Guía de estudio ETS V

1. **Complete the sentences with the following words.**  
   comfort, gave, make, push, take   
   I (1) **\_\_\_\_\_\_\_\_\_\_\_\_** a terrible mistake. I got too settled in my (2) **\_\_\_\_\_\_\_\_\_\_\_\_** zone and I (3) \_\_\_\_\_\_\_\_\_\_\_\_up a lot of the things I enjoy doing. I think I need to (4) **\_\_\_\_\_\_\_\_\_\_\_\_** myself more and (5) **\_\_\_\_\_\_\_\_\_\_\_\_** more risks
2. **Complete the sentences with the following words.**  
   center, poor-quality, professional, salon, unprofessional  
   I joined that new fitness (1) **\_\_\_\_\_\_\_\_\_\_\_\_** last month. It has a great nail (2) **\_\_\_\_\_\_\_\_\_\_\_\_**. They are all so (3) **\_\_\_\_\_\_\_\_\_\_\_\_**. I didn't like the gym. The trainers were very (4) **\_\_\_\_\_\_\_\_\_\_\_\_** and the equipment is of (5) **\_\_\_\_\_\_\_\_\_\_\_\_.**
3. **Complete the sentences.**  
   Write the correct forms of *used to* and responses with *so, too, either,* or *neither.*  
   A: We (1) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** go to the beach on vacation every year.  
   B: (2) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. (3) Did you **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** stay in a motel?  
   A: No, my father didn't (4) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** like hotels. In fact, we still camp on the beach.  
   B: That's funny, (5) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
4. **Complete the sentences.**  
   Write the correct forms of the verbs in parentheses or write *already* or *yet.*  
   Hi, John. (1) \_\_\_\_\_\_\_\_\_\_\_\_ (finish) studying for the exams (2) \_\_\_\_\_\_\_\_\_\_\_\_ ? I'm planning on starting tomorrow. I (3) \_\_\_\_\_\_\_\_\_\_\_\_ (work) on an important report for my history class, but I (4) \_\_\_\_\_\_\_\_\_\_\_\_ (pass) my math exam (5) \_\_\_\_\_\_\_\_\_\_\_\_.
5. **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) **\_\_\_\_\_\_\_\_\_\_\_\_** Bart **\_\_\_\_\_\_\_\_\_\_\_\_** (get / come) over to your house to do it. I (5) **\_\_\_\_\_\_\_\_\_\_\_\_** him **\_\_\_\_\_\_\_\_\_\_\_\_** (get / install) one last month.
6. **Rewrite the sentences as reported speech.**  
   Ned: (1) I don't want to go to the movies tonight. (2) I'm really tired.  
   Ed: (3) Why do you feel so tired?  
   Ned: (4) I'm working a lot on a new project.  
   Ed: (5) Are you almost finished?  
   Ned: I don't know.  
   (1) Ned said **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  
   (2) He said **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  
   (3) Ed asked him **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  
   (4) Ned said **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  
   (5) Ed asked**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
7. **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***.
8. **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.*
9. **Unscramble the words.**  
   My cousin looked ridiculous at the party the other night. He wore (1) *leather / orange / shoes / ugly* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** and a (2) *long / plastic / purple / raincoat* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. He had some (3) *big / plastic / square / sunglasses* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. (4) *he / of / me / reminded* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** a clown. I always laugh (5) *I / photos / see / the / when* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.
10. **Complete the sentences.**  
    Complete the sentences with the indirect form of the question in parentheses or write *the* or *X* (no article).  
    A: Do you know (1) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(Do you have this sweater in red)?  
    B: I don't know. I'll check. (2) **\_\_\_\_\_\_\_\_** sweaters are in the back. Just a minute … Here it is.  
    A: Do you have any idea (3) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(What size is this sweater)?  
    B: It's a 30. I think (4) **\_\_\_\_\_\_\_\_** sizes are getting smaller.   
    A: Can you tell me (5) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(Do you have a larger size)?  
    B: I'll check.
11. **Read the text and answer the questions.**  
    No one has to tell us that songs bring back memories. We all have had the experience of hearing a song and remembering that romantic dance under starry skies in high school. Songs are linked to special people. “They're playing our song” is a common romantic response to hearing a song on the radio. Songs aren't the only sounds that remind us of the past. We remember our schooldays when we hear the sound of someone writing on a chalkboard or a bell announcing recess. The sound of fireworks reminds us of long-forgotten holiday celebrations with the family.  
    Obviously the sound-memory relationship is just as important for animals as it was for primitive human beings. The sound of a breaking branch might signal the approach of a predator and the loudness of the sound reflects the size of the branch, which in turn tells us how big the predator might be. This wasn't learned each time it occurred, but rather through the memory of past experiences. Animals also recognize the voices of their mothers and other members of their group. The sense of sound is basic for survival. The sounds are linked to memories of when it was heard before, and what it meant for the group.  
    We still use sound memories in our daily lives. For example, we can recognize the sound of the engine of the family car as it drives up to the house or the steps of a family member as she walks up to the door. Sound memories are also useful for our own safety. For example, when we hear the siren from an ambulance in the street, we unconsciously are able to judge from what direction it is coming or if it has already passed us and is going farther away. These abilities are learned from our past experiences; our memories of similar situations.  
    (1) Give an example from the text of sounds and the memories they are linked to. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
    (2) What can the sound of a breaking branch mean to an animal?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
    (3) How can sound memories unite a group of animals or people? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
    (4) Give one example from the text of how we use sounds in our daily lives? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
    (5) What can we judge from the sound of an ambulance siren? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
12. **Listen and circle the correct answers.** [CD Track 28, oM3\_4.mp3]

(1) The woman in the first conversation is not happy with ...  
a. the manager.  
b. the products.  
c. the salespeople.  
(2) The woman in the second conversation is ...  
a. annoyed.  
b. rude.  
c. satisfied.  
(3) The salesperson in the third conversation is ...  
a. dissatisfied.  
b. uninterested.  
c. well-informed.  
(4) The man in the fourth conversation is dissatisfied because ...  
a. he lost a part of his vacuum-cleaner.  
b. he lost his receipt.  
c. his vacuum-cleaner doesn't work.  
(5) The man in the fourth conversation is probably ...  
a. another shopper.  
b. a salesperson.  
c. the woman's husband.

**13. Write an e-mail asking for advice.**  
You're thinking about getting a job as a tour guide in Europe for a year. Write an e-mail to a friend asking for advice. Tell him/her the advantages and disadvantages of getting the job. When you finish, check your work carefully. Check that you included all the required information and that each sentence has a subject and that each verb is in the correct tense.

**.**

Answer key Guía de estudio ETS V

1. **Complete the sentences with the following words.**  
   comfort, gave, make, push, take   
   I (1) **made** a terrible mistake. I got too settled in my (2) **comfort** zone and I (3) **gave** up a lot of the things I enjoy doing. I think I need to (4) **push** myself more and (5) **take** more risks.
2. **Complete the sentences with the following words.**  
   center, poor-quality, professional, salon, unprofessional  
   I joined that new fitness (1) **center** last month. It has a great nail (2) **salon**. They are all so (3) **professional**. I didn't like the gym. The trainers were very (4) **unprofessional** and the equipment is of (5) **poor-quality**
3. **Complete the sentences.**  
   Write the correct forms of *used to* and responses with *so, too, either,* or *neither.*  
   A: We (1) **used to** go to the beach on vacation every year.  
   B: (2) **So did we / We did, too**. (3) Did you **use to** stay in a motel?  
   A: No, my father didn't (4) **use to** like hotels. In fact, we still camp on the beach.  
   B: That's funny, (5) **so do we / we do, too**.
4. **Complete the sentences.**  
   Write the correct forms of the verbs in parentheses or write *already* or *yet.*  
   Hi, John. (1) **Have you finished** (finish) studying for the exams (2) **yet**? I'm planning on starting tomorrow. I (3) **have ('ve) been working** (work) on an important report for my history class, but I (4) **have ('ve) passed** (pass) my math exam (5) **already**.
5. **Write the correct words.**  
   A: Who can I call to (1) **get** my computer **installed** (get / install)?  
   B: You should (2) **have** the manufacturer **install** it (have / install).  
   A: They said I should (3) **get** someone else **to do** (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) **got** him **toinstall** (get / install) one last month.
6. **Rewrite the sentences as reported speech.**  
   Ned: (1) I don't want to go to the movies tonight. (2) I'm really tired.  
   Ed: (3) Why do you feel so tired?  
   Ned: (4) I'm working a lot on a new project.  
   Ed: (5) Are you almost finished?  
   Ned: I don't know.  
   (1) Ned said **he didn't want to go to the movies tonight.**  
   (2) He said **he was tired.**  
   (3) Ed asked him **why he felt so tired.**  
   (4) Ned said **he was working a lot on a new project.**  
   (5) Ed asked **if/whether he was almost finished.**
7. **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***.
8. **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.*
9. **Unscramble the words.**  
   My cousin looked ridiculous at the party the other night. He wore (1) *leather / orange / shoes / ugly* **ugly orange leather shoes** and a (2) *long / plastic / purple / raincoat* **long purple plastic raincoat**. He had some (3) *big / plastic / square / sunglasses* **big square plastic sunglasses**. (4) *he / of / me / reminded* **He reminded me of** a clown. I always laugh (5) *I / photos / see / the / when* **when I see the photos**.
10. **Complete the sentences.**  
    Complete the sentences with the indirect form of the question in parentheses or write *the* or *X* (no article).  
    A: Do you know (1) **if you have this sweater in red** (Do you have this sweater in red)?  
    B: I don't know. I'll check. (2) **The** sweaters are in the back. Just a minute … Here it is.  
    A: Do you have any idea (3) **what size this sweater is** (What size is this sweater)?  
    B: It's a 30. I think (4) **X** sizes are getting smaller.   
    A: Can you tell me (5) **if you have a larger size** (Do you have a larger size)?  
    B: I'll check.
11. **Read the text and answer the questions.**  
    No one has to tell us that songs bring back memories. We all have had the experience of hearing a song and remembering that romantic dance under starry skies in high school. Songs are linked to special people. “They're playing our song” is a common romantic response to hearing a song on the radio. Songs aren't the only sounds that remind us of the past. We remember our schooldays when we hear the sound of someone writing on a chalkboard or a bell announcing recess. The sound of fireworks reminds us of long-forgotten holiday celebrations with the family.  
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    We still use sound memories in our daily lives. For example, we can recognize the sound of the engine of the family car as it drives up to the house or the steps of a family member as she walks up to the door. Sound memories are also useful for our own safety. For example, when we hear the siren from an ambulance in the street, we unconsciously are able to judge from what direction it is coming or if it has already passed us and is going farther away. These abilities are learned from our past experiences; our memories of similar situations.  
    (1) Give an example from the text of sounds and the memories they are linked to. **Songs and events / Songs and people / Classroom sounds and school / Fireworks and celebrations [wording may vary]**   
    (2) What can the sound of a breaking branch mean to an animal?**An approaching predator [wording may vary]**   
    (3) How can sound memories unite a group of animals or people? **Recognition of group members' voices [wording may vary]**   
    (4) Give one example from the text of how we use sounds in our daily lives? **Sound of family car engine / Steps of a family member [wording may vary]**  
    (5) What can we judge from the sound of an ambulance siren? **Direction and where it is going [wording may vary]**
12. **Listen and circle the correct answers.** [CD Track 28, oM3\_4.mp3]

(1) The woman in the first conversation is not happy with ...  
a. the manager.  
b. the products.  
**c. the salespeople.**  
(2) The woman in the second conversation is ...  
a. annoyed.  
b. rude.  
**c. satisfied.**  
(3) The salesperson in the third conversation is ...  
a. dissatisfied.  
**b. uninterested.**  
c. well-informed.  
(4) The man in the fourth conversation is dissatisfied because ...  
a. he lost a part of his vacuum-cleaner.  
b. he lost his receipt.  
**c. his vacuum-cleaner doesn't work.**  
(5) The man in the fourth conversation is probably ...  
a. another shopper.  
b. a salesperson.  
**c. the woman's husband.**