

Ejercicios resueltos > Complete the sentences

Pointing the Finger

A child's future really may be written in his hands-not in the creases of his palms but in the relative lengths of his fingers. A report just published in *Developmental Medicine and Child Neurology* suggests that people with autism have ring fingers that are abnormally long compared with their index fingers.

Children with autism have trouble interacting with other people. Both their verbal and their gesture-based communication is poor, and they often have low intelligence. Early symptoms -a failure to point at things, follow the gaze of someone else, or engage in pretend play- are often obvious by the tender age of 18 months. About one child in 500 suffers from the condition.

Two British researchers, who have studied what fingers can indicate about everything from fertility to sexual preference, have observed 72 autistic children and 23 with Asperger's syndrome, a related condition in which the individual's intelligence is not affected.

The scientists photocopied the children's hands, and carefully measured the lengths of their fingers from the copies. They worked out the ratio of the length of the index finger to the length of the ring finger for each child, and compared it with those of their relatives.

The researchers found that autistic children had extremely long ring fingers compared with their index fingers. Children with Asperger's also had abnormal index-to-ring finger ratios, though less so than autistics. Even the unaffected relatives of the autistic children had ratios that differed significantly from the average lengths.

Complete the following sentences. Use the appropriate form of the words in brackets when given.

a) The relative sizes of our fingers are fixed (fix) for life within three months of conception, and the relationship seems to be governed (govern) by hormones

Ayuda: debemos emplear la voz pasiva del verbo (*be+ past participle*) en el primer espacio ya que la oración carece de agente (persona que realiza la acción). Utilizaremos el presente (*am/is/are + past participle*) ya que la oración expresa una verdad general. En el segundo espacio utilizaremos la voz pasiva por el mismo motivo. En este caso, el espacio a completar viene precedido por el verbo *seem*, que es uno de los verbos que van seguidos de otro verbo en infinitivo con *to*. Por lo tanto la estructura que utilizaremos es *to be + past participle*.

b) Although the reason is not yet understood, earlier studies have shown that finger-length ratios indicate the exposition to testosterona in utero.

Ayuda: *although* es una conjunción que introduce una oración subordinada concesiva (contrast clause) y significa *aunque*. Es posible intercambiarlo por *even though*. *Exposition to* significa *exposición a* (habitual sólo en textos médicos o científicos).

c) In general terms, the earlier (early) an illness is diagnosed, the easier (easy) its treatment will be.

Ayuda: en ambos espacios se nos da un adjetivo para que modifiquemos. Sólo lo podemos modificar de dos maneras: con su forma comparativa o su forma superlativa. Ambos adjetivos tienen dos sílabas pero terminan en *y*, por lo que su comparativo se forma añadiendo *-ier* y eliminando la *y*. La estructura "*the earlier an illness is diagnosed the easier its treatment will be*" la traduciremos por "*cuanto más pronto es diagnosticada una enfermedad, más fácil será su tratamiento.*"

Put in the correct order.

d) say / I / things/ could/ so/ fingers/ never imagine/ that my / many / could. I could never imagine that my fingers could say so many things.

Ayuda: debemos mantener la estructura básica de sujeto + verbo + complementos en la oración subordinada y en la principal. Los verbos modales (*could*) se colocan delante del verbo salvo que haya un adverbio de frecuencia como *never*, que debe ir inmediatamente antes del verbo. El significado de la frase sería: *Nunca podría imaginar que mis dedos pudiesen decir tantas cosas.*