

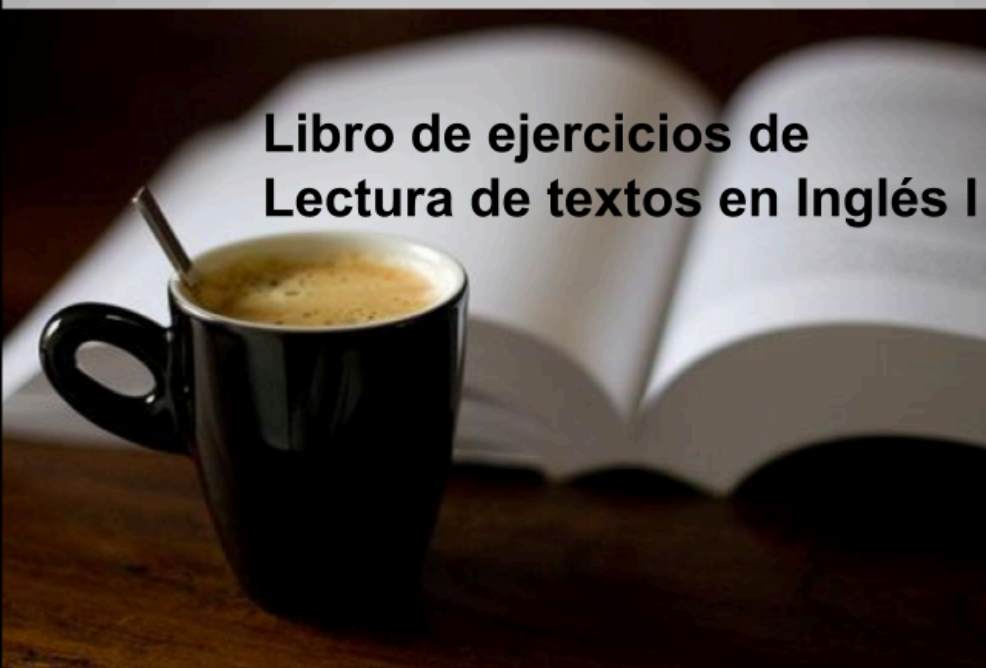
UACM

Universidad Autónoma
de la Ciudad de México

Nada humano me es ajeno

COLEGIO DE HUMANIDADES Y CIENCIAS SOCIALES

Libro de ejercicios de Lectura de textos en Inglés I



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Libro de ejercicios de Lectura de textos en Inglés I

Este es el material de trabajo para la clase de Lectura de textos en Inglés I. Se compone de ejercicios para las 17 semanas —34 sesiones, 51 horas— del semestre. Debe ser utilizado en combinación con el temario del sitio web de la materia, el cual contiene los temas a abordar en el curso.

Indicaciones generales para cada una de las hojas de ejercicios:

- En cada una de las hojas de ejercicios se indica que antes de la clase el estudiante debe realizar la lectura del tema, el cual encontrará en el sitio web de la materia: <https://sites.google.com/site/sergioquillermorr/textos-i>.
- Es altamente recomendable que el estudiante subraye, tome notas, haga mapas conceptuales o utilice la estrategia de aprendizaje de su preferencia para que la lectura resulte provechosa. Es decir, se trata de que lea con atención el material y no solamente de que lo revise superficialmente. De este modo podrá tener una mejor participación en clase, la cual incluirá las dudas que pudieran haber surgido como resultado de la lectura cuidadosa. Para la elaboración de mapas conceptuales se recomienda el software libre *Cmap*, disponible en <http://cmap.ihmc.us/> y para la de mapas mentales, *Freemind*, desde <http://freemind.sourceforge.net/wiki/index.php/Download>.
- Después de estudiar el tema, el estudiante contestará el ejercicio y lo llevará a clase.
- En clase, escuchará las explicaciones del profesor y --haciendo uso de sus notas, subrayados y mapas-- participará y planteará sus posibles dudas.
- Finalmente, revisará y corregirá sus ejercicios con sus compañeros y el profesor.
- En el caso de los ejercicios de vocabulario, se recomienda el uso de un diccionario Inglés - Español o el uso del traductor de google: <https://translate.google.com/>
- Existe la posibilidad de incluir en el curso temas y ejercicios extras, dependiendo de las necesidades del grupo y la disponibilidad de tiempo.

Ejercicio 1: Definiciones básicas

Semana 1, sesiones 1 y 2. Fechas:

I. Relaciona las columnas. Escribe el inciso correspondiente dentro del paréntesis.

- | | | |
|------------------------------|-----|--|
| 1. Sustantivo | () | a. Acción del sujeto |
| 2. Sujeto | () | b. always, usually, sometimes, seldom, never / naturally |
| 3. Verbo | () | c. am, is, are / do, does / did / will / have, has / can, may should, would |
| 4. Objeto | () | d. Característica del sustantivo |
| 5. Adjetivo | () | e. Cosa, persona, lugar o animal |
| 6. Adjetivo descriptivo | () | f. Cualquier palabra que modifica al sustantivo |
| 7. Adjetivos posesivos | () | g. Cualquier palabra que sustituye al sustantivo |
| 8. Adverbio | () | h. El, la, lo, los, las |
| 9. Pronombre | () | i. I, you, he, she, it, we, you, they + verbo |
| 10. Pronombres personales | () | j. <u>verbo</u> + me, you, him, her, it, us, you, them |
| 11. Pronombres de objeto | () | k. my, your, his, her, its, our, your, their + <u>sustantivo</u> |
| 12. Pronombres demostrativos | () | l. mine, yours, his, hers, its, ours, yours, theirs |
| 13. Pronombres posesivos | () | m. myself, yourself, himself, itself, ourselves, yourselves, themselves |
| 14. Pronombres reflexivos | () | n. Presente y pasado: be, progresivo, simple, perfecto; futuro: simple, idiomático |
| 15. Artículos indefinidos | () | o. Sustantivo que realiza la acción del verbo |
| 16. Artículos definidos | () | p. Sustantivo que recibe directamente la acción del verbo |
| 17. Auxiliar | () | q. this, that, these, those |
| 18. Tiempos gramaticales | () | r. Un, una |

II. Relaciona las columnas. Escribe el inciso correspondiente dentro del paréntesis.

- | | | |
|---------------------|-----|---|
| Futuro idiomático | () | a. Juan is a student. |
| Futuro simple | () | b. he is studying. |
| Pasado perfecto | () | c. he studies at UACM. |
| Pasado progresivo | () | d. Juana was sick yesterday. |
| Pasado simple | () | e. she was studying French. |
| Pasado to be | () | f. she studied Japanese. |
| Presente perfecto | () | g. They are going to study in the United States. |
| Presente progresivo | () | h. They will study at the University of California. |
| Presente simple | () | i. They have studied at UACM since 2015. |
| Presente to be | () | j. They had studied English at high school. |

III. Escribe el pronombre personal que puede sustituir a los siguientes sustantivos.

1. my mother, 2. her cat, 3. our radio, 4. **you and** your friend, 5. you **and I**, 6. football and baseball, 7. the doctor, 8. **he and** his father, 9. Mexico City, 10. my sister and I, 11. money, 12. Mrs. Rodríguez.

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Ejercicio 2: Verbos regulares

Semana 2, sesión 3. Fecha:

I. Escribe el significado de estos verbos regulares.

accept	cook	expect	listen to	plan	resist	turn
answer	count	fill	live	plant	show	type
arrive	dance	finish	love	play	smoke	use
ask	dare	follow	look after	point	start	visit
belong	date	help	look at	practice	stay	walk
change	deliver	hurry	miss	push	stop	wait
clean	dress	intend	name	rain	study	want
climb	end	jump	need	remember	talk	wash
close	enjoy	learn	open	rent	travel	wish
consider	erase	like	order	repeat	try	work

II. Responde las siguientes preguntas.

1. ¿Cómo se forma el **pasado** de los verbos regulares?
2. ¿Cómo se forma el **pasado participio** de los verbos regulares?
3. ¿Cuáles son las terminaciones en español del participio?
4. ¿Cuál es en español el pasado de los siguientes verbos: aceptar, contestar, llegar, preguntar, pertenecer?
5. ¿Cuál es en español el pasado participio de los siguientes verbos: aceptar, contestar, llegar, preguntar, pertenecer?
6. ¿Cuáles son las tres distintas pronunciaciones para la terminación -ed de los verbos?
7. ¿Cuándo se pronuncia /ed/?
8. ¿Cuándo se pronuncia /t/?
9. ¿Cuándo se pronuncia /d/?

III. Siguiendo el ejemplo del modelo, elabora tarjetas para aprender los verbos regulares, de acuerdo con el siguiente cronograma: semana 2: 1 - 10 (1a columna), semana 3: 11 - 20 (2a columna), semana 4: 21 - 30 (3a columna), semana 5: 31 - 40 (4a columna), semana 6: 41 - 50 (5a columna), semana 7: 51 - 60 (6a columna), semana 8: 61 - 70 (7a columna).

arrive (/arraiv/)
 arrived (/arraivd/)
 arrived (/arraivd/)



(llegar)

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Ejercicio 3: Verbos irregulares

Semana 2, sesión 4. Fecha:

I. Escribe el significado de estos verbos irregulares. Luego escribe el pasado y el participio.

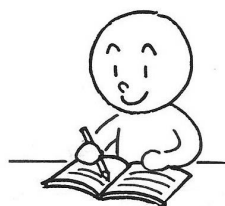
be	cut	fly	hurt	put	shine	swim
become	do	forget	keep	read	shoot	take
begin	draw	get	know	ride	sing	teach
blow	dream	give	leave	run	sink	tell
break	drink	go	lend	say	sit	think
bring	drive	grow up	let	see	sleep	throw
build	eat	have	lose	sell	speak	wake up
buy	fall	hear	make	send	stand	wear
choose	feel	hit	meet	set	steal	win
come	find	hold	pay	shake	sweep	write

II. Responde las siguientes preguntas.

1. ¿Cómo se forma el **pasado** de los verbos irregulares?
2. ¿Cómo se forma el **pasado participio** de los verbos irregulares?
3. ¿Cuáles son las terminaciones en español del participio?
4. ¿Cuál es en español el pasado de los siguientes verbos: ser, convertir(se), comenzar, soplar, romper?
5. ¿Cuál es en español el pasado participio de los siguientes verbos: ser, convertir(se), comenzar, soplar, romper?
6. Reagrupa los verbos de acuerdo a la forma en que cambian: Grupo I: Los que no cambian en absoluto, como cut - cut - cut; Grupo II: Los que tienen el pasado y el participio iguales, como buy - bought - bought; Grupo III: Los que son distintos en todas las formas, como write - wrote - written.
7. Busca distintas formas de reagrupación. Ejemplo: por rima, por tipo de actividad, etc.

III. Siguiendo el ejemplo del modelo, elabora tarjetas para aprender los verbos regulares, de acuerdo con el siguiente cronograma: semana 2: 1 - 10 (1a columna), semana 3: 11 - 20 (2a columna), semana 4: 21 - 30 (3a columna), semana 5: 31 - 40 (4a columna), semana 6: 41 - 50 (5a columna), semana 7: 51 - 60 (6a columna), semana 8: 61 - 70 (7a columna).

write (/raɪt/)
wrote (/raʊt/)
written (/rɪtən/)



(escribir)

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Ejercicio 4: Vocabulario básico 1

Semana 3, sesión 5. Fecha:

I. Escribe el significado de estas palabras.

Occupations

student	writer	accountant	professor
engineer	athlete	bank teller	reporter
pilot	chef	dentist	salesperson
architect	manager	electrician	travel agent
nurse	banker	florist	secretary
singer	artist	gardener	waiter
doctor	musician	grocery clerk	Agrega al menos 5 más
actor	scientist	hairdresser	
teacher	lawyer	mechanic	
flight attendant	photographer	pharmacist	

Family members

1. father	1. children	grandparents	aunt
2. mother	2. husband	grandson	cousin
3. parents	3. wife	granddaughter	Agrega al menos 5 más
4. son	4. grandfather	grandchildren	
5. daughter	5. grandmother	uncle	

Adjectives

large	cloudy	dirty	expensive	kind
small	warm	empty	cheap	polite
long	cool	full	free	fair
short	cold	close	difficult	share
thick	windy	thirsty	strong	work
narrow	noisy	hungry	weak	busy
deep	loud	fat	free	free
flat	quiet	old	rich	lazy
whole	dry	fresh	afraid	lucky
low	wet	dead	brave	well
high	clear	healthy	fine	safe
near	hard	sweet	sad	careful
far	soft	sour	proud	safe
fast	heavy	bitter	comfortable	dangerous
quick	light	salty	happy	
slow	strong	good	clever	
early	weak	bad	interesting	
late	clean	great	famous	
bright	tidy	important	exciting	
dark	clean	useful	funny	

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Ejercicio 5: Vocabulario básico 2

Semana 3, sesión 6. Fecha:

I. Escribe el significado de estas palabras.

Food and drinks

Drinks	Food	Fruits	Dry fruits	Vegetables	Seasoning
water	egg	apple	raisins	onion	salt
milk	bread	banana	figs	tomato	pepper
coffee	beans	orange	nuts	potato	garlic
tea	corn	pear	peanuts	lemon	dressing
juice	rice	strawberry	cranberries	carrots	mayonnaise
soft drink	meat	grapes		celery	mustard
soda	chicken	peach		lettuce	
beer	pasta	watermelon		cabbage	
wine	cheese	pineapple		broccoli	
	butter	pear		avocado	
	honey			spinach	
	oil			peas	

Public places

pharmacy	newsstand	taxi stand	airport	shoe store	supermarket
restaurant	convenience store	stadium	clothing store	toy store	hospital
post office	bookstore	park	electronic	dry cleaners	school
travel agency	bus station	mall	store	gas station	factory
bank	subway station	museum	fire station	hotel	
			police station		

Time

Time expressions for the past	Time expressions for the present	Time expressions for the future	Adverbs of frequency
yesterday last... week, month, year, Tuesday, etc. two... days, weeks, months, years ago. in + year	every day on + day once a week twice a week three times a week	this morning, afternoon evening tonight today tomorrow the day after tomorrow next week, month, etc.	always usually sometimes rarely never

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Months: January, February, March, April, May, June, July, August, September, October, November, December.

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Ejercicio 6: Vocabulario básico 3

Semana 4, sesión 7. Fecha:

I. Estudia y aprende los números que aparecen en el sitio web de la clase

II. Escribe el significado de estas palabras.

The house

Rooms	Furniture and appliances	In the bathroom:	In the living room:	In the kitchen:	In the dining room:
bedroom bathroom closet living room kitchen dining room	In the bedroom: dresser, bed, lamp, night table, rug; pillow, blanket, sheet	mirror, sink, toilet, shower, bathtub; shower curtain, bath mat, towels, faucet, medicine cabinet, toothpaste, toothbrush	TV, picture, sofa, bookcase, easy chair	freezer, refrigerator (fridge), cabinet, stove, microwave; burner, oven, dishwasher, coffee maker, ladle, pot, food processor	chair, table, sideboard; napkin, place mat, glass, bowl, plate, cup, saucer, fork, knife, tablespoon, soup spoon, teaspoon

The body

eye eyebrow nose ear mouth chin	neck brown eyes blue eyes green eyes eyelashes tooth - teeth	tongue head chest stomach / abdomen hip	knee ankle shoulder arm leg hand	fingernail finger toenail toe knuckle wrist	calf thigh elbow
--	---	---	---	--	------------------------

Linking words

Addition (+)	Contrast (+)	Reason (cause)	Result (consequence)
and moreover in addition furthermore also too	but however nevertheless still although / though yet / stil despite / in spite of while / whereas on the other hand	for because since as because of due to	so as a result therefore thus consequently hence

IV. Estudia los prefijos y sufijos que aparecen en el sitio web de la clase.

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Ejercicio 7: Presente del verbo to be

Semana 4, sesión 8. Fecha:

I. Completa los enunciados con la forma correcta del verbo to be (am, is, are)

1. Tomiko _____ happy.
2. I _____ busy.
3. You _____ an excellent student.
4. They _____ in New York (*negación*).
5. He _____ a photographer (*negación*).
6. _____ it a new tablet? Yes, it is.
7. _____ Tomiko a dentist? No, she isn't.

II. Ordena las palabras para formar enunciados en presente del verbo to be

1. / is / architect / an / Kate /
2. / actors / are / Tom / Jack / and /
3. / an / isn't / Benjamin / engineer /
4. / I / not / am / teacher / a /
5. / a / student / you / are / ? /
6. dog / where / is / the / ? /
7. are / you / old / how / ? /

III. Encuentra el error. Encierra el inciso en un círculo. Después escribe el enunciado corregido.

1. She Mary is a photographer.
a b c
2. I amn't at school now.
a b c
3. Edward and Robert are a pilots.
a b c

Ejercicio 8: Presente Progresivo

Semana 5, sesión 9. Fecha:

I. Completa los siguientes enunciados en presente progresivo (BE + V+ING). El verbo principal está entre paréntesis.

1. Tomiko _____ English at Columbia University. (*study*).
2. The Russian scientists _____ near the North Pole. (*work*).
3. The Smiths _____ TV. (*watch, negación*).
4. I _____ an interesting novel. (*read*).
5. _____ they _____ to music? (*listen*).
6. _____ she _____ a birthday present for Henry? (*buy*)
7. What _____ you _____? (*do*) I _____ a birthday cake. (*make*)

II. Ordena las palabras para formar enunciados en presente progresivo.

1. / teaching / Helen Keller / is / Annie Sullivan /
2. / slowly / is / learning / Helen /
3. / are / her / parents / helping /
4. / a / writing / Michael Anagnos / letter / is /
5. isn't / an / sending / he / e-mail /
6. / ? / enjoying / you / the / are / story /
7. / they / are / saying / what / ? /

III. Encuentra el error. Encierra el inciso en un círculo. Después escribe el enunciado corregido.

1. Nick is buy a red car.
a b c
2. John am playing soccer at the stadium.
a b c
3. What is you doing?
a b c

Ejercicio 9: Presente Simple

Semana 5, sesión 10. Fecha:

I. Completa los siguientes enunciados en presente simple. El verbo principal está entre paréntesis.

1. I _____ at UACM. (study).
2. Tomiko _____ to finish her English course. (plan)
3. _____ she _____ the buildings in New York? (like)
4. She _____ to plays almost every week. (go).
5. _____ They _____ to school from Monday to Friday? (go).
6. Peter _____ one brother and one sister. (have).
7. I _____ one brother and two sisters. (have)
8. You _____ every day. (study, negación)
9. He _____ classes on Wednesday. (have, negación)
10. She _____ TV because she prefers to read. (watch, negación)

II. Ordena las palabras para formar enunciados en presente simple.

1. / study / you / communication / .
2. / philosophy / she / studies /
3. / his / he / at / does / homework / night /
4. / laundry / Saturday / they / their / do / on /
5. / this / fast / works / computer / very /
6. / don't / that / restaurant / we / like /
7. / Mondays / on / Alex / come / doesn't / the / to / office /
8. / cook / do / you / ? /
9. / you / do / what / do / ? /
10. / live / where / does / she / ? /

III. Encuentra el error. Encierra el inciso en un círculo. Después escribe el enunciado corregido.

1. What are you do?
a b c
2. We haven't homework today.
a b c
3. He haves a dog and a cat.
a b c
4. She don't visit her grandparents.
a b c
5. We go usually on vacation in December.
a b c
6. I doesn't understand what you are saying.
a b c
7. He listen to the news every morning.
a b c
8. They often sees movies on weekends.
a b c

Ejercicio 10: Pasado del verbo to be

Semana 6, sesión 11. Fecha:

I. Completa los siguientes enunciados con la forma correcta del pasado del verbo to be (was, were).

1. Helen Keller _____ a famous American.
2. Her parents _____ worried about her.
3. She _____ happy. (negación).
4. _____ Annie Sullivan her teacher? Yes, she was.

II. Ordena las palabras para formar enunciados en pasado del verbo to be.

1. / speaker / writer / and / was / Helen / a / a /
2. / person / special / she / was / very / a /
3. / wasn't / blind / deaf / and / Helen / always /
4. / for / parents / her / it / not / was / easy /
5. / child / nice / wasn't / a / always / Helen /
6. / was / Annie / teacher / and / friend / her /
7. / Einstein / when / born / was / ? /
8. / were / where / night / last / you / ? /

III. Encuentra el error. Encierra el inciso en un círculo. Después escribe el enunciado corregido.

1. Francisca were a very good student.
a b c
2. Her relatives was very proud of her.
a b c
3. It wa'snt easy for her.
a b c
4. Where you a good student in high school?
a b c

Ejercicio 11: Pasado progresivo

Semana 6, sesión 12. Fecha:

I. Completa los siguientes enunciados en pasado progresivo. El verbo principal está entre paréntesis.

1. I _____ soccer yesterday when I fell down. (*play*).
2. She _____ an e-mail when you called. (*write*).
3. They _____ a movie when they heard the explosion. (*watch*).
4. Susan _____ to what you were saying. (*listen, negación*).
5. We _____ on the exam. (*cheat, negación*)
6. American scientists _____ near the North Pole. (*work*)
7. What _____ you _____ yesterday morning at 10 o'clock? (*do*)

II. Ordena las palabras para formar enunciados en pasado progresivo.

When the earthquake began...

1. / eating / Michael / hamburger / a / was /
2. / and / Ruth / studying / for / exams / Sandra / were / their /
3. / kissing / were / Mark / and / Nancy /
4. / wasn't / I / sleeping /
5. / were / where / staying / you / ? /

III. Encuentra el error. Encierra el inciso en un círculo. Después escribe el enunciado corregido.

1. Sally was help on an investigation.
a b c
2. Francisca not working here.
a b c
3. Where you washing the dishes?
a b c

Ejercicio 12: Pasado simple

Semana 7, sesión 13. Fecha:

I. Completa los siguientes enunciados en pasado simple. El verbo principal está entre paréntesis.

- Francisca _____ in Tucson in July 2014. (*arrive*).
- Luz _____ at Mario's restaurant. (*work*).
- Helen Keller _____ books and articles. (*write*).
- She _____ very sick in 1881. (*become*).
- They _____ a birthday cake for Henry. (*make*).
- Einstein _____ in Mexico. (*live, negación*).
- Helen _____ e-mails. (*write, negación*).
- What _____ you _____ on vacation? (*do*)
- Where _____ you _____ ? (*go*)
- _____ they _____ their aunt on her birthday? (*call*)

II. Ordena las palabras para formar enunciados en pasado simple.

- / animal / large / a / scientists / Russian / found /
- / the North Pole / went / the man / in / to / 1846 /
- / died / him / buried / he / his / friends / in / ice / the / and /
- / disappeared / the earth / the dinosaurs / from /
- / this morning / the bus / school / take / didn't / we / to /
- / you / me / call / did / yesterday / ? /
- / you / what / do / did / weekend / last / ? /

III. Encuentra el error. Encierra el inciso en un círculo. Después escribe el enunciado corregido.

- You didn't came to my party, I'm disappointed.
a b c
- I went to school tomorrow.
a b c
- Jennifer wasn't go to school last week.
a b c
- I thinked about you the other day.
a b c
- Were they find their lost dog?
a b c

Ejercicio 13: Futuro simple

Semana 7, sesión 14. Fecha:

I. Completa los siguientes enunciados en futuro simple. El verbo principal está entre paréntesis.

1. Tomiko _____ on her master's degree at New York University. (*work*).
2. You _____ a teaspoon of tea leaves for each cup of tea. (*need*).
3. Americans _____ Black Thursday. (*forget, negación sin contracción*).
4. I think it _____ tomorrow. (*rain, negación con contracción*)
5. _____ you _____ me with my homework this afternoon? (*help*)
6. _____ you _____ your room, please? Yes, I will. (*clean*)

II. Ordena las palabras para formar enunciados en futuro simple.

1. / WhatsApp / will / later / I / you / send / a /
2. / medicine / the / new / save / lives / many / will /
3. / supermarket / Donna and Carol / go / tomorrow / will / to / the /.
4. / won't / this / Brian / year / graduate /
5. / me / you / drive / will / home / ? /

III. Encuentra el error. Encierra el inciso en un círculo. Después escribe el enunciado corregido.

1. Paul and Mark willn't go to eat with us.
a b c
2. I will to buy a printer next week.
a b c
3. Sharon will called us as soon as possible.
a b c
4. Elizabeth is will cook for you.
a b c
5. Will they bring the soda last night?
a b c

Ejercicio 14: Futuro idiomático

Semana 8, sesión 15. Fecha:

I. Completa los siguientes enunciados en futuro idiomático. El verbo principal está entre paréntesis.

1. I _____ Mario in an hour. (*call*)
2. He _____ his grandparents in the summer. (*visit*).
3. They _____ a new car in December. (*buy*).
4. Mario _____ the rent this month. (*pay, negación*).
5. Margaret _____ in the event. (*speak, negación*).
6. What _____ you _____ this weekend? (*do*).
7. _____ she _____ here? Yes, she is. (*work*)

II. Ordena las palabras para formar enunciados en futuro idiomático.

1. / November / her / in / Adriana / going / is / to / baby / have / her /
2. / a / month / the band / going / next / is / to / give / concert /
3. / we / to / going / are / for / a / go / walk /
4. /this year / house / new / they / to / aren't / going to / a / move /
5. / night / you / Friday / are / to / do / going / what / ? /
6. / rest / are / you / tomorrow / going to / ? /

III. Encuentra el error. Encierra el inciso en un círculo. Después escribe el enunciado corregido.

1. She will going to dance all night long.
a b c
2. They are go to run a marathon.
a b c
3. I am going to sleeping.
a b c
4. Do you going to start a new project?
a b c

Ejercicio 15: Presente perfecto

Semana 8, sesión 16. Fecha:

I. Completa los siguientes enunciados en presente perfecto. El verbo principal está entre paréntesis.

1. I _____ that movie before. (*see*).
2. Tomiko _____ many friends. (*make*).
3. Joseph _____ any news from his brothers. (*hear, negación, contracción*)
4. We _____ Karen's birthday present yet. (*buy, negación*)
5. _____ you _____ your homework yet? (*do*).
6. _____ they _____ the dishes yet? (*wash*).
7. _____ you ever _____ caviar? (*eat*).

II. Ordena las palabras para formar enunciados en presente perfecto.

1. / become / successful / Wendy / very / has /
2. / 2007 / in / since / Mexico / Brian and Sarah / lived / have /
3. / studied / I / for / have / five / hours /
4. / ever / before / there / you / eaten / have / ? /

III. Encuentra el error. Encierra el inciso en un círculo. Después escribe el enunciado corregido.

1. Sonia has have three cats.
a b c
2. I has been at home all day.
a b c
3. They haven't two cars.
a b c
4. Are you ever been to Canada?
a b c

Ejercicio 16: Pasado perfecto

Semana 9, sesión 17. Fecha:

I. Completa los siguientes enunciados en pasado perfecto. El verbo principal está entre paréntesis.

By 10 in the morning...

1. Helen _____ to the market. (go).
2. The children _____ a nice breakfast. (have).
3. They _____ cleaning the house. (finish, negación).
4. _____ you _____ your cousin? No, I hadn't. (call).

II. Ordena las palabras para formar enunciados en pasado perfecto.

1. / the airport / Laura / sister / taken / to / her / had /
2. / as / accountants / Jeff and Paul / many / for / years / had / worked /
3. / that / before / writer / I / heard / had / not / about /
4. / past / you / in the / problem / had / had / that / ? /

III. Encuentra el error. Encierra el inciso en un círculo. Después escribe el enunciado corregido.

1. He have died by the winter of 1830.
a b c
2. She had wrote her last book.
a b c
3. We did driven all night long.
a b c
4. They didn't have shown any respect in the ceremony.
a b c
5. Had we meet before?
a b c

Ejercicio 17: Aplicación del primer examen parcial

Semanas 9 y 10, sesiones 18 y 19. Fechas:

Estas sesiones de mitad de semestre serán destinadas para la aplicación y revisión del primer examen parcial.

Ejercicio 18: Previewing

Semana 10, sesión 20. Fecha:

I. Lee el texto. Después, encierra en un círculo la respuesta correcta.

A busy student



Tomiko is happy to be a student in New York. She is studying English at Columbia University. She plans to finish her English course in June. Then she will work on her master's degree at New York University.

Tomiko likes the many beautiful buildings in New York [...]

She also likes the people in New York [...]

Best of all, Tomiko loves the theaters in New York [...]

Tomiko is far from her home in Japan. But she is not sad [...] She is very busy and happy in New York.

1. La lectura trata sobre
 - a. una estudiante americana en Nueva York.
 - b. una estudiante japonesa en Nueva York.
 - c. una estudiante japonesa en Japón.
 - d. un japonés estudiando en Nueva York.
2. Tomiko está
 - a. triste.
 - b. feliz.
 - c. sola.
 - d. desocupada.
3. Va a obras de teatro en
 - a. teatros grandes.
 - b. teatros pequeños.
 - c. Nueva York.
 - d. todas las anteriores.
4. Tomiko tiene
 - a. pocos intereses.
 - b. pocos amigos.
 - c. muchos intereses.
 - d. muy poco qué hacer.

¿Fuiste capaz de responder contando solamente con la información obtenida a través del *previewing* (vistazo previo)? Verifica tus respuestas: aquí está el texto completo.

A busy student

Tomiko is happy to be a student in New York. She is studying English at Columbia University. She plans to finish her English course in June. Then she will work on her master's degree at New York University.

Tomiko likes the many beautiful buildings in New York. In fact, she plans to become an architect. Then she can build great buildings, too.

She also likes the people in New York. There are many different kinds of people. they speak many languages. Tomiko has made new friends from other countries.

Best of all, Tomiko loves the theaters in New York. She goes to plays almost every week. Sometimes the plays are in theaters in other parts of the city.

Tomiko is far from her home in Japan. But she is not sad. She goes to classes every day. She visits her friends. She goes to see new places. And she attends many plays. She is very busy and happy to be in New York.

- II. Haz *previewing* de la siguiente lectura, subrayando las líneas que se deben leer de acuerdo con los pasos de la estrategia. Después, encierra en un círculo la respuesta correcta.

Bodies on ice



In very cold parts of the world, scientists study the past. They find animals frozen in the ice. The animals look alive, but they are not. They were frozen many years ago.

Russian scientists found a large animal called a mastodon in the ice. It looked like an elephant. But it was larger, and it had lots of hair. In fact, the elephant is the mastodon's younger cousin.

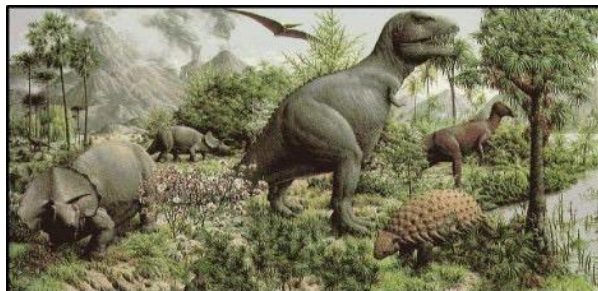
In 1984, American scientists were working near the North Pole. They found the body of a man frozen in the ice. This man went to the North Pole in 1846. He died, and his friends buried him in the ice. Today, his body looks the same. It did not change at all in the ice.

These facts interest doctors. They have some patients who are very sick. No one can help these patients. But someday there may be a new medicine for them. These doctors want to save people for the future. Maybe patients can be frozen until there is medicine to help them.

1. Los científicos están estudiando el pasado
 - a. en el hielo.
 - b. en el laboratorio.
 - c. en 1848.
 - d. en Rusia.
2. Los científicos rusos encontraron
 - a. a un hombre en el hielo.
 - b. a un animal grande en el hielo.
 - c. que el clima era muy frío.
 - d. cosas que no les parecieron interesantes.
3. Los científicos americanos trabajaron
 - a. en Rusia.
 - b. en el laboratorio.
 - c. cerca del Polo Norte.
 - d. con un mastodonte.
4. Los doctores piensan que los cuerpos congelados
 - a. están demasiado fríos.
 - b. están cerca del Polo Norte.
 - c. son interesantes.
 - d. son mastodontes.

III. Haz *previewing* de la siguiente lectura. Después, encierra en un círculo la respuesta correcta.

The end of the dinosaurs was only the beginning



Sixty five million years ago, the dinosaurs disappeared from the Earth. But they did not leave an empty planet behind them. A succession of extraordinary creatures came and went over the following millennia.

How much do we really know about these fascinating beasts?

We invite you to take a trip through a strange new world where flightless terror birds as tall as a man kill with a single snap of their powerful beaks. Early ancestors of man struggle for power and territory as they try to defend themselves from the famous saber-toothed tiger.

It is an extraordinary trip through history and evolution that begins with the end of the dinosaurs and ends with the rise of even more mysterious creatures, the first humans.

1. Los dinosaurios se extinguieron hace
 - a. Sesenta y cinco mil millones de años.
 - b. Sesenta millones de años.
 - c. Sesenta y cinco millones de años.
2. Durante la época de los dinosaurios existían
 - a. aves del tamaño de un hombre
 - b. aves que fueron domesticadas por el hombre.
 - c. muchos viajes extraños.
3. Este texto es la introducción a una lectura sobre
 - a. la historia de los dinosaurios solamente.
 - b. la historia del hombre únicamente.
 - c. la historia y la evolución.
4. El ser humano apareció
 - a. antes que los dinosaurios.
 - b. después que los dinosaurios.
 - c. junto con los dinosaurios.

Ejercicio 19: Predicting

Semana 11, sesión 21. Fecha:

I. A partir del título, marca con una "X" las ideas que esperarías encontrar en el texto.

Modern dentists: how they can help you



- () 1. Los dentistas **lastiman** tus dientes.
- () 2. Los dentistas tienen muchas máquinas **nuevas**.
- () 3. Algunos dentistas ponen **música** para sus pacientes.
- () 4. Algunos dentistas te extraen **todos** los dientes.
- () 5. El dentista tiene a una enfermera para **auxiliarlo** en la consulta.
- () 6. El consultorio del dentista es muy **cómodo**.
- () 7. Los dentistas quieren que todos tengan dientes **sanos**.
- () 8. Una visita al dentista puede ser demasiado **cara**.
- () 9. El dentista puede sacar una **radiografía** de tus dientes.
- () 10. Los dentistas modernos deben **estudiar** durante muchos años.

II. Lee los enunciados, subraya las palabras clave y elige la idea más probable de ser la siguiente

1. There were many good shows on TV last night. The Smith family stayed home.
 - a. Apagaron la TV y se fueron a dormir temprano.
 - b. El único programa interesante era sobre viajes en bicicleta.
 - c. Vieron una obra, un musical y las noticias.
2. John and Alice Babson are not happy with the school in their town.
 - a. Sus hijos adoran ir al escuela.
 - b. Los salones están muy llenos.
 - c. Es un hermoso edificio.
3. The roads were covered with ice and were very dangerous today.
 - a. Sam condujo hacia su casa muy rápidamente.
 - b. A Sam le llevó mucho tiempo manejar hasta su casa.
 - c. Sam disfrutó manejar de regreso a casa.
4. Boston is a nice place to live in, but New York City is more fun.
 - a. Nueva York es una ciudad muy peligrosa.
 - b. Hay muchas cosas interesantes qué hacer en Nueva York.
 - c. No hay restaurantes buenos en Nueva York.
5. Fly Happy Time Airlines! Take an exciting trip to Holliday Island.
 - a. Este viaje es muy caro.
 - b. La Isla Holiday tiene un clima cálido y soleado.
 - c. Happy Time Airlines nunca llega a tiempo.
6. Alex had trouble falling asleep last night. He was awake until 3 a.m.
 - a. Esta mañana se siente descansado y listo para trabajar.
 - b. Esta mañana tiene mucha hambre.
 - c. Esta mañana se siente muy cansado.
7. Dr. Hammond was busy with his patients all day. He did not have time for lunch.
 - a. Puede que no tenga hambre a la hora de la cena.
 - b. Tuvo un día muy relajado.
 - c. Tendrá mucha hambre a la hora de la cena.
8. Judy and Alan moved to a new apartment near the university.
 - a. Ahora necesitan un carro para llegar a sus clases.
 - b. Ahora pueden caminar a clase todos los días.
 - c. Ahora no estarán cerca de la biblioteca de la universidad.
9. Max works all day in a shoe store. At night, he takes business classes at the university.
 - a. Max quiere tener su propio negocio algún día.
 - b. Max tiene mucho tiempo libre.
 - c. Max no está muy ocupado.
10. "Eat at Joe's Diner! We serve breakfast from 6 to 10!"
 - a. A nadie le gustan los desayunos en Joe's.
 - b. ¡Y el desayuno cuesta sólo \$1.00!
 - c. ¡La comida es fría y el servicio es lento!

Ejercicio 20: Guessing word meanings

Semana 11, sesión 22. Fecha:

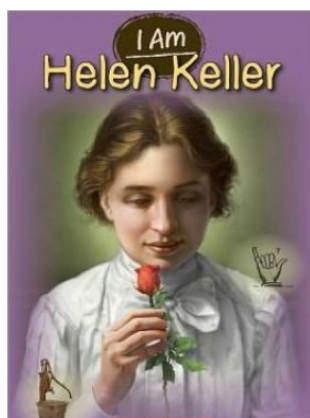
I. Lee los siguientes enunciados identificando las palabras clave del contexto. Determina qué tipo de palabra falta (sustantivo, verbo, adjetivo, etc.). Elige la palabra correcta del recuadro y escríbela sobre la línea.

book	boots	coat	plays	cooks
------	-------	------	-------	-------

1. Sara put on her _____ because she was cold.
2. Roger forgot his _____ so his feet got wet in the rain.
3. The teacher told us to read the _____ for homework.
4. Mario's mother _____ his breakfast every morning.
5. Monica takes piano lessons and she _____ very well.

II. Lee el siguiente texto identificando las palabras clave del contexto. Determina qué tipo de palabra falta (sustantivo, verbo, adjetivo, etc.). Elige la palabra correcta del recuadro. Escribe el inciso sobre la línea.

a) became	b) loved	c) she	d) parents	e) they
f) is	g) books	h) traveled	i) was	j) woman



The story of Helen Keller

Helen Keller was a famous American. She was a writer and a speaker. She wrote (1)_____ and articles about education and politics. She (2)_____ to every part of the world. But the surprising fact about Helen Keller (3)_____ this: she could not see and she could not hear. This blind, deaf (4)_____ was a very special person.

Helen Keller (5)_____ not always blind and deaf. She was all right when (6)_____ was born on June 27, 1880. But she (7)_____ very sick the next year. After that, she was not the same. Her parents (8)_____ her and (9)_____ tried to take care of her. But it was not easy. Her (10)_____ could not show her what to do.

III. Ahora lee el resto de la historia y determina el posible significado de las palabras subrayadas (siempre de acuerdo con el contexto de la lectura). Después, relaciona las columnas. [Nota: Las líneas están numeradas para facilitar la ubicación de las palabras].

1 By the time Helen was six years old, her parents were very unhappy. They knew that Helen was very smart, but they could not teach her. They did not know what to do, but they knew they had to do something.

5 When Helen was seven, they decided to find help for her. They wrote to Michael Anagnos, a teacher in Boston. They asked him to find a teacher for Helen. He wrote to them and said: "I know a good teacher for Helen. Her name is Annie Sullivan. I will send her to you".

The Kellers were very pleased. They wanted a good teacher for Helen. Then she could learn and they could all be happy. The teacher could show Helen how to read and talk.

10 The Keller family lived in the South. They had a big house in a small town in Alabama. They were not rich, but they were not poor. They could pay Annie Sullivan to teach Helen.

Helen was not always a nice child to be near. She could not know how to eat at the table. She made strange noises like a bird. She sometimes hit her mother or her father. She often ran around the room and hurt herself.

15 It was hard to know what Helen thought. She could not see and she could not hear. She could not know the world. No one knew how to tell her things. And she could not tell things to anyone else.

Annie Sullivan finally came to the Keller home. She came by train from Boston. Helen's mother and father tried to tell Helen that Annie was her friend. They could not make her understand.

20 Annie began to take care of Helen. She tried to teach her. She showed Helen the names of things. She wrote the words on Helen's hands. But Helen did not understand. Annie began to feel hopeless.

25 One day, Annie was trying to teach Helen. They went for a walk, and they came to a well. Helen was very warm and thirsty. Annie put Helen's hand in the water. She took a cup and gave Helen a drink. Helen was glad to have a cool drink.

30 Then Annie took Helen's hand. She used her finger to write "W A T E R" on Helen's hand. Suddenly, Helen understood! She knew that Annie was telling her something. The feeling on her hand was the name for it! Then Helen was very happy. Now she could find the name of everything. She took Annie's hand. She was excited.

The next year, Annie Sullivan took Helen to Boston. They stayed with Michael Anagnos. They went to a special school. She learned how to speak and how to "listen" with her hand. She learned how to read books with her fingers. Then she was ready to go to another school in New York. Annie went with Helen to New York, and they went to the Gilman School.

35 Soon Helen was nineteen years old. It was time for her to go to college. She took an examination to go to Radcliffe, a famous college in Massachusetts. Helen was a very good student. She passed the examination. Helen went to Radcliffe, and she graduated in 1904.



Línea

1	1. unhappy	()	a. algo
2	2. smart	()	b. comer
3	3. something	()	c. cómo
4	4. wrote	()	d. complacidos
7	5. pleased	()	e. corría
7	6. could	()	f. desdichados
8	7. how	()	g. enseñar
10	8. poor	()	h. escribió
10	9. pay	()	i. golpeaba
10	10. teach	()	j. lastimaba
11	11. child	()	k. lista
11	12. eat	()	l. niña
12	13. noises	()	m. pagar
12	14. hit	()	n. pensaba
12	15. ran	()	o. pobre
13	16. hurt	()	p. podría
14	17. thought	()	q. ruidos
14	18. see	()	r. ver
14	19. hear	()	s. (tener) sed
15	20. know	()	t. agua
15	21. knew	()	u. aprendió
15	22. tell	()	v. averiguar
20	23. take care	()	w. comprender
21	24. hands	()	x. contenta
21	25. understand	()	y. cuidar a
22	26. hopeless	()	z. decir
24	27. well	()	aa. escuchar
24	28. thirsty	()	bb. manos
25	29. water	()	cc. pozo
25	30. cup	()	dd. saber
26	31. glad	()	ee. sabía
30	32. find	()	ff. se quedaron
31	33. stayed	()	gg. sin esperanza
32	34. learned	()	hh. taza
35	35. college	()	ii. universidad

Ejercicio 21: Topics

Semana 12, sesión 23. Fecha:

I. Cada grupo está conformado por palabras clave de una lectura, pero una de ellas es el tópico. Enciérrela un círculo. [Nota: No es requisito que conozcas todas las palabras].

1.

mother	sister	uncle	aunt	family
father	grandmother	cousin	grandfather	brother
2.

bedroom	bathroom	house	dining room	kitchen
---------	----------	-------	-------------	---------
3.

table	chairs	refrigerator	oven
	kitchen	stove	sink
4.

bread	fruit	milk	butter	food
	cheese	meat	vegetables	
5.

milk	soda	coffee	drinks	beer
orange juice		water	tea	wine
6.

shirt	clothes	skirt	suit	coat	pants
-------	---------	-------	------	------	-------
7.

doctor	nurse	hospital	beds	patients
rooms	X-rays	medicine		labs
8.

happy	sad	feeling	nervous	proud
-------	-----	---------	---------	-------

II. Lee las siguientes conversaciones. Subraya las palabras clave que te ayuden a determinar el tema. Escribe sobre la línea de qué están hablando, es decir, el tópico.

Conversación 1

RICHARD: I like the color.

NICK: So do I.

R: How many kilometers does it have on it?

N: Only 50,000. It belonged to an old lady. She didn't use it very much.

R: How's the price?

N: It's really cheap.

R: Then I think you should buy it.

¿Qué palabras subrayaste? ¿Por qué las consideras importantes?
¿Dónde pueden estar? **¿De qué están hablando?**

Conversación 2

DR. RICHARDS: When did this happen?

JOHN: Yesterday. I was playing soccer and I fell down.

DR: Can you move it?

J: Only a little.

DR: Can you walk on it?

J: No. It hurts too much.

DR: I think we'll have to take an X-ray.

¿Qué palabras subrayaste? ¿Por qué las consideras importantes?
¿Dónde pueden estar? **¿De qué están hablando?**

Conversación 3

EMPLOYEE: How many?

WALT: Two.

E: Do you have a reservation?

W: No.

E: Well, you're lucky. This a quiet night. I think we have some tables. This way.

¿Qué palabras subrayaste? ¿Por qué las consideras importantes?
¿Dónde pueden estar? **¿De qué están hablando?**

III. Para cada uno de los siguientes párrafos: escribe una I junto al inciso que sea al tópico, una E para indicar cuál es demasiado específico y una G para señalar al que es demasiado general.

1

It is easy to make a good cup of tea. Just follow these steps. First, boil some water. Next put some hot water in the tea pot to warm it. Pour the water out of the pot and put some tea leaves. You will need a teaspoon of tea leaves for each cup of tea you want. Then pour the boiling water into the teapot. Cover the pot and wait for a few minutes. Now the tea is ready to drink.

- a. el buen té _____
- b. cuánto té usar _____
- c. cómo hacer buen té _____

2

The first people to grow coffee beans lived in the Middle East. The Persians, Arabs and Turks were drinking coffee many hundreds of years ago. Then, in the 1600s, Europeans learned about coffee. They quickly learned to like it. Soon there were coffee houses in many European cities. Europeans took coffee with them when they traveled to new countries. That is how people in other parts of the world learned about coffee. Now coffee is very popular in North and South America, in Africa and in parts of Asia.

- a. la historia del café _____
- b. las casas de café europeas _____
- c. bebidas populares _____

3

In the United States, orange juice is one of the most popular cold drinks. Most of the oranges for juice grow in Florida. In many homes around the country, orange juice is always served at breakfast time, natural or bottled. It is also a favorite snack at any time of the day. When there is bad weather in Florida, the whole country knows about it. Bad weather in Florida means fewer oranges. And that means more expensive orange juice!

- a. bebidas frías en Estados Unidos _____
- b. jugo de naranja embotellado _____
- c. jugo de naranja en Estados Unidos _____

¿Cuál es el tópico de la lectura?

Para cada uno de los siguientes párrafos: escribe una I junto al inciso que sea al tópico, una E para indicar cuál es demasiado específico y una G para señalar al que es demasiado general.

1

On American television there are many ads about kinds of soap. They show soap for washing clothes. They also show soap specially for washing dishes. Some ads show soap for washing floors. Other ads are about soap for washing cars. Television ads show soap for washing people too. Often the ads tell about special soap for washing your hair. Other soap is just for taking care of little babies. American television seems very interested in cleaning!

- a. el jabón en Estados Unidos _____
- b. jabón para lavar en la casa _____
- c. anuncios de jabón en la televisión americana _____

2

The evening news on television is very popular with many Americans. They like to find out what is happening in the world. On television they can see real people and places. They believe is easier than reading the newspaper. Many people think television makes the news seem more real. They also think the news on television is more interesting. The television news reporters sometimes tell funny stories and even jokes. This makes the news about wars and crime seem less terrible.

- a. porqué los noticieros en TV incluyen noticias graciosas _____
- b. porqué a los americanos les gustan los noticieros en TV _____
- c. lo que está pasando alrededor del mundo _____

3

In the United States there are two kinds of television stations. One kind is commercial. About 841 of the television stations in the United States are commercial stations. These stations are businesses. They show ads to make money. The other kind of television station is public. These stations do not show any ads. They get some money from the government. They also get money from the people who watch public stations.

- a. los dos tipos de televisión en EU _____
- b. las estaciones de televisión públicas _____
- c. la televisión en los Estados Unidos _____

¿Cuál es el tópico de la lectura?

V. Subraya las palabras clave. Escribe el tópico de cada uno de los siguientes párrafos y después el de la lectura completa.

1

Finding a job is often difficult for a young person today. But it will be easier if you follow these steps. First, you have to decide what kind of job you want. Think about what kind of work you like to do. You should talk to your friends and your family about it. You can also talk to some people with different kinds of jobs. Next you need to write a resume. This tells about your education and your earlier jobs. It should be carefully typed. Then you are ready to start looking for a job.

Tópico:

2

The job of a young doctor is not easy. Doctors often spend many hours with a patient. There are usually more patients waiting. So doctors do not have much free time during the day. They often have to work all night in hospitals too. Or they may have to go somewhere suddenly when someone is ill. A doctor's decision may mean life or death for the patient. Even when doctors are very tired, they have to think carefully.

Tópico:

3

The worst problem may be over when you find a good job. But you must think about keeping your job. You may lose it if you are not careful. Be sure you arrive at work on time every morning. You should not stop every hour for coffee. And you should not leave early too often. An important part of your job may be the way you work with other people. If you are difficult to work with, you may have trouble. Or you may have trouble if you do not make friends with the other people at your job. Remember these things if you want to keep your job!

Tópico:

¿Cuál es el tópico de la lectura?

VI. Subraya las palabras clave. Escribe el tópico de cada uno de los siguientes párrafos y después el de la lectura completa.

1

Galileo was one of the first modern scientist. He was born in Pisa, Italy, in 1564. At first he studied philosophy. But later he studied mathematics and astronomy. He was very interested in the way the earth and other planets move around the sun. He found several important facts about our world. He also started a new way of working in science. Before Galileo, scientist did not do experiments. They just guessed about how something happened. But Galileo was different. He did not just make guesses. He did experiments and watched to see what happened.

Tópico:

2

Galileo is famous for his study of how things fall. He was the first person to do experiments about this problem. Before, people thought that heavy things always fell faster than light things. He found out that this was not true. He took a heavy ball and a light ball and he dropped them both from a high place. They fell at the same speed. This meant that weight is not important. This is the law of falling bodies. It is an important law for understanding our world.

Tópico:

3

The life of a scientist was not always easy in the 1500s. For example, Galileo had some trouble because of his scientific ideas. His ideas were not the same as the religious ideas at the time. Many religious people did not agree with him. During his whole life he had to worry about this. He even went to prison for a while. But no one could stop him from thinking. He continued to look for scientific answers.

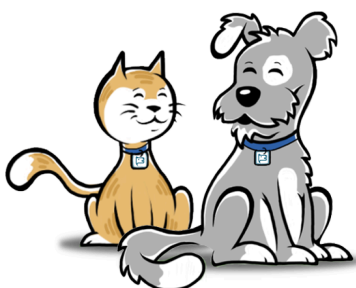
Tópico:

¿Cuál es el tópico de la lectura?

Ejercicio 22: Main ideas

Semana 12, sesión 24. Fecha:

I. Encierra en un círculo la idea principal de los siguientes párrafos.



1

Cats and dogs are both popular pets. But cats are nicer pets in some ways. Cats are cleaner, first of all. They stay very clean and they do not make the house dirty. Cats are also quieter than dogs. They usually do not make a lot of noise. Cats are safer, too. Dogs sometimes bite people, but cats almost never do. And finally, cats are easier to take care of. You do not have to spend much time with a cat. In fact, many cats prefer to be alone.

- a. Algunas personas prefieren a los gatos como mascotas.
- b. Los gatos no hacen mucho ruido.
- c. Los gatos son más agradables que los perros en algunos aspectos.

2

Many children want to have a pet. But parents do not like the idea of a dog or a cat in the house. In fact, pets can be good for children. A pet means something to play with. This can be especially important if there is only one child. Also, children can learn a lot from a pet. They can learn about animals and the natural world. Children also learn about taking care of something. They cannot forget about their pet. This is an important lesson for all children.

- a. Los niños usualmente quieren un perro o un gato.
- b. Las mascotas pueden ser buenas para los niños.
- c. A los padres a veces no les gustan las mascotas.

3

Most Americans think of cats as pets. But not all cats are pets. Some cats help people and others are a problem. For example, on farms and in old houses, cats can help. They kill small animals such as rats and mice. But sometimes, people do not want cats around. Some people like to watch birds in their yards. Cats may kill the birds or scare them away. Cats are also a problem in cities. In Rome, for example, thousands of cats live in the streets and old buildings. They make a lot of noise, and they are dirty and dangerous.

- a. Los gatos pueden ser un problema.
- b. La mayoría de los Americanos piensan en los gatos como mascotas.
- c. Los gatos no son sólo mascotas.

[Regresar al índice](#)

II. Encierra en un círculo la idea principal de los siguientes párrafos.



1

Clothes can tell a lot about a person. Some people like very colorful clothes. They want everyone to look at them. They want to be the center of things. Other people like to wear nice clothes. But their clothes are not colorful or fancy. They do not like people to look at them. There are also some people who wear the same thing all the time. They do not care if anyone looks at them. They do not care what anyone thinks about them.

- a. La ropa es colorida.
- b. La ropa te puede decir mucho acerca de una persona.
- c. La ropa se le ve siempre bien a algunas personas.

2

It is important to bring the right clothes when you travel. If you are going to a cold country, you should bring warm clothes. Be sure you have a hat and gloves, too. If you are going to a hot country, you need different clothes. You do not want heavy or dark clothes. In hot weather, light clothes are best. If you are going to a city, you may need some nice clothes. You may want to go to a special restaurant or a concert. It is different if you are traveling by bicycle in the country. Then you will want comfortable clothes. But one rule is the same for all travelers. Do not bring too many clothes!

- a. La ropa para el clima cálido es ligera.
- b. La ropa es importante cuando viajas.
- c. La ropa puede ser pesada.

3

Clothes today are very different from the clothes of the 1800s. One difference is the way they look. For example, in the 1800s all women wore dresses. The dresses all had long skirts. But today women do not always wear dresses with long skirts. Sometimes they wear short skirts. Sometimes they wear pants. Another difference between 1800 and today is the cloth. In the 1800s, clothes were made only from natural kinds of cloth. They were made from cotton, wool, silk or linen. but today, there are many new kinds of man-made cloth. A lot of clothes are now made from nylon, rayon, or polyester.

- a. La ropa del siglo XIX era bonita.
- b. La ropa está hecha de telas artificiales.
- c. La ropa hoy en día es diferente de la del siglo XIX.

III. Encierra en un círculo la idea principal de los siguientes párrafos.



1

“Black Thursday” is a day many Americans will never forget. It was October 24, 1929, the beginning of the Great Depression. Before that day, business in America was growing fast. Between 1914 and 1929, it grew about 62%. But on “Black Thursday” everything changed. On that day, American business suddenly stopped growing. In fact, many businesses stopped completely. The next few years of American history are called the Great Depression. These were terrible years for business and for the people. Five thousand banks and 85,000 businesses failed. Many people lost all their money. About 12 million Americans lost their jobs.

- El “Jueves Negro” fue marcó el inicio de la Gran Depresión en EU.
- Mucha gente perdió su trabajo durante la Gran Depresión.
- El “Jueves Negro” se conmemora el 24 de octubre en EU.

2

The Great Depression of the early 1930s surprised many people. They did not think American business could have such terrible problems. For a long time, they did not believe the problems were serious. Many businessmen hoped for better times soon. Even President Hoover did not think the Depression was serious. He told Americans in 1930 that the problems were already going away. But this was not true. Millions of Americans did not have jobs. Many of these people did not have homes or food. Life was hard for many Americans. And it did not get easier for many years.

- Muchos americanos se quedaron sin hogar durante la Gran Depresión.
- La Gran Depresión fue muy seria y tomó por sorpresa a mucha gente.
- La Gran Depresión fue seria.

3

The Great Depression finally ended for several reasons. One reason was a new government with new ideas. In 1932, Franklin D. Roosevelt’s government was only one reason for the end of the Depression. The other reason was World War II. In the late 1930s, the United States began to get ready for the war. New factories were built for war planes and ships. That meant more jobs. These jobs gave people a chance to change their lives.

- A finales de los 30s, EU comenzó a prepararse para la guerra.
- Al haber más empleos, la gente se recuperó económicamente.
- El gobierno de Roosevelt y la II Guerra Mundial acabaron con la Gran Depresión.

IV. Encierra en un círculo la idea principal de los siguientes párrafos.



1

Population growth is a serious problem around the world. At the beginning of the 20th century there were about 1.5 billion of people in the world. In 2000 the world population was 6.1 billion people. And in 2014 it is about 7.4 billion.

- a. La población mundial crece cada vez más.
- b. El crecimiento poblacional es un serio problema alrededor del mundo.
- c. La población mundial creció mucho en el siglo XX.

2

This growth in population is not happening everywhere. For example, in Europe the population is not growing at all. Families in these countries are smaller now. Only about 2.1 children are born for every woman. The United States also has smaller families. Its population is only growing a little every year.

- a. Estados Unidos tiene familias pequeñas.
- b. En Europa la población está creciendo mucho.
- c. En algunos lugares la población está creciendo poco o nada.

3

But in other areas of the world, the population is growing very fast. This is true in parts of Africa, South America, and Asia. Countries in these areas have a difficult future ahead. Already, these countries have serious problems. First of all, food is a problem in many countries. Many people do not get enough to eat every day. There is not enough housing or work for everyone. Also, many people do not get education or medical care. A larger population will make all these problems worse.

- a. En otras áreas, el rápido crecimiento poblacional está causando problemas.
- b. En otras áreas, la población está creciendo muy rápido.
- c. Los problemas en Africa, Sudamérica y Asia están cada vez peor.

4

But there is some hope for change. It may be possible to slow down population growth. It happened in China, for example. In 1974, China's population was growing very fast. Then the people learned how to have smaller families. By 1984, the population was not growing fast anymore. This is an important change. China is the largest country in the world, with over one billion people. If China can make this change, maybe other countries can, too.

- a. China encontró una forma de disminuir el crecimiento poblacional.
- b. Hay alguna esperanza para el cambio.
- c. En 1974 la población de China crecía muy rápido.

Ejercicio 23: Listing

Semana 13, sesión 25. Fecha:

I. Completa los enunciados con la forma correcta del verbo to be (am, is, are)

- I. Lee los siguientes párrafos. Subraya las palabras señal. Escribe, en español: a) La palabra señal que identifica al patrón, b) La idea principal, c) Las señales, y d) Los detalles.



1

Computers are helpful in many ways. First, they are fast. They can work with information much more quickly than a person. Second, computers can work with lots of information at the same time. Third, they can keep information for a long time. They do not forget things the way people do. Also, computers are almost always correct. They are not perfect, of course, but they usually do not make mistakes.

- a) Palabra señal que identifica al patrón:
- b) Idea principal:
- c) Señales:
- d) Detalles:

2

The first computers were very large machines. Now computers come in all shapes and sizes. There are still big computers for companies and universities. There are other special computers for factories. These large computers tell the factory machines what to do. But there are also small personal computers and tablets for people. There are even computers in smart phones, television sets, and cars. These computers have to be very small. They are so small you cannot even see all their parts.

- a) Palabra señal que identifica al patrón:
- b) Idea principal:
- c) Señales:
- d) Detalles:

3

Computers are useful, but they also can cause some problems. One kind of problem is with the computer's memory. It is not perfect, so sometimes computers lose important information. Another problem is with the machinery. Computers are machines, and machines can break down. When computers break down, they may erase information like chalk on a board. Or they may stop doing anything at all. And there is another different kind of problem with computers: some doctors say they may be bad for your health. They say you should not work with computers all day.

- a) Palabra señal que identifica al patrón:
- b) Idea principal:
- c) Señales:
- d) Detalles:

4

There are many different kinds of pollution. One kind is air pollution. This usually is a problem over cities. Water pollution is another problem. It is found in rivers, lakes and oceans. Also, pollution of the earth is sometimes a problem near farms. And finally, there is even noise pollution, especially in crowded cities.

- a) Palabra señal que identifica al patrón:
- b) Idea principal:
- c) Señales:
- d) Detalles:

Ejercicio 24: Time order

Semana 13, sesión 26. Fecha:

I. Lee el texto. Subraya las palabras señal. Sobre las líneas, escribe las señales con sus respectivos eventos.

Francisca's dream



Francisca arrived in Tucson in July, 2014. She had only her suitcase and her English dictionary. The only person she knew in the United States was her cousin Mario. He and his wife Luz were there to meet her. She was very happy to see them!

That evening Francisca asked Mario and Luz many questions. She wanted to know about Tucson and about Americans. She was surprised that Luz often could not answer her questions. Luz's friends were all Guatemalan people. She shopped only at the Guatemalan stores in their neighborhood. She worked at Mario's Guatemalan restaurant nearby. So Luz did not know much about Tucson, and she did not speak English very well.

That night Francisca made a decision before she went to sleep. She decided that she did not want to be like Luz. She wanted to speak English well. She wanted to go to school with Americans and she wanted to work with them. Of course she did not want to forget about Guatemala. But she wanted to be part of her new country.

It was not easy. There were many new things in her life. The first summer in Tucson was very hot to Francisca. In August, she started studying at the high school. English was a serious problem. She could not understand her teachers and they could not understand her. Francisca often felt very unhappy and alone. Her old home in Guatemala seemed very far away and she missed her family terribly.

But by winter the worst times were over to Francisca. Her English was much better, and she began to make some friends at school. For the next two years she studied very hard. In math and science she was the best student in her class. She won a prize for a chemistry experiment.

But, best of all, at the end of her last year of high school, she won a scholarship to college. The scholarship was very important to Francisca. She needed the money to go to college. Going to college was the key to success, she knew. Finally Francisca had a plan. She planned to study science and computers in college. After college she could get a good job. She could earn money and send it to her mother. Then her mother could come to the United States, too. It seemed a long time to wait. But Francisca knew she could do it! And she did.

- a) Señales:
- b) Detalles:

Ejercicio 25: Cause effect

Semana 14, sesión 27. Fecha:

I. Escribe la causa y el efecto de cada enunciado (las palabras señal están en cursivas).

1. Smoking cigarettes may lead to cancer.

Causa:

Efecto:

2. Many fires in homes are due to careless smokers.

Causa:

Efecto:

3. Heart disease is sometimes the result of eating too much.

Causa:

Efecto:

4. Exercise can make you hungry and thirsty.

Causa:

Efecto:

5. Very bright sunlight can cause your eyes to hurt.

Causa:

Efecto:

II. Lee los siguientes textos. Subraya las palabras señal y escribe las causas y efectos sobre las líneas.

1

Most people do not think of coffee as a drug. But, in fact, it is a drug and it has important effects on your body. Some of the effects are good and some are not. Coffee can help you stay awake when you are driving or working. But it can also keep you awake at night when you want to sleep. Coffee makes some people feel more alive so they can work better. Other people feel too nervous when they drink coffee. After a large meal, coffee can help your stomach. But too much coffee can cause a stomachache.

Causas	Señales	Efectos
--------	---------	---------

2

Some people become very unhappy and ill every winter. Doctors used to think this problem was in their minds. But doctors are learning some new facts about this. Now they think that winter really does cause problems for some people. In the wintertime the days are short and often cloudy. People do not get enough light in the winter. This may cause illness and unhappiness.

Causas	Señales	Efectos
--------	---------	---------

3

Poor children in cities are often ill because of their diet. Some children do not get enough food. Sometimes they do not get healthy food. Poor health is also caused by bad housing. The apartments may not have heat in the winter or fresh air in the summer. Poor health may also be the result of dirty water. Or it may be caused by crowded apartment or crowded schools.

Causas	Señales	Efectos
--------	---------	---------

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Ejercicio 26: Comparison

Semana 14, sesión 28. Fecha:

I. Subraya las palabras señal y escribe las similitudes y diferencias.

1

In some ways English breakfasts are very similar to American breakfasts. In both countries people usually eat large breakfasts. English and American breakfasts both include several dishes. They may include some fruit juice, cereal, and then eggs and toast. In both places, there are also some differences between American and English breakfasts. In England, people usually drink tea in the morning. However, most Americans prefer coffee. The English usually do not eat sweet things for breakfast, but many Americans like sweet bread or cake.

¿Qué se está comparando?

Similitudes:

Diferencias:

2

American breakfasts are very different from breakfasts in Italy. In general, American breakfasts are much larger than Italian breakfasts. Americans may eat several different foods for breakfast. They may eat cereal and eggs and toast. But Italians usually just have bread and coffee. Many Americans also like to eat some kind of meat. Italians almost never eat meat early in the morning. Finally, Americans do not drink strong coffee in the morning. Italians always like their coffee strong and dark.

¿Qué se está comparando?

Diferencias:

3

People used to have very different ways of eating in Europe. Now everyone uses forks, knives and spoons. But a thousand years ago, no one used forks at the table. They used only spoons and knives. Today most Europeans do not eat with their fingers. But back then many people picked up their food in their hands. In those days most people did not use glasses for drinking. Instead they drank from bowls or large wooden cups.

¿Qué se está comparando?

Diferencias:

II. Identificación de los cuatro patrones de organización del párrafo: Listado, cronológico, causa efecto y comparación. Identifica el patrón de organización de cada párrafo en el siguiente texto sobre Shakespeare. Recuerda subrayar las palabras señal.

Shakespeare



1

Shakespeare was born in Stratford-on-Avon on April 16, 1564. For a few years he studied at a school near home. He moved to London when he was still young. At the age of 18, he married Ann Hathaway. By the age of 35, he was already a well-known writer.

Patrón:

2

Two great writers were born in England in 1562. One was William Shakespeare. The other was Christopher Marlowe. Shakespeare wrote many plays and some poetry. But Marlowe only finished four plays. Shakespeare lived until the age of 52. But Marlowe died suddenly when he was only 29. Both were famous in their time and both are still loved today.

Patrón:

3

Many people ask why Shakespeare was so great. He was a genius, of course. He had many ideas about life and he had a wonderful way with words. But Shakespeare was also great because he lived at the right time. The English, in those days, were interested in new ideas. They loved plays and poetry. So a genius like Shakespeare had a chance to use his great mind.

Patrón:

4

Shakespeare wrote three kinds of plays. One kind of play was the history play. Another kind was the tragedy, such as "Macbeth". He also wrote many comedies, such as "A Midsummer Night's Dream".

Patrón:

[Regresar al índice](#)

Ejercicio 27: Reference words (pronouns)

Semana 15, sesión 29. Fecha:

I. En los siguientes enunciados están subrayadas los pronombres que funcionan como palabras de referencia. Encierra en un círculo las palabras a las que se refiere (referente).

1. Running is not a new sport. People were doing it hundreds of years ago.
2. Runners know that a good diet is important. They eat very healthy foods, especially before a race.
3. Every year, there are many long races in many parts of the world. Sports fans watch them on television.
4. The Boston race is called the Boston Marathon. This is one of the oldest races in the United States.
5. In some races, the winners get large amounts of money. But for almost 100 years, they got no money at all in the Boston race.

II. Encierra en un círculo los referentes de los pronombres subrayados.

- 1 Lucy Smith and John Adams went jogging to a park last Saturday. They ran into a problem: a large black dog. It ran after them and tried to bite their legs.
They were scared and did not know what to do. Lucy took a big stick and tried to hit the dog. She wanted to scare it away. But the dog just barked at her. Then John threw a large rock at
5 the animal. It hit the dog on the head.
The dog's owner was very angry.
"Stop hurting my dog!" she shouted. "It will not hurt you. It is just a puppy".
Then she took a large stick and tried to hit Lucy and John.
Just then, a police officer came along the path. He saw them fighting.
10 "This is terrible!" he said. "Stop fighting".

III. Encierra en un círculo las palabras a las que se refieren los pronombres subrayados.

1. Runners often wear special shoes, socks, shorts, and shirts. These are all important. But runners agree that shoes are the most important.
2. If you go to Central Park, you will see joggers, dogs, and bicyclists. They are all part of life in the park.
3. Early photographers had to carry film and heavy equipment everywhere they went. But this did not stop them.
4. Helen Keller was deaf and blind. She could not speak until she was seven years old. But these problems did not stop her. She became a famous writer and teacher.

Ejercicio 28: Reference words (synonyms)

Semana 15, sesión 30. Fecha:

I. En cada párrafo hay un término subrayado. Encierra en un círculo las palabras relacionadas. (No dejes de notar que van de lo específico a lo general).

1. Lemons, limes, and oranges are all very good to eat. These citrus fruits are also very healthy for you.

They are a good source of vitamin C.

2. The president of the city council gave a long speech. As the leader, he has to plan many new projects.

3. The tornado hit a small town in Kansas. The storm swept down the main street. The terrible winds caused five stores to fall down.

4. Many people skip breakfast. They say they do not have time for food in the morning. But this is a mistake. The human body needs that meal.

5. Karla's big car uses a lot of gasoline. She has to stop often to fill the tank with fuel.

Ejercicio 29: Scanning

Semana 16, sesión 31. Fecha:

I. Haz *scanning* de la siguiente tabla de contenido para responder las preguntas.

1. ¿Cuántos capítulos hay en el libro?
2. ¿Qué capítulo trata sobre la computadora en el salón de clases?
3. ¿En qué página se habla sobre los juegos?
4. ¿Qué parte del Capítulo 3 trata sobre divertirse con la computadora?
5. ¿En qué página está el índice?

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En qué página(s) puedes encontrar información sobre:

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III. Haz scanning de la nota de periódico para responder las siguientes preguntas.

14 Yonkers Stores Damaged by Fire

Special to The New York Times

YONKERS, Nov. 12 — A four-alarm-fire damaged 14 stores today in the Cross County Shopping Center, the largest shopping center in Westchester County.

Fire investigators said the blaze apparently started in a pile of cardboard cartons at the rear of a shoe store and spread through a utilities duct above the 13 other stores. The fire started at 4:40 P.M. and was declared under control at 6:14 P.M. The center is on the Cross County Parkway at the Gov. Thomas E. Dewey Thruway.

Two firefighters were treated at the scene for minor cuts. Lieut. John Carey of the Yonkers Arson Squad said the cause of the fire was under investigation.

1. ¿Cuántas tiendas se dañaron en el incendio?
2. ¿En qué tienda comenzó el incendio?
3. ¿A qué hora comenzó el fuego?
4. ¿En qué condado está el centro comercial?

IV. Haz scanning de la nota de periódico para responder las siguientes preguntas.

1. ¿Cuánta gente murió en el tifón?
2. ¿Qué día comenzó el tifón?
3. ¿Cuántas personas se quedaron sin hogar?
4. ¿Cómo se llama la isla a la que el tifón golpeó más fuerte?
5. ¿Cómo se llama el tifón?
6. ¿Cuántas personas están desaparecidas?

Philippines Sends Aid For Typhoon Damage

MANILA, Nov. 10 (AP) — The Philippine Air Force ferried medical teams and relief supplies today to provinces ravaged by Typhoon Agnes. The authorities said 515 people had died in the typhoon and more than 400 were missing.

An air force spokesman said more than 163 tons of food, medicine and clothing had been sent to the Visayan region, 300 miles south of Manila, and more aid was on the way.

The typhoon hit the region Monday.

The spokesman said helicopters were rescuing people stranded by floods that remained chest-deep today in some areas of Panay Island, which appeared to have been hit the worst. Most of the fatalities and missing were on the island, where 445,000 people were homeless.

The Philippine National Red Cross reported that 90 percent of the 86,000 houses in Capiz Province on Panay were destroyed. Many of the dead were children who drowned as 30-foot waves smashed into coastal villages.

V. Haz scanning en el texto “Pulp Friction” para responder las siguientes preguntas.

Pulp Friction

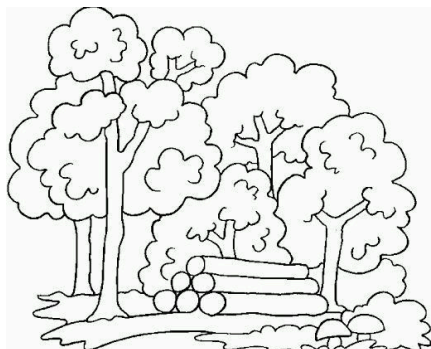
Every second, one hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares -- more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clearcut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

Hemp has been cultivated by many cultures for thousands of years. It produces fiber which can be made into paper, fuel, oils, textiles, food, and rope. For centuries, it was essential to the economies of many countries because it was used to make the ropes and cables used on sailing ships; colonial expansion and the establishment of a world-wide trading network would not have been feasible without hemp. Nowadays, ships' cables are usually made from wire or synthetic fibres, but scientists are now suggesting that the cultivation of hemp should be revived for the production of paper and pulp. According to its proponents, four times as much paper can be produced from land using hemp rather than trees, and many environmentalists believe that the large-scale cultivation of hemp could reduce the pressure on Canada's forests.

However, there is a problem: hemp is illegal in many countries of the world. This plant, so useful for fiber, rope, oil, fuel and textiles, is a species of cannabis, related to the plant from which marijuana is produced. In the late 1930s, a movement to ban the drug marijuana began to gather force, resulting in the eventual banning of the cultivation not only of the plant used to produce the drug, but also of the commercial fiber-producing hemp plant. Although both George Washington and Thomas Jefferson grew hemp in large quantities on their own land, any American growing the plant today would soon find himself in prison -- despite the fact that marijuana cannot be produced from the hemp plant, since it contains almost no THC (the active ingredient in the drug).

In recent years, two major movements for legalization have been gathering strength. One group of activists believes that ALL cannabis should be legal -- both the hemp plant and the marijuana plant -- and that the use of the drug marijuana should not be an offense. They argue that marijuana is not dangerous or addictive, and that it is used by large numbers of people who are not criminals but productive members of society. They also point out that marijuana is less toxic than alcohol or tobacco. The other legalization movement is concerned only with the hemp plant used to produce fiber; this group wants to make it legal to cultivate the plant and sell the fiber for paper and pulp production. This second group has had a major triumph recently: in 1997, Canada legalized the farming of hemp for fibre. For the first time since 1938, hundreds of farmers are planting this crop, and soon we can expect to see pulp and paper produced from this new source.



1. ¿Cuántas especies de salmón se han extinguido en British Columbia?
 - a) 27
 - b) 31
 - c) 137
 - d) 142
2. ¿Qué cantidad del papel para imprimir periódico es proporcionado por Canadá?
 - a) 31%
 - b) 49%
 - c) 34%
 - d) 19%
3. ¿Qué equipo de barco se hacía del cáñamo?
 - a) las cuerdas
 - b) tela a prueba de agua
 - c) combustible para motor
 - d) balsas salvavidas
4. ¿Qué droga puede obtenerse a partir de un pariente del cáñamo?
 - a) cocaína
 - b) heroína
 - c) anfetamina
 - d) marihuana
5. ¿Dónde fue legalizado el cultivo del cáñamo recientemente?
 - a) Estados Unidos
 - b) Canadá
 - c) Singapur
 - d) Los países bajos
6. ¿Cuánto se necesita para que se destruyan 100 hectáreas de selva tropical?
 - a) menos de dos minutos
 - b) alrededor de una hora
 - c) dos horas
 - d) un día

7. ¿Por qué la producción de pulpa y papel son importantes para Canadá?
 - a) Canadá necesita encontrar una forma de utilizar su madera sobrante.
 - b) Canadá publica muchos periódicos y libros.
 - c) Las exportaciones de pulpa y de papel son importantes s fuentes de ingresos para Canadá.
8. ¿Quién sugiere que la pulpa y el papel podrían ser producidos sin cortar árboles?
 - a) la industria maderera
 - b) el gobierno
 - c) los agricultores y ambientalistas
9. ¿Por qué fue la planta de cáñamo esencial para el comercio mundial en el pasado?
 - a) Las cuerdas de las embarcaciones se hacían de ese material.
 - b) El cáñamo era una exportación lucrativa.
 - c) El cáñamo se usaba como combustible para los barcos.
 - d) El cáñamo era utilizado como alimento por los marineros.
10. ¿Por qué piensan los agricultores que el cáñamo sería mejor que los árboles para la producción de papel?
 - a) Es más barato cultivar cáñamo que cortar árboles.
 - b) Se puede producir más papel a partir de la misma área de tierra.
 - c) El cáñamo produce un papel de más alta calidad.
11. ¿Cuándo se prohibió la producción de cáñamo en Canadá?
 - a) 1930
 - b) 1960
 - c) 1996
 - d) 1938
12. ¿Por qué se prohibió el cáñamo?
 - a) Está relacionado con la planta de marihuana.
 - b) Puede usarse para producir marihuana.
 - c) Ya no era un cultivo útil.
 - d) Era dañino para la tierra.
13. ¿Qué ingrediente químico de las plantas de cannabis es una poderosa droga?
 - a) La fibra
 - b) La marihuana
 - c) THC
14. Verdadero o falso: Algunos activistas creen que tanto la marihuana como el cáñamo deberían ser legales.
 - a) Verdadero
 - b) Falso
15. Verdadero o falso: Canadá legalizó la marihuana
 - a) Verdadero
 - b) Falso

Ejercicio 30: Skimming

Semana 16, sesión 32. Fecha:

I. En la siguiente reseña de libro sólo aparecen las palabras y enunciados que leerías al hacer skimming. Léelos y después responde las preguntas.

Murder in the Language Lab

This book is an unusual detective story. [...] murder. [...] laboratory. [...] detective.

He gets help from Sally, a chimpanzee. [...] studying language. [...] she tells Inspector Barker who the murderer is.

[...] you will enjoy this one. [...] not be able to guess who the murderer is!

1. Esta historia es
 - a) de mucha información.
 - b) triste.
 - c) divertida.
 - d) difícil.
2. El inspector Barker
 - a) encuentra al asesino por sí mismo.
 - b) nunca encuentra al asesino.
 - c) está estudiando un idioma.
 - d) obtiene ayuda de un chimpancé.
3. Sally es
 - a) una científica.
 - b) un animal muy listo.
 - c) un animal no muy listo.
 - d) una asesina.

Aquí tienes el texto completo para que veas toda la información que se dejó fuera:

Murder in the Language Lab

by M.L. Allen

This book is an unusual detective story. It begins with a crime, a murder. A scientist is killed in a laboratory. But no one knows who killed the scientist. Inspector Barker is the detective. He must find the killer, but he needs help.

He gets help from Sally, a chimpanzee. She lives in the laboratory. In this laboratory, scientists are studying language. They are interested in how animals like Sally can learn some language. Sally is a very smart chimpanzee. She cannot talk, but she can understand many words. She can answer questions by using a computer. Sally saw the murderer. She is afraid of Inspector Barker at first. But she wants to help. So, she tells Inspector Barker who the murderer is.

If you like detective stories, you will enjoy this one. But you probably will not be able to guess who the murderer is!

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II. Haz skimming (subrayando las palabras o frases que leas) del siguiente artículo periodístico para que puedas responder las preguntas. Nota: Debes tardar máximo 60 segundos. Tip: Leer las preguntas antes que el texto puede ser de ayuda.

A New Drug for Heart Attacks



Doctors may now be able to stop many heart attacks. An important new study reports that doctors have a new drug. This drug is called TPA. It may be better than any other heart drug.

Many doctors now use a drug called Streptokinase. But this drug sometimes causes problems for patients. It can even cause bleeding in the brain. Some doctors do not use streptokinase. Streptokinase can save about 1/3 of the people with heart attacks. But TPA will save about 2/3. This means many people. About 1.5 million Americans have heart attacks every year.

One reason TPA can help more people is because of time. This new drug is easier and faster to use. It will give doctors more time in hospitals. Then they can study the problem well. People with heart problems can also keep some TPA at home. When a heart attack starts, they can take some TPA right away. Then they will have time to get to the hospital. This is important because about 860,000 people in the United States die before they get to the hospital.

There is another reason why TPA is good news for people with heart attacks. According to the study, it is much safer. It does not cause other problems like streptokinase. TPA works on the heart. it does not have an effect on the blood or cause bleeding, like the streptokinase.

Doctors plan to do more studies about TPA. They need to test this new drug on many more people with heart attacks. But in a few years, many doctors and hospitals will probably start using this exciting new drug.

1. El nuevo medicamento es
 - a) igual que la estreptoquinasa.
 - b) mejor que la estreptoquinasa.
 - c) llamado estreptoquinasa.
 - d) mala para las personas con ataques cardíacos.
2. El estudio dice que la TPA
 - a) es más segura y más rápida que el medicamento viejo.
 - b) es muy peligrosa.
 - c) es más lenta y más difícil de usar que el medicamento viejo.
 - d) causa muchos problemas.
3. Este nuevo medicamento podría significar
 - a) que más personas mueran de ataques cardíacos.
 - b) que el mismo número de personas mueran de ataques cardíacos.
 - c) que menos personas mueran de ataques cardíacos.
 - d) que nadie muera de ataques cardíacos.

III. Haz skimming (subrayando las palabras o frases que leas) del siguiente artículo de revista para que puedas responder las preguntas. Nota: Debes tardar máximo 60 segundos. Tip: Leer las preguntas antes que el texto puede ser de ayuda.

Women in China Today

What kind of jobs do women have in China today? Well, here are a few examples: Zhao Changbai is a manager of one of China's largest companies. Zou Hon is the manager of a large restaurant company. Whan Shiren is an important scientist who works in China's space program.

The list could go on. According to Zhang Guoying of the All-China Women's Federation, women are now important to the country. She says the government believes this too. China needs educated women to help make the country more modern.

This was not true 50 years ago. Then, there were few women in important jobs. Women worked mostly at home or in factories. But now there are more than 40 million women working in China. That is 40% of all the people who work. These working women include many women who work in factories. But now there are also many women scientific and technical workers —almost two million. And about 7,000 of these women are professors, engineers, chemists, and biologists. Some women are also working in important government positions, as governors or ministers.

It was not easy for these women, says Zhang Guoying. She believes that Chinese women have more difficulties than Chinese men. Women still have to take care of their families. That means they really have two jobs. One is at their office or factory and the other is at home. This is the same problem women have in many other parts of the world.

The government in China is trying to make life better for women. It is building more day care-care centers for the children of working mothers. It is helping women get a better education and find better jobs. According to Zhang Guoying, the future for women in China should even be better.

1. Actualmente, en China
 - a) más mujeres trabajan.
 - b) la mayoría de las mujeres no trabajan.
 - c) menos mujeres están trabajando.
 - d) a las mujeres no les gusta trabajar.
2. Las mujeres chinas, hoy en día,
 - a) tienen empleos sólo en fábricas.
 - b) tienen menos trabajos importantes.
 - c) tienen trabajos importantes.
 - d) no trabajan para el gobierno.
3. Para las mujeres chinas
 - a) la vida actualmente no es fácil.
 - b) el trabajo ahora es muy fácil.
 - c) la vida sigue sin ser fácil.
 - d) las familias no son importantes.

Ejercicio 31: Aplicación del segundo examen parcial

Semanas 17, sesiones 33 y 34. Fechas:

Estas sesiones de fin de semestre serán destinadas para la aplicación y revisión del segundo examen parcial.