

- 4.- DESERVES
5.- EXPENDITURES
6.- (TO) HEAR
7.- GOSSIPING
- 11.- MAID
12.- PROCEDURES
13.- WHISPERING
14.- WON

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

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

X.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

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

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

Examples:

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

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

NEW CLASSROOMS IN OUR PREPARATORY

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

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

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

everything was going to be.

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

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

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

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

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

I would already like to listen the whispering, and gossiping

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

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

with the girls planning how to have a good time.

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

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

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

VOCABULARY III

XIV.- PRONUNCIATION PRACTICE.

REPEAT AFTER YOUR TEACHER:

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

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

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

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

XVI.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH:

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

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

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

XVIII.- TRANSLATE INTO SPANISH (COMPREHENSION READING III)

Theresa

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

ugly miner with his young and beautiful wife and little

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

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

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

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

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

among the poor and a neighboring miner opened his house to

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

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

have barely enough food for our children and ourselves

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

helpful girl in the daily activities and everybody loved her

and she was never sad in her whole life.

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

Example: OLD YOUNG

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

- | | |
|-----------------------|----------------|
| 1.- TO CLOSE _____ | LIST OF WORDS: |
| 2.- COLD _____ | DARKNESS |
| 3.- DEATH _____ | LEFT |
| 4.- DISORDER _____ | LIFE |
| 5.- DISTORTION _____ | LENGTH |
| 6.- TO ERASE _____ | INTRINSIC |
| 7.- EXTRINSIC _____ | INJUSTICE |
| 8.- FALSEHOOD _____ | SUPERIORITY |
| 9.- INFERIORITY _____ | SIMMETRY |

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

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



CHAPTER THREE

CHEMISTRY

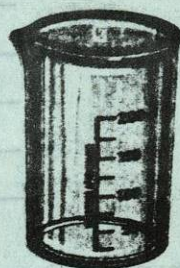
(GREEK AND LATIN ROOTS)

VOCABULARY

I.- PRONUNCIATION PRACTICE

REPEAT AFTER YOUR TEACHER:

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



II.- MEMORIZE:

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

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

- 1.- ALONE _____
- 2.- BUT ALSO _____

3.- CHUNK _____

4.- CHLORINE _____

5.- CONNOTATION _____

6.- FUSED _____

7.- HARMFUL _____

8.- JOIN _____

9.- MADE UP _____

10.- MARBLE _____

11.- NOT ONLY _____

12.- PINHEAD _____

13.- POISONOUS _____

14.- RATIO _____

15.- RIGIDLY _____

16.- SILVERY _____

17.- SLIGHTLY _____

18.- THUS _____

19.- THROUGH _____

20.- USAGE _____

21.- WHENEVER _____

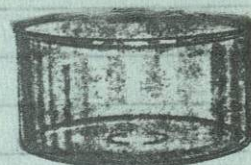
IV.- WRITE THE FOLLOWING EXPRESSIONS IN ENGLISH.

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

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

V.- TRANSLATE INTO SPANISH (COMPREHENSION READING)

CHEMICAL SYMBOLS



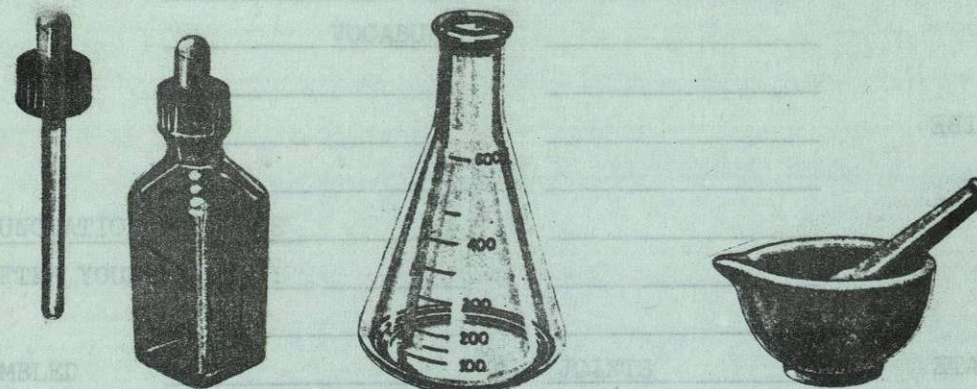
All pure substances are made up of the 102 chemical elements either alone or in combination. As they were discovered, each of these elements was given a name and a symbol. Thus the silvery reactive metal obtained by electrolysis of fused table salt was given the name sodium, and the symbol Na: As is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

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

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

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

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



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

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