



## Profesorado en Inglés N° 28 IES "Olga Cossettini"

### Orientación

La mayor parte de las materias de la carrera se dictan en inglés. En consecuencia, para abordar la carrera los ingresantes deben tener las competencias lingüísticas que se detallan a continuación:

- entender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos
- Interactuar con un grado suficiente de fluidez y naturalidad de modo que la comunicación se realice sin esfuerzo por parte de cualquiera de los interlocutores.
- producir textos claros y detallados sobre temas diversos, así como defender un punto de vista sobre temas generales indicando los pros y los contras de las distintas opciones.

Los siguientes ejercicios presentan algunas de las habilidades mencionadas. Las claves de resolución para la autocorrección se encuentran en las últimas páginas.

## READING COMPREHENSION N° 1

FOR QUESTIONS 1-6, CHOOSE THE CORRECT ANSWER: A, B, C or D

### The cable racer

Robinson Diaz lives in a small cottage high in the Andes Mountains of South America. Diaz is a 'cable-racer', and every morning he faces the difficult task of taking the local teacher to her school. To do this, he first walks for an hour up to a place the locals call *Los Pinos* (the Pine Trees), right at the edge of the  
5 120-metre deep gorge of the Negro valley. Here, one end of a thick metal cable has been fixed to a wooden post. The cable stretches right across the deep valley to the other side, a kilometre away.

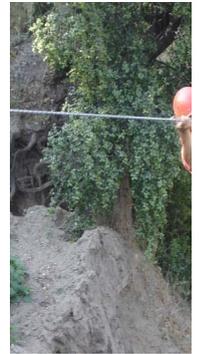
A metal hook is fixed to the cable, with leather straps hanging from it. Diaz fastens the straps around his shoulders and waist, does a quick safety check  
10 and then, without hesitating, throws himself off the edge of the mountain. Attached to the cable by only the metal hook, he rapidly picks up speed and soon he is racing through the air. Crossing the valley by wire takes him 30 seconds, instead of the two hours it would take him to walk down through the snake-infested rain forest and climb up the steep muddy slopes on the  
15 other side.

As Diaz begins his trip, Diana Rios, a 23-year-old elementary teacher, is waiting on the other side of the gorge for the moment when he will come racing through the mist towards her at 160 kph. She will then return with him, hanging on to him as he goes back along a second cable. Diana had no  
20 idea when she took the teaching job that just getting to work in the village school would be so dangerous. 'At first I wanted to cry,' she says, clutching her books as the metal cable starts to rattle violently at Diaz's approach. 'But I soon got used to it.' She still prefers to go with Diaz, though, rather than making the frightening crossing on her own.

For the inhabitants of *Los Pinos*, the wire cable is a lifeline. For more than 50 years, it has served the community as a form of transport to and from the rest of the world. Everything that comes arrives via the cable – bricks and wood for building, sacks of rice and corn. Puppies are held between the knees  
25 of young men like Diaz who act as 'cable-racers', and go flying over the gorge. Pregnant mothers, who must get to the nearest clinic, cross the wire during the darkness of the night, returning with their newborn babies. It is dangerous, but they have no choice.

This time Robinson Diaz makes a perfect landing on Diana's side of the gorge. For him, the dangers of his daily journey are insignificant. 'What I'm really  
35 scared of is snakes,' he says. 'This is nothing in comparison.' Then Diana straps herself into her harness and hooks herself up to the wire behind Diaz, holding on to him tightly. He turns, flashes her a smile, releases the brake and kicks away. Within seconds, teacher and cable-racer have disappeared back into the mist.

- 1- Robinson Diaz has a difficult task every morning because he has to
- A climb a long way up the mountain.
  - B get to the edge of the valley.
  - C help someone to get to work.
  - D walk through a dangerous area.
- 2- What is a 'gorge' (lines 5 and 16)?
- A A deep valley.
  - B A long river.
  - C A high mountain.
  - D A dense forest.
- 3- In the second paragraph the writer suggests that Diaz is
- A confident about what he is doing.
  - B unaware of the dangers he faces.
  - C neglectful of his own safety.
  - D uncertain of what he is doing.
- 4- Diana Rios found out how she would travel to work
- A when she was a student.
  - B when she saw the cable.
  - C after she had met Diaz.
  - D after she took the job.
- 5- What is Diana's opinion about the journey now?
- A She enjoys it.
  - B She no longer finds it a problem.
  - C It makes her feel very frightened.
  - D It would be impossible without Diaz.
- 6- The cable is important to the people of *Los Pinos* because
- A it allows contact with other communities.
  - B it provides entertainment for the young people.
  - C it enables the doctor to visit the village.
  - D it gives the inhabitants the chance to sell their produce.



## **READING COMPREHENSION N°2**

FOR QUESTIONS 1-6, CHOOSE THE CORRECT ANSWER: A, B, C or D

### **Is there a case for starting the school day later?**

In many places the school day begins at between eight and nine in the morning, which means that kids may have to get up as early as six o'clock to get in on time. For most adults, that's just part of the normal routine and there's little sympathy for teenagers complaining that it's too early. After all, it's not like they have to work all day. All they have to do is sit there in class and scribble down a few notes. Who could possibly say that teenagers have got it hard? The problem is, there is a growing movement of scientists, teachers and parents (and not to mention teenagers) who disagree. They suggest that teenagers are actually being deprived of valuable sleep, which has a significant impact on their well-being.

There's no doubt that teenagers are generally considered lazy, selfish and argumentative by their elders. The stereotypical image of a teenager is someone who shuts themselves in their messy bedroom to play computer games, listen to loud music and so on. They go to bed late and don't emerge until they're dragged out of it by their parents. Even if you haven't got kids of your own, you've undoubtedly seen this character in some family-based comedy on TV. The thing is, we're only looking at things from an adults' perspective. If we tried to see it from a teenagers' point of view, our perception might be quite different.

In recent years, advances in technology have meant that our understanding of the brain has changed dramatically. While every scientist will admit that we are far from truly knowing everything about what goes on in our brains, MRI scans have enabled us to build up quite a detailed picture. When these high-tech imaging machines have been used to measure brain activity in adolescents, for example, they have revealed some unexpected results. For one thing, it seems that the brain continues developing a great deal longer than we previously thought. The reason teenagers seem so moody and sensitive is because their brains are literally in the midst of a transformation, from that of a child to that of an adult.

What this means is that we can't just assume that what works for adults also works for teenagers. For example, some scientists have noticed that the teenage brain doesn't release melatonin in the same way. Melatonin is a chemical which is intricately connected to our body rhythms; put simply, when it's released in our brain, it makes us sleepy. What marks teenagers out from adults is that their brains release this chemical later in the evening. This explains why they want to stay up after their parents have gone to bed. Furthermore, this has an effect on their body clock, which means they need to sleep later in the mornings.

What's more, it's now believed that teenagers need more sleep than adults. Traditionally, the argument was that, being young and healthy, children should be full of energy and eager to jump out of bed in the morning. However, we all know that new-born babies spend most of their time sleeping, but as they get older, they start to sleep less. This is a gradual process, so it seems logical that teenagers haven't quite got to the point where they only need eight hours' sleep. In fact, some research suggests that they probably need more like nine to ten hours' sleep per night.

The implications of this are that the routines teenagers are expected to keep may not be realistic or even beneficial. It has been claimed that a lack of sleep not only affects the young adult's brain development but may suppress creativity as well. So, the obvious solution is to simply adjust our school timetables so that they start an hour or two later. This means students would get a better night's sleep and would be more alert during lessons. In fact, recent research has suggested that not only would this improve performance at school, but it may even lead to students doing better in later life.

What's clear is that we need to change the way we regard teenagers. We can no longer just say, 'It's good for them to get up early. It didn't do me any harm.' Schools and parents should, at the very least, talk to teenagers and see how they feel. If there's a way to make sure teenagers get enough sleep, surely that has to be good for everyone?

1 In the first paragraph, the writer wants the reader to

- A feel persuaded that teenagers complain too much about being tired.
- B consider the possibility that teenagers are not being treated fairly.
- C be worried that some teenagers can't get to school on time.
- D understand that teenagers are not required to work hard at school.

2 When talking about the characteristics of teenagers, the writer implies that

- A they are often misunderstood by the older generation.
- B most people disagree with the stereotypes.
- C they are unwilling to get themselves up in the morning.

D TV representations of them are mostly accurate.

3 What is the writer's purpose in talking about the results of MRI scans on teenagers?

- A to show that a new type of imaging machine is needed
- B to argue that the results from these machines are not reliable
- C to present new findings on research into teenagers' brains
- D to admit that we know very little about the human brain

4 What does the writer tell us about the role of melatonin in our lives?

- A It works in the same way for both adults and teenagers.
- B Too much melatonin makes it difficult to get up in the morning.
- C It's release in the brain is determined by the body clock.
- D It may play a part in explaining variations in sleeping patterns.

5 In relation to adolescent sleep patterns, the writer suggests that

- A there's a straightforward way of making sure teenagers get enough sleep.
- B teenagers need to be more realistic about the time they go to bed.
- C that there are strong arguments for going to bed earlier.
- D we are unlikely to find a solution to the problem of lack of sleep.

6 What was the writer's main purpose in writing this article?

- A To justify the negative stereotypes that surround teenagers.
- B To make the case that we need to think about teenagers differently.
- C To criticise people with negative views of teenagers.
- D To compare past and present attitudes of teenagers.

### **READING COMPREHENSION N°3**

The following text was written by Bill Bryson, an American who writes about his fellow Americans, mainly for a British audience. Read the text. For questions 1-6, choose the best answer A, B, C or D.

#### **The Convenience Society, or con for short**

The other day I took my younger children to Burger King for lunch and there was a line of about a dozen cars at the drive-through window. Now, a drive-through window is not a window you drive through, but a window you drive up to and collect your food from, having placed your order over a speakerphone along the way; the idea is to provide quick takeaway food for those in a hurry.

We parked, went in, ordered and ate and came out again, all in about ten minutes. As we departed, I noticed that a white pickup truck that had been last in the queue when we arrived was still four or five cars back from collecting its food. It would have been much quicker if the driver had parked like us and gone in and got his food himself, but he would never have thought that way because the drive-through window is supposed to be speedier and more convenient.

Americans have become so attached to the idea of convenience that they will put up with almost any inconvenience to achieve it. The things that are supposed to speed up and simplify our lives more often than not have the opposite effect and I started wondering why this should be.

Americans have always looked for ways to increase comfort. It is an interesting fact that nearly all the everyday inventions that take the difficulties out of life - escalators, automatic doors, passenger lifts, refrigerators, washing machines, frozen food, fast food - were invented

in America, or at least first widely used here. American grew so used to seeing a constant stream of labour-saving devices, in fact, that by the sixties they had come to expect machines to do almost everything for them.

The moment I first realized that this was not necessarily a good idea was at Christmas of 1961 or '62, when my father was given an electric carving knife. It was an early model and not as light as the ones you can buy today. **Perhaps my memory is playing tricks on me**, but I have a clear impression of him putting on goggles and heavy rubber gloves before plugging it in. What is certainly true is that when he sank it into the turkey it sent pieces flying everywhere and then the blade hit the plate with a shower of blue sparks and **the whole thing** flew out of his hands and shot across the table and out of the room, like a creature from a *Gremlins* movie.

My father was always buying gadgets that proved to be disastrous - clothes steamers that failed to take the wrinkles out of suits but caused the wallpaper to fall off in whole sheets, or an electric pencil sharpener that could consume an entire pencil (including the tips of your fingers if you weren't quick) in less than a second.

But all of this was nothing compared with the situation today. Americans are now surrounded with items that do things for them to an almost absurd degree - automatic cat-food dispensers, refrigerators that make their own ice cubes, automatic car windows, disposable toothbrushes that come with their own ration of toothpaste. People are so addicted to convenience that they have become trapped in a vicious circle: the more labour-saving devices they buy, the harder they need to work; the harder they work, the more labour-saving appliances they feel they need.

When we moved into our house in New Hampshire it was full of gadgets installed by earlier owners, all of **them** designed to make life a little easier. Most, however, were completely useless. One of our rooms, for instance, came equipped with automatic curtains. You flicked a switch on the wall and four pairs of curtains effortlessly opened or closed. That, at least, was the idea. In practice what happened was that one opened, one closed, one opened and closed repeatedly and one did nothing at all for five minutes and then started to produce smoke. We didn't go anywhere near them after the first week.

Automatic curtains, electric cat-food dispensers and clothes steamers only *seem* to make life easier. In fact, all they do is add expense and complication to your existence.

- 1- What point is the author making with the story of his experience at Burger King?
  - A) Fast food restaurants are not very fast.
  - B) Some aspects of modern life are not always as convenient as they are intended to be.
  - C) The driver of the pickup truck had parked in the wrong place.
  - D) The queues at the drive-through windows are usually very long.
  
- 2- What does the author tell us about everyday inventions in America?
  - A) That they were all invented there.
  - B) They make life less exciting.
  - C) People assume they would make life more comfortable.
  - D) There aren't as many now as there used to be.
  
- 3- What does the author mean by "**Perhaps my memory is playing tricks on me**" (line 22)?
  - A) He is sometimes very forgetful.
  - B) He cannot remember all the details.
  - C) What he says might not be completely true.
  - D) He remembers having fun.

- 4- What does “the whole thing” (line 25) refer to?
- A) The turkey
  - B) The plate
  - C) The rubber gloves
  - D) The carving knife
- 5- What does the author say about labour-saving devices today?
- A) People cannot stop buying them
  - B) People try to do ridiculous things with them
  - C) They are better than the ones in the sixties
  - D) They help people to do more work
- 6- What does “**them**” (line 38) refer to?
- A) Earlier owners
  - B) The gadgets
  - C) Houses in New Hampshire
  - D) The writer’s family

### **READING COMPREHENSION N°4**

FOR QUESTIONS 1-6, CHOOSE THE CORRECT ANSWER: A, B, C or D

She knew the street backwards, of course. How many times had she been dragged up it as a child by the wrist, whining and snivelling, always wishing she were somewhere else? Now she had no desire to be anywhere but here. This bustling traffic, these fuming buses, these chipped paving stones and boarded-up shop fronts, they were *hers*. Here, she would grow from defiant teenager to independent woman. When she was an old woman, she would gaze out over the lawns and say ‘Ah, Knox Road, that’s where I really came into my own’. Number 126 was only a short walk from the bus stop, and she heaved her multiple bags onto her shoulders and trudged off, trying to maintain the elation as the straps dug into the flesh of her neck and fingers. Number 126 was set back slightly from the main road, with a concrete path and weed-patch at the front. The window frames were rotten and the paint chipped. Holly tried not to mind it. It was what was *inside* that counted, after all. The coming-together of six individuals from diverse backgrounds. discussing politics, culture and art late into the night, sharing ideas, recipes, milk, shower gel and lovers – that would be what she’d look back on of course, not the paintwork. In the absence of either a bell or knocker, she rapped firmly on the door.

There was no reply. Holly peered through a gap in the curtains in the downstairs window, but there was nothing but gloom within. She could hear a faint thudding of a bass beat, but was not sure which house it belonged to. She rapped more firmly, and was searching for a pebble to throw to the upstairs window when the door opened. A shirtless, overweight

twenty-something, with bleary eyes and greasy hair stood in the doorway wearing boxer shorts and mismatched socks.

"I've come for the upstairs room, I'm the new tenant," said Holly brightly.

The man grunted slightly and moved aside. He gestured up the dim, uncarpeted stairway and began to shuffle along the dark hallway to the rear of the house.

"Top floor, is that right? I guess I just follow my nose!" Holly gave a high laugh, and received another grunt in reply. Then the man was gone.

Not to worry, he must be the quiet moody type, thought Holly, too caught up in his own profound thoughts for inane chit-chat. One day she would penetrate his hard outer shell and release the free spirit inside. Anyway, now for the stairs.

The four flights of stairs would be worth it, she'd decided when she picked out the flat, even if it did mean her going downstairs to get to the bathroom, because the room faced the front, and she could watch the world scurry by as she sipped her morning coffee. Kicking one bag in front and dragging the others behind, she finally made it up the four flights and flung open the door to her new room, her new haven, her new adult life.

Peeling beige wallpaper, a lumpy mattress on a chipboard bedframe, a bare light bulb, a flat-pack wardrobe inexpertly put together. All this, Holly could just about put up with, but when she saw the view from her window – a dull patch of grey sky, invariable whatever the angle, she finally had to admit to herself that her adult life was not getting off to a great start.

1 What can be inferred from the text?

- A This is Holly's first time living away from home.
- B Holly visited the house before deciding to move in.
- C Holly is new to this part of the town.
- D Holly already knows someone who lives in this house.

2 Where is Knox Road?

- A in a village
- B in a suburb
- C in a town centre
- D on a housing estate

3 Which word best describes 126 Knox Road?

- A austere
- B run-down
- C quaint
- D pristine

4 What can be inferred about the character of Holly?

- A She is reckless.
- B She is ambitious.
- C She is prejudiced
- D She is a day dreamer.

5 Which one is NOT true of 126 Knox Road?

- A There isn't a front garden.
- B The window frames need painting.
- C There isn't a doorbell or a door knocker.
- D The downstairs curtains are drawn.

6 Which word does NOT describe the man who answered the door?

- A unkempt
- B ill-mannered
- C unreceptive
- D distinguished

### ***READING COMPREHENSION N°5***

FOR QUESTIONS 1-6, CHOOSE THE CORRECT ANSWER: A, B, C or D

## **The wrestler who became an author**

Pete Watson looks like the biggest, sweetest teddy bear you ever saw. It is only when he opens his mouth that you notice the missing front teeth. Watson is a three-time world champion wrestler turned author. He was adored by fans because he was different: while other wrestlers were supreme athletes, he was just a hulk who knew how to take a hit. You could throw as many chairs as you liked at Pete Watson, you could smack him repeatedly, but he wouldn't go down.

After two autobiographies and a series of children's stories, he has just written a brilliant first novel: a work of immense power and subtlety, likely to gain a wide readership. At its simplest, it is about a boy and his dad getting together after a lifetime apart, though there is far more to it than that. Was he inspired by anyone he knew? The father, he says, is based on guys he met on the road – wrestlers,

friends of his, who appeared to be leading exciting lives, but deep down were pretty miserable.

Watson does not come from traditional wrestling stock. He grew up in Long Island, New York. His father was an athletics director with a PhD, his mother a physical education teacher with two master's degrees – one in literature, the other in Russian history. He was a big boy, bullied for his size. One day his neighbour had a go at him, and for the first time Watson realised he could use his weight and size instead of feeling awkward about it. It was a turning point.

At college, he did a degree in communication studies. Meanwhile, he was learning the ropes of professional wrestling. Did his parents try to dissuade him? "No. They were just really insistent that I finished college. I am pretty sure they thought I'd get hurt and quit wrestling". But he didn't.

He looks in remarkably good condition for someone who spent 20 years in the ring. His skin is smooth and firm; there are few visible scars. "It's amazing what retirement can do for you. I looked really rough five years ago, and now I think I look a good deal younger", he says. People are surprised by the softness of his handshake. "Yeah, that's the wrestler's handshake", he says.

Do you have to be a good actor to be a good wrestler? "I used to really resent the acting label, but it *is* acting. When it's really good, when you are feeling it and letting that real emotion fly, it comes closer to being real". What did his children think when they saw him getting hurt? "Well, they used to think I never got hurt because that's what I told them. When they got old enough to realise I did, they stopped enjoying it. That was, in part, what led to my decision to get out."

Nowadays, his time is dedicated to family and books – his next novel is about boy wrestlers living on the same block, and he is also writing more children's stories. He does not think his life is so different from wrestling. "Wrestling is all about characters", he says. "So when my fans hear I've written a novel, I don't get the sense that they feel I've abandoned them".

1- What impression do you get of Pete Watson's skills as a wrestler?

- A He frequently lost because he was not very aggressive.
- B He was too gentle and friendly to be a good wrestler.
- C He was injured a lot because he didn't fight back.
- D His speciality was letting his opponent hit him.

2- It is suggested that Watson's first novel

- A is based on his own autobiography.
- B will be popular with those who liked his autobiographies.
- C will not only appeal to his fans.
- D is not much more than a simple story.

- 3- What does “traditional wrestling stock” in paragraph 3 refer to?
- A Watson’s childhood
  - B Watson’s family background
  - C Watson’s educational background
  - D Watson’s background in athletics
- 4- What did Watson’s parents feel about his interest in wrestling?
- A They were afraid he would get hurt.
  - B They insisted that he should have proper training at college.
  - C They wanted him to give up wrestling.
  - D They thought he would abandon the sport quite soon.
- 5- How does Watson regard the idea that wrestling is like acting?
- A He resents the suggestion.
  - B He thinks wrestlers aren’t good actors.
  - C He has come to accept it.
  - D He doesn’t think wrestling can compare to acting.
- 6- Watson’s present life is not so different from his past profession because
- A his work is still connected with characters.
  - B he is writing about wrestling, his previous profession.
  - C his family are still more important than anything else.
  - D his fans still follow his career with interest.

### ***SENTENCE TRANSFORMATION (1)***

**Rewrite the sentences below without changing their meaning. You must use the words in block letters without modifying them.**

1- Even if you try hard, you won’t make me do it.      **HOWEVER**

You won’t make me do it, ..... try.

2- I find it very difficult to read your handwriting      **DIFFICULTY**

I’m having great .....your handwriting.

3- It was the wind that caused the fire to spread so quickly.      **NOT**

Had ..... the wind, the fire would not have spread so quickly.

4- I think you should call your family, shouldn't you? BETTER

You ..... your family.

5- We weren't given the exam results for quite a while. AFTER

Only ..... given the exam results.

6- It seemed strange that my front door was open when I got home. STRUCK

It ..... my front door was open when I got home.

7- James's hair has been cut too short. NOT

I wish James ..... so short.

8- I didn't go to the exhibition because it was far too expensive. PUT

The cost of admission .....to the exhibition.

9- Racism will decline if we all fight it. AS

As ..... it will decline.

10- I'm sure that we are much happier when we work hard. HARDER

The ..... we are, surely.

## **SENTENCE TRANSFORMATION (2)**

**Rewrite the sentences below without changing their meaning. You must use the words in block letters without modifying them.**

1- They have been telling her that she should apply for this top job. ENCOURAGING

They have been ..... for this top job.

2- I'm sure that her success made her parents feel wonderful. MUST

Her success .....feel wonderful.

3- Employees cannot use this machine without permission from management. NO

Under ..... this computer without permission from management.

4- I was never allowed to walk barefoot when I was a child. LET

My parents ..... when I was a child.

5- This office is too small for two people. ENOUGH

This office ..... two people.

6- The play was so boring that we left in the interval. SO

We were ..... that we left in the interval.

7- The government does not intend to interfere with proposals to renovate the old Trade Center.

#### INTENTION

The government ..... interfering with the old Trade Centre's renovation.

8- Although it was freezing, we drove into town to see Marcus off. FREEZING

Despite ....., we drove into town to see Marcus off.

9- I last heard this song 10 years ago. BEEN

It ..... I last heard this song.

10- Don't you regret not learning to swim? WISH

Don't you ..... swim?.

### **SENTENCE TRANSFORMATION (3)**

**Rewrite the sentences below without changing their meaning. You must use the words in block letters without modifying them.**

1- There aren't many people who have read this novel to the end, but Karen is one of them.

FEW

Karen is ..... who have read this novel to the end.

2- He had a very traditional upbringing, didn't he? TRADITIONALLY

He ....., wasn't he?

3- The moment we arrived home we realised we had left one of our bags at the airport.

ARRIVE

Hardly ..... we realised we had left one of our bags at the airport.

4-It seems to me that her playing has developed amazingly in the past year. SEEMS

Her playing ..... in the past year.

5- Thanks for reminding me of this meeting, otherwise I would have missed it. NOT

Had ..... this meeting, I would have missed it.

6- I'm trying to find someone with experience of looking after children. USED

I'm trying to find someone ..... after children.

7- You should be in bed by now! ABOUT

It ..... in bed.

8- We can always postpone the match until all team members recover from their injuries.

PUT

The match ..... until all team members recover from their injuries.

9- It won't help if you worry about it. USE

It ..... it.

10- Make sure you boil the water since this kills any germs. SO

The water must ..... kill any germs.

## CLOZE TEST (1)

Fill in the blanks in the following text with only one word.

### Leaving home

Going<sup>1</sup> \_\_\_\_\_ to university is always a tricky time, <sup>2</sup> \_\_\_\_\_ for the students who are leaving home and their parents who are staying <sup>3</sup> \_\_\_\_\_. [...]

#### A daughter's advice to parents, by Kerry Price

My parents <sup>4</sup> \_\_\_\_\_ me to uni at the beginning of the first term. That was great, but then they hung <sup>5</sup> \_\_\_\_\_, so it was hard to chat to the people in the rooms near mine. It's best if you leave <sup>6</sup> \_\_\_\_\_ to unpack ourselves. [...]

Get another interest or a pet if you feel <sup>7</sup> \_\_\_\_\_ without us. Don't make us feel guilty <sup>8</sup>

\_\_\_\_\_leaving home!

It is quite interesting to hear about your <sup>9</sup> \_\_\_\_\_ at uni, but remember that it was a LONG time <sup>10</sup> \_\_\_\_\_so don't go on about it so much. Things <sup>11</sup> \_\_\_\_\_ changed a lot. [...]

Please don't check up on us or our friends on Facebook. I know it's a public <sup>12</sup> \_\_\_\_\_, but we have the <sup>13</sup> \_\_\_\_\_ to some privacy.

Don't change anything in our bedrooms. We have only half left home - we'll be back in the holidays, so please don't touch anything. [...]

### A father's advice to students, by Stuart Price

[...] Put up <sup>14</sup> \_\_\_\_\_ the fact that we refused to get a dog while you were at home, then suddenly bought one as soon as you moved out. We miss you!

Just <sup>15</sup> \_\_\_\_\_ you're at university studying very complex subjects, it doesn't <sup>16</sup> \_\_\_\_\_ that you're more intelligent than everybody else. Don't treat your family as <sup>17</sup> \_\_\_\_\_ they were stupid; we're really not.

Let us come and visit you now and <sup>18</sup> \_\_\_\_\_. We promise to try not to embarrass you in front of your friends. [...]

We might make a <sup>19</sup> \_\_\_\_\_ changes to your room, so deal with it. It's great to have a guest room at last, but we won't change things too much, promise.

Don't forget to call home from time to time and don't get annoyed if we phone you. It's not pestering. If we didn't call, you <sup>20</sup> \_\_\_\_\_ know that we care.

## CLOZE TEST (2)

Fill in the blanks in the following text with only one word.

### The Facebook party that became a riot

It began <sup>1</sup> \_\_\_\_\_ a plan for a very normal 16th birthday party. Merthe Weusthuis wanted a quiet celebration with a small group of friends in her family home in the small Dutch town of Haren. <sup>2</sup> \_\_\_\_\_ many teenagers, she decided to send <sup>3</sup> \_\_\_\_\_ invitations via a social network site. But Merthe <sup>4</sup> \_\_\_\_\_ one big mistake: she used open-access settings on Facebook, so it wasn't just her friends who could see details of the event, lots of strangers could <sup>5</sup> \_\_\_\_\_.

The number of invitation acceptances quickly snowballed into an avalanche. <sup>6</sup> \_\_\_\_\_

marking the event as 'private' meant the electronic invitation was eventually <sup>7</sup> \_\_\_\_\_ by 240,000 people, of <sup>8</sup> \_\_\_\_\_ 30,000 confirmed online that they planned to <sup>9</sup> \_\_\_\_\_. To make matters <sup>10</sup> \_\_\_\_\_, an unauthorised campaign was launched to promote the party by means <sup>11</sup> \_\_\_\_\_ a dedicated website and Twitter account, which received hundreds of thousands of hits. The party became known as 'Project X Haren' after the 2012 American film Project X in <sup>12</sup> \_\_\_\_\_ three high school students throw a birthday party that spins out of control. Video trailers for Merthe's party were produced, with scenes from Project X edited in, and they were <sup>13</sup> \_\_\_\_\_ on YouTube. T-shirts featuring Merthe's face were also <sup>14</sup> \_\_\_\_\_, all without her knowledge or consent.

Even after Merthe's parents <sup>15</sup> \_\_\_\_\_ cancelled the party, the publicity didn't stop. Local media reported on the forthcoming event and teenagers turned up to have their pictures taken outside the Weusthuis family home. On the evening the party was to have taken place, about 5,000 teenagers began gathering in Haren, many outside the Weusthuis house. When it became clear that there was nothing to gatecrash, violence broke <sup>16</sup> \_\_\_\_\_ and 500 riot police equipped with helmets, shields and batons were brought in to control the crowd. Shops in the centre of Haren were vandalised and looted, journalists were attacked, cars were set on <sup>17</sup> \_\_\_\_\_ or overturned and street signs and lamp posts were <sup>18</sup> \_\_\_\_\_.

However, Facebook was also involved in the clean-up effort in the days after the riot. A group called 'Project Clean-X Haren' was set up to gather and organise volunteers. Another group <sup>19</sup> \_\_\_\_\_ 'Suspect-X Haren' was created to help police identify and <sup>20</sup> \_\_\_\_\_ the rioters by sharing photos and videos of the event. [...]

## CLOZE TEST (3)

### YOUR DIGITAL FOOTPRINT

Every time you 1. \_\_\_\_\_ online you leave a trail. This is just 2. \_\_\_\_\_ a real footprint. It reveals 3. \_\_\_\_\_ you've been, how 4. \_\_\_\_\_ you stayed and 5. \_\_\_\_\_ you've been doing there. Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This shouldn't necessarily 6. \_\_\_\_\_ worrying but it is advisable to be aware 7. \_\_\_\_\_ your digital footprint and to be cautious and sensible when you are online.

Six top tips for 8. \_\_\_\_\_ care of your digital footprint:

\* Don't forget to log 9. \_\_\_\_\_ when you leave a website, especially if you are using a shared computer. 10. \_\_\_\_\_ you don't, someone can easily pretend to be 11. \_\_\_\_\_!

\* Don't tell anyone your passwords and don't write them 12. \_\_\_\_\_ in an obvious place. Make

them more complex by using a combination of letters, numbers and punctuation marks.

\* Tell an adult if you come across 13. \_\_\_\_\_ online that makes you upset, anxious or concerned.

14. \_\_\_\_\_ are ways to report inappropriate or abusive content and in most cases web managers respond rapidly.

\* Remember your favourite websites by using the history button and the bookmark function on your computer or mobile device. 15. \_\_\_\_\_ is a way that your digital footprint can work in your favour, but remember to clear your browser history 16. \_\_\_\_\_.

\* If you want to post comments online, you don't have to use your 17. \_\_\_\_\_ name. Invent a nickname to use 18. \_\_\_\_\_. You can also use a picture instead of a real photo.

\* Protect your identity online. Be careful about who you share personal information 19. \_\_\_\_\_ and always think twice 20. \_\_\_\_\_ sharing details like your email, home address, school or phone number with someone.

### **ANSWER KEYS**

#### **READING COMPREHENSION**

#### **“The cable racer”**

1- C

5- B

2- A

6- A

3- A

4- D

#### **Is there a case for starting the school day later?**

**1 B 2 A 3 C 4 D 5 A 6 B**

#### **The Convenience Society, or con for short**

1 - B

2- C

3- C

4- D

5- A

6- B

She knew the street backwards, of course. How many times had she been dragged up...

---

Key: 1 A, 2C, 3B, 4D, 5A, 6D.

## The wrestler who became an author

1- D

2- C

3- B

4- D

5- C

6- A

### SENTENCE TRANSFORMATION (1)

1- however hard you

2- difficulty in reading

3- it not been for

4- had better call

5- after a while were we

6- struck me as strange that

7- had not cut his hair

8- put me off going

9- long as we fight racism

10- harder we work, the happier

### SENTENCE TRANSFORMATION (2)

KEY

1- encouraging her to apply

2- must have made her parents

3- no circumstances can employees use

4- never let me walk barefoot

5- is not big enough for

6- so bored by the play

7- has little/no intention of

8- the freezing weather

9- is 10 years since (or ) has been 10 years since

10- wish you had learnt/learned

### SENTENCE TRANSFORMATION (3)

1- one of the few people

2- was brought up very traditionally

3- did we arrive when

4- seems to have developed amazingly

5- you not reminded me of

6- who is used to looking

7- is about time you were

8- can always be put off

9- is no use worrying about

10- be boiled so as to

### CLOZE TEST (1)

<b>Leaving home</b>
---------------------

1. away

2. both

3. behind

4. drove/took

5. around

6. us

7. lonely

8. about

9. experiences

10. Ago

11. have

12. site

13. right

14. with

15. because

16. mean

17. if

18. again

19. few

20. wouldn't

## CLOZE TEST (2)

The Facebook party that became a riot

- |            |             |           |            |
|------------|-------------|-----------|------------|
| 1. as      | 2. like     | 3. out    | 4. made    |
| 5. too     | 6. not      | 7. Seen   | 8. whom    |
| 9. attend  | 10. worse   | 11. of    | 12. which  |
| 13. posted | 14. made    | 15. had   | 16. out    |
| 17. fire   | 18. damaged | 19. named | 20. arrest |

## CLOZE TEST (3)

### YOUR DIGITAL FOOTPRINT

- |            |              |               |
|------------|--------------|---------------|
| 1. go /are | 8. taking    | 15. this      |
| 2. like    | 9. off       | 16. regularly |
| 3. where   | 10. if       | 17. own       |
| 4. how     | 11. you      | 18. instead   |
| 5. what    | 12. down     | 19. with      |
| 6. be      | 13. anything | 20. before    |
| 7. of      | 14. there    |               |