

EXAM 1

OPTION A

Translate the following text into English.

L'endemà vam fer totes les gestions sense contratemps. Com que la Mersal rebia bàsicament sèrum fisiològic per combatre la greu anèmia que patia, el metge no va posar traves a donar-li l'alta. No sabia com, però el veí havia aconseguit una furgoneta molt més gran i, un cop van haver carregat les maletes i recollit els vuit fills de la Mersal, vam sortir direcció a Kabul.

Aquesta vegada no vam trobar cap control talibà ni de la policia nacional afganesa, i per tant vam fer el viatge en tan sols un parell d'hores. La Mersal estava dèbil, va dormir gairebé tot el trajecte. Els breus moments en què es despertava no tenia ganes ni esma per enraonar, de manera que la vam deixar descansar.

Ja a la capital, els nens de la Mersal, la Shabnam i la Mina es van quedar a casa, amb la Moboba, mentre que en Lala, la Mersal i jo vam continuar fins a l'Hospital General de Kabul. Les diferències amb l'altre eren abismals. L'edifici era molt més modern, estava més ben equipat i el personal era més atent i professional. L'habitació on la van ingressar era espaiosa, amb les parets blanques, pulcres, i molt lluminoses. De fet, tenia un finestral enorme des del qual es tenia una bonica panoràmica de la ciutat. El canvi no hauria pogut ser millor.

La Mersal estava esgotada i com absent, però el metge ens va assegurar que la seva recuperació només era qüestió de temps. Aquell dia vaig acompanyar novament en Lala a casa de les cosines i me'n vaig tornar a l'hospital per passar la nit amb la Mersal. Al vespre vaig treure el cap pel finestral de l'habitació i vaig tenir una gran sorpresa quant vaig veure la primera estrella del vespre. La nostra estrella. Gairebé me n'havia oblidat..., però encara era allà, brillant amb més intensitat que mai.

Extracte de *La primera estrella del vespre* per Nadia Ghulam i Javier Diéguez, editorial Rosa dels vents

OPTION B

Translate the following text into English.

Amb el mes de novembre va venir el fred. Les muntanyes que envoltaven l'escola es van tornar d'un gris gèlid i el llac semblava acer glaçat. Als matins els camps es despertaven coberts de gebre. Des dels finestrals dels pisos superiors es veia el Hagrid que desglaçava escòmbres al camp de quidditch, cobert amb un abric de pell de talp, uns guants de conill i unes botes de castor enormes.

La temporada de quidditch havia començat. Després d'haver-se entrenat durant setmanes, aquell dissabte el Harry havia de jugar el seu primer partit: Gryffindor contra Slytherin. Si guanyava Gryffindor anirien segons en la Copa Interresidències.

Gairebé ningú no havia vist jugar el Harry perquè el Roure havia decidit que era una arma secreta i s'havia de mantenir amagada. Però la notícia que jugaria de caçador s'havia filtrat d'alguna manera, i el Harry no sabia què era pitjor: que li diguessin que ho faria fantàsticament, o que correrien sota seu amb un matalàs.

Pel Harry va ser un a sort tenir l'Hermione d'amiga en aquells moments. No se n'hauria sortit sense ella per entregar els deures, amb tots els entrenaments d'última hora que els feia fer el Roure. A més, li havia deixat *El quidditch de totes les èpoques*, que va ser una lectura molt interessant.

Amb aquest llibre el Harry va aprendre que en quidditch hi havia set-cents tipus de faltes, i que a la final de la Copa del Món de 1943 les havien fetes totes; que els caçadors normalment eren els jugadors més petits i més ràpids, i que els accidents més greus els acostumaven a tenir ells; també hi va llegir que, malgrat que no era gens freqüent que algú morís jugant-hi, es coneixien casos d'àrbitres que havien desaparegut durant un partit i havien aparegut mesos després al desert del Sàhara.

EXAM 1

OPTION A

2.1 USE OF ENGLISH AND PHONETIC TRANSCRIPTION EXERCISE

- Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and eight words, including the word given.

1. I was shocked by the cheeky response that the girl gave to her mother.

ABACK

I was _____ the cheeky response that the girl gave to her mother.

2. In spite of all my efforts, I couldn't persuade Shaun to come to the pub.

HOW

No matter _____ Shaun into coming to the pub.

3. Felix was operating the machine when the accident happened.

TIME

The machine was _____ of the accident.

4. Electricity is getting very expensive these days.

COST

The _____ higher and higher these days.

5. Unemployment has risen considerably over the last eighteen months and the government is under pressure to find a solution.

INCREASE

The government is under pressure due to _____ over the last eighteen months.

6. She is already married and you knew! I wish you had told me.

MIGHT

You _____ she was married!

7. The headmaster will give a prize to the top student of the year.

AWARDED

The _____ a prize by the headmaster.

8. You don't need to concern yourself with the new tax laws till October.

EFFECT

The new tax laws _____

9. Nina has run away from home on other occasions.

TIME

This is _____ has run away from home.

10. I offered Fred the position but he refused it.

TURNED

Fred was _____ it down.

- You must choose the word or phrase which best completes each sentence. For each question, indicate the correct answer, A, B, C or D.

1. Following the elections, a completely new situation is likely to _____.

A. Arise B. arouse C. raise D. rise

2. The referee _____ the goal because of a previous infringement.

A. Annulled B. demolished C. disallowed D. disqualified

3. He was not used to speaking in public, but when the opportunity presented itself, he rose to the _____.

A. chance B. circumstance C. event D. occasion

4. I was about to say something, but _____ the temptation.

A. challenged B. obstructed C. resisted D. struggled

5. The windows don't fit very well and it makes the room awfully _____.

A. airy B. draughty C. breezy D. ventilated

6. He was a hardened criminal without a scrap of _____ for his crimes.

A. pity B. reproach C. remorse D. penance

7. We were at a disadvantage _____ that we did not have a very good knowledge of the language the others were using.

A. in B. by C. with D. or

8. He escaped by _____

A. the hair's breadth B. the breadth of a hair C. a hair's breadth D. a breadth of a hair

9. Kevin'll do well in the job _____ he stays on the right side of the boss.
A.as far as B.as long as C. as soon as D.as well as
- 10.By the time you're my age, you _____ your mind.
A. will probably change B. will probably have changed C. would probably change
D. are probably changing
11. I benefited a great deal _____ taking that online training course.
A. for B. from C. with D. off
12. Can you _____ who is at the door while I take the meat out of the oven?
A. control B. mind C. check D. prove
13. Serena is still _____ ignorant of the fact that she is about to be made redundant.
A. blissfully B. delightedly C. jubilantly D. ecstatically
14. _____ to popular belief, Pluto is not a planet.
A. Compared B. Contrary C. Conversely D. Opposite
15. The boys ran out of the old man's garden when he _____ his fist and shook his stick at them.
A. clasped B. scrunched C. gritted D. clenched
16. The weather is going to change soon — I can feel it in my _____.
A. skin B. teeth C. legs D. bones
17. It's always nice to see Bella — she's such a _____ of sunshine.
A. beam B. light C. ray D. glow
18. All sides have to accept that the arbitrator's decision will be _____.
A. fixing B. binding C. tying D. compelling
19. The children's interest in playing the game soon _____.
A. flagged B. stumbled C. tottered D. thawed
20. You should always be _____ when someone you don't know calls at your house.
A. caring B. wary C. frightened D. fussy

- **Phonetic transcription exercise**

I was dreadfully frightened, and so giddy that I clung to him with both hands, said, "let me keep upright"

2.2 TEACHING PRACTICE

1. You are given the following, and you have to use it in your 55 minute class.

Sally- Hi Sam, did you speak to your parents about this summer?

Sam- Yes, but you're not going to like what they said!

Sally- Why? They're always so understanding. What did they say?

Sam- They said there was no way you could come on holiday with us unless ...

Sally- Unless what?

Sam- Unless I paid for your tickets with my savings!

Sally- And? Where's the problem?

Sam- And what?!?! Where's the problem?!?! Do you have any idea how much the tickets cost?

Sally- No, but it is my birthday in two weeks! And you did say if I helped you with your statistics project you'd take me on holiday with you.

Sam- OK, then. I suppose I did. But I had no idea you'd ask me to come on holiday with my parents!

Sally- It'll be fun. They'll let us get on with it. Oh honey, I so love you!...

Answer briefly the questions below.

1. What level would you use it in? Why?
2. How could you use it in class? What materials would you need? Timing of the different activities?
3. What parts of the curriculum does it match? Explain your answer.
4. What previous knowledge must the students have to be able to do the activities you propose?
5. In your class you have a deaf student with a three year delay in language acquisition. How would you adapt it to him/her?
6. How would you assess the activity? What instruments would you use to assess the students?

OPTION B

2.1 USE OF ENGLISH AND PHONETIC TRANSCRIPTION EXERCISE

- Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and eight words, including the word given.

1. If you don't know what you're doing, you shouldn't dismantle the laptop.

APART

Don't _____ you know what you're doing.

2. Many people believe that all plants are green, but they're wrong.

POPULAR

Contrary _____ plants all green.

3. The minister's resignation from the government was caused by the discovery of his role in the financial scandal.

LED

The discovery of the minister's role in the financial scandal _____ the government.

4. Oh, there you are! I didn't even know you had gone out!

UNAWARE

I _____ fact that you had gone out.

5. I could only afford that house because of the loan you gave me.

LENT

Had _____ money, I wouldn't have been able to afford the house.

6. You don't have to come and see the new house if you don't wish.

OBLIGATION

You are _____ and see the new house if you don't wish.

7. You should have seen the boss as soon as you arrived. You knew he wanted to see you.

SUPPOSED

You _____ boss when you arrived.

8. You are not a bad lawyer Martin, but I don't think it is a very suitable job for you.

CUT

I just don't think you _____ a lawyer.

9. I don't have the foggiest idea whether he will be coming or not.

WHATSOEVER

I have _____ whether he will be coming or not.

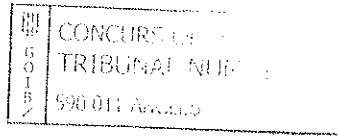
10. He failed the exam as he didn't work as fast as the rest of the class.

PACE

His failure was blamed on his inability _____ rest of the class.

You must choose the word or phrase which best completes each sentence. For each question, indicate the correct answer, A, B, C or D.

1. This fabric is likely to _____ if washed with normal detergents.
A. grumble B. shrink C. squeeze D. wither
2. Worrying serves the purpose of enabling us to come to _____ with our problems.
A. bearings B. pass C. reason D. terms
3. I couldn't sleep because the tap in the bathroom was _____.
A. draining B. dripping C. dropping D. spilling
4. Once the picture was proved to be a forgery, it became quite _____.
A. invaluable B. unpriced C. unworthy D. worthless
5. There is no point in _____ about all day. Cheer up and try to find a new job!
A. moping B. mourning C. brooding D. sulking
6. Following the accident, he was prosecuted for _____ driving.
A. rash B. heedless C. irresponsible D. reckless
7. Unfortunately, their house _____ while they were at the restaurant celebrating their anniversary.
A. got burgled B. went burgled C. had burgled D. burgled
8. His grandfather often dozes _____ in front of the TV after dinner.
A. out B. over C. in D. off
9. In such a complex situation as this, mistakes _____ happen occasionally.
A. are bound to B. bound C. bound to D. bond
10. If the decision _____ before he arrived, he would have been furious.
A. was taken B. would have been taken C. was being taken D. had been taken



11. Thank you very much — I haven't been to _____ party for ages.
A. the so enjoyable B. a so enjoyable C. so enjoyable D. so enjoyable a
12. Why do you object to _____ - he'll be an asset to the company?
A. him being taken on B. he being taken on C. he be taken on D. him be taken on
13. No offence intended _____ I think you haven't understood the problem correctly.
A. when B. if C. as D. but
14. If you can win his attention _____ for you.
A. the better so much B. so much the better C. so the much better
D. the so much better
15. I'm afraid we got our _____ crossed — I thought my husband would be picking up the children and he thought I was doing it.
A. minds B. purposes C. wires D. fingers
16. Most critics praise that actor's work but I think he's rather _____.
A. over-rated B. over-blown C. over-priced D. over-played
18. The book _____ to a number of interesting research studies which I would really like to find out more about.
A. hints B. cites C. declares D. alludes
19. The nuclear industry _____ most of the country's electrical power.
A. engenders B. generates C. originates D. initiates
20. Take care that your love for him doesn't _____ your judgement.
A. shadow B. cloud C. darken D. topple

- **Phonetic transcription exercise**

- As I saw him go, picking his way among the nettles, and among the brambles that bound the green mounds

2.2 TEACHING PRACTICE

1. You are given the following, and you have to use it in your 55 minute class.



Nighthawks by Edward Hopper at the Art Institute of Chicago.

Answer briefly the questions below.

1. What level would you use it in? Why?
2. How could you use it in class? What materials would you need? Timing of the different activities?
3. What parts of the curriculum does it match? Explain your answer.
4. What previous knowledge must the students have to be able to do the activities you propose?
5. In your class you have a newly arrived student who knows no English. How would you adapt it to him/her?
6. How would you assess the activity? What instruments would you use to assess the students?

EXAM 2

OPTION A

Translate the following text into English.

Aquest dia el primer que vaig percebre de Bombai va ser l'olor que impregnava l'aire. Em va arribar abans de veure o de sentir res de l'Índia, fins i tot mentre caminava pel passadís que, com un enorme cordó umbilical, connectava l'avió amb l'aeroport. Durant aquell primer minut a Bombai, aquesta olor, a mi, que arribava fugint de la presó i sentint-me nou davant el món sencer, em va emocionar i, alhora, em va encantar, però tot i així, no aconseguia distingir-ho. Ara sé que es tractava de l'oloreta dolça i suada de l'esperança, que és l'oposat a l'odi; i també de l'agre i sufocant olor de l'avarícia, que és l'oposat a l'amor. És l'olor dels déus, els dimonis, els imperis i les civilitzacions en els seus processos de resurrecció i decadència. És l'olor de la superfície blavosa de la mar, que es percep des de qualsevol lloc de l'anomenada Ciutat de l'Illa, i l'olor metàl·lica de la sang de les màquines. Fa olor del moviment, del son i de les despulles de seixanta milions d'animals, més de la meitat dels quals són humans i rates. Fa olor de cors trencats, de la lluita per la vida i dels fracassos crucials i d'amors que genera el nostre valor. Fa olor de deu mil restaurants, cinc mil temples, santuaris, esglésies i mesquites, i de cent basars dedicats en exclusiva a perfums, espècies, encens i flors fresques. En una ocasió, Karla el va qualificar com la pitjor bona olor del món, i, naturalment, tenia raó, de la mateixa manera que solia tenir raó en moltes coses. I ara, cada vegada que retorn a Bombai, aquesta és la primera sensació que percebo de la ciutat: aquesta olor, per sobre de totes les coses, que em dóna la benvinguda i em diu que he arribat a casa.

Extracte de Shantaram per Gregory David Roberts, editorial Abacus (2003)

OPTION B

Translate the following text into English.

Les noies s'estranyaven de les muntanyes, que si a Eivissa no són gaire altes, són inexistents a Formentera. I admiraven sobretot els tarongers, quan n'apareixia un tanco.

—És que fa tanta vista sa fruita, entre sa fuia verda! —es justificava una d'elles.

—Ai, callem, que pareixerà que no hem vist res mai! —temia sa germana.

—És que no hi ha tarongers, a Formentera? —preguntava el jove camperol.

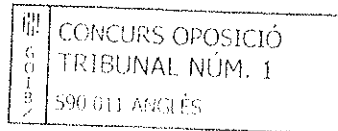
—Pensau com havien de créixer, damunt aquelles roques

—deia somrient la primera.

—A llocs hi ha millor terra que ací —concedí l'eivissenc.

Si el formenter és mariner i veu món, les dones han de restar a casa seva, sempre amb la mateixa i escassa terra al davant. Venir a Eivissa era per a elles un viatge fabulós, una aventura magnífica. Estaven avesades a l'austeritat del paisatge nadiu, a la línia horitzontal de la terra i del mar. I contemplaven la terra eivissenca amb ulls de novetat; un petit món vist des d'un món encara més petit. I l'escriptor, assegut davant elles, veia també aquella terra com si no l'hagués vista mai, i admirava en el moviment finíssim dels llavis, en el llambreig dels ulls, les encantadores reaccions d'aquelles vides joves i femenines. Una estranya simpatia naixia dins ell, i li hauria plagut ser més loquaç, parlar amb elles, declarar:

—Com a vosaltres us agrada la meva terra, a mi m'ha corprès la vostra, si no es tracta d'una mateixa terra escampada. També la vostra illa és bella, amb una altra bellesa més seriosa i esquemàtica. I són polides i atractives les vostres cases, i tot té un encís profund que costaria de dir i que possiblement, després de moltes paraules, quedaria sense explicació. I vosaltres també sou belles, amb la vostra alegria que sobreix damunt una evident contenció; amb la vostra discreta paraula, idèntica a l'eivissenca, i amb la vostra mirada carregada de vitalitat i d'intel·ligència.



EXAM 2

OPTION A

2.1 USE OF ENGLISH AND PHONETIC TRANSCRIPTION EXERCISE

- Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and eight words, including the word given.

1. She knew nothing about the party that they were planning.

DARK

She was _____ the party that they were planning.

2. She never thought that he would end up in prison.

CROSSED

It _____ that he would end up in prison.

3. Don't get involved in this John, it has nothing to do with you.

KEEP

This has nothing to do with you so _____.

4. Mr. Edwards was sacked partly because of his arriving late to work.

CONTRIBUTED

Mr. Edwards' constant lateness _____ from the company.

5. This washing machine will give you years of service if you care for it properly.

AFTER

Properly _____ will give you years of service.

6. Could you help me tackle a problem with my son?

DEALING

I'd be grateful for _____ a problem with my son.

7. The news that the President had quit came as a great surprise to everyone.

ABACK

Everyone _____ President quitting.

- **Phonetic transcription exercise**

He looked in my young eyes as if he were eluding the hands of the dead people, stretching up cautiously

2.2 TEACHING PRACTICE

1. You are given the following, and you have to use it in your 55 minute class.

Mississippi Delta Blues and Heritage Festival A Local Legacy

Think about all the emotions expressed in the music you listen to: joy, happiness, loneliness, nervousness, and, of course, sadness. Music with sad themes is often called the "blues."

Blues music developed in the United States among Southern blacks after the Civil War. When slaves were brought to America from Africa, they brought their musical traditions with them. Blended with folk and popular music of whites, these African musical traditions developed into the blues.

The blues is believed to have originated in the Mississippi Delta, a wedge-shaped region in northern Mississippi between the Mississippi and Yazoo rivers. This is a rural area where the poorest and most disadvantaged black people lived -- this lifestyle created a need for the expression of sadness that is so often sung in the blues. The conditions in this area -- poverty, racism, and inhumane working situations -- led many blacks to go north, to cities such as Memphis, Chicago, St. Louis and Detroit.

The blues did not vanish from the Mississippi countryside, however, and in 1978, the Mississippi Delta Blues and Heritage Festival was founded to celebrate and promote the blues and the culture of the Mississippi Delta people. What started out on the back of a flatbed truck is now the oldest and largest blues festival in the South, with 20,000 visitors and performances on three festival stages.

Answer briefly the questions below.

1. What level would you use it in? Why?
2. How could you use it in class? What materials would you need? Timing of the different activities?
3. What parts of the curriculum does it match? Explain your answer.
4. What previous knowledge must the students have to be able to do the activities you propose?
5. In your class you have a deaf student with a three year delay in language acquisition. How would you adapt it to him/her?
6. How would you assess the activity? What instruments would you use to assess the students?

OPTION B

2.1 USE OF ENGLISH AND PHONETIC TRANSCRIPTION EXERCISE

- Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and eight words, including the word given.

1. The castle had been extensively restored and looked as good as new.

UNDERGONE

The castle _____ and looked as good as new.

2. I have no idea how to adjust the television set.

LOSS

I am _____ how to adjust the television set.

3. You can't just suddenly decide to go on a safari. You need to plan things very carefully.

SPUR

Going on safari isn't a decision you can make _____ moment.
You need to plan things very carefully.

4. None of us was expecting to have a test this morning.

BLUE

This morning's test _____ for every one of us.

5. Janet has never passed any exams, as far as I'm aware.

KNOWLEDGE

To _____ no formal qualifications.

6. She'd better give up all hope of promotion.

THOUGHTS

She should _____ promoted out of her mind.

7. Without the umbrella, we would have been soaked.

IT

Had _____ the umbrella, we would have been soaked.

8. The judges gave Joseph the impression that he would win the competition.

BELIEVE

Joseph _____ he would win the competition.

9. My sister concluded that she should take the teaching job.

CAME

My sister _____ she should take the teaching job.

10. He doesn't mind at all if Kim records his speech.

OBJECTION

He has _____ his speech.

- You must choose the word or phrase which best completes each sentence. For each question, indicate the correct answer, A, B, C or D.

1. At first I found it difficult to get used _____ on the other side of the road.

A. to drive B. to driving C. driving D. being driven

2. Our plans to start our own business seem _____ to failure!

A. doomed B. fated C. compelled D. designed

3. I'm hopeless at making decisions. I even _____ for ages over which toothpaste to buy.

A. totter B. dodder C. dither D. falter

4. The meat was beautifully cooked, I agree, but the vegetables were a bit too salty for my _____.

A. appetite B. desire C. liking D. favour

5. Thieves got away with a _____ of jewellery worth hundreds of pounds.

A. catch B. haul C. snatch D. loot

6. I've got such a _____ headache that I can't concentrate on the lecture.

A. beating B. drumming C. hammering D. throbbing

7. Bob couldn't _____ a moustache to the photo of his Headmaster in the newspaper.

A. resist to add B. resist from adding C. resist for adding D. resist adding

8. _____ you to change your mind about handing in your notice, we would be happy for you to stay with us.

A. Should B. If C. Unless D. Were

9. I thought I saw water in the distance but it must have been an optical _____.

A. error B. illusion C. delusion D. deception

10. You'd rather stay at home tonight, _____ you?
A. hadn't B. wouldn't C. didn't D. won't
11. I don't think Paul will ever get married — he's the stereotypical _____ bachelor.
A. settled B. confirmed C. fixed D. determined
12. Why not buy the dress on _____ then you can take it back if it doesn't fit your mother.
A. agreement B. affection C. affirmation D. approval
13. I'm afraid that argument really doesn't hold _____.
A. water B. sense C. meaning D. firm
14. Not many people are good at assessing their own abilities and Mark must be _____ for recognising that he would never become a great musician.
A. merited B. advocated C. commended D. talented
15. I felt an _____ with the writer from his descriptions of a world that seemed to have a great deal in common with my own.
A. affection B. adherence C. acknowledgement D. affinity
16. There is a very strong movement now against _____ sports like hunting or shooting.
A. death B. blood C. killing D. terminal
17. Maria and Jean had a _____ romance — they met and married within two months.
A. hurricane B. whirlwind C. typhoon D. cyclone
18. I'd like to _____ my argument with an anecdote whose significance will soon become apparent.
A. announce B. herald C. preface D. predict
19. Although the twins look identical, they have widely _____ opinions on almost every topic under the sun.
A. dissimilar B. distinct C. divergent D. distinguished
20. Do you have any figures showing the _____ of left-handedness is in the general population?
A. occurrence B. incidence C. accident D. persistence

- **Phonetic transcription exercise**
 - When he came to the low church wall, he got over it, like a man whose legs were numbed, stiff.
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2.2 TEACHING PRACTICE

1. You are given the following, and you have to use it in your 55 minute class.



Market. Author: K. Wenham

Answer briefly the questions below.

1. What level would you use it in? Why?
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4. What previous knowledge must the students have to be able to do the activities you propose?
5. In your class you have a newly arrived student who knows no English. How would you adapt it to him/her?
6. How would you assess the activity? What instruments would you use to assess the students?

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ANGLÈS

PRIMERA PROVA. PART B

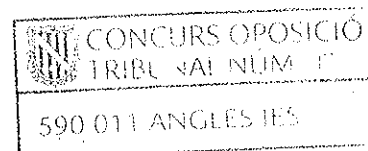
PRACTICAL TEST

Duració/ Time : 4 hores / hours

OPTION A

Tasques / Tasks	Punts / Marks
Part 1. TRANSLATION	_____/ 4
Part 2. QUESTIONNAIRE	_____/ 6
Puntuació total / total marks (puntuació mínima / min. mark: 2.5)	_____/ 10

CODI



PART 1: TEXT A

El paradís perdut

A mi no m'agradava gens dutxar-me. Però la mare no estava per punyetes:

-Que no saps que a les nenes que no es renten se les emporten els polls mentre dormen i les llencen al riu?

Aquesta història dels polls em feia tanta angúnia que claudicava cada dia. Seguia la mare al bany, em deixava treure la roba i tancava els ulls amb força mentre ella em posava un rajolí de xampú al cap i m'hi abocava aigua per fer força escuma fregant fort amb els dits. Quan ja estava la rentada venia un moment pitjor: el de raspallar-me. Sempre he tingut els cabells molt rinxolats —herència del meu pare — i quan la mare m'hi passava la pinta per desenredar-los era com una tortura. Ella cantava per distreure'm, i jo feia la tornada entre ais ais ais. Fèiem un duet bastant còmic.

A casa no hi havia aigua corrent, però anàvem sempre nets com una patena gràcies al nostre rudimentari, però eficaç, sistema de dutxa amb aigua calenta. Quan m'alliberava, amb un gran sospir, del ritual de neteja diari, corria cap al jardí a trobar-me amb en Zelmai, que m'esperava amagat entre magraners i pins pinyoners. A vegades, si feia calor, ens esquitxàvem l'un a l'altre a la font que hi teníem. Altres cops jugàvem a vacunar les pobres granotes que pescàvem. Aquell jardí tan gran, ple de flors, plantes i arbres, d'amagatalls i de bestioles, era el nostre univers privat. Només entràvem a casa quan no hi havia cap altre remei, quan la mare ens cridava perquè el jardiner, el nostre estimat oncle Ayub, ja havia dut el pa calent per a l'esmorzar.

Els afganesos este'm molt orgullosos del nostre pa, el *naan*, que és pla, flonjo i olorós com cap altre. A en Zelmai li agradava fer-ne trossos i sucra-los a la tassa de te ensucrat, i a mi m'agradava imitar-lo.

(317 words)

PART 1: TEXT B

Coincidiendo con el auge de los movimientos feministas, España ha experimentado un incremento en el número de denuncias por agresión sexual. En el primer trimestre del año han aumentado las acusaciones de violación un 28% respecto al mismo periodo de 2017. De 289 casos se ha pasado a 371, un crecimiento que podría estar impulsado también por la pérdida del miedo de las víctimas a la hora de denunciar a los agresores. Para propiciar esa confianza es necesario que las Administraciones garanticen la seguridad de las mujeres y la confidencialidad de sus datos.

Por ello resulta injustificable el fallo técnico que ha permitido el acceso al código que facilitaba la descarga de la sentencia íntegra sobre La Manada, dictada el pasado 27 de abril por la Audiencia de Navarra. Este fallo dejó al descubierto en la web del Gobierno foral las referencias personales de la víctima: nombre, apellidos y fecha de nacimiento. Aprovechando esta grieta, algunos medios de comunicación, portales digitales y cuentas de redes sociales han difundido datos identificativos de la joven, causando así un daño irreparable.

Al margen del flagrante error de la justicia navarra, en Internet se han publicado capturas del vídeo grabado por La Manada en los sanfermines de 2016 mientras cometían la violación. Pese a los esfuerzos realizados en el juicio, celebrado a puerta cerrada para evitar filtraciones, se ha vulnerado la garantía de anonimato y el derecho a la intimidad de la víctima.

Así lo han entendido un centenar de organizaciones, sindicatos y partidos, que han presentado una denuncia ante la Fiscalía para que se investigue a fondo la filtración y se depuren reponsabilidades. Al Consejo General del Poder Judicial y a la Agencia Española de Protección de Datos corresponde llegar hasta el fondo para que quienes han difundido información que afecta al derecho fundamental a la privacidad no queden impunes.

(307 words)

'Proteger los datos personales.' *El País Opinión*, 17 May 2018.



PART 2: QUESTIONNAIRE 1

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters.

'My dear Mr. Bennet', said his lady to him one day, 'have you heard that Netherfield Park is let at last?'

Mr Bennet replied that he had not.

'But it is', returned she; 'for Mrs. Long has just been here, and she told me all about it'.

Mr. Bennet made no answer.

'Do you not want to know who has taken it?' cried his wife impatiently.

'You want to tell me, and I have no objection to hearing it'.

This was invitation enough.

'Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end

of next week'.

'What is his name?'

'Bingley.'

'Is he married or single?'

'Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!'

'How so? How can it affect them?'

'My dear Mr. Bennet,' replied his wife, 'how can you be so tiresome! You must know that I am thinking of his marrying one of them.'

'Is that his design in settling here?'

'Design! Nonsense, how can you talk so! But it is very likely that he MAY fall in love with one of them, and therefore you must visit him as soon as he comes'.

'I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley may like you the best of the party'.

'My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be anything extraordinary now. When a woman has five grown-up daughters, she ought to give over thinking of her own beauty'.

1. The first sentence of *Pride and Prejudice* stands as one of the most famous first lines in literature. What does Austen imply with this first quote? What does this opening sentence suggest you? Why does it seem to be an anachronism in our days? Explain. (75 words) **(0.5 points)**

2. What type of text is it? Explain its features and refer to them in the text when possible by providing examples. **(0.5 points)**

3. Write a synonym and an antonym of each of the following words: **(0.5 points)**

- a. fortune b. possession c. immediately d. tiresome

4. Write definitions of the following words: **(0.5 points)**

- a. rightful b. chaise

5. Identify the different allomorphs that indicate plurality. Write their phonetical transcription. Provide an example of your own of a plural English word with a null plural allomorph. **(0.5 points)**

6. Why is the possessive adjective used in this construction? **(0.25 points)**

'You must know that I am thinking of his marrying one of them'.

7. Why is the pronoun 'it' placed at the beginning of this sentence? What's the name of this grammar device? **(0.25 points)**

'It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife'.

8. The big challenge for teachers is not simply getting students to read -- it is getting them to enjoy it too. Suggest a way of encouraging a 4th ESO group to explore *Pride & Prejudice* and think creatively about the novel in class by designing a four-session lesson plan including the objectives, methodology, activities, evaluation... **(3 points)**

PART 2: QUESTIONNAIRE 2

In most classrooms, it's not a good sign when students' eyes flick to the clock. It means they're distracted and waiting to get out. In Nicole Naditz's 12th-grade class in Sacramento, California, the opposite is true; students desperately eyeball the clock, wishing for more time. Naditz's trick? She's incorporated a new style of teaching into her lessons that was originally designed for adult games. The increasingly popular escape room has been given an educational twist—padlocked boxes that can only be accessed by decoding verbs, performing math problems, or solving scientific puzzles.

Naditz is no outlier. Over the last year, there's been worldwide growth in educational escape rooms, and many educators are adapting the concept to fit the needs of their students—in both physical and digital learning environments. They're an innovative way to bring technology and critical thinking into the classroom, and the benefits are twofold: Games have a history of promoting engagement in a learning environment, and the collaborative elements help students develop social skills.

Naditz shares a narrative with her class before the game begins. The inventor Claire Levine has been kidnapped, and her robot has been reprogrammed to destroy a hospital. To save it, students must activate the kill switch inside a box—but they need to get through four padlocks to do so, and they've only got 45 minutes. Multiple locked boxes and clues are scattered through the room—deciphering these leads to hidden keys and combination passwords. There's a black-light flashlight that reveals hidden messages, and a QR code that directs players to a video containing a four-digit code.

Scott Nicholson, a professor of game design and development at Wilfrid Laurier University in Ontario, Canada, considers the growth of educational escape rooms a signal that educators are willing to adapt their behavior in order to better communicate with their students. "The concept of meaningful gamification is not to provide external rewards, but rather to help participants find a deeper connection to the underlying topic," he wrote in a recent white paper.

'The Rise of Educational Escape Rooms.' *The Atlantic*. 28 July, 2016.

1. Summarize the text in one sentence using your own words. **(0.5 points)**

2. Identify the type of text, the subtype and its main purpose. Give a comprehensive explanation for your answer including examples from the text. **(0.5 points)**

3. What do the following words refer to? **(0.25 points)**

- a. concept b. narrative c. underlying topic d. behavior

4. Provide an analysis on the processes of word formation that appear in this passage. **(0.5 points)**

'There's a black-light flashlight that reveals hidden messages, and a QR code that directs players to a video containing a four-digit code'.

5. In the text, we can find many examples of adjectives which are formed from verbs; provide the adjectives stemming from the following verbs: **(0.25 points)**

- a. inquire b. advice c. destroy d. encourage e. heal

6. Provide a phonetic transcription of the following sentences from the text: **(0.5 points)**

'Over the last year, there's been worldwide growth in educational escape rooms, and many educators are adapting the concept to fit the needs of their students'.

7. Complete the text with a suitable word. **(0.5 points)**

Many of you have 1.____ participated in an Escape Room, the 2.____ in experiential entertainment. If 3.____ the premise is simple: you are 4.____ in a room with 5.____ to eight people, and you must 6.____ a series of puzzles to unlock clues that will eventually help you "escape." There are all 7.____ of themes; I've been in a Nazi invasion, a Zombie apocalypse, and a murder mystery, and we escaped in two 8.____ of three of the rooms. I'm pretty 9.____ on these kind of games because I love group dynamics, and it is very interesting to see who 10.____, who follows, who goes off on their own and who has the type of mind that sees patterns or reads clues well.

8. The text clearly states the benefits of using educational escape rooms as a learning tool. Your 2nd ESO students have considerable problems when dealing with irregular verbs and nothing seems to stimulate their learning. You have decided to include some gamification strategies. Design a revision plan of four sessions after which your students will master irregular verbs. Include the objectives, methodology, activities, evaluation... **(3 points)**

PROVES SELECTIVES AL COS DOCENT DE PROFESSORS
D'ENSENYAMENT SECUNDARI
Illa: Mallorca

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OPTION B

Tasques / Tasks	Punts / Marks
Part 1. TRANSLATION	____ / 4
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Puntuació total / total marks (puntuació mínima / min. mark: 2.5)	____ / 10

CODI

PART 1: TEXT A

Vine a Madrid para matar a un hombre a quien no había visto nunca. Me dijeron su nombre, el auténtico, y también algunos de los nombres falsos que había usado a lo largo de su vida secreta, nombres en general irreales, como de novela, de cualquiera de esas novelas sentimentales que leía para matar el tiempo en aquella especie de helado almacén, una torre de ladrillo próxima a los raíles de la estación de Atocha. (...) Arriba, en el primer piso, había un mostrador antiguo y sólido de tienda de tejido, y estantes vacíos y arbitrarias columnas y un reloj en el que estaba escrito el nombre de una fábrica textil catalana que debió de quebrar hacia principios de siglo, no mucho antes de que las agujas se detuvieran para siempre en una hora del anochecer o del alba, las siete y veinte. La esfera no tenía cristal, y las agujas eran más delgadas que filos de navajas. Cuando las toqué me herí ligeramente el dedo índice, y pensé que él, durante los días y las noches de su encierro, las habría movido de vez en cuando para obtener una ficción del paso rápido del tiempo, o para hacerlo retroceder, ya al final, cuando con un instinto de animal perseguido que desconfía de la quietud y el silencio imaginó que el mensajero a quien estaba esperando no iba a traerle la posibilidad de la huida sino la certidumbre de morir, no heroicamente, según él mismo fue enseñado a desear o a no temer, sino en la condenación y la vergüenza.

Tirados por el suelo había periódicos viejos que sonaban a hojarasca bajo mis pisadas, y colillas de cigarros con filtro y huellas secas de barro, porque la noche en que huyó o fingió huir de la comisaría, me dijeron, había estado lloviendo tan furiosamente que algunas calles se inundaron y se fue la luz eléctrica en el centro de la ciudad.

(321 words)

Muñoz Molina, Antonio. *Beltenebros*, 1989.

PART 1: TEXT B

L'anciana té la mirada serena. Vesteix una túnica blanca amb guarniments liles al cap i observa la vida des d'un racó d'una habitació de tova neta i ordenada. A la paret un bastó espera el passeig matinal. Somriu tímida quan nota la presència d'estranyes i saluda amb la mateixa pau amb què uns segons enrere mirava a l'horitzó. Ella és una de les set àvies d'una anomalia genial: una residència de la tercera edat gratuïta en un poblet rural del nord d'Etiòpia. En una regió pobre, on les dificultats econòmiques llasten la qualitat de vida dels ancians, aquí les dones octogenàries reben atencions, menjar i roba neta dels veïns. No és l'única raresa genial del lloc: Awra Amba, un llogaret fundat fa 45 anys, és un projecte de convivència basat en el treball comunitari, la democràcia assembleària, l'absència de religió i la igualtat entre sexes. I funciona: els 494 habitants d'Awra Amba, que es distribueixen els guanys de la feina en comú, reben a canvi allotjament, educació i salut. El poblet s'ha convertit en un exemple ètic aplaudit i estudiat per oenagés i el Banc Mundial, a més de despertar la curiositat de turistes i locals: des de l'any 2002, 62.000 etiòps i més de 13.000 estrangers han visitat Awra Amba.

L'origen de la idea està en un granger idealista. Cansat dels estrictes codis socials de l'Etiòpia rural, un jove camperol anomenat Zumra va decidir crear una societat amb les seves pròpies normes. No va ser una ruptura fàcil: la seva dona el va abandonar, la seva família el va considerar un malalt mental i va ser empresonat durant mesos.

El jove Zumra va perseverar en el seu propòsit, va trobar un petit grup de persones que pensava com ell i va aconseguir una petita terra on va fundar Awra Amba el 1972. Zumra, explica què el va empènyer a trencar els motllos de la societat etiòp: "Volia viure en un lloc on les dones i els homes visquessin com a iguals i on tots els nens poguessin anar a escola. No volia que la religió i la tradició dictessin cada aspecte de les nostres vides. Per això vaig decidir crear un lloc on tots fossin respectats per igual i es treballés col·lectivament per tenir una possibilitat de sortir de la pobresa".

(393 words)

Aldekoa, Xavier. 'El poblet etiòp de la igualtat'. *La Vanguardia*, 20 October 2016.

PART 2: QUESTIONNAIRE 1

It was 7 minutes after midnight. The dog was lying on the grass in the middle of the lawn in front of Mrs. Shears's house. Its eyes were closed. It looked as if it was running on its side, the way dogs run when they think they are chasing a cat in a dream. But the dog was not running or asleep. The dog was dead. There was a garden fork sticking out of the dog. The points of the fork must have gone all the way through the dog and into the ground because the fork had not fallen over. I decided that the dog was probably killed with the fork because I could not see any other wounds in the dog and I do not think you would stick a garden fork into a dog after it had died for some other reason, like cancer, for example, or a road accident. But I could not be certain about this.


I went through Mrs. Shears's gate, closing it behind me. I walked onto her lawn and knelt beside the dog. I put my hand on the muzzle of the dog. It was still warm.


The dog was called Wellington. It belonged to Mrs. Shears, who was our friend. She lived on the opposite side of the road, two houses to the left.

Wellington was a poodle. Not one of the small poodles that have hairstyles but a big poodle. It had curly black fur, but when you got close you could see that the skin underneath the fur was a very pale yellow, like chicken.

I stroked Wellington and wondered who had killed him, and why.

My name is Christopher John Francis Boone. I know all the countries of the world and their capital cities and every prime number up to 7,057.

Eight years ago, when I first met Siobhan, she showed me this picture  and I knew that it meant "sad," which is what I felt when I found the dead dog.

Then she showed me this picture  and I knew that it meant "happy," like when I'm reading about the Apollo space missions, or when I am still awake at 3 a.m. or 4 a.m. in the morning and I can walk up and down the street and pretend that I am the only person in the whole world.

Then she drew some other pictures     but I was unable to say what these meant.

Haddon, Mark. *The curious incident of the dog in the night-time*, 2003.

1. Describe the narrator and the structure of the text. Can you establish any relation between both? Explain. (75 words) **(0.5 points)**

2. Comment on the form and function of these modal verbs. **(0.5 points, 0.25 each)**

a. 'The points of the fork must have gone all the way through the dog and into the ground because the fork had not fallen over.'

b. 'I could not be certain about this.'

3. Complete the chart with the correct word. **(0.05 points for each correct line)**

VERB	NOUN	ADJECTIVE	ADVERB
inquire			
	advice		
			destructively
	courage		
heal			
hate			
		scenic	
	injury		
			gloriously
		enthusiastic	

4. Provide a minimal pair for the following words. **(0.25 points)**

a. lawn b. through c. world d. showed e. road

5. Complete this sentence with the following adjectives. **(0.25 points)**

Christopher's father killed a ____ dog after discovering his wife was having an affair with Mr Shears. (Friesian / black / beautiful / big)

6. The following words are polysemous and can even have different word categories. Imagine you are a very creative novel writer. Write a sentence providing a context for these words where the meanings differ from their original ones. Unclear and / or neutral sentences will not get any marks.

(0.5 points)

a. grass b. ground c. houses d. gate. e. still

7. Comment on the following sentence from a syntactical point of view: **(0.5 points)**

'I knew that it meant "sad," which is what I felt when I found the dead dog.'

8. Having this picture as a point of departure, design a comprehensive four-session lesson plan aimed at 1st ESO students and explain the potential problems you may encounter regarding diversity and inclusion. How would you anticipate them? Include the objectives, methodology, activities, evaluation... **(3 points)**



PART 2: QUESTIONNAIRE 2

Locarno, I decided, was a strange place. I bought a ticket on the two o'clock train to Domodossala, a name that can be pronounced in any thirty-seven ways. The man in the ticket window made me try out all of them, furrowing his brow gravely as if he couldn't for the life of him think what nearby community had a name that might cause an American difficulty, until finally I stumbled on the approximate pronunciation. 'Ah, Domodossala!' He said, pronouncing it a thirty-eight way. As a final act of kindness he neglected to tell me that because of work on the railway lines the service was by bus for the first ten kilometers.

I waited and waited on the platform but the train never came and it seemed odd that no one else was waiting with me. There were only a couple of trains a day to Domodossala. Surely there would be at least one or two other passengers? Finally, I went and ask a porter and he indicated to me, in that friendly why-don't-you-go-fuck-yourself way of railway porters the world over, that I had to take a bus and, when pressed as to where I might find this bus, motioned vaguely with the back of his hand in the direction of the rest of the world. I went outside just in time to see the bus to Domodossala pulling out. Fortunately, I was able to persuade the driver to stop by clinging to the windscreen for two hundred yards. I was desperate to get out of there.

A few miles outside Locarno we joined a waiting train at a little country station. It climbed high into the jagged mountains and took us on a spectacular ride along the lips of deep gorges and forbidding passes, where farmhouses and hamlets were tucked away in the most inaccessible places, on the edge of giddy eminences. It would be hard to imagine a more difficult place to be a farmer. One misstep and you would be falling for a day and a half. Even from the train it was unnerving, an experience more akin to wing-walking than rail travel. [...]

I was sitting on the wrong side of the train to see the scenery -outside my window there was nothing but a wall of rock- but a kindly bespectacled lady sitting across the aisle saw me straining to see and invited me to take the empty seat opposite her. She was Swiss and spoke excellent English. We chatted brightly about the scenery and our modest lives. She was a bank clerk in Zurich but was visiting her mother in a village near Domodossala and had just had a day shopping in Locarno. She showed me some flowers she had bought there. It was wonderful. It seemed like weeks - it *was* weeks - since I had held a normal conversation with anyone, and I was so taken with the novel experience of issuing sounds through a hole in my head that I talked and talked, and before long she was fast asleep and I was back once again in my own quiet little world.

Bryson, Bill. *Neither here nor there*, 1991.

1. Identify the type of text. Explain its features and refer to them in the text when possible by providing examples. **(0.5 points)**
2. Provide a syntactic analysis of the following sentence: **(0.5 points)**
 'I went and ask a porter and he indicated to me, in that friendly why-don't-you-go-fuck-yourself way of railway porters the world over, that I had to take a bus'.
3. Explain what these literary devices consist of and illustrate them with an example from the text. **(0.5 points)**
 a. hyperbole b. oxymoron c. irony d. periphrasis or circumlocution
4. Comment on the particularities of TWO WORDS of your choice from the following. **(0.5 points, 0.25 each)**
 a. kilometers b. bespectacled c. misstep d. unnerving e. village
5. Find a word or phrase in the text which in context is similar in meaning to the following definitions. Verbs are not necessarily in the infinitive form in the text. **(0.5 points)**
 a. to discover, come upon, or meet with accidentally or unexpectedly.
 b. raggedly uneven on the edges with sharply irregular notches on the surface or at the borders.
 c. having a sensation of whirling and a tendency to fall or stagger.
 d. having similar properties, qualities, preferences.
 e. different from anything seen or known before.
6. Rewrite the sentences, starting with the words given. **(0.25 points)**
 1. The eventual arrival of the train prevented a fight from breaking out amongst the passengers.
 Had...
 2. None of the passengers was injured because of the driver's quick reaction.
 But..
7. Explain the past tense morpheme and its allomorphs. Illustrate them with examples from the text. Write their phonetical transcription. Find examples of a lexically conditioned past morpheme? **(0.25 points)**
8. There are many songs inspired in trains...train as metaphor of life, of journey, of religion. Let us remember *Downbound train* or *Land of hopes and dreams*, both by Bruce Springsteen, or *Runaway train*, by Soul Asylum. As a teacher one may wonder what makes a successful song-based lesson. Design a four-session plan for Batxillerat using songs as a basis. Include the objectives, methodology, activities, evaluation... **(3 points)**



G CONSELLERIA
O EDUCACIÓ
I UNIVERSITAT
B DIRECCIÓ GENERAL
/ PERSONAL DOCENT

Convocatòria: 2018

Cos: Secundària

Illa: Menorca

Especialitat: Anglès

Tribunal número: 1

Primera Prova. Part B

Model Examen A

PART 1. (40 points)

Choose ONE of the following texts to translate into English.

OPCIÓ A

XI (PARE I FILLA)

Al seu pare, quan era petita, li agradava que li anés a donar el bon dia, ben vestida, polida, amb els tirabuixons lluent. Un matí que estava malalta l'anà a veure d'amagat. Ell se l'assegué a la falda i, al cap d'una estona, tot posant-li la galta damunt dels cabells, li digué: «Filla meva, hi ha gent que amb un record en té per tota la vida.» Ella li preguntà: «Què vol dir, un record?» «Prou que ho sabràs; potser això d'ara en serà un per a tu, d'aquí a molts anys.» A l'església, el dia dels funerals, la Sofia sentí com si alguna cosa se li enfonsés per dintre i es veié, petita, asseguda a la falda del seu pare, aquell matí. «Què vol dir, un record?» Li agafà una crisi de plors tan forta que l'hagueren de dur a la sacristia. L'Amanda, que també havia anat a l'església, no s'ho sabia acabar: «Tan dura i tan esquerpa que semblava.» A la nit, ja s'havia calmat, però no podia deixar de pensar en coses d'ells dos. Els dies que la seva mare sortia, ell la duia a mirar els faisans. Entraven per sota dels arbres; ella, petita, havia d'aixecar el braç per agafar aquella mà tan grossa. Les herbes li fregaven les cames i, enlaire, les fulles jugaven a no deixar-se tocar. Algunes tardes s'asseien a les cadires de ferro de davant de la gàbia i miraven sense dir res.

A la Sofia li feien molta por els faisans: pels colors. Però aviat baixava de la cadira, anava fins a la portella i, de puntetes, agafava el pom: «Oi que si entrés s'espantarien?» Així que ho havia acabat de dir s'acostava de pressa al seu pare tot mirant endarrera que els faisans no haguessin sortit i la seguissin. Ell l'agafava rient i l'abraçava fort: era com si l'abracés un núvol.

Mercè Rodoreda, *Mirall Trencat*

Jerusalén, época actual

“Hay momentos en la vida en los que la única manera de salvarse a uno mismo es muriendo o matando” Aquella frase de Mohamed Ziad le había atormentado desde el mismo instante en que se la había escuchado de labios de su hijo Wādi Ziad. No podía dejar de pensar en aquellas palabras mientras conducía bajo un sol implacable que doraba las piedras del camino. El mismo sol dorado de las casas que se apiñaban en la nueva ciudad de Jerusalén construidas con esas piedras engañosamente suaves, pero duras como las rocas de las canteras de donde habían sido arrancadas.

Conducía despacio dejando que su mirada vagara por el horizonte donde las montañas de Judea se le antojaban cercanas.

Sí, iba despacio aunque tenía prisa; sin embargo, necesitaba saborear aquellos instantes de silencio para evitar que las emociones lo dominaran.

Dos horas antes no sabía que iba a emprender el camino que lo llevaría hacia su destino. No es que no estuviera preparada. Lo estaba. Pero a ella, que le gustaba planear hasta el último detalle de su vida, le había sorprendido la facilidad con que Joël había conseguido la cita. No le había costado ni una docena de palabras.

- Ya está, te recibirá a mediodía.
- ¿Tan pronto?
- Son las diez, tienes tiempo de sobra, no está muy lejos. Te lo señalaré en el mapa, no es complicado llegar.
- ¿Conoces bien el lugar?
- Sí, y también los conozco a ellos. La última vez que estuve allí fue hace tres semanas con los de Acción por la Paz.
- No sé cómo se fían de ti.
- ¿Y por qué no iban a fiarse? Soy francés, tengo buenos contactos, y las almas cándidas de las ONG necesitan quien les oriente por los líos burocráticos de Israel, alguien que les tramite los permisos para cruzar Gaza y Cisjordania, que consiga una entrevista con algún ministro ante el que protestar por las condiciones que viven los palestinos; les proporción camiones a buen precio para trasladar la ayuda humanitaria de un lugar a otro....

Julia Navarro, *Dispara, yo ya estoy muerto*

PART 2. (60 points)

- Choose ONE option (either A or B).
- Write your answers in capital letters on the separate answer sheet.

OPTION A

1. Read the text below and think of the word which best fits each space. Use only one word in each space.

LIGHT UP YOUR FACE WITH GLADNESS

Are you frowning as you read this? Habitual frowners may not even be aware that their foreheads are creased, and will need to tough their own brows to (1) out. A permanent frown is forbidding and unattractive, yet it is very easy to get into the (2)..... of frowning. You can stop yourself by placing your hand on your forehead to check whether your brow is smooth (3) you happen to be reading or watching television. In this way, you can begin to unlearn a negative piece of body language- and if you suffer from headaches, you should find yourself suffering from them much (4)

Smiling at yourself may make you feel a (5) self-conscious- but it works! Next time you are (6) the weather, physically or emotionally, you can test for (7) the therapeutic powers of smiling. Each (8)..... the expression fades from your face, try again and again (9)..... you begin to notice an improvement in yourself. In a large number of cases, this simple technique will produce noticeable benefits (10) a short space of time- and it's free.

As (11) as cheering yourself up, smiling at someone else can help (12) of you to feel better, for a smile tends to call forth an answering smile. (13) of the reasons why we are attracted to smiling faces is because they can affect our autonomic nervous system. Facial expressions and moods are catching, (14)..... we are not simply registering that someone is cheerful or cross- we are experiencing the same emotion. If you are always surrounded by miserable people with long faces, you are more than (15)..... to suffer depressive feelings yourself eventually.

2. Read the text below. Use the word given in capitals to form a word that fits in the space given.

SECOND LANGUAGE LEARNING

There has been much debate in recent times about when young people should take up a second language. This has been especially fuelled in recent times by the increasing (1)..... IMPORTANT placed on the English language. It is now commonplace to see parents providing a substantial amount of (2)..... FUNDING on additional tuition on language lessons to give their children every (3) COMPETITION edge. In the past decade, language institutes have sprung up in (4) NUMBER urban centres, all claiming to provide rapid (5) ADVANCED in English.

There has been a push by many parents to expose their children to English in their (6) FORMATION years. This, many claim, will make the language more (7) INSTINCT and (8) SURE that all (9) PRONOUNCE errors can be avoided. There is some evidence which points to (10) YOUNG who have been raised in (11) LANGUAGE families, where the language spoken at home is different to the one that they (12) CONVERSATION with in their external environment.

While these children can switch between two languages with greater (13) EASY, it remains to be seen whether this is (14) ADVANTAGE when learning additional languages.

3. Complete the following idioms with three or four words.

1. Used to say that two (or more people) agree on something:

See

2. Used to say that something happens very rarely:

Once in

3. Looking in the wrong place. Accusing the wrong person:

Barking up

4. Being inquisitive can lead you into an unpleasant situation:

Curiosity

4. Think of one word which can be used appropriately in all three sentences.

1	<p>The teacher would not for the pupils' unruly behaviour.</p> <p>The union leader promised to..... his ground with regards to the proposed job cuts.</p> <p>The locals made a against the plans for a new by-pass through the country park.</p>
2	<p>When she checked her change, she found it was two Euros</p> <p>Steve cut the discussion by clapping loudly.</p> <p>These policies will only help us in the term – in ten years things will change.</p>
3	<p>Myself and a friend play a of golf at least once a month.</p> <p>It was a very well received speech that earned aof applause from the delegates.</p> <p>Whose turn is it to buy the next ? My glass is empty.</p>
4	<p>The thing about him is that he never eats in the evening.</p> <p>She takes the.....day off work.</p> <p>We've got a few jobs to do this weekend.</p>
5	<p>I can't stand Valerie: she is always trying to a fight with people.</p> <p>It's easier to up a language if you have an ear for it.</p> <p>We always contestants out of the studio audience.</p>

5. Complete the following sentences with the verbs given in their correct form. Extra words are given.

glow stare peep glimpse glare gaze glimmer

1. Lingering on the bridge, the two lovers at the beautiful sunset. (To look -at something or someone- for a long time, to give a romantic look to somebody)
2. She angrily at everyone and stormed out of the room. (to look angrily at somebody/something for a long time.)
3. She at the open wound in horror. (To look steadily with eyes wide open)
4. From the corner of my eye, I a man running out of the store. (To see something/somebody for a very short time, when you do not see the person or thing completely)
5. We at the children through a hole in the fence. (To take a long look secretly)

6. Read the text below and decide which answer (A, B, C, D) best fits each gap.

CULTURAL VISIT

I can't tell you how much I am enjoying my course in Florence; it's an absolutely (1) place to study art history, and the thought that I will be here for another three months is fantastic. Everything in the city is a (2) for the eyes, and although there are some modern buildings, much of it is completely (3) I love to wander round the city, and because there are just so many lovely buildings here, you (4) come across some architectural masterpiece wherever you turn. As far as the course is concerned, it's going really well- all of the tutors are absolutely charming and I am (5) to improve my Italian, however much work it will take.

1	A	nice	B	special	C	marvelous	D	good
2	A	feast	B	challenge	C	treat	D	bonus
3	A	innocent	B	unspoiled	C	untried	D	unsullied
4	A	doubtlessly	B	persistently	C	habitually	D	invariably
5	A	strong-willed	B	determined	C	resolute	D	stubborn

7. Find two homophones for each phonetic transcription.

1. /flɔ:/
2. /saɪd/
3. /mɛə/
4. /niːd/
5. /dɪə/
6. /ˈneɪvəl/

8. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. The alarm went off just as they came out of the building. **WHEN**

Scarcely the alarm went off.

2. Good working relations depend on effective management. **MORE**

The the working relations will be.

3. Our tickets have been stolen! **RUN**

Someone our tickets!

4. Many school leavers cannot speak English adequately. **COMMAND**

Many school leavers English.

5. You can't just suddenly decide to go on a safari. You need to plan things very carefully. **SPUR**

Going on safari isn't a decision you can make
moment. You need to plan things very carefully.

6. She'd prefer it if you kept it to yourself. **RATHER**

She'd anyone.

OPCIÓ B

1. Read the text below and think of the word which best fits each space. Use only one word in each space.

CRAFTY PACKAGING

During what could be described as a typical 30-minute supermarket shopping trip, thousands of products will vie for your attention. Ultimately, many will make you believe they are worth picking off the shelves. How, you may ask, is this brought (1)? The answer is by packaging- the silent but persuasive salesman.

Louis Cheskin, (2) research into the psychology of marketing began in the 1930s, was a pioneering specialist in the field. He placed identical products in two different packages, one emblazoned with circles, the (3) with triangles. He then asked people which products they preferred, and why. Amazingly, (4) fewer than 80 per cent chose the products in the box with the circles. They believed the content would be of higher quality.

“After 1,000 interviews, I had to accept the fact that the (5) of consumers transferred the sensation from the container to its contents”, Cheskin admitted later. And there was (6) surprise: even after trying out these identical products, people overwhelmingly preferred (7) in the package with the circles. Cheskin also found, for instance, that the look of a packet has an enormous impact on (8) biscuits taste. Cheskin called this phenomenon “sensation transference”. It became the foundation not (9) of his career as a consultant to companies (10) Procter & Gamble, but of much of the research done since then.

(11) increasing consumer sophistication, Cheskin’s original concept still works. One recent experiment involved an underarm deodorant posted in packaging of three different colour schemes to a test group. The group was told that the different formulations were (12) consideration, and was asked to judge them.

Results: one was considered just right, one to be strong-smelling but not very effective, and one threatening. Yet all three deodorants were exactly the (13) One leading firm designs packaging for products that do not yet exist. The packaging is then tested and the marketing concept refined. Only (14) it’s clear that the company has a winner will it (15) ... to the expense of developing the

product.

2. Read the text below. Use the word given in capitals to form a word that fits in the space given.

REWARDING CHILDREN

Giving children money is a common form of (1) MOTIVATE used by parents with high (2) EXPECT to make their children work harder for exams. Some youngsters receive (3) PAY as high as €100 for each A grade they get at their final exams. But should such rewards be based on exam (4)PERFORM, or should they, as many parents and teachers feel, be offered in (5) RECOGNIZE of a child's efforts , (6) REGARD of the results?

The latter approach would solve the problem of how parents reward their children with different levels of (7) ABLE. Imagine, for example, a family with one child who is (8) ACADEMIC gifted and another who has learning (9) DIFFICULT. The dangers of result-related rewards for the second child are clear; with little chance of obtaining higher grades, the withholding of promised (10) FINANCE rewards would only (11) STRONG the child's feeling of (12) FAIL. However, some leading educational (13) PSYCHOLOGY believe that parents should rely on their own (14) JUDGE in such matters. They say that if parents feel that money will motivate their child, then they should not be condemned for operating a system of cash payouts.

3. Complete the following idioms with three or four words.

1. To share information that was previously concealed :

Let the cat

2. Said to show you cannot judge something primarily on appearance.

You can't judge a

3. It is up to you to make the next decision or step :

The ball is

4. To take on a task that is way too big.

Bite off more than

4. Think of one word which can be used appropriately in all three sentences.

1	<p>Susan is not the to get annoyed.</p> <p>Open up the accounts database, and in the amount of each order.</p> <p>Your hair requires a specific shampoo.</p>
2	<p>You'd be off if you put some money aside every month.</p> <p>The guidelines for the office's policy on practice are displayed in the folder.</p> <p>Come on! You need to put yourfoot forward if you want to make it to the summit!</p>
3	<p>She's a woman without fear, with aof her own, who says what she thinks.</p> <p>He didn't that other people thought him odd.</p> <p>If you want to carry on with what you were doing, please don't me.</p>
4	<p>The vehicle involved in the crash was being by a man of about 30.</p> <p>The President was a man by ambition.</p> <p>Many people were from their homes by the rising floodwater.</p>
5	<p>The International exchange of ideas has been made easier by the of new computer technologies.</p> <p>Smoked fish can be mixed with butter to make a delicious for toast.</p> <p>In order to give their product wider publicity, the marketing department paid for a two-page in a daily newspaper.</p>

5. Complete the following sentences with the verbs given in their correct form. Extra words are given.

strut stroll stagger stumble limp shuffle stride

1. My shoe got caught in a crack on the sidewalk, and I (miss a step when walking or running, and almost fall)
2. The speaker..... across the stage and took the microphone. (walk with fast, long steps ,with energy and confidence)
3. She around the office, showing everyone her expensive new handbag. (walk in a proud way, trying to show off and impress other people)
4. Karen to her car after rolling her ankle while walking down the stairs. (walk impeded by some physical limitation or injury)
5. My friend likes to around the flea market on the chance of picking up something of value. (to walk slowly, easily, and without a definite direction, as for pleasure)

6. Read the text below and decide which answer (A, B, C, D) best fits each gap.

PENAL REFORM

The reform of the penal system is something to which we all ought to turn our (1), and in particular, we need to examine, in the (2) of our philosophical justification of the process of imprisonment, what happens when those who have served their time are released. The fact that prisoners today do not have to endure the humiliating and (3) conditions of the 19th century reflects a general attitude that the purpose of rehabilitation has become far more significant, but we must (4) to ensure that the practical measures needed for this are implemented. Far too many prisoners return to society at the end of their sentence with no support whatsoever. The prisoner who is released only to be (5) with the prospect of unemployment, homelessness and possibly family breakdown is in grave danger of returning to crime as the only viable way of making a living.

1	A	attention	B	awareness	C	notice	D	regard
2	A	eye	B	view	C	scene	D	light

3	A	degrading	B	reducing	C	subservient	D	intemperate
4	A	march	B	stride	C	strive	D	walk
5	A	daunted	B	confronted	C	opposed	D	countered

7. Find two homophones for each phonetic transcription.

1. /^lmɛdəl/
2. /ʃɪə/
3. /^lɛsən/
4. /^lmɔːnɪŋ/
5. /stɔːk/
6. /bɔː/

8. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. I decided to go and say goodbye to Karl at the station. **SEE**
I made at the station
2. I am very angry because you do nothing but complain. **EVER**
I am angry because complain.
3. Without the umbrella, we would have been soaked. **IT**
Had the umbrella, we would have been soaked.
4. She'd prefer it if you kept it to yourself. **RATHER**
She'd anyone.
5. Not as many people attend the gym now as when it first opened. **LOT**
There are a the gym now than when it first opened.
6. The conflict between the two political parties will carry on for a long time. **MEANS**
The conflict between the two political parties is over.



G CONSELLERIA
O EDUCACIÓ
I UNIVERSITAT
B DIRECCIÓ GENERAL
/ PERSONAL DOCENT

Convocatòria: 2018

Cos: Secundària
Illa: Menorca

Especialitat: Anglès
Tribunal número: 1

Primera Prova. Part B

Model Examen B

PART 1. (40 points)

Choose one of the following texts to translate into English.

OPCIÓ A

La dona d'Ystad

L'agent immobiliària Louise Åkerblom va sortir de la Caixa d'estalvis Sparbanken de Skurup just després de les tres de la tarda del divendres 24 d'abril. Es va aturar un instant a la vorera i va omplir els pulmons d'aire fresc mentre decidia què feia. El que li venia més de gust era acabar ja en aquell moment la jornada laboral i conduir directament cap a casa, a Ystad. Però, alhora havia promès a una vídua que li havia trucat aquell mateix matí que passaria per una casa que la dona volia deixar a les seves mans perquè la vengués. Va intentar pensar quan temps trigaria. Potser un hora, va concloure, no gaire més. També havia de comprar pa. Normalment el seu home, Robert, solia coure tot el pa que necessitaven, però justament aquella setmana no havia tingut temps. Va travessar la plaça en diagonal i va tombar a l'esquerra, on hi havia la fleca. Una campaneta passada de moda va dringar quan va obrir la porta. Estava sola a la botiga i la dona de darrere el mostrador, Elsa Person, més tard recordaria que Louise Åkerblom semblava de bon humor i que havia comentat com n'era d'agradable que finalment hagués arribat la primavera.

Va comprar pa de sègol i va decidir sorprendre la família amb pastissos de milfulls per postres. Després va tornar a la caixa d'estalvis, on tenia el cotxe aparcats a la part de darrere. Pel camí es va trobar la jove parella de Malmö a qui acabava de vendre una casa. Havien estat a la caixa i havien tancat el tracte, havien pagat al venedor i signat els documents de la venda i el préstec. Pressentia la seva felicitat de posseir una casa pròpia, però alhora també certa preocupació. Se'n sortien amb les amortitzacions i els interessos? Eren temps difícils, no en quedava gaire de gent que encara pogués sentir que tenia un lloc de treball segur.

Henning Mankell, *La lleona blanca*

OPCIÓN B

I

Hoy ha muerto mamá. O quizá ayer. No lo sé. Recibí un telegrama del asilo: «Falleció su madre. Entierro mañana. Sentidas condolencias.» Pero no quiere decir nada. Quizá haya sido ayer.

El asilo de ancianos está en Marengo, a ochenta kilómetros de Argel. Tomaré el autobús a las dos y llegaré por la tarde. De esa manera podré velarla, y regresaré mañana por la noche. Pedí dos días de licencia a mi patrón y no pudo negármelos ante una excusa semejante. Pero no parecía satisfecho. Llegué a decirle: «No es culpa mía.» No me respondió. Pensé entonces que no debía haberle dicho esto. Al fin y al cabo, no tenía por qué excusarme. Más bien le correspondía a él presentarme las condolencias. Pero lo hará sin duda pasado mañana, cuando me vea de luto. Por ahora, es un poco como si mamá no estuviera muerta. Después del entierro, por el contrario, será un asunto archivado y todo habrá adquirido aspecto más oficial.

Tomé el autobús a las dos. Hacía mucho calor. Comí en el restaurante de Celeste, como de costumbre. Todos se condolieron mucho de mí, y Celeste me dijo: «Madre hay una sola.» Cuando partí, me acompañaron hasta la puerta. Me sentía un poco aturdido, pues fue necesario que subiera hasta la habitación de Manuel para pedirle prestados una corbata y un brazal. Él perdió a su tío hace unos meses.

Corrí para alcanzar el autobús. Me sentí adormecido sin duda por la prisa y la carrera, añadidas al olor a gasolina y a la reverberación del camino y del cielo. Dormí casi todo el trayecto. Y cuando desperté, estaba apoyado contra un militar que me sonrió y me preguntó si venía de lejos. Dije sí para no tener que hablar más.

El asilo está a dos kilómetros del pueblo. Hice el camino a pie. Quise ver a mamá en seguida. Pero el portero me dijo que era necesario ver antes al director. Como estaba ocupado, esperé un poco. Mientras tanto, el portero me estuvo hablando, y en seguida vi al director.

Albert Camus, *El extranjero*

PART 2. (60 points)

- Choose ONE option (either A or B).
- Write your answers in capital letters on the separate answer sheet.

OPTION A

- 1. Read the text below and think of the word which best fits each space. Use only one word in each space.**

RETAIL THERAPY MAKES YOU FEEL DEPRESSED

For a generation, “retail therapy” has offered the ultimate salvation (1) the stresses of modern living. But a major new study now suggests that (2) millions of people, binge shopping is (3) longer an emotional cure-all.

(4) anything, it may (5) you feel worse. (6) the highest British income levels ever and a buoyant economy, researchers found most people were profoundly unhappy. Those (7) said they had been depressed were twice as (8) to say that they had bought something and later regretted it. “For significant numbers, dissatisfaction is now (9) of the shopping process”, said Lucy Purdy of analysts Publicis, which carried (10) the nation-wide study. Shopping offers a short-term buzz, but, (11) a society, we now recognize this, and we’re getting fed up (12) short-term emotions”.

The psychologist Oliver James said: “We’re now seeing a generation brought (13) to believe that the pursuit of status and wealth is the route to fulfillment. (14) has turned out to be manifestly not true. If you are in the top two thirds of earners in a developed nation, how much richer you are now has no bearing (15) your mental health or wellbeing”.

2. Read the text below. Use the word given in capitals to form a word that fits in the space given.

THE PROFESSIONAL TOURIST

Travel and tourism are addictive and their impact on our lives is truly (1)
MONUMENT. Despite the fact that mass tourism set out as a simple but (2) HARM way of (3)
..... ABLE people to see the world and (4) BROAD their horizons, our
desire to (5) MAXIMUM every travelling opportunity that presents itself has had a
wholly (6) FORESEE impact on our attitudes towards life in general and on the world
we live in. In no way could this impact have been (7) ACCURATE predicted, even 30
years ago.

No matter how (8) INSPIRE our miserable destination may be, or how (9)
..... ILLUSION we are by the vagaries of transport systems; no matter what trouble
our (10) PAY of debts due to over-ambitious holiday spending may lead us into,
there is nothing (11) AMATEUR about our desire to make our fantasies realities.

Millions of people like (12) HOTEL and property owners depend on the tourist
industry for their (13) LIVE. A decrease in the popularity of tourism would be
nothing short of (14) DISASTER.

3. Complete the following idioms with three or four words.

1. Used when the person you have just been talking about arrives:

Speak

2. It means that a situation or argument involves two people and they are both therefore responsible for it.:

It takes

3. Used to express regret about something that has already happened or cannot be changed:

Cry

4. People's intentions can be judged better by what they do than what they say.

Actions speak

4. Think of one word which can be used appropriately in all three sentences.

1	<p>We'll certainly take your feelings into</p> <p>Linda wrote an interesting of her holiday in Australia.</p> <p>How do you for the \$100 that's missing?</p>
2	<p>Ferguson planned to broaden its product to include internet telephones.</p> <p>Joan hoped that the others were out of of her mother's voice.</p> <p>Prices from around £10 for a basic keyboard, to £50 for an ergonomic one.</p>
3	<p>They to lose a lot of money if they are forced to close down their business.</p> <p>He has treated me very badly for a long time and I think that the time has now come for me to up to him.</p> <p>Wendy is extremely selfish and she can't it when she doesn't get her own way.</p>
4	<p>The police have just announced that they are following up a new from a member of the public, which may solve the crime.</p> <p>Have you seen that film in which Jonny Depp plays the?</p> <p>Brazil have taken the with just 3 minutes to go before the end of the match.</p>
5	<p>I need a bicycle repair to mend my puncture.</p> <p>Jim's mother bought him a new drum for his birthday.</p> <p>This coffee table is only sold in form for home assembly.</p>

5. Complete the following sentences with the verbs given in their correct form. Extra words are given.

glare stare gaze glow peep glimpse glimmer

- From the corner of my eye, I a man running out of the store. (to see something/somebody for a very short time, when you do not see the person or thing completely)

2. We at the children through a hole in the fence. (To take a long look secretly)
3. She angrily at everyone and stormed out of the room. (to look angrily at somebody/something for long time.)
4. Linger on the bridge, the two lovers at the beautiful sunset. (To look - at something or someone- for a long time, to give a romantic look to somebody)
5. She at the open wound in horror. (To look steadily with eyes wide open)

6. Read the text below and decide which answer (A, B, C, D) best fits each gap.

SOCIAL WORK

When I worked as a social worker in a run-down part of London, the greatest challenge I had to face was when I had to deal with parents who had been accused of neglect or cruelty towards their children. My investigations, perhaps understandably, would (1) fear and resistance in the parents, against whom I would have often no evidence other than an anonymous (2) I discovered that the most productive way of approaching the problems- whilst never failing to forget that the (3) of the child was the central priority- was to try and concentrate on the parents and their situation. Many of them, it is true, fell (4) of the ideal; most had (5) out of school before getting any qualifications and had little prospect of employment; some had alcohol problems or a drug habit. However, I did discover that by talking to them and listening to their concerns, it was often possible to solve some of their key problems and ensure that the children came to no harm.

1	A	rise	B	arouse	C	arise	D	arose
2	A	tip-off	B	drop-off	C	cut-off	D	rip-off
3	A	convenience	B	benefit	C	advantage	D	welfare
4	A	close	B	short	C	less	D	low
5	A	fallen	B	quitted	C	dropped	D	slipped

7. Find two homophones for each phonetic transcription.

1. /grəʊn/

2. /sɒːs/

3. /ˈpɛdəl/

4. /kɒːs/

5. /ləʊn/

6. /laɪ/

8. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. Noise is something that it is not possible for me to tolerate. **PUT**

I find noise.

2. The jury couldn't reach a verdict because of the complexity of the case. **PREVENTED**

The complexity of the case a verdict.

3. As soon as I arrived at the pub, a fight started. **SOONER**

No a fight broke out in the pub.

4. Grant completely ignored his elder brother's recommendation. **NOTICE**

Grant his elder brother's recommendation.

5. I wish Julie would learn to drive. **HIGH**

It's drive.

6. Not as many people attend the gym now as when it first opened. **LOT**

There are a the gym now than when it first opened.

OPCIÓ B

1. Read the text below and think of the word which best fits each space. Use only one word in each space.

NEW PERSPECTIVES ON THE WEST

The story of the American West is at once the story of a unique part of the country and a metaphor for the country as a (1) It is the story of all of us, with all its sober realities and bright myths, (2) matter where on the continent we happen to live, or how recently our ancestors arrived on its shores.

In the West, everything seems somehow larger, and we can now see (3) so many different peoples have come to consider (4) own innermost lives inextricably linked with it. (5) the centuries, the West has been the repository of the dreams of an astonishing variety of people- and it has been on the long, dusty roads of the West that these dreams have met and collided, transforming all who travelled (6) them, rewarding (7) while disappointing others. The story of the West was once told (8) an unbroken series of triumphs- the victory of "civilisation" over "barbarism", a relentlessly inspirational epic, in (9) greed and cruelty were often glossed over as enterprise and courage. Later, that epic would be turned upside (10) by some, (11) that the story became another equally misleading morality tale, one in which the crimes of conquest and dispossession (12) allowed to overshadow everything (13)

The truth about the West is (14) more complicated and compelling. America (15) the West is unthinkable now. Yet, there was nothing inevitable about America taking it.

2. Read the text below. Use the word given in capitals to form a word that fits in the space given.

COMPUTER SACKS "STAR" EMPLOYEE OVER QUIZ FAILURE

A newly employed sales assistant at a DIY store was (1) EXPECT sacked after failing a computerised personality test, despite performing so (2) IMPRESS in his first week that his bosses had offered him a promotion. Unfortunately, Mr Filer had been promoted before the results of the company's (3) PSYCHOLOGY test had come through.

The ten-minute automated interview presents (4) APPLY with 50 statements. These include things like "I prefer to have my close (5) RELATE outside work rather than with fellow employees" and "My (6) PRODUCE is higher than others with whom I have worked".

After accepting his promotion, however, he received (7) NOTIFY that his efforts on the psychometric test had been (8) SUCCESS. Although his manager gave him (9) ASSURE that there would not be a problem because he was a "star" employee, the manager was (10) RULE by the head office who insisted on Mr Filer's (11) DISMISS. A company spokesman insisted that their procedures were absolutely fair and "(12) SURE consistency and objectivity".

Mr Filer, who had taken out a \$2,000 loan on the (13) STRONG of his promotion, was eventually escorted off the premises by security guards. "It is an (14) ORDINARY strange way to run a company," he commented.

3. Complete the following idioms with three or four words.

1. Used when you leave out all the details:

Make a

2. To depend for your success on a single person or plan of action:

Don't put all your

3. Avoiding the main topic. Not speaking directly about the issue:

Beat

4. To make good use of an opportunity while it lasts:

Make hay

4. Think of one word which can be used appropriately in all three sentences.

1	<p>I'm driving into town and can you off at the station if you need a lift.</p> <p>Can we just the subject and talk about something else, please.</p> <p>Gardeners be warned that temperatures are likely to to below freezing tonight.</p>
2	<p>His new job willtravelling all over the world.</p> <p>It wasof him not to invite her.</p> <p>The study involved 60 patients with a age of 58.2 years.</p>
3	<p>The young mother felt proud that she was managing to her children alone.</p> <p>As soon as he spotted the danger, the security man rushed to the alarm.</p> <p>In order to pay for the project, you'll need to much more than \$1000</p>
4	<p>The journalist had to the tears from his eyes as he gazed at the devastated landscape.</p> <p>Please your feet before entering the house.</p> <p>The government has invested in a new research facility in an effort to out the common cold.</p>
5	<p>The campaign is moving into top as the election approaches.</p> <p>Have you packed your climbing?</p> <p>The reverse on this car is difficult to find.</p>

5. Complete the following sentences with the verbs given in their correct form. Extra words are given.

shuffle stride pace swagger stagger limp roam

- After winning the first prize, the player about proudly. (walk in a very confident and arrogant manner)
- Wethe streets of the city, looking for something interesting to do. (travel or walk about with no fixed purpose or direction)

3. Don't your feet like that! Lift them properly. (To walk sliding your feet along the ground)
4. Barry the floor in the hospital waiting room, waiting for the doctor to bring news about his wife and the baby. (walk back and forth, especially when nervous or bored)
5. He was so drunk that he all the way home. (to walk with great difficulty, almost falling over as you walk.)

6. Read the text below and decide which answer (A, B, C, D) best fits each gap.

BUZZ WORDS

Once upon a time, it was only metal that could be stressed out. Now, it seems that most workers are feeling the (1) Stress is described, with a certain paradoxical exuberance, by some as a "modern plague"; by others as weak-minded nonsense fuelled by a community of therapists and counselors, eager to (2) troubled minds. Stress is in danger of becoming one of those words- along with empowerment and creativity- that is made worthless through (3)..... and overuse. It is certainly the case that each (4) on stress seems to outdo the last- but the findings may not (5) a real rise in stress levels. The trouble with statistics like these is that they influence each other.

1	A	stretch	B	pull	C	strain	D	heave
2	A	soften	B	soothe	C	appease	D	compose
3	A	deformity	B	contortion	C	distortion	D	perversion
4	A	inspection	B	view	C	examination	D	survey
5	A	express	B	display	C	indicate	D	designate

7. Find two homophones for each phonetic transcription.

1. /məʊd/
2. /flɛə/
3. /'prɒfɪt/
4. /dʒuː/
5. /liːk/
6. /kruːz/

8. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. Good working relations depend on effective management. **MORE**

The the working relations will be.

2. The bank manager had apparently found a member of staff stealing money from the till. **RED-HANDED**

A member of staff stealing money from the till.

3. He is determined to continue fighting to clear his name. **INTENTION**

He has no to clear his name.

4. Harry plays tennis much better than I do. **NEARLY**

I am not tennis player as Harry is.

5. I wish Julie would learn to drive. **HIGH**

It's drive.

6. We would have missed our connecting train if we had not caught the earlier plane. **NOT**

Had the earlier plane, we would have missed our connecting train.