

GUIA DE EXAMEN EXTRAORDINARIO / (INGLÉS V)

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ELABORARON | ASTUDILLO SEGURA CLAUDIA
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A. Read the following passage, underline the words you don't understand and write them in a list. You should also look for the words in bold.

Water thunders over the edge of a cliff. It drops more than 700 meters into a cloud of white mist. You can almost hear the water roaring like thunder as it falls. But there's no sound. It's not a real waterfall but a photograph of Yosemite Falls, taken by one of the world's most famous nature photographers: Ansel Adams. (a)

Adams likely first saw the waterfall on a trip to Yosemite National Park in 1916, when he was 14 years old. The beauty of the national park must have inspired him greatly. He spent much of his career photographing it.

The beautiful images that Adams made were more than art. They showed the power and importance of nature. This was something the country needed to be **reminded** of. During Adams' lifetime, natural **landscapes** were being **destroyed** to make room for roads, farms, and growing cities. (b) Adams believed strongly in the **preservation** of America's wild space, and used his influence to affect **policy**. For example, he traveled to Washington in 1936 to win support for a wilderness area in California. It eventually became Kings Canyon National Park.

The effect of his art was very powerful. "Not everybody trusts paintings but people believe photographs," Adams once said. His pictures, like *The Tetons and the Snake River*, changed how Americans saw nature. (c) It was something to protect and care for.

However, Adams had critics. They said it was wrong to photograph and fight for nature when there was so much human suffering in the world. But Adams believed that understanding the world of nature would help heal people. At the very least, his nature photography saved the American wilderness for future generations to enjoy.

1. What's the main purpose of this reading?
2. According to the text, why people disagree with Ansel Adams and his photographs?

B. Read the following passage, underline the words you don't understand and write them in a list. You should also look for the words in bold.

What would you call a creature that has the head of a goat and the tail of a fish? You could call it a goat-fish. Or, if you are familiar with Greek **mythology**, you could call it Capricorn.

Greek stories tell about a war in heaven that started when a group of younger gods challenged the ruling group of gods. The younger gods, known as the Olympians, defeated the ruling Titans. In revenge, the Titans created Typhon, a dragon-like monster with 100 heads, which they sent to attack the Olympians.

The attack of the ruling Titans might have been **successful** without the quick thinking of one of the younger gods named Pan. Pan was an unlikely hero. He was best known for chasing women, not for strength or bravery. One day, Pan was in the river, trying to get a date with a beautiful water spirit. He happened to be the first Olympian to notice the arrival of Typhon. So he quickly warned his fellow gods. He told them to turn into animals, so the monster could not recognize them. Pan started to turn himself into a goat, but he was in the river. So instead of becoming fully goat, he made his lower half a fish. Zeus, the Olympians' leader, fought Typhon. When Zeus got seriously **injured**, Pan helped heal him so that he could finish the battle.

When it was over, Zeus _____ Pan by moving the stars to create a portrait of Pan as a goat-fish. It is an image we now know as the constellation Capricorn. You can find Capricorn yourself, especially if it is early in the evening in September and October. It is the second-dimmest Zodiac constellation and has very old roots in an ancient Greek myth.

1. Why did the Titans send Typhon to attack the Olympians?
2. Which word will fill in the blank in the fourth paragraph?
3. Is it easy to find the constellation Capricorn? When can you find it?

C. Read the following passage, underline the words you don't understand and write them in a list. You should also look for the words in bold.

Nowadays a camera can fit in the palm of your hand, yet in ancient times, it was the size of a room. The word "camera" is a reference to that fact. It comes from the Latin **term** "camera obscura," meaning "dark chamber." The "dark chamber" was an invention that led to the development of the modern camera.

The camera obscura was a dark room with a tiny hole in one wall to let in light. The light shined on a piece of paper. Someone inside the room could see an image of the outside on the piece of paper. But it wasn't a very good image. If the hole was large, the image was bright but **blurry**. If the hole was small, the image was sharp but dim. The image was also upside-down. Early astronomers found a use for the camera obscura, though. They could watch the sun during a solar eclipse without looking at it directly.

In the 16th century, some improvements made the camera obscura more **practical**. The hole was **replaced** by a glass lens, which made images sharper and brighter, and a mirror was used to flip the images right-side up. Artists found the improved camera obscura to be a good tool. They laid paper beneath the image and drew over the scene. Then, they could paint on top of the lines they had drawn. This technique helped artists make extremely lifelike paintings. Growing interest in **reproducing** realistic images inspired the idea **behind** modern photography.

The film camera was developed when people discovered a way to **transfer** images onto film. Soon after, film cameras became available for the mass market. Later, digital cameras became another step in the evolution of the camera obscura. What will cameras of the future look like?

1. What is the main purpose of the second paragraph?
2. What happened to images after adding a glass lens to the camera?
3. Which technique helped artists to make more realistic images?
4. When was the film camera developed?

D. Read the following passage, underline the words you don't understand and write them in a list. You should also look for the words in bold.

Everyone knows that photographs cannot lie. Or can they? **(a)** Photo **manipulation** can change a photograph to show something other than the truth. Through darkroom tricks or software like Photoshop, a photo editor can make an image tell a lie.

In fact, throughout history, people have used photographs to tell lies. Joseph Stalin, the leader of the Soviet Union from 1922 to 1953, is one example. He was known to manipulate photos in order to keep the **public** from seeing certain images. In many cases, the images he wanted to hide were images of people. At that time, people who did not agree with the Soviet government were seen as enemies. When Stalin considered someone an enemy, he had that person killed and removed from all records and photographs. **(b)** Essentially, he erased them from history.

The Soviets were not the first to manipulate photos to influence the public. In 1865, when President Lincoln was **assassinated**, newspaper publishers wanted to **represent** the late president as a hero to the nation. They looked for a photo that showed Lincoln's leadership and strength but couldn't find anything that worked. What they found, however, was a very heroic photo of an old vice president, John Calhoun. So they took Calhoun's body and pasted Lincoln's head onto it. The image was presented as a real **portrait** of the president. The irony is that, politically, Calhoun and Lincoln were _____. Calhoun was a famous supporter of slavery, while Lincoln's greatest achievement was ending slavery.

Photo manipulation remains common today, and technology makes it easier than ever before. **(c)** Everyone must think critically, otherwise they may be manipulated by these messages.

1. Which word will fill in the blank in the third paragraph?
2. What happened to President Lincoln?
3. According to the reading, do you think photo manipulation still common?
4. In your own words, what's the reading about?

E. Read the following passage, underline the words you don't understand and write them in a list. You should also look for the words in bold.

The five-pointed star with five lines is known today as the pentagram. It is an ancient symbol that has held different meanings. Today, we can see the pentagram worn as jewelry or as designs on clothing.

The Sumerians were the first to use the pentagram. They wrote about the symbol in records that date back to 3000 B.C. In the context of that civilization, the pentagram was a character in a writing system. It stood for a word that had a handful of meanings, including "corner" and "room." The Babylonians, a culture with close historical links to Sumer, used the pentagram in reference to the planets. The pentagram's five points **indicated** five planets—Mercury, Venus, Mars, Jupiter, and Saturn.

In ancient China, the pentagram corresponded to Wu Xing, the five **elements** that make up the world: metal, wood, fire, earth, and water. In ancient Chinese thought, these elements are always changing. They have different **relationships** and effects on one another. Fire, for example, can melt metal; water can put out fire. When the elements are drawn in their traditional **arrangement** and the relationships between each are marked down, the shape that results is a pentagram.

In European folklore, the pentagram had magical properties. The **orientation** of the star affected its significance. With one point facing upward, the pentagram represented "white" magic (good). In reverse, with two points facing upward, the same symbol stood for "black" magic (evil).

Today, the pentagram is more closely **associated** with music subcultures than with any of its ancient meanings. Some rock fans seem to like the pentagram's European link to evil. It is fine to wear a pentagram as a fashion statement, but it is good to know the history of the symbol.

1. What's the main purpose of the first paragraph?

2. What's the reading mainly about?

3. What properties did the pentagram had?

F. Read the following passage, underline the words you don't understand and write them in a list. You should also look for the words in bold.

Read this list of paintings by Vincent van Gogh: *Café Terrace at Night*, *Starry Night Over the Rhone*, and *The Starry Night*. What do these paintings all have in common? They all feature stars.

Night scenes with bold, starry **backdrops** are one of van Gogh's signatures as an artist. For van Gogh, nighttime was a special, almost magical time. Working outdoors at night helped him access the world of spirits and dreams that inspired his **imagination**. He painted his first starry scene, *Café Terrace at Night*, on a street in Arles, France.

Soon after, van Gogh made another scene with stars, this one titled *Starry Night Over the Rhone*. In the picture, the sky is full of stars, and at the horizon gas lamps from Arles reflect off the river. Showing the color and sparkle of the nighttime world was deeply important to van Gogh. He worked outside by the light of the stars and the distant city, where he was able to study the scene carefully to catch its **glitter**.

The Starry Night was made several months later and was not based on **observations** but on memory. The painting has a dreamy, **swirling** quality. Some consider the unsteady lines and forceful color in *The Starry Night* a reflection of van Gogh's mental state at that time. He had suffered a mental breakdown and went to live in a hospital. Through his work, van Gogh attempted to express the mystery and strangeness he perceived around him. Indeed, the world of *The Starry Night* does seem more like a dream than reality.

These paintings are what van Gogh is best known for today. Although he died more than a century ago, his starry paintings live on, like stars, and delight everyone who sees them.

1. Which details about *Starry Night Over the Rhone* are given in the reading?
2. What's the main purpose of the second paragraph?
3. Which are van Gogh's most famous paintings?

