FACULTAD DE CIENCIAS AGRARIAS
Y FORESTALES

U N L P

INGLÉS

PSII

(Prueba de Suficiencia en Idioma Inglés)

Guía de Textos y Trabajos Prácticos

Analía Napolitano (Prof. ADJ.)
Gabriela Fraga (JTP)

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Material orientativo para la preparación del final de INGLÉS y PSII – Modalidad Libre.

Leer y analizar los siguientes textos

a. In computer engineering, computer architecture is a set of disciplines that describes the functionality, the organization and the implementation of computer systems; that is, it defines the capabilities of a computer and its programming model in an abstract way, and how the internal organization of the system is designed and implemented to meet the specified capabilities. Computer architecture involves many aspects, including instruction set architecture design, microarchitecture design, logic design, and implementation.

Computer architects use computers to design new computers. Emulation software can run programs written in a proposed instruction set. While the design is very easy to change at this stage, compiler designers often collaborate with the architects, suggesting improvements in the instruction set.

The discipline of computer architecture has three main subcategories: Instruction Set Architecture, Microarchitecture and System Design.

b. The search for values associated with the type of activity of an esthetic center was an important issue in the conception of this project. In order to create a setting geared to relaxation, health and beauty, the architects made use of materials like stone, mosaics and wood. **All of these elements** were brought together to represent the world of the senses. In the entrance, a photographic image printed digitally onto vinyl shows a serene and relaxing blue sky with clouds. On the opposite side of the room, a space is reserved for meeting suppliers and for selling cosmetics. A round table, some simple chairs, and a set of light glass shelves set off the products on display. To take advantage of a free corner, an attractive space was created with a wall mirror and built-in lighting. Outside, the services on offer are repeatedly announced in vinyl lettering on the shop window.

c. The biotic and abiotic stress factors are a threat for plants, prevent them from reaching their full genetic potential and limit crop productivity worldwide. Stress cause injury, disease or aberrant physiology by imposing a constraint or highly unpredictable fluctuations on regular metabolic patterns of plants. These fluctuations are mainly associated with altered metabolic functions; one of those is either loss of or reduced synthesis of photosynthetic pigments. This results in declined light harvesting and generation of reducing powers, which are a source of energy for dark reactions of photosynthesis. Thus, this review article describes some induced changes in morphological, physiological and pigments composition in crops due to stresses.

TEXTO 1

Ecosystems

An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscape, work together to form a bubble of life. Ecosystems contain biotic, as well as abiotic factors. Biotic factors include plants, animals, and other organisms. Abiotic factors include rocks, temperature, and humidity.

Every factor in an ecosystem depends on every other factor, either directly or indirectly. A change in the temperature of an ecosystem often affects which plants grow there, for instance. Animals that depend on plants for food and shelter have to adapt to the changes, move to another ecosystem, or perish.

Ecosystems can be very large or very small.

The whole surface of Earth is a series of connected ecosystems. Ecosystems are often connected in a larger biome. Biomes are large sections of land, sea, or atmosphere. Forests, ponds, reefs, and tundra are all types of biomes, for example. They are organized very generally, based on the types of plants and animals that live in them. Within each forest, each pond, each reef, or each section of tundra, you will find many different ecosystems.

https://www.nationalgeographic.org/encyclopedia/ecosystem/

TEXTO 2

Biological Control

Natural control strategies that employ biological agents for pest suppression are generally classified as biological control tactics. In conventional usage, **this term** usually refers to the practice of rearing and releasing natural enemies: parasites, predators, or pathogens. A slightly broader definition of "biocontrol" includes any related management activity that is designed to protect or conserve natural enemies.

Biocontrol agents include a wide variety of life forms, including vertebrates, invertebrates, fungi, and microorganisms. **These beneficial species** are common in most natural communities and, although **their** presence is often unnoticed, **they** help maintain the "balance of nature" by regulating the density of their host or prey population. Insect species often become "pests" when this ecological balance is disrupted by natural events or human intervention. Biological pest control strives to reestablish this balance in one of three ways:

1. **Importation**. Foreign exploration is conducted to identify and collect natural enemies in the country from which an exotic pest has been introduced.

2. **Conservation**. A variety of management activities can be used to optimize the survival and/or effectiveness of natural enemies.

3. **Augmentation**. Natural enemies that are unable to survive and/or persist in a new environment can sometimes be reared in large numbers and periodically released to suppress a pest population. In some cases, small numbers of a beneficial species are released in several critical locations to suppress local pest outbreaks (an inoculative release).

TEXTO 3

Agronomy Guide 2007–2008

Part 1, Section 2: Soil Fertility Management

PLANT NUTRIENTS

The plant nutrients may come from many sources, including soil reserves, added fertilizer *or* manure, *and* crop residues. Nutrients *such as* nitrogen, phosphorus, *and* potassium are required in large quantities, *while others* are required in very small quantities. Nutrients *such as* sulfur, calcium, *and* magnesium are required in intermediate quantities. Nutrients required in small quantities (micronutrients) need not be large*, but they* are necessary to the plant.

The roles *and* deficiency symptoms of the primary nutrients are discussed below:

Nitrogen (N) is a critical component of proteins, *which* control the metabolic processes required for plant growth*. It* also is an integral part of the chlorophyll molecule *and thus* plays a key role in photosynthesis. An adequate supply of nitrogen is associated with vigorous vegetative growth *and* a plant's dark green color. Nitrogen deficiency is characterized by reduced plant growth *and* a pale green or yellow color. *This yellowing* generally begins at the tip of the leaf *and* goes down the middle of the leaf. *If* the deficiency is severe, the affected area eventually turns brown *and* dies. *Since* nitrogen is mobile in the plant, older leaves show the first symptoms of nitrogen deficiency.

Phosphorus (P) is a critical component of nucleic acids, *so it* plays a vital role in plant reproduction, *of which* grain production is an important result. Considered essential to seed formation, *this mineral* is often found in large quantities in seed and fruit. Phosphorus is essential for the biological energy transfer processes *that* are vital to life *and* growth. Adequate phosphorus is characterized by improved crop quality, increased root growth, *and* earlier crop maturity. Phosphorus deficiency is indicated by reduced plant growth, delayed maturity, *and* small fruit set. *These symptoms* may be accompanied by a purple coloring, particularly in young plants. Like nitrogen, phosphorus is mobile in the plant; *therefore*, any deficiency symptoms show up first on older leaves.

Potassium (K) is not an integral part of any major plant component, but it plays a key role in a vast array of physiological processes vital for plant growth, from protein synthesis to maintenance of plant water balance. Potassium deficiency is characterized by reduced plant growth *and* a yellowing *and/or* burning of leaf edges. *Since* potassium is mobile in the plant, the symptoms appear on the older leaves first. Another indication of potassium deficiency is reduced disease resistance *and* reduced winter hardiness of perennial *or* winter annual crops. The secondary nutrients, calcium, magnesium, *and* sulfur play a variety of roles in plants.

Calcium (Ca) is an integral part of plant cell walls. When a soil is properly limed to maintain an optimum pH level, calcium is usually adequate for agronomic crops.

Magnesium (Mg), a key component of chlorophyll, plays a critical role in photosynthesis. Magnesium deficiency is characterized by white stripes between the leaf veins. Magnesium is best supplied by a limestone that contains this nutrient.

Sulfur (S) is a common component of proteins *and* vitamins. Sulfur-deficient plants have a general yellowing and are very spindly. Symptoms of sulfur deficiency are similar to *those* of mild nitrogen deficiency, except that *they* appear sooner in new growth *than* in old growth, *since* sulfur is not mobile in the plant. Rainfall supplies significant amounts of sulfur, and *it* is recycled efficiently through the manure applications.

Micronutrients are key players in many of the processes important for plant growth. Of the micronutrients, boron (B) *and* zinc (Zn) are usually *the only two* that occasionally are deficient. Boron deficiency can be overcome by periodically applying boron *when* topdressing alfalfa. Zinc deficiency is sometimes observed on corn, particularly *when* phosphorus levels become excessive from overapplication of phosphorus fertilizer.

TEXTO 4

From: Weed Biology and Control, Thomas James Muzik (1970), Mc Graw Hill, New York (Chapter four)

GROWTH DEVELOPMENT

An understanding of the growth and development of the plant from seed to maturity is desirable in order to develop an understanding of the importance of stage of growth to herbicidal action. All plants are most susceptible to herbicides when they are young. In addition, cereals have two stages of susceptibility to 2,4-D: (1) before tillering and (2) in early bud and boot stage. Mature perennial plants are, as a rule, most sensitive at the early stages of flowering.

Germination

Germination is the period during which physiological processes are initiated in seed leading to the elongation of cells and the formation of new cells, tissues, and organs, i.e., the period between hydration and the onset of meristematic activity. The young plant, or seedling, usually elongates very rapidly making new increments of growth. The age at which a seedling becomes a mature plant varies from species to species. The term seedling is much abused. Exact definition is important since seedlings are generally more sensitive to chemicals than are mature plants. The seedlings of certain perennials resemble annuals in their response until they reach a certain age. For example, it has been reported that bindweed (Convolvulus arvensis) gains the ability to regenerate from roots at the age of about 10 weeks, whereas quackgrass may take 16 weeks to develop this same ability (Crafs and Robins, 1962). Up to this point these plants can be killed easily by cultivation or contact herbicides.

The seedling stage is that period of growth on the primary root before adventitious or secondary roots are formed. The evidence at hand indicates that grasses change their response to herbicides after adventitious roots are formed, usually in the direction of added resistance or lack of response. For example, barnyard grass (Echinochloa crusgalli) is relatively sensitive to dalapon (2,2-dichloropropionic acid) prior to adventitious roots grow.

Size of stem and foliage alone is a poor criterion since in many species, particularly under unfavorable growing conditions, these plants may be several weeks old and only a few centimeters high, yet still flower and produce seed. As a result of unfavourable weather and intermittent germination, a population of plants of equal size and appearance may contain individuals quite different in age and physiology. Chemicals applied to such populations may give apparently contradictory and misleading effects.

TEXTO 5

Purpose of Conservation Agriculture

At the beginning, CA was developed as a natural resource-saving practice. The development of conservation tillage began in the USA in 1935, as a result of the Dust Bowl which devastated large areas of the United States in the 1930s. The principal objective was to retain a cover by crop residues on at least 30% of the soil surface, and to protect the soil from wind erosion. Zero tillage was introduced in Brazil in the early 1970s, mainly as an answer to severe water erosion problems. There, in the hilly parts of southern Brazil, water erosion was leading to disastrous loss of soil and severe degradation of farmland. In response to **these problems** a new kind of agriculture has been developed without any mechanical soil movement (zero tillage and direct seeding) and with the use of cover crops and crop rotations. The initial zero tillage technique came from the USA. **It** was converted to a more complete approach called CA in Brazil, and **it** is now coming back as such to the USA.

Today, CA is still promoted for **its** resource-saving capacity: to maintain or enhance soil fertility, to fight against erosion and desertification and/or to better use scarce rain water resources. But CA is also recognized for **its** economic benefits which mainly convinced farmers to adopt **it**: increased yields, reduced production costs, labor reduction, increased farm incomes, better production stability and therefore better food security. Thus, CA could be a way to achieve the UN Millennium Development Goals, of eradicating extreme poverty and hunger while ensuring environmental sustainability.

Conservation Agriculture is also showing a new, very interesting benefit in the fight against global warming. **It** has been shown that CA is able to increase carbon sequestration in the soil. On average, under humid temperate conditions, 0.5 t/ha/year of organic carbon can be captured (Baker et al., 2007). CA could therefore be promoted as a practice **that** contributes to mitigating climate change.

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Selección de Trabajos Prácticos

Trabajo Práctico Nº 1

Silviculture in Natural Forests

Natural forests are forests that have regenerated naturally; **they** are composed of all the species (e.g. trees and other plants, fauna and fungi), that occur naturally in **them**. Natural-forest silviculture can be defined as the practice of controlling the establishment, growth, composition, health and quality of natural forests to meet diverse needs and values. Silvicultural practice consists of the interventions applied to forests to maintain or enhance **their** utility for specific purposes, such as the production of wood and other forest products, biodiversity conservation, recreation and the provision of environmental services.

Decisions on silviculture in natural forests can occur at three levels: silvicultural systems; silvicultural treatment regimes; and silvicultural operations.

A *silvicultural system* is "the process by which the crops constituting a forest are tended, removed and replaced by new crops, resulting in the production of stands of distinctive form ... The terms 'stand' and 'crop' are both used to denote silvicultural or management units **that** are homogeneous in one or several aspects" (Matthews 1994).

A *silvicultural treatment* is a planned programme of silvicultural operations that can be implemented during the entire or partial rotation of a stand. Within the context of silvicultural stand treatment, each stand is assigned a specific silvicultural objective and separately assessed for the characteristics of **its** site (e.g. locality, slope and soil type) and stocking (e.g. composition, age, diameter distribution and regeneration). Based on **this information**, a *silvicultural treatment regime* is formulated.

Silvicultural operations are procedures that aim to achieve stand-specific objectives by using silvicultural techniques. **Such techniques** include, for example, canopy alterations to induce natural regeneration, the harvesting of mature trees, planting, and thinning to improve timber quality and stand growth. Silvicultural operations involve decisions on machinery and other equipment, techniques, work organization and human resources, as well as considerations of operational cost and investment.

http://www.fao.org/sustainable-forest-management/toolbox/modules/silviculture-in-natural-forests/basic-knowledge/en/

GLOSARIO:

- *health*:
- *to meet ….needs:*
- *enhance:*
- *tended:*
- *both:*
- *several:*
- *stand:*
- *slope:*
- *stocking:*
- *canopy:*
- *timber:*

1. Leer el texto con atención

2. Marcar todas las palabras transparentes en el primer párrafo

3. Clasificar las palabras del ejercicio 2 de acuerdo a su categoría gramatical

Sustantivos	Adjetivos	Verbos	Adverbios

4. Buscar en el diccionario las siguientes palabras sacadas del texto

species (L. 2): ……

fungi (L. 2): ……

consits of (L. 5): ……

resulting in (L. 12): ……

within (L. 16): ……

each (stand)(L. 17): ……..……...

the harvesting (L. 25): ……

thinning (L. 26): ……

other equipment (L. 27): ……

5. ¿A qué refieren las palabras resaltadas en el texto?

they ……
them ……
their ……
that ……
Its ……
this information ……
Such techniques ……

6. Encontrar en el texto las siguientes frases. Copiarlas.

a. cultivos nuevos ……..

b. propósitos específicos ……..

c. organización laboral y recursos humanos ……

d. conservación de la biodiversidad ……..

e. distribución del diámetro ……..……..

f. unidades silvícolas o de manejo ……..

7. Marcar con un círculo todos los (and) y (or). Analizar.

……

……

……

……

……

……

8. Responder las siguientes preguntas <u>en español</u>

a. Explique a qué se llama silvicultura y cuál es su objetivo.

.....

.....

b. ¿Cuáles son los distintos niveles a tener que considera la práctica silvícola?

.....

.....

c. ¿Cómo se formula un régimen de tratamiento silvícola?

.....

.....

d. ¿Qué son las operaciones silvícolas? Mencione ejemplos.

.....

.....

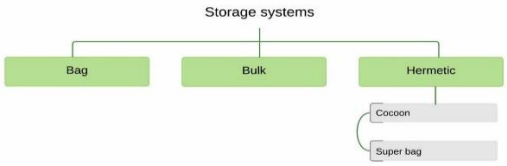
Trabajo Práctico Nº 2

Storage

The purpose of any grain storage *facility* is to provide safe storage conditions for the grain *in order to* prevent grain loss that is caused by adverse weather, moisture, rodents, birds, insects and micro-organisms like *fungi*.

In general, it is recommended that rice for food purposes be stored in paddy form *rather than* milled rice as the husk provides some protection against insects and helps prevent quality deterioration.

However, when rice can be stored as brown rice, 20% less storage capacity will be needed. Brown rice is rice grain with its hulls removed but not polished. Under tropical conditions brown rice has a very short shelf life, approximately two weeks.



Rice storage facilities take many forms depending on the quantity of grain to be stored, the purpose of storage, and the location of the store.

Storage systems can be *through* bag, bulk, or hermetic containers.

- Bag storage- grain is stored in 40–80 kg bags that are made from *either* jute *or* woven plastic
- Bulk storage - grain is stored in bulk at the farm or at commercial collection houses

Hermetic storage - grain is stored in an airtight container *so that* that moisture content of the stored grain will remain *the same* as when it was sealed. These storages can extend germination life of seeds, control insect grain pests, and improve headrice recovery.

Glosario ***Paddy:*** *arroz con cáscara*
Milled rice: *molido*
Husk: *cascarilla*
Brown rice*: arroz integral*
Hulls: *vaina*
Jute*: yute*

1. ***Read the text carefully***

2. ***Look up these words and expressions from the text in the dictionary***

facility ……

in order to ……

fungi ……

rather than ……

through ……

either … or ……

so that ……

the same ……

3. ***What do these words refer to?***

a. its (L. 8) .....

b. that (L. 13) .....

c. it (L. 17) .....

4. ***How does the author express these ideas in the text?***

a. Adverse weather, moisture, rodents, birds, insects and micro-organisms cause grain loss

.....

b. They can store rice as brown rice.

.....

c. They make bags from jute or woven plastic.

.....

d. They store hermetic - grain in an airtight container.

.....

5. Analize these verbal forms from the text. Complete the chart.

Lines	***Sujeto***	***Verbal Forms***	***Meaning in the text***
2		*is caused*	
7		*can be stored*	
7/8		*will be needed*	
13		*is stored*	
13		*are made*	
16		*was sealed*	

6. Answer the following questions <u>in Spanish</u>

a. What are the storage facilities made for?

.....

.....

.....

b. Are all storage facilities alike? Explain.

.....

.....

.....

c. Which are the types of storage mentioned in the text?

.....

.....

.....

d. What is the benefit of using hermetic containers?

.....

.....

Trabajo Práctico Nº 3

F A C T S H E E T

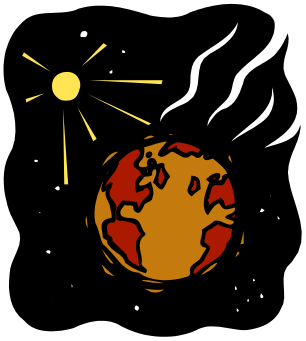
Global Warming

This fact sheet was prepared with the Assistance of the World Resorces InstiTute. Gus Speth, WRI's President, is a Member of Earth Day 1990's Board of Directors.

What is Global Warming?

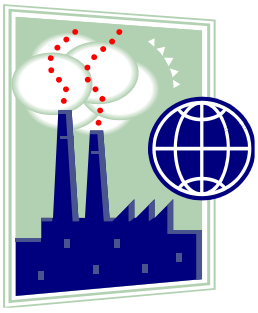
[Over the past century, the human species has turned the Earth into one huge unplanned experiment. By releasing unprecedented amounts of greenhouse gases (carbon dioxide, methane, chlorofluorocarbons, nitrous oxide and gases that create tropospheric ozone) into the atmosphere, we have in effect, turned up the global thermostat. Greenhouse gases act in a fashion similar to the windshield of a car parked in the sun, allowing light energy to pass through, but then trapping the re-emitted heat. The greenhouse effect occurs naturally and without **it** the Earth would be ice-covered and uninhabitable. However, over the past century, human practices have led to an increased build up of greenhouse gases.**]**

Scientists already have detected a 1 degree F temperature rise, **which** may be due to the greenhouse effect. **They** predict a further increase of between 4 and 9 degrees F by the middle of the next century if greenhouse gas emissions grow at expected rates. The 6 warmest years



of the century have been in the 1980s, with the 1987 and 1988 being the hottest on record. As world population and fossil fuel use grow, greater quantities of greenhouse gases will be released into the atmosphere. Although the U.S. has only 5 percent of the world's population, we are responsible for 25 per cent of the carbon dioxide **that** is released from burning fossil fuels.

Carbon dioxide (which accounts for approximately half of the global warming trend), nitrous oxide and tropospheric ozone are by-products of burning fossil fuels (coal, oil and gas) and wood. It is important to note that burning natural gas releases 70 percent as much carbon dioxide per unit of energy as oil, and half that of coal. Forests and oceans are natural sinks for carbon dioxide, but are unable to absorb the quantities currently being emitted. Deforestation releases large quantities of carbon dioxide as well as methane, carbon monoxide, ozone and nitrous oxide. Methane, which accounts for 18 percent of greenhouse effects, also is produced by swamps, cattle, rice paddies, landfills, termites and fossil fuels. Chlorofluorocarbons (CFCs), used in refrigerators and air conditioners, as foam blowers, as circuit board cleaners and as aerosol propellants, accounts for 17 percent of the greenhouse effect.



Scientists predict that as global temperature rise, life on Earth will face a series of potentially disastrous threats. Precipitation will decline in some areas, leading to crop failure and expanding deserts. Elsewhere, rainfall will increase, causing flooding and erosion. Changes in habitat could lead to mass extinctions of plants and animals that are unable to migrate to more compatible climates. And sea levels will rise, flooding coastal areas and causing salt water intrusion into coastal aquifers.

1. Read the text carefully

2. Answer the following questions <u>in Spanish</u>

a. Why does the author say that men have turned the earth into a huge unplanned experiment?

.....

.....

b. What is the inevitable consequence of the increase of gases?

.....

.....

c. Why are greenhouse gases beneficial when they occur naturally?

.....

.....

d. What have scientists already noticed about the earth temperature?

.....

.....

e. What will happen if world population and the use of fossil fuel grow?

.....

.....

f. To what extent is the USA responsible for the percentage of carbon dioxide release?

.....

.....

3. What do these words refer to?

a. **it** (L. 16) .....

b. **which** (L. 23) .....

c. **They** (L. 25) .....

d. **that** (L. 39) .....

4. Analyze the following verbs from the text and complete the chart.

SUJETO	VERB	SPANISH VERSION
	has turned into (L. 2)	
	create (L. 7)	
	occurs (L. 15)	
	have detected (L.22)	
	predict (L. 25)	
	will be released (L. 34/35)	
	has (L. 36)	
	is released (L. 39)	

6. Translate these Noun Phrases from the text.

- approximately half of the global warming trend

.....

- by-products of burning fossil fuels and wood

.....

- carbon dioxide per unit of energy

.....

- currently emitted quantities

.....

- 18 percent of the greenhouse effect

.....

- a series of potentially disastrous threats

.....

7. Translate the text between brackets [.....] (lines 1 to 21)

.....

TRABAJO PRÁCTICO Nº 4

Chapter 8

Environmental Physiology

R. J. Bula
Agricultural Research Service, USDA
Lafayette, Indiana

M. A. Massengale
University of Arizona
Tucson, Arizona

INTRODUCTION

An alfalfa plant growing in the field is exposed to dynamic environmental conditions. In addition, the effects of any particular environmental condition on plant response vary according to the stage of plant development. Elucidation of the relationships of environmental factor(s) with the metabolic processes involved in plant growth and development is the primary objective of research in the area of environmental physiology. **This** includes determination of the optimum environmental exposure of maximum plant growth, as well as exposures **that** result in stresses on plant metabolism. Such stresses imposed on a plant may evoke immediate responses, such as drought and wilting, or delayed responses not readily associated with the environmental exposure, such as vernalization.

The wide geographic distribution of alfalfa implies the adaptability to a diverse range of environmental conditions. **This attribute** is a valuable characteristic and ranks as a unique character among crop species. Breeding programs to improve the adaptability of alfalfa to environment have been remarkably successful, particularly in relation to the ability of alfalfa to survive overwintering conditions. An equal degree of progress should be realized as we continue to integrate **our** knowledge of the environment with **that** of the physiology of the plant.
This chapter is organized on the basis of physiological responses to the environment during seedling, vegetative and floral stages of development. We also attempt to relate how weather forecasts and environmental responses could be used to improve management procedures.

1. What do these words refer to?

a. **This** (L. 4) .....

b. **that** (L. 5) .....

c. **This attribute** (L. 10) .....

d. **our** (L. 13) .....

e. **that** (L. 13) .....

2. Underline the main verbs in paragraph 1 and join them to their corresponding subjects (↶).

4. Look up these words and expressions in the dictionary

- In addition (L. 1) …….....
- as well as (L. 5): …….....
- Such (L. 6): …….....
- such as (L. 7) : ..…….....
- as (L. 13) : ..…….....

4. How does the writer express the following phrases in the text? Copy

a. the growth and development of plants …….....

b. alfalfa adaptability to the environment …….....

c. a degree of progress that is equal …….....

d. procedures of management …….....

e. responses that are immediate …….....

f. primary research objective …….....

5. Read the text again and answer the questions <u>in Spanish</u>

a. What's the most important goal in the Environmental Physiology study?

.....

b. Mention the possible effects caused by the stress on a plant.

.....

c. What are breeding programs used for?

.....

Trabajo Práctico Nº 4 – PART II

SEEDLING GROWTH AND DEVELOPMENT
Germination

Numerous factors, such as temperature, available moisture, age and osmotic concentration of the media surrounding the seeds, are known to influence germination of alfalfa seed.

Germination may be affected by increasing osmotic concentrations through either decreasing the rate and total amount of water absorbed or by increasing the entry of ions in quantities sufficient to be toxic. The surface layer of soil is usually more saline than soil below the surface. Therefore, germination of seeds occurs in an environment with higher osmotic values than that in which established plants grow, since roots are distributed throughout a much larger soil area. Generally, the percentage of seeds germinating decreases as osmotic (salt) concentration increases. Seeds of various cultivars differ in their ability to tolerate salinity and/or other osmotic gradients during germination.

1. Answer the following questions in Spanish

a. What is the text about?

b. Mention some elements affecting germination.

2. Say if the sentences are True (T) or False (F) according to the text

a. Lack of water and certain level of toxicity can affect germination. ( )
b. The deeper the soil, the more saline. ( )
c. Seeds germinate in places where established plants develop. ( )
d. All seeds are alike as regards their tolerance to salinity. ( )

3. Mark with a tick (√) the correct alternative

a. seedling growth and development =		crecimiento de plantines y desarrollo crecimiento y desarrollo de plantines plantines de crecimiento y desarrollo
b. the media sorrounding the seeds	=	las semillas que rodean al medio el medio que rodea a las semillas el medio rodeando a las semillas
c. by increasing osmotic concentration	=	por incrementar la concentración osmótica por concentración osmótica creciente incrementando la concentración osmótica
d. the percentage of seeds germinating	=	el % de semillas que germinan el % de semillas germinadas el % de semillas germinando
e. other ... during germination	=	que duran la germinación durando la germinación durante la germinación

4. Translation.

TRABAJO PRÁCTICO Nº 5

COMPARISON OF BIOLOGICAL AND CHEMICAL WEED CONTROL

There are two definite advantages of chemical weed control as compared to biological control: (1) herbicides may be applied to specific, restricted areas; (2) **they** are quick-acting. Application to specific areas is important when a weed in one crop may be a neighbor's valuable forage plant, and quick action is necessary since the main competition from weeds comes in the first 6 to 8 weeks of crop growth.

The disadvantages of chemicals are (1) they must be applied each season; (2) **they** may leave harmful residues in soil which may be absorbed by succeeding crops; (3) their cost is high, in both initial investment and subsequent application.

The advantages of biological control are (1) low cost; (2) no residue in soil; (3) simplicity of control, i.e.: once the insect has been introduced it will propagate **itself** and spread naturally or it may be spread by man rather simply.

The disadvantage of biological control is mainly slowness of action. Seldom will an organism multiply rapidly enough to be effective on weeds in crops, that is, to kill the weeds in the first 6 to 8 weeks of growth when competition is most critical. Although one might argue that over a period of time, a weed such as mustard, for example, might be controlled to the point where **it** would not be an important factor, the large numbers of weed seeds in the soil must be considered. These seeds will serve to repopulate infested areas for many years.

Considering that there are about 1200 important weed species (Fogg. 1966), many of **which** are closely related to crop plants, it is unlikely that a biological control will be discovered for each one in the foreseeable future. As pointed out in Chapter I, modern methods of crop management, such as growing a single species in pure stands in rows, leave many spaces and resources unexploited. Some weed is certain to take advantage of the unused water, nutrients, space and light.

The key to weed control is wise management of all available weapons, including cultivation, fertilization, burning, flooding, mulching, crop rotation, biological control, and the intelligent use of agricultural chemicals.

1. Read the text carefully

2. Contextual Referents

a. **they** (L. 2) .....

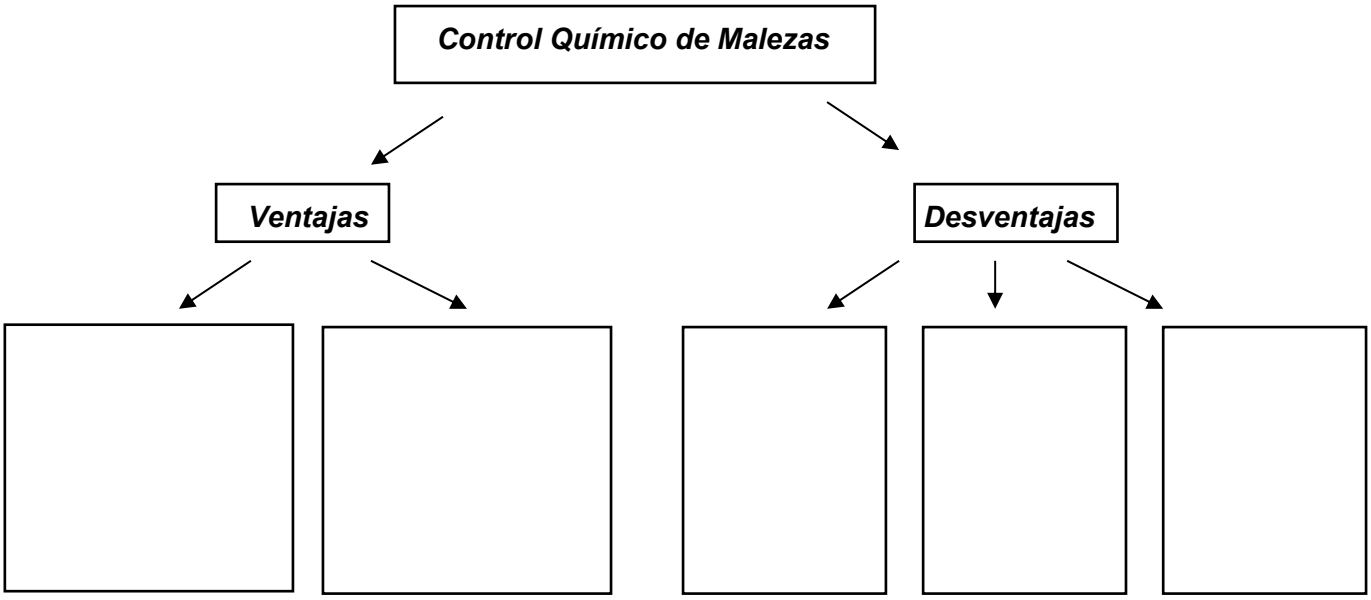
b. **they** (L. 6) .....

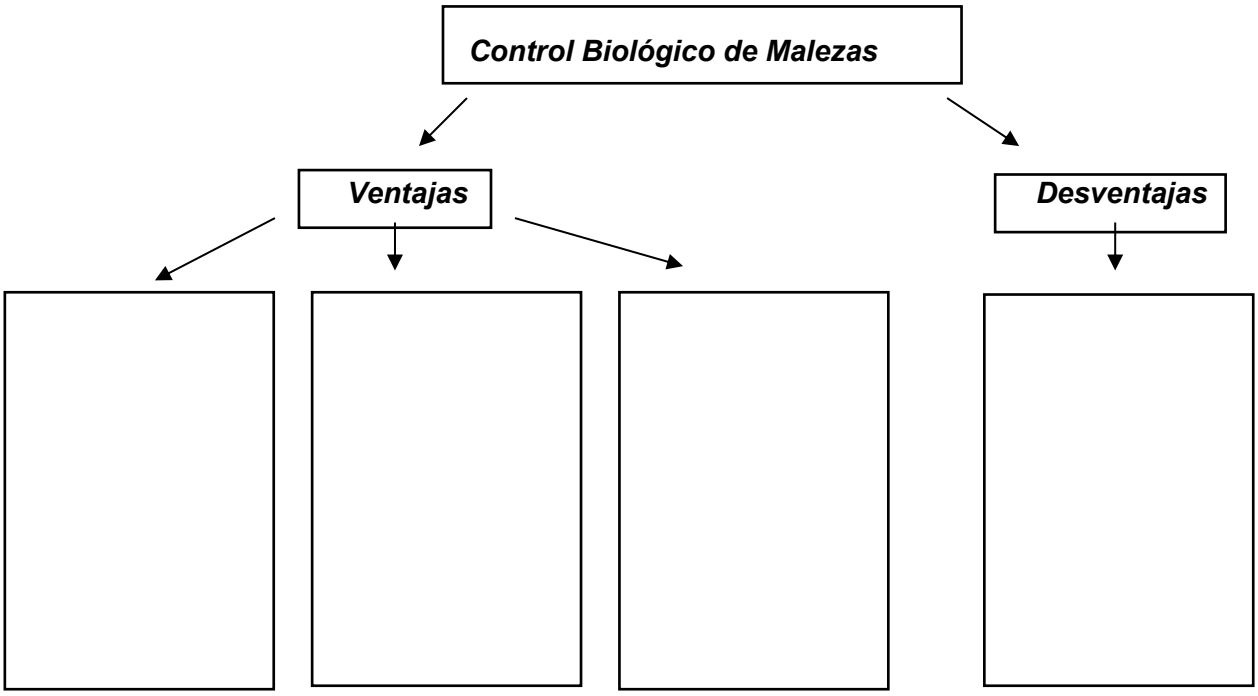
c. **itself** (L. 10) .....

d. **it** (L. 16) .....

e. **which** (L. 19) .....

3. Complete the following chart to make a summary of the first four (4) paragraphs





4. Answer the following questions <u>in Spanish</u> (lines 18 to 26)

a. How many species intimately related to crop plants exist?

.....

b. Is it possible to predict the biological control for each of these weeds?

.....

c. What are the most convenient ways to control weeds?

.....

5. Underline <u>Modal verbs</u> in the text and analyze

6. Translate

.....

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APENDICE GRAMATICAL

A. REFERENTES CONTEXTUALES: EJEMPLOS

- **PRONOMBRES**

Pronombres personales (función de sujeto)	**Pronombres personales** (función de objeto)	**Adjetivos Posesivos**	**Pronombres posesivo**	**Pronombres reflexivos**
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	-----	Itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	Theirs	Themselves

PRONOMBRES DEMOSTRATIVOS: This, That, These, Those.

PRONOMBRES RELATIVOS: Who, Whose, Whom, Which.

PRONOMBRES INDEFINIDOS: One, Ones, Each, etc.

PRONOMBRES RECÍPROCOS: One another, Each other.

REFERENTES CONTEXTUALES: EJEMPLOS

1. Nitrogen is a key element in plant growth. **It** is found in all plant cells, in plant proteins and hormones, and in chlorophyll.

2. In general, most plants grow by absorbing nutrients from the soil. **Their** ability to do **this** depends on the nature of the soil.

3. The makeup of a soil (soil texture) and **its** acidity (pH) determine the extent to **which** nutrients are available to plants.

4. When nutrients leach into the soil, **they** are not available for plants to use.

5. The greenhouse effect occurs naturally and without **it** the Earth would be uninhabitable.

6. The common seed drills open the furrow, drop the seeds and cover **them**.

7. CFCs remain intact in the atmosphere for many years because of **their** stable condition.

8. Human health is affected by poisonous plants, especially **those** which cause allergies.

9. Certain species produce seeds **which** are poisonous.

10. The gardener should know the characteristics of the plant **itself**.

11. Moisten the soil and cover **it** with clear plastic.

12. Plant pathology is the study of the organisms and of the environmental factors **that** cause disease in plants; of the mechanisms by **which these factors** induce disease in plants; and of the methods of preventing or controlling disease and reducing the damage **it** causes

RECONOCIMIENTO DE LOS CONECTORES

Los conectores son palabras o frases claves en la comprensión. Establecen relaciones entre palabras, frases, oraciones o párrafos. Los conectores más frecuentes son:

1- Los que indican suma:

And	y
In addition (to)	además (además de)
Furthermore	más aún; además
Moreover	más aún; además
Besides	además
Both.....and	tanto *x* como *y*; ambos *x* e *y*
Not only....but also	No sólo *a* sino también *b*
On the one hand...On the other	por un lado…por otro lado
As well as	así como, (así) como también
Also (and also)	también

2- Los que introducen ejemplos o explican un mismo concepto expresado con otras palabras:

For example	por ejemplo
For instance	por ejemplo
e.g. = exempli gratia = for example	por ejemplo
Such as	como; como por ejemplo
As	como
Like	como
Namely	a saber; es decir; o sea.
In brief	abreviando; sintetizando; resumiendo; en síntesis
In short	abreviando; sintetizando; resumiendo; en síntesis
i.e.= id est = that is	es decir
In other words	en otras palabras.
In conclusion	para concluir; a modo de conclusión.

3- Los que indican contraste

But	Pero
While	Mientras (que)
Whereas	Mientras que
However	sin embargo; no obstante
Nevertheless	sin embargo; no obstante
Although. Though	aunque; a pesar de que; si bien
Still	sin embargo; no obstante
Yet	sin embargo; pero
In spite of	no obstante; a pesar de
Despite	no obstante; a pesar de
Even though	aunque; aun cuando
Even when	aun cuando

4- Los que indican relaciones de causa /efecto.

De CAUSA		**De EFECTO**	
Because	porque	As a result	en consecuencia
Since	puesto que; ya que	Consequently	en consecuencia
As a result of	como resultado de	For this reason	por ello; por este motivo/razón
Because of	debido a	Therefore	por lo tanto; en consecuencia; por ende
Due to	debido a	Hence	en consecuencia; por (lo) tanto; por ello
Owing to	debido a; por causa de	Thus	así; por eso; por ello; de este modo
On account of	a causa de	So	así; de este modo; de esa/esta manera
if	si	So that	de modo que; a fin de que; para que
Whether.....(or)	si	As a consequence	como consecuencia de; como resultado
Unless	a menos que	Accordingly	por consiguiente; en consecuencia

RELACIÓN ESPECIAL DE CAUSA / EFECTO

The smaller the file, the easier it is to control.

Causa ***Efecto / Consecuencia***

The (adj. comparativo) ……., the (adj. comparativo) …… .

1. *The more you study, the better marks you get.*
2. *The longer hours you work, the more exhausted you will feel.*
3. *The higher the prices, the better the quality of the products.*
4. *The harder she tries, the better marks she will get.*

6. Los que indican secuencia u orden de eventos :

At the beginning	al comienzo/principio
First	Primero
Later (on)	después; posteriormente
Then	luego; después
Next	luego; después
Ultimalely	por último; finalmente
Before	antes; antes de; previamente
After	después de; posteriormente
When	Cuando
As	a medida que; mientras
While	Mientras
During	Durante

La Frase Nominal: cadena de modificación completa, incluyendo al adverbio

DETERMINANTES	PREMODIFICADORES	NÚCLEO	POSMODIFICADORES
*THE/A/AN	***SUSTANTIVO**	***SUSTANTIVO**	***FRASE PREPOSICIONAL**
	Crop rotation	*strategies*	*to reduce weed population production*
	***** **(ADVERBIO +) ADJETIVO**		
*THIS/THAT THESE/THOSE	*reliable, relatively more important*		
	***(ADVERBIO +) PARTICIPIO PASADO**		***PARTICIPIO PASADO** (= THAT… CON VERBO EN VOZ PASIVA)
*SOME/MANY/ A FEW …	*improved, efficiently applied*		*based on crop sequences* = *that are based on crop sequences*
	***PARTICIPIO PRESENTE**		***PARTICIPIO PRESENTE** (= THAT… CON UN VERBO EN VOZ ACTIVA)
	intercropping		*preventing proliferation of weeds* = *that prevents proliferation of weeds*

Crop rotation *strategies*
Reliable crop rotation *strategies*
Relatively important crop rotation *strategies*
Newly created reliable intercropping *strategies*
Efficiently applied crop rotation and intercropping *strategies* to reduce weed population and biomass ...
Efficiently applied crop rotation and intercropping *strategies* that prevents/preventing the proliferation of weeds ...
Crop rotation *strategies* that are based/based on crop sequence for weed supression ....
Efficiently applied crop rotation and intercropping *strategies* preventing the proliferation of weeds are managed successfully.

Subject	**Verb**	**Complement**		**Subject**	**Verb** (to be+ Past Part.)	**Complement**
Gardeners	*employ*	*different growing methods.*	General statement, habitual actions,	*Different growing methods*	*are employed*	*(by the gardeners).*
The gardener	*employs*	*a different growing method.*	routines.	*A different growing method*	*is employed*	*(by the gardener).*
Gardeners	*are employing*	*different growing methods.*	The action takes place in the moment	*Different growing methods*	*are being employed*	*(by the gardeners).*
The gardener	*is employing*	*a different growing method.*	of speaking.	*A different growing method*	*is being employed*	*(by the gardener).*

Past Simple

Subject	**Verb**	**Complement**		**Subject**	**Verb** (to be+ Past Part.)	**Complement**
Gardeners	*employed*	*new methods last year.*	Action in a definite	*New methods*	*were employed*	*last year.*
The gardener	*employed*	*a new method last year.*	moment of time in the past.	*A new method*	*was employed*	*last year.*

Present Perfect (past reference)

Subject	**Verb**	**Complement**		**Subject**	**Verb** (to be+ Past Part.)	**Complement**
Gardeners	*have employed*	*new methods recently.*	Actions in an	*New methods*	*have been employed*	*recently.*
The gardener	*has employed*	*a new method recently.*	indefinite moment of time in the past.	*A new method*	*has been employed*	*recently.*

Future

Subject	**Verb**	**Complement**		**Subject**	**Verb** (to be+ Past Part.)	**Complement**
Gardeners	*will employ*	*new methods next week.*	Action in the future.	*New methods*	*will be employed*	*next week.*
The gardener	*will employ*	*a new method next week.*	Action in the future.	*A new method*	*will be employed*	*next week.*

MORE NOUN PHRASES

NOUN PHRASES – FURTHER PRACTICE

1. noun + noun

fossil fuels ……

plant growth and development ……

greenhouse gases ……

the soil particles ……

arsenic trioxide ……

boron deficiency ……

life cycles ……

leaf edges ……

plant cell walls ……

proteins and vitamins ……

plant water balance ……

any deficiency symptoms .....

grass and grasslike weeds .....

summer annual grass weeds .....

trees, shrubs, flowers, and vegetables .....

2. adjective + noun

poisonous plant ……

available moisture ……

environmental responses ……

quick action ……

close contact ……

a large part ……

some special crop ……

a critical role ……

an optimum ph level……. .....

a single application ……

nitrous oxide ……

phosphorous levels ……

major plan components ...……………………………………………………………………………….…..

mild nitrogen deficiency ……………………………………………………………………………….

selective herbicides …...……………………………………………………………………………….

underground vegetative structure ………..…………………………………………………………..…..

a chemical control program …………………………………………………………………………..……

successful control ……………………………………………………………………………………….

a common perennial grasslike weed ……………………………………………………………………….

an oil soluble herbicide ……………………………………………………………………………………

3. hyphenated words

far-reaching climatic change ………..……………………………………………………….……………

a farm-grown protein source ………..……………………………………………………….……………

by-products and wood ……………..…………………………………………………………………...

ice-covered land ……………………………………………………………………….………………........

sulfur-deficient plants . …………………………………………………………………………………….

drought-prone areas of Africa ……....…………………………………………………………………

the rapid and cost-efficient method……………………………………………………………………..

the demand for fuel-efficient cars……………………………………………………………………..

a full-scale maize genome sequencing project…………………………………………………………

This light-dependent developmental transformation……………………………………………………

difficult-to-kill weeds at any time of the year……………………………………………………….

Most weed-pulling tools…………………………………………………………………………………

the levels of plant-available nutrients in soils…………………………………………………………

symptoms of dark to blue-green coloration……………………………………………………………

degraded-but-not-yet-deforested areas………………………………………………………………….

4. noun + preposition

life **on** earth …......…………………………………………………….……………………......................

susceptibility **of** protoplasm ……....………………………………………………….…………………......

lack **of** water ……………....…………………………………………….……………………...........

modern methods **of** crop management …....……………………………………………….…………

the key **to** weed control ......……………………………………………………………….………………………..........

uniform spacing **between** rows …....……………………………………………………………….………………....

harmful residues **in** soil ....……………………………………………………………….…………………….........

the stage **of** plant development ………....……………………………………………………………........................

a further increase **of between** 4 and 9 degrees F ……….....…………………………………………………..............

the physiology **of** the plant ……....……………………………………………………………….…………………......

the installation **of** expensive machinery …....………………………………………………………….……….

the furrow **for** small seeds ………......……………………………………………………………….……………….

loss **of** moisture **from** the soil ……....……………………………………………………………….…………….

mass extinction **of** plants and animals .....………………………………………………………….…………

the protoplasm **of** weed species ....……………………………………………………………….…………………

depth **of** roots …....……………………………………………………………….…………………........................

tolerance **to** salinity ……......……………………………………………………………….…………………......

loss **at** harvest time …......……………………………………………………………….………………….........

arsenic dosages **for** soil sterilization ……....………………………………………………………….………

the onset **of** drought ………………………………………………..........…………………………………….

an adequate supply **of** nitrogen ……………………………………………………………………………………

the peak period **of** annual bluegrass germination ………………………………………………………………….

acidification **in** the Pacific Northwest ……………………………………………………………………………..

5. past participles as pre modifiers

specific restricted areas ………......………………………………………………………….……………….

one huge unplanned experiment ………....……………………………………………….……….………..

unprecedented amount of gases ………....………………………………………….……………….……….

fresh or canned peas…......………………………………………………………….…………………........

efficiently recycled sulfur ………………………………………..…………………………………………..

reduced disease resistance …………………………………………………………………………………

detailed information on safety and proper use …………………………………………………………………….

related impacts in forests………………………………………………………………………………………...

a marked effect on the environment…………………………………………………………………………….

reported data on forest structural attributes…………………………………………………………………….

the soil adjusted vegetation index (SAVI)……………………………………………………………………….

isolated forests of the Rocky Mountains………………………………………………………………………

heat-related health impacts on women in India

……

the magazine for certified crop advisers, agronomists, and soil scientists ……..

……..

6. past participles as post modifiers

varieties grown south of Pennsylvania ….....……..……

a furrow made with the corner of an ordinary hoe ..……..……

the seeds covered with burlap ....……..……..……..……

chemicals applied to specific populations ....……..……..……

the formula contained within the library ....……..……..……

environmental restraints listed on the label ……..……

all the soil organisms mentioned previously ……..……

nutrient elements obtained from the soil …….

a list of projects and resources related to maize…….

results published for tomato seeds……..

uncertainty related to climate change…….

28 studies published between 1985 and 2015……

a two-phase evaluation project undertaken in Wales…….

the participatory action research approach taken in this study……

the dynamics involved in wind damage…….

7. adjectives in the comparative form

larger amounts of arsenic ……..……..……

higher osmotic values ….....……..……

more compatible climates ……..……..……

greater covering ……..……

older leaves ….....……

higher quality crops for greater competitiveness ……..……..……

better coverage of later stages of corn

A more workable solution……

more sustainable land use……..

higher crop yields and better quality food…….

a more gradual return in later years……..

relatively higher wood specific gravity……..

smaller tree diameter……

the wider impacts of Forest School on teachers, parents, and the extended family……

……..

8. adjectives in the superlative form

the lowest salaries……..

Europe's biggest wheat grower……

the smallest and weakest trees…….

the most favourable climatic conditions .....……

the most critical component …..…….....

the 13 warmest years ever recorded…….

a journal with the highest citation rate……..

the quickest solution to deforestation……

best and worst flowers for people with allergies ……..……..

the industry's smartest products and strategies…….

the most efficient and environmentally friendly manner……

one of the most valuable public health tools to combat malaria……..

the most trusted rodenticides after over 40 years on the market…….

9. present participles as nouns

global warming…….....……...…….……..

soil and water testing……

arsenic poisoning…….....…….....

spraying or dusting…….....…….....

hand sowing…….....…….....

DNA sequencing……..…….

yellowing and burning…..…….....

the harvesting, curing and handling of seeds…….....…….

The timing of preemergence herbicide applications……..……..

a full understanding of corn's genetic blueprint……

the death and/or dropping of the older leaves……

the beginning of the rainy season…….

resource assessment and planning……..

flooding, drought, storms and other consequences of climate change

……

developing and implementing natural resource management solutions……

……

10. present participles as pre modifiers

running water……..

Training guides……..

flooding tolerance……..

a gas heating system……

multiple interacting factors……

seed-growing methods…..…….....

rising interest in soybean production……...……

early maturing maize lines……..…….....

the remaining essential elements…….....

nectar-producing plants……

emerging shade-intolerant species……..

lack of available growing space……

the prevailing climatic conditions of an area……..

the mixed cropping technique……..

11. present participles as post modifiers

plants lacking K……...

3% of the plant species growing in the wild……

any land manager confronting invasive plants……...

microorganisms including certain bacteria…….

mature forests surrounding harvested areas…….

forest influence following harvesting……

atmospheric scientists including climatologists…….

individuals entering the occupation…….

several factors relating to the nature and severity of disturbance……………………………………………………..
……………………………………....…………………………………………………………….………………...

undesirable organisms contaminating imported goods………………………………………………………………

……………………………………....…………………………………………………………….………………...

fungal species belonging to the genus Trichoderma…………………………………………………………………

……………………………………....…………………………………………………………….………………...

sample plots in three forest blocks using stratified systematic sampling………………………………………….

……………………………………....…………………………………………………………….………………...

the current extraction methods being used in operating mines……………………………………………………..

……………………………………....…………………………………………………………….………………...

tolerance indices ranging from 0.17 (low) to 15.31 (high) ……………………………………………………….………

……………………………………....…………………………………………………………….………………...

12. genitive case

the world's attention…………………………………………………………………………………………………

a few years' growth……....…………………………………………………………….…………………………......

a plant's roots…………..…………………………………………….……………………….....................

other growers' experience………...……………………………………………………………….…………………

the earth's finite, invaluable rainforests……………………………………………………………………………

a neighbor's valuable forage plant………....……………………………………………………………...……..

researchers' modus operandi…………………………………………………………………………………….

the plant's use of water…………………………………………………………………………………………

the Earth's forested land……………………………………………………………………………………..

an area's valuable timber……………………………………………………………………………………..

our planet's greatest environmental challenge………………………………………………………………….

the world's leading solution for the control of termites and ants…………………………………………………..

……………………………………....…………………………………………………………….………………...

13. noun phrases with adverbs

relatively light covering………......…………………………………………………………….…………………

a highly industrial environment……………………………………………………………………………..

relatively cool climate…......……………………………………………………….………………………..........

potentially disastrous threats……......………………………………………………………….…………………

commercially grown seed……..……...

no harmful soil residual…...…….....

an increasingly significant role……..

legally licensed limits……..

newly published results of a literature survey……...……

an externally accredited integrated management system……

increasingly sophisticated and flexible management practices……

the most effective and environmentally sound program for your specific needs……..

14. long noun phrases

the first 6 to 8 weeks of crop growth……...

cultivation, fertilization, burning, flooding, mulching and crop rotation……..

.....

an adaptability to a diverse range of environmental conditions……

.....

the growing of high-grade seeds of some special crop…….

.....

complex relations between toxicity, permanence and susceptibility……..

.....

coarse soils 300 to 600 pounds of arsenic trioxide per acre……..

.....

a tenacious and difficult-to-control winter annual grass weed……

.....

many different commercial formulations and mixtures of these compounds……

.....

the thick waxy coating on leaves of some weeds……

.....

Apéndice

The Soils and Crops Research and Development Centre (SCRDC) in Quebec……

.....

the effects of agricultural practices on soil health, water quality, air quality and crop yields……

.....

tens of millions of dollars in damage to beaches, businesses and homes……...

.....

the amount of time specified on the manufacturer's label……..

.....

Other activities undertaken by researchers to spot the promising parental lines…….

.....

the development of drought tolerant cultivars that possess drought tolerance genes……..

.....

trees and woody weeds with stems or trunks greater than 5 cm in circumference……....

.....

newly developing roots and rhizomes of desirable turfgrass species……

……....

USO DEL DICCIONARIO

uriniferous [ˌjʊrə'nɪfərəs, B jʊər-] *a.* (anat.) urinífero.
urinogenital [-noʊ'dʒɛnətəl] *a.* (anat.) urinogenital, urogenital.
urinometer [-'nɑmətər, B -'nɔmɪtə] *s.* urinómetro.
urinous ['jʊrənəs, B 'jʊər-] **urinose** [-ˌnoʊs] *a.* urinoso, urinario.
urn [ɜrn, B ɜn] *s.* 1. urna. 2. jarra, cafetera, tetera.
urobilin [ˌjʊrə'baɪlən, B jʊər-] *s.* (bioquím.) urobilina.
urochrome ['jʊrəˌkroʊm, B 'jʊər-] *s.* (bioquím.) urocromo.
urocyst [-ˌsɪst] *s.* (anat.) urocisto.
Urodela [ˌjʊrə'dilə, B jʊər-] *s. pl.* (zool.) urodelos.
urodelan [-lən] *s.* (zool.) urodelo.
urodele ['jʊrəˌdil, B 'jʊər-] *s.* (zool.) urodelo.
urodynia [ˌjʊrə'dɪnɪə, B jʊər-] *s.* (med.) urodinia.
urogenital [ˌjʊroʊ'dʒɛnətəl, B jʊər-] *a.* (anat.) urogenital.
urogenous [jə'rɑdʒənəs, B -'rɔdʒ-] *a.* (fisiol.) urógeno.
urography [-'rɑgrəfɪ, B -'rɔg-] *s.* urografía.
urolith ['jʊrəˌlɪθ, B 'jʊər-] *s.* (med.) urolito.
urolithiasis [ˌjʊrələ'θaɪəsəs, B ˌjʊər-] *s.* (med.) urolitiasis.
urolithic [-'lɪθɪk] *a.* (med.) urolítico.
urologic [-'lɑdʒɪk, B -'lɔdʒ-] **urological** [-ɪkəl] *a.* urológico.
urologist [jʊ'rɑlədʒəst, B jʊə'rɔl-] *s.* (med.) urólogo.
urology [-dʒɪ] *s.* (med.) urología.
uropatagium [ˌjʊroʊpə'teɪdʒɪəm, B ˌjʊər-] *s.* (zool.) uropatagio.
urophein [ˌjʊrə'fiən, B jʊər-] *s.* (bioquím.) urofeína.
uropod ['jʊrəˌpɑd, B 'jʊərəpɔd] *s.* (zool.) urópodo.
uropoiesis [ˌjʊrəˌpɔɪ'isəs, B ˌjʊər-] *s.* (med.) uropoyesis.
uropygial [-'pɪdʒɪəl] *a., s.* (orn.) uropigio.
uropygial gland, (orn.) glándula uropigia.
uropygium [-əm] *s.* (orn.) uropigio.
uroscopic [-'skɑpɪk, B -'skɔp-] *a.* (med.) uroscópico.
uroscopist [jʊ'rɑskəpəst, B jʊə'rɔs-] *s.* (med.) uroscopista.
uroscopy [-kəpɪ] *s.* (med.) uroscopia.
urosis [jʊ'roʊsəs, B jʊə-] *s.* (med.) urosis.
urotoxy ['jʊrəˌtɑksɪ, B 'jʊərəˌtɔk-] *s.* (fisiol.) urotoxia.
uroxanthin [ˌjʊrə'zænθɪn, B jʊər-] *s.* (bioquím.) uroxantina.
ursa ['ɜrsə, B 'ɜsə] *s.* (zool.) osa.
Ursa Major, (astr.) Osa Mayor.
Ursa Minor, (astr.) Osa Menor.
ursine ['ɜrˌsaɪn, B 'ɜˌ-] *a.* ursino, osuno, propio del oso.
ursine baboon, (zool.) chacma.
ursine dasyure [-'dæsɪjʊr, B -jʊə] (zool.) dasiuro.
ursine howler, (zool.) araguato, aluato, carayá, mono aullador.
Ursuline ['ɜrsələn, B 'ɜsjʊlaɪn] *s., a.* (relig.) ursulina.
urticaceous [ˌɜrtə'keɪʃəs, B ˌɜtɪ-] *a.* (bot.) urticáceo.
urticant ['ɜrtəkənt, B 'ɜtɪ-] *a.* (med.) urticante.
urticaria [ˌɜrtə'kɛrɪə, B ˌɜtɪ'kɛər-] *s.* (med.) urticaria.
urticate ['ɜrtəˌkeɪt, B 'ɜtɪ-] *v.t.* 1. producir comezón (como las ortigas). 2. causar urticaria.
urtication [ˌɜrtə'keɪʃən, B ˌɜtɪ-] *s.* (med.) urticación.
urubu [ˌʊrə'bu] *s.* (orn.) urubú.
urucu [ˌʊrə'ku] *s.* (bot.) urucú.
Uruguay ['jʊrəˌgwaɪ, B 'ʊrʊ-] *s.* el Uruguay.
Uruguayan [ˌjʊrə'gwaɪən, B ˌʊrʊ-] *a., s.* uruguayo.
urus ['jʊrəs, B 'jʊər-] *s.* (zool.) uro.
us [ʌs] *pron.* (*caso complementario de* **we**) nos; nosotros, nosotras.
US *abrev. de* **United States,** Estados Unidos.
USA *abrev. de* 1. **United States of America,** Estados Unidos de Norteamérica (E.U.). 2. **United States Army,** Ejército de los Estados Unidos.
usability [ˌjuzə'bɪlətɪ] *s.* valor práctico, utilidad.
usable ['juzəbəl] *a.* servible, utilizable, usable, aprovechable, practicable.
usableness [-nəs] *s.* valor práctico, utilidad.
usable range, (rad.) gama utilizable de frecuencia.
USAF *abrev de* **United States Air Force,** Fuerza Aérea de los Estados Unidos.
usage ['jusɪdʒ, B -zɪdʒ] *s.* 1. uso, usanza, costumbre. 2. trato, tratamiento. 3. uso común, empleo (de una palabra o frase en un sentido particular).
usance ['juzəns] *s.* 1. (com.) plazo (a que se debe pagar una letra de cambio en el exterior). 2. (ant.) uso; empleo; costumbre; interés (pagado por dinero).
Usbek, Usbeg, *vars. de* **Uzbek, Uzbeg.**
USCG *abrev. de* **United States Coast Guard,** Guardacostas de los Estados Unidos.
use [juz] *v.t.* 1. usar, emplear, utilizar, hacer uso de, valerse de. 2. consumir, gastar, desgastar. 3. tratar, portarse con, proceder con. 4. **ill-use,** maltratar, abusar; **u. bad language,** renegar, blasfemar; **u. one's own judgment,** usar su propio criterio; **u. up,** consumir, agotar; **you may u. my name,** puede referirse a mí, puede dar mi nombre como referencia. —*v.i.* (*ú. solamente en pret., esp. seguido de* **to**) soler, acostumbrar, ej., *I used to take the bus,* yo solía tomar el ómnibus, *didn't u. to answer,* no acostumbraba contestar. —[jus] *s.* 1. uso, empleo, aplicación. 2. uso, usanza, costumbre; práctica, hábito. 3 (der.) uso, usufructo; goce. 4. utilidad, provecho; objeto, finalidad. 5. rito, liturgia. 6. **in u.,** en uso; usándose; **no u.,** inútil, de nada sirve; que no viene al caso; **out of u.,** fuera de uso; fuera de moda; **to be of no u.,** ser inservible, ser inútil; **to have no u. for,** no tener ocasión de emplear (algo); no necesitar; no gustarle a uno, no aguantar, detestar; **to make u. of,** hacer uso de, usar de, valerse de; utilizar (algo); aprovecharse de (alguien); **to put to u.,** poner en servicio, poner en uso; **what's the use?** ¿para qué? ¿qué importa?
useable, useableness, *vars. de* **usable, usableness.**
used [just] *a.* 1. habituado, acostumbrado. 2. [juzd] usado, gastado, viejo, de segunda mano. 3. **to be u. to,** estar acostumbrado a; **to get u. to,** habituarse a, acostumbrarse a; **u. up,** agotado; avejentado.
useful ['jusfəl] *a.* 1. útil, provechoso, beneficioso, ventajoso. 2. (jer., G.B.) excelente, eficaz.
usefully [-fəlɪ] *adv.* útilmente, provechosamente, ventajosamente.
usefulness [-fəlnəs] *s.* utilidad, provecho.
useless [-ləs] *a.* inútil, inservible; ineficaz, inepto.
uselessly [-lɪ] *adv.* inútilmente.
uselessness [-nəs] *s.* inutilidad.
user ['juzər, B -zə] *s.* 1. consumidor, comprador. 2. (der.) usuario.

USO DEL DICCIONARIO (Cont.)

usage ['jusɪdʒ, B -zɪdʒ] *s.* 1. uso, usanza, costumbre. 2. trato, tratamiento. 3. uso común, empleo (de una palabra o frase en un sentido particular).

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usefulness [-fəlnəs] *s.* utilidad, provecho.

useless [-ləs] *a.* inútil, inservible; ineficaz, inepto.

uselessly [-lɪ] *adv.* inútilmente.

uselessness [-nəs] *s.* inutilidad.

user ['juzər, B -zə] *s.* 1. consumidor, comprador. 2. (der.) usuario.

Verbos Irregulares (más comunes) en Inglés

INFINITIVO (Base Form)	PASADO SIMPLE	PARTICIPIO PASADO	TRADUCCIÓN
Arise	Arose	Arisen	Surgir, Levantarse
Awake	Awoke	Awoken	Despertarse
Be/ am, are, is	Was / Were	Been	Ser / Estar
Bear	Bore	Borne / Born	Soportar, dar a luz
Beat	Beat	Beaten	Golpear
Become	Became	Become	Llegar a Ser
Begin	Began	Begun	Empezar
Bend	Bent	Bent	Doblar
Bite	Bit	Bitten	Morder
Bleed	Bled	Bled	Sangrar
Blow	Blew	Blown	Soplar
Break	Broke	Broken	Romper
Bring	Brought	Brought	Traer Llevar
Broadcast	Broadcast	Broadcast	Radiar
Build	Built	Built	Edificar
Burn	Burnt /Burned	Burnt / Burned	Quemar
Buy	Bought	Bought	Comprar
Cast	Cast	Cast	Arrojar
Catch	Caught	Caught	Agarrar
Come	Came	Come	Venir
Cost	Cost	Cost	Costar
Cut	Cut	Cut	Cortar
Choose	Chose	Chosen	Elegir
Deal	Dealt	Dealt	Tratar
Dig	Dug	Dug	Cavar
Do (Does)	Did	Done	Hacer
Draw	Drew	Drawn	Dibujar
Dream	Dreamt / Dreamed	Dreamt	Soñar
Drink	Drank	Drunk	Beber
Drive	Drove	Driven	Conducir
Eat	Ate	Eaten	Comer
Fall	Fell	Fallen	Caer
Feed	Fed	Fed	Alimentar
Feel	Felt	Felt	Sentir
Fight	Fought	Fought	Luchar
Find	Found	Found	Encontrar
Fly	Flew	Flown	Volar
Forbid	Forbade	Forbidden	Prohibir

Forget	Forgot	Forgotten	Olvidar
Forgive	Forgave	Forgiven	Perdonar
Freeze	Froze	Frozen	Helar
Get	Got	Got / Gotten	Obtener
Give	Gave	Given	Dar
Go (Goes)	Went	Gone	Ir
Grow	Grew	Grown	Crecer
Grind	Ground	Ground	Moler
Hang	Hung	Hung	Colgar
Have	Had	Had	Haber o Tener
Hear	Heard	Heard	Oir
Hide	Hid	Hidden	Ocultar
Hit	Hit	Hit	Golpear
Hold	Held	Held	Agarrar Celebrar
Hurt	Hurt	Hurt	Herir
Keep	Kept	Kept	Conservar
Know	Knew	Known	Saber Conocer
Kneel	Knelt	Knelt	Arrodillarse
Knit	Knit	Knit	Hacer punto
Lay	Laid	Laid	Poner
Lead	Led	Led	Conducir
Learn	Learnt / Learned	Learnt / Learned	Aprender
Leave	Left	Left	Dejar
Lend	Lent	Lent	Prestar
Let	Let	Let	Permitir
Lie	Lay	Lain	Echarse
Light	Lit	Lit	Encender
Lose	Lost	Lost	Perder
Make	Made	Made	Hacer
Mean	Meant	Meant	Significar
Meet	Met	Met	Encontrar
Mistake	Mistook	Mistaken	Equivocar
Overcome	Overcame	Overcome	Vencer
Pay	Paid	Paid	Pagar
Put	Put	Put	Poner
Read	Read	Read	Leer
Ride	Rode	Ridden	Montar
Ring	Rang	Rung	Llamar
Rise	Rose	Risen	Levantarse
Run	Ran	Run	Correr
Say	Said	Said	Decir
See	Saw	Seen	Ver

Sell	Sold	Sold	Vender
Send	Sent	Sent	Enviar
Set	Set	Set	Poner(se)
Shake	Shook	Shaken	Sacudir
Shine	Shone	Shone	Brillar
Show	Showed	Shown	Mostrar
Shrink	Shrank	Shrunk	Encogerse
Shut	Shut	Shut	Cerrar
Sing	Sang	Sung	Cantar
Sink	Sank	Sunk	Hundir
Sit	Sat	Sat	Sentarse
Sleep	Slept	Slept	Dormir
Smell	Smelt	Smelt	Oler
Speak	Spoke	Spoken	Hablar
Speed	Sped	Sped	Acelerar
Spell	Spelt	Spelt	Deletrear
Spend	Spent	Spent	Gastar
Split	Split	Split	Hender / partir / rajar
Spoil	Spoilt / Spoiled	Spoilt / Spoiled	Estropear
Spread	Spread	Spread	Extender
Spring	Sprang	Sprung	Saltar
Stand	Stood	Stood	Estar en pie
Steal	Stole	Stolen	Robar
Stick	Stuck	Stuck	Pegar/ Engomar
Strike	Struck	Struck	Golpear
Swear	Swore	Sworn	Jurar
Sweat	Sweat	Sweat	Sudar
Sweep	Swept	Swept	Barrer
Swim	Swam	Swum	Nadar
Take	Took	Taken	Coger
Teach	Taught	Taught	Enseñar
Tell	Told	Told	Decir
Think	Thought	Thought	Pensar
Throw	Threw	Thrown	Arrojar Tirar
Understand	Understood	Understood	Entender
Undertake	Undertook	Undertaken	Emprender
Wake	Woke	Woken	Despertarse
Wear	Wore	Worn	Llevar puesto
Weep	Wept	Wept	Llorar
Wet	Wet	Wet	Mojar
Win	Won	Won	Ganar
Write	Wrote	Written	Escribir

AFIJOS

Prefijos e Inglés (algunos ejemplos):

a- (sin) *achromatic* (sin color), *anaerobic* (sin oxígeno), *anorexia* (sin apetito).

anti- (contra) *anticrime* (en contra del crimen), *antipollution*, (en contra de la polución), *antacid* (antiácido).

bio- (vida) *biology* (biología), *bioethics* (bioética), *biotechnology* (biotecnología), *biopsy* (biopsia), etc.

co- (con) *cooperate* (cooperar), *coedit* (coeditar), *conspire* (conspirar), etc.

contra-/counter- (contra) *countermeasure* (contramedida), *counterproposal* (contrapropuesta), etc.

de- (reversa, extracción o reducción) *decontaminate* (descontaminar), *decompress* (sacar o reducir la presión), etc.

dis- (ausencia de) *disbelieve* (descreer), *discomfort* (incomodidad), *disrespect* (falta de respeto), etc.

en- (en, dentro de) *encapsulate* (encapsular), *enclose* (encerrar), *enquire* (inquirir),

equi- (igual) *equidistant* (equidistante), *equinox* (equinoccio), *equivalent* (equivalente), etc.

ex- *extend*, *express*, *ex-President*.

fore- (antes, parte delantera) *forerunner* (precursor), *foreleg* (pata delantera).

geo- (tierra) *geography* (geografía), *geomagnetism* (geomagnetismo), *geopolitics* (geopolítica), etc.

hydro- (agua). *hydrophobia* (hidrofobia), *hydroplane* (hidroplano) , *hydrosphere* (hidroesfera), etc.

hyper- (muy, demasiado). *hyperactive* (hiperactivo), *hypercritical* (hipercrítico), *hypersensitive* (hipersensitivo), *etc.*

hypo- (under) *hypodermic* (hipodérmico), *hypoglucemia* (hipoglucemia).

i**m-**: *imbalanced* (*desbalanceado*), *immeasurable* (inconmensurable), *impossible* (imposible), etc

in- (no) *inactive* (sin actividad)

in- (dentro, adentro o haciaadentro) *enclose* (encerrar), enquire (preguntar), ensure (asegurar) *immigrate*, (inmigrar).

inter- (entre) *intercede* (interceder), *intervene* (intervenir), *intercellular* (intracelular), etc.

micro- (pequeño, opuesto a "macro") *microcosm*/*macrocosm*, *micronucleus*/ *macronucleus*, *microvolt* / *megavolt* , etc.

mid- (medio) *midsummer* (mediados del verano), *midstream* (medio de la corriente), *mid-November* (mitad de noviembre),

mis- (mal, erróneo, de mala manera) *misfortune* (mala suerte) *misbehave* (mala conducta), *miscalculation* (error de cálculo), *mismanagement* (mal gerencia), *mispronunciation* (error de pronunciación), etc.

miso- (odio) *misogyny* (misoginia=odio a las mujeres).

neo- (nuevo) *neophyte* (neófito), *neoconservatism* (neoconservadorismo), *neofascism* (neofascismo), etc.

omni- (todo) *omnipurpose* (para todo propósito), *omnitolerant* (que tolera todo), etc.

out- (fuera de, superar) *outcast* (paria), *outstanding* (sobresaliente), *outdo* (superar), *outnumber* (superar en número), etc.

post- (después de, detrás de) *antedate*/*postdate* (postdata), *prewar*/*postwar* (posguerra). *postnatal* (después del nacimiento), etc.

pre- (antes de) *preconceive* (preconcebir), *premeditate* (premeditar), *predispose* (predisponer), etc.

pro- (pro, el opuesto de "*anti*-", antes de) *pro-American*, *proslavery*/*antislavery* (pro-esclavitud), etc.

re- (nuevamente) *rebuild* (reconstruir), *remake* (rehacer), rewrite (volver a escribir), etc.

retro- (hacia atrás)

*retroactive (*retroactivo*), retrograde (*retrógrado*).*

self- (auto) *self-governing* (auto gobierno*)*, self-*confidence* (confianza en sí mismo*)*, etc.

semi- / **hemi-** / **demi-** (la mitad o parcialmente)

*semidry (*semi-seco*)*, *semisweet (*semi-dulce*). semidarkness*, (medio oscuro) *semidesert (*semi-desértico),

sub- (debajo de) *submerge (*sumergir*)*, *suburb (suburbio)*, *submarine (*submarino*)*, *subsoil (*subsuelo*), subordinate (*subordinado*)*, *subhuman (*subhumano*), etc.*

thermo- (cálido, caliente) *thermodynamics (*termodinámica*)*, *thermoelectricity (*termoelectricidad*)* , *thermostat (*termostato*)*, *etc.*

trans- (a través, más allá de) *transfer (*transferir*)*, *translate (*traducir*)*, *transmit (*transmitir*)*, *transport (*transportar/transporte*), transatlantic*

un- (no) *unhappy* (infeliz), *unable* (incapaz), *unclean* (sucio), *unequal* (desigual), *uneven* (desparejo), *unripe* (no maduro), *unsafe* (inseguro), etc.

under- (bajo de) *undercurrent* (corriente subterránea), *underlie* (subyacer), *undercharge* (cobrar de menos), *underdeveloped* (subdesarrollado), *underestimate* (subestimar), *underfeed* (subalimentar). Su opuesto es **over-:** *overcharge*, *overestimate*.

uni- (uno) *unicorn* (con un solo cuerno), *unicellular* (unicellular), *unicycle* (uniciclo), *unilateral*, *univalent* (univalente), etc.

zoo- (animal, ser viviente) *zoology* (zoología), *zoological garden* (jardín zoológico)

Sufijos en inglés (algunos ejemplos):

-able (que puede o se merece) *likable* (que es agradable), *available* (que puede conseguirse), *capable* (que es capaz).

-ation (sufijo que se añade al verbo para convertirlo en sustantivo) *creation* , *civilization* , *starvation* – *hambruna* (formado del verbo *starve)*.

-en: (que causa un resultado, se transforma) *lengthen* (alargar), *soften* (suavizar) Otro significado es "que se parece o está hecho de"; ejemplos: *wooden*

-ful (con las características de) *playful (*juguetón*)*, *careful (*cuidadoso*),* etc.

-fy "que vuelve o transforma". *purify (*purificar*), acidify (*acidificar*)*, *humidify (*humedecer*)*, etc.

-ism (sufijo de sustantivo, "el acto, estado o teoría al respecto) *Criticism (*crítica*), optimism* (optimismo),

-ist, (se usa para formar sustantivos agentes) *Conformist, copyist, cyclist (*ciclista*), etc.*

-ize (se usa para transformar sustantivos y adj, en verbos) f*ormalize, jeopardize (*poner en peligro*)*, etc.

-less (sin, opuesto a "ful") *careful/careless* (descuidado) *fearful/fearless (sin miedo)), etc.*

-ment (este sufijo se usa para formar sustantivo a partir de verbos, "el acto o instancia del realizar algo, un estado, o el resultado de una acción")

entertainment (entretenimiento o el estado de sentirse entretenido), *advancement*(avance),), etc.

-ness (sufijo que forma sustantivos abstractos) *artfulness*, *willingness* (deseo de hacer algo), etc.

-ous (que posee o se caracteriza por) *copious (*copioso*)*, *famous (*famoso*)*, *generous (*generoso*).*

-ship (indica un estado o condición particular) *hardship (*dificultad*)*, *friendship (*amistad*), authorship (*autoría*)*, *relationship (*relación*)*, etc.

-ty (este sufijo forma sustantivos y adjetivos) *certainty (*certeza*)*, *electricity (*electricidad*)*, etc.

-ward (hacia) *outward* (hacia afuera), *forward* (hacia adelante), *backward* (hacia atrás),

-wise (de manera similar, en dirección a, respecto a) *clockwise* (en dirección a las manecillas del reloj).

FORMAL SUBJECT - Anticipatory IT

It is also very important **[**that the natural enemy occur at the same time as its host**]**.

1. **It** is especially important to manage invasive plants in settings with particular natural resource values.
2. **It** is important to be alert to potential weed problems and to take prompt action.
3. **It** is impossible to overstate the importance of humankind's clearing of the forests.
4. **It** is estimated that Latin America and Asia have already lost 40% of their original forest.
5. **It** must be recognized that growers face factors that make these practices difficult to implement.
6. **It** is also believed that sea levels have risen up to about 19cm globally, with lots of glaciers melting in addition.
7. **It** is known that endosperm weakening is sensitive to changing ambient water potential.
8. **It** is estimated that the population of the world was 1.4 billion in 1865.
9. **It** appears that the main issue is how to improve the quality of the organic bananas.
10. Do not touch any wild animal, even if **it** appears to be dead.
11. **It** was proposed that weed science research can be separated into two main categories.
12. **It** was extremely necessary to report the number of species in danger of extinction.

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LISTADO DE FALSAS ANALOGIAS

FALSE FRIEND	**TRADUCCION**	**Y NO …**
Actually	En realidad	*Actualmente*
Accommodate	Hospedarse, adaptarse	*Acomodarse o ponerse cómodo*
Advice	Consejos	*Aviso*
Agenda	Orden del día	*Agenda*
Apology	Disculpa	*Apología*
Application form	Formulario de solicitud	*Formulario de aplicación*
Approve	Estar de acuerdo, aceptar	*Aprobar un examen*
Arena	Estadio	*Arena*
Argument	Discusión	*Argumento*
Army	Ejército	*Armada*
Assist	Ayudar	*Asistir*
Attendance	Asistencia	*Atención*
Balance	Equilibrio	*Balance*
Balloon	Globo	*Balón*
Bank	Banco (institución)	*Banco de Plaza*
Blank	Espacio en blanco, vacío	*Blanco*
Beef	Carne vacuna	*Bife*
Billion	Mil millones	*Billón*
Brave	Valiente	*Bravo*
Career	Trayectoria profesional	*Carrera universitaria*
Carpet	Alfombra	*Carpeta*
Cartoon	Dibujos animados, tira cómica	*Cartón*
Casualty	Víctima	*Casualidad*
Cellular	Celular, relativo a la célula	*Teléfono celular*
College	Facultad	*Colegio*
Commodity	Producto	*Comodidad*
Compliment	Piropo, halago	*Complemento*
Comprehensive	Completo, amplio	*Comprensivo*
Confident	Seguro de sí mismo	*Confidente*
Date	Fecha	*Dato*
Deception	Engaño	*Decepción*
Deliver	Entregar	*Deliberar*
Design	Diseñar	*Designar*
Dessert	Postre	*Desierto*
Dice	Dados	*Dice (del verbo decir)*
Dinner	Cena	*Dinero*
Discussion	Debate	*Discusión*
Economics	Economía	*Económicos*
Eventually	A largo plazo	*Eventualmente*
Exit	Salida	*Éxito*
Fabric	Tejido	*Fábrica*
Facilities	Instalaciones	*Facilidad*
File	Archivo, carpeta, fichero	*Fila*
Form	Formulario	*Forma*
Injury	Herida	*Injuria*
Involve	Involucrar	*Envolver*

Large	Grande	*Largo*
Lecture	Conferencia	*Lectura*
Library	Biblioteca	*Librería*
Mayor	Alcalde	*Mayor*
Molest	Agredir	*Molestar*
Notice	Nota, anuncio	*Noticia*
Once	Una vez	*11*
Ordinary	Común	*Ordinario*
Parents	Padres	*Parientes*
Proper	Correcto	*Propio*
Realise	Darse cuenta	*Realizar*
Record	Grabar	*Recordar*
Red	Rojo	*Red*
Relative	Pariente	*Relativo*
Remove	Quitar, eliminar	*Remover*
Resume	Reanudar	*Resumir*
Rest	Descansar	*Restar*
Rope	Cuerda	*Ropa*
Scenery	Paisaje, vista	*Escenario*
Sensible	Sensato	*Sensible*
Sensitive	Sensible	*Sensitivo*
Several	Varios/varias	*Severo/a*
Silicon	Silicio	*Silicona*
Success	Éxito	*Suceso*
To supply	Suministrar, proveer	*Suplicar*
Support	Sostener	*Soportar*
Sympathy	Compasión	*Simpatía*
Topic	Tema	*Tópico*
Target	Objetivo	*Tarjeta*
Tax	Impuesto	*Taxi*
Terrific	Fenomenal, genial	*Terrorífico*
Translate	Traducir	*Trasladarse*
Ultimately	En última instancia, a la larga	*Últimamente*
Vacuum	Vacío	*Vacuna*
Vase	jarrón	*Vaso*