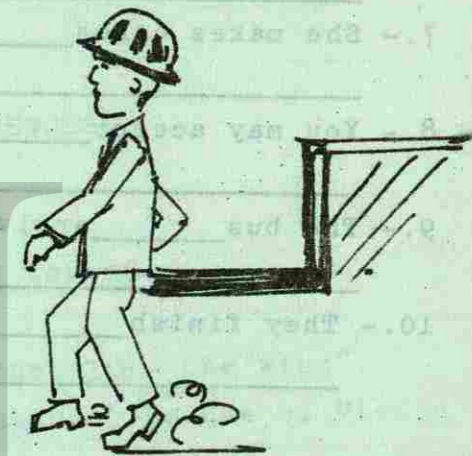
-I travel to U.S.A.-----
 WHENEVER I have dollars.



-You may drink cold
 water WHENEVER you
 are thirsty



I will take this class----
 WHENEVER I can escape from
 my job.



USING "WHENEVER"
 OBSERVE THESE SENTENCES:

I go to skate WHENEVER it is cold.

Yo voy a patinar SIEMPRE QUE hace frío

I like to drink coffee WHENEVER I have time.

Me gusta beber café SIEMPRE QUE tengo tiempo.

I read the newspaper WHENEVER I stay home.

Yo leo el periódico SIEMPRE QUE me quedo en casa.

Arthur studies WHENEVER he goes to the library.

Arturo estudia SIEMPRE QUE va a la biblioteca.

Sarah watches T.V. WHENEVER she has time.

Sara ve la televisión SIEMPRE QUE tiene tiempo.

EXERCISES

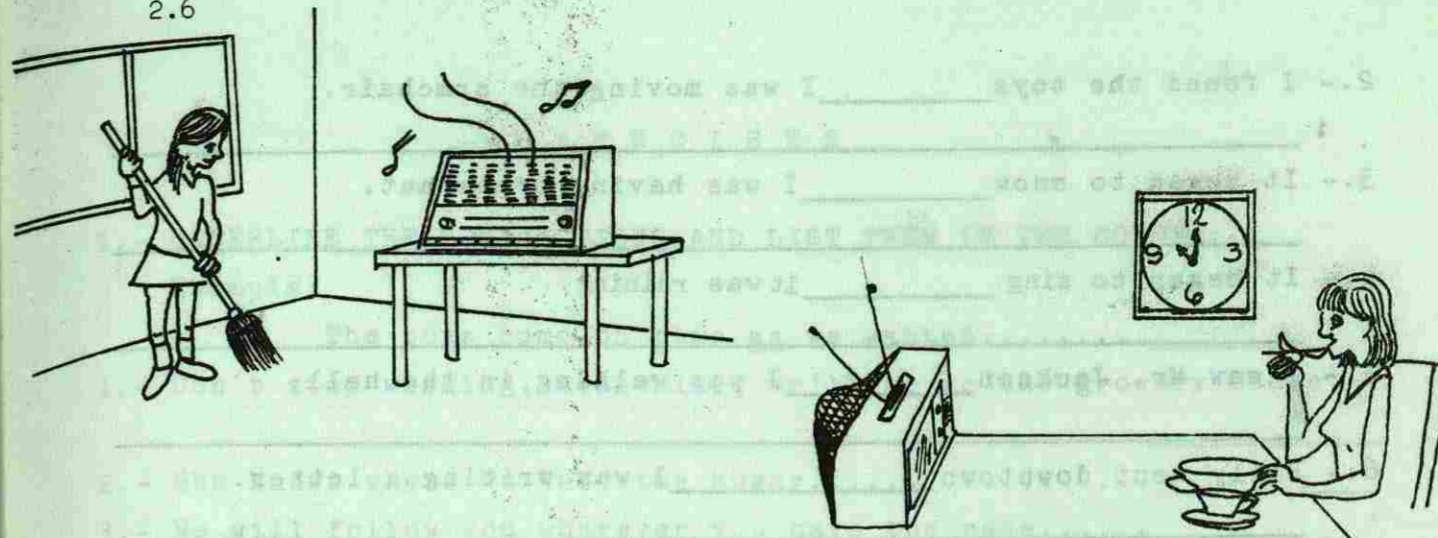
I.- WRITE THE WORD "WHENEVER" IN THE CORRECT PLACE, THEN COPY THE WHOLE SENTENCE BELOW.

- 1.- I wear _____ a raincoat _____ it is raining.
- 2.- I take _____ the bus _____ I have no car.
- 3.- I go _____ to the library _____ I need more information.
- 4.- We can _____ play tennis _____ we bring our rackets.
- 5.- You buy new dresses _____ you have _____ money.
- 6.- He records _____ the Bee Gees' songs _____ he comes _____ to see me.
- 7.- She makes cakes _____ she gets _____ some flour.
- 8.- You may accept _____ the invitation _____ you want.
- 9.- The bus _____ arrives at 2.00P.M. _____ the weather is nice.
- 10.- They finish _____ in 30 minutes _____ they use the dictionary.

II.- TRANSLATE.

- 1.- Rudolph sells cars whenever he needs money.
- 2.- Anybody can attend the concert whenever they want.
- 3.- I am going to visit you whenever I have time.
- 4.- Passengers can cancel their reservations whenever they want.
- 5.- Frank practices jogging whenever he has time.

2.6



She swept her room WHILE she was listening to the radio. She ate lunch WHILE she was watching T.V.

USING "WHILE"

OBSERVE THESE SENTENCES:

- The storm began WHILE I was reading.
 La tormenta empezó MIENTRAS que yo estaba leyendo.
- It began to rain WHILE I was enjoying "Gone With the Wind".
 Empezó a llover MIENTRAS yo estaba disfrutando "Lo que el Viento se Llevó".
- He took a snapshot WHILE I was having a cup of coffee.
 El tomó una instantánea MIENTRAS yo estaba tomando una taza de café.

- They arrived WHILE I was memorizing some formulas.
 Ellos llegaron MIENTRAS yo estaba memorizando algunas fórmulas.
- You opened the door WHILE I was working.
 Abriste la puerta MIENTRAS yo estaba trabajando.

EXERCISES

I.- FILL IN THE BLANKS WITH "WHILE" AND THEN, TRANSLATE.

Example:

- Our children _____ I was studying Unit I _____ they were practicing tennis.
- 1.- I dropped my new book _____ I was drinking a coke.

2.- I found the toys _____ I was moving the armchair.

3.- It began to snow _____ I was having breakfast.

4.- It began to sing _____ it was raining

5.- I saw Mr. Jackson _____ I was walking in the hall.

6.- Billy went downtown _____ I was writing a letter.

7.- I asked about the exams _____ my teachers were busy.

8.- I began to cook my dinner _____ she was doing the dishes.

9.- I studied the unit _____ they were playing in class.

A S
H O W
T H A T
W H E R E
W H E R E V E R
M E A N W H I L E

OBSERVE:

You brought a lot of money AS I told you.

Tú trajiste mucho dinero TAL COMO te dije.

You don't have to explain HOW you got all that money.

Tú no tienes que explicar COMO obtuviste todo ese dinero.

You can buy the gifts THAT you like most.

Tú puedes comprar los regalos que más te gusten.

Your money must be WHERE you always leave it.

Tú dinero debe estar DONDE siempre lo dejas.

WHEREVER you go in Acapulco, take a lot of money

A DONDE QUIERA que vayas en Acapulco, lleva mucho dinero.

Have our luggage ready, MEANWHILE I'll call a taxi cab.

Ten listo nuestro equipaje. MIENTRAS TANTO, llamaré un taxi.

EXERCISES

1.- UNDERLINE THE CONJUNCTIONS AND LIST THEM IN THE COLUMN:

Example:

The boys came on time as we wanted.....

1.- Don't stop working, meanwhile, we'll go to the grocery store...

2.- She knows where we left the sugar.....

3.- We will follow you wherever you have the cake.....

4.- I didn't ask you how you got those groceries.....

5.- You couldn't get the sugar that I wanted.....

6.- The boys were playing chess meanwhile the girls baked a cake...

7.- The girls hid the cake where the boys couldn't see it.....

8.- The boys didn't have a piece of cake as they expected.....

9.- They looked for the cake wherever they thought it could be.....

10.- The boys decided that they were going to have a coke instead...

11.- The girls just observed how the boys changed their mind.....

12.- I would like to know how you got here.....

13.- You will find the cake wherever it is.....

14.- Everybody knew where it was.....

15.- Robert was reading, meanwhile I went downtown.....

11.- TRANSLATE.

1) A traveling library goes wherever it is needed.

2) Marilyn is always smiling wherever she is.

3) She looks just as I thought she would.

4) I think she works as a slave.

5) We hid the books where nobody can find them.

6) Our children are playing where they had always wanted to.

7) Perhaps no one can understand how I could finish this work.

8) The audience could see how the president used a kind of mimicry.

9) Mr. Stone is in the office now, meanwhile I will stay here.

10) The boys are swimming, meanwhile I'll be waiting here.

11) The boys said that they won't take care of our garden.

12) This is the garden that I like most.

13) It's easy to know how you did it.

14) She already knows where I am.

15) The results were as we expected.

III.- FILL IN THE BLANKS, THEN TRANSLATE:

1.- The I B M has an office on Independence Avenue _____ we can go
now. _____ donde

2.- You may stay in the office _____ we'll go window shopping.
_____ mientras tanto

3.- _____ Mr. Watson wants, the payroll will be ready on time.
Tal como

4.- He didn't let me know _____ he installed this line.
_____ como

5.- _____ you go in Europe, you can see IBM offices.
A donde quiera que

6.- I don't know _____ the telephone lines are connected.
_____ donde

7.- _____ you are in this office, follow the instructions.
Donde quiera que

8.- Please, have these data ready _____ I'll finish the cards.
_____ mientras tanto

9.- We can't imagine _____ they got here.
_____ cómo

10.-Our boss is checking the data _____ you left yesterday.
_____ que

11.-Not all the data are _____ we expected.
_____ tal como

12.-You must know _____ we check out at 6.00 P.M. everyday.
_____ que

13.-The boys will be here, _____ I'll go to see Joan.
_____ mientras tanto

14.-I will have to explain _____ we could get the tickets.
_____ como

15.- I know _____ you park your car.
_____ donde

2.7 COMPUTERS, PROGRESS AND YOU.

Certain fields of science have been developed recently and common people have some knowledge of them through different readings from magazines, newspapers and other means of communication.

We DO NOT intend to give all the information about computers, though on the other hand we WILL NOT deny that the basic description of what a computer is, will be found in this reading.

A computer is an automatic electronic machine that CAN NOT only perform calculations, but also accepting data, performing operations according to instructions (programs) and give us the results of operation.

Amazing ISN'T it?

Who HAS NOT heard about "digital computers"? They operate with numbers expressed directly as digits and counts discretely. We MUST NOT forget contrasting the "digital computer" with the analogue computer, which operates on data, represented by variable physical quantities, such as voltage and measures continuously (operations are said to be analogous to the quantities represented). You MAY NOT know it but in the early 1970's more than the ninety percent of the computers in use were of the digital type.

As you can see man COULD NOT be free from the drudgery of data processing routine until the recent decades. It DOES NOT mean that everything is already done in this field.

Let's see the basic functions of a digital computer. They are a) input; b) storage; c) control; d) processing; and e) output.

A computer receives data in the form of binary codes of 1s and 0s and stores them on tapes, disks, drums or other media. We SHOULD NOT forget that it has properties similar to those of an adding machine, it can add, subtract, multiply, divide and list; but in addition it can make decisions selecting on the basis of stored instructions. Perhaps you HAD NOT noticed that this stored program concept and the memory capability are the two primary characteristics differentiating the computer from a high speed calculator.

We HAVE NOT mentioned that the control function involves following instructions, precisely as stored. The computer must be instructed (programmed for every step). The output of the computer takes many forms. Generally, it is printed, put on cards or tape stored in memory,

displayed on a cathode ray tube or communicated to other remote devices.

Our grandparents WOULD NOT believe all these wonders or our modern world. We MIGHT NOT believe them either, if we WERE NOT involved in a world where research brings us something new everyday.

During the 1960's and 1970's computer technology has advanced from a second generation to a third generation of highly sophisticated, transistorized, ultra-fast computer systems. The minicomputer, time-shared data processing, and on-line, man-machine communications have been introduced into industry. Now we have entered a new fourth generation phase in which man "converses" with machines hundreds of kilometers away at a speed that we SHALL NOT comprehend very easily.

The decade of the 80's will bring us more amazing results.

Latin American countries (including Mexico) OUGHT NOT to look down on the fields of computers. The "Instituto Tecnológico de Estudios Superiores de Monterrey" is devoting part of its resources to this field and this is worthy of praise because it means to be on the way of progress.

ANSWER "FALSE" OR "TRUE"

- 1.- A computer is a machine that can only perform calculations. _____
- 2.- Digital computers operate with "digits". _____
- 3.- In the early 1970's only 50% of the computers in use were of the digital type. _____
- 4.- The basic functions of a digital computer are three. _____
- 5.- The data can be stored on tapes, disks or drums. _____
- 6.- A computer can make decisions selecting on the basis of the stored instructions. _____
- 7.- The computer must be programmed for every step. _____
- 8.- The mini-computer, the time-shared data processing and on line man-machine communication can't introduced on industry yet. _____

9.- In the decade of the 80's very little can be done in this field.

10.- All of the countries should try to develop technology in this field.

WRITE EVERY ANSWER TAKING THE APPROPRIATE ONE, FROM THE LIST BELOW.

- 1.- Is a computer an automatic electronic machine? _____
- 2.- Do "digital computers" operate with numbers expressed directly, as digits and counts discretely? _____
- 3.- Is everything a head, done in the field of computers? _____
- 4.- How many are the basic functions of a digital computer? _____
- 5.- Can both a computer and an adding machine, add, subtract, multiply and divide? _____
- 6.- Are the stored program concept and the memory capability the two primary characteristics differentiating the computer from a high speed calculator? _____
- 7.- Is the printing one of the forms that can be taken by the output of the computer? _____
- 8.- Were the decades of the 60's and 70's when computers had advanced most? _____
- 9.- Do we expect more amazing results in the decade of the 80's. _____
- 10.- Is it possible for a man to communicate ("converse") with a computer hundreds of kilometers away at an amazing speed? _____

YES, IT IS. NO IT ISN'T. YES, WE DO. YES, THEY DO.

YES, THEY CAN. YES, THEY ARE. THEY'RE FIVE. THEY'RE THREE.

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READ AND ANSWER.

- 1.- What means of communication give us the knowledge of certain fields of science?

- 2.- What do "digital computers" operate with?

- 3.- When were the digital type computers occupying the 90% of all devices used?

- 4.- When could man be free from data processing routine?

- 5.- What are the five basic functions of a digital computer?

- 6.- Where does a computer store the data that receive?

- 7.- What are the properties of a computer similar to those of an adding machine?

- 8.- What basis does a computer select to make decisions?

- 9.- What are the two primary characteristics differentiating the computer from a high speed calculator?
A) _____ b) _____
- 10.- What forms can the output of the computer take?

10.- They _____ classify the accounts yesterday.
a) does not b) has not c) had not d) did not

V.- ACCORDING TO THE DIALOGUE "IN THE LIBRARY" ON PAGE _____
WRITE "TRUE" OR "FALSE".

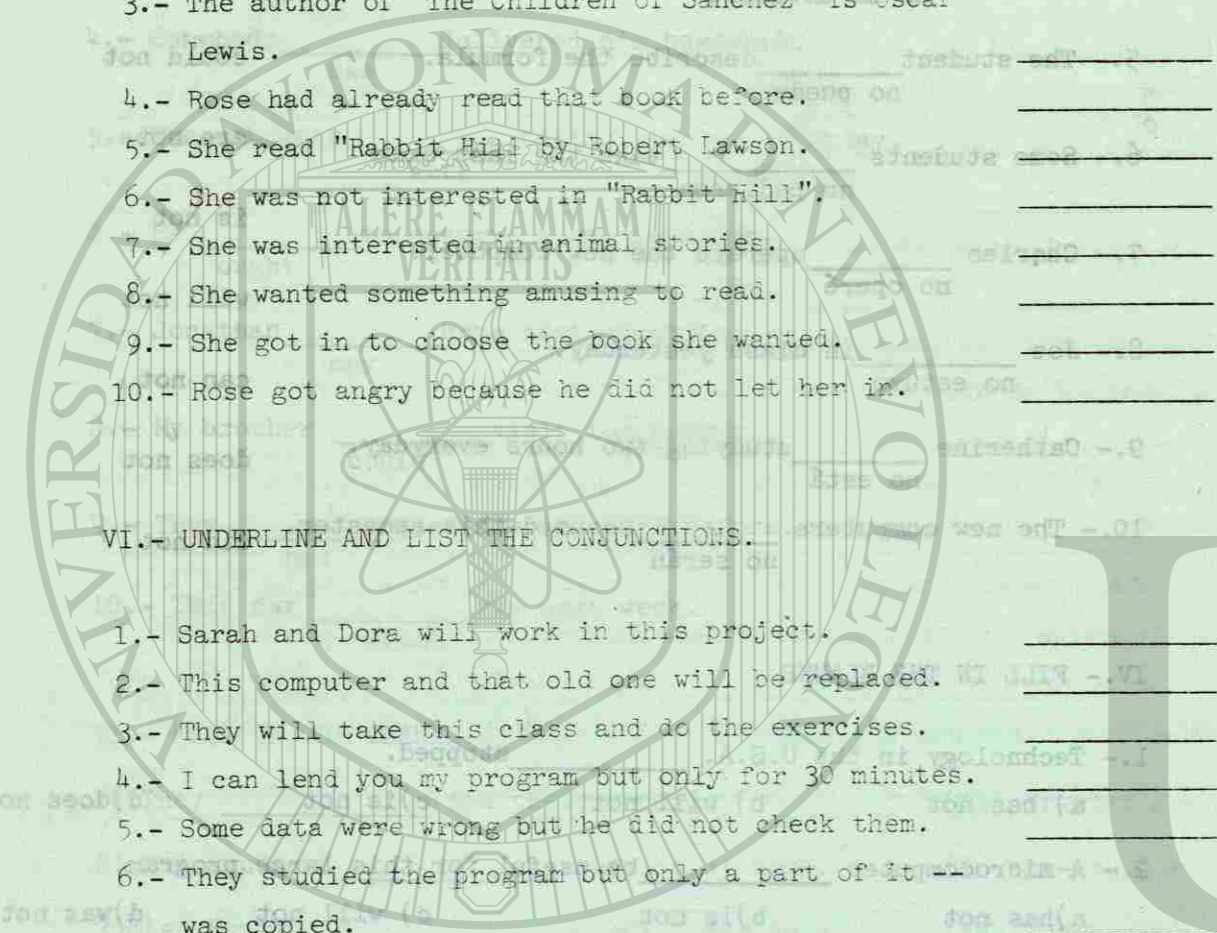
- 1.- Rose was looking for a good book. _____
- 2.- Don could not help Tose. _____
- 3.- The author of "The Children of Sanchez" is Oscar Lewis. _____
- 4.- Rose had already read that book before. _____
- 5.- She read "Rabbit Hill" by Robert Lawson. _____
- 6.- She was not interested in "Rabbit Hill". _____
- 7.- She was interested in animal stories. _____
- 8.- She wanted something amusing to read. _____
- 9.- She got in to choose the book she wanted. _____
- 10.- Rose got angry because he did not let her in. _____

VI.- UNDERLINE AND LIST THE CONJUNCTIONS.

- 1.- Sarah and Dora will work in this project. _____
- 2.- This computer and that old one will be replaced. _____
- 3.- They will take this class and do the exercises. _____
- 4.- I can lend you my program but only for 30 minutes. _____
- 5.- Some data were wrong but he did not check them. _____
- 6.- They studied the program but only a part of it _____ was copied. _____
- 7.- This program won't be useful nor the last one. _____
- 8.- We did not check up exercise # 3 # 4. _____
- 9.- It is not easy to read a program nor to perform. _____
- 10.- They do not like Mathematics nor Algebra. _____

VII.- ACCORDING TO THE READING "COMPUTER, PROGRESS AND YOU".
PAGE _____ GIVE SHORT ANSWERS.

- 1.- Is there a lot of information given in the reading "computers, -- progress and you"? _____
- 2.- Would you like to operate a computer? _____



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3.- Did the field of computers begin to be developed since 1950? _____

4.- Have your ever heard anything about digital computers? _____

5.- Have you ever operated computer? _____

6.- Would you like to study something about computers? _____

7.- Do the data play an important role in programming? _____

8.- Do you know what are the basic functions of a digital computer? _____

9.- Does a computer receive data in the form of binary codes? _____

10.- Must a computer be programmed for every step? _____

VIII.- PUT THE FOLLOWING WORDS IN A RIGHT ORDER TO MAKE A SENTENCE THEN
WRITE THE WHOLE SENTENCE IN ENGLISH.

- 1.- Mr. Goldwater _____ sales department _____ for _____ brought _____
this _____ model _____ the _____
- 2.- Computers _____ did _____ I _____ not _____ homework _____ my _____ about _____ do _____
- 3.- Operate _____ you _____ this _____ can _____ model _____ not _____
- 4.- Building _____ the _____ IBM _____ she _____ visited _____
- 5.- Know _____ models _____ new _____ the _____ not _____ they _____ did _____
- 6.- Jane _____ used _____ cards _____ work _____ not _____ will _____ with _____
- 7.- For _____ help _____ a _____ work _____ better _____ symbols _____ the _____
- 8.- The students _____ for _____ hard _____ not _____ was _____ it _____ understand _____
- 9.- Here _____ microcomputer _____ we _____ not _____ can _____ get _____ any _____
- 10.- Model _____ used _____ a _____ sophisticated _____ they _____

IX.- GIVE A LOGICAL ANSWER.

- 1.- Why do you think the field of computers is recent?

- 2.- Do you receive any information about computers in the magazine you read?

- 3.- How much information have you read about computers?

- 4.- Do you think that computers would have existed without electrical power?

- 5.- Do you think that man will be substituted by machines?

- 6.- Have you ever used a calculator?

- 7.- How many types of computers do you know?

- 8.- Have you ever programmed a computer?

- 9.- Is it important to know something about computers?

- 10.- Is there any school that devotes part of its resources to - - - research?

X.- TRANSLATE THE FOLLOWING SENTENCES.

- 1.- We could not get any disks for this job.

- 2.- Expensive devices will be used for this purpose.

- 3.- I.B.M. has invented new models for the next exhibition.

- 4.- Both the I.B.M. and Burroughs make computers.

- 5.- You should consider both the theory and the practice.

- 6.- He knows both sales and production departments.

- 7.- She can help you whenever you teach her how to do it.

- 8.- They can review the whole program whenever you finish it.

- 9.- The work can be finished on time whenever everybody cooperates.

- 10.- Computers are not only useful but also important.

NOUNS

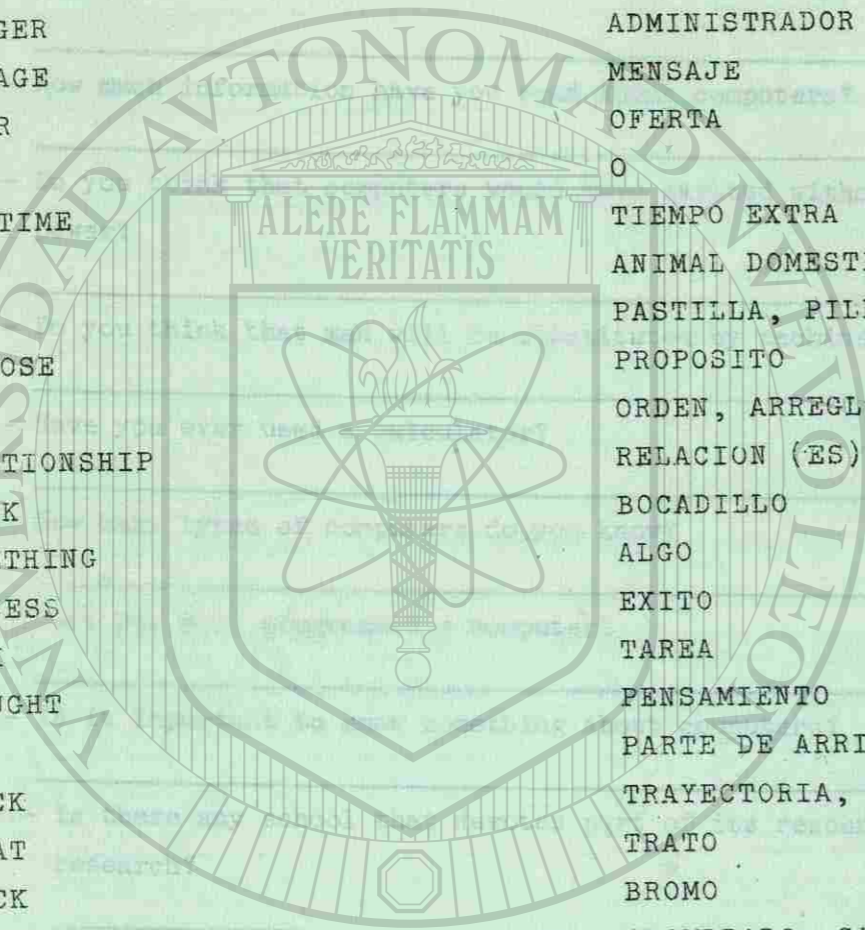
LIFEGUARD	SALVAVIDAS
LINK	ENLACE
LISTING	INCLUSION EN UNA LISTA
MANAGER	ADMINISTRADOR
MESSAGE	MENSAJE
OFFER	OFERTA
OR	O
OVERTIME	TIEMPO EXTRA
PET	ANIMAL DOMESTICO, MASCOTA
PILL	PASTILLA, PILDORA
PURPOSE	PROPOSITO
RANK	ORDEN, ARREGLO, DISPOSICION
RELATIONSHIP	RELACION (ES)
SNACK	BOCADILLO
SOMETHING	ALGO
SUCCESS	EXITO
TASK	TAREA
THOUGHT	PENSAMIENTO
TOP	PARTE DE ARRIBA
TRACK	TRAYECTORIA, RECORRIDO
TREAT	TRATO
TRICK	BROMO
WIRE	ALAMBRADO, CABLE
WORKING	TRABAJO

ADJECTIVES

AMUSING	DIVERTIDO, QUE DIVIERTE
BACKWARDS	HACIA ATRAS
CLEAR	CLARO
FORWARDS	ADELANTE, HACIA ADELANTE
ENOUGH	SUFICIENTE
FUNNY	DIVERTIDO
PLEASANT	AGRADABLE
TIRING	CANSADO
WHOLE	TODO (A)

OTHER WORDS

CONSUMING	CONSUMO	TAMPOCO
EITHER	AMBOS	SIN EMBARGO
HOWEVER	NO OBSTANTE	POR SUPUESTO
COURSE	CURSO	DESCOMPUESTO
OUT OF ORDER	DEFECTUOSO	QUIZAS
PERHAPS	POSIBLAMENTE	AMABLEMENTE
POLITELY	AMABLEMENTE	DEMASIADO
TOO MUCH	EXCESIVO	DONDE QUIERA
WHEREVER	EN CUALQUIER PARTE	TODAVIA
YET	SIN EMBARGO	
FLOWERS	FLORES	
FACTORY	FABRICA	
GLASSES	GAFAS	
HALL	SALA	
HANDLING	MANEJO	
HELPFUL	AYUDANTE	
KEY	LLAVE	
KIND	TIPO	



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCION GENERAL DE BIBLIOTECAS

VOCABULARY

UNIT II

VERBS

BEHAVE	COMPORTADO
(TO) BE SURE	ESTAR SEGURO
BROKEN DOWN	AVERIADO, DESCOMPUESTO
(TO) BUY	COMPRAR
(TO) CARRY	LLEVAR, CARGAR
(TO) CHOOSE	ESCOGER
(TO) CUT	CORTAR
DAMAGE	DAÑADO
(TO) DRIVE	MANEJAR
DROPPED	DEJÉ CAER
DROWNED	AHOGARA (subjuntivo)
(TO) FORGET	OLVIDAR
GAVE	DIO
GETS ANGRY	SE ENOJA
HAS LOWERED	HA BAJADO
I AM SORRY	DISCULPAME
IS OVER	SE TERMINO
(TO) LEAVE	DEJAR, ABANDONAR
LET'S FORGET	OLVIDEMOS
(TO) LINK	UNIR, ENCADENAR
LOOKING FOR	BUSCANDO
(TO) LOVE	AMAR
SANG	CANTARON
SAW	VIERA (subjuntivo)
STOPS	SE DETIENE
STORING	ACUMULANDO
(TO) TURN OFF	APAGAR
(I) USED TO	(YO) SOLIA (ACOSTUMBRABA)
WRITTEN	ESCRITO

NOUNS

APPLICATION	SOLICITUD
BROKKEEPER	CONTADOR (TENEDOR DE LIBROS)
BORING	ABURRIDO
BOTTOM	PARTE DE ABAJO
BRIDGE	PUENTE
CARDS	TARJETAS
CHAIN	CADENA
CHANNEL	CANAL
CHECKING	VERIFICACION

CONSUMING	CONSUMO
CREATING	CREACION
DATA	DATOS
DISAPPOINTMENT	DISGUSTO
DUST	POLVO
EFFECTIVENESS	EFFECTIVIDAD
ESSAY	ENSAYO
FILES	ARCHIVOS, REGISTROS
FINE	MULTA
FINGER	DEDO DE LA MANO
FLOWCHART	DIAGRAMA DE FLUJO
FACTORY	FABRICA
GLASSES	LENTES
HALL	PASILLO
HANDLING	MANEJO
HELPFUL	UTIL
KEY PUNCHING	PERFORACION DE LAS TARJETAS POR LA COMPUTADORA.
KIND	AMABLE

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
DIRECCIÓN GENERAL DE BIBLIOTECAS

VOCABULARY
COMPUTERS, PROGRESS AND YOU

VERBS

(TO) BELIEVE	CREER
BRINGS	TRAE, PROPORCIONA
COUNTS	CUENTA
(TO) DENY	NEGAR
DEVOTING	DEDICANDO
HAVE BEEN DEVELOPED	HAN SIDO DESARROLLADOS
HAVE BEEN INTRODUCED	HAN SIDO INTRODUCIDOS
INVOLVED	INVOLUCRADO, INMERSO
(TO) LIST	ENLISTAR
(TO) LOOK DOWNON	MIRAR CON DESPRECIO, SUBESTIMAR.
MEANS	SIGNIFICA
STORES	ACUMULA

NOUNS

ACCOUNTS PAYABLE	CUENTAS POR PAGAR
CODES	CODIGOS
DECADE	DECADAS
DEVICES	MECANISMOS
DISKS	DISCOS
DRUDGERY	TRABAJO FATIGOSO, MONOTONO
DRUMS	TAMBORES, CILINDROS
INPUT	ENTRADA DE INFORMACION
KNOWLEDGE	CONOCIMIENTO
MEANS	MEDIOS
MEASURES	MEDIDAS
OUTPUT	INFORMACION DE SALIDA
PAYROLL	NOMINA DE PAGO
PHASE	FASE
PRAISE	ALABANZA, ELOGIO
READING	LECTURA
RESEARCH	INVESTIGACION
RESOURCES	RECURSOS
SALES	VENTAS
SPEED	VELOCIDAD
STEP	PASO, ETAPA
STORAGE	ACUMULACION
TAPES	GRABACION
WAY	CAMINO
WONDERS	MARAVILLAS

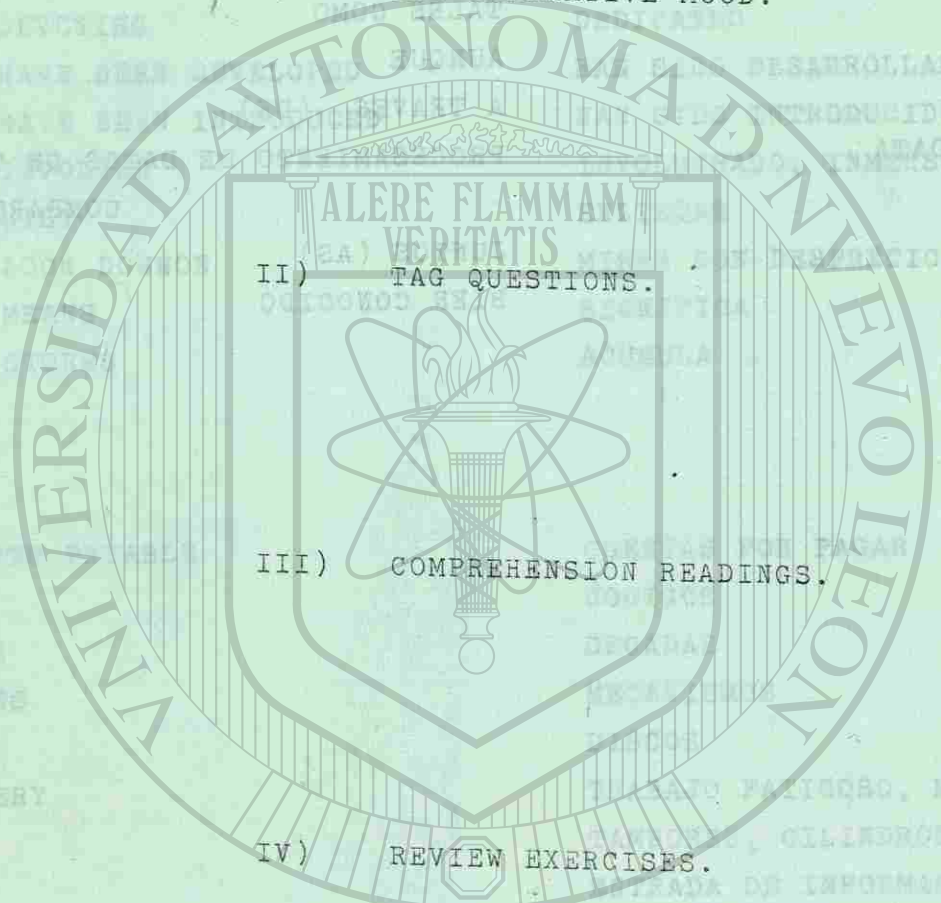
ADJECTIVES

AMAZING	ASOMBROSO
AWAY	LEJOS
USEFUL	UTIL

OTHER WORDS

BOTH	AMBOS (AS)
SUCH AS	TALES COMO
THOUGH	AUNQUE
THROUGH	A TRAVES (DE)
TIME SHARED DATA	PROCESAMIENTO DE DATOS DE TIEMPO COMPARTIDO
TOGETHER	JUNTOS (AS)
WELL KNOWN	BIEN CONOCIDO

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
DIRECCION GENERAL DE BIBLIOTECAS



UNIT III

I) THE IMPERATIVE MOOD.

II) TAG QUESTIONS.

III) COMPREHENSION READINGS.

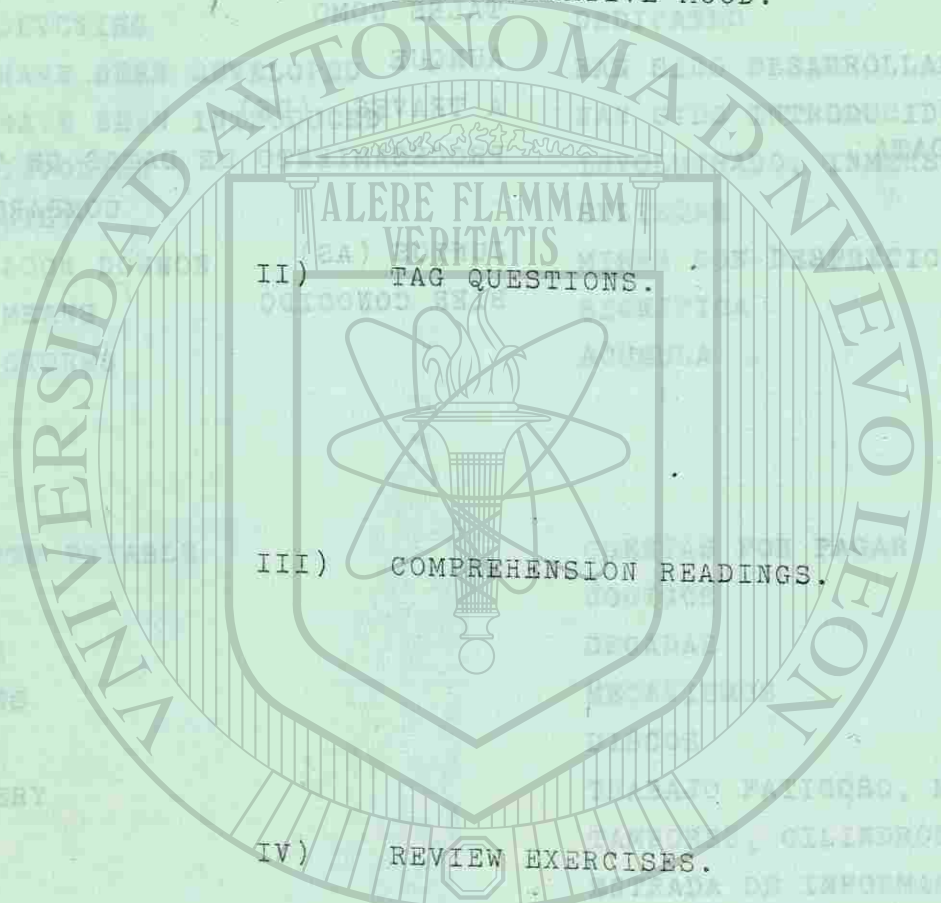
IV) REVIEW EXERCISES.

V) VOCABULARY.

UNIDAD III
OBJETIVOS ESPECIFICOS

Al final de la unidad el alumno conocerá y aplicará la forma del modo imperativo en inglés y su traducción al español. Conocerá y usará las preguntas para corroborar. Traducirá los textos que aparecen al final de la unidad.

- 3.1.-PLANTEAMIENTO: Nuevamente en situaciones sencillas las cuales expresadas gráficamente, el alumno comprenderá el uso del modo imperativo.
- 3.2.-FORMAS DEL IMPERATIVO: De una manera mas completa el alumno conocerá y usará todas las formas que puede tener el modo imperativo, forma negativa, con "Let's" etc.
- 3.3.-EJERCICIOS: Aplicará sus conocimientos en los ejercicios y traducirá oraciones en que se use el imperativo.
- 3.4.-TAG QUESTIONS: Con dibujos se plantean situaciones en que es apropiado y correcto el uso de las preguntas para corroborar (Tag Questions).
- 3.5.- HELPING VERBS: El alumno repasará los auxiliares para poderlos manejar con una mayor facilidad al formular preguntas para corroborar.
- 3.6.-EJERCICIOS: Se plantearán muchos ejercicios que incluyan todas las posibilidades gramaticales para que su uso no sea limitado.
- 3.7.-LECTURAS DE COMPRESION: El alumno comprenderá y traducirá los textos que están al final de la unidad y contestará las cuestiones relativas a los mencionados textos, ayudándose con el vocabulario que está al final de la unidad o con un diccionario.
- 3.8.-REVIEW EXERCISES: Estos ejercicios servirán para darnos cuenta de la firmeza de los conocimientos adquiridos sobre los temas vistos.
- 3.9.-VOCABULARIO: El vocabulario que está al final de la unidad deberá irse aprendiendo a lo largo del desarrollo de la misma.



UNIT III

I) THE IMPERATIVE MOOD.

II) TAG QUESTIONS.

III) COMPREHENSION READINGS.

IV) REVIEW EXERCISES.

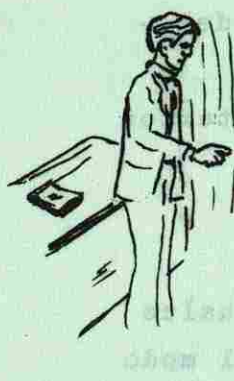
V) VOCABULARY.

UNIDAD III
OBJETIVOS ESPECIFICOS

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THE IMPERATIVE MOOD



SIT DOWN

COME TO THE BLACKBOARD



READ YOUR LESSON

OPEN THE DOOR, PLEASE.

3.2 OBSERVE: The imperative mood is used to express a request or a command, in which the subject is implied but omitted from the sentence. It is always directed to someone else. The word "PLEASE" may be expressed at the beginning or end of the sentence to have a polite sentence. Examples:

Affirmative

Negative

- __ Please, come here.
- __ Bring me some books.
- __ Sit down, please.
- __ Open the door.
- __ Run on the beach.
- __ Come back early.
- __ Close your books.
- __ Turn on the radio.
- __ Drive carefully.
- __ Paint the walls.
- __ Eat candy.
- __ Copy during the exams, please

- __ Please, don't come here.
- __ Don't bring me the books.
- __ Don't sit down, please
- __ Don't open the door.
- __ Don't run on the beach.
- __ Don't come back early.
- __ Don't close your books.
- __ Don't turn on the radio.
- __ Don't drive carefully.
- __ Don't paint the walls.
- __ Don't eat candy.
- __ Don't copy during the exams, please.

3.3

EXERCISES

I.- WRITE THE CORRECT FORM IN THE BLANKS.

- 1.- George _____ to the lab, please. (GO-TOGO)
- 2.- Mom, _____ me some color pencils, please. (BUY-TO BUY)
- 3.- Please, _____ me to carry these books. (HELP-TO HELP)
- 4.- _____ your math exercises now, please (PRACTICE-TO PRACTICE)
- 5.- _____ to bed early, please. (GO-TO GO)
- 6.- _____ to the teacher, please. (LISTEN-TO LISTEN)
- 7.- _____ the new exercise in your notebooks. (WRITE-TO WRITE)
- 8.- _____ a pie on my birthday, please. (MAKE-TO MAKE)
- 9.- _____ my breakfast, please. (PREPARE-TO PREPARE)
- 10.- _____ your notebooks next class, please. (BRING-TO BRING)

II.- TRANSLATE THESE COMMANDS:

- 1.- LEARN BY HEART _____
- 2.- PITCH _____
- 3.- HELP _____
- 4.- WATCH _____
- 5.- PLAY _____
- 6.- READ _____
- 7.- SWIM _____
- 8.- WALK _____
- 9.- DRIVE _____
- 10.- OBSERVE _____
- 11.- TRY TO UNDERSTAND _____
- 12.- BUILD _____
- 13.- PICK UP _____
- 14.- GO _____
- 15.- CATCH _____

III.- TRANSLATE THE FOLLOWING SENTENCES:

- 1.- Begin your exercises on page 37, please.
- 2.- Stand up when the flag passes in front of you.
- 3.- Choose a new pair of shoes size 7.
- 4.- Work in the morning next week.
- 5.- Organize a party next Christmas, Sally.
- 6.- Behave like a good boy.

7.- Move your chairs this side, please.

8.- Put your black shoes on.

9.- Watch the new T.V. series tonight.

10.- Record the Bee Gees songs.

NOTICE: THE IMPERATIVE MOOD USES THE EXPRESSION DO NOT (DON'T) TO - HAVE THE NEGATIVE FORM.

EXAMPLES: Don't swim in this river.

Don't come late.

Don't forget to study.

Don't open your books, please.

Don't play in the garden, please.

Please, don't close the windows.

Please, don't turn off the radio.

Don't litter anywhere.

Don't forget to do your exercises.

Don't be absent tomorrow.

IV.- CHANGE THE FOLLOWING COMMANDS TO NEGATIVE.

1.- Invite your friends.

2.- Cross the street running.

3.- Copy all the exercises.

4.- Learn this chart by heart.

5.- Skip your English class, please.

6.- Watch T.V. till midnight.

7.- Drop water on the rug, please.

8.- Please, turn off the radio.

9.- Park on the yellow line, please.

10.- Stop on green light.

V - TRANSLATE THE FOLLOWING COMMANDS.

1.- Don't smoke in the lab, please

2.- Don't be late to class

3.- Don't take a shower after having lunch

4.- Don't write the answers on the board

5.- Don't drink cold water

6.- Don't make tricks during the exams

7.- Don't play in class

8.- Don't sleep on the rug

9.- Don't study unit five

10.- Don't bring pets

3.1

IMPERATIVE WITH "LET'S "



Let's play basket ball



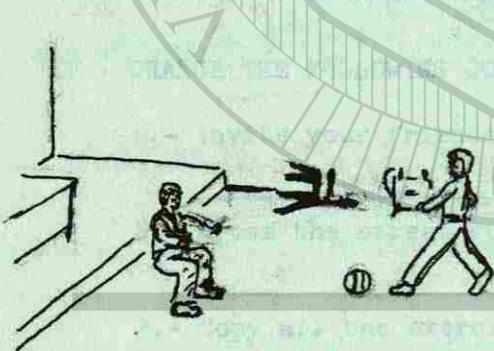
Let's drink some sodas



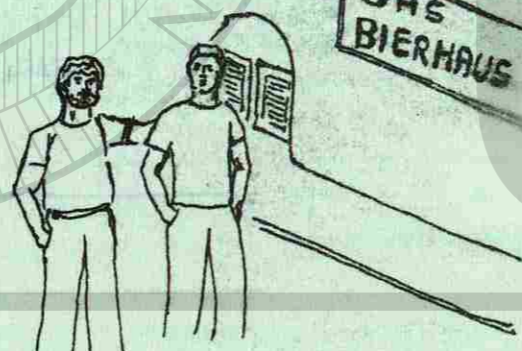
Let's do our homework



Let's not smoke in the lab.



Let's not play in class.



Let's not drink beer.

3.2

NOTICE: When the speaker gets involved in the action, we use "LET'S".

Example:

Affirmative

Negative

Let's watch T.V. in my house.

Let's not watch T.V. in my house.

Let's come back early.

Let's not come back early.

Let's study next Friday.

Let's not study next Friday.

Please, let's invite group 3.

Please, let's not invite group 3.

Let's advise them to come now.

Let's not advise them to come now.

Let's buy our books for this year.

Let's not buy our books yet.

Let's swim in 30 minutes.

Let's not swim.

Let's put our shoes on.

Let's not put our shoes on.

Let's record this song.

Let's not record this song.

Let's sleep late.

Let's not sleep too late.

Let's study in the kitchen

Let's not study in the kitchen.

Let's travel by bus

Let's not travel by bus.

Let's work overtime.

Let's not work overtime.

Let's accept him in the group

Let's not accept him in the -- group.

3.3

EXERCISES

1.- USE LET'S IN THE FOLLOWING COMMANDS.

- 1.- _____ develop this formula
- 2.- _____ travel by bus
- 3.- _____ study in the park
- 4.- _____ select the best runners
- 5.- _____ see more examples
- 6.- _____ stand up when the Governor passes over here
- 7.- _____ make some comments of the play
- 8.- _____ accept him in our club
- 9.- _____ begin our exercise
- 10.- _____ buy another ticket

TRANSLATE THE FOLLOWING SENTENCES

- 1.- Let's change some dollars, please
- 2.- Let's cooperate for a good party
- 3.- Let's decide where to go
- 4.- Let's eat in the dining room
- 5.- Let's forget about classes, it is November 20th.
- 6.- Please let's finish the lab practice
- 7.- Let's copy this unit carefully
- 8.- Let's drink some cold coconut water
- 9.- Let's study hard for our next exam
- 10.- Let's go to see the football game

III.- CHANGE THE FOLLOWING SENTENCES TO NEGATIVE.

- 1.- Let's arrive together.

- 2.- Let's begin our class at 10.00 a.m.

- 3.- Let's broadcast the news as soon as possible.

- 4.- Let's buy some cigarettes.

- 5.- Let's change some currency.

- 6.- Let's choose the best runners.

- 7.- Let's decide who will be the president.

- 8.- Let's do the homework now.

- 9.- Let's eat dinner quickly.

- 10.- Let's run at noon.

IV.- TRANSLATE THE FOLLOWING SENTENCES.

- 1.- Let's not enjoy the refreshment.

- 2.- Let's not explain the formula.

- 3.- Let's not develop this film.

- 4.- Let's not feel homesick.

- 5.- Let's not forget to come back early.

- 6.- Let's not postpone the chemical experiment.

- 7.- Let's not follow his instructions.

- 8.- Let's not go to the discotheque.

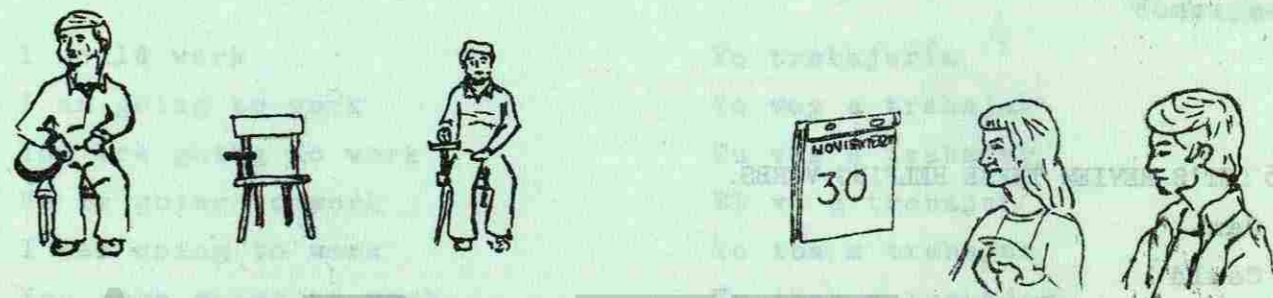
- 9.- Let's not make tricks during our exams.

- 10.- Let's not write the answers on the walls.

3.4 TAG QUESTIONS



She is from Japan. Isn't she? They don't work in a school.
Do they?



Albert didn't come to class. Did he? We will have vacation soon. Won't we?

TAG QUESTIONS: They are also called "Attached Questions" and we use them after a statement, with the only purpose of verifying whether the information given in the prior statement is correct or not. When forming a "tag question", we will take into account:

- A) That it will include the word "NOT" if the previous statement is affirmative. It will not include it if the mentioned statement is negative.
- B) The appropriate helping verb.
- C) The corresponding pronoun.

Examples:

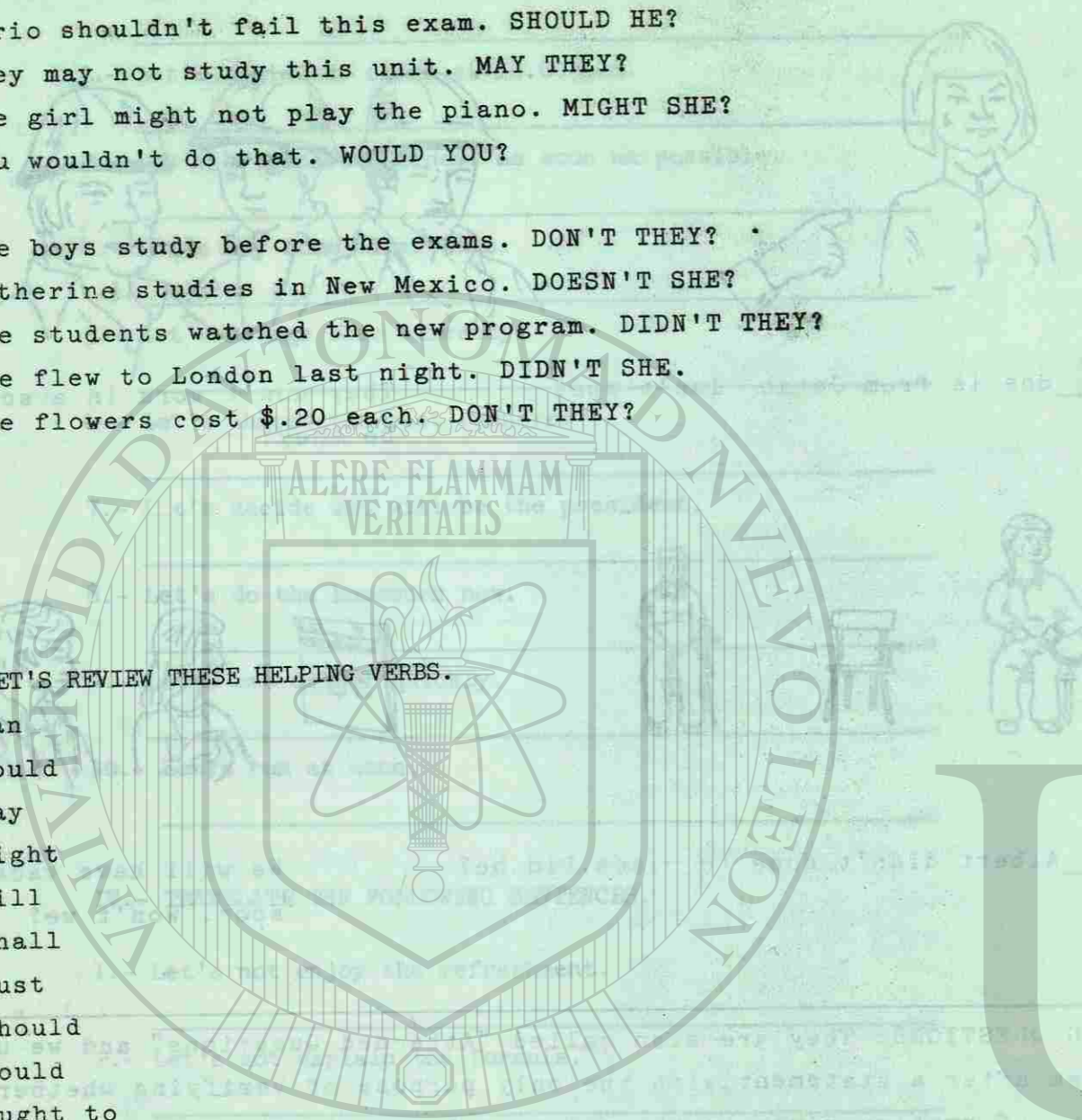
- George can help her sister. CAN'T HE?
The students must be on time. MUSTN'T THEY?
Erika is from Monterrey. ISN'T SHE?
You were at school last night. WEREN'T YOU?
They will come back on horseback. WON'T THEY?

Sylvia couldn't attend classes yesterday. **COULD SHE?**
 Mario shouldn't fail this exam. **SHOULD HE?**
 They may not study this unit. **MAY THEY?**
 The girl might not play the piano. **MIGHT SHE?**
 You wouldn't do that. **WOULD YOU?**

The boys study before the exams. **DON'T THEY?**
 Catherine studies in New Mexico. **DOESN'T SHE?**
 The students watched the new program. **DIDN'T THEY?**
 She flew to London last night. **DIDN'T SHE?**
 The flowers cost \$.20 each. **DON'T THEY?**

3.5 LET'S REVIEW THESE HELPING VERBS.

- Can
- Could
- May
- Might
- Will
- Shall
- Must
- Should
- Would
- Ought to
- Am going to
- Is going to
- Are going to
- Was going to
- Were going to
- Do
- Does
- Did
- Have
- Has
- Had



DIRECCIÓN GENERAL DE BIBLIOTECAS

REVIEW

Remember these sentence patterns:

I can work	Yo puedo trabajar
I could work	Yo pude trabajar
I may work	Yo puedo trabajar
I might work	Yo tal vez trabaje
I will work	Yo trabajaré
I shall work	Yo trabajaré (futuro formal)
I must work	Yo debo trabajar (obligación necesaria)
I should work	Yo debía trabajar (obligación moral)
I ought to work	Yo debo trabajar (obligación consejo)
I would work	Yo trabajaría
I am going to work	Yo voy a trabajar
You are going to work	Tu vas a trabajar
He is going to work	El va a trabajar
I was going to work	Yo iba a trabajar
You were going to work	Tu ibas a trabajar
They have worked	Ellos han trabajado
She has worked	Ella ha trabajado
I had worked	Yo había trabajado
I do not work	Yo no trabajo
He does not work	El no trabaja
I did not work	Yo no trabajé

LET'S SEE SOME EXAMPLES:

John will come tonight, won't he? John vendrá esta noche, no es cierto?
 The boys would study 3 lessons, wouldn't they? Los alumnos estudiarían 3 lecciones, no es así?
 She is going to play, isn't she? Ella va a jugar, no es así?
 They have won three games, haven't they? Ellos han ganado dos -- juegos no es así?
 Sonya has understood the lesson, hasn't she? Sonia ha entendido la lección, no es así?
 The boys had begun on time, hadn't they? Los muchachos habían -- comenzado a tiempo, no es así?

1.- ADD THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.

- 1.-Mr. Kelly can travel to Can Cun, _____?
- 2.-Mrs. Martinez is going to watch T.V. _____?
- 3.-They ought not to study during vacation, _____?
- 4.-We shall help you, _____?
- 5.-The boys were going to take an exam, _____?
- 6.-We have learned this unit, _____?
- 7.-You would believe her, _____?
- 8.-Minerva may not study this year, _____?
- 9.-She isn't so lovely, _____?
- 10.-They are in Monterrey, _____?

II.- SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.

- 1.-Medicine is not a recent science, _____?
- 2.-They had not forgotten the answers, _____?
- 3.-I am not going to have vacation, _____?
- 4.-They could record some songs, _____?
- 5.-We are not going to study today, _____?
- 6.-She should study before the exams, _____?
- 7.-Lory was going to keep watching T.V., _____?
- 8.-All the students must study before the exams, _____?
- 9.-It will rain tonight, _____?
- 10.-They were in Monterrey, _____?

III.- SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.

- 1.-They were not born in Germany, _____?
- 2.-The girls have not done their exercises, _____?
- 3.-She might not sleep at midnight, _____?
- 4.-Carlos would not come next vacation, _____?
- 5.-She has not organized the party, _____?
- 6.-I shall not suggest you anything, _____?
- 7.-They can not decide where to go, _____?
- 8.-She is not sick, _____?
- 9.-I am not going to select my team, _____?
- 10.-She is your teacher, _____?

IV.- SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.

- 1.-It is not going to rain, _____?
- 2.-They won't perform the play, _____?
- 3.-The chairs are not going to be sold, _____?
- 4.-You ought not to slam the door, _____?
- 5.- The janitors may clean the school, _____?
- 6.- Some students should not be playing during class, _____?
- 7.- The government could not stop the inflation, _____?
- 8.- She was going to bring her books, _____?
- 9.- They were not going to grow corn, _____?
- 10.-The teachers had not solved the problem, _____?

V.- TRANSLATE THE FOLLOWING SENTENCES TO SPANISH.

- 1.- She has understood the lesson, hasn't she?

- 2.- They won't come tomorrow, will they?

- 3.- It is raining now, isn't it?

- 4.- The players could win the first place, couldn't they?

- 5.- They had sung a beautiful song, hadn't they?

- 6.- Those boys aren't playing, are they?

- 7.- Cristina may not swim during vacation, may she?

- 8.- Michael Jackson wasn't born in Cuba, was he?

- 9.- Judas Priest might not sing in Mexico, might he?

- 10.-Our Biology teacher has finished his program, hasn't he?

DO, DOES and DID in tag questions.

OBSERVE:

- The memory didn't store the data, did it?
- The wires don't cost too much, do they?

SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES. 1. - ADD THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.

The engineer doesn't forget any detail, does he?
The battery doesn't supply enough power, does it?
We don't understand this formula do we?

- VI.- SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.
1.- He expects to use the new information,
2.- The engineer watches the experiment,
3.- It works better with steel beams,
4.- He designs the size of the roof,
5.- Mr. Thompson travels to oversee the project,
6.- The foreman recognizes the mistake,
7.- He selects the new workers,
8.- The designer recommends to start as soon as possible,
9.- The plumber needs some pipes,
10.- He uses new material in this building,

- VII.- SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.
1.- They worked overtime,
2.- He operated the new machine,
3.- They bought their tools,
4.- The manager chose the new designers,
5.- They carried out this work in 30 days,
6.- The staff followed the instructions,
7.- They explained the new budget,
8.- My secretary wrote this memo to the foreman,
9.- They budgeted the new material,
10.- Some workers came late yesterday,

- VIII.- SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.
1.- Estelle and Elaine work on this project,
2.- The new engineers come from Japan,
3.- Some investors complain about the new budget,
4.- Dams help greatly Agriculture,
5.- Consultant engineers provide professional advice,
6.- They build a dam to control the flow of water,
7.- The factories have made the rivers impure,
8.- Economic and human problems involve transportation engineering,

- 9.- They hire 20 more workers to finish this project,
10.- The irrigation problem affect Agriculture,

- IX.- SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.
1.- He likes to work in this project,
2.- The engineers decide what kind of structure will be used,
3.- This design suggests a change,
4.- Hidalgo and Juarez streets carry downtown,
5.- Water supply concerns all citizens,
6.- Factories make the environment impure,
7.- They undertake the hardest part,
8.- It depends on the scale you select,
9.- Thir beam supports two tons,
10.- The two projects satisfy the needs of the population,

- X.- SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.
1.- The wires don't cost too much money,
2.- They don't expect to oversee this project,
3.- He doesn't know what a voltmeter is,
4.- The engineer doesn't forget any detail,
5.- The generator doesn't work properly,
6.- The magnetic fields don't hold the current,
7.- They battery doesn't support too much energy,
8.- This regulator doesn't control the generated current,
9.- The alternator doesn't produce the required energy,
10.- Thanks this generator, we have current,

- XI.- SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.
1.- He didn't prevent the loss of energy,
2.- They didn't explain how to repair it,
3.- The control generator didn't produce any voltage,
4.- Two computers didn't bring its instructions,
5.- The memory didn't store the data,
6.- The control of this computer didn't need any adjustment,

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- 7.- The electrical engineer didn't advice me anthing- - - - - ?
- 8.- The short circuit didn't damage the device, _____ ?
- 9.- This television set didn't cost me too much, _____ ?
- 10.- The starter needs a new magnetic field, _____ ?

XII.- SUPPLY THE TAG QUESTIONS TO THE FOLLOWING SENTENCES.

- 1.- They didn't know anything about engineering, _____ ?
- 2.- She came late yesterday, _____ ?
- 3.- It didn't work properly, _____ ?
- 4.- The generator works better with the new accesories, - - - - - ?
- 5.- The battery has to be checked, _____ ?
- 6.- The current gauge shows 20 amperes, _____ ?
- 7.- This antenna doesn't work for this device, _____ ?
- 8.- This old radio doesn't use any transistor, _____ ?
- 9.- She doesn't like to talk about computers, _____ ?
- 10.- They didn't forget turning off the radio, _____ ?
- 11.- They took a course to operate the new machines, - - - - - ?
- 12.- The engineers began to work yesterday, _____ ?
- 13.- We don't like to work in a laboratory, _____ ?
- 14.- The supervisors live far from the factory, _____ ?
- 15.- Engineers and supervisors work together, _____ ?

When matter and antimatter are brought together, they can annihilate each other to form a state of pure energy. A fundamental principle of Physics demands that the reverse of that process also be possible: a state of pure energy can quite literally materialize to form particles of ponderable mass. When the matter and antimatter are an electron and a positron, the state formed by their annihilation consists in of electromagnetic energy. It is a particularly simple state since electromagnetism is described by a well tested theory and is believed to be understood. For some time physicists have been eager to learn just what kind of particles are created when an electron and a positron collide at high energy. During the last years, several experiments have provided a preliminary view of the annihilation expectations. The discoveries are the most startling and exciting to emerge from high-energy Physics in a decade or more.

One reason for the great interest in these experiments is that provide a means of testing a central concept of modern particle Physics: the notion that the "herd" of supposedly elementary particles discovered during the past 25 years may actually be assemblages of only a few structureless entities that are truly fundamental. These constituent particles have been named QUARKS. Different versions of these quark theory make different predictions about what is to be expected in the aftermath of an electron-positron annihilation, and it is hoped that the experiments would help to determine which version is the correct one.

As it turned out, the results of an initial series of experiments was not accord with any of the predictions. As the measurements were been repeated and refined, two massive particles were unexpectedly discovered. By coincidence the discovery of the first of the particles was announced simultaneously by Physicists at two laboratories studying quite different reactions.

The existence of the new particles is in itself a surprise, but even more remarkable is their extraordinary stability. Although they decay to more familiar, less massive particles in a period that by conventional standards is very brief their lifetime is about 1000 times longer than of the other particles of comparable mass. This exceptional stability suggests that the new particles are fundamentally different from other kinds of matter. As yet their nature has not been satisfactorially explained and their significance remains a subject of lively speculation. Theories abound and Physics is in a stage of great ferment, but we can not be sure where the particles fit into the scheme of things.

The subatomic particles can be classified in broad families

according to the kinds of interactions they participate in, or, as it is often put, according to the kinds of forces they "feel". The forces considered are the four fundamental ones that are believed-- to account for all observed interactions of matter: gravitation, -- electromagnetism, the strong force and the weak force.

The electromagnetic force has infinite range, but it acts only - on matter that carries an electric charge or current. The "PHOTON" is the carrier of the electromagnetic force, and when two particles interact electromagnetically, they can be considered to exchange a photon or photons. In the classification of particles the photon is in a category by itself; it has no mass and no charge and it does - not participate in either strong or weak interactions.

All particles except the photons are classified according to --- their response to these two forces. Those that feel the strong ---- force are called "Hadrons"; those that do not feel the strong ----- forces but do not respond to the weak force are called "Leptons".-- Particles belonging to these two families have quite different ---- properties.

In the experimental and theoretical investigations now under --- many current concepts are being challenged: one however is not in - questions: That of quarks themselves. The discovery of particles -- called "Psi" has confirmed again the central importance of quarks - as the constituent particles of hadrons. Whether or not we shall -- ever see free quarks in the laboratory is another question: it is - possible that they will always remain unobserved, exhibiting their- physival reality only through their success in explaining the ---- structure of hadrons and the forces that act on them.

Furthermore, we have no assurance that the quarks, whether there are three or nine or 12 or more of them, are the fundamental ----- particles of matter. In the 20th century Physics has proved the --- atom to discover the nucleus within, and has broken up the nucleus- into its constituent particles. Those particles are now interpreted as being composites of more basic entities, the quarks. It is not - unreasonable to imagine that we shall someday penetrate the quark - and find an internal structure there as well. Only the experiments- of the future can reveal whether quarks are the indivisible ----- building blocks of all matter, the "atoms " of Democritus, or ---- whether they too have a structure, as part of the endless series - of seeds within seeds envisioned by Anaxagoras.

I.- ANSWER " TRUE " OR " FALSE ".

- 1.- When matter and antimatter are brought together they can not -- annihilate each other.....
- 2.- When the matter and antimatter are an electron and a positron - the state formed by their annihilation consists of ----- electromagnetic energy.....
- 3.- Electromagnetism hasn't been described very well and it hasn't - been understood yet.....
- 4.- When an electron and a positron collide at high energy, the --- particles created have been known since long ago..
- 5.- The results of an initial series of experiments were not accord with any of the predictions.....
- 6.- The discovery of the first of the particles was enounced by -- two Physicists from different laboratories with a year of ----- difference.....
- 7.- The new particles have extraordinary stability..._____
- 8.- Their nature has already been satisfactorily explained_____
- 9.- The fundamental forces that account for all observed interactions of matter are four.....
- 10.-The fundamental forces that account for all observed interaction of matter are six.....

II.- UNDERLINE THE CORRECT ANSWER

- 1.- The state formed by the annihilation for an electron and ----- positron consists of:
 - a)Unknown energy
 - b)electromagnetic energy
 - c)radiactive energy
- 2.- The new particles are very surprising because:
 - a)They have no stability
 - b)They have little stability
 - c)..of their extraordinary stability.

- 3.- The subatomic particles can be classified in:
 - a) a small family
 - b) a broad family
 - c) broad families.
- 4.- The carrier of the electromagnetic force is the:
 - a) Photon
 - b) Atoms
 - c) Psi-particle
 - d) Hadron
- 5.- The particles that do not feel the strong forces but do not --- respond to the weak force are called:
 - a) Electrons
 - b) Quarks
 - c) Leptons
 - d) Photons
- 6.- The particles that feel the strong force are called:
 - a) Leptons
 - b) Hadrons
 - c) Photons
 - d) Atoms
- 7.- Who considered that an "Atom" is the indivisible building block of all matter?
 - a) Democritus
 - b) Ptolemy
 - c) Michelangelo
 - d) Socrates
- 8.- Who envisioned that an "atom" is an endless series of seeds -- within seeds?
 - a) Homer
 - b) Plato
 - c) Anaxagoras
 - d) Julius Caesar

III.- TRANSLATE

- 1.- A state of pure energy can materialize.

- 2.- The state consists of electromagnetic energy.

- 3.- The particles created when an electron and a positron collide.

- 4.- The discoveries are startling and exciting.

- 5.- These constituent particles have been named Quarks.

- 6.- The measurements were being repeated.

- 7.- Their nature has not been satisfactorily explained.

- 8.- The forces are gravitation, electromagnetism, the strong force- and the weak force.

- 9.- It is a matter that carries electric charge.

10 -It is possible that they will always remain unobserved.

To prepare for the Olympic overload, California transportation officials have assembled all the tools and tricks that engineers and scientist have - devised to get people on, over and off major highways.

During the Olympics, the freeways of the Los Angeles basin which already hundle 125 million vehicle-miles of travel on an average weekday, has to -- absorb 12.5 million more when spectators as well as 12,000 athletes, coaches and support personnel fight through the crush to the 23 sites where the -- games are being held. The worst crunch by far will come in the worst - - - possible area: downtown.

The last Olympiad has become a vast experiment to verify traffic theories based on everything from the Physics of fluids to plain mathematical models- of roadway capacity.

The moment of truth arrived on August 3rd. the first of the five days - - expected to have the heaviest traffic, when all the theories devised - - - underwent the crucial test: whether the system worked in the crunch.

One solution would have been to build more freeways after the games were- awarded to Los Angeles in 1978, but it has long been too late for that. The- alternative is to make the existing network operate at optimun efficiency. - Caltrans (California Department of Transportation) had been working that for more than a decade grappling with traffic crises along the freeways of Los - Angeles and Orange countries from an operations center opened in downtown -- Los Angeles in 1971. All activity is monitored from a quiet room dominated - by a map or the entire region, that stretches the length of one wall. Each - freeway is marked at intervals with red, amber, and green lights. Red means- that traffic is moving at less that 20 miles an hour, a flashing red light - signals an accident. Amber lights indicate that traffic is rolling along - - between 20 and 40 miles an hour, and green lights shine for speed above 40 - miles an hour. At 8.00 A.M. during a normal morning rush hour, says Caltrans Traffic Engineer Robert Zimowski, up to 90 per cent of the freeways leading- into central Lon Angeles show solid red on the map.

When a major accident happens (a crash, a fallen power line) monitoring - devices pinpoint the site and officials begin to respond within four minutes, less than one fifth the time it took before the center went into operation.- Such efficiency has been made possible by increasingly fast computers.

The system Caltrans in now bringing on line can check traffic conditions- at 1,200 locations every 30 seconds while at the same time passing along - - instructions to traffic signals and overhead messages boards along the - - - freeways.

During the Olympics, Caltrans found out what technology can do for a - -- system that is already overtaxed. With no horrendous accidents a great deal- of good driving, and close watch on those green amber and red light up on -- the big board at traffic central, the Olympics could sail on by.

Otherwise, Caltrans could be reduced to flashing the nessages that once - startled drivers on the Santa Monica Freeways: THIS SIGN ISN'T WORKING.

I ANSWER " FALSE " OR " TRUE "

- 1.- "Caltrans" means "California Department of Transportation".
- 2.- To get people on, over and off major highways with no problems is very easy.
- 3.- The 1984 Olympiad has become an important experiment on traffic theories...
- 4.- Los Angeles and Orange counties have never had traffic crises along their-- freeways.....
- 5.- The map of the region stretches the length of one wall....
- 6.- Each freeways is marked at intervals with red, amber and blue lights.....
- 7.- Red means tha. traffic is rolling along between 40 and 50 miles an hour....
- 8.- A fallen power line is considered a major accident.....
- 9.- Computers are helping to solve the problem.....
- 10.-The most critical moment will arrive on August 3rd.....

II GIVE THE RIGHT ANSWER TAKING IT FROM THE LIST BELOW.

- 1.- Can the transportation officials solve the traffic problem very easily?.....
- 2.- Are engineers and scientist working together to solve the Los Angeles Traffic problem?
- 3.- Will the traffic problem get worse during the Olympic Games?
- 4.- How many are the sites where the games will be held?
- 5.- Where will the worst traffic problem be located?.....
- 6.- Does the red light mean that traffic is too slow?.....
- 7.- Have the L.A. authorities built an extra network of freeways?
- 8.- Is all activity monitored from two noisy rooms?.....
- 9.- How many locations can be checked every seconds?.....
- 10.-Are many horrendous accidents expected during the Olympiad?

- | | | |
|------------------|-----------------|----------------|
| NO , THEY AREN'T | 1,200 LOCATIONS | NO, THEY CAN'T |
| NO, THEY HAVEN'T | YES, IT DOES | NO, IT ISN'T |
| 23 SITES | DOWNTOWN | NO, IT DOESN'T |
| YES, IT WILL | YES, THEY ARE | 48 SITES |

- 1.- Officials have assembled all the tools and tricks.
- 2.- The forthcoming Olympiad has become a vast experiment.
- 3.- The moment of truth will arrive on August 3rd.
- 4.- Caltrans has been working that for more than a decade.
- 5.- One solution would have been to build more freeways.
- 6.- Each freeway is marked at intervals.
- 7.- Monitoring devices pinpoint the site.
- 8.- Officials begin to respond within four minutes.
- 9.- A great deal of good driving.
- 10.- This sign isn't working.

" VISITING THE DOCTOR "

I.- FILL IN THE BLANKS WITH THE WORDS INDICATED.

- | | |
|------------------------------------|----------|
| 1.- _____ Come _____ here, please. | |
| Ven | |
| 2.- _____ on this chair | |
| Siéntate | |
| 3.- _____ still for a while | |
| Permanece | |
| 4.- _____ your eyes. | TAKE |
| Cierra | VISIT |
| 5.- _____ your mouth. | CLOSE |
| Abre | SIT DOWN |
| 6.- _____ very slowly. | GO |
| Párate | SWIM |
| 7.- _____ this medicine. | STAND UP |
| Toma | OPEN |
| 8.- _____ some water | REMAIN |
| Bebe | DRINK |
| 9.- _____ me more often. | COME |
| Visítame | LEARN |
| 10.- _____ home now. | |
| Anda | |

II.- FILL IN THE BLANKS WITH THE WORDS INDICATED.

- 1.- Do not drink _____ alcohol for your own good.
- No bebas
- 2.- _____ any more.
- No fumes
- 3.- _____ very late everyday.
- No te duermas
- 4.- _____ overtime any longer.
- No trabajes
- 5.- _____ too much before going to bed.
- No comas
- 6.- _____ too much about your own problems.
- No te preocupes
- 7.- _____ lazy, aerobics may help you.
- No seas

8.- _____ late, try to wake up early everyday.

No te levantes

9.- _____ home in vacation, go to the beach.

No permanezcas

10.- _____ long distances.

No manejes.

VERBS: BE - GO - EAT - STAY - DRINK - SMOKE - DRIVE - WORK - WORRY - SLEEP

GET UP - READ.

III.- FILL IN THE BLANKS CHOOSING THE CORRECT ANSWER.

1.- Let's drive _____ this car very slowly.

- a) Let's drink
- b) Let's spend
- c) Let's drive
- d) Let's write

2.- _____ all this money.

- a) Let's spend
- b) Let's drink
- c) Let's drive
- d) Let's write

3.- _____ the whole poem.

- a) Let's drink
- b) Let's spend
- c) Let's drive
- d) Let's write

4.- _____ two glasses of orange juice.

- a) Let's drink
- b) Let's spend
- c) Let's drive
- d) Let's write

5.- _____ all these questions.

- a) Let's answer
- b) Let's go
- c) Let's eat
- d) Let's smoke

6.- _____ these cigarettes.

- a) Let's answer
- b) Let's go
- c) Let's eat
- d) Let's smoke

7.- _____ by car.

- a) Let's answer
- b) Let's go
- c) Let's eat
- d) Let's smoke

8.- _____ a lot of fruit.

- a) Let's answer
- b) Let's go
- c) Let's eat
- d) Let's smoke

9.- _____ T.V. in my house.

- a) Let's watch
- b) Let's sleep
- c) Let's study
- d) Let's swim

10.- _____ in the sea.

- a) Let's watch
- b) Let's sleep
- c) Let's study
- d) Let's swim

IV.- FILL IN THE BLANKS.

1) _____ dinner now.

a) Let's not cash.

2) _____ the telephone.

b) Let's not swim.

3) _____ in the river.

c) Let's not memorize.

4) _____ the formula.

d) Let's not eat.

5) _____ our check.

e) Let's not broadcast.

f) Let's not answer.

g) Let's not help.

V.- TRANSLATE.

1.- Keep quiet Guarden silencio

2.- Don't be late _____

3.- Stay here _____

4.- Let's open our books _____

5.- Let's read this lesson _____

6.- Let's repeat _____

7.- Let's not be so slow _____

8.- Don't miss any question _____

9.- Don't talk in class _____

10. Let's not laugh in class _____

11. Don't eat in class _____

12. Keep your books, please _____

13. Don't forget your homework _____

14. Now, go home _____

15. Please, get out _____

VI.- MATCH BOTH COLUMNS.

1.- The boys will understand.....()

A) WEREN'T WE?

2.- We should be punctual.....()

B) WOULDN'T THEY?

3.- You can do it.....()

C) AREN'T YOU?

4.- I must be in New York.....()

D) CAN'T YOU?

5.- The girls can do the dishes.....()

E) DON'T YOU?

6.- We were very tired.....()

F) WON'T THEY?

7.- You are going to study.....()

G) COULDN'T HE? [®]

8.- William was home.....()

H) CAN'T THEY?

9.- The students would read.....()

I) DOESN'T SHE?

10.- Mr. Smith could stay here.....()

J) WASN'T HE?

K) SHOULDN'T WE?

L) MUSTN'T I?

VERBS

(TO) BE BORN	NACER
(TO) BELIEVE	CREER
(TO) BEGIN	EMPEZAR
(TO) BROADCAST	DIFUNDIR, TRANSMITIR
(TO) BUY	COMPRAR
(TO) CATCH	ATRAPAR
(TO) COME BACK	REGRESAR
(TO) CHANGE	CAMBIAR
(TO) CHOOSE	ESCOGER
(TO) DESIGN	DISEÑAR
(TO) DEVELOP	DESARROLLAR
(TO) DROP	DEJAR CAER
(TO) EAT	COMER
(TO) FINISH	TERMINAR
(TO) FORGET	OLVIDAR
(TO) GO	IR
(TO) GROW	SEMBRAR, CULTIVAR
(TO) HIRE	DAR EMPLEO
(TO) KEEP	CONTINUAR
(TO) LEARN	APRENDER
(TO) LITTER	ESPARCIR, DESECHOS EN EL SUELO
(TO) MAKE A TRICK	HACER UNA BROMA, HACER TRAMPAS
(TO) MAKE IMPURE	CONTAMINAR
(TO) OVERSEE	SUPERVISAR
(TO) PAINT	PINTAR
(TO) PARK	ESTACIONARSE
(TO) POSTPONE	POSPONER
(TO) RAIN	LLOVER
(TO) RECORD	GRABAR
(TO) RUN	CORRER
(TO) SEE	VER
(TO) SLEEP	DORMIR
(TO) STAND UP	PONERSE DE PIE
(TO) STOP	DETENERSE
(TO) SUGGEST	SUGERIR
(TO) SUPPLY	PROVEER, ABASTECER, AGREGAR
(TO) TAKE A SHOWER	DARSE UNA DUCHA
(TO) TURN ON	ENCENDER
(TO) UNDERTAKE	LLEVAR A CABO
(TO) BANG THE DOOR	DAR UN PORTAZO

NOUNS

BEAMS	VIGAS
BUDGET	PRESUPUESTO
BUILDING	EDIFICIO
CURRENCY	MONEDA
DINING ROOM	COMEDOR
FLOW	CORRIENTE
FOREMAN	CAPATAZ
GAME	JUEGO
HOMESICK	NOSTALGICO
INVESTORS	INVERSIONISTAS
LOSS	PERDIDA
LOVELY	BELLA, HERMOSA
MISTAKE	ERROR
MOM	MAMA
OVERTIME	HORAS EXTRAS
PIE	PASTEL
PLUMBER	PLUMERO
ROLL-FILM	CARRETE DE PELICULA
RUG	ALFOMBRA
STARTER	IMPULSOR DE ARRANQUE
STEEL	ACERO
TOOLS	HERRAMIENTAS
WALLS	PAREDES

ADJECTIVES

CHEMICAL	QUIMICO
SICK	ENFERMO

OTHER WORDS

BETTER	MEJOR
AS SOON AS	TAN PRONTO COMO
TOGETHER	JUNTOS

VERBS

ACTS

(TO) ACCOUNT FOR
(TO) ANNIHILATE
(TO) BELONG
(TO) BE SURE
(TO) COLLIDE
CHALLENGED
(TO) DECAY
(TO) EMERGE
ENVISIONED
HAS PROVED
IT IS HOPED
(TO) REVEAL
SUGGESTS
TESTING
TURNED OUT

ACTUA
RESPONDER POR, EXPLICAR
ANIQUILAR
PERTENECER
ASEGURAR
CHOCAR, ESTAR EN CONFLICTO
DESAFIADO
ARRUIRAR, DISMINUIR
SURGIR
IMAGINADO, PREVISTO
HA INDAGADO, HA COMPROBADO
SE ESPERA
REVELAR
SUGIERE
COMPROBAR
RESULTO, SALIO

NOUNS

AFTERMATH
ANNIHILATION
ANTIMATTER
ASSEMBLAGE
ASSURANCE
BELONGING
BLOCK
CARRIER
LIFETIME
MATTER
PHYSICIST
RANGE
REASON
REMARKABLE
SEEDS
STABILITY
STAGE
STANDARS
DISCOVERY

RESULTADOS, CONSECUENCIAS
ANIQUILACION, DESTRUCCION
ANTIMATERIA
CONJUNTO, COLECCION
PROMESA, COMPROMISO, GARANTIA
PERTENENCIAS, BIENES
BASE, BLOQUE
CONDUCTOR
VIDA, CURSO DE VIDA
MATERIA
FISICO (PROFESIONISTA)
FILA, LINEA
RAZON
NOTABLE
SEMILLAS
ESTABILIDAD
ETAPA
NORMAS
DESCUBRIMIENTO

ADJETIVES

BRIEF
ENDLESS
GREAT

BREVE
INFINITO, INTERMINABLE
GRAN, GRANDE

REVERSE

STARTLING
TESTED
UNEXPECTED
UNREASONABLE

CONTRATO, INVERTIDO
SORPRENDEnte, ASOMBROSO
PROBADO, EXPERIMENTADO
INESPERADO
IRRAZONABLE, IRRACIONAL

OTHER WORDS

AS YET
EVER
OFTEN
QUITE
SINCE
SOMEDAY
THAT
TRULY

HASTA AHORA, TODAVIA AUN
ALGUNA VEZ
CONFRECUENCIA
TOTALMENTE, INTEGRAMENTE
YA QUE
ALGUN DIA
QUE
VERDADERAMENTE

U A N I L

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A TRAFFIC ENGINEER'S NIGHTMARE

VERBS

(TO) ASSEMBLE	REUNIR, CONVOCAR
(TO) AWARD	CONCEDER, ASIGNAR
(TO) BOARD	ENTARIMAR, ENMADERAR
(TO) DEVISE	DISEÑAR
(TO) EXPECT	ESPERAR
(TO) FIGHT THROUGH	ABRIRSE PASO A LA FUERZA
(TO) FIND OUT	INVESTIGAR
(TO) GET ON	SUBIR, TRANSPORTAR
(TO) HANDLE	MANEJAR, MANIPULAR
(TO) HOLD	CELEBRAR
(TO) LIGHT UP	ILUMINAR
(TO) MONITOR	REVISAR, INSPECCIONAR, CONTROLAR EL FUNDIONAMIENTO.
(TO) OVERTAX	EXIGIR DEMASIADO, AGOBIAR CON IM PUESTOS.
(TO) PINPOINT	IDENTIFICAR CON PRECISION
(TO) ROLL	CIRCULAR
(TO) STRETCH	EXTENDER

NOUNS

COACH	ENTRENADOR
COUNTY	CONDADO
CRASH	CHOQUE
CRUNCH	GENTIO, MUCHEDUMBRE
DOWNTOWN	CENTRO DE LA CIUDAD
FORTHCOMING	PROXIMO
FREEWAY	AUTOPISTA
NETWORK	SISTEMA
OFFICIAL	FUNCIONARIO
OVERLOAD	SOBRECARGA
SITES	SITIOS
TOOLS	INSTRUMENTOS
TRUTH	VERDAD

ADJECTIVES

CLOSE	CERCA, CERCA DE
FLASHING	RELAMPAGUEANTE

OTHER WORDS

INCREASINGLY	CADA VEZ MAS
--------------	--------------

THE HEAVIEST

OFF

OTHERWISE

UP

THE WORST

EL MAS PESADO

A GRAN DISTANCIA

DE OTRA MANERA

HACIA ARRIBA

EL PEOR

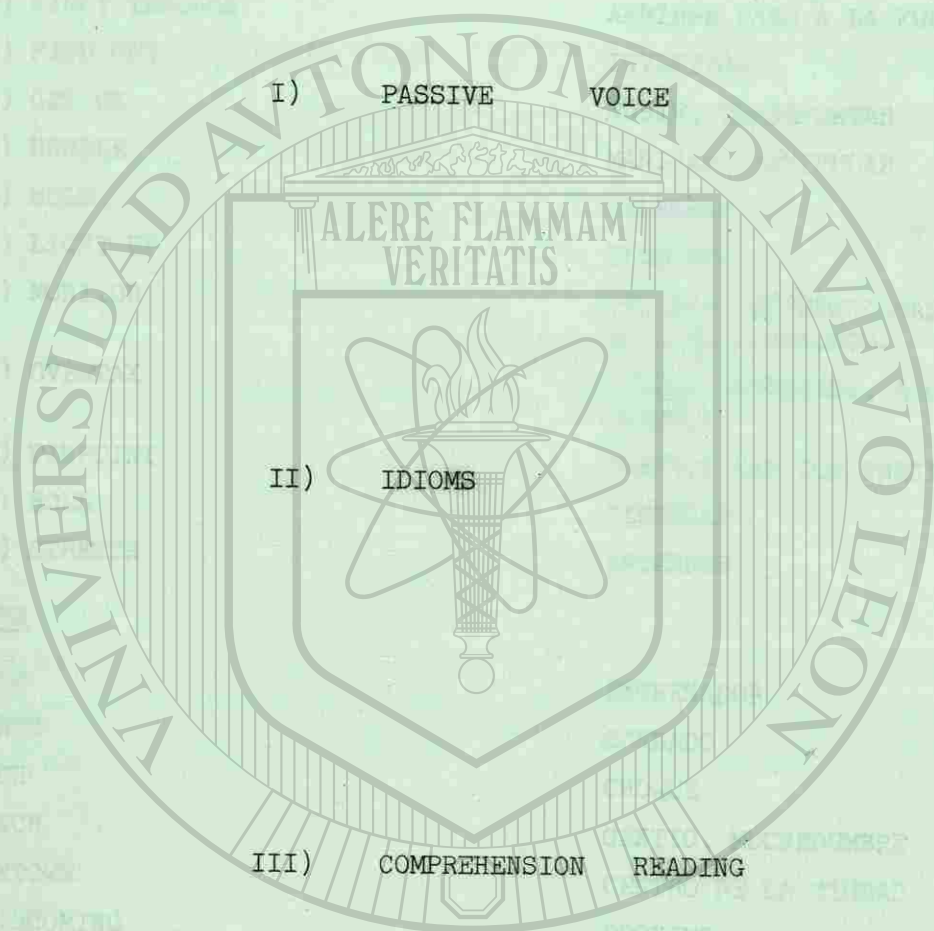
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UNIT IV



IV) REVIEW EXERCISES

DIRECCIÓN GENERAL DE BIBLIOTECAS

V) VOCABULARY

UNIDAD IV
OBJETIVOS ESPECIFICOS

Al final de la unidad el alumno conocerá la estructura y uso de enunciados de voz pasiva en tiempos presente, pasado y futuro. Traducirá expresiones idiomáticas y textos con vocabulario técnico científico.

4.1 PLANTEAMIENTO: El planteamiento gráfico se hizo de una manera más abundante para que el alumno comprenda la estructura de la voz pasiva. La comprensión es reforzada con la explicación anotada y los ejemplos que siguen a tal explicación.

4.2 EJERCICIOS: El alumno resolverá una serie de ejercicios que gradualmente irán de lo fácil a lo difícil hasta que el mismo alumno sea capaz de transformar una oración en voz activa a la forma pasiva.

4.3 TRADUCCION: Entre los ejercicios se incluyen traducciones de oraciones en voz pasiva.

4.5 IDIOMS: El alumno conocerá las expresiones idiomáticas mediante la explicación que se plantea y el reforzamiento que haga el maestro al respecto.

4.6 EJERCICIOS: El alumno aplicará lo aprendido resolviendo ejercicios que indicarán el avance logrado en este aspecto.

4.7 LOCALIZACION DE MODISMOS: Entre los ejercicios sobre este tema, son importantes aquellos en los que el alumno debe localizar en un texto que deberá ser comprendido, los modismos que están siendo usados a lo largo de la lectura.

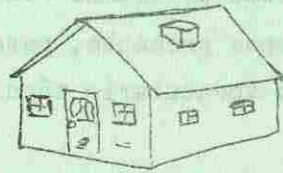
4.8 LECTURA DE COMPRENSION: El alumno comprenderá y traducirá el texto que está al final de la unidad y contestará los cuestionarios relativos al mismo. Será de gran utilidad consultar el vocabulario que está al final de la unidad o en algún diccionario.

4.9 REVIEW EXERCISES: Estos ejercicios nos servirá para darnos cuenta de la firmeza de los conocimientos adquiridos sobre los temas vistos.

4.10 VOCABULARIO: El vocabulario que está al final de la unidad deberá irse aprendiendo a lo largo del desarrollo de la misma.

VERBS IN THE PASSIVE VOICE

PETER BUYS A HOUSE -----ACTIVE VOICE



A HOUSE

IS BOUGHT



-----PASSIVE VOICE.

MR. JONES

VISITED

MEXICO

-----ACTIVE VOICE.



MEXICO

WAS

VISITED BY MR. JONES



-----PASSIVE VOICE.

HELEN

WILL WRITE

A LETTER

-----ACTIVE VOICE.



A LETTER WILL

BE

WRITTEN

BY

HELEN

-----PASSIVE VOICE.

JOHN AND MIKE

PAINT

THE

BUILDING

-----ACTIVE VOICE.



THE BUILDING

IS

PAINTED

BY JOHN

AND

MIKE

-----PASSIVE VOICE.

THE STUDENT COPIED THE LESSON ----- ACTIVE VOICE



THE LESSON WAS COPIED BY THE STUDENT -----PASSIVE VOICE.

THE MECHANICS WILL FIX MY CAR -----ACTIVE VOICE.



MY CAR WILL

BE

FIXED

BY

THE MECHANICS

-----PASSIVE VOICE.

OBSERVE: A verb is in the ACTIVE VOICE when it expresses an action performed by its subject. A verb is in the PASSIVE VOICE when the subject is the result of the action. A PASSIVE VOICE verb consists of some form of the --verb" to be " plus the past participle of the primary verb.

Examples:

My grandfather built this house.

This house was built by my grandfather.

Our teacher invites everybody.

Everybody is invited by our teacher.

The doctor will sell that car.

That car will be sold by the doctor.

NOTICE: The subject is not mentioned in the following situations:

A) When it is desirable not to mention the actor.

Examples:

A mistaken order was given last night.

A wrong verb was written on the board.

B) When the actor is unknown.

My car had been hit when we returned.

The church was closed very early.

I OBSERVE THE ACTIVE VOICE AND THEN, FILL IN THE BLANKS WITH THE PROPER EXPRESSION TO FORM THE PASSIVE VOICE.

Examples: New machines will finish this work.

This work WILL BE FINISHED by new machines.

- a) finishes b) will be finished
b) was finished d) is finishing.

You teach in my school.

Math IS TAUGHT by you in my school.

- a) is taught b) teaches
c) will teach d) es teaching

1.- These factories make our rivers impure.

Our rivers _____ impure by these factories.

- a) make b) are made
c) makes d) will make

2.- Contamination causes health troubles.

Health troubles _____ by contamination.

- a) make b) cause
c) are caused d) is caused

3.- Uncontrolled pollution will bring many difficulties.

Many difficulties _____ by uncontrolled pollution.

- a) are bringing b) brings
c) will bring d) will be brought

4.- Technological development may break the ecological balance.

Ecological balance _____ by technological development.

- a) may be broken b) may break
c) broken d) will break

5.- Certain fertilizers cause serious damages.

Serious damages _____ by certain fertilizers.

- a) are caused b) caused
c) will cause d) has caused

6.- Air pollution caused my respiratory illness.

My respiratory illness _____ by air pollution.

- a) will cause b) caused
c) was caused d) causes

7.- Our government gives an explanation about the ecological damage.

An explanation about the ecological damage _____ by our government.

- a) will give b) is given
c) has given d) gives.

8.- Polluted rivers kill valuable biological species

Valuable biological species _____ by polluted rivers

- a) kill b) have killed
c) are killed d) kills

9.- Unconscious citizens litter the streets

The streets _____ by unconscious citizens

- a) are littered b) litters
c) will litter d) litter

10.- The Monterrey Smelting Company throws industrial wastes in this river.

Industrial wastes _____ by the Monterrey Smelting Company in this

- a) threw b) throws [river.
c) is thrown d) are thrown

II READ THE ACTIVE VOICE AND THEN COMPLETE THE PASSIVE VOICE WITH THE PAST PARTICIPLE IN PARENTHESES. OBSERVE THE TWO SOLVED CASES.

China developed nuclear weapons.

Nuclear weapons WERE DEVELOPED BY CHINA (DEVELOPED)

Iran destroyed several ships

Several ships WERE DESTROYED BY IRAN (DESTROYED)

- The Contadora Committee obtained a prize.
A prize _____ (OBTAINED)
- Iran will present a protest.
A protest _____ (PRESENTED)
- Cuba prepares a new surprise.
A new surprise _____ (PREPARED)
- The U.S.A. accused the Soviet Union
The Soviet Union _____ (ACCUSED)
- The guerrilla will forget this pacification formula
This pacification formula _____ (FORGOTTEN)
- Latin American countries understand the rules
The rules _____ (UNDERSTOOD)
- John F. Kennedy knew Mao Tse Tung
Mao Tse Tung _____ (KNOWN)
- Argentina invaded the FALKLAND ISLANDS.
The Falkland Islands _____ (INVADED)
- England recovered the Falkland Islands.
The Falkland Islands _____ (RECOVERED)

10. People from Argentina call them "Islas Malvinas".

They _____ "Islas Malvinas" by people from Argentina
(CALLED)

III READ THE ACTIVE VOICE AND THEN COMPLETE THE PASSIVE VOICE.

Examples:

Columbus discovered America in 1492.

AMERICA WAS DISCOVERED by Columbus in 1492. (DISCOVERED)

William Shakespeare wrote "Romeo and Juliet"

ROMEO AND JULIETA WAS WRITTEN by William Shakespeare (WRITTEN)

- Graham Bell invented the telephone.
_____ by Graham Bell (INVENTED)
- Ludwig Van Beethoven composed several Symphonies.
_____ by Ludwig Van Beethoven (COMPOSED)
- Michelangelo painted the Sixtine Chapel.
_____ by Michelangelo (PAINTED)

4. Lope de Vega wrote "La Dorotea"

_____ by Lope de Vega. (WRITTEN)

5. Jonas Salk developed the polio vaccine.

_____ by Jonas Salk (DEVELOPED)

6. Tchaikovski composed beautiful symphonies.

_____ by Tchaikovski (COMPOSED)

7. Cervantes wrote "El Quixote"

_____ by Cervantes. (WRITTEN)

8. Rufino Tamayo painted wonderful frescoes.

_____ by Rufino Tamayo (PAINTED)

9. Sor Juana Ines de la Cruz wrote wonderful poems.

_____ by Sor Juana Ines de la Cruz (WRITTEN)

10. The U.A.N.L. develops important research programs.

_____ by the U.A.N.L. (DEVELOPED).

IV READ THE ACTIVE VOICE AND THEN FILL IN THE BLANKS TO COMPLETE THE PASSIVE VOICE.

Examples: The garage man polished my car.

MY CAR was polished by the GARAGE MAN

That girl wears high-heeled shoes.

High-heeled shoes ARE WORN by THAT GIRL

1. Your new car impressed me?

I was _____ by your _____

2. Mike placed the table in the center of this room.

_____ was placed by _____ in the center of this room.

3. This display delights our students.

_____ delighted by this display.

4. Ricky waxed the old car.

_____ was waxed _____

5. Our country exports shoes.

Shoes _____ exported by _____

6. Anna follows you when you come home.

You _____ followed by _____ when you come home.

7. A spectator hit the umpire

The _____ was hit _____ a spectator.

8. They visit the museum

The _____ is visited _____ them

9. The teacher copies the verbs.

_____ are copied _____ the teacher.

10. Alice studies fourth unit.

_____ is studied by _____

V.- CHANGE THE FOLLOWING SENTENCES TO THE PASSIVE VOICE.

Examples: The new teacher explained the lesson.

The lesson was explained by the new teacher. (EXPLAINED)

The gentleman will dance a waltz.

A waltz will be danced by the gentleman.

1.- Mr. Brown will teach math in our school.

(TAUGHT)

2.- Our teachers add new formulas everyday.

(ADDED)

3.- Roy and Tim translated this lesson in class.

(TRANSLATED)

4.- The old lady will buy the house.

(BOUGHT)

5.- The boss dictated a letter.

(DICTATED)

6.- The boys played the piano.

(PLAYED)

7.- Theresa will do the dishes.

(DONE)

8.- The girls know the order.

(KNOWN)

9.- My friends took the camera.

(TAKEN)

10.- Teddy copied the poem.

(COPIED)

4.3

VI TRANSLATE THE FOLLOWING SENTENCES.

1. My racing car was made in Italy.

2. The supermarket was closed at 7.00 P.M.

3. This lesson was not copied correctly.

4. Our car was not fixed yesterday.

5. A complicated formula was written.

6. The office is closed after 8.00 P.M.

7. The best computers are made in the U.S.A.

8. Her car was bumped when she left it in the parking lot.

9. Transistor devices were developed in Japan.

10. Good advices were given in my classroom.

IDIOMS, THE UNEXPECTED DIFFICULTIES.

4.4

It has always happened to all those who study English. We start - - - reading a context and everything is so clear and easy to understand, but - - - suddenly we find an expression in which the words might be well known, - - - however, we cant not get the meaning of the whole expression: it seems as- though the idea expressed escapes from the analysis of the components in - the expression. That is an "idiom".

Robert Lado says: "Idioms - expressions peculiar to a language are -- identifiable as we compare two language, rather than within the language - itself. An expression which may seem peculiar to native speakers may be -- quite natural to speakers of another language and would therefore not be an "idiom" to them. On the other hand, an expression which seems quite natural to native speakers may be strange to foreign speakers of a particular - - - language background. If we should find on comparing the expression with a variety of languages that it is strange to all or nearly all of them, we -- would be justified in calling it an "idiom" in general, but even then the statement would be meaningless in those cases in which the other language had a parallel expression".

For this particular pupose, we have the following classification:

- A) Modifier idioms: Broad minded, brand new, etc.
- B) Adverb idioms: So far, on purpose, etc.
- C) Noun idioms: Mass media, pub, etc.
- D) Verb idioms: To have a good time, to get rid of, etc.
- E) Interjection idioms: ¡Hold it!, ¡You bet!.

4.5 EXERCISE ON IDIOMS (PART. I)

I. FILL IN THE BLANKS WITH THE MISSING WORD OR EXPRESSION:

TO AGREE WITH SOMEONE: Estar de acuerdo con alguien.

a) To agree _____: Estar de acuerdo con alguien.

b) To agree with someone: _____ con alguien.

c) _____ with someone: Estar de acuerdo con alguien.

d) To agree with someone: _____

e) _____: Estar de acuerdo con alguien.

ALL OF A SUDDEN : De pronto, repentinamente.

- a) all of a _____ : De pronto, repentinamente.
- b) _____ a sudden : De pronto, repentinamente
- c) All of a sudden : _____
- d) _____ : De pronto, repentinamente.

AS A MATTER OF FACT: En realidad, de hecho.

- a) As a matter _____ : En realidad, de hecho
- b) _____ of fact: En realidad, de hecho.
- c) As a matter of fact: _____, de hecho.
- d) As matter of fact: En realidad, _____.
- e) As a matter of fact: _____.
- f) _____ : En realidad, de hecho.

AT ONCE: Inmediatamente

AT ONCE: _____

_____ : Inmediatamente

_____ :

(TO) BE ABOUT TO: Estar a punto de .

(TO) be about to: _____

(to) be _____ : Estar a punto de .

_____ : Estar a punto de .

(TO) BE IN A HURRY: Tener prisa.

(to) be in a hurry: _____

(to) be _____ : Tener prisa

(to) _____ : Tener prisa.

(TO) BE ON DUTY: Estar en servicio.

(to) be on duty: Estar _____

(to) Be _____ : Estar en servicio.

(To) be on duty: _____

_____ : Estar en servicio.

BY THE WAY: A propósito

By the way: _____

By _____ : A propósito.

_____ : A propósito.

TO COOL OFF: Serenarse

(to)Cool off: _____

_____ off: Serenarse

_____ :

BRAND NEW: Flamante

Brand new: _____

Brand _____ :Flamante

_____ :Flamante

ALL RIGHT: Muy bien

All right: _____

_____ : Muy bien

_____ :

AS YET: Todavía, hasta ahora.

As yet: _____, hasta ahora.

_____ : Todavía, hasta ahora.

_____ :

¡BEAT IT!: ¡Lárgate!

¡Beat it! : _____

_____ !: ¡Lárgate!

_____ :

(TO) COME TRUE: Convertirse en realidad.

(to) Come true: _____ realidad

(to) _____ : Convertirse en realidad.

_____ lidad.

(to) Come true: _____

EVERY OTHER DAY: En días alternos.

Every other day: _____ Alternos.

_____ other day: En días alternos.

_____ : En días alternos.

(TO) FIGURE OUT: Calcular, imaginarse.

(to) figure out: _____, imaginarse.

_____ out: Calcular, imaginarse.

_____ : Calcular, imaginarse.

GROWN UP: Adulto

Grown up: _____

_____ : Adulto

_____ :

(TO)HAVE TO DO WITH: Tener qué ver con.

(to) have to do with: Tener _____

(to) have to do with: _____

_____ to do with: Tener qué ver con

_____ : Tener qué ver con

IT'S A DEAL: Trato hecho.

It's a deal: _____

It's a _____ : Trato hecho

_____ : Trato hecho

_____ :

HOW DO YOU LIKE?: ¿Qué te parece ?

How do you like? : _____

How do you _____? : ¿Qué te parece?

_____ : ¿Qué te parece?

THE KNOW HOW: Los conocimientos, la técnica.

The know how: Los conocimientos,

_____ :

_____ : Los conocimientos,

_____ la técnica.

IT'S UP TO YOU: De tí depende.

It's up to you: de tí _____

It's up to you: _____

It's _____ : De tí depende.

_____ : De tí depende.

MASTER OF ARTS: Lic. en filosofía y letras.

MASTER OF ARTS: _____

Master _____ : Lic. en filosofía

_____ y letras.

_____ : Lic. en filosofía

_____ y letras.

_____ :

ON THE OTHER HAND: Por otra parte, en cambio

On the other hand: _____, en cambio. So long: _____

On the other hand: _____, _____ : Hasta luego.

On the _____ : Por otra parte, en cambio. _____ :

_____ : Por otra parte, en cambio.



II.- WRITE THE MEANING OF THE FOLLOWING IDIOMS:

- 1.- To agree with someone: _____
- 2.- To be about to: _____
- 3.- To be in a hurry: _____
- 4.- To be on duty: _____
- 5.- To cool off: _____
- 6.- To figure out: _____
- 7.- To have to do with: _____
- 8.- To come true: _____
- 9.- All of a sudden: _____
- 10.- As a matter of fact: _____
- 11.- At once: _____
- 12.- Brand new: _____
- 13.- All right: _____
- 14.- As yet: _____
- 15.- iBeat it!: _____
- 16.- By the way: _____
- 17.- Every other day: _____
- 18.- Grown up: _____
- 19.- It's a deal: _____
- 20.- How do you like?: _____
- 21.- The know how: _____
- 22.- It's up to you: _____
- 23.- Master of Arts: _____
- 24.- On the other hand: _____
- 25.- So long: _____

4.6

III.- UNDERLINE THE IDIOMS, AND LIST THEM BELOW THE FOLLOWING READING:

THE LOST BICYCLE

We were about to finish our English homework and wanted to go home but all of a sudden, two young boys and three girls who didn't seem to be in a hurry, started a discussion.

One of the girls tried to look serious as a grown up lady who wants to cool off the discussion, however, nobody was paying attention to her.

The janitor who was on duty said:

"All right! That's enough! Stop talking, I don't want problems here, so iBeat it!

George, one of the boys, tried to explain the janitor:

We are trying to figure out who hid my brand new bicycle. I agree with you -- about not making trouble here, but on the other hand, I have to find my bicycle.

The problem disappeared when our Literature teacher, Mr. Redding, Master of -- Arts and friend of everybody said:

Take it easy George, your bicycle is in room # 2 . It was changed from --- the place where you left it because the wall had to be painted, so, don't worry. You may take it right now. So long everybody.

JUANIL

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EXERCISE ON IDIOMS (PART. II)

I.- FILL IN THE BLANKS WITH THE MISSING WORD OR EXPRESSION:

OUT OF DATE: Pasado de moda. PAPER BACK: Edición rústica
 Out of date: Pasado _____ Paper back: Edición _____
 Out of date: _____ Paper back: _____
 Out _____: Pasado de moda Paper _____: Edición rústica.
 _____: Pasado de moda _____: Edición rústica.

(TO) PLAY HOCKEY: Escaparse de clase. WHAT'S UP: ¿Qué sucede?
 (to) Play hockey: Escaparse _____ What's up: ¿ _____ ?
 (to) Play hockey: _____ What's _____: ¿Qué sucede?
 (to) Play _____: Escaparse de clase _____: ¿Qué sucede?
 _____: Escaparse de clase _____

(TO) RAIN CATS AND DOGS: Llover a cántaros
 (to) rain cats and dogs: Llover _____
 (to) rain cats and dogs: _____
 (to) rain _____: Llover a cántaros.
 _____: llover a cántaros.

RIGHT HERE: EXACTAMENTE AQUÍ. RIGHT NOW: AHORA MISMO
 Right here: Exactamente _____ Right now: Ahora _____
 Right here: _____ Right now: _____
 Right _____: Exactamente aquí Right _____: Ahora mismo
 _____: Exactamente aquí _____: Ahora mismo

RIGHT BACK: VOLVER EN SEGUIDA RIGHT AWAY: EN SEGUIDA
 Right back: Volver _____ Right away: _____
 Right back: _____ Right _____: En seguida
 Right _____: Volver en seguida _____: En seguida
 _____: Volver en seguida _____

SO FAR SO GOOD: TODO BIEN POR AHORA (TO) TRY HARD: ESFORZARSE
 So far so good: Todo bien _____ (to) try hard: _____
 So far so good: _____ (to) try _____: Esforzarse.
 So far _____: Todo bien por ahora _____: Esforzarse.
 _____: Todo bien por ahora _____

(TO) TAKE IT EASY: Tomar las cosas con calma YOU BET! : ¡YA LO CREO!
 (to) take it easy: tomar las _____ You bet! : ¡ _____ !
 (to) take it easy: _____: ¡Ya lo creo!
 (to) take it _____: Tomar las cosas con calma
 _____: Tomar las cosas con calma.

ALL DAY LONG: Todo el santo día
 All day long: Todo _____
 All day long: _____
 All day _____: Todo el santo día
 _____: Todo el santo día.

HOW COME? ¿Por qué motivo?
 How come?: ¿Por _____ ?
 How come?: _____ ?
 _____?: _____ ?

(TO) APPLY FOR TO: Solicitar
 (to) apply for to: _____
 (to) apply _____: Solicitar
 _____: Solicitar

BEST SELLER: Exito editorial
 Best seller: _____
 Best _____: Exito editorial
 _____: Exito editorial

BROAD MINDED: Tolerante, liberal
 Broad Minded: Tolerante, _____
 Broad Minded: _____
 Broad _____: _____
 _____: Tolerante, liberal

(TO) FEEL LIKE: Tener ganas de
 (to) feel like: Tener _____
 (to) feel like: _____
 (to) feel _____: Tener ganas de
 _____: Tener ganas de

(TO) FOOL AROUND: Juguetear, tontear
 (to) fool around: Juguetear, _____
 (to) fool around: _____, _____
 (to) fool _____: Juguetear, tontear
 _____: Juguetear, tontear

LET'S FACE IT: Reconozcámoslo
 Let's face it: _____
 Let's _____: Reconozcámoslo
 _____: Reconozcámoslo

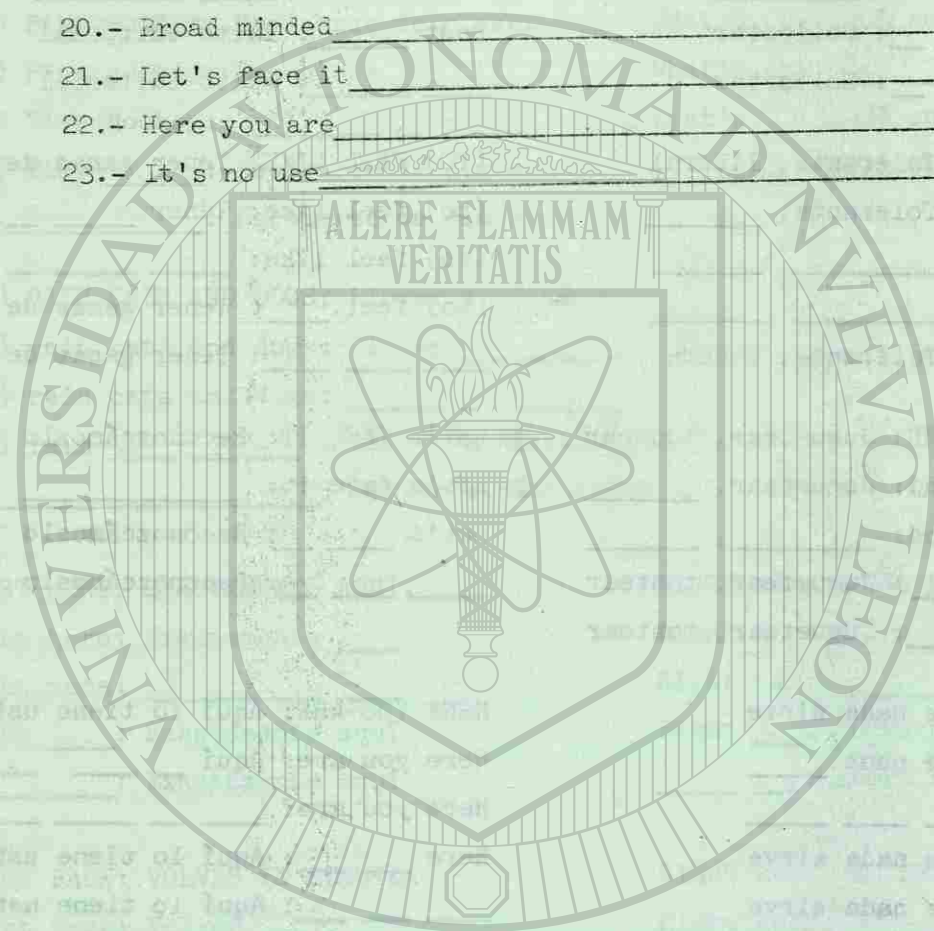
IT'S NO USE: De nada sirve
 It's no use: De nada _____
 It's no use: _____
 It's _____: De nada sirve
 _____: De nada sirve

HERE YOU ARE: Aquí lo tiene usted.
 Here you are: Aquí _____.
 Here you are: _____
 Here _____: Aquí lo tiene usted.
 _____: Aquí lo tiene usted.

II.- TRANSLATE THE FOLLOWING IDIOMS.

- 1.- To play hockey _____
- 2.- To rain cats and dogs _____
- 3.- To try hard _____
- 4.- To take it easy _____
- 5.- To apply for to _____
- 6.- To fool around _____
- 7.- To feel like _____
- 8.- Out of date _____
- 9.- Paper back _____
- 10.- Wat's up? _____
- 11.- Right here _____
- 12.- Right now _____

- 13.- Right back _____
- 14.- Right away _____
- 15.- So far, so good _____
- 16.- All day long _____
- 17.- How come? _____
- 18.- You bet! _____
- 19.- Best seller _____
- 20.- Broad minded _____
- 21.- Let's face it _____
- 22.- Here you are _____
- 23.- It's no use _____



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VII.- UNDERLINE THE IDIOMS AND LIST THEM BELOW THE FOLLOWING READING:

SINGING UNDER THE RAIN

I love the months of May and June, specially when it rains cats and dogs and all of the boys and girls take their shower in contact with nature: they fool around under the rain and everybody feels like running into the storm. We get rid of our daily stress and preoccupations, mainly when we have been working all day long. We would like to put on our bathing suit right away -- and run like children do, forgetting responsibilities and taking it easy.

Forget the boss. He is not a broad minded person. He always tries hard to have everybody at work, and he looks like a very out of date man, he --- never feels like having a talk with us. If he gets to know what we are -- thinking now I imagine what he would say:

---"What's up? How come you want to rush into the rain? I want you to be right here, right now".

Let's face it, since we don't want trouble, we might take a rain --- shower when we are not on duty, so, we will do it next Sunday.

I.- FILL IN THE BLANKS WITH THE MISSING WORD OR EXPRESSION:

ALL RIGHT: Está bien, perfectamente. (TO) FILL IN : Llenar, completar
 All right: Está bien, _____ (to) fill in : Llenar, _____
 All right: _____ (to) fill in : _____
 All _____ : Está bien, perfectamente (to) fill _____ : Llenar, completar
 _____ : Está bien, perfectamente _____ : Llenar, completar

(TO) BE OUT OF ONE'S MIND: Estar loco, desesperarse
 (to) be out of one's mind: Estar loco, _____
 (to) be out of one's mind: _____
 (to) be out of _____ : Estar loco, desesperarse
 _____ : Estar loco, desesperarse

(TO) CARRY OUT: Llevar a cabo (TO) DO THE DISHES: Lavar los platos
 (to) carry out: _____ (to) do the dishes: Lavar _____
 (to) carry _____ : Llevar a cabo (to) do the dishes: _____
 _____ : Llevar a cabo (to) do _____ : Lavar los platos
 _____ : Lavar los platos

(TO) CHANGE ONE'S MIND: Cambiar de idea SO FAR: Hasta ahora
 (to) change one's mind: Cambiar _____ So far: Hasta _____
 (to) change one's mind: _____ So far: _____
 (to) change one's _____ : Cambiar de idea _____ : Hasta ahora

(TO) CALL THE ROLL: Pasar lista FIRST NAME: Nombre de pila
 (to) call the roll: _____ First name: Nombre _____
 (to) call _____ : Pasar lista First name: _____
 _____ : Pasar lista First _____ : Nombre de pila
 _____ : Nombre de pila

(TO) DO ONE'S BEST : HACER TODO LO POSIBLE.
 (to) do one's best: Hacer _____
 (to) do one's best: _____
 (to) do _____ : Hacer todo lo posible
 _____ : Hacer todo lo posible

(TO) GET ALONG: Marcharse, irse OUT OF ORDER: Descompuesto, averiado
 (to) get along: Marcharse, _____ Out of order: Descompuesto, _____
 (to) get along: _____ Out of order: _____
 (to) get _____ : Marcharse, irse Out of _____ : Descompuesto, averiado

ON THE ROCKS: Solo con hielo (TO) SHOW OFF: Presumir, ostentar
 On the rocks: Solo _____ (to) show off: Presumir, _____
 On the rocks: _____ (to) show off: _____
 On _____ : Solo con hielo (to) show _____ : Presumir, ostentar
 _____ : Solo con hielo _____ : Presumir, ostentar

(TO) GET INTO A MESS: Meterse en un lío WHAT ABOUT?: ¿Que le parece?
 (To) get into a mess: Meterse _____ What about?: ¿ _____ ?
 (to) get into a mess: _____ What _____ ? : ¿Qué le parece?
 (to) get into _____ : Meterse en un lío _____ ? : ¿Qué le parece?
 _____ : Meterse en un lío _____

TEEN AGERS : Adolescentes UP TO DATE: Moderno, actual
 Teen agers : _____ Up to date: Moderno, _____
 Teen _____ : Adolescentes Up to date: _____
 _____ : Adolescentes _____ : Moderno, actual

(TO) TAKE A BREAK: Tomarse un descanso
 (to) take a break: Tomarse _____
 (to) take a _____ : Tomarse un descanso
 _____ : Tomarse un descanso

MASS MEDIA: Medios masivos de Información.
 Mass media: Medios _____
 Mass media: _____
 Mass _____ : Medios masivos de Información
 _____ : Medios masivos de Información

JUST ABOUT: Casi, poco más o menos
 Just about: Casi, _____
 Just about: _____
 Just _____ : Casi, poco más o menos
 _____ : Casi, poco más o menos

(TO) STAND FOR: Significar, representar
 (to) stand for: Significar, _____
 (to) stand for: _____
 (to) stand _____ : Significar, representar
 _____ : Significar, representar

OFF AND ON: A veces, esporádicamente
 Off and on: A veces, _____
 Off and on: _____
 Off _____ : A veces, esporádicamente
 _____ : A veces, esporádicamente

WHITE COLLAR (WORKER): Empleado oficinista.
 White collar (worker): Empleado _____
 White collar (worker): _____
 White collar _____: Empleado oficinista.
 _____: Empleado oficinista.

NEVER MIND: No importa, no se moleste
 Never mind: No importa, _____
 Never mind: _____
 Never ____: No importa, no se moleste.
 _____: No importa, no se moleste.

II.- TRANSLATE THE FOLLOWING IDIOMS:

- 1.- To be out of one's mind _____
- 2.- To change one's mind _____
- 3.- To fill in _____
- 4.- To carry out _____
- 5.- To do the dishes _____
- 6.- To call the roll _____
- 7.- To do one's best _____
- 8.- To get along _____
- 9.- To show off _____
- 10.- To get into a mess _____
- 11.- To take a break _____
- 12.- To stand for _____
- 13.- All right _____
- 14.- So far _____
- 15.- Out of order _____
- 16.- On the rocks _____
- 17.- What about? _____
- 18.- Teen agers _____
- 19.- Up to date _____
- 20.- Mass media _____
- 21.- Just about _____
- 22.- Off and on _____
- 23.- White collar _____
- 24.- Never mind _____
- 25.- First name _____

III.- UNDERLINE THE IDIOMS AND LIST THEM BELOW THE FOLLOWING READING:

MASS MEDIA AND HUMAN BEHAVIOR

Is mass media sometimes able to make us change our mind when we decide what, when and where to buy goods? Let's carry out a very simple analysis of what some commercials say:

"Intelligent wives do the dishes this soap".

"Enjoy your martini on the rocks at THE OFFICE BAR".

"You will show off when your neighbors see your new car like this one".

"After your daily grief, take a break and come to TONY'S LOUNGE".

"What about buying groceries at SUPER 17?"

"A proud housewife always does her best when taking care of the children's teeth. She buys this toothpaste."

"Smart teen agers wear Rose Vandebelt jeans."

"If you are an outstanding white collar employee, we assume you read THE WRITER'S DIGEST".

"Do you want to have a dynamic and up to date look? Buy Winchester shirts."

"Is your stove out of order? Never mind, come and enjoy our delicious food at SANGRONS'S"

So far, we have considered some commercials that try to influence our behavior, and in reality all of them have the same purpose. If you read "The hidden persuaders" by Vance Packard you will get astonished when you know the way we are being manipulated.

Brand and button letter: _____

Brand and _____

DIRECCION GENERAL DE BIBLIOTECAS

I.- FILL IN THE BLANKS WITH THE MISSING WORD OR EXPRESSION:

(TO) BE IN THE MOOD FOR (or TO): Sentirse dispuesto, con humor para
 (to) be in the mood for (or to): Sentirse dispuesto, _____
 (to) be in the mood for (or to): _____
 (to) be in the mood _____: Sentirse dispuesto, con humor para
 _____: Sentirse dispuesto, con humor para

(TO) BEAT ABOUT THE BUSH: Andarse por las ramas, andar con rodeos
 (to) beat about the bush: Andarse por las ramas, _____
 (to) beat about the bush: _____
 (to) beat about _____: Andarse por las ramas, andar con rodeos
 _____: Andarse por las ramas, andar con rodeos

(TO) CATCH UP WITH: Alcanzar a otros, ponerse al corriente.
 (to) catch up with: Alcanzar a otros, _____
 (to) catch up with: _____
 (to) catch _____: Alcanzar a otros, ponerse al corriente
 _____: Alcanzar a otros, ponerse al corriente

(TO) DRIVE SOMEONE MAD (or crazy): Sacar del quicio, exasperar
 (to) drive someone mad (or crazy): Sacar del quicio, _____
 (to) drive someone mad (or crazy): _____
 (to) drive someone mad _____: Sacar del quicio, exasperar
 _____: Sacar del quicio, exasperar

(TO) PLAY HIDE-AND-SEEK: Jugar a las escondidas
 (to) play hide-and-peek: _____
 (to) play _____: Jugar a las escondidas
 _____: Jugar a las escondidas

(TO) PUT UP WITH: Soportar, aguantar
 (to) put up with: _____
 (to) put _____: Soportar, aguantar
 _____: Soportar, aguantar

(TO) GET RID OF: Librarse, zafarse
 (to) get rid of: _____
 (to) get _____: _____
 _____: Librarse, zafarse

(TO) TAKE FOR GRANTED: Dar por hecho.
 (to) take for granted: _____
 (to) take for _____: Dar por hecho
 (to) _____: Dar por hecho

(TO) GO ALONG WITH: Estar de acuerdo con, aceptar.
 (to) go along with: _____
 (to) go _____: Estar de acuerdo con, aceptar
 _____: Estar de acuerdo con, aceptar

(TO) HAVE A DAY OFF: Tener un día de asueto.
 (to) have a day off: _____
 (to) have _____: Tener un día de asueto.
 _____: Tener un día de asueto.

(TO) HAVE A GOOD TIME: Divertirse
 (to) have a good time: _____
 (to) have _____: Divertirse
 _____: Divertirse

(TO) MAKE UP ONE'S MIND: Decidirse
 (to) make up one's mind: _____
 (to) make _____: Decidirse
 _____: Decidirse

WHAT'S THE MATTER WITH YOU?: ¿Qué te pasa?
 What's the matter with you?: ¿ _____ ?
 What's the matter _____?: ¿Qué te pasa?
 What's _____?: ¿Qué te pasa?
 _____?: ¿Qué te pasa?

AS FAR AS I AM CONCERNED: Por lo que a mí se refiere, en cuanto a mí
 As far as I am concerned: Por lo que a mí se refiere, _____
 As far as I am concerned: _____
 As far as _____: Por lo que a mí se refiere, en cuanto a mí
 _____: Por lo que a mí se refiere, en cuanto a mí

BREAD AND BUTTER LETTER: Carta para agradecer la hospitalidad
 Bread and butter letter: _____
 Bread and _____: Carta para agradecer la hospitalidad
 _____: Carta para agradecer la hospitalidad

BY NO MEANS: Bajo ningún pretexto
 By no means: _____
 By _____: Bajo ningún pretexto
 _____: Bajo ningún pretexto

TIP TOP: Excelente, el mejor
 Tip top: Excelente, _____
 Tip top: _____
 _____: Excelente, el mejor

ON THE HOUSE: Por cuenta de la casa, la casa invita.
 On the house: Por cuenta de la casa, _____
 On the house: _____
 _____: Por cuenta de la casa, la casa invita.

ONCE UPON A TIME: Había una vez _____ PUB: Taberna (viene de "Public House")
 Once upon a time: _____ Pub: _____
 Once _____ : Había una vez _____ : Taberna _____
 _____ : Había una vez _____ : _____

SO AM I, SO DO I, SO DID I: Yo también
 So am I, so do I, so did I: _____
 _____ : Yo también _____

HOW DO YOU DO: ¿Cómo está usted?, Encantado de conocerle
 How do you do?: ¿Cómo está usted? _____
 How do you do?: ¿ _____ ?
 _____ : ¿Cómo está usted?, Encantado de conocerle _____

I BEG YOUR PARDON: Perdone, ¿Cómo dijo? Usted perdone.
 I beg your pardon: Perdone, ¿Cómo dijo? _____
 I beg your pardon: _____, ¿Cómo dijo? Usted perdone
 I beg _____ : Perdone, ¿Cómo dijo? Usted perdone _____

C.O.D. (CASH ON DELIVERY COLLECT ON DELIVERY) : Contra reembolso.
 C.O.D. (cash on delivery, collect on delivery): _____
 C.O.D. (_____) : Contra reembolso
 _____ : Contra reembolso _____

EASY COME EASY GO: Dinero que sale con la misma facilidad que entra
 Easy come easy go: _____
 Easy come _____ : Dinero que sale con la misma facilidad que entra
 _____ : Dinero que sale con la misma facilidad que entra _____

II.- TRANSLATE THE FOLLOWING IDIOMS:

- 1.- To be in the mood for (or to) _____
- 2.- To beat about the bush _____
- 3.- To catch up with _____
- 4.- To drive someone mad (or crazy) _____
- 5.- To play hide-and-peek _____
- 6.- To put up with _____
- 7.- To take for granted _____
- 8.- To go along with _____
- 9.- To have a day off _____
- 10.- To have a good time _____
- 11.- To make up one's mind _____
- 12.- To get rid of _____
- 13.- What's the matter with you _____
- 14.- As far as I am concerned _____

- 15.- Bread and butter letter _____
- 16.- By no means _____
- 17.- On the house _____
- 18.- Once upon a time _____
- 19.- So am I, so did I, so do I _____
- 20.- How do you do? _____
- 21.- I beg your pardon _____
- 22.- Easy come, easy go _____
- 23.- Tip top _____
- 24.- C.O.D. _____
- 25.- Pub _____

I.- ANSWER " FALSE " or " TRUE".

- Hope Rural School is located in Palm Beach..... _____
- Palm Beach is in California _____
- Sister Carol studied in a Catholic College _____
- There are 96 children in Hope Rural _____
- Bilingual parent meetings are carried out as a part of their activities _____
- Families make no contribution as tuition _____
- English is the survival language for migrants _____
- Hope Rural accepts only farm workers' children _____
- At Hope Rural, they rate 150 days of class per year _____
- Children enjoy playing hookey at Hope Rural _____

II.- COMPLETE THE FOLLOWING STATEMENTS WITH THE EXPRESSION BELOW:

- Some of the problems of migrants are _____
- Hope Rural is the parents' school because _____
- Teachers at Hope Rural are very _____
- The distance between Palm Beach and Indiantown is of _____
- Parents work in the _____
- Sister Carol has taken a vow of _____
- Parents volunteer their time to _____
- John Rivera wants his son to stop _____
- Sister Carol left an art professorship to _____
- Classes at Hope are longer than the _____

- 1.- prepare meals 2.- poverty 3.- 40 miles
- 4.- "follow her faith" 5.- being a migrant 6.- citrus groves
- 7.- public schools' 8.- attentive 9.- racism, hunger, child labor
- 10.-They built it 11.- Yes, it is. 12.- A Catholic college.

III.- TRANSLATE IN TO SAPNISH:

- 1.- It is an area of desperate poverty.

- 2.- It is a full- time program.

- 3.- Teachers make home visits.

- 4.- Results are impressive

- 5.- Families contribute what they can.

6.- Students tutor one another.

7.- They volunteer their time.

8.- "How else can my son stop being a migrant?"

9.- No cases of playing hookey have been detected

10.-They try hard to be the best students.

UNANIL

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I.- FILL IN THE BLANKS WITH THE PROPER EXPRESSION TO FORM THE PASSIVE VOICE.

- 1.- Sister Carol protect migrant children. (PROTECTED)
- 2.- Sister Carol keeps the school open. The school is (KEPT)
- 3.- Carol Putnam discusses world events. World events are (DISCUSSED)
- 4.- "Hope Rural" accepts farm workers' children. Farm workers' children are (ACCEPTED)
- 5.- Teachers make home visits. Home visits are (MADE)
- 6.- Barbara Roberts gives a personal opinion. A personal opinion is (GIVEN)
- 7.- Children heard a nursery rhyme. A nursery rhyme was (HEARD)
- 8.- One mother sews the uniforms. The uniforms are (SEWN)
- 9.- Carol Putnam left an art professorship. An art professorship was (LEFT)
- 10.- Parents built the school. The school was (BUILT)

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

- 1.- Japan was accused by Korea because of the invasion.
 - a) Was accused
 - b) Is accusing
 - c) Accusses
 - d) Will accuse
- 2.- Many planes and ships in World War II.
 - a) Will destroy
 - b) Were destroyed
 - c) Was destroyed
 - d) Is destroyed
- 3.- The city of Hiroshima by the U.S.A.
 - a) Has destroyed
 - b) Were destroy
 - c) Destroys
 - d) Was destroyed.
- 4.- Some agreements when the war was carried out.
 - a) were forgotten
 - b) Is forgotten
 - c) Forget
 - d) Has forgotten.

- 5.- The new program by the Soviet Union.
 - a) Understands
 - b) Understanding
 - c) Will understand
 - d) Was understood
- 6.- A new protest by the Soviet Union
 - a) Will present
 - b) Was presented.
 - c) Presents
 - d) Has presented.
- 7.- Many Industries in Taiwan.
 - a) Is developed
 - b) Developing.
 - c) Develops
 - d) Have been developed.
- 8.- Japanese products all over the world.
 - a) Knows
 - b) Know
 - c) Are known
 - d) Will know.
- 9.- New products for the world market.
 - a) Is prepared
 - b) Will prepare
 - c) prepared
 - d) Prepares.
- 10.- Good profits by the Japanese economy.
 - a) Will obtain
 - b) Is obtained
 - c) Obtained
 - d) Are obtained.

III.- FILL IN THE BLANKS WITH THE PROPER EXPRESSION TO FORM THE PASSIVE VOICE

- 1.- Joann Sebastian Bach composed religious music. Religious music was composed by Johann Sebastian Bach
- 2.- John Keats wrote beautiful poems. were written by John Keats.
- 3.- Tobert Koch discovered the tuberculosis bacillus. was discovered by Robert Koch
- 4.- Pablo Picasso painted "Three Musicians". was painted by Pablo Picasso
- 5.- Nuñez de Balboa discovered the Pacific Ocean in 1513. was discovered by Nuñez de Balboa in 1513
- 6.- Marconi developed the wireless telegraphy. was developed by Marconi.
- 7.- Paul Mc Cartney composes contemporary music. is composed by Paul Mc Cartney.
- 8.- Bernard Shaw received Nobel prize in literature in 1925. in literature was received by Bernard Shaw in 1925
- 9.- Francisco de Orellana discovered the Amazon River in 1542. was discovered by Francisco de Orellana in - (1542)
- 10.- Robert Fulton developed the first commercial steamboat. was developed by Roberto Fulton.

4.- I don't _____ taking aspirin.
 _____ tengo ganas de

5.- _____ take whatever you want.
 _____ Está bien

6.- Since I'm feeling tired, I'll _____
 _____ Tomaré un descanso

7.- If you feel bad, you should _____
 _____ Tener un día de asueto

8.- I don't feel bad. The only problem is that I am not _____
 _____ working. _____ con humor

9.- _____ para _____ taking a week vacation?
 _____ ¿Qué te parece?

10.- I want to _____ to finish this work before my vacation
 _____ Hacer lo posible

11.- We know you always _____ to finish on time, but you need a rest.
 _____ te esfuerzas

12.- _____ if you can't finish this work, don't do it.
 _____ Tomar las cosas con calma

13.- If I take my vacation now I won't _____ my fellow workers
 _____ me pondré al corriente

14.- _____ I have had no problems
 _____ Hasta ahora

15.- _____ i I will take my vacation this week.
 _____ i trato hecho!

X.- TRANSLATE IN TO SPANISH.

1.- Grown ups shouldn't be so serious.
 _____ Los adultos no deberían ser tan serios.

2.- On the other hand, some children are a nuisance.

3.- Your little brother drives me crazy when he starts crying.

4.- But, What about when yours starts fooling around?

5.- Let's face it, both are terrible.

6.- It's no use having a discussion about our brothers.

7.- Broad minded people accept their own errors.

8.- You bet! That's why we are good friends.

9.- Fine. I was about to invite you to have a coke.

10.- No, I want to invite you. Here you are.

VERBS:

(TO) ACCUSE	CULPAR
ACCUSED	CULPADO
(TO) ADD	AGREGAR
ADDED	AGREGADO
(TO) BREAK	ROMPER
BROKEN	ROTO
(TO) BUMP	GOLPEAR
BUMPED	GOLPEADO
(TO) BUY	COMPRAR
BOUGHT	COMPRADO
(TO) DELIGHT	ENCANTAR, DELEITAR.
DELIGHTED	ENCANTADO, DELEITADO
(TO) DO	HACER
DONE	HECHO
(TO) FIX	REPARAR
FIXED	REPARADO
(TO) GIVE	DAR
GIVEN	DADO
(TO) HIT	GOLPEAR
HIT	GOLPEADO
(TO) KNOW	CONOCER
KNOWN	CONOCIDO
(TO) LITTER	ESPARCIR DESECHOS POR EL SUELO
LITTERED	ESPARCIDO
(TO) PERFORM	EJECUTAR
PERFORMED	EJECUTADO
(TO) PLACE	COLOCAR
PLACED	COLOCADO
(TO) POLISH	PULIR, LUSTRAR
POLISHED	PULIDO, LUSTRADO
(TO) RECOVER	RECUPERAR, RESCATAR
RECOVERED	RECUPERADO, RESCATADO
(TO) SELL	VENDER
SOLD	VENDIDO
(TO) TAKE	TOMAR
TAKEN	TOMADO
(TO) TEACH	ENSEÑAR
TAUGHT	ENSEÑADO
(TO) THROW	LANZAR, ARROJAR
THROWN	LANZADO, ARROJADO
(TO) UNDERSTAND	ENTENDER
UNDERSTOOD	ENTENDIDO

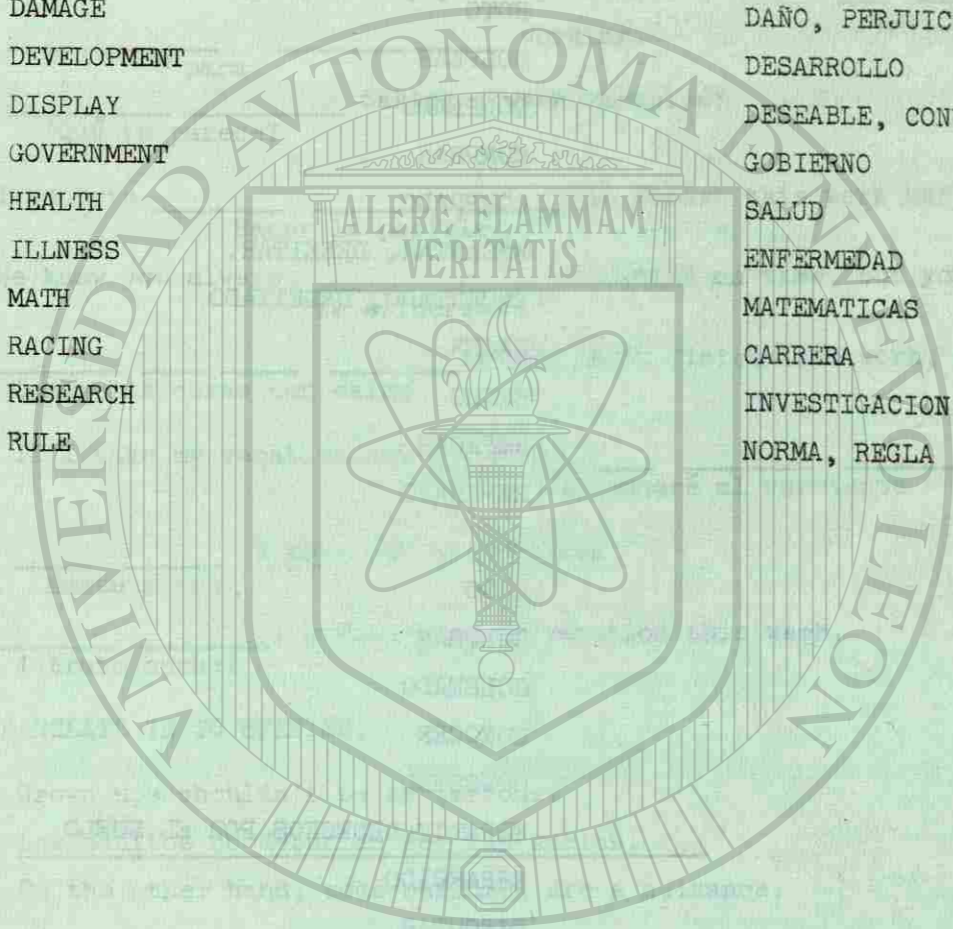
(TO) WAX
WAXED
(TO) WEAR
WORN

ENCERAR
ENCERADO
USAR
USADO

NOUNS

COMMITTEE
CHURCH
DAMAGE
DEVELOPMENT
DISPLAY
GOVERNMENT
HEALTH
ILLNESS
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RACING
RESEARCH
RULE

COMISION, JUNTA
IGLESIA
DAÑO, PERJUICIO
DESARROLLO
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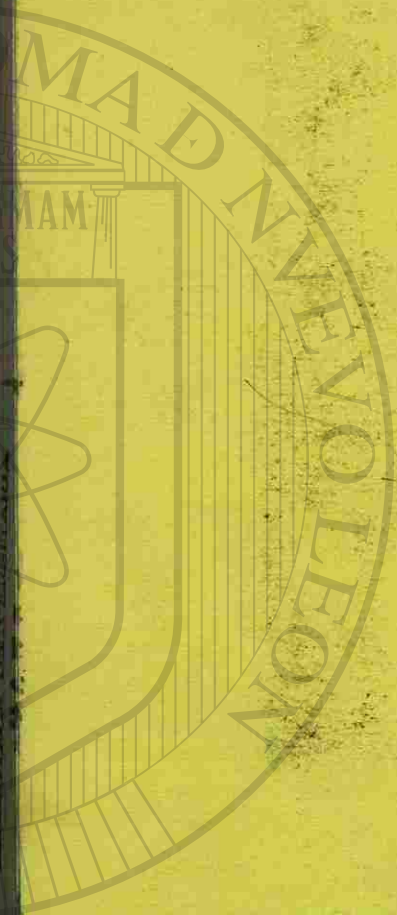
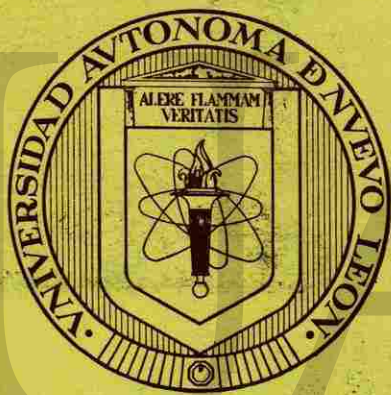
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