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Teachers, use the above supplementary readings if it is necessary.

- a) How to use a Dictionary.
- b) Diseases.
- c) Pele's Biography.
- d) Agronomy. A carrier in Science Plants.
- e) The use of fertilizers.

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The Reading Strategies Suggested in Each Topic Can Help To Obtain Better Results. Some of Them Can Be Interchangeable, Adapted, Applied and Useful to Any Reading Course.



TEOTIHUACAN

Steps

Warm up. Socializing about a historical background.

Eliciting about the interest of ancient cultures.

Giving a concise, concrete and brief information about the aim and importance that Farahons had to order to build a pyramid. (It is advisable to show at least a picture of one of the most remarkable Egyptian Pyramids).

The teacher will ask his/her students if they have visited a pyramid. Then he/she asks, her/his students to see the picture in their reading material. (Teotihuacan).

He/she will start talking about the topic Teotihuacan.

He/she will ask the students to read from beginning to the end (Skimming Procedure). The students will get a general idea about the topic. It is advisable to carry out the whole process of this reading strategy.

Scanning. This procedure will guide the students to read the topic again in order to underline unknown words, then the students will look for them in a dictionary or ask to a classmate or to their teacher. Eventually the students will have a complete idea about the topic.

The students will answer the questions of the exercises of the passage about Teotihuacan.

HOMEWORK

1. Further information can be found in a Mexican History Book.
2. The students will draw the Pyramids of Teotihuacan practicing cardinal points, too.

A LETTER FROM PRESIDENT KENNEDY

Steps:

1. Warm up –Socializing about John F. Kennedy. Pointing out about things that the two countries have in common particularly The Unites States of America-India (Industry, Commerce, Social Classes, Poverty).
2. Skimming –This procedure guides the reader to have a general idea. The passage should be read once in silence. Then the teacher will ask questions to the students in order to know how much information the students get.
3. Cognates –(Transparent words). The teacher will provide some examples, then he/she will order his/her students to look for the cognates. Next, he/she will check the exercise.
4. The teacher will ask the students if they have any questions. The students will be asked to read: A Letter from John F. Kennedy.
5. He/she will invite the students to answer the first questionnaire. After the students have finished, the teacher will check the answers. He/she invites the students to continue finding out about President Kennedy's life.
6. A Letter to Motivate People to go to a Foreign Country. The students will read and answer the second questionnaire.
7. Finally, the teacher will ask the students to write a letter to a friend.

Note: The teachers have the freedom to change the sequence of the material provided in the anthology

YELLOWSTONE NATIONAL PARK

Procedure:

1. Warm up –The teacher will start asking questions about places of the student's preferences: (mountains, parks, museums, beaches, historical sites). The teacher must prepare a map to find the location of Yellowstone National Park. He/she also must prepare (a) picture(s) to teach the vocabulary: waterfall, lake, canyon, weather, snow, deep, elk, moose, bears.
2. Skimming –The teacher will ask the students to read in silence the passage.
3. He/she will check the reading comprehension skill.
4. Then, the students will be asked to find cognates.
5. Later on, they will look for the meaning of the new words.
6. Finally, the students will answer the questions in oral form as well as written





TEOTIHUACAN

This era takes up the two centuries prior to the Christian era approximately; during this era, the city grew up enormously both in extension and in population, it maybe reached 50,000 inhabitants which was located in its majority on the north and the west regions, varying in density. In this time other towns of the valley diminished in population since its inhabitants moved to Teotihuacan where more and better attractions were offered.

In this period, the Calzada de los Muertos was designed in its north end, possibly the east and west avenues were begun; the city was acquiring its definite shape, large avenues with a cross-like plan and the division in quadrants, the definite north-south orientation is established with a deviation of 15'30'' to the north east, remember the orientation of the oldest planned city in Mesoamerica, La Venta with 8' to the west of the north.

In this phase most of the city's colossal buildings were built: the pyramid of the sun, which was amplified twice and reached then its real height, and the interior building of the pyramid of the moon. The pyramid of the sun has almost a square base of 222 m. by 225 m., formed of four sloped bodies with a total height of more than 63 m., Without counting the temple that crowned it, now lost, formed by huge cross beams that do not end in a board, built almost completely from clay, with the exterior covered with cut but not polished rock. There is an older construction, almost of the same size in its interior, both of them built in this phase.

There are approximately twenty- three complexes of temples, built up three temples that enclose other sides of a patio and a low platform limiting the fourth side of the patio that correspond to this era. It is possible that since this phase certain irrigation projects were begun and new lands were cultivated; commerce was developed.

Teotihuacan begun importing green volcano-rock, since the local one was gray, from the Navajas mountain located in Hidalgo. Taking into account the development that is reached in the different fields, it is believed that social division existed with a predominant state and professionalization of activities, in other words, crafts were not made as a hobby but rather as a primordial activity.

Teotihuacan reached great importance in the local market, center and source, with the temples. of the cities of Mesoamerica.



Tehotihuacan

Warm up: Teachers can ask questions their students about ancient cultures from all over the world and most important facts in history.

- Then, teachers will ask questions about the cultures of the Mexican Republic and the most important ancient cities. Then, What about in Morelos State? Was there an important culture city here? Are there pyramids in Morelos, too?, etc.
- The students can work in teams and write what they know about ancient cultures or the teacher can ask orally.

The students can read the text and answer the exercises.

EXERCISE I

1. What city is the passage talking about ?

2. Was this a big city?

3. Did the city have a big population ? Why ?

4. Was this city planned? How was it planned?

5. What are the names of the most famous pyramids of this city ?

6. How many complexes of temples are there ?

7. Did social division exist in this city ?

8. Was this city important only for Mexicans?

EXERCISE II

Fill in the blanks according to the previous passage or reading.

1. This era takes up the two _____ prior to the _____ era.

2. The city grew up _____ both in _____ and in _____.

3. In this time other _____ of the valley _____ in _____.

4. The orientation of the oldest _____ city in _____, La Venta with _____ to the _____ of _____.

5. The pyramid of the sun has an _____ based of _____ by _____.

6. There is an _____ construction, almost of the _____ size.

7. _____ were not made as a _____ but _____ as a _____ activity.
8. _____ reached great _____ in the local _____, _____ and _____.



EXERCISE II

Circle the “ T “ if the sentence is true or the “ F “ if the sentence is false.

- | | | |
|---|---|---|
| 1. Teotihuacan didn't grow up enormously. | T | F |
| 2. Teotihuacan had more and better attractions to the people. | T | F |
| 3. Teotihuacan is the oldest planned city in Mesoamerica. | T | F |
| 4. The pyramid of the sun is the oldest construction in Teotihuacan . | T | F |
| 5. Irrigation projects were made in Teotihuacan. | T | F |
| 6. Crafts were made as a hobby. | T | F |







A LETTER FROM PRESIDENT KENNEDY

Early in his presidency John F. Kennedy appointed John Kenneth Galbraith, a Harvard professor, to the post of ambassador to India. Soon after the appointment, Kennedy learned that Galbraith's son (Peter) was unhappy about going to India. He did not want to leave his friends and familiar surroundings to go with his family to this faraway land. Having been in a similar situation himself as a young man. The President took time from his busy schedule to write this letter of encouragement to Peter Galbraith.

On page 12, you can read about what happened to Peter in India. Going to India his life really changed. When he found out that we were printing the Kennedy letter, Peter Galbraith wrote an essay about his experience for you.

Letter from John F. Kennedy

Try to answer the following questions before you read the text.

I.- Talking points –Discussion.

1. Who was John F. Kennedy?

2. When was John F. Kennedy, President of the United States of America?

3. How long was Kennedy President of the United States of America?

4. How did he die?

5. Where is India located?

6. How is India also called?

7. Which is India's main religion?

8. Do you know some of the main features of India?

9. Name two important features of India?

10. How is India's Government?



II.- Write a letter encouraging someone to live abroad.

**THE WHITE HOUSE
Washington, D.C.**

March 28, 1961

Dear Peter:

I learn from your father that you are not very anxious to give up your school and friends for India. I think I know a little about how you feel. More than twenty years ago our family was similarly uprooted when we went to London where my father was ambassador. My younger brothers and sisters were about your age. They had, like you, to exchange old friends for new ones.

But I think you will like your new friends and your new school in India. For anyone interested, as your father says you are interested about animals, India must have the most fascinating possibilities. The range is from elephants to cobras, although I gather the cobras, they have to be handled professionally. Indians ride and play polo so you will come back an experienced horseman.

But more important still, I think of the children of the people that I am sending to other countries as my junior peace corps. You and your brothers will be helping your parents to do a good job for our country and you will be helping out yourself by making many friends. I think perhaps this is what you will enjoy most of all.

My best wishes,

Sincerely yours,

**Mr. Peter Woodard Galbraith
30 Francis Avenue
Cambridge, Massachusetts**

MY EXPERIENCE IN INDIA By Peter W. Galbraith

I was, of course, very excited to get a letter from the President of United States, and I began to look forward to India. In terms of animals, India did not disappoint me. My pets included two peacocks, two deers (named Veni and Son), a mare and her filly (I ended up training the filly), a Siamese cat, a puppy, parrots, and even increasing population of white mice, and a leopard cub. Some of the animals were more suited as pets than others. The leopard, for example, grew out for begin a cuddly cub and had to be returned to the zoo.

India was the experience of a life time with my parents, I traveled throughout the country. At different times, I slept in maharajahs' palaces. I vacationed in a houseboat on a Kashmir lake, I climbed over high passes in the Himalayas, and even I went tiger hunting on elephant back. (Fortunately, we shot no tigers on this trip, and such hunting is now banned.)

I also got to learn about India. I studied its many religions (Hinduism, Islam, Buddhism), its millennia-old history, and its people. I got to know India's leaders, including its first prime minister, Jawaharlal Nehru, and his daughter Indira Gandhi, who also became prime minister. When we visited India, Nehru took my brother and me to pet the tigers that he kept in his garden. I also saw, and I was much affected by the poverty in which so many of India's people live.

My stay in India changed the course of my life. It gave me a taste for the exotic and a strong sense of adventure. I have devoted my professional life to international issues. Now, as an advisor to the Senate Foreign Relations Committee, I work hard for better understanding between the United States and India.

Library link:

You may wish to read about the boyhood of another President. *Before the Trumpet: Young Franklin Roosevelt 1882-1905* is a book about Roosevelt's early years.

Reader's Response:

If a President of the United States send a personal letter to you, how would you respond?

A Letter From President Kennedy

1. What kind of letter was it?
 a) a business letter b) a commercial letter c) a personal letter ()
2. Who wrote this letter to Peter?
 a) a business man b) a governor c) a president ()
3. Why did the president write Peter?
 a) to advise him b) to motivate him c) to disappoint him ()
4. What was Peter's father appointment?
 a) a professor b) an ambassador c) a governor ()
5. What was Peter's hobby?
 a) cars b) animals (pets) c) sports ()

1. Who did the president appoint as an ambassador to India?

2. What did the president do after he learned about Peter's unhappy?

3. Why didn't Peter want to go to India?

4. Why did the president decide to write a letter to Peter?

5. What kind of letter did the president write?



YELLOWSTONE NATIONAL PARK

Yellowstone is the most famous national park in the United States. It is situated in northwest Wyoming, the park 100 kilometers long and 90 kilometers wide. It became popular at the end of the last century and nowadays thousands of tourists visit Yellowstone every year.

Why is Yellowstone so popular? There are many reasons. The park is high in the rocky mountains and the natural sights are spectacular. There is a magnificent canyon and lake, and there are some beautiful waterfalls. There are also some big brown bears living in the park which attract many tourists.

Yellowstone is open for 12 months a year, but the small hotels and restaurants close from October to may and during that time there are not any buses. The weather is cold in winter and there is often a lot of snow, which is sometimes two meters deep.

The best time to visit Yellowstone is in June or October when the weather is good and there aren't many tourists these are also the best months to see some of the animals such as an elk or a moose which live in the mountains. In July and August the park is usually full and it is very difficult to find any accommodations at all.

The Yellowstone park service provides free information and maps to the tourist and also employs rangers who protect the animals and vegetation. Fire is often a problem so if you go to Yellowstone, remember what Smokey the bear says "don't start forest fires".



EXERCISE 1

UNDERLINE THE VERBS THAT YOU FIND IN THE PASSAGE.

MARK TRUE OR FALSE

1. Yellowstone is a town.
2. Yellowstone became popular around 1900.
3. There are not any tourists in Yellowstone.
4. There are some beautiful things to see in Yellowstone.
5. The area of Yellowstone is about 900 km.
6. Winter is cold in Wyoming.
7. Yellowstone is open in winter.
8. There are not any hotels inside the park



READ AND CHECK (✓)

Read the statements and decided if they are true or false. Check the correct box.

	T	F
1. Everybody likes computers.	<input type="checkbox"/>	<input type="checkbox"/>
2. Some people think of computers as helpful instruments.	<input type="checkbox"/>	<input type="checkbox"/>
3. Computers are creative machines.	<input type="checkbox"/>	<input type="checkbox"/>
4. Programming is related to computer language.	<input type="checkbox"/>	<input type="checkbox"/>
5. System analysis has to do with problem solving.	<input type="checkbox"/>	<input type="checkbox"/>
6. Computers perform physical work.	<input type="checkbox"/>	<input type="checkbox"/>

READ AND UNDERLINE THE WORDS SIMILAR TO SPANISH

To many, the computer represents an electronic monster *which* attacks not with *fiery* breath but with incorrect and *depersonalization*. Others see the computer *age* as another type of industrial revolution; instead of relieving him of the burden of physical work, computers are relieving him of the mental burden associated with *growing* mountains if monotonous calculations.

Programming and system analysis involves analyzing the problem, deciding what must be done, and then determining a general solution or plan. Programming involves use of the appropriate computer language to write out the detailed instructions.

Note that the computer is not *autonomous*. The actual method of solving a problem is conceived by a human being; the computer merely *carries out* the calculations. The computer's lack of creativity is one of its serious limitations.

CHOOSE THE BEST ANSWER

1. In the first line *which* refers to:
a) many b) an electronic monster c) the computer ()
2. In the first line *fiery* means:
a) savage b) amiable c) considerate ()
3. In the second line *depersonalization* means:
a) dehumanization b) individualization c) rationalization ()
4. In the second line *age* means:
a) time b) era c) old ()
5. In the fourth line *growing* means:
a) diminishing b) relieving c) increasing ()
6. In line 9 *autonomous* means:
a) dependant b) monotonous c) independent ()
7. In line 10 *carries out* means:
a) makes b) realizes c) does ()

PERSONAL DATA

1. What do you think about computer?

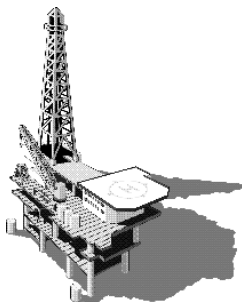
2. Do you have one?

3. What brand is it?

4. How often do you use it?

5. Where do you use it?





PETROLEUM PRODUCTS

Petroleum products, such as gasoline, kerosine, home heating oil, residual fuel oil, and lubricating oils, come one source—crude oil found below the earth's surface, as well as under large bodies of water, from a few hundred feet below the surface to as deep as 25,000 feet into the earth's interior. Sometimes crude oil is secured by drilling a hole through the earth, but more dry holes are drilled than those producing oil. Pressure at the source or pumping forces crude oil to the surface.



Crude oil wells flow at varying rates, from ten to thousands of barrels per hour. Petroleum products are always measured in 42-gallon barrels.

Petroleum products vary greatly in physical appearance: thin, thick, transparent or opaque, but regardless, their chemical composition is made up of only two elements: carbon and hydrogen, which form compounds called hydrocarbons. Other chemical elements found in union with the hydrocarbons are few and are classified as impurities. Trace elements are also found, but these are of such minute quantities that they are disregarded. The combination of carbon and hydrogen forms many thousands of compounds which are possible because of the various positions and joinings of these two atoms in the hydrocarbon molecule.

The various petroleum products are refined from the crude oil by heating and condensing the vapors. These products are the so-called light oils, such as gasoline, kerosine, and distillate oil. The residue remaining after the light oils are distilled is known as heavy or residual fuel oil and is used mostly for burning under boilers.

Additional complicated refining processes rearrange the chemical structure of the hydrocarbons to produce other products, some of which are used to upgrade and increase the octane rating of various types of gasolines.

- 1) Which of the following is not true?
 - a) Crude oil is found below land and water
 - b) Crude oil is always found a few hundred feet below the surface
 - c) Pumping and pressure force crude oil to the surface
 - d) A variety of petroleum products is obtained from crude oil

- 2) Many thousands of hydrocarbon compounds are possible because
 - a) The petroleum products vary greatly in physical appearance
 - b) Complicated refining processes rearrange the chemical structure
 - c) The two atoms in the molecule assume many positions
 - d) The pressure needed to force it to the surface causes molecular transformation

- 3) Which of the following is true?
 - a) The various petroleum products are produced by filtration
 - b) Heating and condensation produce the various products
 - c) Chemical separation is used to produce the various products
 - d) Mechanical means such as the centrifuge are used to produce the various products



- 4) How is crude oil brought to the surface?
- a) Expansion of the hydrocarbons
 - b) Pressure and pumping
 - c) Vacuum created in the drilling pipe
 - d) Expansion and contraction of the earth's surface
- 5) Which of the following is *not* listed as a light oil?
- a) Distillate oil
 - b) Gasoline
 - c) Lubricating oil
 - d) Kerosine

HOW TO USE A DICTIONARY



La consulta de un diccionario tiene varios propósitos: saber el significado de las palabras, cómo se pronuncian, verificar su ortografía, consultar la lista de verbos irregulares, etc. Al consultar una palabra en el diccionario nos encontramos con una variedad de significados para una misma palabra y esto nos puede confundir, por eso debemos tener cuidado al escoger el significado más apropiado de acuerdo al contexto.

Veamos estos ejemplos: la palabra **RECORD**

- como sustantivo significa: **DISCO O REGISTRO**
- como verbo significa: **GRABAR O REGISTRAR**

ahora veamos la palabra: **RESEARCH**

- como sustantivo significa: **INVESTIGACIÓN**
- como verbo significa: **INVESTIGAR**

y si le agregamos la terminación – ER significa: **INVESTIGADOR (RESEARCHER)**

COMO ENCONTRAR UNA PALABRA EN EL DICCIONARIO

HOW TO FIND A WORD IN A DICTIONARY

1. PALABRAS GUÍA. (GUIDE WORDS)
2. PALABRA A CONSULTAR. (ENTRY WORDS)
3. SU PRONUNCIACIÓN. (ITS PRONUNCIATION)
4. SU FUNCIÓN GRAMATICAL. (ITS GRAMMATICAL FUNCTION)
5. SU SIGNIFICADO PRINCIPAL. (ITS MAIN MEANING)
6. SU SIGNIFICADO SECUNDARIO. (ITS SECONDARY MEANING)
7. EJEMPLOS. (EXAMPLES OF HOW WORDS ARE USED)

(See next page)



- (1) **gouge · grandiose**
gouge² *n* 1 CHISEL : gubia *f*, formón *m*
 2 GROOVE : ranura *f*, hoyo *m* (hecho por un formón)
goulash ['gu:l, lɑʃ, -læʃ] *n* : estofado *m*, guiso *m* al estilo húngaro
gourd ['gɔrd, 'gɜrd] *n* : calabaza *f*
gourmand ['gɜr, mɑnd] *n* 1 GLUTTON : glotón *m*, -tona *f* 2 → **gourmet**
gourmet ['gɜr, mei, gɜr'mei] *n* : gourmet *m*, gastrónomo *m*, -ma' *f*
- (3) **gout** ['gaut] *n* : gota *f*
govern ['gɔvərn] *vi* 1 RULE : gobernar
 2 CONTROL, DETERMINE : determinar, controlar, guiar 3 RESTRAIN : dominar (las emociones, etc.) — *vi* : gobernar
- (6) **governess** ['gɔvərnəs] *n* : institutriz *f*
government ['gɔvərmənt] *n* : gobierno *m*
governmental [ˌgɔvər'mentəl] *adj* : gubernamental, gubernativo
- (4) **governor** ['gɔvənər, 'gɔvərnər] *n* 1 : gobernador *m*, -dora *f* (de un estado, etc.) 2 : regulador *m* (de una máquina)
governorship ['gɔvənər, ʃɪp, 'gɔvərnər-] *n* : cargo *m* de gobernador
- (5) **gown** ['gaʊn] *n* 1 : vestido *m* <evening gown> : traje de fiesta 2 : toga *f* (de magistrados, clérigos, etc.)
grab¹ ['græb] *v* **grabbed**; **grabbing** *vi*
 SNATCH : agarrar, arrebatar — *vi* : agarrarse
grab² *n* 1 to make a grab for : tratar de agarrar 2 up for grabs : disponible, libre
grace¹ ['greɪs] *vi* **graced**; **gracing** 1 HONOR : honrar 2 ADORN : adornar, embellecer
grace² *n* 1 : gracia *f* <by the grace of God> : por la gracia de Dios 2 BLESSING : bendición *f* (de la mesa) 3 RESPITE : plazo *m*, gracia *f* <a five days' grace (period)> : un plazo de cinco días 4 GRACIOUSNESS : gentileza *f*, cortesía 5 ELEGANCE : elegancia *f*, gracia *f* 6 to be in the good graces of : estar en buenas relaciones con 7 with good grace : de buena gana
graceful ['greɪsfəl] *adj* : lleno de gracia, garboso, grácil
gracefully ['greɪsfəli] *adv* : con gracia, con garbo
gracefulness ['greɪsfəl'nəs] *n* : gracia *f*, apostura *f*, gallardía *f*
graceless ['greɪsləs] *adj* 1 DISCOURTEOUS : descortés 2 CLUMSY, INELEGANT : torpe, desgarbado, poco elegante
- (7) **gracious** ['greɪʃəs] *adj* : cortés, gentil, cordial
graciously ['greɪʃəsli] *adv* : gentilmente
graciousness ['greɪʃəs'nəs] *n* : gentileza *f*
gradation [grɛɪ'deɪʃən, grə-] *n* : gradación *f*
grade¹ ['greɪd] *vi* **graded**; **grading** 1 SORT : clasificar 2 LEVEL : nivelar 3 : calificar (exámenes, alumnos)
- grade**² *n* 1 QUALITY : categoría *f*, calidad *f* 2 RANK : grado *m*, rango *m* (militar) 3 YEAR : grado *m*, curso *m*, año *m* <sixth grade> : el sexto grado 4 MARK : nota *f*, calificación *f* (de educación) 5 SLOPE : cuesta *f*, pendiente *f*, gradiente *f*
grade school → elementary school
gradual ['grædʒʊəl] *adj* : gradual, paulatino
gradually ['grædʒʊəli, 'grædʒəli] *adv* : gradualmente, poco a poco
graduate¹ ['grædʒʊ, eɪt] *v* -ated; -ating *vi* : graduarse, licenciarse — *v* : graduar <a graduated thermometer> : un termómetro graduado
graduate² ['grædʒʊət] *adj* : de postgrado <graduate course> : curso de postgrado
graduate³ *n* 1 : licenciado *m*, -da *f*, graduado *m*, -da *f* (de la universidad) 2 : bachiller *mf* (de la escuela secundaria)
graduate student *n* : postgraduado *m*, -da *f*
graduation [ˌgrædʒʊ'eɪʃən] *n* : graduación *f*
graffiti [grə'fi:tɪ, græ-] *npl* : pintadas *fpl*, grafiti *mpl*
graft¹ ['græft] *vi* : injertar
graft² *n* 1 : injerto *m* <skin graft> : injerto cutáneo 2 CORRUPTION : soborno *m* (político), ganancia *f* ilegal
grain ['greɪn] *n* 1 : grano *m* <a grain of corn> : un grano de maíz <like a grain of sand> : como grano de arena 2 CEREALS : cereales *mpl* 3 : veta *f*, vena *f*, grano *m* (de madera) 4 SPECK, TRACE : pizca *f*, ápice *m* <a grain of truth> : una pizca de verdad 5 : grano *m* (unidad de peso)
gram ['græm] *n* : gramo *m*
grammar ['græmə] *n* : gramática *f*
grammar school → elementary school
grammatical [grə'mætɪkəl] *adj* : gramatical — **grammatically** [-kli] *adv*
granary ['grænrɪ, 'græ-] *n*, *pl* -ries : granero *m*
grand ['grænd] *adj* 1 FOREMOST : grande 2 IMPRESSIVE : impresionante, magnífico <a grand view> : una vista magnífica 3 LAVISH : grandioso, suntuoso, lujoso <to live in a grand manner> : vivir a lo grande 4 FABULOUS : fabuloso, magnífico <to have a grand time> : pasarlo estupendamente, pasarlo en grande 5 **grand total** : total *m*, suma *f* total
grandchild ['grænd,tʃaɪld] *n*, *pl* -children : nieto *m*, -ta *f*
granddaughter ['grænd,dɔ:tər] *n* : nieta *f*
grandeur ['grændʒər] *n* : grandiosidad *f*, esplendor *m*
grandfather ['grænd,fɑ:ðər] *n* : abuelo *m*
grandiose ['grændi,ə:s, 'grændi-] *adj*
 1 IMPOSING : imponente, grandioso, pomposo : pomposo, presuntuoso

USO DEL DICCIONARIO

Diccionario inglés-español

Palabra guía ————— **ca·nard** (kə-nārd') s. bulo, patraña.
ca·nar·y (kə-nār'ē) s. canario.

Palabra a traducir ————— **can·cel** (kän'səl) I. tr. anular, cancelar; (*to cross out*) tachar; (*a stamp*) matar; (*to offset*) contrarrestar II. s. cancelación f, anulación f.
can·cel·la·tion ('sə-lā'shən) s. cancelación f; (*of stamp*) matasellos m.

Pronunciación en inglés ————— **can·cer** (kän'sər) s. cáncer m.
can·cer·ous (-s) adj. canceroso.
can·de·la·brum (kän'dl-ä'brəm) s. (pl. **o -ra**) candelabro.

Abreviatura que indica que función gramatical tiene la definición ————— **can·des·cent** (kän-dēs'ənt) adj. candente.
can·did (kän'did) adj. (*frank*) franco; (*not posed*) espontáneo.
can·di·da·cy (kän'di-də-sē) s. candidatura.
can·di·date (kän'di-dāt') s. candidato.
can·died (kän'dēd) adj. escarchado.

Traducción ————— **can·dle** (kän'dl) s. vela, bujía; (*in church*) cirio
 † **not to hold a c.** to no llegar ni a la suela del zapato de.

Línea que indica que ahí se incluirá la palabra para formar otra nueva ————— **can·dle·hold·er** (:höl'dər) s. candelero.
can·dle·light (:lit') s. luz f de una vela.
can·dle·pow·er (:pou'ər) s. candela.
can·dle·stick (:stīk') s. candelero.
can·dor (kän'dər) s. franqueza.
can·dy (kän'dē) I. s. caramelo † **c. store** confitería II. tr. & intr. escarchar(se).
cane (kän) I. s. (*stick*) bastón m; (*switch*) vara; (*plant*) caña; (*wicker*) mimbre m; (*sugar* —) caña de azúcar II. tr. golpear con una vara.

PUNTOS QUE DEBES TOMAR EN CUENTA PARA EL USO DEL DICCIONARIO

1. Utilízalo sólo cuando la palabra sea importante para entender el texto
2. Antes de utilizarlo, debes tratar de inferir el significado de la palabra desconocida, ya sea por su parecido con el español, por algún prefijo o sufijo, por el contexto, etc.

PASOS PARA LOCALIZAR PALABRAS EN EL DICCIONARIO

1. CONOCER QUÉ LUGAR OCUPA EN EL ABECEDARIO LA PRIMERA LETRA DE LA PALABRA QUE BUSCARÁS.

Ordena alfabéticamente las palabras siguientes y escríbelas sobre las líneas:

Marvel, booster, turn, atomic, century, English, high, market, book, twist, eat, choke, fix, inside, marking, bone, but, call, day, flash.

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



2. USAR LA PALABRA GUIA QUE SE ENCUENTRA EN LA PARTE SUPERIOR DE CADA HOJA DEL DICCIONARIO.

Busca en el diccionario las palabras siguientes y escribe en la primera línea la palabra guía que le corresponda y en la segunda línea su equivalente en español:

- Owes: _____
- Several: _____
- Flight: _____
- Booster: _____
- Rocket: _____
- Shoot: _____
- Ship: _____
- Thunderous: _____
- Burn: _____
- Turbofan: _____
- Engine: _____
- Takes: _____

3. EN OCASIONES BUSCARÁS PALABRAS CON TERMINACIÓN GRAMATICAL QUE EN EL DICCIONARIO NO SE ENCUENTREN COMPLETAS, POR LO QUE DEBES ADECUARLAS A LA TERMINACIÓN CORRESPONDIENTE. LAS TERMINACIONES MÁS COMUNES SON LAS SIGUIENTES:

Palabra a buscar en el diccionario	Palabra que encontrarás	Terminación gramatical	Lo que indica la terminación
brushed	brush	ED	a) tiempo pasado y pasado participio o adjetivo
reading	read	ING	a) forma continua o progresiva b) nombre
happily	happy	LY	a) adverbio
Clouds Works Brushes	Cloud Work Brush	S S ES	a) plural b) verbos en presente afirmativo conjugados para he, she, it.

Busca en el diccionario las palabras siguientes, escribe en la primera línea el significado que encuentres y en la segunda línea el significado que concuerde con la terminación gramatical.

- 1. discussed _____
- 2. needed _____
- 3. asking _____
- 4. opening _____
- 5. believed _____
- 6. unfortunately _____
- 7. recently _____
- 8. skills _____
- 9. reads _____
- 10. goes _____

4. SELECCIONAR EL SIGNIFICADO CORRECTO DE LAS PALABRAS:

El diccionario nos ofrece varios significados para cada palabra, y es muy importante seleccionar el correcto. Esta selección se realizará de acuerdo con el contexto de la palabra; esto es, leer las partes del enunciado que se encuentran antes y después de dicha palabra.

EJEMPLOS:

1. You're looking like a green persons, what happened?
2. the boy spilled the green paint

green [grin] *adj.*(color) verde;
(*novice*) novato, inexperto; **to**
grow –verdear, **the fields look**
verdean los campos; s. verde,
verdor; césped, prado; campo de
golf; **-s** verduras, hortalizas.

Lee los equivalentes de la palabra "green" y selecciona el significado correcto para los ejemplos:

1. Pareces una persona _____ , ¿qué pasó?
2. El muchacho derramó la pintura _____

Selecciona por contexto el significado de las palabras subrayadas:

1. On a typical flight, a booster rocket shoots the missile off a ship or submarine.
En un vuelo típico, un cohete de lanzamiento dispara el misil desde un barco o un submarino.
2. The inertial guidance system uses sensors and gyroscopes to measure acceleration and changes in direction.
El sistema de _____ usa _____ y _____
para _____ la _____ y los _____ en la _____.

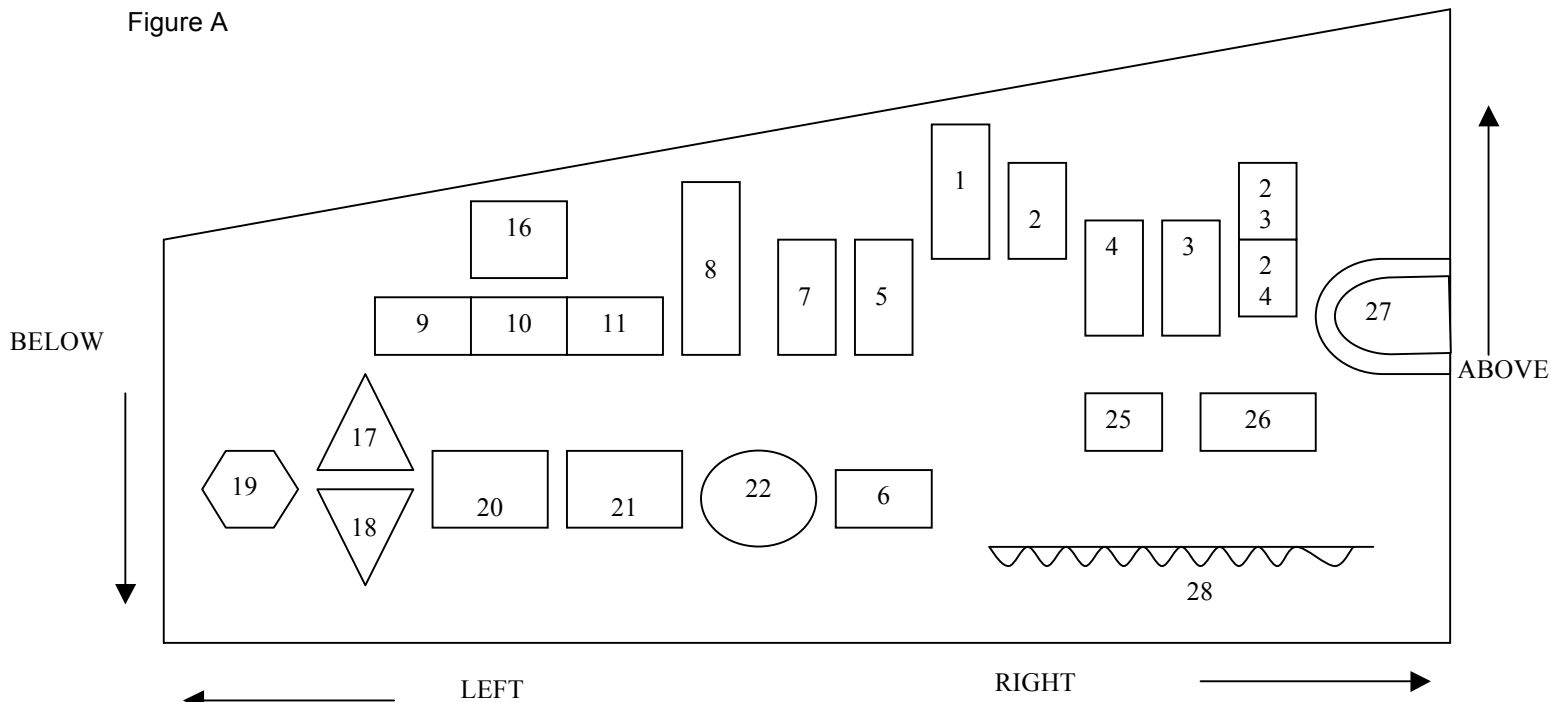


MATEMATICAS

UNIDAD DE TRABAJO

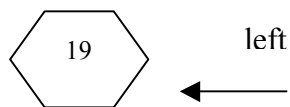
OBSERVAR EL SIGUIENTE PLANO:

Figure A



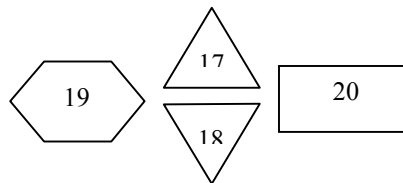
LEER LO SIGUIENTE:

There is a hexagonal building on the left of the plan.



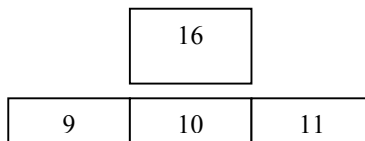
There are two triangular buildings on the right of building 19.

Buildings 17 and 18, are beside building 19 and viceversa.



Buildings 17 and 18, are between buildings 19 and 20.

Building 16 is above buildings 9, 10 and 11 and consequently buildings 9, 10 and 11 are below building 16.





LEER LO SIGUIENTE:

1. Figure A is the plan of the Morelos University in Cuernavaca.
2. The Morelos University is located in the state of Morelos.
3. The Morelos University was constructed in 1953.
4. There are different buildings with different shapes in the plan.
5. Number 1 in the plan is the administrative offices.
6. The administrative offices in the plan are among several rectangular buildings.
7. On the left of the plan there is a hexagonal building.
8. The hexagonal building in the plan is the mechanic workshop.
9. Beside the mechanic workshop, there are two triangular buildings.
10. The circular building in the plan is the engineering production laboratory.
11. In the plan the cafeteria is below the classroom buildings.
12. On the left of the classroom buildings there is a long rectangular building.
13. The long rectangular building is the chemistry and physics laboratory.
14. There is a parking lot below the swimming pool and the dressing rooms.
15. The professional studies building is located in the plan between one of the basketball courts and the technical studies building.

LEER LO SIGUIENTE, PONIENDO ATENCION A LAS PALABRAS SUBRAYADAS:

- (1) Figure a is the plan of the Morelos University
- (2) It is located in the state of Morelos

It en la oración 2 reemplaza the Morelos University de la oración 1.

LEER LO SIGUIENTE:

(1) Figure A is the plan of the Morelos University of Cuernavaca. (2) It is located in the State of Morelos. (3) Its campus was constructed in 1953. (4) There are different buildings with different geometrical shapes. (5) Number 1 is the administrative offices, which are among several rectangular buildings, these are among several rectangular buildings. (6) on the left of the plan there is a hexagonal building. (7) this is the mechanic shop. (8) Beside it, there are two triangular buildings. (9) there is a circular building on the left of the cafeteria. (10) Above the cafeteria there are two classrooms buildings. (11) On the left of these, there is a long rectangular building. (12) this is the chemistry and physics laboratory building. (13) the parking lot is at the entrance of the U.A.E.M. campus, below the swimming pool and the dressing rooms. (14) The professional studies building is located between one of the basketball courts and the technical studies buildings.

EJERCICIO 1

IDENTIFICAR EL EDIFICIO O EL LUGAR ESCRIBIENDO EL NUMERO CORRESPONDIENTE SOBRE LA LINEA.

EJEMPLO:

Pregunta : In the plan the administrative offices _____ are among several rectangular buildings.

Respuesta: In the plan the administrative offices 1 are among several rectangular buildings.

In the plan:

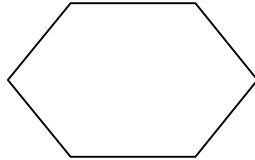
1. The library _____ is located on the right of the administrative offices _____.
2. The two basketball courts _____ and _____ are just above the swimming pool _____ and the dressing rooms building _____.
3. Two classroom buildings _____ and _____ are on the left of the basketball courts.
4. The engineering production laboratory _____ is located on the right of the qualitative and quantitative analysis laboratories _____ and _____.
5. The topography laboratories _____ and _____ occupy the only triangular buildings on the right of the mechanic workshop _____.

6. The big square buildings _____ is just above the gymnasium, the electrical workshop and the applied research laboratory _____, _____ and _____.
7. The chemistry and physics laboratories building _____ is on the left of two classrooms buildings _____ and _____.
8. The parking lot _____ is below the swimming pool _____ and the dressing rooms _____.

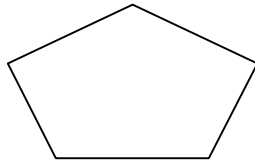
EJERCICIO 2

ENCERRAR EN UN CIRCULO LA LETRA QUE CORRESPONDA A LA MEJOR DEFINICION.

1. a) A regular hexagon has 6 different sides and 6 different angles.
 b) A regular hexagon has 6 equal angles and 6 equal sides.
 c) A regular hexagon has 6 equal sides and 4 equal angles.



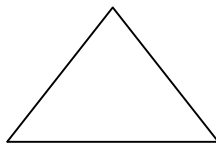
2. a) A regular pentagon has 5 equal sides and 5 equal angles.
 b) A regular pentagon has 5 equal sides and 2 equal angles.
 c) A regular pentagon has 2 equal sides and 5 equal angles.



3. a) A rectangle has 2 equal sides and 2 equal angles.
 b) A rectangle has 2 short sides and 4 equal angles.
 c) a rectangle has 2 short sides, 2 long sides and 4 equal angles.



4. a) A regular triangle has 3 points not in a straight line.
 b) a regular triangle has 3 equal sides and 3 equal angles.
 c) A regular triangle has 3 sides and 3 angles.



EJERCICIO 3

REFIRENDOSE AL TEXTO, ESCOGER LA MEJOR RESPUESTA COLOCANDO LA LETRA CORRESPONDIENTE DENTRO DEL PARENTESIS.

1. Where is the mechanic workshop? ()
- a) It is beside the chemistry laboratories.
 b) It is beside two triangular buildings.
 c) It is on the right of the plan.
2. Where is the swimming pool? ()
- a) It is at the left of the plan.



- b) It is above the dressing rooms building.
- c) It is above the parking lot.

3. What is beside the basketball courts? ()

- a) A rectangular building, the administrative offices.
- b) A rectangular building, the professional studies building.
- c) A rectangular building, the dressing rooms.

1. Where is the cafeteria? ()

- a) It is below two classroom buildings.
- b) It is on the left of the mechanic workshop.
- c) It is on the right of buildings 20 and 21.

5. Where is the parking lot? ()

- a) It is on the right of the plan.
- b) It is beside the gymnasium.
- c) It is above square building 16.

PEOPLE AND NEIGHBOURHOOD

PRESENTATION

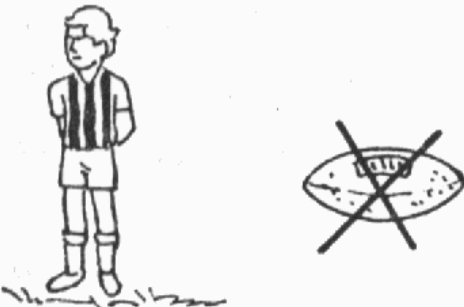


Pedro is a good student but *he isn't* good at sports.
 He likes jogging but *he doesn't like* athleticism.

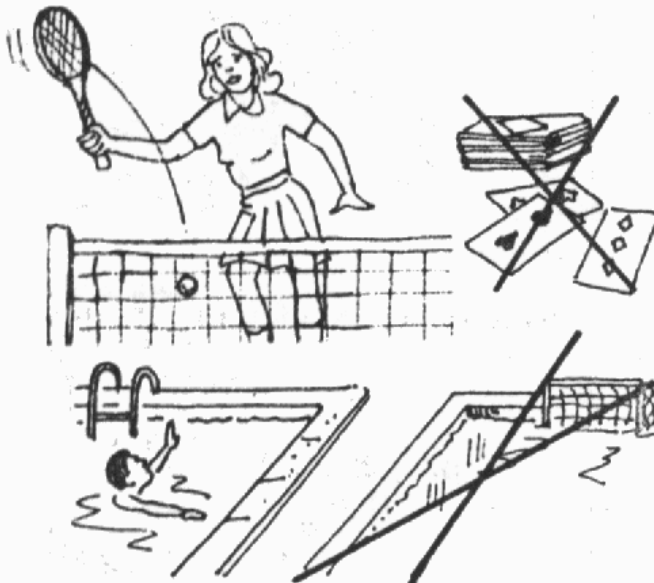
Sonia is a good singer but *she isn't* a musician.
 She likes to sing but *she doesn't like* to play a musical instrument.



READ AND FILL IN THE BLANKS



Carlos _____ a good soccer _____ he isn't a good football player.
 He _____ to _____ soccer but he _____ like _____ play _____.



Tina _____ good tennis _____.
 _____ she _____ a _____ card _____ to _____ cards.

Tom _____ _____ swimmer.
 _____ he _____ a _____ water polo _____.
 He _____ to _____ to _____.



READ AND CHECK (✓)

Check the statements that do not match with the position.

1. Peter likes medicine but his father wants him to be an engineer.

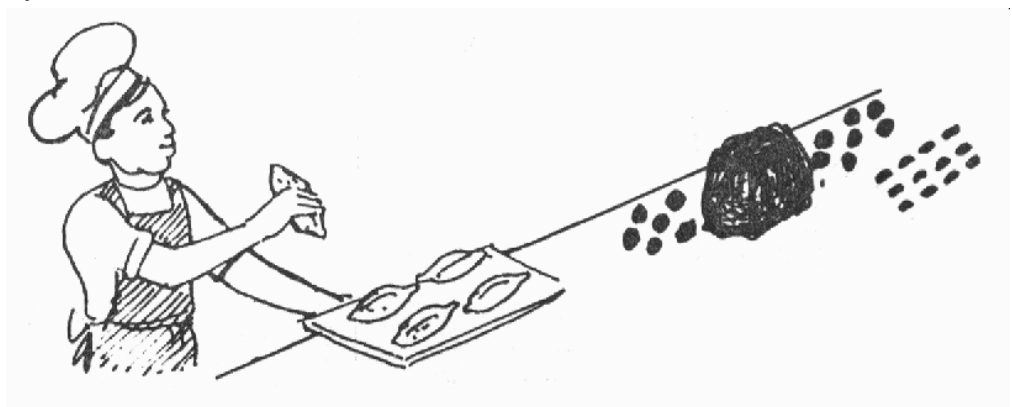
_____ Peter likes engineering.
_____ His father doesn't like medicine.
_____ Peter doesn't want to be an engineer.
_____ His father likes engineering.
_____ Peter wants to be a physician.

2. Mary likes chemistry but her mother wants her to be a dentist.

_____ Her mother likes chemistry.
_____ Mary doesn't like chemistry.
_____ Her mother wants to be a dentist.
_____ Mary wants to be a dentist.
_____ Her mother doesn't want her to be a chemist.

3. Luis likes candies but his brother wants to buy chocolates.

_____ Luis doesn't want to buy chocolates.
_____ His brother doesn't like candies.
_____ Luis likes chocolates.
_____ His brother doesn't want to buy candies
_____ Luis wants to buy candies.



READ

Some people like to bake. Some fathers like to bake bread. Some mothers like to bake cakes and pies. Some children like to bake cookies. For home baking, people need only small amounts of baking supplies.

Many people never bake at all. They buy bread and rolls, cakes and cookies in bakeries. For bakeries, large amounts of baking supplies are needed.

READ AND CHECK (✓)

Read the statements and decide if they are true or false. Check the correct box.

- | | | |
|--|--------------------------|--------------------------|
| | T | F |
| 1. A bakery doesn't sell baking supplies. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Cookies don't taste sweet. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The majority of people don't buy bread. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A family doesn't use a big baking supply. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Children don't like cakes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Some people like to bake, others don't. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Bakeries don't need great quantities of supplies. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Rolls aren't pieces of bread. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Bread is a very old food. | <input type="checkbox"/> | <input type="checkbox"/> |

PERSONAL DATA

Answer. Yes or no?

- | | |
|---|-------|
| 1. Your father doesn't like cakes. | _____ |
| 2. You do a lot of baking. | _____ |
| 3. You like cookies more than cakes. | _____ |
| 4. Your mother doesn't eat bread because she's on a diet. | _____ |
| 5. Your family doesn't eat bread everyday. | _____ |

INFOGRAMMAR

Pedro He Sonia She	isn't is not	good at sports. a musician. a good card player. a football player.
-----------------------------	-----------------	---

Pedro He Sonia She	doesn't does not	like want	medicine. jogging. to play soccer. to buy candies. to be a doctor. to play soccer.
-----------------------------	---------------------	--------------	---

INTEGRATION

READ AND MATCH

Find the opposite.

- | | |
|-----------|-------------|
| 1. Mother | () Play |
| 2. Sister | () buy |
| 3. Work | () destroy |
| 4. Clean | () listen |
| 5. Sell | () father |
| 6. Owe | () dirty |
| 7. Build | () pay |
| 8. tell | () brother |

READ

Everyday, Mrs. Romero takes Rosina, Lito's little sister, to *Emerson House*. People who work at *Emerson House* take care of little children while their mothers work. Rosina plays and paints and builds with blocks.



Mrs. Romero works hard everyday. First she cleans the house. Then she works in Lito's grandmother's store. She sells food to people of the neighbourhood. The wives come and buy food, but they do not pay. Mrs. Romero writes what they owe in a book. The husbands come to pay on Saturdays after they get paid at work.

Sometimes Mrs. Romero visits people in the neighbourhood. She sells them about *Emerson House*. She talks about schools and clinics that West Town needs.

READ AND CHECK (✓)

Read the statements and decide if they are true or false. Check the correct box.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Mrs. Romero has two children. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Lito is Rosina's cousin. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <i>Emerson House</i> is a school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The story takes place in an English Speaking country. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Mrs. Romero is not an active person. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. She works in a department store. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Her work is far from her house. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. She cleans the house three days a week. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Lito attends <i>Emerson House</i> , too. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. He has a good time there. | <input type="checkbox"/> | <input type="checkbox"/> |

CHOOSE THE BEST ANSWER

- 1) Rosina goes everyday to... ()
 a) A primary school.
 b) A kindergarten.
 c) A nursery.
- 2) The purpose of *Emerson House* is... ()
 a) To help mothers who work.
 b) To help little children.
 c) Both a and b.
- 3) Mrs. Romero is... ()
 a) A housewife.
 b) A clerk in a store.
 c) Both a and b.
- 4) The place where she works is... ()
 a) Downtown.
 b) Near her home.
 c) Far from her home.
- 5) She has a book in the store to... ()
 a) Take her notes.
 b) Keep an account of the credit she gives.
 c) Buy the supplies she needs.
- 6) When the wives buy food her... ()
 a) Pay with a credit card.
 b) Pay with a check.
 c) They charge it to their account.
- 7) When you buy, but you don't pay at the same time... ()
 a) You have credit.
 b) The people at the store like you.

- c) You need the merchandise.
- 8) The husbands pay on Saturday because... ()
a) They don't have money before.
b) They receive their pay checks on Thursday.
c) They don't like to pay any other day.
- 9) She visits her neighbours because she... ()
a) Likes to talk.
b) Is interested in a social work.
c) Doesn't have very much work to do.
- 10) Mrs. Romero ... visits them. ()
a) Always.
b) Occasionally.
c) Never.
- 11) West Town is a... ()
a) Small town.
b) A big city.
c) A neighbourhood city.

ANSWER

1. Who is Lito? _____
2. Who is older, Lito or Rosina?

3. Where is *Emerson House*?

4. What kind of institution is this?

5. Is this service important to the community?

6. Who is the owner of the store?

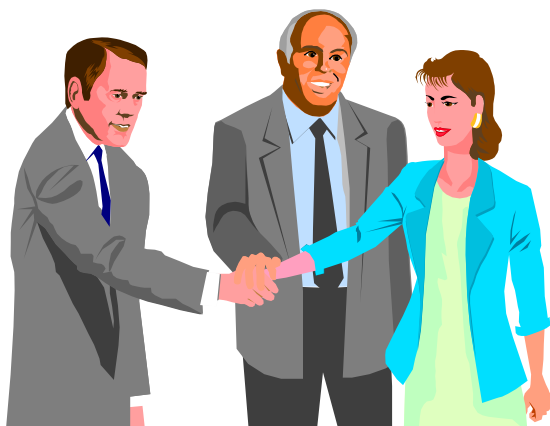
7. What is the book for?

8. Who writes on it?

9. Who pays the bills on Saturdays?

10. Who speaks about the needs of the neighbourhood?





THANK YOU SINCERELY

Thanks for the start to the lives that we've had.
 Thanks for the nights that you went without rest.
 So many memories, most happy, some sad;
 If you weren't perfect, you still passed the test,
 Holding our hands, holding back all the fears.
 Thank you sincerely for all of those years.
 So many hours that you worked to provide
 Multiplied by all the days that we grew,
 When we behaved and the times we defied,
 Never a doubt we could still count on you,
 Making our laughter and drying our tears.
 Thank you sincerely for all of those years
 Thanks for the rules that we wished were not there.
 Thanks for the wisdom we sometimes denied
 All the attention and all of the care,
 All the forgiveness and all of the pride,
 Pointing out faults but then calling out cheers.
 Thank you sincerely for all those years.
 For the examples you set every day,
 Teaching with actions, those lessons hold tight.
 We hardly knew just how much you could say
 Simply by doing what you knew was right.
 Now that we're older, the logic appears.
 Thank you sincerely for all of those years.
 Thank you for love not required to be earned,
 Not ever fading as time moves along.
 You have to know that the love is returned,
 Not always showing, but always so strong.
 And you still care as your golden time nears.
 Thank you sincerely for all of the years.

For Discussion:

Who is the "you" in this poem?

Who is the narrator?

**Can you identify with the narrator? Give examples of how it reminds
 You of your own experiences or feelings.**



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Por una Humanidad Culta
Universidad Autónoma del Estado de Morelos