



INGLÉS

OPCIÓN A

Read the text and the instructions to the questions very carefully. Answer all the questions in English.

China can be an unforgiving country for dogs: attitudes towards pets have become more progressive over the past decade – a product of growing wealth and exposure to foreign ideas – but large canines are banned in many cities; pet markets are poorly regulated, and puppies frequently die soon after being purchased. In parts of the country, dogmeat makes a popular wintertime dish; animals kept as pets are frequently stolen and sold as meat.

"Pet ownership has risen dramatically, it's just gone through the roof," said Paul Littlefair, an expert on China's animal rights. But animal protection remains a grey area, he said. Thanks to China's mass urbanisation, strict family planning laws and changing social norms, an increasing number of Chinese people live alone, and many of them keep dogs as company.

"People spend a ridiculous amount of money on their dogs – they love their dogs like they're family members," said filmmaker Wu Ming, who is making a documentary about dog ownership in China. Wu said she became aware of China's often contradictory attitude towards dogs after her roommate bought a labrador retriever. "There were a lot of shocking reactions to the dog – if we got into an elevator with someone they'd start screaming and trying to climb the walls," she said.

Since the 2008 Olympics, dogs over 35cm tall have been banned within Beijing's fourth ring road. During the daytime, pensioners take their pekinese and poodles on strolls through Beijing's residential areas. Golden retrievers, labradors and huskies only appear late at night, when the city's police presence dwindles. Earlier this year, protests broke out in the northern city of Harbin after municipal officials announced a new ordinance prohibiting "dangerous" breeds – including golden and labrador retrievers – forcing many of the city's dog owners to either move away or quickly relinquish their pets.

Questions

1. Write a summary of the text in English, including the most important points, using your own words whenever possible. (Maximum 50 words, 1 point)

2. Find words or phrases in the text that correspond in meaning to the following (1 point; 0.25 each)
 a) forbidden b) bought c) growing d) walks

3. Complete the second sentence of each pair so that it has the same meaning as the first one. (2 points; 0.5 each)

a) Attitudes towards pets have become more progressive over the past decade – a product of growing wealth and exposure to foreign ideas.

Due to

b) "Pet ownership has risen dramatically; it's just gone through the roof," said Paul Littlefair.

Paul Littlefair said that

c) An increasing number of Chinese people live alone, and many of them keep dogs as company.

An increasing number of Chinese people, many of

d) People spend a ridiculous amount of money on their dogs.

A ridiculous

4. Answer the following questions in your own words. (2 points; 1 point each)

a) Why is animal protection in China described as "a grey area"?

b) What sort of dogs do the Chinese seem to prefer, and why?

5. Have you got a pet? If so, describe it. If not, what sort of pet would you like to have? Why?
 (Approximately 120 words; 3 points).

INGLÉS

OPCIÓN B

Read the text and the instructions to the questions very carefully. Answer all the questions in English.

Too many middle-class parents are drinking excessively as a way of coping with the demands of family life, a report suggests. The study, carried out by charity 4Children, warns of a "silent epidemic" of alcohol misuse in British families.

The study claims parenting capacity can be hampered by habitual drinking. The report, "Over the Limit: The Truth about Families and Alcohol", suggested about a third of mothers and fathers drink more than their recommended units a week, but just under two-thirds (62%) of the British parents questioned as part of the report said that their drinking behaviour had no impact on their family life, and one in five (19%) believed their alcohol consumption had a positive effect on their ability to parent.

The report said the households most likely to drink were the wealthiest - with almost four times as many families in the top earning groups drinking every day compared to the poorest. The arrival of children seems to have led more parents to drink more, with one in six increasing consumption after the birth of a baby. "Although we suppose the majority of these parents will not be collapsing drunk on the streets, we found the impact on children can still be significant," the report said and added: "Parenting capacity can be adversely affected, and quality interactions with the youngest children disrupted, by parents who merely drink socially. The unpredictability of the behaviour of an intoxicated parent seems to have a significant effect on children's development."

4Children chief executive Anne Longfield called for a rethink on Britain's relationship with alcohol. She said: "What to many parents feels like low level consumption still has the ability to negatively impact on their parenting. Drinking can seriously distort people's judgement and the way they engage with their children. Even simple factors, such as the increased likelihood for accidents, are something that parents need to be aware of."

Questions

1. Write a summary of the text in English, including the most important points, using your own words whenever possible. (Maximum 50 words; 1 point)
2. Find words or phrases in the text that correspond in meaning to the following (1 point; 0.25 each)
 - a) made difficult b) noticeable, meaningful c) interact with d) probability
3. Complete the second sentence of each pair so that it has the same meaning as the first one. (2 points; 0.5 each)
 - a) They said that their drinking behaviour had no impact on their family life.
"Our ..."
 - b) The arrival of children seems to have led more parents to drink more.
It seems that ...
 - c) The unpredictability of the behaviour of an intoxicated parent has a serious effect on children's development ...
Children's development
 - d) Drinking too much can seriously distort people's judgement.
If people ...
4. Answer the following questions in your own words (2 points: 1 point each)
 - a) How can drinking alcohol influence family life?
 - b) What factors make parents drink more?
5. What other things make it difficult to live with other members of the family, apart from alcohol? (Approximately 120 words; 3 points).



INGLÉS

6. LISTENING TEST (1 point)

You are going to hear James, who is living and working in Spain, talking about his experiences when he first arrived in this country to work.

Here is the beginning of his story.

James: My introduction to Spain ... The first time I came to Spain as a non-tourist ... eh... I'd been to Spain before, with my parents. We used to come here on holiday, you know, to Mallorca and the Canaries ...

Here is an example of a question:

James

- had never been to Spain before
- had already been to Spain with his parents
- had been to Spain as a non-tourist

The correct answer is: "Had already been to Spain with his parents".

Ready? Now read the rest of the questions and alternative answers before listening to James' story.

(2-minute pause)

Now listen to the rest of the story. You will hear it three times. Write the correct answer in your exam notebook (cuadernillo). Write the complete answer, not just a letter. You must not write more than one answer for each question.

(Recording)

Now you will hear the text again.

(Recording)

Now you will hear the text for the last time.

(Recording)

That is the end of the Listening test. Write your answers in your examination notebook (cuadernillo) if you have not already done so. Then you can go on with the rest of the examination.



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1. James remembers the taxi he took

- because it took him to Bilbao airport
- because it crashed in the winding streets
- because it went so fast that he thought they were going to crash

2. James

- spoke a lot of Spanish
- spoke a bit of Spanish
- spoke a bit of French

3. He was able to buy a ticket because

- there was a barman who thought he was French
- he knew a bit of French
- there was a girl in the ticket office who spoke a bit of English

4. James had to wait on Bilbao station for

- three hours
- half an hour
- three quarters of an hour

5. James' journey to Logroño took place in

- winter
- summer
- spring

6. The train James took

- originally came from Mexico
- travelled at about 100 miles an hour
- was old and never went faster than 30 kilometres an hour

7. The old lady who talked to James on the train spoke a bit of English because

- she had worked in a house in London
- she realised he was English
- she had a little language school in Logroño

8. James expected Logroño to be

- a little metropolis
- a small Spanish town
- very modern

9. The English Department of the language school

- consisted of six people
- consisted of a teacher and his wife
- was in an old flat

10. The accommodation they gave James in Logroño was

- full of stuff
- very pleasant
- not at all luxurious

INGLÉS

OPCIÓN A

Read the text and the instructions to the questions very carefully. Answer all the questions in English

Could you imagine having to apply and pay for a licence to buy tobacco? It might sound extreme, but this is the proposal of a public health expert in Australia, who suggests that it could provide a practical "disincentive" for smokers.

Prof Simon Chapman from the University of Sydney is interested in the next generation of truly effective anti-smoking measures. Laying out his case for a smokers' licence in the latest issue of the journal Plos Medicine, he said it could be of interest to "high-income nations that are actively pursuing tobacco control goals". So could a government-issued licence be the best solution to reduce smoking? And how could such a scheme work?

Prof Chapman used the analogy of prescription drugs, prescriptions essentially being "temporary licences" to buy certain medicines. The licence that Prof Chapman proposes would be a swipe card, like a Visa or Mastercard; smokers would be required to apply for a card and tobacco products would not be sold to anyone without one. "Selling cigarettes to anyone without a licence would be severely punished," he explained "and an establishment which did this would lose its licence to sell, as happens now with pharmacists who sell drugs to anyone without a prescription."

Tied into his scheme would be a limit to the amount of tobacco any one person could buy - perhaps to 50 cigarettes per day or less, and of course the periodic inconvenience of renewing their licence. Along with the cost of a licence, Prof Chapman says that all of this could provide some real smoking disincentives. He also suggests building in a financial reward to entice smokers to quit. "As a quit incentive, all licence fees paid during a smoker's licensed smoking history would be fully refundable, with interest," he explains. "And licence surrender would be permanent and reapplication not permitted."

Questions

1. Write a summary of the text in English, including the most important points, using your own words whenever possible (maximum 50 words, 1 point).

2. Find words or phrases in the text that correspond in meaning to the following (1 point: 0.25 each)

- a) exaggerated b) wealthy c) trouble, bother d) attract, persuade

3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 0.5 points each)

a) Could a government-issued licence be the best solution to reduce smoking?

The text asks

b) Selling cigarettes to anyone without a licence would be severely punished

If an establishment sells

c) Tobacco products could not be sold to anyone without a licence.

Shops would not

d) He also suggests building in a financial reward to entice smokers to quit.

"Perhaps we.....," he suggests.

4. Answer the following questions in your own words. (2 points: 1 point each).

a) Why does Prof Chapman compare a licence for smoking with a licence for prescription drugs?

b) Why would having to have a licence to smoke dissuade people from doing so?

5. Do you think that it is right for the state to control whether people smoke, drink or take drugs? What arguments are there for and against such control? (Approximately 120 words; 3 points).



INGLÉS

OPCIÓN B

Read the text and the instructions to the questions very carefully. Answer all the questions in English.

One airline says it will offer baby-free "quiet zones" on its flights. Should all planes and trains follow their example, or do adults need to learn to live with child passengers?

At 10,000 metres, the howl of a baby screeches through a pressurised cabin. For travellers already stressed by lengthy security checks, squeezed into cramped seating and unnerved by the very fact of being so high above ground, it's almost enough to make them shatter the Plexiglas windows and jump.

It's a source of anxiety for the embarrassed parents too, desperately trying to pacify their offspring while facing disapproving stares from fellow adults. One airline is offering what it says is a solution. Low-cost carrier Air Asia says from February it will provide a "quiet zone" for passengers aged 12 and over at no extra cost. Separated from the rest of the cabin, these seven rows of seats should be immune from the sound of children, the company claims. It is following the example of Malaysia Airlines, which in April announced it would ban families with children from sitting on the upper deck of its Kuala Lumpur to London service.

For the childless and the easily irritable, it may be a relief, but introducing segregation would risk infuriating families who resent the idea they should be treated as second-class citizens. After all, there are no separate compartments for adults who disturb the peace and quiet of others by snoring, for instance, or taking off their shoes to unleash malodorous feet.

However, there appears to be support for segregation. In April, a survey of 1,666 British adults found that over a third of Britons would be prepared to pay extra to travel by air without the presence of children.

Questions

1. Write a summary of the text in English, including the most important points, using your own words whenever possible. (maximum 50 words; 1 point)

2. Find words or phrases in the text that correspond in meaning to the following (1 point: 0.25 each)

a) break b) children c) airline d) smelly

3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 0.5 points each)

a) It will provide a "quiet zone" for passengers at no extra cost.

Passengers will be given a "quiet zone" without ...

b) Parents will be angry at the suggestion that they should be segregated from other passengers.

If airlines suggest ...

c) Do adults need to learn to live with child passengers?

Is it necessary ...?

d) Malaysian Airlines will ban children from the top deck of A380 aircraft.

Children ...

4. Answer the following questions in your own words (2 points: 1 point each)

a) Why are parents sometimes embarrassed by their own children when travelling?

b) What are some other things that can make passengers' journeys unpleasant and stressful?

5. Would you like to have children? What is the best age to start a family? (Approximately 120 words; 3 points).



INGLÉS

6. LISTENING TEST (1 point)

You are going to hear a conversation between two British people, Paul and Andrew, both of whom live in Spain. Here they are talking about how they feel when they go back to Britain.

This is the beginning of the conversation.

Andrew: Anyway, so, you know, when you go back to the UK, you've been here so long, haven't you, how do you feel, though, when you go to the UK, what kind of ... how do you see the UK now, what difference, and how do you feel being there now?

Paul: Well, I tend to go back to the same place, i.e. my mother's house.

Here is an example of a question.

0. When he goes back to Britain, Paul

- Never goes back to the same place
- Usually visits his grandmother
- Usually goes back to his mother's house

The correct answer is "usually goes back to his mother's house"

Ready? Now read the rest of the questions and alternative answers before listening to the conversation.

(2-minute pause)

Now listen to the rest of the conversation. You will hear it three times. Write the correct answer in your exam notebook (cuadernillo). Write the complete answer, not a letter. You must not write more than one answer for each question.

(Recording)

Now you will hear the text again.

(Recording)

Now you will hear the text for the last time.

(Recording)

That is the end of the Listening test. Write your answers in your examination notebook (cuadernillo) if you have not already done so. Then you can go on with the rest of the examination.



INGLÉS

1. Now Paul goes back to England more frequently because

- he has more free time
- flying there is cheaper
- he has to pay 500 quid for a ticket

2. Paul thinks that

- there isn't much difference between Spain and England any more
- a small town in England is the same as a big one in Spain
- there are big differences between England where he comes from

3. When he goes back to Britain, Paul

- feels as though he's a Briton again
- dips his toes in the water
- doesn't feel one hundred per cent British

4. Paul thinks the experience of being in Britain has changed because

- Britain is now much more cosmopolitan than in the past
- he goes there at Christmas
- he is foreign

5. At Christmas, Paul was driven back to the airport by

- a Kurdish taxi-driver
- a Greek taxi-driver
- a Pakistani taxi-driver

6. Most people Paul knows

- have worked in Guatemala
- have worked in Germany
- have either worked or been abroad

7. Paul considers himself lucky because

- he is familiar with England
- he has two places to live in
- he lives at home

8. When Paul is on his own, he thinks in

- English
- Spanish
- both languages

9. Andrew thinks mostly in

- English
- Spanish
- both languages

10. Paul counts in

- English
- Spanish
- both languages

Criterios de Avaliación / Corrección

CONVOCATORIAS DE XUÑO E SETEMBRO

Primeira pregunta: realización dun resumo dos puntos más importantes do texto. Máximo 50 palabras (1 punto).

Segunda pregunta: require que o alumnado busque palabras ou grupos de palabras no texto que corresponden no seu significado a unha palabra ou definición dada no exame: "Find words or phrases in the text that correspond in meaning to the words and definitions given here" (0,25 x 4 = 1 punto).

Terceira pregunta: transformación dunha parte ou o total dunha frase tirada do texto noutras palabras para que signifique o mesmo. Constará de catro partes, cunha puntuación de 0,5 punto para cada parte (4 x 0,5 = 2 puntos).

Cuarta pregunta: dúas preguntas baseadas no tema do texto. As respuestas deben demostrar que o alumno o entendeu correctamente. Constará de dúas partes, cunha puntuación de 1 punto para cada parte (2 x 1 = 2 puntos).

Quinta pregunta: unha pregunta acerca dun tema relacionado co tema do texto. A resposta, en forma de redacción, narrativa, carta ou doutro tipo, debe conter, aproximadamente, 120 palabras (3 puntos).

Sexta pregunta: proba de audición. Dez preguntas de tipo de test (multiple choice) acerca dun texto auditivo, cunha puntuación de 0,1 para cada resposta, facendo un total de 1 punto. (1 punto)

- Terase en conta a comprensión, a expresión e a corrección escritas. Por unha parte, o corrector/a valorará se existe unha comprensión total ou parcial do texto por parte do alumnado. Por outra parte, o corrector terá en conta a capacidade do alumno para se comunicar de forma efectiva (avaliación da súa competencia comunicativa), a coherencia e a ordenación lóxica na exposición das ideas, a riqueza do léxico, sen esquecer a expresión gramatical correcta (competencia lingüística) das respuestas.
- Se existise unha comprensión total do texto e unha expresión gramatical correcta, a puntuación será máxima, sempre que o alumno introduza elementos expresivos persoais dunha certa complexidade léxico-sintáctica.
- Se existise unha comprensión total do texto, mais a expresión non fose gramaticalmente correcta, faranse as deducións oportunas, que dependerán da gravidade da incorrección ou do erro. As deducións faranse, entón, axustándose á importancia cualitativa do erro e do número de errores que se cometan na mesma pregunta. A modo orientador, os errores de expresión básicos (faltas de concordancia, indebida ou inexacta orde de palabras, errores na formación de interrogativas ou negativas etc.) serán penalizados de forma considerable.
- Se a comprensión for parcial, a puntuación máxima asignada á pregunta verase reducida de acordo coa gravidade da falta de comprensión.
- Se non houber ningunha comprensión, a pregunta non pode ter ningún tipo de cualificación positiva.
- Os errores ortográficos puntuaranse negativamente de acordo co seu número e importancia (serán más graves en palabras básicas da lingua inglesa). Un erro repetido na mesma palabra só se penalizará unha vez.
- Se se transcribise literalmente un fragmento do texto como resposta a todas ou a unha das preguntas, ainda que este fragmento estivese relacionado co contido da pregunta, valorarase cunha puntuación máxima do 50% do total atribuíble á puntuación correspondente a cada pregunta ou cuestión, así que debe interpretarse que non necesariamente a puntuación debe ser un 0,5.
- Na quinta pregunta (proba de redacción) a nota final outorgarase segundo a medida na que o alumnado cumpra os seguintes parámetros:
 - a) Alcance: o alumno aborda adecuadamente o tema proposto. Sabe comunicar as ideas que quiere transmitir utilizando unha considerable variedade de recursos. Sabe utilizar o rexistro lingüístico adecuado á situación.
 - b) Riqueza e control do vocabulario.
 - c) Corrección gramatical: o alumno ten un repertorio básico de elementos lingüísticos e de estratexias que lle permiten abordar o tema con comodidade. Non comete errores gramaticais básicos, como, por exemplo, omitir o suxeito diante dun verbo, omitir o “-s” da 3^a persoa do

Criterios de Avaliación / Corrección

singular do presente habitual (*he writes*), utilizar adxectivos en plural, usar incorrectamente os adxectivos posesivos e demostrativos, non dominar os tempos verbais e outros.

d) Fluidez: o alumno posúe un dominio da lingua inglesa axeitado e suficiente para evitar cortes na comunicación ou malentendidos.

e) Cohesión: o alumno é capaz de organizar as súas ideas para redactar un texto coherente e ben estruturado. Utiliza adecuadamente os conectores e demais medios de cohesión.

Exemplos de resposta / Soluciones

CONVOCATORIA DE XUÑO

Transcripción Listening:

My introduction to Spain ... The first time I came to Spain as a non-tourist ... eh... I'd been to Spain before, with my parents. We used to come here on holiday, you know, to Mallorca and the Canaries, but this... the first time I ever came to Spain as a worker, as a migrant worker, I remember flying from London to Bilbao, arriving at Bilbao airport, and getting a taxi down into the town, and I've never been in a taxi that drove so fast through these winding streets! It was sort of ... you know, I thought God! We're going to crash! But we didn't and he deposited me at the railway station. I had no Spanish at all. I didn't study Spanish at school; I studied French, so I thought, Oh God... and nobody in the station spoke English... So well, somebody managed to direct me to the ticket office, and in the ticket office ... ah yes, there was a girl who spoke a bit of English, and I eh... you know, I requested a ticket to Logroño, eh ... that was the place where I was going to work. So I had about a three-hour wait for the train on Bilbao station. This was in the January of 1986, I think. I thought, well I'll just go and get a coffee, and I went into the ... there was a coffee bar on the station that I went in and eh... I said eh.. "café" and the barman thought I was French because he went "olé" I thought wow! That's just like French, and I'm doing O.K. there, so I had a little conversation with him in French and eh... this and that, and then the train appears, you know, at the required time. Eh... It looked quite an old train and so I got into the carriage. It had sort of like wooden seating and everything. It was really like some sort of train you find in Mexico, or something. And it trundles out of the station at about 5 kms an hour and I think from Bilbao to Logroño it must be like 100 miles, perhaps, 150 kms, something like that, but the train never got above 30 kms an hour! And I thought ... And it was like weaving along these mountain areas and I thought God what did it look like... I thought I was in Mexico or somewhere, I'd got the wrong plane, you know. And ehm... and then this young girl came into the carriage, and eh ... sat opposite me and started talking to me and realised I was English, and started speaking to me in English and ehmm... oh it was quite nice, and then it must have got round the carriage or the train that there was an Englishman on board, and I kept getting little visits! You know, people would come into the compartment or whatever it's called, to sort of look at the English guy. And a very old lady came in and sat down next to me and she actually spoke a bit of English 'cos she'd worked as a young woman in London in a house, you know. And eh... so I got to know ... by the end of the journey, which must have been like four hours, I eh... I finally arrived in Logroño, ehmm... expecting a small, you know, Spanish town with... you know, traditional architecture, but it was quite a little metropolis. I was quite pleased to see sort of modern buildings, and sort of a bit of modernity, you know, after this train journey, which was like a nineteenth-century sort of experience. And... and yeah, I got off the train and I was met by the English Department of this little language school – the English Department consisted of like, a bloke and his wife, and then I was escorted - this must have been about ten o'clock or eleven o'clock at night – I was escorted to this accommodation they'd got me, which was an old flat which was .. there were six other people in the flat, and I was sort of given this room and stuff. I remember, there was this sort of bed, and there was just like a rolled-up blanket on it and a pillow without a pillowcase and it was like a cell, you know. And then the next day, I started work at this very pleasant little language school, where I stayed for about a year, and thence began my adventures in Spain.

Posibles respuestas:

Opción A

1. This text talks about Chinese people and dogs. Some Chinese keep dogs as pets and spend lots of money on them, but others are afraid, especially of big breeds. No clear legislation exists about animal protection, so sometimes dogs are eaten and in some cities big dogs are banned.
2. a) banned b) purchased c) increasing d) strolls
3. a) Due to growing wealth and exposure to foreign ideas, attitudes towards pets have become more progressive over the past decade.
b) Paul Littlefair said that pet ownership had risen dramatically and that it had just gone though the roof.
c) An increasing number of Chinese people, many of whom live alone, keep dogs as company.
d) A ridiculous amount of money is spent on people's dogs/ is spent on dogs by people/ is spent by people on their dogs.
4. a) Animal protection in China is described as a "grey area" because pets like dogs are not really treated very well. Big dogs are forbidden in some cities, sometimes dogs are eaten, and often puppies that you buy die very soon.
b) The Chinese seem to prefer small dogs, because people seem to be afraid of big ones and they are banned in many cities.

Exemplos de resposta / Soluciones

5. I do have a pet. His name is Oscar, and he's a fluffy male cat with some Siamese blood in him. He's really sweet, and behaves more like a dog. He's quite old now, so he mainly sleeps on the sofa all day and reacts only to food calls. Oscar has been in our family for about thirteen years; he's kept us company and played a lot when he was younger. He never once attacked us. There's only one thing he hates, and that's moving house or traveling. He is so shy that whenever the doorbell rings and someone he doesn't know arrives, he disappears completely. You can only tell where he is when you notice a large lump under the sofa or the bedspread. We love him lots, but my mother says that once he is gone for ever, she doesn't want to have another cat, or any other sort of pet. She says they give too much trouble with the cleaning, as there is always hair everywhere.

Opción B

1. The text talks of a report that says that British parents, especially those who have more money, cope with family life by drinking excessively. Although most think that this has no negative effects on family life, the report reveals/shows that in fact there are many ways in which it does.
 - 2 a) hampered b)significant c)engage with d) likelihood
 - 3 a) "Our drinking behaviour has no impact on our family life," they said.
 - b) It seems that the arrival of children has led more parents to drink more.
 - c) Children's development is seriously affected by the unpredictability of the behaviour of an intoxicated parent.
 - d) If people drink too much, their judgement can be seriously distorted/this can seriously distort their judgement.
- 4.a) Drinking can affect family life because it can distort parents' judgement, causing unpredictability in the way they treat their children, and also it can make it easier for accidents to happen.
- b) Parents drink more when their children are born and, in general, as a way of coping with family life. Also, they drink more if they have more money.
5. I think there are a lot of things that make it difficult to live with other members of the family. To begin with, I have two brothers and one sister, and I find it very difficult to live with them. My sister is always borrowing my clothes, and she never washes them after she has used them, but just throws them on the floor of her room. That means that when I want to wear them I can't find them, or if I do, they are always smelly and dirty. My brothers are noisy and they are always pushing me around. They are lazy, and they never do things to help my mum, like laying the table, or washing up, and this means that my sister and I always have to do it, or my mother gets angry. In short, brothers and sisters make life very difficult.

Listening: 1)c; 2)c; 3)c; 4)a; 5)a; 6)c; 7)a; 8)b; 9)b; 10)c

Exemplos de resposta / Soluciones

CONVOCATORIA DE SETEMBRO

Transcripción Listening:

Andrew: Anyway, so, you know, when you go back to the UK, you've been here so long, haven't you, how do you feel, though, when you go to the UK, what kind of ... how do you see the UK now, what difference, and how do you feel being there now

Paul: Well, I tend to go back to the same place, i.e. my mother's house. I tend to go back to England a bit more frequently than years ago because of the cheap travel. I only used to go back to England once or twice a year, you know, when you have to pay 500 quid for a ticket ...

A: Right! And now?

P: Now whenever I've got a sort of bit of free time, you know, a few days off, a long weekend or at Xmas and summer, and ... perhaps a week in May if I've got time off, I go, so, where I go back to is a small town. The differences I see ... they're not big differences any more I don't think, between Spain and the part of the world I come from.

A: And when you go back, do you feel like integrated, you know, I mean, because when I go back I kind of feel like strange, like ah, I've just come back for two weeks and I start to enjoy it, but I don't really know what's happened before I got there, and I don't know what happens when I go back ... I don't really feel totally, I mean I don't really feel integrated with my family and friends in a way, but in another way I feel like I'm eh... you know, just dipping my toe in the water and then out again.

P: well I feel a bit of an outsider, you know, I still feel British, but then again I feel as though I'm a Briton who doesn't live in Britain any more.

A: A strange Briton

P: I'm a stranger, yeah. A stranger to the place. And eh ... I get the feeling that people view me as a stranger now. And I view them as strangers, so in that aspect it's changed.

A: because the experience has changed, hasn't it? The experience of being there has changed.

P: Yeah. I think Britain now is so much more cosmopolitan than it was 25 years ago, that everybody's foreign, including me, so you know. I remember, at Christmas I had to get a taxi from the airport to... to home, you know, with my daughter and her friend, and the taxi-driver was Kurdish, he told me, you know. And then coming back, I had to get a taxi back to the airport, and the guy was of Pakistani origin, so I felt you know, quite at home with these exotic beasts. You know, I just feel as though everybody's foreign now, there's nobody actually tied to the earth where they're from. You know, you find your next-door neighbour might originally have lived in... I don't know, Guatemala or somewhere, or worked in Germany, or you know, most people I know have worked, you know, in foreign countries or had the abroad experience, so, you know, we're all a bunch of strangers now, whereas when I left England I formed part of a community, I had friends, you know, I could go anywhere and find people I know, but now...

A: Everybody's disappeared ...

P: Everybody's relocated. So no, the experience of going back to England to me... it's ...I don't know... I like going back to England, because, you know, because you're back into the familiar places and stuff, but apart from that, you know, I suppose I'm just as much at home here as I am there, so ... I live in... I consider myself ... I live in two countries, I'm lucky to have two places to live in, you know.

A: Yeah, yeah. And in your mind as well, are you like in two countries in your mind, as well, kind of thing, do you think in English all the time, or in Spanish all the time, or do you think in both.

P: Well, I'm in Spain if I'm speaking Spanish or if I think in Spanish, in English I'll think and speak in English.

A: Aha. O.K. But when you're just on your own, like, walking along the street, are you thinking in English or in Spanish?

P: Ah... I suppose I'm thinking in English, my native language.

A: Aha. That's just curious, yeah. I think I tend to think a lot in Spanish, just because I'm so used to ... I mean I speak to you in English quite a lot and a few other friends, but as I'm speaking to so many people in Spanish, I end up thinking in Spanish, too. Yeah, what about ... do you count in English? You know, when you're counting ...? Do you count in English or in Spanish?

P: Yeah, yeah, I tend to count in English, which, if, you know, I'm before somebody who doesn't speak English they're quite bemused that I'm still counting in English.

A: yeah, yeah ... aha. It's strange that, yeah. O.K.?

Exemplos de resposta / Soluciones

Posibles respuestas:

OPCIÓN A

1. A health expert from Australia suggests the creation of an obligatory licence to buy tobacco which would be issued by the government. Since it would have to be renewed periodically, cost money and, perhaps, limit the number of cigarettes a person could buy, it might stop people smoking.
2. a) extreme b) high-income c) inconvenience d) entice
3. a) The text asks if/whether a government-issued licence could/ would/ might be the best solution to reduce smoking.
b) If an establishment sells cigarettes to anyone without a licence it will be severely punished
c) Shops would not be able to sell tobacco products to anyone without a licence
d) "Perhaps we can/ could build in a financial reward to entice smokers to quit," he suggests.
4. a) Because these drugs can't be sold without a prescription and it would be illegal to sell cigarettes without the licence.
b) Because the licence would have to be renewed periodically, which is inconvenient, and, of course, would cost money. Also, it might limit the number of cigarettes a person could buy a day.
5. A lot of people think that the state doesn't have the right to control whether people smoke, drink or take drugs because these are individual decisions, and everyone is free to do what they like with their own lives. Many people who smoke, for example, are furious because of the anti-smoking laws which have been passed. What they don't realize is that when they smoke, the people around them breathe the smoke from their cigarettes, so they are affected, too. It's the same with drink or drugs: if you drink and then drive, you can cause an accident which can affect other people besides yourself. Really, to take an extreme example, it's the same as the Americans with their firearms. They consider that the government has no right to interfere in their personal liberties, but experience shows that an individual' possession of firearms can give rise to terrible calamities for other people.

OPCIÓN B

1. Because of the noise and disturbances often created by small children, some airline companies are thinking of separating the seats occupied by families with young offspring from those of the other passengers. A lot of childless people agree with this, but some parents find it discriminatory.
2. a) shatter b) offspring c) carrier d) malodorous
3. a) Passengers will be given a "quiet zone" without/ any extra cost/ having to pay extra/ without paying extra/ extra money
b) If airlines suggest that they should be segregated from other passengers, parents will be /get angry.
c) Is it necessary for adults to learn to live with child passengers?/ that adults should learn to live?
d) Children will be banned from the top deck of A380 aircraft by Malaysian Airlines/ Children will be banned by Malaysian Airlines from the top deck
4. a) Because they make a lot of noise and disturb other passengers. They howl/ screech when other passengers may be suffering from stress.
b) Other things that can make passengers' journeys unpleasant are security checks, having very little room in the plane, flying at great height and the snoring and smelly feet of other passengers.
5. Yes, I think I'd like to have a large family of maybe four or five children and live in a house with a big garden where they all could play. I'd like this house to be in or near a village, so that my children could have friends to go out with. I think I want to have so many children because I myself am an only child. I've got cousins, but they are much older than me and they live in Barcelona, which means that I don't see them very often, so I'm quite a solitary person, and quite shy, too. But I like children, and I normally get on with them very well. I wouldn't like to have a family now, though, because I want to do a university degree in education. I think the ideal age to have a family is when you are around thirty.

Listening: 1) b; 2) a; 3) c; 4) a; 5) c; 6) c; 7) b; 8) a; 9) b; 10) a