



# INGLÉS

## CERTIFICADO DE NIVEL INTERMEDIO

JUNIO 2013

### COMPRENSIÓN DE LECTURA (1ª PARTE)

APELLIDOS: \_\_\_\_\_ NOMBRE: \_\_\_\_\_

DNI: \_\_\_\_\_ EOI: \_\_\_\_\_

#### INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE:

DURACIÓN: 15 minutos

- Antes de realizar la tarea lea detenidamente las instrucciones.
- Las respuestas escritas a lápiz o en rojo no se calificarán.
- No escriba en los recuadros sombreados.
- No está permitido el uso del diccionario.

#### TASK ONE (6 x 1 mark = 6 marks)

**This task is divided in 2 parts. There is a time limit for this task: the total time is 15 minutes. You don't need to read the text in detail but find the information required to answer each question. Write the answers in the spaces provided. Question 0 has been completed as an example.**

**MARK**

#### **Your are in the following situation:**

You are spending a gap year in Edmonton, Alberta (Canada). You have a lot of free time and have decided to work as a volunteer for FREE HUGS. Before you attend your interview, you are reading some information about that movement.

## ***PART 1: FREE HUGS IN EDMONTON, ALBERTA, CANADA***

0	How much you must pay if you want to read the book by Mann?  <u><b><i>Nothing. It's free.</i></b></u>	✓
1	What is the final aim of Free Hugs Edmonton?  _____	
2	To confirm your membership, Free Hugs will contact you by ...  _____	
3	Who do you have to phone if you want to get a T-shirt?  _____	



### **HISTORY OF FREE HUGS**

The history of giving FREE HUGS is an interesting one that started with "Juan Mann" in Sydney, Australia, who held a bold FREE HUGS sign up in public areas. His personal quest for hugs ended up being documented for a music video for the Sick Puppies that was shared on YouTube to a world audience. The incredible popularity of the video combined with people's interest in sharing their love with complete strangers eventually evolved into a world organization with chapters throughout the world.

Juan Mann has an amazing free e-book entitled "The Illustrated Guide to Free Hugs" that talks about how the movement got started, all the variation in hugging styles he has encountered over the years as well as all of his personal lessons. It is so amazing! You can find it and download it at: **[www.scribd.com/doc/1871268/The-Illustrated-Guide-to-Free-Hugs](http://www.scribd.com/doc/1871268/The-Illustrated-Guide-to-Free-Hugs)**

Anyone is allowed to read this e-book, print it or use it for educational purposes for free.

This story proves that ONE MAN can make a difference in the world!

**Mission: Hugs!**

Free Hugs Edmonton is a grassroots volunteer collective that is creating more compassionate citizens and communities within the city of Edmonton by demonstrating love in action in the form of public hugging. We choose to share our infinite love in the form of hugs to make the world a better place. Free Hugs Edmonton is a group of dedicated hug-loving volunteers who are "saving the world one hug at a time."



Interested in joining our team of Free Hugs Edmonton volunteers? It's simple:

1. Sign up as a member on this website under JOIN TODAY and make sure to confirm the email you will receive from Free Hugs Edmonton.

2. Join our Facebook page Free Hugs Edmonton: [www.facebook.com/FreeHugsEdmonton](http://www.facebook.com/FreeHugsEdmonton)

Feel free to notify us if you would like to be made an admin to the site so you can create events that you coordinate.

3. Join our group on Twitter at <http://twitter.com/freehugsedm>

4. Make a Free Hugs sign and bring it out to an event. We will no longer be delivering T-shirts, however, feel free to contact Gordon at Tattered Rags (our T-shirt print shop) at 780-447-2008 or by email to [gengley@tatteredrags.com](mailto:gengley@tatteredrags.com). All T-shirts are Fruit of the Loom unisex sizing. You will need to make arrangements for your own orders and T-shirt pickup.

Happy Hugging!

## ***PART 2: GUIDELINES***

4	As a Free Hugs Volunteer, I understand not everybody ...	
5	As a volunteer, if I don't feel like it, it is not compulsory to ...	
6	I cannot make other people responsible for...	

It is so important at any event to keep in mind our Free Hugs Edmonton guidelines. They have been created to remind you that when you wear your FREE HUGS shirt, you do so with pride and with knowledge and respect of a few important acknowledgments.

### **FREE HUGS MEMBERSHIP GUIDELINES:**

1. I will participate in Free Hugs events with a smile on my face, love in my heart, and openness in my body language.
2. I acknowledge that not every person will want to receive a hug and I always respect their choice and acknowledge them in a positive way (a smile, a wave, a handshake, a high-five, "Have a fantastic day!"). I never harass people or give hugs to people who are not open to receiving my hug.
3. As a peaceful and loving person, I do respect any request to leave an event or space from any authority figure that has reasonable grounds (including rules, regulations or policies) that suggest that a violation has been made.
4. I recognize that I always have a choice and do not have to give a hug if I am uncomfortable with any situation or person. I know that everyone wearing a Free Hugs shirt at an event supports me.
5. I understand that if I am a parent or accompanying a minor, it is my role and responsibility to explain the above guidelines and supervise them for the duration of an event.
6. I realize that I am representing a local chapter of a world-wide collective/movement when I am wearing my Free Hugs shirt in public and I do so with pride.
7. I acknowledge that I am 100% liable for my actions at any event organized by Free Hugs Edmonton, or that I create on my own. I am completely accountable and responsible for my behaviour any time I am in public wearing my Free Hugs shirt.
8. I know that as a member of Free Hugs Edmonton, I am truly..."Saving the world, one hug at a time!"



# INGLÉS

## CERTIFICADO DE NIVEL INTERMEDIO

JUNIO 2013

### COMPRENSIÓN DE LECTURA (2ª PARTE)

APELLIDOS: \_\_\_\_\_ NOMBRE: \_\_\_\_\_

DNI: \_\_\_\_\_ EOI: \_\_\_\_\_

#### INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE:

DURACIÓN: 55 minutos

- Esta parte consta de tres tareas.
- Lea las instrucciones al principio de cada tarea y realícela según se indica
- Las respuestas escritas a lápiz o en rojo no se calificarán.
- No escriba en los recuadros sombreados.
- No está permitido el uso del diccionario.

	TAREA 1	TAREA 2	TAREA 3	TAREA 4
PUNTOS				

PUNTUACIÓN  
TOTAL:

/ 25

**TASK TWO (6 X 1 mark = 6 marks)**

Read the following texts and match each of them to the most suitable heading from the list supplied. Each heading can be used only **ONCE**. There are 3 sentences you will not need. Text 0 has been done as an example.

MARK

***LUCK-MAKING HABITS THAT PAY OFF***

*Practice these habits, and you will acquire lucky instincts and reflexes!*

**TEXT 0**

Accepting responsibility for things that were under your control is always viewed as noble behavior. You immediately become someone worthy of help, and people will admire your strength and courage. Holding yourself accountable also tells people you are honest, which makes them want to offer you opportunities.

**TEXT 1**

Lucky people are masters at expressing themselves when delivering a compliment. The first step is to truly believe in your words. Otherwise, don't say anything. The second, compliment only when it will be well received. Make personal compliments that praise what *isn't* obvious. Personal and sincere compliments are warmly received, and you will be too!

**TEXT 2**

Let's face it: showing off is addictive. You can become so caught up in your own brilliance that you stop listening to others. You drown out other voices and think your way is the only way. Apparent self-sufficiency and arrogance isolate you and remove you as a candidate for help.

**TEXT 3**

As you set out to improve your luck, think hard about what you have achieved so far, and feel grateful. If you recognize that life could get much worse for you overnight, your attitude about life and your goals will change, and you'll quickly realize that the stuff that seems stressful or hard isn't that tough really.

**TEXT 4**

The purpose of dressing neatly and colorfully isn't to show people how stylish you are or how much money you have. It's about making people feel great around you. Color and coordination have a pleasing effect on people, psychologically.

**TEXT 5**

Lucky people never rest. They take breaks, but they're always on the move, hunting for opportunities or contacts, trying to advance themselves, and they take deadlines seriously. They also know how to wait and when it pays to coast for a while.

**TEXT 6**

This is one of the most self-destructive emotions: it makes us bitter, forcing us to make costly mistakes, compromising our luck and opportunities. Some might say it drives us to achieve our goals. Far from it! It pushes us into unreachable goals and bad-mouthing those having what we want. Don't let this acidic emotion corrode your luck!

Adapted from © *How to Make Luck: 7 Secrets Lucky People Use to succeed*, by Marc Myers.

## ***LUCK-MAKING HABITS THAT PAY OFF***

### **HEADINGS**

- A    Appreciate what you have while seeking opportunities
- B    Don't be too smart for your own good
- C    Express admiration indirectly and in small doses
- D    Fight off feelings of envy at all costs
- E    Mean what you say or keep your mouth shut
- F    Never miss an opportunity to succeed
- G    No excuses allowed if you're in charge!*
- H    Tasteful clothing marks success
- I    There is neither fight nor success without envy
- J    Try to bring happiness to other people's lives

TEXT	0	1	2	3	4	5	6
HEADING	<i>G</i>						
		[7]	[8]	[9]	[10]	[11]	[12]
	✓						

**TASK THREE (6 x 1 mark = 6 marks)**

Read the following text. Choose the option (a, b or c) which best completes the items according to the text. Then write your answer in the corresponding box of the questionnaire provided on the next page. Item 0 has been done as an example.

MARK

***WILL CLIMATE CHANGE MAKE LIFE HARDER FOR GIRLS?***

*A new study suggests that climate change will make life even more difficult for adolescent girls in the developing world.*

In many developing countries, teenage girls' days are filled with hard labor as they enter into an adulthood of second-class citizenship. Now, a study finds climate change threatens to make girls' lives even harder. The report from the non-profit Plan U.K. focuses exclusively on the developing world's 500 million adolescent girls. They are the ones, the authors note - who walk hours to find water and firewood, and are disproportionately killed or displaced in natural disasters.

The report recommends increasing access to high-quality education as a means toward helping girls face gender discrimination as well as finding paid work and building more resilient families. That, in turn - the report argues - will help reduce girls' vulnerability to climate change-related disasters. *"Inevitably children everywhere are badly affected, and girls in particular suffer the most. Their lives, prospects and human rights must be protected,"* former President of Ireland and U.N. High Commissioner for Human Rights Mary Robinson wrote in introducing the report. As the U.N. climate treaty talks continue - she argued - negotiators and policymakers must better take into account the needs of young women, adding, *"In many national and international meetings and in planning at more local levels children's voices are still absent. Decisions on climate change must be inclusive and participatory if they are to work."*

The sources for the report are the private interviews carried out with about 60 girls between the ages of 13 and 18 in regions of Bangladesh where floods and cyclones are common, as well as in areas of Ethiopia where there are many droughts. Living - as the authors say - *"on the front lines of climate change,"* the young women revealed some common experiences. For example, since women are responsible for the animals and the house, they often leave a home later than boys, or refuse to leave at all, when a cyclone or any other disaster hits. *"There is a mass tomb of the victims of Cyclone Sidr nearby, and most are women and girls,"* Sultan Mahamud said of the 2007 cyclone that killed more than 3,000 people. According to the report, women and girls accounted for 90 percent of deaths from a 1991 cyclone in Bangladesh, and about 80 percent of deaths from the 2004 Asian tsunami. Across Africa, women and children accounted for more than 75 percent of the 1.5 million left homeless during rains and flooding in 2007.

This report is part of a growing body of literature aimed at focusing attention on gender. It is an issue that activists say has been mainly ignored amongst discussions of cutting greenhouse gases, industry offsets and carbon markets. But it could take on greater significance as governments develop a Green Climate Fund to help vulnerable countries protect themselves against climate impacts. By focusing on teenage girls, the authors stress they are not minimizing the impacts climate change will have on boys and men. But in a world where 75 million girls between the ages of 10 and 19 abandon grade school, and one of every three girls in developing countries is married by the age of 18, the report argues that young women face unique risks.

Meanwhile, as rising global temperatures make water and wood harder to find, workloads for young girls are likely to increase.

Adapted from © *Scientific American*, 2011



## ***WILL CLIMATE CHANGE MAKE LIFE HARDER FOR GIRLS?***

**0. In many developing countries**

- a) climate change is likely to make things even more difficult for girls.***
- b) figures show that a lesser number of women are killed in natural disasters.*
- c) teenage girls can't work at present and they will have a dark future.*

<b><i>a</i></b>
✓

**13. The report from nonprofit Plan U.K. emphasizes the**

- a) citizenship of young women in developing countries.
- b) effects of climate change on females in the Third World.
- c) impact of climate change in the developing world.


**14. The report suggests that**

- a) climate change related disasters can be reduced by education.
- b) education may ultimately reduce women's vulnerability to climate change.
- c) the building of family networks is fundamental for girls.


**15. Mary Robinson suggests that**

- a) climate change policy makers should take other views into account.
- b) policy making on climate change should occur on a more local level.
- c) young women should participate more fully in policy making.


**16. The main sources for the creation of the report are**

- a) girls living mainly in African war zones and other regions affected by war.
- b) young women living in regions commonly affected by climate change.
- c) young unmarried Indian and African women.


**17. One reason given for women's vulnerability to natural disasters is**

- a) that girls naturally feel their effects more.
- b) the intensity of these disasters is increasing.
- c) they tend to stay in the home to protect it.


**18. The report forms part of a large body of literature which**

- a) argues for the development of a Green Climate Fund.
- b) focuses on the necessity of reducing our carbon footprint.
- c) mainly underlines gender issues.


**TASK FOUR (7 x 1 mark = 7 marks)**

Read the text and complete each blank with **ONE** suitable word from the list supplied. Then write your answers in the boxes provided. Each item can be used only **ONCE**. There are six items you will not need. The first blank has been completed as an example.

MARK

## ***INSPIRING STORIES OF FAMOUS PEOPLE WHO ACHIEVED THEIR DREAMS***

*The Kid Stays in the Picture by Fran Lostys*

He was no scholar, and his classmates teased him. Rather than read, the kid really preferred running around with a 8 mm camera, \_\_\_\_\_[0]\_\_\_\_\_ homemade movies of wrecks of his Lionel train set which he showed to friends for a small \_\_\_\_\_[19]\_\_\_\_\_.

In his second year of high school, he dropped out. But when his parents persuaded him to return, he was mistakenly placed in a learning-disabled class. He lasted one month. Only when the family moved to another town did he land in a more suitable high school, where he \_\_\_\_\_[20]\_\_\_\_\_ graduated.

After being denied entrance into a traditional filmmaking school, Steven Spielberg \_\_\_\_\_[21]\_\_\_\_\_ in English at California State College at Long Beach. Then in 1965, he recalls, in one of those fortuitous moments, his life took a complete turn. Visiting Universal Studios, he met Chuck Silvers, an executive in the editorial department. Silvers liked the kid who made 8 mm films and invited him back some time to visit.

He appeared the next day. Without a job or security clearance, Spielberg (dressed in a dark suit and tie, carrying his father's briefcase with \_\_\_\_\_[22]\_\_\_\_\_ inside but "a sandwich and candy bars") strode confidently up to the guard at the gate of Universal and gave him a casual wave. The guard waved back. He was in.

"For the entire summer," Spielberg remembers, "I dressed in my suit and hung \_\_\_\_\_[23]\_\_\_\_\_ with the directors and writers [including Silvers, who knew the kid wasn't a studio \_\_\_\_\_[24]\_\_\_\_\_, but ignored the deception]. I even found an office that wasn't being used, and became a squatter. I bought some plastic tiles and put my name in the building directory: Steven Spielberg, Room 23C."

It paid off for everyone. Ten years later, the 28-year-old Spielberg directed *Jaws*, which took in \$470 million, then the highest-grossing movie of all time. Dozens of films and \_\_\_\_\_[25]\_\_\_\_\_ have followed because Steven Spielberg knew what his teachers didn't — talent is in the eyes of the filmmaker.

Adapted from © *The Reader's Digest Association, Inc.*, 2012.

***INSPIRING STORIES OF FAMOUS PEOPLE WHO ACHIEVED  
THEIR DREAMS***

AWARDS	EVENTUALLY	MONEY	<b>SHOOTING</b>
EMPLOYED	FEE	NOTHING	SOMETHING
EMPLOYEE	JOINED	OUT	
ENROLLED	LATELY	REWARDS	

<b>0</b>	<b><i>SHOOTING</i></b>	✓	<b>22</b>		
<b>19</b>			<b>23</b>		
<b>20</b>			<b>24</b>		
<b>21</b>			<b>25</b>		



## Comunidad de Madrid

### TASK 1

#### PART 1: FREE HUGS IN EDMONTON, ALBERTA, CANADA

1	To make the world a better place/to save the world
2	E-mail
3	Gordon at Tattered Rags

#### PART 2: GUIDELINES

4	Wants to receive a hug
5	Give a hug
6	My behaviour

### TASK 2: LUCK-MAKING HABITS THAT PAY OFF

TEXT	1	2	3	4	5	6
HEADING	E	B	A	H	F	D
	[7]	[8]	[9]	[10]	[11]	[12]

### TASK 3: WILL CLIMATE CHANGE MAKE LIFE HARDER FOR GIRLS?

ITEM	13	14	15	16	17	18
ANSWER	B	B	A	B	C	C

### TASK 4: INSPIRING STORIES OF FAMOUS PEOPLE WHO ACHIEVED THEIR DREAMS

19	FEE	23	OUT
20	EVENTUALLY	24	EMPLOYEE
21	ENROLLED	25	AWARDS
22	NOTHING		