

# Inglés IV

## Guía de estudio

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## PLAN 33

HUMANIDADES  
CIENCIAS FÍSICO-MATEMÁTICAS  
CIENCIAS ADMINISTRATIVAS Y SOCIALES

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Estructura de enunciados con "Tag questions", usando sus formas interrogativas al final de cada oración, de acuerdo al tiempo que se está usando. Por ejemplo:

They're reading their books now, aren't they? He wasn't at home this morning, was he? Cuando el enunciado es afirmativo la frase interrogativa "Tag questions" es negativa.

a) Estructura de enunciado con "tag questions", usando auxiliares.

Por ejemplo:

The scientists can't find the cure for cancer, can they?. No, they can't.

It shouldn't take long to finish the exam, should it?

b) Estructura de acuerdo a la situación para contestar con una réplica a la pregunta, ya sea utilizando negativa o afirmativamente las "tag questions".

Por ejemplo:

You should dial "0" to make a local call, shouldn't you?. Yes, I should.

Mary won't have long hair anymore, will she?. No, she won't.

Cuando el enunciado es en su forma negativa, es en forma afirmativa.

Por ejemplo:

Are your children self-reliant?

Your children are self-reliant, aren't they?.

Yes, they are.

Were they having a talk?

They were having a talk, weren't they?. Yes, they were.

c) Estructura de enunciados con "tag questions" utilizando have, has, haven't, had y hadn't.

Por ejemplo:

You have gone to Canada, haven't you?

She has bought a new car, hasn't she?

d) Los adverbios never, seldom y rarely son consideradas palabras negativas por lo que su estructura tiene un sentido negativo en la oración.

Por ejemplo:

She has never cut her hair, has she?

They seldom go to the theater, do they?

e) Cuando el verbo de la oración es imperativo (command), la tag question es "will", ya sea en su forma afirmativa o negativa y el pronombre Nominativo es "you".

Por ejemplo:

Write me a letter, will you?

Write me a letter, won't you?



Uso de:

- a) Still = todavía.
- b) Anymore = nunca más.

c) Already = ya

d) Yet = aún

Ejemplos:

He still works.

Helen isn't sick anymore.

Alice has already received the letter.

Peter hasn't eaten yet.

Reglas generales:

a) "Still" viene después del verbo "to be" en formas afirmativas. Por ejemplo: he is still sick.

b) "Still" viene antes del verbo "to be" en formas negativas y afirmativas. Por ejemplo: he still doesn't understand.

c) "Still" viene antes de otros verbos en formas negativas y afirmativas. Por ejemplo: he still doesn't understand.

Uso de:

a) Verbos: Shine = brillar. Rise = levantar. Lie = recostar. Raise = alzar, criar.

b) Prefijos y sufijos. Al añadir un

elemento a la palabra base es llamado "prefix" y/o "sufix" y cambia el significado en función de la palabra

d) "Still" es usado en formas interrogativas pero tiene el mismo significado como el inciso anterior. Por ejemplo: are you still hungry?

e) "Anymore" viene al final de la oración. Por ejemplo: he doesn't anymore.

f) Se usa en formas interrogativas conservando la misma posición. Por ejemplo: don't you watch T.V. anymore?

g) "Still" también indica que la actividad no ha cambiado; anymore señala que la actividad que era anteriormente afirmativa ahora cambia a negativa.

h) "Already" se refiere a una actividad ya concluida, ya anunciada; "already" algunas veces viene antes del verbo principal, pero sigue al verbo "to be". Por ejemplo: he has already bought the car.

i) "Yet" puede usarse en expresiones negativas e interrogativas. Por ejemplo: I'm not hungry yet.

original. Un prefix se añade al principio y un sufix al final de la palabra original. Ejemplos: Cleans



— Cleaner. Edits ---- Editor. Teach  
---- Teacher.

c) Distinguir los sufijos con terminación "er" y "or", las cuales significan personas o cosas que toman parte de la acción de la palabra base. Ejemplos:

Cleans --- cleaner Edits ---- editor  
Teach ---- teacher

Uso de:

a) Cambios de enunciados de voz activa a voz pasiva en los tiempos presente y pasado simple, donde se incluya o se

excluya el agente de la acción pasiva.

Ejemplos:

1.- Active voice: Leonardo da Vinci painted the "Mona Lisa".

Passive voice: The "Mona Lisa" was painted by Leonardo da Vinci.

2.- Active voice: He's following the ice cream vendor.

Passive voice: The ice cream vendor is being followed by him.

3.- Active voice: She was cutting a hole in the box.

Uso de:

a) Cambios de enunciados de presente y pasado simple a voz pasiva.

Por ejemplo:

Simple present: Workmen break the

oíd cement of the highway with air hammers.

Simple past: Father O'Brien christened the baby.

su voz pasiva queda:

The oíd cement of the highway is

broken with air hammers.

The baby was christened by father O'Brien

d) Sufijo con la terminación "ful"<sup>1</sup> que significa adjetivos. Ejemplos: Hope ---- hopeful Waste --- wasteful

Passive voice: A hole was being cut in the box.

Regla: En la voz activa el sujeto realiza la acción expresada por el verbo, el objeto recibe esta acción. En la voz pasiva el objeto de la oración activa se convierte en el sujeto de la oración pasiva; recibe la acción del verbo que está expresado. EL sujeto de la oración activa se convierte ahora en el ejecutor de la acción introducido con la preposición "by". Ejemplo: Christopher Columbus discovered America (active voice).

b) Preguntas en voz pasiva y sus respuestas de acuerdo al cuestionamiento correspondiente.

Por ejemplo:

Are all these seats in the theater taken?

Yes, they are taken now.

Is a T.V. set operated by gas?. No it isn't it's operated by electricity



Uso de:

a) Estructuras de enunciados en el futuro a su voz pasiva correspondiente, así como la realización de preguntas y sus respuestas negativas y afirmativas.

Ejemplos:

The officers are going to inspect our

passports. (futuro simple)

Our passports are going to be inspected

by the officers. (pasive simple)

They will watch the stars tonight.

(futuro ideomático)

The stars will be watched tonight.

(pasive voice)

b) Palabras de preguntas en voz pasiva.

Ejemplos:

Who is going to be invited as a

chaperon for our trip?. Mrs. Williams.

What will he be accused of?.

Of manslaughter.

Where won't interruptions be allowed?.

In class.

Which cake is going to be given to Alice?. This chocolate one.

Uso correcto de:

a) Cambiar enunciados a su voz pasiva en presente perfecto, pasado perfecto y futuro perfecto, así como sus respectivas preguntas y respuestas cortas y largas.

a.1. Estructura del presente perfecto en voz pasiva:

Sujeto + have o has + been + verbo en pasado participio + by + agente.

Ejemplo:

The safe has been opened by the thief.

a.2. Estructura del pasado perfecto en voz pasiva:

Sujeto + had + been + verbo en pasado participio + by + agente.

Ejemplo:

c) Estructuras de enunciados en voz pasiva usando auxiliares de acuerdo al significado del contexto. Ejemplos:

- The cowboy can tame the wild pony. The wild pony can be tanned by the cowboy. He's an expert.

- Those big waves might sink the ship. The ship might be sunk by those big waves. (pasive voice)

- You should speak English in class. English should be spoken in class. (pasive voice)

d) Preguntas en voz pasiva utilizando auxiliares. Ejemplos:

- What should be done to prevent the leaning tower of Pisa from falling?. Nobody knows.

- How can this man's muscles be developed?

By exercise.

- Where should students be studying? At the library.

These stories had been told by

Marco

Polo.

a.3. Estructura del futuro perfecto:

Sujeto + will + be + verbo en





pasado  
participio + by + agente.  
Ejemplo:  
He will be given a dollar by Albert.  
a.4. Uso de palabras de preguntas  
en  
voz pasiva:  
Ejemplo:  
What has been extinguished now?  
The  
fire.  
Where had the thief been taken?  
To  
jail.  
Which tax will be paid next  
month?  
The property tax.

a.5. Uso de palabras con  
terminación "en" y "ed" que  
modifiquen  
al sustantivo. Ejemplos:  
His leg was broken. queda así: He  
has a  
broken leg.  
They fried potatoes and ate  
them.  
queda así: They ate french  
fried  
potatoes.

Uso de:  
a) And = y  
b) Too = también.  
c) Either = tampoco.  
d) Neither = tampoco.  
e) But = pero.  
f) So = también.  
Ejemplos:  
The horse is big. The cow is too.  
Harry isn't an adult. Bill isn't  
either.  
Ronnie is sad. Jack is sad. Ronnie is

sad  
and Jack is too.

Uso de:  
A) Clausulas que expresan un  
pensamiento completo del  
enunciado como son: Who, That,  
Whom, Whose y Which. Ejemplos:  
- Alice is the girl she sees Robert  
now. Alice is the girl who sees  
Robert now.  
- Alice is the girl Robert sees her  
now. Alice is the girl whom Robert  
sees now.  
- Colonists carne to America  
their religious beliefs were  
diverse. Colonists whose religious  
beliefs were diverse.  
- A school is near my home men and  
women study there.  
A school where men and woman study  
is near my house.  
- Let me know in advanced when you  
bring a guest to dinner.

b) Uso de la palabra "get" en voz  
pasiva  
en sustitución del verbo "be".  
Ejemplos:  
A flower pot hit him. queda así: He  
was  
hit o He got him.  
The boy broke the window. queda  
así: It  
was broken o It go broken.

John wears glasses. Gloria wears  
glass.  
Glorias does too.  
Alice will go by plañe. Robert will go  
by  
plañe. Alice will go by plañe  
and  
Robert will too.





g) Neither... ñor = ni uno ni otro.  
Ejemplos:  
The girl is neither sick ñor tired.  
Neither of my sons can play tennis.  
h) "And" une palabras,  
oraciones y  
muestra relación.  
i) "Too" se usa al final de  
estructuras  
afirmativas.

- Picase tell Mary that I won't be  
able to go to the party. Reglas para  
su uso:

1.- Who y whom se sustituyen en las  
clausulas dependientes por  
personas. Who es usado para el  
sujeto y whom es usado para el  
objeto.

2.- That y which se refieren a cosas,  
animales, ideas o grupos de  
personas y se prefieren para las  
ideas o acciones.

3.- Whose es un adjetivo relativo, es  
la forma posesiva de Who y  
puede referirse a cualquier  
objeto animado y siempre precede a  
la cosa poseida.

4.- When, where y why son  
adverbios relativos los cuales  
relacionan clausulas de tiempo,  
lugar y razón respectivamente y  
deben colocarse al principio de la  
clausula dependiente al igual que  
los otros adverbios.

Uso correcto de:

a) Clausulas adjetivales: What,  
who,  
which, how, etc...

Who = quién

How = cómo

What = qué

Whoever = quién sea.

Why = por qué

How much = cuánto

Whom = a quién

Whatever = lo que sea

Whichever = cualquiera

How many = cuántos

Which = cuál o qué

Ejemplos:

Who the new president of the lion  
club

will be is not known.

Those whom you invited to the  
party

have come.

What you ordered has arrived.

Whoever was here left this  
room a

mess.

Whatever is in the drawer is mine.

Why she left was known by the  
teacher.

My mother found out whom I  
have

been seeing.

There are five dresses here you may  
bo-

rrrow whichever you like.

Bill couldn't make up his mind how  
many

courses to take.

México is the country which I want  
te

visit.

Tell me how much you want for the  
Job.

I know how far New York is.

b) Frases adjetivales en preguntas  
y contestación correcta en forma  
afirmativa y negativa. Sirven para  
unir una sola oración y/o una sola  
pregunta. Ejemplos:

- Whom were you thinking of?. No





you may not.

- May I know? Yes, you may.

- How much does this material cost?. Tes, I do.

- Do you know how much this material costs?. No, I don't.

- What did he say?. I didn't hear.

Whatever he said I didn't hear.

c) Enunciados de exclamación utilizando clausulas de sustantivos como las siguientes:

What a mess! = que poqueria. How

funny! = que chistoso. What a sight!

= que vista. What a beautiful day! =

que bonito día. How beautiful the

sunset! = que bonito atardecer.

How much noise! = cuanto

ruido. What a fool! = que

tonto. What a day! = que día.

d) Verbos de dos palabras:

Get in = entrar.

Get out of = salir de.

Get off = descender.

Get on = subir y / o montar.

Ejemplos:

Alice got in her mother's car.

The children got on their bicycles.

He's getting out of his car.

Mr. González is getting off the  
plane.

e) Verbos con dificultades:

Like = gustar.

Want = querer.

Know = conocer.

Meet = reunir.

Waste = desperdiciar.

Miss = faltar.

Lose = perder.

Enjoy = disfrutar.

Introduce = presentar.

Ejemplos:

I like golfing Bill likes to go

bowling.

Alice wants to go swimming.

Susy knows me very well.

Let's not waste time.

I missed my bus this morning.

He lost his watch.

She'll introduce us to Cecy.

I'll meet Dick tonight.

John enjoys reading.

Uso de:

a) Unión de dos enunciados simples con palabras conectivas, como:

That = que.

Whether = si.

Or not = o no.

Ejemplos:

It was obvious that they were going  
on

atrip,

I don't know whether the car will run  
or

not.

b) Cambiar las formas

interrogativas a enunciados usando la clausula correspondiente tanto en oraciones afirmativas y

negativas. Ejemplos:

- What did he do? (know)

I don't know what he did.

- Did she tell you that she was  
going? She didn't tell me that she  
was going.

- Does he admit that he is guilty?

Aprenderá:

a) Cambio de adjetivos a adverbios con

terminación "ly".

Ejemplos:

- It's obvious that you have to study  
for

your exams.







Obviously you have to study for your exams.  
- It's lucky that I know how to swim.  
Luckily I know how to swim.

He admits that he is guilty.  
- How was she dressed?  
I don't recall how she was dressed.  
- Do you know how many times we'll have to write the exercise? I don't know how many times we'll have to write the exercise.

c) Estructura gramatical de enunciados con cláusulas adverbiales:  
sujeto + auxiliar + verbo + cláusula + su  
jeto + aux. verb. + complemento.

Uso de:  
a) Because = porque  
Because of = por  
Bring up = sacar un tema a la vista.  
Show up = aparecer  
Bring up = educar, criar.  
Ejemplos:  
- Bob wants to stay because his friends are in the park.  
- Bob wants to stay because of his friends.

Uso de:  
a) So... that = tan...que  
Ejemplo:  
- The girl is so thirsty that she drank four glasses of water.

b) Such...that = tan...que. Ejemplo:  
- She is such a thirsty girl that she drank four glasses of water.

c) Such a...that = tan...que.  
Ejemplo:  
- He is such a sleepy man that he went to sleep in his armchair.

Uso de:  
a) Los adverbios:  
However = sin embargo.  
Besides = además.  
So = por lo tanto.  
But = pero.  
In contrast = en contraste.  
Furthermore = además.  
Consequently = consecuentemente.  
Ejemplos:

- He left the house without a raincoat in spite of the rain.  
- Alice brought that question up.  
- Alice has been brought up well.  
She's a polite person.  
- Where did the car appear? It showed up in the park.

b) Verbos de dos palabras. Para comprender estos verbos es necesario practicar la lectura para conocer el contexto en que se manejan.

d) Search = look up = investigar.  
Ejemplo:  
When did you search for the girl's address?  
I looked up the girl's address last week.

e) Call off = cancel = cancelar  
Ejemplo:  
Did you cancel your engagement?  
No, I didn't call off my engagement.

f) Point out = indícale = indicar.



Ejemplo:

Can he indicate the criminal?

Yes, he can point him out.

- He wanted to go to the mountains however he went to the beach.

- He fed the animals on a farm besides he operated a tractor.

- She wants to lose weight so she's not eating too much.

- He's lazy and he won't look for a job but he won't be able to pay the rent.

- Last week was very cold in contrast today is quite warm.

- Larry was going to meet Bob at the cafe furthermore they had business to talk over.

- Paty would take the eight o'clock bus consequently she always left home at 7:30.

b) Los adverbios se pueden dividir o separar por:

b.1.) Información adicional = besides (además); in addition (más); and (y); furthermore (más adelante); also

(también); similarly (similarmente); moreover (más aún) and likewise (así mismo).

b.2.) Información contraria: but (pero); however (sin embargo); in contrast (en contraste); otherwise (de otro modo) and nevertheless (sin embargo). c.3.) Información de consecuencia = Therefore (por lo tanto); so (por lo tanto); consequently (consecuentemente); hence (por lo tanto) and thus (así).

1.- He would rather go to Acapulco, us.

- a) Would he.
- b) Wouldn't he.
- c) Doesn't he.
- d) Does he.

2.- Tourists must have a passport,

- a) Must they.
- b) Don't they.
- c) Do she.
- d) Don't it.

3.- Laura doesn't know how to drive

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- a) Is she.
- b) Does she.
- c) Do she.
- d) Don't it.

4.- She isn't going to come with us,

- a) She is.
- b) Does she.
- c) Do she.
- d) Is she.

5.- Mary likes chocolate,

- a) Does it.
- b) Don't they.



- c) Doesn't she.  
d) She does.

6.- Those are butterflies,

- a) Are they.  
b) Aren't they.  
c) Isn't it.  
d) Is it.

7.- My mother hasn't washed the clothes, \_\_\_\_\_?

- a) Is she.  
b) Does she.  
c) Did she.  
d) Has she.

8.- Norma has never been in los Angeles, \_\_\_\_\_?

- a) Hasn't she.  
b) Has she.  
c) She hasn't.  
d) Isn't she.

9.- My father \_\_\_\_\_ works in the same factory.

- a) Still.  
b) Yet.  
c) Already. .  
d) Anymore.

10.- My father doesn't work in the same factory \_\_\_\_\_?

- a) Still.  
b) Yet.  
c) Already.  
d) Anymore.

11.- My brother is \_\_\_\_\_ sick.

- a) Still.  
b) Already.  
c) Yet.  
d) Anymore.

12.- I haven't finished my homework

- a) Still.  
b) Already.  
c) Yet.  
d) Anymore.

13.- They have \_\_\_\_\_. movie. seen that

- a) Yet.  
b) Anymore.  
c) Still.  
d) Already.

14.- He hasn't dressed

- a) Yet.  
b) Still.  
c) Already.  
d) Anymore.

15.- \_\_\_\_\_ cars \_\_\_\_\_ by this factory now?

- a) Is - been made.  
b) Are - been make.  
c) Are be married.  
d) Is being made.

16.- \_\_\_\_\_ Tom and Mary \_\_\_\_\_ at St. Patrick's?

- a) Will - be marry.  
b) Will - being marry.  
c) Wül - be married.  
d) Will - married.

17.- The glass brother last \_\_\_\_\_ by my íttle week.

- a) May - being washes.  
b) May - been washed.  
c) May - be washed.  
d) May - be washes.

18.- \_ the sweater \_\_\_\_\_ in cold water?

- a) May - being washes.  
b) May - been washed.  
c) May - be washed.  
d) May - be washes.

19.- The floor \_\_\_\_\_ not \_\_\_\_\_ yet.

- a) Hasn't - been swept.  
b) Has - he swept.  
c) Has - swept.



d) Has - been swept.

20.- The book \_\_\_\_\_ not \_\_\_\_\_ until we get to the last page.

- a) Won't - be finished.
- b) Will be - finished.
- c) Will - be finished.
- d) Won't be - finished.

21.- I have the same kind of car

- a) Who i bought last week.
- b) Where i bought last year.
- c) That i bought last year.
- d) Whom i bought last year.

22.- Mr Wilson, \_\_\_\_\_ , built a new house.

- a) Which is in an engineer.
- b) Where is an engineer.
- c) What is an engineer.
- d) Who is an engineer.

23.- The man \_\_\_\_\_ is my teacher.

- a) Where you spoke to...
- b) Who you spoke to...
- c) Whom you spoke to...
- d) Which you spoke to...

24.- The woman \_\_\_\_\_ works with me in my office.

- a) Who husband you met.
- b) Whose husband you met.
- c) Where husband you met.
- d) Which husband you met.

25.- Let's go to the library \_\_\_\_\_.

- a) Where is near my house.
- b) Who is near my house.
- c) Whose is near my house.
- d) That is near my house.

26.- Do you remember the place

- a) Where we saw blouse.
- b) Who we saw the blouse.
- c) Which we saw the blouse.

d) That we saw the blouse.

27.- Thanksgiving day is the day

- a) Who people give thanks to god.
- b) Where people give thanks to god.
- c) Which people give thanks to god.
- d) When people give thanks to god.

28.- Rose is happy \_\_\_\_\_ peter is

- a) And - so.
- b) And - too.
- c) And - either.
- d) Either - or.

29.- Joe isn't happy \_\_\_\_\_ Frank isn't

- a) And - so.
- b) And - too.
- c) And - either.
- d) Neither - ñor.

30.- I take a taxi to work \_\_\_\_\_ she does \_\_\_\_\_.

- a) And - so.
- b) And - either.
- c) Neither - ñor.
- d) And - too.

31.- Laura isn't \_\_\_\_\_ sick \_\_\_\_\_ sad.

- a) And - too.
- b) And - so.
- c) Neither - ñor.
- d) Either - or.

32.- We must study harder \_\_\_\_\_ must they.

- a) And too.
- b) And either.
- c) And so.
- d) And neither.

33.- We must study harder \_\_\_\_\_ they must \_\_\_\_\_.

- a) And - too.
- b) And - so.
- c) And - either.



d) And - neither.

34.- May I know \_\_\_\_\_.

- a) What are you doing now.
- b) Who are you doing now.
- c) What your doing now.
- d) What do you doing now.

35.- Did he tell you \_\_\_\_\_ ?

- a) Where does he come from.
- b) Where is he coming from.
- c) Where does he coming from.
- d) Where he comes from.

36.- Do you know \_\_\_\_\_ ?

- a) Who is she.
- b) Who she is.
- c) Who are.
- d) Who she does.

38.- Have you thought \_\_\_\_\_ ?

- a) What you are going to tell them.
- b) What do you tell them.
- c) What are you going to tell them.
- d) What did you tell them.

39.- I don't like this dress now \_\_\_\_ I have bought it.

- a) Whether.
- b) Since.
- c) That.
- d) Before.

40.- Do you know \_\_\_\_ the storm caused much damage?

- a) That.
- b) Since.
- c) Wether.
- d) For.

41.- She hasn't decided \_\_\_\_\_ the storm caused much damage?

- a) After.
- b) While.
- c) That.
- d) Whether.

42.- The house \_\_\_\_\_ we saw last

week is rented now.

- a) While.
- b) Since.
- c) That.
- d) For.

43.- It smells \_\_\_\_\_ you were preparing supper.

- a) While.
- b) Since.
- c) That.
- d) Since.

44.- We haven't seen each other \_\_\_\_\_ we graduated.

- a) Since.
- b) While.
- c) As if.
- d) Wherever.

45.- We couldn't go to the party \_\_\_\_\_ the rain.

- a) Because of.
- b) While.
- c) Since.
- d) As if.

46.- The students in English IV studied very hard \_\_\_\_ they passed.

- a) While.
- b) So that.
- c) When,
- d) As if.

47.- He is \_\_\_\_ coffee drinker he drinks four cups at a time.

- a) So = that.
- b) Such - that.
- c) Such a - that.
- d) Such - a that.

48.- He was \_\_\_\_\_ thirsty he broke the glass.

- a) Such - that.
- b) So - that.



- c) Such a - that.  
d) Such - a that.

49.- It was \_\_\_ dangerous reptile  
\_\_\_\_\_ George had to kill it.

- a) Such - that.  
b) So - that.  
c) Such a - that.  
d) Such - a that.

50.- The Johnsons gave \_\_\_ a nice  
party \_\_\_\_\_ we left at dawn.

- a) Such - than.  
b) So - that.  
c) Such - that.  
d) So - than.

Lea lo siguiente y resuelva las preguntas:

Burns are probably the most amazing, as well as the most damaging of all injuries. They burn the mind as well as the body, and severely burned people often require years of psychotherapy to ease the memory of the torment they

suffer. Unfortunately, burns are not uncommon. Two and half million Americans were burned last year (one-third of them children), and almost a hundred thousand were injured seriously enough to require hospitalization. Burns now rank as the main cause of death for all age groups. and the member of our injuries appear to be rising.

51.- Which of the following ideas is present in the text?

- a) Burnt people often lose their mind.  
b) Serious burns produce psychological problems.  
c) Burns are the principal cause of man's death.  
d) Psychotherapy fails to erase the torture of burns.

52.- Which of the following statements effects the subject of the Text?

- a) Injuries of the mind.  
b) Burns Venus statistics.  
c) The double impact of burns.  
d) A terrible contemporary disease.





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## Respuestas

- |        |        |
|--------|--------|
| 1.- b  | 27.- d |
| 2.- b  | 28.- b |
| 3.- b  | 29.- c |
| 4.- d  | 30.- a |
| 5.- c  | 31.- c |
| 6.- b  | 32.- c |
| 7.- d  | 33.- b |
| 8.- b  | 34.- c |
| 9.- a  | 35.- d |
| 10.- d | 36.- c |
| 11.- a | 37.- b |
| 12.- c | 38.- a |
| 13.- d | 39.- c |
| 14.- a | 40.- c |
| 15.- c | 41.- d |
| 16.- c | 42.- c |
| 17.- b | 43.- b |
| 18.- c | 44.- a |
| 19.- d | 45.- a |
| 20.- c | 46.- b |
| 21.- c | 47.- c |
| 22.- d | 48.- b |
| 23.- b | 49.- c |
| 24.- b | 50.- c |
| 25.- d | 51.-   |
| 26.- a | 52.- c |