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TESIS DE GRADO

PREVIA A LA OBTENCIÓN DEL TÍTULO DE  
MAGÍSTER EN DOCENCIA Y CURRÍCULO

TEMA :

PROPUESTA METODOLOGÍA PARA EL  
ESTUDIO DEL INGLÉS CON PROPÓSITOS  
ESPECÍFICOS ( ESP ) DE LOS MAESTRANTES  
EN LA ESCUELA SUPERIOR POLITÉCNICA DE  
CHIMBORAZO ( ESPOCH )

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## *AGRADECIMIENTO.*

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## *DEDICATORIA*

Dedico este trabajo a mi esposa, mis hijos y mi nieto David.

## PROLOGO.

En este mundo globalizado, el conocimiento del idioma Inglés constituye uno de los factores principales para establecer niveles de calidad. Por lo mismo es imperante el que un maestrante o postgradista tenga un conocimiento extenso del mismo tanto para comunicarse a nivel universal con la comunidad científica como para incrementar su capacidad de investigación. Se piensa que el proceso de enseñanza – aprendizaje se lleva a cabo no con el objeto del idioma Inglés por el idioma Inglés en sí mismo sino porque este hace que un profesional en las diferentes ramas de la ciencia sea mejor profesional, mejor ser humano.

En nuestras universidades existen un sinnúmero de maestrías en diferentes ramas del saber. En todas estas maestrías existe un módulo del idioma Inglés. El corpus del mismo está constituido por el Inglés con Propósitos Específicos (ESP). Se habla de la lectura comprensiva del mismo. En este campo desarrollo una propuesta metodológica que involucra la exposición directa de los maestrantes a REALIA, es decir, documentos auténticos de las diferentes disciplinas. Así el alumno se enfrenta directamente al texto, pues el profesor no habla mucho sobre el Inglés sino que entrega la información para los intereses de cada profesional, bajo los condicionamientos lingüísticos de cohesión y coherencia, es decir, la textura y el sentido en un contexto determinado.

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## CAPITULO I.

### INTRODUCCIÓN

#### 1.1 Formulación del Problema y justificación del estudio

La situación actual de los alumnos maestrantes, en cuanto tiene que ver con el conocimiento del idioma Inglés, es frustrante debido a que existe un conocimiento del mismo, insignificante y a veces nulo. Por otra parte tanto los profesores de pre-grado, como los de post-grado no utilizan el idioma Inglés como herramienta de investigación debido a la falta de conocimiento del mismo. En todas las maestrías que actualmente tiene la EPEC los alumnos desconocen el Inglés con Propósitos Específicos (ESP).

Concomitantemente con lo expuesto, el problema se delimitó de la siguiente manera:

¿ Los estudiantes de postgrado de la Escuela Superior Politécnica de Chimborazo desconocen la lectura comprensiva del Inglés con Propósitos Específicos?.

Parte del éxito académico investigativo y profesional del maestrante depende del manejo del idioma Inglés como habilidad oral y como habilidad de la lectura comprensiva del idioma Inglés con Propósitos Específicos (ESP). La literatura para la Investigación en Inglés constituye un 90%. En las universidades existe un altísimo porcentaje de alumnos que ingresan a los postgrados sin el conocimiento



del idioma Inglés con Propósitos Específicos. Cuando se habla de Propósitos Específicos del idioma Inglés se entiende la literatura con contenido técnico o científico. Se hace hincapié en la lectura – comprensiva del idioma en cuestión. Hay que hacer notar que no se habla de Inglés técnico – científico. Tal cosa no existe. Lo que existe es el vocabulario o jerga de cada especialidad que es científico y que se llama lexis esotérica.

A través de un estudio que he realizado en 6 universidades en el periodo comprendido desde 1980 hasta el 2002, se ha evidenciado que el manejo de las habilidades de la Lectura Comprensiva de Inglés con Propósitos Específicos para búsqueda de información, es casi nulo en un 90.9% en 18 diferentes maestrías. En la ESPOCH previamente se diagnosticó que dichos conocimientos eran muy bajos en las maestrías de Producción Animal, Agricultura Sustentable, Agroecología, Gerencia en Administración de Empresas; los parámetros establecidos en la Escuela de Postgrado y Educación Continua (EPEC) para el diagnóstico previo arrojó datos significativos que demostraron una deficiente metodología sobre la lectura comprensiva del idioma Inglés, por lo que mi propuesta fue más allá de ser un simple diagnóstico.

## **1.2 Presentación de los objetivos generales y específicos**

### **1.2.1. General:**

Elaborar una propuesta Metodológica para la enseñanza de la Lectura Comprensiva del Inglés con Propósitos definidos (ESP) aplicable a los maestrantes de las maestrías en la Escuela Superior Politécnica de Chimborazo.

### **1.2.2. Específicos:**

1. Diagnosticar el nivel del conocimiento y aplicación del Inglés en los maestrantes de la ESPOCH durante la actividad científica investigativa  
Capacitar al profesorado en English for Specific Purposes o Inglés con Propósitos Específicos (ESP).
2. Sistematizar y hacer las adecuaciones necesarias a la metodología del Whole English para su aplicación en la ESPOCH.
3. Validar la propuesta mediante la utilización de la metodología de la Exposición de los maestrantes a REALIA ( documentos auténticos y actualizados referentes a diferentes ciencias).

### **1.3 Revisiones de investigaciones relacionadas con el tema.**

**Focus:** Textos metodológicos para la enseñanza de Lectura Comprensiva de Inglés con Propósitos Específicos, que a continuación cito:

- Agronomy.
- Veterenary
- Zoonosis
- Soil sciences
- Medicine
- Accounting
- Business Administration
- Animal Production
- Mechanical Engineering

**Observaciones:** todos los textos mencionados exigen un alto nivel de conocimiento previo, el cual no poseen los maestrantes.

#### **Textos de ESP (Inglés con propósitos específicos)**

##### **Observaciones:**

Similarmente requieren conocimiento previo y el haber dedicado por lo menos unos diez niveles de Inglés como conocimiento previo.

#### **TOEFL (Text of English as a Foreign Language).**

##### **Observaciones:**

El TOEFL exige un dominio del idioma como realidad total, es decir, el manejo del idioma hablado, entender lo que se escucha, estructura gramatical y lectura comprensiva, un corpus que no maneja el maestrante.

#### **1.4 Restricciones y alcances del estudio.**

El estudio ha tenido las siguientes restricciones:

- Falta de disponibilidad de los alumnos todo el tiempo
- Falta de tiempo para trabajar con más grupos de maestrantes.
- Grupo limitado de maestrantes.

Los alcances son los siguientes:

- La metodología está dirigida únicamente a grupos de maestrantes que estudian inglés constituido por un módulo.
- La duración del proceso de enseñanza – aprendizaje del idioma Inglés con Propósitos Específicos para maestrantes tiene una duración de 120 horas.
- La metodología expuesta intenta enseñar la lectura comprensiva del idioma Inglés con Propósitos Específicos

## CAPITULO II

### MARCO TEÓRICO CONCEPTUAL

#### 2.1 Marco Histórico Institucional

##### 2.1.1 Contexto Social

Los grupos de maestrantes que inician los Postgrados están constituidos por profesionales recientemente graduados o con experiencia en diferentes disciplinas. Una gran mayoría desempeña la labor docente en la misma Escuela Superior Politécnica de Chimborazo, lo que determina una posición económica – social de clase media. El profesional que ingresa a las Maestrías de la EPEC (Escuela de Postgrado y Educación Continua) de la ESPOCH (Escuela Superior Politécnica de Chimborazo) tiene facilidades para financiar una maestría.

El campo de trabajo de la mayor parte de maestrantes es el docente en el ámbito universitario. Así pues, su labor social es multiplicadora y por lo mismo trascendente. Esto significa que los maestrantes del estudio cambian significativamente a la sociedad mediante la preparación académica y su preparación a las necesidades de la misma.

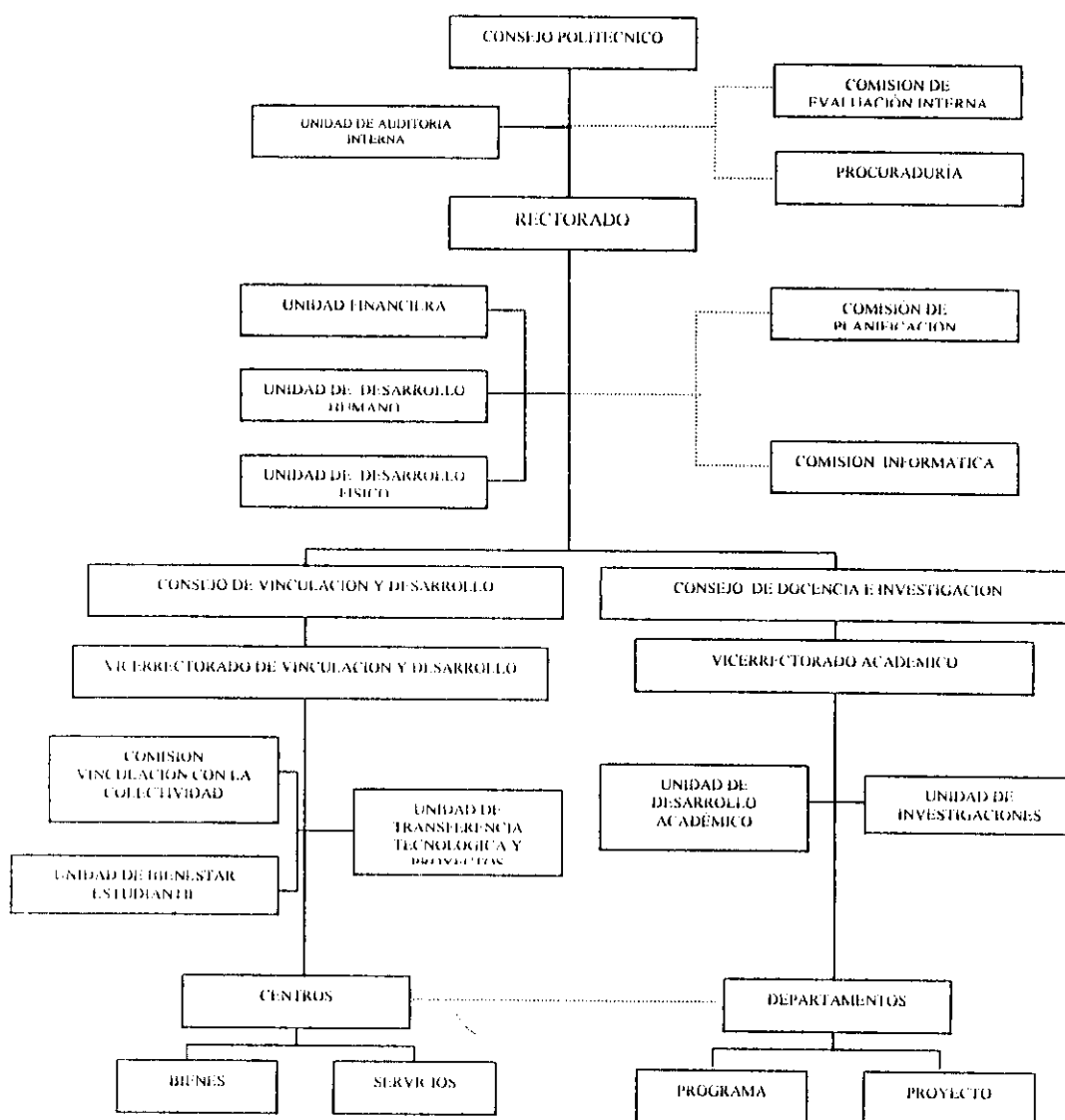
## **2.1.2. Contexto Institucional**

### **2.1.2.1. ¿Qué es la ESPOCH?**

La ESPOCH (Escuela Superior Politécnica de Chimborazo) inicia sus actividades en el año de 1972. En sus 31 años de vida ha intentado en varias ocasiones reformas a su estructura orgánica y a su funcionamiento administrativo. Para el desarrollo de sus actividades ha operado a través de "Planes de Acción", vinculados a períodos administrativos concebidos como propuestas ya sea para la administración central o para cada unidad académica.

En 1973 la Facultad de Ciencias Agrícolas de la Pontificia Universidad Católica del Ecuador se anexa a la Escuela Superior Politécnica de Chimborazo, como Facultad de Ingeniería Agronómica, a partir de esa fecha hasta 1995 mantiene esa denominación, luego cambia su nombre por el de Facultad de Recursos Naturales integrada por las escuelas de Ingeniería en Ecoturismo, Ingeniería Agronómica, Tecnología Agroforestal e Ingeniería Forestal.

## ESTRUCTURA DE ORGANIZACIÓN Y RELACIONES DE LA ESPOCH



### 2.1.2.2 ¿Qué hace la ESPOCH?

La ESPOCH desde 1994 viene desarrollando programas de formación de cuarto nivel. Hasta la fecha se han graduado 366 master en las áreas de Energía, Diseño Mecánico, Dirección de Empresas, Gerencia Empresarial, Producción Animal, Agricultura Sustentable, y Biotecnología. En la actualidad se están desarrollando y próximos a concluir los programas de Maestría en: Nutrición y educación para la Salud, Agricultura Sustentable, Manejo Sustentable de Recursos Naturales, Protección Ambiental, Dirección de Empresas, Mención Proyectos, Finanzas e Informática Aplicada, en los cuales participan 236 maestrantes.

Además en la Escuela de Postgrado la ESPOCH mantiene programas de Inglés con Propósitos Específicos (ESP) y TOEFL para estudiantes de postgrado.

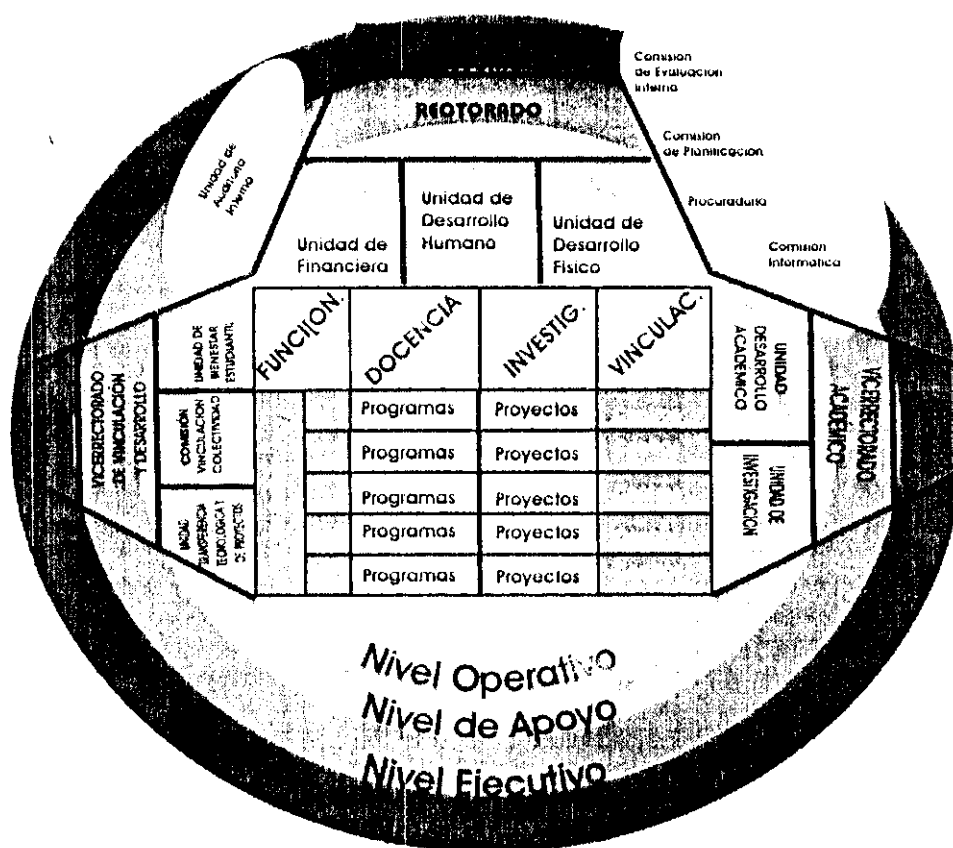
Una VISION que sustenta la ESPOCH consiste en “El liderazgo en la Educación Superior con prestigio y reconocimiento social”, como reza un documento sobre el asunto.

La MISIÓN de la misma consiste en brindar una oferta de pre-grado y post-grado “Una oferta educativa de pre-grado y post-grado diversa y moderna con alto nivel de planificación, que guarde pertinencia con las necesidades locales y nacionales, generando y adaptando conocimientos científico – tecnológicos de punta, aportando a una mejor distribución de la riqueza, el cultivo de valores para la convivencia pacífica y la participación de las mayorías en la toma de decisiones, debiendo mantener una relación transparente a través de la rendición social de cuentas; formar ciudadanos concientes de su identidad y nacionalidad, solidarios, comunicativos y comprometidos con los derechos humanos, la justicia y la democracia, poseedores de conocimientos avanzados con capacidades, habilidades y destrezas para la solución de problemas ”




### 2.1.2.3. ¿Qué tiene?

La ESPOCH para los cursos de post-grado y educación continua cuenta con un edificio propio, una planta docente, un director y personal administrativo.



## ESTRUCTURA DEPARTAMENTAL

FUNCIÓN DEPENDENCIA	DOCENCIA			INVESTIGACIÓN	VINCULO
<b>PREGRADO</b>	PC 1	PC 2	PC n	PROY. TITULACIÓN	CENTROS DE PRODUCCIÓN Y/O OFERTA DE SERVICIOS  
	AB EB EP	1SEM 3SEM 6SEM		INVESTIGACIÓN	
<b>POSGRADO</b>	P 1	P 2	P n	PROY. TITULACIÓN	CENTROS DE PRODUCCIÓN Y/O OFERTAS DE SERVICIOS
	<b>ESPECIALIZACIÓN</b>			INVESTIGACIÓN	
<b>PROFESIONALIZACIÓN</b>	P 1	P 2	P n	PROY. TITULACIÓN	
	FORMACION PROFESIONAL			INVESTIGACIÓN	

### 2.2 Marco teórico relacionado con el tema

#### 2.2.1. Alternativa Teórica

Exposición a realia de los maestrantes mediante ejercicios de cohesión, coherencia y aplicación de los rasgos significativos del ESP.

La propuesta está fundamentada en los siguientes aspectos:

1. Los ejercicios de cohesión y coherencia constituyen la materia y metodología a la que se exponen los maestrantes, utilizando la cohesión y coherencia de los textos auténticos.
2. La cohesión y la coherencia de un texto significan la estructuración o sintaxis del mismo. Para que un texto tenga cohesión es necesario que éste tenga

textura o lo que es lo mismo estructuración sistemática. Así pues se expresan las ideas mediante la cohesión de un texto.

Por otra parte, la coherencia de un texto es el sentido del texto que utiliza la cohesión. El sentido o significado final está dado por el contexto. En ESP, el contexto lo indica el mismo nombre, i.e. Inglés con Propósitos Específicos. Así, un ingeniero agrónomo se presenta ante un texto con un conocimiento previo importante. El contexto lo da su especialidad. En este ejemplo la contextualización del maestrante constituye su motivación. En esta metodología de exposición a documentos reales del maestrante, el proceso de motivación está dado por la materia misma. Este hecho se ha comprobado a través del ejercicio docente de 32 años en la Universidad Nacional de Loja y la Escuela Superior Politécnica de Chimborazo.

La exposición del maestrante a realia se realiza mediante de ejercicios de cohesión y coherencia que son los pilares esenciales del Whole English. El someter al estudiante a los ejercicios evita, en gran medida el hablar sobre el idioma como lo hacía la escuela tradicional de enseñanzas de idiomas a través de la historia de la historia de la Gramática.

3. Antes de la exposición de los alumnos a documentos reales habrá una etapa sobre los Rasgos Significativos del ESP contemporáneo, utilizando textos reales, como paso previo a la metodología de la exposición a la literatura del ESP.

4. La base metodológica científica que asumo es la de Whole English aplicada al ESP. Así, se habla de todo un texto con su textura o cohesión y con su sentido último dado por el contexto.

### **2.3. Categorías de Análisis**

Las categorías de análisis se desarrollaron con la utilización de realia (textos auténticos especializados) y están constituidas por los rasgos significativos del ESP, y la cohesión y coherencia que son los factores Wholísticos.

#### **2.3.1. Rasgos significativos**

1. Bases requeridas.
  - Grupos verbales
  - Grupos nominales
  - Estructuras.
  - Lexis.
2. Características del lenguaje con contenido técnico y científico.
  - Grados de formalidad y esoterismo.
  - Conocimiento compartido.
  - Conocimiento previo
  - Audiencia
  - Objetividad y subjetividad

- Elipsis

## 2.4. Desarrollo de las Categorías

### 2.4.1. Bases requeridas

- **Grupos verbales:** Todas las formas verbales posibles en inglés escrito con todos los verbos regulares e irregulares.
- **Grupos nominales:** Tipos de grupos nominales como premodificación.
- **Estructuras:** Estructuras que indican origen, condición, causa, propósito, coördinación, medio; formas consecutivas, adversativas, de infinitivo, y de causa y efecto.
- **Lexis:** La lexis es el vocabulario que puede ser de origen romance o germano – anglosajón de acuerdo al grado de formalidad y esoterismo.
- 
- **Cohesión y coherencia:** La cohesión tiene que ver con la textura o sintaxis y la coherencia con el sentido que da el contexto.

**Características del lenguaje con contenido técnico y científico.**

- **Grados de formalidad y esoterismo:** El vocabulario de origen romance (parecido al Castellano) determina formalidad, seriedad, factualidad y universalidad; el vocabulario de origen germano – anglosajón determina la informalidad. El vocabulario esotérico se refiere a la jerga que utiliza cada disciplina.
- **Conocimiento compartido:** La comunicación se da siempre que haya un conocimiento compartido entre interlocutores o entre escritor y lector. Esto es de mucha importancia sobre todo en escritos con contenido científico y técnico.
- **Conocimiento previo:** Los profesionales cuentan con un conocimiento previo sobre el cual se construyen conocimientos posteriores.
- **Audiencia:** La audiencia está constituida por el destinatario de un mensaje. En este campo se toma en cuenta el conocimiento compartido y el conocimiento previo.
- **Objetividad y subjetividad:** Se refiere a la calidad de un escrito que trata de hechos únicamente sin considerar sentimientos, inclinaciones, emotividad, etc.

#### 2.4.2 Definiciones de términos usados.

Coherencia: El sentido de un escrito en contextos determinados.

Cohesión: Textura o sintaxis de un escrito.

Conocimiento previo: Necesario para construir sobre algo básico.

Elipsis: Eliminación de ciertos elementos de la oración.

Esotérico: Típico de cada materia o ciencia.

Grupos nominales: Premodificación.

Grupos verbales: Formas verbales.

Lexis: Vocabulario.

Objetividad: Presentación de hechos.

Shared Knowledge: Conocimiento compartido.

Subjetividad: Expresiones subjetivas.

Target Audience: Audiencia

Wholism: Totalidad

## CAPÍTULO III

### METODOLOGÍA EMPLEADA (MÉTODOS Y PROCEDIMIENTOS)

#### 3.1 Diseño de la Investigación

##### 3.1.1. Métodos

La metodología se fundamentó en la investigación descriptiva. Esta se tipifica en las siguientes categorías y explicaciones de trabajo:

- Investigación del nivel de conocimientos del idioma Inglés de los maestrantes de post-grado en Producción Animal.
- Es una investigación no experimental.
- Según el nivel de medición será cuantitativa y cualitativa.
- La investigación es descriptiva e inductiva - deductiva según el nivel de análisis.



- Según el tiempo de obtención de datos la investigación es transversal cuya recopilación de datos corresponde al periodo comprendido desde enero de 2002 a diciembre de 2003, en la Escuela de Postgrado y Educación Continua, Maestría en Producción Animal de la ESPOCH.

### **3.1.2. Organización y procesamiento de la información**

El trabajo realizado lo explico mediante las siguientes etapas sistémicas:

- a) Investigación documental
- b) Elaboración del proyecto
- c) Construcción del marco contextual de la investigación
- d) Elaboración del marco teórico
- e) Construcción del diseño metodológico
- f) Organización y gestión
- g) Redacción y presentación del proyecto
- h) Defensa del proyecto de investigación
- i) Selección de técnicas e instrumentos de investigación
- j) Aplicación de instrumentos de investigación
- k) Tabulación de datos de instrumentos de investigación
- l) Crítica, depuración, categorización y codificación de los datos recogidos
- m) Procedimientos de datos
- n) Elaboración del primer borrador del informe
- o) Defensa y exposición de la tesis.

En el procesamiento, ordenamiento, consolidación y presentación de los datos recogidos con los instrumentos, como la encuesta y la entrevista, se ha procedido

de acuerdo a un ordenamiento lógico, en concordancia con el proceso y procedimientos estadísticos ya explicados.

### 3.1.3. Etapas:

1. Depuración de instrumentos
2. Programación del procesamiento

Elaboración de matrices de datos o formatos acumuladores de datos

### 3.2 Población y Muestra

Sectores	Población	Maestría	Porcentaje
Directivo	1	1	100%
Docentes	10	10	100%
Estudiantes	31	31	100%

Se trabajará con la población de 31 maestrantes de la Maestría en Producción Animal que se realiza en la Escuela de Postgrado de la (EPEC) de la ESPOCH.

### 3.3 Hipótesis

#### 3.3.1. Hipótesis General

El conocimiento de la lectura comprensiva del idioma Inglés con Propósitos Específicos (ESP) con utilización de realia, contribuye a un procesamiento de

la información más profunda durante las investigaciones que realizan los estudiantes en la ESPOCH.

### **3.3.2. Hipótesis Específica**

- El profesor de Inglés usa ejercicios de cohesión y coherencia para exponer al estudiante al ESP.
- El profesor emplea los conocimientos sobre los rasgos significativos del ESP.
- El profesor usa realia para exponer a los estudiantes al ESP.
- El profesor verifica la lectura comprensiva del ESP.

### 3.4 Variables de estudio

Variable	Concepto	Categoría	Indicadores	Índice	Técnica	Instrumento
<b>Variable Dependiente</b> Exposición a realia.	Exponer al estudiante a la lectura comprensiva de documentos del ESP.	Exposición Comprensión.	Nº de documentos de realia que se leen Comprensión	Suficientes 50 textos leídos. Insuficiente < 50 Artículos leídos: E 90-100% MB 80-89% B 70-79% R < a lo indicado	Inmersión total	Textos en ESP realia. Cuestionarios Pruebas objetivas.
<b>Variable I.</b> Grado de conocimiento de los rasgos significativos de ESP.	Habilidad para reconocer los rasgos significativos en ESP	Reconocimiento	Grado de experticia en el reconocimiento de los rasgos significativos del ESP.	E 90-100% MB 80-89% B 70-79% R < a lo indicado	Análisis de textos actualizados en ESP.	Uso de realia.
<b>Variable I.</b> Manejo de la cohesión	Habilidad para resolver los ejercicios de cohesión.	Niveles resolutivos	Grado de manejo del idioma escrito del ESP en la cohesión.	E 90-100% MB 80-89% B 70-79% R < a lo indicado	Resolución de problemas de cohesión concretos	Ejercicios de cohesión.
<b>Variable I.</b> Manejo de la coherencia.	Habilidad para resolver los ejercicios de coherencia	Niveles resolutivos	Grado de manejo del idioma escrito de ESP en coherencia	E 90-100% MB 80-89% B 70-79% R < a lo indicado	Resolución de problemas de coherencia concretos	Ejercicios de coherencia.

### **3.5 Técnicas e Instrumentos**

Se utilizaron las siguientes técnicas:

- Encuestas
- Entrevistas
- Ejercicios de competencia.

Instrumentos:

- Cuestionarios de preguntas abiertas y cerradas
- Entrevistas estructurales

### **3.6. Procesamiento de Datos**

#### **3.6.1. Etapas**

##### **3.6.1.1. Depuración de Instrumentos**

Seriación: Determiné los estudiantes: Maestría en Producción animal.

Prueba de Aptitud: Al inicio del curso.

Critiqué y analicé la consistencia en el desempeño

Codifiqué los Instrumentos en la Etapa Formativa y Sumativa

Caractericé lo analizado y criticado sobre los desempeños.

### 3.6.1.2. Programación del procesamiento

El tipo de procesamiento estadístico fue el análisis porcentual.

### 3.6.2. Elaboración de matrices de datos o formatos acumuladores de datos

#### MATRIZ No. 1

##### Ejercicio a la entrada de la Maestría

Alumnos	No.	Tema General	Tema ESP.
Maestría Producción animal	31	10% en cohesión y coherencia	30% en cohesión y coherencia

#### MATRIZ No. 2

##### Ejercicio durante el Módulo

Alumnos	No.	Tema General	Tema ESP.
Maestría Producción animal	31	80% en cohesión y coherencia	90% en cohesión y coherencia

**MATRIZ No. 3****Ejercicios al final del Módulo**

<b>Alumnos</b>	<b>No.</b>	<b>Tema General</b>	<b>Tema ESP.</b>
Maestría Producción animal	31	80% en cohesión y coherencia	98% en cohesión y coherencia

## CAPITULO IV

### RESULTADOS OBTENIDOS.

#### 4.1 Presentación de datos generales

Alumnos	No.	Desempeño en cohesión y coherencia	
Maestría Producción animal	31	Tema General 90%	Tema ESP. 98%

Los Maestranes de Producción Animal en términos generales se desempeñan en la lectura comprensiva del ESP en un noventa por ciento cuando se trata de un tema general que no tiene relación específicamente con la especialidad que los maestrantes tienen.

En cambio cuando se trata de desempeñarse en la materia o materias propias de la profesión de los maestrantes, su desempeño es muy alto debido a factores de:

Conocimiento previo,

Motivación, y

Proximidad de desempeño profesional.

#### 4.2 Presentación y análisis de datos.

##### MATRIZ No. 1

##### Ejercicio a la entrada de la Maestría

Alumnos	No.	Tema General	Tema ESP.
Maestría Producción	31	5% en	10% en



animal		cohesión y coherencia	cohesión y coherencia
--------	--	--------------------------	--------------------------

### **MATRIZ No. 1**

La matriz No. 1 indica un porcentaje muy bajo de los maestrantes en la cohesión y coherencia. Existe sin embargo un mejor manejo de la cohesión y coherencia cuando se trata del inglés con propósitos específicos (ESP) pues es muy importante el conocimiento previo de los alumnos en la materia de la especialidad.

El nivel de manejo de la lectura comprensiva es muy bajo.

### **MATRIZ No. 2**

#### **Ejercicio durante el Módulo**

<b>Alumnos</b>	<b>No.</b>	<b>Tema General</b>	<b>Tema ESP.</b>
Maestría Producción animal	31	80% en cohesión y coherencia	90% en cohesión y coherencia

### **MATRIZ No. 2**

Durante el proceso de enseñanza – aprendizaje de la lectura comprensiva del idioma Inglés con propósitos específicos se asegura que los maestrantes manejen la cohesión y coherencia tratando de evitar el error a un mínimo. La gradación y el conocimiento previo son determinantes para el mejor desempeño de los maestrantes , por una parte. Por otra parte el estímulo más

importante es el conocimiento previo que tienen los maestrantes sobre su especialidad.

### MATRIZ No. 3

#### Ejercicios al final del Módulo

Alumnos	No.	Tema General	Tema ESP.
Maestría Producción animal	31	80% en cohesión y coherencia	98% en cohesión y coherencia

### MATRIZ No. 3

En la Matriz No. 3 se observa un desempeño alto final después de un proceso de enseñanza – aprendizaje de ochenta horas de duración. Los resultados son halagadores y los maestrantes comprenden lo que leen en un porcentaje muy alto.

#### 4.3 Interpretación y discusión de los resultados

El manejo de la cohesión y la coherencia en un alto porcentaje significa que el maestrante está capacitado para entender textos de su especialidad. Esto se ha conseguido mediante la inmersión total en los textos de documentos auténticos. El manejar la cohesión significa el dominio de la textura o sintaxis

de un texto. Por otra parte el manejo de la coherencia es el entender el sentido del texto determinado por el contexto específico. Para esto sirve mucho el conocimiento previo.

El 98% de manejo de cohesión y coherencia es un resultado satisfactorio que se ha obtenido en todos los alumnos de la Maestría en Producción animal. Mucho se hizo hincapié en el trabajo grupal para generalizar el conocimiento.

## **CAPITULO V.**

### **CONCLUSIONES Y RECOMENDACIONES.**

#### **5.1 Conclusiones generales y específicas.**

- El uso de la metodología de exposición a documentos auténticos en Inglés (Realia) mediante el análisis de los rasgos significativos del ESP (Inglés con Propósitos Específicos) para alcanzar la cohesión y coherencia, constituye un verdadero determinante para que un maestrante pueda entender la literatura con contenido científico de acuerdo a su especialidad.
- El tiempo dedicado a llevar a cabo dicha metodología es un factor determinante para un mayor o menor manejo del idioma Inglés con Propósitos Específicos.

#### **5.2 Recomendaciones.**

- El tiempo mínimo para llevar a cabo la propuesta con los mejores resultados sería de por lo menos 120 horas.
- Los estudiantes deben tener un conocimiento previo mínimo.
- El contar con literatura en Inglés con Propósitos Específicos actualizada es de suma importancia.

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#### B. ANEXOS

- FORMULARIOS DE ENCUESTAS, EJERCICIOS
- ENGLISH FOR SPECIFIC PURPOSES por NUMA REINOSO LARREA

# ANEXOS

**FORMULARIOS DE ENCUESTAS, EJERCICIOS**

## ENCUESTA N° 1.

### ENCUESTA DIRIGIDA AL DIRECTIVO:

DIRECTIVO: MS. FERNANDO ROMERO.

DIRECTOR DE LA ESCUELA DE POSTGRADO Y EDUCACIÓN CONTINUA (EPEC)  
DE LA ESPOCH.

1. ¿Cuántas maestrías se llevan a cabo en la EPEC?
2. ¿Cuál es la duración del módulo de Inglés?
3. ¿Qué grado de conocimiento del Inglés tienen los maestrantes?
4. Cree que la duración del módulo de Inglés es:
  - Suficiente.
  - Insuficiente.
  - No significativa.
5. Después del Módulo de Inglés, se exige a los estudiantes de una maestría investigar usando literatura en Inglés?
6. ¿Existe una idea clara del objetivo del proceso de enseñanza – aprendizaje del idioma Inglés en las maestrías?
7. Piensa que el Módulo de Inglés en las maestrías es solo un requisito que no se va a emplear?
8. En qué falla el profesor de Inglés:
  - Conocimiento.
  - Metodología.

## ENCUESTA N° 2.

### ENCUESTA DIRIGIDA A LOS DOCENTES:

1. ¿Piensa que el Módulo de Inglés para Maestrías es importante?.
2. ¿Hay seguimiento en al utilización de dicho idioma?
3. ¿Hace investigar a los alumnos en Inglés?
4. ¿Le hicieron investigar a usted cuando era maestrante?
5. ¿Piensa que es suficiente un Módulo de 120 horas?
6. ¿Piensa que este Módulo de Inglés es sólo un requisito?
7. Falta capacidad a los profesores en cuanto a:
  - Conocimiento.
  - Capacidad.
8. ¿Qué duración del Módulo de Inglés propondría usted?

## EJERCICIO N° 1.

### DE COMPETENCIA EN EL IDIOMA INGLÉS DE LOS ESTUDIANTES DE LA MAESTRÍA EN PRODUCCIÓN ANIMAL AL INICIO DEL MODULO DE INGLÉS.

#### EJERCICIO SOBRE COHESIÓN Y COHERENCIA ORDENAMIENTO DEL PÁRRAFO

##### FOSSILFUELS

1. and animals to be transformed into gas, oil, or coal
2. Natural gas is composed of about 85 percent methane (CH<sup>4</sup>). In addition ethane
3. animals that accumulated in the earth. Over the centuries layer upon layer of these
4. material. Heat was generated, causing the carbon contained in the remains of plants
5. industry to heat boilers and as the raw material for plastics and fertilizers. It is
6. Oil, natural gas, and coal were formed from the fossil remains of ancient plants or
7. remains built up, and the tremendous weight of the layers compressed the organic
8. vehicles and jet planes. In industry oil may be burned to produce electricity and is
9. the basis of petrochemicals, including plastics, polyester, and agricultural chemicals.
10. Crude oil is a major fuel source. It provides gasoline, diesel fuel, and kerosene for
11. propane, heavier hydrocarbons, water, sulfur, helium, argon, and other rare gases
12. may be present. Besides being used for heating homes, natural gas is used in

13. sometimes burned to supply electrical power, especially as a supplement to other

14. fuels.

**EXPLICACIÓN:** El ejercicio No 1 se utilizó para diagnosticar el conocimiento previo de los maestrantes sobre una materia que no es específicamente la especialidad de ellos. Este hecho determina la competencia del maestrante con la eliminación de términos esotéricos y contexto específico.

## EJERCICIO Nº 2.

### DE COMPETENCIA EN EL IDIOMA INGLÉS DE LOS ESTUDIANTES DE LA MAESTRÍA EN PRODUCCIÓN ANIMAL AL INICIO DEL MODULO DE INGLÉS.

#### EJERCICIO SOBRE COHESIÓN Y COHERENCIA ORDENAMIENTO DEL PÁRRAFO

#### MICROBIAL PROTEASE AND PHOSPHOLIPASE C STIMULATE LIPÓLYSIS OF WASHED CREAM

1. protease was present; this probably resulted from proteolytic inactivation of the
2. phospholipase decreased the rate of lipolysis.
3. The effect of extracellular protease from a *Pseudomonas* sp. and phospho-lipase C
4. increased the subsequent rate of lipolysis. Rate of lipolysis was associated with the
5. with phospholipase C at pH 7.35 and 37°C did not affect subsequent lipolysis.
6. and lipase at pH 6.65 and 37°C resulted in an increase in the initial rate of lipolysis.
7. However, rate of lipolysis decreased after 2 h of incubation when microbial
8. lipase. Microbial protease and phospholipase C exhibited a synergistic effect in
9. enhancing lipolysis for up to 4 h of incubation at 37°C, but this effect decreased
10. with additional incubation. When cream was incubated at 7°C, protease and phos
11. Incubation of washed cream with protease and lipase as well as with phospholipase
12. determined. Preincubation of the washed cream with protease at pH 9.0 and 37°C
13. extent of proteolysis of the washed cream ( $r^2 = .89$ ). Preincubation of washed cream
14. from *Bacillus cereus* on lipolysis of washed cream incubated at 37 and 7°C was

**EXPLICACIÓN:** Este ejercicio sirve para diagnosticar el grado de competencia de los maestrantes en una materia que involucra conocimiento previo explicitado con la cohesión y términos esotéricos.



### EJERCICIO Nº 3.

#### DE COMPETENCIA EN EL IDIOMA INGLÉS DE LOS ESTUDIANTES DE LA MAESTRÍA EN PRODUCCIÓN ANIMAL EN LA FASE MEDIA DEL MODULO DE INGLÉS.

#### EJERCICIO SOBRE COHESIÓN Y COHERENCIA ORDENAMIENTO DEL PÁRRAFO

##### Exercise a).

1. radioimmunoassay as described by Osmond et
2. bovine insulin antiserum (Miles Laboratories
3. al (1981) except that sheep anti-guinea pig
4. Unit) was used, and the guinea-pig anti-
5. Slough) was used, at 1:35000 dilution
6. serum (Scottish Antibody production
7. determined by double antibody
8. Insulin concentrations in serum were

##### Exercise b).

1. simulated feeds at various times after food
2. answer some of these questions by examining
3. exposure, on purebred Friesian calves selected
4. the effects on insulin and metabolite
5. In this paper an attempt has been made to
6. withdrawal (ii) net negative energy balance by
7. for high or low dairy merit.
8. fasting and (iii) energy withdrawal by cold

*El propósito principal de este ejercicio es desarrollar la capacidad de los estudiantes de la Maestría en Producción Animal en la Fase Media del Módulo de Inglés con contenido científico u objetivo, mientras se trabaja a partir de un texto.*

## EJERCICIO N° 4.

DE COMPETENCIA EN EL IDIOMA INGLÉS DE LOS ESTUDIANTES DE LA MAESTRÍA EN PRODUCCIÓN ANIMAL EN LA FASE FINAL DEL MODULO DE INGLÉS.

### EJERCICIO SOBRE COHESIÓN Y COHERENCIA ORDENAMIENTO DEL PÁRRAFO

#### PROTEIN – LIPID INTERACTIONS IN CONCENTRATED INFANT FORMULA

2. a total of 32 g/L) for each 1 meq/L potassium hydroxide. Such differences in the
1. based lipid-rich products.
3. Ultracentrifugation of the sterilized product allowed separation of three fractions:
4. lipids and the proteins associated with them; free casein micelles and other dense
5. particles; and the fluid phase. Distribution of radiolabeled tracer proteins or of
6. [<sup>14</sup>C] K-casein in the sterilized product decreased by 4.7% for each 1 meq/L
7. Radiolabeled milk proteins ([<sup>14</sup>C] β-lactoglobulin or [<sup>14</sup>C] α-casein)
8. were added to raw skim milk used to prepare concentrated humanized infant formula.
9. protein measured by chemical methods among these three phases varied
10. calcium phosphate, may correlated with physical properties and stability of milk-
11. sterilization) or amount of certain additives (potassium hydroxide or urea). In the
12. range of 0 to 8 meq/L of potassium hydroxide added to the formula after
13. of added potassium hydroxide. Lipid layer content of protein decreased by 2 g/L (of
14. homogenization but before sterilization, the lipid layer content of carbon-14 from
15. significantly with differences in processing conditions (time and temperature of
16. structure of the product, related to interactions of protein with lipid, protein, or

**EXPLICACIÓN:** Este ejercicio demuestra un manejo eficiente de la cohesión y coherencia, es decir la comprensión total del texto.

## EJERCICIO N° 5.

### DE COMPETENCIA EN EL IDIOMA INGLÉS DE LOS ESTUDIANTES DE LA MAESTRÍA EN PRODUCCIÓN ANIMAL EN LA FASE FINAL DEL MODULO DE INGLÉS.

#### ESCRIBIR UN RESUMEN EN CASTELLANO DE LO SIGUIENTE.

The choice of lactations to include in sire evaluations recently has been reviewed (4). Later lactations are important to the economic health of the dairy herd as they occur with greater frequency and at higher yields than first records. Computationally, such records are difficult to include in sire evaluation and are subject to culling bias (7, 8, 9, 10, 11, 12) unless proper models are used. However, later records increase the accuracy of evaluations (5, 6, 15, 20) through additional information and more ties among sires. Further, they have been shown (3, 5, 19) to affect sire rank with important variation from sire to sire in difference between evaluations based on first and later records.

The importance of later records to accurate sire rankings suggests that relationships among sires, MGS, and sons should be examined for evaluations based on first, all, and later records. Such relationships have been examined for all lactation evaluations by Poweill et al. (12) for all breeds. These workers found a regression of near 1.0 for average Modified Contemporary Deviation on pedigree Index (PI). Rothschild et al. (13) reported correlations between son and sire near expectation for Modified Contemporary Comparison (MCC) sire evaluations. Vinson and White (17) regressed son MCC evaluations from all lactations on sire and MGS evaluations (by approximate MCC methods) from first records. Results varied by type of sampling [artificial insemination (AI) or not] but were consistently less than expectation (.26 to .41 for sires and .11 to .17 for MGS). Whether use of different records in evaluations of sires, and sons accounted for differences from expected values is not known. Differences in sire evalua-

tion methodology could be involved. Schaeffer's (14) work with first lactation Canadian evaluations yielded partial regression coefficients of .497 for sires and .243 for MGS; results were very near the expected .5 and .25.

The difference in evaluations from first and later records has implications for net present value of semen from different bulls (18). Such differences could be important, if they proved transmittable, in selecting sires of sons. Bar-Anan et al. (1), using Israeli sire evaluations from first, second, third, and pooled lactations, reponed a regression coefficient of .49 for son on sire for change from first to second evaluation. Variation of sons within sire was large. No such estimates exist for MCC evaluations.

The purpose of this study was to examine the regression of son on sire for evaluations based on different parities for five major dairy breeds. The utility of pedigree evaluations from first, all, and later records was of interest. The study also was to determine if the differences in rate of maturity apparent in previous studies had a genetic basis or were simply a function of unaccounted environmental sources of variation or biases due to female culling.

#### **MATERIALS AND METHODS**

Data were all sire evaluations for milk in Ayrshire, Guernsey, Holstein, Jersey, and Brown Swiss breeds from the January 1984 MCC. Published evaluations utilize all lactations. However, separate evaluations from first records and later records are routinely calculated in the MCC and were used in the study. Each evaluation included at least 10 daughters. Each bull's record contained sire and MGS identification. Two hundred sixty-two Ayrshire, 1,130 Guernsey, 17,882 Holstein, 3,920 Jersey, and 475 Brown Swiss sire-son pairs in which sires and sons had genetic evaluations were created. Sire records were repeated for each son in the data. Holstein records were further divided to include a group of 3,920 sire-son pairs in which the son entered AI service prior to 40 mo of age. Regressions of son on sire were calculated for all nine combinations of first, all, and later lactation evaluations for sires and sons in each breed.

In Holsteins, a further match on MGS produced 8,055 records with evaluations from first, all, and later records on sons, sires, and

MGS. From these records, PI was calculated as  $PI = .5 (\text{sire PDM}) + .25 (\text{MGS PDM})$  where PDM is Predicted Difference Milk. January 1984 MCC used the PD 82 genetic base and the "ancestor merit" method (21) of incorporating pedigree information into sire evaluations.

## RESULTS AIMD DISCUSSION

Means of evaluations and their Repeatabilities for sires and sons in each breed are in Table 1. Average evaluations for sires exceeded those for sons in most cases. Average differences (later minus first evaluation) were positive for sons but negative for sires in all breeds except Brown Swiss. Cassell et al. (3) reported differences of 36, 0, 6, 35, and 35 kg for Ayrshire, Guernsey, Holstein, Jersey, and Brown Swiss sires using these same data. Negative differences for sires could be due to inclusion of higher percentages of terminal records in their later evaluations. Cassell et al. (6) reported a larger positive difference for 200 widely used Holstein sires when later records were restricted to second lactations only compared to all later records. That study and the current study suggest that terminal records depress later lactation evaluations relative to first lactation evaluations. Differences in genetic trend from first and later records could also be involved. Cassell et al. (3, 5) reported negative correlations (-.18 to -.25) between sire's age and difference in evaluations.

Average Repeatabilities indicated that most sons were not used in AI whereas most sires were. Average Repeatabilities were always highest for all lactation evaluations, as expected, since first and later evaluations are subsets. Repeatabilities for later evaluation were almost always higher than for first evaluations, although such differences would be expected to be minor, because for most sires, additional data in later evaluations would be from additional records on the same daughters.

Standard deviations of evaluations and Repeatabilities are in Table 2. In all breeds except AI Holsteins, sire evaluations were more variable than son evaluations. This result is expected from selection Index theory and results from the low average Repeatability of son evaluations and their subsequent regression toward pedigree predictions.

**EXPLICACIÓN:** Este ejercicio final intenta verificar el dominio completo de la lectura comprensiva del idioma Inglés por parte del maestrante para tener acceso a la información actualizada encontrada en textos con contenido científico relacionados con la profesión de los maestrantes. Cabe notar que todos los textos son denominados REALIA, es decir textos auténticos actualizados.

**ENGLISH**

**FOR SPECIFIC PURPOSES**

NUMA POMPILIO REINOSO LARREA. BA. MA

## FORMACION DE LOS CINCO TIEMPOS PRINCIPALES CON VERBOS REGULARES

PLAY                      PLAYED                      PLAYED

Present:                      They play basketball  
 Past:                              They played basketball  
 Future:                        They will play basketball  
 Present perfect:              They have played basketball  
 Past perfect:                 They had played basketball

### TRADUZCA:

The houses will be painted .....

They painted the houses .....

She used the new system .....

The new system has been used .....

He plays .....

He played basketball .....

We will play baseball .....

## EXERCISES

- 1.- Teachers ..... an important role
- 2.- She was going to ..... in the factory
- 3.- The theses were ..... by the tutor
- 4.- Please don't ..... those things
- 5.- The treasures have been .....
- 6.- No fruit was .....
- 7.- The lady was ..... gracefully
- 8.- He ..... of his health
- 9.- They ..... the prisoner of the ties yesterday
- 10.- They had ..... their ideas
- 11.- The errors were .....
- 12.- The institution will ..... funds for the project
- 13.- We are going to ..... the containers
- 14.- She ..... the case with responsibility



- 15.- We ..... much money last year
- 16.- The plants will be ..... by sticks
- 17.- The authorities will not ..... smoking
- 18.- They ..... the site last week with a tractor
- 19.- All tables were ..... up
- 20.- She was ..... for the problems
- 21.- I will ..... for my friends
- 22.- The computer has ..... those data
- 23.- The practice has been ..... on the grounds of theory
- 24.- The lady has ..... to Cuenca many times
- 25.- You have ..... interesting places
- 26.- The river was ..... with the rocks
- 27.- They ..... the water every day
- 28.- Many people ..... in the street after work
- 29.- We ..... our parents
- 30.- The teacher will ..... the lesson

- 31.- My wife .....flowers
- 32.- The story ..... yesterday
- 33.- It is important to ..... others
- 34.- She was ..... the earthquakes
- 35.- Mary will not ..... new proposals
- 36.- They have been ..... the information
- 37.- We have ..... much time
- 38.- They are ..... their visas
- 39.- He has ..... the pointer in the gage
- 40.- The prices have ..... significantly
- 41.- We have ..... on the recent issues
- 42.- The power for the plant has .....
- 43.- You have ..... the germs in the laboratory
- 44.- The scholarship was .....
- 45.- ..... the blanks with capitals
- 46.- All animals were .....

- 47.- The results have been .....
- 48.- My son has been ..... the pictures
- 49.- The poor families are ..... to misery by strong links
- 50.- She has ..... all the pieces of the dish
- 51.- The table ..... exact figures
- 52.- Temperature has been ..... abruptly
- 53.- The country will be ..... the basic goods
- 54.- Traffic ..... important actions
- 55.- No information has been .....
- 56.- The king has ..... more lands
- 57.- She will ..... to escape
- 58.- Mary has ..... the oral exams
- 59.- The pamphlets will be .....
- 60.- It is necessary to ..... the houses
- 61.- The doors will be .....
- 62.- Classes ..... in July

- 63.- ..... the window in winter
- 64.- I ..... to music at night
- 65.- They ..... to dance on Saturday
- 66.- The letters were .....
- 67.- Technicians have been ..... new systems
- 68.- New models are being .....
- 69.- The cows ..... go to plants
- 71.- Many facts have been .....
- 72.- The land was ..... by trees
- 73.- I will ..... my relatives tomorrow
- 74.- The truck is ..... the merchandise
- 75.- The limits have not been .....
- 76.- ..... the dial to "ON"
- 77.- The insects will be .....
- 78.- The unit was ..... into few parts
- 79.- The procedures will be .....

80.- The numbers will be .....

81.- The items have been ..... in the budget

82.- The paper was ..... yesterday

83.- ..... to page 19

84.- The chapter ..... of the tree parts

85.- The property was ..... on time

86.- I have ..... my car

87.- A new member was ..... to this quantity

88.- They ..... to be serious

89.- Much cement has been ..... in the building

90.- My mother ..... classes regularly

91.- Dictionaries had been .....

92.- He ..... on buying the car

93.- The situation was not .....

94.- Paul does not ..... at the sun

95.- All containers have been .....

96.- We have ..... many questions

97.- The situation is going to be .....

98.- She ..... into the room very slowly

99.- We are going to ..... the elements in place

100.- They had ..... all the locks.

## MODALES

Estos verbos indican posibilidad y obligatoriedad

### POSIBILIDAD

They CAN use the car (pueden)

They COULD use the car (podieron/podrian)

They MAY use the car (pueden/podrian)

They MIGHT use the car (podrian)

They WOULD use the car (usarian)

## OBLIGATORIEDAD

You **MUST** study the problem (debes)

You **HAVE TO** study the problem (tienes que)

You **OUGHT TO** study the problem (tienes que)

You **SHOULD** study the problem (deberias)

## VERBOS IRREGULARES

1.- see	saw	seen	mountains
2.- send	sent	sent	messages
3.- break	broke	broken	rules
4.- bring	brought	brought	materials
5.- buy	bought	bought	food
6.- pay	paid	paid	debts
7.- say	said	said	words
8.- make	made	made	arrangements

9.- do	did	done	tasks
10.- sing	sang	sung	songs
11.- mean	meant	meant	happiness
12.- think	thought	thought	plans
13.- take	took	taken	notice
14.- fall	fell	fallen	budget
15.- rise	rose	risen	the waves
16.- know	knew	known	persons
17.- grow	grew	grown	crops
18.- write	wrote	written	documents
19.- begin	began	begun	the chapter
20.- bend	bent	bent	the branches
21.- spend	spent	spent	fortunes
22.- build	built	built	bridges
23.- cut	cut	cut	forests
24.- find	found	found	diamonds



25.- lose	lost	lost	the track
26.- give	gave	given	gifts
27.- bet	bet	bet	a million sucres
28.- set	set	set	the radio
29.- get	got	gotten	information
30.- hurt	hurt	hurt	the enemy
31.- burst	burst	burst	a bomb
32.- let	let	let	people
33.- read	read	read	magazines
34.- go	went	gone	to Machala
35.- bind	bound	bound	the elements
36.- fly	flew	flown	ten hours
37.- meet	met	met	a friend
38.- drive	drove	driven	a plane
39.- sleep	slept	slept	at night
40.- sweep	swept	swept	the floor

41. - swear	swore	sworn	witness
42. - hit	hit	hit	the boy
43. - understand	understood	understood	a language
44. - stand	stood	stood	on position
45. - come	came	come	here
46. - become	became	become	a monster
47. - eat	ate	eaten	sandwiches
48. - hide	hid	hidden	secrets
49. - blow	blew	blown	the dust
50. - throw	threw	thrown	the ball
51. - forget	forgot	forgotten	sorrows
52. - cost	cost	cost	a lot
53. - overcome	overcame	overcome	conflicts
54. - drink	drank	drunk	coffee
55. - run	ran	run	a mile
56. - forbid	forbade	forbidden	crime

57.- forgive	forgave	forgiven	faults
58.- put	put	put	interest
59.- wake	woke	waken	in the morning
60.- cast	cast	cast	arrows
61.- tear	tore	torn	garments
62.- undertake	undertook	undertaken	an activity
63.- tell	told	told	stories
64.- sell	sold	sold	rice
65.- arise	arose	arisen	solutions
66.- lead	led	led	chaos
67.- weave	wove	woven	sweaters
68.- wear	wore	worn	a hat
69.- show	showed	shown	a landscape
70.- learn	learned	learnt	poems
71.- light	lit	lit	a candle
72.- draw	drew	drawn	pictures

73.- grind	ground	ground	wheat
74.- teach	taught	taught	students
75.- catch	caught	caught	birds
76.- go out	went out	gone out	space
77.- go in	went in	gone in	the bank
78.- go on	went on	gone on	the novel
79 - go up	went up	gone up	inflation
80.- go off	went off	gone off	electricity
81.- go down	went down	gone down	stairs
82 - take out	took out	taken out	the product
83 - take away	took away	taken away	the dishes
84 - put down	put down	put down	prices
85.- bear	bore	born	year
86 - be	was	been	sick
87 - sit	sat	sat	in a seat
88 - lie	lay	lain	on bed

89. - foresee	forsaw	foreseen	the future
90. - withdraw	withdrew	withdrawn	the cooperation funds
91. - broadcast	broadcast	broadcast	news
92. - hear	heard	heard	sounds
93. - shake	shook	shaken	hands
94. - speak	spoke	spoken	italian
95. - lend	lent	lent	books
96. - steal	stole	stolen	jewels
97. - leave	left	left	traces
98. - freeze	froze	frozen	liquids
99. - swing	swang	swung	arguments
100. - swim	swam	swum	in the pool

### VERBS IN USE

1. - All the messages have been .....

2. - The daily taks can be ..... today

3. - I can ..... you a million sueres

- 4.- His face ..... happiness
- 5.- They have ..... magazines
- 6.- He would ..... on bed all day
- 7.- We must ..... on reading the novel
- 8.- The ..... landscape is beautiful
- 9.- The solutions were good for the ..... problems
- 10.- We should ..... about past sorrows
- 11.- We have been ..... many sandwiches
- 12.- My friends ..... Italian
- 13.- ..... liquids turn into ice
- 14.- The expert ..... few arguments yesterday
- 15.- Perales ..... nice songs
- 16.- I ..... that person last year
- 17.- All students have ..... next to chapter
- 18.- We should ..... more information
- 19.- To ..... food is very difficult

- 20.- The moon ..... the waves
- 21.- ..... the radio to "ON" position
- 22.- ..... people do all they like
- 23.- We should ..... notice of the warning
- 24.- Fortunes have been ..... in liquor
- 25.- They would have ..... the rules
- 26.- The parties ..... arrangements for the agreements
- 27.- The documents were ..... in Greek
- 28.- It is important to ..... the debts
- 29.- It is good to ..... crops
- 30.- It is necessary to ..... bridges
- 31.- It is bad to ..... forests
- 32.- It is useful to ..... secrets
- 33.- It is difficult to ..... diamonds
- 34.- It is hard to ..... a mile
- 35.- It is easy to ..... books at the library

- 36.- The candle will never be .....
- 37.- All the stones were .....
- 38.- They can ..... six languages
- 39.- The boys have to ..... to Machala
- 40.- The father ..... him all his faults
- 41.- We would ..... a new activity
- 42.- The witness ..... at the trial
- 43.- Sounds cannot be ..... with noise
- 44.- The thief has ..... few traces
- 45.- They should have been ..... in the swimming pool
- 46.- The lady ..... hands with the teacher
- 47.- Clean the furniture ..... the dust
- 48.- I could have ..... the automobile
- 49.- In the program, people ..... monsters
- 50.- The car could have ..... the boy in the accident
- 51.- We must ..... conflicts



- 52.- I have ..... much coffee
- 53.- The authorities wanted to ..... prices down
- 54.- The children ..... out to look at the space last night
- 55.- She was ..... in the year 1938
- 56.- The painter will ..... expensive pictures
- 57.- The floor was ..... in the morning
- 58.- The airplane has ..... for 10 hours
- 59.- I usually ..... late at night
- 60.- The king ..... his garments with fury
- 61.- She wanted to ..... great interest on the matter
- 62.- Misunderstanding ..... to chaos
- 63.- To ..... a hat is not common
- 64.- In winter housewives ..... thick sweaters
- 65.- The enemy was ..... in the battle
- 66.- About six bombs must have ..... in the explosion
- 67.- The pitcher ..... the ball very fast last Sunday

- 68.- It is nice to ..... a friend after some time
- 69.- The boy ..... on a good position last month
- 70 - I should have ..... here on Sunday
- 71.- Inflation ..... up this year
- 72.- I like to ..... poems
- 73.- A house ..... a lot nowadays
- 74.- We have to ..... down in this seat
- 75 - The news was ..... on the news TV channel
- 76.- Parents ..... a marvelous future for their children
- 77.- The funds for the hospital could be .....
- 78.- Mary ..... up at 10 in the morning
- 79.- My grandfather ..... interesting stories
- 80.- Crime is ..... all over the world
- 81.- Rice is ..... at high price
- 82.- In chemistry elements are ..... together
- 83.- All the dishes were ..... away from

- 84.- The client ..... in the bak with his son
- 85.- The chairs were ..... out in the fire
- 86.- Teachers have ..... the students important ideas
- 87.- To ..... or not to be that is the question
- 88.- School boys like to ..... birds
- 89.- I ..... the track in the woods 5 years ago
- 90.- The budget has not ..... in the factory
- 91.- You should ..... the mountains around my city
- 92.- Please, ..... the materials for the construction
- 93.- Many words can be ..... on this situation
- 94.- We always ..... of wonderful plans
- 95.- Tender branches usually ..... with the wind
- 96.- Many gifts are ..... in Christmas
- 97.- Indians ..... arrows in the movies
- 98.- The ..... jewels were cheap
- 99.- Work before electricity ..... off

100.- The boy ..... down stairs every day.

## RESUMEN

### FORMAS VERBALES POSIBLES EN INGLES ESCRITO

PAINT      PAINTED      PAINTED

- 1 - They paint the houses (pintan)
- 2.- They painted the houses (pintaron)
- 3.- They will paint the houses (pintarán)
- 4.- They have painted the houses (han pintado)
- 5.- They had painted the houses (habían pintado)
- 6.- They are painting the houses (están pintando)
- 7.- They were painting the houses (estuvieron pintando)
- 8.- They will be painting the houses (estarán pintando)
- 9.- They have been painting the houses (han estado pintando)
- 10.- They had been been painting the houses (habían estado pintando)
- 11.- They are going to paint the houses (literalmente, están yendo a pintar)

- 12.- They were going to paint the houses (literalmente: estuvieron yendo a pintar)
- 13.- They will be going to paint the houses (literalmente: estarán yendo a pintar)
- 14.- They have been going to paint the houses (literalmente: han estado yendo a pintar)
- 15.- They had been going to paint the houses (literalmente: habían estado yendo a pintar)
- 16.- The houses are painted by them (son pintadas)
- 17.- The houses were painted by them (fueron pintadas)
- 18.- The houses will be painted (serán pintadas)
- 19.- The houses have been painted by them (han sido pintadas)
- 20.- The houses had been painted by them (habían sido pintadas)
- 21.- They can paint the houses (pueden pintar)
- 22.- They could paint the houses (pudieron pintar, podrían pintar)
- 23.- They may paint the houses (pueden)
- 24.- They might paint the houses (podrían pintar)
- 25.- They would paint the houses (pintarían)
- 26.- They must paint the houses (deben pintar)
- 27.- They have to paint the houses (tienen que pintar)

28.- They ought to paint the houses (tienen que pintar)

29.- They should paint the houses (ellos deberian pintar las casas)

30.- There are houses / there is a house

31.- There were houses / There was a house

32.- There will be houses / there will be a house

33.- There have been houses / there has been a house

34.- There had been houses / there had been a house

### TRADUZCA LAS SIGUIENTES FORMAS

WRITE

WROTE

WRITTEN

1.- You have written a letter

.....

2.- A letter will be written by you

.....

3.- You could have written a letter

.....

4.- You have to write a letter

.....

5.- A letter has been written by him

.....

6.- She is going to write a letter

.....

7.- A letter was written by him

.....

8.- She was writing a letter

.....

9.- I must write a letter

.....

10.- The teacher wrote a letter

.....

11.- The workers will be writing a letter

.....

12.- My mother should have written a letter

13.- María writes a letter

.....

14.- One of the students has been writing a letter

.....

15.- The secretary would write a letter

.....

16.- The letter is written by her

.....

17.- They will be going to write a letter

.....

18.- The lady had written a letter

.....

19.- The farmer should write a letter

.....



## II VOCABULARY

### LEARNING BY MEANING

- |      |             |                 |                 |
|------|-------------|-----------------|-----------------|
| 1.-  | Food        | 17 - Sugar      | 32.- college    |
| 2.-  | Nourishment | 18 - Sugarcane  | 33.- profession |
| 3 -  | Life        | 19.- liquor     | 34.- job        |
| 4.-  | Humankind   | 20.- vice       | 35.- boss       |
| 5.-  | Persons     | 21.- disease    | 36.- secretary  |
| 6 -  | Body        | 22.- treatment  | 37.- typewriter |
| 7.-  | Head        | 23.- hospital   | 38.- paper      |
| 8.-  | Hair        | 24.- physician  | 39.- ink        |
| 9 -  | Soap        | 25.- nurse      | 40.- color      |
| 10.- | Bath        | 26.- human      | 41.- blue       |
| 11.- | Water       | 27.- children   | 42.- sky        |
| 12.- | Flora       | 28.- school     | 43.- cloud      |
| 13.- | Tress       | 29.- teacher    | 44.- star       |
| 14.- | Fruit       | 30.- pupil      | 45.- airplane   |
| 15.- | Juice       | 31 - university | 46.- airport    |
| 16.- | Liquid      |                 | 47.- passenger  |
|      |             |                 | 48.- bag        |

1.- book	17.- price	1.- house	17.- space
2.- library	18.- market	2.- door	18.- air
3.- document	19.- business	3.- key	19.- oxygen
4.- computer	20.- income	4.- metal	20.- element
5.- bit	21.- welfare	5.- iron	21.- chemistry
6.- unit	22.- happiness	6.- machinery	22.- science
7.- family	23.- love	7.- factory	
8.- society	24.- feeling	8.- worker	
9.- government	25.- heart	9.- salary	
10.- president	26.- blood	10.- money	
11.- authority	27.- cell	11.- bank	
12.- law	28.- tissue	12.- city	
13.- regulation	29.- muscle	13.- speed	
14.- sentence	30.- movement	14.- car	
15.- word	31.- activity	15.- fuel	
16.- dictionary	32.- work	16.- station	

## VOCABULARY IN CONTEXT

### ANTONYMS

Fill in the blanks with the corresponding words.

Example                      GOOD                      BAD                      NEVER                      ALWAYS  
    a                                      b                                      c                                      d

- 1.- It is ..... to see you again.
- 2.- He ..... acts like that
- 3.- It is ..... to smoke too much
- 4.- ..... try to steal

Solution: 1a; 2d; 3b; 4c.

Exercise 1.

FIRST                      LAST                      HERE                      THERE  
    a                                      b                                      c                                      d

- 1.- My mother lives in Europe. I would like to live .....
- 2.- This is the ..... time I let you have my car. Don't forget it.
- 3.- His friends have come ..... to visit me.
- 4.- You have to come ..... to win the race.

Solution: .....

Exercise 2.

BEFORE                      AFTER                      UP                      DOWN  
    a                                      b                                      c                                      d

- 1.- They didn't want to sit .....
- 2.- Wednesday comes ..... Tuesday
- 3.- Inflation is going ..... Prices are higher.
- 4.- March is ..... April.

## Exercise 3.

NEW  
aOLD  
bFAST  
cSLOW  
d

- 1.- Nowadays changes are ..... They cannot be recorded.
- 2.- You can use this TV set for a very long time. It is .....
- 3.- ..... people should be respected.
- 4.- ..... learners must be taken care of.

## Exercise 4.

CHEAP  
aEXPENSIVE  
bABOVE  
cBELOW  
d

- 1.- Cars are very ..... They cost a lot of money
- 2.- This summer is hot. The temperature is ..... 30°C.
- 3.- People say that ..... things are not good quality products.
- 4.- It is freezing. Today, it is ..... 4°C.

## Exercise 5.

OVER  
aUNDER  
bIN FRONT OF  
cBEHIND  
d

- 1.- The experiment was carried out ..... a 5-year period.
- 2.- I could not see him because he was ..... me
- 3.- It was surprising to see my friends ..... of the building.
- 4.- ..... these conditions, nothing can be done.

## Exercise 6.

MANY  
aFEW  
bMORE  
cLESS  
d

- 1.- The workers are on a strike because they want ..... money
- 2.- It is important to have ..... friends, but excellent ones.
- 3.- ..... things can be done with a lot of time.
- 4.- The ..... stress you have the better performance you will have.

## Exercise 7.

HOT  
aCOLD  
bHEAT  
cCOLDNESS  
d

- 1.- The winter ..... make us use overcoats.
- 2.- ..... water is used to wash pots.
- 3.- The ..... weather causes a sore throat.
- 4.- Solar energy produces .....

## Exercise 8.

NEAR  
aFAST  
bSOFT  
cHARD  
d

- 1.- Our visitors will arrive soon because they are not ..... from here.
- 2.- It is ..... to work 12 hours a day.
- 3.- A ..... material is necessary to make cushions.
- 4.- I am happy because my parents live ..... my family.

## Exercise 9.

NARROW  
aWIDE  
bMUCH  
cSCARSE  
d

- 1 - The street is too ..... for the cars to pass.
- 2 - The ..... food made the people to starve to death.
- 3 - One thousand dollars is too ..... for a house monthly rent
- 4.- This city is beautiful. It has ..... avenues.

## Exercise 10.

STRONG  
aWEAK  
bDEEP  
cSHALLOW  
d

- 1 - Divers go very ..... into the sea.
- 2.- It is easy to fish in ..... waters.
- 3.- He is ..... He should go to the hospital.
- 4.- They are ..... They are weight lifters.

## Exercise 11.

ROUGH

a

SMOOTH

b

SWEET

c

SOUR

d

- 1 - The ..... surface slowed down the motion.
- 2 - Her face is so ..... that all classmates like her.
- 3 - The high acid content made it .....
- 4 - ..... surfaces are usually bright.

## Exercise 12.

INSIDE

a

OUTSIDE

b

RICH

c

POOR

d

- 1 - The boy is ..... He should come in, it is raining.
- 2 - He has much money, He is a ..... person.
- 3 - ..... people are bound to misery by strong links
- 4 - The packages ..... the room are protected.

## Exercise 13.

TOP

a

BOTTOM

b

HIGH

c

LOW

d

- 1 - It cannot be known. It is a ..... secret.
- 2 - The ..... prices caused inflation.
- 3 - ..... level families do not have many expectations.
- 4 - The dirt was taken out from the pot .....

## Exercise 14.

BEGINNING

a

AND

b

SIMPLE

c

COMPOUND

d

- 1 - The story had a happy .....
- 2 - It is a ..... structure. It has many elements.
- 3 - The problem is ..... It should be solved in few seconds
- 4 - January marks the ..... of the fiscal year.

## Exercise 15.

BLACK  
aWHITE  
bEARLY  
cLATE  
d

- 1.- The ..... color brightens the environments.
- 2.- He has problems at school because he is always .....
- 3.- ..... shoes are used by most people.
- 4.- They get up ..... in the morning.

## Exercise 16.

LONG  
aSHORT  
bLARGE  
cSMALL  
d

- 1.- The meeting was ..... It took only 30 minutes.
- 2.- The ..... lecture made us sleep.
- 3.- This is a very ..... town. It has 500,000 people.
- 4.- This ..... factory has many employees.

## Exercise 17.

BIG  
aLITTLE  
bEASY  
cDIFFICULT  
d

- 1.- ..... things are meaningful in life.
- 2.- The situation was so ..... that no solution was found.
- 3.- It is ..... to practice sports.
- 4.- The rock was so ..... that nobody could move it.

## Exercise 18.

HAPPY  
aSAD  
bLIGHT  
cHEAVY  
d

- 1.- John won the chess prize. He is very .....
- 2.- ..... weight fighters get a lot of money.
- 3.- Your suffering makes me .....
- 4.- ..... things fly with the wind.

## Exercise 19.

DEAD  
aLIVE  
bTHIN  
cTHICK  
d

- 1.- The ..... batteries must be replaced.
- 2.- The paint is too ..... A thinner is needed.
- 3.- The television program was a ..... one.
- 4.- The film was so ..... that it was difficult to see it.

## Exercise 20.

SICK  
aHEALTHY  
bWET  
cDRY  
d

- 1.- Now you can iron the ..... clothes.
- 2.- ..... boys can study better.
- 3.- Charitable women visit the ..... people in the hospitals.
- 4.- ..... materials determine a high moisture content.

## Exercise 21.

FAT  
aLEAN  
bBRIGHT  
cOPAQUE  
d

- 1.- It is difficult for a ..... pig to move.
- 2.- The window pane becomes ..... with the water steam.
- 3.- The TV screen was so ..... that it was difficult to watch it.
- 4.- ..... meat is good for health.

## Exercise 22.

OPEN  
aCLOSE  
bTIGHT  
cLOOSE  
d

- 1.- It is important to have an ..... attitude.
- 2.- When the bus came ..... to me, I could get on it.
- 3.- The structure could not be broken down because of the ..... nuts.
- 4.- They could easily undo the ..... tie.



## Exercise 23.

SEE  
aSAW  
bSEEING  
cSEEN  
d

- 1.- Peter ..... Mary last week.
- 2.- All the details have been .....
- 3.- You can ..... what you want.
- 4.- The experts ..... the situation are my friends.

## Exercise 24.

KNOW  
aKNOWING  
bKNEW  
cKNOWN  
d

- 1.- ..... facts makes us acquire experience
- 2.- He came here to ..... his parents.
- 3.- She ..... it some time ago.
- 4.- His father was a ..... person.

## Exercise 25.

GREW  
aGROW  
bGROWING  
cGROWN  
d

- 1.- The farmers are ..... a new tomato plant variety.
- 2.- The peasant ..... up as healthy as possible.
- 3.- They ..... wheat crops.
- 4.- Vegetables are ..... in water.

## Exercise 26.

THROWS  
aTHREW  
bTHROWN  
cTHROWING  
d

- 1.- The pitcher ..... the ball very fast.
- 2.- The industry wastes are ..... away.
- 3.- Last week, the lady ..... away the worn outclothes
- 4.- ..... the garbage is a public health measure.

## Exercise 27.

FLIES  
AFLEW  
bFLYING  
cFLOWN  
d

- 1.- ..... saucers are seen in Mexico.
- 2.- The boss must have ..... 1.000 hours.
- 3.- Mary ..... every weekend to London.
- 4.- I ..... only once to Europe.

## Exercise 28.

RUNS  
aRUNNING  
bRAN  
cRUN  
d

- 1.- When the ..... they sweat a lot.
- 2.- She was ..... yesterday morning.
- 3.- The teacher ..... to be fit.
- 4.- We ..... two years ago.

## Exercise 29.

COME  
aCOMING  
bCAME  
cCOMES  
d

- 1.- If you want to ..... let me know.
- 2.- The students ..... from England are good.
- 3.- When Ann ..... we were happy.
- 4.- She ..... every now and then.

## Exercise 30.

EAT  
aEATEN  
bEATING  
cATE  
d

- 1.- She ..... too much last week.
- 2.- The workers ..... the sandwiches work hard.
- 3.- We must have ..... because we feel sick.
- 4.- They were invited to ..... in a restaurant.

## Exercise 31.

GIVE

a

GAVE

b

GIVEN

c

GIVING

d

- 1.- The persons ..... food to the poor belong to a charity institution.
- 2.- My mother ..... a nice ring last year.
- 3.- Many details have been ..... in the process.
- 4.- If you ....., you will receive.

## Exercise 32.

SHAKE

a

SHOOK

b

SHAKING

c

SHAKEN

d

- 1.- ..... the product before using.
- 2.- The earthquake ..... the building last week.
- 3.- The water was spilt because the boy was ..... the table.
- 4.- The trees were ..... by the train crossing the fields.

## Exercise 33.

CHOOSE

a

CHOSE

b

CHOOSING

c

CHOSEN

d

- 1.- ..... what you buy is important.
- 2.- The ..... students will participate in the meeting.
- 3.- He ..... what he wanted.
- 4.- It is important to ..... your friends.

## Exercise 34.

SPEAKS

a

SPOKE

b

SPEAKING

c

SPOKEN

d

- 1.- When the boys ..... their parents understood everything.
- 2.- The worker ..... when he has time to
- 3.- The ..... words were recorded.
- 4.- The girl was ..... with her friends.

## Exercise 35.

STEAL  
a

STOLEN  
b

STOLE  
c

STEALING  
d

- 1.- He was selling the ..... things.
- 2.- ..... is a bad habit.
- 3.- The boys were not used to .....
- 4.- The man returned what he .....

## Exercise 36.

WEARS  
a

WORN  
b

WORE  
c

WEARING  
d

- 1.- The lady ..... that hat everyday.
- 2.- My mother was ..... a new dress for that party.
- 3.- I did not like what she .....
- 4.- That watch is ..... out.

## Exercise 37.

GETS  
a

GOTTEN  
b

GETTING  
c

GOT  
d

- 1.- She was ..... what she deserved.
- 2.- When they ..... the money they bought the car.
- 3.- We have ..... much information.
- 4.- They hope their mother ..... better.

## Exercise 38.

FORGET  
a

FORGOT  
b

FORGETTING  
c

FORGOTTEN  
d

- 1.- Bad things should be .....
- 2.- My grandmother is ..... everything.
- 3.- He could not open the office because he ..... the keys.
- 4.- ..... it !

## Exercise 39.

SWIM

a

SWAM

b

SWIMMING

c

SWUM

d

- 1.- ..... it is important to be physically fit.
- 2.- I ..... when I was young.
- 3.- The woman has ..... for two hours.
- 4.- We can ..... in the sea.

## Exercise 40.

DRINK

a

DRANK

b

DRUNK

c

DRINKING

d

- 1.- It is a bad habit to ..... liquor too much.
- 2.- When they came we had ..... all the water we had.
- 3.- He ..... all the beer he wanted.
- 4.- I spent much time in ..... coffee.

## Exercise 41.

SING

a

SANG

b

SUNG

c

SINGING

d

- 1.- The ..... song were excellent
- 2.- She ..... all the songs she knew
- 3.- While the boys were ..... nobody spoke
- 4.- We can ..... what we like!

## Exercise 42.

BEGIN

a

BEGAN

b

BEGUN

c

BEGINNING

d

- 1.- It is important to ..... the work on time
- 2.- Helen has ..... the project
- 3.- They ..... to play basketball when the people did not arrive yet.
- 4.- The school year ..... is a little difficult.

## Exercise 43.

WRITE

a

WROTE

b

WRITING

c

WRITTEN

d

- 1.- The ..... reports were not accurate.
- 2.- Last year the students ..... scientific papers.
- 3.- She has to ..... a newspaper article.
- 4.- By now the girls must be ..... the letters.

## Exercise 44.

RISES

a

ROSE

b

RISEN

c

RISING

d

- 1.- Prices are ..... frequently
- 2.- Suddenly, the secretary ..... to her feet.
- 3.- When the sun ..... life comes to earth.
- 4.- The pupil interest has .....

## Exercise 45.

DRIVE

a

DROVE

b

DRIVING

c

DRIVEN

d

- 1 - The employee has ..... buses for years.
- 2 - It is easy to ..... a car.
- 3.- When he was told he ..... left.
- 4.- The soldiers were ..... big trucks.

## Exercise 46.

BE

a

WAS

b

BEEN

c

BEING

d

- 1.- Peter ..... playing cards.
- 2.- The candidates are ..... examined for the employment.
- 3.- We must have ..... wrong!
- 4.- They will ..... there tomorrow morning.

## Exercise 47.

GOES  
a

WENT  
b

GONE  
c

GOING  
d

- 1.- He might come here after ..... to Cuenca.
- 2.- When the mother ..... away the children cried
- 3.- The boss has ..... to Europe many times.
- 4.- The physician usually ..... to the hospital to visit his patients.

## Exercise 48.

DOES  
a

DID  
b

DONE  
c

DOING  
d

- 1.- What he ..... was bad.
- 2.- The secretary ..... not like to dance.
- 3.- The meat was ..... after much cooking.
- 4.- The parents should know what they are .....

## Exercise 49.

UNDERSTAND  
a

UNDERSTANDS  
b

UNDERSTOOD  
c

UNDERSTANDING  
d

- 1.- If the teachers explain it, the students will ..... it
- 2.- ..... among nations will determine peace in the world
- 3.- All topics were ..... by the meeting members.
- 4.- The lady ..... what she likes.

## Exercise 50.

HEAR  
a

HEARD  
b

HEARING  
c

HEARS  
d

- 1.- The sounds were not ..... clearly
- 2.- The teacher is ..... music from abroad.
- 3.- He did not answer because he could not .....
- 4.- The judge ..... all the claims.

## Exercise 51.

LOSE  
a

LOST  
b

LOSING  
c

LOSES  
d

- 1.- When we have a lot to do we should not ..... time
- 2.- The animals are ..... weight.
- 3.- The president ..... power because of the economic measures he took.
- 4.- It is the third time that this candidate .....

## Exercise 52.

SELLS  
a

SOLD  
b

SELLING  
c

SELL  
d

- 1.- The ..... products cannot be returned
- 2.- Food ..... is a good business.
- 3.- He wanted to ..... everything because of the debts.
- 4.- The boy ..... newspapers in the city square.

## Exercise 53.

TELL  
a

TOLD  
b

TELLS  
c

TELLING  
d

- 1.- Nobody wanted to ..... stories.
- 2.- The reportes were ..... us aboput the accident
- 3.- She ..... me that her mother is sick.
- 4.- Many tales are ..... about the end of the world.

## Exercise 54.

LEAVE  
a

LEFT  
b

LEAVING  
c

LEAVES  
d

- 1.- The businessman ..... Spain for England, yesterday.
- 2.- The player must ..... as soon as possible.
- 3.- The teacher ..... this school because he doesn't like this place.
- 4.- The nurse received the medicines when she was .....



## Exercise 55.

MEAN  
aMEAN  
bMEANS  
cMEANING  
d

- 1.- I don't understand what you .....
- 2.- With her attitude she ..... that she was not happy.
- 3.- The word "perhaps" ..... that you are not willing to come!
- 4.- They were ..... different ideas.

## Exercise 56.

TEACH  
aTAUGHT  
bTEACHES  
cTEACHING  
d

- 1.- My friend ..... what he knows.
- 2.- The leader has ..... excellent procedures.
- 3.- If we want, we can ..... something to others.
- 4.- Ann must be ..... right now.

## Exercise 57.

CATCH  
aCAUGHT  
bCATCHES  
cCATCHING  
d

- 1.- The thief was surprised when he was .....
- 2.- I found the boy ..... insects.
- 3.- My mother ..... a cold when she goes out.
- 4.- He knows how to ..... the ball.

## Exercise 58.

THINK  
aTHOUGHT  
bTHINKS  
cTHINKING  
d

- 1.- I like your way of .....
- 2.- He ..... what you say is correct.
- 3.- She ..... that you were sick.
- 4.- It is easy to ..... when we are alone.

## Exercise 59.

SEEK  
aSOUGHT  
bSEEKING  
cSEEKS  
d

- 1.- The explorers are ..... a hidden treasure.
- 2.- Many fortunes have been .....
- 3.- The singer ..... fame.
- 4.- World powers ..... an international balance.

## Exercise 60.

FIGHT  
aFOUGHT  
bFIGHTS  
cFIGHTING  
d

- 1.- The soldiers are still .....
- 2.- The manager ..... for power.
- 3.- We have to ..... everyday.
- 4.- In the war everybody ..... last year.

## Exercise 61.

BRING  
aBROUGHT  
bBRINGS  
cBRINGING  
d

- 1 - All the materials were ..... by the trucks.
- 2 - My friends have been ..... the books.
- 3 - In a ship we can ..... much merchandise.
- 4 - The lawyer ..... all the documents with him.

## Exercise 62.

BUY  
aBOUGHT  
bBUYS  
cBUYING  
d

- 1.- You can ..... everything if you have money.
- 2.- I didn't like what she ..... yesterday.
- 3.- Martha ..... in that factory.
- 4.- They found him ..... new products.

## Exercise 63.

SWEEP

a

SWEEPED

b

SWEEPS

c

SWEEPING

d

- 1.- My mother was ..... the floor when I saw her.
- 2.- The kitchen has been .....
- 3.- If he ..... the room, he will get money for it.
- 4.- It is necessary to ..... the house everyday

## Exercise 64.

SLEEP

a

SLEPT

b

SLEEPING

c

SLEEPS

d

- 1.- She is happy when she ..... well.
- 2.- ..... makes us rest.
- 3.- I went to the hotel to ..... comfortably.
- 4.- The boss must have ..... for 12 hours.

## Exercise 65.

KEEP

a

KEPT

b

KEEPING

c

KEEPS

d

- 1.- They like to ..... the money in the bank.
- 2.- The right must be ..... when driving.
- 3.- ..... jewels is good for the future.
- 4.- Lucy ..... her secrets only for her friends.

## Exercise 66.

HOLD

a

HELD

b

HOLDING

c

HOLDS

d

- 1.- The spy ..... a good record.
- 2.- The meeting will be ..... on Wednesday.
- 3.- The son was ..... all the pieces.
- 4.- The daughters can ..... that her paper is excellent.

## Exercise 67.

SIT

a

SAT

b

SITS

c

SITTING

d

- 1.- The girl ..... down next to the president is my sister.
- 2.- You can ..... down wherever you like.
- 3.- We ..... down because we were tired.
- 4.- His girlfriend ..... down near him.

## Exercise 68.

HIT

a

HITTING

b

BET

c

BETTING

d

- 1.- The boy was ..... with the bat.
- 2.- I can ..... you a million euros.
- 3.- He was good in ..... the balls.
- 4.- ..... a lot of money is dangerous.

## Exercise 69.

LET

a

LETTING

b

SET

c

SETTING

d

- 1.- ..... me go there!
- 2.- The ..... instructions must be read.
- 3.- We can ..... this function by turning this knob.
- 4.- You can release the lock by ..... this device down.

## Exercise 70.

SPREAD

a

SPREADING

b

PUT

c

PUTTING

d

- 1.- The disease was ..... all over the region
- 2.- She was ..... the money in the wallet.
- 3.- The prisoner was ..... the vice in the jail.
- 4.- We have to ..... interest on this issue.

## Exercise 71.

HURT  
a

HURTING  
b

BURST  
c

BURSTING  
d

- 1.- The patient went to the clinic because the wound was .....
- 2.- To ..... the enemy was their main objective.
- 3.- The bomb ..... made a lot of noise.
- 4.- They can make mines .....

## Exercise 72.

COSTS  
a

COSTING  
b

CAST  
c

CASTING  
d

- 1.- Houses are ..... much money.
- 2.- In the old wars, arrows were ..... by the warriors.
- 3.- The authorities are ..... bad news.
- 4.- We don't know much a car .....

## Exercise 73.

HAVE  
a

HAS  
b

HAVING  
c

HAD  
d

- 1.- Last year my director ..... three cars.
- 2.- The owner ..... the right to claim his land.
- 3.- The plants ..... insects will be sprayed.
- 4.- They can ..... what they want if they work.

## Exercise 74.

MAKE  
a

MADE  
b

MAKES  
c

MAKING  
d

- 1.- All the arrangements were .....
- 2.- She can ..... me cry with her stories.
- 3.- The lecturer ..... us think of our lives.
- 4.- He will have breakfast after ..... she bed.

## Exercise 75.

BUILD

a

BUILT

b

BUILDING

c

BUILDS

d

- 1.- It is possible to ..... this structure with these elements.
- 2.- Many bridges have been ..... with stones.
- 3.- The workers have been ..... a large factory.
- 4.- I like the houses he .....

## Exercise 76.

BEND

a

BENDING

b

BENT

c

BENDS

d

- 1.- He ..... the rod with his hands.
- 2.- There are various ..... systems.
- 3.- They use a high temperature to ..... materials.
- 4.- Nobody noticed that they ..... the fence.

## Exercise 77.

LEND

a

LENT

b

LENDING

c

LENDs

d

- 1.- In the ESPOCH library good books are .....
- 2.- ..... money is a common practice.
- 3.- She did not want to ..... her earrings
- 4.- When Jack ..... them a car, they are happy.

## Exercise 78

SEND

a

SENT

b

SENDING

c

SENDS

d

- 1.- In seconds messages are ..... nowadays.
- 2.- My brother ..... many postcards.
- 3.- I will come back after ..... the parcels.
- 4.- Some people ..... news by E-mail.

## Exercise 79.

SPEND  
aSPENDING  
bSPENT  
cSPENDS  
d

- 1.- Much time was ..... in the engine cleaning.
- 2.- Some persons ..... a lot of money in liquor.
- 3.- The father was ..... his fortune in playing cards.
- 4.- When she ..... her money she tells everybody about it.

## Exercise 80.

MEET  
aMEETING  
bMET  
cMEETS  
d

- 1.- This application ..... all the requirements.
- 2.- The group leader was ..... with his supporters at night.
- 3.- It is nice to ..... a new friend.
- 4.- I ..... him last year.

## Exercise 81.

FEEL  
aFELT  
bFEELING  
cFEELS  
d

- 1.- The poor girl was ..... a pain in her neck.
- 2.- I understand he ..... well.
- 3.- A great sorrow was ..... by the community.
- 4.- You make me ..... bad.

## Exercise 82.

FEED  
aFED  
bFEEDING  
cFEEDS  
d

- 1.- There is no paper to ..... the printer.
- 2.- The farmer will be ..... the animals.
- 3.- She has ..... the pigs everyday.
- 4.- The little boy ..... his rabbits.

## Exercise 83.

LEAD  
aLEADING  
bLED  
cLEADS  
d

- 1.- Mr. Johnson is a ..... personality.
- 2.- Misunderstanding ..... to chaos.
- 3.- Individuals do not like to be .....
- 4.- To ..... is to convince people.

## Exercise 84.

CUT  
aREAD  
bREADS  
cREADING  
d

- 1.- Yesterday my youngest brother ..... his finger with a knife.
- 2.- All the newspapers have been ..... by the students.
- 3.- They were ..... the magazines very carefully
- 4.- My father ..... books with eyeglasses.

## Exercise 85.

LIGHT  
aLIT  
bLIGHTING  
cLIGHTS  
d

- 1.- The candle has not been .....
- 2.- The red signal will .....
- 3.- He ..... the match.
- 4.- They are ..... the building.

## Exercise 86.

SLIDE  
aSLID  
bSLIDING  
cSLIDES  
d

- 1.- ..... the lever to operate the system.
- 2.- The ..... terraces will cause problems.
- 3.- The mud ..... with the rain water.
- 4.- He ..... the control few minutes ago.



Exercise 87.

WIN  
a

WON  
b

WINNING  
c

WINS  
d

The team is ..... all the contexts  
 If you want to ..... you have to be fit.  
 The participant ..... because he is prepared.  
 He ..... the race, last week.

Exercise 88.

DIG  
a

DUG  
b

DIGGING  
c

DIGS  
d

All the holes have been .....  
 The rats were ..... the garbage.  
 She ..... in the garden to plant flowers.  
 To examine the soil you have to .....

Exercise 89.

FIND  
a

FINDS  
b

FOUND  
c

FINDING  
d

The father will come after ..... his son  
 I ..... it interesting.  
 My employer always ..... a time to rest.  
 Many worlds are ..... in the space.

Exercise 90.

BIND  
a

BINDS  
b

BINDING  
c

BOUND  
d

- Try to ..... those elements.  
 - The ..... system should be studied.  
 - All the ingredients have been .....  
 - When she ..... the bags, she does it very tightly

91.

GRIND

a

GROUND

b

GRINDS

c

GRINDING

d

est ..... is urgent.  
 rains were finely .....  
 tones are used to ..... materials.  
 mill ..... wheat mainly.

92.

DRAW

a

DREW

b

DRAWN

c

DRAWING

d

important to follow the instructions to ..... pictures.  
 y conclusions can be ..... from these data.  
 engineer was ..... an accurate design.  
 ..... this landscape because he liked it.

93.

WITHDRAW

a

WITHDREW

b

WITHDRAWING

c

WITHDRAWN

d

came here to ..... his money.  
 funds must have been ..... yesterday.  
 ..... all the jewels he put.  
 y are ..... their cooperation.

94.

BECOME

a

BECAME

b

BECOMING

c

BECOMES

d

iter ..... ice in the refrigerator.  
 e doctor ..... interested when he read the case.  
 e is ..... a famous teacher.  
 e can ..... leaders if we try to.

95.

FREEZE

a

FROZE

b

FREEZING

c

FROZEN

d

..... food is kept fresh.  
 Winter temperature is .....  
 in ..... prices to control inflation.  
 Scientists ..... some germs to study them.

96.

FORESEE

a

FORESAW

b

FORESEEN

c

FORESEEING

d

..... persons can ..... the future.  
 The details were .....  
 The expert was ..... the dairy cow behaviour  
 ..... what happened.

97.

FALL

a

FELL

b

FALLEN

c

FALLS

d

The tree leaves have .....  
 The floor is slippery the old lady usually ..... down.  
 They were happy because prices .....  
 The dictator must .....

98.

BLEED

a

BLED

b

BLEEDING

c

BLEEDS

d

The wound is now .....  
 The patient ..... very much in the accident.  
 His nose ..... He should take care of it.  
 The blood vessels ..... inside the body.

## Exercise 99.

FORGIVE  
aFORGAVE  
bFORGIVEN  
cFORGIVING  
d

- 1.- ..... me please.
- 2.- His father ..... him all his faults a week ago.
- 3.- Everything has been .....
- 4.- She was ..... them their debts.

## Exercise 100.

UNDERTAKE  
aUNDERTOOK  
bUNDERTAKING  
cUNDERTAKEN  
d

- 1.- His ..... was surprising.
- 2.- They ..... all the possible activities ten years ago.
- 3.- The project has been ..... by the engineers.
- 4.- We have to ..... important tasks in life.

### III. NOMINAL GROUPS

En los grupos nominales o grupos de nombres la palabra principal ocupa el último lugar del grupo. En los siguientes ejemplos la palabra principal o nombre premodificado está subrayado.

a.- The radio control

The radio's volume control

The radio control volume knob

The radio volume control knob position

El cable de radio

El control de volumen del radio

La perilla de control de volumen del radio

La posición de la perilla de control de volumen del radio

b.- Grupos nominales con adjetivos.

En los ejemplos el adjetivo concuerda con la palabra principal subrayada

The high banana production

The low year family income

The expensive car oil station construction

The urgent city problem solution

La alta producción de bananos

El bajo ingreso anual de la familia

La costosa construcción de la estación de aceite de carros

La solución urgente del problema de la ciudad

c.- El guión une las palabras

The high-quality merchandise

The up-and-down machine drive

The 2-yr-old avocado trees

The 2-3-yr-old avocado trees

✓ The 100 2-3-yr-old-avocado trees

La mercancía de alta calidad

El accionamiento de arriba hacia abajo y de abajo hacia arriba de la máquina

Arboles de aguacate de dos años de edad

Arboles de aguacate de 2 a 3 años de edad

Los 100 árboles de aguacate de 2 a 3 años de edad

d.- Ciertos grupos de palabras conocidas no necesitan guión

The experimental station study

The living standard situation

The standard deviation calculus

The new year greetings

El estudio de la estación experimental

La situación del nivel de vida

El cálculo de la desviación standard

Saludos por año nuevo

e.- Grupos nominales con participios pasados

The three-sided structure

The half-finished term thesis

The two-phased engine

The middle-aged country population

La estructura de tres lados

La tesis final a medio terminad

El motor bifásico

La población del país de mediana edad

g. - Grupos nominales con -ING

The noise-producing machinery functioning

The smoke-producing lime mine

The egg-laying rate

El funcionamiento de la máquina que produce ruido

La mina de cal que produce humo

El porcentaje de la postura de huevos

## FORMAS ING

Las formas ING tienen diferentes significaciones, las mismas que se expresan en los siguientes ejemplos:

- 1.- They were playing cards
- 2.- The game was exciting
- 3.- The plan presenting new methods will be reviewed
- 4.- The operating instructions whould be read
- 5.- You turn it on by setting the dial to "ON" position

- 1.- Ellos estuvieron jugando cartas
- 2.- El juego estuvo emocionante

- 3.- El plan que presenta nuevos métodos será revisado
- 4.- Las instrucciones de operación deberían ser leídas
- 5.- Usted enciende colocando mediante el dial a la posición de ON (encendido)

#### IV. STRUCTURES EXPRESSING

##### 1.- PURPOSE:

- 1.a. I came here to buy the car
- 1.b. I came here in order to buy the car
- 1.c. I came here for buying the car
- 1.d. I came here so that I could buy the car

##### 2.- CAUSE:

- 2.a. She is crying because she has a headache
- 2.b. She is crying because of the headache
- 2.c. She is crying due to the headache
- 2.d. She is crying for the headache

##### 3.- MEANS

- 3.a. The exam was made with the electron microscope
- 3.b. The exam was made by the electron microscope
- 3.c. The exam was made through the electron microscope
- 3.d. The exam was made by means of the electron microscope

##### 4.- CONSECUTIVE SENTENCES

- 4.a. The situation was such that the student became desperated
- 4.b. The house is so expensive that nobody wants to buy it



- 4.c. This is such a case that many lawyers are defending it  
 4.d. We studied elements such as: iron, silver, gold, aluminum, etc.

### 5.- ADVERSATIVE SENTENCES

- 5.a. Although he got the money, nevertheless he didn't buy the car  
 5.b. The climate is good; however it changes suddenly  
 5.c. Though you have the airplane ticket you will not travel because of the weather  
 5.d. The boy is healthy, but he doesn't work

### 6.- ORIGIN

- 6.a. The tourist comes from Europe  
 6.b. The stones from the river are good for construction  
 6.c. From these data many conclusions can be drawn  
 6.d. The temperature ranged from 16°C up to 20°C  
     The temperature ranged from 16°C to 20°C  
     The temperature ranged from 16°C-20°C

### 7.- RELATIVES

- 7.a. They didn't read what you wrote  
 7.b. I think that the lady will come  
 7.c. The garden which has been watered recently is beautiful  
 7.d. They presented the documents which will be studied

### 8.- COORDINATION

- 8.a. You either work or study  
 8.b. You neither work nor study  
 8.c. You work and study

8.d. You do both, you work and study

## 9.- CONSEQUENCE

9.a. The boy was badly hurt, as the accident was big

9.b. I have acted as you told me

9.c. The paper was written as the established regulations stated

9.d. You will not participate in the event since you told us you were sick

## 10.- TYPICAL STRUCTURES

10.a. The paper you read is up-to-dated

10.b. The elements they studied are important

10.c. She wants to buy the books you sell

10.d. The mountains you see were visited recently

## IV. COHESION AND COHERENCE

### ON THE ROAD

Directions: Read the passage and note the prepositions

#### Waiting for Sara

I looked around the apartment where I had spent most of my life. The window was open and sounds from the street mixed with the talk show from the radio that my mother always kept on. It seems that she had even turned the volume up to get her mind off the fact that I was leaving. She sat in her favorite chair, the one I had had to fix at least twice a year for as long as I remember. Who would fix it now?

The doorbell rang and my sister entered without waiting for someone to let her in.

"You sure picked a good day for going south", she yielded over her shoulder at me as she put the sack of groceries she was carrying on the table. "Arizona couldn't be any hotter than New York today".

Nobody replied the heat and the occasion had made us quiet. Eleanor continued her monolog. "Where is Sara?, When is she coming. She should be here by now. Did she talk to you this morning?, mama?"

The direct question forced mama to look at my sister. At first she just nodded her head, but then added. She said she'd be here about now".

"Well, I hope she comes soon. We need some life in this place. You two are carrying on as if it were the end of the world. Look at both of you sitting in your chairs waiting for doomsday". She reached out and put her hand on mama's shoulder. "come on, now mama he's only going to Flag-staff. That's not far away. You can still talk to him on the phone. And he'll come back here and visit, won't you Dwight?"

She threw a quick sharp look in my direction. I got up from my chair and came over and sat next to mama. "Of course I will. You will be seeing me every holyday"

"And the weekends he'll call you even if the rates go down". She put her hand on my elbow and gave it a squeeze.

"Mama, I'll call you even if the rates are up".

"Now, don't you go wasting your money like that. You've got to learn to save". The idea of encouraging me toward thrift aroused my mother from her sad state. She had a purpose again: looking after me.

## ON THE ROAD SOLUTION

## Waiting for Sara

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#### PARAGRAPHS COHESION AND COHERENCE

1.-

The experts studied the case in the ESPOCH

GN                      V                      ( )

2.-

The two elements investigated through regional devices are similar

GN                                      ( )                                      V

3.-

In Northern Kuwait the reporter presented her report

( )                                      GN                      V

4.-

The reporter presented her report

GN                                      v

- 1.- The students play basketball in Riobamba
- 2.- The students in Riobamba played basketball
- 3.- In Riobamba, the students played basketball
- 4.- The students played basketball

## COHESION AND COHERENCE EXERCISES

### ANIMAL PRODUCTION

#### Exercises

Order the following paragraph using only the numbers

Example:

- 1.- Variation in metabolic responses to energy
- 2.- In lacting cows, genetic differences in
- 3.- demand
- 4.- milk production appear to be related to

Solution: 2 - 4 - 1 - 3

In lacting cows, genetic differences in milk production appear to be related to variation in metabolic responses to energy demand.



5.- predictors of merit but measurements in

6.- unstimulated animals seem unlikely to -

✓ **Exercise 5.**

1.- radioimmunoassay as described by Gøtzsche et

2.- bovine insulin antiserum (Miles Laboratories

3.- al (1981) except that sheep anti-guinea pig

4.- Unit) was used, and the guinea-pig anti-

5.- Slough) was used, at 1:35000 dilution

6.- serum (Scottish Antibody production

7.- determined by double antibody

8.- Insulin concentrations in serum were

**Exercise 6.**

1.- simulated feeds at various times after food

2.- answer some of these questions by examining

3.- exposure, on purebred Friesian calves selected

4.- the effects on insulin and metabolite

5.- In this paper an attempt has been made to

6.- withdrawal (ii) net negative energy balance by

8.- for high or low dairy merit.

9.- fasting and (iii) energy withdrawal by cold

## Exercise 7.

- 1.- merit, or to cows of unknown dairy merit
- 2.- generations of selection for high or low dairy
- 3.- Contemporary Comparison rating mated to
- 4.- calves were the progeny of
- 5.- bulls with high or low improved
- 6.- cows that were the products of one to four

## Exercise 8.

- 1.- difference was  $-0.52$  (s.e.0.25) on day 3 and
- 2.- prior to re-feeding was  $-0.73$  (s.e.0.23)
- 3.- blood urea concentration than animals of high
- 4.- dairy merit, the average high - low
- 5.- low dairy merit had a significantly higher
- 6.- At all times animals of

## Exercise 9.

- 1.- injection on the metabolite and the linear
- 2.- proportionate injections, the mean effect of an
- 3.- values taken before and after each probionate
- 4.- On day 2, linear functions of the six
- 5.- six samples, the linear and quadratic changes
- 6.- and quadratic changes in this effect over the



- 7- three proportionate injections
- 8- injection estimated the average value over all
- 9- in the average value over the three

#### Exercise 10.

- 1- mean prior to re-feeding and (ii) by linear
- 2- regression.

- 3- by sample compared to the day 2 baseline,
- 4- The samples during day 1

- 5- and post re-feeding were assessed (i) sample
- 6- and for post re-feeding, compared to the

#### Exercise 11.

- 1- linear model accounting for sex, line and
- 2- calf, as described above, were analysed on a
- 3- session with age present as a partial
- 4- functions estimated for each
- 5- regression.
- 6- The linear

#### Exercise 12.

- 1- concentration of (30g/kg) with hay provided
- 2- ad libitum.

- 1- apparent.
- 2- significant increases in serum insulin were still
- 3- This is in agreement with the present
- 4- and 6h post feeding, although in this study

Exercise 14.

- 1- rates returned to normal in low line animals ( $P < 0.05$ ).
- 2- animals was lower on the 2<sup>nd</sup> day than on
- 3- but remained depressed in high line animals
- 4- decreased heart rates. On re-feeding, heart
- 5- The mean heart rate for both high and low
- 6- the 1st day (table 2) probably due to
- 7- habituation to handling stress. Fasting greatly

Exercise 13.

- 3- molasses 100 and had a crude protein
- 4- 4.5 lime 1, mineral and trace element mix
- 5 - (g/kg): barley 748-5, soya bean meal 125, salt
- 6 - Animals were individually penned for 3 to 4
- 7- twice daily (08.30 and 16.00h) with 0.75kg concentrates
- 8 - 2-5, calcium dihydrogen phosphate 8 and
- 9- days prior to the start of the experiment, fed
- 10- (the concentrates consisted of

- 7 - concentrations reflect a basic repeatable
- 6 - the line differences in fasting urea
- 5 - metabolic difference and not a peculiarity of
- 4 - This agreement implies that
- 3 - potential of this measurement as a useful
- 2 - one breed, line or sire, and confirms the
- 1 - predictor.

#### Exercise 16.

- 6 - from Triakaratne et al. (1980) and from
- 5 - the urea responses obtained from our work.
- 4 - differences in breed, genetic background and
- 3 - Thus,
- 2 - Sejrsen et al. (1981) are similar despite
- 1 - fasting regime.

#### Exercise 15.

- 8 - injection, 1h30 min. After the last meal and not
- 7 - difference was observed following the first
- 6 - following the second and third injections, 3
- 5 - experiment where the only significant time

- 3 - genetic merit for dairy production.
- 2 - metabolic concentrations during a metabolic
- 1 - stress in the young animal can relate to its

Exercise 19.

- 8 - (Webster 1967). Re-feeding, as expected,
- 7 - lower heart rate in high line animals after
- 6 - metabolic rate and therefore greater energetic
- 5 - The large drop in heart rate on fasting
- 4 - probably indicates a fall in metabolic rate
- 3 - returned metabolic rates towards normal. The
- 2 - re-feeding (table 2) may imply a lower
- 1 - efficiency in these animals in this state.

Exercise 18.

- 7 - of the FFA concentrations to environmental
- 6 - This
- 5 - difficulties of using such concentrations as a
- 4 - stress (Slee and Halliday 1968) increases
- 3 - inconsistency of response and the sensitivity
- 2 - predictor
- 1 - experimental variation and underlines the

Exercise 17.

4.- In conclusion, this study confirms that blood

Exercise 20.

- 1.- produce the desired effects.
- 2.- induced shivering but produced no significant
- 3.- metabolic concentrations. It was concluded
- 4.- could be tolerated and would be necessary to
- 5.- These cold exposures
- 6.- change in rectal temperature or in blood
- 7.- that longer or more intense cold exposure