

PART I - OPTION A

Read the text and complete activities from a) to e).

Manchester: The Night of the Bomb review – I watched with my heart in my throat **Tim Dowling** (The Guardian)

It is a simple opening, but devastatingly poignant in context: teenage girls talking about getting ready to go to a concert. "I wanted something (1) _____ the shoulder," says one. "Like girly, but not girly. Like Ariana Grande." It is poignant because, even now, these teenagers are able to recapture that sense of anticipation. It is devastating because you know what is coming next.

In (2) _____, 14,000 people attended Grande's show at the Manchester Arena on 22 May last year. *Manchester: The Night of the Bomb* (BBC Two) recounts the events leading (3) _____, and after, the explosion in the foyer that killed 23 people and wounded more than 500. It is a documentary you can watch only with your heart in your throat.

Grande performed her last number and walked off stage shortly before 10.30pm, perplexing a lot of her young fans. ... By the time Grande came out and did the song as an encore, a good proportion of the audience were already making their way through the foyer.

The device went off at 10.31pm, while the bomber stood among parents waiting to collect their children... The foyer was filled with a bright white light – "Like snow coming towards you" – and then darkness as it was suffused with smoke. Nuts and bolts from the device ricocheted, making a sound like machine-gun fire. For some victims, the immediate aftermath was eerily silent: their eardrums had been perforated. There was blood everywhere and people struggled to grasp the extent of their injuries ...

Phone footage recorded the panic inside the auditorium, where there was a stampede of people trying to get out – running towards the carnage by the exits. In all the confusion, rumours about gunmen spread

Four transport police ran toward the scene, in the opposite direction of the fleeing crowds. "If you can imagine hell," says PC Steve Corke, "times it (4) _____ a million".

Because of the possibility of secondary devices – there were abandoned bags everywhere – arriving ambulance crews were kept back ...

With no proper medical equipment on the scene, the flow of blood was stemmed with Grande T-shirts. Victims had to be ferried to the train station to get medical attention ...

The other main strand of the film concerns the 23rd fatality: 22-year-old Salman Abedi, sliced in two by his own bomb ... His exact motivations remain opaque, but police say he would have been incapable of making the bomb he used without close guidance. Abedi does not qualify as a victim alongside those he killed, injured and traumatized that night, but he is bound (5) _____ in the tragedy all the same.

Manchester: The Night of the Bomb provides a gruelling evocation of that tragedy. Some of it – such as the recorded announcement still blaring out the words "Attention: due to an incident, it is necessary to evacuate the area" long after the building had been emptied of anyone who could walk – is positively haunting. But it is also, in the end, inspiring, thanks to the determination of those present to tell their stories.

a) Write the word/s (up to two) that best fit each gap in the text. (1 point: 0,20x5)

1.- 2- 3- 4- 5-

b) Find words or expressions in the text with a similar meaning to the definitions below. (1 point: 0,20x5)

1-A feeling of excitement about something pleasant or exciting that you know is going to happen.

2- A situation that results from another situation, especially a harmful one.

3- To understand something complicated or difficult.

4- A part of a plan or theory.

5- Disturbing, not easy to forget.

c) Use a synonym or a brief but accurate definition (up to five words) to explain the meaning of the following items in the text. (1 point: 0,20x5)

1-Eerily:

2-To ricochet:

3-To stem:

4-Gruelling:

5-Poignant:

d) Rewrite the following sentences using the words given so that they have a similar meaning to the first one. (1 point: 0,25x4)

1-It is a simple opening, but devastatingly poignant in context → ITS

2-Where there was a stampede of people trying to get out → DO

3-He would have been incapable of making the bomb he used without close guidance → HADN'T

4-Because of the possibility of secondary devices – there were abandoned bags everywhere – arriving ambulance crews were kept back → SHOULD

e) Translate these expressions into Spanish .The translation must be accurate and precise. (1 point: 0,20x5)

1-At heart:

2-Bleeding heart:

3-Faint of heart:

4-Have a frog in your throat:

5-Bring a lump to your throat:

PART I - OPTION B

Read the text and complete activities from a) to f).

SCHOOL TIE

The bus journey seemed interminably long. It was a warm day for March and the atmosphere inside the bus was stifling. My crisp new uniform felt like a straitjacket, the infuriating scarlet tie round my neck threatening to choke me. Ties! We have to wear a tie to school, in this day and age? An outrage, an abomination! My aesthetic senses were affronted.

1.

"Let's see you do the tie up, then, mother! I mean women wear them all the time, don't they? So, it's natural that their daughters should wear them to school!" Sarcasm remained my strongest weapon against my patient, care-worn mother. Frustrated, I tore the offensive object from my neck and threw it unceremoniously on the floor. "Just another yoke around our necks to force us to submit to their authority!"

2.

"Come on, dear. It's not so bad. It's only a uniform, and you'll look so smart". My mother always tried to avert potential head-on collisions between us. "I'm not wearing it! And I'm not going to that crummy school! Why did we have to move? Why couldn't dad have stayed where he was?" I ranted on, relentless, fighting back angry tears, lamenting the injustice of the situation forced upon me.

3.

With the benefit of hindsight, of course, I realise that she was undoubtedly the person who suffered most from that move. I had been thrust upon her just as much as on us children and had rocked her world too. She had been happy with her life, her circle of friends, her daily routine. Suddenly, she too found herself in an alien environment, keenly aware not only of her own problems in readjusting, but of those of her offspring as well.

4.

Sitting there sweltering on that bus, however, the tie now neatly in the place understanding and compassion were beyond me as I cursed my misfortune in being forced to change school again. I stared mournfully out of the window and desperately tried to ignore the sniggering and whispering from the seat behind me.

5.

That I was the focus of some speculations was understandable. A new girl staring in the middle of the school year was bound to arouse interest. I boded change – of both a demographic nature in the classroom and a geographical one, for where would I sit? And beyond that, a readjustment in the social dynamics of the group, a potential reshuffle in hierarchy.

6.

The root of my present discomfort lay in the fact that my new classmates were being about as subtle as a couple of sledgehammers, standing in their seats and peering over at me, then falling back and giggling at some not very private joke concerning my appearance.

7.

Sinking lower in my seat, I silently cursed my father's appalling timing in being relocated, thus bringing upon his daughter anguish and embarrassment for the second time in six months. Was the youngest member of the family suffering the same humiliation? I doubted it. Sporting an equally crisp new uniform, with an equally constrictive tie, but seemingly unaware of it, my sibling had casually strolled off to school that morning as if it were no big deal.

8.

"Hello" A voice close to my ear broke through my jumbled thoughts and returned me abruptly to the present. It seemed that one of the girls could contain her curiosity no longer. "What's your name?" I struggled against an urge to be sick, forcing down the lump in my throat, and eyed her suspiciously. Staring at me was an open, fun-loving face, with eyes that sparkled with mischief. It showed potential. At least she was making an effort. I had to give her that.

9.

While the other girls giggled in the background, we made our first connection. So imprisoned did I feel in my isolation, exiled on the island of that lonely seat, the space next to me taunting me with its emptiness, that this gesture, this reaching out of felt like a lifeline pulling me back to civilisation.

10.

The content of that first conversation escapes me now. All that remains is the feeling of relief I enjoyed as the knot of fear and embarrassment that had been churning in my stomach gradually dissipated, and even my tie seemed to loosen its stranglehold on my throat. I began to breathe normally again and the prospect of entering a new phase in my life no longer seemed so dark and terrifying.

- a) One paragraph has been removed from the extract. Write the number of the gap where it would fit. (1 point)

The egocentricity of youth often prevents us from perceiving the pain of others. So concerned are we with our own feelings, we believe that no one can be suffering with the same intensity as ourselves. In the emotional turmoil caused by the upheaval of moving house and changing school, of having my world turned upside down, I failed to even consider, let alone comprehend, the pressures upon my parents. Rather, I callously blamed them for the situation, and as usual, mother bore the brunt of my range.

- b) Write the phonetic transcriptions of the following words. Only RP or American English will be accepted. (1 point: 0,20x5)

1. Hindsight

4. Urge

2. Hierarchy

5. Sledgehammer

3. Anguish

c) Semantic field. (1 point: 0,20x5)

1. Find in the text **three** verbs from the semantic field of the verb TO LAUGH
2. Add **two** more verbs from the same semantic field.

d) Give a synonym or a short definition (up to five words) for the following items. (0,40 points: 0,20x2)

1. Mischief
2. To swelter

e) Provide a word in the text for the following definitions*. (0,60 points: 0,20x3)

1. To stir up vigorously.
2. To utter in a loud, violent or bombastic tone.
3. To predict that something bad will happen in the future.

***(the words don't have to be in the same form)**

f) Rewrite the following sentences using the words given so that they have a similar meaning to the first one. (1 point: 0,25x4)

1. She really has no idea of her mother's difficulty of averting conflicts → LITTLE
2. She can't stand wearing a tie → ON
3. If it weren't for her lack of confidence, she would have made friends easily → FOR
4. I think my strict upbringing has caused me to be rather intolerance → STEMS

PART I - OPTION C

Read the text and complete activities from a) to f).

(Excerpt from the novel 4321 by Paul Auster)

According to family legend, Ferguson's grandfather departed on foot from his native city of Minsk with one hundred rubles sewn into the lining of his jacket, traveled west to Hamburg through Warsaw and Berlin, and then booked passage on a ship called the Empress of China, which crossed the Atlantic in rough winter storms and sailed into New York Harbor on the first day of the twentieth century. While waiting to be interviewed by an immigration official at Ellis Island, he struck up a conversation with a fellow Russian Jew. The man said to him: forget the name *Reznikoff*. *It won't do you any good here. You need an American name for your new life in America, something with a good American ring to it.* Since English was still an alien tongue to Isaac Reznikoff in 1900, he asked his older, more experienced compatriot for a suggestion. *Tell them you're Rockefeller*, the man said. *You can't go wrong with that.* An hour passed, then another hour, and by the time the nineteen-year-old Reznikoff sat down to be questioned by the immigration official, he had forgotten the name the man had told him to give. *Your name?* the official asked. Slapping his head in frustration, the weary immigrant blurted out in Yiddish, *Ikh hob fargessen* (I've forgotten)! And so, it was that Isaac Reznikoff began his new life in America as Ichabod Ferguson.

No photographs survive of him, but by all accounts, he was a large man with a strong back and enormous hands, uneducated, unskilled, the quintessential greenhorn know-nothing. On his first afternoon in New York, he chanced upon a street peddler hawking the reddest, roundest, most perfect apples he had ever seen. Unable to resist, he bought one and eagerly bit into it. Instead of the sweetness he had been anticipating, the taste was bitter and strange. Even worse, the apple was sickeningly soft, and once his teeth had pierced the skin, the insides of the fruit came pouring down the front of his coat in a shower of pale red liquid dotted with scores of pellet-like seeds. Such was his first taste of the New World, his first, never-to-be-forgotten encounter with a Jersey tomato.

Not a Rockefeller, then, but a broad-shouldered roustabout, a Hebrew giant with an absurd name and a pair of restless feet who tried his luck in Manhattan and Brooklyn, in Baltimore and Charleston, in Duluth and Chicago, employed variously as a dockland, an ordinary seaman on a Great Lakes tanker, an animal handler for a traveling circus, an assembly-line worker in a tin-can factory, a truck driver, a ditchdigger, a night watchman. For all his efforts, he never earned more than nickels and dimes, and therefore the only things poor Ike Ferguson bequeathed to his wife and three boys were the stories he had told them about the vagabond adventures of his youth. In the long run, stories are probably no less valuable than money, but in the short run they have their decided limitations.

a) Write the phonetic transcription of the following words or expressions. Only RP or American English will be accepted. (1 point: 0,20x5)

1-Weary

4.- Sewn

2-Sickeningly

5.- Quintessential

3.-Pierced

b) Translate the following expressions into Spanish. The translation must be accurate and precise. (1 point: 0,50x2)

1.-The quintessential greenhorn know-nothing:

2.-In the long run, stories are probably no less valuable than money, but in the short run they have their decided limitations.

c) Find a word in the text meaning*. (0,50 points: 0,25x2)

1-To offer for sale, especially by calling out loud in public:

2-To hand down, pass on:

***(the words don't have to be in the same form)**

d) Provide a synonym or a brief and accurate definition (up to 5 words) for the following items. (0,50 points: 0,25x2)

1-Scores:

2.-By all accounts:

e) Rewrite the following sentences using the words given so that they have a similar meaning to the first one. (1 point: 0,25x4)

1-As soon as he arrived he struck up a conversation with a fellow Russian → NO

2-He suddenly had to decide a name for himself in America → SPUR

3-He was shocked by the bitter and strange taste of the apple → TAKEN

4-He should have realised that he was eating tomato instead of an apple
→ SUPPOSED

f) The text makes reference to Ellis Island. Write about the importance of this place in the History of the United States. 25-30 words maximum. (1 point)

PART I - OPTION D

Read the text and complete activities from a) to e).

Broadway (The Guardian)

A clutch of bedraggled fancy dress characters lie in wait for visitors to Times Square on a late weekday morning, hustling for tourist dollars in return for a souvenir picture.

Here is modern Broadway at the most grimly commercial point of its 13-mile journey, slicing along the length of Manhattan. Where, a century earlier, the deluxe Rector's restaurant once prepared lobster "sixteen different ways at a dollar apiece", Bubba Gump Shrimp Co now serves its seafood to New York's visitors with a "boat size bucket of fries" on the side.

The Great White Way – nicknamed in the early 1900s for its dazzling electric lights – feels dispiriting here at its epicentre in the raw light of day. Fran Leadon, the author of a new history of the street that tells the story of modern America, almost visibly recoils from a fancy dress Batman as we pick through the aimless herd.

The spectacle is gaudy, but sits well in the tradition of the theatre district, which Leadon writes in Broadway; A History of New York City in Thirteen Miles always provided a "delirious exaggeration of American culture". This is the street that drove America forward – the Path of Progress as it expanded north, powered by showmanship and illusion.

Wild, brawling men and outrageous, over-inflated showmen have been venerated there, office workers have greeted presidents, war heroes, sports stars and astronauts with signature ticker tape parades.

The 80-foot wide muddy, early 17th century route to drive livestock through the Dutch colony of New Amsterdam was named Brede Wegh – Broad Way – and when the British took over, it was Anglicised and conjoined to become Broadway.

Broadway charts the American story. When General George Washington sailed into New York in 1776, he took over an almost abandoned city after British forces fled. After the first copies of the Declaration of Independence reached New York, on the night of 9 July, Washington read it aloud to his troops, who rushed down Broadway to Bowling Green. Ropes were thrown around the gilded statue of George III and, following a series of hopeful cracking noises, king and horse hit the ground. The statue was hacked up and its lead melted down to make bullets to use against the British redcoats.

Today, the pattern of flatten and replace goes on. As he walked north from Flatiron, Leadon gasped as he reached 28th Street and saw another building being razed. "That's the last vestige of the old Broadway of the 70s and 80s, marginal discount stores full of trinkets, wig stores buying and selling human hair. Weird, weird stuff."

a) Provide ONE synonym for the following words according to their meaning in the text. (1 point: 0,25x4)

1.-Hustle:

3.- Gaudy:

2.-Grim:

4.-Gasp:

b) Translate the following sentences into Spanish. The translation must be accurate and precise. (1 point: 0,50x2)

1- Wild, brawling men and outrageous, over-inflated showmen have been venerated there.

2- A clutch of bedraggled fancy dress characters lie in wait for visitors to Times Square on a late weekday morning.

c) Complete the sentences with a word derived from the ones given in capital that fits in each space. (1 point: 0,25x4)

1- By the 1870s Central Park was _____ completion → NEAR

2- Even though modern Times Square is _____ by day, it is a garish explosion at night. → WHELM

3- The Great White Way, the _____ of the world, the theatres, ticker tape parades → ROAD

4- Broadway is still global _____ for bright lights, big city → SHORT

d) Rewrite the following sentences using the words given so that they have a similar meaning to the first one. (1 point: 0,25x4)

1- The Flatiron was known as hurricane corner as winds brought chaos with hats and women's hemlines → PLAYED

2- Nobody expected such a building in the centre of the city → BLUE

3- There are plans to close some theatres in Broadway due to poor attendance levels → THREAT

4- Leadon never imagined what Broadway had turned into → LITTLE

e) The text makes some references to the colonial period of the United States. Write about the key event in the development of the American revolution. (25-30 words maximum). (1 point)

PART II

Select ONE of the options below and write an essay of 250 – 300 words.

This task has to be done under the heading: WRITING - OPTION ...

OPTION A

“The world is awash with fake [college] degrees,” says Les Rosen of Employment Screening Resources, a leading background-check outfit. In several [instances], the fakers actually studied at the institutions named on their résumés—they just failed to graduate. Others conjured their accomplishments out of thin air. Still others simply purchased their credentials from unaccredited institutions. All three approaches are undoubtedly on the rise

After reading the extract write an essay in which you argue whether or not a college degree is merely a “million-dollar coin made of pot metal.”

OPTION B

Despite talk of job automation in practically every industry, the question no longer seems to be whether jobs will be automated, but rather: Which jobs are at greatest risk of being extinguished and how concerned we should be about the changes? But is this anxiety actually based in reality?

Dan Finnigan Speak up

Write an essay following and developing the ideas given in the paragraph below.

EVALUATION CRITERIA

- adequacy
- cohesion
- coherence
- organisation
- relevant vocabulary and expressions