

Inglés V

Guía de estudio

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PLAN 33

HUMANIDADES
CIENCIAS FÍSICO-MATEMÁTICAS
CIENCIAS ADMINISTRATIVAS Y SOCIALES

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**Preparatoria Abierta On
Line
Guía de Estudio | Inglés V**

1.- Have you ever _____ anything
in the lottery?

Won.

2. - My goodness you're fat ;I've a
lot of weight!

Gained.

3. - She _____ The contest with little
competition.

Won.

4. - Excuse me, can you
me the time?

Tell.

5. - Have I _____ You the latest news?

Told.

6.- _____. Lies is a bad habit of mind.

Telling.

COMPLETE LAS ORACIONES.

7. -The Apparatus is the point _
falling to pieces.

About.

8. - Can you point _____ the way please?

Out.

9. - They were within two points
_____ winning the game.

About.

10. - I might have gone, if _____.

I had had the time.

11. - If the wind had blown harder

It would have destroyed the crops.

12. - If I had listened to my father, I
_____ and not business
administration.

Would have been studied.

13. - If a **cancer** vaccine had been
discovered in 1060, millions of lives.

Would have been saved.

14. - I'm sorry there's _____ **for**
You in the mail today.

Nothing.

15. - **Are you going to the movies** tonight?
No, I'm going _____.

Nowhere.



16. - That _____ me of a Joke I
wanted to tell you.

Reminds.

17. - She _____ us to be here early.

Told.

18. - I'll be home _____ earlier
today.

A little

19. - How _____ Money do you earn a
Week?

Much.

20. I was _____ What happened to
_____ our car.

Wondering.

21. - Tea soldiers were seen
_____ up the hill

Creeping.

22. - I notice, he keeps _____
his glass.

Spilling.

23. She jealously watched us

Together.

Dancing.

24. - They _____ us do all
sports of difficult things.

Make.

25. - He _____ them write a page a day,

Has.

26. - _____ me be quiet. If you can!

Make.

27. - She found her lost child the _____ in
park.

Playing.

28. - He met his wife while _____ the army. _____ in

Serving.

THE WHITE HORSES OF THE SPANISH RIDING ACADEMY OF VIENNA.

The last riding academy in Europe where classical horsemanship is still cultivated in its purest form, dates back to the sixteenth century. And the building which houses it and where horse shows are held today was also built long ago.



History tells us that the art of riding was known in ancient times. The Athenians, between, 430 and 354 B.C. were enthusiastic horsemen but the barbarian invasion wiped out all memory of the developed Greek skill.

Later, in the Middle Ages, the fighting technique and the armored knights required only mounts that could walk or gallop along a straight line.

Horses trained only for attack did not prove adequate until the invention of small firearms called for mounts of great maneuverability. The horses had to be steady in all paces to enable the horseman to have sure and steady aim. Thus, as a result of necessity the art of riding was rediscovered.

The new art was received in all European courts since equestrian skill, was most important in courtly education.

Emperor Charles VI of Austria ordered that the Winter Riding School be constructed in 1729-1735. It is an impressive structure, decorated in ivory white with enormous chandeliers. Forty-six columns support the gallery and the ceiling is suspended from the roof. Many festivities were held there at first, masquerade balls, banquets and ladies' equestrian competitions. But from 1894 on, the building has been used exclusively for the training of horses and riders and for horse ballets.

Horses with talent for classical horsemanship were found on the Iberian Peninsula and brought to Austria where a breeding farm was started. The term "Spanish" is the academy's name is derived from these horses. Later, another breeding farm was founded in Lipizza, near Trieste. This had a decisive influence on the history of the riding school for up to this day the white Lipizzaner stallions have been the

chief actors in the horse ballets.

The Lipizzaners result from centuries of breeding Spanish, Italian and Arabian - Oriental blood. They mature late but reach advanced age, between 28 and 32 years. A brown Lipizzaner is rare for they turn white at the age of four or as late as ten years old, but new-born foal is always dark brown.

Training of both horses and riders is a slow process. For the first year, the horse is taught straight-forward riding. This teaches him discipline and to trust his trainer. The second year, the rider learns to guide the horse and both learn to keep their balance doing turns and figures. The horse is made to change paces and speed by lateral work. The third and final year he is taught a number of exercises or "steps" like the Piaffe, the Pirouette, the Passage and the Capriole, where the horse jumps and throws himself forward. One practically sees him floating in air. All these exercises and gymnastic training have helped him to achieve a harmony of the seemingly effortless movements required by the horse ballet.

Hard times came upon the academy through the fall of monarchy and wars. The horses had to be moved where they would be safe from mishaps. During the Second World War, General George S. Patton after attending a performance that was put on for the North American occupation troops, sent armored freight cars to transport the horses to safety and when peace was restored, the horses were brought back to Vienna where they continued to treat people to a wonderful spectacle of the finest horsemanship.

29.- Where is the classical horsemanship still cultivated?

- a) In the middle ages.
- b) In the European courts.**
- c) In Lipizza near Trieste.
- d) During the second world war.

30.- What kind of mounts did the armored knights require?

- a) Only mounts that could walk or gallop on a straight line.**
- b) Mounts that make fantasy paces.
- c) Mounts that respect Greek soldiers.
- d) Mounts that trained only in Lipizza.



31.- When was the first riding school constructed in Vienna?

- a) Between 28 and 32 years old.
- b) Between 430 and 354 BC.
- c) Later, in the middle ages.
- d) In 1729-1735.**

32.- What has it been exclusively used for from 1549 onward?

- a) The winter riding school.
- b) The hall for masquerade balls.
- c) The ladies equestrian competitions.
- d) The horse ballets.**

33.- Where does the term "Spanish" in the name of the academy come from?

- a) From the ancient Greeks.
- b) It was named by the general Patton.
- c) It is derived from the horses found in the Iberic peninsula.**
- d) From the Lipizzaners.

34.- What is the horse taught during the first year of training?

- a) The rider learns to guide the horse.
- b) They taught them a number of exercises or steps.
- c) It is taught a long and slow process.
- d) It is taught straight-forward riding.**

35.- What did General Patton do after attending a performance of the Lipizzaners?

- a) They were employed for the north-american troops.
- b) They suffered hard times through the fall of monarchy.
- c) He sent armor freight cars to transport the horses to safety.**
- d) The horses were brought back to Vienna.

EDWARD JENNER.

We rarely hear that a person has smallpox nowadays, and everybody can be safe from it, for we now have a vaccination.

But only a century ago there was always danger of this dreaded disease which nearly killed all its victims and doctors hardly knew what to do about it.

A long time ago people in the East had found a way to fight the disease. They found that when a person had a mild case of it, they would inoculate another person from the first and the second one would then be safe or immune from any bad attack. This secret had come to England from Turkey but nothing much had been done about it.

The conquest of this disease is due to Edward Jenner, a country doctor who was born in Gloucester, England in 1749. He had first studied medicine in Sodbury and later in London. Then he went back to the country.

One day a milkmaid told him that she was not afraid of smallpox because she had already had cowpox and everybody knew that if you had either of these, you would never have the other. Many milkmaids and country people were sure about that. Jenner thought that there might be something in it, so he started to investigate. He studied case histories for about eighteen years and discovered that the popular theory was true.

Cowpox is a disease that cows used to have; and milkmaids would get it from them. He thought that if he could give a person a mild form of cowpox, he could save them from the terrible attacks of a smallpox.

Of course he met violent opposition but when in 1789, risking his career, he inoculated a boy with cowpox by making a slight cut in his arm and placing in the cut material taken from a sore on the hands of a milkmaid, ill with cowpox, the boy developed cowpox. When later he tried to give the boy smallpox infection failed to have any effect. After they found that deaths from smallpox had dropped by two-thirds within two years there was little room for doubt or argument. Jenner had conquered one of man's worst foes.

What he discovered is called vaccination because it comes from the Latin word *vacca*. Although he was not the first to inoculate with cowpox, he was the first to publish his results and to establish the practice of vaccination on a scientific basis. His work inspired Louis Pasteur and ultimately led to the science of vaccination and immunization and preventive vaccines of the





present day.

36.- How can everybody be safe from a smallpox now?

- a) **Only a century ago there was always danger.**
- b) Doctors hardly know what to do about it.
- c) Now we have vaccination.
- d) In the east had found a way to fight disease.

37.- Who had first found a way to fight the disease?

- a) **Edward Jenner, a country doctor.**
- b) People in the east.
- c) **A mild case of it.**
- d) The inoculated.

38.- What important information did Jenner get from a milkmaid one day?

- a) **She was not afraid of smallpox, because she had already had it.**
- b) He started to investigate it.
- c) He studied case stories.
- d) The popular theory was true.

39.- Where did milkmaids get the disease?

- a) From a person mild case.
- b) From the terrible attacks of smallpox.
- c) **From other milkmaids.**
- d) From cows that used to have the disease

40.- How did he inoculate the boy?

- a) In 1798, risking his career.
- b) With smallpox.
- c) **Making a slight cut in his arm, and placing the material taken from a sore on the hands of a milkmaid.**
- d) Trying to give the smallpox boy infection.

41.- What is the thing he discovered called?

- a) It is called cowpox.
- b) **It is called vaccination.**
- c) It is in latin word "vacca".
- d) It is called smallpox.

42.- What science did his work lead to?

- a) To publish his results.
- b) **The practice of vaccination on a scientific Basis and immunization.**
- c) The first to inoculate with smallpox.
- d) To establish the cows as preventive treatment.

POLLUTION AND MAN'S ENVIRONMENT.

Twenty-eight years ago when the smog of autumn had lifted from Donora, Pennsylvania, twenty-one persons had died from toxic pollutants and hundreds more were required to be treated. Five years later (1952) four thousand people died in a London smog due to a heavy concentration of sulfur dioxide present in the air. The Cuyahoga River in Ohio in 1969 became so polluted that the river caught on fire when a cigarette was thrown into the river. In a Japanese port city fifty-one persons died a decade ago when people had eaten fish with lethal dosages of mercury. Over six million metric tons of oil are said to be floating in the oceans due to ships cleaning out their tanks while out to sea. How this oil will affect marine life is difficult to determine. These examples are only a few of the many that could be noted. For a million years man has endeavored to subjugate nature to his will. But now he is realizing that the whole Earth is an ecological unit where all organisms have mutual dependence be they hostile or not. Nature can, and has, as in the example given, threaten man with extinction in his own environment.

The threat of pollution is not only from a contaminated nature but from man's own interaction with himself. Noise, for example, from aircraft, automobiles, trucks and buses in urban areas may have effects that are as harmful to man's mental health as his physical health



through pollutants.

Until we have sufficiently large bodies of data to determine how much man can withstand, it should be the job of government and industry as well as individuals to try to eliminate wastes from streams, rivers and oceans; to reduce the noise as much as possible in the environment. On the other hand, if government insists on industry and citizens complying with restrictions that cause undue hardship in the social and economic spheres we run the risk of creating another sort of stagnation—loss of employment and taxes. It is hoped that governments, businesses and individual citizens will act prudently as a group, insuring that man's environment will be productive yet free from pollution.

The campaigns of Woodsie the Owl—"Give a hoot, don't pollute", "Pitch in, every litter bit hurts", the Boy Scouts re-cycling of metals, glass and paper as well as other organizations attempts to clean the environment are positive signs that the environment is no longer something to be subjugated but taken care of by man.

41.- What has the man realized recently?

- a) Has endeavored to subjugate nature to his will.
- b) The whole earth is an ecological unit.**
- c) Many examples could be noted.
- d) What are two basic forms of pollution.

42.- What are two basic forms of pollution.

- a) The threat of contaminated nature and man's own interaction.**
- b) Air and noise.
- c) Industry and productive pollution.

43.- What should't government do?

- a) To have sufficient bodies of data.

b) To reduce noises as much as possible in the environment.

c) Creating another sort of stagnation.

d) To eliminate wastes from nature and reduce noise.

44.- What should industry do?

a) Complying with restrictions that cause undue hardship.

b) Making loss of employment and taxes.

c) The threat of pollution is not only a contaminated nature.

d) Cooperating with individuals and government.

45.- What is hoped for the future?

a) That environment is no longer something to be subjugated but taken care of by man.

b) To insist on industry and citizens to comply loss of environment and taxes.

c) The boy scouts replying of metal glass and papers.

SHOPPING CENTERS

The predecessor of the shopping center, the supermarket took the place of the nearby grocery store where people used to buy their groceries, had a friendly chat with the grocer who was familiar with their life stories, bought on credit sometimes, and had their goods delivered if they wished. All this was lost with the appearance of the supermarket.

What did a supermarket have to offer? The greatest advantage in this day of high-cost living: lower prices.

Why can a supermarket sell at lower prices than the corner grocer? This is a quite easy to figure out: they buy enormous quantities at a time and, in turn, get a lower price. They also save labor costs since their goods are sold on a self-service basis. Although they sell at a very low profit, they sell such large quantities that they have a big gross profit.

Their goods are clearly displayed and one may choose exactly what one needs. This also gives you a chance to familiarize yourself with the new products which appear at the market every day.





The shopping cart was a brilliant and lucrative idea. With them at hand, a person easily buys much more than his arms can carry, and if the customer is carrying a baby, the baby can sit comfortably in the cart and the customer can continue his shopping with ease.

Now perhaps your curiosity has been aroused and you ask

yourself, "When and where did supermarkets originate?" Most likely, no one knows.

Around supermarkets, with large parking areas, other stores -clothing, hardware, jewelry -immediately arise, thus creating a shopping center.

These shopping centers are taking in most of the downtown trade, leaving a desolate and not very attractive downtown section in some cities.

Now, instead of just a supermarket and the stores surrounding it, there are fabulous shopping centers coming to life. Some of these have theaters, movie houses, churches, and recreational areas.

Let's take, for instance, the Farsta shopping center near Stockholm Sweden. It is a wonderful place with eight buildings and a church. It has four large parking areas besides a garage that holds three hundred cars. It has a beautiful plaza which was thought out very carefully. The central attraction of the plaza is the thirty years-old oak tree. There are also statues, a fountain, beautifully colored flower-beds, white benches surrounding them. Likewise, there are flag poles, show cases and room enough for temporary ornamental elements. You will also find in the plaza a small supervised area where children can play while their parents leisurely do their shopping.

The Farsta has very large stores, all kinds of shops,

offices, a postoffice and a church. It also has several specialized doctors, dentist, a maternity clinic, a public library, a social service office, a youth center, drugstores, a movie house, a theater, a police department, an

auto-repair shop and restaurant. Would you like to spend a day at Farsta in Stockholm?

A completely different aspect of the previous shopping center, is "The Cannery" in San Francisco, California. As the name suggests, it used to be a canning center factory.

The entire place was remodeled by an architect named Joseph Esherick and, in the matter of architecture, he omitted nothing to create "life" or intensity the original aspects of the building. He restored the three stories and these were turned into stores, shops, and restaurants. Narrow winding streets, gas lanterns, stairs, balconies, archades and early century motifs were added.

"The Cannery" is supposed to be a tourist attraction, but as difficult as it is to explain, the fact remains that there are many San Franciscans who prefer "The Cannery" for their shopping.

Several questions have arisen as to the reason: Is it a reaction to the skyscrapers in many American cities? Is it to elude modern structures, the shopping centers, the self-service cafeterias? Is it "snob appeal" - when qualities in a product, as a high price, rarity or foreign origin appeal to the snobbery of the purchaser?

But then, perhaps, it could merely be romantic taste for gas-lit lanterns, and narrow-winding streets!

PRACTIQUE USTED MISMO

45.- That was the predecessor of the supermarket?

- a) The nearby grocery store
- b) The shopping center.
- c) The Farsta shopping center near Stockholm.
- d) The cannery in San Francisco California.

46.- What does the supermarket have to offer?

- a) A friendly chat with the grocer.
- b) Buying in credit terms.
- c) Being familiar with their life stories.
- d) Lower prices and saving labor on a self-service basis.

47.- Why do supermarkets buy at a lower price than the corner grocer?

- a) Because they buy enormous quantities at a time.





-
- b) Because they save cost labors.
 - c) Because they may choose exactly what one needs.
 - d) Because they familiarize with new products.

18.- Why do you buy more when you use a cart?

- a) Because you can sit comfortably to your baby in car.
- b) Because a Persian can buy much more than his arms can carry.
- c) Because it has a brilliant and lucrative idea.
- d) Because it can carry a baby.

49.- What was the cannery before it became a shopping center.

- a) It was a reaction to skyscrapers in many American cities.
- b) It was supposed to be a tourist attraction.
- c) It was self-service cafeteria.

50.- What could be the reason of many San Franciscans preferring the shop at the center "The Cannery".

- a) Being a tourist attraction.
- b) It's difficult to explain.
- c) It could be a romantic place with gas lanterns and narrow winding streets.