

Unidad IV

Estructuras Gramaticales Complementarias

Lección 1

1.- Traduzca al español las expresiones siguientes:

<i>It is being...</i>	<i>It was believed...</i>
<i>It should be realizad...</i>	<i>They were thought...</i>
<i>He was believed...</i>	<i>They can be chosen...</i>
<i>It might be deduced...</i>	<i>It would be concluded...</i>
<i>He was considered...</i>	<i>It should de known...</i>

2.- Complete la traducción de las expresiones siguientes:

- *We were expected to react very rapidly.*
_____ que reaccionáramos muy rápido.
- *They were thought to be ready when called.*
_____ que estarían listos cuando _____.
- *They are said to comply with the norms.*
_____ que cumplen con las normas.
- *We were allowed to see the experiment.*
_____ viéramos el experimento.
- *Those had been thought to belong in that class.*
_____ pertenecían a esa categoría.
- *It is prepared to fit after the adjustment.*
_____ después del ajuste.

- *They could have been said to have come from the moon.*
_____ que han venido de la luna
- *It has been established as false since 1987.*
_____ como falso desde 1987.
- *It is being presented as one of the solutions.*
_____ como una de las soluciones.
- *It might be now inferred that we were wrong.*
_____ ahora que estábamos equivocados.
- *The owners were called upon to save the company.*
_____ para que salvaran la compañía.
- *We were left out without advance notice.*
_____ sin pre-aviso

3.- Convierta a la voz pasiva (impersonal) las expresiones siguientes, de acuerdo con el patrón dado:

Activa: *They thought that machine was expensive.*

Pasiva: *That machine was thought to be expensive.*
It was thought that machine was expensive.

- *We determined the constant to be 5.25 miles per hour.*
- *Scientists do not believe Mars could be inhabited.*
- *They established that as untrue in 1992.*
- *The inventors asked us to see the battery of tests.*
- *Our researchers said (that) model was ready.*
- *The panel deduced (that) the solution was impossible.*
- *They had realized then (that) theory was correct.*
- *Johnson has expressed concerns about the outcome.*

Lección 2

1.- Traduzca al español las expresiones siguientes:

<i>It was raining.</i>	<i>It might snow.</i>	<i>It will be cold.</i>
<i>It had been hot.</i>	<i>It was flooded.</i>	<i>It can happen.</i>
<i>It should be easy.</i>	<i>It is better thus.</i>	<i>It broke loose.</i>
<i>It is heavy.</i>	<i>It could be stormy.</i>	<i>It may be sold.</i>

2. - Complete la traducción de las expresiones siguientes:

- *They were good, but we sold them.*

_____ buenos, pero _____.

- *It was placed between them on the table.*

_____ colocó entre _____ en la mesa.

- *They took it to them yesterday.*

_____ llevaron ayer a ellos.

- *It was worn out and it was full of holes.*

_____ desgastada y _____ llena de huecos.

- *I put it on top of because it was drier.*

_____ puse encima _____ porque _____ más seco.

- *Leave its door open if it is too cold.*

Deja _____ puerta abierta si _____ demasiado frío.

- 3.- Elabore una lista de diez verbos impersonales ingleses que utilicen *it* al conjugarse. (Con su respectivo significado).

Ejemplo: *to rain* (llover) : *it rains, it rained, etc.*

Lección 3

- 1.- Traduzca al castellano las expresiones en las cuales el artículo *the* funciona como adverbio:

The less pressure we exert on it, the more it cools off.

The more data we feed it, the faster the answer.

The sturdier the switch, the longer to last.

The smaller parts are the more durable ones.

The finer grasses were the less affected.

The thinner helps pump out the denser oils.

The thinner the pump valves, the faster they pump.

The smaller the parts, the smaller the whole.

The smaller parts make the whole smaller.

The more you fly, the more the chances of an accident.

- 2.- En los párrafos siguientes subraye los casos en los cuales se utiliza el vocablo *the* como adverbio:

- “ *The theory suggested that the more force you exert on the mass the more energy that mass could deliver. On the other hand, the less energy produced the less pressure exerted...*”

- *"It has been said that the more educated people are, the less probabilities there are that they smoke. The more educated people are less likely to be convinced by the usually strikingly well presented television or other media advertisement campaigns..."*

3.- Redacte 10 expresiones inglesas en las cuales se utilice el vocablo *the* como adverbio.

Lección 4

1.- Complete la traducción de las expresiones siguientes:

- *Neither the engineer nor the scientist are here.*

_____ el ingeniero _____ el científico están aquí.

- *It came out both as liquid and as gas.*

Salió _____ como líquido _____ como gas.

- *The tire they make either cracks or bursts.*

El neumático que ellos fabrican _____ se agrieta _____ estalla.

- *Either university could accept those students.*

_____ universidades podría aceptar esos estudiantes.

- *It could neither solve it nor make it more difficult.*

Podría _____ resolverlo _____ hacerlo más difícil.

- *Neither element could be used in the experiment.*

_____ podría usarse en el experimento.

2.- Traduzca las expresiones siguientes:

- *Both the errors and the omissions were listed.*
- *Either they do it or they will be sued.*
- *Both men came but they were late.*
- *Neither students passed but both knew the subject.*
- *Neither boy could do it and neither could explain it.*

Lección 5

1.- Convierta a la forma menos redundante las expresiones siguientes:

Ejemplo: *The bright students helped the less bright students.*
The bright ones helped the less bright ones.

- *The fat boy pushed around the other boys.*
- *One large truck substituted the small trucks.*
- *These books are heavier than those books.*
- *Here's a good bargain, better than the bargain there.*
- *This machine is good. It is the machine we need.*
- *The deal was bad so we needed another deal.*

2.- Sustituya los sustantivos por *one* o *ones*, según el caso:

Three weak solutions. *Another terrible movie.*

The best routines. One of the nice girls.
As hard as those tasks. This girl is the girl.
Fast and mean boys. Other easy tasks.
The Ali/Fraizier fight. A few smart people.

3.- Sustituya el vocablo *one(ones)* por la palabra a la cual a su vez él sustituye.

- *My best works were shown with their best works.*
- *The heavy trucks were better than the lighter ones.*
- *That was a good price, better than the other one.*
- *We need this one more than that feeder.*
- *Five smaller containers on top of bigger ones.*

Lección 6

1.- Complete la traducción de las expresiones siguientes:

- *He told us that the problem had been solved.*

Nos dijo ____ problema había sido resuelto.

- *We had to do it that long.*

Tuvimos que hacerlo ____.

- *It works, that is, under those conditions.*

Funciona, ____ bajo esas condiciones.

- *Let's put in, say, 10 spoonfuls.*
Pongámosle, _____ 10 cucharadas.

- *We know what that can do.*
Sabemos _____ puede hacer.

- *Other than that, nothing else works.*
_____ nada más funciona..

- *What does that?... What does that do?*
¿Qué hace eso? ¿_____?

- *It is known it works at that speed.*
Se sabe _____ funciona a esa velocidad.

- *We said that test had been enough.*
Dijimos _____ prueba había sido suficiente.

- *An element other than hydrogen may be needed.*
Puede necesitarse un elemento _____.

- *It added the amount rather than subtract it.*
Suma _____ la cantidad _____ restarla.

- *The works that are done under those conditions.*
Los trabajos _____ bajo esas condiciones

Lección 7

1.- Escriba en forma abreviada numérica (inglesa) los números ordinales siguientes:

<i>eleventh</i>	<i>one hundred twenty-fifth</i>
<i>eighteenth</i>	<i>one thousand fifty-second</i>
<i>sixtieth</i>	<i>five hundred twentieth</i>
<i>thirty-third</i>	<i>two hundred twelfth</i>
<i>sixty-first</i>	<i>twelve hundredth</i>

2.-Escriba la forma inglesa de los ordinales siguientes:

- | | |
|---------------------------------|-----------------------------|
| - milésimo vigésimo quinto | - octogésimo séptimo |
| - centésimo trigésimo segundo | - tricentésimo decimocuarto |
| - millonésimo sexagésimo octavo | - quincuagésimo primero |

3.- Convierta a la forma ordinal inglesa los números siguientes:

<i>thirty-six</i>	<i>sixteen hundred</i>	<i>ninety-one</i>
<i>eighty-five</i>	<i>one hundred two</i>	<i>five thousand twelve</i>
<i>one billion</i>	<i>two million twelve</i>	<i>one trillion</i>

Lección 8

1.- Escriba en forma numérica fraccionada el significado de las expresiones siguientes:

<i>one-ninth</i>	<i>seven-thousands</i>	<i>thirteen-thirds</i>
<i>two-sevenths</i>	<i>seventeen-seventieths</i>	<i>five-fourths</i>
<i>eight-halves</i>	<i>seventy-sixteenths</i>	<i>nine-ninths</i>

four-fourths fourteen-fifteenths twelve-hundredths

2.- Escriba el equivalente numérico español de las siguientes cifras "estadounidenses"

186	2.145	1, 030,345	643.23	0.33
3,003.445	.3428	1, 000,242.8	4,999	6798.7067

3.- Traduzca al español:

- *A four-sixths capacity.*
- *It was only 9.50 a piece.*
- *A 5.87 multivariate figure.*
- *The six-ninths factor.*
- *A three-fourths average.*
- *This three-fifths of a mile part.*

4.- Complete la traducción (cifras de EE.UU)

- *It had a length equal to one billionth of an inch.*
Tenía la longitud igual a ____ de una pulgada.
- *That star is five billion miles away from the sun.*
Esa estrella está ____ de millas de sol.
- *It is probable two trillion light years away.*
Probablemente está a ____ de años luz de distancia.
- *Our company has assets worth 5 billion marks.*
Nuestra compañía tiene bienes que valen ____ de marcos.

Lección 9

1.- Complete la traducción siguiente:

- *If so good, bring it here.*
____, tráigalo aquí.
- *If not true, let's buy the shares.*
____, compremos las acciones.

- *If he was wrong why didn't you tell me.*
____ equivocado, porque no me dijiste.
 - *Please, see if the mail has come.*
Por favor, vea ____ el correo a llegado.
 - *Come in if it starts raining.*
Entra ____ comienza a llover.
-

2.- Invierta las expresiones siguientes eliminando el *if* :

- *If you should open that, it will break*
- *If you should stay out I might give it to you.*
- *Of course, if it should break, let me know.*
- *Oil will thicken up if that should be drained.*
- *What will the output be if it should increase production now?*

3.- Sustituya el vocablo *should* por el contexto o expresión que Ud. considere más adecuada en los párrafos dados a continuación:

“Von Brown asserted that assuming that the space platform prove practicable, as seems almost certain, a trip to the moon will be easily accomplished...”

“Anyway, we could hardly be convinced that taking for granted it would fly it might also land as it were a common helicopter...”