Test practice

Part 1: Grammar – Comparatives & Superlatives

COMPARATIVE & SUPERLATIVE RULES

- Adjetivos cortos (1 sílaba): Añadir -er para comparativo (más rápido) y -est para superlativo (el más rápido).
- Adjetivos que terminan en -y (2 sílabas): Cambiar -y a -ier (más fácil) o -iest (el más fácil).
- Adjetivos largos (2+ sílabas): Usa más + adjetivo (más conveniente) o el más + adjetivo (el más revolucionario).
- Formas irregulares: buenas -> mejores -> las mejores | malas -> peores -> las peores | lejos -> más lejos/más lejos -> los más lejanos/lejanos.

Exercise A: Complete the Sentences (15 Items)

Instructions: Complete each sentence using the correct **comparative** *or* **superlative** *form of the adjective in parentheses based on technological developments.*

Instrucciones: Complete cada oración utilizando la forma ***comparativa o superlativa*** *correcta del adjetivo entre paréntesis, en función de los avances tecnológicos.*

1. The ENIAC computer in 1947 was much _____ (heavy) than modern portable laptops.
2. The Internet is considered by many historians as the _____ (revolutionary) invention in human history.
3. Douglas Engelbart's computer mouse made operating digital systems _____ (easy) than pressing tiny buttons.
4. Optical devices like microscopes and telescopes are _____ (old) than satellite communication.
5. GPS applications provide _____ (accurate) navigation guidance than traditional paper maps.
6. Digital music services like Spotify make listening to songs _____ (convenient) than storing physical CDs.
7. Early electronic machines were as large as houses, but contemporary devices are becoming _____ (small) every decade.
8. Many experts argue that the personal computer is the _____ (important) tool of the 20th century.
9. Airplanes allow travelers to cross continents much _____ (fast) than passenger ships.
10. Wireless remote controls are far _____ (practical) than changing television channels manually.
11. Digitizing audio tracks has made sound quality _____ (good) than old analog tape recordings.

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12. Environmental pollution caused by toxic e-waste is one of the _____ (bad) side effects of tech proliferation.

13. Among all personal electronic gadgets today, smartphones are probably the _____ (popular) globally.

14. Sending an electronic mail message across the world is _____ (quick) than mailing a paper letter.

15. Satellite radio signals can reach _____ (far) geographical locations on Earth than regional towers.

Exercise B: Multiple Choice Selection

Instructions: Circle or select the grammatically correct option in each sentence.

Instrucciones: Encierre o seleccione la opción gramaticalmente correcta en cada oración.

- 1. Modern satellite systems are (more precise / preciser / the most precise) than old paper charts.
- 2. Is artificial intelligence (cleverer than / the cleverest / more clever) human reasoning in all tasks?
- 3. Digital storage in cloud servers is (safest / safer than / more safe) storing files on fragile floppy disks.
- 4. What was (the worse / the worst / worse) technological malfunction recorded last year?
- 5. Fiber optic connections allow data to travel (faster / more fast / the fastest) than copper cables.

Part 2: Living in a Tech World – Benefits & Challenges

🕮 Reading Text: Technology — A Double-Edged Sword

Science and technology have produced new ideas, machines, and techniques for making everything we need. Many remarkable advances in medicine have helped doctors to overcome disease and significantly increase human life expectancy. Inventions such as the automobile and the airplane have made travel rapid and easy. Radio and television have made our leisure time more enjoyable, while personal computers and the Internet allow instant access to information and entertainment, making global communication easier and faster.

However, technology has also created serious problems for modern society. The widespread deployment of industrial robots in factories has caused millions of manual workers to lose their livelihoods. The proliferation of military technologies and nuclear weapons threatens the very existence of our planet. Meanwhile, toxic exhaust fumes from motorized vehicles make atmospheric air dirty, and undesirable material on digital networks spreads cyberbullying and misinformation. Ultimately, technology is a two-edged sword: it can be used for good or for bad, and it remains up to human beings to make the right choices.

Activity A: Vocabulary Study

Instructions: Match each bold vocabulary word from Column A with its correct definition in Column B.

Instrucciones: Asocie cada palabra de vocabulario en negrita de la Columna A con su definición correcta en la Columna B.

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Column A (Vocabulary Word)	Match	Column B (Definition)
1. Disease	( )	a. Unpleasant; objectionable or bad.
2. Life expectancy	( )	b. Increase in number, amount, or rapid spread.
3. Enjoyable	( )	c. Put at risk; endanger or cause danger to.
4. Proliferation	( )	d. Giving pleasure, satisfaction, or delight.
5. Threaten	( )	e. Illness or medical condition affecting the body.
6. Undesirable	( )	f. The average period that a person is expected to live.

Activity B: Reading Comprehension — True or False

Instructions: Read the statements below and write **TRUE** *or* **FALSE** *based on the reading text.*

Instrucciones: Lea las oraciones y escriba True (Verdadero) o False (Falso) basándose en el texto

[_____] 1. Medical advances have led to an increase in human life expectancy.

[_____] 2. According to the text, factory automation has created new jobs for all factory workers.

[_____] 3. Radio and television are described as technologies that make leisure time enjoyable.

[_____] 4. The text states that technology is purely beneficial and poses no threats to society.

[_____] 5. The author concludes that human choices determine whether technology is used for good or bad.

Activity C: Technological Developments & Effects Chart

Instructions: Complete the table below by summarizing the effects of each technological sector on human lives based on Paragraph 1 and 2.

Instrucciones: Complete la tabla resumiendo los efectos de cada sector tecnológico en las vidas humanas basándose en los párrafos 1 y 2.

Technological Sector	Effects on Human Lives (Benefits or Problems)
Medical Advances	*Helped overcome disease and increased human life expectancy.* (Example)
Transport (Cars & Planes)	

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Technological Sector	Effects on Human Lives (Benefits or Problems)
Radio & Television	
Computers & the Internet	

Part 3: Computers & Internet Vocabulary

Activity A: Terminology Matching

Instructions: Match each computer and internet term on the left with its definition on the right.

Instrucciones: Asocie cada palabra de vocabulario en negrita de la Columna A con su definición correcta en la Columna B.

Computer / Internet Term	Match	Definition
1. Surf the Internet	( )	a. Additional hardware connected to a computer to store extra files.
2. Backup copy	( )	b. Websites where users meet, socialize, and share multimedia content.
3. Download	( )	c. To subscribe to or track another user's activity on social platforms.
4. External hard drive	( )	d. An extra duplicate copy of computer data saved for safety.
5. Store data	( )	e. To transfer programs, music, or information from the net to a device.
6. Social network site	( )	f. A topic, word, or hashtag mentioned most frequently at a given time.
7. Follow	( )	g. To navigate across different web pages using electronic links.
8. Trend	( )	h. To keep or save electronic information on a storage drive.

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Activity B: Social Media Analysis Chart

Instructions: List **three positive aspects** *and* **three negative aspects** *of using social networking platforms.*

Instrucciones: liste 3 aspectos positivos y 3 aspectos negativos del uso del internet.

Positive Aspects (+)	Negative Aspects (-)
1.	1.
2.	2.
3.	3.

Part 4: Modal Verbs & Internet Safety

MODAL VERBS REFERENCE (CAN, MUST, MUST NOT, SHOULD)

- CAN (Capacidad y permiso): Expresa lo que puedes hacer o puedes hacer en línea. Ejemplo: PUEDES buscar artículos de investigación en la web. You CAN search for research articles on the web.
- MUST (Obligación y Necesidad Fuerte): Expresa normas obligatorias y procedimientos de seguridad esenciales. Ejemplo: DEBES crear contraseñas complejas. You MUST create complex passwords.
- MUST NOT / MUSTN'T (Prohibición): Expresa acciones prohibidas o peligrosas en línea. Ejemplo: NO DEBES compartir tus contraseñas con desconocidos. You MUSTN'T share your passwords with strangers.
- SHOULD (Consejos y recomendaciones): Ofrece recomendaciones útiles para hábitos digitales saludables. Ejemplo: DEBERÍAS limitar el tiempo frente a la pantalla antes de acostarte. You SHOULD limit your screen time before bed.

Activity A: Fill in with Must or Must Not

Instructions: Complete the sentences using **must** *or* **must not (mustn't)** *alongside a suitable verb from the word box.*

Instrucciones: Completa las oraciones usando ***must*** *o* ***must not*** *y una palabra del banco de palabras.*

WORD BOX: [keep | share | report | click | be | update]

- 1. You _____ your account passwords secret from everyone except your parents.
- 2. Users _____ suspicious email links or unknown attachments.
- 3. Students _____ polite and respectful when commenting in digital forums.
- 4. You _____ personal details, like your home address or telephone number, on public sites.
- 5. You _____ offensive cyberbullying behavior to a trusted adult immediately.
- 6. Computer owners _____ their security software regularly to defend against malware.

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Activity B: Modal Selection (Can, Must, Mustn't, Should)

Instructions: Choose the most appropriate modal verb in parentheses to complete each digital safety guideline.

Instrucciones: Elige el modal entre parentesis más apropiado para completar cada guia de seguridad digital.

1. 1. You (can / mustn't) connect with classmates online, but you (mustn't / should) accept friend requests from total strangers.
2. 2. To protect your personal identity, you (must / can) log out of shared public computers when finished.
3. 3. If you feel uncomfortable about an online interaction, you (should / mustn't) talk to a teacher or parent.
4. 4. Teenagers (mustn't / can) publish private photographs of other students without their explicit consent.
5. 5. Users (can / must) download educational applications, but they (should / mustn't) check file safety first.
6. 6. You (must / mustn't) use the same simple password across all internet accounts.

Part 5: Grammar – Correlative Conjunctions

CORRELATIVE CONJUNCTIONS (EITHER...OR / NEITHER...NOR / BOTH...AND)

- EITHER ... OR: Se utiliza para presentar una elección entre dos opciones. Ejemplo: puedes usar tanto un ordenador de sobremesa como un portátil. You can use both a desktop computer and a laptop.
- NEITHER ... NOR: Se usa para unir dos sentencias negativas (es decir, ni una ni la otra). Ejemplo: Ni el servidor ni el router funcionan. Neither the server nor the router works.
- BOTH ... AND: Se usa para enfatizar que dos hechos o elementos son ciertos juntos. Ejemplo: Tanto el hardware como el software necesitan una actualización. Both hardware and software need an update.

Activity A: Gap Fill Exercises

Instructions: Fill in the gaps using **either...or**, **neither...nor**, *or* **both...and**.

Instrucciones: Completa los espacios usando **either...or**, **neither...nor**, *or* **both...and**.

1. 1. _____ the UK _____ Spain is located in Asia.
2. 2. You can contact me _____ on Monday _____ on Tuesday.
3. 3. _____ Maria _____ Eduardo was present at the computer lab yesterday.
4. 4. Modern smartphones are _____ portable _____ powerful machines.
5. 5. _____ the tablet _____ the smartphone had enough battery left to complete the call.
6. 6. You must choose _____ password option A _____ password option B.
7. 7. _____ the teacher _____ the students were excited about the new drone demonstration.
8. 8. I have _____ the time _____ the energy to play online games tonight.

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Activity B: Sentence Rewriting

Instructions: Rewrite each pair of sentences using the correlative conjunction in brackets without changing the original meaning.

Instrucciones: Reescribe las oraciones usando la correlación en parentesis, sin cambiar el sentido original de la oración.

• Original: 1. She doesn't like playing video games. She doesn't like browsing social media. [neither ... nor]

Rewrite: _____

• Original: 2. The school bought new laptops. The school also bought new tablets. [both ... and]

Rewrite: _____

• Original: 3. We can study in the library. Alternatively, we can study in the media lab. [either ... or]

Rewrite: _____

• Original: 4. Mark cannot code in Python. Sarah cannot code in Python either. [neither ... nor]

Rewrite: _____

• Original: 5. Digital devices improve learning. Digital devices also increase student engagement. [both ... and]

Rewrite: _____

Part 6: The Next Wave of Innovations – Robot Teachers

🕮 Reading Text: Will Robots Replace Teachers?

If you think of jobs that robots could never do, you would probably put doctors and teachers at the top of the list. It is easy to imagine robot cleaners and factory workers, but some professions require human connection and creativity. However, are we underestimating what intelligent machines can achieve? In some medical fields, automated software already performs better than human doctors at diagnosing illness. Could there be a permanent place for robots in education?

British education expert Anthony Seldon predicts a major robot takeover in classrooms by 2027. He predicts intelligent robots will handle the main task of transferring knowledge, while human teachers act as assistants. Intelligent machines will analyze students' facial expressions, body movements, and learning paces, adapting lessons to each student's needs. Although it is unlikely that robots will ever possess human empathy, a robot teacher is far better than no teacher at all in regions suffering from severe teacher shortages.

Furthermore, educators worldwide feel overworked, spending over 11 hours per week marking homework and completing paperwork. Rather than replacing human educators, artificial intelligence can serve as a vital assistant—grading assignments, organizing schedules, and freeing up human teachers to focus on inspiration, creativity, and personal support.

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Activity A: Vocabulary Preparation Task

Instructions: Match the vocabulary words on the left with their definitions on the right.

Instrucciones: Asocie cada palabra de vocabulario en negrita de la Columna A con su definición correcta en la Columna B.

Vocabulary Word	Match	Definition
1. Takeover	( )	a. The ability to deeply understand someone's situation or feelings.
2. Adapt	( )	b. To identify or identify the nature of an illness or problem.
3. Underestimate	( )	c. To modify or change something so that it fits a new situation better.
4. Empathy	( )	d. Having or showing imagination and original ideas.
5. Diagnose	( )	e. An act of assuming control or authority over something.
6. Creative	( )	f. To think that something is smaller, less capable, or less important than it is.

Activity B: Reading Comprehension Questions

Instructions: Select the best answer (a, b, or c) for each question based on the text.

Instrucciones: Selecciones la respuesta que mejor se adapte a cada pregunta.

1. According to the text, why do people assume teaching requires human professionals?

[ ] a. Because teaching only involves physical labor.
[ ] b. Because teaching requires human connection and creativity.
[ ] c. Because computers cannot store educational information.

2. What does Anthony Seldon predict regarding classrooms by 2027?

[ ] a. Robots will completely eliminate the need for human teachers.
[ ] b. Robots will handle main knowledge transfer while teachers assist.
[ ] c. Students will no longer attend physical schools.

3. What major human quality are robots unlikely to possess?

[ ] a. The ability to grade multiple choice exams quickly.
[ ] b. The capacity to store thousands of digital textbooks.
[ ] c. Genuine human empathy and emotional connection.

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4. How can robot assistants help reduce teacher burnout?

[ ] a. By taking over non-teaching work like grading and paperwork.

[ ] b. By replacing school principals and administrators.

[ ] c. By forcing teachers to work longer hours.

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