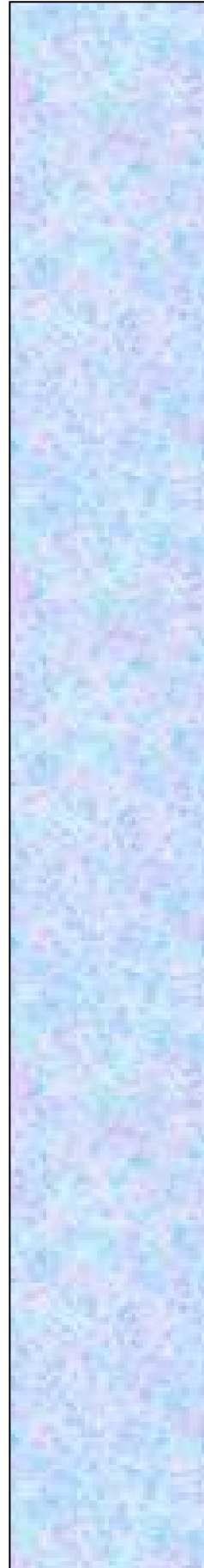
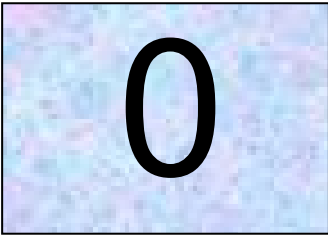


# INGLÉS

## ACCESO CFGS





# Introducción



# El examen de acceso (inglés)

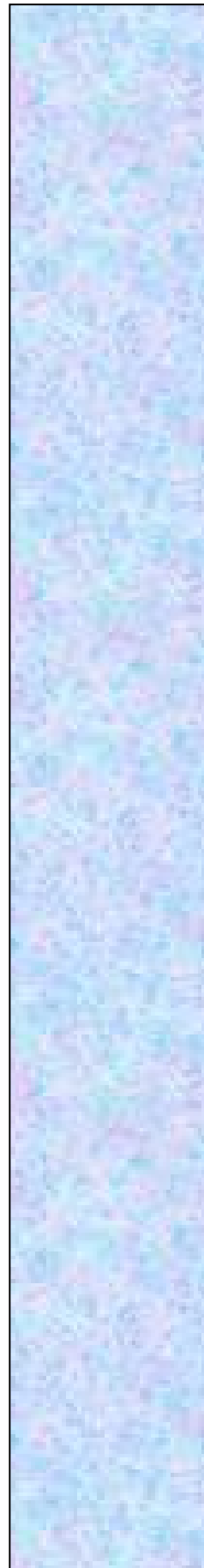
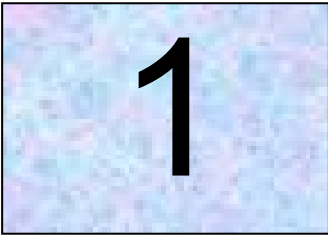
## Elementos del examen

El examen de Inglés de Acceso a Ciclos Formativos de Grado Superior tiene una duración de 45 minutos y consta de los siguientes apartados:

- Texto
- Preguntas sobre el texto, donde tendrás que encontrar las soluciones, pero que, en general, no podrás copiarlas sino expresar la respuesta con tus propias palabras. Han de ser respuestas completas (0.50 puntos).
- Escoger cuál es la mejor respuesta de entre las que propone el texto (0.30 puntos).
- Decir si las afirmaciones o negaciones propuestas son verdaderas o falsas (0.20 puntos).
- Redacción sobre un tema de dos propuestos, con una longitud entre 60 a 80 palabras (1 punto).

El fin de este libro es que te familiarices con el examen. Para ello te vamos a proponer un conjunto de pruebas, algunas de ellas que ya han salido en años anteriores, y te vamos a dar consejos provechosos para que tengas éxito con el examen. Aunque sólo vale dos puntos, recuerda que te pueden ser muy útiles y que te pueden ayudar a conseguir tus propósitos.





# Redacción

# 1. Cómo hacer una redacción en inglés

La redacción consta de tres partes: introducción, cuerpo y desenlace.

## 1. Introducción

Podremos enfocar la introducción desde varias perspectivas: **sorpresa**, **confirmación**, **contradicción** y **suspense**. La perspectiva elegida dependerá del tema propuesto.

Las siguientes partes conformarán la introducción, que no debería extenderse más allá de un párrafo: Primero, una breve **introducción general** al tema y, seguidamente, la **tesis**, la cual indicará la interpretación de las implicaciones de la pregunta.

Por ejemplo, supongamos que nos proponen el siguiente tema: **WOULD YOU GO TO A REMOTE LAND AND STAY THERE? SAY WHY (60 – 80 words)**. Tendríamos que optar por una perspectiva, por ejemplo la **confirmación**:

*Nothing could interest me more than going to a remote land and staying there. It's an opportunity for a new life.*

## 2. Cuerpo

En el cuerpo de la redacción se desarrolla el enfoque adoptado en la introducción. La organización de lo que decimos dependerá de la perspectiva adoptada.

Dependiendo del propósito, se puede optar por alguna de las estrategias argumentativas siguientes: **análisis**, **comparación y contraste**, **definición**, **clasificación** y **causa y efecto**.

Si optamos en nuestro ejemplo por **comparación y contraste**:

*Living always in the same place doesn't offer you the unique opportunity of creating something completely new. However, going to a remote place may give you the chance of living in a different way, of mixing with new people and sharing their world.*

## 3. Conclusión

En la conclusión se recogen las ideas expuestas anteriormente, y se termina con una frase que refleje bien el enfoque de la redacción.

En nuestro ejemplo:

*So, yes, please. Take me there and I'll find a new life.*

## Composition

*Nothing could interest me more than going to a remote land and staying there. It's an opportunity for a new life.*

*Living always in the same place doesn't offer you the unique opportunity of creating something completely new. However, going to a remote place may give you the chance of living in a different way, of mixing with new people and sharing their world.*

*So, yes, please. Take me there and I'll find a new life.*

# 2. Introdutores y conectores

El idioma inglés es muy rico y variado. Desde aquí te aconsejamos que leas en inglés continuamente: es un esfuerzo que pronto dejará de serlo y que rinde unos frutos extraordinarios. Mientras tanto, te ofrecemos un resumen de expresiones que te pueden ayudar mucho a elaborar tus redacciones.



## A) OPINION ESSAY

### 1. Introduction. Stating the problem

**It is a well known fact that**

*Todo el mundo sabe que / Es un hecho conocido por todos que*

**It is a truth universally acknowledged that**

*Es mundialmente reconocido que*

**It is common knowledge that**

*Todo el mundo sabe que*

**It is a well attested fact that the overwhelming majority of people**

*Es un hecho probado que la gran mayoría de la gente*

**It is a commonly held belief among people the fact that**

*Es una creencia / opinión muy generalizada / extendida entre la gente que*

**A controversial question facing our society is**

*Una cuestión polémica en nuestra sociedad es*

**One of the most widely debated subject of the moment**

*Uno de los temas más controvertidos en estos momentos*

**A problem that is often debated nowadays is that of**

*Un problema que se discute a menudo hoy en día es el tema de*

**It is hard to open a newspaper nowadays without being faced with**

*Es difícil abrir un periódico hoy día sin encontrar noticias de*

**We live in a world in which**

*Vivimos en un mundo en que*

**What we are mainly concerned with here is**

*El tema principal que nos ocupa en esta ocasión es*

**By way of introduction, let me give a brief review of the background of this question**

*A modo de introducción, daré un repaso a los antecedentes de este problema*

**It can be seen that**

*Se puede ver que*

**It seems that**

*Parece que*

**It is said that / It can be said that**

*Se dice que / Se puede decir que*

**We are constantly being told that**

*Constantemente se nos dice que*

**It is no good thinking**

*No es buena idea*

**The current thinking on**

*Las ideas actuales / El pensamiento actual sobre*

**The government thinking on this issue**

*La línea del gobierno sobre este problema*

**It implies that... It could also have the implication that... Now the suggestion is that..., so that when...**

*Esto quiere decir... Esto también podría implicar... Ahora la sugerencia es..., así que cuando...*

**The key point is certainly not just whether... but whether...**

*El punto clave no es ciertamente si... sino si...*

**It is extraordinary to think that**

*Es extraordinario / insólito / increíble pensar que*

**As a result of**

*Como consecuencia de*

**The crucial problem for verb + ing ... is**

*El problema crucial de ... es*

**I understand perfectly well that ... and that one is sometimes on dangerous ground if one says that**

*Comprendo perfectamente que ... y que uno a veces pisa terreno peligroso si dice que*

**It can be criticised for verb + ing...; but at the same time we can see that**

*Se le puede criticar de...; pero al mismo tiempo vemos que*

## **2. My personal opinion**

**In my opinion**

*En mi opinión*

**I imagine**

*Me imagino / figuro*

**I guess**

*Supongo / Creo*

**I hold the view**

*Opino que*

**My views on**

*Mi opinión de*

**Judging from / by**

*A juzgar por*

**In my view**

*En mi opinión / A mi modo de ver*

**I suppose**

*Supongo / Me imagino*

**I can't deny that**

*No puedo negar que*

**According to**

*Según (la opinión de)*

**I am of the opinion that**

*Opino que*

**What I think about**

*Lo que pienso de*

**I take the view that**

*Opino que / Mi criterio es que*

**My views on / about**

*Mi opinión de / sobre*

**I express the view that**

*Opino que*

**My opinion is that**

*Mi criterio es que*

**As I said before**

*Como ya dije antes*

**To my (way of) thinking**

*A mi modo de ver / En mi opinión*

**I strongly believe that**

*Tengo la certeza / la plena convicción de que*

**I feel strongly that**

*Estoy totalmente / profundamente convencido de que*

**As far as I am concerned**

*En lo que a mí respecta / Por mí*

**I am strongly in favour of**

*Estoy totalmente a favor de que*

**I accept the fact that**

*Reconozco / Acepto (el hecho de) que*

**I am biased against**

*Estoy predispuesto en contra de / Tengo prejuicio en contra de*

**I am biased towards**

*Estoy predispuesto a favor de*

**The way / As I see it**

*A mi modo de ver / Tal como yo lo veo / A mi entender*

**I see nothing wrong with / in**

*No encuentro nada de malo en / No me parece mal que*

**It strikes me (that)**

*Me da la impresión de que / Se me ocurre que*

**I am absolutely convinced that**

*Estoy totalmente convencido de que*

**No time must be wasted on**

*No se debe perder tiempo en*

**It is important to remember**

*Es importante recordar*

**I don't see any point in verb + ing**

*No veo qué sentido tiene*

**I appreciate (that)**

*Entiendo / Comprendo / Me hago cargo de que*

**From my point of view**

*Desde mi punto de vista*

**As far as I know / see**

*Por lo que yo sé / veo*

**I tend to think that**

*Tiendo / Me inclino a pensar que*

**It is no use**

*De nada sirve / No se consigue nada con*

**I strongly disagree**

*Estoy totalmente en desacuerdo*

**I am inclined to think that**

*Me inclino a pensar que*

**It doesn't seem right to me**

*A mí no me parece bien*

**On balance, I'd say that**

*A fin de cuentas / Diría*

**We must bear in mind**

*Tenemos que tener presente / en cuenta que*

**There is no doubt that**

*No hay ni la menor duda de que*

**I am surprised (that)**

*Me sorprende / Me extraña*

**What is the point of...?**

*¿Qué sentido tiene...? / ¿Para qué...?*

**I am (completely) for**

*Estoy a favor de*

**I am (completely) against**

*Estoy en contra de*

**It sickens me to see how**

*Me da rabia / Me asquea / Me asquea ver cómo*

**I knew at the back of my mind that**

*En el fondo yo sabía*

**I regard it as vital that**

*Considero fundamental que*

**I don't / quite agree with**

*No estoy / Estoy bastante de acuerdo con*

**It is important to notice that**

*Es importante resaltar que*

**Considering that**

*Si tenemos en consideración / cuenta que*

**I feel very strongly that**

*Estoy totalmente / profundamente convencido de que*

**It seems / appears to me that**

*Tengo la impresión de que / Me parece que*

**What I haven't taken into account is**

*Lo que no he tenido en cuenta es*

**I am convinced in my own mind that**

*Estoy plenamente convencido de que*

**... takes no account of the fact that**

*... no toma / tiene en cuenta el hecho de que*

**It is my considered opinion that**

*Lo he pensado mucho y considero / opino que*

**I personally think / believe / feel that**

*Personalmente creo / pienso / siento que*

**It is sickening to see and hear that**

*Me da rabia / Me asquea / Me enferma ver y oír que*

**You must take ... into account / take account of**

*Debes tomar / tener en cuenta*

**I would like to point out a couple of things**

*Me gustaría señalar un par de cosas*

**You should bear / keep in mind that**

*Se debería tener en cuenta / tener presente que*

**It seems to me that ... has a point here, but**

*Me parece que ... tiene algo de razón, pero*

**Well, personally, I believe / feel / think that**

*Bueno, personalmente creo / siento / pienso que*

**I am totally / strongly opposed to / in favour of**

*Estoy totalmente en contra / a favor de*

**The truth / fact must remain that**

*La verdad / El hecho debe ser que / Debe seguir siendo cierto que*

**I am not claiming that... What I mean is that**

*No estoy afirmando que... Lo que quiero decir es*

**I have a growing discontent in my heart as regard**

*Tengo un descontento cada vez mayor en relación con*

**I am (not) against... What I complain about is**

*(No) Estoy en contra de... De lo que me quejo / protesto es*

**I strongly / absolutely agree / disagree with / to / about / that**

*Estoy totalmente de acuerdo / en desacuerdo con / en / que*

**I agree with you to a certain extent but there are still a lot of points I disagree on**

*Estoy de acuerdo contigo hasta cierto punto, pero todavía hay muchos puntos con los que estoy en desacuerdo*

**I am personally ashamed of... But, to tell you the truth, I am far more ashamed of**

*Estoy personalmente avergonzado / apenado / Se me cae la cara de vergüenza de... Pero, a decir verdad, estoy mucho más avergonzado de*

**Being a..., I may be slightly biased when trying to analyse the reasons**

*Siendo..., podría estar predispuesto al analizar las razones*

**I really don't see why**

*En verdad no veo el por qué*

**I regard it as my duty to**

*Considero (que es) mi deber*

**I am of the view / opinion that**

*Mi opinión es que*

**I would like**

*Me gustaría*

**What I am criticising is**

*Lo que crítico es*

**There is no point in**

*No sirve de nada*

**I take your point that**

*Acepto que*

**I can't stand**

*No puedo soportar*

**I am astonished**

*Me asombra*

**I am interested in**

*Me interesa*

**I am amazed by**

*Me asombra*

**I would suggest that**

*Sugeriría que*

**To my mind**

*En mi opinión*

**The point is that**

*El hecho es que*

**I don't mind**

*No me importa*

**I detest**

*Detesto / Odio / Aborrezco*

**Personally**

*Personalmente*

**I dislike**

*No me gusta*

### **3. The reason for it**

#### **Introduction**

**First(ly),**

*Primero*

**First of all**

*En primer lugar / Antes que nada*

**To begin with**

*Para empezar*

**To start with**

*Para empezar*

**For a start**

*Para empezar*

**In the first place**

*En primer lugar*

**The first step / stage is**

*El primer paso*

**First and last**

*Por encima de todo*

**First and foremost**

*En primer lugar y ante todo*

**Whether we like it or not**

*Nos guste o no*

**Most important(ly),**

*Lo que es más importante*

**Important(ly) of all,**

*Lo más importante de todo*

**I want to begin by saying**

*Quiero empezar diciendo*

**As regards**

*En lo que se refiere a / En lo que atañe a / En cuanto a*

**With regard to**

*(Con) respecto a , Con / En relación a / con*

**As a general rule,**

*Por regla general / Generalmente*

**It is obvious / certain that**

*Es obvio que / Está claro que*

**For one thing...**

*En primer lugar, / Para empezar,*

**One reason is...**

*Un motivo / razón es*

**First and most important(ly),**

*En primer lugar y con más importancia,*

**Continuity**

**Secondly,**

*En segundo lugar,*

**Next,**

*Luego,*

**Then,**

*Luego,*

**Subsequently,**

*Posteriormente,*

**Later,**

*Después, / Posteriormente,*

**In the second place,**

*En segundo lugar,*

**After this,**

*Después de esto,*

**Apart from that,**

*Aparte de eso,*

**More important,**

*Lo que es más importante,*

**(Far) More importantly,**

*Lo que es (mucho) más importante,*

**There is still another thing**

*Hay todavía otra cosa*

**The next / following stage / step is**

*El próximo paso / fase / etapa es*

**In the next stage,**

*En la siguiente fase / etapa,*

**What is more,**

*Lo que es más,*

**Moreover,**

*Además, / Por otra parte,*

**Furthermore,**

*Además,*

**Besides,**

*Además,*

**and for another (thing)**

*y por otro lado*

**the other reason is**

*la otra razón / motivo es*

**In addition,**

*Además,*

**Another key aspect to be considered can be**

*Otro aspecto clave / fundamental que considerar puede ser*

## **B) FOR AND AGAINST**

### **1. General statement of the problem / Current situation**

**A controversial question facing our society is**

*Una cuestión polémica en nuestra sociedad es*

**One of the most widely debated subject of the moment**

*Uno de los temas más controvertidos en estos momentos*

**...It implies that ... It could also have the implication that ... Now the suggestion is that... , so that when**

*Esto quiere decir ... Esto también podría implicar que ... Ahora la sugerencia es que... , así que cuando*



**The key point is certainly not just whether..., but whether**

*El punto clave no es ciertamente si..., sino si*

**This is a complex subject and there are many points to be said for and against. First of all, I would like to look at this subject from the viewpoint of..., and then consider the more ... arguments.**

*Es un tema complejo y hay muchos puntos que se pueden decir a favor y en contra. En primer lugar, me gustaría tratar este tema desde el punto de vista de ... y luego considerar los argumentos más*

**It is certainly true that ... , but it is also true that**

*Es cierto que ... pero también es verdad que*

**Yet ... provokes controversy.**

*Sin embargo ... provoca polémica.*

**There are two sides to every question.**

*Toda cuestión tiene dos aspectos / caras.*

**There is another side of the question, however.**

*Sin embargo, hay otro aspecto de la cuestión.*

**In this essay I intend to examine the arguments for and against**

*En esta redacción intento estudiar los argumentos a favor y en contra*

**The disadvantages / cons outweigh the advantages / pros.**

*Las desventajas son mayores / pesan más que las ventajas (Hay más contras que pros)*

**The pros and cons of**

*Las ventajas y desventajas de*

**To weigh up the pros and cons of**

*Para sopesar los pros y contras de*

**A problem that is often debated nowadays is that of**

*Un problema que se discute a menudo hoy en día es el tema de*

**We are often faced in daily life with the choice between ... and**

*En la vida real nos vemos muchas veces ante la necesidad de escoger entre ... y*

**Many people argue that**

*Mucha gente argumenta que*

**It can (of course) be argued that**

*Se puede argumentar que (por supuesto)*

**It seems that**

*Parece que*

**It seems absolutely obvious that**

*Parece absolutamente obvio que*

**It is said that**

*Se dice que*

**It can (truly) be said that**

*Se puede decir (con toda justicia) que*

**It can be seen that**

*Se puede ver que*

**It's extraordinary to think that**

*Es insólito / increíble pensar que*

**It is no good thinking**

*No es buena idea*

**We are constantly being told that**

*Constantemente se nos dice que*

**It is a well known fact that**

*Todo el mundo sabe que / Es un hecho conocido por todos que*

**It is a truth universally acknowledged that**

*Es mundialmente reconocido que*

**It is common knowledge that**

*Todo el mundo sabe que*

**It is a well attested fact that the overwhelming majority of people**

*Es un hecho probado que la gran mayoría de la gente*

**It is a commonly held belief among people the fact that**

*Es una creencia / opinión muy generalizada / extendida entre la gente que*

**The current thinking on**

*Las ideas actuales / El pensamiento actual sobre*

**The government thinking on this issue**

*La línea del gobierno sobre este problema*

**I understand perfectly well that ... and that one is sometimes on dangerous ground if one says that**

*Comprendo perfectamente que ... y que uno a veces pisa terreno peligroso si dice que*

**The crucial problem for verb + ing ... is**

*El problema crucial de ... es*

**It can be criticised for verb + ing ...; but at the same time we can see that**

*Se le puede criticar de ...; pero al mismo tiempo vemos que*

## **2. Points for / “pros” / advantages**

**There is another side to the picture.**

*Hay otro aspecto del panorama.*

**One advantage of ... is that ... Moreover, ... However, ... In addition, ... At the same time, ... Consequently, ...**

*Una ventaja de ... es que ... Además, ... Sin embargo, ... Además, ... Al mismo tiempo, ... Consecuentemente, ...*

**One of the strongest arguments in favour of ... is that ... Another advantage is that ... It would also be good thing for ... Lastly,**

*Uno de los argumentos / razones más fuertes a favor de ... es que ... Otra ventaja es que ... Sería también una buena cosa para ... Por último,*

**Undoubtedly, if ... there would be, on the one hand,... and, on the other,... Besides,**

*Sin duda, si ... habría, por otro lado, ... y, por otro lado, ... Además*

**The advantages are of ... kinds: not only ..., but they also**

*Las ventajas son de ... tipos; no sólo ..., sino también*

**... has / have the advantage of verb + ing / that**

*Tiene(n) la ventaja de / de que*

**As advantages...**

*Como ventajas*

**There are certain well-defined arguments in favour of ...**

*Hay ciertos argumentos bien definidos a favor de*

**Certain arguments can be advanced in favour of ...**

*Se puede proponer ciertos argumentos a favor de*

**He is pro verb + ing**

*Está a favor de*

**An argument in support of this approach is that**

*En apoyo de este enfoque se puede decir que*

**It is interesting to consider**

*Sería interesante considerar*

**The second reason for**

*La segunda razón de*

### **3. Points against / “cons” / disadvantages**

**... does undoubtedly have its bad side. Whilst ... have yet to be proved, few could deny that**

*... sin duda tiene su aspecto negativo. Mientras ... tiene aún que probarse, pocos podrían negar que*

**The issue of ... could be approached from another angle.**

*El tema de ... podría enfocarse desde otro ángulo.*

**On the other hand, there are several arguments against ... To begin with, ... What is more, ... Finally,**

*Por otro lado, hay varios argumentos en contra de ... Para empezar... Además... Finalmente*

**Furthermore, even when ..., it is not a really good thing for ... to + verb**

*Además, incluso cuando ..., no es realmente bueno para*

**It would seem that too much ... is to blame.**

*Parece ser que demasiado ... es el culpable.*

**One of the main difficulties in ... is**

*Una de las principales dificultades en ... es*

**I don't think ... Firstly, ... Secondly, ... Finally,**

*No creo que ... En primer lugar ... En segundo lugar ... Finalmente*

**And, finally, when ..., surely it is the time to draw the line.**

*Y finalmente, cuando ..., seguramente es el momento de decir basta.*

**One of the main reasons is ... The second reason is probably ... And, last but not least, is**

*Una de las principales razones es ... La segunda razón probablemente es ... Y, la última pero no menos importante, es*

**One of the basic arguments against ... in favour of ... is that**

*Una de las razones básicas en contra de ... a favor de ... es que*

**As disadvantages**

*Como desventaja*

### **4. Conclusion / Weighing up the points outlined and coming to some decision**

**To conclude,**

*Para terminar, / concluir,*

**To sum up,**

*Resumiendo, / En resumen, / Para recapitular,*

**Briefly,**

*En suma, / En síntesis, / En resumen, / En pocas palabras,*

**In brief,**

*En suma, / En síntesis, / En resumen,*

**In all,**

*En total,*

**In short,**

*En resumen, / Resumiendo,*

**In conclusion,**

*Para concluir, / Como conclusión,*

**In summary,**

*En resumen,*

**To cut a long story short,**

*En pocas palabras,*

**Lastly,**

*Por último,*

**I will sum up by saying**

*Resumiré diciendo*

**I shall / will / can conclude by saying**

*Concluyo diciendo*

**All this suggests that**

*Todo esto indica*

**Therefore,**

*Por lo tanto, / Por consiguiente,*

**Finally,**

*Por último, / Para finalizar,*

**And last but not least,**

*Por último pero no por ello menos importante,*

**The conclusion to be drawn from this is that**

*La conclusión que se saca de esto es que*

**We should all work elbow to elbow in this respect**

*Deberíamos todos trabajar codo con codo en cuanto a esto / en lo que a esto se refiere / en este sentido*

**Weighing up the pros and cons, / To weigh up the pros and cons,**

*Sopesando los pros y los contras,*

**All things considered, I think that**

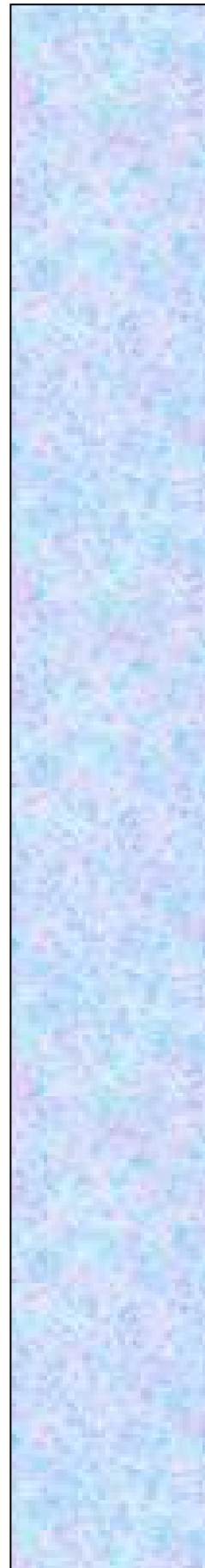
*Bien considerado / mirado, creo que*

**On balance, I am in favour of the idea of ... provided that**

*A fin de cuentas, estoy a favor de la idea de ... siempre y cuando*



## Modelos de exámenes propuestos





## Modelos de exámenes propuestos

### 1. Benidorm

Duración: 45 minutos

#### Benidorm

Benidorm was founded on May 8, 1325 when Bernart de Sarrià, lord of the Barony of Polop, deigned to grant it a *Carta de Poblamiento*, or town charter. But it was in the 1960's when this cheerful Alicante town became world-famous. More and more Spaniards from the centre of the country began to head out to the beaches, lured by all the attractions of progress. The beach of Benidorm –along with those of the Costa del Sol– became the coastal destination par excellence, the typical summer postcard location, and a kind of flagship resort for tourism.

Naturally, this world of delights was not without its own pop music festival, similar to San Remo's, which had been held ever since 1959. It was here that the era's much celebrated *suecas*, or Swedish girls, met up with the equally famous large Spanish families arriving in tiny Seat 600's on the national highway. People were drawn in droves to the beach, and Benidorm, with hotels springing up left, right and centre, would end up as one of the Mediterranean's major tourist resorts. Back then, everything smelled of suntan oil, of sangria and paella.

Memba, Javier. (2006). "Benidorm Discovered", The English Magazine.

**Read the instructions to each question carefully before answering.**

#### 1. Answer the following questions. Give complete answers. (0.50)

- a. What did the beach of Benidorm become?
- b. How did Benidorm end up?

#### 2. Choose the best option. (0.30)

1. Spaniards began going to Benidorm because...
  - a. they wanted to meet Swedish girls.
  - b. there were many hotels.
  - c. they were attracted by the fascination of progress.
2. Benidorm...
  - a. is in the Barony of Polop.
  - b. became a Mecca for tourism.
  - c. has scarcely any hotels.
3. Swedish girls...
  - a. smelled of suntan oil.
  - b. met up with large Spanish families.
  - c. were drawn in droves to the beach.

#### 3. Are the following sentences true (T) or false (F)? (0.20)

- a. Benidorm pop music festival didn't begin in 1959.
- b. In the 1960's, Benidorm smelled of paella.
- c. Spaniards came to Benidorm attracted by progress.
- d. Since it was founded, Benidorm has always been a resort for tourism.

#### 4. Write a composition (60-80 words). Choose one of the following topics. (1)

- a. Is sun-and-beach tourism good? Give reasons.
- b. Describe your ideal type of fashionable resort.

## 2. e-Piracy

**Duración: 45 minutos**

### e-Piracy

The music industry has announced an intensification of its campaign against illegal downloads and file-sharing. They say that we should buy music online legitimately, instead of risking the legal consequences of an illegal action. There are now more than 100 legal online music sites in Europe offering more than one million songs.

The objective of this campaign is the users of eMule / EDonkey, Gnutella or KaZaA. This is a warning that illegal uploaders are not immune from legal action, whichever service they are using. If you upload music with copyright on the Internet without permission, you can be fined and charged with acting illegally. This is against the law in Europe and internationally and maybe you have to pay a compensation of several thousand euros.

Illegal file-sharing has contributed to the decline in global music sales all over the world. In the USA the sales went down in more than six billion dollars in the last five years. For this reason the campaigns around the world included media advertising, university and school projects and instant messages sent directly to people using unauthorised services.

The fight against online music piracy has become the subject of daily debate in the media, in the government and in ordinary households.

### **Read the instructions to each question carefully before answering.**

#### **1. Answer the following questions. Give complete answers. (0.50)**

- a. What does the music industry advise us to do?
- b. How important is the decline in global music sales?

#### **2. Choose the best option. (0.30)**

1. The music industry has announced...
  - a. that downloads are permitted.
  - b. an intensification of illegal downloads.
  - c. a major campaign to fight illegal downloads.
2. Illegal file-sharing...
  - a. has ruined the global music sales.
  - b. is immune to legal action.
  - c. is not against the law internationally.
3. Uploading music with copyright...
  - a. is illegal.
  - b. is not illegal if you have permission.
  - c. is legal.

#### **3. Are the following sentences true (T) or false (F)? (0.20)**

- a. The aim of the campaign is to warn illegal uploaders.
- b. Music industry encourages us to share our music.
- c. Everybody gets messages from the music industry.
- d. Music piracy has become a subject even in family discussions.

#### **4. Write a composition. (60-80 words) Choose one of the following topics. (1)**

- a. Advantages and disadvantages of the Internet.
- b. Is the music you buy yours?



### 3. Mussels

**Duración: 45 minutos**

#### Mussels

Rich in high-quality proteins and minerals like iron, zinc, potassium and phosphorus, mussels are a luxury rich in nutrition. They feed us, of course, but they also support many people: It is calculated that in Galicia around 18,000 people make their living from the millions of orange bivalves that grow by the millions in the 3,200 cages staked throughout the region's *rias*, or saltwater inlets.

Egg-laying takes place in March and in early summer. Three months later, the tiny larvae that haven't been eaten by predators affix themselves to rocks on the coast. There workers begin collecting the mussels one by one. The next step is the cage: the bivalves are attached to cords with a kind of biodegradable sling and then submerged under a platform. Within a year, the mussels' weight will have increased by a factor of ten. They then select the largest ones and return them to the cord where they continue to mature for at least another year.

In the factory, the culinary process is short and simple. The bivalves are steamed and then shelled, and quick-fried to get rid of all remaining body water. From there they go to a tin to swim in brine and await their unquestioned moment of glory, the cocktail hour.

Gómez, Ernesto. (2006). "Mussels. *The tasting*", The English Magazine.

#### **Read the instructions to each question carefully before answering.**

#### **1. Answer the following questions. Give complete answers. (0.50)**

- a. Why are mussels so nutritious?
- b. What process do mussels undergo to be canned?

#### **2. Choose the best option. (0.30)**

1. Many people in Galicia...
  - a. support mussels.
  - b. live thanks to mussels.
  - c. make a collection of mussels.
2. Mussels lay their eggs...
  - a. and many of them are eaten by predators.
  - b. in midsummer.
  - c. by the millions.
3. The culinary process...
  - a. consists of four steps.
  - b. is quick.
  - c. takes place in the cocktail hour.

#### **3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Millions of people make their living from mussels in Galicia.
- b. Rocks with larvae are taken to cages to mature for a year.
- c. In a year, mussels increase ten times their weight.
- d. In three years, the mussels are sent to a tin.

#### **4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. What do you think of fish farms?
- b. Compare craft work with factory work.

## 4. Martin Luther King

**Duración: 45 minutos**

### Martin Luther King

Each year, Americans celebrate Martin Luther King's birthday by honouring him and remembering his life and involvement in the civil rights movement.

To millions of black Americans, King was the prophet who gave eloquent voice to their struggle for racial equality. He was their voice of anguish, their battle cry for human dignity, the man who forged for them a powerful new weapon—non-violent protest—as a tactic in fighting segregation. 'Non-violent protest is the most effective weapon of an oppressed people' was a King maxim in the face of every provocation.

To millions of white Americans, he was one of a group of leaders who preserved the bridge of communication between races when racial warfare threatened the United States in the mid 1960s.

King won the 1964 Nobel Peace Prize for 'consistently asserting the principle of non-violence'. He was the third black, the 12th American, and the youngest man ever to win the Nobel Peace Prize.

In accepting the award at Oslo, Norway, King said he did so on behalf of millions of American blacks striving to end the long night of racial injustice.

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- a. Why do Americans celebrate Martin Luther King's birthday?
- b. Which was Martin Luther King's attitude towards violence?

**2. Choose the best option. (0.30)**

1. What does the text say about King's birthday?
  - a. King's birthday is not celebrated in the USA.
  - b. Americans celebrate King's birthday every two years.
  - c. Americans celebrate King's birthday every year.
2. Who was Martin Luther King?
  - a. He was a white leader who preserved the bridge of communication between races.
  - b. He was a black leader who preserved the bridge of communication between races.
  - c. He was a leader who defended violence.
3. In the mid 1960s...
  - a. King won an important award.
  - b. King favoured racial warfare.
  - c. King was the 12th black American to win the Nobel Peace Prize.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Luther King was a fervent supporter of non-violence.
- b. Martin Luther King thought non-violent protest was the most useful means to fight for discriminated people.
- c. King was the twelfth American to get the Nobel Prize.
- d. Martin Luther King built a bridge between white and black Americans.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Civil rights in Spain.
- b. Immigration and civil rights.

## 5. London

**Duración: 45 minutos**

### London

London is located in the south of England and on the River Thames, which crosses the city from the southwest to the east. It has a population of over 14 million inhabitants and is the largest urban zone in the European Union.

London, whose ancient name was *Londinium*, is a beautiful city full of gardens and parks, where you can not only walk but also lie on the green grass and relax. It is famous for its pubs, where drinks and meals are served.

Samuel Johnson<sup>†</sup> said *when a man is tired of London, he is tired of life*. There is such variety of places, it is not easy to choose: from the best museums in the world and smart churches, to markets and shops, without forgetting libraries, art galleries, concerts, plays, films and live shows...

In spite of London's winters, chilly and rainy, autumns are mild and summers are glorious. However, the best of London is the diverse range of peoples and languages, whose cultures are not only respected, but also fostered<sup>‡</sup>, making London the leading global city and also the world's largest financial city.

<sup>†</sup>Samuel Johnson: an 18<sup>th</sup> century English author who wrote the *Dictionary of the English Language*.

<sup>‡</sup>foster: help, promote, support.

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- Why is London considered the leading global city?
- What does *when a man is tired of London, he is tired of life* mean?

**2. Choose the best option. (0.30)**

- In English pubs you can...
  - drink, but not eat.
  - eat and have beer, wine or spirits.
  - drink and eat.
- In London parks and gardens...
  - you can't walk on the grass.
  - you have to walk along the paths.
  - you can walk and lie on the grass.
- London weather is...
  - cold in winter, but rainy in autumn.
  - cold and wet in winter, but fine in other seasons.
  - fine in spring, but chilly and rainy in winter.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- The River Thames flows through London.
- There are more than 14 million people in London.
- London used to be called *Londinium*.
- London museums are not the best ones in the world.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- Describe your hometown.
- Describe a city, a town or a village you have visited.

## 6. Drinking while pregnant “makes child like alcohol”

**Duración: 45 minutos**

### **Drinking while pregnant “makes child like alcohol”**

Drinking while pregnant can produce children who will find alcohol attractive, a study suggests.

The researchers said teenagers found the smell of alcohol more appealing if their mothers had drunk while they were in the womb, and this could increase their chances of suffering a drink problem in later life.

The study, carried out in pregnant rats, showed that by the time offspring hit adolescence they responded more strongly to the smell of alcohol on others if they had been exposed to it before they were born. This happens to all mammals, including humans, they believe, because it is evolutionary important for a child to like foods eaten by its parents.

By contrast, rats whose mothers were not given alcohol while pregnant were not as attracted to the smell.

Guidelines announced last year warned women that they should not drink alcohol at all while pregnant, despite no evidence that having an occasional glass of wine was harmful.

On the other hand, a new research indicated that increasing the tax on alcohol could reduce problem drinking as a higher cost led to people drinking less.

*From The Daily Telegraph. January 2009.*

### **Read the instructions to each question carefully before answering.**

#### **1. Answer the following questions. Give complete answers. (0.50)**

- a. What have the researchers demonstrated in their study?
- b. How could alcohol drinking be reduced?

#### **2. Choose the best option. (0.30)**

1. If mothers drink alcohol during their pregnancy...
  - a. they will have a drinking problem later.
  - b. their sons and daughters will find alcohol more attractive.
  - c. they'll get drunk.
2. The smell of alcohol...
  - a. attracts the pregnant rats.
  - b. attracts adolescent rats.
  - c. attracts young rats whose mothers drunk alcohol while pregnant.
3. Having an occasional glass of wine...
  - a. is dangerous for the offspring.
  - b. is not harmful to pregnant women.
  - c. is something no woman should do.

#### **3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Drinking while pregnant will produce children who will find alcohol attractive.
- b. Drinking mothers could increase their offspring's chances of having drink problems.
- c. There is evidence that having a cup of wine is healthy.
- d. More expensive alcohol would make people drink less.

#### **4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Young people drinking alcohol in Spain.
- b. More expensive alcohol leads to drinking less.

## 7. Dreams

**Duración: 45 minutos**

### Dreams

We all dream, even those who deny it. We do it every night, as routinely as we eat or walk during the day. And yet we hardly know anything about dreams. For the average mortal, forgetfulness quickly transforms them into hazy second-hand anecdotes. For researchers, they are so inaccessible that they defy definition.

For the now renowned Sigmund Freud, born in Vienna on the 6th of May, 1856, dreams were 'the disguised expression of a repressed desire.' The psychologist Calvin Hall, on the other hand, defined them as 'pictorial metaphors of real life whose purpose is to clarify, rather than to obscure, thoughts.'

It goes without saying that inquiries into this state in which we spend some 58,444 hours throughout our lives (2 per night on average) are not plentiful. But some American researchers have gone through the trouble of translating the world of dreams into percentages. One of the pioneers in the field, the aforementioned Calvin Hall, carried out a study thanks to which nowadays we know some very important aspects of our other life. Like, for example, that the number of people that appear in the majority of dreams is three (85 %). The most common setting is the home (30 %) and the most usual feelings (in decreasing order) are: fear, anxiety, happiness, excitement, and sadness.

Nieto, Silvia. (2006). *150 years since Freud's birth*, The English Magazine.

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- a. What does forgetfulness do to our dreams?
- b. What important research did Calvin Hall carry out?

**2. Choose the best option. (0.30)**

1. Dreams...
  - a. are easily defined.
  - b. are mere anecdotes.
  - c. are very hard to explain.
2. According to Freud...
  - a. our dreams were repressed.
  - b. dreams are an expression of our desires.
  - c. dreams are meaningless.
3. When we are dreaming...
  - a. home hardly appears.
  - b. there usually are a lot of people.
  - c. the most common feeling is fear.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Some people say they don't dream, but everybody does.
- b. According to Mr Hall, dreams are images that make our lives easier to understand.
- c. Many researches on dreams have been made.
- d. The most usual feeling when dreaming is feeling at home.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Tell a nightmare. Try to interpret it.
- b. What do you think dreams tell us about?

## 8. Muzak

**Duración: 45 minutos**

### Muzak

“One moment, please.” As your telephone call is put on hold, music suddenly swells through the receiver. Muzak, “the background music” so familiar to us today in public places as well as on the telephone, was invented by General George Squier in 1922. It was originally designed to increase productivity in the workplace but it has also had other purposes; for example, in the 1920s, Muzak was introduced into the lifts of skyscrapers to calm the passengers.

But, can background music control behaviour as well as feelings? Psychology Professor Adrian North conducted a study to discover if this music could influence customers’ choices. His team arranged for a supermarket to play French accordion and German brass-band music at different times to see if this affected the sale of wines from these countries. The wines were clearly labelled and identified by country name and flag to avoid confusion, and the prices of the wines were comparable.

After two weeks, the results were clear. When the German music was broadcast, 73% of the wine sold was German. Conversely, when the French music was aired, 77% of the wine sold was French. Most of the customers interviewed after doing their shopping insisted that they had no preference for either country’s wine.

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- a. Why was background music originally designed?
- b. What did Professor Adrian North want to discover?

**2. Choose the best option. (0.30)**

1. Muzak...
  - a. was already quite familiar in the 1920s.
  - b. is the music that you hear while you are in a concert.
  - c. was invented to boost productivity.
2. A study shows that...
  - a. if music is sounded in a supermarket, the sales increase.
  - b. when French accordion was heard, the sale of French wine raised.
  - c. wines must be clearly labelled and identified.
3. Adrian North discovered that...
  - a. his team liked accordion and brass-band music.
  - b. the prices of the French and German wines were comparable.
  - c. music influenced the type of wine sold.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Muzak was introduced into the lifts of skyscrapers to make people work harder.
- b. Background music can control our feelings.
- c. The 73 % of the time, German wine was sold.
- d. Customers had previous preference for French wines.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Are we really free to make our choices?
- b. Write about your plans for next summer.

## 9. Marat's death

**Duración: 45 minutos**

### Marat's death

The French Revolution of 1789 gave way to the bloody Reign of Terror, in which thousands of French citizens were beheaded. In particular, it was the Jacobin journalist and political extremist Jean Paul Marat who, from the pages of his newspaper called "The Friend of the People", most fervently encouraged the use of violence against opponents of the new regime. Marat's daily columns were read with dread, since every name that appeared ended up as fodder for the guillotine.

This terrible sense of unease provoked a young woman named Charlotte de Corday -a sympathizer of the Girondists, a moderate faction of the Assembly of the French Convention- who tried to single-handedly stop the rage, words and bloody writings of the revolutionary leader. Under the pretext of providing him with a list of traitors, the young lady arrived at his house on July 13, 1793 and stabbed him several times, eventually killing him.

Charlotte de Corday was arrested and executed four days later. Her last words were: "I killed him so that my country could finally live in peace." Unfortunately, this objective was unattainable for her.

### **Read the instructions to each question carefully before answering.**

#### **1. Answer the following questions. Give complete answers. (0.50)**

- a. What happened during the Reign of Terror?
- b. Why was Marat so feared?

#### **2. Choose the best option. (0.30)**

1. Jean Paul Marat...
  - a. killed many people.
  - b. supported violence as a political weapon.
  - c. was against the new regime.
2. Charlotte de Corday...
  - a. led a conspiracy to kill Marat.
  - b. was a radical supporter of the French Revolution.
  - c. killed Marat with a knife.
3. Charlotte de Corday's last words...
  - a. reflected the successfulness of her objectives.
  - b. showed she had failed.
  - c. justified her crime.

#### **3. Are the following sentences true (T) or false (F)? (0.20)**

- a. A period of unease followed the early days of French Revolution.
- b. Charlotte de Corday was a member of the Assembly of the French Convention.
- c. Marat called "The Friend of the People" to encourage violence.
- d. Charlotte de Corday achieved her political aims, but was executed four days later.

#### **4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Is the influence of the French Revolution alive nowadays?
- b. Violence and society.



## 10. Steps to nationhood

**Duración: 45 minutos**

### Steps to nationhood

Australia's first settlers were the Aboriginals, hunters and food gatherers who are believed to have migrated from Asia 4,000 years ago. They lived undisturbed for many centuries, during which the only other visitors to Australia may have been Indonesian traders who sailed to the continent's north-west coast. Australia however remained a mystery to the rest of the world until less than 400 years ago.

Although a "Terra Australis" -a Great South Land- was shown on maps as early as the second century AD, its actual existence was not confirmed until the 17th century as a result of Portuguese, Spanish and Dutch mercantile expansion into Asia.

The first Englishman to visit the continent was the buccaneer William Dampier, who landed on the north-west coast of what is now the State of Western Australia in 1688. In 1770 Captain James Cook of the British Navy sighted the east of the continent, charted it, and after travelling up the coast landed at Botany Bay.

The first European settlement of the continent occurred on 26 January 1788, when Captain Arthur Phillips landed at Sydney Cove (now Port Jackson) near Botany Bay and established a penal settlement. He took possession of the whole of the eastern part of the continent which he named New South Wales.

The first white settlers were convicts and their soldier guards and some tradesmen sent to help establish the new penal colony. Although at first struggling in a harsh, alien land and dependent on supplies from Britain, the colony began to reach inland from what is now Sydney. The hinterland was explored, farms were developed, and eventually the colony became self-sufficient in most foods.

Geoffrey Bolton. *The Courier*. December 1988.

### Glossary

*food gatherer*: recolector de alimentos

*AD*: (Anno Domini), DC (después de Cristo)

*to sight*: divisar

*to chart*: trazar el mapa

*harsh*: dura, rigurosa

*hinterland*: tierra adentro

### Read the instructions to each question carefully before answering.

#### 1. Answer the following questions. Give complete answers. (0.50)

- Where are the first settlers supposed to have come from and what was their life like?
- How did the first European people settle in Australia?

#### 2. Choose the best option. (0.30)

- The Aboriginals...
  - reached Australia 400 years ago.
  - lived in Australia for centuries.
  - lived in Australia's north-west coast.
- Australia...
  - became a colony 4,000 years ago.
  - was discovered by Dampier.
  - was known as early as the 2nd century AD.
- The first white settlement was...
  - in 1668.
  - in 1770.
  - in 1788.

#### 3. Are the following sentences true (T) or false (F)? (0.20)

- William Dampier established a settlement in 1668.
- Sydney Cove was a settlement established in 1788.
- The first settlers were traders, convicts and soldier guards.
- The existence of Australia was confirmed in the 1700s.

#### 4. Write a composition (60-80 words). Choose one of the following topics. (1)

- Would you go to a remote land and stay there? Say why.
- Clash of cultures.



## 11. Terrorism and tourism

**Duración: 45 minutos**

### Terrorism and tourism

The immediate effect of a terrorist attack is likely to be cancellation of bookings to the location where the event took place and a reduction of new reservations.

The effect may well extend beyond the specific location in which the event occurred because as in the case of the Gulf War, which had global implications, the situation may be extended to a larger area in the minds of potential visitors.

For those who still persist in visiting the area, there may be bargains, cheap flights, reduced accommodation rates and lack of crowding.

However, there may also be changes in the quality of their experience, as they are exposed to searches, delays and increased military presence.

Luggage charges usually go up as security measures are strengthened.

Despite all this, a survey conducted over American citizens found that less than half of them would be enticed to travel overseas by airline promotions after a terrorist attack.

Moreover, in order to counteract the unfavourable image created by terrorism, a larger amount of money must be spent on public relations, advertising and promotion campaigns.

### **Read the instructions to each question carefully before answering.**

#### **1. Answer the following questions. Give complete answers. (0.50)**

- a. What are the negative effects of a terrorist attack? (Name two at least).
- b. What are the advantages of travelling to a destination where a terrorist attack has taken place? (Name two at least).

#### **2. Choose the best option. (0.30)**

1. After a terrorist attack...
  - a. books are likely to be cancelled.
  - b. new reservations decrease.
  - c. people don't travel.
2. Tourists who still persist on travelling after a terrorist attack...
  - a. would find cheaper opportunities.
  - b. will travel faster because the lack of crowding.
  - c. will have a quality experience.
3. American citizens...
  - a. would travel overseas after a terrorist attack.
  - b. conducted a survey on terrorism.
  - c. are offered airline promotions after a terrorist attack.

#### **3. Are the following sentences true (T) or false (F)? (0.20)**

- a. The effect of a terrorist attack may affect other countries in the area.
- b. The majority of American citizens like to travel after a terrorist attack.
- c. Military presence is quite unusual in countries affected by terrorism.
- d. Tourist companies don't have to spend a lot of money on promotion campaigns.

#### **4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Imagine a friend invites you to spend a week in a dangerous destination.
- b. Victims of terrorism.

## 12. The digital divide

**Duración: 45 minutos**

### The digital divide

A recent survey has shown that the number of people in the United Kingdom who do not intend to get internet access has risen. These people, who are known as 'net refuseniks', make up 44% of UK households, or 11.2 million people in total.

The research also showed that more than 70 percent of these people said that they were not interested in getting connected to the internet. This number has risen from just over 50% in 2005, with most giving lack of computer skills as a reason for not getting internet access, though some also said it was because of the cost.

More and more people are getting broadband and high speed net is available almost everywhere in the UK, but there are still a significant number of people who refuse to take the first step.

The cost of getting online is going down and internet speeds are increasing, so many see the main challenge to be explaining the relevance of the internet to this group. This would encourage them to get connected before they are left too far behind. The gap between those who have access to and use the internet is the digital divide, and if the gap continues to widen, those without access will get left behind and miss out on many opportunities, especially in their careers.

### Read the instructions to each question carefully before answering.

#### 1. Answer the following questions. Give complete answers. (0.50)

- What has a recent survey in the United Kingdom shown?
- Why has the number of people not interested in getting connected to the internet risen?

#### 2. Choose the best option. (0.30)

- 'Net refuseniks'...
  - do not want internet access.
  - are a majority in the United Kingdom.
  - have led a recent survey.
- They refuse to getting connected to the internet...
  - mainly because of the cost.
  - because they are afraid of it.
  - mainly because they do not know to use new technologies.
- The digital divide will continue to widen...
  - if the cost of getting online goes down and internet speed increases.
  - if 'net refuseniks' do not see the relevance of the internet.
  - if people refuse to take the first step.

#### 3. Are the following sentences true (T) or false (F)? (0.20)

- The majority of people in the UK are 'net refuseniks'.
- There are more and more British who do not use the internet.
- The main causes of the digital divide are the cost and the internet speed.
- The digital divide is widening because some people do not understand the importance of the internet.

#### 4. Write a composition (60-80 words). Choose one of the following topics. (1)

- The world without the internet.
- New technologies.

## 13. The kiwi savers

**Duración: 45 minutos**

### The kiwi savers

New Zealand is the home of the kiwi. This unique bird is the international symbol and you will see it everywhere: on keyrings and T-shirts. In fact, you'll see it everywhere except where it should be: in the wild.

Experts estimate that there were once more than 20 million kiwis across New Zealand. Today, numbers of this noisy nocturnal bird have decreased to just 70,000.

Kiwis don't fly, like the ostrich and emu. They explore the forest floor with their long beaks in search of worms, which are their favourite food. They use their powerful feet to keep their attackers away.

However, nothing could protect kiwis from the settlers\*, who devastated New Zealand's native habitat, and from predators, like the cats, dogs and rats the Europeans introduced in the country. *Operation Nest Egg* is a programme to save the kiwis by restoring and protecting native habitats.

The project has received enormous public support and will help the kiwi population take off once again.

Adapted from *Speak Up* magazine. N. 294.

\*settlers: people who go to live in a new country.

### Read the instructions to each question carefully before answering.

#### 1. Answer the following questions. Give complete answers. (0.50)

- Why is the kiwi an endangered species?
- How is the rescue programme helping the kiwi?

#### 2. Choose the best option. (0.30)

- Kiwis...
  - are New Zealand's pets .
  - arrived to New Zealand flying.
  - use their feet to defend themselves.
- Operation Nest Egg*...
  - has achieved to raise kiwis's numbers rise to more than 20 million.
  - tries to bring back kiwis's native habitat.
  - has achieved New Zealand's population take off again.
- The Europeans...
  - introduced new species in New Zealand.
  - brought predators to destroy kiwis because it was noisy.
  - liked to eat kiwis.

#### 3. Are the following sentences true (T) or false (F)? (0.20)

- The kiwis live in most New Zealand forests.
- The population of kiwis has increased to 20 million.
- The kiwis couldn't fight cats and dogs.
- Operation Nest Egg* is a very popular programme.

#### 4. Write a composition (60-80 words). Choose one of the following topics. (1)

- Endangered species in your country.
- What can you do to protect nature?

## 14. Underwear

Duración: 45 minutos

### Underwear

The history of underwear is full of curiosities. Brassieres, for example, were already in use among Roman ladies. They were called *strophium* and consisted of strips of cloth that wrapped around and held the breast. It is also known that, much earlier, women on Crete used a kind of corset that served the same purpose. But it wasn't until the end of the nineteenth century that they first designed bras like those we use today. The cleverest of all was Mary Phelps Jacob, from the U.S.A. She got her model patented in 1914. A short while later, she sold her idea to the Warner Brothers Corset Company for \$15,000. I have no idea whether they were related to the ones who worked in the movie industry. Or were they the very same ones? I think I just got the link between Daffy Duck and underwear.

In the case of men, the earliest loincloths, known as *fundoshi* in Japan and still worn by Sumo wrestlers, were a fairly scanty affair. Gradually, as a result of the contact between Romans and the Gallic tribes, more and more cloth was required until it reached its apogee of bodily coverage in the 19th century as the typical "long johns" you see in westerns. The first men's briefs weren't patented until 1934.

Josep Tomás Torres (2006). *Sex guide*, The English Magazine.

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- a. What was the *strophium* like?
- b. Why was Mrs Jacob clever?

**2. Choose the best option. (0.30)**

1. Women's underwear has been used...
  - a. since the beginning of the 20th century.
  - b. since the end of the 19th century.
  - c. since the times of the Greeks.
2. Corsets worn by women in Crete...
  - a. had a similar use to older brassieres.
  - b. were like modern brassieres.
  - c. were copied by Mary Phelps Jacob and sold to Warner Brothers Corset Co.
3. Men's underwear...
  - a. requires more and more cloth.
  - b. was scarce long time ago.
  - c. wasn't used until the 20th century.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. The bra is a recent invention.
- b. The use of heavy underwear reached its zenith in the 19th century.
- c. Long johns were used as a result of the contact between Romans and Gauls.
- d. *Fundoshis* are heavy loincloths.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Well-dressed or comfortable? Are both compatible?
- b. Clothes and personality.

## 15. Web careers

**Duración: 45 minutos**

### Web careers

Nowadays there are plenty of jobs connected with the Internet on the market. Here are two people who already work on the net.

Jacqui Richards is a writer at worldpop.com, a new global music website which started two years ago. She researches stories by surfing the Net and calling contacts. 'I've decided to write for the Internet because it's where I was going to find the latest information on bands. I was already addicted to surfing and looking at all the interview and music clips you don't get in regular magazines. I love the speed and pace of writing for the web. I can research a story in the morning and see it on the web in the afternoon, which is really fantastic. Newspapers will have the same story the next day and some magazines up to six weeks later. Getting in there first is really stimulating, and so is the fact that your stories are being read around the world, and what's important, before your rivals.'

Logan Fisher, meanwhile, is creative director at Plug 1, a company that develops websites for clients. His job is to create pages that are visually exciting and informative. 'My job is 90% creative and 10% software knowledge. There are a lot of people entering web design who have the technical knowledge but no creative background. You need to be trained in graphic design (...) to know basic colour theories, sound and animation (...) and also make it easy to navigate. All in all is a lot of work.'

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- a. What does Jacqui Richards love best of her job?
- b. What does a website developer do?

**2. Choose the best option. (0.30)**

1. Jacqui...
  - a. has got important rivals.
  - b. enjoys working fast.
  - c. has to do surfing in the summer.
2. Logan...
  - a. thinks his job is hard work.
  - b. has to write books about Internet.
  - c. has a very technical job.
3. worldpop.com...
  - a. gets its stories after appearing in the newspapers.
  - b. is a website on music that has been working for two years.
  - c. is really fantastic.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. There are magazines that publish the stories up to six weeks later.
- b. Plug 1 is a firm that creates websites on demand.
- c. It is not easy to create a visually exciting and informative website.
- d. Logan Fisher creates pages for worldpop.com.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. What is Logan's job and what does he think about his job?
- b. Do you think the Internet is important?

## 16. What is BookCrossing?

**Duración: 45 minutos**

### What is BookCrossing?

Do you like reading but can't afford to buy books? If so, you may be interested in the worldwide book club that aims to make the whole world a library. Ron Hornbaker founded the BookCrossing website ([www.bookcrossing.com](http://www.bookcrossing.com)) so that people can share the books they have enjoyed reading with other people.

All you have to do is follow these three simple steps. First of all you have to read a good book. Next you register the book on the website with your comments and you'll be given a BookCrossing identification number which you write inside the book. Finally you release the book for someone else to find. You can give the book to a friend, leave it on a park bench, or even forget to take it with you when you leave a coffee shop. Now you just have to wait! When another person picks up the book, he or she will see the BookCrossing information and ID number inside the book and go to the website and say that the book has been found. The process can then be repeated!

BookCrossing operates all over the world. In Spain, Barcelona and Madrid are the cities which have the most books registered. Perhaps one day you will be lucky enough to find an interesting book on the metro in Madrid or in a cinema in Barcelona. If you do, remember to record it on the website, read it and release it and the whole process can continue!

### Read the instructions to each question carefully before answering.

#### 1. Answer the following questions. Give complete answers. (0.50)

- What does BookCrossing intend to do?
- What should you write in the book before you release it?

#### 2. Choose the best option. (0.30)

- The objective of this book club is...
  - to get rid of the books you don't like.
  - to share interesting books with other people.
  - to buy cheap books.
  - to read books on the Internet.
- You can find these "released" books...
  - in most countries around the world.
  - in Spain and Great Britain.
  - in Madrid and Barcelona.
  - in the USA.
- If you find one of the books...
  - you take to the library.
  - you read it and liberate it again.
  - you read it and give it back to its owner.
  - you send it to BookCrossing.

#### 3. Are the following sentences true (T) or false (F)? (0.20)

- Ron Hornbaker created BookCrossing so that people could read cheaply.
- The city you live in must be registered to take part in BookCrossing.
- Once you have read the book, you keep it.
- Sharing is the idea on which BookCrossing is based.

#### 4. Write a composition (60-80 words). Choose one of the following topics. (1)

- Write a description of the last book, comic or poem that you read.
- Write about an exciting experience, event or trip in your life.

## 17. The European Green Capital Award

Duración: 45 minutos

### The European Green Capital Award

Following Stockholm in 2010 and Hamburg in 2011, Vitoria-Gasteiz (Spain) and Nantes (France) will be The European Green Capitals for 2012 and 2013.

The **award** of European Green Capital is given each year to a European city that has made exceptional efforts to protect the environment and **to achieve** sustainable development. The judges' decision is based on eleven environmental criteria such as: local transport, green urban areas, quality of air, noise, **waste** production and management and water consumption.

Inhabitants of the city centre of Vitoria-Gasteiz do not live more than 300 metres away from a green space. The city has also made an enormous effort to reduce its water consumption, and aims to bring it down to less than 100 litres a day per person.

Nantes, the winner of 2013, has an ambitious transport policy. It was the first French town to reintroduce electric trams, and it now has a desirable air quality and expects to reduce CO<sub>2</sub> emissions by a quarter by 2020.

Europe is now an essentially urban society, with four out of five Europeans living in towns and cities. Our well-being is closely linked to the quality of our urban environment. The **aim** of the Green Capital Award is to make winning cities models and inspire other European cities to improve the quality of life of their citizens.

(Adapted from European Commission News: [http://ec.europa.eu/news/environment/101022\\_1\\_en.htm](http://ec.europa.eu/news/environment/101022_1_en.htm))

#### Vocabulary:

**award:** prize or money given to the winner of a contest or competition.

**waste:** not wanted material or substances after use.

**to achieve:** to complete something successfully or get good results.

**aim:** objective, goal.

### Read the instructions to each question carefully before answering (Total score: 10 points)

1. Answer the following questions. Give complete answers. (1.0 points each = 2.0 points)

- What must a European city do to win the European Green Capital Award?
- What has the 2012 winner city achieved?

2. Underline the best option. (0.5 points each = 1.50 points)

- The European Green Capital Award...
  - has already been given to 4 cities.
  - is given to a different European city every year.
  - Both 1 and 2 are correct.
- Nantes...
  - has improved its air quality.
  - will increase its CO<sub>2</sub> emissions by a quarter by 2020.
  - Both 1 and 2 are correct.
- The aim of the award is...
  - have more parks in European cities.
  - offer examples of good practice to European cities.
  - reintroduce electric trams in European cities.

3. Are the following sentences true (T) or false (F)? (0.5 points each = 1.50 points)

- 80% of Europeans live in urban areas.
- Vitoria-Gasteiz has a lot of water consumption.
- The winner of the award is selected by European cities.

4. Choose one of the following topics and write a text 60-80 words long (5 points)

- What can you do in your daily life to protect the environment?
- What would you do to improve the quality of life in your town or city?



## 18. Finland: first in class

Duración: 45 minutos

### Finland: first in class

Finland is recognised worldwide for its top ranking education model. Foreign delegations frequently visit the country to try and discover the secret of its success. Euronews spent a day at a school in the capital Helsinki to find out more about the philosophy behind the **Finnish** system.

Finland has the shortest formal teaching hours in Europe and the best educational results. Finnish children stay with the same class and the same teacher for at least six years –which makes school like an extension of home.

In Finland, competition to become a teacher is so **fierce** that all teachers have a Master's degree.

Heljä Misukka, the **Secretary of State** for Education, told Euronews: "What is also maybe quite special in Finland is that teachers are quite autonomous in what they do, so they can, for example, choose the materials they like or the pedagogy they use. They have a lot of freedom in their work."

The accent is on music, sport and the arts. Children learn by playing and experimenting in groups, like the science class. Playtime is an important part of learning. There are a lot of breaks and even in winter children are encouraged to play outdoors. The children are trusted.

However, Charles Leadbeater, a global education analyst told us: "We shouldn't think that it is the only model that we should follow; it's one very effective model in teaching, learning and **schooling**, but it's not necessarily the only, or in some cases the best, model to improve education."

(Adapted from [www.euronews.net/learningworld](http://www.euronews.net/learningworld) 5/11/10)

#### Vocabulary:

**Finnish:** from Finland

**Secretary of State:** in Finland, highest official under each minister of the Government

**fierce:** intense

**schooling:** education given at school

### Read the instructions to each question carefully before answering (Total score: 10 points)

#### 1. Answer the following questions. Give complete answers. (1.0 points each = 2.0 points)

- Why is school considered in Finland an extension of home?
- What are two characteristics of the Finnish Education system?

#### 2. Underline the best option. (0.5 points each = 1.0 points)

- In Finland, becoming a teacher is...
  - easy.
  - demanding.
  - autonomous.
- In Finland, teachers have...
  - the same students for a minimum of six years.
  - autonomy in their professional activity.
  - Both 1 and 2 are correct.

#### 3. Are the following sentences true (T) or false (F)? (0.5 points each = 1.0 points)

- Subjects like music, sport and arts are a priority in the Finnish education system.
- According to Charles Leadbeater, the Finnish education system is the best model to improve education in other countries.

#### 4. Find a word in the text which means... (0.5 points each = 1.0 points)

- to get better: \_\_\_\_\_
- internationally: \_\_\_\_\_

#### 5. Choose one of the following topics and write a text 60-80 words long (5.0 points)

- Write about your school days.
- What are, in your opinion, positive and negative aspects about the Spanish education system?



## 19. Brazil prepares for tourist boom

**Duración: 45 minutos**

### Brazil prepares for tourist boom

Brazil is preparing for major tourist invasion as two of the world's biggest sporting events will be organized in the country in the coming years: the 2014 Football World Cup and the 2016 Olympic Summer Games in Rio de Janeiro.

Brazil is expecting twice the number of visitors that it has in normal years. In 2010, about 5 million visitors came to the country. That is a very low number compared to France which has almost 80 million visitors a year and the US with 60 million.

There are two main reasons why Brazil has not been a popular tourist destination. First, it is far away from Europe and flight costs make it an expensive place to go to. Secondly, the country's crime rate has discouraged many potential tourists.

Brazil's economy is successful and the money that it is generating is being invested in infrastructure and projects for the future. Airports are being improved, roads are being built and public transportation expanded. New hotels are being constructed and more and more people are being employed in tourism-related jobs.

The Brazilian government hopes that these sporting events will give the country a great tourism expansion. Once tourists are in the country, they should not only concentrate on the sporting events but also on the spectacular attractions that Brazil has to offer, like the Iguazu Falls in the south, or the Amazon rainforest in the north and central parts of the country. During the two big events police forces supported by army units will be patrolling the streets to give visitors the feeling of safety.

(Adapted article from <http://www.english-online.at>)

#### Vocabulary:

**rate:** amount, percentage    **falls:** movement of water to a lower position    **patrolling:** guarding, protecting

### Read the instructions to each question carefully before answering (Total score: 10 points)

#### 1. Answer the following questions. Give complete answers. (1 point each = 2 points)

- Why is Brazil expecting an important tourism expansion in the coming years?
- What are the two examples of the country's development to prepare for that tourism expansion?

#### 2. Underline the best option. (0.5 points each = 1 point)

- Compared to Brazil, France has...
  - a higher number of tourists.
  - a lower number of tourists.
  - twice the number of tourists.
- Visitors coming to Brazil's sporting events should also...
  - be employed in tourism-related jobs.
  - enjoy the country's tourist attractions.
  - patrol the streets to feel safe.

#### 3. Are the following sentences true (T) or false (F)? (0.5 points each = 1 point)

- Brazil has been considered a safe country for tourists.
- Brazil is an expensive country to live in.

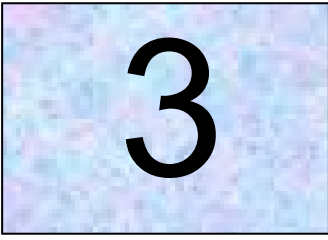
#### 4. Find a synonym in the text for these words (0.5 points each = 1 point)

- distant: \_\_\_\_\_
- security: \_\_\_\_\_

#### 5. Choose one of the following topics and write a text 60-80 words long (5 points)

- Write about your best holiday experience.
- Do you think Valencia/Spain is a popular tourist destination? Why?





# Solucionario

## Solucionario

### 1. Benidorm

Duración: 45 minutos

#### Benidorm

Benidorm was founded on May 8, 1325 when Bernart de Sarrià, lord of the Barony of Polop, deigned to grant it a *Carta de Poblamiento*, or town charter. But it was in the 1960's when this cheerful Alicante town became world-famous. More and more Spaniards from the centre of the country began to head out to the beaches, lured by all the attractions of progress. The beach of Benidorm –along with those of the Costa del Sol– became the coastal destination par excellence, the typical summer postcard location, and a kind of flagship resort for tourism.

Naturally, this world of delights was not without its own pop music festival, similar to San Remo's, which had been held ever since 1959. It was here that the era's much celebrated *suecas*, or Swedish girls, met up with the its equally famous large Spanish families arriving in tiny Seat 600's on the national highway. People were drawn in droves to the beach, and Benidorm, with hotels springing up left, right and centre, would end up as one of the Mediterranean's major tourist resorts. Back then, everything smelled of suntan oil, of sangria and paella.

Memba, Javier. (2006). "Benidorm Discovered", The English Magazine.

**Read the instructions to each question carefully before answering.**

#### 1. Answer the following questions. Give complete answers. (0.50)

- What did the beach of Benidorm become? *It became one of the main attractions in the coast for tourists.*
- How did Benidorm end up? *It ended up as a one of the best tourist resorts of the Mediterranean.*

#### 2. Choose the best option. (0.30)

- Spaniards began going to Benidorm because...
  - they wanted to meet Swedish girls.
  - there were many hotels.
  - they were attracted by the fascination of progress.**
- Benidorm...
  - is in the Barony of Polop.
  - became a Mecca for tourism.**
  - has scarcely any hotels.
- Swedish girls...
  - smelled of suntan oil.
  - met up with large Spanish families.**
  - were drawn in droves to the beach.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Benidorm pop music festival didn't begin in 1959. **F**
- b. In the 1960's, Benidorm smelled of paella. **T**
- c. Spaniards came to Benidorm attracted by progress. **T**
- d. Since it was founded, Benidorm has always been a resort for tourism. **F**

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Is sun-and-beach tourism good? Give reasons.
- b. Describe your ideal type of fashionable resort.

## 2. e-Piracy

**Duración: 45 minutos**

### e-Piracy

The music industry has announced an intensification of its campaign against illegal downloads and file-sharing. They say that we should buy music online legitimately, instead of risking the legal consequences of an illegal action. There are now more than 100 legal online music sites in Europe offering more than one million songs.

The objective of this campaign is the users of eMule / EDonkey, Gnutella or KaZaA. This is a warning that illegal uploaders are not immune from legal action, whichever service they are using. If you upload music with copyright on the Internet without permission, you can be fined and charged with acting illegally. This is against the law in Europe and internationally and maybe you have to pay a compensation of several thousand euros.

Illegal file-sharing has contributed to the decline in global music sales all over the world. In the USA the sales went down in more than six billion dollars in the last five years. For this reason the campaigns around the world included media advertising, university and school projects and instant messages sent directly to people using unauthorised services.

The fight against online music piracy has become the subject of daily debate in the media, in the government and in ordinary households.

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- What does the music industry advise us to do? *They advise us to buy music online legally.*
- How important is the decline in global music sales? *Only in the USA, the sales have decreased dramatically, more than six billion dollars.*

**2. Choose the best option. (0.30)**

- The music industry has announced...
  - that downloads are permitted.
  - an intensification of illegal downloads.
  - a major campaign to fight illegal downloads.**
- Illegal file-sharing...
  - has ruined the global music sales.**
  - is immune to legal action.
  - is not against the law internationally.
- Uploading music with copyright...
  - is illegal.
  - is not illegal if you have permission.**
  - is legal.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. The aim of the campaign is to warn illegal uploaders. **T**
- b. Music industry encourages us to share our music. **F**
- c. Everybody gets messages from the music industry. **F**
- d. Music piracy has become a subject even in family discussions. **T**

**4. Write a composition. (60-80 words) Choose one of the following topics. (1)**

- a. Advantages and disadvantages of the Internet.
- b. Is the music you buy yours?

### 3. Mussels

**Duración: 45 minutos**

#### Mussels

Rich in high-quality proteins and minerals like iron, zinc, potassium and phosphorus, mussels are a luxury rich in nutrition. They feed us, of course, but they also support many people: It is calculated that in Galicia around 18,000 people make their living from the millions of orange bivalves that grow by the millions in the 3,200 cages staked throughout the region's *rias*, or saltwater inlets.

Egg-laying takes place in March and in early summer. Three months later, the tiny larvae that haven't been eaten by predators affix themselves to rocks on the coast. There workers begin collecting the mussels one by one. The next step is the cage: the bivalves are attached to cords with a kind of biodegradable sling and then submerged under a platform. Within a year, the mussels' weight will have increased by a factor of ten. They then select the largest ones and return them to the cord where they continue to mature for at least another year.

In the factory, the culinary process is short and simple. The bivalves are steamed and then shelled, and quick-fried to get rid of all remaining body water. From there they go to a tin to swim in brine and await their unquestioned moment of glory, the cocktail hour.

Gómez, Ernesto. (2006). "Mussels. *The tasting*", The English Magazine.

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- Why are mussels so nutritious? *Because they are very rich in proteins and minerals.*
- What process do mussels undergo to be canned? *First the mussels are steamed and shelled, then quick fried and tinned to swim in brine.*

**2. Choose the best option. (0.30)**

- Many people in Galicia...
  - support mussels.
  - live thanks to mussels.**
  - make a collection of mussels.
- Mussels lay their eggs...
  - and many of them are eaten by predators.**
  - in midsummer.
  - by the millions.
- The culinary process...
  - consists of four steps.**
  - is quick.
  - takes place in the cocktail hour.



**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Millions of people make their living from mussels in Galicia. **F.**
- b. Rocks with larvae are taken to cages to mature for a year. **F.**
- c. In a year, mussels increase ten times their weight. **T.**
- d. In three years, the mussels are sent to a tin. **F.**

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. What do you think of fish farms?
- b. Compare craft work with factory work.

## 4. Martin Luther King

Duración: 45 minutos

### Martin Luther King

Each year, Americans celebrate Martin Luther King's birthday by honouring him and remembering his life and involvement in the civil rights movement.

To millions of black Americans, King was the prophet who gave eloquent voice to their struggle for racial equality. He was their voice of anguish, their battle cry for human dignity, the man who forged for them a powerful new weapon —non-violent protest— as a tactic in fighting segregation. 'Non-violent protest is the most effective weapon of an oppressed people' was a King maxim in the face of every provocation.

To millions of white Americans, he was one of a group of leaders who preserved the bridge of communication between races when racial warfare threatened the United States in the mid 1960s.

King won the 1964 Nobel Peace Prize for 'consistently asserting the principle of non-violence'. He was the third black, the 12th American, and the youngest man ever to win the Nobel Peace Prize.

In accepting the award at Oslo, Norway, King said he did so on behalf of millions of American blacks striving to end the long night of racial injustice.

**Read the instructions to each question carefully before answering.**

#### 1. Answer the following questions. Give complete answers. (0.50)

- Why do Americans celebrate Martin Luther King's birthday? *Americans celebrate Martin Luther King's birthday because of his fight to achieve civil rights to black Americans.*
- Which was Martin Luther King's attitude towards violence? *He defended non-violent protest as an effective weapon to fighting segregation.*

#### 2. Choose the best option. (0.30)

- What does the text say about King's birthday?
  - King's birthday is not celebrated in the USA.
  - Americans celebrate King's birthday every two years.
  - Americans celebrate King's birthday every year.**
- Who was Martin Luther King?
  - He was a white leader who preserved the bridge of communication between races.
  - He was a black leader who preserved the bridge of communication between races.**
  - He was a leader who defended violence.
- In the mid 1960s...
  - King won an important award.**
  - King favoured racial warfare.
  - King was the 12th black American to win the Nobel Peace Prize.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Luther King was a fervent supporter of non-violence. **T**.
- b. Martin Luther King thought non-violent protest was the most useful means to fight for discriminated people. **T**.
- c. King was the twelfth American to get the Nobel Prize. **F**.
- d. Martin Luther King built a bridge between white and black Americans. **F**.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Civil rights in Spain.
- b. Immigration and civil rights.

## 5. London

**Duración: 45 minutos**

### London

London is located in the south of England and on the River Thames, which crosses the city from the southwest to the east. It has a population of over 14 million inhabitants and is the largest urban zone in the European Union.

London, whose ancient name was *Londinium*, is a beautiful city full of gardens and parks, where you can not only walk but also lie on the green grass and relax. It is famous for its pubs, where drinks and meals are served.

Samuel Johnson\* said *when a man is tired of London, he is tired of life*. There is such variety of places, it is not easy to choose: from the best museums in the world and smart churches, to markets and shops, without forgetting libraries, art galleries, concerts, plays, films and live shows...

In spite of London's winters, chilly and rainy, autumns are mild and summers are glorious. However, the best of London is the diverse range of peoples and languages, whose cultures are not only respected, but also fostered\*, making London the leading global city and also the world's largest financial city.

\*Samuel Johnson: an 18<sup>th</sup> century English author who wrote the *Dictionary of the English Language*.

\*foster: help, promote, support.

### Read the instructions to each question carefully before answering.

#### 1. Answer the following questions. Give complete answers. (0.50)

- Why is London considered the leading global city? *It is because the wide range of cultures the city respects and fosters.*
- What does *when a man is tired of London, he is tired of life* mean? *It is so much London offers you that if you are not attracted by any of its variety of places or activities, you must be tired of life.*

#### 2. Choose the best option. (0.30)

- In English pubs you can...
  - drink, but not eat.
  - eat and have beer, wine or spirits.
  - drink and eat.**
- In London parks and gardens...
  - you can't walk on the grass.
  - you have to walk along the paths.
  - you can walk and lie on the grass.**
- London weather is...
  - cold in winter, but rainy in autumn.
  - cold and wet in winter, but fine in other seasons.**
  - fine in spring, but chilly and rainy in winter.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. The River Thames flows through London. **T**
- b. There are more than 14 million people in London. **T**
- c. London used to be called Londinium. **T**
- d. London museums are not the best ones in the world. **F**

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Describe your hometown.
- b. Describe a city, a town or a village you have visited.

## 6. Drinking while pregnant “makes child like alcohol”

Duración: 45 minutos

### Drinking while pregnant “makes child like alcohol”

Drinking while pregnant can produce children who will find alcohol attractive, a study suggests.

The researchers said teenagers found the smell of alcohol more appealing if their mothers had drunk while they were in the womb, and this could increase their chances of suffering a drink problem in later life.

The study, carried out in pregnant rats, showed that by the time offspring hit adolescence they responded more strongly to the smell of alcohol on others if they had been exposed to it before they were born. This happens to all mammals, including humans, they believe, because it is evolutionary important for a child to like foods eaten by its parents.

By contrast, rats whose mothers were not given alcohol while pregnant were not as attracted to the smell.

Guidelines announced last year warned women that they should not drink alcohol at all while pregnant, despite no evidence that having an occasional glass of wine was harmful.

On the other hand, a new research indicated that increasing the tax on alcohol could reduce problem drinking as a higher cost led to people drinking less.

From *The Daily Telegraph*. January 2009.

### Read the instructions to each question carefully before answering.

#### 1. Answer the following questions. Give complete answers. (0.50)

- What have the researchers demonstrated in their study? *The researchers demonstrated that the smell of alcohol was more appealing to teenagers whose mothers had drunk alcohol when pregnant.*
- How could alcohol drinking be reduced? *It could be reduced by increasing the tax on alcohol.*

#### 2. Choose the best option. (0.30)

- If mothers drink alcohol during their pregnancy...
  - they will have a drinking problem later.
  - their sons and daughters will find alcohol more attractive.**
  - they'll get drunk.
- The smell of alcohol...
  - attracts the pregnant rats.
  - attracts adolescent rats.
  - attracts young rats whose mothers drunk alcohol while pregnant.**
- Having an occasional glass of wine...
  - is dangerous for the offspring.
  - is not harmful to pregnant women.**
  - is something no woman should do.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Drinking while pregnant will produce children who will find alcohol attractive. **F**.
- b. Drinking mothers could increase their offspring's chances of having drink problems. **T**.
- c. There is evidence that having a cup of wine is healthy. **F**.
- d. More expensive alcohol would make people drink less. **T**.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Young people drinking alcohol in Spain.
- b. More expensive alcohol leads to drinking less.

## 7. Dreams

**Duración: 45 minutos**

### Dreams

We all dream, even those who deny it. We do it every night, as routinely as we eat or walk during the day. And yet we hardly know anything about dreams. For the average mortal, forgetfulness quickly transforms them into hazy second-hand anecdotes. For researchers, they are so inaccessible that they defy definition.

For the now renowned Sigmund Freud, born in Vienna on the 6th of May, 1856, dreams were 'the disguised expression of a repressed desire.' The psychologist Calvin Hall, on the other hand, defined them as 'pictorial metaphors of real life whose purpose is to clarify, rather than to obscure, thoughts.'

It goes without saying that inquiries into this state in which we spend some 58,444 hours throughout our lives (2 per night on average) are not plentiful. But some American researchers have gone through the trouble of translating the world of dreams into percentages. One of the pioneers in the field, the aforementioned Calvin Hall, carried out a study thanks to which nowadays we know some very important aspects of our other life. Like, for example, that the number of people that appear in the majority of dreams is three (85 %). The most common setting is the home (30 %) and the most usual feelings (in decreasing order) are: fear, anxiety, happiness, excitement, and sadness.

Nieto, Silvia. (2006). *150 years since Freud's birth*, The English Magazine.

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- a. What does forgetfulness do to our dreams? *It changes them into anecdotes.*
- b. What important research did Calvin Hall carry out? *He pointed out many important aspects of dreams, expressed in percentages.*

**2. Choose the best option. (0.30)**

1. Dreams...
  - a. are easily defined.
  - b. are mere anecdotes.
  - c. **are very hard to explain.**
2. According to Freud...
  - a. our dreams were repressed.
  - b. **dreams are an expression of our desires.**
  - c. dreams are meaningless.
3. When we are dreaming...
  - a. home hardly appears.
  - b. there usually are a lot of people.
  - c. **the most common feeling is fear.**



**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Some people say they don't dream, but everybody does. **T**.
- b. According to Mr Hall, dreams are images that make our lives easier to understand. **T**.
- c. Many researches on dreams have been made. **F**.
- d. The most usual feeling when dreaming is feeling at home. **F**.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Tell a nightmare. Try to interpret it.
- b. What do you think dreams tell us about?

## 8. Muzak

Duración: 45 minutos

### Muzak

“One moment, please.” As your telephone call is put on hold, music suddenly swells through the receiver. Muzak, “the background music” so familiar to us today in public places as well as on the telephone, was invented by General George Squier in 1922. It was originally designed to increase productivity in the workplace but it has also had other purposes; for example, in the 1920s, Muzak was introduced into the lifts of skyscrapers to calm the passengers.

But, can background music control behaviour as well as feelings? Psychology Professor Adrian North conducted a study to discover if this music could influence customers’ choices. His team arranged for a supermarket to play French accordion and German brass-band music at different times to see if this affected the sale of wines from these countries. The wines were clearly labelled and identified by country name and flag to avoid confusion, and the prices of the wines were comparable.

After two weeks, the results were clear. When the German music was broadcast, 73% of the wine sold was German. Conversely, when the French music was aired, 77% of the wine sold was French. Most of the customers interviewed after doing their shopping insisted that they had no preference for either country’s wine.

**Read the instructions to each question carefully before answering.**

#### 1. Answer the following questions. Give complete answers. (0.50)

- Why was background music originally designed? *It was designed to increase productivity in the workplace.*
- What did Professor Adrian North want to discover? *He wanted to know if Muzak could influence customers’ choices.*

#### 2. Choose the best option. (0.30)

- Muzak...
  - was already quite familiar in the 1920s.
  - is the music that you hear while you are in a concert.
  - was invented to boost productivity.**
- A study shows that...
  - if music is sounded in a supermarket, the sales increase.
  - when French accordion was heard, the sale of French wine raised.**
  - wines must be clearly labelled and identified.
- Adrian North discovered that...
  - his team liked accordion and brass-band music.
  - the prices of the French and German wines were comparable.
  - music influenced the type of wine sold.**

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Muzak was introduced into the lifts of skyscrapers to make people work harder. **F**.
- b. Background music can control our feelings. **T**.
- c. The 73 % of the time, German wine was sold. **F**.
- d. Customers had previous preference for French wines. **F**.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Are we really free to make our choices?
- b. Write about your plans for next summer.

## 9. Marat's death

Duración: 45 minutos

### Marat's death

The French Revolution of 1789 gave way to the bloody Reign of Terror, in which thousands of French citizens were beheaded. In particular, it was the Jacobin journalist and political extremist Jean Paul Marat who, from the pages of his newspaper called "The Friend of the People", most fervently encouraged the use of violence against opponents of the new regime. Marat's daily columns were read with dread, since every name that appeared ended up as fodder for the guillotine.

This terrible sense of unease provoked a young woman named Charlotte de Corday -a sympathizer of the Girondists, a moderate faction of the Assembly of the French Convention- who tried to single-handedly stop the rage, words and bloody writings of the revolutionary leader. Under the pretext of providing him with a list of traitors, the young lady arrived at his house on July 13, 1793 and stabbed him several times, eventually killing him.

Charlotte de Corday was arrested and executed four days later. Her last words were: "I killed him so that my country could finally live in peace." Unfortunately, this objective was unattainable for her.

**Read the instructions to each question carefully before answering.**

#### 1. Answer the following questions. Give complete answers. (0.50)

- What happened during the Reign of Terror? *Many French citizens were executed.*
- Why was Marat so feared? *Because when he mentioned a name in his column, he or she ended up executed in the guillotine.*

#### 2. Choose the best option. (0.30)

- Jean Paul Marat...
  - killed many people.
  - supported violence as a political weapon.**
  - was against the new regime.
- Charlotte de Corday...
  - led a conspiracy to kill Marat.
  - was a radical supporter of the French Revolution.
  - killed Marat with a knife.**
- Charlotte de Corday's last words...
  - reflected the successfulness of her objectives.
  - showed she had failed.
  - justified her crime.**

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. A period of unease followed the early days of French Revolution. **T**.
- b. Charlotte de Corday was a member of the Assembly of the French Convention. **F**.
- c. Marat called “The Friend of the People” to encourage violence. **F**.
- d. Charlotte de Corday achieved her political aims, but was executed four days later. **F**.

**4. Composition (60-80 words). Choose one of the following topics. (1)**

- a. Is the influence of the French Revolution alive nowadays?
- b. Violence and society.

## 10. Steps to nationhood

Duración: 45 minutos

### Steps to nationhood

Australia's first settlers were the Aboriginals, hunters and food gatherers who are believed to have migrated from Asia 4,000 years ago. They lived undisturbed for many centuries, during which the only other visitors to Australia may have been Indonesian traders who sailed to the continent's north-west coast. Australia however remained a mystery to the rest of the world until less than 400 years ago.

Although a "Terra Australis" -a Great South Land- was shown on maps as early as the second century AD, its actual existence was not confirmed until the 17th century as a result of Portuguese, Spanish and Dutch mercantile expansion into Asia.

The first Englishman to visit the continent was the buccaneer William Dampier, who landed on the north-west coast of what is now the State of Western Australia in 1688. In 1770 Captain James Cook of the British Navy sighted the east of the continent, charted it, and after travelling up the coast landed at Botany Bay.

The first European settlement of the continent occurred on 26 January 1788, when Captain Arthur Phillips landed at Sydney Cove (now Port Jackson) near Botany Bay and established a penal settlement. He took possession of the whole of the eastern part of the continent which he named New South Wales.

The first white settlers were convicts and their soldier guards and some tradesmen sent to help establish the new penal colony. Although at first struggling in a harsh, alien land and dependent on supplies from Britain, the colony began to reach inland from what is now Sydney. The hinterland was explored, farms were developed, and eventually the colony became self-sufficient in most foods.

Geoffrey Bolton. *The Courier*. December 1988.

### Glossary

*food gatherer*: recolector de alimentos

*AD*: (Anno Domini), DC (después de Cristo)

*to sight*: divisar

*to chart*: trazar el mapa

*harsh*: dura, rigurosa

*hinterland*: tierra adentro

### Read the instructions to each question carefully before answering.

#### 1. Answer the following questions. Give complete answers. (0.50)

- Where are the first settlers supposed to have come from and what was their life like? *The first settlers are supposed to have come from Asia. They led a quiet life.*
- How did the first European people settle in Australia? *They settled in a penal colony established in 1788. The first settlers were convicts and their soldier guards and some tradesmen.*

#### 2. Choose the best option. (0.30)

- The Aboriginals...
  - reached Australia 400 years ago.
  - lived in Australia for centuries.**
  - lived in Australia's north-west coast.
- Australia...

- a. became a colony 4,000 years ago.
  - b. was discovered by Dampier.
  - c. **was known as early as the 2nd century AD.**
3. The first white settlement was...
- a. in 1668.
  - b. in 1770.
  - c. **in 1788.**

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. William Dampier established a settlement in 1668. **F.**
- b. Sydney Cove was a settlement established in 1788. **T.**
- c. The first settlers were traders, convicts and soldier guards. **F.**
- d. The existence of Australia was confirmed in the 1700s. **F.**

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Would you go to a remote land and stay there? Say why.
- b. Clash of cultures.

## 11. Terrorism and tourism

Duración: 45 minutos

### Terrorism and tourism

The immediate effect of a terrorist attack is likely to be cancellation of bookings to the location where the event took place and a reduction of new reservations.

The effect may well extend beyond the specific location in which the event occurred because as in the case of the Gulf War, which had global implications, the situation may be extended to a larger area in the minds of potential visitors.

For those who still persist in visiting the area, there may be bargains, cheap flights, reduced accommodation rates and lack of crowding.

However, there may also be changes in the quality of their experience, as they are exposed to searches, delays and increased military presence.

Luggage charges usually go up as security measures are strengthened.

Despite all this, a survey conducted over American citizens found that less than half of them would be enticed to travel overseas by airline promotions after a terrorist attack.

Moreover, in order to counteract the unfavourable image created by terrorism, a larger amount of money must be spent on public relations, advertising and promotion campaigns.

**Read the instructions to each question carefully before answering.**

#### 1. Answer the following questions. Give complete answers. (0.50)

- What are the negative effects of a terrorist attack? (Name two at least). *They can be cancellation of bookings to the location where the event took place and a reduction of new reservations.*
- What are the advantages of travelling to a destination where a terrorist attack has taken place? (Name two at least). *There may be bargains, cheap flights, reduced accommodation rates and lack of crowding.*

#### 2. Choose the best option. (0.30)

- After a terrorist attack...
  - books are likely to be cancelled.
  - new reservations decrease.**
  - people don't travel.
- Tourists who still persist on travelling after a terrorist attack...
  - would find cheaper opportunities.**
  - will travel faster because the lack of crowding.
  - will have a quality experience.
- American citizens...
  - would travel overseas after a terrorist attack.**
  - conducted a survey on terrorism.
  - are offered airline promotions after a terrorist attack.



**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. The effect of a terrorist attack may affect other countries in the area. **T.**
- b. The majority of American citizens like to travel after a terrorist attack. **F.**
- c. Military presence is quite unusual in countries affected by terrorism. **F.**
- d. Tourist companies don't have to spend a lot of money on promotion campaigns. **F.**

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Imagine a friend invites you to spend a week in a dangerous destination.
- b. Victims of terrorism.

## 12. The digital divide

Duración: 45 minutos

### The digital divide

A recent survey has shown that the number of people in the United Kingdom who do not intend to get internet access has risen. These people, who are known as 'net refuseniks', make up 44% of UK households, or 11.2 million people in total.

The research also showed that more than 70 percent of these people said that they were not interested in getting connected to the internet. This number has risen from just over 50% in 2005, with most giving lack of computer skills as a reason for not getting internet access, though some also said it was because of the cost.

More and more people are getting broadband and high speed net is available almost everywhere in the UK, but there are still a significant number of people who refuse to take the first step.

The cost of getting online is going down and internet speeds are increasing, so many see the main challenge to be explaining the relevance of the internet to this group. This would encourage them to get connected before they are left too far behind. The gap between those who have access to and use the internet is the digital divide, and if the gap continues to widen, those without access will get left behind and miss out on many opportunities, especially in their careers.

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- What has a recent survey in the United Kingdom shown? *It has shown that the number of people in the United Kingdom who do not intend to get internet access has risen.*
- Why has the number of people not interested in getting connected to the internet risen? *Because they say they do not have computer skills for getting internet access, though some also said it was because of the cost.*

**2. Choose the best option. (0.30)**

- 'Net refuseniks'...
  - do not want internet access.**
  - are a majority in the United Kingdom.
  - have led a recent survey.
- They refuse to getting connected to the internet...
  - mainly because of the cost.
  - because they are afraid of it.
  - mainly because they do not know to use new technologies.**
- The digital divide will continue to widen...
  - if the cost of getting online goes down and interned speed increases.
  - if 'net refuseniks' do not see the relevance of the internet.**
  - if people refuse to take the first step.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. The majority of people in the UK are 'net refuseniks'. *F.*
- b. There are more and more British who do not use the internet. *T.*
- c. The main causes of the digital divide are the cost and the internet speed. *F.*
- d. The digital divide is widening because some people do not understand the importance of the internet. *T.*

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. The world without the internet.
- b. New technologies.

## 13. The kiwi savers

Duración: 45 minutos

### The kiwi savers

New Zealand is the home of the kiwi. This unique bird is the international symbol and you will see it everywhere: on keyrings and T-shirts. In fact, you'll see it everywhere except where it should be: in the wild.

Experts estimate that there were once more than 20 million kiwis across New Zealand. Today, numbers of this noisy nocturnal bird have decreased to just 70,000.

Kiwis don't fly, like the ostrich and emu. They explore the forest floor with their long beaks in search of worms, which are their favourite food. They use their powerful feet to keep their attackers away.

However, nothing could protect kiwis from the settlers\*, who devastated New Zealand's native habitat, and from predators, like the cats, dogs and rats the Europeans introduced in the country. *Operation Nest Egg* is a programme to save the kiwis by restoring and protecting native habitats.

The project has received enormous public support and will help the kiwi population take off once again.

Adapted from *Speak Up* magazine. N. 294.

\*settlers: people who go to live in a new country.

### Read the instructions to each question carefully before answering.

#### 1. Answer the following questions. Give complete answers. (0.50)

- Why is the kiwi an endangered species? *Because its population, once above 20 millions, has been reduced to just 70,000.*
- How is the rescue programme helping the kiwi? *By restoring and protecting its native habitat, thanks to Operation Nest Egg.*

#### 2. Choose the best option. (0.30)

- Kiwis...
  - are New Zealand's pets .
  - arrived to New Zealand flying.
  - use their feet to defence themselves.**
- Operation Nest Egg*...
  - has achieved to raise kiwis's numbers rise to more than 20 million.
  - tries to bring back kiwis's native habitat.**
  - has achieved New Zealand's population take off again.
- The Europeans...
  - introduced new species in New Zealand.**
  - brought predators to destroy kiwis because it was noisy.
  - liked to eat kiwis.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. The kiwis live in most New Zealand forests. **F.**
- b. The population of kiwis has increased to 20 million. **F.**
- c. The kiwis couldn't fight cats and dogs. **T.**
- d. *Operation Nest Egg* is a very popular programme. **T.**

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Endangered species in your country.
- b. What can you do to protect nature?

## 14. Underwear

Duración: 45 minutos

### Underwear

The history of underwear is full of curiosities. Brassieres, for example, were already in use among Roman ladies. They were called *strophium* and consisted of strips of cloth that wrapped around and held the breast. It is also known that, much earlier, women on Crete used a kind of corset that served the same purpose. But it wasn't until the end of the nineteenth century that they first designed bras like those we use today. The cleverest of all was Mary Phelps Jacob, from the U.S.A. She got her model patented in 1914. A short while later, she sold her idea to the Warner Brothers Corset Company for \$15,000. I have no idea whether they were related to the ones who worked in the movie industry. Or were they the very same ones? I think I just got the link between Daffy Duck and underwear.

In the case of men, the earliest loincloths, known as *fundoshi* in Japan and still worn by Sumo wrestlers, were a fairly scanty affair. Gradually, as a result of the contact between Romans and the Gallic tribes, more and more cloth was required until it reached its apogee of bodily coverage in the 19th century as the typical "long johns" you see in westerns. The first men's briefs weren't patented until 1934.

Josep Tomás Torres (2006). *Sex guide*, The English Magazine.

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- What was the *strophium* like? *It consisted of strips of cloth that wrapped around and held the breast.*
- Why was Mrs Jacob clever? *She got her model patented and, a short while later, she sold her idea to the Warner Brothers Corset Company for \$15,000.*

**2. Choose the best option. (0.30)**

- Women's underwear has been used...
  - since the beginning of the 20th century.
  - since the end of the 19th century.
  - since the times of the Greeks.**
- Corsets worn by women in Crete...
  - had a similar use to older brassieres.**
  - were like modern brassieres.
  - were copied by Mary Phelps Jacob and sold to Warner Brothers Corset Co.
- Men's underwear...
  - requires more and more cloth.
  - was scarce long time ago.**
  - wasn't used until the 20th century.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. The bra is a recent invention. **F**.
- b. The use of heavy underwear reached its zenith in the 19th century. **T**.
- c. Long johns were used as a result of the contact between Romans and Gauls. **T**.
- d. *Fundoshis* are heavy loincloths. **F**.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Well-dressed or comfortable? Are both compatible?
- b. Clothes and personality.

## 15. Web careers

Duración: 45 minutos

### Web careers

Nowadays there are plenty of jobs connected with the Internet on the market. Here are two people who already work on the net.

Jacqui Richards is a writer at worldpop.com, a new global music website which started two years ago. She researches stories by surfing the Net and calling contacts. 'I've decided to write for the Internet because it's where I was going to find the latest information on bands. I was already addicted to surfing and looking at all the interview and music clips you don't get in regular magazines. I love the speed and pace of writing for the web. I can research a story in the morning and see it on the web in the afternoon, which is really fantastic. Newspapers will have the same story the next day and some magazines up to six weeks later. Getting in there first is really stimulating, and so is the fact that your stories are being read around the world, and what's important, before your rivals.'

Logan Fisher, meanwhile, is creative director at Plug 1, a company that develops websites for clients. His job is to create pages that are visually exciting and informative. 'My job is 90% creative and 10% software knowledge. There are a lot of people entering web design who have the technical knowledge but no creative background. You need to be trained in graphic design (...) to know basic colour theories, sound and animation (...) and also make it easy to navigate. All in all is a lot of work.'

**Read the instructions to each question carefully before answering.**

**1. Answer the following questions. Give complete answers. (0.50)**

- What does Jacqui Richards love best of her job? *She loves the speed and pace of writing for the web.*
- What does a website developer do? *He creates pages that are visually exciting and informative.*

**2. Choose the best option. (0.30)**

- Jacqui...
  - has got important rivals.
  - enjoys working fast.**
  - has to do surfing in the summer.
- Logan...
  - thinks his job is hard work.**
  - has to write books about Internet.
  - has a very technical job.
- worldpop.com...
  - gets its stories after appearing in the newspapers.
  - is a website on music that has been working for two years.**
  - is really fantastic.



**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. There are magazines that publish the stories up to six weeks later. **T**.
- b. Plug 1 is a firm that creates websites on demand. **T**.
- c. It is not easy to create a visually exciting and informative website. **T**.
- d. Logan Fisher creates pages for worldpop.com. **F**.

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. What is Logan's job and what does he think about his job?
- b. Do you think the Internet is important?

## 16. What is BookCrossing?

Duración: 45 minutos

### What is BookCrossing?

Do you like reading but can't afford to buy books? If so, you may be interested in the worldwide book club that aims to make the whole world a library. Ron Hornbaker founded the BookCrossing website ([www.bookcrossing.com](http://www.bookcrossing.com)) so that people can share the books they have enjoyed reading with other people.

All you have to do is follow these three simple steps. First of all you have to read a good book. Next you register the book on the website with your comments and you'll be given a BookCrossing identification number which you write inside the book. Finally you release the book for someone else to find. You can give the book to a friend, leave it on a park bench, or even forget to take it with you when you leave a coffee shop. Now you just have to wait! When another person picks up the book, he or she will see the BookCrossing information and ID number inside the book and go to the website and say that the book has been found. The process can then be repeated!

BookCrossing operates all over the world. In Spain, Barcelona and Madrid are the cities which have the most books registered. Perhaps one day you will be lucky enough to find an interesting book on the metro in Madrid or in a cinema in Barcelona. If you do, remember to record it on the website, read it and release it and the whole process can continue!

**Read the instructions to each question carefully before answering.**

#### 1. Answer the following questions. Give complete answers. (0.50)

- What does BookCrossing intend to do? *It aims to make the whole world a library.*
- What should you write in the book before you release it? *You should write a BookCrossing identification number.*

#### 2. Choose the best option. (0.30)

- The objective of this book club is...
  - to get rid of the books you don't like.
  - to share interesting books with other people.**
  - to buy cheap books.
  - to read books on the internet.
- You can find these "released" books...
  - in most countries around the world.**
  - in Spain and Great Britain.
  - in Madrid and Barcelona.
  - in the USA.
- If you find one of the books...
  - you take to the library.
  - you read it and liberate it again.**
  - you read it and give it back to its owner.
  - you send it to BookCrossing.

**3. Are the following sentences true (T) or false (F)? (0.20)**

- a. Ron Hornbaker created BookCrossing so that people could read cheaply. **F.**
- b. The city you live in must be registered to take part in BookCrossing. **F.**
- c. Once you have read the book, you keep it. **F.**
- d. Sharing is the idea on which BookCrossing is based. **T.**

**4. Write a composition (60-80 words). Choose one of the following topics. (1)**

- a. Write a description of the last book, comic or poem that you read.
- b. Write about an exciting experience, event or trip in your life.

## 17. The European Green Capital Award

Duración: 45 minutos

### The European Green Capital Award

Following Stockholm in 2010 and Hamburg in 2011, Vitoria-Gasteiz (Spain) and Nantes (France) will be The European Green Capitals for 2012 and 2013.

The **award** of European Green Capital is given each year to a European city that has made exceptional efforts to protect the environment and **to achieve** sustainable development. The judges' decision is based on eleven environmental criteria such as: local transport, green urban areas, quality of air, noise, **waste** production and management and water consumption.

Inhabitants of the city centre of Vitoria-Gasteiz do not live more than 300 metres away from a green space. The city has also made an enormous effort to reduce its water consumption, and aims to bring it down to less than 100 litres a day per person.

Nantes, the winner of 2013, has an ambitious transport policy. It was the first French town to reintroduce electric trams, and it now has a desirable air quality and expects to reduce CO<sub>2</sub> emissions by a quarter by 2020.

Europe is now an essentially urban society, with four out of five Europeans living in towns and cities. Our well-being is closely linked to the quality of our urban environment. The **aim** of the Green Capital Award is to make winning cities models and inspire other European cities to improve the quality of life of their citizens.

(Adapted from European Commission News: [http://ec.europa.eu/news/environment/101022\\_1\\_en.htm](http://ec.europa.eu/news/environment/101022_1_en.htm))

#### Vocabulary:

**award:** prize or money given to the winner of a contest or competition.

**waste:** not wanted material or substances after use.

**to achieve:** to complete something successfully or get good results.

**aim:** objective, goal.

**Read the instructions to each question carefully before answering** (Total score: 10 points)

**1. Answer the following questions. Give complete answers.** (1.0 points each = 2.0 points)

- What must a European city do to win the European Green Capital Award? *It has to make exceptional efforts to protect the environment and to achieve sustainable development.*
- What has the 2012 winner city achieved? *Its inhabitants do not live more than 300 metres away from a green space. Besides, Vitoria-Gasteiz has also made an enormous effort to reduce its water consumption.*

**2. Underline the best option.** (0.5 points each = 1.50 points)

- The European Green Capital Award...
  - has already been given to 4 cities.
  - is given to a different European city every year.
  - Both 1 and 2 are correct.**
- Nantes...
  - has improved its air quality.**
  - will increase its CO<sub>2</sub> emissions by a quarter by 2020.
  - Both 1 and 2 are correct.
- The aim of the award is...
  - have more parks in European cities.
  - offer examples of good practice to European cities.**
  - reintroduce electric trams in European cities.

**3. Are the following sentences true (T) or false (F)? (0.5 points each = 1.50 points)**

- a. 80% of Europeans live in urban areas. **T**.
- b. Vitoria-Gasteiz has a lot of water consumption. **F**.
- c. The winner of the award is selected by European cities. **F**.

**4. Choose one of the following topics and write a text 60-80 words long (5 points)**

- a. What can you do in your daily life to protect the environment?
- b. What would you do to improve the quality of life in your town or city?

## 18. Finland: first in class

Duración: 45 minutos

### Finland: first in class

Finland is recognised worldwide for its top ranking education model. Foreign delegations frequently visit the country to try and discover the secret of its success. Euronews spent a day at a school in the capital Helsinki to find out more about the philosophy behind the **Finnish** system.

Finland has the shortest formal teaching hours in Europe and the best educational results. Finnish children stay with the same class and the same teacher for at least six years –which makes school like an extension of home.

In Finland, competition to become a teacher is so **fierce** that all teachers have a Master's degree.

Heljä Misukka, the **Secretary of State** for Education, told Euronews: "What is also maybe quite special in Finland is that teachers are quite autonomous in what they do, so they can, for example, choose the materials they like or the pedagogy they use. They have a lot of freedom in their work."

The accent is on music, sport and the arts. Children learn by playing and experimenting in groups, like the science class. Playtime is an important part of learning. There are a lot of breaks and even in winter children are encouraged to play outdoors. The children are trusted.

However, Charles Leadbeater, a global education analyst told us: "We shouldn't think that it is the only model that we should follow; it's one very effective model in teaching, learning and **schooling**, but it's not necessarily the only, or in some cases the best, model to improve education."

(Adapted from [www.euronews.net/learningworld](http://www.euronews.net/learningworld) 5/11/10)

#### Vocabulary:

**Finnish:** from Finland

**Secretary of State:** In Finland, highest official under each minister of the Government

**fierce:** intense

**schooling:** education given at school

**Read the instructions to each question carefully before answering** (Total score: 10 points)

**1. Answer the following questions. Give complete answers.** (1.0 points each = 2.0 points)

- Why is school considered in Finland an extension of home? *Because children stay with the same class and the same teacher for at least six years.*
- What are two characteristics of the Finnish Education system? *Teachers are quite autonomous and the accent is on music, sports and the arts.*

**2. Underline the best option.** (0.5 points each = 1.0 points)

- In Finland, becoming a teacher is...
  - easy.
  - demanding.**
  - autonomous.
- In Finland, teachers have...
  - the same students for a minimum of six years.
  - autonomy in their professional activity.
  - Both 1 and 2 are correct.**

**3. Are the following sentences true (T) or false (F)?** (0.5 points each = 1.0 points)

- a. Subjects like music, sport and arts are a priority in the Finnish education system. **T**.
- b. According to Charles Leadbeater, the Finnish education system is the best model to improve education in other countries. **F**.

**4. Find a word in the text which means...** (0.5 points each = 1.0 points)

- a. to get better: improve
- b. internationally: worldwide

**5. Choose one of the following topics and write a text 60-80 words long** (5.0 points)

- a. Write about your school days.
- b. What are, in your opinion, positive and negative aspects about the Spanish education system?

## 19. Brazil prepares for tourist boom

Duración: 45 minutos

### Brazil prepares for tourist boom

Brazil is preparing for major tourist invasion as two of the world's biggest sporting events will be organized in the country in the coming years: the 2014 Football World Cup and the 2016 Olympic Summer Games in Rio de Janeiro.

Brazil is expecting twice the number of visitors that it has in normal years. In 2010, about 5 million visitors came to the country. That is a very low number compared to France which has almost 80 million visitors a year and the US with 60 million.

There are two main reasons why Brazil has not been a popular tourist destination. First, it is far away from Europe and flight costs make it an expensive place to go to. Secondly, the country's crime rate has discouraged many potential tourists.

Brazil's economy is successful and the money that it is generating is being invested in infrastructure and projects for the future. Airports are being improved, roads are being built and public transportation expanded. New hotels are being constructed and more and more people are being employed in tourism-related jobs.

The Brazilian government hopes that these sporting events will give the country a great tourism expansion. Once tourists are in the country, they should not only concentrate on the sporting events but also on the spectacular attractions that Brazil has to offer, like the Iguazu Falls in the south, or the Amazon rainforest in the north and central parts of the country. During the two big events police forces supported by army units will be patrolling the streets to give visitors the feeling of safety.

(Adapted article from <http://www.english-online.at>)

#### Vocabulary:

**rate:** amount, percentage    **falls:** movement of water to a lower position    **patrolling:** guarding, protecting

**Read the instructions to each question carefully before answering** (Total score: 10 points)

**1. Answer the following questions. Give complete answers.** (1 point each = 2 points)

- Why is Brazil expecting an important tourism expansion in the coming years? *Brazil is expecting an important tourism expansion in the coming years because the 2014 Football World Cup and the 2016 Olympic Summer Games will be organized in the country.*
- What are the two examples of the country's development to prepare for that tourism expansion? *Two of the following: airports are being improved / roads are being built / public transportation is being expanded / new hotels are being built / more people are being employed (in tourism-related jobs).*

**2. Underline the best option.** (0.5 points each = 1 point)

- Compared to Brazil, France has...
  - a higher number of tourists.**
  - a lower number of tourists.
  - twice the number of tourists.
- Visitors coming to Brazil's sporting events should also...
  - be employed in tourism-related jobs.
  - enjoy the country's tourist attractions.**
  - patrol the streets to feel safe.



**3. Are the following sentences true (T) or false (F)? (0.5 points each = 1 point)**

- a. Brazil has been considered a safe country for tourists. **F**.
- b. Brazil is an expensive country to live in. **F**.

**4. Find a synonym in the text for these words (0.5 points each = 1 point)**

- a. distant: far / far away
- b. security: safety

**5. Choose one of the following topics and write a text 60-80 words long (5 points)**

- a. Write about your best holiday experience.
- b. Do you think Valencia/Spain is a popular tourist destination? Why?



# Anexo

## Verbos irregulares ingleses



## Verbos irregulares ingleses

be, was (/ɒ/) / were (/ɜ:/), been (/i:/)	<i>ser, estar</i>

/æ/, /æ/	
broadcast, broadcast, broadcast cast, cast, cast	<i>radiar arrojar</i>

/æ/, /æ/	
sit, sat, sat spit, spat, spat	<i>sentarse escupir</i>

/æ/, /æ/	
have, had, had	<i>haber, tener</i>

/æ/, /ʌ/	
begin, began, begun drink, drank, drunk ring, rang, rung run, ran, run shrink, shrank, shrunk sing, sang, sung sink, sank, sunk spring, sprang, sprung stink, stank/stunk, stunk swim, swam, swum	<i>empezar beber llamar correr encogerse cantar hundir saltar apestar nadar</i>

/e/, /e/	
bend, bent, bent lend, lent, lent send, sent, sent smell, smelt, smelt spell, spelt, spelt	<i>doblar prestar enviar oler deletrear</i>

/e/, /e/	
bleed, bled, bled breed, bred, bred meet, met, met flee, fled, fled feed, fed, fed hold, held, held lead, led, led speed, sped, sped	<i>sangrar criar encontrar huir alimentar agarrar, celebrar conducir acelerar</i>

/e/, /e/	
creep, crept, crept keep, kept, kept leap, leapt, leapt sleep, slept, slept sweep, swept, swept weep, wept, wept	<i>arrastrarse conservar brincar dormir barrer llorar</i>

/e/, /e/	
deal, dealt, dealt feel, felt, felt kneel, knelt, knelt	<i>tratar sentir arrodillarse</i>

/e/, /e/	
dream, dreamt, dreamt	<i>soñar</i>

/e/, /e/	
lean, leant, leant mean, meant, meant spend, spent, spent	<i>apoyarse significar gastar</i>

/e/, /e/	
leave, left, left	<i>dejar</i>

/e/, /e/	
bet, bet, bet let, let, let read, read, read set, set, set spread, spread, spread sweat, sweat, sweat wet, wet, wet	<i>apostar permitir leer poner(se) extender sudar mojar</i>

/e/, /ɒ/	
go (goes), went, gone undergo, underwent, undergone	<i>ir sufrir</i>

/e/, /ɔ:/	
fall, fell, fallen	<i>caer</i>

/e/, /əʊ/	
swell, swelled, swollen	<i>hinchar</i>

/i:/, /i:/	
beat, beat, beaten	<i>golpear</i>

/ɪ/, /ɪ/	
build, built, built spill, spilt, spilt	<i>edificar derramar</i>

/ɪ/, /ɪ/	
bite, bit, bitten hide, hid, hidden	<i>morder ocultar</i>

/ɪ/, /i/	
bid, bid, bid hit, hit, hit knit, knit, knit slit, slit, slit split, split, split	<i>pujar</i> <i>golpear</i> <i>hacer punto</i> <i>hender, rajar</i> <i>partir, rajar</i>

/ɪ/, /i/	
light, lit, lit slide, slid, slid	<i>encender</i> <i>resbalar</i>

/ɪ/, /ʌ/	
do (does), did, done	<i>hacer</i>

/ɒ/, /ɒ/	
cost, cost, cost	<i>costar</i>

/ɒ/, /ɒ/	
forget, forgot, forgotten get, got, got / gotten	<i>olvidar</i> <i>obtener</i>

/ɒ/, /ɒ/	
lose, lost, lost	<i>perder</i>

/ɒ/, /ɒ/	
shoot, shot, shot	<i>disparar</i>

/ɔ:/, /i:/	
see, saw, seen	<i>ver</i>

/ɔ:/, /ɔ:/	
bear, bore, borne / born shear, shore, shorn tear, tore, torn swear, swore, sworn wear, wore, worn	<i>soportar, dar a luz</i> <i>esquilar</i> <i>rasgar</i> <i>jurar</i> <i>llevar puesto</i>

/ɔ:/, /ɔ:/	
bring, brought, brought buy, bought, bought catch, caught, caught fight, fought, fought seek, sought, sought teach, taught, taught think, thought, thought	<i>traer, llevar</i> <i>comprar</i> <i>coger</i> <i>luchar</i> <i>buscar</i> <i>enseñar</i> <i>pensar</i>

/ʊ/, /ʊ/	
put, put, put	<i>poner</i>

/ʊ/, /ʊ/	
stand, stood, stood understand, understood, understood	<i>estar en pie</i> <i>entender</i>

/ʊ/, /eɪ/	
forsake, forsook, forsaken mistake, mistook, mistaken shake, shook, shaken take, took, taken undertake, undertook, undertaken	<i>abandonar</i> <i>equivocar</i> <i>sacudir</i> <i>coger</i> <i>emprender</i>

/u:/, /əʊ/	
blow, blew, blown draw, drew, drawn fly, flew, flown grow, grew, grown know, knew, known mow, mowed, mown saw, sawed, sawn sew, sewed, sewn withdraw, withdrew, withdrawn	<i>soplar</i> <i>dibujar</i> <i>volar</i> <i>crecer</i> <i>saber, conocer</i> <i>cortar, segar</i> <i>serrar</i> <i>coser</i> <i>retirarse</i>

/ɜ:/, /ɜ:/	
burn, burnt, burnt learn, learnt, learnt	<i>quemar</i> <i>aprender</i>

/ɜ:/, /ɜ:/	
hear, heard, heard	<i>oír</i>

/ɜ:/, /ɜ:/	
burst, burst, burst hurt, hurt, hurt	<i>reventar</i> <i>herir</i>

/ʌ/, /ʌ/	
cling, clung, clung dig, dug, dug hang, hung, hung sling, slung, slung spin, spun, spun stick, stuck, stuck sting, stung, stung strike, struck, struck swing, swung, swung wring, wrung, wrung	<i>agarrarse</i> <i>cavar</i> <i>colgar</i> <i>lanzar, arrojar</i> <i>hilar</i> <i>pegar, engomar</i> <i>picar</i> <i>golpear</i> <i>columpiarse</i> <i>torcer</i>

/ʌ/, /ʌ/	
cut, cut, cut shut, shut, shut thrust, thrust, thrust	<i>cortar</i> <i>cerrar</i> <i>introducir</i>

/ʌ/, /ʌ/	
win, won, won	<i>ganar</i>

/aʊ/, /aʊ/	
bind, bound, bound find, found, found grind, ground, ground wind, wound, wound	<i>atar, encuadernar</i> <i>encontrar</i> <i>moler</i> <i>enrollar</i>

/eɪ/, /i:/	
eat, ate (/et/, /eɪt/), eaten	<i>comer</i>

/eɪ/, /ɪ/	
forbid, forbade, forbidden forgive, forgave, forgiven give, gave, given	<i>prohibir</i> <i>perdonar</i> <i>dar</i>

/eɪ/, /ʌ/	
become, became, become come, came, come overcome, overcame, overcome	<i>llegar a ser</i> <i>venir</i> <i>vencer</i>

/eɪ/, /eɪ/	
lay, laid, laid pay, paid, paid say, said, said	<i>poner</i> <i>pagar</i> <i>decir</i>

/eɪ/, /eɪ/	
lie, lay, lain	<i>echarse</i>

/eɪ/, /eɪ/	
make, made, made	<i>hacer</i>

/əʊ/, /ɪ/	
arise, arose, arisen drive, drove, driven ride, rode, ridden rise, rose, risen stride, strode, stridden write, wrote, written	<i>surgir, levantarse</i> <i>conducir</i> <i>montar</i> <i>levantarse</i> <i>dar zancadas</i> <i>escribir</i>

/əʊ/, /əʊ/	
awake, awoke, awoken break, broke, broken choose, chose, chosen freeze, froze, frozen speak, spoke, spoken steal, stole, stolen tread, trod (/ɒ/), trodden (/ɒ/) wake, woke, woken weave, wove, woven	<i>despertarse</i> <i>romper</i> <i>elegir</i> <i>helar</i> <i>hablar</i> <i>robar</i> <i>pisar, hollar</i> <i>despertarse</i> <i>tejer</i>

/əʊ/, /əʊ/	
show, showed, shown sow, sowed, sown throw, threw, thrown	<i>mostrar</i> <i>sembrar</i> <i>arrojar tirar</i>

/əʊ/, /əʊ/	
sell, sold, sold tell, told, told	<i>vender</i> <i>decir</i>

/əʊ/, /əʊ/	
shine, shone, shone	<i>brillar</i>

/ɔɪ/, /ɔɪ/	
spoil, spoilt, spoilt	<i>estropear</i>

