

Espacio reservado para el profesor:

EOI: _____

Idioma: INGLÉS

Curso: _____

C1

COMPRENSIÓN ESCRITA

Nombre: _____

Apellidos: _____

TASK 1

Read the following newspaper article about hunting and think of the word which best fits each gap. Use only ONE word in each gap. Gap (0) is provided as an example. Write your answers in the box provided IN CAPITAL LETTERS.

If you're like me, when you were a kid your parents warned you **(0)** _____ to play in the woods in the fall and winter. "Hunting season," they said.

The prospect of being mistaken (1)_____ a deer didn't always deter us kids (sorry, Mom and Dad!), (2)_____ should it deter hikers looking to take advantage of the cool weather and fall colors. If you take the proper precautions, you can play outside to your heart's (3)_____ and make it back home safely.

Hunting seasons for different animals vary by state, and (4)_____ by county and weapon permitted. To get local details you'll have to check your state's fish and wildlife website. Firearm season for white-tailed deer, in particular, is when hikers should be on high alert, since it's when the greatest number of hunters are active. Wild turkey season in the spring also(5)_____ to see a flurry of hunting activity.

It's possible to avoid hunters altogether by choosing your hike wisely. Many parks, including most national park units, forbid hunting. However, some popular ones allow it, (6)_____ as the Delaware Water Gap, so know before you go and check in when you get there. Various organizations, like the New York-New Jersey Trail Conference, keep lists of no-hunting parks. Some states also regulate the days and times hunters can be active. In New Jersey, for example, there's no hunting on Sundays except in certain limited areas.

Wearing a blaze-orange-colored vest, hat, or pack cover is one of the most important things you can do to stay visible (7)_____ hunters. It's (8)_____ hunters themselves wear for safety. If you don't have any of these (although you should if you're doing fall/winter hiking) make (9)_____ you wear bright colors and steer clear of earth tones. Avoid wearing white, (10)_____, because it resembles the rear of a white-tailed deer. The Appalachian Trail Conservancy also advises not wearing red or blue during turkey season.

Many factors, such as the lunar calendar, affect peak times of day for animal activity, and hence hunting. However, as a rule of (11)_____ these usually coincide with sunrise and sunset. It's best to avoid being in hunting areas during those times since you'll be less visible in the dim light. But if you must be out at those times, use a headlamp or flashlight and wear reflective material.

| Gap | Word | Teacher |
|-----|------|---------|
| 0. | not | ✓ |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |

TASK 2

Read the following extract about succeeding in language learning. For questions 1-8 below, decide which of the options (A, B or C) is true. The first question (0) is an example. Write your answers in the box below.

Language Learning Success for English Speakers

If you're a first-time language learner, you know that emotional ups and downs come with the territory. When you understand a concept or begin to comprehend the language, you may experience feelings of exhilaration. However, these are often followed by moments of frustration and discouragement, during which you might feel as if you will never master the concepts and attain the ability to understand and communicate effectively. Below are some time-tested, research-verified approaches that will help mitigate potential frustration and will increase your ability to succeed in language learning.

It is natural to feel uncomfortable in a language class. You're used to being in classes where the mode of communication -- the language of instruction -- is a given.

In a language course, however, it is the mode of communication itself that is the focus of instruction. For this reason, a language course is different from most other courses you will ever take. Not understanding and making mistakes -- things that are negative learning indicators in other courses -- are a very natural part of the language learning process. Accept the fact that you will not understand everything. In fact, at the very beginning, you will not understand much at all.

Remember that during the initial period of adaptation your ear and your mind are adjusting to the sounds and the rhythm of the language. Though you will not understand all of what is being said, you will be amazed at your increasing ability to make sense of the language. Remember that the only way to learn the language is through practice, practice, and more practice; in the course of practicing you will make many errors ... and you will learn from them.

Research shows that language students learn more effectively and retain more when they study frequently and for shorter periods of time than if they study infrequently for extended periods of time. Try to study each day, and whenever possible, several times a day. This means, for instance, doing a few homework exercises each day rather than doing all homework assignments the night before they are due.

In addition, there are many otherwise mentally "idle" moments during the day when you can work in some studying. For example, you can review vocabulary while eating breakfast, recite the alphabet while showering, count your steps as you walk between classes, name as many object as you can in the target language on your way school, take your vocabulary flash cards with you on a road trip.

There are many moments during the day when you can squeeze in a few minutes of practice time. Through the repetition of material, it will become increasingly familiar, until it eventually becomes an automatic part of your language repertoire.

Vocabulary is the most essential element of communication. The more words you know, the more you can say and understand. The absolute best way to learn vocabulary is through the use of flash cards that you make yourself. Purchase a set of 3 x 5 index cards and cut them in half. (This makes them small enough to carry everywhere.) Write a vocabulary word on the front and its English definition on the back. As you learn more information about each word (e.g. plural forms of nouns, principle parts of verbs), you can add these to the cards.

There are many ways you can use flash cards as a learning tool. To help you learn and remember noun genders, for example, you can color code the nouns by gender, either by using colored cards or colored ink. When studying, organize words in meaningful groups (e.g., by noun gender, in thematic categories, regular verbs vs. irregular verbs). Shuffle the cards or groups, so that you use the stack(s) in a different order each time. Use the cards in both directions: first look at the foreign language words and try to recall the English definition. Then shuffle and look at the English definitions and attempt to remember the foreign language words. Flash cards offer many possibilities. Take advantage!

In the course of a conversation, it is not practical to look up noun genders or fret over verb tenses. But assignments offer you a golden opportunity to practice your language skills in a deliberate manner.

When working on your own, you have the luxury of time. Look up words and genders you don't know. Refer to charts and other resources available to you. This will reinforce the material and eventually it will become automatic. If you never look things up or simply guess, you will be strongly reinforcing errors and you will never learn proper forms and words. Later on read the instructor's feedback and ask clarifying questions when necessary.

Everyone has strengths and weaknesses when it comes to language learning. Learning with others helps decrease knowledge gaps and gives you opportunities to actively discuss concepts and material covered in class, thereby increasing the chances that you will remember it. You will benefit from the knowledge and abilities of your classmates, as they will from yours.

Each person learns at a different pace. Try not to get frustrated if someone else in class seems to be progressing more quickly than you. You might find that you have a knack for grammar but have difficulty with speaking. Or you may find that you understand things perfectly in class, but when it comes to the homework assignments, you feel lost. Strive to identify your own personal strengths and let these help you in your learning process. If you are a visual learner, for example, write things down and try to associate words with images. At the same time, strive to identify your own personal learning barriers and make efforts to overcome them. For example, if you tend to be quiet in classes and often refrain from participating, force yourself to sit at the front of the classroom.

If your ultimate goal is language fluency, as it is for many students learning a language, then it is important to know that you will become more fluent more quickly if you increase the amount of contact you have with the language. You can start by simply practicing the language with a classmate outside of class. You can befriend native speakers in your community or attend a local foreign language conversation hour, if one exists. Rent a movie in the target language, or listen to authentic audio or video online. (Many foreign television and radio stations have streaming or archived audio and video programs).

Remember that you won't be able to understand everything, and you might not understand much at all at first. Nonetheless, these experiences will make you increasingly familiar with the sounds, rhythm, and intonation of the language. Increased exposure to and active practice with the language will help you develop skills more quickly.

First, you are able to speak a little and understand nothing. Then you are able to understand far more than you speak. Then you become conversational, but it requires quite a bit of mental effort. After that, you are able to speak and understand without conscious mental effort (i.e., you don't have to translate words into your native tongue in your mind). Once you are able to speak and listen without thinking about it, you will begin to actually think in the foreign language itself without effort. Once this happens, you're really hitting a high level.

And the final level? Believe it or not, being able to follow a conversation between a large group of native speakers is the last piece of the puzzle to fall into place. Or at least it was for me. Once that happens, and you're able to interject, come in and out of the conversation at will, you are pretty set. After that, there is not really anywhere else to go without living in the country for at least a year or two and reaching complete fluency.

EXAMPLE:

0. In the introduction to the tips it is said that...

- a. ... the feelings of hopelessness can be shunned with some strategies.
- b. ... the feelings of euphoria are the most common ones.
- c. ... the blissful feelings come after downheartedness.

1. How is a language course different from other types of courses?

- a. You won't understand it as easily.
- b. The mode of communication is unfamiliar.
- c. Tuning into the language requires making complete sense of the language.

2. As for the time devoted to studying...

- a. Swotting or grinding can sometimes be efficient.
- b. The writer has the intuition that regular study is more efficient than cramming the day before the deadline.
- c. Combining everyday tasks with some core learning and practice can help improve your language abilities.

3. The use of flash cards...

- a. is the best way to practise a language.
- b. is very useful to practise irregular verbs or noun genders when learning English.
- c. is a handy resource of practice.

4. When doing your written homework make sure you...

- a. do it thoroughly.
- b. read the instructor's feedback.
- c. stick to a tight time schedule.

5. Practising in groups...

- a. helps to learn by heart.
- b. helps to overcome your strengths and weaknesses.
- c. is an asset to everyone participating.

6. Identifying your weaknesses can help you...

- a. tackle them more effectively.
- b. make up for your strengths.
- c. overcome classroom rivalry.

7. Your exposure to the language...

- a. via movies will immediately increase your fluency.
- b. will have a knock-on effect on your fluency.
- c. should mainly focus on conversation exchange.

8. As for the phases,

- a. being able to interact with many native speakers is undoubtedly the eventual phase.
- b. speaking effortlessly entails the absence of translation.
- c. understanding and speaking develop at the same rate.

| Question | 0. | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. |
|--------------|----|----|----|----|----|----|----|----|----|
| Answer | a | | | | | | | | |
| Teacher only | ✓ | | | | | | | | |

TASK 3

You will read 11 texts about Healthy Eating, "Tips to Help you Eat Well". Match statements 1-14 to sections B-K. Statement 0 is an example. Remember that each text may be chosen more than once.

Tips to Help You Eat Well

A. After decades of consuming fast food and processed snacks following fad diets and downing energy drinks, Americans are starting to turn back to the simple art of eating well. Everywhere there's a renewed interest in cooking and where our food comes from. The change has come with the realization that—armed with the right tools recipes and nutritional information—you can make food that is both delicious and healthy, quick and easy, satisfying and slimming. These tips will help you eat well for life.

- B. Start by preventing hypertension. In order to prevent it and boost flavor, cut back on sodium by using more herbs and salt-free seasoning blends when cooking. Not sure where to start? Experiment with herbes de Provence or fines herbes—two sodium-free blends—when cooking meat, poultry or your tomato sauce.
- C. Protein is essential for our bodies. It's a component of every cell in our body; it helps us build and repair tissues and gives us energy. The foods highest in protein, such as beef, chicken and seafood, often are at the heart of a meal. And that's where they should be—at the heart of it, not the whole meal. In many cultures (think of Italian or Chinese) meat is part of but not the entire plate. Try filling just a quarter of your plate with a protein, such as chicken or fish, a quarter with a whole grain like brown rice, and half with vegetables.
- D. Regardless of what kind of oil you use in a recipe, use it in moderation because it is high in calories. However, olive oil may actually help reduce "bad" LDL cholesterol, which in turn may help to lower your risk of heart disease. But there are plenty of ways to make cooking with less fat easy and tasty. For instance, make sure you have a set of nonstick skillets so you can cook with teaspoons of oil rather than tablespoons. Try roasting vegetables with a little olive oil or serve them with a squeeze of lemon and a sprinkling of fresh herbs.
- E. Probably the biggest criticism of "healthy" cooking has been that it is bland or tasteless. It doesn't have to be. Use plenty of spices, herbs and citrus to make your food taste great. And use salt, too—it is essential to bring out the savor in food—but it's wise to watch your sodium intake, as sodium can contribute to high blood pressure. The USDA recommends consuming about 1 teaspoon salt daily. The majority of Americans' sodium intake comes from processed foods, so if you're cooking with mostly whole, natural foods, you're already on your way to keeping your sodium intake in check. But that's not everything about whole grains. People who eat more whole grains tend to have lower "bad" LDL cholesterol and higher "good" HDL cholesterol. Plus, because whole grains have their bran intact they have more fiber, B vitamins, magnesium, zinc and other nutrients.
- F. One of the best ways to make healthy cooking a breeze is to buy smart. That starts with planning meals and making a detailed shopping list grouped by the layout of your supermarket before you head to the store. It makes your trip much less stressful (not to mention faster) if you don't have to backtrack when you're already at the register because you realize that you forgot the carrots. Look for fresh ingredients in the outer sections of most supermarkets—produce, seafood, meat and dairy departments. In the freezer section, head for frozen vegetables and fruits. In the inner aisles, go for healthy staples like whole grains, canned or dried beans, canned tomatoes and spices.
- G. When your storage room is stocked with all the basics, you'll find you won't need to run to the store in the middle of cooking dinner to get a bottle of soy sauce. Plus it makes it easier to improvise a dinner on the fly when you don't already have something planned. Ingredients like pasta, canned beans and canned fish can be the basis of spur-of-the-moment meals.

- H. Eating well is not about deprivation—it’s about that awesome feeling you get when you eat something that is flavorful, wholesome and satisfying. No edibles should be off limits. Studies show that depriving yourself of the foods you are keen on, especially in the name of dieting, may cause you to overeat later. Embrace a delicious and healthy way of eating that you can sustain for your whole life.
- I. When you pick up foods that have nutrition labels, make sure you always read them. Look at the nutrition information and also at what ingredients are in the product. A general rule: the simpler the ingredient list is to read, the better. The label’s a great spot to look out for trans fats—don’t just rely on the marketing that says “0 grams trans fats,” but check to make sure there are no partially hydrogenated oils in the ingredient list.
- J. The American Heart Association recommends eating two servings of fish and seafood a week. Why? Seafood is a good lean source of protein. And many fish, especially fatty fish like salmon, tuna and sardines, have something that’s hard to get from other foods: omega-3 fatty acids and specifically DHA and EPA, which have been linked to improving everything from heart health to brain functioning to depression.
- K. Skip snacking in the morning. A 2011 *Journal of the American Dietetic Association* study found that dieters who didn’t snack between breakfast and lunch lost nearly 5 percent more weight (an average of 4 more kilos) over a year than morning snackers. Since breakfast and lunch can be only a few hours apart, researchers suspect that most a.m. snacks are fueled out of habit rather than hunger—and generally amount to mindless eating. Also, consider if these bad habits look familiar: Eating in the car, snacking at your desk, drinking a high-calorie smoothie or latte while walking around... Curb this type of distracted eating, sit down to eat.

| STATEMENT | TEXT | Teacher only |
|--|----------|--------------|
| 0. Easy ways to eat for better health | A | ✓ |
| 1. Eating on the Run | | |
| 2. Marine Life for a Better Life | | |
| 3. Eat What You Love | | |
| 4. Make It Flavorful | | |
| 5. Check the components | | |
| 6. Have you got plenty of staples? | | |
| 7. Make the Most of Meats | | |
| 8. Be a Savvy Shopper | | |
| 9. Think heart healthy | | |
| 10. Go Unrefined | | |
| 11. Keep a Well-Stocked Pantry | | |
| 12. Go for Good Fats | | |
| 13. Spice it up | | |
| 14. Shed some pounds | | |

TASK 4

You are going to read an article about instant messaging. 7 paragraphs have been removed from the article. Choose from paragraphs A-I the one which best fits each gap (1-7). There are two extra paragraphs that you do not need to use. Write your answers in the answer boxes provided at the end of the exercise.

BlackBerry: is this RIP* for BBM (BlackBerry Messenger) ?

The Canadian phone remains a popular budget option. But the shiny, happy people holding handsets have all moved on.

Back in 2005, when BlackBerry brought instant messaging to the mobile phone, the company was just entering its boom times. While the iPhone was still a gleam in Steve Jobs' eye, BlackBerry's innovations ensured its smart phone joined maple syrup on the list of Canada's biggest exports.

| | |
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| 1 | |
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But two years later, it is the users themselves who are pulling the plug. As demand for BlackBerry handsets fades, the once noisy BBM grapevine is falling silent. Dozens of alternatives have sprung up to take its place, from Facebook and Apple's own-brand instant messaging applications to independent startups such as WhatsApp and Kik (which also hails from Canada).

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| 2 | |
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In an attempt to retain its following, BBM was last week released on Android and Apple phones. Despite the competition, the response has been overwhelming, with an announcement that there have been more than 20m downloads. But despite the initial interest, many believe BBM's wider release will do little to save the service.

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| 3 | |
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BBM claims 80 million monthly users after its upgrade, but WhatsApp has 300 million. Other services expose BBM's limitations: unlike Skype and Viber, it does not yet offer video or voice calls. Unlike Path, it does not do location sharing. There is no video sharing, as on iMessage. And the stickers (a more sophisticated version of the smiley face) adored by kids the world over are also unforgivably absent. Even the contacts and calendar sharing that BBM made possible on BlackBerry handsets have not migrated to the Apple and Android versions.

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| 4 | |
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Yet only three years ago, BBM was so powerful it was credited with starting a revolution in Egypt; and at the time of the London riots, it was a more urgent source of news than the television screen.

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| 5 | |
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Nowadays, Moore's main form of communication is the iPad. He dismisses the notion that the BBM curfew, which was subsequently urged by a group of MPs, would have been an effective way to put an end to the looting.

| | |
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| 6 | |
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Yet for the young people around the karting track, no single alternative with the same viral power, the ability to connect a generation on one platform, has replaced BBM. "There's too many things now. I'm on WhatsApp, iMessage, Instagram, Kik. Every year a new one comes out," says Moore. "It's a much more complex, multi-faceted environment," says Benedict Evans, a digital media specialist at Enders. "The smartphone itself has become the platform. All of these apps plug into your phone book and your photo library. Apps rise and fall like fireworks. Some, like Instagram, last, others disappear into thin air."

7

Across town from Stockwell, outside the gates of a private school in well-heeled South Kensington, the older pupils all have Apple logos on their handsets. They all use WhatsApp. For many, BBM is a distant memory. "I still have a Blackberry, but I'm the only one," says a teenager standing with a circle of friends. And how does that make him feel?

"Isolated," he replies.

*Rest In Peace

Paragraphs:

- A. "The move to bring BlackBerry to the iPhone is four or five years too late," says James Gooderson, an 18-year-old classical civilisation student at Nottingham University who blogs on technology. "WhatsApp has captured the reason why young people would use a BlackBerry."
- B. BBM can boast of having the best privacy and security features, partly due to the fact that the phones started off as business communication devices.
- C. But trust in the privacy of BBM's system has been eroded. Part of the attraction to business people, revolutionaries, demonstrators and rioters was a belief that encrypted words sent over the company's secure servers could not be traced back to their writers. Prosecutions after the riots put an end to that belief.
- D. However, the major shift nowadays has been from verbal to visual. Photos uploaded to Instagram trigger a wave of comments and Snapchat's pictures, which self-delete after 10 seconds, have opened a world of other possibilities. Like BBM, all of these services are free for any phone with an internet connection.
- E. Six years later, in the summer of 2011, as violence engulfed London and spread to Birmingham, Nottingham, Liverpool and Manchester, so effective was BlackBerry Messenger (BBM) at mobilising the rioters that politicians called for the service to be temporarily shut down.
- F. "We could see on our BlackBerry messages where the rioters were going next; TV news would catch up four hours later," said Jean-Pierre Moore, 28. He manages the karting track at Oasis youth club in Stockwell, south London, an area with some of the highest levels of crime and economic deprivation in Britain.
- G. Then came a new generation of competing smartphones, and suddenly the BlackBerry looked ancient. Apple debuted the iPhone in 2007 and showed that phones can handle much more than email and phone calls. In the years since, BlackBerry Ltd. has been hammered by competition from the iPhone as well as Android-based rivals.
- H. Free to download and use (although WhatsApp costs \$1 a year after the first year), they use the internet to swap text messages, pictures, voice clips, "stickers", and even videos in WhatsApp's case, between most types of phones.
- I. "The social networking wasn't the reason," he says. "I know a lot of people who were out rioting. People had been angry for a long time. Mention the words stop and search around here, and you immediately have a room full of angry young men."

| Gap | 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|--------------|----|----|----|----|----|----|----|
| Paragraph | | | | | | | |
| Teacher only | | | | | | | |

TASK 1

| Gap | Word |
|-----|---------|
| 0. | not |
| 1. | for |
| 2. | nor |
| 3. | content |
| 4. | even |
| 5. | tends |
| 6. | Such |
| 7. | to |
| 8. | what |
| 9. | sure |
| 10. | though |
| 11. | thumb |

TASK 2

| Question | 0. | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. |
|----------|----|----|----|----|----|----|----|----|----|
| Answer | A | B | C | C | A | C | A | B | B |

TASK 3.

| STATEMENT | TEXT |
|--|------|
| 0. Easy ways to eat for better health | A |
| 1. Eating on the Run | K |
| 2. Marine Life for a Better Life | J |
| 3. Eat What You Love | H |
| 4. Make It Flavorful | E |
| 5. Check the components | I |
| 6. Have you got plenty of staples? | G |
| 7. Make the Most of Meats | C |
| 8. Be a Savvy Shopper | F |
| 9. Think heart healthy | D |
| 10. Go Unrefined | E |
| 11. Keep a Well-Stocked Pantry | G |
| 12. Go for Good Fats | D |
| 13. Spice it up | B |
| 14. Shed some pounds | K |

TASK 4

| Gap | 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|-----------|----|----|----|----|----|----|----|
| Paragraph | E | G | A | D | F | I | C |