

LECTOCOMPRESIÓN EN INGLÉS
MÓDULO II

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Lectocomprensión en Inglés

Módulo II



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CONSIDERACIONES GENERALES

1. Introducción

La importancia de la lectura en el ámbito universitario como un medio que nos conduce a la obtención del conocimiento es indiscutible.

En las sociedades tecnológicas modernas, donde los cambios vertiginosos y la oferta y la demanda de información es abundante y continua, los conceptos y los datos adquieren un valor universal o globalizado que trasciende las fronteras del idioma. En este contexto no podemos negar la existencia del inglés como lengua franca, es decir, como una herramienta para el intercambio comunicativo y el acceso a la información más actualizada. Estos datos lo confirman el gran porcentaje de páginas web en inglés si lo comparamos con la escasa presencia que aún tiene el español en este medio, según informa el diario El País.com (2006) 4,6 de las páginas de Internet están escritas en español y 45% en inglés.

En síntesis, para el alumno universitario actual y mucho más para el profesional leer en inglés es una habilidad indispensable para completar su formación.

El objetivo de los cursos de lecto-comprensión en inglés es que el alumno logre convertirse progresivamente en un lector autónomo, capaz de comprender y analizar críticamente textos auténticos de géneros variados pertenecientes a distintos ámbitos del conocimiento en general y a su área de estudio en particular.

2. Fundamentación pedagógica y metodológica

Nuestro enfoque, basado en la psico-socio lingüística, parte del supuesto de que la lectura es un proceso interactivo y transaccional donde el lector no es un mero espectador sino que participa de la construcción del significado del texto.

A partir de la década del 70 psicólogos y lingüistas de la talla de Smith, Goodman, Widdowson, Johnson Laird y Van Dijk entre otros, argumentan que la lectura es una habilidad donde autor y lector interactúan para darle sentido al texto. Se pone el acento en la visualización del texto como un todo, al partir de la psicología gestáltica, haciendo hincapié en el conocimiento previo del lector y en la anticipación y predicción del contenido del mismo para lograr una mejor comprensión.

Por eso, nuestro material incluye desde su inicio textos auténticos donde, además de aplicar estrategias de lectura que el alumno también utiliza en su propia lengua (L1) y otras relativas a la lectura en lengua extranjera, se lleva a cabo, paralelamente, un análisis lingüístico- gramatical que propicia la observación de estructuras comparadas entre la L1 y la lengua extranjera, un análisis de la organización

textual que trasciende los límites de la oración (cohesión y coherencia) basado en la gramática funcional sistémica de Halliday y un análisis de los géneros discursivos y la organización retórica de los distintos tipos de texto.

Precisamente, nuestro material está organizado tomando como eje las tramas textuales más frecuentes que los alumnos necesitarán abordar en sus áreas de estudio de grado respectivas: descriptiva, explicativa, narrativa y argumentativa.

Otro aspecto a tener en cuenta es la importancia que damos a la expresión escrita en español, dado que los alumnos deben responder las consignas planteadas en las guías de lectura en su L1. Este interés parte no sólo de nuestra propia iniciativa, ya que consideramos que expresarse con corrección es un instrumento vital para cualquier profesional y estudiante de grado, sino también de los propios alumnos que lo notan como una carencia o déficit que arrastran de la escuela media.

3. Progresión de la enseñanza y avance del conocimiento.

Nuestros cursos están destinados a alumnos que con respecto al nivel inicial de conocimiento de lengua extranjera podrían ser considerados “principiantes” o “falsos principiantes”.

Utilizamos para determinar el nivel de desempeño de nuestros alumnos los denominados “Benchmarks canadienses” (Canadian Language Benchmarks o CLBs) que son estándares utilizados en Canadá a nivel nacional para la descripción, reconocimiento y evaluación de la competencia lingüística de inmigrantes, o futuros inmigrantes, adultos que estudian el inglés como segunda lengua y necesitan determinar cuál es su nivel ya sea para cursar estudios superiores, para conseguir empleo o para continuar el aprendizaje de dicho idioma.

Este instrumento comprende tres estadios (competencia inicial, intermedia y avanzada) que están subdivididos en cada caso en cuatro etapas lo que da origen en su totalidad a 12 (doce) niveles que se miden en función de acciones que los sujetos pueden llevar a cabo empleando las distintas habilidades (leer, escuchar, hablar y escribir), como por ejemplo: si puede leer un manual de instrucciones, si puede entender sin dificultades un programa de TV, si puede concertar una cita con su médico, si puede completar un formulario de solicitud de empleo, etc.

Cabe aclarar que, según los evaluadores del centro de CLB¹ (2000), es frecuente que un alumno tenga un nivel de competencia en lectura y uno diferente en oralidad. Los evaluadores (*ibid*) aclaran que un estudiante que se encuentra en un nivel 8 o 9 tiene el conocimiento suficiente de inglés como para iniciar un programa universitario.

Algunas de las acciones que los alumnos logran llevar a cabo según los niveles mencionados y que globalmente reflejan las capacidades de nuestros alumnos al finalizar Inglés I e Inglés II, asignaturas correspondientes al Primer Ciclo Universitario son:

¹ Centre for Canadian Language Benchmarks (2000): Canadian Language Benchmarks, disponible en <http://www.nald.ca/fulltext/CLB2000/content.htm>

Benchmark 6 (competencia intermedia en vías de desarrollo relativa al área de lectura):

Que el alumno pueda:

- Obtener las ideas principales, las palabras claves y los detalles importantes de textos de una página² que respecto del contexto del uso de la lengua impliquen una dificultad moderada.
- Localizar entre tres a cinco detalles específicos respecto de textos de la extensión mencionada, así también como de gráficos, y cronogramas que requieran análisis, comparación y contraste.
- Obtener información nueva sobre temas familiares a partir de la lectura de textos expositivos con una organización clara, relativos a áreas afines a su experiencia y a su capital cultural.

A nivel semántico, el texto que el alumno maneja en este nivel es mayormente de carácter concreto, contiene información fáctica, e incluye algunos términos técnicos, abstractos y conceptuales y puede demandar un requerimiento bajo con respecto al nivel de inferencia para ser comprendido exitosamente (por ejemplo apelar al recurso de la morfología a través de la detección de prefijos y sufijos para descubrir el significados de palabras nuevas).

Con respecto a las habilidades que poseen los alumnos que concluyen Inglés III, asignatura correspondiente al Segundo Ciclo Universitario se pueden destacar las que figuran a continuación:

Benchmark 7 (competencia intermedia adecuada relativa al área de lectura)

Que el alumno pueda:

- Obtener las ideas principales, las palabras claves y los detalles importantes de textos auténticos de una o dos páginas³ sobre un tema familiar y dentro de un contexto relevante y predecible.

A nivel semántico, el texto que el alumno maneja en este nivel es de carácter concreto o abstracto, contiene información fáctica y de opinión, e incluye algunos términos técnicos, y puede demandar un requerimiento bajo con respecto al nivel de inferencia para ser comprendido exitosamente. Sin embargo, pueden incluir un amplio rango de formas lingüísticas y estilísticas de expresión que presentan un grado mayor de dificultad.

² Los alumnos leen textos de mayor extensión pero de la complejidad descrita en este benchmark.

³ Los alumnos leen textos de mayor extensión pero de la complejidad descrita en este benchmark.

PROGRAMA ANALÍTICO: INGLÉS II

UNIDAD 1: APROXIMACIÓN AL ENFOQUE DE LECTURA EN LENGUAS EXTRANJERAS

Objetivos específicos:

Que el alumno:

1. Reutilice las estrategias de lectura que emplea en la lengua materna para los textos en lengua extranjera.
2. Analice sistemáticamente el paratexto cada vez que aborda una lectura en lengua extranjera.

Objetivos actitudinales:

En todas las unidades se trabaja para fomentar:

1. Una actitud reflexiva, crítica y flexible con respecto a las lenguas, en particular la lengua extranjera, sus estructuras y usos sociales.
2. La formación de habilidades que hacen al desarrollo personal, socio-comunitario y técnico-científico.
3. La curiosidad por investigar y explorar diferentes opciones lingüísticas y comunicativas.

Contenidos conceptuales:

1. Convenciones de los discursos escritos.
2. Texto y contexto.
3. Elementos no verbales.
4. Estrategias de lectura: palabras claves, oración tópico, comprensión global y detallada.
5. Referencia contextual.
6. Funciones retóricas predominantes en los textos académicos.

Contenidos procedimentales:

1. Reconocimiento visual del texto y su estructura.
2. Análisis de paratextos y formulación de hipótesis sobre los textos correspondientes.
3. Consulta y aprovechamiento de fuentes de información.
4. Sistematización de los temas de la unidad a partir de los textos seleccionados.

UNIDAD 2: LA TRAMA DESCRIPTIVA / EXPLICATIVA.

Objetivos específicos:

Que el alumno:

1. Utilice las estrategias adecuadas para la comprensión de textos expositivos, explicativos y descriptivos en lengua inglesa.
2. Reconozca los exponentes lingüísticos más frecuentes correspondientes a cada tipo discursivo.

Contenidos conceptuales:

1. Nociones lógico-semánticas: Aspecto, tiempo, intersección de tiempo y aspecto; secuencia lógica; etc.
2. Elipsis y sustitución.
3. Exponentes lingüísticos: Afijos. Pronombres relativos. Modificadores.
4. Tiempos verbales: presente y pasado simple. Verboides. Voz pasiva.
5. Cadenas léxicas.
6. Modo imperativo.
7. Referencia.
8. Comparativos.
9. Preposiciones y adverbios de locación.

Contenidos procedimentales:

1. Lectura y análisis de textos.
2. Determinación de información nuclear y periférica.
3. Reconocimiento de marcas de cohesión textual.
4. Sistematización de los temas de la unidad a partir de la lectura de los textos seleccionados y los apuntes.
5. Reorganización, verificación y rectificación de la información. Reflexión sobre las estrategias empleadas.
6. Confección de síntesis de lectura.

UNIDAD 3: LA TRAMA NARRATIVA

Objetivos específicos:

Que el alumno:

1. Utilice las estrategias adecuadas para la comprensión de textos narrativos en lengua inglesa.
2. Reconozca los exponentes lingüísticos más frecuentes correspondientes a este tipo discursivo.

Contenidos conceptuales:

1. Nociones lógico-semánticas: Aspecto, tiempo, intersección de tiempo y aspecto; secuencia lógica y temporal.
2. Exponentes lingüísticos: Tiempos verbales: pasado continuo y pasado perfecto.
3. Conectores temporales. Verbos modales simples y perfectivos.
4. Oraciones condicionales.

Contenidos procedimentales:

1. Lectura y análisis de textos.
2. Determinación de información nuclear y periférica.
3. Reconocimiento de marcas de cohesión textual.
4. Sistematización de los temas de la unidad a partir de la lectura de los textos seleccionados y los apuntes.
5. Reorganización, verificación y rectificación de la información. Reflexión sobre las estrategias empleadas.
6. Confección de síntesis de lectura.
7. Paráfrasis de sintagmas y fragmentos de textos.

UNIDAD 4: LA TRAMA ARGUMENTATIVA

Objetivos específicos:

Que el alumno:

1. Utilice las estrategias adecuadas para la comprensión de textos argumentativos en lengua inglesa.
2. Reconozca los exponentes lingüísticos más frecuentes correspondientes a este tipo discursivo.

Contenidos conceptuales:

1. Nociones lógico-semánticas: contraste, causa y efecto, etc.
2. Exponentes lingüísticos: Diferentes formas de expresar hipótesis. Defensa y refutación de una posición teórica. Presentación de evidencia. Contraste y énfasis.

Contenidos Procedimentales:

1. Lectura y análisis de textos.
2. Determinación de información nuclear y periférica.
3. Reconocimiento de marcas de cohesión textual.
4. Sistematización de los temas de la unidad a partir de la lectura de los textos seleccionados y los apuntes.
5. Reorganización, verificación y rectificación de la información. Reflexión sobre las estrategias empleadas.
6. Confección de síntesis de lectura.

UNIDAD 5: INTEGRACIÓN

Objetivos específicos:

Que el alumno:

1. Utilice las estrategias adecuadas para la comprensión de textos expositivos, explicativos, descriptivos y narrativos en lengua inglesa.
2. Determine la premisa, argumentos y contra-argumentos en textos argumentativos.
3. Conozca los exponentes lingüísticos más frecuentes correspondientes a cada tipo discursivo.

4. Auto evalúe sus propios progresos en el área.

Requisitos de promoción y condiciones de aprobación:

Los tres niveles de esta asignatura incluyen el derecho a la promoción directa según ha sido establecido por el Régimen General de Estudios de la UNGS.

Son requisitos mínimos indispensables para la aprobación de la asignatura bajo el régimen de promoción directa:

1. Haber aprobado los exámenes parciales con un promedio de entre 7 (siete) y 10 (diez);
2. Haber aprobado los trabajos prácticos;
3. Haber asistido al 75% de las clases dadas en el período de cursada;
4. Haber aprobado la correlativa correspondiente.

La calificación definitiva será el resultado del promedio de las distintas evaluaciones propuestas por el docente a cargo del curso y de la ponderación que éste haga del desempeño del alumno durante la cursada.

Los estudiantes que no puedan acceder a la promoción de manera directa pueden rendir examen final.

Son requisitos mínimos indispensables para la aprobación de la asignatura bajo el régimen de examen final:

1. Haber aprobado los exámenes parciales con un promedio de entre 4 (cuatro) y 6 (seis);
2. Haber aprobado los trabajos prácticos;
3. Haber asistido al 60% de las clases dadas en el período de cursada;
4. Haber regularizado la correlativa correspondiente.

El examen final podrá rendirse el último día de la cursada o bien en los turnos sucesivos disponibles para los alumnos regulares en el turno de final que corresponda. El mismo se aprobará con 4 (cuatro).

Asimismo se incluye, para los estudiantes que lo consideren conveniente, la opción de presentarse a rendir el examen final de Inglés I, II y III en carácter de alumno libre en los turnos de examen correspondientes a febrero, julio y diciembre.

Los requisitos para los alumnos libres son:

1. Tener conocimiento de los contenidos del programa de la asignatura
2. Concurrir a la fecha de examen con diccionario (bilingüe o monolingüe) de inglés.
3. Inscribirse en la fecha oportunamente anunciada para rendir el examen

TEXTOS Y GUÍAS DE LECTURA

UNIDAD 1:

APROXIMACIÓN AL ENFOQUE

Algunas de las estrategias que aplicamos cuando abordamos la lectura de un texto en lengua extranjera, ya vistas en Inglés I, consisten en localizar:

- palabras conceptuales repetidas (sustantivos, verbos, adjetivos y adverbios)
- palabras transparentes o cognados
- índices tipográficos (negritas, cursiva, números, nombres propios, etc.)
- palabras conocidas

Dentro de las estrategias que también utilizamos en nuestra lengua materna podemos mencionar:

- el análisis del paratexto
- la anticipación y la predicción
- “skimming”, “scanning”

Abordaremos el siguiente texto con la intención de aplicar algunas de las estrategias a las que se han hecho referencia.

TEXTO 1

A. Observe el paratexto y luego resuelva los siguientes ejercicios.

1. Indique:

- fuente textual: _____
- fecha de publicación: _____
- tipo de texto, género y trama: _____
- tópico: _____

2. Explique qué ilustra la foto.

3. Interprete el título.

4. ¿Considera usted que el artículo está completo? Sí/No. Justifique.

B. Utilizando la técnica de “scanning”, indique qué información le suministran las siguientes indicaciones tipográficas.

- Matthew Feam: _____
- RCEP: _____
- 80%: _____
- uso de las comillas en la palabra “astonished”: _____

C. Seleccione 5 palabras que a su entender justifican la elección del tópico.

.....,,,,

D. ¿Cómo continúa el texto? Elija cuál de las siguientes oraciones es la que corresponde. Justifique.

1. The commission’s chairman, Sir John Lawton, said some positive initiatives were being taken in individual areas.
2. But he said ministers’ rhetoric about protecting the environment was not reflected in the reality of the lives of most Britons.
3. “There are examples of good things happening all over the place. The thing is there aren’t enough of them and they are happening too slowly. “



environment Waste & pollution								
Home	Climate change	Conservation	Travel	Energy	Ethical living	Food	Water	Pollution

Report attacks government over urban pollution strategy

Staff and agencies
 Tuesday March 6, 2007
[Guardian Unlimited](#)



Mist and pollution over the City of London. Photograph: Matthew Fearn/PA

1 The government should do more to tackle pollution in urban areas to ensure they become more environmentally sustainable and healthier places to live, a report said today.

5 The Royal Commission on Environmental Pollution (RCEP) said it was “astonished” that the government did not have an over-arching strategy to deal with the pollution impact of housing, transport and energy use in the towns and cities where 80% of Britons lived.

The Urban Environment report, based on three years of research by the commission, called for the development of a clear, coordinated policy on the issue.

10  [Article continues](#) ⁴

⁴ Ver Apéndice 1 página 32.

Técnica para una mejor comprensión de vocabulario nuevo en contexto

Ante la aparición de una palabra desconocida ¿cómo reacciona? Le aconsejamos que no acuda inmediatamente al diccionario sino que previamente siga los siguientes pasos y después evalúe si es necesario recurrir a él.

- Verifique si la palabra aparece con frecuencia en el texto.
- Decida si considera que es una palabra clave dentro del mismo.
- Determine de acuerdo a su posición y morfología qué tipo de palabra es: sustantivo, verbo, adjetivo, etc.
- Intente ahora haciendo uso del contexto elaborar una hipótesis sobre su significado.
- Consulte con uno o más de sus compañeros.
- Si es necesario verifique con el diccionario y ponga a prueba su trabajo de inferencia.
- Realice este procedimiento a menudo para ir ganando confianza y precisión.

TEXTO 2

Antes de leer

1. Lea el título y el epígrafe, observe la foto y anticipe el contenido del texto que va a leer.
2. ¿Cuáles son las tres cosas importantes que Henry Ford hizo de acuerdo a la información con la que usted cuenta hasta ahora?
3. ¿Qué palabra se utiliza para describir a Henry Ford? ¿Qué significa? ¿Cuál parece ser la contradicción?
4. Indique a qué se refieren los siguientes números.
 - a. 50: _____
 - b. 1912: _____
 - c. 16: _____
 - d. 15 million: _____
 - e. \$1.5 million: _____

Mientras lee

Lea el texto cuidadosamente y luego complete:

1. ¿Qué tipo de auto querían fabricar los partidarios de H. Ford? ¿Estaba él de acuerdo? Sí/No ¿Por qué?
2. Otra expresión utilizada en el texto para referirse a Ford es
3. La producción del modelo T comenzó en
y terminó en
4. Mencione algunas características del Ford T.
5. ¿Por qué se menciona a McDonald's en el artículo?
6. Explique el concepto de "producción en masa" que aparece en el texto.
7. ¿A qué se refiere el autor con la expresión "infraestructura automotriz"?
8. ¿Cuánta gente vivía en las ciudades en la época de la Segunda Guerra Mundial? ¿Y en la época en la que él era un adolescente? Compare dichos períodos y explique las diferencias.
9. ¿Quién podía comprarse un Modelo T en los tiempos de Ford?
10. ¿Cuál era la relación entre Edison y Ford?

Después de leer

1. Elija la mejor opción para las siguientes frases recuadradas en el texto.

- "Ford eventually bought them out..." (18)

- a. los desplazó
- b. les compró la parte
- c. los estafó
- d. los aceptó

- "... they too could go for a spin on a Sunday afternoon..." (15)

- a. pudieran ir a bailar
- b. pudieran cambiar su realidad
- c. pudieran ir a dar una vuelta
- d. pudieran conducir a mayor velocidad

- "... so Ford pushed for gas stations everywhere" (55)

- a. invirtió en
- b. apremió las
- c. luchó por la existencia de
- d. hizo propaganda de

- "...and funded the effort with..." (100)

- a. respaldó

- b. invirtió
- c. fundó
- d. consolidó la deuda

2. Infiera el significado de las siguientes palabras recuadradas en el artículo.

- a. hailed
- b. flocked
- c. partners

3. Indique qué tienen en común las siguientes expresiones:

- a. "In much the same fashion "
- b. "... just like horses"
- c. "... in the same way..."

4. Indique la referencia de las siguientes palabras.

- a. His: _____
- b. That : _____
- c. They : _____
- d. The two visionaries from rural Michigan : _____

5. En este contexto la palabra **yet**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

Integración: Trabajo grupal

1. Busque información sobre el autor de este artículo.
2. Ingrese a la siguiente URL (dirección de Internet) correspondiente a la página de la Revista Time <http://www.time.com/time/time100/builder/profile/ford.html> y elija su personaje del siglo. Realice una síntesis de los eventos más salientes en la vida de esa persona.

DRIVING FORCE

HENRY FORD

He produced an affordable car, paid high wages and helped create a middle class. Not bad for an autocrat.

By LEE IACOCCA

- 1 Henry Ford's mark in history is almost unbelievable. In 1905, when there were 50 start-up companies a year trying to get into the auto business, his backers at the new Ford Motor CO. were insisting that the best way to maximize profits was to build a car for the rich.
- 5
- 10 But Ford was from modest, agrarian Michigan roots. And he thought that the guys who made the cars ought to be able to afford one themselves so that they could go for a spin on a Sunday afternoon. In typical fashion, instead of listening to his backers, Ford eventually bought them out.
- 15
- 20 And that proved to be only the first smart move in a crusade that would make him the father of the 20th century American industry. When the black Model T rolled out in 1908, it was hailed as America's Everyman car-elegant in its simplicity and a dream machine not just for engineers but for marketing men as well.
- 25
- 30 Ford instituted industrial mass production, but what really mattered to him was mass consumption. He figured that if he paid his factory workers a real living wage and produced more cars in less time for less money, everyone would buy them.
- 35
- 40 Almost half a century before Ray Kroc sold a single McDonald's hamburger, Ford invented the dealer-franchise system to sell and service cars. In the same way that all politics is local, he knew that business had to be local. Ford's "road men" became a familiar part of the American landscape. By 1912 there were 7,000 Ford dealers across the country.
- 45
- 50 In much the same fashion, he worked on making sure that an automotive infrastructure developed along with the cars. Just like horses cars need to be fed - so Ford pushed for gas stations everywhere and campaigned for better roads, which eventually led to an interstate-highway system that is still the envy of the world.
- 55
- 60 His vision would help create a middle class in the U.S., one marked by urbanization, rising wages and some free time in which to spend them. When Ford left the family farm at age 16 and walked eight miles to his first job in a Detroit machine shop, only 2 out of 8 Americans lived in the cities. By World War II that figure would double, and the affordable Model T was one reason for it. People flocked to Detroit for jobs, and if they worked in one of Henry's factories, they could afford one of his cars-it's a virtuous circle and he was the ringmaster. By the time production ceased for the Model T in 1927, more than 15 million cars had been sold-or
- 65
- 70
- 75
- 80

half the world's output.

Nobody was more of an inspiration to Ford than the great inventor Thomas Alva Edison. At the turn of the century Edison had blessed Ford's pursuit of an efficient, gas-powered car during a chance meeting at Detroit's Edison Illuminating Co., where Ford was chief engineer.

(Ford had already worked for the company of Edison's fierce rival, George Westinghouse.)

After the Model T's enormous success, the two visionaries from rural Michigan became friends and business partners.

Ford asked Edison to develop an electric storage battery for the car and funded the effort with \$1.5 million. Ironically, despite all his other great inventions, Edison never perfected the storage

105 battery. Yet Ford immortalized his mentor's inventive genius by building the Edison Institute in Dearborn.

Fuente textual: TIME, December 7, 1998. Disponible en <http://www.time.com/time/time100/builder/profileford.html>



Henry Ford with a Model T in 1921. About one million Model T's were produced that year.

La oración tópico

La oración tópico es aquella que organiza un párrafo puesto que propone o desarrolla una idea que podría describirse como la principal o la que ejerce un control dentro de esa extensión del texto. Todas las demás oraciones de una u otra forma se relacionan con ella. La oración tópico plantea un tema y actúa consecuentemente cómo la fuerza que da unidad al párrafo.

Con respecto a su posición dentro del párrafo, suele ser la primera aunque a veces puede ir precedida de una oración que establece una transición entre párrafos y ocasionalmente puede aparecer al final, es decir como la última oración.

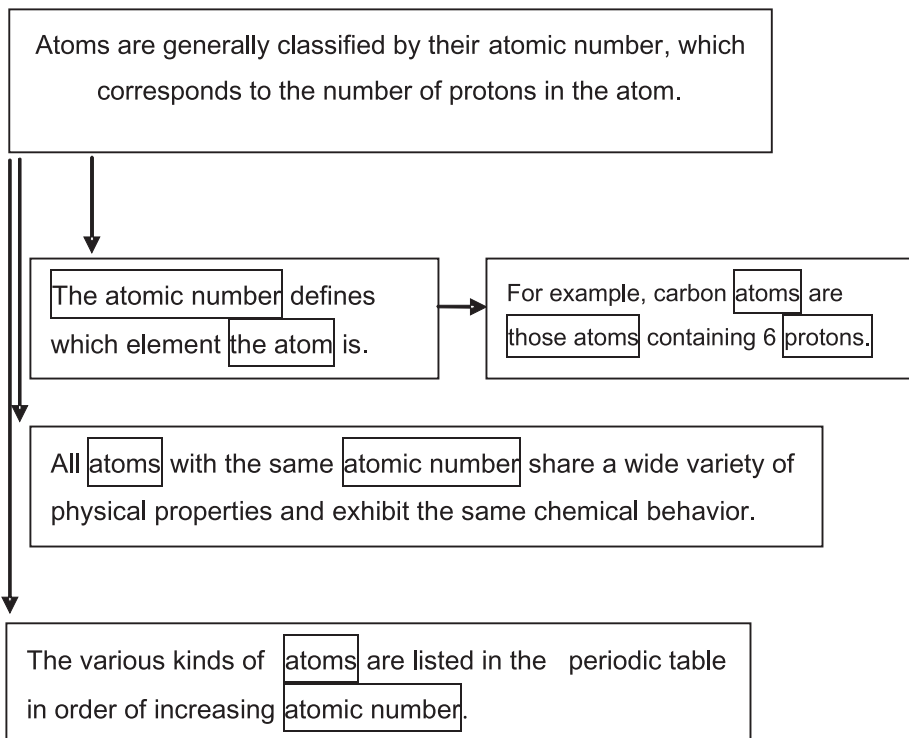
Aunque la mayoría de los párrafos cuentan con una oración tópico, es posible que un párrafo carezca de ella porque simplemente plantea una sucesión de hechos o detalles que continúan con la idea desarrollada en el párrafo anterior. Sin embargo, la oración tópico es fundamental en los párrafos donde se argumenta o analiza un tema.

Observemos ahora el siguiente texto:

Atoms are generally classified by their atomic number, which corresponds to the number of protons in the atom. The atomic number defines which element the atom is. For example, carbon atoms are those atoms containing 6 protons. All atoms with the same atomic number share a wide variety of physical properties and exhibit the same chemical behavior. The various kinds of atoms are listed in the periodic table in order of increasing atomic number.

Fuente textual: Cassiopaea Glossary disponible en <http://glossary.cassiopaea.com/glossary>

La primera oración en este caso constituye la oración tópico. Note cómo las demás oraciones dependen de ella semántica y sintácticamente. Preste atención a los mecanismos de cohesión léxica y gramatical: palabras repetidas y referencia.



TEXTO 3

Identificación de la oración tópico

Antes de leer

Observe el paratexto del siguiente texto y determine cuál es el tópico.

Mientras lee

1. Subraye en cada uno de los párrafos la oración tópico.
2. Decida cuál es el subtópico o subtema de cada uno de los párrafos, enunciado como si fuera un subtítulo.
3. ¿Considera usted que éste texto está completo? Justifique su respuesta.

Después de leer

Haciendo uso de las respuestas dadas en la sección anterior elabore un resumen del texto.

Sugerencias para la confección de un resumen:

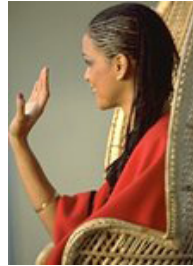
- Recuerde omitir todas las ideas secundarias o innecesarias.
- Elimine todas las frases que sólo sirven para establecer una transición entre las distintas partes del texto o que meramente nos ayudan a entender lo que estamos leyendo (metalenguaje).
- Omita la información que se presenta como repetida o redundante aunque aparezca presentada de diferente forma.
- Utilice palabras abarcadoras que sirvan para establecer generalizaciones (hiperhónimos) que incluyan a términos específicos (híponimos) en los casos donde se establece una enumeración con términos que pertenecen a una misma clase.

Humans

- 1 The final group of the **superfamily Hominoidea** consists only of ourselves, the species **Homo sapiens**. In the past, there were other species of humans as well. They will be described in the last two tutorials of this series.
- 5 It has been historically difficult for people to accept that we are in fact just another primate species with African origins and that we differ physically only in degree from some of the others. However, that is now beyond doubt. The similarities can be seen throughout our bodies. For instance, humans and the African apes all lack
- 10 external tails and have hands with a thumb that is sufficiently sepa-

rate from the other fingers to allow them to be opposable for precision grips. Humans are also sexually dimorphic--males are 5-10% larger on average and have greater upper body muscular development. Like chimpanzees and bonobos, we are omnivorous. We kill other animals for food in addition to eating a wide variety of plants. Internally, our bodies are even more similar to the great apes. We have essentially the same arrangement of internal organs and share several important blood types. We also get many of the same contagious diseases.

15



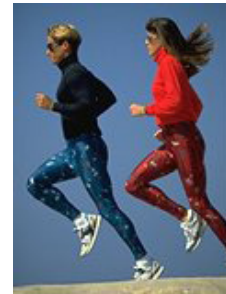
Similar chimpanzee and human hands

The relatively minor anatomical differences between humans and apes are largely a result of our habitual bipedalism. A number of changes in our bodies were related to the development of this form of locomotion. Unlike apes, our arms are relatively short and weak compared to our legs. Our feet no longer have the ability to effectively grasp and manipulate objects since the big toe moved up into line with the others. Human feet also have lengthened and acquired an arch, making them better body supports. The human pelvis and spinal column also have been modified for an erect posture and bipedal locomotion. We are now essentially fully terrestrial animals.

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Bipedal locomotion

With the exception of these few outward differences, we are quite similar to the African apes anatomically and genetically, especially to the chimpanzees and bonobos. In 2003, a draft sequence of the chimpanzee genome was completed. A comparison of this with the human genome that was completed in 2001 showed that approximately 98.5% of the human and chimpanzee DNA base pairs are identical. Where we differ appears to be largely in the genes that control smelling, hearing, digesting proteins, and susceptibility to certain diseases. These minor differences are to be expected given that we have been on essentially separate evolutionary tracks for 6-7 million years. During that time, we have been subject to somewhat different natural selection pressures. These differences led to bipedalism for our ancestors along with a much larger brain and, ultimately, speech.

35

40

45

50 The human brain is 2-3 times larger in volume than those of the
great apes. More importantly, the human brain to body size ratio
is significantly larger, and it has a much larger cerebral cortex. It is
not surprising that there are some striking differences between the
great apes and humans in mental abilities. People have much more
65 complex forms of verbal communication than any other primate
species. We are the only animals to create and use symbols as a
means of communication. We also have more varied and complex
social organizations. The most distinctive feature of humans is our
mental ability to create new ideas and complex technologies. This
has proven invaluable in the competition for survival. However, the
60 great apes are remarkably intelligent, having mental levels equiva-
lent to about a 3-4 year old human child. This is sufficient to allow
them to learn and use the sign language of deaf humans in at least
a rudimentary way.

There is one additional curious difference between humans and
all other primates that is worth noting. We are the only species
65 of primate in which older females go through menopause and
become sterile, often decades before dying of old age. Female
chimpanzees, gorillas, and other non-human primates remain ca-
pable of conception and giving birth even when they are very old.
One explanation for this difference in humans is that menopause
70 has proven to have natural selection value for our species. Hav-
ing raised their own children, post-menopausal women around the
world often take care of their grandchildren while their daughters
are working. It is argued that this increases the chances that the
grandchildren will survive to adulthood because they receive this
additional experienced and caring attention.

Fuente textual: EVOLUTION OF MODERN HUMANS: A Survey of the Biological
and Cultural

Evolution of Archaic and Modern Homo sapiens, disponible en <http://anthro.palomar.edu/homo2/default.htm>

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APÉNDICE 1

TEXTO 1

GLOSARIO

astonished	sorprendido
deal	abordar
ensure	asegurar
healthy	saludable
issue	tema
mist	neblina
research	investigación
sustainable	sostenible
tackle	abordar

1 The commission's chairman, Sir John Lawton, said some positive initiatives were being taken in individual areas, and hailed London Mayor Ken Livingstone's congestion charge scheme as an example.

5 But he said ministers' rhetoric about protecting the environment was not reflected in the reality of the lives of most Britons.

10 Sir John told the BBC Radio 4 Today programme: "The commission are actually astonished that the government doesn't have an over-arching urban environmental policy that takes account of people's health and well-being, the environment and transport and tries to join up what we do to tackle these problems.

"There are examples of good things happening all over the place. The thing is there aren't enough of them and they are happening too slowly.

15 "Urban area pollution, for example, is now on the increase again, particularly because of the increase in the number of cars and other vehicles on the roads and government has consistently failed to address that.

The commission's report calls for a planning framework which sees growth and redevelopment managed within environmental constraints and recognises the impact of the environment on people's health and wellbeing.

20 Alongside this it wants an environmental contract between social and local government, a programme to improve the environmental performance of new and existing buildings, and the use of pricing and incentives to reduce waste and traffic in urban areas.

25 It recommends that the government review its target downwards to build 60% of new homes on brownfield sites to avoid the loss of gardens, which are considered developed land, or a reduction in biodiversity where brownfield sites have become green and rich in wildlife.

But a spokesman for the Department for Communities and Local Government said in the time the commission had been working on the report, the government had already started to make changes.

30 “The government has introduced a major planning policy statement on sustainable development, a new draft planning policy on climate change and drawn up a 10-year timetable towards zero carbon homes,” he said.

35 “We have thoroughly revised and reissued planning policies on pollution control, waste management and flood risk management - all of which have a direct impact on improving the quality of the urban environment.”

On top of this, he said local and central government had drawn up contracts to work together to improve people’s health and quality of life.

40 “It is a shame such changes could not have been considered in the report - however, it is a welcome contribution to the debate and the government will respond in due course,” he said.

The Council for the Protection of Rural England (CPRE) said the commission was right to highlight the importance of green spaces in urban areas, but that the “brownfield first” policy should not be weakened.

45 Its policy director, Neil Sinden, said abandoned and under-used sites were wasting space and blighting towns and cities.

“The target should be revised - but upwards. The brownfield first policy has boosted urban regeneration whilst protecting dozens of square miles of countryside from being built over.”

50 He added: “There have been huge improvements in our towns and cities, but as the RCEP’s report shows, there’s still a long way to go.”

UNIDAD 2: LA TRAMA DESCRIPTIVA-EXPLICATIVA

LA DEFINICIÓN

La definición en inglés está compuesta de los siguientes elementos:

1. **Término a definir** (concepto), puede designar un objeto o un proceso. Cuando designa un objeto el término es un sustantivo que puede estar:

- en singular precedido de un artículo indeterminado (a/an)
A computer is a programmable electronic device that performs high-speed mathematical or logical operations or that assembles, stores, correlates, or otherwise processes information.
- sin artículo
Helium is a colorless, odorless inert gaseous element occurring in natural gas and with radioactive ores.
- en plural sin artículo
Computers are programmable electronic devices that perform high-speed mathematical or logical operations or that assemble, store, correlate, or otherwise process information.

2. **Término de clase** que designa a qué grupo pertenece el concepto que se quiere definir.

Ethnomathematics is the discipline that considers the culture in which mathematics arises.

3. Sintagma referido a las **características** específicas que distinguen el concepto que se quiere definir de los otros miembros de la misma clase. La conexión entre el término de clase y el sintagma referido a las características puede ser:

- una preposición
*A drill is an implement with cutting edges or a pointed end **for** boring holes in hard materials, usually by a rotating abrasion or repeated blows.*
- un pronombre relativo (*that, which o who*) o una combinación de preposición pronombre (*in which*).
Carbon dioxide is the gas **that** animals and humans breathe out.
- un verbo terminado en **-ing**
*A hammer is a hand tool **consisting** of a handle with a head of metal or other heavy rigid material that is attached at a right angle, used for striking or pounding.*
- un verbo terminado en **-ed** / pasado participio
*Program evaluation is essentially a set of philosophies and techniques **developed** to determine if a program ‘works’.*

TEXTO 4

Antes de leer

Lea títulos, subtítulos, observe los diferentes índices tipográficos y el paratexto en general y luego complete esta sección.

1. Determine el tópico.
2. Indique cuál es la organización textual.
3. Explique para qué utiliza el autor las siguientes indicaciones tipográficas:
 - a. negritas: _____
 - b. viñetas: _____
 - c. el número 10: _____

Mientras lee

Realice una primera lectura del texto y luego resuelva.

1. Localice y marque en el texto la definición del término resiliencia. Transcríbala, marque los componentes e interprétela.
2. ¿Qué ejemplo se menciona en el texto para explicar cómo se manifiesta la resiliencia?
3. ¿Quiénes pueden tener o experimentar resiliencia? Explique.
4. Mencione tres factores que conducen a la resiliencia.
5. Explique dos de los consejos para el desarrollo de la resiliencia que se mencionan en el texto.

Después de leer

1. Indique cuál es el referente de las siguientes palabras destacadas en el texto:
 - a. it : _____
 - b. their : _____
 - c. them: _____
 - d. themselves: _____

2. Explique el uso de estas frases. ¿qué ideas introducen?
 - a. such as: _____
 - b. rather than: _____

3. Interprete las oraciones subrayadas.

What Is Resilience?

By American Psychological Association August 18, 2007

- 1 Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress –[such as] family and relationship problems, serious health problems, or workplace and financial stressors. [It] means “bouncing back” from difficult experiences.
- 5 Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience. One example is the response of many Americans to the September 11, 2001 terrorist attacks and individuals’ efforts to rebuild [their] lives.
- 10 Being resilient does not mean that a person doesn’t experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress.
- Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts, and actions that can be learned and developed in anyone.

15 Resilience Factors & Strategies

Factors in Resilience

- A combination of factors contributes to resilience. Many studies show that the primary factor in resilience is having caring and supportive relationships within and outside the family.
- 20 Relationships that create love and trust, provide role models, and offer encouragement and reassurance help bolster a person’s resilience. Several additional factors are associated with resilience, including:
- The capacity to make realistic plans and take steps to carry [them] out

- 25
- A positive view of yourself and confidence in your strengths and abilities
 - Skills in communication and problem solving
 - The capacity to manage strong feelings and impulses

All of these are factors that people can develop in themselves.

Strategies For Building Resilience

30 Developing resilience is a personal journey. People do not all react the same to traumatic and stressful life events. An approach to building resilience that works for one person might not work for another. People use varying strategies.

35 Some variation may reflect cultural differences. A person's culture might have an impact on how he or she communicates feelings and deals with adversity – for example, whether and how a person connects with significant others, including extended family members and community resources. With growing cultural diversity, the public has greater access to a number of different approaches to building resilience.

40 Some or many of the ways to build resilience in the following pages may be appropriate to consider in developing your personal strategy.

10 Ways to Build Resilience

45 **Make connections.** Good relationships with close family members, friends, or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.

50 **Avoid seeing crises as insurmountable problems.** You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.

55 **Accept that change is a part of living.** Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

60 **Move toward your goals.** Develop some realistic goals. Do something regularly –even if it seems like a small accomplishment– that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?"

65 **Take decisive actions.** Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

Look for opportunities for self-discovery. People often learn something

- about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for life.
- 70 **Nurture a positive view of yourself.** Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.
- Keep things in perspective.** Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.
- 75 **Maintain a hopeful outlook.** An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.
- Take care of yourself.** Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.
- 80 **Additional ways of strengthening resilience may be helpful.** For example, some people write about their deepest thoughts and feelings related to trauma or other stressful events in their life. Meditation and spiritual practices help some people build connections and restore hope.
- 85 The key is to identify ways that are likely to work well for you as part of your own personal strategy for fostering resilience.

Article courtesy of the American Psychological Association. Copyright © American Psychological Association. Available at <http://psychcentral.com/lib/2007/what-is-resilience/>

TEXTO 5

LAS INSTRUCCIONES

1. Observe el texto que figura a continuación, concéntrese en el título, subtítulos y la tipografía. Luego lea la introducción para completar los espacios o elegir la mejor opción según corresponda.

El texto que voy a leer hace referencia a

..... Según figura en el primer párrafo, este programa es administrado por mensualmente/anualmente.

Se otorgan.....visas y está dirigido a inmigrantes de países

..... Los que solicitan este tipo de visa son seleccionados

Sin embargo, no se otorgan visas a

.....

2. Lea la sección titulada “*Requirements for entry*” e indique cuáles son los dos requisitos necesarios para solicitar una visa.

3. Lea “*Procedures for submitting an entry to DV-2004*” y luego explique brevemente las razones por las cuales se podría rechazar la solicitud de una visa.

United States Department of State
Bureau of Consular Affairs
INSTRUCTIONS FOR THE 2004 DIVERSITY IMMIGRANT
VISA PROGRAM (DV-2004)

1 The congressionally mandated Diversity Immigrant Visa Program is administered on an annual basis by the Department of State and conducted under the terms of Section 203(c) of the Immigration and Nationality Act (INA). Section 131 of the Immigration Act of 1990 (Pub. L. 101-649) amended INA 203
5 to provide for a new class of immigrants known as “diversity immigrants” (DV immigrants). The Act makes available 50,000 permanent resident visas annually to persons from countries with low rates of immigration to the United States.

10 The annual DV program makes permanent residence visas available to persons meeting the simple, but strict, eligibility requirements. Applicants for Diversity Visas are chosen by a computer-generated random lottery drawing. The visas, however, are distributed among six geographic regions with a greater number of visas going to regions with lower rates of immigration, and with no visas going to citizens of countries sending more than 50,000 immigrants to the U.S. in the past five years. Within each region, no one country
15 may receive more than seven percent of the available Diversity Visas in any one year.

For DV-2004, natives of the following countries¹ are not eligible to apply because they sent a total of more than 50,000 immigrants to the U.S. in the
20 previous five years:

25 CANADA, CHINA (mainland-born), COLOMBIA, DOMINICAN REPUBLIC, EL SALVADOR, HAITI, INDIA, JAMAICA, MEXICO, PAKISTAN, PHILIPPINES, SOUTH KOREA UNITED KINGDOM (except Northern Ireland) and its dependent territories, and VIETNAM. *Persons born in Hong Kong SAR, Macau SAR and Taiwan are eligible.*

¹ The term “country” in this notice includes countries, economies and other jurisdictions explicitly listed.

30 ENTRIES FOR THE DV-2004 DIVERSITY VISA LOTTERY MUST BE **RECEIVED AT ONE OF THE KENTUCKY CONSULAR CENTER MAILING**

ADDRESSES BETWEEN NOON ON MONDAY, OCTOBER 7, 2002 AND NOON ON WEDNESDAY, NOVEMBER 6, 2002. ENTRIES RECEIVED BEFORE OR AFTER THESE DATES WILL BE DISQUALIFIED REGARDLESS OF WHEN THEY ARE POSTMARKED. ENTRIES MAILED TO ANY ADDRESS OTHER THAN THE **KENTUCKY CONSULAR CENTER ADDRESSES** WILL BE DISQUALIFIED.
REQUIREMENTS FOR ENTRY

* **Applicant must be a native of one of the countries listed. See “List Of Countries By Region Whose Natives Qualify.”**

40 **Native of a country whose natives qualify:** In most cases this means the country in which the applicant was born. However, if a person was born in a country whose natives are ineligible but his/her spouse was born in a country whose natives are eligible, such person can claim the spouse’s country of birth providing both the applicant and spouse are issued visas and enter the U.S. simultaneously. If a person was born in a country whose natives are ineligible, but neither of his/her parents was born there or resided there at the time of the birth, such person may be able to claim nativity in one of the parents’ country of birth.

45 * **Applicant must meet either the education or training requirement of the DV program.**

50 **Education or Training:** An applicant must have EITHER a high school education or its equivalent, defined as successful completion of a 12-year course of elementary and secondary education; OR two years of work experience within the past five years in an occupation requiring at least two years of training or experience to perform. The U.S. Department of Labor’s O*Net OnLine database will be used to determine qualifying work experience: <http://online.onetcenter.org>. Applicants will also find a link to a Labor Department list of qualifying occupations at the Consular Affairs website: <http://travel.state.gov>

60 If the applicant cannot meet these requirements, he or she should NOT submit an entry to the DV program.

PROCEDURES FOR SUBMITTING AN ENTRY TO DV-2004

* **All entries by an applicant will be disqualified if more than ONE entry for the applicant is received, regardless of who submitted the entry.**

65 * The entry will be disqualified if the entry is not PERSONALLY SIGNED by the applicant in his/her native alphabet, as it would appear on his/her passport or other official or contractual obligations. Neither an initialed signature nor block printing of the applicant’s name will be accepted and will result in the disqualification of the entry. If an applicant chooses to sign his/her name in the Roman alphabet and that is not their native alphabet, he/she must also sign in his/her native alphabet.

70 * The entry will be disqualified if all required photos are not attached. Recent

75 photographs of the applicant and his/her spouse and each child, including
all natural children as well as all legally-adopted and stepchildren, except-
ing a child who is already a U.S. citizen or a Legal Permanent Resident,
even if a child no longer resides with the applicant, must be attached to the
entry. The name and date of birth of each family member must be printed
on the back of their photo. Group or family photos will not be accepted;
80 there must be a separate photo for each family member. Photos should
be attached with tape and not stapled to the entry. If there is insufficient
room on the front of the entry, applicants may tape photos to the back of
the page.

If photos do not conform to the following specifications, the entry will be disqualified:

- 85 * SIZE: Between 1 ½ by 1 ½ and 2 by 2 inches (37-50 mm) square, with
the applicant's, spouse's, or child's name and date of birth printed on the
back.
- * Applicant, spouse, or child must be directly facing the camera; the head of
90 the person being photographed should not be tilted up, down or to the side,
and should cover about 50% of the area of the photo.
- * The photo should be taken with the person being photographed in front
of a neutral, light-colored background. Photos taken with very dark or pat-
terned, busy backgrounds will not be accepted.
- * Photos in which the face of the person being photographed is not in focus
95 will not be accepted.
- * Photos in which the person being photographed is wearing sunglasses or
other paraphernalia which detracts from the face will not be accepted.
- * Photos of applicants wearing head coverings or hats are only acceptable
100 due to religious beliefs, and even then, may not obscure any portion of the
face of the applicant. Photos of applicants with tribal or other headgear not
specifically religious in nature is not acceptable. Photos of military, airline
or other personnel wearing hats will not be accepted.
- * Photos may be either color or black and white.

THE ENTRY

105 There is no specific format for the entry. Simply use a plain sheet of paper
and type or clearly print in the English (Roman) alphabet the following infor-
mation. Failure to provide all of this information will disqualify the applicant's
entry.

110 **1. FULL NAME**, with the last (surname/family) name underlined
EXAMPLES: Public, Sara Jane (or) Lopez, Juan Antonio

2. DATE AND PLACE OF BIRTH

Date: Day, Month, Year,

EXAMPLE: 15 November 1961

Place: City/Town, District/County/Province, Country

115 EXAMPLE: Munich, Bavaria, Germany

The name of the country should be that which is currently in use for the place where the applicant was born (Slovenia, rather than Yugoslavia; Kazakhstan rather than Soviet Union, for example).

3. THE APPLICANT'S NATIVE COUNTRY IF DIFFERENT FROM COUNTRY OF BIRTH

120 If the applicant is claiming nativity in a country other than his/her place of birth, this must be clearly indicated on the entry. This information must match with what is put on the upper left corner of the entry envelope. (See "MAILING THE ENTRY.") If an applicant is claiming nativity through spouse or parent, please indicate this on the entry. (See "REQUIREMENTS" section for more information on this item.)

125

4. NAME, DATE AND PLACE OF BIRTH OF THE APPLICANT'S SPOUSE AND ALL NATURAL CHILDREN, AS WELL AS ALL LEGALLY-ADOPTED AND STEPCHILDREN, WHO ARE UNMARRIED AND UNDER THE AGE OF 21 YEARS, EXCEPTING THOSE CHILDREN WHO ARE ALREADY U.S. CITIZENS OR LEGAL PERMANENT RESIDENTS, EVEN IF YOU ARE NO LONGER LEGALLY MARRIED TO THE CHILD'S PARENT, AND EVEN IF THE CHILD DOES NOT CURRENTLY RESIDE WITH YOU AND/OR WILL NOT IMMIGRATE WITH YOU. Note that married children and children 21 years or older will not qualify for the Diversity Visa. Failure to list all children will result in your disqualification for the visa. (See question 11 on the list of Frequently Asked Questions.)

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5. FULL MAILING ADDRESS. This must be clear and complete, because any future mailings will be sent there. A telephone number and e-mail address is optional, but useful.

140 **6. PHOTOGRAPH.** Attach recent photographs of the applicant, the applicant's spouse, and all children. Print the name and date of birth of each family member on the back of each photograph. Failure to submit required photos for all family members will result in disqualification. See the information on photo requirements.

145 **7. SIGNATURE.** The applicant must personally sign the entry in his/her native alphabet, as it would appear on his or her passport or other official or contractual obligations. Failure to personally sign the entry will disqualify the application. See more information on the signature requirement.

Los verbos modales

Los verbos modales o también denominados auxiliares de modo contienen en su significado un aspecto lógico, como por ejemplo la noción de “permiso” o “posibilidad” y un elemento pragmático o práctico, relacionado con factores que afectan la comunicación como la ironía, la cortesía, etc.

Los modales se utilizan cuando el hablante quiere señalar su actitud hacia lo que se dice o cuando tiene en cuenta el efecto de lo que dice sobre el interlocutor.

Características de los verbos modales

- Los modales están siempre seguidos de la forma base del verbo.

*An applicant must have EITHER a high school education or its equivalent.
(El solicitante debe tener título secundario o su equivalente.)*

- Si el verbo modal está seguido del auxiliar “be” y el verbo terminado en -ing, eso significa que se hace referencia al presente o al futuro.

*The class will be starting soon.
(La clase estará comenzando pronto.)*

- Si el verbo modal está seguido del auxiliar “have” y el participio pasado del verbo (tercera columna de los verbos irregulares) eso indica que se está haciendo referencia al pasado¹.

*She must have forgotten about the meeting.
(Se debe haber olvidado de la reunión.)*

- Los modales no llevan -s/-es en la tercera persona del singular y no se le puede agregar ni -ed, ni -ing.

*The entry will be disqualified if all required photos are not attached.
(La solicitud será descalificada si no se adjuntan las fotos requeridas.)*

- El negativo se forma poniendo la palabra “not” detrás del modal.

*If the applicant cannot meet these requirements, he or she should NOT submit an entry to the DV program.
(Si el aspirante no puede cumplir con los requerimientos, no debería enviar una solicitud al programa de visas.)*

¹ Ver cuadro modales perfectivos.

- Las oraciones interrogativas se forman anteponiendo el verbo modal al sujeto de la oración.

*Could you hand in your homework, please?
(¿Podrían entregar sus deberes/tarea por favor?)*

- En oraciones pasivas, al modal le sigue “be” o “have been” y el participio pasado.

*The entry will be disqualified if the entry is not PERSONALLY SIGNED.
(La solicitud que no esté firmada personalmente será descalificada).*

A continuación se detallarán los significados de los verbos modales más comunes.

Modal	Significado (modalidad)	Ejemplo
MAY Traducción: PODER	Posibilidad	The story <u>may be</u> true. La historia puede ser verdadera.
	Permiso	You <u>*may smoke</u> in this room. <u>Puedes</u> fumar en este cuarto. *El permiso lo otorga el que habla.
CAN Traducción: SABER	Habilidad	I <u>can speak</u> English. Sé hablar en inglés.
Traducción: PODER	Capacidad	Painting <u>can be used</u> to communicate feelings. La pintura se puede utilizar para comunicar sentimientos.

	Posibilidad	Financial markets <u>can be</u> domestic or they can be international. Los mercados financieros <u>pueden ser</u> domésticos o internacionales.
	Permiso	You <u>can smoke</u> in this room. (Las reglas así lo indican.) <u>Puedes</u> fumar en este cuarto.
MUST Traducción: DEBER	Obligación/Necesidad (impuesta por el hablante)	Applicant <u>must meet</u> either the education <i>or</i> training requirement of the DV program. El aspirante debe cumplir con los requisitos de educación o de capacitación del programa DV.
	Deducción lógica/Certeza	He <u>must be</u> ill. Debe estar enfermo. (No hay otra explicación posible).
HAVE TO Traducción: DEBER	Obligación (no se especifica quién impone la obligación)	You <u>have to hand in</u> the test at 11:00. Tienen que entregar el examen a las 11.
	Deducción lógica	There <u>has to be</u> a mistake. Tiene que haber un error.
	Ausencia de obligación (<u>don't/doesn't have to</u>)	You <u>don't have to come</u> tomorrow. No tenés que venir mañana.
WILL Traducción 0- El verbo principal que lo acompaña se puede traducir en presente o en futuro.	Como auxiliar de futuro	Elections <u>will take</u> place in October. Las elecciones tendrán lugar en octubre.

	Certeza	Group or family photos <u>will not be accepted</u> . No se aceptarán fotos grupales o familiares.
	Ofrecimiento	I' <u>ll help</u> you. Te ayudo./Te ayudaré.
	Intención	We' <u>ll visit</u> you next summer. Los visitaremos el próximo verano.
	Insistencia	He <u>will interrupt</u> our work. Interrumpe nuestro trabajo.
	Hábitos o acciones características	Salt <u>will dissolve</u> in water. La sal se disuelve en agua.
	Pedido	<u>Will</u> you <u>open</u> the door, please? Abrís la puerta, por favor?
	Decisiones espontáneas	I' <u>ll have</u> the tuna salad. Elijo la ensalada de atún.
WOULD Traducción 0 (Indica que el verbo principal está en condicional.)	Futuro en el pasado (discurso indirecto)	He said he <u>would come</u> . Dijo que vendría.
	Hábitos en el pasado	He would go to the beach every summer. Iba a la playa cada verano.
	Pedido cortés	<u>Would</u> you <u>tell</u> her that Peter called? ¿Le dirías que llamó Pedro?
	Idea de situación hipotética, contrafactual	If I were you I <u>would talk</u> to Tom. Si fuera vos le hablaría a Tom.

<p>SHOULD Traducción: DEBER/ DEBERÍA/ DEBIERA</p>	<p>Recomendación</p>	<p>You <u>should go</u> to the doctor. Deberías ir al médico.</p>
	<p>Probabilidad (comparte este significado con would y lleva "I " como sujeto.)</p>	<p>I <u>should be</u> very happy on the continent. Sería muy feliz en el continente. The applicant must personally sign the entry in his/her native alphabet, as it <u>would appear</u> on his or her passport or other official or contractual obligations. El solicitante debe firmar personalmente la solicitud en su idioma de origen, como aparecería en su pasaporte...</p>
	<p>Acciones no deseadas</p>	<p>You <u>shouldn't do</u> that. No deberías hacer eso.</p>
<p>COULD Traducción: Podía- Podría- Sabía</p>	<p>Posibilidad</p>	<p>The entry <u>could be</u> disqualified if ... La solicitud podría ser rechazada si..</p>
	<p>Habilidad en el pasado</p>	<p>He <u>could play</u> football very well when he was young. Sabía jugar muy bien al fútbol cuando era joven.</p>
	<p>Permiso en el pasado</p>	<p>We <u>could go out</u> at night. Podíamos salir de noche.</p>

	Instrucciones, órdenes o pedidos	<u>Could</u> you <u>sign</u> here, please? ¿Podría firmar aquí por favor?
	Permiso (más cortés que “can”)	<u>Could</u> I <u>interrupt</u> a minute? ¿Podría interrumpir un minuto?
	Sugerencias	We <u>could</u> <u>get</u> together to study for the test. Nos podríamos juntar a estudiar para la prueba.
MIGHT Traducción: Podía- Podría	Posibilidad	She <u>might</u> <u>be</u> at the university now. Podría estar en la universidad ahora.
	Sugerencia (you+ might+like to/want to)	You <u>might</u> <u>like</u> to comment on his project. ¿Podría interesarte comentar algo sobre su proyecto?

Modales que se utilizan para referirse a situaciones posibles en el pasado (modales perfectivos).

Modal	Significado	Ejemplo
should+have+ participio pasado	Expectativa/reproche: se espera que algo ya haya sucedido.	They <u>should have arrived</u> by now. Ya deberían haber llegado.
could/might/ would +have+pasado participio	Posibilidad: se utiliza para referirse a acciones o eventos que tenían posibilidad de concretarse en el pasado pero que no llegaron a realizarse.	You <u>could have phoned</u> her before. La podrías haber llamado antes.

TEXTO 6

Antes de leer

1. Lea el título, los subtítulos y la información que se encuentra al final del texto y luego complete:

a. Tópico del texto: _____

b. Justifique su elección del tópico con 5 palabras claves.

_____ / _____ / _____ / _____ / _____

c. El texto abordará los siguientes temas

.....

2. Lea la **introducción** del artículo y luego:

a. explique el uso de las comillas en algunas frases/oraciones.

b. complete:

Las instituciones de salud pública, y los grupos que dan consejos en relación a

..... con el objetivo de

Entre esos consejos podemos mencionar:

.....

c. determine de dónde obtuvieron los investigadores del RAND* la información para su investigación.

*La corporación **RAND** es una organización dedicada a la investigación sin fines de lucro que brinda un análisis objetivo y soluciones efectivas para abordar los desafíos que afectan al sector público y privado alrededor del mundo.

Mientras lee

Elija la opción correcta (sólo una) en cada caso.

1. 22 millones de niños estadounidenses viven en hogares que poseen:

a. más de un arma.

b. por lo menos un arma.

c. el 69% de las armas.

d. 11 millones de armas.

2. La probabilidad de que las familias tengan armas varía de acuerdo a:
 - a. su composición (ej. si hay adultos hombres o mujeres).
 - b. nivel de ingreso y raza.
 - c. región del país.
 - d. a, b, c y otros factores.

3. La información recolectada por los investigadores sugiere que:
 - a. el 13% de los niños tienen fácil acceso a las armas de fuego.
 - b. solo el 9% de los hogares guardan las armas bajo llave.
 - c. en la mitad de los hogares las armas están guardadas de manera insegura
 - d. en menos de la mitad de los hogares las armas están guardadas de manera segura.

4. Las estrategias utilizadas para impedir que los niños tengan acceso a las armas incluyen:
 - a. requisitos especiales en la manufactura y el uso de las mismas.
 - b. leyes que hacen responsable a los dueños cuando un niño acciona un arma.
 - c. la exigencia de poner trabas al gatillo para que los niños no puedan accionarlas.
 - d. a, b y c.

Después de leer

1. Indique a qué se refieren las siguientes palabras recuadradas en el texto.
 - a. them: _____
 - b. those: _____

2. En este contexto la palabra **however**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:
.....

3. ¿Qué modalidad expresan los siguientes verbos recuadrados en el texto? Transcriba la frase que los contiene y luego interprétela.
 - a. will
 - b. can

Guns in the Family: Firearm Storage Patterns in U.S. Homes with Children

1 Many children in the United States have access to firearms in their homes,
and the consequences can be tragic. Recent headlines tell a sad and in-
creasingly familiar story: “Boy charged with attempted murder in shooting of
14-year-old girl,” “Boy, 4, shot by 6-year-old,” “Just a routine school shoot-
5 ing....” Public health agencies, organizations representing children, and
groups representing firearm owners offer consistent guidelines about how to
store firearms to make them inaccessible to children: unload them, lock them
up, and store them separately from ammunition. However, a RAND analysis
of data regarding firearm ownership and storage patterns found that of the
10 families in the United States with children and firearms, fewer than half store
their firearms unloaded, locked, and away from ammunition.
Using nationally representative data from a large interview survey by the
National Center for Health Statistics (NCHS), RAND researchers examined
the prevalence of firearms in U.S. homes with children under 18 years old
15 and learned how those firearms are stored. ^[1]

Firearms Are Common in Homes with Children

Thirty-four percent of children in the United States (representing more than
22 million children in 11 million homes) live in homes with at least one fire-
arm. In 69 percent of homes with firearms and children, more than one fire-
20 arm is present.

The likelihood that families will own a firearm varies by the family’s compo-
sition, income level, race/ethnicity, region of the country, and other factors.
For instance, families that include an adult man are more likely to have fire-
arms than families with only adult women (41 percent versus 12 percent);
25 white families are more likely than other ethnic groups to own firearms (43
percent versus 16 percent for African Americans, 15 percent for Hispanics,
and 16 percent for all other ethnic groups); and families in the South are
more likely to have firearms than those in other parts of the country. Rifles
are the most common firearms in homes with children, followed by shotguns,
30 handguns, and finally, all other types of firearms combined.

Many Firearms Are Accessible to Children

Although the debate over gun control and gun rights seems intractable, all
sides generally agree that firearms in the home should be stored in a man-
ner that keeps them out of children’s hands. However, many firearms are
35 dangerously accessible. Using information about firearm and ammunition
storage patterns, the researchers sorted households with children and fire-
arms into six categories, ranging from the least accessible storage pattern
(firearms stored in a locked place or secured with a trigger lock, unloaded,
and away from ammunition) to the most accessible (firearms are stored un-
locked and loaded). The figure on the back shows these storage patterns for
40 U.S. homes with children and firearms.

45 The data show that many firearms in homes with children are dangerously accessible. In 9 percent of homes with children and firearms, at least one firearm is stored unlocked and loaded, and in another 4 percent at least one firearm is unlocked, unloaded, and stored with ammunition. This means that in about 13 percent of homes with children and firearms--about 2.6 million children in 1.4 million homes--firearms are stored in a way that makes **them** most accessible to children. Overall, fewer than half of the U.S. families with firearms and children store firearms locked (either in a locked place or secured with a trigger lock) and separate from ammunition.

50 Just as families in the South are more likely than those in other regions to own firearms, they are also more likely to store firearms in a manner that makes them accessible to children.

55 Trigger locks--devices that prevent a trigger from being squeezed and therefore prevent a firearm from being fired--are at the heart of some recent gun control debates, and at least one state requires firearms dealers to also offer trigger locks. The NCHS data allowed RAND researchers to examine the prevalence of trigger locks in U.S. households. In 38 percent of homes with children and firearms, at least one firearm is equipped with a trigger lock or other locking mechanism.

60

Changing the Patterns

65 Various strategies have been proposed to prevent children from gaining access to and using firearms that are stored in homes. Some states and cities have passed laws that hold the owner of a firearm criminally responsible when a child injures or kills someone with that firearm. Other strategies involve mandating the use of trigger locks or requiring firearm manufacturers to make "personalized" firearms that can only be fired by authorized users. The issue of firearm violence is increasingly viewed as a public health issue. Accordingly, the American Academy of Pediatrics and the American College of Physicians have recommended that physicians play a role in making firearm storage safer by discussing firearm-related issues with their patients and their patients' parents. Studies show that although parents are receptive to advice from their children's doctors, few U.S. physicians provide counseling on firearm safety.

70

75 Families **will** ultimately decide what is best for their own circumstances. However, clinicians, public health workers, and lawmakers **can** make sure that when families make these decisions they understand the risks associated with firearms and know how to reduce those risks.

80 ¹ Schuster, Mark A., Todd M. Franke, Amy M. Bastian, Sinaroth Sor, and Neal Halfon. 2000. "Firearm Storage Patterns in U.S. Homes with Children." *American Journal of Public Health* 90(4):588-594.

TEXTO 7

Antes de leer

1. Lea el **título**, el **resumen** que se encuentra debajo del mismo, los **subtítulos** y luego determine:

- tópico del texto.
- fFuente textual.
- tipo y género textual.
- distintos temas que el texto abordará.

2. Realice los siguientes puntos, echándole **SOLO UN VISTAZO** al texto.

a. Indique qué información le suministran las siguientes indicaciones tipográficas.

- 2003: _____
- 15,000: _____
- IPCC: _____
- 1.4°C to 5.8°C: _____
- 1100: _____

b. Las primeras viñetas hacen referencia a
y las segundas

c. ¿Está completo el texto? Sí/No. Justifique.

Mientras lee

Lea el texto cuidadosamente para realizar el siguiente ejercicio.

1. Si bien para los científicos resulta difícil probar
muchos de ellos están convencidos de que

2. Mencione al menos tres efectos climáticos que el incremento de la temperatura podría llegar a producir.

3. ¿Por qué las olas de calor producen más muertes en países de clima templado?

4. ¿Quiénes se verán más afectados por las olas de calor y por qué?

5. ¿Cómo se verá Australia afectada por las olas de calor en el futuro?

6. Los efectos de los desastres climatológicos para la salud son

7. ¿Cuáles son las proyecciones que los científicos han realizado en relación al incremento del nivel del mar? ¿Qué consecuencias puede traer esto?

Después de leer

1. Ordene las siguientes oraciones de acuerdo al grado de certeza que expresan los verbos modales que las mismas contienen. (1= mayor grado de certeza) Luego, interprételas.

- a. It is currently estimated that 250 people each year experience coastal flooding due to storm surges, but this number could double by 2050.
- b. Apart from the ecological and agricultural impacts, the availability of water may be reduced, with implications for human health.
- c. Technological adaptations such as the installation of effective air-conditioners and the construction of heat-minimising houses will happen more quickly among the rich...
- d. The climatic effects of such a temperature increase might include more frequent extreme high maximum temperatures and less frequent extreme low minimum temperatures; ..
- e. A rise of this magnitude would have disastrous consequences for people living on low-lying islands, such as the Maldives group in the Indian Ocean and many South Pacific islands.

2. Uso de conectores

- a. En este contexto la palabra **even though**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:
- b. En este contexto la palabra **because**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar

las siguientes ideas:
.....

- c. En este contexto la palabra **therefore**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

3. Marque el núcleo en las siguientes frase nominales y luego interprételas.

- a. the most obvious impact of global warming
- b. an increase in the number of human deaths
- c. most computer models generated by scientists
- d. the incidence of diseases caused by food-poisoning and by the contamination of drinking (and swimming) water

4. Transcriba 2 ejemplos de frases que se utilicen en el texto para comparar. Luego, interprételas.

Warmer and sicker?

Global warming and human health

Published by
Australian Academy
of Science

1 *Continued warming of the planet could have significant implications for human health. Coping with extreme heatwaves will be just one of our concerns.*

Global warming will have many impacts on human health

5 In August 2003, Europe suffered its worst heatwave in recent memory. In France, temperatures peaked at about 40°C; unprepared for that kind of heat, many people – mostly the sick and elderly – succumbed. In all, nearly 15,000 deaths in France that summer were attributed to the high temperatures; across Europe, the scorching weather may have claimed as many as 10 35,000 lives.

According to the bulk of scientific opinion, the world is getting warmer. It is difficult, if not impossible, to prove the causes of this warming, but many scientists are convinced that increasing concentrations of greenhouse gases in the atmosphere are at least partly to blame.

How might the climate change?

15 Scientists use computer-based models to predict the effects on global climate of different levels of greenhouse gases in the atmosphere. According to the most recent projections of the Intergovernmental Panel on Climate Change (IPCC), the global mean temperature **could** increase by 20 1.4°C to 5.8°C between 1990 and 2100. The climatic effects of such a temperature increase **might** include:

- more frequent extreme high maximum temperatures and less frequent extreme low minimum temperatures;
- 25 • an increase in the variability of climate, with changes to both the frequency and severity of extreme weather events;
- alterations to the natural biological range of certain infectious diseases;
- rising sea levels.

30 In Australia the climate is expected to become significantly warmer: by 2070 the annual average temperature is predicted to increase by 1°C to 6°C over most of Australia. The number of extreme rainfall events – such as those leading to flooding – is also expected to increase, **even though** most of the country is anticipated to become drier overall in the 21st century.

Heatwaves and cold snaps

35 Perhaps the most obvious impact of global warming will be the direct effects: a warmer planet will experience more extreme heatwaves. As seen in Europe in 2003, heatwaves often lead to an increase in the number of human

40 deaths, particularly in temperate countries where people are often not accustomed to very hot weather and where houses and other infrastructure are not designed to cope with it. The sick and elderly are most vulnerable **because** their bodies are less able to increase cardiac output and sweat function for cooling purposes; they are often less able to afford cooling technologies.

45 It is difficult to predict the future effect on mortality levels, because as heatwaves become more frequent we can expect societies to adjust – technologically, behaviourally and physiologically. Technological adaptations such as the installation of effective air-conditioners and the construction of heat-minimising houses will happen more quickly among the rich, so heatwaves are likely to have a disproportionate effect in less-developed countries and in the poorer segments of rich societies.

50 In countries that currently experience extremely cold weather in winter, an increase in the mortality rate in summer might be offset by a decrease in winter mortality. Northern countries with severe winters have a higher mortality rate in winter because more sick and elderly people succumb in cold weather and because blizzards and extreme cold create dangerous conditions in which accidental deaths are more likely. Winters will tend to be milder under global warming, with the likely effect that winter death rates will decline.

55 Without measures to mitigate the effects of extreme heat, and with an increase in the proportion of older people in the population, we might therefore expect higher death tolls in Australia's future heatwaves. It is estimated that
60 there are currently about 1100 heat-related deaths per year.

Extreme events and disasters

65 Most computer models generated by scientists indicate that the future climate will be more variable than in the past, and that droughts and floods will be more severe. Some of the health effects of weather-related disasters, in addition to the immediate death and injury to people and damage to property, include:

- increases in psychological stress, depression, and feelings of isolation amongst people affected by natural disasters;
- 70 • decreases in nutrition due to poorer agricultural yields caused, for example, by prolonged drought and problems of food distribution;
- increases in disease transmission due to a breakdown in sewerage and garbage services. For example, cholera is one disease that thrives in such situations, particularly when flooding causes the contamination of drinking water by sewerage systems.

75 Australia's climate is naturally variable, although generally arid. In such a country, the implications of an even greater variation in rainfall is likely to be profound. Apart from the ecological and agricultural impacts, the availability of water may be reduced, with implications for human health. More frequent drought conditions would increase the risk of bushfires, which can kill people,
80 release large quantities of particulate matter that can cause respiratory problems, and degrade water catchments.

Infectious diseases

85 Many infectious diseases are dependent on vector organisms, which are sensitive to environmental factors and [therefore] will be affected by global warming. Biological modeling under various climate scenarios suggests a widening of the potential transmission zone of some disease-causing pathogens and their vectors, such as mosquitoes.

90 Food- and water-borne diseases are also susceptible to climate change. Already, Australians suffer an estimated 4.6 million cases of diarrhoea or gastroenteritis each year, often caused by food contaminated with bacteria, parasites and (to a lesser extent) fungi and viruses. Food-poisoning bacteria grow best when the ambient temperature is in the range 35-37°C. Scientists speculate that if temperatures rise under global warming, the incidence of diseases caused by food-poisoning and by the contamination of drinking
95 (and swimming) water could increase dramatically.

Rising sea levels

100 Scientists predict that sea levels will rise as the global temperature rises, due to the melting of land-based ice in the polar regions and glaciers, and the thermal expansion of the oceans. According to the most recent projections, sea levels could rise between 9 and 88 centimetres by the year 2100. A rise of this magnitude [would] have disastrous consequences for people living on low-lying islands, such as the Maldives group in the Indian Ocean and many South Pacific islands. Higher sea levels lead to coastal flooding and an increase in the frequency of extreme high water levels from storm surges.
105 Related problems are the contamination of coastal freshwater supplies with encroaching sea water, and the degradation of fishing and agricultural areas. The number of Australian fatalities from coastal flooding and storm surges has historically been low. It is currently estimated that 250 people each year experience coastal flooding due to storm surges, but this number could
110 double by 2050. For the Pacific region as a whole, however, the number of people exposed to coastal flooding could be between 60,000 and 90,000 in an average year, a 50-fold increase on today's estimates.

TEXTO 8

Antes de leer

Lea títulos, subtítulos, observe los diferentes índices tipográficos y el paratexto en general y luego complete esta sección.

- a. Determine el tópico: _____
- b. Los distintos temas que el texto aborda son: _____

c. Explique para qué utiliza el autor las siguientes indicaciones tipográficas y signos de puntuación:

- comillas: _____
- paréntesis: _____
- el número 74: _____

Mientras lee

Realice una primera lectura del texto y luego resuelva.

1. ¿Cómo se define a los tamiles (o etnia tamil)?
2. Políticamente, ¿en qué se diferenciaron los tamiles de otras etnias?
3. ¿Cuál es la distribución geográfica de este grupo étnico?
4. El rasgo identitario que caracteriza a los tamiles es
5. ¿El idioma tamil se considera una lengua indoeuropea? ¿Actualmente puede decirse que es una lengua clásica?
6. Mencione dos características de la literatura tamil moderna.

Después de leer

1. Indique cuál es el referente de las siguientes palabras destacadas en el texto.

- a. It: _____
- b. those: _____

2. Uso de conectores

- a. En este contexto la palabra **also**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:
- b. En este contexto la palabra **however**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

3. Marque los verbos/frases verbales en las oraciones subrayadas en el texto. Indique si están en voz activa o pasiva² y luego intérpretelas.

4. Marque el núcleo en las siguientes frases nominales extraídas del texto y luego intérpretelas.

- a. a number of Tamil emigrant communities scattered around the world
- b. notable works in classical Tamil literature
- c. several powerful pieces reflecting the civilian tragedy caused by decades of war

² Ver Apéndice 2 página 69.

Tamil people

Tamils



Note: This flag was adopted by the World Tamil Confederation in 1999 and is not universally known or recognized by Tamils.

Total population	74,000,000 (1997 estimate)
Regions with significant populations	<u>India</u> : 63,000,000
	<u>Sri Lanka</u> : 3,600,000
	<u>Malaysia</u> : 1,500,000
	<u>Canada</u> : 300,000
	<u>United Kingdom</u> : 150,000
	<u>United States</u> : 50,000
	<u>Singapore</u> : 250,000
	<u>South Africa</u> : 250,000
	<u>Guyana</u> : 150,000
	<u>Réunion</u> : 120,000
	<u>Mauritius</u> : 115,000
Language	<u>Tamil</u>
	<u>Hinduism</u> , <u>Christianity</u> , <u>Islam</u> , <u>Jainism</u>

1 The **Tamil people** are an ethnic group from South Asia with a recorded history going back more than two millennia. The oldest Tamil communities are those of southern India and northeastern Sri Lanka. There are also a number of Tamil emigrant communities scattered around the world, especially
5 in central Sri Lanka, Malaysia, Singapore, Fiji, Mauritius, and South Africa, with more recent emigrants also found in Australia, Canada, and parts of Europe.

Unlike many ethnic groups, Tamils were not governed by a single political entity during most of their history; Tamilakam, the traditional name for the
10 Tamil lands, was only politically united for a brief period between the 9th and 12th centuries under the Chola Empire. The Tamil identity is primarily linguistic, with Tamils being those whose first language was Tamil. In recent times, however, the definition has been broadened to include also emigrants

15 of Tamil descent who maintain Tamil cultural traditions, even when they no longer speak the language.

Tamils are ethnically, linguistically and culturally related to the other Dravidian peoples of South Asia. There are an estimated 74 million Tamils around the world.

Culture

20 Language and literature

Tamils have strong feelings towards the Tamil language, which is often venerated in literature as “tamilannai,” “the Tamil mother.” ^[1] It has historically been, and to large extent still is, central to the Tamil identity (Ramaswamy 1998). Like the other languages of South India, it is a Dravidian language, unrelated to the Indo-European languages of northern India. The language has been far less influenced by Sanskrit than the other Dravidian languages, and preserves many features of Proto-Dravidian, though modern-day spoken Tamil, especially in Tamil Nadu, freely uses loanwords from Sanskrit and English. Tamil literature is of considerable antiquity, and the language was recently recognised as a classical language by the government of India.

25 Classical Tamil literature, which ranges from lyric poetry to works on poetics and ethical philosophy, is remarkably different from contemporary and later literature in other Indian languages, and represents the oldest body of secular literature in South Asia (Hart 1975). Notable works in classical Tamil literature include the Tirukkural by Tiruvalluvar, the five great Tamil epics and the works of Auvaiyar. The written language has changed very little over the years, with the result that much of classical literature remains easily accessible to modern Tamils and continues to influence modern Tamil culture.

35 Modern Tamil literature is considerably diverse, ranging from Indian Nationalism in the works of Subramanya Bharathy, to historical romanticism in the works of Kalki Krishnamurthy, to radical and more moderate social realism in the works of Pudhumaipithan and Jayakanthan respectively, to feminism in the works of Malathi Maithree and Kutti Revathi. Sujatha, an author whose works range from romance novels to science fiction, is one of the most popular modern writers using the Tamil language. In more recent years, Sri Lankan Tamil literature has produced several powerful pieces reflecting the civilian tragedy caused by decades of war. There is also an emerging diaspora literature in Tamil.

TEXTO 9

Antes de leer

1. Lea el título, subtítulos y la introducción del texto que vamos a analizar y luego conteste las siguientes preguntas

- a. ¿Cuál es el tópico?
- b. ¿Quiénes serían los posibles destinatarios?
- c. Explique para qué utiliza el autor las siguientes indicaciones tipográficas:
 - Las **negritas** o “**bold type**” en la introducción: _____
 - Las *cursivas* o “*italics*” en el punto 2: _____
- d. ¿A qué se refieren los números 5 y 100,000?

Mientras lee

1. Efectúe una primera lectura rápida y luego explique cómo está organizado el artículo.

2. Encuentre en el texto ejemplos de:

- a. Definición: Transcríbala, marque los diferentes componentes e interprétela.
- b. Instrucción: Transcríbala e interprétela.
- c. Una instrucción donde se especifique el propósito: Transcríbala e interprétela.
- d. Descripción: Transcríbala e interprétela.

3. ¿Qué diferentes tipos o técnicas de lectura se mencionan?

4. En el último punto el autor parece discrepar con un pensamiento que muchos estudiantes sostienen. Explique.

Después de leer

1. Indique el referente de las siguientes palabras :

- a. you (punto 1): _____
- b. this (punto 2): _____
- c. it (punto 4): _____
- d. it (punto 5): _____
- e. them(punto 8): _____

2. Encuentre en el texto un ejemplo de verbo modal que indique sugerencia o recomendación y otro que indique posibilidad. Transcriba la frase que lo contenga, y luego interprétela.

a. _____

b. _____

3. Uso de conectores.

a. En este contexto la palabra **if**, según nuestra clasificación, es un conector de y el autor lo utiliza para conectar las siguientes ideas:

.....

b. En este contexto la palabra **then**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

.....

READING TO COMPREHEND AND LEARN

1 Reading A Paper or Chapter

PSQ5R is a formula that stands for the basic steps in learning from reading in an efficient manner. The P stands for **Purpose**, the S for **Survey**, the Q for **Question**, the 5 Rs for **Read Selectively, Recite, Reduce-record, Reflect, and Review**.

1. Purpose

Why are you reading this article or chapter, and what do you want to get out of it? When you have accomplished your purpose, stop reading. For instance, your purpose in seeking a number in the telephone book is specific and clear, and once you find the number, you stop “reading.” Such “reading” is very rapid indeed, perhaps 100,000 words a minute! Perhaps it should be called by its proper name, “scanning”, but when it suits your purpose, it is fast and efficient. This principle, of first establishing your purpose, whether to get the Focus or Theme, or main ideas, or main facts or figures, or evidence, arguments and examples, or relations, or methods, can prompt you to use a reading method that gets what you want in the minimum time.

2. Survey-Skim

Glance over the main features of the piece, that is, the title, the headings, the lead and summary paragraphs, to get an overview of the piece, to find out what ideas, problems and questions are being discussed. In doing this you should find the *Focus* of the piece, that is, the central theme or subject, what it is all about; and perhaps the *Perspective*, that is, the approach or manner in which the author treats the theme. This survey should be carried out in no more than a minute or two.

3. Question

Compose questions that you aim to answer:

1. What do I already know about this topic? - in other words, activate prior knowledge.
2. Turn the first heading into a question, to which you will be seeking the answer when you read. For example: “*What were* ‘the effects of the Hundred Years’ War’?” - and you might add “on democracy, or on the economy”? Or “*What is* ‘the impact of unions on wages’?”

4. Read Selectively

Read to find the answers to your question. By reading the first sentence of each paragraph you may well get the answers. Sometimes the text will “list” the answers by saying “The first point.... Secondly....” and so on. And in some cases you may have to read each paragraph carefully just to understand the next one, and to find the Focus or main idea buried in it. In general, look for the ideas, information, evidence, etc., that will meet your purpose.

40 **5. Recite**

Without looking at the book, recite the answers to the question, using your own words as much as possible. **If** you cannot do **it** reasonably well, look over that section again.

6. Reduce-Record

45 Make a brief outline of the question and your answers. The answers should be in key words or phrases, not long sentences. For example, "Effects of 100 Yrs' War? - consolidate Fr. King's power, Engl. off continent". Or, "Unions on Wages? - Uncertain, maybe 10-15%".

7. Reflect

50 Recent work in cognitive psychology indicates that comprehension and retention are increased when you "elaborate" new information. This is to reflect on it, to turn it this way and that, to compare and make categories, to relate one part with another, to connect it with your other knowledge and personal experience, and in general to organize and reorganize it. This may be done
55 in your mind's eye, and sometimes on paper. Sometimes you will at this point elaborate the outline of step 6, and perhaps reorganize it into a standard outline, a hierarchy, a table, a flow diagram, a map, or even a "doodle." **Then** you go through the same process, steps 3 to 7, with the next section, and so on.

60 **8. Review**

Survey your "reduced" notes of the paper or chapter to see **them** as a whole. This may suggest some kind of overall organization that pulls it all together. Then recite, using the questions or other cues as starters or stimuli for recall. This latter kind of recitation can be carried out in a few minutes, and should
65 be done every week or two with important material.

Reading Books

In reading books, there are several stages to go through, and one must make a judgement at the end of each stage. The question to answer is "Have I gone far enough to achieve my purpose?" If you have, STOP. If not, go on.

70 **STEPS:**

- * Note who the author is, and the date of publication. Read preface and table of contents. Look at the diagrams and pictures.
- * Skim read the first and last chapters. Frequently these are introductory and summary chapters, and may give you all the information you
75 need.
- * Read the first and last chapters and skim the intervening chapters. This takes you into the book in greater depth, and allows you to decide which, if any, of the intervening chapters you should read.
- * Read intervening chapters as demanded by your purpose.
- 80 * Go into the glossary, index, and appendices as needed.

Skimming and selective reading are speedy and efficient techniques for getting *what you need* out of books and articles. Many students think it is cheating not to read every word in a book. Not so. You are cheating yourself when you waste time reading material not essential to your purpose.

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APÉNDICE 2

La voz pasiva

En inglés, los elementos de una oración afirmativa siguen el siguiente orden:

Sujeto+verbo+objeto+complemento+circunstancial

El sujeto es decir, aquella persona o cosa sobre la cual queremos hablar, siempre se encuentra al comienzo de la oración y salvo en las oraciones en modo imperativo, como por ejemplo, “Open the door, please.” donde el sujeto implícito es (you), en inglés no existen las oraciones con sujeto tácito como en español.

Scientists predict that sea levels will rise as the global temperature rises.
(sujeto)

People commonly demonstrate resilience.
(sujeto)

La voz pasiva es una forma de alterar la secuencia normal de los elementos en una oración con el objetivo de darle un significado especial o enfatizar alguna parte de la oración. Este recurso nos permite referirnos a un hecho desde el punto de vista de la persona o cosa afectada y también, en algunos casos para no explicitar quién o qué fue responsable de dicha acción.

Analicemos los siguientes ejemplos:

- a. *According to Mattel, all the toys were made were made by a contract manufacturer in China.*
- b. *Media companies like Disney and Viacom, the owner of Nickelodeon, are being forced to rethink how they reach young people, who often do not see television as the door to the world of movies, toys and video games.*

Los elementos subrayados corresponden al objeto de la voz activa que se transforma en el sujeto de la oración en voz pasiva.

Veamos como serían esas oraciones en voz activa:

SUJETO ACTIVO	VERBO	COMPLEMENTO
<i>A contract manufacturer in China</i>	<i>made</i>	<i>all the toys.</i>
<i>(The public/the market)</i>	<i>is forcing</i>	<i>Media companies like Disney and Viacom, the owner of Nickelodeon, to rethink how they reach young people, who often do not see television as the door to the world of movies, toys and video games.</i>

¿Cuál es la regla para formar la voz pasiva en inglés?

La voz pasiva consiste en colocar el verbo “be” en el tiempo apropiado seguido del participio pasado del verbo principal.

En la oración *a*, tenemos al verbo “be” en pasado (were) seguido del participio pasado de “make” (made).

En el ejemplo *b*, el verbo “be” está en presente continuo (is being) seguido del participio pasado de “force” (forced).

La utilización de la voz pasiva nos da la posibilidad de no mencionar a la persona o cosa responsable de la acción (agente). Esta omisión puede deberse a que:

- no se sabe quién o cuál es el agente.
He was killed last week.
- no es importante quién lo lleva a cabo.
This machine should be carefully packed.
- es obvio quién o cuál es el agente.
The thief was arrested near the crime scene.
- el agente ya fue mencionado con anterioridad.
Surgeons at the Cleveland Clinic threaded two wires through the man's skull and into a subcortical area called the thalamus. The wires were connected to a pacemakerlike unit, implanted under the man's collarbone.
- en general los agentes son personas
Other experts familiar with the case have cautioned that the study was based on a single patient, and said the procedure should be seen as experimental.

- se quiere ocultar la identidad del agente o distanciarse de la acción
He has been fired.

Interpretación de la voz pasiva

Cuando una oración se encuentra en voz pasiva y se menciona el agente o el realizador de la acción por lo general la traducimos de forma literal.

The study participants, college students, had no idea that their social instincts were being deliberately manipulated by the doctors.

La frase *were being deliberately manipulated* se interpreta *estaban siendo manipulados*.

Mientras que cuando el agente no está presente la interpretación se realiza mediante el uso del se pasivo. Por ejemplo:

Liquids are measured in litres.

Los líquidos se miden en litros.

Verbos con dos objetos

Las oraciones que contienen verbos como “**give**”, “**teach**” y “**show**”, que a menudo llevan objeto directo e indirecto en la voz activa, cuando están en voz pasiva pueden adoptar como sujeto cualquiera de estos objetos dando lugar así a dos construcciones diferentes.

Por ejemplo,

*(Activa) The teacher gave **him** some homework*

a) He was given some homework

donde el objeto indirecto de la voz activa (“**him**”) pasa a ser el sujeto de la voz pasiva (“**he**”). Nótese que el objeto directo se incluye detrás del verbo.

b) Some homework was given to him.

En este caso el sujeto de la voz pasiva es el objeto directo de la activa. El objeto indirecto aparece aquí después de la preposición “**to**”.

Construcciones pasivas con “it”

Cuando el texto alude a algo que se dijo o se concluyó sin estipular quién es el responsable del mensaje se utiliza la estructura que figura a continuación que corresponde a una forma impersonal de introducir la información:

It (como sujeto de la voz pasiva) + “be” (en el tiempo que corresponda) agree/ feel/find/estimate+ that ...
--

Por ejemplo:

It is estimated that 250 people each year experience coastal flooding due to storm surges
(Se estima que 250 personas)

UNIDAD 3:

LA TRAMA NARRATIVA

La narración es un relato de hechos, contados por un narrador, que involucra personajes y que tiene un desarrollo en tiempo y espacio. Se caracteriza por la presencia de verbos¹ en pasado y expresiones temporales y de secuencia que van marcando el avance cronológico de la información.

La estructura narrativa consta de las siguientes partes: situación inicial, complicación y desenlace. El marco está conformado por los personajes, el tiempo, el espacio y la acción.

Los personajes son los que llevan a cabo las acciones y pueden clasificarse en principales y secundarios. El espacio se refiere al lugar donde transcurre la acción, mientras que el tiempo expresa la duración de la misma. Por último, encontramos la acción que está compuesta por los acontecimientos simultáneos o sucesivos, reales o imaginarios, que conforman el cuerpo principal de la historia.

Dentro de los tipos de textos más frecuentes en el ámbito periodístico, académico y científico que pertenecen a la trama narrativa podemos mencionar:

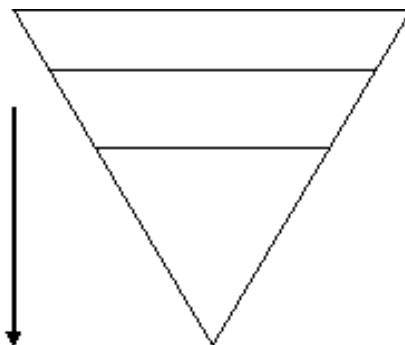
- La noticia
- La biografía
- El relato histórico
- La carta
- El informe de experimento científico

Analizaremos en detalle la noticia ya que esta presenta una estructura particular que generalmente incluye:

- Volanta: título menos destacado que se ubica antes del título principal.
- Título
- Copete: resumen de la información que precede al cuerpo principal del texto y que está escrito en otra tipografía.
- Foto y epígrafe
- Desarrollo: la información aparece con forma de pirámide invertida, concentra los hechos más importantes al comienzo y baja progresivamente el nivel de detalle.

¹ Ver Apéndice 3 página 75

- Lead / primer párrafo: Información más importante que responde las 6 “W” (What; who; where; when; why; how) con datos específicos.
- 2º párrafo: extiende o desarrolla una idea presentada en el “lead”.
- Detalles que complementan la información y van decreciendo en el nivel de importancia.



La trama que predomina en este tipo de texto es la narrativa pero suele contener también segmentos descriptivos, explicativos o argumentativos.

La secuencia narrativa de la noticia contiene los siguientes elementos:

- situación inicial
- nudo
- acción
- desenlace
- evaluación

La **situación inicial** nos sitúa en tiempo y espacio, nos introduce los personajes y los acontecimientos. El primer párrafo o “lead” es la parte de la noticia que generalmente responde las siguientes preguntas:

- Qué (What?): se relaciona con los hechos, las acciones e ideas de las que va a informar la noticia.
- Quiénes (Who?): son los protagonistas, sus antagonistas, es decir todos aquellos personajes que aparecen en la noticia.
- Cuándo (When?): sitúa la acción en un tiempo concreto, señala su inicio, su duración y su final.
- Dónde (Where?): define el espacio del desarrollo de los acontecimientos.
- Por qué (Why?): explica las razones que han motivado el acontecimiento, sus antecedentes, etc. Además, introduce en muchos casos elementos de valoración que superan la simple descripción de los acontecimientos.
- Cómo (How?) Explica la forma en la que se suscitaron los hechos.

El nudo es la parte esencial del texto narrativo, pues determina el desarrollo de la acción, crea intriga, desencadena el relato. Puede estar introducido por un marcador temporal, como por ejemplo, *later*, *after that*, *next*, etc. En esta parte se amplía la información incluida en el primer párrafo. El resto del cuerpo informativo está

compuesto por acciones, reacciones y desenlaces (provocados por dichas acciones). Por último, la situación final contiene una evaluación acerca de la transformación que se ha suscitado a partir de la situación inicial.

TEXTO 10

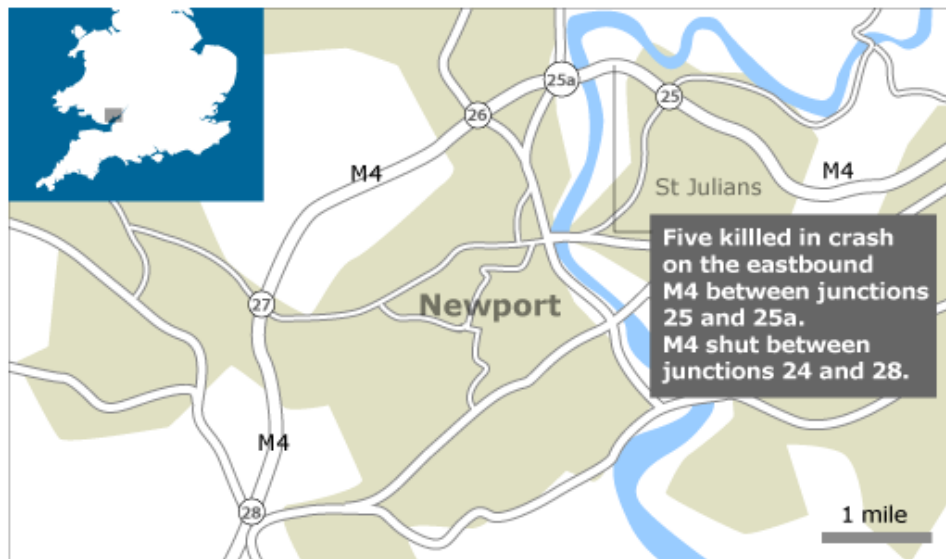
Five die in motorway crash after police chase

Haroon Siddique and agencies

Monday September 17, 2007

[Guardian Unlimited](#)

- 1 Five people were killed today after a car being chased by police drove the wrong way down a motorway in south Wales and crashed into another vehicle.
- 5 The Independent Police Complaints Commission (IPCC) has been called in to investigate the incident that occurred at around 3.15am on the east-bound carriageway of the M4 in Newport.
- The IPCC commissioner, Tom Davies, said: "A marked police vehicle had reason to try and stop a car containing four male occupants.
- 10 "Early indications are that the vehicle being pursued took a turn on to the motorway in the wrong direction. The police vehicle did not follow it. Some one and a half miles down the motorway, the fatal collision occurred."
- The collision between a red Ford Mondeo and a red Volvo 940 happened between junctions 25A and 25 of the M4.
- 15 A spokesman for the Welsh Ambulance Service said three young men from one car and a couple from the other car were pronounced dead at the scene.
- An 18-year-old man was taken to the Royal Gwent hospital in Newport with multiple limb fractures.
- 20 A Gwent police spokesman said: "The identification of the deceased is currently being ascertained and their families informed."
- The motorway was closed in both directions between junctions 24 and 28 to allow investigators to carry out their work, causing long tailbacks of traffic.



Análisis de la estructura de la noticia (TEXTO 10)

Fuente textual: Diario *The Guardian Unlimited*, Home, Special Report, Transport in England.

Fecha: Lunes 17 de septiembre de 2007

Título: Five die in motorway crash after police chase

Situación inicial (Pn1)

Five people were killed today after a car being chased by police drove the wrong way down a motorway in south Wales and crashed into another vehicle.

Nudo (Pn2)

The Independent Police Complaints Commission (IPCC) has been called in to investigate the incident that occurred at around 3.15am on the eastbound carriageway of the M4 in Newport.

The IPCC commissioner, Tom Davies, said: "A marked police vehicle had reason to try and stop a car containing four male occupants."

Acción (Pn3)

"Early indications are that the vehicle being pursued took a turn on to the motorway in the wrong direction. The police vehicle did not follow it. Some one and a half miles down the motorway, the fatal collision occurred."

The collision between a red Ford Mondeo and a red Volvo 940 happened between junctions 25A and 25 of the M4.

Desenlace (Pn4)

A spokesman for the Welsh Ambulance Service said three young men from one

car and a couple from the other car were pronounced dead at the scene. An 18-year-old man was taken to the Royal Gwent hospital in Newport with multiple limb fractures. A Gwent police spokesman said: "The identification of the deceased is currently being ascertained and their families informed."

Evaluación (Pn5)

The motorway was closed in both directions between junctions 24 and 28 to allow investigators to carry out their work, causing long tailbacks of traffic.

TEXTO 11

Antes de leer

Complete esta sección con información extraída únicamente del paratexto y los dos primeros párrafos.

1. Determine el tópico del texto y justifique con la elección de 5 palabras claves.
2. Explique qué intenta ilustrar la figura que acompaña el texto.
3. Formule 5 preguntas que a su entender el texto debería responder.
4. Clasifique el texto de acuerdo con la tipología utilizada en clase.

Mientras lee

1. Sintetice el contenido del artículo en no más de 5 líneas. Incluya únicamente ideas principales.
2. Mencione dos ideas secundarias.
3. Enumere cronológicamente las acciones del sospechoso desde su detención horas previas al primer ataque hasta el momento en que la policía lo lleva a una dependencia de la corte (Central Brooklyn).
4. Mencione todos los cargos que se le imputan al arrestado.
5. ¿Quién es Kelly? Encierre entre paréntesis todas sus declaraciones.

Después de leer

1. Interprete las oraciones subrayadas.
2. Mencione cuál es el referente de los pronombres destacados en el orden en el que aparecen en el texto:

- a. Them: _____
- b. He: _____
- c. I: _____
- d. Them: _____

3. Uso de conectores.

- a. En este contexto la palabra **while**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar

las siguientes ideas:

.....

b. En este contexto la palabra **as**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

c. En este contexto la palabra **though**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

.....

d. En este contexto la palabra **also**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

.....

The New York Times

Suspect Is Held in 4 Stabbings in Manhattan

By AL BAKER and KAREEM FAHIM

Published: June 15, 2006



Map: A String of Stabbings in Manhattan

The tourist from Texas was first, stabbed once in the chest on Tuesday while he sat with his girlfriend on a downtown C train. But he was not the last.

1 In the next 13 hours, the same assailant attacked repeatedly in Manhattan, the police said, plunging a knife into three more people: one man on a subway platform at Rockefeller Center, and two women from Montreal standing on a traffic island at the northern tip of Times Square. The authorities also believe the attacker terrorized workers at a late-night grocery store, menacing them with a knife and throwing a beer at them.

The attack on the women was witnessed by cabbies* and a doorman at the W Hotel at Broadway and West 47th Street, the police and the cabbies said. They called 911 on cellphones [as] they followed the suspect across the street to a McDonald's restaurant, they said.

The suspect was arrested without a struggle around 4:15 a.m. yesterday, the police said. [He] was identified by officials as Kenny Alexis, 20, a homeless man who has knocked around between New York and Boston.

All four victims survived, though the man from Texas and one of the Canadian women were in critical condition, and the police said there was no known motive for the attacks.

"While it comes as little solace to the victims of such horrific attacks, the fact remains that the subway system has never been safer," Police Commissioner Raymond W. Kelly said, adding that crime in the subway system is down 26.7 percent from the comparable period last year.

At 1:30 p.m. on Tuesday, two hours before the first attack, police officers stopped Mr. Alexis when he allegedly tried to enter the subway station at 42nd Street and Eighth Avenue without paying. The officers checked for any outstanding warrants, and when they found none, they issued him a summons and let him go, the authorities said.

About 15 hours later, detectives had Mr. Alexis under arrest and were taking him to the Midtown North Precinct station house. There they began to get a picture of his life and how he had spent his most recent hours, partly from Mr. Alexis's own words and partly from police records.

As of last night, the police had charged Mr. Alexis with two counts of second-degree assault in the attack on the two Canadian women, along with two counts of criminal possession of a weapon and one count of unlawful possession of marijuana. In the attack on the C train passenger, Christopher McCarthy, 21, he was charged with attempted murder and criminal possession of a weapon. In the deli incident, the police charged him with robbery.

Witnesses had also picked him out of lineups and identified him in the C train stabbing and the deli fracas*. In addition, Mr. Kelly said, he admitted committing all four stabbings in interviews with detectives.

Mr. Kelly said Mr. Alexis's New York record included arrests with sealed records. Boston authorities said he had a criminal record there.

After he was questioned and charged, the police led Mr. Alexis out of the station house just before 9:30 p.m. to take him to Central Booking. Wearing jeans, a blue hospital smock and two diamond earrings, he was silent until he reached the police car, and then called out something unintelligible to reporters nearby.

The attack on the downtown C train occurred at 3:41 p.m. on Tuesday. The victims, a young couple from Houston — Mr. McCarthy and Ganda Krisanuwatara, 20 — were seated directly across from the attacker in the

50 subway train's last car, the police said. As it approached the 110th Street station, he leapt from his seat and stabbed Mr. McCarthy in the upper right chest with a knife with a three-and-a-half-inch blade.

Mr. McCarthy thought he had been punched, not stabbed.

55 "I was like, 'What just happened?'" Ms. Krisananuwatara said yesterday. "I looked over at my boyfriend. He said, 'The guy just stabbed me.'" The attacker walked away.

Surgeons at St. Luke's-Roosevelt Hospital Center spent the next few hours attending to Mr. McCarthy.

60 Two surgeons, Ray Wedderburn and Clifford Connery, said yesterday that Mr. McCarthy's heart rate was elevated when he arrived, meaning he was in shock, though he was still able to speak to doctors.

At about 3 a.m., a man who detectives believe was Mr. Alexis approached two men sitting on a bench on the southbound F train platform at 50th Street and Avenue of the Americas.

65 He demanded a cellphone from one of them, Ambrosio Castro, 30, of Brooklyn, and "when the victim didn't respond, Alexis stabbed him twice, once in the stomach and once in the chest," Mr. Kelly said. "Like the victim in the C train attack, the victim on the F train platform initially thought he had been punched."

Again, the attacker walked away.

70 At 3:30 a.m. at the West Park Market, a delicatessen at 1802 Broadway near Columbus Circle, the police said, the attacker caused a commotion, waving a knife at workers, drinking water, tossing a beer at the workers, and taking a beer as he left.

75 Then, a half-hour later, four drivers leaning on their cabs at Broadway and 47th Street said the suspect came toward them, saying something unintelligible, and shook the hand of one driver, Samuel Dupiton, 45. They watched as he veered south across 47th Street.

80 Melanie Carrier, 22, and Audrey Perrier, 25, two students from Montreal, had left the nearby Edison Hotel and were crossing Broadway at West 47th Street when the attacker came at them from behind as they reached the traffic island at Duffy Square, Mr. Kelly said.

Mr. Kelly said Mr. Alexis stabbed the women in the back.

85 "One of them fell down," Mr. Dupiton said. "The other tried to give her a hand. They were crying," he said. He and the other drivers ran to the women, and one said, "I got stabbed," Mr. Dupiton said. "She showed me her hands with blood on them."

The women then got to the W hotel, at 1567 Broadway, where some em-

90 ployees came to their assistance. A doorman from the hotel and three or four of the cabbies ran to Broadway and saw Mr. Alexis standing inside the McDonald's at 46th Street and Seventh Avenue, the police said. Officers arrived moments later and arrested him as he came out.

Mr. Castro was in critical but stable condition late yesterday at St. Vincent's Hospital in Greenwich Village. Ms. Carrier underwent surgery late yesterday and was also in critical but stable condition at the same hospital. Ms. Perrier
95 was released from the hospital.

On a seat in the subway car where Mr. McCarthy was attacked, forensic investigators lifted a palm print that the police said belonged to Mr. Alexis. A worker from the delicatessen identified a black and white knife Mr. Alexis was carrying when arrested as the one he brandished in the store.

100 *Cabbies: taxistas / fracas: riña, reyerta

TEXTO 12

Antes de leer

1. Échele un vistazo al texto que está a punto de leer y luego determine:

- a. tipo de texto: _____
b. tópico: _____

2. Lea el primer párrafo para completar el siguiente cuadro:

Nombre	
Lugar de nacimiento	
Primeros pasos en el área de la tecnología	
Estudios	

Mientras lee

1. Explique cómo dio origen a su primer gran invento.
2. ¿En qué medida este invento produjo cambios en la radiofonía?
3. ¿Qué relación existe entre su segundo gran invento y el contexto histórico en el que se produjo?
4. ¿Qué problemas legales tuvo que afrontar?
5. ¿Qué lo impulsó a desarrollar lo que se considera su invento mayor?

Después de leer

1. Marque en el texto todos los conectores, adverbios o expresiones de tiempo que van estableciendo una secuencia cronológica.

2. Indique cuál es el referente de las siguientes palabras destacadas en el texto.

- a. His: _____
- b. This phenomom: _____
- c. Their: _____
- d. There: _____
- e. This: _____

Inventor of the Week Archive



FM Radio

1 Edwin Howard Armstrong, the “father of FM radio,” was born on December
18, 1890 in New York City. He grew up in Yonkers, New York, and knew by
the age of fourteen that he wanted to become an inventor. He began tinkering
with homemade wireless gadgets as a teenager, and as a high school
5 student, he built an antenna mast on his family’s front lawn to study wireless
technology. He quickly identified a problem: there was no device in existence
that could amplify weak signals at the receiving end of a communications
transmission, nor was there a way to provide stronger power at the sending
end. After he finished high school, he entered Columbia University’s school
10 of engineering where he pursued his wireless studies further.
During [his] third year at Columbia, Armstrong came up with his first major
invention: the first radio amplifier. He had learned how Lee DeForest’s radio tube
worked, then he redesigned it by taking the electromagnetic waves that came
from a radio transmission and repeatedly feeding the signal back through the
15 tube. Each time, the signal’s power would increase as much as 20,000 times
a second. [This phenomenon], which Armstrong called “regeneration,” was
an extremely important discovery in the early days of radio. With this develop-
ment, radio engineers no longer needed 20-ton generators to get [their]
stations on the air. Armstrong’s single-circuit design provided the key to the
20 continuous-wave transmitter that is at the core of radio operations today. He
graduated with his B.S. in engineering in 1913. He patented his creation and
licensed it to the Marconi corporation, in 1914.
Soon after graduation, Armstrong was sent to Paris to serve in World War I.
[There] he came up with his second major invention, the superheterodyne re-
25 ceiver, after he had been put on a project to improve ability to intercept short-
wave enemy communications. The superheterodyne receiver is still part of

virtually every tuner in today's radios, televisions and radars. In 1920, West-
inghouse bought Armstrong's patent for the superheterodyne receiver, and
started up the nation's first radio station, KDKA, in Pittsburgh. Radio became
30 very popular at about this time, and more and more stations came to the
airwaves. The Radio Corporation of America, or RCA soon bought up all of
Westinghouse's radio patents, as well as the patents of other competitors.
By then, Armstrong was back at Columbia University working as a professor.
35 In 1923 he married Marion MacInnes, secretary to the president of RCA,
David Sarnoff. Later that decade he became embroiled in a corporate war
for control of radio patents. This continued through the early part of the
1930s, and Armstrong was unsuccessful in most of his court battles. Mean-
while, however, he pursued a solution to the problem of static in radio. By
40 the late 1920's he had decided the only solution was to design an entirely
new system. In 1933 he presented the wide-
band frequency modulation (FM) system, which
gave clear reception even in storms and offered the
highest fidelity sound yet heard in radio. The
45 system also allowed for a single carrier wave to
transmit two radio programs at once. This devel-
opment was called "multiplexing."
In 1940 Armstrong got a permit for the first FM
station, which he established in Alpine, New
50 Jersey. In 1941 the Franklin Institute awarded
Armstrong the Franklin Medal, one of the sci-
ence community's highest honors. However,
Armstrong, having unsuccessfully battled giant
corporations for years who were profiting from
55 his patents, committed suicide in 1954. His
widow continued to fight Armstrong's legal battles, and she won millions of
dollars in damages over the next several years. By the late 1960's, FM was
established as the superior radio system, and is even used in earth-to-space
communication.
60 [April 2002]



El texto histórico

Según la naturaleza temática, se puede establecer una clasificación de los textos históricos.

Así encontramos entre los textos históricos los siguientes tipos:

- Jurídico: los tratados, leyes, constituciones y en general todos los documentos de carácter legal.
- Literario: cartas personales, artículos de prensa, memorias, novela histórica, autobiografía y en general la obra de un autor que refleja o da testimonio de un determinado momento de la historia
- Historiográfico: los textos de historia que surgen después del acontecimiento de los hechos con fines de investigación o análisis
- Narrativo: informes económicos y sociales, discursos, proclamas y en general los textos que un autor desarrolla a partir de un hecho puntual.

TEXTO 13

Antes de leer

1. Complete esta sección **SOLO** teniendo en cuenta el paratexto, el primer párrafo y las indicaciones tipográficas destacadas:

- a. El tópico del texto es: _____
- b. Tipo de texto: _____
- c. Fuente textual: _____

2. Explique para qué el autor menciona

- a. Pearl Harbour: _____
- b. B-29: _____
- c. Little Boy: _____

Mientras lee

Complete o conteste cada pregunta en no más de 2 líneas por cada respuesta.

1. ¿Cuál fue el propósito, según el autor, por el cual EEUU arrojó bombas atómicas sobre ciudades japonesas?
2. ¿Cuál fue el hecho que precedió el primer bombardeo de la ciudad de Tokio?
3. ¿Cuál fue el saldo del ataque del 9 de marzo de 1945?
4. ¿Dresden y Tokio eran blancos (objetivos) civiles o militares? ¿Por qué se las atacó?

5. ¿Qué sucedía paralelamente al proyecto secreto de la construcción de la bomba atómica?
6. ¿Cómo se desencadenó la rendición incondicional de los japoneses?

Después de leer

1. Determine el referente de cada uno de los siguientes términos destacados en el texto:

- a. it: _____
- b. their: _____
- c. his: _____
- d. they: _____

2. **Uso de los conectores:** indique en cada caso qué tipo de conector es (de contraste, condición, adición, etc.) y explique con claridad cómo se conectan las ideas en las distintas oraciones.

- a. Because of:
.....
- b. So:
.....
- c. In addition to: :
.....

3. ¿Qué **modalidad** expresa el verbo “*could*” destacado en el texto?

4. Pase al castellano las oraciones subrayada en el texto.

Atomic Bombing of Japan World War II, 1945

- 1 The United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki in August 1945 to hasten the end of World War II in the Pacific. Although it would be the first, and to date the only, actual use of such weapons of “mass destruction,” the mushroom clouds have hung over every military
- 5 and political policy since.
Less than five months after the sneak attack by the Japanese against Pearl Harbor, the Americans launched a small carrier-based bomber raid against Tokyo. While the attack was good for the American morale, it accomplished little other than to demonstrate to the Japanese that their shores
- 10 were not invulnerable. Later in the war, U.S. bombers were able to attack the

Japanese home islands from bases in China, but it was not until late 1944 that the United States could mount a sustained bombing campaign.

15 Because of the distance to Japan, American bombers could not reach targets and safely return to friendly bases in the Pacific until the island-hopping campaign had captured the Northern Mariana Islands. From bases on the Mariana Islands, long-range [B-29] Superfortresses conducted high altitude bombing runs on November 24, 1944. On March 9, 1945, an armada of 234 B-29s descended to less than 7,000 feet and dropped 1,667 tons of incendiaries on Tokyo. By the time the fire storm finally abated, a sixteen-square-mile
20 corridor that had contained a quarter million homes was in ashes, and more than 80,000 Japanese, mostly civilians, lay dead. Only the Allied fire bombing of Dresden, Germany, the previous month, which killed 135,000, exceeded the destruction of the Tokyo raid.

Both Tokyo and Dresden were primarily civilian rather than military targets.
25 Prior to World War II, international law regarded the bombing of civilians as illegal and barbaric. After several years of warfare, however, neither the Allies nor the Axis distinguished between military and civilian air targets. Interestingly, while a pilot [could] drop tons of explosives and firebombs on civilian cities, an infantryman often faced a court-martial for even minor mistreatment
30 of noncombatants.

Despite the air raids and their shrinking territory outside [their] home islands, the Japanese fought on. Their warrior code did not allow for surrender, and soldiers and civilians alike often chose suicide rather than giving up. By July 1945, the Americans were launching more than 1200 bombing sorties a week
35 against Japan. The bombing had killed more than a quarter million and left more than nine million homeless. Still, the Japanese gave no indication of surrender as the Americans prepared to invade the home islands.

While the air attacks and plans for a land invasion continued in the Pacific, a top-secret project back in the United States was coming to fruition. On July 16,
40 1945, the Manhattan Engineer District successfully carried out history's first atomic explosion. When President Harry Truman learned of the successful experiment, he remarked in [his] diary, "It seems to be the most terrible thing ever discovered, but it can be made the most useful."

Truman realized that the "most terrible thing" could shorten the war and prevent as many as a million Allied casualties, as well as untold Japanese deaths, by preventing a ground invasion of Japan. On July 27, the United States issued an ultimatum: surrender or the U.S. would drop a "super weapon." Japan refused.
45

In the early morning hours of August 6, 1945, a B-29 named the Enola Gay piloted by Lieutenant Colonel Paul Tibbets lifted off from Tinian Island in the Marianas. Aboard was a single atomic bomb weighing 8,000 pounds and containing the destructive power of 12.5 kilotons of TNT. Tibbets headed his plane toward Hiroshima, selected as the primary target [because of] its military bases and industrial areas. It also had not yet been bombed to any extent, [so] it
50 would provide an excellent evaluation of the bomb's destructive power.

At 8:15 A.M., the Enola Gay dropped the device called ["Little Boy"]. A short

time later, Tibbets noted, "A bright light filled the plane. We turned back to look at Hiroshima. The city was hidden by that awful cloud ... boiling up, mushrooming." The immediate impact of Little Boy killed at least 70,000 Hiroshima residents. Some estimates claim three times that number but exact figures are impossible to calculate because the blast destroyed all of the city's records. Truman again demanded that Japan surrender. After three days and no response, a B-29 took off from Tinian with an even larger atomic bomb aboard. When the crew found their primary target of Kokura obscured by clouds, they turned toward their secondary, Nagasaki. At 11:02 A.M. on August 9, 1945, they dropped the atomic device known as "Fat Man" that destroyed most of the city and killed more than 60,000 of its inhabitants.

Conventional bombing raids were also conducted against other Japanese cities on August 9, and five days later, 800 B-29s raided across the country. On August 15 (Tokyo time), the Japanese finally accepted unconditional surrender. World War II was over.

Much debate has occurred since the atomic bombings. While some evidence indicates that the Japanese were considering surrender, far more information indicates otherwise. Apparently the Japanese were planning to train civilians to use rifles and spears to join the military in resisting a land invasion. Protesters of the Atomic bombings ignore the conventional incendiaries dropped on Tokyo and Dresden that claimed more casualties. Some historians even note that the losses at Hiroshima and Nagasaki were far fewer than the anticipated Japanese casualties from an invasion and continued conventional bombing.

Whatever the debate, there can be no doubt that the dropping of the atomic bombs on Japan shortened the war. The strikes against Hiroshima and Nagasaki are the only air battles that directly affected the outcome of a conflict. Air warfare, both before and since, has merely supplemented ground fighting. As confirmed by the recent Allied bombing of Iraq in Desert Storm and in Bosnia, air attacks can harass and make life miserable for civilian populations, but battles and wars continue to be decided by ground forces.

In addition to hastening the end of the war with Japan, the development and use of the atomic bomb provided the United States with unmatched military superiority--at least for a brief time, until the Soviet Union exploded their own atomic device. The two superpowers then began competitive advancements in nuclear weaponry that brought the world to the edge of destruction. Only tentative treaties and the threat of mutual total destruction kept nuclear arms harnessed, producing the Cold War period in which the U.S. And the USSR worked out their differences through conventional means.

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TEXTO 14

Antes de leer

1. Échele un vistazo al texto y determine:

a. el tipo: _____

b. el tópico: _____

2. Lea **SOLO el 1º párrafo** y luego complete o elija la opción correcta según corresponda.

Monique Truong es y le dedicó su primera a su padre, quien no pudo leerla porque .
.....

Según ella, a su padre le hubiera gustado/no le hubiera gustado ser considerado un viajero porque
.....

Mientras lee

1. Resuma el contenido del texto.

2. Enumere cronológicamente los eventos **más salientes** en la vida del padre de Monique Truong.

3. Explique por qué Monique no consideraba apropiadas las rosas rojas que se encontraban sobre el ataúd de su padre.

Después de leer

1. Marque el núcleo en las siguientes frases nominales y luego interprételas.

a. the Vietnamese-American-owned funeral home his third wife had chosen for him

b. a Dutch-owned oil company.

c. my father's second daughter

d. the youngest of my father's three grandchildren

2. Interprete las oraciones subrayadas.

3. Indique a qué/quienes hacen referencia las siguientes palabras/frases extraídas del texto.

a. this word: _____

- b. both: _____
- c. ones: _____
- d. it: _____

4. Subraye los verbos/frases verbales en la siguiente oración. Identifique qué acción ocurrió primero y luego interprétela.

I met my father's third wife for the first time at his funeral. I had flown in from New York City with my husband.

5. Uso de conectores

- a. En este contexto la palabra **but**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:
- b. En este contexto la palabra **so**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

6. Indique qué modalidad le sugieren los siguientes verbos modales y luego interprete la frase que lo contiene.

verbo modal	modalidad	interpretación
could (speak)		
would (finally have) had		

The New York Times

OP-ED CONTRIBUTOR

My Father's Vietnam Syndrome

By MONIQUE TRUONG

Published: June 18, 2006

- 1 MY father never read my first novel, which was dedicated to him. He died in 2002, a year before it was published. The dedication was simple: "For my father, a traveler who has finally come home." He would have liked being called a traveler, because tucked inside this word is the story of his life.
- 5 My father was not an old man by first-world standards. But at the Vietnamese-American-owned funeral home his third wife had chosen for him, the

prevailing sentiment was that the deceased, age 65, was entitled to red roses on his coffin. If he had died a year earlier, the color red would not have been recommended. Red signifies the luck of having lived a long life. His funeral was held in Houston, where the yellow and red flag of the former South Vietnam flies high above suburban strip malls, a place where the sensibility of the third world can trump the first.

My father was a mixture of both. He was born in Vietnam, sent at an early age to France and England for schooling, and returned home with a Swiss wife and a baby daughter. Upon his arrival to a country that, in his absence, had split itself in half, he had to relearn its language. He could speak Vietnamese, but he could not write it. Not a business letter. Not a love letter.

I know little about his life during the first years of his return. I know that his marriage dissolved, that his Swiss wife and baby returned to Europe. I know that he was movie-idol dashing. I know that my mother, breathtaking at the age of 20, fell in love with him, and that he converted from Buddhism to Catholicism to marry her. His wealthy parents were relieved that this time he had chosen a Vietnamese woman, but they frowned at her family of intellectuals and dreamers. Five years later, in 1968, my mother gave birth to me, my father's second daughter and the only one of his three girls to be born in South Vietnam.

My father was not a soldier for long. He soon returned to civilian life and to his position with a Dutch-owned oil company. He was multinational, multilingual and multitalented. He was a businessman for the future of South Vietnam. Unfortunately, that country did not have a future.

In 1975, a few weeks before the fall of Saigon, my mother and I were airlifted out in an American Army cargo plane. His company had asked him to stay behind to oversee its operation. When he finally left, he went by boat. It was a pitiful journey during which he had little to eat, and someone tried to steal his shoes.

When my father came to the United States, he was 38. He went back to school and got a Bachelor of Science and an M.B.A. because he believed Americans respected their own degrees more than the French and English ones he had already earned. He then went to work for the American counterpart of his former employer. The company hired him without recognizing his seniority or the retirement benefits he had accrued in Vietnam. Technically, the company was two separate entities. Technically, their employee was not the same man.

His co-workers called him Charlie. Not an unusual riff on his name, Charles, but to my ears and surely his, it was also synonymous with the military's name for the enemy. V as in Victor. C as in Charlie.

By the time I was in college, my father had been forced into early retirement. He was too proud to sit still and too financially unsteady to stop bringing home a paycheck, so he took a position in Riyadh, Saudi Arabia. My mother and young sister stayed in Houston.

I met my father's third wife for the first time at his funeral. I had flown in from New York City with my husband. My half-sister flew in from Switzerland with

55 her son, the youngest of my father's three grandchildren. My younger sister was already living in Houston.

We tied white strips of mourning cloth around our foreheads. Then we stood and addressed those in attendance. My half-sister spoke in French. My younger sister spoke in English. I, the one who should have said my good-byes in Vietnamese, apologized for not being able to do so. I wanted to say in the language of our birth that my father was a lucky man, that he had lived a long life. Instead, I said in English that my father was a complicated man who had lived a complicated life.

60 I wanted to recount the facts of his life, the names of the places that shaped him, the world events that took their toll on his life. Most of all, I wanted to say that I did not believe red roses were appropriate, that my father was a man with many more years of life ahead of him, time during which my sisters and I would finally have had a chance to get to know him, time during which this man, who had circumnavigated the globe, would have been able to stay awhile and rest.

Monique Truong is the author of "The Book of Salt," a novel

TEXTO 15

Antes de leer

1. Complete esta sección **SOLO** teniendo en cuenta el paratexto, el primer párrafo y las indicaciones tipográficas destacadas:

- a. El tópico del texto es: _____
- b. Tipo de texto: _____
- c. Género: _____
- d. Fuente textual: _____

2. Explique qué información suministran los siguientes índices tipográficos:

- a. Resveratrol: _____
- b. David Sinclair: _____
- c. 114: _____
- d. SIRT1: _____

Mientras lee

Complete o conteste cada pregunta en no más de 2 líneas por cada respuesta.

1. Explique cuál / cuáles son los beneficios para la salud que según el estudio mencionado en el texto conllevaría la ingesta de vino tinto y uvas.
2. ¿Cuál es la diferencia de este estudio respecto de otros similares previos?
3. ¿Dónde se publicó el informe de este estudio?
4. Sintetice los pasos seguidos en la implementación del experimento.
5. Explique cuáles fueron los resultados del estudio.
6. ¿Cuál fue la conclusión de los científicos?
7. Explique cómo continúa la investigación.

Después de leer

1. Determine el referente de cada uno de los siguientes términos destacados en el texto:

- a. Their: _____
- b. That: _____
- c. It: _____
- d. That: _____
- e. His: _____

2. Agregue el / los términos que fueron elididos en esta frase:

- a. the third: _____

3. Interprete las últimas tres oraciones del texto. Transcriba un ejemplo de cita directa y uno de cita indirecta.

Red wine molecule helps mice live longer

LONDON (Reuters) - A compound found in red wine and grapes can extend the lifespan of obese mice and help them enjoy a healthier old age, scientists said on Wednesday.

Reuters Photo: An undated photo released by Nature on Wednesday shows three mice that have taken part...



The molecule known as resveratrol [not only] enabled the mice to live longer than other overweight rodents, it [also] reduced the negative health effects of eating a high-calorie diet.

Resveratrol has been shown to have same effect in studies on yeast, flies and worms but the scientists said [their] research is the first to show it works in mammals.

“It is possible to find a molecule that activates the body’s natural defenses against aging. You can use [it] to enhance the health of a mouse or mammal. [That] is

unprecedented,” said David Sinclair, of Harvard Medical School in Boston, Massachusetts.

He added that the study, reported in the journal Nature, is proof of the principle that it works in mammals. But the real test will be to develop formulations or find other molecules to treat age-related illnesses such as diabetes, Alzheimer’s, heart disease and cancer in humans.

“The goal here is within the next few years to know it is possible to treat diseases in man,” he told Reuters.

HEALTH BENEFITS

Researchers already know that restricting calories can prolong life in mice and other organisms. Resveratrol seems to mimic the beneficial effects of eating less without the hassle of dieting.

Sinclair and an international team of scientists analyzed the impact of molecule by studying three groups of middle-aged mice. One group ate a standard diet. The second was fed a high-calorie diet and [the third] had the same diet but were given supplements of resveratrol.

Eight weeks after starting the study, the scientists noticed a difference between the two high-calorie groups. By the time the mice were 114 weeks old, 58 percent in the high-calorie group had died, compared to 42 percent in the other groups.

“After six months, resveratrol essentially prevented most of the negative effects of the high-calorie diet in mice,” said Rafael de Cabo, a co-author of the study from the National Institute on Aging in the United States.

The study is continuing but so far the compound has extended the lifespan in the high-calorie mice by about 10-20 percent.

“There is no question that we are seeing increased longevity,” said Sinclair.

In addition to increasing survival, the compound reduced the negative effects

of being obese so the mice treated with resveratrol lived as long as the lean mice.

They had healthier heart and liver tissue, decreased blood sugar levels, better insulin sensitivity and were more active than the other rodents.

45 When the scientists looked at the genetic level, to see which genes in the mice were switched on or off, they found the molecule had changed the gene expression pattern of the obese mice toward that of a lean mouse.

The next step is to understand how the compound works.

50 Sinclair and his colleagues believe a key component could be the SIRT1 gene which is thought to be linked to lifespan extension.

Sirtris Pharmaceuticals, a therapeutics company co-founded by Sinclair, has started a trial of a proprietary formulation of resveratrol in patients with Type 2 diabetes.

55 “The real bang will be if somebody proves this is going to work in people,” Sinclair added.

ABC News in Science available at <http://www.abc.net.au/science/news/>

APÉNDICE 3

Los verbos lexicales o de significado completo

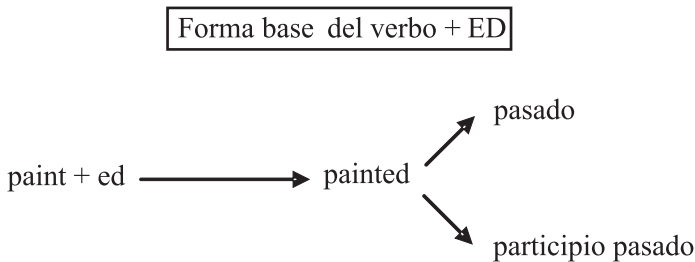
Hemos visto que los verbos que comparten ciertos rasgos característicos pueden clasificarse en: lexicales, modales y auxiliares.

Nos dedicaremos ahora al análisis de los verbos lexicales, poniendo el acento sobre todo en el reconocimiento y la interpretación.

Los verbos lexicales pueden ser regulares o irregulares, y pueden presentarse conjugados o no conjugados (non- finite verb forms). También pueden aparecer formando un bloque con otra u otras palabras formando una unidad o un verbo compuesto que para fines prácticos aquí llamaremos “frases verbales”.

Verbos regulares

Los verbos regulares anexas la flexión “ed” para formar el pasado y el participio pasado.



Debemos también tener en cuenta, sobre todo para llevar a cabo una búsqueda exitosa en el diccionario, que algunas veces existen ciertas diferencias ortográficas, como por ejemplo:

- a) la repetición de la última consonante (como en realidad ocurre con el agregado de cualquier sufijo a la raíz de una palabra) cuando tenemos un verbo monosilábico terminado en consonante y precedido de una única vocal, o que termina en “l”.
- drop dropped
 - clan clapped
 - travel² travelled

² Esta distinción se establece en la variedad británica, no en la americana.



Salvador Dalí painted surrealist pictures.
(pintaba)

- 1.2 La forma del denominado “pasado simple”, es decir en el caso de los verbos regulares Sujeto + Verbo + ED, también se utiliza en inglés para marcar lo que en castellano se corresponde con el pasado del modo subjuntivo.

I wished my husband painted good pictures.
(pintara/ pintase)

If you travelled to Italy from Argentina, how long would it take?

(viajaras / viajases)

2. El participio pasado

Esta forma generalmente se corresponde con la terminación “ado/ ido” en español. En la mayoría de los casos funciona como verbo o adjetivo.

- 2.1 **Como verbo** tiene dos usos predominantes: formar los tiempos perfectivos (presente perfecto, pasado perfecto, etc.) y la voz pasiva con la ayuda de verbos auxiliares.

- 2.1.1 Dentro del bloque verbal es el verbo principal en los tiempos perfectivos y va acompañado del verbo auxiliar “have” (en presente, pasado, futuro o bien precedido de un verbo modal):

S+ HAVE + PARTICIPIO PASADO

They have not arrived yet.
(llegado)

When his friend arrived, he had already painted the room.
(pintado)

Peter should have finished his work by now.
(terminado)

- 2.1.2 En la voz pasiva va acompañado del verbo “be”, en el tiempo que corresponda, al que puede preceder un verbo modal:

S+ BE + PARTICIPIO PASADO

The Persistence of Memory was painted by Salvador Dalí in 1931.
(pintado)

- 1.2 Como adjetivo aparece frecuentemente en posición atributiva (delante de un sustantivo) o detrás de un verbo estático o de proceso, aunque también puede ubicarse sucediendo a un sustantivo (posición predicativa) en cuyo caso va acompañado de un adverbio o una frase preposicional.

He loves fried potatoes.
(fritas)

She is interested in literature.
(interesada/ le interesa)

People dressed in black look very elegant.
(vestida/ que se viste)

Verbos irregulares

Los verbos irregulares no admiten la inclusión de la flexión “ed”. Muchos de ellos son verbos muy comunes de alta frecuencia de aparición en la lengua tales como “write, teach, be, have, send, spend, think, etc.” Para saber cuáles son las formas que corresponden al pasado y/ o al participio pasado podemos recurrir a una lista de verbos irregulares³ o bien a la entrada de diccionario correspondiente al verbo en su infinitivo. Los verbos irregulares presentan distintas variantes, pero en general siguen alguna de las siguientes pautas:

³ Puede consultar el cuadernillo de nivel I o bien su diccionario.

- a) las tres formas se mantienen inalterables

Base	Pasado	Participio pasado
cut (cortar)	cut (cortó / cortaba)	cut (cortado/a)
hit (golpear)	hit (golpeó/golpeaba)	hit (golpeado/a)

- b) el pasado y el participio pasado toman la misma forma ya sea con el cambio de una vocal, una consonante o un cambio total

Base	Pasado	Participio pasado
build	built	built
teach	taught	taught
get	got	got

- c) el verbo presenta tres formas diferentes

Base	Pasado	Participio pasado
sing	sang	sung
go	went	gone
speak	spoke	spoken

Verbos conjugados

Los verbos conjugados son aquellos que por sí solos pueden conformar el predicado de una oración. La mayoría en inglés presenta cuatro formas posibles: paint – paints – painted – painting, aunque algunos irregulares pueden presentar cinco en total: do – does – did – done – doing.

Los verbos conjugados se caracterizan por presentar diferencias con respecto al tiempo verbal, la persona (concordancia con el sujeto), el modo, la voz y el aspecto.

1. Modo

A través del modo, el hablante carga al verbo de un determinado significado en distintos contextos.

1.1 Modo imperativo

Se utiliza para dar instrucciones, órdenes, sugerencias, formular pedidos o invitaciones. El hablante se dirige de manera directa al receptor, por lo tanto siempre

está implícito el pronombre “you”, es decir la segunda persona del singular o plural, según la circunstancia que corresponda.

- Se forma con el infinitivo del verbo sin “to” en su forma afirmativa

Read chapter one.

(**Lea /lee/ lean** el capítulo uno)

- Para formar el negativo se antepone el auxiliar “do not (don’t)”

Don't put the unit near the fire.

(**No coloquen/ coloques / coloquen** la unidad cerca del fuego)

1.2 Modo subjuntivo

Sirve para referirnos a hipótesis, suposiciones, deseos, hechos ajenos a la realidad.

- En presente se manifiesta a través del uso del infinitivo sin “to” y a menudo se reemplaza por la construcción “should + infinitivo”

God save the Queen.

(Dios salve a la reina)

The officer ordered that the prisoner be released.

The officer ordered that the man should be released.

(El oficial ordenó que se libere al prisionero)

- Como ya hemos visto el subjuntivo se manifiesta a través del pasado simple, aunque cronológicamente nos remite al presente. En este caso cuando se utiliza el verbo “be” se usa la forma “were” para todas las personas.

If I were you, I would accept the offer.

(Si fuera vos/ si estuviera en tu lugar, aceptaría la oferta)

1.3 Modo indicativo

Tiempo (tense)

Existen distintos enfoques y posturas con respecto al abordaje del sistema de los tiempos verbales en inglés. Los lingüistas y gramáticos en su intención de explicar como cada tiempo verbal refleja una determinada relación temporal a menudo adoptan distintos análisis. Esto mayormente se debe a que cada tiempo verbal no necesariamente siempre se refiere a determinado momento o tiempo cronológico, es

decir no existe una relación uno a uno entre la forma verbal y el concepto universal de tiempo.

El término “tiempo” en castellano no establece una distinción entre el nombre gramatical que lleva una conjugación y la noción que remite al tiempo real. Sin embargo en inglés existen dos términos diferentes: “tense”, para el primer uso y “time” para referirnos al concepto de tiempo que trasciende las fronteras del idioma y que establece períodos que normalmente dividimos en presente, pasado y futuro.

El término “tense” (tiempo verbal) sirve de rótulo para cierta forma del verbo que se asocia a usos particulares y no siempre establece un correlato cronológico. Por ejemplo el llamado “presente perfecto” hace alusión a acciones ya realizadas, es decir nos remite al pasado, pero de una u otra manera establece una relación con el momento actual.

He has left.

Ha partido / Partió (ya no está aquí)

La mayoría de los lingüistas en la actualidad sostienen que los verbos en el modo indicativo en inglés se presentan a través de dos tiempos verbales (tenses): el presente y el pasado simple. Esto se debe a que precisamente en estas manifestaciones el tiempo se marca en el verbo a través de una flexión: “s” en la tercera persona singular del presente y “ed” en el pasado.

Elizabeth plays tennis. (present tense)

Elizabeth played tennis yesterday. (past tense)

Desde esta perspectiva el futuro⁴ no es un tiempo verbal en inglés ya que requiere de auxiliares (will / shall) como así tampoco el condicional que necesita el auxiliar “would”.

Simple present	Simple past
<p><i>He usually <u>writes</u> e-mails.</i> <i>Usualmente <u>escribe</u> correos electrónicos.</i> (La flexión “s” marca tercera persona singular) They usually write e-mails. (escriben)</p>	<p><i>He <u>wrote</u> an e-mail yesterday.</i> <i>Ayer <u>escribió</u> un correo electrónico.</i> En este caso “write” es un verbo irregular y “wrote” es el pasado de dicho verbo. Se utiliza la misma forma para todas las personas.</p>

⁴ Consultar apartado sobre formas de expresar futuro en inglés.

<i>Does he usually write e-mails?</i> <i>Do they usually write e-mails?</i>	Did he write an e-mail yesterday?
<i>He does not (doesn't) usually write e-mails.</i> <i>They don't (do not) usually write e-mails</i>	<i>He did not (didn't) write an e-mail yesterday.</i>

Aspecto

A nivel gramatical el aspecto se combina con el tiempo y el modo para dar lugar a otras formas verbales a través de dos manifestaciones: aspecto progresivo y perfecto. Por aspecto entendemos al concepto que hace más hincapié en la acción que transcurre en determinado momento que en el momento en que esta transcurre.

Aspecto progresivo o continuo:

BE+ Verbo lexical + ING

Present continuous	Past continuous
<i>He is ('s) writing an e-mail now.</i> <i>El está escribiendo un correo electrónico ahora.</i>	<i>He was writing an e-mail this morning.</i> <i>El estaba escribiendo un correo electrónico esta mañana.</i>
<i>They are ('re) writing e-mails now.</i> <i>Están escribiendo correos electrónicos ahora</i>	<i>They were writing e-mails this morning.</i> <i>Estaban escribiendo correos electrónicos esta mañana.</i>

Usos

Se utiliza para referirse a:

- a) acciones en progreso
He was crossing the street when... (acción en progreso) vs *He crossed the street.* (acción finalizada)
Estaba cruzando la calle cuando vs *Cruzó la calle.*

- b) acciones temporarias
He's working for an international company. (Acción temporaria o cambio reciente) vs *He works for an internacional company.* (acción permanente)
Está trabajando para una empresa internacional vs Trabaja para una empresa internacional.
- c) acciones excesivamente prolongadas y sin interrupción
She was playing video games the whole morning.
Estuvo jugando con los juegos de video toda la mañana.
- d) acciones paralelas a otras.
While I was cooking, my husband was watching football.
(acciones simultáneas)
Mientras yo cocinaba, mi esposo miraba fútbol.

Aspecto perfectivo

HAVE+ PARTICIPIO PASADO del verbo lexical

Usos

Present perfect	Past perfect
<i>He <u>has</u> always <u>written</u> e-mails.</i>	<i>He <u>had</u> already <u>written</u> the e-mail-when his boss arrived.</i>
<i>Siempre ha escrito (escribió) correos electrónicos</i>	<i>(Ya había escrito el correo electrónico cuando su jefe llegó)</i>

- a) acciones que ya han sido concretadas
He has written the report (acción completa)
Ha escrito (o escribió) el informe.
- b) acciones que tomaron lugar recientemente
They have just arrived
Han llegado recién. (Recién llegaron)
- c) acciones que vinculan al pasado con el presente de tal manera que establecen un cambio o marcan un resultado.

Someone has eaten the cake. (Ahora no tengo postre que ofrecer a mis invitados)

Alguien se ha comido la torta (*Alguien se comió la torta*)

d) experiencias.

Have you ever driven a tractor?

¿Has manejado un tractor alguna vez?

(¿Alguna vez manejaste un tractor?)

e) en el pasado para referirnos a una acción previa a otra también pasada, por lo general acompañado de las palabras “when, while, after o before”

When we got to the theatre, the play had already started.

(el pasado perfecto se presenta como una acción anterior a la marcada por el pasado simple)

Cuando llegamos al teatro, la obra ya había empezado.

Intersección entre el aspecto progresivo y perfecto

Present perfect continuous	Past perfect continuous
<i>He has been writing e-mails for hours.</i>	<i>He had been writing e-mails before he left the office.</i>
<i>Ha estado escribiendo correos electrónicos durante horas.</i>	<i>Había estado escribiendo correos electrónicos antes de irse de la oficina.</i>

El presente perfecto continuo

Usos

a) acción ya finalizada pero que tuvo una duración prolongada o ininterrumpida

Now that I've passed the test I'd like to take a rest for a few days. I've been studying for weeks for this exam.

Ahora que he aprobado (aprobé) el examen me gustaría tomarme un descanso por unos días. He estado (estuve) estudiando semanas para esta prueba.

b) acción que comenzó en el pasado, continúa en el presente y puede llegar a incluir el futuro.

I've been working for this institution since 1999.

He estado trabajando para esta institución desde 1999.

Pasado perfecto continuo

Mantiene un correlato con los usos del presente perfecto continuo.

- a) *When I started working at this University, my colleagues had already been teaching here for two years.*

Cuando empecé a trabajar en esta Universidad, ya hacía dos años que mis colegas trabajaban acá.

- b) *He couldn't see well, for he had been working at the computer for hours.*

No veía bien porque hacía horas que estaba trabajando en (con) la computadora (había estado trabajando).

Formas de expresar futuro en inglés

La siguiente lista está ordenada en grado decreciente de certeza respecto del hecho futuro.

Presente Simple (planes/eventos/horarios supuestamente inalterables)	<i>The play <u>starts</u> at 4.</i> <i>La obra comienza a las 4.</i>
Will/shall+ infinitivo (Futuro simple; “shall” ha caído prácticamente en desuso para esta función, aunque a veces aún aparece en ciertos contextos formales en la variedad británica acompañando a la primera persona del singular y del plural)	<i>He <u>will write</u> an e-mail tomorrow.</i> <i>(Escribirá un correo electrónico mañana)</i>
Will/shall+be+verbo+-ing (situación temporaria en el futuro)	<i>This time next week I'll <u>be flying</u> to the States.</i> <i>(La próxima semana a esta hora estaré volando a los Estados Unidos.)</i>
Be going to + infinitive (para hablar de planes, proyectos, intenciones que se establecieron con anterioridad al momento de hablar o ante la evidencia de que algo va a ocurrir)	<i>We are going to have a meeting next Monday.</i> <i>(Vamos a tener una reunión el próximo lunes)</i> <i>Look at those black clouds! It's going to rain.</i> <i>(Mira esos nubarrones. Va a llover)</i>
Presente Continuo (para planes, citas, proyectos)	<i>I'm visiting my parents next week.</i> <i>(Voy a visitar a mis padres la semana que viene)</i>

Combinaciones aspectuales del futuro con “will”

Future continuous

He will be writing an e-mail when you arrive tonight.

(Estará / va a estar escribiendo un correo para cuando llegues esta noche)

Future perfect

He will have written thousands of e-mails by the time he turns 50.

(Habrá escrito miles de correos para el momento en que cumpla los 50)

Future perfect continuous

He will have been writing e-mails for two hours by the time his office mates get to work.

Habrá estado escribiendo (Va a hacer dos horas que está escribiendo) correos durante dos horas para cuando sus compañeros lleguen al trabajo.

Frases verbales

Los verbos lexicales pueden combinarse con una preposición y / o una partícula adverbial para conformar un verbo con significado propio. Por lo general estas frases verbales pueden sustituirse por un único verbo que posee el mismo significado.

He's impossible! I cannot put up with him = I cannot tolerate him
Es imposible, no puedo tolerarlo.

A veces las frases verbales conservan prácticamente el significado original de sus componentes, en esos casos las llamaremos literales.
Ejemplo:

He's getting into the office = He's entering the office.
Está entrando a la oficina.

Otras veces si tomamos el significado de sus elementos constitutivos aisladamente nos resulta difícil llegar a descifrar su sentido, en estos casos las consideramos idiomáticas.

The seminar was put off = The seminar was postponed.
El seminario se pospuso.

Las frases verbales a menudo son inseparables, es decir no puede haber ningún elemento que interrumpa la sucesión de VERBO + Preposición o partícula adverbial:

The plane took off five minutes ago.
El avión despegó hace cinco minutos.

Sin embargo, algunas frases verbales admiten la incorporación de un objeto después del verbo:

Mary always washes the dishes, Susan dries them, and I put them away.
María siempre lava los platos, Susana los seca y yo los guardo.

Verbos no conjugados

Los verbos no conjugados no marcan distinción de número (singular o plural), tiempo, ni persona.

Las formas no conjugadas de un verbo son: el infinito, el participio y el gerundio.

Analizaremos a continuación la posición y función que cada una de estas formas puede presentar dentro de los límites de la oración y nos detendremos en particular en aquellas que pueden causarnos, en nuestra condición de hablantes del castellano, mayor dificultad para la interpretación.

1. El infinitivo

El infinitivo es la forma base del verbo, tal cual lo encontramos en la entrada de diccionario. Puede aparecer precedido de la partícula “to” o sin ella.

Las formas del infinitivo son las siguientes:

	Simple	Perfecto
Activo	to paint	to have painted
Pasivo	to be painted	to have been painted

1.1. El infinitivo sin “to” aparece en los siguientes casos:

1.1.1 detrás de los verbos modales, de los verbos “let, make y help” y de verbos de percepción. En estos casos la traducción es en infinitivo.

I should rest more.
 (Debería descansar más.)

He makes me laugh.
 (El me hace reír)

I saw him cry.
 (Lo ví llorar.)

1.1.2 en las preguntas y las oraciones negativas que tienen los auxiliares “do, does” (traducción del verbo en presente) y “did” (traducción del verbo en pasado).

Do they live in Buenos Aires?

(¿Viven en Buenos Aires?)

I didn't come to class last week.

(No asistí a clase la semana pasada.)

1.1.3 para formar el modo imperativo (no va precedido de sujeto pero el sujeto implícito es “you”), en este caso se traduce en imperativo 2º persona del singular o plural según el contexto.

- forma afirmativa.

Push the red button

(Presione / presiona / presioná / presionen / el botón rojo.)

- forma negativa detrás del auxiliar “do not

Don't walk on the grass.

(No camine sobre el césped)

1.1.4 Detrás de un sujeto para formar lo que en castellano correspondería al presente del modo subjuntivo.

We suggest that the proposal be rejected.

Sugerimos que se rechace la propuesta.

1.1.5 detrás de ciertas palabras y frases (traducción en infinitivo): than / but / except/ would rather / had better

I think it's better to stay than leave.

Pienso que es mejor quedarse que irse.

I would rather do it now.

Preferiría hacerlo ahora.

1.2 El infinitivo seguido de “to”:

- **En los siguientes casos se traduce en infinitivo:**

1.2.1 como sujeto de la oración:

To work for a non-profitable organization is a good cause.

(Trabajar para una asociación sin fines de lucro es una buena causa.)

1.2.2 detrás de ciertos verbos

I want to spend a few days in the mountains.
(Quiero pasar unos días en las montañas.)

1.2.3 al acompañar a algunos adjetivos:

It is easy to do this exercise.
(Es fácil hacer este ejercicio.)

1.2.4 detrás de palabras interrogativas:

I don't know what to do.
(No sé qué **hacer**.)

They explained how to do the exercises.
(Explicaron cómo **hacer** los ejercicios.)

- **En otras posiciones su traducción varía:**

1.2.5 detrás de determinados verbos que van seguidos de un objeto y luego del “to” infinitivo, tales como: want / believe / cause / prefer / would like/ tell / ask, etc. se traduce como “que” seguido del verbo conjugado

I want you to study harder.
(Quiero **que estudies** más)

The flood caused the city to remain isolated.
(La inundación hizo **que** la ciudad **permanezca** aislada.)

1.2.6 cuando su función es indicar propósito se traduce “a” o “para” + el infinitivo.

I went to the post office to send a telegram.
(Fuí al correo **a enviar** un telegrama.)

Press the red button to start the machine.
(Presiona el botón rojo **para encender** la máquina)

1.2.7 cuando indica resultado con la idea de “solo para” se traduce para + infinitivo:

He left the country never to return.
(Dejó el país **para no volver**)

She rushed to the company only to find that someone else had got the job.
(Corrió hasta la empresa **para encontrar** que otro había conseguido el puesto.)

1.2.8 detrás de ciertos verbos, sustantivos y adjetivos, se traduce con preposición seguida de verbo en infinitivo:

The worst is to come.
(Lo peor está **por venir**)

Try to do it
(Trata **de hacerlo**)

She did not keep her promise to call me as soon as she arrived.
(No cumplió su promesa **de llamarme** ni bien llegara.)

His anxiety to please everybody was evident.
(Su ansiedad **por/ de agradar** a todos era evidente)

He was kind to help me with this task.
(Fue amable **al/ en ayudarme** con esta tarea.)

She was able to finish the work on her own.
(Fue capaz **de terminar** el trabajo sola.)

2. El participio

2.1. El participio pasado

La mayoría de las veces se traduce con terminación verbal ADO- IDO en castellano. Recordemos que si los verbos son regulares el participio se forma agregando -ED a la base del verbo.

Se lo utiliza:

2.1.1 para formar todos los tiempos perfectivos HAVE + Part. Pasado y la voz pasiva

Be+ Part. Pasado.

They have passed the exam.
(Han **aprobado** el examen.)

The man had already left when the ambulance arrived.
(El hombre ya se había **ido** / había **partido** cuando llegó la ambulancia.)

Hamlet was written by Shakespeare.
(Hamlet fue **escrita** por Shakespeare.)

A new film will be directed by Woody Allen.
(Una nueva película será **dirigida** por Woody Allen)

2.1.2 como adjetivo, pre- o post- modificador de sustantivos o detrás de verbos copulativos.

The exhausted man went to bed.
(El hombre **exhausto** se fue a dormir.)

All the examples seen in class belong to unit 1.
(Todos los ejemplos **vistos** en clase pertenecen a la unidad 1)

We are surprised by his behaviour.
(Estamos **sorprendidos** por su comportamiento)

2.1.3 con función adverbial o en combinación de cláusulas:

Dressed in black, he made his first public appearance.
(**Vestido** de negro, hizo su primera aparición pública.)

She left the meeting bewildered by their comments.
(Se fue de la reunión **desconcertada** por sus comentarios.)

Forgotten by his peers, he died at an old age.
(**Olvidado** por sus pares, murió a una edad avanzada.)

2.1.4 como sustantivo precedido del artículo “the”

The defeated.
Los derrotados.

2.2 El participio presente

El participio presente resulta del agregado de la flexión –ING a los verbos lexicales.

Visit + ING = visiting
Drop + p + ING = dropping
create + ING = creating

Se lo utiliza:

2.2.1 para formar todos los tiempos continuos o progresivos

BE + Part.Presente.

En este caso se traduce con terminación -ANDO /-ENDO

He was flying to Mexico when his son was born.
(Estaba **viajando** a Méjico cuando nació su hijo.)

He's working for a small company these days.
(Actualmente está **trabajando** para una pequeña empresa.)

2.2.2 como adjetivo en distintas posiciones:

- pre-modificador de un sustantivo, en este caso su traducción corresponde a la de un adjetivo o frase preposicional.

We have received discouraging news.
(Hemos recibido noticias **desalentadoras**.)

The impact of raising prices.
(El impaCto de los precios **en alza**)

- post-modificador de un sustantivo, la traducción en este caso es “QUE” + verbo conjugado.

The boxes containing the applicants' forms are in this office.
(Las cajas **que contienen** las solicitudes de los aspirantes están en esta oficina)

- después de verbos copulativos se traducen como adjetivos.

The film was boring.
(La película fue **aburrida**.)

2.2.3 con función adverbial o en combinación de cláusulas, se traduce con terminación -ANDO /-ENDO:

He broke his leg snowing in the Alps.
(Se quebró la pierna **esquiando** en los Alpes.)

Walking to the bus stop, I ran into Peter.
(**Caminando** rumbo a la parada del colectivo me encontré con Peter)

2.3. El gerundio

El gerundio se forma al igual que el participio presente agregándole –ING a la base del verbo, pero a diferencia de este funciona como sustantivo, es decir es una nominalización del verbo. La traducción en la mayoría de los casos corresponde a la de un sustantivo o la de un verbo en infinitivo. Lo podemos encontrar en las siguientes posiciones:

2.3.1 Como sujeto de la oración

Swimming is a healthy activity.

(**La natación / nadar** es una actividad saludable.)

The reading of the will took place in doctor Green's office.

(**La lectura del testamento se llevó a cabo en la oficina del doctor Green.**)

2.3.2 Como complemento u objeto de un verbo

That is lying.

(Eso es **mentir**)

We like watching films.

(Nos gusta **mirar** películas)

I call that cheating

(A eso lo llamo **hacer** trampa.)

2.3.4 Como objeto de una preposición:

Thank you for returning the book I lent you.

(Gracias por **devolver** el libro que te presté)

2.3.5 Como pre-modificador de un sustantivo, generalmente se traduce como frase preposicional.

Don't forget to buy the sleeping pills.

(No te olvides de comprar las pastillas **para dormir**.)

UNIDAD 4:

LA TRAMA ARGUMENTATIVA

La estructura argumentativa frecuentemente consta de las siguientes partes:

- hecho, argumento principal o premisa
- contra argumento
- ilustración de una idea o argumento
- hechos o evidencia que sustentan el argumento
- conclusión y resumen (el autor vuelve a referirse a la hipótesis inicial tratando de demostrar que su planteo ha sido válido.)
- comentarios sobre opiniones o evidencia

El autor del texto puede tener como objetivo:

- tomar posición sobre un determinado tema e influir sobre sus lectores en relación al mismo
- ilustrar un tema
- presentar un problema y ofrecer una solución

Dentro de los tipos de textos más frecuentes que pertenecen a la trama argumentativa podemos mencionar:

- ensayo
- monografía
- editorial
- carta de lectores.

TEXTO 16

Antes de leer

Complete los puntos 1 y 2 solo teniendo en cuenta el título, los índices tipográficos y el primer párrafo.

1. Determinar el tipo de texto y el tópico.
2. Explique qué información le suministran:
 - a. Deep Blue
 - b. C-3 PO y R2 D2

Lectura Global

1. Identifique cuál es la situación argumentativa que se plantea.
2. Señale en el margen las partes en que se divide este texto (argumento principal, contra argumento, conclusión, etc.)
3. Determine el objetivo del autor.

Lectura Detallada

Lea el texto atentamente y luego conteste o complete según corresponda.

1. ¿Qué es la inteligencia artificial?
2. Explique las dos posiciones de los expertos en informática en relación a la inteligencia artificial (IA).
3. Mencione los beneficios que tiene la IA para la medicina.
4. ¿Por qué se mencionan General Motors y American Express?
5. Enumere al menos 4 de las predicciones realizadas por aquellas personas que consideran a la IA una amenaza.

Después de leer

1. Indique cuál es el referente de las siguientes palabras destacadas en el texto:
 - a. That question: _____
 - b. It: _____
 - c. These new employees: _____
 - d. They: _____
2. Uso de conectores
 - a. La palabra **If** se encuadra dentro de nuestra clasificación como un conector de y en este caso en particular el autor lo utiliza para unir las siguientes ideas
 - b. La palabra **Unlike** se encuadra dentro de nuestra clasificación como un conector de y en este caso en particular el autor lo utiliza para indicar que.....
3. Interprete las oraciones subrayadas.
4. Indique qué modalidad sugieren estos verbos destacados en el texto: may/should.
5. Interprete las siguientes palabras según el contexto en el cual aparecen: thinking/programming/constructing/being.

Examining the Ethics behind Artificial Intelligence

July 4, 2006

1 Artificial Intelligence has been the subject of many movies and countless sci-
 2 ence fiction novels. But what happens when we seriously consider the question
 3 of computers that think. Is it possible for computers to have complex thoughts,
 4 and even emotions? This paper will seek to answer [that question] and give
 5 an idea about how artificial intelligence will affect the world of tomorrow.

As has long been known, invincible chess can theoretically be played by a
 mindless system, as long as it follows a simple algorithm, routinely learned
 by computer science undergraduates, that traces out the consequences
 of each possible move until either a mate or draw position is found. In the
 10 spring of 1996, IBM's Deep Blue computer defeated the world's greatest liv-
 11 ing chess player, Gary Kasparov. But Deep Blue, while an impressive chess
 12 player, does not remotely demonstrate humanlike [thinking]. (Masci) Artificial
 13 Intelligence is the capacity of a digital computer or computer controlled robot
 14 device to perform tasks commonly associated with the higher intellectual
 15 processes characteristic of humans, such as the ability to reason, discover
 16 meaning, generalize, or learn from past experience. Intelligence is the com-
 17 putational part of the ability to achieve goals in the world. Varying kinds and
 18 degrees of intelligence occur in people, many animals and some machines.
 19 So far, there is no solid definition of intelligence that doesn't depend on relat-
 20 ing [it] to human intelligence. The problem is that we cannot yet character-
 21 ize in general what kinds of computational procedures we want to call intelli-
 22 gent. We understand some of the mechanisms of intelligence and not others.
 23 Intelligence involves mechanisms, and AI research has discovered how to
 24 make computers carry out some of them and not others. [If] doing a task
 25 requires only mechanisms that are well understood today, computer programs
 26 can give very impressive performances on these tasks. The ultimate effort is
 27 to make computer programs that can solve problems and achieve goals in
 28 the world as well as humans. However, many people involved in particular
 29 research areas are much less ambitious. Most artificial intelligence research-
 30 ers believe that new fundamental ideas are required, and therefore it cannot
 31 be predicted when human level intelligence will be achieved. Computer Sci-
 32 ence is of two minds about artificial intelligence. Some computer scientists
 33 believe that all human thought is algorithmic and that artificial intelligence
 34 engineers will eventually replicate the human mind and create a robot com-
 35 plete with feelings and emotions. Others feel that human thought can only
 36 be simulated in a computational device. If they are right, future robots may
 37 exhibit much of the behavior of persons, but none of these robots will ever be
 38 a person. Their inner life will be as empty as a rock's. (Bringsjord)

40 There are many benefits of artificial intelligence. A lot of these benefits deal
 with the medical field. Medical artificial intelligence is primarily concerned

with the construction of artificial intelligence programs that perform diagnosis and make therapy recommendations. Unlike medical applications based on other programming methods, such as purely statistical and probabilistic methods, medical Artificial Intelligence programs are based on symbolic models of disease entities and their relationship to patient factors and clinical manifestations. The study of artificial intelligence in medicine is nearly thirty years old. This field has attracted many of the best computer scientists to try and find ways of constructing computers or creating programs that can diagnose and make therapeutic recommendations. According to Dr. Enrico Coiera, the field of artificial intelligence in medicine has not been successful. The recent work in artificial intelligence in medicine has addressed problems common to the fields of medicine and artificial intelligence. With the emphasis in medicine shifting to more evidence based practice, the field of artificial intelligence in medicine is positioned to help provide solutions for the evolving field of medicine. The developers of artificially based systems must work to determine which aspects of medical practice are best suited to the implementation of artificial intelligence systems. (Ethics) Meanwhile, companies ranging from General Motors to American Express are using robots, expert systems and other developments more and more in real World applications.

When dealing with artificial intelligence, the question is always asked, "Could machines that surpass human intelligence pose a danger to humanity?" (Masci) This seems unlikely to most, but to many, it is seen as a possible threat. First machines will replace workers in places like factories, where tens of thousands of robots are already in use. These new employees would work 24-hour shifts, never strike or call in sick and entail authorization and running costs less than a human's wages. Soon after that machines will be replacing clerical workers and then middle managers. People will lead lives devoid of work and filled with leisure. The new machine run economy will be much more efficient and produce much more wealth. Eventually machines will have the responsibility and complete control over humanity. When machines acquire superior intelligence, they will be impossible to control. Machines may conclude that they no longer need or want human beings. Being replaced by a machine does not trouble some artificial intelligence experts. Marvin Minsky believes, "human beings should feel good about being replaced by robots, especially since they, unlike us, will be able to continue evolving into more sophisticated beings." (Masci) This is a scary possibility that may face future generations.

There are many possibilities as to what the future may hold for artificial intelligence. For now, no one can be sure whether robots will be like George Lucas' friendly C-3PO and R2-D2 or more along the lines of the machines in The Matrix who took over the humans and used them as batteries. Will people merge with artificial intelligence and use it to enhance their own abilities or will it take over mankind? For now, it remains a mystery. All we can be sure of is that artificial intelligence will effect the future in one way or another.

TEXTO 17

Antes de leer

1. Lea el primer párrafo, échele un vistazo al texto completo y luego determine:

- el tópico del texto
- el tipo de texto
- la información que le proveen las palabras que se encuentran entre paréntesis.

2. Elija el mejor título para el texto entre las siguientes opciones.

- Neanderthal Physiology
- The Neanderthal should be Classified as a Subspecies of Modern Man
- The Neanderthal should be Classified as a distinct species
- Neanderthal Man shouldn't be Related to Modern Humans
- Homo Neandertalis

Mientras lee

- Escriba el título y los subtítulos apropiados en los espacios que se le proveen.
- Mencione tres argumentos que presenta el autor para apoyar la premisa.
- Mencione tres hechos o ejemplos diferentes que el autor utilice para ilustrar sus argumentos.
- ¿Qué contra argumento aparece en el texto, desde un punto de vista fisiológico, para ilustrar la idea que el hombre de Neanderthal constituye una especie diferente?

Después de leer

1. Indique cuál es el referente de las siguientes palabras destacadas en el texto:

- Their: _____
- They: _____
- This: _____

2. Uso de conectores

- En este contexto la palabra **however**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:
- En este contexto la palabra **instead of**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar

tar las siguientes ideas:
.....

c. En este contexto la palabra **Finally**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

d. En este contexto la palabra **Hence**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

3. Interprete las oraciones subrayadas.

Título:

.....

1 The debate on Neanderthal man's place in human evolution has continued unabated since the discovery of the first Neanderthal fossil in 1856. One camp believes Neanderthal man is a human ancestor and should be classified as a subspecies of modern man—*homo sapien neandertalis*.
5 The opposition argues that Neanderthal man is a distinct species, *homo neandertalis*, entirely separate from modern humans. This paper seeks to prove that Neanderthal man is indeed related to modern humans by looking at key elements of Neanderthal physiology, behavior, and culture.

.....

10 Recent findings on the mitochondrial DNA taken from the right humerus of a Neanderthal skeleton failed to show significant similarities with the mitochondrial DNA of modern humans. According to the study, one sequence of Neanderthal DNA shows significant variances from the same sequence in moderns. From this, researchers concluded that Neanderthals diverged about 600,000 years ago to form *homo neandertalis*, a genetic line separate
15 from that of the modern *homo sapien sapiens*. (The Washington Post, 1997)

The study, however, was based solely on DNA from one Neanderthal individual because the genetic material is scarce and difficult to extract. One individual's DNA may be an inadequate indicator of the genetic variability within an entire species. (Shipman, 2002) Until more Neanderthal genetic material becomes available, fossil evidence remains the best source of study for on Neanderthal man's physiology and culture.

Neanderthals shared key physical characteristics with modern humans. They both have the same skeletal structures. Their brains were roughly the same size in relation to their bodies. Based on their joint structures and cranial capacities, anthropologists believe that Neanderthals were capable of doing many activities that modern humans could do. (Trinkaus and Shipman, p. 412) Proponents of the *homo neanderthalis* argue that Neanderthal bones were much thicker. They also point out how Neanderthal limbs were shorter in relation to a stocky torso. However, the body mass of modern humans who live in colder climates also show a similar ratio. Eskimos, for example, are typically larger and have shorter limbs compared to people from warmer climates.

Similarly, animals who live in cold climates have shorter tails, ears or beaks than their counterparts in warmer areas. The shortened limbs help retain body heat. (Holliday, p. 248) Instead of evidence of a different physiology, the stocky build and shorter limbs of Neanderthal man are adaptations to their arctic living conditions, an adaptation they share with modern humans.

The Neanderthal brain volume ranges from 1200 to 1750 ml, making it 100 ml larger than the average brain of a modern human. The larger Neanderthal brain can be explained by their larger physique. (Trinkaus and Shipman, p. 144) Even today, human brain size varies according to a person's body size.

In addition to physiology, fossil evidence also sheds light on the human-like social behavior and cultural practices of Neanderthal man.

A study of a Neanderthal skull shows flexations at the base of the skull similar to modern humans. This means that Neanderthals had a larynx situa-

ted in the same place as humans. Unlike chimpanzees, Neanderthals had the power to enunciate a full range of vowel sounds. Like modern humans, they had the physical capacity for language. (Trinkaus and Shipman, p. 356) Neanderthal man also engaged in a number of activities that distinguish modern humans from the rest of the animal world. For example, Neanderthal remains have been unearthed in burial sites all over Eurasia. The position of the remains demonstrates that the corpses were not simply thrown into the ground. Some graves have stone tools, animal bones and flowers buried in the ground along with the remains. In Uzbekistan, the grave of a young Neanderthal boy was encircled by mountain goat bones, horns and tools. (Trinkaus and Shipman, p. 255)

The fossil evidence shows that Neanderthals had burial rituals. This suggests an awareness of an after life. Each person had an identity that was distinct, whose passing was probably met with a sense of loss. Adult skeletons with crippling injuries were also unearthed, indicating that Neanderthal ties were strong enough to compel them to care for injured or crippled members of their groups.

Finally, there is a plethora of evidence showing that Neanderthals and early modern humans interacted and behaved in very similar ways. Artifacts from France, for example, show that Neanderthals and early modern humans seem to have used the same caves and both hunted the same kinds of animals for food. Fossil remains of trout and other seafood indicate that both groups practiced fishing. The arrangement of fireplaces in the caves also suggest that Neanderthals smoked their catch for preservation. (Wong, 2002)

Aside from harpoons and other hunting weapons, the caves also yielded engraved art objects. Since the caves were only used as shelter during hunting trips and not as living quarters, some anthropologists believe that Neanderthals carried small art objects with them even while performing everyday tasks. Carrying such iconography may be akin to a modern human carrying a rosary. (Wong, 2002)

.....

In conclusion, there is a wealth of fossil evidence to suggest that Neanderthal man is a subspecies of modern man, and should therefore be classified as homo sapien neandertalis. Allowing for the effects of a harsh, cold climate, Neanderthal physiology is remarkably similar to that of

80 homo sapien sapiens. Neanderthal hunting tools and practices were similar to those of early modern humans. Neanderthals developed tools and had a capacity for language. They buried their dead, created artwork, had a concept of an afterlife and had a societal structure with strong social ties.

85 In both their anatomy and behavior, Neanderthal man exhibited many characteristics on which modern man bases its definitions of what it means to be human. When compared according to anatomy, behavior and cultural practices, Neanderthals bear more than a passing affinity to modern man. [Hence], they belong in the human family lineage, under homo sapien neandertalis.

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Disponible en <http://www.oppapers.com/essays/>

tor dey el autor lo utiliza para conectar las siguientes ideas:

2. ¿Qué modalidad indican los verbos **should y might**? Interprete las frases que los contienen.
3. Interprete las siguientes palabras terminadas en “-ing”: throwing/banning/asking.
4. ¿Cuál cree usted que ha sido el objetivo del autor al escribir este texto? Elija solo una opción.
 - a. tratar de convencer o persuadir al lector que su punto de vista es válido, correcto o verdadero.
 - b. expresar su punto de vista a favor o en contra de una afirmación.
 - c. presentar un problema.
 - d. presentar un problema y ofrecer una solución.

To the editor:

1 I have no idea how we solve the problem and still have a free society. I do know that throwing children in prison or banning guns is not the answer.

5 There is a strong argument that the portrayal of violence in the media is the major cause of violence in society. But to propose legislation to restrict it would be violating the First Amendment. We have laws restricting pornography in relation to children. But one has only to log onto the Internet to see how futile that is. Bans, whether on pornography, drugs, tobacco, alcohol or guns, create more problems than they solve. Prohibition created a problem with organized crime that we still haven't solved, and banning 10 drugs has created another crime problem that we will not solve until we can find a more creative solution than putting kids in prison.

15 Should parents bear more responsibility for the actions of their children? Yes! But how can they when both parents have to work to support a family? Should we support single parent families? Yes! But how? Is a person who chooses to stay home and raise a family as important as a doctor or a lawyer? Yes! But how do we compensate them? How do we identify and help a family with a problem?

20 We hear about counselors going to help the community overcome the tragedy. How about counseling the community to prevent the tragedy from happening? Proactive health care is an accepted way to help solve the health care crisis. How about proactive counseling?

I have no answers! Only questions! Until we start asking questions and looking for answers, instead of just rubber necking the spectacle, it will

25 happen again and again. And maybe we can't solve all the problems. There is after all a price for freedom. But we should at least try.

Actually I do have an answer. It's education! And you alone as a parent are responsible. But don't wait until the law thinks they are old enough. By then it will be too late. Teach your kids about sex, drugs, alcohol and guns. If you don't, somebody will! And that somebody just might be Hitler.

30 Chris Holden/Lava

Related River Reporter Stories. Editorial

TEXTO 19

Antes de leer

Complete esta sección con información extraída únicamente del paratexto y el primer párrafo.

1. Determine el tópico del texto.
2. Clasifique el texto de acuerdo con la tipología utilizada en clase.
3. Determine cuál es la premisa principal del autor.

Mientras lee

Ahora lea el texto completo y responda:

1. ¿A qué principio básico hace referencia el autor? Explíquelo.
2. ¿Según el autor, a qué se debió el mal resultado que obtuvieron los republicanos moderados?
3. Según el autor el nuevo rol de los demócratas en la nueva composición del congreso será
4. Según el autor el rol de los demócratas en el congreso durante la actual administración hasta ahora ha sido
5. ¿Qué recomendación hace el autor al partido que resultó victorioso?

Después de leer

1. Indique cuál es el referente de las siguientes palabras:

last night: _____

their : _____

it : _____

they : _____

that : _____

2. Uso de conectores

a. En este contexto la palabra **not only..but**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

b. En este contexto la palabra **but**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

En este contexto la palabra **if**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

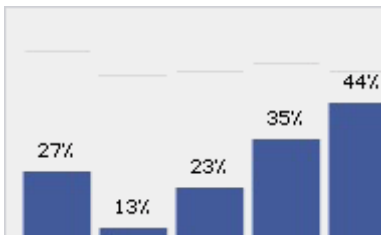
3. Indique qué modalidad sugieren los siguientes verbos modales en este texto: *ought to; might not; have to*
4. Interprete las oraciones subrayadas.

The New York Times

Opinion

The Democratic House

Democratic Gains in the Midterm Election



Published: November 8, 2006

- 1 There was only one explanation for the crazy-quilt combination of victories around the country that gave the Democrats control of the House of Representatives last night: an angry shout of repudiation of the Bush White House and the abysmal way the Republican majority has run Congress.

5 It was a satisfying expression of the basic democratic principle of accountability. A government that performs badly is supposed to be punished by the electorate. And this government has performed badly on so many counts.

The Republicans created their defeat by focusing obsessively on the right-wing “base,” ostracizing not only the Democrats but their own party’s more moderate legislators. The conflict between the extremist House and the conservative Senate created a phony center, far to the right of the general public’s idea of where the middle ought to be. Yesterday, moderate Republicans in heavily Democratic states were done in by their party’s excesses. In Rhode Island, more than 60 percent of the voters told pollsters that they liked their Republican senator, Lincoln Chafee. But he was soundly defeated anyway.

The Democrats won a negative victory, riding on the wave of public anger about Republicans. The new House majority will certainly call the administration to account on any number of issues, but it will have to do far more than run investigations if it is to build on its victory.

For years now, the Democrats have been not only the minority party, but a particularly powerless minority, elbowed out of virtually any role other than that of critic. The House Democrats will have to shift from the role of tactical opposition to shadow government. They will have to pass bills — bills that might not make it into law, but that would provide a clear idea of what their party would do if it were really in control.

And while they are trying to build a new majority, the Democrats need to remember what happens when a party in power loses its way.

UNIDAD 5: INTEGRACIÓN

TEXTO 20

Antes de leer

Lea el título y el primer párrafo del texto para completar esta sección:

1. Determine el tópico del texto.
2. Traduzca el título del texto.
3. Indique qué información suministran los siguientes números y palabras.
 - a. 1967
 - b. Durba
 - c. 5-10
 - d. Ebola
4. Formule tres preguntas que usted crea el texto va a responder

¿.....?

¿.....?

¿.....?

Mientras lee

1. Una los números con las letras: indique a qué sección del texto marcada con números y líneas punteadas corresponde cada uno de las siguientes preguntas.
 - A Is the disease ever fatal?
 - B How do humans get Marburg hemorrhagic fever?
 - C Who is at risk for the illness?
 - D Are there complications after recovery?
 - E What is Marburg hemorrhagic fever?
 - F Where is Marburg virus found?
 - G How is Marburg hemorrhagic fever treated?
 - H How is Marburg hemorrhagic fever prevented?
 - I What are the symptoms of the disease?
 - J Where do cases of Marburg hemorrhagic fever occur?

2. Localice en el texto una definición, transcríbala, marque sus componentes e interprétela.
3. ¿Cuáles son los virus que pertenecen a la familia de los filovirus?
4. ¿Qué o quién es el primer transmisor del virus a los seres humanos?
5. ¿Este virus se transmite de persona a persona? Si la respuesta fuese afirmativa indique cómo se lleva a cabo el contagio.
6. ¿Existen medidas preventivas contra el transmisor primario del virus? Si/ No. Explique.

Después de leer

1. Indique cuál es el referente de las siguientes palabras destacadas en el texto en el orden en que aparecen:
 - a. This: _____
 - b. Those: _____
 - c. Those: _____
2. Indique qué modalidad sugieren estos verbos en el texto:
 - a. may: _____
 - b. should: _____
3. Uso de conectores
 - a. En este contexto la palabra **however**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:
.....
 - b. En este contexto la palabra **in addition**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:
.....
 - c. En este contexto la palabra **either ... or ...**, según nuestra clasificación, es un conector de
.....y el autor lo utiliza para conectar las siguientes ideas:
.....
4. Interprete las oraciones subrayadas en el texto.

[Marburg Hemorrhagic Fever](#) >

Questions and Answers About Marburg Hemorrhagic Fever

March 30 , 2005

1

- 1 Marburg hemorrhagic fever is a rare, severe type of hemorrhagic fever which affects both humans and non-human primates. Caused by a genetically unique zoonotic (that is, animal-borne) RNA virus of the filovirus family, its recognition led to the creation of this virus family. The four species of Ebola virus are the
- 5 only other known members of the filovirus family.
Marburg virus was first recognized in 1967, when outbreaks of hemorrhagic fever occurred simultaneously in laboratories in Marburg and Frankfurt, Germany and in Belgrade, Yugoslavia (now Serbia). A total of 37 people became ill; they included laboratory workers as well as several medical personnel and
- 10 family members who had cared for them. The first people infected had been exposed to African green monkeys or their tissues. In Marburg, the monkeys had been imported for research and to prepare polio vaccine

2

- Recorded cases of the disease are rare, and have appeared in only a few locations. While the 1967 outbreak occurred in Europe, the disease agent had
- 15 arrived with imported monkeys from Uganda. No other case was recorded until 1975, when a traveler most likely exposed in Zimbabwe became ill in Johannesburg, South Africa – and passed the virus to his traveling companion and a nurse. 1980 saw two other cases, one in Western Kenya not far from the Ugandan source of the monkeys implicated in the 1967 outbreak. This
- 20 patient's attending physician in Nairobi became the second case. Another human Marburg infection was recognized in 1987 when a young man who had traveled extensively in Kenya, including western Kenya, became ill and later died. In 1998, an outbreak occurred in Durba, Democratic Republic of the Congo. Cases were linked to individuals working in a gold mine. After the
- 25 outbreak subsided, there were still some sporadic cases that occurred in the region.

3

- Marburg virus is indigenous to Africa. While the geographic area to which it is native is unknown, this area appears to include at least parts of Uganda and Western Kenya, and perhaps Zimbabwe. As with Ebola virus, the actual
- 30 animal host for Marburg virus also remains a mystery. Both of the men infected in 1980 in western Kenya had traveled extensively, including making a visit to a cave, in that region. The cave was investigated by placing sentinels

5 animals inside to see if they would become infected, and by taking samples from numerous animals and arthropods trapped during the investigation. The investigation yielded no virus. The sentinel animals remained healthy and no virus isolations from the samples obtained have been reported.

4

40 Just how the animal host first transmits Marburg virus to humans is unknown. However, as with some other viruses which cause viral hemorrhagic fever, humans who become ill with Marburg hemorrhagic fever may spread the virus to other people. This may happen in several ways. Persons who have handled infected monkeys and have come in direct contact with their fluids or cell cultures, have become infected. Spread of the virus between humans has occurred in a setting of close contact, often in a hospital. Droplets of body fluids, or direct contact with persons, equipment, or other objects contaminated with infectious blood or tissues are all highly suspect as sources of disease.

5

50 After an incubation period of 5-10 days, the onset of the disease is sudden and is marked by fever, chills, headache, and myalgia. Around the fifth day after the onset of symptoms, a maculopapular rash, most prominent on the trunk (chest, back, stomach), may occur. Nausea, vomiting, chest pain, a sore throat, abdominal pain, and diarrhea then may appear. Symptoms become increasingly severe and may include jaundice, inflammation of the pancreas, severe weight loss, delirium, shock, liver failure, and multi-organ dysfunction. Because many of the signs and symptoms of Marburg hemorrhagic fever are similar to those of other infectious diseases, such as malaria or typhoid fever, diagnosis of the disease can be difficult, especially if only a single case is involved.

60 Antigen-capture enzyme-linked immunosorbent assay (ELISA) testing, IgM-capture ELISA, polymerase chain reaction (PCR), and virus isolation can be used to confirm a case of Marburg hemorrhagic fever within a few days of the onset of symptoms. The IgG-capture ELISA is appropriate for testing persons later in the course of disease or after recovery. The disease is readily diagnosed by immunohistochemistry, virus isolation, or PCR of blood or tissue specimens from deceased patients.

6

65 Recovery from Marburg hemorrhagic fever may be prolonged and accompanied by orchitis, recurrent hepatitis, transverse myelitis or uvetis. Other possible complications include inflammation of the testis, spinal cord, eye, parotid gland, or by prolonged hepatitis.

7

Yes. The case-fatality rate for Marburg hemorrhagic fever is between 23-25%.

8

- 70 A specific treatment for this disease is unknown. However, supportive hospital therapy should be utilized. This includes balancing the patient's fluids and electrolytes, maintaining their oxygen status and blood pressure, replacing lost blood and clotting factors and treating them for any complicating infections.
- 75 Sometimes treatment also has used transfusion of fresh-frozen plasma and other preparations to replace the blood proteins important in clotting. One controversial treatment is the use of heparin (which blocks clotting) to prevent the consumption of clotting factors. Some researchers believe the consumption of clotting factors is part of the disease process.

9

- 80 People who have close contact with a human or non-human primate infected with the virus are at risk. Such persons include laboratory or quarantine facility workers who handle non-human primates that have been associated with the disease. In addition, hospital staff and family members who care for patients with the disease are at risk if they do not use proper barrier nursing techniques.

10

- 85 Due to our limited knowledge of the disease, preventive measures against transmission from the original animal host have not yet been established. Measures for prevention of secondary transmission are similar to those used for other hemorrhagic fevers. If a patient is either suspected or confirmed to have Marburg hemorrhagic fever, barrier nursing techniques should be used to prevent direct physical contact with the patient. These precautions include wearing of protective gowns, gloves, and masks; placing the infected individual in strict isolation; and sterilization or proper disposal of needles and equipment.
- 90 In conjunction with the World Health Organization, CDC has developed practical, hospital-based guidelines, titled Infection Control for Viral Haemorrhagic Fevers In the African Health Care Setting. The manual can help health-care facilities recognize cases and prevent further hospital-based disease transmission using locally available materials and few financial resources.
- 95

National Center for Infectious Diseases. Centers for Disease Control and Prevention. Disponible en <http://www.cdc.gov/ncidod/dvrd/spb/mnpages/dispages/marburg/qa.htm>

TEXTO 21

Antes de leer

Complete esta sección **SOLO** teniendo en cuenta el paratexto y las indicaciones tipográficas destacadas:

A) Elija la opción correcta:

1. El tópico del texto es:
 - a) Hechos y figuras destacadas de China del año 2003
 - b) Datos y números de China
 - c) Datos económicos de China
 - d) China

2. Género discursivo:
 - a) informe.
 - b) entrada de enciclopedia.
 - c) folleto.
 - d) ensayo.

3. Tipo de texto:
 - a) informativo.
 - b) explicativo.
 - c) narrativo.
 - d) argumentativo.

4. Fuente textual:
 - a) enciclopedia virtual.
 - b) manual.
 - c) organización gubernamental.
 - d) revista especializada.

B) Explique a qué se refiere el autor cuando incluye los siguientes índices tipográficos o paratextuales:

- a. La tabla: _____
- b. GDP: _____
- c. 737.4: _____
- d. 139,400: _____

Mientras lee

Elija la respuesta correcta en cada caso.

1. Con respecto al año 2001 el producto bruto interno de China en el año 2002.....
 - a. se mantuvo a niveles comparables

- b. descendió
 - c. subió
 - d. fue del orden de los 1.49 trillones
2. La comparación del índice general de precios al consumidor correspondiente al mismo período indica.....
- a. una leve alza
 - b. una leve baja
 - c. un marcado incremento
 - d. una diferencia del 0.6 por ciento
3. La tasa de desempleo con respecto a la del año previo.....
- a. aumentó
 - b. no se registró
 - c. se mantuvo
 - d. bajó
4. El sector industrial.....
- a. se volvió menos competitivo
 - b. sufrió reducciones
 - c. no fue afectado por las reformas
 - d. progresó
5. Se evidenció un marcado progreso en
- a. la organización de los mercados.
 - b. los accidentes serios relacionados con la producción
 - c. el área impositiva
 - d. la estructura de la oferta y la demanda relativa al crecimiento económico

Después de leer

1. Determine el referente de cada uno de los siguientes términos destacados en el texto:
- a. this total
 - índice general de precios al consumidor.
 - nivel de precios al consumidor en áreas urbanas
 - 1%
 - 0.4%
 - b. the previous year:
 - 2003
 - 2002
 - 2001
 - 2006

c. those

- 1.07 million accidents
- 139,400 deaths.
- 128 accidents
- 2,341 deaths

2. Uso de los conectores: indique en cada caso qué tipo de conector es (de contraste, condición, adición, etc.) y explique con claridad cómo se conectan las ideas en las distintas oraciones.

En este contexto la palabra **however**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

En este contexto la palabra **as well as**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

3. Pase al castellano las oraciones subrayada en el texto.

CHINA FACTS AND FIGURES 2003

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[INVESTMENT IN FIXED ASSETS](#) | [TRANSPORTATION, POSTS AND TELECOMMUNICATIONS](#)

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[MORE COMPETITIVE ENTERPRISES](#)

ECONOMY

- 1 In 2002, the gross domestic product (**GDP**) of China reached 10.24 trillion yuan, up 8 percent over the previous year at comparable prices. The added value of the primary industry was 1.49 trillion yuan, up 2.9 percent. The added value of the secondary industry was 5.3 trillion yuan, up 9.9 percent. The
- 5 added value of the tertiary industry was 3.45 trillion yuan, up 7.3 percent.

The general level of consumer prices in China in 2002 was down 0.8 percent from the previous year. Of this total, the consumer price level in urban areas dropped by 1 percent and in rural areas by 0.4 percent. The retail prices for commodities dropped by 1.3 percent, the producers' prices for manufactured goods dropped by 2.2 percent, and the purchasing prices for raw materials, fuels and power went down by 2.3 percent. However, the prices for investment in fixed assets were up 0.2 percent. Prices of service items in household consumption rose 1.8 percent.

By the end of 2002, the number of employed people in China totaled 737.4 million, or 7.15 million more than that at the end of 2001. Of this total, 247.8 million were in urban areas, an increase of 8.4 million over that at the end of 2001. At the end of 2002, the number of workers laid off from state-owned enterprises and not re-employed was 4.1 million, or 1.05 million less than the previous year. The urban unemployment rate through unemployment registration was 4 percent at the end of 2002, up 0.4 percentage points. According to statistics of the Ministry of Agriculture, by the end of 2002, the number of people employed in rural enterprises totaled 133 million. That means a quarter of China's rural labor had moved out of farming, transferring from agriculture to non-agricultural sectors.



In 2002, China's trade surplus was \$30.4 billion. The actually utilized foreign direct investment during the year was \$52.7 billion, up 12.5 percent over 2001. By the end of 2002, China's foreign exchange reserves had reached \$286.4 billion, an increase of \$74.2 billion over the previous year. The exchange rate of the RMB was stable, standing at \$1 to 8.2773 yuan at the end of the year.



The year 2002 saw market competition take initial shape after deepened reforms in monopoly-controlled sectors such as telecommunications, civil aviation, as well as power generation and supply. The reform and loss reduction of enterprises in the defense industry progressed smoothly. Reforms continued in the fields of government finance and taxation, banking, social security, and circulation systems for grain and cotton. Reform of the administrative procedures for examination and approval sped up. Experiments in the reform of the tax and fee collection system in rural areas were gradually expanded and notable progress was made. Positive advancement was scored in the development of the western region, with accelerated progress in the construction of infrastructure and conservation of ecological environment. Agricultural production quickened its pace toward regional concentration, quality improvement and industrialization. Adjustment of industrial structure was accelerated by expanding the share of industries with high or new technologies represented by information technology.

50 Innovation took place in domestic trade, reflected by the rapid development of modern circulation and distribution systems.

55 Main problems that remained in economic performance included: the constraints of insufficient effective demand and irrational supply structure on economic growth, still high pressure for employment, problems in increasing farmers' incomes, difficulties in the lives of some urban and rural households, persistent market disorder, and occasional occurrence of serious production accidents. Statistics showed that in 2002, there were altogether 1.07 million accidents of various types throughout the country, which caused 139,400 deaths. Of those, 128 accidents incurred more than 10 deaths at one time, totaling 2,341 deaths.

Composition of Gross Domestic Product

Data in value terms in this table are calculated at current prices.

Year	Primary Industry (%)	Secondary Industry (%)	Industry (%)	Construction (%)	Tertiary Industry (%)	Transportation, Posts and Telecommunications (%)	Wholesale, Retail & Catering Trade (%)
1982	33.3	45.0	40.8	4.2	21.7	4.5	3.8
1983	33.0	44.6	40.0	4.6	22.4	4.5	3.9
1984	32.0	43.3	38.9	4.4	24.7	4.6	5.8
1985	28.4	43.1	38.5	4.7	28.5	4.5	9.8
1986	27.1	44.0	38.9	5.2	28.9	4.7	9.2
1987	26.8	43.9	38.3	5.6	29.3	4.6	9.7
1988	25.7	44.1	38.7	5.4	30.2	4.4	10.8
1989	25.0	43.0	38.3	4.7	32.0	4.6	10.0
1990	27.1	41.6	37.0	4.6	31.3	6.2	7.7
1991	24.5	42.1	37.4	4.7	33.4	6.5	9.7
1992	21.8	43.9	38.6	5.3	34.3	6.3	10.3
1993	19.9	47.4	40.8	6.6	32.7	6.1	8.9
1994	20.2	47.9	41.4	6.4	31.9	5.7	8.7
1995	20.5	48.8	42.3	6.5	30.7	5.2	8.4
1996	20.4	49.5	42.8	6.7	30.1	5.1	8.2
1997	19.1	50.0	43.5	6.5	30.9	5.1	8.3
1998	18.6	49.3	42.6	6.7	32.1	5.3	8.4

1999	17.7	49.3	42.7	6.6	33.0	5.4	8.4
2000	15.9	50.9	44.3	6.6	33.2	5.5	8.2
2001	15.2	51.1	44.4	6.7	33.6	5.4	8.2
2002	14.5	51.8	44.9	6.9	33.7	5.4	8.0

<http://www.china.org.cn/english>

TEXTO 23

Antes de leer

Complete esta sección con información extraída únicamente del paratexto y el primer párrafo. Determine:

1. el tópico del texto: _____
2. tipo de texto: _____
3. fuente textual: _____
4. género: _____
5. si a partir de la lectura del primer párrafo usted puede responder las preguntas planteadas por las 6 "W": "What?, Who?, Where?, When? Why?, How?", en caso afirmativo, respóndalas.

Mientras lee

Ahora lea el texto completo y responda cada pregunta en no más de tres líneas por cada respuesta:

1. Indique cuál es la ubicación geográfica, composición étnica y qué grupo detenta actualmente el poder en Ruanda.
2. ¿Qué decisión tomó en el año 1990 el presidente Juvenal Habyalimana?
¿Por qué?
3. ¿Qué o quién es Burundi? ¿Por qué se lo menciona en relación al conflicto entre los grupos antagónicos?
4. ¿Qué desató la violencia de abril de 1994?
5. ¿Qué actitud tomaron las fuerzas pacificadoras establecidas en Ruanda?
¿Se tomó alguna medida para intervenir la zona? Sí/No ¿Por qué?
6. ¿Quiénes fueron los blancos del genocidio? ¿Quiénes fueron los responsables de las matanzas? ¿Tuvieron algún apoyo de grupos de poder? ¿Cuál/es?
7. ¿Qué puso fin al conflicto? ¿Cuál fue el saldo definitivo de víctimas?

Después de leer

1. Indique cuál es el referente de las siguientes palabras según el orden en el que se encuentran destacadas:

- a. this rebel army: _____
- b. it: _____
- c. their: _____
- d. their: _____
- e. They: _____

2. Uso de conectores

a. En este contexto la palabra **although**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

b. En este contexto la palabra **however**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

c. En este contexto la palabra **also**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

d. En este contexto la palabra **or**, según nuestra clasificación, es un conector dey el autor lo utiliza para conectar las siguientes ideas:

3. Interprete las oraciones que están subrayadas en el texto.

The History Place™

Genocide in the 20th Century

Rwanda 1994 800,000 Deaths

1 Beginning on April 6, 1994, and for the next hundred days, up to 800,000
Tutsis were killed by Hutu militia using clubs and machetes, with as many as
10,000 killed each day.

Rwanda is one of the smallest countries in Central Africa, with just 7 million
5 people, and is comprised of two main ethnic groups, the Hutu and the Tutsi.
Although the Hutus account for 90 percent of the population, in the past,
the Tutsi minority was considered the aristocracy of Rwanda and dominated
Hutu peasants for decades, especially while Rwanda was under Belgian
colonial rule.

10 Following independence from Belgium in 1962, the Hutu majority seized
power and reversed the roles, oppressing the Tutsis through systematic
discrimination and acts of violence. As a result, over 200,000 Tutsis fled
to neighboring countries and formed a rebel guerrilla army, the Rwandan
Patriotic Front.

15 In 1990, this rebel army invaded Rwanda and forced Hutu President
Juvénal Habyalimana into signing an accord which mandated that the Hutus
and Tutsis would share power.

Ethnic tensions in Rwanda were significantly heightened in October 1993
upon the assassination of Melchior Ndadaye, the first popularly elected Hutu
20 president of neighboring Burundi.

A United Nations peacekeeping force of 2,500
multinational soldiers was then dispatched to
Rwanda to preserve the fragile cease-fire between
the Hutu government and the Tutsi rebels. Peace
25 was threatened by Hutu extremists who were
violently opposed to sharing any power with the
Tutsis. Among these extremists were those who
desired nothing less than the actual extermination
of the Tutsis. It was later revealed they had even
drawn up lists of prominent Tutsis and moderate
30 Hutu politicians to kill, should the opportunity arise.

In April 1994, amid ever-increasing prospects of
violence, Rwandan President Habyalimana and Burundi's new President,
Cyprien Ntaryamira, held several peace meetings with Tutsi rebels. On
35 April 6, while returning from a meeting in Tanzania, a small jet carrying the
two presidents was shot down by ground-fired missiles as it approached
Rwanda's airport at Kigali. Immediately after their deaths, Rwanda plunged
into political violence as Hutu extremists began targeting prominent opposition



40 figures who were on their death-lists, including moderate Hutu politicians and Tutsi leaders.

The killings then spread throughout the countryside as Hutu militia, armed with machetes, clubs, guns and grenades, began indiscriminately killing Tutsi civilians. All individuals in Rwanda carried identification cards specifying their ethnic background, a practice left over from colonial days. These 'tribal cards' now meant the difference between life and death.

45 Amid the onslaught, the small U.N. peacekeeping force was overwhelmed as terrified Tutsi families and moderate politicians sought protection.

Among the peacekeepers were ten soldiers from Belgium who were captured by the Hutus, tortured and murdered. As a result, the United States, France, Belgium, and Italy all began evacuating their own personnel from Rwanda.

50 However, no effort was made to evacuate Tutsi civilians or Hutu moderates. Instead, they were left behind entirely at the mercy of the avenging Hutu.

Back at U.N headquarters in New York, the killings were initially categorized as a breakdown in the cease-fire between the Tutsi and Hutu. Throughout the massacre, both the U.N. and the U.S. carefully refrained from labeling the killings as genocide, which would have necessitated some kind of emergency intervention.

55 On April 21, the Red Cross estimated that hundreds of thousands of Tutsi had already been massacred since April 6 - an extraordinary rate of killing.

60 The U.N. Security Council responded to the worsening crisis by voting unanimously to abandon Rwanda. The remainder of U.N. peacekeeping troops were pulled out, leaving behind a only tiny force of about 200 soldiers for the entire country.

65 The Hutu, now without opposition from the world community, engaged in genocidal mania, clubbing and hacking to death defenseless Tutsi families with machetes everywhere they were found. The Rwandan state radio, controlled by Hutu extremists, further encouraged the killings by broadcasting non-stop hate propaganda and even pinpointed the locations of Tutsis in hiding. The killers were aided by members of the Hutu professional class including journalists, doctors and educators, along with unemployed Hutu youths and peasants who killed Tutsis just to steal their property.

70 Many Tutsis took refuge in churches and mission compounds. These places became the scenes of some of the worst massacres. In one case, at Musha, 1,200 Tutsis who had sought refuge were killed beginning at 8 a.m. lasting until the evening. Hospitals also became prime targets as wounded survivors were sought out then killed.

75 In some local villages, militiamen forced Hutus to kill their Tutsi neighbors or face a death sentence for themselves and their entire families. They also forced Tutsis to kill members of their own families.

80 By mid May, an estimated 500,000 Tutsis had been slaughtered. Bodies were now commonly seen floating down the Kigara River into Lake Victoria. Confronted with international TV news reports depicting genocide, the U.N. Security Council voted to send up to 5,000 soldiers to Rwanda. However, the Security Council failed to establish any timetable and thus never sent the

85 troops in time to stop the massacre.

The killings only ended after armed Tutsi rebels, invading from neighboring countries, managed to defeat the Hutus and halt the genocide in July 1994. By then, over one-tenth of the population, an estimated 800,000 persons, had been killed.

-
- [NEXT SECTION - Pol Pot in Cambodia: 1975-1979](#)
 - [Genocide Index Page](#)
 - [The History Place Main Page](#)
 - [U.N. International Criminal Tribunal for Rwanda](#)

TEXTO 24

Antes de leer

1. Complete el siguiente cuadro **SIN LEER** el cuerpo principal del texto.

Tópico	
Tipo	
Género	

2. ¿Quién es Boris Tadic?

Mientras lee

Lea el texto cuidadosamente y luego responda o complete según corresponda.

1. Determine la posición política de Boris Tadic y luego mencione dos ideas con las cuales él está de acuerdo y una a la que se opone.
2. ¿Cuál era el punto de vista de su oponente?
3. Según el autor, ¿cuál debería ser la posición de Occidente? ¿Y la de la Unión Europea?
4. Europa considera que Serbia no debe unirse a sus vecinos de los Balcanes hasta que ...
5. ¿Cuál es la conclusión del autor?

Después de leer

1. **Referencia** Indique la referencia de las siguientes palabras que se encuentran recuadradas.

- a. That: _____
- b. It: _____
- c. them: _____

2. **Interpretación:** Interprete la oración subrayada

Serbia Votes for the Future

Published: February 6, 2008

1 Serbia's voters wisely chose future hopes over past resentments in handing a narrow but important re-election victory to President Boris Tadic.

5 Mr. Tadic is a rare moderate in a country too often tempted by the siren songs of demagogues. He wants to ally Serbia with the West, though he opposes the European Union-backed plan for conditional independence for the province of Kosovo. And he favors cooperation with the United Nations war crimes tribunal that is still seeking justice for the 1990s Balkan horrors. His defeated challenger urged closer ties with Moscow and threatened vigorous resistance to independence for Kosovo.

10 Mr. Tadic's re-election makes it possible to avoid the worst dangers surrounding Kosovo's long-delayed independence. **That** will require patience and sensitivity on the part of Kosovo's ethnic Albanian leaders — and their supporters in Washington and Brussels — and political courage from Mr. Tadic. Washington and Brussels also need to quickly find ways to
15 strengthen Mr. Tadic's hand.

Mr. Tadic's presidential majority was slim, and his parliamentary position is even more precarious, and depends on support from more nationalist elements. Kosovo's independence is no longer negotiable. But rather than forcing an immediate crisis, the West should urge the Kosovars to wait a few
20 more months before declaring independence. The European Union could make clear to all Serbs the rewards of moderation by quickly lowering some trade and travel barriers.

Europe rightly insists that Serbia cannot join its Balkan neighbors on the path to formal membership until **it** turns over the leaders who orchestrated the mass killings in Bosnia. Brussels is prepared to sign an interim agreement with Serbia this week to maintain momentum until the war criminals are delivered to the tribunal.
25

Serbia's voters and politicians have been slow to come to terms with the crimes and consequences of Slobodan Milosevic's murderous dictatorship.
30 Mr. Tadic's re-election is a hopeful sign that many of **them**, if still not able to fully acknowledge that past, are prepared to embrace a more constructive, realistic future.

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