UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

FACULTAD DE MEDICINA VETERANA Y ZOOTECNIA

DIVISIÓN DE ESTUDIOS PROFESIONALES

Curso de Comprensión de Lectura para Medicina Veterinaria y Zootecnia

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ÍNDICE

OBJETIVO GENERAL

1.- Al terminar el curso, el alumno será capaz de extraer el contenido esencial de textos auténticos escritos en inglés, aún sin la comprensión total del vocabulario en los mismos y utilizar el diccionario al mínimo.

OBJETIVOS ESPECÍFICOS

1. Extraerá la idea general de un texto apoyándose en los elementos extralingüísticos del mismo (gráficas, fotografías, símbolos, etc.).

2. Reconocerá en los textos las palabras cognadas.

3. Formulará y despejará hipótesis sobre el contenido de un texto (tomando en cuenta su conocimiento del tema y experiencias propias).

4. Detectará palabras que se repiten a lo largo del texto y que por lo general son clave en el mismo.

5. Identificará elementos lingüísticos como prefijos, sufijos, principales tiempos verbales, verbos auxiliares, modales, adjetivos, sustantivos, adverbios, conectores, etc.

6. Reconocerá referentes contextuales en un texto (palabras o frases que sustituyen a otras en el texto).

7. Aplicará diferentes tipos de lectura:
    a) skimming — para obtener información global del texto.
    b) scanning — para obtener datos específicos.
    c) lectura detallada o de estudio.

8. Extraerá la idea principal del texto sin recurrir a una traducción palabra por palabra.

9. Adquirirá vocabulario relacionado con la medicina veterinaria en inglés.

Cuestionario para alumnos del curso “Comprensión de lectura de Textos en Inglés para MVZ”.

1.- ¿Qué piensas del idioma inglés?

2.-. ¿En dónde y por cuánto tiempo lo has estudiado?

3.- ¿Qué problemas tienes al leer textos en inglés?

4.- ¿Cómo crees que podrías resolver estos problemas?

5.- ¿Eres alumno de licenciatura o posgrado (en cuál área)?

6. ¿Cuándo no estudias, ¿ A qué dedicas tu tiempo libre?

7.- ¿Cuánto tiempo extra le vas a dedicar al curso?

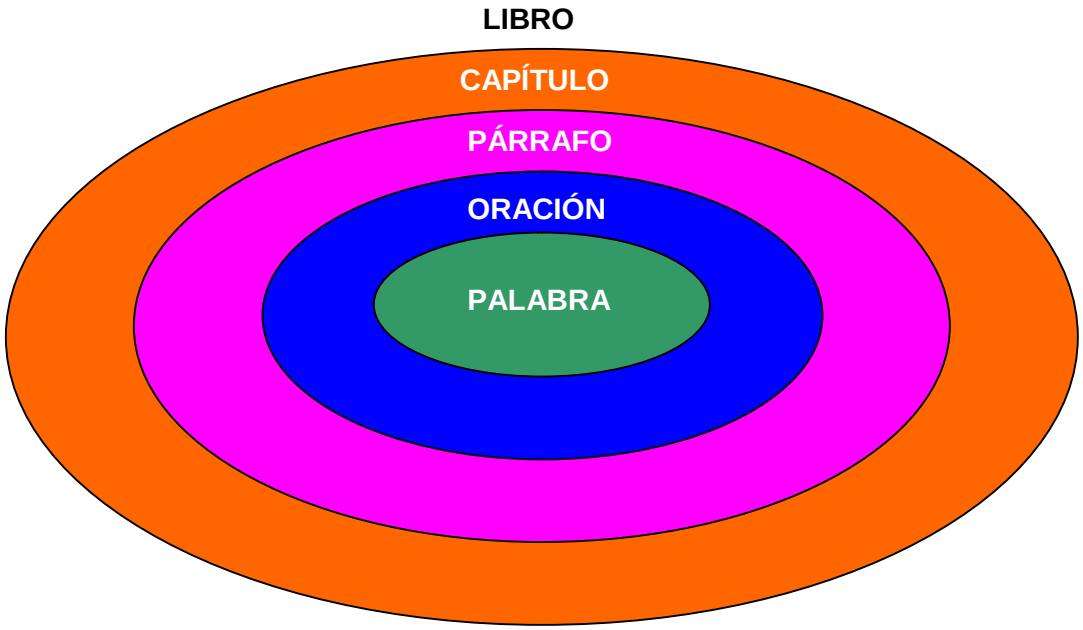
8.- ¿Qué esperas de este curso?

UNIDAD 1 CONTENIDO DE UN LIBRO CIENTÍFICO

Los libros están presentados de forma que tú entiendas fácilmente lo que el autor quiere decir. Para ello, siempre encontrarás que un libro se divide en partes (capítulos, unidades o lecciones) con objeto de que te des cuenta donde comienza una idea y donde termina otra.

Y claro, como te puedes imaginar, el título de un libro casi siempre nos permite saber acerca del tema del mismo. Al abrir el libro, te das cuenta, conforme vas leyendo, que el propósito de los capítulos es el de tratar aspectos específicos de determinado tema.

Por otra parte, los capítulos se dividen en párrafos, mismos que tratan diferentes aspectos del tema de cada capítulo. Esto último se hace para que tú lo comprendas mejor. También, en ocasiones, cada capítulo y algunos párrafos constan de un título o encabezado para que sepas qué tema se va a tratar al momento de empezar a leer.



También se hace uso de la tipografía; en títulos y encabezados, éstos se escriben con letra más grande o negritas. Por otra parte, cuando se trata del idioma inglés, encontrarás las palabras en cursiva o negrilla.

Además, las ilustraciones te ayudarán a comprender mejor los textos o a ampliar la información.

1.1 TABLA DE CONTENIDOS DE UN LIBRO CIENTÍFICO

Tabla de contenidos del libro “Genetics for the Animal Sciences”.

ANTES DE LEER. Discute con tus compañeros que es lo primero que notas al seleccionar un libro:
¿Cómo lo revisas?
¿Te fijas en el título, autor y fecha de edición?
Por lo general, ¿Qué parte del libro lees primero?
¿Qué parte de él contiene más información?

I. Lee el título del libro y marca tu respuesta con una “X”.
El libro trata acerca de…
a) todas las ciencias relacionadas con varios animales.
b) genética.
c) los animales que interesan a la ciencia.

MIENTRAS LEES.

I.- Además del título, identifica cuatro aspectos del texto que te ayuden a leer más fácilmente
y anótalas en los siguientes espacios. Posteriormente, compara tus respuestas con las de tus compañeros.

1.- _____ 2.- _____
_____ _____

3.- _____ 4.- _____
_____ _____

II.- Ahora contesta las siguientes preguntas acerca de la hoja legal:

a).- ¿Cuándo se protegieron legalmente los derechos de autor?

_____

b).- ¿Cuál es el nombre de la editorial?

_____

c).- ¿En qué país se imprimió?

_____

d).- ¿Quién escribió el libro? (autores)

_____

_____

e).- ¿Cuál es el número de registro internacional?

_____

III.- A continuación observa la tabla de contenidos de un libro de genética. Escribe el número del capítulo, el nombre, la sección y la página en donde es posible encontrar la siguiente información:

		Capítulo	**Nombre del capítulo**	**Sección**	**Página**
Ej.:	*Expresividad variable*	*2*	*Mendelian Genetics*	*10*	*26*
B	Relaciones comunes				
C	Características cuantitativas importantes				
D	Evaluación genética basada en diferentes fuentes de registros				
E	El principio “If” y las probabilidades condicionales				
F	Mutación				
G	Estructura química de los cromosomas y mutación				
H	Ecuaciones para ganancia genética por año				
I	Valor genotípico y media de población				

Genetics for the Animal Sciences

L. Dale Van Vleck

E. John. Pollak

E. A. Branford Oltenacu

Department of Animal Science Cornell University

W. H. Freeman and Company New **York**

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CONTENTS

ORGANIZACIÓN DE UN LIBRO CIENTÍFICO

5

Finalmente, antes de comenzar a leer un libro, necesitas revisar la Tabla de Contenidos o Índice. Te presenta los temas y subtemas a tratar y el orden en que aparecen.

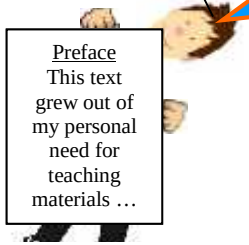
1

Hojea el libro de tu elección para comenzar a familiarizarte con las diversas partes del mismo.

¡Hola!
Acompáñame a conocer las partes de que consta un libro científico.
Utiliza libros de tus otras materias para llevar a cabo la siguiente experiencia.

4

Busca también la página referente al Prefacio. Consiste en dar a conocer el propósito del autor al escribir el libro.



2

En él localiza la página donde se encuentra:
- El título
- El nombre o nombres del autor o de los autores, así como de los responsables de la publicación.
- El nombre del lugar donde se editó.

3

En otra página, encontrarás información referente a los derechos de autor así como la fecha de propiedad literaria. Dicha fecha indica qué tan reciente es la información que se publica.
Aquí puede también encontrarse una dedicatoria.

Pst. Pst.
Se me olvidaba.
En ocasiones también se incluye la afiliación institucional del autor.

GENETICS
A TEXTBOOK OF ISSUES

George H. Kiefer

University of Illinois.

ADDISO-WESLEY PUBLISHING COMPANY

LONDON

1.2 PARTES DE UN ARTÍCULO CIENTÍFICO

1. TITULO. Es un marco teórico del artículo. Nos dice de que trata el artículo.

2. ABSTRACT. Es un tipo de resumen.

3. INTRODUCCIÓN. Nos informa acerca de lo que se sabe del tema. Incluye información sobre estudios previos y permite entender mejor el artículo. Podría decirse que es como un marco teórico del artículo.

4. METODOLOGÍA. Nos da detalles acerca de los sujetos del estudio e incluye datos sobre las intervenciones realizadas. Por ejemplo, toma de medicamentos, operaciones, etc. Indica como fueron realizados los experimentos, como fueron seleccionados los sujetos del estudio En esta sección se incluyen también los parámetros que fueron evaluados o medidos. Además puede incluir información sobre los diversos análisis estadísticos realizados.

5. RESULTADOS. Nos indica qué fue lo que se encontró y muestra los hallazgos del estudio. Estos pueden estar presentados en forma de tablas, gráficas, figuras o fotografías. Esta sección es muy importante.

6. DISCUSIÓN. Contiene explicaciones y advierte sobre la importancia de la investigación realizada. Menciona la relación de la investigación con otros trabajos en el mismo campo. Puede señalar las limitaciones o partes del estudio que no fueron del todo satisfactorias y sugerir investigaciones que pudieran ser realizadas en un futuro. En ocasiones las conclusiones del estudio pueden encontrarse en esta sección.

7. BIBLIOGRAFÍA. Cita los artículos relevantes que fueron utilizados por los autores de la investigación. Muestra donde encontrar información más detallada sobre algún aspecto de la investigación realizada y constituye una fuente de información adicional.

UNIDAD 2 TIPOS DE TEXTO

2.1 ANUNCIOS

Lee rápidamente los siguientes anuncios. Encierra en un círculo la letra de la respuesta correcta.

1. ¿Qué tienen en común los siguientes anuncios?
   a) Anuncian medicinas.
   b) Anuncian productos para animales.

2, ¿A quiénes va dirigido el anuncio de tinas para mascotas?
   a) A personas que tienen perro.
   b) A criadores, cuidadores y hospitales de animales
   c) A estéticas de animales

3. ¿De qué material están hechas las tinas?
   a) De fibra de vidrio.
   b) De plástico
   c) De vidrio

4. ¿Para qué animales se recomiendan las vitaminas?
   a) Para cachorros
   b) Para cachorros en crecimiento y perros adultos
   c) Sólo para perros adultos

5. ¿Qué es STONNE?
   a) Ganchos para sostener caballos
   b) Jalador de becerros para partos difíciles
   c) Jalador de vacas

6. ¿A quién le interesaría el anuncio de "hearing aids"?
   a) Al dueño de perros cuya mascota tiene problemas de pulgas.
   b) Al veterinario que atiende a perros sordos.
   c) A la persona que desea comprar un perro.

7. ¿Qué clase de placas de vacunación se ofrecen en el anuncio?
   a) En forma de flor y hechas de aluminio
   b) Únicamente de acero inoxidable en color oro
   c) De 100 formas diferentes, de acero inoxidable, latón o aluminio y en colores: rojo, azul, verde y oro.

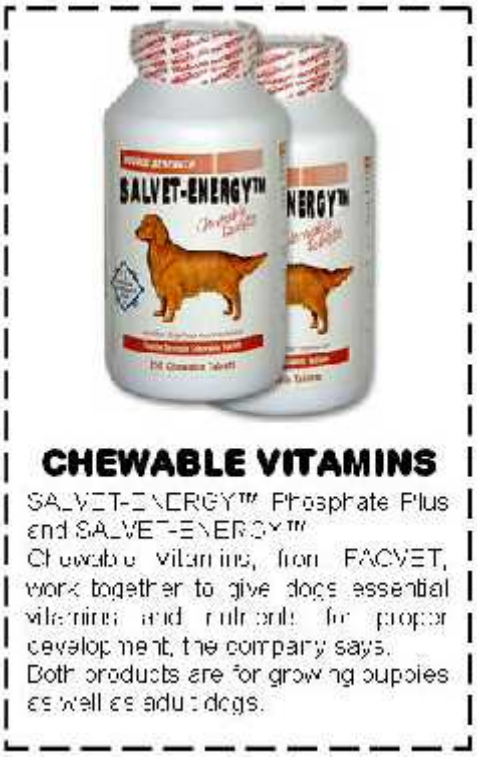
8. ¿Cuánto cuesta la docena de toallas quirúrgicas si se compran 9 docenas?
   a) $9.95 dlls.
   b) $9.50 dlls.
   c) $9.00 dlls.

9. ¿Qué productos ofrece la corporación SALVET?
   a) Alimentos para gatos, zorrillos y hurones
   b) Desodorantes contra olores de animales
   c) Productos para desparasitar gatos y zorrillos

10. ¿Cuál fue el segundo producto que sacó a la venta esta corporación?
   a) El producto para desparasitar zorrillos.
   b) El desodorante contra olores de gato
   c) El producto para desparasitar hurones.

11. Las unidades móviles:
    a) Son ligeras, resistentes, fáciles de asear
    b) Son metálicas
    c) Tienen iluminación interna

12. ¿Qué es "SCIPROOF"?
    a) Cajón de tierra para gatos
    b) Colector que absorbe la orina de gatos y elimina el olor de la misma
    c) Colector de orina de gatos



2.2 ARTÍCULOS Y TEXTOS CIENTÍFICOS

a) **Descriptivos**.- mencionan características o propiedades de un objeto (diccionarios, enciclopedias, textos didácticos, textos legales entre otros).

b) **Narrativos**.- relatan hechos en los que intervienen personajes y se desarrollan en el espacio y en el tiempo. Hechos contados por un narrador (cuentos fantásticos, policiales, novelas entre otros).

c) **Expositivos**.- son de tipo informativo (en el ámbito escolar). Se presentan determinados hechos o realidades de forma neutra y objetiva. Primordialmente transmiten información pero no se limitan simplemente a proporcionar datos sino que además agregan explicaciones, describen con ejemplos y analogías. Existen dos tipos de textos informativos (ó expositivos):

i) **Textos divulgativos o informativos.** Son textos expositivos que van dirigidos a un público amplio que usa información poco específica y léxico formal, es decir no técnico ni especializado.

(1) Características de los textos divulgativos

- ✓ Informan clara y objetivamente sobre un tema de interés general.
- ✓ Van dirigidos a un público mayoritario.
- ✓ Son de fácil comprensión.
- ✓ Utilizan un vocabulario estándar.
- ✓ Poseen objetividad.
- ✓ Pueden ser apuntes, libros de texto, enciclopedias, exámenes, conferencias, coleccionables entre otros.

ii) **Textos especializados o argumentativos.** Son textos expositivos especializados que están dirigidos a un público específico de un área de conocimiento determinado que requiere o usa un léxico especializado e información técnica. El emisor tiene dos propósitos: tomar posición sobre un tema dado y a la vez influir sobre sus interlocutores respecto de ese tema. El emisor desarrolla un conjunto de estrategias para convencer a los receptores. Se plantean diferentes puntos de vista y se toma posición por uno de ellos, los argumentos o razonamientos finalizan en una conclusión.

(1) Características de los textos especializados

- ✓ Informan sobre un tema muy concreto.
- ✓ Van dirigidos a un receptor experto en el contenido tratado.
- ✓ Resultan de difícil comprensión para quien no conoce el tema.
- ✓ Usan una terminología específica.
- ✓ Presentan gran objetividad.
- ✓ Peden ser: informes, leyes, **artículos de investigación científica** entre otros.

d) **Instructivos**.- proporcionan procedimientos compuestos por pasos que deben cumplirse para conseguir un resultado. Utilizan el infinitivo, el modo imperativo (prender la computadora o prenda la computadora); o las formas impersonales (se prende la computadora). Utilizan marcas gráficas como números, asteriscos o guiones para diferenciar o secuenciar la serie de pasos. Se acompañan de imágenes para reforzar o clarificar los pasos a seguir.

UNIDAD 3 ESTILOS DE LECTURA

3.1 LOCALIZAR INFORMACIÓN ESPECÍFICA EN UN TEXTO - *SCANNING*

Scanning es una técnica de lectura que se usa cuando se quiere encontrar información específica en un texto de forma rápida.

Como efectuar la técnica de **Scanning**:

a. Al iniciar debes pensar en la información que necesitas, para no distraerte con información innecesaria.

b.- Trata de recordar la(s) pregunta(s) que quieres responder.

Ej.: Si la pregunta se relaciona con "¿Cuándo…?", deberás buscar años o fechas.

Si la pregunta se relaciona con "¿Dónde…?", deberás buscar lugares, etcétera.

c.- Apóyate en los encabezados para ir directamente a la sección que pueda tener la respuesta.

d. Ignora las secciones del texto que creas que no tienen la información necesaria.

Ejercicio I

Lee las preguntas y conforme lo hagas contesta lo que se te pide con información del formato.

1. ¿Cuánto cuesta la suscripción para los miembros de la sociedad?

_____

2. ¿Cuánto cuesta para las personas jubiladas?

_____

3. ¿Quiénes pagan $85.00 USD?

_____

4. Entre las formas de pago, ¿qué tipo de moneda se acepta?

_____

5. ¿Qué se ofrece en la garantía?

_____

6. ¿Dónde se manda la orden de suscripción?

_____

7. ¿Qué indican los símbolos que se encuentran en la forma?

_____

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3.2 LECTURA RÁPIDA DE UN TEXTO – *SKIMMING*

Se refiere al proceso de leer sólo las ideas principales que se encuentran en un texto y así obtener una idea general del contenido de dicho documento. Como efectuar la técnica de **Skimming:**

a.- Leer y entender el título
b.- Leer la introducción o el primer párrafo.
c.- Leer la primera oración de cada párrafo (o un párrafo si y uno no)
d.- Leer encabezados, títulos y subtítulos.
e.- Observar cualquier ilustración, tabla o gráfica.
f.- Identificar cualquier variante en la tipografía (negritas, cursivas, etc.)
g.- Leer el resumen o último párrafo.

El siguiente ejercicio tiene como objetivo el que utilices las estrategias **"skimming"** y **"scanning".**

1. Antes de Leer
   Discute con tus compañeros acerca de las razas de perros que conoces y sus características, los perros callejeros no cuentan.

2. **Mientras lees**

Recuerda que las palabras cognadas te ayudarán a entender mejor las descripciones de las razas.

Qualities and defects of breeds						
	A	**B**	**C**	**D**	**E**	**F**
	Breed	***PHYSICAL CONSTITUTION***	***Main physical defects***	***Qualities***	***Defects***	***Note***
1	**LEONBERGER**	Well proportioned in spite of its size.	Head resembling a St. Bernard; tail curled over the back; white markings on the coat.	Fond of its owner, highly intelligent.	Wary of strangers, cannot bear to be chained up.	Avalanche dog.
2	**ST. BERNARD**	Sturdy, strong and muscular.	Sway back; tail curled over the back; curly or excessively long coat; self-coloured coat or lack of white.	Docile, faithful, courageous and generous.	Sometimes irritable in hot climates.	Mountain rescue.
3	**NEWFOUNDLAND AND LANDSEER**	Elegant in appearance, agile in movement.	Sway back; weak loins; tail curved over the back in action; cow hocks; presence of dew claws; feet turning outwards.	Faithful and courageous.	None.	Sea rescue.
4	**PYRENEAN MOUNTAIN DOG**	Strong and muscular.	Excessively heavy head; pronounced stop; round, prominent eyes; undershot jaw; cow hocks; absence of two sets of dew claws at the back.	Gentle, calm, affectionate, courageous.	None.	Excellent guard dog.
5	**BOXER**	Strong and hardy. Agile in movement, proud of bearing.	Heavy appearance; light nose; light eyes; haw showing; tongue and teeth visible when the mouth is shut; missing teeth; tail set low; white marking on the coat; covering more than one third of the total surface area.	Obedient and intelligent, easy to train.	Wary of strangers.	Excellent guard dog.
6	**DOBERMANN (Dobermann Pinscher)**	Elegant and lithe in build, well muscled.	Heavy appearance; excessively large head; pronounced stop; light eyes; overshot or undershot jaw; presence of dewlap; incorrect stance; straw-colored coat; white markings on the chest; tan markings not clearly defined.	Intelligent, lively, courageous, faithful easy to train.	Reacts aggressively to provocation.	Excellent bodyguard.
7	**SCHNAUZER**	Strong and hardy, compact in build.	Wrinkles on the forehead; light eyes; undershot jaw; presence of dewlap; cow hocks; wavy coat; atypical colouring.	Lively, faithful, easily trainable.	Sometimes restless and dangerous with strangers.	Resistant to adverse weather conditions, killer of vermin.

8	**GREAT DANE**	Strong and elegant, proud of bearing.	Snipy muzzle; missing teeth; overshot or undershot jaw; even bite; short neck; presence of dewlap; sway back; incorrect stance; curled tail; colour not conforming to the standard.	Obedient and faithful to its owner, docile and even-tempered.	Suspicious of strangers.	The poorly developed sense of smell does allow it to recognize even its owner in the dark.
9	**HOVAWART**	Strong and hardy.	Undershot or overshot jaw; ears wide apart; sway back; bind legs not well angled; tai curled over the back, curly coat.	Intelligent and obedient.	Retains its happy-go-lucky puppy temperament too long.	Excellent guard dog.
10	**ROTTWEILLER**	Strong but of rather heavy build.	Long muzzle with excessively drooping lips; narrow skull; light eyes; light build; thin tail.	Intelligent; faithful to its owner.	Aggressive and dangerous with strangers.	Good guard dog, even used by the police in some states.

3. Localiza la siguiente información en la tabla acerca de “Qualities and defects of breeds”. Escribe el número y la letra que correspondan.

Ejemplo:

I.- Son de movimiento ágil y tienen una apariencia elegante. __***B***__ __***3***__

II.- Los ejemplares de esta raza tienen un color atípico. _____ _____

III.- Son bien proporcionados. _____ _____

IV.- Sirven para rescate en las montañas. _____ _____

V.- Tienen como características la docilidad y la obediencia. _____ _____

VI.- Son excelentes guardianes. _____ _____

VII.- Se les considera sin ningún defecto. _____ _____

VIII.- Son robustos y fuertes. _____ _____

IX.- Los usa la policía en algunos estados. _____ _____

X.- Reaccionan de forma agresiva ante la provocación. _____ _____

4. Ahora, elige 3 razas de perros y en tus propias palabras descríbelos brevemente.

_____

_____

_____

_____

_____

_____

3.3 LECTURA EXTENSIVA (EXTENSIVE READING).

Es un procedimiento que involucra lo siguiente:

- ✓ Lectura de textos largos o grandes extensiones de material impreso
- ✓ Una comprensión general o global
- ✓ Lectura por placer
- ✓ Lectura Individual

3.4 LECTURA INTENSIVA (INTENSIVE READING).

A diferencia del tipo de lectura anterior, éste tipo de lectura se caracteriza porque el lector se enfoca en alguno ó en varios puntos como contestar preguntas de comprensión, aprender vocabulario nuevo, estudiar y analizar ciertos aspectos gramaticales o expresiones, traducir parte del texto u otras actividades que hagan que él/ella se compenetre con el texto.

UNIDAD 4 ESTRATEGIAS DE LECTURA

4.1 FORMULACIÓN DE HIPÓTESIS

Cuando se habla acerca del proceso de Comprensión de Lectura, a lo largo del mismo, se van estableciendo ***hipótesis*** por parte del lector.
El establecer una ***hipótesis*** significa suponer o poner cierta información bajo consideración. La característica principal y más elemental de una hipótesis en comprensión de lectura tiene que ver con su calidad de proposición o de posibilidad, la cual debe ser comprobada todavía para transformarse finalmente en una aseveración. Dicha comprobación –o lo contrario- se lleva a cabo a lo largo de la lectura, y es un proceso que el lector hace de manera inconciente.

A continuación, lleva a cabo el ejercicio basado en el texto ***"Cancer in pet animals"***

Contesta lo siguiente. En cada caso, comenta con tus compañeros y escribe tus respuestas.

ANTES DE LEER

Actividad de discusión
1.- ¿Qué sabes acerca del cáncer en macotas?

_____

_____

_____

Elaboración de hipótesis
2.- ¿Qué información esperas encontrar en el texto?

_____

_____

_____

DESPUÉS DE LEER

Confirmación/refutación de hipótesis
3.- ¿Qué información encontraste en el texto?
¿Coincide con tus suposiciones (punto 2)?

_____

_____

_____

Cancer in pet animals

What are neoplasia, tumors and cancer?

Neoplasia is the uncontrolled, abnormal growth of cells or tissues in the body, and the abnormal growth itself is called a neoplasm or tumor. It can be benign or malignant. Benign neoplasms do not grow aggressively, do not invade the surrounding body tissues, and do not spread throughout the body. Malignant neoplasms, on the other hand, tend to grow rapidly, invade the tissues around them and spread or metastasize to other parts of the body.

The word "tumor" or "mass" is often used to describe the actual swelling or other physical appearance of a neoplasm. The word "cancer" is often confused with neoplasia, but only malignant neoplasms are truly cancers.

How common are neoplasia and cancer?

Neoplasia is common in pet animals and the incidence increases with age. Cancer accounts for almost half of the deaths of pets over 10 years of age. Dogs get cancer at roughly the same rate as humans, while cats get fewer cancers.

How is it diagnosed?

Neoplasia is often suspected on the basis of the pet's medical history and physical exam. Additional tests, such as radiographs (x-rays), blood tests, and ultrasound exams, may be necessary to confirm neoplasia. A biopsy, taking a tissue sample from the neoplasm for examination under a microscope, is usually necessary to confirm the diagnosis and help determine if the neoplasm is benign or malignant. Additional biopsies of other tissues, such as lymph nodes, may be necessary to determine how far a malignant neoplasm (cancer) has spread.

Is neoplasia preventable?

Unfortunately, the cause of most neoplastic diseases is not known and, therefore, prevention is difficult. Early detection and treatment are the best ways to manage neoplasia in pets.

Common types of neoplasia in pets

Skin - Skin neoplasia is very common in older dogs, but much less common in cats. Most skin neoplasms in cats are malignant, but in dogs they are often benign. Your veterinarian should examine all skin neoplasms in a dog or cat to determine if any are malignant.

Mammary Gland (Breast) - 50% of all breast neoplasms in dogs and greater than 85% of all breast neoplasms in cats are malignant. Spaying your female pet before 12 months of age will greatly reduce the risk of mammary gland neoplasia.
Head & Neck - Neoplasia of the mouth is common in dogs and less common in cats. Signs to watch for are a mass or tumor on the gums, bleeding, odor, or difficulty eating. Since many swellings are malignant, early, aggressive treatment is essential. Neoplasia may also develop inside the nose of both cats and dogs. Bleeding from the nose, breathing difficulty, or facial swelling are signs that may indicate neoplasia and should be checked by your veterinarian.
Lymphoma - Lymphoma is a common form of neoplasia in dogs and cats. It is characterized by enlargement of one or many lymph nodes in the body. A contagious feline leukemia virus can be the cause of lymphoma in some cats.
Testicles - Testicular neoplasia is rare in cats and common in dogs, especially those with retained testicles (testicles that did not move to their normal positions during growth, and may be located in the abdomen or between the abdomen and scrotum).
Abdominal Neoplasia - Neoplasms inside the abdomen are common but it is difficult to make an early diagnosis. Weight loss or abdominal swelling can be signs of abdominal neoplasia.
Bone - Bone neoplasms are most often seen in large breed dogs and dogs older than seven years, and rarely in cats. The leg bones, near joints, are the most common sites. Persistent pain, lameness, and swelling in the affected area are common signs of the disease.
Many of the above signs are also seen with non-neoplastic conditions but they still need prompt attention by a veterinarian to determine the cause. Neoplasia is frequently treatable and early diagnosis will aid your veterinarian in delivering the best care possible.

How is cancer treated?

Each type of neoplasia requires individual care and may include one or a combination of treatment therapies such as surgery, chemotherapy, radiation, cryosurgery (freezing), hyperthermia (heating) or immunotherapy. Your pet's overall health is important too, and your veterinarian may recommend dietary changes or other things to help your pet better respond to treatment. Once you have a diagnosis, your veterinarian will discuss the best treatment option(s) for your pet and the risks and side effects associated with each option. Pain management is also an important part of treatment. In some instances, your veterinarian may refer you to a board-certified oncologist (cancer specialist) and/or specialty clinic depending upon the recommended course of treatment.
Some types of neoplasia can be cured, but other types can only be managed to decrease spread and prolong your pet's comfort and life as much as possible. How early a neoplasm is detected and the type of neoplasm are often the biggest factors determining the success of treatment.
Sometimes, euthanasia is considered when a pet has neoplasia (especially with some cancers). Before you make your decision for treatment or euthanasia, discuss the options with your veterinarian so you can make the best choice for your pet and your family.

What is the success rate?

This strongly depends upon the type and extent of the neoplasia, as well as the aggressiveness of therapy. Benign neoplasms are usually easier to treat, and treatment of any type of neoplasia is more likely to be successful if the neoplasms are detected early. Although some neoplasms (especially the more aggressive cancers) cannot be cured, treatment can prolong your pet's life and improve their quality of life.

What will happen in the future?

Each day, more is being learnt about neoplasia through research and experience. Animals today have a better chance of being successfully treated for neoplasia and cancer than they did before, and the more we learn about it, the more pets' lives we can improve and save. **New diagnostic methods can help detect neoplasia earlier and improve your pet's chances, and new treatment methods are being developed to provide better success rates with less risk of side effects.**

10 common signs of neoplasia in small animals

1. Abnormal swellings that persist or continue to grow
2. Sores that do not heal
3. Weight loss
4. Loss of appetite
5. Bleeding or discharge from any body opening
6. Offensive odor
7. Difficulty eating or swallowing
8. Hesitation to exercise or loss of stamina
9. Persistent lameness or stiffness
10. Difficulty breathing, urinating, or defecating

This brochure was developed with assistance from the Veterinary Cancer Society.

4.2 ELEMENTOS EXTRALINGÜÍSTICOS (ILUSTRACIONES, TIPOGRAFÍA, DISTRIBUCIÓN DEL TEXTO)

Los elementos extralingüísticos (fotos, emblemas, tablas, dibujos, etc.) juegan un papel muy importante para la comprensión del contenido de un texto.

I. A continuación, con sólo observar el siguiente texto contesta lo siguiente:

a) ¿Cuál es el objetivo de este texto?

_____

_____

_____

_____

b) Escribe las ideas principales que se mencionan en el texto

_____

_____

_____

_____

c) ¿Qué elementos extralingüísticos encontraste en el texto?

_____

_____

_____

_____

CURE PINKEYE

One Shot Cures Both Eyes.
Oftalmycin© OF-200© cures both eyes fast, and one intramuscular injection provides three full days of therapy.

No Mixing or Refrigeration Required.
With OF-200 there's no extra effort or special handling required.
OF-200 is always ready to use, an ready to provide effective therapy.

Stops The Pinkeye Problem.
OF-200 eliminates *M. bovis.* the highly contagious bacteria that cause pinkeye. With OF-200 there is less chance of a whole-herd outbreak.

Call the Pinkeye Alert Network Hotline.
To receive a report of pinkeye outbreaks across the country and to report pinkeye cases in your area. Call the Pinkeye Alert Network Hotline: 1 800-V-PINKEYE.

Oftalmycin©
OF-200©

VETLAB **Animal Health**
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Terminates Pet Stains and Odors.

"Hasta La Vista stains and odors."

Even the best behaved pet has an accident once in a while. But pet accidents don't have to be disasters. You need just one product, **Equalizor®** to handle all of the strains and odors associated with most pets, including urine, fecal matter, fresh blood, and vomit.

Equalizor® eliminates stains and odors from a variety of surfaces, like carpet, auto interiors, clothing and furniture. One product eliminates them all, quickly and effortlessly.

Don't you owe your clients the simplicity and effectiveness of **Equalizor®**.

Get Equalizor® FREE ($60 value)

Plus Clinic Displays and Client Brochures

MIKELABS

Show your clients the guaranteed way to remove pet stains and odors. Just mix and Match a minimum of $150 of your favorite MIKELABS products on one invoice to qualify for one dozen Equalizor free. Free goods, displays and brochures available form participating distributors of Mail/FAX your invoice and request for clinic display stands and client brochures to MIKELABS Pharmaceuticals.

MIKELABS Pharmaceuticals * 711 S. Harding Hwy* Buena, NJ 08310* (800) 123-45678

Ejercicio: (Introducción)

1. Relaciona la foto con el producto, ¿a quién te recuerda?

_____

_____

2. ¿Qué crees que signifique “terminates”?

_____

_____

3. ¿Qué crees que quiera decir la frase “Hasta la vista stains and odors”?

_____

_____

Preguntas:

1. ¿Qué tipo de texto crees que sea este?

_____

_____

2. ¿De dónde crees que fue sacado?

_____

_____

3. ¿Cómo se llama el producto?

_____

_____

4. ¿Para que sirve este producto?

_____

_____

5. ¿Qué tipo de manchas y olores se pueden eliminar con este producto?

☐ orina	☐ sangre seca	☐ vómito
☐ refresco	☐ sangre fresca	
☐ materia fecal	☐ pintura	

6. ¿De qué tipo de superficies las elimina?

☐ tela	☐ metal	☐ muebles
☐ plástico	☐ vidrio	
☐ interiores de auto	☐ alfombras	

7. a). ¿Se requiere de un gran esfuerzo para eliminar las manchas usando este producto?

_____

_____

b) ¿Cómo lo supiste?, ¿Qué palabra(s) te dió té dieron la clave?

_____

_____

8. a). La palabra “pet” aparece 5 veces, algunas de estas veces funciona como sustantivo y a veces como adjetivo.

Di en que casos funciona como S (sustantivo) y en que casos como A (adjetivo)

- ☐ terminates pet stains and odors
- ☐ … best behaved pet has …
- ☐ … pet accidents don’t have …
- ☐ … with most pets, including …
- ☐ … guaranteed way to remove pet stains and odors.

b) ¿Cómo puedes saberlo?

_____

_____

9. a) ¿Es posible obtener este producto gratis?

_____

_____

b) ¿Cómo te diste cuenta?

_____

_____

c) ¿Qué otro significado conoces para la palabra “free”?

_____

_____

d) ¿Cómo sabes que en esta ocasión el significado es “gratis”?

_____

_____

10. a) ¿Ofrecen otras cosas gratis?

_____

_____

b) ¿Cuáles?

☐ mascotas	☐ folletos de clínicos	☐ folletos para clientes
☐ clientes	☐ demostraciones clínicas	

11. a) ¿Está garantizado este producto?

_____
_____

b) ¿Por quién?

_____
_____

12. ¿Ofrecerías este producto a tus clientes?

_____
_____

13. ¿Por qué?

_____
_____

4.3 IDENTIFICACIÓN DE COGNADOS Y FALSOS COGNADOS

ANTES DE LEER

Observa las siguientes fotos y discute con tus compañeros dónde fueron tomadas y que contienen.

1 _____ **2 _____** **3 _____**

MIENTRAS LEES

Utiliza la estrategia de skimming (lectura de barrido) y relaciona los textos con las fotos.
Escribe la letra del texto junto al número de la foto que corresponda.
Ahora escribe la idea principal de cada texto y en que idioma esta escrito.

1. _____

2. _____

3. _____

A

C´est au Sud de Mexico, juste derrière les montagnes qui entourent la capitale, à 75 kilomètres seulement de celle-ci, qu´a débuté, à Cocoyoc, l´un des développements touristiques les plus importants du Mexique : le " Paradis d´Amérique". C´est à l´époque coloniale que cette région fût appelée ainsi pour la première fois par le gouvernement d´Espagne, à la suite des récits enthousiastes d´ Hernan Cortes à propos de son climat, de ses arbres fruitiers et de ses sources (où antérieurement, déjà, l´ Empereur Moctezuma venait en cure).

B

Tradição e Portela fazem as pazes em desfile épico

Para o bem do samba, Tradição e Portela colocaram fim às desavenças que, há 20 anos, originaram a escola que abriu o segundo dia de desfiles na Sapucaí.

Como uma homenagem à "mãe", a Tradição reeditou o enredo Contos de Areia, campeão de 1984, se reencontrou com suas origens e brindou o público com um dos desfiles mais emocionantes do Carnaval deste ano. A qualidade do samba-enredo, um hit, saltou aos ouvidos na passarela.

Nascida de uma dissidência da Portela, a agremiação abriga boa parte da história portelense. Seu presidente é Nézio Nascimento, filho do lendário Natal, um dos maiores sambistas da história.

C

Le caviglie del 'David' di Michelangelo come quelle di un campione dello sport: troppo fragili per sostenere i 5.572 chili della statua. Allo studio l' ipotesi di fare una Tac per analizzare con esattezza le microlesioni del marmo. Lo ha annunciato la direttrice della Galleria dell' Accademia di Firenze, Franca Falletti, facendo il punto sull' intervento di pulitura della statua che dovrebbe concludersi a maggio.

DESPUÉS DE LEER

En la siguiente tabla escribe cinco de los cognados de cada texto que te ayudaron a comprender su contenido.

Cognados

Ahora compara tus respuestas con las de otros compañeros.
¿Te diste cuenta cómo los cognados te facilitaron la comprensión de textos escritos en diferentes idiomas?

FALSOS COGNADOS

Ahora hablemos sobre falsos cognados.
I) Da un breve vistazo al título y a la ilustración correspondiente al siguiente texto.

VIRTUAL LIFE

Digital Pet Projects

FIRST THEY INVADED your pocket; now a new strain of virtual pets is migrating to your computer desktop. Predictably, Bandai has created a Salvetpad version of its popular Tamagotchy pet ($19.95; 888-999-9000). While a new built-in day-care center relieves parents from the constant attention these hatchlings require, they're still annoying. Several steps up the evolutionary ladder are the Vets in Mindscape's Creatures CD-Rom ($40; 800-234-5678).

Vets are as sentient as virtual pets are likely to get. They can speak, make decisions, mate and fight off disease-carrying Grandels. To diversify their gene pool, you can trade new Vets with other proud parents at www.vets-creatures-imaginary.fantasy. *Friend and foe: A Vet and a grymy Grandel*

¿Acerca de qué trata el texto a simple vista?

a) juguetes
b) monstruos
c) criaturas de otro mundo
d) mascotas cibernéticas

II) Ahora lee el texto.

¿Acerca de qué se habla en el texto?

a) Un tema científico
b) Un anuncio
c) Criaturas de otro mundo
d) Animales salvajes

III) Las siguientes palabras aparecen en el texto:

relieves parents ladder mate

Con sólo ver dichas palabras, ¿Qué significado parecen tener en español?

IV) Ahora busca su significado en el diccionario.

Como puedes darte cuenta, tienen un significado completamente diferente al que tú habías pensado originalmente. Dichas palabras se denominan **falsos cognados**.

A continuación te presentamos algunos ejemplos algunos de ellos:

Actually	De hecho
Actual	Real
Argument	Discusión
Assist	Ayudar
Attend	Asistir
Complexion	Color de la piel
Comprehensive	Que abarca todo
Compromise	Trato
Dairy	Lácteo
Embarrassed	Apenado
Expenses	Gastos
Facilities	Instalaciones
Faculty	Personal académico

Grant	Donativo
Large	Grande
Lecture	Conferencia
Library	Biblioteca
Notice	Aviso
Parents	Padres
Realize	Darse cuenta
Relatives	Parientes
Sensible	Sensato
Sensitive	Sensible
Success	Éxito
Exit	Salida
Sympathy	Condolencia

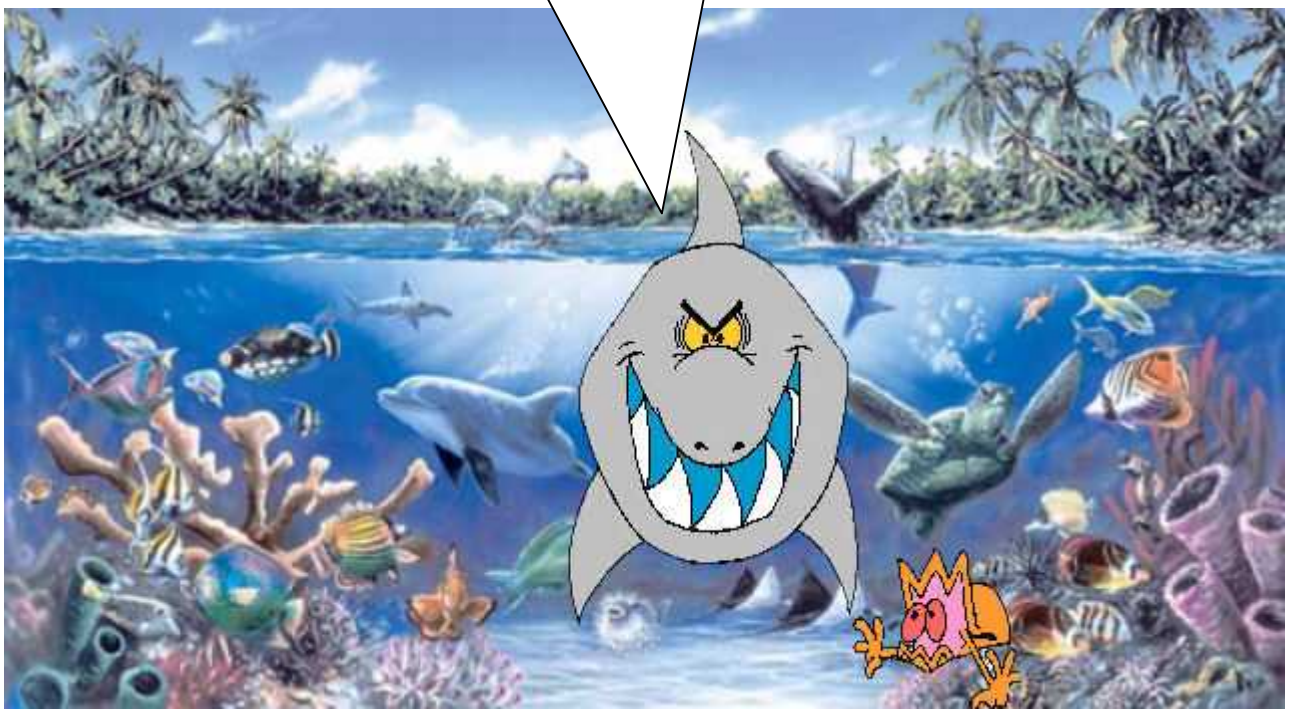
UNIDAD 5 CATEGORÍAS GRAMATICALES 1

5.1 SUSTANTIVOS

¡No te asustes!!! Vine a explicarte qué es un sustantivo

Es una palabra para nombrar a una persona, animal, objeto o lugar. En inglés los podemos clasificar en:

Contables (countable)	students, schools, books, tables
Incontables (Uncountable)	water, rice, happiness, time
Propios (Proper)	Mary, John, USA, April
Compuestos (Compound)	tennis shoe, six-pack, tooth-brush



I. Continúa completando el texto con los sustantivos del cuadro.

layer	organizations
orangutan	air
production	trees
Africa	insects
hat	earth
eggs	scientist
tusks	**phytoplankton**
vertebrates	**2040**
seas	**campaigns**
leaves	frogs

FIND OUT WHY ANIMALS ARE AT RISK

ON YOUR PLANET,

Many animals are in danger of extinction, even animals which are close relatives of man, like the (1) **orangutan** and the chimpanzee.

In (2) _____, people hunt elephants and rhinoceros for the (3) _____**.** In the (4) _____, many types of fish as well as many types of whales are close to extinction. In the (5) _____**,** eagles and storks are at risk.

(6) _____ like the World Wild Fund for Nature (WWF) help to protect these animals, but their job is massive. (7) _____ estimate that if people continue to behave like they do now, several hundred species of (8) _____ and about one million types of (9) _____ will become extinct before the year (10) **2040!**

AT PRESENT,

Warnings and education (11) **campaigns** for sun avoidance are ok for humans, but what about the (12) _____laying their (13) _____ in high mountain ponds and streams as they have for millennia, or the (14) **phytoplankton** in the seas seeking the sun to ensure photosynthetic (15) _____or the (16) _____rooted in the (17) _____and stretching their (18)_____or needles skyward to the sun? They cannot avoid the noon sun, put on a shirt or (19) _____, use sunscreen or shelter indoors. They must be protected from exposure to increased UV-B radiation. This can only be accomplished through a concerted human effort to eliminate the release of those chemicals that destroy the ozone (20) _____

The time to act is now.

5.2 ARTÍCULOS

El artículo indeterminado "**a**", "**an**" significa un, una, uno, por lo tanto es singular y se utiliza para referirse a una persona, un animal o a una cosa cualquiera, no específica.

El artículo determinado "**the**" significa el, la, los, las, como se observa puede ser singular o plural y se refiere a una o varias personas, animales o cosas que ya se han mencionado con anterioridad (por lo que se consideran específicas) y tanto el escritor como el lector ya saben a cuales se refieren.

Ejemplo:

A dog is **the** best pet for children. (Un perro, la mejor mascota)

A hamster is a small animal. (Un, cualquier hamster)

I bought **a** spider and **a** rabbit. **The** spider was cheap, but **the** rabbit was very expensive.

ANTES DE LEER. Completa en español las siguientes oraciones con el artículo correspondiente.

1 _____ tierra es redonda.

2 _____ perro es el mejor amigo.

3 _____ elefante se columpiaba sobre la tela de _____ araña…

Ahora observa y completa la siguiente tabla:

Artículos: A / AN, THE

1 **Escribe: *a* or *an***

a	cat bee parrot

Sonido consonante

an	elephant ant owl

Sonido Vocal

1  _____ cat

2  _____ owl

3  _____ donkey

4  _____ ant

5  _____ dog

6  _____ bee

7  _____ elephant

8  _____ parrot

2 **Observa y escribe**

mammals

birds

insects

1	_A_ dog	is a mammal.	5	___ ant	
2	___ owl		6	___ elephant	
3	___ bee		7	___ cat	
4	___ donkey		8	___ parrot	

3 **Pregunta y contesta**

Is	a bee an owl	a bird a mammal an insect	?	Yes, it is No, it isn't

1	bee/insect?		Is a bee an insect?	Yes, it is
2	elephant/bird?		Is an elephant a bird?	No, it isn't
3	owl/bird?			
4	donkey/mammal?			
5	camel/mammal?			
6	duck/insect?			
7	lion/mammal?			
8	eagle/bird?			
9	octopus/bird?			

4 Completa las oraciones

1 Lady is an insect .

2 Panda _____ .

3 Ducky _____ .

4 Amanda _____ .

5 Bob _____ .

6 Stripes _____ .

ORIGIN AND RELATIONSHIPS

Lee el siguiente texto y subraya los artículos determinados y encierra en un cìrculo los indeterminados que encuentres. Observa el ejemplo.

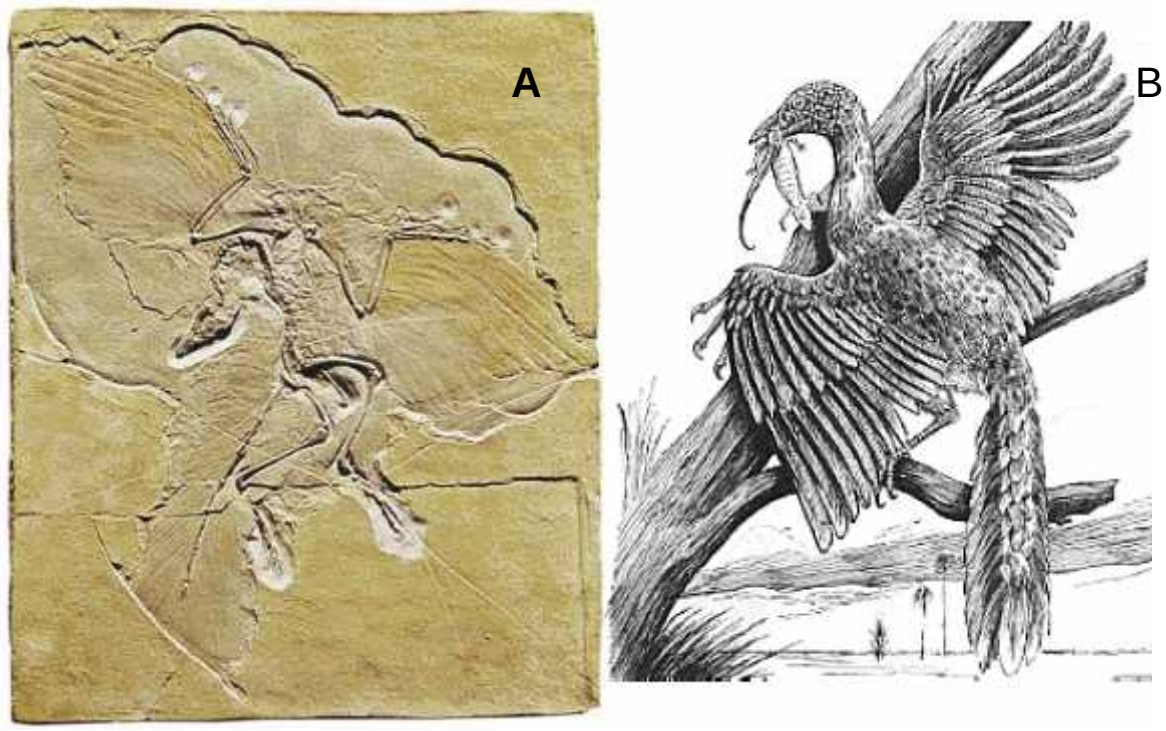


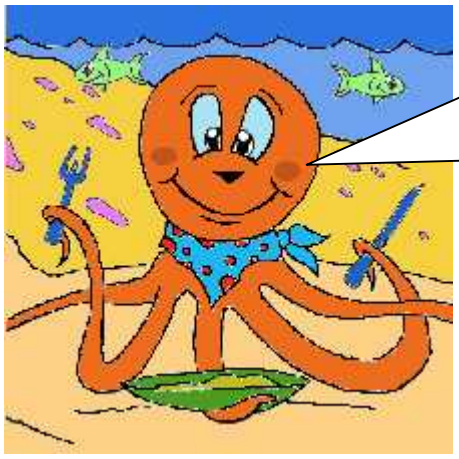
Figure
Archaeopteryx, the 150 million year old ancestor of modern birds. A, Cast of the second and most nearly perfect fossil of *Archaeopteryx*, which was discovered in a Bavarian stone quarry. B, Reconstruction of *Archaeopteryx*.

ORIGIN AND RELATIONSHIPS

Approximately 150 million years ago, ⓐ flying animal drowned and settled to ***the*** bottom of a tropical lake in what is now Bavaria, Germany. It was rapidly covered with a fine silt and eventually fossilized. There it remained until discovered in 1861 by a workman splitting slate in a limestone quarry. The fossil was approximately the size of a crow, with a skull not unlike that of modern birds except that the beaklike jaws bore small bony teeth set in sockets like those of reptiles (Figure). The skeleton was decidedly reptilian with a long bony tail, clawed fingers, and abdominal ribs. It might have been classified as a reptile except that it carried the unmistakable imprint of feathers, those marvels of biological engineering that only birds possess. The finding was dramatic because it proved beyond reasonable doubt that birds had evolved from reptiles.

Archaeopteryx (ar-kee-op'ter-ix, meaning "ancient wing"), as the fossil was named, was an especially fortunate discovery because the fossil record of birds is disappointingly meager. The bones of birds are lightweight and quickly disintergrate, so that only under the most favorable conditions will they fossilize.

5.3 CONECTORES



¡HOLA ¿puedes decirme en que piensas cuando escuchas la palabra conector? …¡ exacto !…. Los conectores son palabras que nos ayudan a unir ideas dentro de una oración. Se clasifican de acuerdo con su función. Consulta la lista en el apéndice.

I. I. Lee los textos.

Symposium on liver function

Hepatobiliary disease is a common cause of morbidity and mortality in small animal practice. Several factors, however, complicate the clinical detection of liver disease.

The liver plays a central role in a diverse array of processes, including carbohydrate, lipid, and protein metabolism; detoxification of metabolites; storage of vitamins, trace metals, fat, and glycogen; fat digestion; and immunologic surveillance. Clinical signs of hepatobiliary disease reflect changes in these varied functions, so these signs often overlap with those of diseases involving other organ systems.

Additionally, the liver's dual blood supply and high blood flow make *it* uniquely sensitive to injury from systemic disease processes and diseases in organ systems directly drained by the portal circulation. In many cases, differentiating between primary and secondary hepatobiliary disease is difficult.

Furthermore, specific signs of hepatobiliary disease typically occur in advanced stages of disease because of the liver's large reserve and regenerative capacity. Late in the disease progression, therapeutic options are limited and the short-term prognosis is poor. So early and accurate identification of cases of hepatobiliary disease is important to improve long-term outcome.

This symposium's goal is to provide practitioners with a diagnostic approach to patients with hepatobiliary disease. The first article provides guidelines on how to approach asymptomatic dogs with elevated liver enzyme activities. In the article, Dr. Cynthia Webster and I discuss the diagnostic utility of serum enzyme measurement, bile acid measurement, imaging, and hepatic biopsy in diagnosing hepatobiliary disease. We also review common extrahepatic causes of increased hepatobiliary enzymes and address the issue of corticosteroid and phenobarbital enzyme induction vs. toxic damage from these drugs.

The second article deals with diagnosing and treating feline inflammatory hepatobiliary disease. We discuss the disease's proposed causes, diagnosis, definitive and supportive treatment, secondary complications, and long-term monitoring.

In the final article, Diana Burger, Amie Carrier, and Dr. Karen Tobias describe how to perform a surgical hepatic biopsy. By using the proper technique, general practitioners can obtain representative hepatic tissue samples, which will aid in a definitive diagnosis.

Dr. Johanna Cooper

COMMENTARY

Although not frequently diagnosed—in part because of a limited index of suspicion or paucity of advanced imaging modalities— brachial plexus tumors carry a poor prognosis for patients because of the lesions' progressively invasive nature. Treatment usually involves local nerve root tumor resection, forelimb amputation, or hemilaminectomy for nerve sheath tumors involving the spinal canal. Ultrasonographic screening, as described in this article, can be a useful diagnostic tool for practitioners lacking access to myelography, CT, or MRI equipment. Early diagnosis and subsequent surgical intervention may help reduce the morbidity and mortality associated with this condition.

A Few Words About Blood Glucose Monitoring

I recommend performing serial blood glucose curves when beginning insulin therapy or when switching from one insulin to another because we need to directly assess glycemic control in these patients. Whether you do a serial curve over 10 to 12 hours or just a few spot checks, it is important to consider the animal's clinical response along with the blood glucose concentrations. The main value of monitoring the blood glucose concentrations in the early stages of insulin therapy is to identify patients with asymptomatic hypoglycemia and to monitor cats for remission.

I and other clinicians, however, have started to move away from routinely monitoring serial blood glucose curves in both diabetic cats and dogs for several reasons. First, there is a great deal of day-to-day variability in a patient's blood glucose concentrations when the insulin dose is kept constant, making it difficult to evaluate an insulin dose based solely on the results of a blood glucose curve.[1] Second, stress-induced hyperglycemia is a huge problem in cats, making in-hospital evaluation of glucose curves in cats problematic and frustrating. At home glucose monitoring may help alleviate this problem, but more work is needed to determine if home blood glucose monitoring helps reduce the pet's clinical signs and improves its quality of life to an extent that at-home glucose monitoring should be recommended to pet owners. Third, assessing pets' clinical signs *(e.g.* polyuria and polydipsia, cataract progression [dogs], and changes in body weight, appetite, and activity level) is an excellent indicator of glycemic control.[2] In animals that are clinically well-controlled, it is unlikely that serial blood glucose measurements would reveal useful information. In fact, changing the insulin dose based on such curves may be harmful.

Assessing glycemc control in dogs and cats undergoing long-term insulin therapy is probably best accomplished by monitoring clinical signs and serum fructosamine concentrations. Fructosamine concentrations are a good indicator of glyemic control over the past two to three weeks and are not subject to many of the problems associated with blood glucose measurements.

REFERENCES

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2. Briggs CE, Nelson RW, Feldman EC, et al. Reliability of history and physical exanimation findings for assessing control of glycemia in dogs with diabetes mellitus: 53 cases (1995-1998).J Am *Vet Med Assoc* 2000;2 17:48-53.

II. Lee nuevamente los textos y subraya los conectores que encuentres.

III. Clasifica en la siguiente tabla los conectores subrayados.

ENLISTAR	**AGREGAR**	**CAUSA, RAZÓN, RESULTADO**	**CONTRASTAR**	**EJEMPLIFICAR**

IV. Ahora responde las siguientes preguntas.

1 Entre los diversos factores que complican la detección de la enfermedad hepática ¿Cuál es el más complicado?

_____

_____

_____

2. ¿En qué radica la dificultad de distinguir una enfermedad hepatobiliaria primaria de una secundaria?

_____

_____

_____

3. ¿Por qué los signos de la enfermedad hepatobiliaria se manifiestan típicamente en una etapa avanzada?

_____

_____

_____

4**.** ¿Cuál es la finalidad del autor al escribir estos artículos?

_____

_____

_____

5. ¿Cuál es el principal valor en el monitoreo de concentración de glucosa en las etapas tempranas de terapia de insulina?

_____

_____

_____

6. Menciona cuáles son las tres razones principales por las que algunos médicos no siguen el monitoreo convencional de glucosa en perros y gatos diabéticos.

_____

_____

_____

7. ¿Cuál es un buen indicador de control glicémico?

_____

_____

_____

8. ¿Por qué razón los tumores branquiales del plexo tienen una pobre prognosis para los pacientes?

_____

_____

_____

9. ¿Cuál es una buena herramienta de diagnósticos para los médicos?

_____

_____

_____

10. ¿Para qué pacientes se recomienda el ultrasonido?

_____

_____

_____

5.4 REFERENTES CONTEXTUALES

¡Qué tal! Es mi turno para hablarte acerca de los referentes.

Observa las siguientes oraciones:

- *Peter really loves animals so he is an excellent vet.*

- *Tim buys a box of chocolates every week; he loves them.*

El pronombre ***He*** se refiere al sujeto Peter. Por tanto, Peter es su referente**.** Para el pronombre ***them,*** el referente es *chocolates*. Se utilizan los pronombres para evitar la repetición.

Identificar los referentes es muy útil para entender de quién o de qué se está hablando o cuando perdemos la secuencia de la lectura.

I. Lee el siguiente texto.

Theories about evolution. Lamarck theory

1. Historical opinions on evolution

'Then *Ea,* the wise, created humanity [...] Enbilulu-Gugal, … which provides the millet and makes the barley appear.' **Babylonian poems** (1890 to 1594 BC, approximately)

.

'Then God said, "Let the earth bring forth grass, the herb yielding seed, and the fruit tree yielding fruit after ***his***[1] kind, whose seed is in ***itself***[2], upon the earth." **Genesis, 1.11.** 'And God said, "Let the earth bring forth the living creature after his kind, cattle and creeping thing, and beast of the earth after his kind."' **Genesis, 1.24** (approximately 1000 to 911 BC).

'The first animals were generated in the water, surrounded by spiny shells and, as time passed, ***they***[3] arrived on dry land. Shedding ***their***[4] shells they lived for a little time in a different way.' **Anaximandrus** (approximately 500 BC).

'And the roots of all animals diversified according to the quality of ***their***[5] mixtures, some possessing a natural impulse towards the water, others – those which possessed the largest amount of fire to fly through the sky. The heaviest, on the other hand, remained on the earth, and those which possessed an equal proportion of parts in their mixture harmonised with all regions.' **Empedocles** (approximately 490 BC).

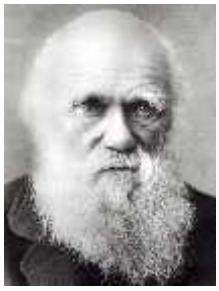
'A whirlpool of various forms separated from the whole …' stated **Democritus** (460-370 BC) and although ***he***[6] didn't say how, or for what reason, it seems as though the whirlpool was generated spontaneously and randomly.

'Given that there are no new species, given that a given being always produces a similar being, given that in all species there is a unity that presides over the order, ***we***[7] must necessarily attribute this progenitory unity to a certain All Powerful and Omnipresent Being. In other words, God, whose work is known as Creation.' **Linnaeus** (1707-1778).

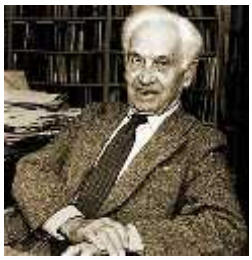
'Nothing more notable than the product of the habits of herbivorous mammals […] The habit of remaining on four legs for most of the day to graze brought about the birth of the thick hoofs that surround the end of ***their***[8] toes […] any change acquired by an organ as a result of a sustained habit […] is conserved immediately by the generation…' **Lamarck** (1774-1829).

'In considering the Origin of Species, it is quite conceivable that a naturalist, reflection on the mutual affinities of organic beings, on ***their***[9] embryological relations, their geographical distribution,

geological succession, and other such facts, might come to the conclusion that each species had not been independently created, but had descended, like varieties, from other species. Nevertheless, such a conclusion, even if well founded, would be unsatisfactory, until it could be shown how the innumerable species inhabiting this world have been modified …' **Darwin** (1809-1883).



'Species are real units of evolution as temporary incarnations of well-integrated complex genes. And the making of species, the production of new complexes of genes capable of ecological displacement constitutes the method through which evolution progresses.' **Ernst Mayr** (1904-2005)



As can be seen, different kinds of explanations have been given in different periods and different cultures. Explanations of evolution are not recent, but the oldest explanations were speculations, sometimes logical, but never scientifically proved.

Currently, the most accepted explanation in scientific knowledge is that evolution is a fact which can be deduced from observing nature.

2. Lamarck's theory

Jean Baptiste de Lamarck (1744-1829) proposed the first coherent theory of the evolution of species. ***He***[10] considered that species were not fixed but that they proceeded one from another through transformation, in a process in which the changes of the organisms originated as adaptative responses to changes in their environment.

The causes of this transformation may be summed up with the following premises.

- Species make a constant effort to adapt **themselves**[11] to the environment in which they live. They make use of their organs in such a way that the organs are gradually transformed. These transformed organs increase a species' possibility of survival and reproduction. Those that are not used, on the other hand, will atrophy.
- The new characteristics which are acquired through the use and disuse of organs are hereditary, so they are transmitted to descendants. The use that continues to be made of these organs will bring about new modifications in this process of gradual transformation.

One of the examples that Lamarck used to illustrate ***his***[12] theory is precisely that of the gradual growth in the necks of giraffes. The ancestors of the giraffes which exist today did not have such long necks, but when food began to be scarce on the ground and in the lower branches of the trees, they frequently made an effort to reach the highest branches, making a small increase in the length of their necks. The descendants of this population were born with an increase in the length acquired by their progenitors, and with each new effort a little more was added to the length of the necks. This effect, acting on generation after generation as a result of the environmental stimulus, produced the length of giraffes' necks we know today.

Despite his apparent logic, Lamarck did not provide any convincing experimental results or proof based on the observation of natural phenomena. ***His***[13] arguments did not stand up to the criticism of other naturalists.

Some of his premises, like the hereditary nature of acquired characteristics, have not only not been demonstrated, they have in fact been specifically disproved by experiments made to test ***them***[14].

II. Vuelve a leer el texto y contesta si las siguientes oraciones son Falsas (F), Verdaderas (V) o si la información es Insuficiente (I)

1.	La cita bíblica del Génesis aparece en el texto porque era considerada como otra teoría del origen de las especies.	( )
2.	Anaximandro creía que la vida tuvo origen en el agua.	( )
3.	Las teorías de Empedocles y Demócrito son muy similares.	( )
4.	Lineo se basó en el Génesis para elaborar su teoría.	( )
5.	Darwin consideraba que las teorías anteriores eran un buen fundamento para las posteriores.	( )
6.	Todas las teorías antiguas tienen bases científicas.	( )
7.	Para Lamarck la lucha por sobrevivir en el medio ambiente era más importante que el origen de las especies.	( )
8.	Pese a ser más antigua, la teoría de Lamarck fue más aceptada que la de Darwin.	( )
9.	El ejemplo de las jirafas confirma la verdadera teoría de la evolución.	( )
10.	La idea principal del texto es mostrarnos las similitudes y diferencias en cada teoría	( )

II: Indica a que se refieren los siguientes pronombres subrayados en el texto.

	Referente	
1.	his	Dios
2.	itself	árbol frutal
3.	they	animales
4.	their	
5.	their	
6.	he	
7.	we	
8.	their	
9.	their	
10.	he	
11.	themselves	
12.	his	
13.	his	
14.	them	

UNIDAD 6 CATEGORÍAS GRAMATICALES 2

6.1 ADJETIVOS (ORDEN)

¡Qué onda!

Esta sección está dedicada a mí y mi especie. Es algo esencial en este Manual.

Primero quiero que sepas mi nombre*:* ***Beautiful Cute*** Ramon.

beautiful cute,
brave,
intelligent,
middle aged,

Como te puedes dar cuenta, todas esas palabras hablan de mí, me **alaban** err…me **describen**, me **califican**.

¿Sabes? Dichas palabras se denominan ***adjetivos.*** Cuando aparecen muchos de ellos juntos (como una hilera de deliciosos ratones listos para comérmelos), siguen un determinado orden:

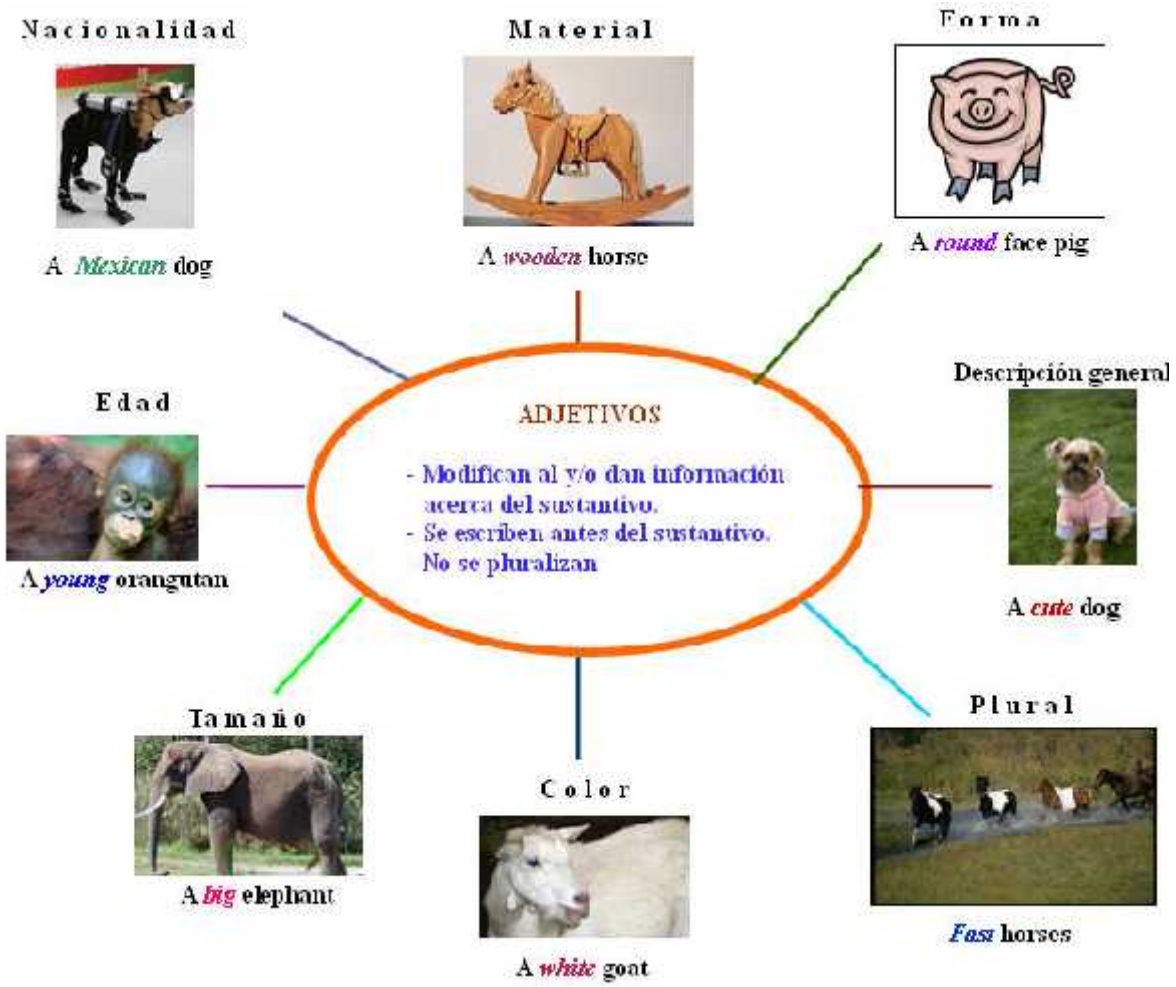
a) Tamaño (grande, chico, etc.)
b) Descripción general, excepto adjetivos que se refieren a

personalidad, emoción, etc.

(bonito, feo, etc.).

c) Edad (viejo, joven)
d) Color
e) Material (peluche, vidrio, oro, etc.)

f) Origen (chino, francés, etc.)
g) Propósito (de compañía, guardián, etc.)
h) Forma (circular, alargado, etc.)



Ejemplos:

1. A small fat tom cat

tamaño descripción general

2. An elegant Persian queen

descripción general origen

3. A smart old black <u>dog</u>

4. A long sharp harmless <u>claw</u>

5. A cuddly and fluffy polar bear <u>cub</u>

Todas las palabras subrayadas son, como tu sabes, sustantivos. Son a quienes describen los adjetivos.
Ahora por favor, indica qué tipo de adjetivos se utilizaron en las últimas 3 oraciones.

Oración	Adjetivos	Tipo
3.	_____ , _____	_____ , _____
4.	_____ , _____	_____ , _____
5.	_____ , _____	_____ , _____

¡Otra vez yo!
Oye, ¿Te gustaría conocer más sobre mis hábitos y comportamientos?

¿Sí?... Va pues la siguiente información acerca de mí y mis congéneres.

Mientras lees al respecto, subraya los adjetivos que hablan acerca de mí. No es necesario que entiendas todas las palabras.

Normal Feline Behavior

The domestic cat is a very adaptable, territorial animal that is usually described as asocial. Cats also experience sensitive periods in their development but these are not well defined as in dogs. Much of a kitten's basic personality is inherited, with a distinct portion influenced by the sire.

Behavioral Development of the Feline

I. It is characterized by five major phases:
- A. **Neonate period** (0-14 days): complete dependence on mother for survival.
- B. **Transitional period** (14-21 days): increasing independence
- C. **Socializing period** (3-14 days): all primary social bonds are formed.
    1. During weeks 3-5, predatory behavior develops.
    2. During weeks 3-14, play behavior develops.
        a. Locomotory play may be solitary or social. It includes running, rolling, jumping and climbing.
        b. Object play may be solitary or social.
        c. Social play, with conspecifics, includes wrestling, rolling, and biting.
        d. Critical period for socialization to humans begins at 2 to 3 weeks and tappers off by 7 weeks.
        e. Critical period for socialization to other cats is 3-6 weeks; cats raised in isolation may never adapt to another cat.
- D. **Juvenile period** (14 weeks to sexual maturity): no significant behavioral changes.
- E. **Adult period** (after sexual maturity): behavior can change; may become increasingly independent.

Social Behavior of the Feline

I. Visual Communication

Facial features reflect a cat's mood

1. An undisturbed cat has erect ears, relaxed whiskers in an outward position, normal pupils.
2. A disturbed cat has
    a. flattened ears.
    b. whiskers flat (defensive) or pulled forward (offensive)
    c. pupils constricted (offensive) or dilated (defensive)
    d. lips pulled back baring the teeth; nose wrinkled

¡Muy bien!

Como puedes darte cuenta, los adjetivos son palabras que también tienen las siguientes terminaciones:

ed - disturb**ed**, flatten**ed**

al - critic**al**, behavior**al**

ble - adapta**ble**

ive - defens**ive**

¿Piensas que ya sabes mucho acerca de mí? A ver si es cierto. Busca la respuesta a las siguientes preguntas En la sección sobre desarrollo conductual del felino.

1. ¿En qué periodo dejo de depender de mi mamá?

   _____

2. ¿Qué incluye el juego locomotor?

   _____

3. ¿Cómo se llama la etapa en la que los humanos tienen la oportunidad de que yo socialice con ellos?

   _____

4. ¿En qué fase tal vez ya no pueda socializar con otros de mi misma especie?

   _____

5. De qué manera muestro mi estado de ánimo?

   _____

Happy

Content

Angry

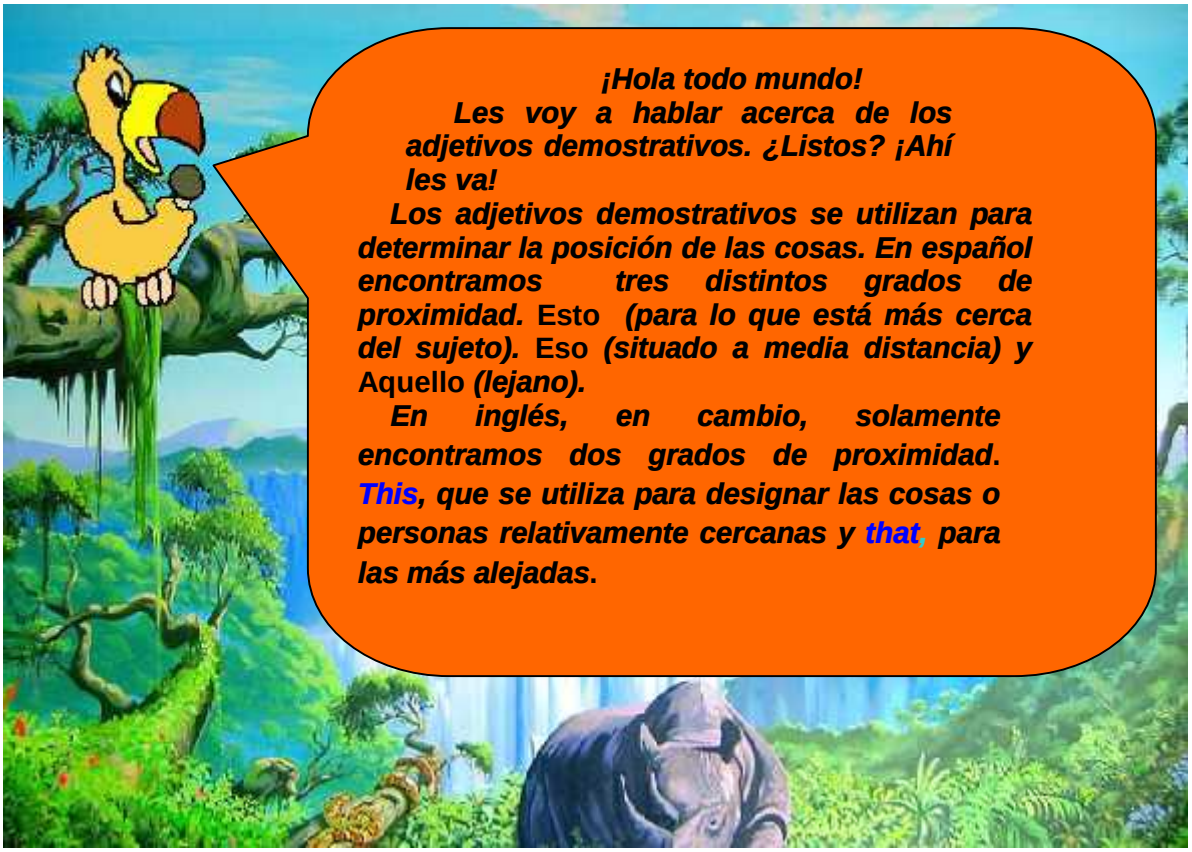
Ahora lleva a cabo el siguiente ejercicio:

Relaciona las expresiones faciales que se presentan con la información (características) sobre el comportamiento social felino (“Social Behavior of the Feline”).

Playful

Frightened

6.2 ADJETIVOS DEMOSTRATIVOS



This hen = Esta gallina
That penguin = Aquel pingüino

This	**Este, esta, esto**
That	**Ese, esa, eso, aquel, aquella, aquello.**
These	**Estos, estas,**
Those	**Esos, esas, aquellos, aquellas**

ADJETIVOS DEMOSTRATIVOS:

THIS/THAT/THESE/THOSE

this dog	***that dog***
these dogs	***Those dogs***

I) Escribe *This* o *That* en los espacios en blanco y completa las oraciones.

1. <u>This</u> dog is a Rottweiler.	
2. <u>That</u> dog is a Charles Spaniel.	
3. _____ a Scottish Terrier.	
4. _____ a Chihuahua.	
5. _____ a Bloodhound.	
6. _____ a Collie.	

II) Escribe oraciones con *These* o *Those*

1. *<u>These</u>* dogs are German Shepherds.	
2. *<u>Those</u> dogs are Beagles .*	
3. _____ Boxers.	
4. _____ Great Danes.	
5. _____ Havanese.	
6. _____ Terriers.	

6.3 COMPARATIVOS Y SUPERLATIVOS

Grados de los adjetivos (Adjective degrees).

Los adjetivos en inglés tienen tres grados: ***positivo, comparativo*** *y* ***superlativo.***

El grado ***positivo*** *puede ser, p.e.: small (pequeño)*

I) ***Adjetivos comparativos. (Comparative adjectives)***

En inglés hay dos tipos de adjetivos comparativos: ***comparativos de igualdad*** y ***comparativos de superioridad.***

I.1) ***Los adjetivos comparativos de igualdad*** en inglés siguen esta regla:

As + Adjetivo en grado positivo + as... **(tan + adjetivo + como...)**

Ej.: **A parrot is *as beautiful as* an eagle. (Un perico es tan hermoso como un águila).**

Si la frase es en forma negativa, hay dos posibilidades a la hora de hacer la comparación de igualdad:

Not as/so+ Adjetivo+as... **(No tan+Adjetivo+como...)**

Ej.: **A cat *isn't as friendly as* a dog. (Un gato no es tan amigable como un perro).**

I.2) Vamos con los **<u>adjetivos comparativos de superioridad</u>,** que en inglés siguen esta regla:

-Si el adjetivo de la comparación tiene una sílaba, la comparación de superioridad sigue esta regla:

Adjetivo en grado positivo + er than... **(más + adjetivo + que...)**

Ej.:***Elephants are bigger than rhinos*****. (Los elefantes son más grandes que los rinocerontes.).**

-Si el adjetivo de la comparación tiene dos sílabas, la comparación de superioridad sigue esta regla:

more + Adjetivo en grado positivo + than**... (Más + adjetivo + que...).**

EJ**.:** ***This unit is more modern tan the one they have at the other hospital***

-Si el adjetivo de la comparación tiene dos sílabas y termina en "Y", en la comparación de superioridad se sustituye la **"y"** por "***i"*** y se agrega "***er*** " de acuerdo con la siguiente regla:

Adjetivo en grado positivo + ier than... **(más + adjetivo + que...)**

EJ.: **My dog is *lazier than* yours**.

-Si el adjetivo de la comparación tiene más de dos sílabas, la comparación de superioridad sigue esta regla:

more + Adjetivo en grado positivo + than... **(Más + adjetivo + que...).**

Ej: **A Dolphin is *more intelligent than a shark* (Un delfín es más inteligente que un tiburón).**

Hay varios adjetivos que no siguen esta regla y por tanto, sus formas comparativas de superioridad son irregulares, por ejemplo:

Adjetivo	Forma Comparativa
good (bueno/a)	***better than*** **(más bueno / mejor que)**
bad (malo/a)	***worse than*** **(más malo/a que, peor que)**
far (lejano)	***farther than*** / ***further than*** } más lejos que
etc.	

II) Adjetivos superlativos (Superlative adjectives).

En inglés, los adjetivos superlativos expresan el grado máximo de un adjetivo y siguen estas reglas:

-Si el adjetivo tiene una sílaba, la formación del adjetivo superlativo sigue esta regla:

***The + Adjetivo + est...*(El más+ adjetivo...)**

Ej.: **The whale is *the biggest mammal in the world* (La ballena es el mamífero más grande del mundo).**

-Si el adjetivo tiene dos sílabas, la formación del superlativo sigue esta regla:

***The + most + adjetivo...*(El más + adjetivo +...)**

Ej.: **This hospital is *the most modern* in all the country**

-Si el adjetivo tiene dos sílabas y termina en **"Y"**, al formar el superlativo se sustituye la **"y"** por "***i"*** y se agrega "***est*** " de acuerdo con la siguiente regla:

***The + Adjetivo + iest...*(El más+ adjetivo...)**

Ej.: **It's *the prettiest* horse I've ever seen**

-Si el adjetivo tiene más de dos sílabas, la formación del superlativo se da como sigue:

***The + most + adjetivo...*(El más + adjetivo +...)**

Ej.: **Gazzelles are *the most graceful* animals in Africa. (Las gacelas son los animales más gráciles en África).**

Hay algunos adjetivos que forman el superlativo sin seguir ninguna regla, p.e.:

Adjetivo	Forma Superlativa
good (bueno/a)	**The best (el / la mejor)**
bad (malo/a)	**The worst (el / la peor)**
far (lejano)	The { **farthest** / **furthest** } (el más lejano)
etc.	

A. Lee la información que se presenta [illegible] todos los comparativos que encuentres.

B. Lee las siguientes palabras, frases y oraciones y escribe una ***S*** (*S = small)* si dicha información del texto a continuación se refiere al cerdo pequeño y una ***B*** *(B = big)* si se refiere al grande.

1. Strong _____
2. Much faster than the small one _____
3. He is likely to get sick easily. _____
4. Not as small _____
5. It protects him against bacterial diseases. _____
6. He grew faster than other weaners. _____
7. His stomach has not developed enough. _____
8. He hasn't grown. _____
9. Natural acids helped him digest food properly. _____

This little piggy on the left isn't so little. That's because as a weaner he had **Bio-Add** in his feed.

Bio-Add

Its natural acids helped him to digest food properly and so he grew faster than weaners on normal acidulants. And much quicker than the little pig on the right.

Now, he is little. His stomach hasn't developed enough to digest the protein feeds and so he's susceptible to illnesses. No wonder he hasn't grown up to be big and strong, like our friend on the left. Who continues to have **Bio-Add** in his feed which also protects him from bacterial infections like salmonella.

Little wonder his farmer is so pleased, because it's not only his pigs that are big.

So is his wallet.

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6.4 ADVERBIOS

¡ Hola!! Estoy aquí para hablarte acerca de los adverbios.
Un adverbio es una palabra que nos dice más acerca de un verbo, ya que lo califica o modifica. Por ejemplo, *The man ran* ***quickly.*** (El hombre corrió rápidamente). Pero los adverbios también modifican adjetivos: *Ladybugs are* ***really*** *beautiful insects*.(Las catarinas son insectos realmente hermosos.) o incluso a otro adverbio The machine works **very** *welll*.(La máquina trabaja muy bien).

I. Lee el siguiente texto

Endangered fauna

The threat of extinction

There are many species of animals in the world, and indeed in our own country, which are under the threat of extinction. This means they may welI disappear. In some cases the danger is extremely imminent because there are so few animals Ieft that it is practically impossible for them to survive as a species.

Tiger. Although this species was at one time very reproducing common, now there are only 6,000 tigers Ieft in all the world. What can we do to prevent the tiger from becoming extinct?

Currently many organizations are responsible for drawing up lists of animals in danger of extinction with the aim of sensitising public opinion and warning governments of the need to protect these species.

There are many different ways in which we can intervene to save a species. In most cases it is enough just to protect the ecosystem where the species in danger lives. However, as you can imagine, on many occasions it is difficult to do this. Other solutions are reproducing the animal in captivity or by using some of the new bio-technologies available to us.

Two species that may become extinct in the 2lst century.

The list of the species in danger in the world is, unfortunately, very long indeed. However, in order to try understand the reasons why species become extinct, we shall focus on two animals which may well disappear during this century unless their situation changes quite dramatically.

The **giant panda** is one of the best known of all the animals in danger. This animal only lives in China. It is believed that only about 1,000 giant pandas are left. The main danger for this animal is the gradual disappearance of the bamboo forests where it lives. However, scientists are also worried because its reproductive levels in the wild are falling and it is almost impossible to get the giant panda to reproduce in captivity.

The **black rhinoceros** from Africa is in danger of extinction mainly as a result of hunting. Since 1970, 95% of the black rhinoceros have disappeared and it is now estimated that only 2,000 remain. At this rate we can calculate that the black rhinoceros will soon become extinct.

II. Contesta las siguientes preguntas basadas en el texto.

1. ¿Por qué es tan difícil rescatar a las especies en peligro de extinción?

_____

_____

2. ¿Cuáles son las principales medidas para evitar la extinción de las especies?

_____

_____

3. ¿Cuál es la principal amenaza para el panda?

_____

_____

4. ¿Qué preocupa a los científicos con respecto al panda?

_____

_____

5. ¿Cuál es la causa de que el 95% de los rinocerontes negros se haya reducido?

_____

_____

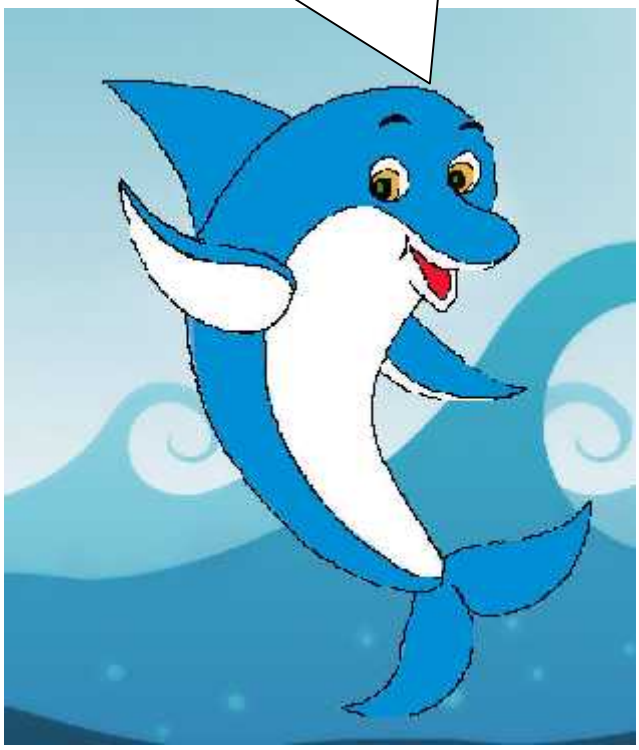
III. Escribe en esta tabla por orden de aparición los adverbios que encuentres en el texto e indica a qué palabra modifican.

ADVERBIO	PALABRA
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

6.5 PREFIJOS Y SUFIJOS

Muchas palabras se forman o derivan de otras llamadas ***raíz,*** la cual no cambia y es de donde provienen. Dichas palabras se forman añadiendo unidades gramaticales al principio (***prefijos***) o al final (***sufijos***) de las mismas.

Los ***prefijos*** son vocablos agregados al comienzo de una palabra, mientras que los ***sufijos*** se añaden al final de la misma. El término general para referirse a ambos es el de ***afijos.***



Ejemplos de ***prefijos*** en español (Ver apéndice)

6.6 THERE IS / THERE ARE

There is (singular) y ***There are*** (plural) implican la existencia de alguien o algo. Ambos significan "***hay***" en español. Por ejemplo, ***There's*** *a cow grazing in the field,* ***There are*** *many chickens in the barn.*

I.- Relaciona los textos con las ilustraciones.
II.- A continuación, lee los textos y escribe la forma correcta (**there is / there** are).

About An Emergency Animal Clinic

1. _____ automatic Sliding doors to the kennel areas. These are on finely adjusted motion sensors at the side of the door and come equipped with manual overrides.

2. _____ a centrally located area which supplies both surgical suites with surgical instrument packs, gown packs, and miscellaneous surgical supplies using pass-through cabinets.

3. _____ a pharmacy and it includes chemo-therapy hood for working with and disposing of chemotherapy drugs.

Párrafo# _____

4. _____ doctor's stations for doctors and technicians to complete paper work, write notes, make phone calls, and to access the network.

5. _____ light wells in the reception and checkout so that _____ plenty of natural light into the reception area. This prevents staff members from feeling closed in.

Párrafo# _____

Párrafo# _____

Párrafo# _____

Párrafo# _____

6.7 PREPOSICIONES (LUGAR, MOVIMIENTO Y TIEMPO)

Usos básicos de las preposiciones

Una preposición relaciona los elementos de una oración. En inglés, una preposición puede estar representada por una palabra (at, by, in, on, etc.) o en forma de una frase que funciona como unidad (in front of, next to, etc.)

Las preposiciones pueden indicar origen, procedencia, destino, dirección, lugar o posición, medio, punto de partida, motivo, etc.

Observa los ejemplos:

This dog is **from** Germany.	Origen o procedencia
The cow ran **toward** the house.	Dirección
The food is **in** the bag.	Lugar o posición
The farmer starts work **at** 5	Tiempo
He travels **by** car.	Manera (o medio)
The operation was performed **by** the doctor.	Agente

En muchos casos una preposición más un sustantivo forman una frase. Éste tipo de frases funcionan como modificadores (adjetivo o adverbio).

The tail **of the dog** was cut.	Adjetivo
Feed the pigs **at two o'clock**.	Adverbio

6.8 PREPOSICIONES

oven door cupboard salt sink plate drawer cat
glass chair cup piece of cheese saucepan

Encuentra los ratones. Utiliza las preposiciones (parte sup. derecha) y el vocabulario en la parte inferior de la ilustración. Hay 16 ratones en total.

- There's a mouse in the cupboard.
- There's a mouse behind the door.
- There's a mouse on top of the cupboard.

PREPOSITIONS (PREPOSICIONES)

Escribe en español las siguientes oraciones, poniendo atención a las preposiciones.

1. The thoracic aorta **above** the valvular ring is…

2. The fight **against** cancer continues.

3. The venous blood coming **from** the right ventricle passes **along** the pulmonary artery.

4. There were no cases of AIDS **among** the patients examined.

5. The baby was born **at** 3 in the morning.

6. **Between** the 4^{th} and 5^{th} thoracic vertebrae…

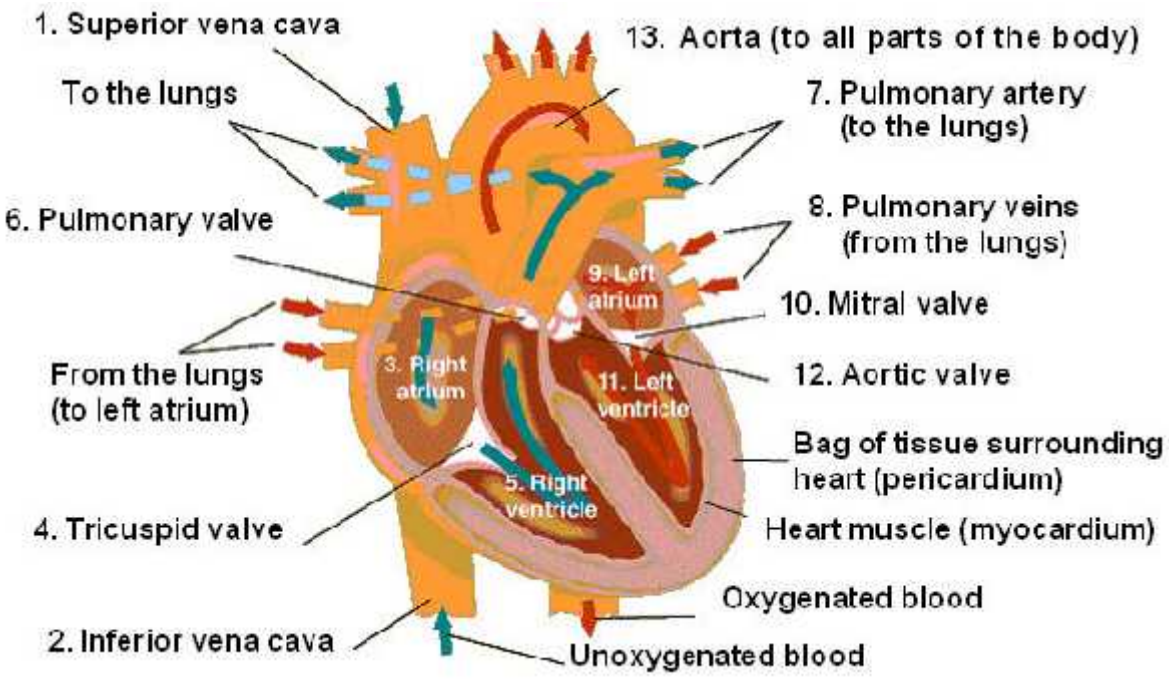
7. Deposits of lipid material are found **beneath** (**underneath**) the intima of aorta

8. Enzymes were discovered **by** a German Chemist.

9. A balanced diet is essential **for** good health.

10. The scanner was placed **over** the patient.

YOUR HEART AND HOW IT WORKS



Your heart weighs well under a pound and is only a little larger than your fist, but it is a powerful, long working, hard working organ. Its job is to pump blood to the lungs and to all the body tissues.

The heart is a hollow organ. Its tough, muscular wall (myocardium) is surrounded by a fiberlike bag (pericardium) and is lined by a thin, strong membrane (endocardium). A wall (septum) divides the heart cavity down the middle into a "right heart" and a "left heart". Each side of the heart is divided again into an upper chamber (called an atrium or auricle) and a lower chamber (ventricle). Valves regulate the flow of blood through the heart and to the pulmonary artery and the aorta.

The heart is really a double pump. One pump (the right heart) receives blood which has just come from the body after delivering nutrients and oxygen to the body tissues. It pumps this dark, bluish red blood to the lungs where the blood gets rid of a waste gas (carbon dioxide) and picks up a fresh supply of oxygen which turns it a bright red again. The second pump (the left heart) receives this "reconditioned" blood from the lungs and pumps it out through the great trunk-artery (aorta) to be distributed by smaller arteries to all parts of the body.

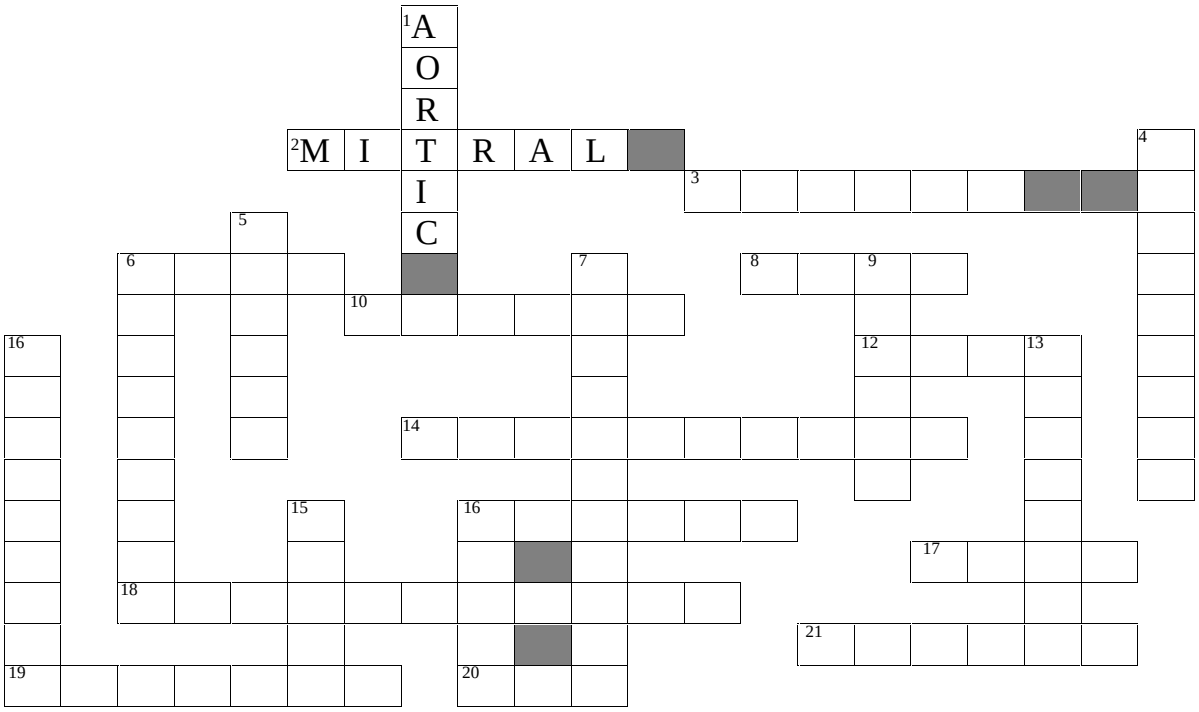
Resuelve el crucigrama utilizando la información de la página anterior.

ACROSS. ⇨

2. The valve between the left atrium and the left ventricle.
3. The heart is classified as a _____.
6. Blood vessel which carries blood to the heart.
8. The heart is a little larger than your _____.
10. _____ regulate the flow of blood through the heart.
12. One function of the heart is to _____ to the lungs.
14. The tough, muscular wall of the heart.
16. Upper chamber of the heart.
17. From the right side of the heart blood goes to the _____.
18. Lining of the heart.
19. Waste gas: carbon _____.
20. Warning of a heart attack: pain may radiate down the _____.
21. Blood vessel which carries blood from the heart.

DOWN. ⇩

1. The valve between the left ventricle and the aorta.
4. The valve between the right ventricle and the pulmonary artery.
5. The heart pumps blood to each body _____.
6. Lower chamber of the heart.
7. Fiber-like bag surrounding the heart.
9. Wall which divides heart cavity down the middle.
11. The valve between the right atrium and the right ventricle.
13. The artery / vein connecting lung and heart.
15. _____ is pumped through the body to nourish all of the tissues.
16. Great trunk artery which receives blood from the left ventricle.



UNIDAD 7 TIEMPOS VERBALES 1

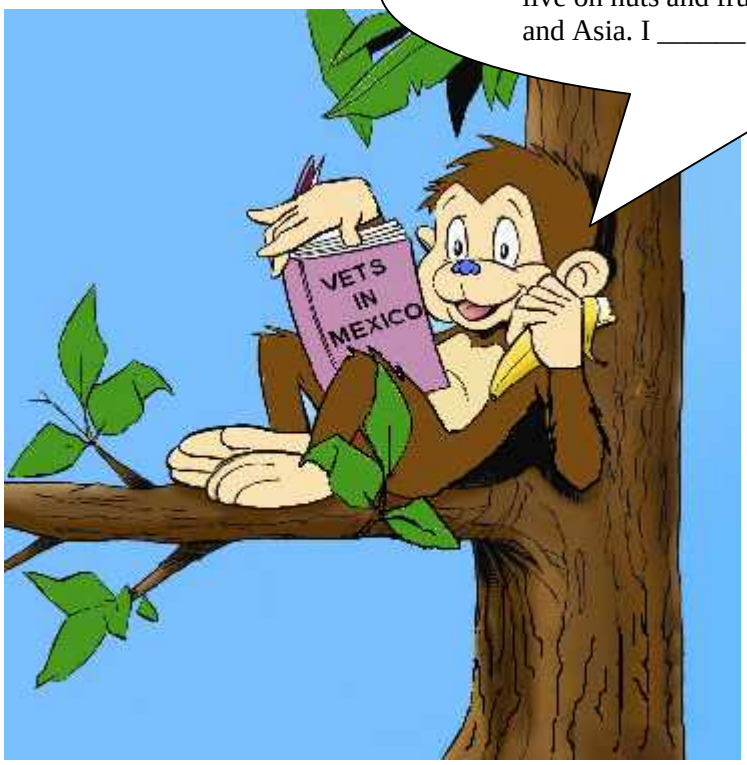
7.1 VERBO TO BE

¡Hola! Soy Mickey the monkey. A mi me toca hablarte acerca del verbo ***to be (am, is, are)***, que en español se refiere a **ser/estar**. Te lo voy a presentar muy fácil.

I	am	(yo) soy, estoy
You	are	(tu) eres, estás
He	is	(el) es, está
She		(ella) es, está
It		(ello) es, está
We	are	(Nosotros/as) somos, estamos
You		(Ustedes) son, están
They		(Ellos/as) son, están

Ahora te invito a que lo practiquemos. Para ello, te voy a hablar de mí y a presentar a mis cuates. Por favor, escribe la forma correcta del verbo **to be** que corresponda.

I _____ Mickey the monkey. My tail _____ long. It _____very useful when I climb trees. I live on nuts and fruit. I live in America, Africa and Asia. I _____ very sociable too.



We _____Mitzi the mouse and Za-za the snake.
We _____ very different.

Mitzi: I _____a rodent and have a long tail. I_____ small and intelligent. Za-za _____a snake. She _____long and eats small animals. She_____bad and ugly.

Za-za: Mitzi____ a mammal.

He_____small and not very intelligent.
I_____ hungry and want to eat Mitzi.

They _____Zita the zebra and Gina the giraffe. They _____ mammals and live in Africa.
Zita _____very strange. She looks like a horse with black and white stripes.
As for Gina, she _____graceful. Her neck _____ very long and her legs _____long too.

Subraya el verbo ***to be*** *(**is / are**)* a lo largo del texto.

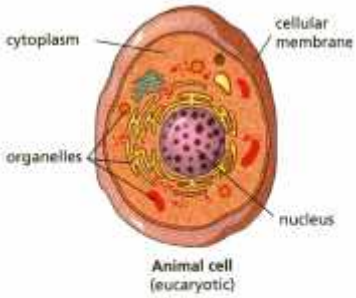
Cells

1. What are cells like?

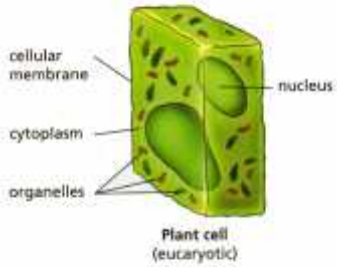
Except in very special circumstances, cells are very small indeed and we can only see them under a microscope. They are very varied in shape. Some of them are circular, others look like prisms and others like cylinders.

Most cells have three main parts: the membrane, the cytoplasm, and the nucleus.

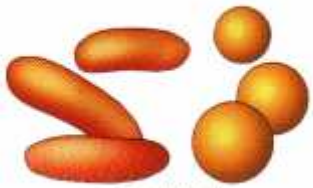
- **The cellular membrane** covers the whole cell.
- **The cytoplasm** is the inside of the cell and it contains other sub-units called organelles. The cellular organelles are responsible for respiration, making and storing nutrients, and so on.
- **The nucleus** of the cells is more or less circular. It is within the cytoplasm and is separated from the cytoplasm by the nuclear membrane.



Animal cell
(eucaryotic)



Plant cell
(eucaryotic)


Bacterial cells
(procaryotic)

2. There are two types of cells

Cells can be classified into two different types depending on whether or not they have a nucleus.

- **Eucaryotic cells** are all those which have a nucleus. Algae, protozoa, fungus, animals and plants have eukaryotic cells.
- **Procaryotic cells** are those which have no nucleus. They are much simpler cells and are found only in bacteria and similar living organisms.

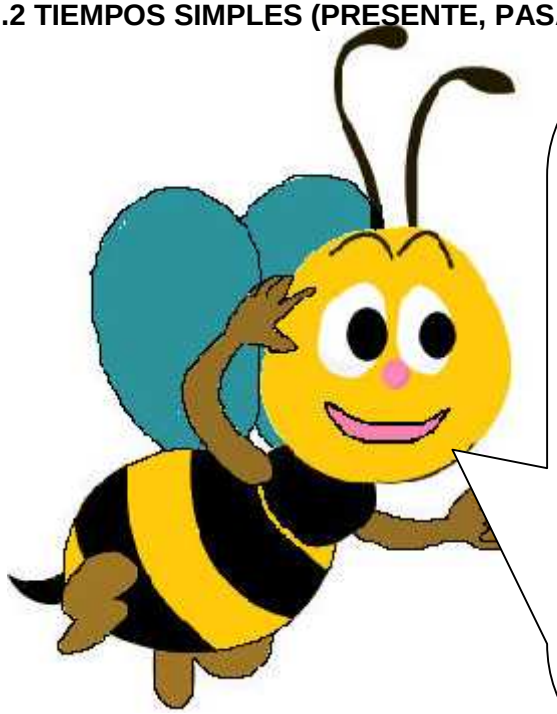
3. Vital processes in cells

Cells are living organisms and they carry out the three vital processes: nutrition, interaction with the environment and reproduction.

- In unicellular organisms the cell carries out the three processes independently.
- However, in multi-cellular beings the cells share out the work so that the organism can perform the three processes. In this case we can say that the cells are **specialized** cells.

We can find many examples of specialized cells in the human body. For example the **red blood cells** are specialized in transporting oxygen to the other cells in the body. The **cells** of the **heart muscles** are specialized in movement. They are continuously contracting and relaxing in order to keep the heart beating. **Neurons** are responsible for transmitting and storing information.

7.2 TIEMPOS SIMPLES (PRESENTE, PASADO Y FUTURO)



Un verbo es la palabra que nos indica lo que el sujeto realiza. Ej.:

Cheetahs	run	fast.
Sujeto	Verbo	Complemento

Chimpanzees	eat	fruit.
Sujeto	Verbo	Complemento

Fish	live	in the water.
Sujeto	Verbo	Complemento

Si observamos el verbo es la palabra que generalmente se encuentra después del sujeto y puede prescindir complemento.

THE HONEY BEE LIFE

ANTES DE LEER. Comenta brevemente con tus compañeros lo que sepas acerca de las abejas.

I. Da una leída al texto “The Honey Bee Life” y deduce el significado de las siguientes palabras por el contexto en el que se encuentran:

nest	_____	worker bee	_____
hollow	_____	drones	_____
hive	_____	to mate	_____
comb	_____	stinger	_____
swarm	_____		

II. Mientras lees.

Relaciona la columna de la izquierda con la de la derecha anotando el número que corresponda en el espacio en blanco.

1.	Producen miel, cera y polinizan las flores.	___ Colonia de abejas
2.	Personas que cuidan a las abejas.	___ Abeja reina
3.	Son cajas de madera.	___ Apicultores
4.	Ahí se almacenan la miel y el polen de las flores.	___ Aguijones
5.	Consta de hasta 50 mil individuos.	___ Panales
6.	Su función es aparearse con la reina.	___ Abeja exploradora
7.	Hacen todo el trabajo de la colonia y llevan el néctar y polen de las flores.	___ Obreras
8.	Su única función es poner huevos.	___ Apiarios
9.	Son dejados en la piel de la persona que amenaza la colonia de las abejas.	___ Abejas
10.	Cuando las abejas emigran a otro lugar.	___ Zángano
		___ Enjambre

III. Subraya las oraciones que estén en tiempo presente.

IV. Después de leer.

Escribe lo que no sabías acerca de las abejas que aprendiste al leer el texto.

_____

_____

_____

_____

_____

Agrega lo que sepas acerca de las abejas que no venga en el texto.

_____

_____

_____

_____

THE HONEY BEE LIFE

Few people know about the fascinating life of honey bees and about how beneficial they are for human beings. Bees produce the sweet honey that we enjoy as well as wax to make candies, lipsticks, lotions and many other useful things. One of the most important benefits from honey bees is that they pollinate flowers that will yield seeds, vegetables and fruits.

Honey bees live in colonies. Many colonies build their nests in hollow trees, but most of them are kept by beekeepers in hives. Hives are wood boxes. Each hive contains many combs which are composed of hexagonal cells of wax. Combs are used to store honey and flower pollen to develop baby bees (larvae).

A honey bee colony may contain from 35 to 50 thousand individuals. There are three kinds of bees in a colony: A queen (fertile female) and hundreds of drones (male bees). Workers do all the work for the colony and bring nectar and pollen from flowers. The queen's only function is to lay eggs from which new bees are born. A queen may lay more than 1, 500 eggs a day. The drone's only function is to mate with the queen.

Workers have stingers. A bee stings only if she feels that her colony is threatened. That is why it is recommended that people do not get near apiaries, unless they are protected with a veil and a coverall. Stingers are left on the skin of the person or animal that the bee stings. The bee dies minutes or hours later.

Honey bees have a dancing language. When a worker bee finds flowers with pollen or nectar, she flies back to the hive and performs a special dance on the comb. With this dance, she communicates her sisters where to find flowers.

When there is not enough room in the hive because the combs are full of baby bees, honey and pollen, half of the bees in the colony prepare to swarm. Swarming is when the bees leave the colony to find a new place to live. Workers build queen cells to rear a new queen. The old queen leaves the colony with half of the workers whereas the other half remains in the colony with the new queen. The swarming bees make a stop on a tree limb, until some of the scout bees find a hollow tree or an empty hive to inhabit and to establish a new colony there.

7.3 FORMA INTERROGATIVA DEL PRESENTE SIMPLE (DO, DOES)

En este caso, do/does no funciona como verbo, sino como auxiliar.
También se encuentra después de palabras tales como: who, what, where, how, how many, how much, how fast, how long, why, when.

Ejercicio:
Lee el siguiente texto y responde (en español, con respuestas cortas) las siguientes preguntas.

1. Do penguins live in large colonies, or not?
2. Does every pair have a little piece of ground, or not?
3. What does a penguin do when he wants to walk through his neighbour's ground?
4. Do they defend it, fish and look after their children, or not?
5. How long do their wives go away for?
6. Do they lay their eggs before they go or not?
7. Do female penguins stay and look after the eggs, or not?
8. How fast does the wind sometimes blow?
9. Do female penguins remember their husbands when they return from the sea?
10. Does it matter?

Good parents in Antarctica

Penguins live together in large and busy colonies. Every pair has a little piece of ground. When a penguin wants to walk through his neighbour's ground he must ask for permission. If he does not, he will have to fight. Penguins come and go all day. They fight, fish and look after their children. All penguins are good parents –the Emperor Penguins are perhaps the best parents in the world. They walk in from the sea in the middle of the dark Antarctic winter. They choose their wives in the dark. They can only hear them – not see them. Then the females lay their eggs. And go away for two months. The males look after the eggs. They hold them on their feet inside a fold of skin. If the eggs get cold there will be no chicks. There is no food there. The snow falls. The wind blows – sometimes at 150 kilometres an hour. The penguins do not move. When the females return from the sea they will not remember their husbands. It does not matter. Only one thing matters –the egg. Emperor penguins never fight –unless a penguin leaves a chick for a minute. Then they fight because they all want it. They are strange and wonderful birds.

7.4 PASADO SIMPLE

¡Qué onda !! Seguro te preguntarás ¿Cuándo usamos el Pasado Simple? Pon atención

Usamos el tiempo pasado para hablar de una acción o evento terminado. Este evento pudo haber ocurrido en un lapso breve.

Ejemplos:

The car crashed at 8:30 yesterday.
We saw a beautiful bird on the tree top.

También pudo haber ocurrido en un lapso largo.

Ejemplos:

I lived in Alaska for 10 years. The Jurassic period lasted about 62 million years.

Ahora en las siguientes tablas veremos la estructura de este tiempo verbal.

Afirmativo:

sujeto	**verbo**	**complemento**
She	ate	candies when she was a child.
They	walked	to school yesterday

En este modo, el verbo es invariable, es decir, conserva la misma forma para todos los sujetos. Para su conjugación en pasado los verbos se clasifican en: **regulares**, aquellos cuya terminación es siempre "**ed**" ejemplo: *worked, played, washed, studied, looked* e **irregulares** cuya forma es muy variable y no sigue una regla en particular ejemplos: *took, read, broke, understood ,began.* Checa la lista en el apéndice al final del libro, te será de mucha utilidad para conjugar de manera correcta.

El verbo *"to be"* se clasifica como irregular, *"am" "is*" cambia a *"was",* mientras que *"are"* cambia a *"were"*.

Modo negativo:

Sujeto	**Auxiliar *did not/ didn't***	**Verbo forma simple**	**Complemento**
The mechanic	***didn´t***	fix	my car.
Students	***didn´t***	do	the exam last class.

Nota:
El auxiliar ***did not/ didn't*** es el mismo para todos los sujetos. El verbo conserva su forma simple tanto para verbos regulares como irregulares, no necesita modificación puesto que el auxiliar ***did*** ya nos indica el pasado.

Modo interrogativo:

Auxiliar *did / didn't*	**Sujeto**	**Verbo forma simple**	**Complemento**
Did	the mechanic	fix	your car?
Did	students	do	the exam last class?

Nuevamente observamos que el sujeto conserva su forma simple y el auxiliar ***did*** nos marca el pasado.

El pasado de ***to be*** sigue las siguientes formas:

She ***was*** at home last night.	We ***were*** in New York last summer.
She ***wasn't*** at home last night.	We ***weren't*** in New York last summer.
Was she at home last night?	***Were*** they in New York last summer?

I. Lee el texto y subraya todos los verbos regulares e irregulares en tiempo pasado que encuentres.

Rhonda the Gorilla

By Robert. Smith

Rhonda the gorilla was seven years old when I met her and her companions, Kuko and one other male. When I began working with them, I was doing a research project. My main job was to write down what each gorilla did at a particular time.

Rhonda seemed to like me. When I stood outside the cage window, she ambled over to sit beside me. She looked over my shoulder as I wrote. She followed me around.

The research I did helped me understand the kinds of behavior that are acceptable in a gorilla troop. Gorillas behave differently toward one another, depending on whether the other animal is higher or lower in rank. The troop is led by the highest-ranking male, who is respected by the other gorillas. In the wild, he is responsible for the safety and well-being of the troop.

Rhonda carries her new baby, Zuki, three hours after he was born.

Leader

Kuko was leader of the gorilla troop that lived at the Central Park Zoo, New York. Almost from the beginning, he resented my presence.

When he noticed me, he stiffened his arms and legs to make himself taller. He lifted his head and pressed his lips tightly together. He then strutted back and forth, his hair standing up. All of these behaviors are signals of aggression in gorillas.

If this didn't drive me away, he charged and hit the heavy glass that separated us. That is about as aggressive as a gorilla ever gets. This behavior is the same as that of a wild gorilla who is challenged by another male. Kuko seemed to think I was challenging his position, probably because I am a big man and because of the way Rhonda reacted to me.

I tried to ease the tension between us by saying, in gorilla body language, "I recognize your dominance over me." I did this by avoiding eye contact, turning my face away when he looked at me, and trying to make myself smaller when he approached.

Gorilla Language

Gorillas communicate using body posture, facial expressions, and gestures. They can't speak as we do, partly because their lips, tongues, and vocal cords cannot make many of the sounds of human speech.

They can make some sounds, about twenty, each of which has a different meaning. For example, a short grunt means, "I am content." But most of their communication is not by sounds.

By watching the gorillas closely and spending a lot of time "talking" to them, I found we could communicate on a simple level. I could give them the idea of what I wanted them to do, such as take their vitamin pills or move from one cage to another.

I learned to tell when they were feeling irritable, content, happy, sad, or playful. The gorillas learned that by gesturing they could ask to go outside or tell me they wanted a certain food.

It was a crude way to communicate, but it was all we needed.

The Author enjoyed spending time with Wanko another one of Rhonda's "kids".

Big News

After working at the zoo for about six years, I moved to another city but continued to visit. One day, I read in the newspaper that Rhonda had given birth to her fourth baby. This was exciting because gorilla births in zoos are fairly rare.

I was anxious to see Rhonda and her baby, but it was several months before I got the chance. It had been nearly a year since I had visited the gorillas. I wondered if they would remember me after such a long time.

As I entered the viewing area, I saw the gorillas foraging for food in their large, brushy yard. Rhonda was eating about a hundred feet away. As I approached the glass that separated us, she glanced in my direction and immediately froze in mid-chew. She tilted her head as if she wanted to confirm that I was really there. She then made the gesture that we had used as our greeting signal—a jerk of her head while pursing her lips, as though throwing a kiss. She was showing me that she recognized me. I was surprised she still remembered me, but a bigger surprise was yet to come.

Rhonda munches on spinach while Zuki sleeps.

Rhonda's Baby

I returned her greeting, and she immediately began searching through the tall grass nearby. She soon found what she was looking for.

Reaching behind a log, she picked up a small bundle of black fur. Placing it on her back, where it clung tightly, she began walking toward me. She glanced up occasionally to make sure I was still there. She smacked her lips in excitement.

She stopped next to me and sat down. Reaching behind her, she removed her baby from her back and held it toward me. Then she cradled it in her arms, patting it gently on the head.
She looked at me questioningly, and I clapped my hands in approval. The questioning look disappeared, and she seemed content. Through the glass I could hear a grunt of satisfaction.
She then began to play with the baby, holding up its hands and feet and pointing to its fingers and toes. It was as if she were proudly showing me that it had the right parts.
Now, each time I see any kind of ape portrayed as a monster, I remember Rhonda gently showing me her baby's fingers and toes.

Rhonda and Zuki still live at Central Park Zoo in New York, New York.

II. Marca las siguientes oraciones como (F) falso, (V) verdadero o (DI) datos insuficientes.

1. El comportamiento de los gorilas dentro del grupo depende de la jerarquía de cada miembro.	
2. Kuko aceptó a Robert desde el primer momento.	
3. Robert usó lenguaje corporal para comunicarse con los gorilas porque ya lo había aprendido.	
4. Los gorilas tomaban pastillas para evitar enfermedades.	
5. Robert y los gorilas aprendieron a comunicarse mutuamente mediante gestos.	
6. Además de Rhonda, los otros gorilas también reconocieron a Robert.	
7. Rhonda le mandó besos a Robert en cuanto lo reconoció.	
8. Para Robert la mayor sorpresa fue que Rhonda lo reconociera.	
9. Rhonda le mostró su bebé a Robert para que lo cargara.	
10. Rhonda y Zuki fueron trasladados a otro zoológico.	

III. Escribe en esta tabla algunos verbos regulares e irregulares que hayas subrayado en el texto.

Regulares.	**Irregulares.**

7.5 FUTURO SIMPLE

I) INTRODUCCIÓN

a) ¿Qué harás este domingo por la tarde?
b) ¿Qué harás este fin de semana?
c) ¿Qué harás en las próximas vacaciones?

} ¿Qué tiempo gramatical utilizas para contestar estas preguntas?

II. Con sólo ver los textos en la siguiente página, decide acerca de qué tratan la mayoría de ellos.

III. Lee detenidamente los textos y subraya 5 ejemplos de futuro.

IV. Relaciona las columnas.

1.	Dr. John Lawrence	_____	hablará sobre la calidad del aire en porquerizas cerradas
2.	Mr. Jim Lewis	_____	comentará las ganancias esperadas de la unión con otros 20 accionistas productores.
3.	Dr. Brian Caldwell	_____	discutirá las tendencias actuales en la estructura de la industria del cerdo y como éstas afectarán a los productores ahora y en el futuro.
4.	Dr. David Baum	_____	hablará acerca del desarrollo de una empresa que es una sociedad entre cinco productores.
5.	Dr. Mike Veenhuizen	_____	comentará sobre la organización de un grupo cuyos miembros tienen operaciones que van de 60-900 cerdos.
6.	Mr. John Schwartz	_____	dará información relacionada con el procedimiento de mercadeo de cerdos.
7.	Mr. Ken Doyle	_____	hablará en relación al desarrollo de contratos con productores de otras áreas así como las ventajas y problemas de este sistema.
8.	Producer Networking	_____	productores y veterinarios darán presentaciones breves.

V) ¿Hay algún seminario que te llame la atención? ¿Cuál? y ¿Por qué?

_____

_____

_____

_____

_____

_____

_____

10:45 – 11:30
Air Quality and Odor Control – Current and Future Technology
Dr. Mike Veenhuizen
Extension Agricultura Engineer
The Ohio State University, Columbus

Dr. Veenhuizen will discuss the latest research on air quality on enclosed livestock housing and control methods to reduce odor and noxious gas production from manure storages. He will provide advice on how to apply emerging technologies to a hog operation. He will preview the technology that could be available in the future to help producers address air quality and odor concerns.

11:30 am – 12:00 pm
Question and Answer Session with Morning Speakers

Opportunities in the Pork Industry
Moderator: Dr. Beth La
Director, Swine Health and Pork Safety National Pork Producers Council
Des Moines, Iowa

12:30 – 1:00 pm
What's Ahead in the U.S. Pork Industry?
Dr. John Lawrence
Extension Livestock Economist
Iowa State University, Ames

Dr. Lawrence will discuss current trends in the structure of the pork industry and how they will affect producers now and in the future. He will highlight the need for increased communication and cooperation within the pork industry as it evolves from a commodity to a product orientation with emphasis on product specification and quality. The changing industry holds many opportunities for independent producers that recognize the benefits of working with fellow producers and other participants in the pork chain.

1:00 – 2:45 pm
Producer Networking
There will be brief presentations by producers and veterinarians involved in developing strategic alliances within the pork industry.

1:00 – 1:15 pm
Feeder Pig Cooperative Groups
Dr. Brian Caldwell
South Central Veterinary Associates, P.A.
Wells, Minnesota

Dr. Caldwell will discuss the development of Maple Valley Pork, Inc., a partnership of five producers who pooled resources to build a new gestation / farrowing unit designed to produce weaned pigs for the individual producers' finishing operations. He will share producers' rationale to join together and the advantages it has afforded them.

1:15 – 1:30 pm
Breeding Herd Multiplier Groups
Jim Lewis
Producer
Weilcome, Minnesota

Mr. Lewis will share how Camelot, one of the first producer-owned breeding herd multiplier operations, was organized. He will discuss what he expected to gain from joining with 20 other producer shareholders to produce F1 gilts and what the results have been for his operation after four years of gilt production.

1:30 – 1:45 pm
Marketing Groups
Dr. David Baum
PNM Swine Service Center
Postville, Iowa

Dr. Baum will discuss the organization of a 30-member producer marketing group in eastern Iowa. The members of this group have operations ranging in size from 60-900 sows. All pigs are sold under a carcass merit system with the members required to have completed Level III of the Pork Quality Assurance Program. Baum will share the advantages the producers have experienced from this alliance.

1:45 – 2:00 pm
Producer Cooperatives
Ken Doyle
Producer
Gillespie, Illinois

Mr. Doyle will describe the development of Hog, Inc., an Illinois cooperative that has evolved from its original six producer members to its current 60. He will discuss the types of input purchases the cooperative handles for its members as well as the hog marketing procedure. He will share the advantages he has documented for his operation for being a part of this group.

2:00 – 2:15 pm
Producer-to-Producer Contracting
John Schwartz
Producer sleepy Eye, Minnesota

Mr. Schwartz will discuss why he has developed contracts with other area producers to farrow his sows. In these farrow-to-wean contracts, Schwartz provides the sows, feed and veterinary services with the facilities and labor provided by the producer who breeds and farrows the sows. Pigs are transported at weaning to his nursery facilities and later distributed to contract finishing barns. He will share the advantages of this system as well as potential problems.

7.6 MARCADORES DE TIEMPO

¡¡¡¡¡Hola!!!! Te voy a comentar acerca de los marcadores de tiempo. Además de la forma del verbo en el enunciado, hay palabras que indican el momento en el que se dan las acciones, enumeran hechos o indican frecuencia que nos ayudan a identificar si el texto se refiere al pasado, presente o futuro, por ejemplo:

Hace algunos años, una semana después, varias semanas más tarde, una noche, mañana, a través de los años, esta semana. Como te diste cuenta, las expresiones anteriores nos sitúan en el tiempo. Observa algunas de estas expresiones.

P A S A D O	***P R E S E N T E***	***F U T U R O***
Last { year, month, week, Friday }	**Every** { year, month, week, Friday, day }	**Next** { year, month, week, Friday }
Three days, Seven years, One hour, Six weeks } **ago**	now	Tomorrow
yesterday		the day after tomorrow
the day before yesterday		Tonight

Ejercicio 1. Relaciona, con una línea, la columna de la izquierda con su significado en español (columna de la derecha).

Ejemplo:	Tonight	Antier
	Tomorrow	Hace tres horas
	Last month	Diario
	Three hours ago	Pasado mañana
	Last month	Esta noche
	Next Thursday	Cada año
	The day before yesterday	El próximo jueves
	Every day	Mañana
	A week ago	Ahora (en este momento)
	The day after tomorrow	El mes pasado
	Every year	Hace una semana

Ejercicio 2. Practica scanning y <u>subraya</u> todos los marcadores de tiempo que encuentres en el texto "*The cat who knew*" que se encuentra en la siguiente página.

THE CAT WHO KNEW
By Marie Davis

Years ago, when I lived in Baytown, Texas, someone left a shoe box tied with a pink ribbon at my front door. When I opened the box, I found a beautiful orange striped female kitten. I named her Ginger, and she lived with us for 18 years.

Ginger was never friendly with anyone except my husband and me. She could not stand the shrill voices of small children, so whenever children visited, she hid until they left.

Sometime after she was fully grown, we discovered by accident that she had an unusual talent. A woman whom Ginger usually ignored came to visit, while we were talking in the living room, Ginger jumped into the woman's lap. She lay there kneading with her paws and purring until the woman left. This behavior was unusual for Ginger, but thought perhaps she was getting friendlier with age.

A week later, another friend came to visit, and Ginger jumped into her lap and again lay happily kneading and purring until the woman left.

Several weeks later the women announced that they were pregnant. They both visited a number of times during their pregnancies, and each time Ginger lay happily in their laps.

Months later, though, after the babies were born, whenever either woman came to the house, Ginger would hiss, growl and hide.

Many months later both friends came to visit, and believe it or not, Ginger jumped into their laps again. Yes, both were pregnant again. One friend had two children in all; the other had three children. After each woman had her last child, Ginger would have nothing more to do with her.

One evening our insurance agent and his wife stopped by the house. Ginger had never seen them before, but she jumped into the woman's lap. I asked the woman when her baby was due. She said they had tried to start a family for five years, but she could not get pregnant; that was why they had adopted their little boy.

I told the woman about Ginger's talent, but the woman insisted she wasn't pregnant. The next day, however she called to say she could not stop thinking about the incident, so she had gone to the doctor for tests. Sure enough, she was pregnant.

Over the years, Ginger —without ever making a mistake— told a number of women they were pregnant. Unusual? Perhaps. How many cats do you know that can do that?

Ejercicio 3. Ahora lee todo el texto y contesta las siguientes preguntas.

1. ¿Cuándo sucedió la historia?

_____

2. ¿Cuál era el talento de Ginger?

_____

3. ¿Qué hacía Ginger para mostrar su talento?

_____

_____

4. Describe a Ginger físicamente.

_____

UNIDAD 8 MODALES

8.1 CAN, COULD, MAY, MIGHT, SHOULD, MUST, WILL, WOULD, ETC.

Hay un grupo de palabras en inglés que funcionan de manera parecida entre si y se les llama **modales**, pero que cada una tiene un significado y una intención diferente. Por favor observa con atención la forma afirmativa:

A f i r m a t i v o

	Sujeto	Modal	Verbo	Complemento	***Intención***
1	Some ferrets	***can***	obey	orders.	*Habilidad, posibilidad, permiso*
		could			*Posibilidad*
		will			*Futuro (predicción)*
		would			*Terminación "**ría**" en español*
		may			*Permiso, posibilidad*
		might			*Probabilidad*
	Ferrets	***must***	be observed.		*Obligación*
		should	be vaccinated.		*Sugerencia, expectativa*
					Recomendación

N e g a t i v o

2	Ferrets	***could***	not	obey	orders.
		will			
		would			
		may			
		might			
	Ferrets	***cannot***	not	be killed.	
		must		be unnattended.	
		should		be left alone.	

Interrogativo

3	***Can*** ***Could*** ***Will*** ***Would*** ***Should*** ***Must*** ***May*** ***Might***	ferrets	obey	orders from humans?

Ahora analiza y explica cuál es la diferencia entre afirmativo (tabla 1), negativo (tabla 2) e interrogativo (tabla 3).

WHAT IS A FERRET?

EJERCICIOS

INSTRUCCIONES

A) Lee el texto completo.

B) En grupos de 3:

1. Subrayen todos los verbos modales que encuentren.

2. Anoten en la línea el número del párrafo en el que se encuentra la información

a) acerca del periodo de celo de los hurones. _____

b) sobre productos antipulgas. _____

c) relacionada con entrenamiento. _____

d) sobre parentesco con otras especies. _____

e) referente a la vacuna imra b-3. _____

f) acerca de clubes y refugios de rescate. _____

g) en donde se haga mención del uso de las glándulas productoras de olor en el hurón. _____

h) que indique cuáles son los signos de la enfermedad pancreática en hurones. _____

i) acerca del tamaño promedio de un hurón. _____

j) de lo que se debe hacer cuando el hurón pelecha. _____

k) referente al lugar donde deben mantenerse los hurones. _____

l) en donde se mencionen formas para proteger a esta especie. _____

What is a ferret? **1**

The domestic ferret is a small, furry mammal whose average size ranges from 1 to 5 lbs. at maturity. The ferret is the domesticated member of the order carnivore, family mustelidae, and genus mustela.

Is the ferret a wild animal? **2**

Unlike its cousins the otter, weasel, and mink, the domestic ferret is not a wild animal. Ferrets were domesticated by humans more than 500 years before the house cat. The domestic ferret should not be confused with the wild black-footed ferret (Mustela nigripes), which is a native of the Midwestern United States and is an endangered species. If it escapes outdoors, the domestic ferret can survive for about only three days.

Where did the ferret originate? **3**

Although the European (Mustela putorius) is thought to be its primary ancestor, other species also may have contributed to the modern pet ferret.

Do ferrets make good pets? **4**

Yes! Like cats, ferrets are small, quite, and easy to care for. Like dogs, they enjoy being with people. If healthy, ferrets retain their playful nature late into old age, about 8 to 10 years.

How intelligent is a ferret? **5**

Ferrets are very clever. They can recognize their name and be taught to respond to verbal commands. They can be trained easily to use a litter box and can even be taught to do tricks.

Do they bite? **6**

A healthy, well-trained ferret should not bite. Like cats and dogs, ferrets need to be taught what is acceptable behavior. Ferrets have a lower bite rate than other household pets.

What should a ferret eat? **7**

Good nutrition means good health. High quality, dry, commercial ferret foods sold by pet shops, veterinarians, or feed stores are preferable. A high quality kitten food (meat based, approximately 31% protein) is acceptable. Most ferrets will eat only when hungry, so dry food can be left out for them during the day. Fresh water should be available at all times. Treats, such as Ferretone, fruits and soft vegetables, should be given sparingly. Ferrets should not be fed dog food, chocolate, sweets, raw meat, or dairy products.

Are ferrets nocturnal? **8**

Ferrets are not nocturnal. They will adjust their schedule to yours and be eager and ready to play when you are.

Do ferrets have an odor? **9**

Ferrets have natural, light, musky odor, which is greatly minimized when the animal is spayed or neutered. Bathing and diet also have an effect on a ferret's odor. Ferrets have scent glands that are used for defense. These glands can be removed, but this will not affect a ferret's natural scent.

Are ferrets cage animals? **10**

For their protection, ferrets should be kept in a ferret-proofed area of the house or in a cage when you are not at home. Ferrets should not be left in a cage for an extended period of time because they need exercise, affection, and human companionship to be happy and healthy. Wood chips should not be used for their bedding.

Do ferrets get along with other pets? **11**

Because ferrets are so playful, they get along well with most large animals, but a proper period of supervision is needed. Dogs with strong prey drive should not be introduced to ferrets. As with cats and dogs, ferrets should no be introduced to birds, rodents, or reptiles.

What kind of health care do ferrets require? **12**

Ferrets should be vaccinated against canine distemper and rabies. Also, they should be examined by a veterinarian at least once a year. This yearly exam should include a dental checkup and cleaning if necessary, examination of the ears for mites, vaccine boosters, and an overall physical.

What diseases can ferrets get? **13**

Ferrets are susceptible to canine distemper and Aleutian mink disease. In addition, they can catch colds and influenza from humans.

Some ferrets develop other diseases as they age. Common disorders among older ferrets are diseases of their adrenal glands and pancreas. Signs of an adrenal gland disorder include hair loss, muscle atrophy, urinary blockage in males, and enlarged vulva in females. Signs of pancreatic disease include lethargy, nausea, and seizures. Veterinary treatment of these diseases can keep a ferret happy and playful.

Ferrets should not play with rubber or latex items, which can cause a fatal internal blockage. Ferrets cannot tolerate temperature above 95 degrees F (32 degrees C).

Can ferrets get fleas? **14**

Ferrets usually acquire fleas from other pets that go outdoors. Any product that is labeled safe for use in kitten is usually safe for ferrets; shampoos or dips containing pyrethrins are recommended. Some flea collar and canine flea products can be toxic.

What about ferrets and children? **15**

Children and ferrets can be wonderful playmates. A child should be taught how to hold and care for a ferret. Small children should never be left unsupervised with any animal, no matter how trusted the pet.

Are grooming and maintenance important? **16**

Proper grooming and maintenance are vital for a happy, healthy ferret. Ferrets are naturally clean creatures, but their nails should be trimmed and ears cleaned on a regular basis. Baths can be given if necessary. Ferrets will shed twice a year and should be combed to remove loose fur. Dental hygiene is also important.

Should a ferret be altered? **17**

It is strongly recommended that ferrets be altered by 9 months of age.

Females (jills) may go into heat as early as 5 months of age and stay in heat unless they are bred or given a hormone shot. Jills that stay in heat can get an infection due to aplastic anemia, or suppression of bone marrow by their hormones. This conditions is usually fatal.

Male ferrets (hobs) that are not neutered produce a strong odor that most people find unpleasant. Ideally, a hob should reach his full growth, usually around 7 to 8 months of age, before being neutered.

What about rabies? **18**

On February 7, 1990, the U.S.D.A. licensed the first rabies vaccine for use in ferrets. It is known as IMRAB-3 and is a killed virus vaccine also approved for use in dogs and cats.

How do I select a ferret? **19**

Look for an animal that has bright eyes, soft shiny fur, and a gentle disposition. Healthy ferrets are alert and curious.

Where can I learn more? **20**

For information about the domestic ferret, ferret clubs, rescue shelters, and services or to receive The American Ferret Report, contact International Ferret Association

International Ferret Association Goals **21**

- To promote the domestic ferret as a companion animal through public education.

- To help protect the domestic ferret against antiferret legislation, mistreatment, unsound breeding and overpopulation, needles scientific research, and any practice believed to lower the health standards or survivability of the animal.

- To provide ferret owners with up-to-date information on veterinarians, medical procedures, shelters, and other information of interest to ferret owner.

UNIDAD 9 TIEMPOS VERBALES 2

9.1 PRESENTE PERFECTO

¿Cómo están?
Les voy a hablar acerca del Presente Perfecto.
El presente perfecto en inglés se usa para acciones del pasado reciente y que aún pueden tener efecto en el presente.
El presente perfecto se forma con el auxiliar **have/has** y el participio pasado del verbo.

I
You
We
You
They

have + played

Verbo en Pasado Participio

Terminación **ado, ido, to, so, cho** en español

En español: he, has, hemos, han

He
She
It

has + played

Verbo en Pasado Participio

Terminación **ado, ido, to, so cho** en español

En español**: *ha***

Hay que tener en cuenta que con los verbos irregulares ya no es cuestión de añadir simplemente una terminación (como ***ed*** en los verbos regulares). El verbo puede cambiar completamente de forma.

Ejemplos:

*I'**ve** **lived** in Mexico since 1998.*
*(I **have**)*

*(*He vivido en México desde 1998)

*He'**s been** here for an hour and a half*
*(He **has**)*

(Ha estado aquí por una hora y media)

NOWHERE TO GO

1. Con sólo ver las ilustraciones, ¿Puedes elaborar una hipótesis acerca del contenido del texto?
2. Lee el texto. Posteriormente, subraya las terminaciones en presente perfecto que encuentres y escribe su significado.

Verbo en presente perfecto	Significado en español

2. Deduce el significado de las siguientes palabras de acuerdo con el texto.

párrafo 1
- hatched _____
- scoop out _____
- lay _____

párrafo 3
- throughout _____
- threatened _____

párrafo 4
- feeding grounds _____

párrafo 6 — nesting area _____

párrafo 8 — otherwise _____
release _____

3. ¿A qué palabras sustituyen los siguientes referentes contextuales?

párrafo 1 — they _____

párrafo 2 — their _____

párrafo 3 — this _____

párrafo 4 — this ancient cycle of life _____

párrafo 6 — this beach _____

párrafo 8 — them _____

4. ¿Con qué intención escribió el autor el texto?

_____

_____

_____

_____

_____

_____

Nowhere to go

For millions of years, sea turtles have returned to the same beaches where they have hatched. There, the turtles use their large flippers to scoop out nests in the sand. The turtles lay their eggs, cover them with sand, then return to the sea.

When the baby turtles hatch, they scurry across the sand into the water to begin their lives at sea. Later, they too will return to the beaches where they hatched to dig nests and lay their eggs.

When large numbers of people move into an animal's territory, the animal's problems can be enormous. This has happened to many kinds of sea turtles. There are seven species of sea turtles throughout the world. Six of these species are either threatened or endangered. One reason the turtles have suffered is that thousands of people have built their homes near the beaches where the turtles lay their eggs.

This ancient cycle of life is broken when people build their houses near beaches used by sea turtles. Humans also break the cycle by digging up turtle eggs for food, and turtle feeding grounds on the ocean floor have been destroyed by boats dragging huge nets to catch shrimps. These problems have driven some kinds of sea turtles nearly to extinction.

The most endangered kind of sea turtle is the Kemp's ridley. The Kemp's ridley is the smallest sea turtle. It weighs about 100 pounds (45 kg). The only nesting site the Kemp's ridley has left is on the east coast of Mexico, in the state of Tamaulipas..

The Kemp's ridley has experienced a historical, dramatic decrease in arrival size. An amateur video from 1947 documented an extraordinary Kemp's ridley arrival near Rancho Nuevo (Tamps). It has been estimated that approximately 42,000 Kemp's ridleys nested during that single day! The video also provided evidence of Kemp's ridley egg collection. In the video dozens of villagers are seen on the beach excavating the nests and subsequent interviews have suggested that 80% of the nests, about 33,000, were collected and transported to local villages.

This video has also served to measure the species' collapse. Twenty years after the video was filmed, the largest arrival measured was just 5,000 individuals. Between the years of 1978 and 1991 only 200 Kemp's ridleys nested annually. Today the Kemp's ridley population appears to be in the early stages of recovery. Nesting has increased steadily over the past decade.

During the 2000 nesting season, an estimated 2,000 females nested at Rancho Nuevo, a single arrival of 1,000 turtles was reported in 2001, and an estimated 3,600 turtles produced over 8,000 nests in 2003. In 2006, a record number of nests were recorded since monitoring began in 1978; 12,143 nests were documented in Mexico, with 7,866 of those at Rancho Nuevo.

The Mexican government has played a vital role in the conservation of the Kemp's ridley. The Kemp's ridley has benefited from legal protection by Mexico since the 1960s. In 1977, a refuge was established at the only known nesting beach and included the Rancho Nuevo nesting beach as part of a system of reserves for sea turtles. On May 28, 1990, a complete ban on taking any species of sea turtle was implemented by the Mexican government. In 2002, the beach at Rancho Nuevo was designated as a Natural Protected Area under the category of Sanctuary; and in February 2004, it was included on the list of Wetlands of International Importance (RAMSAR sites).

UNIDAD 10 VOZ PASIVA
10.1 VOZ PASIVA

Recuerda que la voz pasiva se forma de la siguiente manera:

	SUJETO	VERBO TO BE	VERBO EN PASADO PARTICIPIO	COMPLEMENTO
Presente	The same genetic code	***is***	***used***	to produce proteins.
	The same genetic codes	***are***	***used***	to produce proteins.
Pasado	The same genetic code	***was***	***used***	to produce proteins.
	The same genetic codes	***were***	***used***	to produce proteins.
Futuro	The same genetic code	***will be***	***used***	to produce proteins.
	The same genetic codes	***will be***	***used***	to produce proteins.

Y generalmente equivale a una forma impersonal del español, ejemplo:

The same genetic code is used to produce proteins. = Se usa el mismo código genético para producir proteínas.

VOZ PASIVA (Ejercicios)

Ejercicio 1. En el texto ***How do we know that organisms have evolved?*** encuentra en cada sección (excepto sección 4) dos oraciones que contengan voz pasiva en cualquier tiempo verbal y anótalas en el espacio provisto.

Sección	Ejemplo
1	***Many answers have been given***

Ejercicio 2. Ahora comenta con tus compañeros el posible significado de cada enunciado.

HOW DO WE KNOW THAT ORGANISMS HAVE EVOLVED?

1. The theories of evolution

Many answers have been given to the question, "How do species originate?" These have normally been determined by the surrounding culture at the time they are produced. There are some answers that philosophers and scientists have given to this question, from ancient to modern times. Despite the great diversity of answers, they can be grouped into two basic categories:

- Those that consider that species are created exactly as we know them today and that they are fixed forms of life. With their different characteristics, they are all **creationist** and **fixist** explanations of the origin of species. They are based on the transmission of a myth or the literal interpretation of a book. They do not accept the possibility of being proved or modified. For this reason they are not used in modern scientific activities.

- Those that consider that species have been transformed throughout the history of life. The origin of the different species is caused by the gradual accumulation of these transformations. These are **evolutionist theories.**

2. Proof of evolutuion

All of the theories which state that organisms change with time are based on the observation of a series of natural facts, phenomena and regularities which can be seen in nature and which have no explanation other than from the perspective that there is a process or a series of processes that cause these beings to evolve. In other words, existing forms change and disappear and new forms appear.

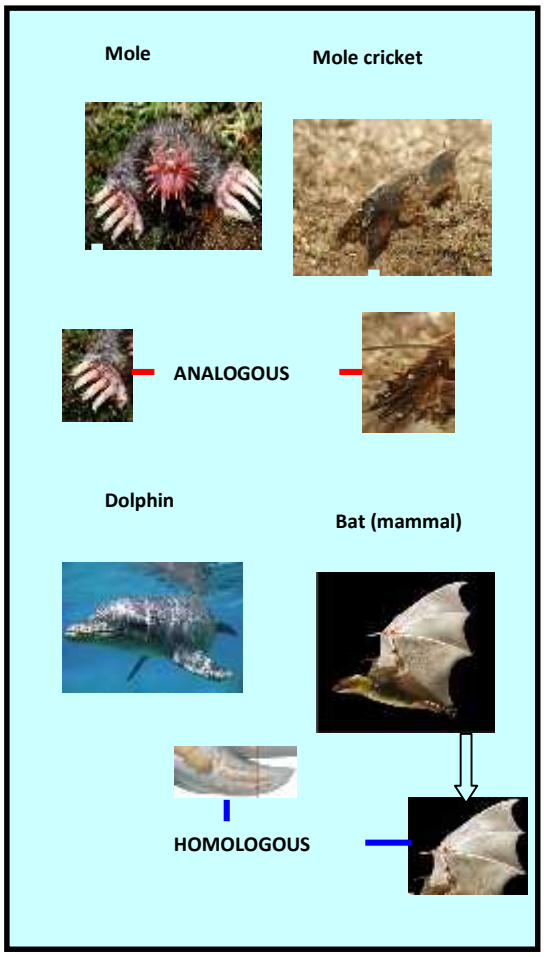
These facts are called **proof of evolution.** Among them, we would like to emphasize four: relationships based on anatomy, fossils, biogeography and biochemical tests.

However, all these natural tests show us that evolution is a fact, but they do not explain this process and its reasons. As they are theories, they must be demonstrated through experiments and they should explain new discoveries, and they are, therefore, always subject to revision.

3. Anatomy and relationships

The external form of structures of organisms shows their functional adaptation of the environment they live in. A mole (mammal) and a mole cricket (insect) have forward extremities which are in the form of shovels, adapted to fulfill a digging action. Organs which have the same shape and the same function are known as **analogous organs**.

On the other hand, there are organs which have a certain similarity in their internal anatomy although they are different in their morphology and their functions. A dolphin's fin and a bat's wing have different shapes: one is used for swimming and the other for flying, as these are two animals which live in environments that are very different. But both of them, and those of animals belonging to the same group, follow the same structural plan. In this case, they are supported by a skeleton based on the humerus, cubitus, carpus and metacarpus bones and fingers with slight modifications which seem to respond to the specific difficulties of displacement in the environment where they live. Organs which follow the same structural plan despite their external differences and their functions are known as **homologous organs**.



Carl Linnaeus (1707-1778) was a brilliant Swedish naturalist and educator who considered all of nature his classroom. Like a botanical prophet, he would lead students on long excursions through woods and countryside, reeling off colorful anecdotes and observations on plants, insects and vertebrates. He eventually collected over 14,000 sheets of pressed plants and thousands of insect specimens.

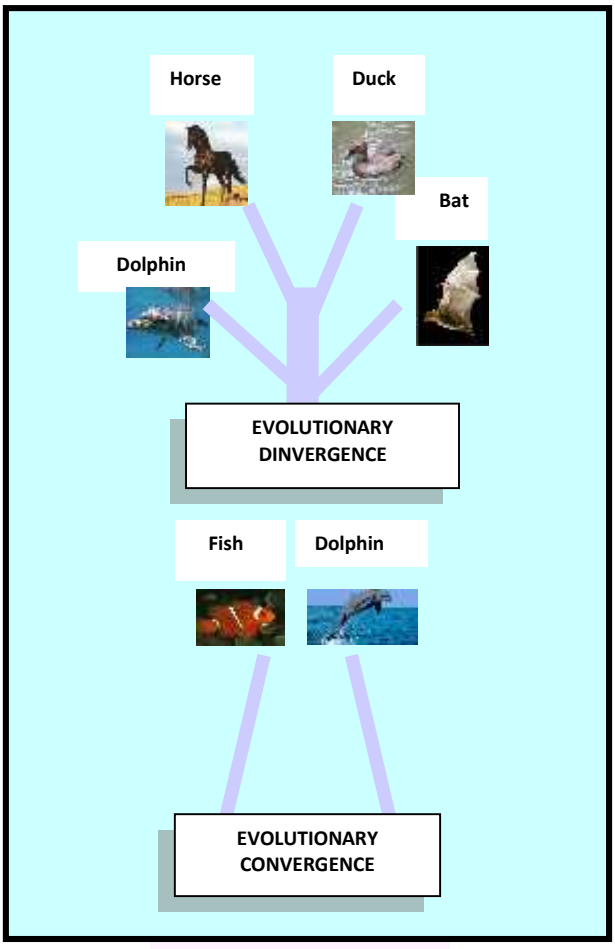
More than two centuries after his death, Linnaeus is most honored for his revolutionary plant and animal naming system of binary Latin nomenclature: one name indicating the genus and the other the species.

It is little wonder that Linnaeus is internationally recognized as the ***"Father of Botany"***.

Linnaeus made his natural classification system on the basis of criteria of anatomical similarities. Despite being creationist in his explanation of the origin of species, he established relationships between different species.

For many naturalists who came after Linnaeus, the relationships deduced from the homologous organs are an indication that the species equipped with these organs have common ancestors. They have developed from this ancestor by adapting themselves to different environments. This process is known as **evolutionary divergence** or **adaptative radiation.**

On the other hand, the progressive adaptation of taxonomic groups to the same environment may give rise to species with analogous organs in response to adaptation to the same environment. this is known as **adaptative convergence.**



4. Fossils and their relationships to current species

Fossils show us the existence of species which lived in the past, and which have now become extinct. The fossil record is not complete, but we can still compare the anatomical features of fossils with those of current species. In many cases, it is clear that they share the same structural pattern.

5. Bio-geography

The mammals in North America were isolated from those of South America, as they are in Australia, precisely the continent to which it was joined for the longest period of time. These data suggest that the majority of the species of these two continents originated and evolved from the same ancestors, diversifying on the structural base of the marsupial.

6. Biochemical tests

All organisms (monera, algae, fungi, plants and animals) have their genetic information in their DNA. In all of them the same genetic code is used to produce proteins, combining only twenty amino-acids. This biochemical uniformity suggests that the different forms which currently exist have common ancestors. Furthermore, the similarity of one molecule present in various species is greater when the relationship between species is closer.

Ejercicio 3.

Ahora lee el texto con más cuidado y contesta si las siguientes afirmaciones son verdaderas (**V**), falsas (**F**) o los datos son insuficientes (**DI**).

1	V	F	DI	Se han hecho muchas preguntas sobre el origen de las especies.
2	V	F	DI	Las explicaciones de una de las categorías básicas mencionadas no aceptan modificaciones.
3	V	F	DI	Las teorías evolutivas establecen que los organismos existentes cambian y desaparecen para dar paso a nuevas formas.
4	V	F	DI	Cuatro tipos de hechos conforman lo que se conoce como prueba de evolución.
5	V	F	DI	Las teorías de l evolución han sido demostradas a través de experimentos.
6	V	F	DI	Las estructuras externas de los organismos nos permiten saber qué tan adaptados están funcionalmente a su medio ambiente y al clima.
7	V	F	DI	Se consideran órganos homólogos a los que tienen la misma forma y la misma función.
8	V	F	DI	En su explicación creacionista Lineo estableció relaciones entre especies diferentes.
9	V	F	DI	La divergencia evolutiva implica que las especies que tienen órganos homólogos comparten ancestros comunes.
10	V	F	DI	La convergencia evolutiva puede generar especies con órganos de la misma forma y función para que se adapten al medio ambiente.

Ejercicio 4.

Relaciona las columnas para formar enunciados verdaderos de acuerdo con la información del texto. Escribe el número que complete correctamente el enunciado.

A	Los fósiles _____	1. comparten el mismo patrón estructural.
B	Al comparar las características anatómicas de fósiles con las de especies actuales, en muchos casos está claro que _____	2. se originaron y evolucionaron de los mismos ancestros.
C	Los paleontólogos _____	3. la similitud de una molécula que se encuentra en varias especies es mayor.
D	Los mamíferos de Norteamérica _____	4. nos muestran la existencia de especies que vivieron en el pasado.
E	El que haya fauna similar en Sudamérica y en Australia sugiere que la mayoría de las especies de éstos continentes _____	5. actualmente existen formas diferentes que tienen ancestros comunes.
F	Todos los organismos _____	6. han usado la comparación anatómica para describir muchas series filogenéticas.
G	Cierta uniformidad bioquímica sugiere que_____	7. estuvieron separados de los mamíferos de Sudamérica hasta hace relativamente poco tiempo.
H	Cuando la relación entre las especies es más cercana _____	8. tienen la información genética en su ADN.

UNIDAD 11 TERMINACION *ING* – USOS

Forma y Uso
El gerundio tiene exactamente la misma forma que el presente participio: runn**ing**, speak**ing**, work**ing**, etc. y pueden ser usados de las siguientes maneras:

1. Como sustantivo

   *Stor**ing** food is economic*.

   El almacenamiento de alimento es económico.

   *Fatten**ing** has to be supervised.*

   La engorda tiene que ser supervisada.

   *Swimm**ing** is a good exercise*.

   La natación es buen ejercicio.

2. Como acción en sí ó después de ciertos verbos que expresan emoción.

   Ejemplo: love, like, prefer, hate, suggest, dislike, enjoy, start, etc.

   *I **sugges**t stor**ing** food in those boxes.*

   Yo sugiero guardar el alimento en esas cajas

   *He **prefers** fatten**ing** pigs.*

   El prefiere engordar cerdos.

3. Después de una preposición – como acción en sí.

   *We were 6 months **without** stor**ing** food.*

   Estuvimos 6 meses sin almacenar el alimento.

   *They were **against** fatten**ing** those cows.*

   Ellos estuvieron en contra de engordar esas vacas.

4. Como adjetivo.

   ***Storing** equipment for food.*

   Equipo para almacenar alimento.

   ***Fattening** products for cows.*

   Productos de engorda para vacas.

INSEMINACIÓN ARTIFICIAL

I. Lee el texto en la página siguiente, subraya todos los gerundios que encuentres.

II. Lee la segunda sección del texto y contesta las siguientes preguntas.

1. ¿Qué se reportó en 1322?

_____
_____

2. ¿Qué animal se inseminó y quién realizó la inseminación en 1782?

_____
_____

3. ¿Quiénes fueron los pioneros en investigar las posibilidades de la práctica de esta técnica?

_____
_____

4. ¿En qué especies utilizaron la inseminación artificial los rusos?

_____
_____

5. ¿Dónde se organizó la primera asociación cooperativa de reproducción artificial?

_____
_____

III. Lee la tercera sección del texto y en tus palabras escribe las ventajas y desventajas de la inseminación artificial de acuerdo con la información que te da el texto.

VENTAJAS	DESVENTAJAS

ARTIFICIAL INSEMINATION OF DAIRY CATTLE

The breeding of dairy cattle by artificial insemination (AI) has given the dairy industry the opportunity to make widespread use of superior genes for improving the performance of dairy cattle. The development of effective techniques of collecting, extending, freezing, storing, and transporting semen and methods of inseminating dairy cows and heifers has paralleled the development of accurate methods of identifying genetically superior dairy bulls. These two factors have combined to result in rapid genetic improvement of U.S. dairy cattle din the last 40 years. They have been largely responsible for the doubling of production per cow throughout that period and should continue to be even more effective in the future as techniques improve in both areas.

HISTORICAL OVERVIEW

The earliest use[•] of artificial insemination of animals that has been reported was in 1322, when an Arab chief artificially inseminated a mare. In 1782 an Italian used the technique successfully with dogs. Workers in Denmark and Russia[••] began investigating the possibilities of the practice shortly before 1900. The Russians were the first to implement its use with cattle; from 1930 to 1940 they made rapid advances in using the technique with horses, cattle, and sheep.

The first cooperative artificial-breeding association was organized in Denmark in 1936. Perry[•••] studied the methods and organizational setup used in Denmark, and in 1938 was instrumental in organizing the Cooperative Artificial Breeding Association in New Jersey. Although this was the first large organization for artificial breeding in this country, it was preceded by a small experimental unit in Minnesota. The method had already been practiced in several herds, and research work was getting under way at several agricultural experiment stations.

ADVANTAGES OF AI

The advantages of AI are greatest when combined with careful selection of bulls to be used, strict adherence to recommended methods of processing and storing semen insemination and a sound reproductive management program. Some of the advantages of AI are the following:

1. It provides greater opportunity for genetic improvement through the use of proved genetically superior bulls at reasonable cost.

2. It makes more widespread use of genetically superior bulls by making more efficient use of their semen. In natural service a bull may service 50 to 100 cows per year. In AI it is not unusual for a bull to service 10,000 to 60,000 cows per year.

[•] USDA Circ. 567 (I940)

[••] E. Perry, Artificial Insemination of Farm Animals, 4th de., 1968.

[•••] Perry, ibid.

3. It eliminates the danger involved in keeping a herd sire.

4. It offers dairymen a wider selection of bulls, thus avoiding the danger of "putting all his eggs in one basket". It also makes it easier to avoid inbreeding.

5. It reduces the risk of acquiring and spreading infectious reproductive diseases.

6. There is less chance of using poor semen. Semen from bulls in AI is checked before and after processing and, if properly stored and handled, there is little risk of poor semen.

7. It eliminates problems of mating large bulls to small heifers and small bulls to large cows.

Disadvantages

Some of the limitation of AI are the following.

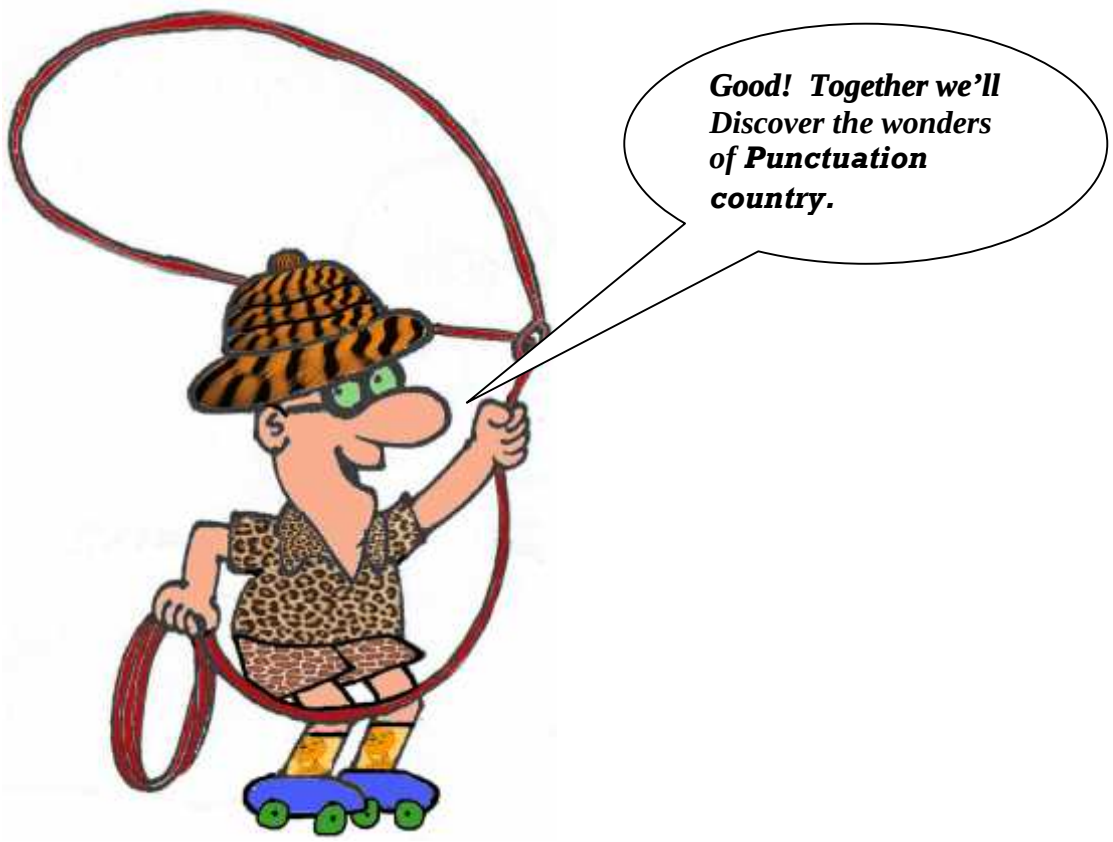
1. Heat detection. This is probably the biggest limitation. In AI a person, instead of the bull, must detect heats. A person must also catch and restrain the animal for breeding. The difficulty of the former and the inconvenience of the latter, if not carried out conscientiously, can result in decreased reproductive efficiency and profit.

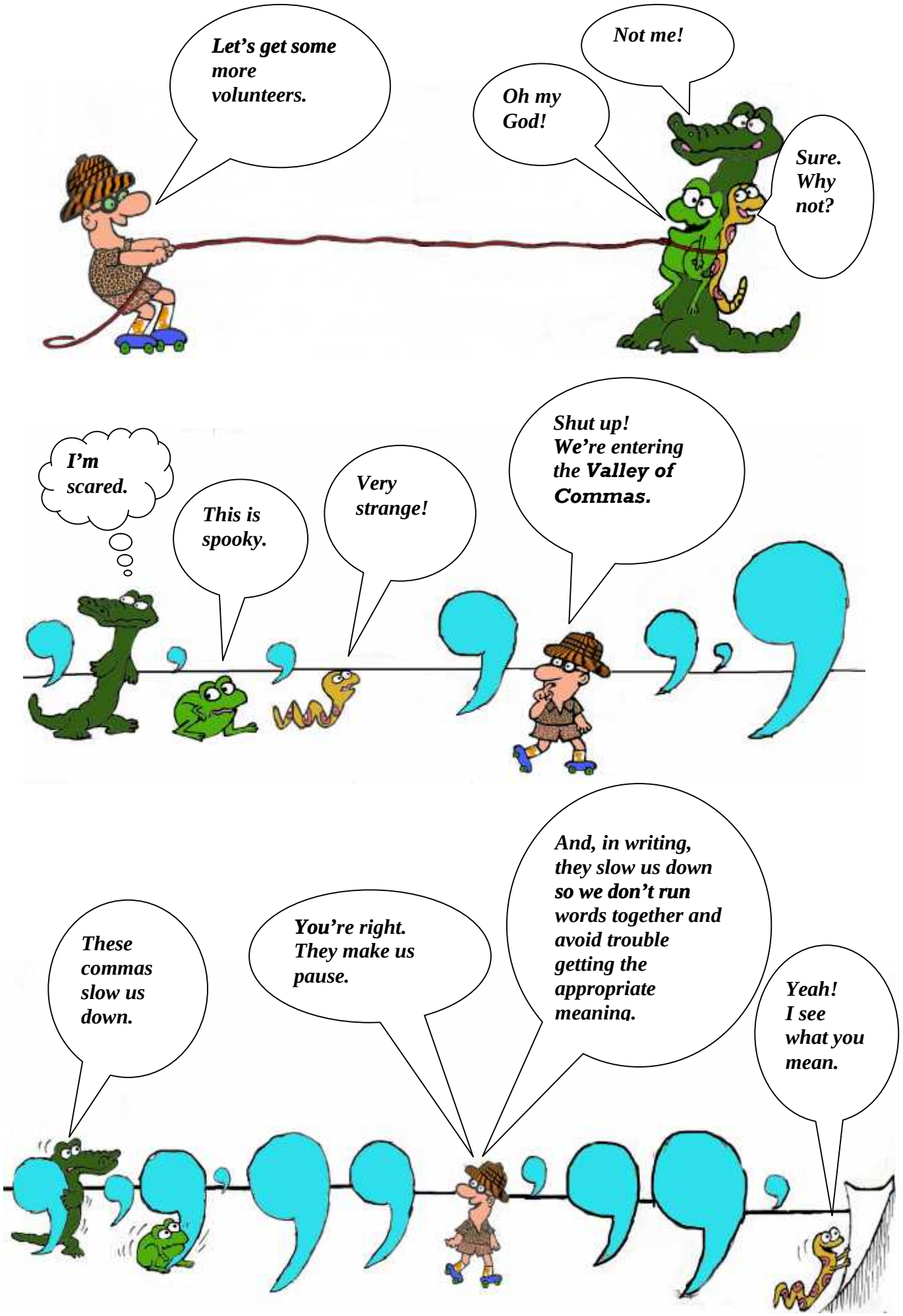
2. A skillful, conscientious technician is required. Poor semen-handling techniques, lack of sanitation, poor insemination practices, and poor timing of insemination can result in decreased reproductive efficiency, whether the inseminator be an AI organization technician or the owner or other farm personnel.

3. Fewer bulls are needed; consequently, the sale of bulls from purebred herds is reduced.

APÉNDICES

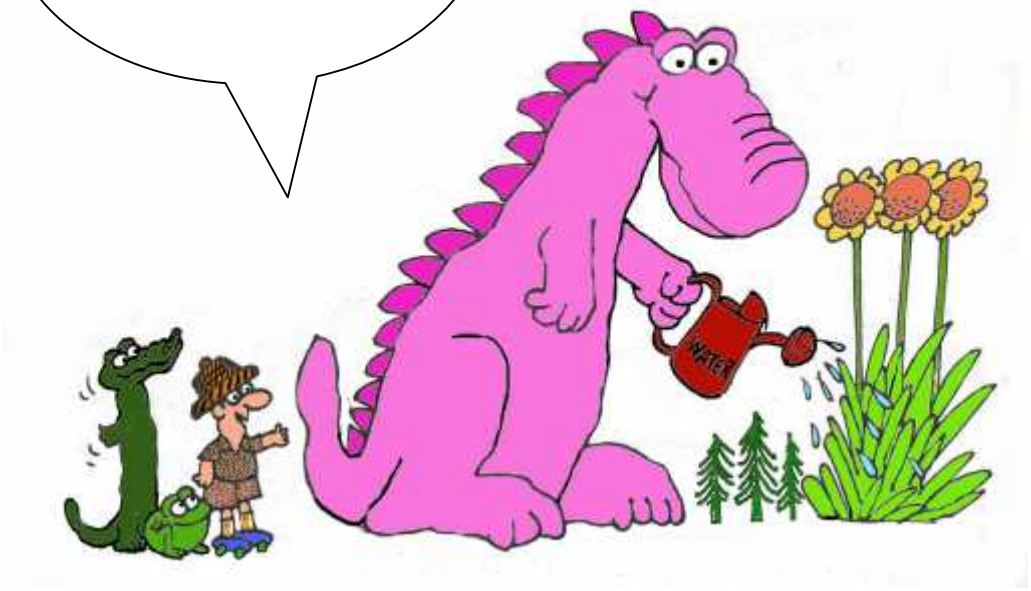
PUNCTUATION




Let's get some more volunteers.
Not me!
Oh my God!
Sure. Why not?
I'm scared.
This is spooky.
Very strange!
Shut up! We're entering the Valley of Commas.
These commas slow us down.
You're right. They make us pause.
And, in writing, they slow us down so we don't run words together and avoid trouble getting the appropriate meaning.
Yeah! I see what you mean.

Here's an example of how commas can change the meaning of ***two identical*** *sentences.*

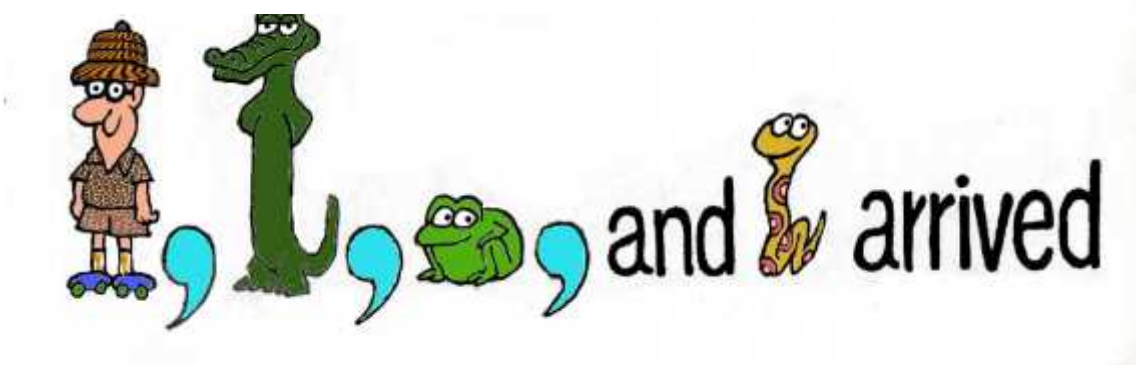
1. I saw a dinosaur water beautiful flowers and tiny trees.



2. I saw a dinosaur, water, beautiful flowers, and tiny trees.

We use commas to separate three or more items in a list.

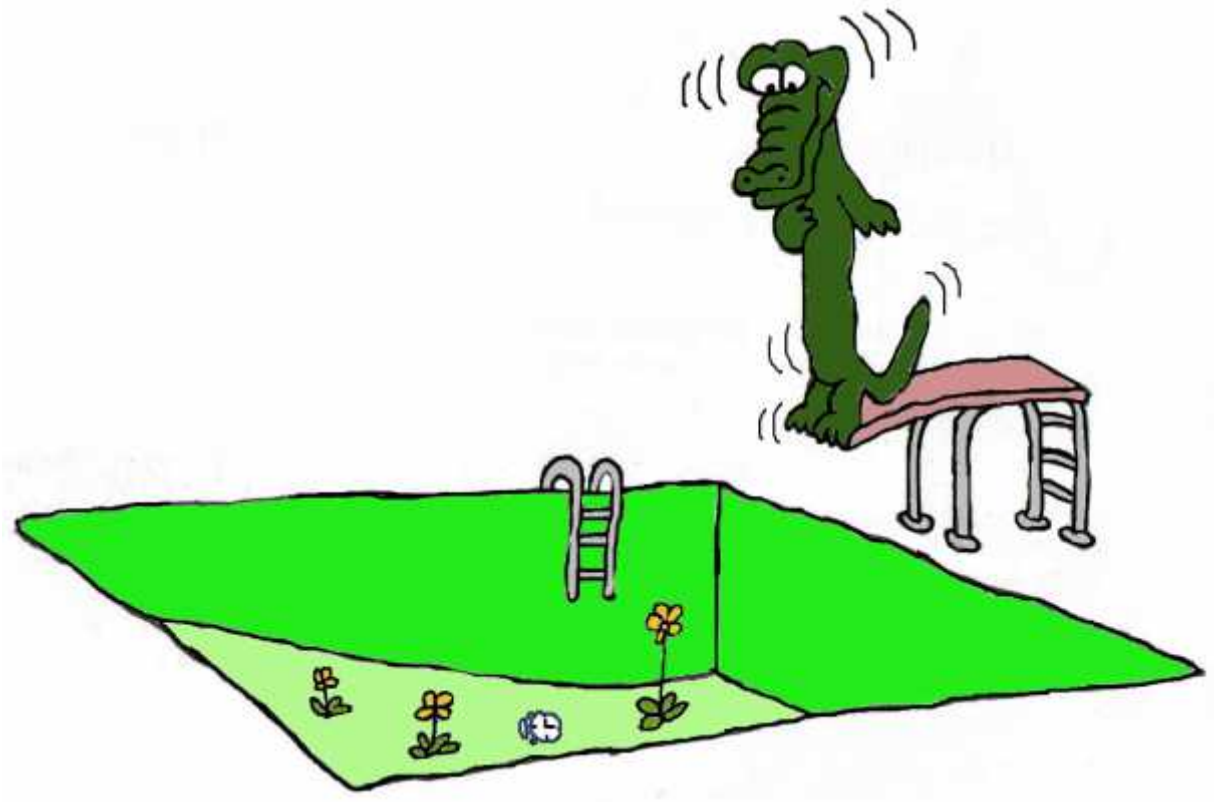
Example*: **Tom Jack, Gatoring, Froggie, and Vipering arrived in the Valley of Commas.***



We use commas to separate two complete sentences joined by conjunctions (and, or, but, yet).

Example*: Gatoring swam three laps of the pool* **, and** *Froggie tried to keep track of his time.*

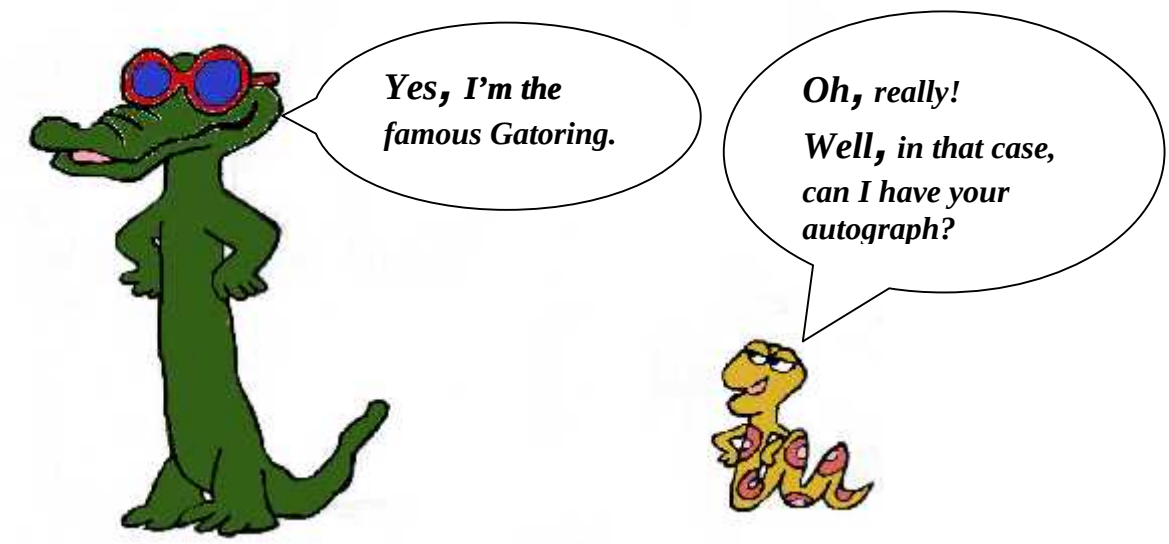
Example: ***Gatoring was going to dive, but he decided otherwise.***



We use commas to separate a list of three or more verbs.

Example: ***Froggie*** **marched, played** ***the tuba, and*** **waved.**

You use commas when the words well, no, yes, and oh begin a sentence.



A comma is not needed when

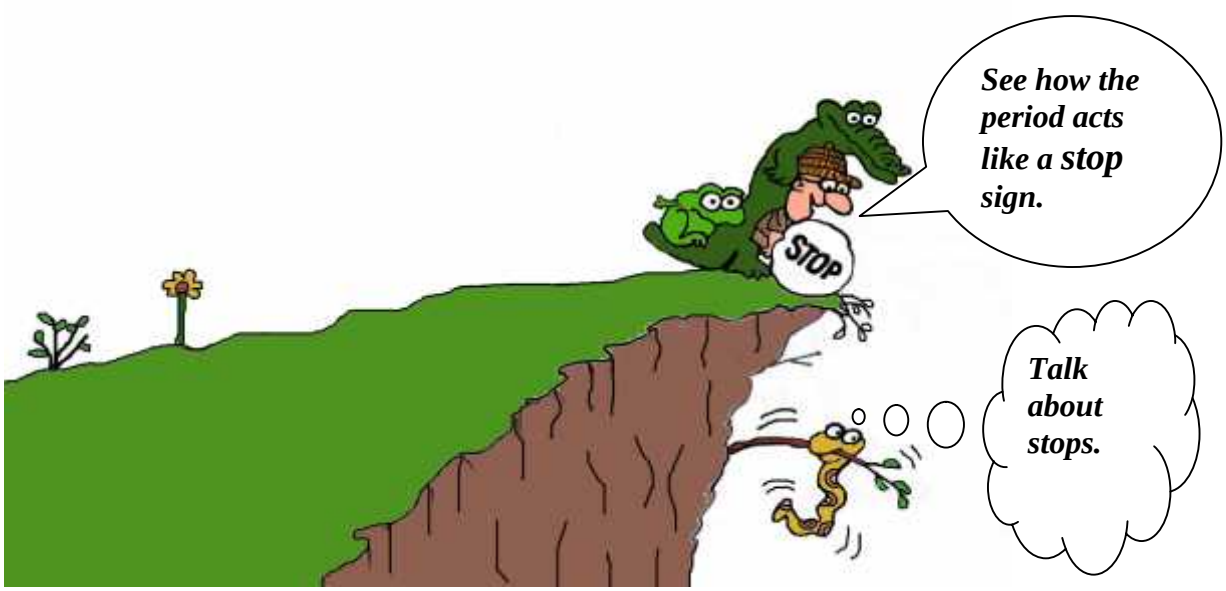
- **There are only two verbs and**
- **The name of the doer is not repeated.***

Froggie marched and played the tuba

***Froggie marched, and she played the tuba. (the doer is repeated here.)**

The period marks the end of a sentence.

Example: ***We stopped at the edge of the cliff.***



Use periods after abbreviations

Dr. Gatoring works for Gatoring Veterinary Co.

and lives on St. Thomas Ave. in Kansas.

Common abreviations

With names : Mr. Mrs. Ms.

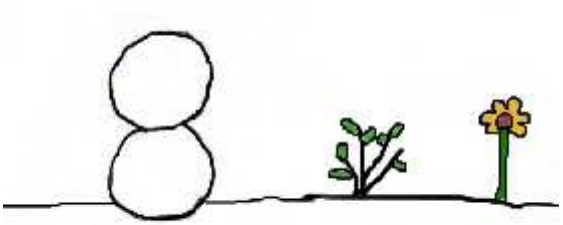
With addresses: St. (Street) Ave. (Avenue)
Blvd. (Boulevard)

With organizations: Co. (Company) Inc. (Incorporated)

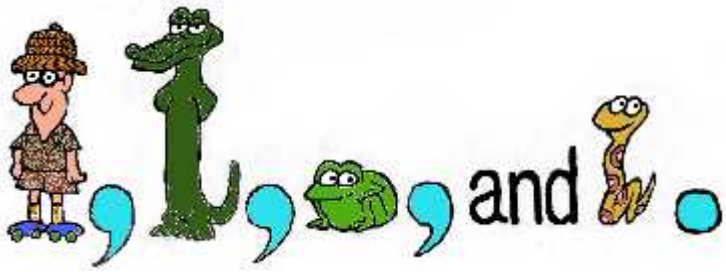
With days of the week: Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

With months: Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

The colon introduces a list of items.



Example: ***The explorer group was made up of the following individuals:***



Tom Jack Gatoring Froggie Vipering

The colon (:) is also used before a long list of statements.

Use a semicolon (;) between two sentences in place of the following conjunctions: and, or, but.

Example (with conjunction):
Vipering blocked the kick, and Froggie blocked Gatoring.

Example (with a semicolon):

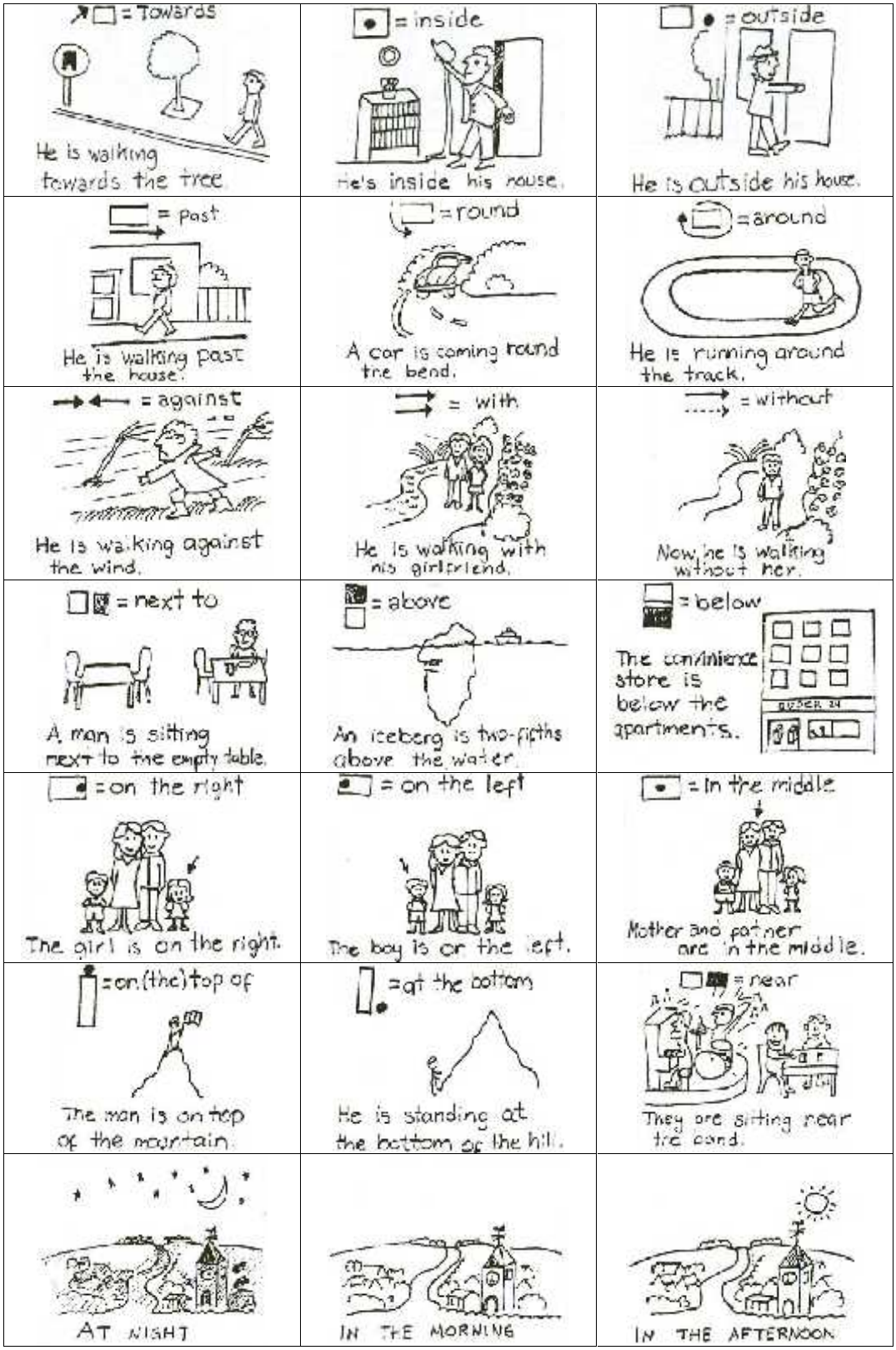
Vipering blocked the kick; Froggie blocked Gatoring.

I R R E G U L A R V E R B S

	Infinitive	Español	Present	Past	Participle
1.	be	ser/estar	am/are/is	was/were	been
2.	bear	soportar	bear	bore	borne
3.	become	llegar a ser	become	became	become
4.	begin	empezar	begin	began	begun
5.	bite	morder	bite	bit	bitten
6.	blow	soplar	blow	blew	blown
7.	break	romper	break	broke	broken
8.	bring	traer	bring	brought	brought
9.	build	construir	build	built	built
10.	burn	quemar	burn	burnt	burnt
11.	buy	comprar	buy	bought	bought
12.	catch	atrapar/cachar	catch	caught	caught
13.	choose	escoger	choose	chose	chosen
14.	come	venir	come	came	come
15.	cost	costar	cost	cost	cost
16.	cut	cortar	cut	cut	cut
17.	dig	cavar	dig	dug	dug
18.	draw	dibujar	draw	drew	drawn
19.	do	hacer	do	did	done
20.	drink	beber	drink	drank	drunk
21.	drive	manejar	drive	drove	driven
22.	eat	comer	eat	ate	eaten
23.	fall	caer	fall	fell	fallen
24.	feed	alimentar	feed	fed	fed
25.	feel	sentir	feel	felt	felt
26.	fight	pelear	fight	fought	fought
27.	find	encontrar	find	found	found
28.	fly	volar	fly	flew	flown
29.	forbid	prohibir	forbid	forbade	forbidden
30.	forget	olvidar	forget	forgot	forgotten
31.	forgive	perdonar	forgive	forgave	forgiven
32.	freeze	congelar	freeze	froze	frozen
33.	get	obtener/conseguir	get	got	gotten
34.	give	dar	give	gave	given
35.	go	ir	go	went	gone
36.	grow	crecer	grow	grew	grown
37.	hang	colgar	hang	hung	hung
38.	have	tener	have	had	had
39.	hide	esconder	hide	hid	hidden
40.	hear	escuchar	hear	heard	heard
41.	hit	golpear	hit	hit	hit
42.	hold	sostener	hold	held	held
43.	hurt	lastimar	hurt	hurt	hurt
44.	keep	guardar/mantener	keep	kept	kept
45.	know	saber/conocer	know	knew	known
46.	lay	poner/colocar	lay	laid	laid
47.	lead	guiar	lead	led	led
48.	leave	dejar/partir	leave	left	left

49.	lend	prestar	lend	lent	lent
50.	let	permitir	let	let	let
51.	lie	recostar	lie	lay	lain
52.	lose	perder	lose	lost	lost
53.	make	hacer	make	made	made
54.	mean	significar	mean	meant	meant
55.	meet	conocer/encontrar	meet	met	met
56.	pay	pagar	pay	paid	paid
57.	prove	comprobar	prove	proved	proven
58.	put	poner/colocar	put	put	put
59.	quit	renunciar	quit	quit	quit
60.	read	leer	read	read	read
61.	ride	montar	ride	rode	ridden
62.	ring	sonar	ring	rang	rung
63.	run	correr	run	ran	run
64.	see	ver	see	saw	seen
65.	sell	vender	sell	sold	sold
66.	send	enviar	send	sent	sent
67.	shake	agitar	shake	shook	shaken
68.	shine	brillar	shine	shone	shone
69.	shoot	disparar	shoot	shot	shot
70.	show	mostrar	show	showed	shown
71.	sing	cantar	sing	sang	sung
72.	sink	hundir	sink	sank	sunk
73.	sit	sentarse	sit	sat	sat
74.	sleep	dormir	sleep	slept	slept
75.	slide	resbalar	slide	slid	slid
76.	spread	extender	spread	spread	spread
77.	spend	gastar	spend	spent	spent
78.	split	dividir	split	split	split
79.	stand	parar	stand	stood	stood
80.	steal	robar	steal	stole	stolen
81.	stick	adherir	stick	stuck	stuck
82.	stink	apestar	stink	stank	stunk
83.	strike	golpear	strike	struck	struck
84.	swear	jurar	swear	swore	sworn
85.	sweep	barrer	sweep	swept	swept
86.	swim	nadar	swim	swam	swum
87.	swing	columpiar	swing	swung	swung
88.	take	mar/llevar	take	took	taken
89.	teach	enseñar	teach	taught	taught
90.	tear	rasgar	tear	tore	torn
91.	tell	decir/relatar	tell	told	told
92.	think	pensar	think	thought	thought
93.	throw	lanzar/arrojar	throw	threw	thrown
94.	understand	comprender	understand	understood	understood
95.	wake up	despertar	wake up	woke up	woken up
96.	wear	portar	wear	wore	worn
97.	weep	llorar	weep	wept	wept
98.	wet	mojar	wet	wet	wet
99.	win	ganar	win	won	won
100.	write	escribir	write	wrote	written

PREPOSICIONES


= towards
He is walking towards the tree.
= inside
He's inside his house.
= outside
He is outside his house.
= past
He is walking past the house.
= round
A car is coming round the bend.
= around
He is running around the track.
= against
He is walking against the wind.
= with
He is walking with his girlfriend.
= without
Now he is walking without her.
= next to
A man is sitting next to the empty table.
= above
An iceberg is two-fifths above the water
= below
The convinience store is below the apartments.
NUMBER 24
= on the right
The girl is on the right.
= on the left
The boy is on the left.
= in the middle
Mother and father are in the middle.
= on (the) top of
The man is on top of the mountain.
= at the bottom
He is standing at the bottom of the hill.
= near
They are sitting near the pond.
AT NIGHT
IN THE MORNING
IN THE AFTERNOON

 in = month In May	 =on On the 7th of October On October 2nd	 1942 1821 1999 2005 2000 In 1942 In 1810
 At ten o'clock	 Before	 After

PREFIJOS Y SUFIJOS

* ***ante***-	delante, anteponer	***ante***sala
* ***bi/bis***	dos	***bi***labial, ***bis***abuela, ***bi***polar
* ***des***	privación, oposición, negación	**des**gracia, **des**ventura
* ***extra***	fuera de	***extra***oficial, ***extra***ordinario
* ***infra***	debajo, bajo	***infra***sonido, ***infra***humano ***infra***rojo, ***infra***mundo
* ***multi***	muchos numerosos"	***multi***cultural, ***multi***lingüe ***multi***juegos, ***multi***color
* ***obs***	delante	***obs***esión, ***obs***ceno

Ejemplos de ***sufijos*** en español

****ar***	perteneciente a	Pulmon**ar,** palom**ar,** palm**ar,**
****ario***	En sustantivos y adjetivos que indican pertenencia, profesión o lugar.	Disciplinario, bibliotecario, armario
****arquía***	Voz griega que significa mandar y se usa en sustantivos abstractos	Monarquía, anarquía
****ático***	En sustantivos y adjetivos que indican pertenencia	lunático, fanático
****avo***	Unido a un numeral, indica la parte en que se divide la unidad	Octavo, trezavo
****bio***	Voz griega que equivale a vida; en adjetivos	anfibio
****cefalo / cefalia***	Se añade a la raíz de las palabras para significar "cabeza".	acéfalo Hidrocefalia, (acumulación de líquido entre el cerebro y el cráneo)
****cele***	Se añade a la raíz de las palabras para significar "hernia" o "hinchazón".	diafragmatocele (hernia en el diafragma)
****centesis***	Se añade a la raíz de las palabras para significar "operación médica por la cual se obtiene un líquido corporal, mediante una punción". Amniocentesis (toma de líquido amniótico para estudiarlo, durante el embarazo).	Amniocentesis

En inglés, un grupo de ***prefijos*** especialmente útil son los negativos. Por ejemplo, (***de***) ***de***grade, (***dis***) ***dis***inherit, (***il***) ***il***legal, (***in***) ***in***correct, (***im***) ***im***mature, (***ir***) ***ir***regular, (***mis***) ***mis***inform

Una vez que aprendas a reconocer ciertos prefijos y comprender su significado en los vocablos, podrás descubrir qué es lo que significan un gran número de palabras desconocidas hasta entonces para ti.

A continuación, se muestra una Tabla con algunos ***prefijos*** que pueden ser de gran utilidad.

PREFIJOS	SIGNIFICADO	EJEMPLO
**** a***	sin	***a***chromatic
**** ab***	lejos, desviado de	***ab***normal, aboral
**** ambi***	ambos	***ambi***valence, ***ambi***sexuality
**** ante***	anterior, hacia adelante, en frente de	***an***tepartum, ***an***tebrachium
**** anti***	contra, sirve para curar o prevenir	***anti***freeze, ***anti***histamine, ***anti***anxiety
**** chlo chlor***	verde	***chlo***rine, ***chlo***rosis
**** cirum***	alrededor	***circum***lental, ***circum***nuclear
****co * col***	juntos , al mismo tiempo	***co***exist, ***col***league
**** contra***	en contra	**con*tra***indication, ***contra***ception
**** cyan cyano***	azul	**cyan**osis
**** dia***	a través	**dia**pedesis
**** dipl diplo***	doble	***diplo***coccus, ***diplo***pia
**** dis***	libre de	***dis***proportion
**** dys***	anormal, difícil, dañado	***dys***chromia, ***dys***pnea, ***dys***function
**** ecto***	externo, fuera	***ecto***derm, ***ecto***cornea
**** endo***	dentro	***endo***skeleton
**** erythr erythro***	rojo	***erythr***ocyte
**** fore***	frente, antes	***fore***limb
**** epi***	además, pegado a, externo, después	***epi***phenomenon, ***epi***didymis, ***epi***blast, ***epi***genesis
**** eu***	fácil, normal, verdadero	***eu***plastic, ***eu***thyroid, ***eu***globulin
**** ex exo***	fuera	***exo***skeleton
**** hemi***	mitad	***hemi***block, ***hemi***pelvectomy
**** hete hetero***	diferente a lo usual	**hetero**graft
**** hyper***	excesivamente, más de lo normal	***hyper***sensitive, ***hyper***tension
**** hypo hyp***	por debajo, menos de lo normal	***hypo***dermic, ***hyp***esthesia
**** in***	no	***in***operable
**** infra***	debajo, dentro de, debajo en una escala	***infra***hyoid, ***infra***specific, ***infrar***ed
**** inter***	entre	***Inter***change, ***inter***costal
**** leuk leuko***	blanco	***leuko***cyte, ***leuko***rrhea
**** macro***	grande	***macro***cyte, ***macro***molecule
**** is iso***	Igual, homogéneo, uniforme	***iso***caloric, ***iso***morph

**** mal***	mal, pobre	***mal***function, ***mal***nourished
**** medi medio***	media o central	***medio***lateral
**** melan melano***	negro, obscuro	***melan***in, ***melan***oma
**** mes meso***	central, intermedio	***meso***cardia, ***meso***morph
**** micro***	pequeñito, algo que magnifica	***micro***be, ***micro***scope
**** mono***	uno solo	***mono***rail, ***mono***filament
**** multi***	muchos	***multi***stage, ***multi***nucleate
**** neo***	nuevo, reciente	***neo***natal
**** nulli***	ninguno	***nulli***gravida
**** orth ortho***	vertical o derecho, correcto	***ortho***tropic, ***ortho***dontia
**** pachy***	grueso	***pachy***tene
**** para par***	junto	***para***thyroid
**** peri***	cerca, alrededor, rodeando	***peri***menopausal, ***peri***neurium
**** poly***	muchos, exceso	***poly***arthritis, ***poly***dactyly
**** post***	después, detrás	***post***graduate, ***post***operative
**** pre***	antes, en frente	***pre***caution, ***pre***molar
**** pro***	antes, en frente, rudimentario	***pro***chondral, ***pro***erythrocyte
**** re***	otra vez	***re***innervation
**** retro***	hacia atrás, situada atrás	***retro***flexión, ***retro***lental
**** semi***	mitad, parcial	semicircle
**** sub***	debajo, menos que	***sub***standard, ***sub***species
**** super sur***	encima, más grande que	***super***ovulation ***super***ciliary, ***sur***pass
**** supra***	encima	***supra***orbital
**** syn * sym***	junto con, al mismo tiempo	***sim***biosis, ***syn***esthesia
**** trans***	a un lugar o condición diferente, a través de	***trans***plant, ***trans***cutaneous
**** vivi***	vivo	***vivi***section
**** xanth xantho***	amarillo	***xantho***ma

CONECTORES

Son palabras y frases que tienen como función conectar una idea con otra.
Tienen diferentes funciones:

ENLISTAR

FIRSTLY (FIRST)	PRIMERAMENTE (PRIMERO)
SECOND (LY)	SEGUNDO
NEXT	EL SIGUIENTE
LAST (LY)	EL ÚLTIMO
FINALLY	FINALMENTE
THE FORMER	EL PRIMERO (EN MENCIONARSE)
THE LATTER	EL SIGUIENTE O ÚLTIMO (EN MENCIONARSE)

AGREGAR

ALSO	TAMBIÉN
BESIDES	ADEMÁS DE
FURTHERMORE	LO QUE ES MÁS
LIKEWISE	ASÍ MISMO, ES MÁS
MOREOVER	AUN MÁS, ES MÁS
IN ADDITION TO	ADEMÁS DE
AS WELL AS	ASÍ COMO / TANTO COMO
AND	Y

DAR CAUSA, RAZÓN O RESULTADO

THEREFORE	POR LO TANTO
BECAUSE	PORQUE
SO (THAT)	ASÍ QUE
THUS	ASÍ
IN FACT	DE HECHO
INDEED	EN VERDAD
IN OTHER WORDS	EN OTRAS PALABRAS
THAT IS	ES DECIR

CONTRASTAR

HOWEVER	SIN EMBARGO
NEVERTHELESS	NO OBSTANTE
IN SPITE OF	A PESAR DE
ON THE OTHER HAND	POR OTRO LADO
BUT	PERO
OR	O

EJEMPLIFICAR

FOR EXAMPLE	POR EJEMPLO
FOR INSTANCE	POR EJEMPLO
SUCH AS	TAL / TALES COMO

TÉRMINOS ANATÓMICOS

A) VACA

A lo largo de tu carrera, encontrarás contextos en inglés relacionados con la medicina veterinaria. Es por eso que el conocer los nombres de los principales sistemas, órganos, aparatos y especies de animales te será de gran utilidad.
Este vocabulario se dará a conocer a través de ilustraciones y ejercicios que seguramente podrás resolver.

Ejercicio
I. Escribe cinco partes de la vaca que recuerdes en español con su equivalente en inglés.

1.- _____

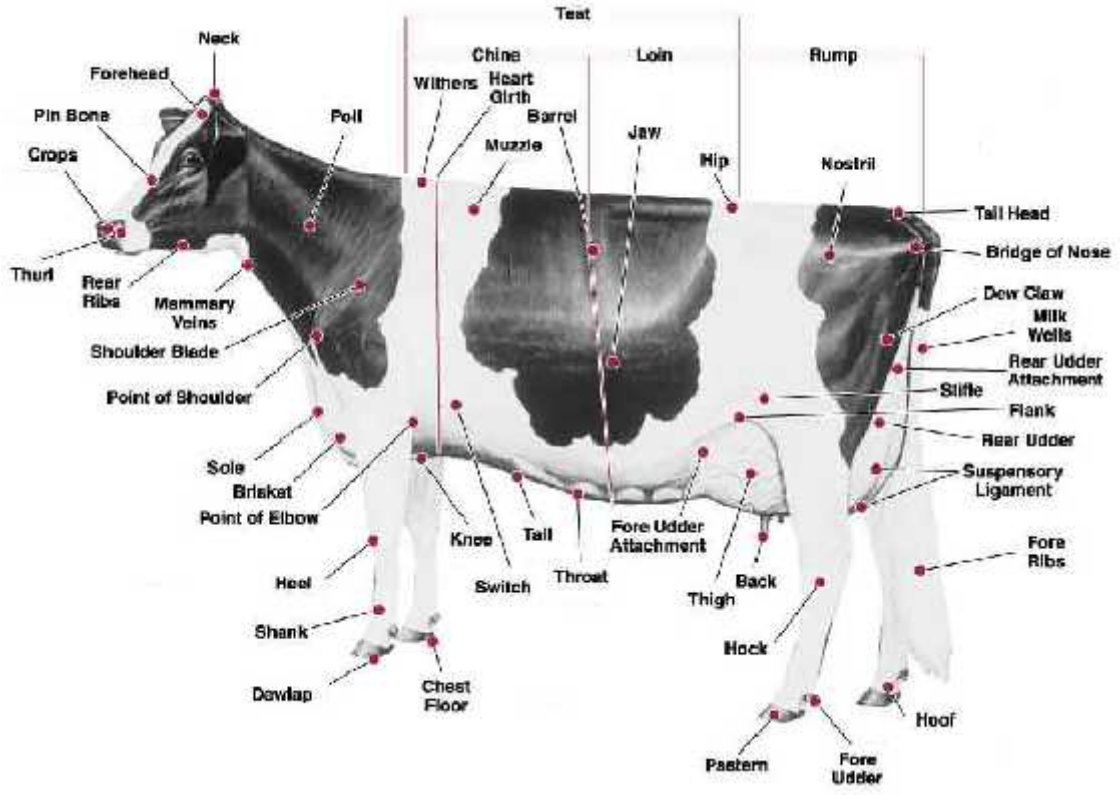
2.- _____

3.- _____

4.- _____

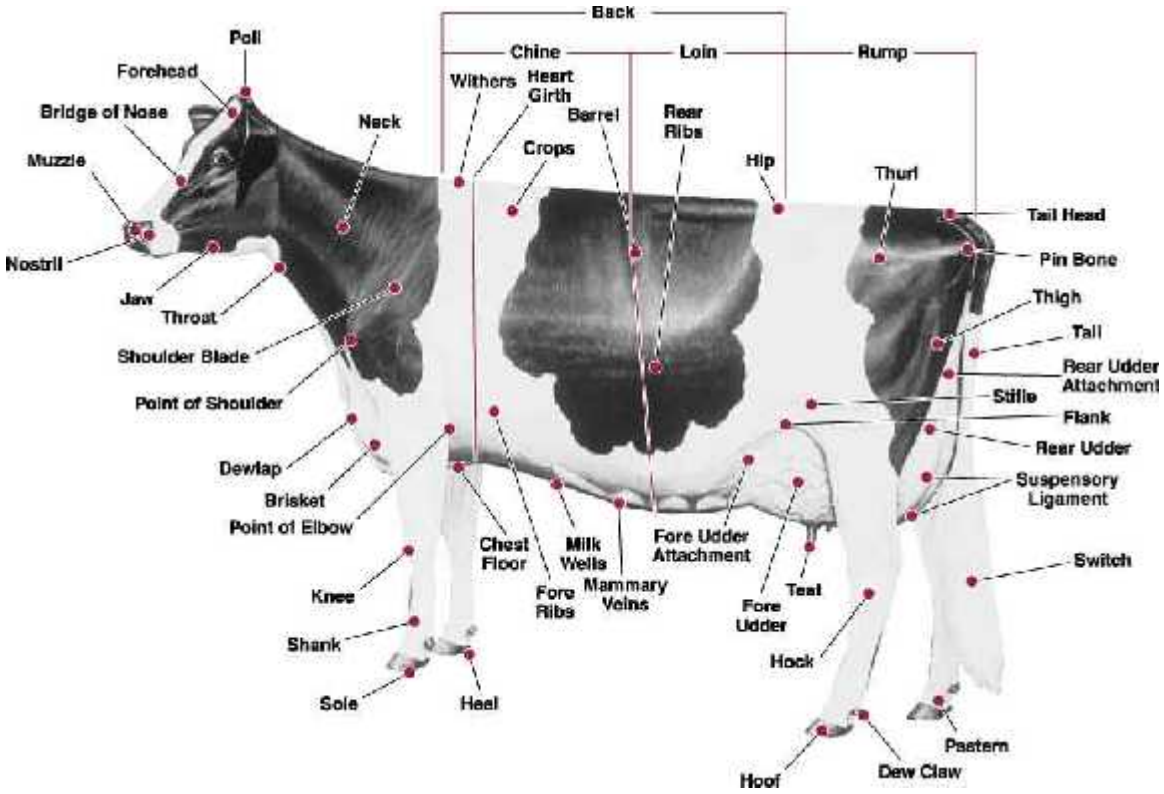
5.- _____

II. Algunos de los nombres no están en el lugar correcto en el esquema. De acuerdo con tus conocimientos, escribe los nombres en el lugar que corresponde.



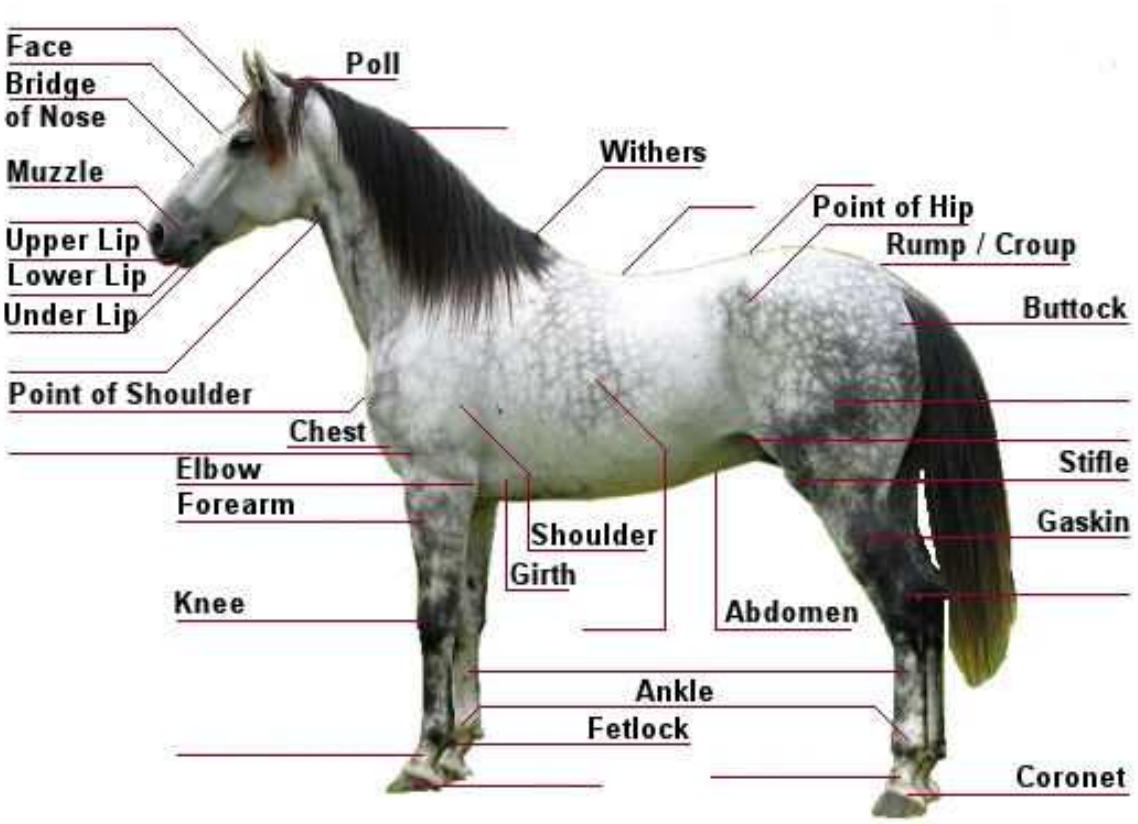
III. Verifica tus respuestas en la siguiente hoja.

Esquema correcto



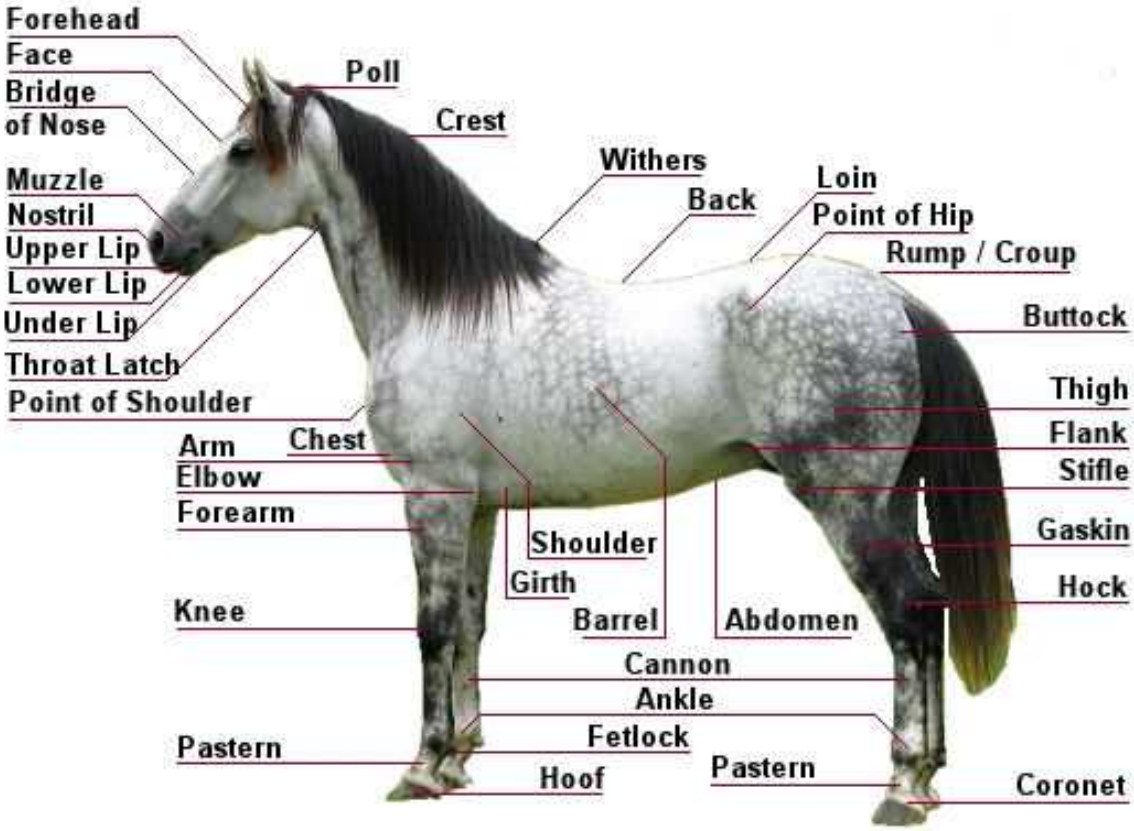
B) CABALLO

En el esquema hay 15 partes en blanco correspondientes al cuerpo del caballo. Selecciona las palabras y escríbelas en el lugar apropiado.



Arm	Barrel	Back
Forehead	Pastern	Flank
Nostril	Hoof	Thigh
Pastern	Hock	Crest
Throat Latch	Cannon	Loin

Esquema completo



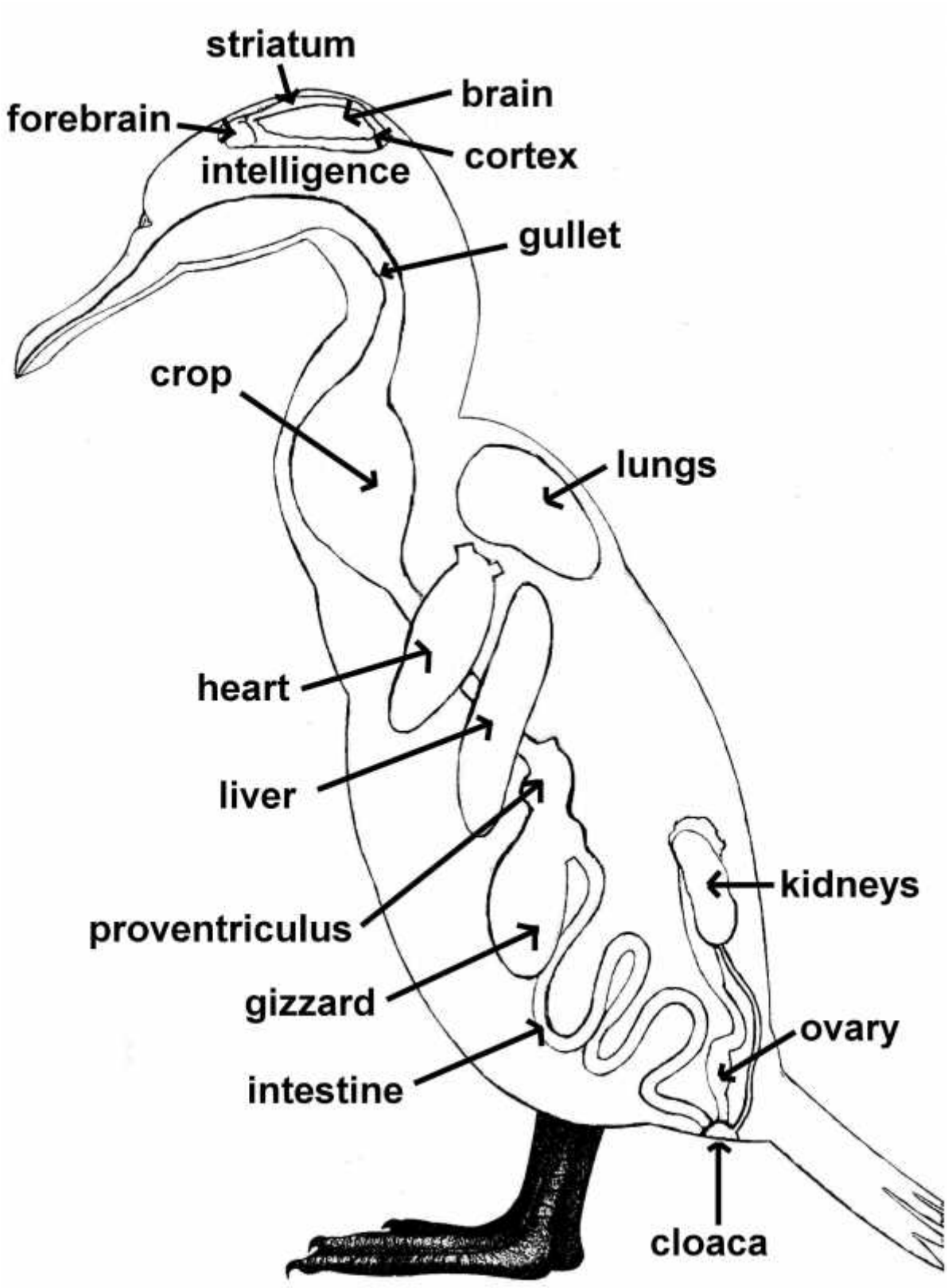
C) Aves marinas

Ejercicio sobre vocabulario.

1.- Lee el texto sobre aves marinas y completa los espacios en blanco con la figura que aparece en la página siguiente.

The main internal organs of a seabird include its alimentary system of (1)_____, (2)_____, (3) _____, (4) _____, (5) _____, and (6) _____. If much food has been swallowed, it is usually retained for a while in the crop before digestion. This begins in the rather small gizzard, which normally contains some minerals, as well as strong muscles to crush hard food. The proventriculus – particularly large in birds of the order *Procellariiformes* – produces oil for feeding the young, for occasional ejection against enemies as a defense, and probably for oiling of feathers during preening. Also linked to the cloaca are the reproductive organs, indicated here by a female's _____ (7). In both sexes, these vary greatly in size with the seasons, being small during nonbreeding periods as an adaptation to flying. The cloacae of males and females are juxtaposed during copulation. Further organs are the _____ (8), _____ (9), _____ (10), and _____ (11)

How an animal uses its other properties is governed primarily by those of its _____(12). A seabird's brain, although not yet studied as fully, is essentially like that of land-birds, providing not only insects but also _____(13) –sometimes even higher than in mammals. Intelligence depends on a part of the _____(14) which, due to evolution, is the _____(15)in birds rather than the _____(16) as in mammals.

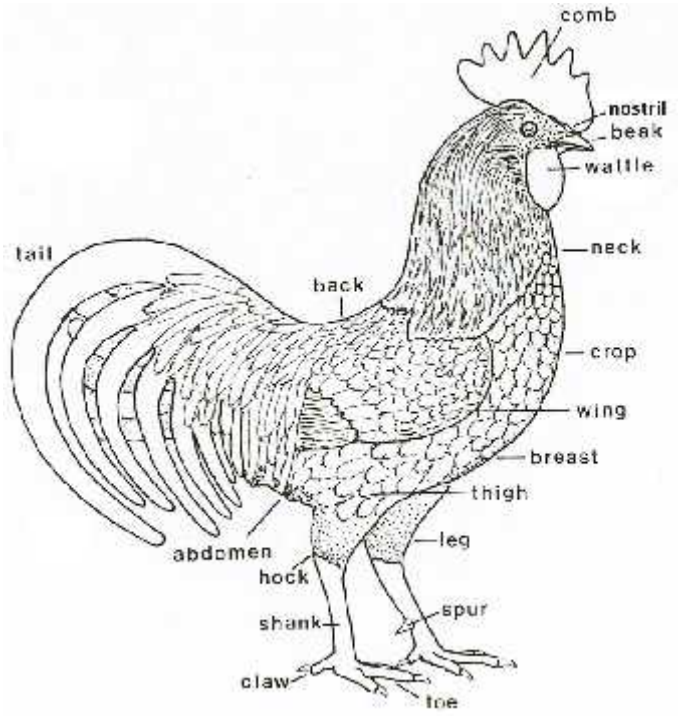

striatum
brain
forebrain
cortex
intelligence
gullet
crop
lungs
heart
liver
kidneys
proventriculus
gizzard
ovary
intestine
cloaca

C) Gallo.

1. Lee el Texto.

External Anatomy and Morphology

The external form of the mature chicken (fowl) is very obviously different from that of the mammals that have been described. Disregarding for the moment those features that differ between sexes (sexual dimorphisms), the major regions and appendages of the chicken (Figure) include the head, neck, crop, breast, wing (forelimb), back, abdomen, uropygium, and leg. Because the leg (hindlimb) is relatively massive it is further classified into thigh, leg, hock, shank, and foot, with spur and claws. The body's additional appendages include combs, wattles, and ear lobes, which are highly vascularized, thick folds of skin, and the beak, spurs, claws, and plates on the shank, which are horny derivatives of the skin.



2. En el dibujo aparecen los nombres de algunas partes del gallo. Escribe el número que corresponda al orden en que se mencionan en el texto y su significado en español.

3. Escribe los nombres de las partes que no se mencionan en el texto y que aparecen en el dibujo así como su significado en español.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FAUNA SILVESTRE

Animal		Male	Female	Baby	Group of Animals
cerdo semental	Boar	boar	sow	piglet, shoat, farrow	singular, sounder
gato	Cat	tomcat	queen	kitten	clutter, clowder, litter (young born to one female), kindle (kittens)
ganado	Cattle	bull	cow	calf	drift, drove, herd, mob
pollo	Chicken	rooster	hen	chick, pullet (young hen), cockrell (young rooster)	flock, brood (of hens), clutch (of chicks), peep (of chicks)
ciervo	Deer	buck, stag	doe	fawn	herd, mob
perro	Dog	dog	bitch	pup	litter (pups from one mother), pack (wild), kennel
burro	Donkey	jack, jackass	jennet, jenny	colt, foal	drove, herd
tórtola	Dove	cock	hen	squab, chick	dole, flight, piteousness
pato	Duck	drake	duck	duckling	badelynge, brace, bunch, flock, paddling, raft, team
hurón	Ferret	hob	jill	kit	business, fesynes
pez	Fish	-	-	fry, fingerling	draft, run, school, shoal
chivo	Goat	buck, billy	doe, nanny	kid, billy	herd, tribe, trip
ganso	Goose	gander	goose	gosling	flock, gaggle, skein (only while in flight), wedge (flying in a "V" formation)
conejillo de Indias	Guinea pig	boar	sow	pup	group
hamster	Hamster	buck	doe	pup	horde
liebre	Hare	buck	doe	leveret	down, husk, warren
puerco espín	Hedgehog	boar	sow	piglet, pup	array
cerdo (criado para carne)	Hog	boar	sow	shoat, farrow	drove, herd, litter (a group of young born to one mother)

caballo	Horse	stallion, stud	mare, dam	foal, colt (male), filly (female)	stable, harras, herd, team (working horses), string or field (race horses)
sabueso	Hound	dog	bitch	pup	cry, mute, pack
piojo	Louse (plural lice)	male	female	nymph	colony, infestation, lice
pato silvestre	Mallard	drake	duck	duckling	flush, sord
ratón	Mouse	buck	doe	pup, pinkie, kitten	horde, mischief
perico	Parrot	cock	hen	chick	company, flock
pavo real	Peafowl	peacock	peahen	peachick	muster, ostentation
conejo	Rabbit	buck	doe	kitten, bunny, kit	colony, drove, leash, nest, trace, warren
oveja	Sheep	buck, ram	ewe, dam	lamb, lambkin, cosset	drift, drove, flock,herd, mob, trip
guajolote	Turkey	tom	hen	poult	rafter

I. Completa la canción con las palabras en el cuadro de la derecha.
II. Ahora escucha la canción y checa tus respuestas.

Eternal Flame

[1] _____your eyes, give me your hand, Darling
Do you feel my heart beating
Do you [2] _____?
Do you feel the same, [3] _____only dreaming?
[4] _____burning and eternal flame?

I believe it's meant [5] _____, darling
I watch you when [6] _____ sleeping,
You belong with me
Do you fell the same, [7] _____only dreaming?
[8] _____burning an eternal flame?

Say [9] _____, sun shines through the rain
A whole life so lonely
and then you come and ease the pain
I [10] _____ to lose this feeling, oh….

Open / Close
remember / understand
am I / are you
Is this / Is that
to be / not to be
I am / you are
am I / are you
Is this / Is that
my name / your name
don't like / don't want

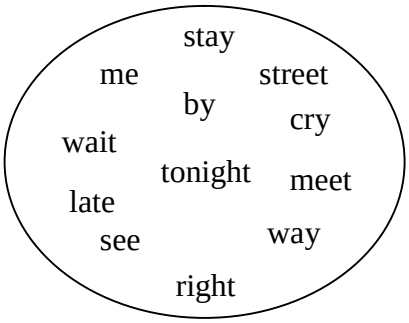
III. Escoge la alternativa apropiada

1. La persona que canta está
   a) muy enamorada.
   b) muy triste.
   c) muy desilusionada.

2. Dicha persona
   a) siempre ha estado solo (a).
   b) se siente solo (a).
   c) había estado solo (a) hasta la llegada de su amor.

3. El mensaje de la canción te hace sentir
   a) solo (a).
   b) contento (a).
   c) enamorado (a).

I. Completa las oraciones. Utiliza las palabras dentro del círculo



Oh Pretty Woman

Pretty woman, walking down the [1] _____
Pretty woman, the kind I like to [2] _____
Pretty woman
I don't believe you, you're not the truth
No one could look as good as you
Mercy

Pretty woman, won't you pardon [3] _____me___
Pretty woman, I could't help but [4] _____
Pretty woman
That you look lovely as can be
Are you lonely just like me?
Wow

Pretty woman, stop a while
Pretty woman, talk a while
Pretty woman, give your smile to me
Pretty woman, yeah, yeah, yeah

Pretty woman, look my [5] ___way____
Pretty woman, say you'll [6] _____ with me

'Cause I need you, I'll treat you [7] _____
Come with me baby, be mine [8] _____

Pretty woman, don't walk on [9] ____by_____
Pretty woman, don't make me [10] _____
Pretty woman, don't walk away, hey … okay
If that's the way it must be, okay
I guess I'll go on home, it's [11] _____
There'll be tomorrow night, but [12] ___wait___
What do I see?
Is she walking back to me?
Yeah, she's walking back to me
Oh, oh, Pretty Woman

De acuerdo a lo que dice la persona que canta

1. Él y la mujer a quién se refiere la canción se conocen muy bien.

V F

2. Ella está muy al pendiente de él.

V F

3. Aparentemente él sufre por ella.

V F

4. Él tiene la esperanza de que ella se fije en él.

V F

I. Completa la canción con las palabras en el recuadro inferior.

II. Ahora escucha la canción y checa tus respuestas.

Tom's Diner

I am (1) _____
In the morning
At the diner
On the corner

I am (2) _____
At the counter
For the man
To pour the coffee

And he fills it
Only halfway
And before
I even argue

He is (3) _____
Out the window
At somebody
Coming in.

"It is always
Nice to see you"
Says the man
Behind the counter

To the woman
Who has come in
She is (4) _____
Her umbrella

And look
The other way
As they are (5) _____
Their hellos

I'm (6) _____
Not to see them
Instead
I pour the milk.

I open
Up the paper
There's a story
Of an actor

Who had died
While he was (7) _____
It was no one
I had heard of

And I'm (8) _____
To the horoscope
And looking
For the funnies

When I'm (9) _____
Someone watching me
And so
I raise my head.

There's a woman
On the outside
(10) _____ inside
Does she see me?

No, she does not
Really see me
Cause she sees
Her own reflection

And I'm (11) _____
Not to notice
That she's (12) _____
Up her skirt

And while she's
(13) _____ her stockings
Her hair
Is getting wet

Oh, this rain
It will continue
Through the morning
As I'm (14) _____

To the bells
Of the cathedral
I am (15) _____
Of your voice.

And of the midnight picnic
Once upon a time
Before the rain began…

I(16) _____ up my coffee
It's time to catch the train.

finish	kissing	waiting	drinking
trying	feeling	looking	looking
pretending	thinking	hitching	straightening
sitting	shaking	turning	listening

III. Selecciona la alternativa apropiada

1. La persona que canta posiblemente espera
   a) a alguien.
   b) que se quite la lluvia.
   c) que de la hora para salir de viaje.

2. Dicha persona no le importa lo que sucede a su alrededor.
   a) si
   b) no

3. La mujer que se encuentra afuera lo está observando.
   a) si
   b) no