

 UNIVERSIDAD TECNOLÓGICA DEL SUR-ESTE DE VERACRUZ	EXAMEN UTSV-DAC-FO-01	   VERACRUZ GOBIERNO DEL ESTADO SEV SECRETARÍA DE EDUCACIÓN VERACRUZ VERACRUZ GOBIERNO DEL ESTADO
--	--	--

CARRERA	GESTION Y DESARROLLO DE SODTWARE	MATERIA	INGLÉS III		
TIPO DE EXAMEN	ORDINARIO	PERIODO	MAY – AGO 2024	GRUPO Y MODALIDAD	901 ESCOLARIZADO
NOMBRE DEL DOCENTE	MTRA. ANA LAURA VELA VELUETA				
REACTIVOS		ACIERTOS		CALIFICACION	
NOMBRE DEL ALUMNO:				FECHA	

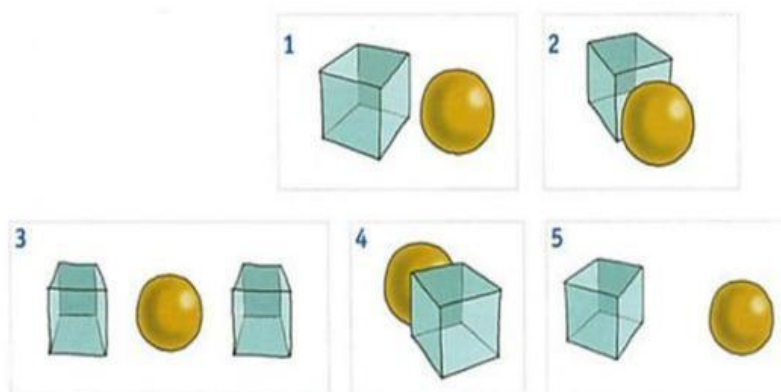
I. VOCABULARY

A) Match each adjective with its opposite.

- | | | |
|-------------|-------|--------------|
| 1 expensive | _____ | a unfriendly |
| 2 exciting | _____ | b great |
| 3 busy | _____ | c boring |
| 4 terrible | _____ | d cheap |
| 5 friendly | _____ | e quiet |

A) Where is the ball? Match each preposition with a picture.

- _____ across from
- _____ behind
- _____ between
- _____ in front of
- _____ next to



II. GRAMMAR

A) Choose the correct options to complete the text. What is the writer's opinion of art and music?
Do you agree?

Some people feel that secondary school students shouldn't study art because it (1) **is too serious / isn't serious enough** to be a real school subject. But research shows that art education is (2) **too powerful / powerful enough** to improve students' grades in their other school subjects. This is especially true for students who find traditional subjects (3) **too challenging / not**

challenging enough to do well in. Art classes also help students connect with each other, work together and express themselves.

People make similar arguments about sport. It's true that some students find sport activities (4) **too difficult / difficult enough** and don't enjoy them, but doing physical exercise during the school week is good for both the body and the mind and helps students become better learners. The benefits are (5) **too important / important enough** to keep art and sport on the curriculum in secondary schools.

B) Complete the conversation with too, enough, or not ... enough, and the adjective in parentheses.

Jana: Excuse me, my French fries are (1) _____ (greasy). I can't eat them.

Server: Sorry. I'll change them for you, of course. How is your food, sir?

Paul: Well, the fish is really good, but the potatoes are (2) _____. (hot) They're actually cold.

Server: OK, and what about the vegetables? Are they (3) _____ (hot) or would you like them heated up?

Paul: Yes, they are (4) _____ (hot). But they're (5) _____ - _____ (salty). I can't eat them with so much salt.

Server: I'm very sorry. I'll bring you a new meal, and, of course, it will be free!

Jana: Oh, thank you very much.

III. READING COMPREHENSION.

A) What is the usual structure of a presentation or a talk? Read the definitions (a-c) and match them to the correct part of a presentation (1-3).

1 Introduction

2 Main section

3 Conclusion

a _____ You summarise the main points of the talk and possibly invite the audience to do or change something.

b _____ You try to catch the listeners' attention and interest. You establish the tone for the rest of the talk.

c _____ You concentrate on a few key points, with examples, explanations and often visual aids.

B) Read and this introduction to a talk. Then choose the correct answer to the questions below.

Yesterday afternoon, while I was sitting on the train on my way here, I overheard a few lines of a conversation between two passengers.

A middle-aged man was talking to his wife and said, 'You know I don't want to. And, anyway, remember what happened with the ice cream, 'The woman was clearly irritated by the fact that he'd mentioned the ice cream, but they got off the train before I heard her reply.

When I woke up this morning, I was still wondering about the importance and significance of the ice cream event in their lives. And now, you probably are too! But my frustration at not knowing the whole story made me

start to think about how being nosey can go hand in hand with learning.

1. What information do we learn about the speaker?

A He likes ice cream.

B He travelled by train to get to the venue.

C He often feels frustrated

2. What is the talk going to be about?

A The importance of ice cream.

B The difficulties of relationships.

C The link between learning and curiosity.

IV. LISTENING COMPREHENSION.

A) Listen the two conversations and answers the questions.

Conversation 1

1 Where is the woman?

a on a train

b in an office

c at a train station

2 Where does she want to go?

a to a coffee shop

b to a bookstore

c to a music store

Conversation 2

1 Where are they?

a at home

b in a car

c at a station

2. Where do they want to go?

a to a hotel

b to a shoe store

c to a drugstore

Firma del docente		Pag <u>2</u> de <u>2</u>
----------------------------------	---	--------------------------