**GUÍA DE ESTUDIO PARA EXTRAORDINARIO DE QUINTO SEMESTRE 2013-2014 “A”**

**Complete the sentences.**
Complete the sentences with the indirect form of the question in parentheses or write *the* or *X* (no article).
A: Could you tell me (1) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (What is the address of John's Web site)?
B: Just a minute. I keep a list of (2)**\_\_\_\_\_\_\_\_**Web site addresses on my laptop … Here is it. I'll write it down.
A: Do you know (3) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (Does he have a bibliography on the site)?
B: I don't know. He sent me (4)**\_\_\_\_\_\_\_\_**history bibliography last week. Do you want it?
A: No, thanks. I don't need (5) **\_\_\_\_\_\_\_\_**history references this month. I'm working on biology.

**Complete the sentences.**
Write the correct forms of the verbs in parentheses or write *already* or *yet.*
Hi, Ken. This is just a note to let you know I've (1) **\_\_\_\_\_\_\_** made my plane reservations. I've been very busy and I (2) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (not buy) my suitcase (3) **\_\_\_\_\_**. I (4)**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (study) a lot. My final exam is tomorrow and I still haven't finished reading the book (5)**\_\_\_\_\_\_\_\_**.

**Circle the correct words.**
Martha likes to (1) *do / make / take* risks. She (2) *does/ makes / takes* extreme sports and she never (3) *gives/ pushes / takes* up. She also (4) *does/ makes / takes* volunteer work every afternoon. She thinks you have to get out of your comfort (5) *area / place / zone*.

**Circle the correct words.**
A: My sister has short hair now, but she (1) *didn't use to / use to / used to* have long hair when she was young.
B: (2) *I don't either / So did I/ So do mine,* but I (3) *didn't use to/ use to / used to* like it.
A: (4) *My sister does, too / She did, too / Neither did my sister.* She likes short hair.
B: (5) *I do, too/ I don't either / Neither do I.*

**Circle the correct words.**
I bought these pants here yesterday and they don't (1) *break / fit/ work*. They're also the (2) *different / right / wrong* color. I wanted blue and they're black. I want to (3) *exchange/ replace / supply* them for a larger (4) *color / missing / size* and a different (5) *color/ missing / size.*

**Write the correct words.**
A: Who can I call to (1) **\_\_\_\_\_\_\_\_** my computer **\_\_\_\_\_\_\_\_** (get / install)?
B: You should (2) **\_\_\_\_\_\_\_\_** the manufacturer **\_\_\_\_\_\_\_\_**it (have / install).
A: They said I should (3) **\_\_\_\_\_\_\_\_** someone else **\_\_\_\_\_\_\_\_**(get / do) it.
B: Call them. It's their responsibility. If they won't do it, you can (4) **get** Bart **to come** (get / come) over to your house to do it. I (5) **\_\_\_\_\_\_\_\_** him **\_\_\_\_\_\_\_\_**(get / install) one last month.

**Circle the correct words.**
Mark took his computer to the service (1) *center/ salon / store.* It has never worked well. I told him it was just (2) *poorly-made/ unprofessional / well-made*, but he thinks it's just a little problem. He talked to a representative on the phone, but he was (3) *professional / unhelpful/ well-informed* and couldn't help him. He bought the computer at the computer (4) *center / salon / store* downtown. Everyone there was great. They were so (5) *high-quality / polite/ well-made*.

**Circle the correct words.**
Mary (1) *asked / asks / is asking* Sarah who Alice was going out with. Sarah said she (2) *didn't / doesn't / can't* know. She (3) *is saying / says / said* Mike liked her a lot. Mary asked her (4) *do / if / are* they were dating. Sarah told her she thought they were (5) *goes / are going / going* to Bob's party together.

**Complete the sentences with the following words.**
argument, asked, discussion, say, tell
I had a (1) **\_\_\_\_\_\_\_\_** at work today. Mark started to (2) **\_\_\_\_\_\_\_\_**a joke and someone (3) **\_\_\_\_\_\_\_** for permission to talk and he said work wasn't the place for jokes. I always (4)\_\_\_\_\_\_\_\_ what I think, so when I disagreed we got into a big (5) **\_\_\_\_\_\_\_\_.**Everyone was angry.

**Circle the correct words.**
Mark isn't doing well in math. I (1) *hope / if / wish* he (2) *has studied / studied/ study* more. If I (3) *am / had / was* him, I (4) *get / will get / wouldget* a private teacher. I (5) *hope/ if / wish* he starts working soon.

**Circle the correct words.**
Harry (1) *hopes / if / wishes* his father (2) *buy / bought / couldbuy* a new car. If he (3) *has / had/ was* more money, he probably (4) *buy / will buy / wouldbuy* one. I (5) *hope/ if / wish* he gets a raise soon.

**Circle the correct words.**
Let me give you some advice. When you (1) *confront / warn / promise* a close friend that you'll (2) *keep/ make / tell* a secret, don't tell anyone. If you think you have to tell someone, think about the (3) *advantage and the disadvantage / advantages and the disadvantages/ consequence* of doing it. Take your friendship (4) *in / into/ to* account. Think about (5) *the consequences/ the decision / the promise* before you speak.

**Circle the correct words.**
Marsha (1) *confronted/ promised / warned* me yesterday. Last week she (2) *made / promised / trusted* me to deposit her check and I forgot. I didn't deposit it until the next day. She got really mad at me. I told her she didn't (3) *make / take/ wait* my busy schedule into account. She (4) *promised / trusted / warned* me not to do it again and I (5) *made / promised* / *trusted* to be more careful in the future.

**Read the text and answer the questions.**
(1) Learning a language is very difficult for adults. If you think about it, a child starts talking by the time they are two or three years old, and by the time they are five or six, their language use is almost perfect. In fact, there are some children that at the age of two start speaking perfect sentences in many different verb tenses. How can they do this after just two years of hearing a language, when after five years an adult is often still making the most basic errors?
(2) The answer is that the child's brain is dedicated to few tasks when they are young. Learning to walk and talk are their major interests for months. Besides, children have an innate desire to communicate. From the time they are just a few months old, they are catching people's eyes and smiling. All they want is to begin a “conversation.”
(3) Adults have many other interests beyond just learning a new language. They have family responsibilities, jobs, and romantic interests that interfere with their study time. Babies can devote hours on end to listening to a language and trying to produce sounds. Adults are inhibited. They don't want people to notice when they make mistakes.

(1) What are the first three words of the topic sentence in paragraph (1)?
(2) What is the main idea of paragraph (2)? (3) What are the first three words of the topic sentence in paragraph (3)?
(4) Why do children learn languages more rapidly?
(5) Why do adults have more problems?