

EXAM 1

OPTION A

Translate the following text into English.

L'endemà vam fer totes les gestions sense contratemps. Com que la Mersal rebia bàsicament sèrum fisiològic per combatre la greu anèmia que patia, el metge no va posar traves a donar-li l'alta. No sabia com, però el veí havia aconseguit una furgoneta molt més gran i, un cop van haver carregat les maletes i recollit els vuit fills de la Mersal, vam sortir direcció a Kabul.

Aquesta vegada no vam trobar cap control talibà ni de la policia nacional afganesa, i per tant vam fer el viatge en tan sols un parell d'hores. La Mersal estava dèbil, va dormir gairebé tot el trajecte. Els breus moments en què es despertava no tenia ganes ni esma per enraonar, de manera que la vam deixar descansar.

Ja a la capital, els nens de la Mersal, la Shabnam i la Mina es van quedar a casa, amb la Moboba, mentre que en Lala, la Mersal i jo vam continuar fins a l'Hospital General de Kabul. Les diferències amb l'altre eren abismals. L'edifici era molt més modern, estava més ben equipat i el personal era més atent i professional. L'habitació on la van ingressar era espaiosa, amb les parets blanques, pulcres, i molt lluminoses. De fet, tenia un finestral enorme des del qual es tenia una bonica panoràmica de la ciutat. El canvi no hauria pogut ser millor.

La Mersal estava esgotada i com absent, però el metge ens va assegurar que la seva recuperació només era qüestió de temps. Aquell dia vaig acompanyar novament en Lala a casa de les cosines i me'n vaig tornar a l'hospital per passar la nit amb la Mersal. Al vespre vaig treure el cap pel finestral de l'habitació i vaig tenir una gran sorpresa quant vaig veure la primera estrella del vespre. La nostra estrella. Gairebé me n'havia oblidat..., però encara era allà, brillant amb més intensitat que mai.

Extracte de *La primera estrella del vespre* per Nadia Ghulam i Javier Diéguez, editorial Rosa dels vents

OPTION B

Translate the following text into English.

Amb el mes de novembre va venir el fred. Les muntanyes que envoltaven l'escola es van tornar d'un gris gèlid i el llac semblava acer glaçat. Als matins els camps es despertaven coberts de gebre. Des dels finestrals dels pisos superiors es veia el Hagrid que desglaçava escòmbres al camp de quidditch, cobert amb un abric de pell de talp, uns guants de conill i unes botes de castor enormes.

La temporada de quidditch havia començat. Després d'haver-se entrenat durant setmanes, aquell dissabte el Harry havia de jugar el seu primer partit: Gryffindor contra Slytherin. Si guanyava Gryffindor anirien segons en la Copa Interresidències.

Gairebé ningú no havia vist jugar el Harry perquè el Roure havia decidit que era una arma secreta i s'havia de mantenir amagada. Però la notícia que jugaria de caçador s'havia filtrat d'alguna manera, i el Harry no sabia què era pitjor: que li diguessin que ho faria fantàsticament, o que correrien sota seu amb un matalàs.

Pel Harry va ser un a sort tenir l'Hermione d'amiga en aquells moments. No se n'hauria sortit sense ella per entregar els deures, amb tots els entrenaments d'última hora que els feia fer el Roure. A més, li havia deixat *El quidditch de totes les èpoques*, que va ser una lectura molt interessant.

Amb aquest llibre el Harry va aprendre que en quidditch hi havia set-cents tipus de faltes, i que a la final de la Copa del Món de 1943 les havien fetes totes; que els caçadors normalment eren els jugadors més petits i més ràpids, i que els accidents més greus els acostumaven a tenir ells; també hi va llegir que, malgrat que no era gens freqüent que algú morís jugant-hi, es coneixien casos d'àrbitres que havien desaparegut durant un partit i havien aparegut mesos després al desert del Sàhara.

EXAM 1

OPTION A

2.1 USE OF ENGLISH AND PHONETIC TRANSCRIPTION EXERCISE

- Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and eight words, including the word given.

1. I was shocked by the cheeky response that the girl gave to her mother.

ABACK

I was _____ the cheeky response that the girl gave to her mother.

2. In spite of all my efforts, I couldn't persuade Shaun to come to the pub.

HOW

No matter _____ Shaun into coming to the pub.

3. Felix was operating the machine when the accident happened.

TIME

The machine was _____ of the accident.

4. Electricity is getting very expensive these days.

COST

The _____ higher and higher these days.

5. Unemployment has risen considerably over the last eighteen months and the government is under pressure to find a solution.

INCREASE

The government is under pressure due to _____ over the last eighteen months.

6. She is already married and you knew! I wish you had told me.

MIGHT

You _____ she was married!

7. The headmaster will give a prize to the top student of the year.

AWARDED

The _____ a prize by the headmaster.

8. You don't need to concern yourself with the new tax laws till October.

EFFECT

The new tax laws _____

9. Nina has run away from home on other occasions.

TIME

This is _____ has run away from home.

10. I offered Fred the position but he refused it.

TURNED

Fred was _____ it down.

- You must choose the word or phrase which best completes each sentence. For each question, indicate the correct answer, A, B, C or D.

1. Following the elections, a completely new situation is likely to _____.

- A. Arise B. arouse C. raise D. rise

2. The referee _____ the goal because of a previous infringement.

- A. Annulled B. demolished C. disallowed D. disqualified

3. He was not used to speaking in public, but when the opportunity presented itself, he rose to the _____.

- A. chance B. circumstance C. event D. occasion

4. I was about to say something, but _____ the temptation.

- A. challenged B. obstructed C. resisted D. struggled

5. The windows don't fit very well and it makes the room awfully _____.

- A. airy B. draughty C. breezy D. ventilated

6. He was a hardened criminal without a scrap of _____ for his crimes.

- A. pity B. reproach C. remorse D. penance

7. We were at a disadvantage _____ that we did not have a very good knowledge of the language the others were using.

- A. in B. by C. with D. or

8. He escaped by _____

- A. the hair's breadth B. the breadth of a hair C. a hair's breadth D. a breadth of a hair

9. Kevin'll do well in the job _____ he stays on the right side of the boss.
A.as far as B.as long as C. as soon as D.as well as
- 10.By the time you're my age, you _____ your mind.
A. will probably change B. will probably have changed C. would probably change
D. are probably changing
11. I benefited a great deal _____ taking that online training course.
A. for B. from C. with D. off
12. Can you _____ who is at the door while I take the meat out of the oven?
A. control B. mind C. check D. prove
13. Serena is still _____ ignorant of the fact that she is about to be made redundant.
A. blissfully B. delightedly C. jubilantly D. ecstatically
14. _____ to popular belief, Pluto is not a planet.
A. Compared B. Contrary C. Conversely D. Opposite
15. The boys ran out of the old man's garden when he _____ his fist and shook his stick at them.
A. clasped B. scrunched C. gritted D. clenched
16. The weather is going to change soon — I can feel it in my _____.
A. skin B. teeth C. legs D. bones
17. It's always nice to see Bella — she's such a _____ of sunshine.
A. beam B. light C. ray D. glow
18. All sides have to accept that the arbitrator's decision will be _____.
A. fixing B. binding C. tying D. compelling
19. The children's interest in playing the game soon _____.
A. flagged B. stumbled C. tottered D. thawed
20. You should always be _____ when someone you don't know calls at your house.
A. caring B. wary C. frightened D. fussy

- **Phonetic transcription exercise**

I was dreadfully frightened, and so giddy that I clung to him with both hands, said, "let me keep upright"

2.2 TEACHING PRACTICE

1. You are given the following, and you have to use it in your 55 minute class.

Sally- Hi Sam, did you speak to your parents about this summer?

Sam- Yes, but you're not going to like what they said!

Sally- Why? They're always so understanding. What did they say?

Sam- They said there was no way you could come on holiday with us unless ...

Sally- Unless what?

Sam- Unless I paid for your tickets with my savings!

Sally- And? Where's the problem?

Sam- And what?!?! Where's the problem?!?! Do you have any idea how much the tickets cost?

Sally- No, but it is my birthday in two weeks! And you did say if I helped you with your statistics project you'd take me on holiday with you.

Sam- OK, then. I suppose I did. But I had no idea you'd ask me to come on holiday with my parents!

Sally- It'll be fun. They'll let us get on with it. Oh honey, I so love you!...

Answer briefly the questions below.

1. What level would you use it in? Why?
2. How could you use it in class? What materials would you need? Timing of the different activities?
3. What parts of the curriculum does it match? Explain your answer.
4. What previous knowledge must the students have to be able to do the activities you propose?
5. In your class you have a deaf student with a three year delay in language acquisition. How would you adapt it to him/her?
6. How would you assess the activity? What instruments would you use to assess the students?

OPTION B

2.1 USE OF ENGLISH AND PHONETIC TRANSCRIPTION EXERCISE

- Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and eight words, including the word given.

1. If you don't know what you're doing, you shouldn't dismantle the laptop.

APART

Don't _____ you know what you're doing.

2. Many people believe that all plants are green, but they're wrong.

POPULAR

Contrary _____ plants all green.

3. The minister's resignation from the government was caused by the discovery of his role in the financial scandal.

LED

The discovery of the minister's role in the financial scandal _____ the government.

4. Oh, there you are! I didn't even know you had gone out!

UNAWARE

I _____ fact that you had gone out.

5. I could only afford that house because of the loan you gave me.

LENT

Had _____ money, I wouldn't have been able to afford the house.

6. You don't have to come and see the new house if you don't wish.

OBLIGATION

You are _____ and see the new house if you don't wish.

7. You should have seen the boss as soon as you arrived. You knew he wanted to see you.

SUPPOSED

You _____ boss when you arrived.

8. You are not a bad lawyer Martin, but I don't think it is a very suitable job for you.

CUT

I just don't think you _____ a lawyer.

9. I don't have the foggiest idea whether he will be coming or not.

WHATSOEVER

I have _____ whether he will be coming or not.

10. He failed the exam as he didn't work as fast as the rest of the class.

PACE

His failure was blamed on his inability _____ rest of the class.

You must choose the word or phrase which best completes each sentence. For each question, indicate the correct answer, A, B, C or D.

1. This fabric is likely to _____ if washed with normal detergents.

A. grumble B. shrink C. squeeze D. wither

2. Worrying serves the purpose of enabling us to come to _____ with our problems.

A. bearings B. pass C. reason D. terms

3. I couldn't sleep because the tap in the bathroom was _____.

A. draining B. dripping C. dropping D. spilling

4. Once the picture was proved to be a forgery, it became quite _____.

A. invaluable B. unpriced C. unworthy D. worthless

5. There is no point in _____ about all day. Cheer up and try to find a new job!

A. moping B. mourning C. brooding D. sulking

6. Following the accident, he was prosecuted for _____ driving.

A. rash B. heedless C. irresponsible D. reckless

7. Unfortunately, their house _____ while they were at the restaurant celebrating their anniversary.

A. got burgled B. went burgled C. had burgled D. burgled

8. His grandfather often dozes _____ in front of the TV after dinner.

A. out B. over C. in D. off

9. In such a complex situation as this, mistakes _____ happen occasionally.

A. are bound to B. bound C. bound to D. bond

10. If the decision _____ before he arrived, he would have been furious.

A. was taken B. would have been taken C. was being taken D. had been taken

11. Thank you very much — I haven't been to _____ party for ages.
A. the so enjoyable B. a so enjoyable C. so enjoyable D. so enjoyable a
12. Why do you object to _____ - he'll be an asset to the company?
A. him being taken on B. he being taken on C. he be taken on D. him be taken on
13. No offence intended _____ I think you haven't understood the problem correctly.
A. when B. if C. as D. but
14. If you can win his attention _____ for you.
A. the better so much B. so much the better C. so the much better
D. the so much better
15. I'm afraid we got our _____ crossed — I thought my husband would be picking up the children and he thought I was doing it.
A. minds B. purposes C. wires D. fingers
16. Most critics praise that actor's work but I think he's rather _____.
A. over-rated B. over-blown C. over-priced D. over-played
18. The book _____ to a number of interesting research studies which I would really like to find out more about.
A. hints B. cites C. declares D. alludes
19. The nuclear industry _____ most of the country's electrical power.
A. engenders B. generates C. originates D. initiates
20. Take care that your love for him doesn't _____ your judgement.
A. shadow B. cloud C. darken D. topple

- **Phonetic transcription exercise**

- As I saw him go, picking his way among the nettles, and among the brambles that bound the green mounds

2.2 TEACHING PRACTICE

1. You are given the following, and you have to use it in your 55 minute class.



Nighthawks by Edward Hopper at the Art Institute of Chicago.

Answer briefly the questions below.

1. What level would you use it in? Why?
2. How could you use it in class? What materials would you need? Timing of the different activities?
3. What parts of the curriculum does it match? Explain your answer.
4. What previous knowledge must the students have to be able to do the activities you propose?
5. In your class you have a newly arrived student who knows no English. How would you adapt it to him/her?
6. How would you assess the activity? What instruments would you use to assess the students?

EXAM 2

OPTION A

Translate the following text into English.

Aquest dia el primer que vaig percebre de Bombai va ser l'olor que impregnava l'aire. Em va arribar abans de veure o de sentir res de l'Índia, fins i tot mentre caminava pel passadís que, com un enorme cordó umbilical, connectava l'avió amb l'aeroport. Durant aquell primer minut a Bombai, aquesta olor, a mi, que arribava fugint de la presó i sentint-me nou davant el món sencer, em va emocionar i, alhora, em va encantar, però tot i així, no aconseguia distingir-ho. Ara sé que es tractava de l'oloreta dolça i suada de l'esperança, que és l'oposat a l'odi; i també de l'agre i sufocant olor de l'avarícia, que és l'oposat a l'amor. És l'olor dels déus, els dimonis, els imperis i les civilitzacions en els seus processos de resurrecció i decadència. És l'olor de la superfície blavosa de la mar, que es percep des de qualsevol lloc de l'anomenada Ciutat de l'Illa, i l'olor metàl·lica de la sang de les màquines. Fa olor del moviment, del son i de les despulles de seixanta milions d'animals, més de la meitat dels quals són humans i rates. Fa olor de cors trencats, de la lluita per la vida i dels fracassos crucials i d'amors que genera el nostre valor. Fa olor de deu mil restaurants, cinc mil temples, santuaris, esglésies i mesquites, i de cent basars dedicats en exclusiva a perfums, espècies, encens i flors fresques. En una ocasió, Karla el va qualificar com la pitjor bona olor del món, i, naturalment, tenia raó, de la mateixa manera que solia tenir raó en moltes coses. I ara, cada vegada que retorn a Bombai, aquesta és la primera sensació que percebo de la ciutat: aquesta olor, per sobre de totes les coses, que em dóna la benvinguda i em diu que he arribat a casa.

Extracte de Shantaram per Gregory David Roberts, editorial Abacus (2003)

OPTION B

Translate the following text into English.

Les noies s'estranyaven de les muntanyes, que si a Eivissa no són gaire altes, són inexistents a Formentera. I admiraven sobretot els tarongers, quan n'apareixia un tanco.

—És que fa tanta vista sa fruita, entre sa fuia verda! —es justificava una d'elles.

—Ai, callem, que pareixerà que no hem vist res mai! —temia sa germana.

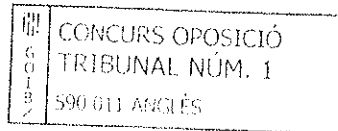
—És que no hi ha tarongers, a Formentera? —preguntava el jove camperol.

—Pensau com havien de créixer, damunt aquelles roques —deia somrient la primera.

—A llocs hi ha millor terra que ací —concedí l'eivissenc.

Si el formenter és mariner i veu món, les dones han de restar a casa seva, sempre amb la mateixa i escassa terra al davant. Venir a Eivissa era per a elles un viatge fabulós, una aventura magnífica. Estaven avesades a l'austeritat del paisatge nadiu, a la línia horitzontal de la terra i del mar. I contemplaven la terra eivissenca amb ulls de novetat; un petit món vist des d'un món encara més petit. I l'escriptor, assegut davant elles, veia també aquella terra com si no l'hagués vista mai, i admirava en el moviment finíssim dels llavis, en el llambreig dels ulls, les encantadores reaccions d'aquelles vides joves i femenines. Una estranya simpatia naixia dins ell, i li hauria plagut ser més loquaç, parlar amb elles, declarar:

—Com a vosaltres us agrada la meva terra, a mi m'ha corprès la vostra, si no es tracta d'una mateixa terra escampada. També la vostra illa és bella, amb una altra bellesa més seriosa i esquemàtica. I són polides i atractives les vostres cases, i tot té un encís profund que costaria de dir i que possiblement, després de moltes paraules, quedaria sense explicació. I vosaltres també sou belles, amb la vostra alegria que sobreix damunt una evident contenció; amb la vostra discreta paraula, idèntica a l'eivissenca, i amb la vostra mirada carregada de vitalitat i d'intel·ligència.



EXAM 2

OPTION A

2.1 USE OF ENGLISH AND PHONETIC TRANSCRIPTION EXERCISE

- Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and eight words, including the word given.

1. She knew nothing about the party that they were planning.

DARK

She was _____ the party that they were planning.

2. She never thought that he would end up in prison.

CROSSED

It _____ that he would end up in prison.

3. Don't get involved in this John, it has nothing to do with you.

KEEP

This has nothing to do with you so _____.

4. Mr. Edwards was sacked partly because of his arriving late to work.

CONTRIBUTED

Mr. Edwards' constant lateness _____ from the company.

5. This washing machine will give you years of service if you care for it properly.

AFTER

Properly _____ will give you years of service.

6. Could you help me tackle a problem with my son?

DEALING

I'd be grateful for _____ a problem with my son.

7. The news that the President had quit came as a great surprise to everyone.

ABACK

Everyone _____ President quitting.

- **Phonetic transcription exercise**

He looked in my young eyes as if he were eluding the hands of the dead people, stretching up cautiously

2.2 TEACHING PRACTICE

1. You are given the following, and you have to use it in your 55 minute class.

Mississippi Delta Blues and Heritage Festival A Local Legacy

Think about all the emotions expressed in the music you listen to: joy, happiness, loneliness, nervousness, and, of course, sadness. Music with sad themes is often called the "blues."

Blues music developed in the United States among Southern blacks after the Civil War. When slaves were brought to America from Africa, they brought their musical traditions with them. Blended with folk and popular music of whites, these African musical traditions developed into the blues.

The blues is believed to have originated in the Mississippi Delta, a wedge-shaped region in northern Mississippi between the Mississippi and Yazoo rivers. This is a rural area where the poorest and most disadvantaged black people lived -- this lifestyle created a need for the expression of sadness that is so often sung in the blues. The conditions in this area -- poverty, racism, and inhumane working situations -- led many blacks to go north, to cities such as Memphis, Chicago, St. Louis and Detroit.

The blues did not vanish from the Mississippi countryside, however, and in 1978, the Mississippi Delta Blues and Heritage Festival was founded to celebrate and promote the blues and the culture of the Mississippi Delta people. What started out on the back of a flatbed truck is now the oldest and largest blues festival in the South, with 20,000 visitors and performances on three festival stages.

Answer briefly the questions below.

1. What level would you use it in? Why?
2. How could you use it in class? What materials would you need? Timing of the different activities?
3. What parts of the curriculum does it match? Explain your answer.
4. What previous knowledge must the students have to be able to do the activities you propose?
5. In your class you have a deaf student with a three year delay in language acquisition. How would you adapt it to him/her?
6. How would you assess the activity? What instruments would you use to assess the students?

OPTION B

2.1 USE OF ENGLISH AND PHONETIC TRANSCRIPTION EXERCISE

- Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and eight words, including the word given.

1. The castle had been extensively restored and looked as good as new.

UNDERGONE

The castle _____ and looked as good as new.

2. I have no idea how to adjust the television set.

LOSS

I am _____ how to adjust the television set.

3. You can't just suddenly decide to go on a safari. You need to plan things very carefully.

SPUR

Going on safari isn't a decision you can make _____ moment.
You need to plan things very carefully.

4. None of us was expecting to have a test this morning.

BLUE

This morning's test _____ for every one of us.

5. Janet has never passed any exams, as far as I'm aware.

KNOWLEDGE

To _____ no formal qualifications.

6. She'd better give up all hope of promotion.

THOUGHTS

She should _____ promoted out of her mind.

7. Without the umbrella, we would have been soaked.

IT

Had _____ the umbrella, we would have been soaked.

8. The judges gave Joseph the impression that he would win the competition.

BELIEVE

Joseph _____ he would win the competition.

9. My sister concluded that she should take the teaching job.

CAME

My sister _____ she should take the teaching job.

10. He doesn't mind at all if Kim records his speech.

OBJECTION

He has _____ his speech.

- You must choose the word or phrase which best completes each sentence. For each question, indicate the correct answer, A, B, C or D.

1. At first I found it difficult to get used _____ on the other side of the road.

A. to drive B. to driving C. driving D. being driven

2. Our plans to start our own business seem _____ to failure!

A. doomed B. fated C. compelled D. designed

3. I'm hopeless at making decisions. I even _____ for ages over which toothpaste to buy.

A. totter B. dodder C. dither D. falter

4. The meat was beautifully cooked, I agree, but the vegetables were a bit too salty for my _____.

A. appetite B. desire C. liking D. favour

5. Thieves got away with a _____ of jewellery worth hundreds of pounds.

A. catch B. haul C. snatch D. loot

6. I've got such a _____ headache that I can't concentrate on the lecture.

A. beating B. drumming C. hammering D. throbbing

7. Bob couldn't _____ a moustache to the photo of his Headmaster in the newspaper.

A. resist to add B. resist from adding C. resist for adding D. resist adding

8. _____ you to change your mind about handing in your notice, we would be happy for you to stay with us.

A. Should B. If C. Unless D. Were

9. I thought I saw water in the distance but it must have been an optical _____.

A. error B. illusion C. delusion D. deception

10. You'd rather stay at home tonight, _____ you?
A. hadn't B. wouldn't C. didn't D. won't
11. I don't think Paul will ever get married — he's the stereotypical _____ bachelor.
A. settled B. confirmed C. fixed D. determined
12. Why not buy the dress on _____ then you can take it back if it doesn't fit your mother.
A. agreement B. affection C. affirmation D. approval
13. I'm afraid that argument really doesn't hold _____.
A. water B. sense C. meaning D. firm
14. Not many people are good at assessing their own abilities and Mark must be _____ for recognising that he would never become a great musician.
A. merited B. advocated C. commended D. talented
15. I felt an _____ with the writer from his descriptions of a world that seemed to have a great deal in common with my own.
A. affection B. adherence C. acknowledgement D. affinity
16. There is a very strong movement now against _____ sports like hunting or shooting.
A. death B. blood C. killing D. terminal
17. Maria and Jean had a _____ romance — they met and married within two months.
A. hurricane B. whirlwind C. typhoon D. cyclone
18. I'd like to _____ my argument with an anecdote whose significance will soon become apparent.
A. announce B. herald C. preface D. predict
19. Although the twins look identical, they have widely _____ opinions on almost every topic under the sun.
A. dissimilar B. distinct C. divergent D. distinguished
20. Do you have any figures showing the _____ of left-handedness is in the general population?
A. occurrence B. incidence C. accident D. persistence

- **Phonetic transcription exercise**
 - When he came to the low church wall, he got over it, like a man whose legs were numbed, stiff.
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2.2 TEACHING PRACTICE

1. You are given the following, and you have to use it in your 55 minute class.



Market. Author: K. Wenham

Answer briefly the questions below.

1. What level would you use it in? Why?
2. How could you use it in class? What materials would you need? Timing of the different activities?
3. What parts of the curriculum does it match? Explain your answer.
4. What previous knowledge must the students have to be able to do the activities you propose?
5. In your class you have a newly arrived student who knows no English. How would you adapt it to him/her?
6. How would you assess the activity? What instruments would you use to assess the students?