

INGLES IV



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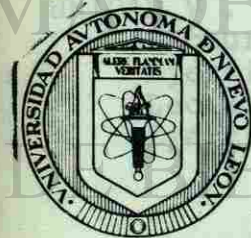


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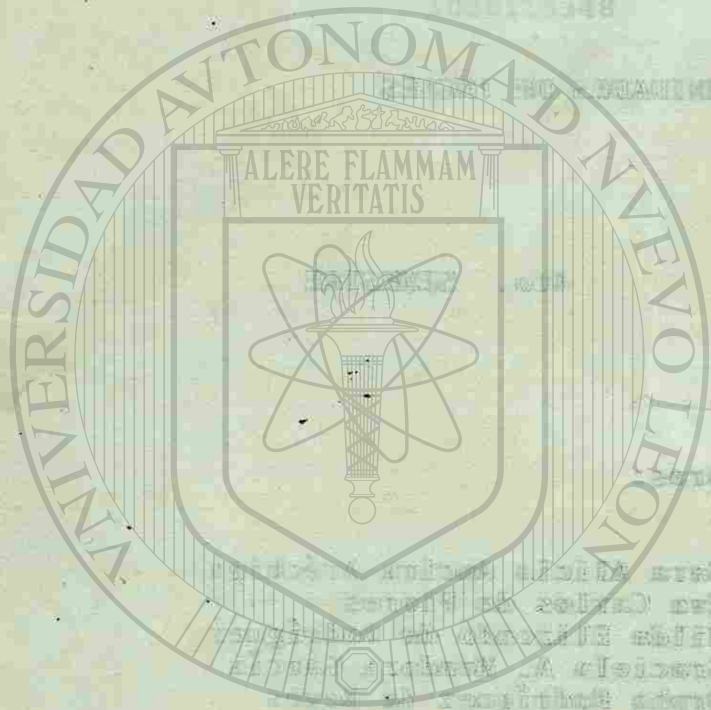
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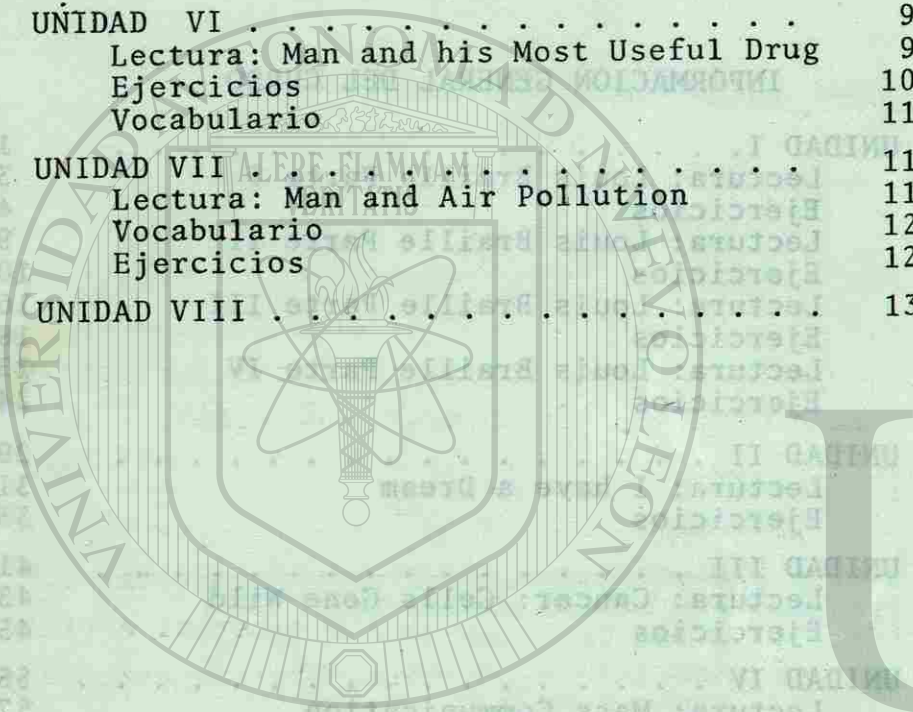
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INFORMACION GENERAL DEL CURSO.

INTRODUCCION:

En este último Semestre, en la Preparatoria No 15, en la materia de Inglés verás lecturas en este Idioma, en las cuales aplicarás y reforzarás lo ya aprendido. Aumentarás gradualmente tu vocabulario y tu capacidad para obtener y utilizar información que pueda proporcionar un texto en Inglés.

OBJETIVO:

Este curso tiene como objetivo capacitar al alumno para analizar y comprender material escrito en Inglés, aplicando estructuras básicas aprendidas anteriormente.

PROCEDIMIENTO:

El procedimiento que seguiremos en clase será el siguiente:

1. Tendrás tres sesiones para cada unidad, en las cuales trabajarás con ayuda del maestro el material asignado para dicha unidad y resolverás los ejercicios correspondientes.

2. Tendrás una sesión en la cual asistirás al Laboratorio de Idiomas. Ahí escucharás la lectura de la unidad.

3. Trabajarás en este manual de unidades y se te asignarán trabajos, los cuales reforzarán el material de enseñanza.

REQUISITO:

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

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

4to. SEMESTRE INGLÉS

64
UNIDAD 1 ✓

INTRODUCCION:

Es evidente la necesidad de que los estudiantes incluyan en su formación profesional el aprendizaje del idioma Inglés ya que esto incrementa sus fuentes de información. Así pues, realiza con entusiasmo esta primera unidad de trabajo y al final de la misma verás con satisfacción el logro obtenido.

OBJETIVOS:

1. Analizar información escrita de un texto en Inglés.
2. Localizar palabras que se parecen en Inglés y en Español.
3. Identificar el uso de los pronombres personales en un texto en Inglés.
4. Identificar el uso de los pronombres de sujeto, adjetivos posesivos, demostrativos y de objeto.
5. Expresar en Español, información requerida en Inglés.

6. Resumir en Español a partir de textos en Inglés.

PROCEDIMIENTO:

1. Lee y resuelve el contenido del material incluido a continuación.
2. Asiste al Laboratorio de Idiomas.

REQUISITO:

1. Asistir al Laboratorio de Idiomas.
2. Entregar al maestro el trabajo que indique.

LOUIS BRAILLE

PART I

(1) Everyone has heard of the Braille system of reading for the blind. (2) But few people know why it is called the "Braille" system or who Louis Braille was.

(3) In the year 1812, Louis Braille was a very small boy. (4) He lived in a small town in France. (5) Louis' father had a small shop in which he made things of leather. (6) One day Louis was playing in his father's shop and picked up a small tool with a very sharp point. (7) Louis fell, the point of the tool entered his eye, and later he became blind in both eyes. (8) Although he was then only seven or eight years old, Louis had to walk with a cane in order to feel where he was going. (9) The people of the town felt very sorry when they saw this small boy, completely blind, feeling his way along the streets with his cane in order to find his way.

(10) A few years later Louis went to a special school for the blind in Paris. (11) There he learn-

ed to read, that is, he learned to recognize the -
 twenty-six letters of the alphabet by feeling them
 with his fingers. (12) But the letters were several
 inches high and several inches wide. (13) This was
 naturally a very primitive system of reading. (14)
 (14) A very short article filled several books and
 each book weighed eight or nine pounds.

EXERCISE I

You can understand many of the words in this -
 story because they are similar to Spanish, for ---
 example:

system = sistema

Find more examples in the text.

English	Spanish	English	Spanish
1.- <u>Louis</u>	<u>Luis</u>	6.- <u>Paris</u>	<u>París</u>
2.- <u>France</u>	<u>Francia</u>	7.- <u>especial</u>	<u>especial</u>
3.- <u>day</u>	<u>día</u>	8.- <u>recognize</u>	<u>reconocer</u>
4.- <u>point</u>	<u>punta</u>	9.- <u>alphabet</u>	<u>alfabeto</u>
5.- <u>completely</u>	<u>completamente</u>	10.- <u>naturally</u>	<u>naturalmente</u>
		<u>primitive</u>	<u>primitivo</u>
		<u>article</u>	<u>artículo</u>

EXERCISE II

Write in the parentheses the number of the -
 sentences from the text which contain the following
 information.

1. Louis Braille lived in France. (4)
2. Louis' father made things of leather. (5)
3. Louis Braille became blind after an accident. (7)
4. Louis was seven or eight years when he became blind. (8)
5. Louis had to walk with a cane. (8)
6. Louis went to a special school for the blind. (10)
7. He learned to recognize the letters of the alphabet. (11)
8. The special school where Louis went was in Paris. (10)

EXERCISE III

Refer to the text and complete the following --
 statements.

Example:

In sentence (2), it replaces the system of reading for the blind.

1. In sentence (4), he replaces Luis Braille
2. In sentence (5), he replaces el papá de Luis
3. In sentence (9), they replaces La gente

4. In sentence (9), this small boy replaces Luis Braille
5. In sentence (11), them replaces las letras

EXERCISE IV

Choose the best answer:

1. Louis Braille lived...
 - a) in the 19th. century.
 - b) in the 20th. century.
 - c) in the 18th. century.
2. Louis Braille lived in...
 - a) The United States.
 - b) France.
 - c) Italy.
3. Louis Braille was blind since...
 - a) he was born.
 - b) he was 20 years old.
 - c) he was 7 or 8 years old.
- 4.- He was blind because...
 - a) of an accident.
 - b) of a disease.
 - c) he was born like that.

5. Louis needed a cane in order to find his way.
 - a) a seeing eye dog.
 - b) someone to help him.
 - c) a cane.
- 6.- Louis went to a special school for the blind in... Paris
 - a) his hometown.
 - b) New York.
 - c) Paris.
7. In that school, Louis learned...
 - a) to write the 26 letters of the alphabet.
 - b) to recognize the 26 letters of the alphabet.
8. The system of feeling the letters with his --- fingers was...
 - a) a very primitive system of reading.
 - b) a very easy system of reading.
 - c) a very modern system of reading.

EXERCISE V

Answer the following questions in Spanish.

1. What is the Braille system and what is it use for?
Es el sistema de lectura y escritura usada para los ciegos.
2. What kind of shop did Louis' father have?
Era una Talabarteria. (Artículos de cuero)

3. With what was Louis playing one day?

Con una herramienta puntiaguda.

4. What happened when Louis fell?

Se enterró la herramienta.

5.- Why did the people of the town feel sorry for Louis?

Porque lo veían caminando por las calles siendo

6.- Where did he go to school and what kind of school was it?

En París, especial para ciegos.

7.- What did he learn to do in this school?

A distinguir los 26 letras del alfabeto

8.- Why was the system of reading for the blind very primitive at this time?

Porque eran muy grandes y pesadas.

EXERCISE VI

Write a summary of the story in Spanish.

LOUIS BRAILLE

PART II

(1) Later Louis became a teacher in this same school. (2) He wanted to find a better system of reading for the blind, but it was not easy. (3) One day, on a visit home, he said to his father: --- (4) "Blind people are the loneliest people in the world. (5) I can tell one bird from another by its sound. (6) I can know the door of the house by -- feeling it with my hand. (7) But there are so many things which I cannot hear and cannot feel. ---- (8) Only books can free the blind. (9) But there are no books for us to read." (10) One day Louis was sitting in a restaurant with a friend. (11) The friend was reading the news paper to Louis. (12) The friend read an article -- about a French army captain who had a system of writing which he could use in the dark. (13) He called it -- "night writing." (14) In this "night writing," the army captain used a system of dots and dashes. --- (15) The dots and dashes were raised on the paper -- so that a blind could feel them with his fingers. (16) When Louis heard about it he became very excited. (17) He began to talk loudly and to cry.

Por favor Luis.

(18) "Please, Louis," said his friend. ----

(19) "What is the matter? (20) Everyone is looking at you."

(21) "At last I have found the answer to the problem of the blind," said Louis. (22) "Now blind people can be free."

EXERCISE I

You can understand many of the words in this story because they are similar to Spanish. Look for them and write them down.

English	Spanish	English	Spanish
1. <u>system</u>	<u>sistema</u>	6. <u>army</u>	<u>armada</u>
2. <u>visit</u>	<u>visita</u>	7. <u>used</u>	<u>usaba</u>
3. <u>sound</u>	<u>sonido</u>	8. <u>paper</u>	<u>papel</u>
4. <u>day</u>	<u>día</u>	9. <u>person</u>	<u>persona</u>
5. <u>captain</u>	<u>capitán</u>	10. <u>excited</u>	<u>éxito</u>

EXERCISE II

Write in the parentheses the number of the sentences from the text which contain the following information.

- Louis became a teacher in the school for the blind. (1)
- A French army captain had a system of writing that could be used in the dark. (12)
- Louis felt lonely. (4)

- Louis felt there were many unknown things for him. (7)
- There was something that could free the blind. (8)
- Louis and a friend were in a restaurant. (10)
- Louis became very excited. (16)
- Louis found the answer to the problem of the blind. (21)

EXERCISE III.

Refer to the text and complete the following statements.

- In sentence (2), it refers to _____
- In sentence (3), he replaces Louis
- In sentence (5), I replaces Louis Braille
- In sentence (5), its refers to los sonidos de pájaros
- In sentence (6), it replaces la puerta de la casa
- In sentence (9), us replaces los ciegos
- In sentence (13), he replaces el capitán de la armada
- In sentence (15), them replaces los puntos y las rayas
- In sentence (16), it refers to Escritura nocturna
- In sentence (20), you refers to Louis Braille.

EXERCISE IV

Choose the best answer.

- Louis Braille became...
 - a doctor.
 - a teacher.
 - an engineer.

2. Louis Braille was interested in...
- making money.
 - working hard as a teacher.
 - finding a better system of reading for the blind.
3. He thought the blind people were...
- the loneliest people in the world.
 - the happiest people in the world.
 - the luckiest people in the world.
4. There was only one thing that could free the blind:
- money.
 - books.
 - music.
5. Sitting in a restaurant, a friend of Braille was reading him...
- a book.
 - a magazine.
 - a newspaper.
6. The "night writing" system was called like this because...
- it could be use in the darkness.
 - it could be use only at night.
 - it was developed during the evenings.

7. The "night writing" system was a system...
- in which you could recognize the 26 letters of the alphabet.
 - which required the help of someone that could see.
 - of dots and dashes raised on the paper so that a person could feel them with his fingers.
8. Louis was very excited because...
- at last he could see.
 - he got a better job.
 - he had found the answer to the problem of the blind.

EXERCISE V

Answer the following questions in Spanish.

1. In what school did Louis became a teacher?
En la misma escuela
2. Was it easy or difficult to find a system of reading for the blind?
No fue fácil
3. Why did Louis say that blind people are the loneliest people in the world?
Un día que visitó a su papá en la casa de él.

LOUIS BRAILLE

PART III

(1) The next day Louis went with a friend to see the army captain. (2) Louis asked the army captain about his system. (3) The army captain said that he used a tool with a sharp point to make dots and small dashes in thick paper. (4) A person could feel these dots and dashes on the other side of the paper. (5) Certain marks meant one thing. (6) Other marks meant another thing. (7) The tool which the army captain used was the same kind of tool which Louis had played with years before when he fell one day and the sharp point entered his eye.

(8) "I am sure that we can use this system," said Louis, "to help blind people read and to give them books."

(9) It was a wonderful day for Louis. (10) Later he began to study this new system for use with the blind. (11) He studied different ways of making dots and dashes on paper. (12) At last he arrived at a simple system in which he used six holes within a

small space. (13) With these six holes in different positions within this space he could make sixty-three different combinations. (14) Each combination indicated a letter of the alphabet or a short word. (15) There were even combinations to indicate punctuation marks. (16) Soon Louis wrote a book using the "Braille" system.

(17) At first people did not believe that this system of Louis Braille was possible or practical. (18) One time Louis spoke before a group of people. (19) He showed how he could write by making these holes in paper almost as fast as someone could read to him. (20) Then he read back easily what he had written. (21) But the people did not believe Louis. (22) They said that it was impossible to do this. (23) They said that Louis had learned by memory what he had read to them.

(24) Everywhere it was the same thing. (25) People did not believe Louis. (26) For one reason or another, they did not want to believe him. (27) Even the French government did not want to hear anything about Louis' system. (28) They said that they were already doing everything possible for the blind.

(29) Louis was blind.

EXERCISE I

You can understand many of the words in this story because they are similar to Spanish. Look for them and write them down.

English	Spanish	English	Spanish
1. <u>other</u>	<u>otro</u>	12. <u>spruce</u>	<u>espacio</u>
2. <u>day</u>	<u>día</u>	13. <u>sixty three</u>	<u>sesenta y tres</u>
3. <u>system</u>	<u>sistema</u>	14. <u>alphabet</u>	<u>alfabeto</u>
4. <u>point</u>	<u>punta</u>	15. <u>indicate</u>	<u>indicado</u>
5. <u>paper</u>	<u>papel</u>	16. <u>Combinations</u>	<u>Combinaciones</u>
6. <u>captain</u>	<u>capitán</u>	17. <u>possible</u>	<u>posible</u>
7. <u>use</u>	<u>usar</u>	18. <u>or</u>	<u>o</u>
8. <u>study</u>	<u>Estudiar</u>	19. <u>practical</u>	<u>práctico</u>
9. <u>new</u>	<u>nuevo</u>	20. <u>group</u>	<u>grupo</u>
10. <u>six</u>	<u>seis</u>	21. <u>not</u>	<u>no</u>
11. <u>different</u>	<u>diferente</u>	22. <u>memory</u>	<u>memoria</u>

EXERCISE II

Make a list of the words that are unknown to you and find their meaning.

English	Spanish	English	Spanish
1. _____	_____	6. _____	_____
2. _____	_____	7. _____	_____
3. _____	_____	8. _____	_____
4. _____	_____	9. _____	_____
5. _____	_____	10. _____	_____

English Spanish English Spanish

11. _____	_____	14. _____	_____
12. _____	_____	15. _____	_____
13. _____	_____	16. _____	_____

EXERCISE III

Write in the parentheses the number of the sentences from the text which contain the following information.

- Louis le preguntó al Capitán del ejército acerca de su sistema. (2)
- El Capitán del ejército dijo utilizar una herramienta con una punta afilada sobre papel grueso. (3)
- La persona podía sentir los puntos y pequeñas rayas en el otro lado de la hoja. (4)
- La herramienta usada por el Capitán era del mismo tipo de la que Louis había usado para jugar cuando pequeño y con la cual se había lastimado su ojo. (7)
- Louis dijo que estaba seguro que este sistema podría ser utilizado para ayudar a los invidentes. (8)
- Al fin Louis llegó a desarrollar un sistema simple a base de 6 hoyos en un pequeño espacio. (12)
- Con estos seis hoyos en diferentes posiciones podía hacer 63 combinaciones diferentes. (13)
- Cada combinación indicaba una letra del alfabeto o una palabra corta. (14)

9. La gente no creía que el sistema de --- (17)
Braille fuera posible o práctico.
10. El gobierno decía estar haciendo todo - (28)
lo que era posible hacer por los ---
invidentes.

EXERCISE IV

Refer to the text and complete the following -
statements.

1. In sentence (2), his system refers to Capitán.
2. In sentence (7), he replaces Luis.
3. In sentence (8), I replaces Luis.
4. In sentence (8), them replaces A la gente ciega.
5. In sentence (10), he replaces Luis.
6. In sentence (19), him replaces A Luis.
7. In sentence (22), they replaces A la gente.
8. In sentence (22), this refers to al sistema.
9. In sentence (26), they replaces a la gente.
10. In sentence (28), they replaces al Gobierno.

Francés

EXERCISE V

Answer the following questions in Spanish.

1. Why did Louis go to see the army captain?
Para saber o conocer de su sistema.
2. Why did the army captain call his system
"night writing"?
Porque se podía usar de noche.

3. What tool did the army captain use to make -
holes and dashes in paper?

Una herramienta puntiaguda como
esa le había causado la ceguera.

4. Why did Louis begin to study the system of the
army captain?

Para tratar de ayudar a los
ciegos.

5. How many combinations could he make with his -
system of six holes?

Sesenta y tres

6. What did each combination indicate?

Una letra del alfabeto o una pequeña palabra

7. Did people at first believe that Louis' system
was possible and practical?

No le creyeron.

8. What did Louis do one day before a group of --
people?

Escribió y releyó usando su sistema

9. When Louis read back to them what he had ---
written, what did the people say?

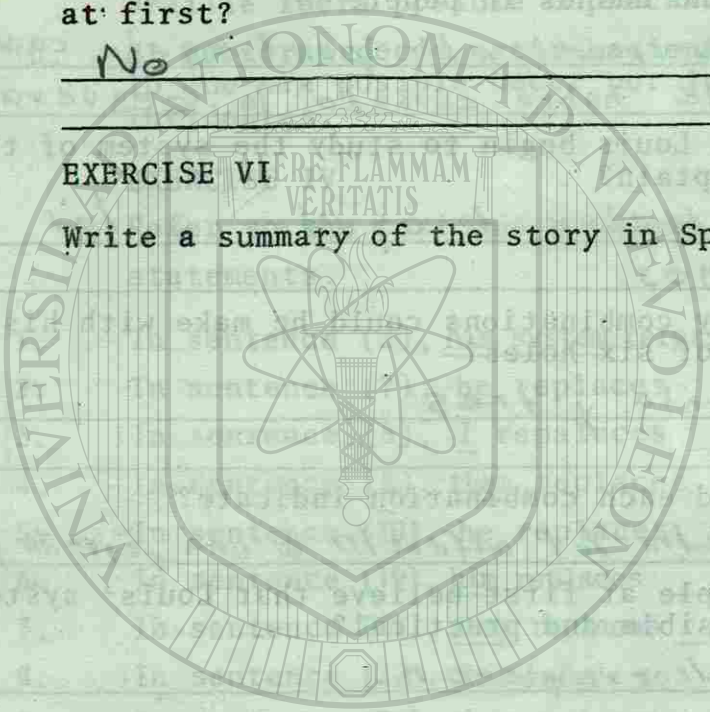
Que se lo había memorizado

10. Was the government interested in Louis' system at first?

No

EXERCISE VI

Write a summary of the story in Spanish.



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LOUIS BRAILLE

PART IV

(1) Louis continued to work with his system. (2) He was now a very sick man, and each year he became sicker. (3) But he worked and worked with his system to make it better. (4) He worked out a system of marks for mathematics and for music. (5) One day a girl who had been blind since she was born played the piano beautifully before a large audience. (6) Everyone in the audience was very pleased. (7) Then the girl got up and said that the people should not thank her for playing so well. (8) They should thank Louis Braille. (9) It was Louis Braille, she said, who had made it possible for her to learn music and to play the piano. (10) She ^{También} also told them that Louis Braille was a very sick man. (11) She said that he was dying. (12) Suddenly, ^{dijo} after so many years, everyone became interested in Louis Braille. (13) The newspapers wrote articles about him. (14) The government also became interested in his system of reading for the blind. (15) Some of Louis' friends went to his home to see him. (16) He was sick in bed.

enfermo cama

Ellos le dijeron lo que habia pasado

(17) They told him what had happened. (18) Louis began to cry. (19) He said, "This is the third time in my life that I have cried: First, when I became blind. (20) Second, when I heard about 'night writing,' and now because I know that my life has not been a failure." (21) A few days later Louis Braille died. (22) He was only 43 years old when he died.

EXERCISE I

You can understand many of the words in this story because they are similar to Spanish.

English	Spanish	English	Spanish
1. _____	_____	4. _____	_____
2. _____	_____	5. _____	_____
3. _____	_____	6. _____	_____

EXERCISE II

Make a list of the words that are unknown to you and find their meaning.

English	Spanish	English	Spanish
1. _____	_____	6. _____	_____
2. _____	_____	7. _____	_____
3. _____	_____	8. _____	_____
4. _____	_____	9. _____	_____
5. _____	_____	10. _____	_____

English	Spanish	English	Spanish
11. _____	_____	16. _____	_____
12. _____	_____	17. _____	_____
13. _____	_____	18. _____	_____
14. _____	_____	19. _____	_____
15. _____	_____	20. _____	_____

EXERCISE III.

Write in the parentheses the number of the sentences from the text which contain the following information.

1. Louis Braille estaba muy, muy enfermo. (2)
2. Trabajaba en su sistema para mejorarlo. (3)
3. Una muchacha ciega de nacimiento tocó el piano maravillosamente. (5)
4. La muchacha dijo que no era a ella a quien debían dar reconocimiento por tocar tan bien. (7)
5. Louis Braille tenía solo 43 años cuando murió. (22)
6. La pianista dijo que Braille estaba muy enfermo. (10)
7. Braille desarrolló un sistema de marcas para las matemáticas y para la música. (4)
8. La pianista dijo que había sido Louis Braille el que había hecho posible que ella aprendiera música. (9)
9. Louis dijo "Esta es la tercera vez en la vida que he llorado" (19)

10. Louis dijo "ahora se que mi vida no ha sido un fracaso" (20)

EXERCISE IV

Refer to the text and complete the following statements.

1. In sentence (1), his system refers to Al sistema de Luis.
2. In sentence (4), he replaces Luis.
3. In sentence (8), they replaces A la gente.
4. In sentence (10), she replaces la muchacha.
5. In sentence (10), them replaces A la gente.
6. In sentence (11), he replaces a Luis.
7. In sentence (13), him replaces Luis.
8. In sentence (15), his home refers to Luis.
9. In sentence (16), he replaces Luis.
10. In sentence (22), he replaces Luis.

EXERCISE V

Answer the following questions in Spanish.

1. Was Louis sick or well at this time?
Estaba enfermo.
2. Where did a blind girl play the piano one day?
Ante un gran auditorio.

3. Was the audience pleased or displeased with the way the played?

Estaba complacida.

4. What did the girl say when she got up?

Que no le debían agradecer a ella.

5. Who had made it possible for her to learn music?

Luis Braille.

6. Why did everyone suddenly become interested in Louis Braille?

Al darse cuenta de todo lo que había hecho.

7. What articles did the newspapers write?

sobre Luis.

8. In what did the government become interested at last?

En su sistema.

9. What did Louis begin to do when his friends told him what had happened?

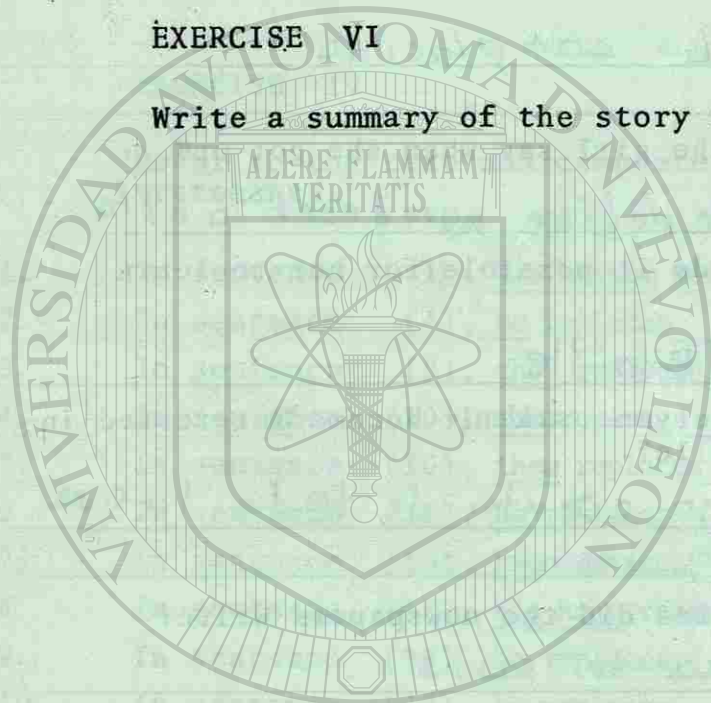
Empezó a llorar.

10. When were the three times during his life that Louis had cried?

Cuando fue niño, cuando se enteró de la escritura nocturna.

EXERCISE VI

Write a summary of the story in Spanish.



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
DIRECCIÓN GENERAL DE BIBLIOTECAS

4to. SEMESTRE

INGLÉS

UNIDAD 2

INTRODUCCIÓN:

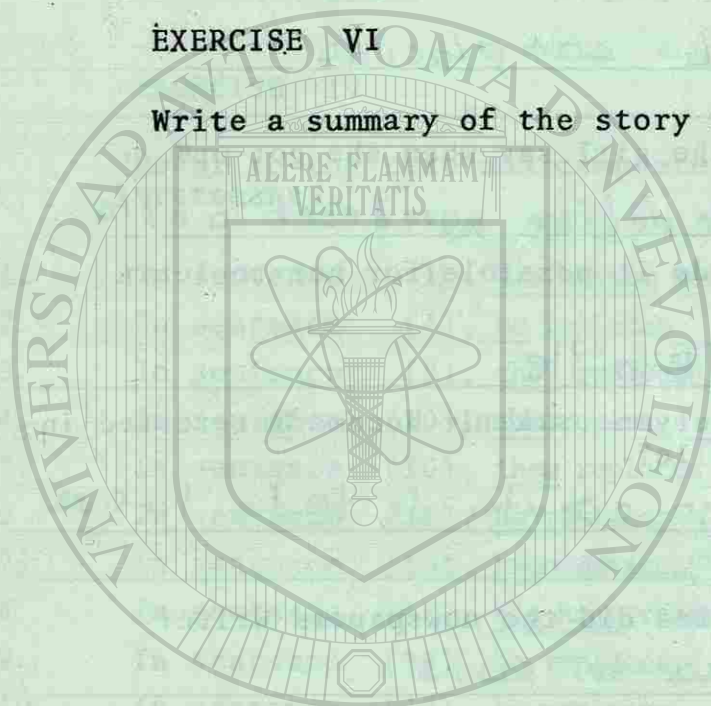
La práctica constante es la mejor manera de adquirir una habilidad. El Inglés por ser un idioma extranjero requiere de mucha ejercitación. Leer muchas veces los párrafos, las oraciones y escribir las palabras, es una buena manera de mejorar tu comprensión del idioma Inglés.

OBJETIVOS:

1. Analizar el contenido de un texto en Inglés
2. Identificar palabras que son similares en Inglés y Español.
3. Localizar información en párrafos y textos en Inglés.
4. Reconocer palabras Sinónimas y Antónimas.
5. Expresar en Español información a partir de textos en Inglés.

EXERCISE VI

Write a summary of the story in Spanish.



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
DIRECCIÓN GENERAL DE BIBLIOTECAS

4to. SEMESTRE

INGLÉS

UNIDAD 2

INTRODUCCIÓN:

La práctica constante es la mejor manera de adquirir una habilidad. El Inglés por ser un idioma extranjero requiere de mucha ejercitación. Leer muchas veces los párrafos, las oraciones y escribir las palabras, es una buena manera de mejorar tu comprensión del idioma Inglés.

OBJETIVOS:

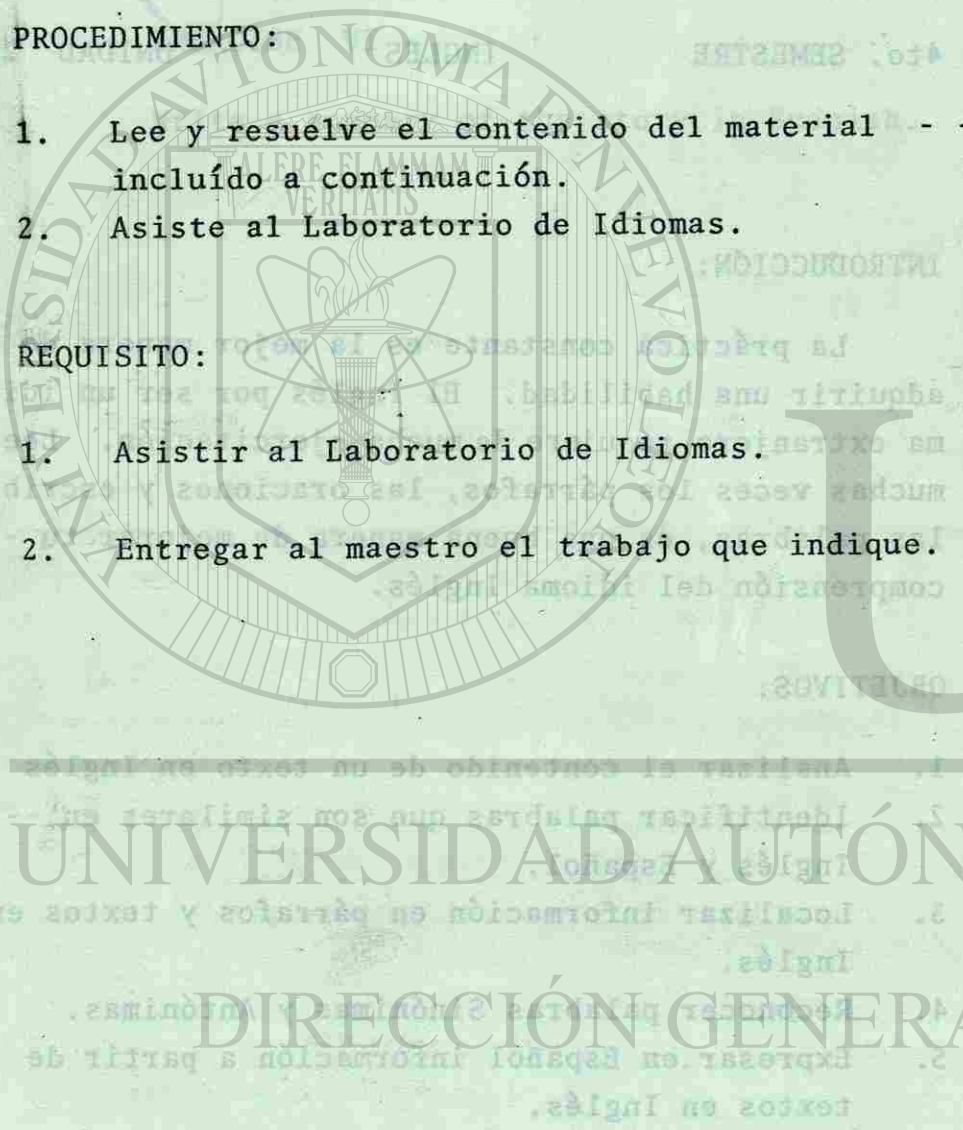
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3. Localizar información en párrafos y textos en Inglés.
4. Reconocer palabras Sinónimas y Antónimas.
5. Expresar en Español información a partir de textos en Inglés.

PROCEDIMIENTO:

1. Lee y resuelve el contenido del material incluido a continuación.
2. Asiste al Laboratorio de Idiomas.

REQUISITO:

1. Asistir al Laboratorio de Idiomas.
2. Entregar al maestro el trabajo que indique.



I HAVE A DREAM

(1) Martin Luther King Jr., a minister and the grandson of a slave, was awarded the Nobel Peace Prize in 1964, in recognition of his philosophy of nonviolent protest against segregation and other kinds of social injustice. He delivered his most famous speech in front of the Lincoln Memorial in Washington, D.C., on August 28, 1963, and two hundred thousand people listened to it. Martin Luther King Jr. was murdered on April 4, 1968. This is an extract of his famous speech.

(2) A hundred years ago, a great American in whose symbolic shadow we stand, signed the Emancipation Proclamation. (Edict of 1863, freeing the slaves). But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we have come here today to dramatize an

espan tosa condición.
appalling condition.

(3) I say you today, my friends, that in ---
spite of the difficulties and frustrations of the -
moment, I still have a dream. It is a dream deeply
rooted in the American dream.

(4) I have a dream that one day this nation
will rise up and live out the true meaning of its -
creed: "We hold these truths to be self-evident; --
that all men are created equal."

(5) I have a dream that one day on the red -
hills of Georgia the sons of former slaves and the
sons of former slaveowners will be able to sit down
together at the table of brotherhood.

(6) I have a dream that one day even the --
state of Mississippi, a desert state sweltering -
with the heat of injustice and oppression, will be
transformed into an oasis of freedom and justice.

(7) I have a dream that my four little ---
children will one day live in a nation where they -
will not be judged by the color of their skin but -
by the content of their character.

(8) I have a dream today.

I have a dream that one day the state of --
Alabama, will be transformed into a situation where
little black boys and black girls

will be able to join hands with little white boys
and white girls and walk together as sisters and -
brothers. ^{unidos}

I have a dream today.

(9) This is our hope. This is the faith with
which I return to the South. With this faith we -
will be able to hew out of the mountain of despair
a stone of hope. ^{seremos capaces de labrar de la montaña de la desesperanza, una roca de esperanza} With this faith we will be able to
work together, to pray together, to stand up for --
freedom together, ^{de unirnos para} knowing that we will be free one
day. ^{la libertad}

EXERCISE I

You can understand many of the words in this
reading because they are similar to Spanish. Look
for them and write them down.

English	Spanish	English	Spanish
1. <u>return</u>	<u>regresar</u>	19. <u>extract</u>	<u>extracto</u>
2. <u>Minister</u>	<u>ministro</u>	20. <u>state</u>	<u>estado</u>
3. <u>recognition</u>	<u>reconocimiento</u>	21. <u>symbolic</u>	<u>simboliza</u>
4. <u>Philosophy</u>	<u>filosofía</u>	22. <u>emancipation</u>	<u>emancipación</u>
5. <u>Protes</u>	<u>protesta</u>	23. <u>Proclamation</u>	<u>proclamación</u>
6. <u>injustice</u>	<u>injusticia</u>	24. <u>tragic</u>	<u>trágico</u>
7. <u>front</u>	<u>frente</u>	25. <u>segregation</u>	<u>segregación</u>
8. <u>august</u>	<u>agosto</u>	26. <u>society</u>	<u>sociedad</u>

English	Spanish	English	Spanish
9. <u>exile</u>	<u>exilio</u>	27. <u>frustration</u>	<u>frustraciones</u>
10. <u>moment</u>	<u>momento</u>	28. <u>color</u>	<u>color</u>
11. <u>nation</u>	<u>nación</u>	29. <u>content</u>	<u>contexto</u>
12. <u>day</u>	<u>día</u>	30. <u>my</u>	<u>mío</u>
13. <u>desert</u>	<u>desierto</u>	31. <u>oasis</u>	<u>oasis</u>
14. <u>transformed</u>	<u>transformado</u>	32. <u>judged</u>	<u>juogados</u>
15. <u>justice</u>	<u>justicia</u>	33. <u>situation</u>	<u>situación</u>
16. <u>dramatize</u>	<u>dramatizar</u>	34. <u>oppression</u>	<u>opresión</u>
17. <u>condition</u>	<u>condición</u>	35. <u>evident</u>	<u>evidente</u>
18. <u>difficulties</u>	<u>dificultades</u>	36.	

EXERCISE II

Make a list of the words that are unknown to you and find their meaning.

English	Spanish	English	Spanish
1. _____	_____	11. _____	_____
2. _____	_____	12. _____	_____
3. _____	_____	13. _____	_____
4. _____	_____	14. _____	_____
5. _____	_____	15. _____	_____
6. _____	_____	16. _____	_____
7. _____	_____	17. _____	_____
8. _____	_____	18. _____	_____
9. _____	_____	19. _____	_____
10. _____	_____	20. _____	_____
		34	

EXERCISE III

Identify the paragraph in which you find the following ideas.

- Martin Luther King was murdered on April 4, 1968. (1)
- Martin Luther King hopes that one day white and black children will be sisters and brothers. (8)
- Martin Luther King says that he hopes that his children will not be judged by the color of their skin. (7)
- Martin Luther King was awarded the Nobel prize because of his philosophy of nonviolent protest against social injustice. (1)
- Martin Luther King says he hopes that in America one day all men will be considered as being equal. (4)
- One hundred years after Abraham Lincoln signed the Emancipation Proclamation freeing the slaves, the Negro is still not really free. (2)
- The sons of former slaves and the sons of former slaveowners will sit down at the table of brotherhood. (5)
- All men are created equal. (4)
- Martin Luther King was a black minister who fought against segregation. (1)
- Martin Luther King delivered his most famous speech in Washington, D.C. (1)

EXERCISE IV

Read the following statements and then mark each statement true (T) or false (F).

1. Martin Luther King was the son of a slave. T F
2. Martin Luther King fought against segregation. T F
3. Martin Luther King delivered his most famous speech in New York. T F
4. Abraham Lincoln signed the Emancipation Proclamation freeing the slaves in 1863. T F
5. In his speech, Martin Luther King says that the Negro is still not free. T F
6. In his speech, Martin Luther King says that he thinks that the Negro will never be really free. T F
7. Martin Luther King had a philosophy of violent protest against social injustice. T F
8. Martin Luther King said that he had come to dramatize an alarming condition. T F
9. Martin Luther King had no hope at all that things would change someday. T F
10. Martin Luther King's father was given the Nobel Peace Prize in 1964. T F

EXERCISE V

Read the following pair of words and decide if the words in each pair have the same or opposite meaning.

- | | | | | |
|-----|-------------|-------------|------------------------------------|------------------------------------|
| 1. | join | unite | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 2. | segregation | integration | <input type="radio"/> S | <input checked="" type="radio"/> O |
| 3. | deep | profound | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 4. | justice | injustice | <input type="radio"/> S | <input checked="" type="radio"/> O |
| 5. | awarded | given | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 6. | delivered | pronounced | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 7. | listened | heard | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 8. | assassinate | murder | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 9. | speech | address | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 10. | apalling | alarming | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 11. | deep | superficial | <input type="radio"/> S | <input checked="" type="radio"/> O |
| 12. | brotherhood | fellowship | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 13. | hope | despair | <input type="radio"/> S | <input checked="" type="radio"/> O |
| 14. | against | opposing | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 15. | join | separate | <input type="radio"/> S | <input checked="" type="radio"/> O |

16.	País	nación	(S)	(O)
	country	nation		
17.	anterior	future	S	(O)
	former	future		
18.	Problemas	difficulties	(S)	0
	problems	difficulties		
19.	decir	say	(S)	0
	tell	say		
20.	verdad	lie	S	(O)
	truth	lie		
21.	verdadero	real	(S)	0
	true	real		
22.	Transformar	changed	(S)	0
	transformed	changed		
23.	amigo	enemigo	S	(O)
	friend	enemy		
24.	igual	unequal	S	(O)
	equal	unequal		
25.	libertad	libertad	(S)	0
	liberty	freedom		
26.	up levantado	down abajo	S	(O)
	up	down		
27.	esclavitud	freedom libertad	S	(O)
	slavery	freedom		
28.	justicia	justice	(S)	0
	rightness	justice		
29.	desesperación	desesperation	(S)	0
	despair	desperation		
30.	negro	white	S	(O)
	black	white		
31.	little pequeño	big grande	S	(O)
	little	big		
32.	together	separately	S	(O)
	together	separately		

EXERCISE VI

Answer the following questions in Spanish.

1. What's the name of the reading?
Yo tengo un sueño

2. When was Martin Luther King awarded the Nobel Peace Prize? Why?
En 1964 por su reconocimiento a su filosofía
3. When and where did he deliver his most famous speech?
En Agosto 28 1963, enfrente de del Monumento de Lincoln
4. When was he murdered?
Abril 4 1968
5. How's the life of the Negro according to Martin Luther King?
Tristemente atada.
6. What did he have in spite of the difficulties and frustrations of the moment?
El tiene sueño
7. What was his dream about the nature of men?
Todos los hombres son creados iguales.
8. What was his dream concerning the sons of former slaves and sons of former slaveowners?
Que ellos serian capaces de sentarse juntos a la mesa de la hermandad.
9. What was his dream concerning the state of Mississippi?
Que en sera transformado en un oasis de libertad y justicia.

10. What was his dream concerning his children?

Que no serian juzgados por su color

11. What was his dream concerning the state of Alabama?

Que donde los niños negros y blancos

12. What did Martin Luther King think that faith would be able to do?

idealista

13. What part of Martin Luther King's speech is more significant to you? Why?

14. What do you think about his speech? Is it idealistic or is it factual?

15. What do you think of Martin Luther King?

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

DIRECCIÓN GENERAL DE BIBLIOTECAS

4to. SEMESTRE INGLÉS UNIDAD 3

INTRODUCCIÓN:

El conocer solamente vocabulario en Inglés y gramática no es suficiente para comprender textos escritos en Inglés, sino que es necesario entender cómo está organizado el texto para poder expresarlo. Trabaja con ahínco esta unidad y verás que fácil es obtener información escrita en Inglés.

OBJETIVOS:

1. Analizar información escrita en Inglés.
2. Identificar palabras similares en Inglés y Español.
3. Traducir frases dadas en Inglés.
4. Reconocer información dada en un texto en Inglés.
5. Expresar en Español información requerida en Inglés.

10. What was his dream concerning his children?

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UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
DIRECCIÓN GENERAL DE BIBLIOTECAS

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3. Traducir frases dadas en Inglés.
4. Reconocer información dada en un texto en Inglés.
5. Expresar en Español información requerida en Inglés.

6. Localizar en un texto en Inglés información requerida en Español.
7. Resumir en Español un texto en Inglés.

PROCEDIMIENTO:

1. Lee y resuelve el contenido del material -- incluido a continuación.
2. Asiste al Laboratorio de Idiomas.

REQUISITO:

1. Asistir al Laboratorio de Idiomas.
2. Entregar al maestro el trabajo que indique.

CANCER: CELLS GONE WILD

(1) All living things are potentially subject to cancer. Among humans the rate of death due to the disease has tripled during the century, and all signs indicate that an even more rapid increase is imminent. So far, though, there is no clear understanding of what causes cancer or of how it may finally be cured. In fact, there are over 100 distinct varieties of cancer, each caused by different factors - perhaps including some not purely biological: Researchers have found evidence that emotional stress, for example, may sometimes trigger renewed activity in a long-dormant tumor.

(2) Tumors - aggregations of mutant cells in a state of uncontrolled proliferation-can originate in virtually any tissue. Benign tumors may become quite large, but are contained within the tissue of their origin; malignant tumors may involve adjacent tissues and frequently spread to distant parts of the body via the blood and lymphatic systems. This migration (metastasis) is what makes cancer lethal.

(3) Today scientist are more and more convinced that the major causative agents of cancer (carcinogens) are environmental rather than genetic. Every day we are exposed to an alarming number of carcinogens -- in the food we eat, in the drugs we take, in the smoke we inhale, in the chemicals we absorb, and in the radiation we received. And since the incubation period for cancer is relatively long (20 to 35 years of exposure to a carcinogen, by most estimates) it is difficult to predict in advance the possible effects of any new substance entering into general or industrial use. One tragic example of this delayed-action effect involves the daughters of women who, in the 1940's and 1950's took the synthetic estrogen diethylstilbestrol (DES) to prevent miscarriage; these young women are now proving particularly susceptible to an often fatal form of vaginal cancer. If the contraceptive pill should prove to be similarly carcinogenic (definite result will not be obtained until it has been in general use for at least 20 years), the result could be a cancer epidemic of unimaginable proportions.

(4) Currently, there are four levels of treatment: surgical removal of the tumor; radiation therapy to kill any remaining traces of it; chemotherapy -- attempts to stimulate the body's own

→ Para impedir ⁴⁴ renacimiento ya un menor grado de inmunoterapia → to impide regrowth, and to lesser extent immunotherapy

immune system into destroying cancerous cells. So far none of these methods, singly or in combination, has proved to be a certain cure for cancer, and less than 50 percent of all patients are permanently cured. Since a cancer cure-all is not immediately foreseeable, hopes of controlling the disease are pegged to improvements in prediagnostic methods of prevention and in early diagnostic techniques, as well as in the treatments used after diagnosis.

EXERCISE I

You can understand many of the words in this article because they are similar to Spanish. Look for them and underline them.

EXERCISE II

What do the following words mean in Spanish?

1.- Rate of death

Estimulo de muerte

2.- Disease

Enfermedad

3. Biological
Biológicamente
4. Researchers
investigadores
5. Emotional stress
Choque emocional
6. A long-dormant tumor
tumor inactivo durante mucho tiempo
7. Mutant cells
Células mutantes
8. Tissue
Tejido
9. Benign tumors
Tumores benignos
10. Malignant tumors
Tumores malignos
11. Lymphatic system
Sistema linfático
12. Lethal
Letal
13. Carcinogens
Carcinógenos
14. Genetic
Genético

15. Incubation period
Periodo de incubación
16. Delayed-action effect
Efecto de acción retardada
17. Miscarriage
Aborto
18. Contraceptive pill
Píldora anticonceptiva
19. Radiation therapy
terapia radiactiva
20. Surgical removal
extracción quirúrgica
21. Chemotherapy
Quimioterapia
22. Immunotherapy
Inmunoterapia
23. Body's immune system
sistema inmune de los cuerpos
24. Prediagnostic method
método prediagóstico
25. Diagnostic techniques
Diagnóstico técnico

EXERCISE III

Make a list of the words that are unknown to you and find their meaning.

English	Spanish	English	Spanish
1.	_____	11.	_____
2.	_____	12.	_____
3.	_____	13.	_____
4.	_____	14.	_____
5.	_____	15.	_____
6.	_____	16.	_____
7.	_____	17.	_____
8.	_____	18.	_____
9.	_____	19.	_____
10.	_____	20.	_____

EXERCISE IV

Translate to Spanish the following phrases and sentences.

1. All living things are potentially subject to cancer.

Todas las cosas vivientes están potencialmente sujetas al cancer.

2. Tumors can originate in virtually any tissue.

Los tumores pueden originar virtualmente

3. Aggregations of mutant cells.

Agregaciones de células mutantes

4. Malignant tumors may involve adjacent tissues.

Los tumores malignos pueden envolver los tejidos adyacentes.

5. The major causative agents of cancer.

El mayor agente causante del cancer

6. In the smoke we inhale.

En el humo que nosotros inhalamos

7. The chemicals we absorb.

En los productos químicos que nosotros absorbemos

8. The incubation period for cancer.

El periodo de incubación para el cancer

9. There are four levels of cancer treatment.

Hay 4 niveles de tratamiento de cancer.

10. So far none of these methods.

Así para ninguna de éstos

EXERCISE V

Write in the parentheses the number of the paragraph in which you find the following information.

- 1 1) Por el momento no hay un método para curar el cáncer.
- 1 2) Hay muchas variedades de cáncer.
- 3 3) Es difícil saber por adelantado si un nuevo producto puede causar cáncer.
- 2 4) Un tumor puede desarrollarse en casi cualquier tejido.
- 1 5) La tensión emocional puede activar un tumor.
- 3 6) El cáncer no parece ser hereditario.
- 3 7) Un producto debe estar en uso alrededor de 25 años para poder saber si es un carcinógeno.
- 1 8) Los decesos causados por el cáncer se han triplicado en este siglo.
- 4 9) Un factor básico en el control del cáncer es el diagnóstico oportuno.
- 2 10) Los tumores benignos pueden ser bastante grandes.

EXERCISE VI

Complete the following sentences.

1. Estudios médicos han concluido que:
 - a) Son pocas las personas que pueden padecer de cáncer.
 - b) El número de personas que han muerto de cáncer en este siglo se ha triplicado.
 - c) El número de personas que morirán de cáncer disminuirá notablemente en los dos próximos años.
2. El cáncer es una enfermedad que consiste en:
 - a) El envenenamiento de ciertos órganos.
 - b) La proliferación excesiva de células mutantes.
 - c) Una infección generalizada de los tejidos.
 - d) La muerte de un incalculable número de células de un organismo.
3. La diferencia entre un tumor maligno y un benigno es que:
 - a) Un tumor benigno es siempre de menor tamaño que un tumor maligno.
 - b) El tumor maligno puede producir metástasis y el benigno no.
 - c) El tumor maligno siempre está contenido dentro del tejido en que se originó.

1020115348

4. Los científicos están cada vez más convencidos de que los principales agentes causales de un cáncer son de naturaleza:

- a) Genética
- b) Infecciosa
- c) Ambiental

5. El período de incubación del cáncer es de:

- a) Un mes y medio.
- b) 20 o 35 años.
- c) No tiene período de incubación.

EXERCISE VII

Answer the following questions in Spanish.

1. Who is potentially subject to cancer?

living things. Todas las cosas

2. What causes cancer?

Carcinógenos

3. According to scientific researches, is all cancer caused by biological factors? Explain.

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4. What is a tumor?

Agregaciones de células mutantes en un estado de proliferación.

5. How do malignant tumors spread to distant parts of the body?

The Metastasis

6. It is said that every day we are exposed to an alarming number of carcinogens. Is that true? Explain.

Por el humo, alcohol, radiación, comida, sexo, drogas y rock and roll.

7. Why is it difficult to predict the possible effects of any new substance entering into -- general or industrial use? extrar

Por el período de incubación, de 20-35 years.

8. What are the four levels of cancer treatment?

Cirugía, radioterapia, quimioterapia y inmunoterapia

9. How effective are these methods? 50%

10. On what does the control of cancer depend?

Perfec. de métodos de detección del cancer.

EXERCISE VIII

Make a short summary of each paragraph.

1.

2.

3.

4.

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
DIRECCIÓN GENERAL DE BIBLIOTECAS

4to. SEMESTRE

INGLÉS

UNIDAD 4 ✓

75

INTRODUCCIÓN:

Recuerda que la comprensión de un texto se obtiene cuando se responde a preguntas tomadas de una lectura determinada y no sólo identificando el significado del texto. Por lo tanto, realiza correctamente todos los ejercicios correspondientes a los textos para que vayas ejercitando tu destreza en la comprensión de lecturas en Inglés.

OBJETIVOS:

1. Analizar información escrita en Inglés.
2. Identificar palabras similares en Inglés y Español.
3. Traducir frases dadas en Inglés.
4. Reconocer información dada en un texto en Inglés.
5. Expresar en Español información requerida en Inglés.

EXERCISE VIII

Make a short summary of each paragraph.

1.

2.

3.

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UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

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75

INTRODUCCIÓN:

Recuerda que la comprensión de un texto se obtiene cuando se responde a preguntas tomadas de una lectura determinada y no sólo identificando el significado del texto. Por lo tanto, realiza correctamente todos los ejercicios correspondientes a los textos para que vayas ejercitando tu destreza en la comprensión de lecturas en Inglés.

OBJETIVOS:

1. Analizar información escrita en Inglés.
2. Identificar palabras similares en Inglés y Español.
3. Traducir frases dadas en Inglés.
4. Reconocer información dada en un texto en Inglés.
5. Expresar en Español información requerida en Inglés.

6. Localizar en un texto en Inglés información requerida en Español.
7. Resumir en Español un texto en Inglés.

PROCEDIMIENTO:

1. Lee y resuelve el contenido del material incluido a continuación.
2. Asiste al Laboratorio de Idiomas.

REQUISITO:

1. Asistir al Laboratorio de Idiomas.
2. Entregar al maestro el trabajo que indique.

MASS COMMUNICATION

(1) Mass communication occurs when a message transmitted from a source is received by a large number of people in different places. It is fundamentally different from face-to-face communication in that the size and dispersal of the audience does not allow any direct reaction, or feedback, to the source. The development of mass communication has mainly depended on technological progress during the 20th century, and its exploitation will increase as technology continues to advance.

(2) There are three basic means, or media of mass communication. The first is through the printed word or image, in the form of newspapers, magazines, books, microfilm and advertising. The second is through sound - primarily radio, but also records and tape recordings. Thirdly, messages can also be transmitted through a combination of sound and image, in television, film and videotape.

(3) The rapid growth of mass communication has been particularly striking since the end of the Second World War. In the USA, for example, the number of new books published trebled in the 20 years from 1950 to 1970.

El medio cuyo uso a aumentado mas rapido
 (4) The medium whose use has increased more rapidly than any other is television. However, radio still reaches more people than any other form of communication - there is one radio set for every five people in the world. Taking the world as a whole, however, there are great differences in the location and use of the media which averages do not reflect. In the USA, for example, virtually every home has one radio, and half the homes more than one while in parts of Africa or Asia entire communities may have, at best, a single radio.

(5) All media, to a greater or lesser extent, inform and entertain. There are, however, less-obvious roles which the media either consciously or unconsciously play. The aim may be expressly to educate - as, for example, in school programmes. Alternatively, the intention may be to persuade - as, when the media are used by advertisers or for political broadcasts.

Falta traducir
 (6) By selecting what material is to be transmitted the media can stress the greater importance of one issue than of another. And because they provide society with its topics of everyday discussion, they are in a strong position to influence public opinion by the way in which they present the issues.

EXERCISE I

You can understand many of the words in this article because they are similar to Spanish. Look for them and underline them.

EXERCISE II

What do the following words mean in Spanish?

1. Mass communication
Comunicación Masiva.
2. Mass media
medios masivos.
3. Face-to-face communication
Comunicación cara a cara.
4. Audience
Público.
5. Feedback
Retroalimentación.
6. Printed word
Palabra impresa.
7. Advertising
Anuncio.
8. Sound and image
Sonido y las imágenes.

9. Public opinion

Opinión pública.

10. Media, medium

Medio

EXERCISE III

Make a list of the words that are unknown to you and find their meaning.

English	Spanish	English	Spanish
1. _____	_____	11. _____	_____
2. _____	_____	12. _____	_____
3. _____	_____	13. _____	_____
4. _____	_____	14. _____	_____
5. _____	_____	15. _____	_____
6. _____	_____	16. _____	_____
7. _____	_____	17. _____	_____
8. _____	_____	18. _____	_____
9. _____	_____	19. _____	_____
10. _____	_____	20. _____	_____

EXERCISE IV

Translate the following phrases.

1. A message transmitted from a source.
un mensaje es transmitido desde una fuente

2. Large number of people in different places.

Largo número de personas en diferentes partes.

3. The size and dispersal of the audience.

La medida y dispersión del público

4. Its exploitation will increase as technology continues to advance.

Su explotación aumentará conforme al avance de la tecnología.

5. The rapid growth of mass communications.

El rápido crecimiento de la comunicación ^{masiva}

6. The number of new books published.

El número de nuevos libros publicados.

7. Taking the world as a whole.

Tomando el mundo como un todo

8. There are great differences which averages do not reflect.

Hay gran diferencia cuyos porcentajes no reflejan

9. Entire communities may have, at best, a single radio.

Entidades enteras pueden tener, por lo menos un solo radio.

10. The aim may be expressly to educate.

El fin puede ser expresato para la educación.

EXERCISE V

Answer the following questions in Spanish.

1. When does mass communication occur?

Cuando un mensaje es transmitido de una fuente y es recibido por un

2. In what way is mass communication different from face-to-face communication?

en el tamaño y dispersión de la audiencia que no permite una reacción directa o inmediata

3. On what has the development of mass communication depended on?

del Progreso Tecnológico durante el Siglo 20 y este aprovechamiento para incrementarse

4. What are the three basic means of mass communication? Give an example of each.

la primera es a través de la palabra o imagen impresa por el periódico. A través de Sonido como el Radio y el Tercero mensajes transmitidos

5. Which medium has increased more rapidly than any other?

Es la Televisión, que alcanza a más gente que cualquier otro medio de comunicación

6. Which is the medium that reaches more people than any other form of communication?

El Radio

- 1- gran número de personas de diferentes lugares
2- de una fuente.
3- como la tecnología continue avanzando
4- todos a través de la combinación de imagen y sonido como la T.V.

7. To a greater or lesser extent, what do all media do?

informar y entretienen

8. What are other less-obvious roles which the media may play?

en la educación

9. How do the media give more importance to one issue than to another?

Por la Selección del Material que se va a transmitir

10. Do you think the way in which issues are presented influence public opinion?

Sí porque provoca a la sociedad de topicar de discusión

EXERCISE VI

Write a short summary of each paragraph. ®

1. DE BIBLIOTECAS

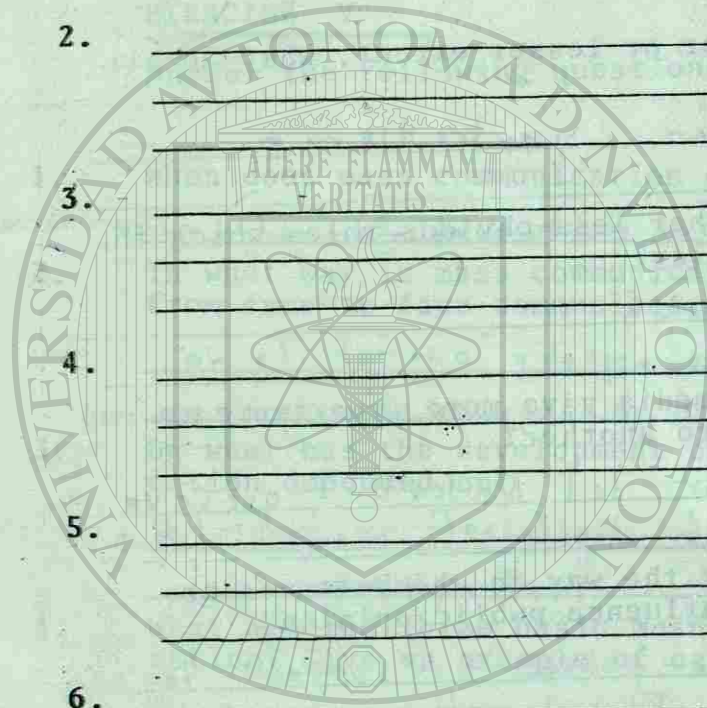
2.

3.

4.

5.

6.



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Falta Traducir.

(7) Communicating with vast audiences poses special problems, not least of which is the need to be as universally intelligible as possible. The rapid growth of publishing in the 18th century, couple with an increase in literacy, was a major factor in promoting the development of a single standard of spelling. On a much larger scale, the mass media today are constantly confronted with the difficulty of making any single message comprehensible to an audience with wide-ranging backgrounds, who are likely to interpret the message in a variety of ways. Many words suggest different things to different people. To the managers of industry, for example, the word automation may connote efficiency and productivity; but to the workers the word may mean the threat of redundancies and unemployment.

(8) Associated with the selection and intelligibility of material is the role played by advertisers, in countries where advertisers can choose which radio or television programmes to sponsor. To ensure that their advertising reaches the largest possible audience, they naturally tend to avoid sponsoring programmes that are aimed at too high an intellectual level, or that deal with controversial issues which might offend certain sections of the audience.

(9) In recent years there has been public

anxiety over the dangers that could arise over the misuse of the mass media. Many parents, for example, have become concerned about the possible effects - that exposure to scenes of sex and violence on television may have on their children. Most countries now have legislation controlling the content of the media. All states, whatever their political bias, have laws forbidding certain kinds of communication such as libel, treasonable speech and obscenity - although the strictness with which these laws are implemented varies from country to country.

(10) There is particular concern about the potential dangers of political and commercial propaganda. By the 1970s there had been a substantial increase in sanctions by governments, consumer groups and watch-dog committees from within the advertising profession against fraudulent and manipulative advertising.

(11) Research by social scientists has indicated that, at least in the area of mass political persuasion, fears about the power of the media have been exaggerated. Experiments have shown that political propaganda on television, for example, rather than converting viewers, tends merely to reinforce any existing prejudices they may have. Furthermore, over-exposure to a message, far from conditioning an

audience to believe it, invariably produces a negative reaction. This suggests that mass audiences are not nearly as vulnerable or passive as is sometimes believed.

(12) Propaganda need not necessarily have a malign influence. As the use of communication to promote a social cause, propaganda can perform a useful function. Campaigns to arouse public interest over such issues as road safety, for example, can be beneficial.

EXERCISE I

You can understand many of the words in this article because they are similar to Spanish. Look for them and underline them.

EXERCISE II

What do the following words mean in Spanish?

1. Publishing
Publicista, publicidad
2. Literacy
Alfabetismo
3. Over-exposure
exceso de exposicion
4. Wide-ranging backgrounds.
Publico heterogeneo
5. Message
mensaje
6. Connote
connotar - Significar
7. Intelligibility
inteligibilidad
8. Sponsor
Patrocinar
9. Issues
Dedición
10. Misuse
maltratar
11. Research
investigacion

12. Viewers

expectadores

EXERCISE III

Identify the paragraphs in which you find the following ideas.

1. Los medios de comunicación proveen a la sociedad de sus temas de conversación - diarios. (6)
2. El crecimiento de la comunicación de masas se ha dado con mayor intensidad después de la Segunda Guerra Mundial. (3)
3. Para asegurar que su publicidad llegará a una audiencia mayor, los patrocinadores de programas de televisión o radio evitan escoger aquellos dirigidos a un alto nivel intelectual. (7)
4. El desarrollo de la comunicación masiva ha dependido básicamente del progreso - tecnológico. (1)
5. La propaganda no necesariamente tiene una influencia negativa. (12)
6. La comunicación masiva se lleva a cabo básicamente a través de tres medios. (2)
7. Todos los medios (de comunicación), en mayor o menor grado, informan y entretienen. (5)

8. La comunicación masiva se topa con la dificultad de que un determinado mensaje sea comprensible a toda su audiencia, tomando en cuenta la diversidad de antecedentes lo cual hará entender el mensaje en forma diferente.
9. La mayor parte de los países tienen leyes para controlar el contenido de los medios.
10. La rigidez con la que las leyes se aplican varía de país a país.

EXERCISE IV

Translate the following phrases.

1. On a much larger scale.

En una escala más larga

2. An audience with wide-ranging backgrounds.

Una audiencia con Público heterogeneo

3. A word may mean the threat of unemployment.

Una palabra puede significar la taza de desempleo

4. To ensure that their advertising reaches the largest possible audience.

Asegurar que sus anuncios alcanzan el mayor número posible de público

5. Programmes that are aimed at too high an intellectual level.

Programas que están dirigidos a un nivel intelectual muy alto

6. Programmes that deal with controversial issues.

Programas que tratan de controversia.

7. Many parents have become concerned.

Muchos padres han llegado a interesarse

8. All states, whatever their political bias.

Todos los Estados, siempre sus salidas políticas

9. Fraudulent and manipulative advertising.

Anuncios fraudulentos y manipulativos.

10. Over-exposure to a message invariably produces a negative reaction.

La Sobre exposición a un mensaje, invariablemente produce una reacción negativa.

EXERCISE V

Answer the following questions in Spanish.

1. What has been a major factor in promoting the development of a single standard of spelling?

El rápido crecimiento de la publicidad en el Siglo 18 unido con un incremento del Analfabetismo

2. Why is it difficult to make any single message comprehensible to an audience?

Porque interpretan el mensaje de diferentes formas.

3. What kind of programmes do advertisers tend to avoid? Why?

Programas que causen controversia y que puedan ofender a las personas.

4. What do you understand by the expression "misuse of the mass media"?

el mal uso de ellos por diversos intereses como propaganda, asuntos políticos y comerciales.

5. What have social scientists found out?

Que el poder de los medios es exagerado.

6. What have experiments shown about political propaganda on television?

que en lugar de convencer expectadores tiende a reforzar cualquier prejuicio existente de ellos.

7. What does over-exposure to a message do?

lejos de condicionar a un publico produce una reaccion negativa.

8. What kind of influence does propaganda have? Explain.

EXERCISE VI

Write a short summary of each paragraph.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

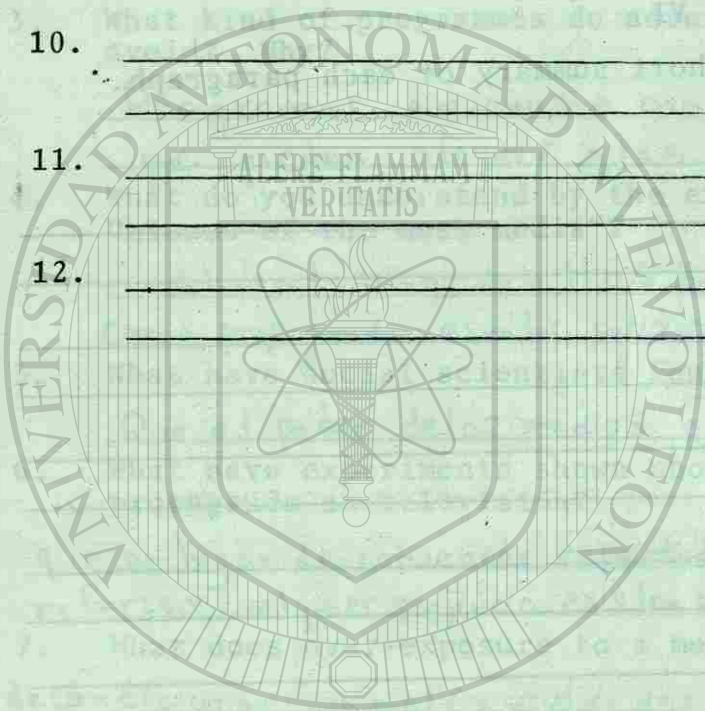
8. _____

9. _____

10.

11.

12.



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4to. SEMESTRE

INGLÉS

UNIDAD

5 ✓

INTRODUCCIÓN:

Pretendemos en este curso de Inglés ayudar a desarrollar en tí estrategias que te capaciten a obtener y utilizar información que puede proporcionar un texto en Inglés. Atiende tus clases con empeño y lo lograrás.

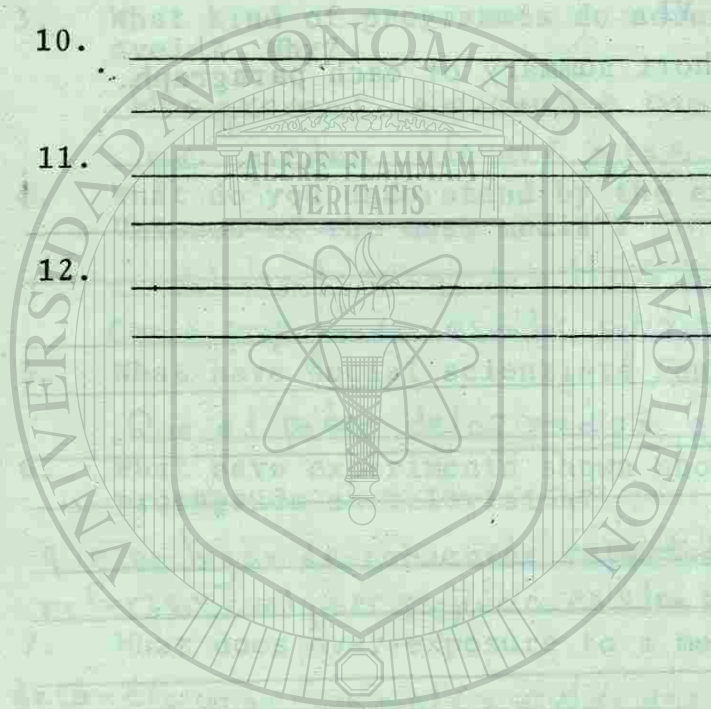
OBJETIVOS:

1. Analizar información escrita en Inglés.
2. Reconocer palabras Sinónimas y Antónimas.
3. Identificar información en textos en Inglés.
4. Expresar información en Español a partir de textos en Inglés.
5. Resumir en Español un texto en Inglés.

10.

11.

12.



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PROCEDIMIENTO:

1. Lee y resuelve el contenido del material --
incluido a continuación.
2. Asiste al Laboratorio de Idiomas.

REQUISITO:

1. Asistir al Laboratorio de Idiomas.
2. Entregar al maestro el trabajo que indique.

ocultos mundos
HIDDEN WORLDS

(1) Long, long ago there were no microscopes, telescopes, or photographic equipment. Not even the smartest people on earth knew the facts and figures about our living world as we do today. Many people believed that the earth was flat. They thought everything was made of four elements: earth, air, fire, and water. They thought fierce dragons caused eclipses by swallowing the sun and the moon.

(2) Most people accepted such explanations for the things they couldn't understand. But some people didn't accept everything they were told. They observed the world around them and tried to find out more about it.

(3) One such questioner was an Italian professor of mathematics named Galileo. He didn't believe many of the old ideas, and he did experiments that proved some of them wrong.

(4) In 1609, Galileo made one of the first telescopes. It magnified things only 3 times. But soon he built one that magnified objects 32 times. When Galileo turned his telescope to the heavens, he

had some great surprises. He saw mountains and craters on the moon. He discovered four of Jupiter's moons. He noticed the rings of Saturn. And he found that the Milky Way was made of countless distant stars. No one had ever seen these things before!

(5) Today Galileo is known as the father of modern science. Why? Because he didn't take things for granted. He asked questions. He tried things out, over and over again. He didn't believe a thing was true unless he had good evidence. With his telescopes and his experiments, Galileo changed the way people thought about the physical world and the universe.

(6) In the mid-1600s, a Dutch lens maker named Anton van Leeuwenhoek made a simple microscope. He used it to look at a drop of water. There he saw tiny living creatures moving about. Some people had suspected that there were living things too small to see with the eye. The microscope showed them clearly for the first time. Many years later, scientists discovered that some of these things were bacteria that could cause diseases. Scientists began to study such bacteria to learn how to fight them.

(7) The invention of the telescope and of the microscope opened many hidden worlds. Building on this knowledge, scientists have made better and better instruments. With their help, we can travel into space and bring back rocks from the moon. We can look through telescopes at distant galaxies, and study tiny creatures under powerful microscopes. We can see through solid objects, and measure forms of light that people once didn't know existed.

(8) But instruments are only as good as the people who use them. If you're not a careful observer, even the best lenses and machines won't help you. How much of the world you see is up to you!

EXERCISE I

You can understand many of the words in this reading because they are similar to Spanish. Look for them and write them down.

English	Spanish	English	Spanish
1. _____	_____	16. _____	_____
2. _____	_____	17. _____	_____
3. _____	_____	18. _____	_____
4. _____	_____	19. _____	_____
5. _____	_____	20. _____	_____
6. _____	_____	21. _____	_____
7. _____	_____	22. _____	_____
8. _____	_____	23. _____	_____

English	Spanish	English	Spanish
9.	_____	24.	_____
10.	_____	25.	_____
11.	_____	26.	_____
12.	_____	27.	_____
13.	_____	28.	_____
14.	_____	29.	_____
15.	_____	30.	_____

EXERCISE II

Make a list of the words that are unknown to you and find their meaning.

English	Spanish	English	Spanish
1.	_____	16.	_____
2.	_____	17.	_____
3.	_____	18.	_____
4.	_____	19.	_____
5.	_____	20.	_____
6.	_____	21.	_____
7.	_____	22.	_____
8.	_____	23.	_____
9.	_____	24.	_____
10.	_____	25.	_____
11.	_____	26.	_____
12.	_____	27.	_____

English	Spanish	English	Spanish
13.	_____	28.	_____
14.	_____	29.	_____
15.	_____	30.	_____

EXERCISE III

Read the following pair of words and decide - if the words in each pair have the same or opposite meaning.

- | | | | | |
|-----|----------|--------------|------------------------------------|------------------------------------|
| 1. | smart | intelligent | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 2. | wrong | right | <input type="radio"/> S | <input checked="" type="radio"/> O |
| 3. | fierce | ferocious | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 4. | prove | demonstrate | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 5. | modern | contemporary | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 6. | evidence | proof | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 7. | simple | complicated | <input type="radio"/> S | <input checked="" type="radio"/> O |
| 8. | hidden | exposed | <input type="radio"/> S | <input checked="" type="radio"/> O |
| 9. | better | worse | <input type="radio"/> S | <input checked="" type="radio"/> O |
| 10. | powerful | potent | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 11. | careful | careless | <input type="radio"/> S | <input checked="" type="radio"/> O |
| 12. | distant | near | <input type="radio"/> S | <input checked="" type="radio"/> O |
| 13. | wrong | mistaken | <input checked="" type="radio"/> S | <input type="radio"/> O |
| 14. | small | little | <input checked="" type="radio"/> S | <input type="radio"/> O |

EXERCISE IV

Identify the paragraphs in which you find the following ideas.

1. Galileo obtuvo grandes sorpresas al apuntar su telescopio hacia los cielos (4)
2. Hay gente que se conforma con lo que ve pero hay otros que siempre se preguntan el por qué de las cosas. (2)
3. Galileo fué tal vez el primero que vió los anillos de Saturno. (4)
4. A mediados del siglo 17 un Holandés construyó un sencillo microscopio. (6)
5. La invención del telescopio y del microscopio abrió el camino hacia un mundo hasta entonces desconocido. (7)
6. El microscopio muestra cosas que el ojo humano, sin ninguna otra ayuda, no puede ver. (6)
7. Los mejores instrumentos sin un buen observador de nada sirven. (8)
8. Galileo cambió la forma de pensar de la gente en relación al universo. (5)
9. Los inventos de Galileo y de van Leeuwenhoek han sido base para que otros científicos después de ellos desarrollen instrumentos cada vez mejores. (7)
10. Galileo encontró que la Vía Lactea está formada por un sin número de estrellas. (4)

EXERCISE V

Answer the following questions in Spanish.

1. What's the name of the reading?
Mundos ocultos
2. Before 1600, what did the people think everything was made of?
Los elementos: tierra, aire, fuego y agua.
3. What explanation did the people give for the eclipses?
Que fieras tragando dragones los causaban
4. Why did the people accept those explanations?
Porque no podían entender
5. Did everybody accept those explanations?
no
6. What was the name of one who didn't accept everything he was told? What was he?
Galileo y fue maestro de matemáticas.
7. What did Galileo make in 1609? What could it do?
Hizo un telescopio que amplía las cosas 3 veces.
8. Describe what Galileo saw when later on he developed a more powerful telescope and he turned it to the heavens.
El vió montañas y cráteres en

la luna, Descubrió las 4 lunas de
Júpiter, notó los anillos de saturno.

9. How is Galileo known in our days? Why?

Como el padre de la Ciencia Moderna.

10. Who was Anton van Leeuwenhoek? What did he do?

Fue un holandés fabricante de lentes.

Hizo un microscopio simple.

11. How has the invention of the telescope and --
the microscope helped modern science?

Que ayudaron a hacer mejores
instrumentos.

12. On what those the usefulness of the instruments
depend?

De las personas que las utilizan.

EXERCISE VI

Write a summary of the reading in Spanish.

GALILEO GALILEI

(1) Scholars the world over came to respect Galileo Galilei as a giant of astronomy. He was Italian, born in 1564. He had great fun punching holes in widely held scientific beliefs that had not been tested by experiment. For instance, some professors argued that since air does not fall it must be weightless. Galileo compressed air into a leather flask and weighed it. Then he emptied the flask and weighed it again. Since it was lighter than before, he proved that air has weight.

(2) Aristotle had taught that objects fall ^{más rápido de acuerdo a su peso} faster according to their weight. Galileo reasoned that if they were all of the same material, weight wouldn't matter. He tested this by dropping large and small objects of the same material from a high tower. His students, waiting below, saw the objects hit the ground at about the same time.

(3) In 1609 Galileo heard of the invention, in Holland, of a "spyglass," with which distant objects could be seen as ^{como aunque ellos} though they were nearby. He made ^{sin embargo}

himself one of these instruments—a refracting telescope—and began observing the Sun, Moon, and planets. He published a book, *The Starry Messenger*, telling of the wonder of seeing for the first time things which had been invisible to the ^{simple vista} naked eye. Tradition said that the heavenly ^{corpos} bodies were smooth, unblemished spheres of perfection but Galileo's telescope showed mountains, valleys, and craters on the Moon. When he studied the hazy band known as the Milky Way, he discovered that it was made of countless individual stars. Later, Galileo saw the phases of Venus as positive proof that the Sun formed the center of the planetary system.

(4) Although his discoveries made Galileo known all over Europe, some scholars refused to believe in them. A few refused even to look through the telescope. They still clung to the old ideas of Aristotle and Ptolemy. Church officials warned Galileo not to support the Copernican view that Earth moves around the Sun as the other planets do. For years, he remained silent on this matter.

(5) In 1632 he published a book attacking all arguments against Earth's motion. The Pope turned the matter over to the Roman Inquisition. The next

year, Galileo was tried in Rome and forced to deny that Earth moves and that "the Sun is the center of the World." He was kept under house arrest for his few remaining years. By 1637 Galileo had gone blind. But meanwhile, he had written his greatest scientific book on mechanics and motion. This book is known today as *Two New Sciences*.

EXERCISE I

You can understand many of the words in this reading because they are similar to Spanish. Look for them and write them down.

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

7. ... as though they were nearby.
con el cual objetos distantes podían verse.
8. ... things which had been invisible to the naked eye.
Casas que habían sido invisibles para la simple vista del humano.
9. ... smooth, unblemished spheres of perfection.
rasposas esferas de la perfección.
10. the hazy band known as the Milky Way.
brumosa banda conocida como vía lactea.
11. ...countless individual stars.
incontables estrellas individuales.
12. They still clung to the old ideas.
Ellos aún creían en las viejas ideas.
13. ...turned the matter over...
cedió este material.
14. ...kept under house arrest.
Estuvo en arresto.
15. But meanwhile...
Pero en ese tiempo.

EXERCISE V

Identify the paragraphs in which you find the following ideas.

1. Galileo no estaba de acuerdo con los científicos de su tiempo por no apoyar sus teorías con experimentos. ()
2. Galileo publicó un libro atacando la posición de que la tierra no se movía. ()
3. Los descubrimientos de Galileo le dieron fama en toda Europa. ()
4. Había personas que decían que el aire no pesaba. ()
5. Galileo efectuó experimentos que contradecían la teoría de Aristóteles en relación a la velocidad con que caen los objetos. ()
6. Galileo hablaba en su libro de la maravilla que era poder ver cosas hasta entonces vedadas para el ojo humano. ()
7. Galileo fue procesado y obligado a negar que la tierra tuviera movimiento. ()
8. Galileo quedó ciego. ()
9. Había gente que seguía aferrada a las ideas de Aristóteles y Tolomeo. ()
10. No hay diferencia en la velocidad y/o tiempo en que caen 2 objetos hechos del mismo material. ()

EXERCISE VI

Answer the following questions in Spanish.

1. What kind of work did Galileo have?

2. What did Galileo do to refute the theory that air was weightless?

3. What was Aristotle's theory about the speed with which objects fall?

4. What was Galileo's theory about the same -- matter?

5. What could be seen with a "spyglass"?
6. What did Galileo say in his book "The Starry Messenger"?
7. What did tradition say about heavenly bodies?

8. Why did Galileo remain silent for many years?

9. In 1632 Galileo published a book, what was the main topic?

10. What happened after the publishing of this book?

EXERCISE VII

Write a short summary of each paragraph.

1. _____

2. _____

3. _____

4. _____

5.

EXERCISE VIII

Read the following pairs of words and decide if the words in each pair have the same or opposite meaning.

- | | | | | |
|-----|----------|--------------|---|---|
| 1. | agree | argue | S | 0 |
| 2. | empty | full | S | 0 |
| 3. | visible | clear | S | 0 |
| 4. | smooth | plain | S | 0 |
| 5. | positive | questionable | S | 0 |
| 6. | cling | stick | S | 0 |
| 7. | refuse | reject | S | 0 |
| 8. | lighter | heavier | S | 0 |
| 9. | forced | compelled | S | 0 |
| 10. | hazy | cloudy | S | 0 |
| 11. | distant | near | S | 0 |
| 12. | below | above | S | 0 |
| 13. | fast | slow | S | 0 |
| 14. | positive | definitive | S | 0 |
| 15. | silent | mute | S | 0 |

4to. SEMESTRE

INGLÉS

UNIDAD 6

INTRODUCCIÓN:

Es importante señalar la diferencia que existe entre hacer la traducción de un texto y la comprensión del mismo, pues hacer una traducción sin comprenderla no tiene sentido. Recuerda que lo que se pretende es que comprendas lo que lees y en un momento dado sepas aplicarlo.

OBJETIVOS:

1. Analizar el contenido de un texto en Inglés.
2. Identificar vocabulario técnico en un texto en Inglés.
3. Localizar en textos en Inglés información requerida en Español.
4. Demostrar el conocimiento del vocabulario técnico aprendido.
5. Expresar en Español información requerida en Inglés.

5.

EXERCISE VIII

Read the following pairs of words and decide if the words in each pair have the same or opposite meaning.

- | | | | | |
|-----|----------|--------------|---|---|
| 1. | agree | argue | S | 0 |
| 2. | empty | full | S | 0 |
| 3. | visible | clear | S | 0 |
| 4. | smooth | plain | S | 0 |
| 5. | positive | questionable | S | 0 |
| 6. | cling | stick | S | 0 |
| 7. | refuse | reject | S | 0 |
| 8. | lighter | heavier | S | 0 |
| 9. | forced | compelled | S | 0 |
| 10. | hazy | cloudy | S | 0 |
| 11. | distant | near | S | 0 |
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4to. SEMESTRE

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4. Demostrar el conocimiento del vocabulario técnico aprendido.
5. Expresar en Español información requerida en Inglés.

6. Redactar en Español las ideas principales de párrafos dados en Inglés.

PROCEDIMIENTO:

1. Lee y resuelve el contenido del material -- incluido a continuación.
2. Asiste al Laboratorio de Idiomas.

REQUISITO:

1. Asistir al Laboratorio de Idiomas.
2. Entregar al maestro el trabajo que indique.

MAN AND HIS MOST USEFUL DRUG

(1) The absent-minded professor went into a drug store and asked the druggist, "Do you have any monoacetic ester of salicylic acid?"

"Do you mean aspirin?" replied the druggist. "Oh, yes," said the professor. "I never can think of the name of that stuff."

(2) Unlike this favorite ^{Byoma} joke of young chemistry students, most Americans have no trouble in remembering the name aspirin. They take 42,000,000 aspirin tablets every 24 hours -- the equivalent of 485 -- tablets every second, or about 100 tablets a year -- for every man, woman and child in the United States. Although Americans are the biggest users of aspirin, this drug is popular in most parts of the world.

(3) The new ^{miraculous} "miracle drugs" -- the ^{sulfas} sulfas, penicillin and other antibiotics -- of the present time -- have caught the imagination of the public. Nevertheless, aspirin, discovered more than one hundred years ago, is still considered the "most useful drug ever found."

(4) Acetylsalicylic acid, -- the most common chemical name for aspirin was discovered in 1853 by --

Charles Frederic Gerhardt, an Alsatian who was one of the pioneers in organic chemistry. But for the next fifty years it stayed on the laboratory shelf because nobody knew what to do with it.

(5) Then a German chemist, Arthur Eichengrum, found aspirin to be a safe, effective painkiller, fever reducer and headache reliever. Sales have been going up ever since. Today, aspirin is the world's most widely used drug. Doctors themselves are the ones who have called it the "most useful drug ever found". Druggists mix it into more prescriptions than any other drug. It relieves pain caused by illnesses ranging from simple headache to cancer. People suffering from arthritis call it the "greatest blessing we have". One doctor said, "If it weren't for aspirin, the medical profession would have ten times as many calls as they could take care of."

(6) Yet the average person who swallows an aspirin tablet knows little about this wonderful little white pill. Some major medical mysteries and miracles are contained in its bitter crystals. After tens of thousands of experiments, doctors still don't know exactly how it works. But they have discovered that it can be swallowed or used as a gargle; that it can

be used effectively in pill, paste, powder and liquid form. They have also found that it is one of the safest drugs known to man.

(7) One of its main mysteries lies in its ability to reduce fever but not to affect normal temperature. If taken by a feverish person, aspirin quickly reduces his temperature. But if taken by a headache sufferer with normal temperature, it relieves the headache but does not lower his temperature.

(8) Thirteen research centers in the United States, Canada and Great Britain have been making a cooperative study of the comparative effectiveness of aspirin and two "miracle drugs" in the treatment of rheumatic fever. As aspirin is cheaper to produce and has none of the dangerous side effects of the "miracle drugs," doctors are very interested in this study.

(9) Aspirin is a derivative of salicylic acid, which Hippocrates, the father of medicine, used in a preparation made from the bark of a willow tree, more than 2300 years ago, as a drug to ease the pain of childbirth.

(10) Today, many people take aspirin with a cola drink to give them a sense of well-being. A physiologist explains how it works, "Aspirin is an

Alivia dolor. rápidamente quita.
analgesic, a pain-killer. It quickly relieves any ache or pain. Cola contains caffeine, a mild stimulant. The combination is enough to make you feel better. Coffee and aspirin would have the same result."

(11) Aspirin is made by a comparatively simple chemical process, -but each company adds its own secret catalyst to speed up the reaction. Once the crystals of acetylsalicylic acid are obtained, a small quantity of fine white cornstarch is added to them to act as a binder. The resulting mixture is fed into a tablet-making machine with a diameter of about seven-eighths of an inch and a half-inch thick. Aspirin makers like to tell visitors to the factory that these large tablets are "horse aspirin...you know, for horse headaches." But the real reason for making them this size first is that regular-sized aspirin tablets hold together better if they have first been compressed into a larger tablet and then ground up.

(12) The crystals of the ground-up large tablets are next fed into small tablet-pressing machines by gravity. One chemical company has a new tablet pressing machine which produces nearly 1,500,000 tablets a day.

(13) All aspirin is made in the United States according to a formula in the U.S. PHARMACOPEIA. The formula permits a 5 per cent variance in the active ingredient, salicylic acid. Food and Drug Administration representatives regularly inspect the output of all aspirin makers. Some companies have a very strict control system. At one plant a tablet is taken from each machine every fifteen minutes to be checked for weight; every hour a tablet is put through a complete chemical test.

(14) The formula and the name "Aspirin" originally were the property of the Bayer Company. Bayer put out aspirin tablets then in sealed one ounce boxes that could be bought only on a doctor's prescription. But in 1917, Bayer's patent ran out and the U.S. courts ruled that "aspirin" had become a public word. Bayer then began making aspirin in tablet form for sale through drug stores without a doctor's prescription. Soon other drug companies began putting their own brands of aspirin on the market.

(15) Although doctors still haven't found out exactly how aspirin works, they have obtained interesting information about what happens to a tablet after a person swallows it. The aspirin crystals

generally pass through the stomach and are absorbed into the body in the small intestine. Within ten minutes after aspirin has been taken, it has been chemically absorbed into the blood stream. The absorption rate can be further hurried up by taking bicarbonate of soda (ordinary baking soda) with the aspirin; the soda also helps protect the stomach against irritation by the acid. The acetylsalicylic acid is retained in the body for about twenty-four hours.

(16) Aspirin's effectiveness as a pain-killer depends on its concentration in the blood stream. A single tablet provides the necessary concentration for about an hour--long enough to cure most headaches. Rheumatism and arthritis sufferers need to take continuing doses--usually from two to three tablets every two hours--to ease the constant pain.

(17) Some people try to kill themselves by taking an overdose of aspirin. However, a great many tablets have to be taken to cause death, and the bitter taste usually produces such nausea and vomiting that the body gets rid of the aspirin before it proves fatal.

(18) Most aspirin deaths in the United States are those of children between one and four years of

age who get hold of a bottle of the sweetened and flavored variety and eat the entire contents. The standard antidote is to pump out the stomach, but sometimes the child's condition is not discovered in time.

(19) Excessive aspirin will cause nausea, dizziness, ringing in the ears and unconsciousness. When the dosage is reduced or stopped the symptoms disappear.

(20) Perhaps the most interesting part of the story of aspirin is that we might not have had this great pain-killer today if it had not been for Arthur Eichengrum, Bayer's chief chemist in Germany seventy-five years ago. Eichengrum became very interested in this drug which had been unused in the laboratory for half a century.

(21) The scientific director of the laboratory was Dr. Heinrich Dreser, a mathematician with the theory that the effectiveness of any drug depended on how well it conducted electricity. Because aspirin seemed to be a poor conductor, Dreser refused to allow it to be clinically tested. It would be, he insisted, "poison to the heart."

(22) Eichengrum began to test aspirin secretly, first on himself and then passing it on privately to Berlin doctors to try on their patients. He found

the drug to be a powerful pain reliever and fever reducer --and harmless to the heart. With this evidence, Eichenrum went to the directors of the Bayer Company and Dreser was forced to accept aspirin. Unfortunately, Dreser later was credited with introducing aspirin into medical use and he became wealthy from its discovery!

(23) Eichenrum, who created the word "aspirin" from the name of a salicylate-bearing plant, did not reveal the true facts about it until he wrote his life story while a prisoner in a Nazi concentration camp. This appeared in 1950 in a leading German -- journal of pharmacology.

(24) "I believe", wrote this unusual chemist, "that by the creation of aspirin I have done a great favor to humanity without any personal profit."

(25) Most everyone would agree with Eichenrum's modest evaluation of his contribution to medical -- history.

Hoja.

EXERCISE I

SCIENCE VOCABULARY. Be sure you know the meaning of the following words which were used in this article:

- | | | |
|------------|----------------|-----------------|
| -analgesic | gargle | -pill |
| -antidote | -intestine | -prescription |
| -arthritis | -nausea | -rheumatism |
| caffeine | pharmacologist | -stimulants |
| *catalyst | pharmacology | -symptom |
| conductor | pharmacopeia | unconsciousness |
| dizziness | physiology | -vomit |

EXERCISE II

WORD STUDY. Select a word from the above list to fit each of the following definitions:

- _____ 1. A substance which causes or hastens a change in other substances without being changed itself.
- Stimulants 2. Drugs which excite and strengthen - the patient.
- _____ 3. A drug which is a pain-killer. (R)
- Antidote 4. Any substance or drug which will -- neutralize a poison.
- Pill 5. A medicated tablet.
- dizziness 6. A sign or indication of disease.

intestine 7. A long, tube-shaped part of the digestive system beyond the stomach.

Conductor 8. A substance along which heat or electricity will pass.

vomit 9. To throw up food from one's stomach.

Pharmacologist 10. The scientific study of the organs and their functions during life.

Physiology

EXERCISE III

Write the words used in this article that are unknown to you.

English	Spanish	English	Spanish
1. <u>pain</u>	<u>dolor</u>	16. _____	_____
2. <u>safe</u>	<u>seguro</u>	17. _____	_____
3. <u>stuff</u>	<u>basura</u>	18. _____	_____
4. _____	_____	19. _____	_____
5. <u>caught</u>	<u>cautivado</u>	20. _____	_____
6. <u>suffering</u>	<u>sufre</u>	21. _____	_____
7. <u>trouble</u>	<u>problema</u>	22. _____	_____
8. <u>bleeding</u>	_____	23. _____	_____
9. <u>caffeine</u>	_____	24. _____	_____
10. _____	_____	25. _____	_____
11. _____	_____	26. _____	_____
12. _____	_____	27. _____	_____
13. _____	_____	28. _____	_____
14. _____	_____	29. _____	_____
15. _____	_____	30. _____	_____

EXERCISE IV

On what paragraph do you find the following information.

1. 4 Charles Frederic Gerhardt fue uno de los pioneros de la Química Orgánica.
2. 7 Una de las cualidades de la aspirina es que baja la fiebre sin afectar la temperatura normal del cuerpo.
3. 14 Originalmente la palabra "aspirina" sólo podía ser utilizada por la compañía de medicamentos Bayer.
4. 9 La aspirina es un derivado del ácido salicílico.
5. 6 Los médicos no han encontrado exactamente como trabaja la aspirina.
6. _____ El riesgo o peligro de tomar aspirina en exceso está principalmente en los niños.
7. _____ El Dr. Dreser se oponía a que la aspirina fuera probada para uso clínico.
8. _____ La aspirina es considerada como "la droga más útil jamás encontrada".
9. _____ Las compañías donde se produce la aspirina tienen sistemas de control muy estrictos.
10. _____ El bicarbonato ayuda para evitar la irritación causada por la aspirina.

EXERCISE V

WORD CHOICE. Choose the word or phrase (a, b, or c) which best completes the unfinished sentence:

1. A druggist must know a great deal about _____.
 - a. physiology
 - b. pharmacology
 - c. physics
2. Arthritis and rheumatism are diseases which affect the _____.
 - a. heart and arteries
 - b. respiratory system
 - c. muscles and joints
3. Dizziness, unconsciousness and nausea are _____ of an over-does of aspirin.
 - a. symptoms
 - b. stimulants
 - c. equivalentents
4. The doctor gave the man who was poisoned a(an) _____.
 - a. analgesic
 - b. antidote
 - c. stimulant

5. Cooper wire is a good _____ of electricity.

- a. compressor
- b. conductor
- c. concentrator

6. The scientific study of the compounds of carbon, as in living matter, is called _____.

- a. organic chemistry
- b. inorganic chemistry
- c. radiochemistry

EXERCISE VI

SENTENCES. Match a subject with a predicate to make a meaningful sentence:

- | | |
|---|---|
| 1. Gargling with an aspirin () solution | a. are called "miracle drugs". |
| 2. The antibiotics and sulfa () drugs | b. was a German mathematician. |
| 3. Hippocrates, the father () of medicine | c. is good for sore throat. |
| 4. The effectiveness of a () drug | d. used bark from a willow tree to make an analgesic. |
| 5. The aspirin formula in () U.S. PHARMACOPEIA | e. does not depend on how well it conducts electricity. |
| | f. permits a 5 per cent variance in its active ingredients. |

EXERCISE VII

Answer the following questions in Spanish.

1. What's the scientific name of aspirin?

2. Who are the biggest users of aspirin?

3. What drugs are called "miracle drugs"?

4. Who discovered the aspirin and when?

5. What did Arthur Eichengrum find about aspirin?

6. In what ways can aspirin be used effectively?

7. What did Hippocrates use to ease the pain of childbirth?

8. Originally, who was the owner of the formula and the name aspirin?

9. What happens to a tablet of aspirin after a person swallows it?

10. How can the absorption rate be hurried up?

11. On what does the effectiveness of aspirin as a pain killer depend?

12. What will excessive aspirin cause?

13. What was Dr. Dreser's theory about the effectiveness of any drug?

14. Eichengrum began to test aspirin secretly, what did he find out?

15. What happened to Dreser when aspirin was finally accepted?

V O C A B U L A R Y

- 1.- Analgesic, a drug which relieves pain.
- 2.- Antidote, a remedy to neutralize the effects of poison.
- 3.- Arthritis, inflammation of the joints.
- 4.- Bicarbonate of soda (NaHCO_3 , or sodium bicarbonate).
- 5.- Caffeine, a stimulant found in coffee, tea, kola, etc.
- 6.- Catalysis, the acceleration or retardation of a chemical reaction by a substance which itself undergoes no permanent chemical change.
- 7.- Catalyst, a substance acting as the agent in catalysis.

8.- Clinically, evaluating the effectiveness of a drug by using it on a group of patients under carefully controlled conditions.

9.- Cola, (kola) an Africal tree (Cola), whose brown nuts contain a drug, caffeine, widely used in popular soft drinks.

10.- Conductor, a substance along which heat and electricity will pass.

11. Dizziness, a feeling of not being steady, as though one's head were going round and round.

12. fatal, deadly.

13. gargle, a medicated liquid used for washing the mouth and throat, by means of sending out air from the lungs so as not to swallow the gargle.

14. intestine, the long, tube-shaped part of the digestive system beyond the stomach.

15. miracle, an event of effect in the physical world contrary to the known laws of nature; a supernatural happening.

16. Monacidic ester of salicylic acid, a drug commonly called aspirin, a painkiller.

17. Nausea, any sickness of the stomach, such as seasickness.

18. Patent, an official document issued by the government giving an inventor, for a

- period of years, the sole right to make, use and sell his invention.
19. Pharmacopeia, a book describing drugs, chemicals and medicinal preparations.
 20. Physicologist, a student of physiology; the study of the organs and their functions during life.
 21. Pill, a tablet of medicated substance.
 22. Prescription, a direction written by a doctor for the preparation and use of a medicine.
 23. Rheumatic, pertaining to rheumatism, a disease characterized by stiffness of the joints or muscles.
 24. Pharmacology, the science of drugs.
 25. Salicylic acid, from the Latin "salix" or "salicis," meaning willow.
 26. Stimulant, a drug which excites and strengthens the patient.
 27. Sulfas, a group of drugs which can destroy bacteria.
 28. Tablet, a small mass of medicated material, usually round in shape.
 29. Vomit, to throw up food from one's stomach.
 30. Unconsciousness, a state of not being conscious.

4to. SEMESTRE

INGLÉS

UNIDAD 7

INTRODUCCIÓN:

Ya que estás casi al final del Semestre te habrás dado cuenta de lo importante que es el significado de una palabra dentro de un contexto, y no aislada, para poder determinar su significado y obtener una información verídica. El contexto nos da y nos muestra en nuestra mente el verdadero significado de las palabras.

OBJETIVOS:

1. Analizar información escrita en Inglés.
2. Reconocer palabras Sinónimas y Antónimas.
3. Identificar información en textos en Inglés.
4. Expresar información en Español a partir de textos en Inglés.
5. Resumir en Español un texto en Inglés.

- period of years, the sole right to make, use and sell his invention.
19. Pharmacopeia, a book describing drugs, chemicals and medicinal preparations.
 20. Physicologist, a student of physiology; the study of the organs and their functions during life.
 21. Pill, a tablet of medicated substance.
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4. Expresar información en Español a partir de textos en Inglés.
5. Resumir en Español un texto en Inglés.

PROCEDIMIENTO:

1. Lee y resuelve el contenido del material que se presenta a continuación.
2. Asiste al Laboratorio de Inglés.

REQUISITO:

1. Asistir al Laboratorio de Idiomas.
2. Entregar al maestro el trabajo que solicite.

MAN AND AIR POLLUTION

(1) The houses, the stores, the schools, the hospital -- all seemed to be hanging on the sides of the steep mountain. It was an ugly town no -- gardens, no trees, no flowers -- only rocks. A narrow street twisted its way down toward the smelter in the valley below. White smoke was pouring from the tall smokestacks of the large smelter. The air in the town smelled strongly of sulfur. People were coughing and choking. They knew that the wind must be blowing from the direction of the valley. The wind was bringing the smoke, with its sulfur fumes, up to the town.

(2) It was 1924. This was the famous copper mining town of Jerome, Arizona. The smelter was reducing great quantities of the copper sulfide ores that the mine produced. Enormous amounts of sulfur dioxide were liberated from the furnaces. The sulfur fumes caused the people in the mining town to choke and cough; these same fumes caused their house plants to sicken and die. But the people did not complain very much. They were earning a good living by work-

ing in the mines. The sulfur smoke seemed a necessary evil. Men could stand the sulfur fumes even though the plants could not.

(3) But the farmers along the Verde River in the valley below did complain. They complained - - bitterly because the air pollution was killing their crops. Sometimes the vegetation for an area of 100 square miles around the smelter would be damaged. The farmers began to put in their claims for damages in the courts. Often the courts ordered the mining company to pay large settlements of money to them. Many other mining companies faced similar claims. - Finally, the companies began to carry out research programs on the problem. They determined how high a concentration of the sulfur dioxide gas the various plants could stand. Then they experimented with - various devices on the furnaces to control the output to a level that no longer harmed the surrounding - vegetation.

(4) This is just one example of air pollution. It was reasonably simple to correct. There are other which are more difficult to both diagnose and control.

(5) A jet plane is flying in to land at Los - Angeles, California. It is a fine day and the sun is shining brightly. But the city below is almost

hidden by a thick, brownish haze. A passenger in the plane asks, "How can anyone breathe that stuff?" On the ground, however, people are unconcerned. They blame the weather for just another grey, foggy day. Los Angeles is situated near the Pacific Ocean and everybody there is accustomed to fog.

(6) But this thick, brown haze is not just fog, or water vapor. It is water vapor mixed with smoke. A word has been coined to describe it... "smog". - This is a combination of the parts of two words, - smoke and fog. The water vapor in the air holds the solid products of smoke and prevents them from escaping into the upper atmosphere. The inhabitants must breathe this polluted air until the weather - changes.

(7) In Phoenix, Arizona, the people have always been used to brilliant sunshine. Except for occasional sand or dust storms and infrequent rains, the skies have always been clear and cloudless. For - Phoenix lies in a fertile agricultural valley, re - claimed by irrigation, from the heart of the American desert. Recently, however, the people there have noticed a thick haze hanging over their beautiful city. Due to the pleasant climate, many new industries have built factories there. Of course, in -

this dry, arid land, the haze could not be "smog". In fact, it is a combination of smoke from the new factories and dust blown in from the surrounding desert. Arizonas have also coined a word to describe their type of air pollution... "smust", from smoke and dust.

(8) It was December, 1952. Most of London seemed to be in mourning. Over 4,000 Londoners had died, above the average death rate, in one week. Smog was the killer. A thick blanket of fog only a few hundred feet high covered the city and trapped all the pollution particles in the air. The toxic substances which the people had to breathe killed the older and less healthy inhabitants of the helpless city.

(9) Is air pollution really such a new problem? With the dawn of history, man began polluting the atmosphere with smoke from his first fires. But as civilization in the twentieth century has become increasingly industrialized, the amount of smoke released into the air has become enormous. Smokestacks of countless factories have added gases and particles to the atmosphere. Exhaust pipes from millions of automobiles have poured out hydrocarbons. All of these we can mostly see or smell. But the latest

danger in the air we breathe is both invisible and odorless...this is radioactive fallout from the explosion of atomic bombs.

(10) Of course, it is not only man who contributes to the pollution of the earth's atmosphere. Nature plays its part too. Sand and dust storms and volcanic eruptions pollute the air. Salty spray from the ocean along coastal areas is added to it. Forest fires give off smoke and gases. The rotting of plant and animal remains produces great quantities of gases too. Bacteria, mold and spores are carried into the atmosphere. Wind-blown pollen grains from flowering plants float in the air. Many people are sensitive to pollen and suffer from such allergies as hay fever.

(11) But it is with man's contribution to air pollution that we are mostly concerned. Man-made conditions can usually be changed or controlled by man. Moreover, he is a worse offender than Nature.

(12) Of course, the effects of air pollution are most noticeable in or near our industrial cities. Most pollutants get into the air as the result of burning. Factories of all kinds pour smoke into the atmosphere. Though city dwellers seldom light their fires nowadays, their daily lives

depend on the process of combustion. Generally, their spotless electric stoves get electricity from power plants that burn coal; likewise, so do their electric lights, their radios, television sets and refrigerators. (Steam power plants, which burn fossil fuels, are much more numerous than hydroelectric and atomic power plants. In most cities, the garbage is burned. People burn leaves and paper in their back yards.

(13) Automobiles burn gasoline. Researchers say that the daily output of every 1,000 automobiles operating in a city is 3.2 tons of carbon monoxide, 400 to 800 pounds of hydrocarbons and 100 to 300 pounds of nitrous oxides, plus smaller amounts of sulfur and other chemicals.

(14) Whether the pollution of the air from these various sources becomes a serious problem depends on the population density and the weather. Smog is certainly both unpleasant and ugly. To what extent are it and other forms of air pollution dangerous to public health? In humans, the large particles which pollute the air, such as soot and ash, are breathed in through the nostrils into the respiratory passages. Some are retained in the mucous membranes of the upper air passages and some smaller particles get

into the lungs. There is evidence that disorders of the bronchial tubes and lungs are showing an -- alarming increase in industrial areas. Bronchitis and emphysema are chronic lung diseases that are made worse by air pollution. Some researchers think that hydrocarbons may be responsible for some cases of lung cancer for which tobacco smoking was formerly blamed.

(15) What can be done to fight this ever-increasing threat to public health, safety and comfort? Of course, some cities have already taken strong and effective action by passing anti-smoke laws. These laws compel the factory owners to use proper control devices on their smokestacks.

(16) But what about hydrocarbon control? The U.S. Government has asked automobile manufactures to include pollution-control devices as standard equipment on all vehicles.

(17) The control of environmental contamination—whether of the air, food or water—raises very great problems. A citizen's movement is needed to secure the cooperation of all citizens in decreasing the amount of pollution that goes into the atmosphere all the way from not burning leaves or garbage in the back yard to putting control devices on their

cars and factories.

(18) With an adequate picture of the cost to health of air pollution, the public will be awakened to the need of cleaning up the country's atmosphere.

VOCABULARY

1. Arid, dry; without moisture.
2. Combustion, burning
3. Garbage, waste materials, as from a kitchen or store.
4. Haze, lack of transparency in the air caused by heat or smoke.
5. Smokestack, a tall pipe serving as a chimney.
6. Spray, water flying in small drops or particles.
7. Sulfide, a compound of sulfur with another element or base.
8. Sulfur dioxide (SO₂), a colorless corrosive gas.
9. Toxic, poisonous.

EXERCISE I

SCIENCE VOCABULARY. Be sure that you know the meaning of the following words which were used in this article:

allergy - <i>Alergia</i>	diagnose	nitrous oxide - <i>óxido nítrico</i>
bacteria - <i>bacteria</i>	fog - <i>niebla</i>	pollen -
bronchial tubes	fume	pollution -
cancer - <i>cancer</i>	hydrocarbon - <i>hidrocarburo</i>	respiratory - <i>Respiratorio</i>
carbon monoxide	irrigation	smelter -
chronic	membrane - <i>membrana</i>	spore -
compound	mold -	

EXERCISE II

WORD STUDY. Select a word from the above list to fit each of the following definitions:

1. _____ A factory or plant where metal is extracted from its ores.
2. Pollution State of being impure and unclean.
3. fog A dense, cloud-like suspension of water particles in the air at ground level.
4. Carbon monoxide A colorless gas that is very poisonous.
5. Cancer A disease in which there is a disorderly growth of body cells.
6. bacteria Microscopic organisms, usually one-celled.

7. hydrocarbon In chemistry, two or more chemical elements united in certain fixed proportions.
8. _____ The fine yellowish powder formed within the anther of the flowering plant; the fecundating element in seed plants.
9. membrane Cell set free from a low form of plant life, which can grow into a new plant or animal without a sex process.
10. _____ A thin layer of tissue or skin.
11. _____ Smoke or vapor with an unpleasant odor.
12. _____ To determine a condition and its cause scientifically.
13. irrigation The artificial watering of farm lands by means of dams, canals and ditches.
14. _____ Chemical compounds of hydrogen and carbon.
15. _____ A growth, often woolly or cottony, produced on various forms of organic matter by minute fungi especially when damp or decaying.
16. _____ A reaction or sensitiveness to certain substances such as pollen, feathers, hair and dust.

17. _____ A colorless gas with a sweetish taste; it is often called - - "laughing gas".
18. _____ Of or pertaining to breathing.
19. _____ Branches of the windpipe (trachea) leading to the lungs.
20. _____ Continuing for a long period of time.

EXERCISE III

WORD CHOICE. Choose the word or phrase (a, b, or c) which best completes the unfinished sentence:

1. The fertile valley was watered by means of _____.
- a. irritation
b. irrigation
c. irradiation
2. Many people suffer from _____ respiratory disorders.
- a. chronic
b. cubic
c. magic

3. Because of the moisture in the air, a greenish _____ soon appeared on the bread.

- a. haze
- b. soot
- c. mold

4. The production of electric power still depends largely on _____.

- a. the combustion of fossil fuels
- b. water power
- c. atomic energy

5. The wind blew dense sulfur _____ up into the town.

- a. sprays
- b. fumes
- c. spores

6. Exhaust pipes of automobiles pollute the air with _____.

- a. hydrogen
- b. nitrous oxide
- c. hydrocarbons

EXERCISE IV

SENTENCES. Match a subject with a predicate to make a meaningful sentence:

- | | |
|------------------------------|---|
| 1. Clouds of white smoke () | a. diagnosed the disease as cancer. |
| 2. Radioactive fallout () | b. polluted the air with salt. |
| 3. Hay fever victims () | c. travels faster than the propeller plane. |
| 4. The modern jet plane () | d. are allergic to pollen. |
| 5. Spray from the sea () | e. poured from the smokestacks of the smelters. |
| | f. results from the explosion of atomic bombs. |

EXERCISE V

Give the main topic of each paragraph.

1.

2.

3.

4.

5.

16.

6.

7.

8.

9.

10.

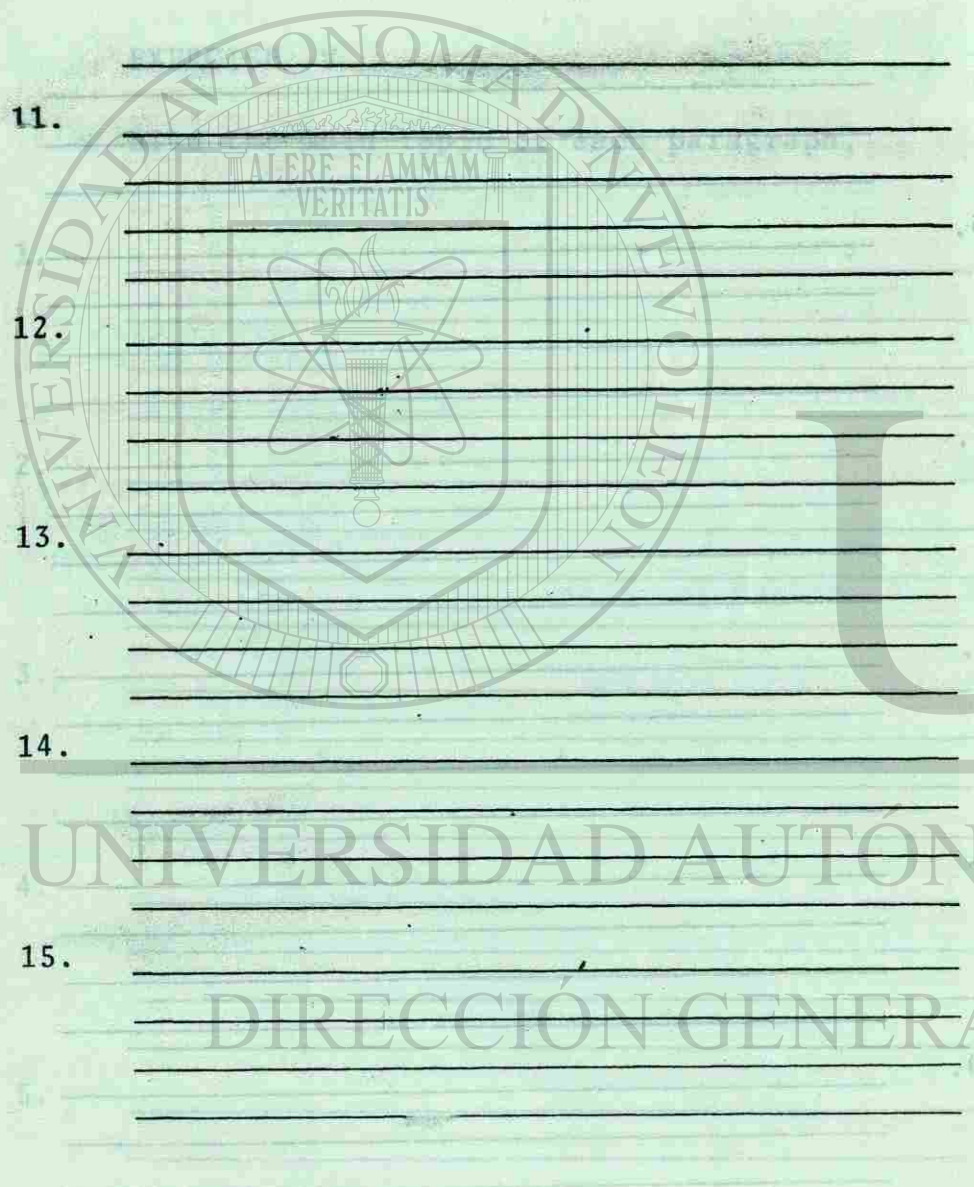
11.

12.

13.

14.

15.



4to. SEMESTRE

INGLÉS

UNIDAD 3

16.

INTRODUCCIÓN

17.

18.

OBJETIVO

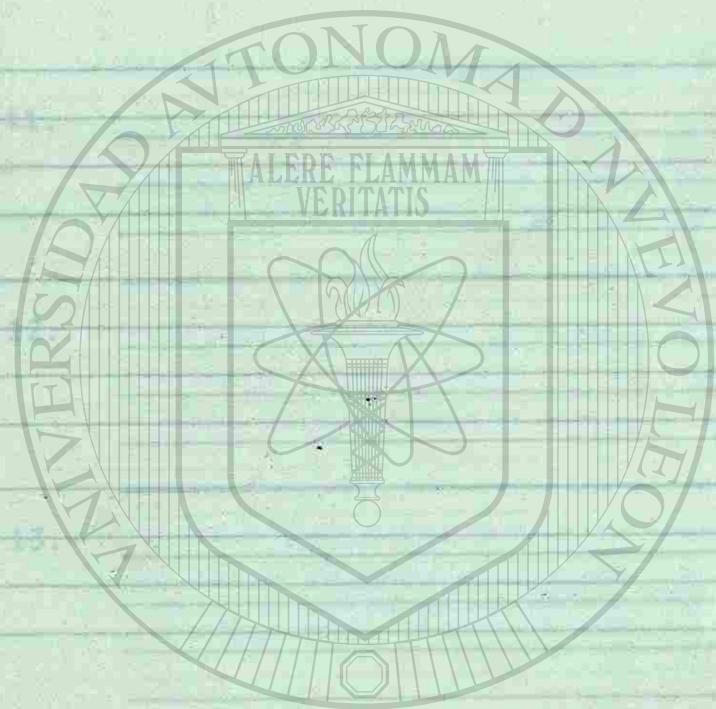
1. Analizar información escrita de un texto en inglés.

2. Localizar palabras que se parecen en inglés y en español.

3. Localizar información en párrafos y textos en inglés.

4. Expresar en español información requerida en inglés.

5. Reconocer palabras Antónimas y Sinónimas.



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4to. SEMESTRE

INGLÉS

UNIDAD 8

INTRODUCCION:

El Semestre ha llegado a su fin y tus estudios de Inglés en la Preparatoria también. Esperamos que las bases adquiridas durante los primeros tres Semestre y su aplicación en éste último te sirvan en tu vida futura. Nunca podremos decir que hemos agotado una materia de estudio y por esa razón te exhortamos a seguir preparándote y a superarte siempre.

OBJETIVOS:

1. Analizar información escrita de un texto en Inglés.
2. Localizar palabras que se parecen en Inglés y en Español.
3. Localizar información en párrafos y textos en Inglés.
4. Expresar en Español, información requerida en Inglés.
5. Reconocer palabras Antónimas y Sinónimas.

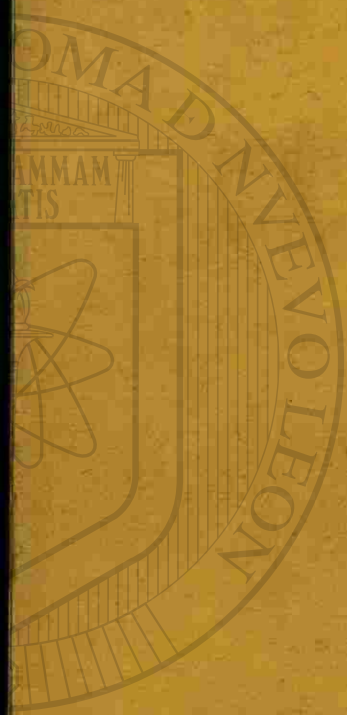
PROCEDIMIENTO:

Repasar todo el material visto.



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