



INSTRUCCIONES:

El examen contiene un bloque con preguntas sobre un texto, otro bloque de preguntas de gramática y un tercer bloque con ejercicios de expresión escrita:

Bloque 1.-READING COMPREHENSION- El estudiante elegirá SOLO UNO de los textos propuestos, y contestará a todas las preguntas formuladas.

Bloque 2.-USE OF ENGLISH- El estudiante elegirá CUATRO ORACIONES de entre las OCHO propuestas en este bloque. Todas las oraciones tienen la misma puntuación.

Bloque 3.- WRITING- El estudiante elegirá y desarrollará SOLO UNO de los ejercicios de expresión escrita, de entre los propuestos en este bloque. Todos los ejercicios tienen la misma puntuación.

2. Si se contestan a más preguntas de las indicadas para cada bloque, el exceso no se corregirá.

PART 1.-READING COMPREHENSION

CHOOSE TEXT A OR TEXT B AND ANSWER THE QUESTIONS 1A-3A OR 1B-3B (5 POINTS)

Text A-Building a Better Life with Chocolate

Sierra Leone is a small African country whose people are still suffering from the effects of a violent civil war that lasted for eleven years. Now, some years after the end of the war, a group of civilians are taking control of their lives and building a better future – with cocoa.

Before the war, cocoa, a local crop which is used to make chocolate, was usually sold to foreign traders. Unfortunately, these traders often tricked local people into selling their cocoa for ridiculously low prices, therefore ensuring a huge profit for themselves. For example, the buyers would visit villages during the dry months, "the hunger season", and 'lend' families rice. When the cocoa crop was ready, the buyers would demand that the villagers give them one sack of cocoa for every sack of rice they had supplied. Of course, this was not a fair exchange but, with hungry families to feed and not knowing the world price of cocoa, the villagers were in no position to argue.

Now some Sierra Leonean cocoa growers have started to work together and to sell their cocoa themselves. They are learning from a cocoa co-operative in Ghana which, in one year, sold twenty million dollars' worth of cocoa direct to chocolate manufacturers worldwide. And, most importantly, a share of the profits went straight back to the farmers.

The Ghanaians advised the farmers from Sierra Leone to produce better quality cocoa so that they could sell it for a higher price. As a result, the farmers arranged to be taught good, modern agricultural production methods by the UN Food and Agriculture Organisation. In addition, they learnt how to farm without using chemical fertilisers and pesticides, so their cocoa can be called organic.

Now, the Sierra Leonean farmers have achieved their dream. They have sold a shipment of their high-quality cocoa directly to European chocolate makers. The farmers received an above-market price for their cocoa beans and have used some of the profits to build storage sheds and an office. One village has even hired a primary school teacher for its children.

The hard work is not over for these farmers, however. The foreign traders have a lot to lose and will take any opportunity to destroy the co-operative. But, with the benefits of direct selling improving the



quality of villagers' lives, hopefully farmers will support the Sierra Leone co-operative so that it will grow in strength and help provide a brighter future for local people.

1A. CHOOSE THE CORRECT ANSWER A, B OR C. (3 POINTS, 0.5 EACH)

1. Foreign traders tricked the farmers into
 - a) buying cocoa
 - b) selling cocoa too cheaply
 - c) lending them money
2. The cocoa farmers
 - a) needed money to buy rice.
 - b) paid for their food with cocoa.
 - c) argued with the foreign traders
3. The Ghana cocoa co-operative
 - a) made twenty million dollars' worth of chocolate.
 - b) makes sure farmers benefit from their cocoa crops.
 - c) is learning from the Sierra Leonean farmers.
4. The Sierra Leonean farmers improved
 - a) the UN Food and Agriculture Organisation's teaching methods
 - b) the quality of their crops
 - c) the UN Food and Agriculture Organisation's farms
5. A dream came true for the Sierra Leonean farmers when they
 - a) built a storage shed for the chocolate makers
 - b) produced cocoa of the highest quality
 - c) sold their cocoa themselves
6. The foreign traders are
 - a) working hard to improve life for the farmers.
 - b) happy because the farmers can sell directly to chocolate makers
 - c) not happy about losing control of the buying and selling of cocoa beans

2A. ANSWER THESE QUESTIONS IN NO MORE THAN 5 WORDS. (1 POINT, 0.25 EACH)

- a. How long was the Civil War in Sierra Leone?
- b. How are the dry months also called?
- c. Who are Sierra Leone cocoa growers learning from?
- d. What are the benefits of direct selling for Sierra Leone villagers?

3A. FIND A WORD IN THE TEXT FOR EACH OF THESE DEFINITIONS. (1 POINT, 0.25 EACH)

- a) people who buy and sell things.
- b) extremely large in size or amount
- c) wanting or needing food
- d) give something to someone else in return for money.



TEXT B-FOMO

Everybody knows how important it is for students to get a good night's sleep every night. You aren't able to do your best and keep up with all of your responsibilities unless you sleep well. I'm sure you already know that you should go to bed at a reasonable hour. Most experts agree that the optimum number of hours is eight, and this has been accepted as common sense for as long as I can remember. However, I was young once and I know that most of you get much less sleep than that – and in some cases it will be affecting your schoolwork.

I read an interesting article in a teachers' magazine recently. They did a study of 848 students in Wales. Worryingly, the results showed that teenagers are facing a new problem. They may go to bed and get up at appropriate times but a growing number are waking up in the middle of the night, not to use the bathroom or have a snack but because of a new phenomenon: FOMO – Fear of Missing Out!

According to the article, schoolchildren are suffering because of a growing trend to wake up during the night to check social media. Afraid of missing a comment or opportunity to take part in a chat, teenagers are waking at all times of the night, going online and getting involved. All this when they should be sound asleep.

Experts are worried about this growing trend and the report reveals some worrying statistics that I'd like to share with you: 23% of 12 to 15-year-olds wake up nearly every night to use social media. Another 15% wake up at night once a week for the same reason. One in three students are constantly tired and unable to function to their full capacity. Students who use social media during the night are more likely to suffer from depression and anxiety.

So, I'd like to ask you to be responsible when it comes to social media. Be brave! Switch off your devices at night. The world won't end and your social media will be waiting to greet you in the morning! I give you my word that you won't have missed anything important.

1B. CHOOSE THE CORRECT ANSWER A, B OR C. (3 POINTS, 0.5 EACH)

1. Students won't be able to perform well at school ...
 - a) if they have phones in class
 - b) unless they use common sense
 - c) if they don't sleep well
2. The writer is worried by ...
 - a) what he has read in the press
 - b) what other teachers have told him
 - c) what he is seeing with his pupils
3. Research shows that schoolchildren are tired because they ...
 - a) are going to bed very late
 - b) are waking up in the middle of the night
 - c) are getting up too early in the morning



4. Fear Of Missing Out is ...
a) anxiety about not having the latest technology
b) an irrational need to go out all the time
c) a fear of missing opportunities for interaction on social media
5. Nearly a quarter of 12 to 15-year-olds wake up to use social media ...
a) once a night, on average
b) almost every night
c) once a week
6. Students who use social media during the night ...
a) have weaker immune systems
b) do worse in exams
c) have a higher incidence of depression and anxiety

2B. ANSWER THESE QUESTIONS IN NO MORE THAN 5 WORDS. (1 POINT, 0.25 EACH)

- a. According to experts, what is the optimum number of hours of sleep for students?
b. How many students were surveyed in the article the author refers to?
c. Why do schoolchildren wake up during the night?
d. How many students are tired and unable to function to their full capacity?

3B. FIND A WORD IN THE TEXT FOR EACH OF THESE DEFINITIONS. (1 POINT, 0.25 EACH)

- a) based on or using good judgment
b) making you feel unhappy and frightened
c) find out about something
d) machines that can be used to connect to the internet

PART 2- USE OF ENGLISH (2 POINTS)

4. CHOOSE FOUR OF THE FOLLOWING STATEMENTS AND REPHRASE THEM SO THAT THEIR MEANING IS AS SIMILAR TO THE ORIGINAL AS POSSIBLE. (0.5 EACH).

- a. Sierra Leone cocoa growers learnt how to farm without using chemical fertilisers and pesticides, so their cocoa can be called organic.
If Sierra Leone
- b. They have sold a shipment of their high-quality cocoa directly to European chocolate makers.
A shipment.....
- c. Sierra Leone is an African country. It produces cocoa to sell it worldwide.
Sierra Leone.....
- d. The Ghanaians advised the farmers from Sierra Leone to produce better quality cocoa so that they could sell it for a higher price.
'Produce better.....
- e. You aren't able to do your best and keep up with all of your responsibilities unless you sleep well.
If you
- f. There is an optimum number of hours of sleep. This has been accepted as common sense for a long time.
There is an.....
- g. Experts are worried about the growing trend of teenagers waking up at all times of the night.
The growing trend.....
- h. 'Teenagers should go to bed early', experts say.
Experts advised.....



PART 3- WRITING (3 POINTS)

5. CHOOSE ONE OF THE FOLLOWING TOPICS AND WRITE A 150 WORD LONG TEXT.

- a) Write an opinion article about your eating habits. Do not forget to mention the food you usually eat, if you like/dislike it, if it is healthy or unhealthy, etc.
- b) Write an opinion article about teenagers and social media. Do not forget to mention: some aspects which might influence on teenagers' life (computers, mobile phones, social networks, etc).



ESTRUCTURA DE LA PRUEBA

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CRITERIOS GENERALES DE CORRECCIÓN

A) Pregunta 1. Elección múltiple. Las seis cuestiones de esta sección pretenden evaluar la comprensión del texto. Se evaluará con un máximo de 3 puntos. (0,5 puntos por cuestión).

B) Pregunta 2. Semiabierta. Se valorará la comprensión específica del texto. Habrá cuatro cuestiones a responder en un máximo de cinco palabras cada una, valorándose la respuesta correcta inequívoca a las mismas. Se evaluará con un máximo de 1 puntos. (0,25 puntos por cuestión).

C) Pregunta 3. Semiabierta. Las cuatro definiciones tienen como objetivo evaluar la riqueza léxica. Se valorará la habilidad de encontrar en el texto las palabras cuyas definiciones se ofrecen. Se evaluará con un máximo de 1 punto. (0,25 puntos por cuestión).

D) Pregunta 4. Reformulación. Con carácter general no existe más de una reformulación correcta que, como se pide en el enunciado de la pregunta, mantenga el significado de la expresión original. De manera excepcional podrían considerarse reformulaciones alternativas, solo las contenidas en la plantilla de soluciones de la prueba. (0,5 puntos por cuestión).

E) Pregunta 5. Abierta. Se valorará la expresión escrita desarrollando un tema con una extensión de 150 palabras. Se evaluará con un máximo de 3 puntos distribuidos de la siguiente manera:

- 1) Adecuación/cohesión: tratar el tema con riqueza de ideas, formato y registro adecuados, secuenciación y organización de ideas y argumentos, uso de conectores y número de palabras requerido. Si se escriben menos de 130 palabras se penalizará con 1 punto. Si el alumno escribe más de 180 palabras se penalizará con 0,5 puntos, y si escribe más de 200, con 1 punto.
- 2) Corrección: corrección morfosintáctica, léxica y ortográfica. (1 punto).
- 3) Riqueza: variedad, riqueza y precisión gramatical y léxica. (1 punto).
- 4) La no realización de la tarea exigida se valorará con 0 puntos.