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A N E X O S

ANEXO N° 1

CENTRO DE BACHILLERATO TECNOLÓGICO industrial y de servicios N° 74
LISTADO DE MATERIAS DE LA ESPECIALIDAD: ELECTRÓNICA
CLAVE: ESP: TEC-92

CV	MATERIA	CR	PT	PP	SS	CV	MATERIA	CR	PT	PP	SS
SEMESTRE 1						SEMESTRE 2					
1	Matemáticas I	10	0.900	0.100	5	9	Matemáticas II	10	0.900	0.100	5
2	Taller de Lectura y Redacción I	6	0.500	0.500	4	10	Taller de Lectura y Redacción II	6	0.500	0.500	4
3	Química I	8	0.800	0.200	5	11	Química II	8	0.800	0.200	5
4	Lengua Adicional al Español I	6	0.500	0.500	4	12	Lengua Adicional al Español II	6	0.500	0.500	4
5	Dibujo I	4	0.100	0.900	4	13	Dibujo II	4	0.100	0.900	4
6	Seguridad Industrial	6	0.500	0.500	4	14	Biología	8	0.800	0.200	5
7	Tecnología y Taller de Electrónica I	8	0.200	0.800	7	15	Tecnología y Taller de Electrónica II	8	0.200	0.800	7
8	Actividades Cocurriculares	3	0.100	0.900	3	16	Actividades Cocurriculares	3	0.100	0.900	3
SEMESTRE 3						SEMESTRE 4					
17	Matemáticas III	10	0.900	0.100	5	25	Matemáticas IV	10	0.900	0.100	5
18	Física I	8	0.800	0.200	5	26	Física II	8	0.800	0.200	5
19	Química III	8	0.800	0.200	5	27	Introd. a las Ciencias Sociales	8	0.900	0.100	4
20	Electrónica	8	0.900	0.100	4	28	Circuitos Lógicos	8	0.900	0.100	4
21	Métodos de Investigación I	8	0.900	0.100	4	29	Métodos de Investigación II	8	0.900	0.100	4
22	Elementos de Teoría de Control	8	0.900	0.100	4	30	Desarrollo Motivacional	6	0.900	0.100	3
23	Tecnología y Taller de Electrónica III	8	0.200	0.800	7	31	Tecnología y Taller de Electrónica IV	8	0.200	0.800	7
24	Computación	7	0.200	0.800	5	32	Circuitos Electrónicos	8	0.900	0.200	4
SEMESTRE 5						SEMESTRE 6					
33	Matemáticas V	10	0.900	0.100	5	41	Estructura Socioeconómica de México	8	0.900	0.100	4
34	Física III	8	0.800	0.200	5	42	Electricidad	8	0.900	0.100	4
35	Historia de México	8	0.900	0.100	4	43	Laboratorio de Electrónica	10	0.200	0.800	7
36	Electrónica Digital	6	0.500	0.500	4	44	Tecnología y Taller de Electrónica VI	8	0.200	0.800	7
37	Filosofía	8	0.900	0.100	3	45	Electrónica Industrial	8	0.900	0.100	4
38	Desarrollo Organizacional	3	0.200	0.800	3						
39	Tecnología y Taller de Electrónica V	8	0.200	0.800	7						
40	Electrónica Industrial I	8	0.900	0.100	4						

ANEXO Nº 2

ESTRUCTURA PROGRAMÁTICA DEL TRONCO COMÚN

MATERIA: Lengua Adicional al Español II

Contenidos Temáticos

Macrotema	EJE BÁSICO	MICROTEMAS				EJE SECUNDARIO				
		PONDERACIÓN		TS	%					
		D	TTC				F	TA		
1. Técnicas para la comprensión sintáctica de textos auténticos.	1.1 MORFOSINTAXIS	1.1.1 Funciones de los modificadores del sustantivo y el verbo. 1.1.1.1 Funciones de los modificadores del sustantivo. 1.1.1.2 Categoría sintáctica de las palabras que conforman el sujeto. 1.1.1.3 Funciones de los modificadores del verbo 1.1.1.4 Categoría sintáctica de las palabras que modifican al verbo								
				X		2	3.7			
				X		2	7.4			
				X		3	12.9			
				X		3	18.5			
					X					
						3	22.2	1.2.1.1 Raíces Grecolatinas		
				X		5	33.3			
1.3 COHESIÓN Y COHERENCIA	1.3.1 Estructura de un texto, definición, clasificación y descripción 1.3.1.1 Estructura de un texto		X		7	37.00	1.3.1.1 Características de los diferentes tipos de texto.			
			X							
			X		3	42.5				
	1.3.1.2 Marcadores de discurso para localizar definiciones		X							

ESTRUCTURA PROGRAMÁTICA DEL TRONCO COMÚN

MATERIA: Lengua Adicional al Español II

Contenidos Temáticos

Macrotema	EJE BÁSICO	MICROTEMAS					EJE SECUNDARIO
		PONDERACIÓN			TS /	%	
Mesotema		D	TC	E	TA		
1.4 LECTURA	1.3.1.4 Marcadores de discurso para localizar descripciones						
	1.3.1.4 Marcadores de discurso para localizar la clasificación		X		4	57.3	
	1.3.1.5 Narración. Diferencia entre hecho y opinión	X	X		5	66.5	
	1.4.1 Síntesis en español de textos en Inglés						
	1.4.1.1 Técnicas para la elaboración de notas organizadas	X	X		5	75.7	
	1.4.1.2 Localización de las ideas principales en un texto	X	X		5	85	
	1.4.1.3 Síntesis de la información presentada en un texto	X	X		4	92	
	1.4.1.4 Presentación de la síntesis a través de cuadros sinópticos	X	X		5	100	

ANEXO 4

Valores de t a
niveles de confianza
de 0,05 y 0,01

gl	.05	.01
1	12.706	63.657
2	4.303	9.925
3	3.182	5.841
4	2.776	4.604
5	2.571	4.032
6	2.447	3.707
7	2.365	3.499
8	2.306	3.355
9	2.262	3.250
10	2.228	3.169
11	2.201	3.106
12	2.179	3.055
13	2.160	3.012
14	2.145	2.977
15	2.131	2.947
16	2.120	2.921
17	2.110	2.898
18	2.101	2.878
19	2.093	2.861
20	2.086	2.845
21	2.080	2.831
22	2.074	2.819
23	2.069	2.807
24	2.064	2.797
25	2.060	2.787
26	2.056	2.779
27	2.052	2.771
28	2.048	2.763
29	2.045	2.756
30	2.042	2.750
40	2.021	2.704
60	2.000	2.660
120	1.980	2.617
∞	1.960	2.576

FUENTE: Ronald A. Fisher y Frank Yates, *Statistical Tables for Biological, Agricultural, and Medical Research*, 4a. ed., Oliver & Boyd, Edimburgo. Tabla III, con autorización de los autores y el editor.

ANEXO N° 5

CENTRO DE BACHILLERATO TECNOLÓGICO industrial y de servicios N° 74

EVALUACIÓN DIAGNÓSTICA DE LENGUA ADICIONAL AL ESPAÑOL II

Especialidad: Electrónica

Clave: ESP: TEC-92

Nombre del alumno: _____ Fecha: _____

Read carefully and solve the following exercises:

I.- Fill each blank with the correct form of the verb to be (**am, are, is**).

- 1). Bryan ____ a doctor.
- 2). ____ I late?
- 3). ____ you a student?
- 4).-We _____ very good friends.
- 5). They ____ sisters.

II.- Circle the correct meaning of each word.

- | | | | |
|----------|-------------|------------|-------------|
| 1) work | a. corro | b. estudio | c. trabajo |
| 2) think | a. escribir | b. pensar | c. comer |
| 3) help | a.-tener | b.-leer | c.-ayudar |
| 4) learn | a.-aprender | b.-desear | c.-creer |
| 5) shoes | a.-pantalón | b.-zapatos | c.-vestido |
| 6) fast | a.-elegante | b.-rápido | c.-lento |
| 7) today | a.-hoy | b.- mañana | c.-después |
| 8) start | a.-terminar | b.-iniciar | c.- olvidar |
| 9) call | a.-llamar | b.- venir | c.-conocer |
| 10 come | a.-venir | b.- ir | c.-olvidar |

III.- Read the magazine article.

Too Young to Drive?

How important is a driver's license? In the U. S. it is very important. In most places, it is necessary to drive to get to work, to school, and to most social activities. Almost all large cities have public transportation systems, even in those cities a lot of people have cars and use them often. Because cars are so necessary for independence, young people in the U.

S. see a driver's license as a sign of being grown up, Getting a license means that you are an adult, with many of the privileges of adults.

How old should a person be to get a driver's license? Compared to many other countries, the minimum driving age in the U. S. is low. In 38 out of the 50 states, a person can get a driver's license at the age of 16. And in some states, the age is even lower.

Some people in the U. S. think the driving age is too low, and they want to raise it. They say a person should be at least 18 to drive. They argue, a car is a dangerous weapon that can kill people, and people younger than 18 often aren't very responsible. They note that drivers in the 16-24 age group have the most accidents.

Other people think the driving age is fine as it is. They believe that teenagers drive just as well as older people. Besides they say, many teenagers have jobs, so they need to drive. Most young people don't want the driving age to change.

Circle the choice closest to the meaning to each underlined word or phrase.

- 1) Young people in the U. S. see a driver's license as a sign of being grown up.
a.- tall b.- important c.- an adult
- 2) Compared to many other countries, the minimum driving age in the U. S. is low.
a.-lowest possible b.-best possible c.-highest possible
- 3) Some people in the U. S. think the driving age is too low, and they want to raise it.
a.-make it lower b.-make it higher c.-leave it the same
- 4) They believe that teenagers drive as well as older people.
a.-in a good way b.-unwell c.-regularly
- 5) They note that drivers in the 16-24 age group have the most accidents.
a.-few b.-some c.-many

IV.- Fill the blanks with the correct adverbs given in the parentheses.

- 1) _____ is where I meet my friends. (late)
- 2) _____ was the time to make a decision. (frequently)
- 3) _____ is better than never. (here)
- 4) _____ is not often enough. (then)
- 5) _____ will be too late. (afterwards)

ANEXO N° 6

CENTRO DE BACHILLERATO TECNOLÓGICO industrial y de servicios N° 74

EVALUACIÓN FINAL DE LENGUA ADICIONAL AL ESPAÑOL II

Especialidad: Electrónica

Clave: ESP: TEC-92

Nombre del alumno: _____ Fecha: _____

Read carefully and solve the following exercises:

I.- Fill each blank with the correct form of the verb to be (am, are, is).

- 1). I ___ from Boston and Lisa _____ from New York.
- 2). Robert and Marie _____ my best friends.
- 3). Charles ___ an excellent student.
- 4).- We _____ good swimmers.
- 5). She _____ .a very serious student.

II.- Fill each blank with the correct form of the verb to be (am not, are not, is not).

- 1). My name _____ Angela.
- 2). Lauren _____ my neighbor.
- 3). They _____ Italians.
- 4).- We _____ late.
- 5).- You _____ his brother.

III.- Fill each blank with the correct form of the verb to be (am, are, is).

- 1).- _____ you American?
- 2).- _____ Sandra a doctor?
- 3).- _____ they cold?
- 4).- _____ we late?
- 5).- _____ Ed thirsty?

IV.- Circle the correct meaning of each word.

- 1) heavy a. pesado b. ligero c. metal
- 2) always a. pronto b. siempre c. nunca
- 3) son a.-primo b.-hermano c.-hijo
- 4) separated a.-junto b.-separado c.-esperar
- 5) century a.-centavo b.-sentado c.-siglo

- 6) treasures a.-tesoros b.-traslado c.-terremoto
7) cross a.-terminar b.- nadar c.-cruzar
8) surely a.-seguramente b.-inicialmente c.- apresuradamente
9) feel a.-llamar b.- venir c.-sentir
10 freedom a.-aumentar b.- libertad c.-estar

V.- Read The Fable

Once there was a wolf who was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."

"You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, you won't have to worry about your stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on certain part of the neck was very thin. He was curious about this, for the dog had such beautiful coat every where else. Finally he asked the dog about it.

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

"Chained up!" cried the wolf, "Do you mean you are chained up at night? If I come to live with you, will I be chained up at night too?"

"That's right", answered the dog. "But, you'll get used to it soon enough. I hardly think about it anymore."

“But, if I am chained up, then I won’t be able to walk, when I want to take a walk or run where I want to run,” the wolf said. “If I come to live with you, I won’t be free anymore.” After saying this, the wolf turned and ran away.

The dog called after the wolf, saying, “Wait! Come back! I may not be able to do everything I want to do, but I am healthy, well fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I’m more free than you are.”

Select the best answer. If the statement is correct, circle “True;” if it is incorrect circle “False.

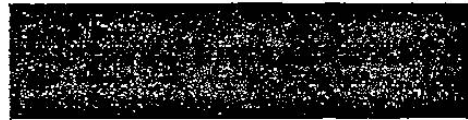
- | | | |
|---|------|-------|
| 1) The wolf was starving to death. | True | False |
| 2) The dog was eating the wolf’s food. | True | False |
| 3).The dog wanted the wolf to guard the sheep. | True | False |
| 4).The wolf was thin and hungry. | True | False |
| 5) The wolf felt weak. | True | False |
| 6) The dog and the wolf were chained up. | True | False |
| 7) The dog does not mind being tied up at night. | True | False |
| 8) The wolf wanted to have the dog’s lifestyle. | True | False |
| 9). The dog’s neck was injured. | True | False |
| 10) The wolf believes freedom is more important than comfort. | True | False |

ANEXO N° 7



Yahoo! - My Yahoo! - Help

weat



Hello, Guest
Yahoo! Weather

We

Weather > North America > Mexico > Monterrey



Monterrey Today

at 9:45 pm CST

F° | C°

Mexico City Forecast

- Weather and ...
- Extended Forecast at weather.com
- Pollen
- Ski Planner
- Aches and Pains
- Cold and Flu
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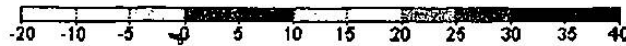
Currently:
11°



Partly Cloudy

Hi:

Lo: 9



5 Day Forecast

Today

Tomorrow

Sun

Mon

Tue



Partly Cloudy Partly Cloudy Partly Cloudy Partly Cloudy Partly Cloudy

High:
Low: 9

High: 21
Low: 3

High: 19
Low: 7

High: 19
Low: 6

High: 19
Low: 7

F
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More Current Conditions

Wind Chill: 11°
 Barometer: 0 mb and steady
 Humidity: 58%
 Visibility: Unlimited

Dewpoint: 3°
 Wind: cal
 Sunrise: 7:2
 Sunset: 6:0

Local Forecast - (How to Read This)

Tonight: Partly cloudy. Low around 48F. Winds NW 10 to 15 mph.

Tomorrow: Partly cloudy. High around 70F. Winds NW 15 to 20 mph.

Nearby Locations

- San Pedro Garza Garcia
- Guadalupe
- San Nicolas De Los Garza
- Santa Catarina
- Apodaca
- General Escobedo

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Sunday: Sunny. Highs in the upper 60s and lows in the mid 40s.

Monday: Partly cloudy. Skies becoming clear late. Highs in the upper 60s and lows in the low 40s.

Tuesday: Partly cloudy. Highs in the upper 60s and lows in the mid 40s.

Wednesday: Partly cloudy. Highs in the mid 70s and lows in the upper 40s.



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Vocabulary Matching Exercises

for The Father and His Sons

Friday
04 January 2002
19:14:44

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The Fable

A father had a family of sons who were always fighting. He had no luck trying to stop their arguments with words, so he decided to teach them a lesson.

He told his sons to bring him a bunch of sticks. He took the sticks and gave them to his eldest son and asked him to break them. The eldest son tried with all his strength but was not able to do it. The other sons tried and were also unsuccessful.

The father then separated the sticks and put one into each son's hand. He asked his sons again to try and break the sticks. They broke them easily.

The father said, "My sons, if you are of one mind, and unite to assist each other, you will be like these sticks together; but if you are divided among yourselves, you will be broken as easily as a single stick."

The Exercises

**Match the vocabulary words and their definitions.
You can check your answers using the button below.**

- | | | |
|---|-----------------------------|--|
| 1 | "luck" | <input type="text" value="* Select Answer *"/> |
| 2 | "an argument" | <input type="text" value="* Select Answer *"/> |
| 3 | "to decide" | <input type="text" value="* Select Answer *"/> |
| 4 | "to teach someone a lesson" | <input type="text" value="* Select Answer *"/> |
| 5 | "a bunch" | <input type="text" value="* Select Answer *"/> |
| 6 | "a stick" | <input type="text" value="* Select Answer *"/> |

- 7 "eldest"
- 8 "to break"
- 9 "strength"
- 10 "unsuccessful"
- 11 "to separate"
- 12 "a mind"
- 13 "to unite"
- 14 "to assist"
- 15 "together"
- 16 "among"

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Saturday, Jan

Activity 1: Vocabulary Practice

Directions

Click on the speaker. Listen.

- My Current Assignment
- My Word List
- Personal Tutor
- My Profile

ADJECTIVES

Translate Word



Happy



Sad



Hungry



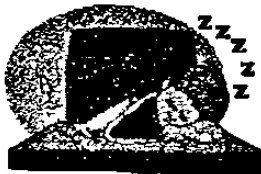
Thirsty



Hot



Cold



Tired







Sick







Late



Directions: Click on the speaker. Listen. Choose the correct picture.



EXAMPLE  



1.  



2.  



3.  



4.  

5.  

6.  

7.  

8.  

9.  

Start Again

Activity 1: Vocabulary Practice

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Saturday, Jan

Activity 2: Introduction to Grammar

Directions

Click on the speaker. Listen.

- My Current Assignment
- My Word List
- Personal Tutor
- My Profile

Translate Word

People



I



You



He



It



We



You



The Verb Be

I am

I'm

I am cold.

I'm col

You are

You're

You are cold.

You're

He is

He's

He is cold.

He's co

John is cold.

John's

She is

She's

She is cold.

She's c

Amy is cold.

Amy's

It is

It's

It is cold.



It's col

The water is cold.

The wa

↔ ♦ We are	↔ ♦ We're	↔ ♦ We are cold.	↔ ♦ We're
		↔ ♦ John and I are cold.	
↔ ♦ You are	↔ ♦ You're	↔ ♦ You are cold.	↔ ♦ You're
		↔ ♦ You and Tom are cold.	
↔ ♦ They are	↔ ♦ They're	↔ ♦ They are cold.	↔ ♦ They're
		↔ ♦ Amy and Ed are cold.	

Directions: Complete the sentences.

 Ed	 Mary	3. Mary = <input type="text"/>
1. Ed = <input type="text"/>		4. The water = <input type="text"/>
2. Tom and Amy = <input type="text"/>		5. Ed and I = <input type="text"/>

Directions: Complete the sentences.

1. Ed: He's happy. Mary: I <input type="text"/> happy too.	6. Mary: They're sad. John: <input type="text"/> are sad
2. Tom: Ed's thirsty. John: <input type="text"/> is thirsty too.	7. Amy: Mary's sick. Tom: You <input type="text"/> sick
3. Ed: I'm cold. Amy: They <input type="text"/> cold too.	8. Mary: You're tired. Tom: <input type="text"/> is tired t
4. Mary: He's hot. Tom: We <input type="text"/> hot too.	9. John: She's late. Ed: <input type="text"/> am late to
5. Tom: Amy's hungry. Ed: <input type="text"/> are hungry too.	

Start Again

Check Answers

Activity 2: Introduction to Grammar

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Activity 3: Pronunciation Practice

[Directions](#) [Example](#)

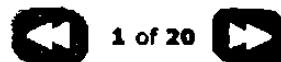
Practice saying the new words. For more information about the recording technology, click [here](#).

Adjust Your Microphone.
Have your computer understand your speech.

Translate Word



I am thirsty.



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[Check Answers](#)

Activity 3: Pronunciation Practice

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Saturday, Jan

Activity 4: Introduction to Vocabulary

- My Current Assignment
- My Word List
- Personal Tutor
- My Profile

Directions

Click on the speaker. Listen.

N U M B E R S

Translate Word

zero Seven One eighteen






▶ NUMBERS				
0 zero	1 one	2 two	3 three	4 four
5 five	6 six	7 seven	8 eight	9 nine
10 ten	11 eleven	12 twelve	13 thirteen	14 fourteen
15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen

Listen again.











Directions: Click on the speaker. Listen. Choose the number you hear.

1. C 7 2. C 9 3. C 0 4. C 1 5.

C 8 C 4 C 10 C 11

6. 	<input type="radio"/> 3	7. 	<input type="radio"/> 5	8. 	<input type="radio"/> 6	9. 	<input type="radio"/> 8	10. 
	<input type="radio"/> 13		<input type="radio"/> 15		<input type="radio"/> 16		<input type="radio"/> 18	

Directions: Click on the speaker. Listen. Type the number you hear.

1. 	<input type="text"/>	2. 	<input type="text"/>	3. 	<input type="text"/>	4. 	<input type="text"/>	5. 
6. 	<input type="text"/>	7. 	<input type="text"/>	8. 	<input type="text"/>	9. 	<input type="text"/>	10. 

[Start Again](#)

[Check Answers](#)

Activity 4: Introduction to Vocabulary

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Saturday, 31

Activity 5: Quiz Show

Directions

Click on any square and answer the question as quickly as you can.

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- [My Profile](#)

Translate Word



[Start Again](#)

[Check Answers](#)

Activity 5: Quiz Show

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Merriam-Webster's WORD OF THE DAY



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The Word of the Day for January 19 is:

mnemonic • \nih-MAH-nik\ • (*adjective*)
: assisting or designed to assist memory

Example sentence:

Our music teacher taught us the mnemonic sentence "Every good boy does fine" to help us remember the names of the lines of the treble staff.

Did you know?

The word "mnemonic" derives from Greek "mnemon" ("mindful"), which itself comes from the Greek word for "remember." (In classical mythology, Mnemosyne, the mother of the Muses, is the goddess of memory.) As with many classical borrowings, we retained the double initial consonant, but not the pronunciation of both, since the combination doesn't occur naturally in English. ("Pneumonia" is a similar case.) "Mnemonic" can also be a noun meaning "a mnemonic device." If the spelling of this word strikes you as particularly fiendish to remember, try this mnemonic to get you started on the right track: keep in mind that although the pronunciation begins with an "n" sound, the spelling begins with an "m," as in "memory."

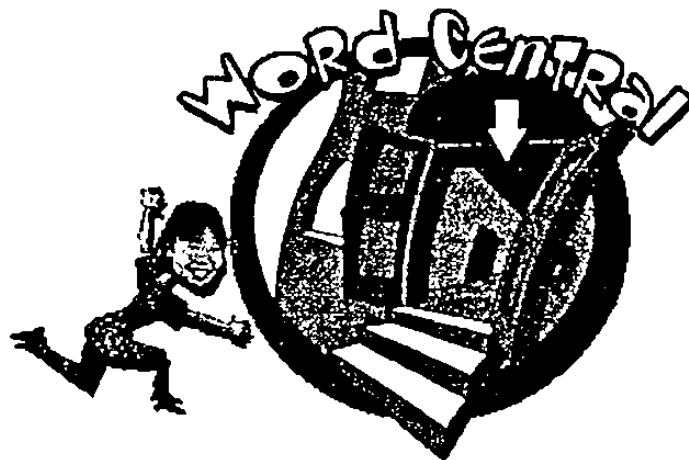
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ANEXO N° 16



Word Central's
Student Dictionary

-
- 
1. Enter your word.
 2. Click the Find button.

After a short time, you will see the results of your search.

If your word was not found, a list of words similar to the one you typed may appear. Scroll through it to see if the word you want is there. If it is, highlight it and click the Go To button.

Use the "Back" button on the Results Screen to return to other words you have looked up.

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WebMuseum, Paris**Paris: History**

Founded on the island where a natural north-south highway crosses the Seine River, some 233 miles (375 kilometres) upstream from the river mouth on the English Channel, Paris, the largest city proper of continental Europe and the capital of France, is over 2,000 years old.

For hundreds and hundreds of years, by a process never successfully explained, Paris has radiated an enchantment irresistible to millions around the world, including hosts of people who would live and die without ever seeing the place.

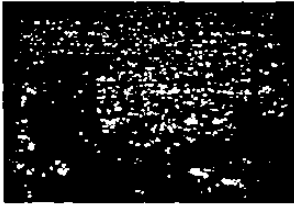
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- [La Tour Eiffel](#)
- [Les Invalides](#)
- [Le Louvre](#)
- [Rue de Rivoli](#)
- [La Voie Triomphale](#)
- [Les Buttes](#)

- [Le Musée du Grand Louvre](#)
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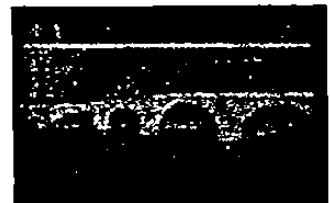
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WebMuseum, Paris**Paris History: La Seine**

Paris is small: no corner is farther than six miles from the square in front of Notre-Dame Cathedral. The city has a total area of 41 square miles (105 square kilometres), if the two big parks at either extremity are included, and 34 square miles without them. The city occupies a bowl hollowed out by the Seine in its prehistoric vigour, and the surrounding heights have been respected as the limits of the city. The river arches through the center of town, visiting 10 of the 20 arrondissements. Entering the city at the southeast corner, it arcs northward and bends out of Paris at the southwest corner. As a result, what starts out as the streams east bank becomes its north bank and ends as the west bank, and the Parisians therefore adopted the simple, unchanging designation of Right and Left Bank (when facing downstream). These terms are not much used in conversation, as specific places are usually indicated by arrondissement (e.g., *quinzième*) or by quartier (e.g., *Observatoire*).



At water level, some 30 feet below street level, the river is bordered—at least on those portions not transformed into expressways—by cobbled quays graced with trees and shrubs. From street level another line of trees leans towards the water. Between the two levels, the retaining walls, usually made of massive stone blocks, are decorated with the great iron rings of a past ages commerce and sometimes pierced by mysterious openings (water gates for old palaces or inspection ports for subways, sewers and underpasses). Here and there the wall is shawled in ivy.



The old buildings, the riverboats, the changes of colour reflected by the water, the gardens, and the 32 bridges (many of them handsome) compose one of the worlds grandest, yet most endearing cityscapes. Along the river are two of the great set pieces of urban spectacle in the contemporary world. The first sweeps down from the Palais de Chaillot on the Right Bank, crosses the river to the Eiffel Tower, and continues through the gardens of the Champ-de-Mars to the 18th-century Ecole Militaire; the other begins at the Seine and marches up a broad esplanade to the golden dome of the Invalides.

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WebMuseum, Paris

Paris History: La Tour Eiffel

The Palais de Chaillot dates from the International Exposition of 1937 and is a period piece of between wars, timid-modern style. It replaces a structure of tepid Moorish sympathies left over from the 1878 International Exposition. Earlier in the 19th century, after demolition of the Convent of the Visitation, the top of this 230-foot (65 metre) hill had been leveled for the construction of a palace (never built) for the King of Rome, son of the emperor Napoleon.

The Palais is made of two separate pavilions, each of which sprouts a curved wing. The Musée de l'Homme (Museum of Man), the Musée de la Marine, and the Musée des Monuments Français (Museum of French Monuments) are located there. Under the terrace which separates the two sections are two theatres, the variable-formation (1,500 to 3,000 seats) National Popular Theatre (TNP) and a small hall that serves as one of the two cinemas of the National Film Library (Cinémathèque Française).



The statue-guarded terrace gives a splendid view across Paris and makes an enduring travel-poster setting for photographs of visitors and fashion models. The hill descending to the river has been made into a terraced park, the center of which is adance with mighty fountains, cascades, and pools. The Paris aquarium is in a grotto to the left.



One of the enchantments of the view—and some others in Paris—is that it has all the qualities of a trompe-l'oeil (literally, deceive the eye) painting into which, extraordinarily, one can walk. From the bottom of the hill the five-arched Pont d'Iéna springs across the river. It was built for Napoleon I in 1814, although the imperial "N"s with which it is decorated were in fact put there by Napoleon III. After the bridge comes the unclad metal truss tower of Gustave Eiffel. It was built for the International Exposition of 1889, against the strident opposition of national figures who believed it to be unsafe or ugly, or both. When the exposition concession expired in 1909, demolition of the 989-foot (300 metres) tower was averted by demonstration of its value as an antenna for the newly developed radio. Additions made for television transmission have added 56 feet (20.75 metres) to the height. From the topmost of the three platforms the view extends for 50 miles—when air pollution is low and the sun is near the horizon.



From the two-acre base of the tower the Champ-de-Mars stretches inland to the Ecole Militaire (built 1769-72) and still used by the Ecole Supérieure de Guerre (War College), where the 15-year-old cadet Napoleon Bonaparte was enrolled in 1784. Originally the schools parade ground, the field was the scene of two vast revolutionary rallies, that of the Federation (1790) and that of the Supreme Being (1794). From 1798 there were annual national expositions of crafts and manufactures, followed by worlds fairs between 1855 and 1900. The International Exposition of 1937 spread around it, for between 1908 and 1928 the field had been made into a formal park.

Behind the Ecole Militaire, which was designed by Gabriel, architect of the Place de la Concorde, stands the Y-shaped headquarters of the United Nations Educational, Scientific, and Cultural Organization. The

building, erected in 1958, was designed by an international trio of architects and decorated by artists of member nations.

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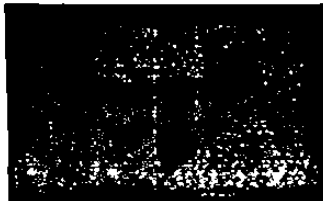
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ANEXO N° 19

WebMuseum, Paris**Paris History: Le Louvre**

The Vikings camped on this spot on the Right Bank in their unsuccessful siege of Paris in 885, and in 1220 King Philippe-Auguste selected it to plant a square crusaders castle before the new city wall, as key to the western defenses.

Through subsequent centuries and the attentions of 11 monarchs, the château-fort was made into one of the worlds biggest palaces, completed in 1852. The last of the Gothic portions disappeared only in 1673. From the original square, two galleries extend westward for 1,640 feet, one along the river, the other along the rue de Rivoli. Only 19 years after the huge oblong was finally completed, its western face, the Tuileries Palace (begun 1563), was destroyed by the insurrection of the Commune, in 1871.



Two of the facades of the original palace square, the Cour Carrée, have considerable architectural importance and were strong influences on the development of French styles. Pierre Lescot began his inner courtyard facade in 1546, adapting the Renaissance rhythms and orders he had observed in Italy, and adding purely French decoration to the classical motifs. Claude Perrault, also distinguished as an anatomist and court physician, created a masterpiece for the outer east face of the palace in 1673. It, too, employs classic elements--coupled columns and a pediment--but they are handled with a grace and originality that makes it perfect for the late reign of the Sun King.

For so many centuries the seat of French power, the Louvre still contains some national administrative offices in the rue de Rivoli gallery, where a separate museum, the Musée des Arts Décoratifs, is also housed. The gallery is an awkward 19th-century counterfeit of the riverside arm (Galerie du Bord de l'Eau) built in the last half of the 16th century. The Louvre, known formally as the Musée du Louvre, occupies the older gallery, the palace around the Cour Carrée, and, at the far end of the Tuileries Garden, the galleries of the Orangerie and the Musée du Jeu de Paume. Among the treasures of the museum, one of the worlds greatest, are the Victory of Samothrace, the Venus de Milo, and the Mona Lisa. The enormous collections contain works from 7BC to the mid-19th century, with a huge cultural and geographic spread. The Ecole du Louvre, in addition to its regular university-level curricula, offers free public evening classes in art history.

Crossing from the Louvre to the Institut, the Pont des Arts is one of the most charming of all the Parisian bridges. It was the first (1803) to be made of iron, and has always been reserved for pedestrians: it provides an intimate view of riverside Paris and of the Seine itself.

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04 January 2002
19:13:47

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The Father and His Sons

A father had a family of sons who were always fighting. He had no luck trying to stop their arguments with words, so he decided to teach them a lesson.

He told his sons to bring him a bunch of sticks. He took the sticks and gave them to his eldest son and asked him to break them. The eldest son tried with all his strength but was not able to do it. The other sons tried and were also unsuccessful.

The father then separated the sticks and put one into each son's hand. He asked his sons again to try and break the sticks. They broke them easily.

The father said, "My sons, if you are of one mind, and unite to assist each other, you will be like these sticks together; but if you are divided among yourselves, you will be broken as easily as a single stick."

Please choose from the following:

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- True or False Exercises
- Vocabulary Completion Exercises
- Written Discussion Exercises

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ANEXO Nº 21

The Wolf and the Dog

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Once there was a wolf who was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."

"You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat every where else. Finally, he asked the dog about it.

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

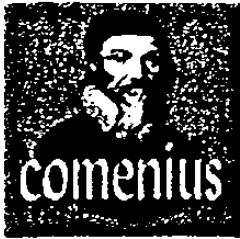
"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and ran away.

"The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want to do, but I'm healthy, well-fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

Please choose from the following:



Vocabulary Matching Exercises

for The Wolf and the Dog

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The Fable

Once there was a wolf who was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."

"You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat every where else. Finally, he asked the dog about it.

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf

turned and ran away.

"The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want to do, but I'm healthy, well-fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

The Exercises

Match the vocabulary words and their definitions.
You can check your answers using the button below.

- | | | |
|----|------------------------|--|
| 1 | "outline" | <input type="text" value="* Select Answer *"/> |
| 2 | "a shape" | <input type="text" value="* Select Answer *"/> |
| 3 | "surely" | <input type="text" value="* Select Answer *"/> |
| 4 | "a deal" | <input type="text" value="* Select Answer *"/> |
| 5 | "to feel
sorry for" | <input type="text" value="* Select Answer *"/> |
| 6 | "to guard" | <input type="text" value="* Select Answer *"/> |
| 7 | "to join" | <input type="text" value="* Select Answer *"/> |
| 8 | "a collar" | <input type="text" value="* Select Answer *"/> |
| 9 | "to rub" | <input type="text" value="* Select Answer *"/> |
| 10 | "to chain
up" | <input type="text" value="* Select Answer *"/> |

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True or False Comprehension Exercises

for

The Wolf and the Dog

The Fable

Once there was a wolf who was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days."

"You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat every where else. Finally, he asked the dog about it.

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and ran away.

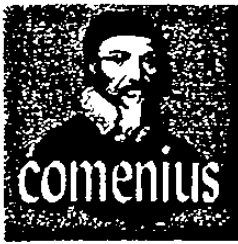
"The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want to do, but I'm healthy, well-fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

The Exercises

Select the best answer. If the statement is correct, select "True;" if it is incorrect, select "False." You can check your answers using the button below.

1. The wolf was starving to death.
 True False
2. The Dog was eating the wolfs food.
 True False
3. The dog wanted the wolf to guard the sheep.
 True False
4. The wolf wanted to have the dogs lifestyle.
 True False
5. The dog's neck was injured.
 True False
6. The dog does not mind being tied up at night.
 True False
7. The wolf believes freedom is more important than comfort.
 True False
8. The dog thinks the wolf is foolish.
 True False

ANEXO Nº 24



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Vocabulary Completion Exercises

for
The Wolf and the Dog.

The Fable

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"You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep any more and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat every where else. Finally, he asked the dog about it.

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night."

"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?"

That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and ran away.

"The dog called after the wolf, saying, "Wait! Come back! I may not be able to do everything I want to do, but I'm healthy, well-fed, and I have a warm place to sleep. You are too worried about keeping alive to enjoy life. I'm more free than you are."

The Exercises

Complete the following story using the correct words. You can check your answers using the button below.

While walking my dog one night, I thought I saw a ghost. I walked by an abandoned house and saw a in the window. It seemed to be the of a woman. I my eyes and looked again to see a man had her. I was happy to have my dog me.

I walked quickly to my friend's house down the street. I my dog's and attached him to my friend's mailbox. My friend laughed when I told him. He said he would go to the house because he for me. We made a that if we saw the ghosts, he would buy me dinner.



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Written Discussion Exerc

The Dog and the Wolf

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The Fable

Once there was a wolf who was nearly dead with hunger. He was very thin, so bones could be seen clearly beneath his thinning coat of hair. With hardly enough to eat, the wolf had little hope of finding food. As he lay beneath a large tree, a dog noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him in his terrible shape! "You look as if you haven't eaten for many days."

"You're right," said the wolf. "I haven't eaten because you and your friends are busy with your job of guarding the sheep. Now I am so weak that I have little hope of finding food. I surely die."

"Then why not join us?" asked the dog. "I work regularly and I eat regularly. You can help me and the other dogs guard the sheep. In that way we won't worry about your stealing the sheep any more and you won't have to worry about your hunger any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. He followed the dog together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious because he had such a beautiful coat every where else. Finally, he asked the dog about it.

"Oh, don't worry about that," said the dog. "It's the place where the collar rubs. My master chains me up at night."

"Chained up!" cried the wolf, "Do you mean that you are chained up at night? If you are, will I be chained up at night too?"

"That's right," answered the dog. "But, You'll get used to it soon enough. I don't mind it anymore."

"But, if I am chained up, then I won't be able to walk when I want to take a walk or when I want to run," the wolf said. "If I come to live with you, I won't be free anymore." The wolf turned and ran away.

"The dog called after the wolf, saying, "Wait! Come back! I may not be able to do that, but I'm healthy, well-fed, and I have a warm place to sleep. You are too weak to enjoy life. I'm more free than you are."

The Exercise

Write a short paragraph to answer one of the following three questions, then click the Add Answer button to add your comments to those of other visitors to this page. You may not answer any or all of the other questions.

What is the moral of this fable?

Name: E-mail:

Who made the better choice, the wolf or the c

Name: E-mail:

Have you ever made a choice that limited your freedom

Name:

E-mail:

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The Monthly Idiom

Name: rain check

Definition: to postpone a meeting for a later date

Audio:

- Example Dialog:
- How about coming over for dinner tonight?
 - Um, I don't know, what are you having?
 - I'm making a wild mushroom stew. I picked the mushrooms myself.
 - Gee, I think I'm busy, can I get a raincheck?

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