



BLOCK 1. USE OF ENGLISH

1. Write a single word that fits all three blanks. Write the answer in the boxes provided (5 points).

- a. They couldn't decide who would do it, so they drew _____
 They think I don't have any, but I've got _____
 The area offers cinemas, malls and plenty of parking _____
- b. She didn't show any emotion. She didn't even _____ an eye.
 No one suggested anything, so I did it off my own _____
 A _____ is a mammal that can fly.
- c. She _____ three children.
 What a _____! I want to leave. _____
 Their interpretation _____ no relation to the actual words spoken.
- d. His answer was not _____ wrong.
 Man has rights only in so _____ as they are a correlative of duty.
 There was a chest of drawers at the _____ end of the room. _____
- e. What they say is nonsense. It doesn't have a _____ to stand on.
 They set off on the first _____ of their 12.000 mile journey.
 Do you prefer _____ or breast?

2. Use the word given in capitals at the end of the lines to form a word that fits in the space in the same line. Write the answer in the gap provided (5 points).

- a. Sorry I couldn't call you yesterday. Happy _____ birthday! LATE
- b. She's usually very cheerful. Yesterday she was _____ sad.
CHARACTER
- c. We were not prepared for anything like that. It was completely _____.
SEE
- d. The dog showed a _____ set of teeth. FEAR
- e. On the surface it's a very funny novel but it does have a more serious _____ theme. LIE

3. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the original one (5 points).

- a. "Why doesn't he take a break?" he suggested.
He suggested _____.
- b. Mrs. Carlson is proud of her cooking
Mrs. Carlson prides _____.
- c. I complied even though I hated the idea.
Much _____.
- d. You will certainly make lots of friends in your new school.
You are _____.
- e. We didn't suspect her for a moment.
Not for a moment _____.

4. Read an extract from an article. Seven paragraphs have been removed from the extract. Choose from paragraphs A – H the one which fits each gap (1-6). There is an extra paragraph you do NOT need. Write your answers on the grid provided (6 points).

Personally, I was thrilled to get my vaccine and would be more than happy for my son to have it, but what brought me up short was the question I saw posed recently by the epidemiologist Adam Kucharski: if rich countries have enough vaccine left to jab children at incredibly low risk of serious illness and death, why aren't they offering it to poorer countries where people are dying for lack of it?

Only 2% of sub-Saharan Africa has had a first dose. Thailand, severely hit, is only just beginning mass vaccinations. Even if the G7 summit agrees this week to invest billions in ramping up vaccine production for poorer countries –as a group of former world leaders led by Gordon Brown wants –that takes months to come on stream.

If Britain doesn't want to seal its borders – and nothing in ministers' confused approach to foreign holidays suggests they do –then digging an ever-stronger domestic firebreak against the more contagious Delta variant we have just imported from India won't be enough.

When Dominic Cummings first tweeted a photograph of the Downing Street whiteboard on which he sketched out a Covid strategy in March last year, many were shocked by the bluntness of the question scribbled at the bottom: "Who do we not save?" But ultimately pandemic politics resolves around asking just that.

. But increasingly the toughest choices involve relationships with, and obligations to, the outside world.

By prioritising the vaccination of 12-year-olds who are at a vanishingly small risk of serious illness this August over making more shots available immediately to countries in dire need, Britain and other western countries would be visibly choosing not to save lives overseas. after all, the few million doses British teenagers might use this summer would be even more of a drop in the ocean than the 100m Boris Johnson is expected to offer the world by the end of this year, which is in itself only a fraction of what's ultimately needed.

But by concentrating too many of our efforts at home, we could paradoxically be jeopardising lives here too. 5

The odds are obviously higher for some children than others. 6. There's a strong case for vaccinating 17- and 18-year-olds, both because older teenagers seem to react to the virus much like young adults do, and to help keep them at school in the run-up to A-levels. In a localised crisis such as Blackburn's vaccinating children should surely be an option. And once this becomes a routine annual job, not a race against time in a pandemic, the argument changes again.

But as a parent, I can't shake the feeling that prioritising the universal vaccination of children looks both morally unjust and practically shortsighted.

Gary Hinsliff is a Guardian columnist

Paragraphs

- A. Perhaps many would find that choice depressingly easy to live with, despite a recent Save the Children poll showing 67% of the British public supported sharing vaccines in theory
- B. This virus forces governments everywhere into horrendous decisions about who or what they're willing to sacrifice for the greater good: how many jobs (and how much poverty) they'll risk to save lives in lockdowns; how many might die if routine operations are cancelled to free up beds for Covid patients; how much of a surge in cases people will accept in return for relaxing restrictions
- C. We're going to need a global firebreak against something worse evolving too, and fast.
- D. Those who are shielding or clinically vulnerable should get the jab if it's safe for them, for example
- E. Some parents will wonder why, if school outbreaks are so worrying, ministers don't bring back compulsory masks in class. Others will be anxious about giving their children such a new vaccine, although by summer they'll have the reassurance of seeing how it's gone in the US.

- F. At best we'd be taking a punt on an under-vaccinated world beyond our borders, into which westerners are desperate to plunge – for holidays but also work, family reunions and all the countless reasons people cross borders – and from which someone may well return harbouring an explosive new variant.
- G. Shouldn't we be taking more seriously the threat not just of humanitarian crises, but of a more resistant variant emerging in some place where the virus is currently raging out of control, fatally undermining the vaccines that remain our only real route to freedom?

1	2	3	4	5	6

5. Read the text below and fill in the gaps with the word which best fits each space. Use only ONE word in each space. Write your answers in the chart provided (9 points).

Falling sperm counts aren't as alarming as they sound

By Marion Boulicault and Meredith Reiches. The Guardian

What's too small to see with the (1) _____ eye, made by half the population in batches of millions, and in alarmingly short supply? The (2) _____, according to some scientists, is sperm.

Specifically, researchers are concerned that men in the west have been producing (3) _____ and fewer sperm since the 1970s, a decline that they say shows no sign of stopping. At the current rate, they say, these men could be infertile by 2045. But these figures should give us pause. The idea that the sperm of men in western countries is about to flatline is, in a word, extraordinary. The data (4) _____ support it.

It's worth (5) _____ a closer look at the evidence before turning out for the "save the sperm" rally. While there wasn't enough data to (6) _____ any conclusions about "other" men, the authors found that average population sperm

counts among men in the “western” category had decreased (7) _____ more than 50% since 1973.

The authors assume that the high sperm counts of men in “western” nations in the 1970s represent the norm. This assumption makes the pernicious but all (8) _____ common mistake of treating men in affluent, majority white nations as the standard to which everyone else should be compared. It also (9) _____ for granted that, when it comes to sperm, more is better. Available evidence doesn't support this association: male fertility does not scale proportionately with sperm count.

ANSWERS:

1	
2	
3	
4	
5	

6	
7	
8	
9	

6. Read the text below and decide which answer (A, B, C or D) best fits each gap. Write your answers on the grid below using capital letters (10 points).

Before Britain vaccinates children, should it vaccinate the world?

Gaby Hinsliff – The Guardian

They started queuing along the beach road first thing in the morning, and before long the line of young people (1) out of sight.

When a drop-in centre in the Scottish seaside town of Troon offered Covid jabs to anyone over 18 on Sunday, Generation Z responded in (2), as they did to a similar offer in the London suburb of Twickenham last week.

Although the under-30s are only being called up en masse from today, doctors have already begun reaching out to students and even sixth-formers wherever they can. A friend's 17-year-old thought the GP's surgery had texted him by mistake, but was told his asthma qualified him for a shot. In Wales, 18-year-olds have been (3) since late May. But as the vaccination age (4) gratifyingly across the country, a difficult decision looms (5) whether and when to start immunising children.

Blackburn's director of public health has already pleaded for over-12s in the area – suffering the highest infection rates in England – to be offered jabs, after regulators declared the Pfizer version safe for this age group. In the US, high-school students are already (6) their sleeves, and the British government's former chief scientific adviser Prof David King wants teenagers here to follow (7) as soon as possible.

But Britain's independent Joint Committee on Vaccination and Immunisation (JCVI) has been genuinely divided over the ethics of vaccinating children, given how vanishingly unlikely they are to get seriously ill themselves. Its members want to be clear about who is driving new (8) now that pubs, dinner parties and dating are back, shifting the focus to 20- to 35-year-olds bursting free of lockdown. They must (9) the benefits for kids of not missing any more education, and of avoiding long Covid or rare medical complications from the



BLOCK 2. TEXT ANALYSIS

QUESTIONS FROM THE TEXT, JOSEPH CONRAD

7. Which novel does the text come from? (2 points)
8. Which period of English literature is the author representative of? (2 points)
9. Which decade was the novel first published? (1 point)
10. Why is it regarded as one of the greatest novels in English literature? (4 points)
11. Name three other works by Joseph Conrad (3 points)

12. Roughly depict the situation of the British Empire between the years 1880 and 1900 regarding the overseas colonies (4 points).

13. Describe what the Commonwealth is (4 points).

14. Complete the chart referred to the text (3 points)

Type of narrator	Text type	Literary genre

15. Name the kind of linguistic device that can be found in the following sentences from the text (5 points)

Phrase	Linguistic device
a) so suddenly did this tumultuous and mournful uproar arise	
b) as though a gun had been fired	
c) to the slenderest twig, to the lighest leaf	
d) A dumb immobility sat on the banks	
e) as of infinite desolation	

16. Write the phonetic transcription of the following word using IPA in RP (3 points):

- a) cautiously
- b) grooves
- c) savage

17. Write the phonological description and symbol of the underlined vowels and consonants as pronounced in RP (3 points).

	Symbol	Description
enough <u>h</u>		
<u>k</u> ind		
<u>s</u> ince		

18. Express the word-formation processes involved in the creation of the following terms (3 points).

a) Daylight:

b) Undergrowth

c) Cry

19. Provide a syntactic analysis of the following sentence (3 points).

“Moreover, he pointed out that if the warning to approach cautiously were to be followed, we must approach in daylight”.

BLOCK 3. ENGLISH TEACHING

20. Which learning standard and from which block of content from the official curriculum in Bachillerato would be the most appropriate for students taking the first grade in Bachillerato to read and understand fiction in English? (3 points)

Block of content	
Number of learning standard	
Brief summary of the learning standard	

21. Prepare a one session class to foster oral skills for your 1st grade bachillerato classroom on the topic of travelling. Draw the guidelines of the session and relate to the curriculum.

Type of activity	Timing	Grouping	Procedure

TEXT : JOSEPH CONRAD

Towards the evening of the second day we judged ourselves about eight miles from Kurtz's station. I wanted to push on; but the manager looked grave, and told me the navigation up there was so dangerous that it would be advisable, the sun being very low already, to wait where we were till next morning. Moreover, he pointed out that if the warning to approach cautiously were to be followed, we must approach in daylight—not at dusk, or in the dark. This was sensible enough. Eight miles meant nearly three hours' steaming for us, and I could also see suspicious ripples at the upper end of the reach. Nevertheless, I was annoyed beyond expression at the delay, and most unreasonably, too, since one night more could not matter much after so many months. As we had plenty of wood, and caution was the word, I brought up in the middle of the stream. The reach was narrow, straight, with high sides like a railway cutting. The dusk came gliding into it long before the sun had set. The current ran smooth and swift, but a dumb immobility sat on the banks. The living trees, lashed together by the creepers and every living bush of the undergrowth, might have been changed into stone, even to the slenderest twig, to the lightest leaf. It was not sleep—it seemed unnatural, like a state of trance. Not the faintest sound of any kind could be heard. You looked on amazed, and began to suspect yourself of being deaf—then the night came suddenly, and struck you blind as well. About three in the morning some large fish leaped, and the loud splash made me jump as though a gun had been fired. When the sun rose there was a white fog, very warm and clammy, and more blinding than the night. It did not shift or drive; it was just there, standing all round you like something solid. At eight or nine, perhaps, it lifted as a shutter lifts. We had a glimpse of the towering multitude of trees, of the immense matted jungle, with the blazing little ball of the sun hanging over it—all perfectly still—and then the white shutter came down again, smoothly, as if sliding in greased grooves. I ordered the chain, which we had begun to heave in, to be paid out again. Before it stopped running with a muffled rattle, a cry, a very loud cry, as of infinite desolation, soared slowly in the opaque air. It ceased. A complaining clamour, modulated in savage discords, filled our ears. The sheer unexpectedness of it made my hair stir under my cap. I don't know how it struck the others: to me it seemed as though the mist itself had screamed, so suddenly, and apparently from all sides at once, did this tumultuous and mournful uproar arise".