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PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

This exam consists of 6 exercises. They must be answered in English. You must do all the exercises. The marks assigned to each exercise are given between brackets at the beginning of the exercise.

Exercises 1, 2, and 3 are based on the text given below. The text you have to produce for exercise 6 can be drafted on the last sheet of the exam answer sheets, but please remember to give a clean version of it on another sheet (but first cross the draft out and insert the word "DRAFT" immediately before the draft).

TEXT

THE "LUNGS OF THE EARTH" AND OTHER UNIQUE ECOSYSTEMS

Did you know that some metaphors are very powerful because they can create a vivid image in your mind? Perhaps you have heard someone say that the Amazon is the "lungs of the Earth". Why is this metaphor used? In the first place, the Amazon is one of the most biodiverse places on Earth, hosting a vast array of plant and animal species. Protecting it helps preserve this biodiversity and ensures the survival of numerous unique and often endangered species.

More importantly, the Amazon plays a vital role in regulating the global climate. The forest acts as a carbon sink, absorbing and storing large amounts of carbon dioxide, whereas deforestation and degradation of the Amazon contribute to increased greenhouse gas emissions, exacerbating climate change. Consequently, the Amazon is often referred to as the "lungs of the Earth" because its trees release oxygen through the process of photosynthesis. The forest's oxygen production is so high that it has a significant impact on the composition of the Earth's atmosphere and the air we breathe.

The Amazon also influences the water cycle on a regional and global scale. The trees in the rainforest release water vapour through a process known as transpiration, contributing to the formation of clouds and precipitation. This helps maintain rainfall patterns and supports agriculture in surrounding regions. Nevertheless, the Amazon rainforest is not only scientifically and ecologically significant, but also holds intrinsic value for its beauty and unique ecosystems.

Another place in America with a unique ecosystem is the high-altitude lakes of the Andes mountains. Sitting over 6,000 meters above sea level, they are among the highest bodies of water on Earth. These lakes exist in harsh conditions, with low oxygen levels, high ultraviolet radiation due to the thin atmosphere, and temperatures that often fall below freezing. Despite these conditions, life persists in these lakes. Various algae and invertebrates live successfully in the water. These organisms have adapted to survive the extreme environment, providing an example of life's remarkable resilience.

By studying these unusual ecosystems, scientists can learn more about the limits of life on Earth and possibly beyond. Our planet's capacity to contain life in all its diverse forms, under such a wide range of conditions, is a testament to the remarkable adaptability of life. It underscores the importance of preserving our planet's biodiversity, as these unusual ecosystems may hold the key to understanding some of life's most profound mysteries.

1. (1.5 points). Add True or False, quoting the relevant information from the text to justify your answer.

Only "T" or "F" or the full words "True" or "False" will be accepted as valid answers. Their translation into Spanish or another language will never be accepted, but if the justification is correct, 0.25 points will be awarded for each sentence. No points will be given for answers without their corresponding justification or if the justification is incorrect. Likewise, answers in which the justification is not a direct quote from the text or only consist of line numbers will not be scored. The use of quotation marks in the justification is not obligatory. Ellipses in parentheses, (...), may be used to indicate that parts of the original text have been omitted in the justification, but make sure those parts do not contain essential information for the justification.

- 1.1. The Amazon rainforest only has scientific and ecological importance.
- 1.2. Numerous species in danger of extinction can be helped to survive if the Amazon is protected.
- 1.3. The lakes of the Andes mountains sitting over 6,000 meters above sea level have high oxygen levels.

2. (2.4 points). Choose THREE of the following questions and answer them according to the information given in the text. Use your own words.

Each answer will be awarded 0.8 points. Provide only the number of answers requested; if you don't, only the first three answers you give will be corrected. The aim of this exercise is to evaluate both comprehension (up to 0.5 points) and linguistic accuracy (up to 0.3 points); in other words, the ability to communicate information inferred from the reading. Therefore, the literal reproduction of expressions from the text should be avoided. If the answer is incomplete or includes information that does not appear in the text, an appropriate amount of points will be deducted.

- 2.1. What do people normally mean when they claim that the Amazon is the "lungs" of the planet?
- 2.2. How can future generations benefit from the protection of the Amazon?
- 2.3. Why are the conditions on the high-altitude lakes of the Andes mountains not ideal for life?
- 2.4. What can be learnt from the scientific study of unusual ecosystems?

3. (1 point). Find words or phrases in the text which mean the same as the ones below.

0.25 points will be awarded for each answer, with four answers in total. This exercise aims to assess the comprehension of the text and the semantic value of certain terms that appear in it. Therefore, the answer can never be, for example, a hypernym, or have a different grammatical form.

- 3.1. rain, snow:
- 3.2. aggravating, worsening:
- 3.3. important, vital:
- 3.4. neighbouring, adjacent:

4. (0.5 points). Fill in the gap in TWO of the following sentences using ONE of the four options (a, b, c, d) given in each. 0.25 points will be awarded for each correct answer. Provide only the number of answers requested; if you don't, only the first two sentences you use for answering will be corrected. In the answer sheet you can rewrite the whole sentence with the word or phrase of the option chosen or just give the letter of the option chosen (e.g., 4.x — c).

- 4.1. Bertie _____ like forests, so he missed the opportunity of seeing a sequoia.
a) wouldn't b) didn't c) don't d) may
- 4.2. My grandfather doesn't know where Brazil is. He hasn't ever _____ the Amazon.
a) heard from b) listened of c) know from d) heard of
- 4.3. Toxic textile substances will harm the environment if clothing factories are _____ near the Amazon.
a) builded b) emplaced c) built d) arranged

5. (0.6 points). Rewrite TWO of the following sentences using the word or phrase(s) given after each of them. 0.30 points will be awarded for each correct answer, which must not alter the meaning of the original sentence. Provide only the number of answers requested; if you don't, only the first two answers you give will be corrected.

- 5.1. The Amazon rainforest stores large amounts of carbon dioxide.
Large amounts of carbon dioxide ...
- 5.2. I regretted not visiting the Amazon when I lived in Brazil.
If only I ...
- 5.3. "I'm not interested in preserving our planet's biodiversity", my mother said a few years ago.
A few years ago my mother said that ...

6. (4 points). Choose ONE of the following tasks and write between 120 and 160 words:

Up to 1 point will be awarded to answers that comply with the genre, topic, and communicative goal requested. Up to 1.5 points will be awarded to aspects of cohesion, coherence, and quality of presentation. The remainder 1.5 points will cover aspects of lexis (form, including orthography, and variety), grammar, syntax included, and, where appropriate, variety in the linguistic repertoire. If the answer does not comply with the genre requested (email, essay, review), the answer will score 0 points.

- 6.1. A negative review of the novel *The everyday life of a young woman that went Green*.
- 6.2. An opinion essay on the following statement: "Wearing second-hand clothes is an amazing way to protect the planet".

This exam consists of 6 exercises divided into 3 parts. All the exercises must be answered in English. You must do all the exercises. The marks assigned to each exercise are given between brackets at the beginning of the exercise.

Exercises 1 and 2 (Part 1), and 3 (Part 2), are based on the text given below. The text you have to produce for exercise 6 (Part 3) can be drafted on the last sheet of the exam answer sheets, but please remember to give a clean version of it on another sheet (but first cross the draft out and insert the word "DRAFT" immediately before the draft).

TEXT

MAKING FILMS AND TV SHOWS WITHOUT HURTING THE PLANET

The TV and film industry is becoming more aware of its impact on the environment. Making a big movie can create a lot of carbon emissions, especially from transport and energy use. According to the report *Screen New Deal*, an average big-budget film produces almost 3,000 tonnes of carbon dioxide — the same amount that 1,400 hectares of forest would absorb in one year.

Louise Smith works as a sustainability consultant for film productions. She assists filmmakers in finding new ways to reduce energy and fuel consumption. Louise has collaborated on successful films such as *007 No Time to Die* and *Jurassic World: Dominion*, suggesting cleaner energy solutions, like using renewable electricity or batteries instead of diesel. Traditionally, film sets used to employ diesel generators to power lights and equipment. Nowadays, more productions are using renewable diesel, also known as HVO (hydrotreated vegetable oil). It decreases pollution, but it still has issues as it needs large amounts of vegetable oil to produce. This can affect food supplies and other industries.

Louise encourages using batteries and solar power as part of the solution. Batteries can power small things overnight, like fridges, while generators are turned off to save fuel. She also believes that film crews need to change their habits. For example, they should only use the equipment that they really need and not carry extra lights or tools.

Some places are already helping productions become greener. In Vancouver, Canada, the local government provides electric power near filming locations and offers discounts on shooting fees to film companies that avoid using diesel generators. Similar regulations have been introduced in other popular filming locations such as Sardinia and Majorca, where the authorities currently force productions to adopt sustainable practices.

The world of TV is also making an effort to be more sustainable. BBC News uses electricity from the national network whenever possible, which is easy to do at regular filming places in London, such as Canada Gate and Downing Street. Meanwhile, a new plug-in point in Victoria Park, Hackney, allows productions to use network power instead of diesel. This change has positive effects on noise and air pollution, saving about 64,000 litres of diesel and 170 tonnes of CO₂ every year too.

In general, these changes show that the TV and film business can protect the environment while still creating amazing shows and movies. However, to make change happen faster, the industry needs to try even harder.

PART 1. Reading Comprehension (3.9 points)

1.1. (1.5 points). Add True or False, quoting the relevant information from the text to justify your answer.

Only "T" or "F" or the full words "True" or "False" will be accepted as valid answers. Their translation into Spanish or another language will never be accepted, but if the justification is correct, 0.25 points will be awarded for each sentence. No points will be given for answers without their corresponding justification or if the justification is incorrect. Likewise, answers in which the justification is not a direct quote from the text or only consist of line numbers will not be scored. The use of quotation marks in the justification is not obligatory. Ellipses in parentheses, (...), may be used to indicate that parts of the original text have been omitted in the justification, but make sure those parts do not contain essential information for the justification.

1.1.1. In the past, batteries were used on set to provide lighting.

1.1.2. HVO is the perfect solution to reduce pollution.

1.1.3. Film crews often bring more equipment to filming locations than necessary.

1.2. (2.4 points). Choose **THREE** of the following questions and answer them according to the information given in the text. Use your own words.

Each answer will be awarded 0.8 points. Provide only the number of answers requested; if you don't, only the first three answers you give will be corrected. The aim of this exercise is to evaluate both comprehension (up to 0.5 points) and linguistic accuracy (up to 0.3 points); in other words, the ability to communicate information inferred from the reading. Therefore, the literal reproduction of expressions from the text should be avoided. Points will be deducted if the response is incomplete or includes information that does not appear in the text.

1.2.1. What kind of work does Louise Smith do?

1.2.2. What do governments and public institutions do to stop private companies from damaging the planet when filming a movie or TV show?

1.2.3. Why is it more difficult for the BBC to be sustainable when shooting away from its regular locations?

1.2.4. What message does the text give about the future of the film industry?

PART 2. Use of English (2.1 points)

2.1. (1 point). Find words or phrases in the text which mean the same as the ones below.

0.25 points will be awarded for each answer, with four answers in total. This exercise aims to assess the comprehension of the text and the semantic value of certain terms that appear in it. Therefore, the answer can never be, for example, a hypernym, or have a different grammatical form.

2.1.1. conscious, mindful:

2.1.2. expensive, high-priced:

2.1.3. proposing, recommending:

2.1.4. reduces, diminishes:

2.2. (0.5 points). Fill in the gap in **TWO** of the following sentences using **ONE** of the four options (a, b, c, d) given in each.

0.25 points will be awarded for each correct answer. Provide only the number of answers requested; if you don't, only the first two sentences you use for answering will be corrected. In the answer sheet you can rewrite the whole sentence with the word or phrase of the option chosen or just give the letter of the option chosen (e.g., 4.x — c).

2.2.1. Finding sustainable alternatives is not _____ it seems.

a) as difficult as

b) easier as

c) as difficult than

d) as easily as

2.2.2. The production company _____ the plan proposed by Louise.

a) carried on

b) called in

c) carried out

d) ended in

2.2.3. The BBC is a corporation _____ takes environmental issues seriously.

a) where

b) that

c) to which

d) whom

2.3. (0.6 points). Rewrite **TWO** of the following sentences using the word or phrase given below each of them.

0.30 points will be awarded for each correct answer, which must not alter the meaning of the original sentence. Provide only the number of answers requested; if you don't, only the first two answers you give will be corrected.

2.3.1. Film companies were less environmentally friendly in the past because the profession of sustainability consultant didn't exist.

If the profession ...

2.3.2. The use of renewable diesel is affecting different industries.

Different industries ...

2.3.3. Governments need to take action so that carbon emissions are reduced.

Unless governments ...

PART 3. Written Production (4 points)

3. (4 points). Choose **ONE** of the following tasks and write between **120 and 160 words**:

Up to 1 point will be awarded to answers that comply with the genre, topic, and communicative goal requested. Up to 1.5 points will be awarded to aspects of cohesion, coherence, and quality of presentation. The remainder 1.5 points will cover aspects of lexis (form, including orthography, and variety), grammar, syntax included, and, where appropriate, variety in the linguistic repertoire. If the answer does not comply with the genre (email, essay, review) and the topic requested, the answer will score 0 points.

3.1. The Spanish government has started a project to convince big Hollywood film studios to make more movies in Spain. Write a for-and-against essay for your school newspaper, expressing your views on this project.

3.2. You are Nora, a member of Greenpeace who have found out that the next *Jurassic Park* movie will be shot in Aragón and Catalonia. Write an email to your friend Joel, who lives in Catalonia, asking him/her to help you create a petition on Change.org to stop the project due to its environmental risks.



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

El ejercicio presenta dos opciones, A y B. El alumno deberá elegir y desarrollar una de ellas, sin mezclar contenidos.

OPCIÓN A

Obesity: The killer combination of salt, fat and sugar

Our favourite foods are making us fat, yet we can't resist, because eating them is changing our minds as well as bodies. For thousands of years, human body weight had stayed remarkably stable. With rare exceptions our weight neither rose nor fell. Then, in the 80s, something changed. Three decades ago, fewer than one Briton in 10 was obese. One in four is today. It is projected that by 2050, Britain could be a "mainly obese society". Similar changes were taking place in the US, where researchers found that not only were Americans entering their adult years at a significantly higher weight but, while on average everyone was getting heavier, the heaviest people were gaining disproportionately more weight than others.

Overeating is not the sole province of those who are overweight. Even people who remain slim often feel troubled by their need for food. Yet many, including doctors and healthcare professionals, still think that weight gainers merely lack willpower, or perhaps self-esteem. The fact that sugar, fat and salt make food compelling cannot, however, be ignored. They stimulate neurons, cells that release dopamine, a chemical that motivates our behaviour and makes us want to eat more. It is not just that fast food chains serve food with more fat, sugar and salt, or that intensive processing virtually eliminates our need to chew before swallowing, or that snacks are now available at any time. It is the combination of all that, and more.

1. Add True or False, quoting the relevant information from the text to justify your answer. (3 points)

- a) Half the population in Britain have been overweight since the early 20th century.
- b) Insufficient willpower is often connected to overeating, not only by the general public but also by healthcare professionals.
- c) The design of foods which hardly need chewing is a significant factor in our need to overeat.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) In what way has the pattern of human body weight changed in the UK and in the USA?
- b) Is self-esteem considered a determining factor in gaining weight?

3. Complete the following sentences. The meaning should be the same as that of the sentence above. (2 points)

- a) "Americans are entering their adult years at a significantly higher weight", researchers reported. Researchers reported that (...).
- b) I have eaten a bowl of M&Ms. Now I feel unhappy and weigh more. If I (...).
- c) In the past, Americans typically chewed food up to 25 times before they swallowed it; now the average American chews 10 times. Whereas (...).
- d) At present restaurants do not list calorie counts on their menus. I wish (...).

4. Write a composition with the following title (80-120 words): (3 points)

In what way can consumers change their eating habits?

OPCIÓN B

The first Olympic Games

The Olympic Games were a series of athletic competitions held for representatives of various city-states of Ancient Greece. They began in 776 BC in Olympia in Greece. They were celebrated until 393 AD when they were suppressed by Theodosius I as part of the campaign to impose Christianity as a state religion. The Games were usually held every four years. During a celebration of the Games, an Olympic Peace was made so that athletes could travel from their countries to the Games in safety. Some archaeologists argue, however, that the wars were not halted, but that the athletes who were in the army were allowed to leave and participate in the Olympics.

Politicians would announce political alliances at the Games, and in times of war, priests would offer sacrifices to the gods for victory. The Games were also used to help spread Hellenistic culture throughout the Mediterranean.

The ancient Olympics were rather different from the modern Games. There were fewer events, and only free young men who spoke Greek could compete. Athletes from any country or city-state were allowed to participate. The Games were always held at Olympia rather than alternating with different locations as is the tradition with the modern Olympic Games. At first, the Olympic Games lasted only one day, but eventually grew to five days. Participation in the classical games was limited to male athletes, although women entering horses in the equestrian events were allowed to take part.

1. Add True or False, quoting the relevant information from the text to justify your answer. (3 points)

- a) The Olympic Games were originally celebrated once a year until 393 BC.
- b) The Games were used for several purposes, apart from the sports competition.
- c) Any Greek citizen was allowed to participate.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) How many cities hosted the Games in ancient Greece?
- b) In what way were the ancient Olympics different from contemporary games? Give two examples.

3. Complete the following sentences. The meaning should be the same as that of the sentence above. (2 points)

- a) It's a pity they didn't permit women athletes to compete. I wish (...).
- b) During the Games sculptors created statues of Olympic victors and displayed their works of art. (...) used to (...).
- c) The organizers awarded the winner of an Olympic event an olive branch. The winner (...).
- d) 'I have read that single women were allowed to watch the races', he said to me. He said (...).

4. Write a composition with the following title: (80-120 words) (3 points)

Try to convince a friend to join you in a sports activity, giving your reasons.



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

El ejercicio presenta dos opciones, A y B. El alumno deberá elegir y desarrollar una de ellas, sin mezclar contenidos.

OPCIÓN A

Facebook: why we can't live without it

The social networking site has topped Google in the number of hits. If you are a young adult or teenager, you can't live without Facebook. It's the first site I go to when I turn on my computer. I have even checked it on my mobile on planes and in toilets. This behaviour should explain somehow why Facebook topped Google as America's most visited site last February.

Facebook has changed the way we approach relationships. You don't meet somebody at a party and hope you run into them again five months later. You add them to your "friends" list on the social networking site. A couple of years ago, I might have known about 30 people at university and had five close friends. Now I can keep in touch with hundreds.

The disadvantage is that you have infinite access to the private lives of your friends. It's strange when you begin a story, only to have someone say, 'I know, I saw the Facebook pictures'. And it can lead to less-than-pleasant revelations about people you thought you knew. Even worse is the Facebook photobomb – when you turn up in the background of somebody else's photo doing something you shouldn't. So if you're surprised that Facebook could get even more hits than Google, you clearly haven't been using it right.

1. Add True or False, quoting the relevant information from the text to justify your answer. (3 points)

- a) Google is no longer America's most visited web site.
- b) Our social interaction has not been altered by any networking site.
- c) Facebook does not provide new information about your friends.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) Is Facebook a social networking site used compulsively by everybody?
- b) What does the author mean by the "Facebook photobomb"?

3. Complete the following sentences. The meaning should be the same as that of the sentence above. (2 points)

- a) 'It's the first site I go to when I turn on my computer', he said. He said that (...).
- b) In my opinion, you should phone him back later. If I (...).
- c) Thousands of teenagers are currently using Facebook as a social networking site. Facebook (...).
- d) Facebook offers infinite access to the private lives of one's friends. For this reason, users must be cautious with the information they give. Because (...).

4. Write a composition with the following title: (80-120 words) (3 points)

Which social networks do you (or your friends) use and why?

OPCIÓN B

The best-selling book of 2008

Twilight is a young-adult vampire-romance novel by author Stephenie Meyer. *Twilight* was initially rejected by 14 agents, but became an instant bestseller when published originally in 2005. That same year, *Twilight* was named one of *Publishers Weekly's* Best Children's Books of 2005.

The novel was also the biggest selling book of 2008 and, to date, has sold 17 million copies worldwide, spent over 91 weeks on the *New York Times* Best Seller list, and been translated into 37 different languages.

It is the first book of the *Twilight* series, and introduces seventeen-year-old Isabella "Bella" Swan, who moves from Phoenix, Arizona to Forks, Washington and finds her life in danger when she falls in love with a vampire, Edward Cullen. A film adaptation of *Twilight* was released in 2008. It was a commercial success, making more than \$382 million worldwide.

Stephenie Meyer has stated that the apple on the cover represents the forbidden fruit from the Book of Genesis. It symbolizes Bella and Edward's love, which is forbidden, similar to the fruit of the Tree of Knowledge of Good and Evil. It also represents Bella's knowledge of what good and evil are, and the choice that she has in accepting the "forbidden fruit", Edward, or choosing not to see him.

In October 2008, *Twilight* was ranked 26th in *USA Today's* list of "Bestselling Books of the Last 15 Years".

1. Add True or False, quoting the relevant information from the text to justify your answer. (3 points)

- a) Two years after its publication, *Twilight* joined the list of Best Children's Books.
- b) The book has been a literary success outside the United States.
- c) The apple may be interpreted as the symbol of forbidden love between the main characters.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) Is *Twilight* only known in the printed version?
- b) What relationship does the author establish between her work and the Bible?

3. Complete the following sentences. The meaning should be the same as that of the sentence above. (2 points)

- a) *Twilight* was initially rejected by 14 agents. However, it became an instant bestseller when published in 2005. Even though (...).
- b) The year of its publication they sold foreign rights to the novel to over 26 countries. The year it (...).
- c) Initial reviews for *Twilight* were mostly positive. For this reason, it ranked first in the *New York Times* Best Seller list. Because (...).
- d) 'In my opinion, this novel is realistic, subtle and easy to follow', she said. She said that (...).

4. Write a composition with the following title: (80-120 words) (3 points)

What book would you recommend to a friend? Give your reasons.



El alumno debe responder a una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Working mothers - common issues

Women's access to jobs may once have been a political issue, but in today's tough economic climate the bulk of families can no longer afford to live on one wage. However, if a mother works then childcare has to be arranged. In some cases, childcare costs can eat up much of the mother's wage.

British women recently surveyed in a health magazine reported that juggling the dual roles of mother and worker is extremely hard. Findings include that close to half of all working mothers would prefer to be full-time mothers, while around one fifth would like to work from home.

Married women with children are worse off than ever before, which is why they are initiating divorce in higher numbers and having fewer children. Working mothers still perform most of the household chores and work more hours (paid and unpaid) than working fathers.

Many working mothers have to take annual leave or unpaid leave in order to stay home and care for their sick children. By and large, even when both parents are working, the responsibility of care for sick children falls on the mother. Some of the reasons for this include that the father earns a higher wage, his job responsibilities are deemed more important, and employers are more likely to accept a mother staying home to care for sick children than a father.

1. Add True or False, quoting the relevant information from the text to justify your answer.
(3 points)

- a) Working is now a necessity for most mothers.
- b) According to a survey carried out in Britain most working mothers would rather leave their jobs to devote their time to the rearing of their children.
- c) Unpaid leave is hardly ever applied for by women.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) Is housework still 'woman's work', according to the author?
- b) In what way is it more acceptable socially to have a mother rather than a father looking after their sick children?

3. Complete the following sentences. The meaning should be the same as that of the sentence above. (2 points)

- a) In my opinion you should quit that job. If I (...)
- b) Circumstances have forced her to take annual leave to stay home and care for her sick parents. She (...)
- c) 'Be careful what you say at work!'. He warned me (...)
- d) Stress loads are higher than ever for working mothers. They are having fewer children. Since (...)

4. Write a composition with the following title: (80-120 words) (3 points)

Advantages and disadvantages of being a working mother.

OPCIÓN B

The King's Speech

The film is the private story of King George VI (known in his family circle as Bertie), the woman who became his queen, and the innovative Australian speech therapist Lionel Logue, who helped him control and come to terms with the stammer that had tortured him since childhood.

The social and political background, acutely observed, is the Depression at home, the rise of fascism abroad, and the arrival of the sound media as a major force in our lives. Central to the dramatic action are four crucial incidents: the death in 1936 of George V, the first monarch to address his subjects via the radio; the accession to the throne of his eldest son as Edward VIII and his almost immediate abdication in order to marry American double divorcee Wallis Simpson; the crowning of his successor, George VI; and finally, in 1939, the outbreak of a war for which the king and queen became figureheads of immeasurable national significance alongside their prime minister, Winston Churchill.

Although the film involves a man overcoming a serious disability, it is neither triumphalist nor sentimental. Its themes are courage, responsibility, and the necessity to place duty above personal pleasure or contentment. Overall the film is a major achievement, with Firth presenting us with a great profile in courage, a portrait of the stammerer as hero. *The King's Speech* is an altogether more significant and ambitious work than Stephen Frears's admirable *The Queen* of 2006 and far transcends any political arguments about royalty and republicanism.

1. Add True or False, quoting the relevant information from the text to justify your answer.

(3 points)

- a) The importance of the radio is highlighted in the film.
- b) In this film George VI does not seem to play a relevant role at the beginning of World War II.
- c) The story presented clearly supports the maintenance of the monarchy in Britain.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) What kind of a hero is depicted in the film?
- b) What other key figures and moments of the British monarchy play a part in the film?

3. Complete the following sentences. The meaning should be the same as that of the sentence above. (2 points)

- a) There is a great social gulf between the king and the speech therapist but they eventually become friends. Although (...)
- b) She said: 'Does the cast list name the actress playing Elizabeth II? She asked me (...)
- c) The stammer had tortured Albert since childhood. Albert (...)
- d) He doesn't try hard enough. He will not be able to overcome that speech impediment. Unless he (...)

4. Write a composition with the following title: (80-120 words) (3 points)

Tell a friend about a film that moved you and the values it portrayed.



El alumno debe responder a una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Jet lag

Jet lag is a combination of fatigue and other symptoms caused by travelling abruptly across different time zones. Travelling to a different time zone disrupts the circadian rhythm. And it can take many days to readjust to the new time zone. In fact, NASA estimates that you'll need one day for every one-hour time zone crossed to get back to your normal rhythm and energy levels. So a five hour time difference means that you'll need five days to get back to normal. There is no cure for jet lag, but its effects (memory lapses, irritability, digestive upsets,...) can be reduced with careful planning.

Flying east or west makes a difference. Your circadian rhythm (body clock) is less confused if you travel westward. This is because travelling west 'prolongs' the body clock's experience of its normal day-night cycle. Travelling eastwards, however, runs in direct opposition to the body clock.

There is no evidence that popular strategies, such as fasting or eating complicated diets, have any effect. Suggestions to reduce the impact of jet lag while travelling include avoiding alcohol and caffeinated drinks, eating small meals frequently, choosing lighter foods like fruit and vegetables or wearing loose, comfortable clothing.

Some travellers use alcohol to help them get to sleep, but this actually disrupts the normal sleep cycles and can prolong jet lag. The impact of alcohol on the body is 2-3 times more potent when you're flying.

1. Add True or False, quoting the relevant information from the text to justify your answer. (3 points)

- a) On lengthy journeys it is unlikely that any measures will eliminate jet lag.
- b) A copious meal before taking a flight is likely to minimize the effect of jet lag.
- c) One glass of wine in flight has the effect of 2-3 glasses on the ground.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) Why is travelling westward less harmful to our circadian rhythm?
- b) Is it possible to know how long it will take to readjust to the new time zone?

3. Complete the following sentences. The meaning should be the same as that of the sentence above. (2 points)

- a) You should not use sleeping tablets during a long haul flight. Sleeping tablets (...)
- b) I did not wear an eye mask. I could not sleep during the flight. If I (...)
- c) "Drink caffeinated drinks in moderation during the day", the doctor said to me. The doctor advised (...)
- d) The dry air aboard your aircraft can give you headaches and dry your skin. For this reason, you should drink water regularly. Since (...)

4. Write a composition with the following title: (80-120 words) (3 points)

Narrate a journey you have been on and the problems that you encountered.

OPCIÓN B

Computer education for young children: a growing concern

Over the past few years, computers have become a vastly popular household item. Our children's lives are already getting influenced by technology. Today, we find computers in use everywhere, whether we go to reserve a train ticket or to a bank. This is because it is faster and helps us complete our work without errors. So parents too have realized the need to help their children develop strong computer skills.

Slowly traditions are being broken and the computer is becoming a child's learning tool. Children are reading their bedtime stories online instead of in bed with their parents. Parents are leaving the learning up to the computers and spending less quality time with their children. The most important learning step for children is interaction with others. If they are sitting in front of the screen all day, they do not learn to share, wait their turn, or even something as simple as manners.

Kids with access to software that is not age appropriate may be exposed to such negative influences as violence, strong language, and over-stimulation from fast-action graphics. Moreover, frequent and prolonged computer sessions may pose physical health risks like visual strain, and posture and skeletal problems.

Overall, however, the benefits seem to outweigh the drawbacks. And actively involved parents can control most of the drawbacks. This puts even greater responsibility on parents to be vigilant and conservative in their judgement about their children's computer usage, especially regarding the internet.

1. Add True or False, quoting the relevant information from the text to justify your answer. (3 points)

- a) Computers may be of help in the successful achievement of daily routines.
- b) Computer learning games are replacing the activities that parents used to do in order to educate their children.
- c) The writer does not see advantages in children's regular use of computers.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) Are there any social disadvantages that may derive from the overuse of the computer?
- b) How vulnerable are children when sitting in front of the screen?

3. Complete the following sentences. The meaning should be the same as that of the sentence above. (2 points)

- a) My son spends more time playing computer games than I do. I don't (...)
- b) When she was a child, my sister read bedtime stories with my mother regularly. (...) used to (...)
- c) "Have you uploaded the file?" he asked me. He wanted to know (...)
- d) Parents should control their children when they decide to surf the internet. Children (...)

4. Write a composition with the following title: (80-120 words) (3 points)

Can YouTube be used as a learning tool?



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

El alumno debe responder a una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Domestic violence - why men abuse women

Domestic violence is an under-reported crime, so it is difficult for agencies to keep accurate statistics. The perpetrators of this crime are usually men and, although domestic violence can affect anyone, regardless of their socioeconomic status or their racial and cultural background, women who are young, have a disability, or who live in rural areas are at greater risk.

Men who abuse family members often think that a 'real' man should be tough, powerful and the head of the household. They may believe that they should make most of the decisions, including about how money is spent. Some men who use violence come from lower socioeconomic groups and some have problems with alcohol. However, this is not the case for all men who use domestic violence. The perpetrator is sober in about half of domestic violence cases where the police are called.

While some men who are violent may think about getting help, the majority don't. A man who thinks that he has the right to dominate family members may not believe that he needs help. He may blame the victim for 'provoking' his behaviour. Regular counselling with a trained counsellor can help men who use violence towards family members to understand and change their behaviour.

Practical strategies include learning that violence and abuse is not caused by anger, but the desire to hurt or dominate others. The aggressor must also learn how violent behaviour damages his relationship with his partner and children.

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) One out of every five young women in the world suffers from domestic violence.
- b) Alcohol abuse is nearly always at the root of domestic violence.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) Who is more likely to suffer from domestic violence?
- b) May the idea of what it means to be a man be a cause of violent behaviour?

3. Find words or phrases in the text which mean the same as the following: (1 point)

- a) Hard, brutish.
- b) Exact, free from error.
- c) Not intoxicated by alcohol.
- d) An offender, a wrongdoer.

4. Complete the following sentences. The meaning should be the same as that of the first sentence. (2 points)

- a) The situation will go from bad to worse if he doesn't undergo counselling for his violent behaviour. Unless (...)
- b) He went on acting violently although he knew his behaviour was damaging his family life. Despite (...)
- c) The counselling programme George has taken is aimed at examining men's beliefs about violence and self-control. George has taken (...)
- d) Counsellors teach men practical strategies, including self-talk and time out. Men (...)

5. Write a composition with the following title (80-120 words): (3 points)

Is domestic violence on the increase? What social factors are involved?

OPCIÓN B

Passive smoking

Passive smoking means breathing in other people's tobacco smoke. A smoker's exhaled smoke is called exhaled mainstream smoke. The smoke drifting from their lit cigarette is called sidestream smoke. The combination of mainstream and sidestream smoke is called secondhand smoke (SHS).

Most of the smoke that hangs in a room is sidestream smoke, which contains higher levels of cancer-causing compounds than mainstream smoke. Tobacco smoke inside a room tends to hang in mid-air rather than disperse. Hot smoke rises, but tobacco smoke cools rapidly, which stops its upward climb. A heavy smoker who smokes indoors causes a permanent low-lying smoke cloud that other householders have no choice but to breathe.

Secondhand smoke has been confirmed as a cause of lung cancer in humans. Its compounds irritate the eyes, nose, throat and lungs. A nonsmoking pregnant woman is more likely to give birth to a baby with a slightly lower birth weight if she is exposed to secondhand smoke. A child exposed to secondhand smoke in the home is more likely to develop asthma symptoms and have more asthma attacks. Nonsmokers who suffer long-term exposure to this smoke have a 20 to 30 per cent higher risk of developing lung cancer.

There are various ways to help protect the health of a smoker's partner and children. Suggestions include making your home and car smoke-free as well as making sure that smokers who visit the house smoke their cigarettes outdoors, no matter what the weather.

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) Pregnant women who do not smoke need not worry about their foetus's health.
- b) If you really care about your family's health, not allowing people to smoke at home is not enough.

2. Answer the following questions according to the information given in the text. Use your own words. *(2 points)*

- a) Why is smoking indoors especially harmful?
- b) Is there a connection between respiratory illnesses and passive smoking?

3. Find words or phrases in the text which mean the same as the following: *(1 point)*

- a) In the open air, outside.
- b) Moving along in a current of air or water.
- c) Persons who occupy a house.
- d) Breathed out, expelled.

4. Complete the following sentences. The meaning should be the same as that of the first sentence. *(2 points)*

- a) The compounds in SHS irritate a passive smoker's eyes. A passive (...)
- b) Some smokers think that limiting their smoking to one room is an effective measure, but tobacco smoke easily drifts through the rest of the house. Although (...)
- c) The smoke in the room is heavier than the air. The smoke starts to descend. Since (...)
- d) 'Please don't smoke!, I begged the taxi driver. I (...)

5. Write a composition with the following title (80-120 words): *(3 points)*

Try to convince a heavy smoker to quit smoking, giving him/her some advice on what to do and how to do it.



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

El alumno debe responder a una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Too Much TV May Lead to Too Much Fast Food

A new study reports that high-school children who watch more than 4 hours of TV a day are more likely to have bad eating habits in young adulthood. This is a critical developmental period during which lifelong eating behaviours are established. The study found that those high-school kids ate less fruit, vegetables and calcium-rich foods and more snacks, fried foods, fast food and sugar-sweetened beverages 5 years later. Therefore, they are more likely to be overweight.

The authors also noted that while teens are key targets of ads for unhealthy foods and drinks, they might overlook the consequences of consuming them because the actors they see in the advertisements are usually not overweight.

To take control of TV in your house you should limit the number of TV-watching hours, keep TVs out of kids' bedrooms or tell the kids that TV viewing is allowed only after chores and homework are completed.

It's equally important to encourage healthy eating habits. Kids, especially younger ones, will eat mostly what's available at home. That's why it's important to control the supply lines — the foods that you serve for meals and have on hand for snacks. Set standards for healthy eating and moderate TV watching early, and your kids are likely to stick with those good habits as they get older and more independent.

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) Kids often do not realize that junk food companies use popular faces to persuade them to consume their products, no matter how unhealthy those products may be.
- b) A measure that may help control TV watching is treating TV as a privilege that kids need to earn.

2. Answer the following questions according to the information given in the text. Use your own words. *(2 points)*

- a) How important are teenage eating habits in their future life?
- b) Apart from TV-watching control, what other measures can be taken to ensure a healthy diet?

3. Find words or phrases in the text which mean the same as the following: *(1 point)*

- a) Any type of drink except water.
- b) Objective.
- c) Fail to see or notice.
- d) Routine household task.

4. Complete the following sentences. The meaning should be the same as that of the first sentence. *(2 points)*

- a) In a couple of years she lost 15 kilos. It took (...)
- b) Some medical students have designed this soft-food diet. This (...)
- c) You must involve kids in buying and preparing food and they will acquire healthy eating habits. If you (...)
- d) 'Are you a vegetarian?' he asked me. He wanted to know (...)

5. Write a composition with the following title (80-120 words): *(3 points)*

How important is TV in your home? What are your TV- watching habits?

OPCIÓN B

Fair Trade

The fair trade movement as we know it today has undergone several important changes since its early days following World War II. Fair trade, first seen as a form of charity supported by religious organizations, has radically changed. The past fifty years have witnessed massive changes in the nature of fair trade organizations, the products traded and their distribution networks.

The current fair trade movement was shaped in Europe in the 1960s. The global free market economic model came under attack during that period and fair trade ideals gained in popularity. The slogan at the time, "Trade not Aid", gained international recognition in 1968.

Throughout the 1960s and 1970s, important segments of the fair trade movement worked to find markets for products from countries that were excluded from the mainstream trading channels for political reasons. Thousands of volunteers sold coffee from Angola and Nicaragua in worldshops, in the backs of churches, from their homes and from stands in public places, using the products as a vehicle to deliver their message: give disadvantaged producers in developing countries a fair chance in the world's market, and support sustainable development. The alternative trade movement flourished.

The first fair trade agricultural products were coffee and tea, quickly followed by dried fruits, cocoa, sugar, fruit juices, rice, spices and nuts. Coffee quickly became the main growth engine behind fair trade: between 25 and 50 % of the total alternative trading organization profit in 2005 came from coffee sales.

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) Fair trade ideals were no longer followed after 1960.
- b) Tea, followed by dried fruits and rice, is the most widely sold fair trade product.

2. Answer the following questions according to the information given in the text. Use your own words. *(2 points)*

- a) Has Fair Trade remained the same ever since its origins?
- b) What has been the objective of the sale of fair trade products since the 1970s?

3. Find words or phrases in the text which mean the same as the following: *(1 point)*

- a) To have experienced or endured.
- b) Short memorable phrase.
- c) Normal or conventional.
- d) Socially or economically poor.

4. Complete the following sentences. The meaning should be the same as that of the first sentence. *(2 points)*

- a) My friend Barbara spends more money on fair trade chocolate than I do. I don't (...)
- b) In my opinion you should join a Fair Trade organization as a volunteer. If I (...)
- c) 'Remember to look for the FTO label in handcraft products'. He told me (...)
- d) The FTO Mark gave Fair Trade Organizations reliable recognition amongst consumers. Fair Trade Organizations (...)

5. Write a composition with the following title (80-120 words): *(3 points)*

Imagine you are talking with a friend about the shopping for the week. Write a dialogue giving your reasons for choosing the products you want to buy (price, quality, brand, fair trade products, etc.)



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

The best cities in the world for environment and infrastructure

Europe has 15 cities among the world's top 25 cities for quality of living. Vienna retains the highest ranking for both the region and globally. The rest of the top for Europe are dominated by German and Swiss cities, with three cities each in the top 10. The lowest-ranking Western European cities are Athens and Belfast. Apart from London, there are no UK cities at the top of the ranking.

"Overall, European cities continue to have high quality of living as a result of a combination of increased stability, rising living standards and advanced city infrastructures," said Slagin Parakatil, Senior Researcher at Mercer. This is despite economic agitation, political tension and high unemployment in some European countries. Mercer's survey results are based on an analysis of local living conditions comprising 39 factors in 10 categories. Political considerations include government stability and crime rates. Economic factors take into account banking services and currency exchange laws. Health considerations include access to medical care and pollution levels. Transport, housing and recreation are also taken into account.

"Infrastructure in German and Danish cities is among the best in the world, in part due to their first-class airport facilities, international and local connectivity, and a high standard of public services," said Mr. Parakatil. "London's high ranking in the infrastructure index reflects a combination of the high level of public services offered, with its extensive public transportation system including airports, the London Underground, buses and railroad services."

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) A good number of cities in Sweden are considered among the best in the world for their quality of living.
- b) The quality of the air that citizens breathe is one of the factors taken into account.

2. Answer the following questions according to the information given in the text. Use your own words. *(2 points)*

- a) Why does the capital city of England score high in the ranking?
- b) Is safety considered one of the factors to be taken into account?

3. Find words or phrases in the text which mean the same as the following: *(1 point)*

- a) The state of being without a paid job
- b) Money
- c) On the whole, in general
- d) Services, equipment

4. Complete the following sentences. The meaning should be the same as that of the first sentence. *(2 points)*

- a) The Mercer Quality of Living Index has recently considered Vienna the best place on the planet to live.
Vienna (...)
- b) Many people claim that Paris is a wonderful town. However, it has been ranked 29th in the survey.
Although (...)
- c) That country was going through a civil war and that is why it obtained lower scores.
As (...)
- d) Mike spent twelve hours travelling to Vienna.
It took (..)

5. Write a composition with the following title (80-120 words): *(3 points)*

What is the best city in the world, in your opinion? Give your reasons.

OPCIÓN B

Get Started in the Slow Food Movement

Slow food is about more than food; it is a lifestyle that connects our food consumption to the wider social, ethical, political, environmental and spiritual elements around us. Slow food is about avoiding haste and recognising that over-reliance on fast food damages our health, social fabric and cultural food traditions. The Slow Food movement has enlisted over 80,000 members in at least 122 countries, so it's probable you have a group near you.

Stop buying the pre-made selection and start pulling out your recipe books. Be careful about your recipe choices, however. The fancy cookbooks might call for ingredients that need to be imported from many thousands of miles away; avoid these and favour recipes that let your local produce take centre stage.

Shop at your local farmer's markets, your local fruit and vegetable store and even consider asking for vegetables from your neighbours if they're growing some. Not only do you save the damage to the environment from all the energy consumed in long-range transportation but you also know where your food comes from and that's a very reassuring feeling.

Where possible, prefer organic produce over conventionally grown food. You reduce your exposure to pesticides and fertiliser chemicals and you get produce that many studies have suggested are higher in nutrients that reinforce the immune system. Organic food is an important part of the Slow Food movement because organic food is low impact and harm reducing, especially when grown on a non-industrial scale.

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) The Slow Food Movement encourages its members to cook their own dishes, no matter how far the ingredients come from.
- b) Regularly grown food does not contain as many nutrients as organic food.

2. Answer the following questions according to the information given in the text. Use your own words. *(2 points)*

- a) Is the Slow Food Movement simply related to the food people eat?
- b) Are there advantages in buying local produce?

3. Find words or phrases in the text which mean the same as the following: *(1 point)*

- a) Size, extent
- b) Comforting, supporting
- c) Registered, recruited
- d) Cooking instructions

4. Complete the following sentences. The meaning should be the same as that of the first sentence.

(2 points)

- a) The Slow Movement has more members in France than in Spain.
There aren't (...)
- b) Oppose government funding of genetic engineering or the naturalness of your products will be lost.
Unless (...)
- c) It's a pity that consumers are not educated about the risks of fast food.
I wish (...)
- d) This movement was the first established part of the broader Slow Movement. It has since expanded globally to over 150 countries.
This movement (...),

5. Write a composition with the following title (80-120 words): *(3 points)*

Are Spanish eating habits healthy? Give your opinion.



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Proper Office Cafeteria Etiquette

The office cafeteria is like an oasis. The cafeteria is designed to allow employees to socialize, and take a break during a long and hard day. However, sometimes people take that concept a bit too far. Everyone views their lunch break as "my time!". And it is, or *should* be, but within the boundaries of reason. When you're dining in the office cafeteria, you are still in office hours and that mentality should remain throughout the meal. Should we really bet Mike \$5 that he can catch a meatball in his mouth after tossing it up in the air? No.

I had a lunch meeting with a very top executive once, whom I really admired. Ordinarily, he's a very polished guy, but when it came to eating, his habits were similar to my 7-month-old's. He licked his fingers, ate with his hands, and used enough napkins to make a whole forest of trees cry.

Use the same manners you would while dining out professionally, albeit with a little more relaxation. But the general precepts of personal hygiene and etiquette should remain intact. Otherwise, as your colleagues watch you gorge down a meal, they'll gradually pull their work farther and farther away from you. And that may translate into less responsibility on the project, and in turn, less visibility with the boss, and being passed over for a promotion...So save your more careless eating habits for another lunch break when work is not the main focus.

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) The author's lunch partner used no serviettes at all.
- b) Bad table manners at the office cafeteria could prevent you from getting promotion in your working place, among other things.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) Can watching someone eat totally change your view of them?
- b) According to the author, is lunch break at the office cafeteria the time and place to relax from work?

3. Find words or phrases in the text which mean the same as the following: (1 point)

- a) Workers, staff members
- b) Eat greedily
- c) Passed the tongue over
- d) Refined

4. Complete the following sentences. The meaning should be the same as that of the first sentence. (2 points)

- a) Slurping your soup is acceptable in some cultures although in Spain it is considered bad table manners.
Despite (...)
- b) I'll see you at the restaurant this evening if I don't phone you to cancel.
Unless (...)
- c) 'Don't put your elbows on the table', she begged Tom.
She (...)
- d) Employers sometimes interview potential employees over lunch.
Potential (...)

5. Write a composition with the following title (80-120 words): (3 points)

How important are good table manners?

OPCIÓN B

Slow Fashion

The term "Slow Fashion" was coined by Kate Fletcher in 2007. Some examples of slow fashion practices include: opposing and boycotting mass produced fashion ("Fast-Fashion" or "McFashion"); choosing artisan products to support smaller businesses, fair trade and locally-made clothes; choosing clothing made with sustainable, ethically-made or recycled fabrics.

Slow Fashion seeks to remind us that garments that last have substantial value. Quality clothing usually lasts longer and is worth holding on to. What's more, choosing quality goods (rather than disposable) reduces the amount of clothing and textiles that end up in our garbage dump every year.

Slow Fashion encourages doing it yourself: making, mending, customizing, altering your own clothing; also slowing the rate of fashion consumption: buying fewer clothes less often. Slowing down the use of raw materials and rate of garment production and fashion consumption could not only slow the rate at which we are racing through our limited resources, but it could even lessen the negative impacts of the fashion industry on the environment.

The Slow Fashion movement is a unified representation of all the "sustainable", "eco", "green", and "ethical" fashion movements. It encourages education about the garment industry's connection and impact on the environment, and the slowing of the supply chain in order to reduce the number of trends and seasons, to encourage quality production, and to return greater value to garments removing the image of disposability of fashion. A key phrase repeatedly heard in reference to Slow Fashion is "quality over quantity".

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) The Slow Fashion Movement is seen as an alternative to mass produced clothing.
- b) Slow Fashion seeks to maintain the frequency of seasons in fashion.

2. Answer the following questions according to the information given in the text. Use your own words. *(2 points)*

- a) Does slow fashion value quality, according to the author?
- b) Can slow fashion have an impact on our environment?

3. Find words or phrases in the text which mean the same as the following: *(1 point)*

- | | |
|-------------------------|---------------------|
| a) Frequency, speed | c) Cloths, textiles |
| b) Natural, unprocessed | d) Reduce, decrease |

4. Complete the following sentences. The meaning should be the same as that of the sentence above. *(2 points)*

- a) For centuries people have used clothing to express their emotions and preferences.
For centuries clothing (...)
- b) Choosing garments that last longer seems reasonable, but it is difficult to go against the rules of the market.
Although (...)
- c) Buying fewer clothes less often slows the rate of consumption. This is, therefore, a sustainable fashion movement.
Since (...)
- d) 'Don't buy that vintage dress!', she asked Meg.
She (...)

5. Write a composition with the following title (80-120 words): *(3 points)*

What are your clothes shopping habits? Are you a fashion follower?



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

The British Museum

The British Museum, the first national public museum in the world, was founded in 1753. From the beginning it granted free admission to all 'studious and curious persons'. Visitor numbers have grown from around 5,000 a year in the eighteenth century to nearly 6 million today.

The origins of the British Museum lie in the will of the physician, naturalist and collector, Sir Hans Sloane (1660-1753). Over his lifetime, Sloane collected more than 71,000 objects which he wanted to be preserved intact after his death. So he donated the whole collection to the nation in return for a payment of £20,000 to his heirs.

The founding collections largely consisted of books, manuscripts and natural specimens with some antiquities (including coins and medals, prints and drawings). In the early part of the nineteenth century there were a number of outstanding acquisitions. These included the Rosetta Stone, the Townley collection of classical sculpture, and the Parthenon sculptures.

By 1857, both the quadrangular building and the round Reading Room had been constructed. To make more room for the increasing collections held by the Museum, the natural history collections were moved to a new building in South Kensington in the 1880s. This became the Natural History Museum. In 1973 the library became part of a new organization, the British Library. This organization remained at the Museum until 1997, when the books left Bloomsbury for a new building at St. Pancras.

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) The Rosetta Stone has formed part of the British Museum collections ever since its beginnings.
- b) The Natural History Museum is currently located in the building that houses the British Museum.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) In what way is the British Museum connected to Sir Hans Sloane?
- b) What changes did the Museum experience in the course of the 19th century? Refer to two of them.

3. Find words or phrases in the text which mean the same as the following: (1 point)

- a) notable, significant:
- b) mainly, chiefly:
- c) biologist, botanist:
- d) scholarly, hard working:

4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)

- a) In 1973, the library became part of a new organization.
The library has...
- b) They didn't reopen the Museum until the end of World War II.
The Museum...
- c) 'When did the number of visitors start to increase so greatly?' I asked.
I wanted to know...
- d) You didn't visit the Museum, so you couldn't see the exhibition on the Sutton Hoo Anglo-Saxon ship burial.
If you...

5. Write a composition with the following title: (80-120 words): (3 points)

Making museums more attractive to young people.

OPCIÓN B

The most expensive work of art ever sold

Francis Bacon's paintings of Lucian Freud, a triptych from 1969, eclipses Munch's "The Scream" as the most expensive work ever auctioned at Christie's*. Christie's called it "a true masterpiece that marks Bacon and Freud's relationship" and their "creative and emotional kinship". Christie's did not disclose the identity of the successful buyer.

After about six minutes of "fierce" bidding, several bidders had taken the value of Bacon's triptych from approximately \$80 million, where it opened, to a final price of \$127 million. The art world was left with a new auction** record, with Bacon's piece dethroning Edvard Munch's "The Scream," which sold last year at Sotheby's for \$120 million.

"Three Studies of Lucian Freud" won its place as the world's most expensive artwork due to a confluence of factors, from the intrinsic value of the work itself to the state of the market. "The subject matter is very important for the Bacon market given the well-documented camaraderie and rivalry he had with Lucian Freud," an expert claims.

Another major factor is the wind that has been blowing behind the contemporary market's sales over the past decade. Bacon's record piece is but one more example of this "new era" that many are calling a bubble. Rich collectors from Asia, Russia and the Middle East were determined to assemble world-class collections featuring trophy works.

*Christie's is an art business and a fine-arts auction house, currently the world's largest. Christie's has its headquarters in London and New York.

***auction*: a public sale of goods or property, especially one in which prospective purchasers bid against each other until the highest price is reached.

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) According to the auction house, a Russian purchaser finally bought the work of art, after hard bidding.
- b) Bacon's piece sold for double its asking price.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) Explain one of the factors that have contributed to making Freud's painting the most expensive in the world.
- b) According to the author, what changes have taken place in this "new era" in the art market?

3. Find words or phrases in the text which mean the same as the following: (1 point)

- | | |
|-----------------------------|---------------------------|
| a) competition, opposition: | c) ferocious, aggressive: |
| b) to gather, to collect: | d) deposing, displacing: |

4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)

- a) A crowd of clients and observers in the room has reinforced the importance of the piece.
The importance of...
- b) I'd prefer you to play polo instead of rugby.
(...) rather (...)
- c) He missed the train because he left too late.
He didn't leave...
- d) It's a pity I didn't help Jane when she felt depressed.
I wish...

5. Write a composition on the following (80-120 words): (3 points)

More time should be given to Art in Secondary Education. Discuss.



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Take a stand against cyberbullying

"Cyberbullying" is when a child, preteen or teen is threatened, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least to have been instigated by a minor against another minor. The cyberbully of one moment may become the victim the next.

Education can help considerably in preventing and dealing with the consequences of cyberbullying. The first place to begin an education campaign is with the kids and teens themselves. If we can help kids understand how much bullying hurts, how in many cases words *can* hurt you, fewer may cooperate with the cyberbullies. They will think twice before forwarding a hurtful e-mail, or visiting a cyberbullying "vote for the fat girl" site, or allowing others to take videos or cell phone pictures of personal moments or compromising poses of others. Martin Luther King, Jr. once said that in the end we will remember not the words of our enemies, but the silence of our friends. We need to teach our children not to stand silently by while others are being tormented.

And if they are given an anonymous method of reporting cyberbullying web sites, kids can help put an end to cyberbullying entirely. This way we will help create a generation of good cybercitizens, controlling the technology instead of being controlled by it.

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) It is not rare to find that a victim was a bully in the past.
- b) Teaching parents the dangers and extent of cyberbullying is the first measure to be taken.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) In what ways can one cooperate with cyberbullies, according to the author? Refer to two of them, in your own words.
- b) What did Martin Luther King, Jr. mean by his words: "In the end we will remember not the words of our enemies, but the silence of our friends"?

3. Find words or phrases in the text which mean the same as the following: (1 point)

- a) sending on, rerouting:
- b) harmful, injurious:
- c) pointed at, marked:
- d) a person under eighteen, a youngster:

4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)

- a) I spent seven weeks recovering from being cyberbullied.
It took...
- b) In this world nothing can be said to be certain.
It can be said...
- c) In my opinion, you should report cyberbullies.
If I...
- d) As a teenager, Peter was not popular at school. However, he became a leading politician years later.
Even though...

5. Write a composition on the following (80-120 words): (3 points)

Tell the story of someone (real or fictional) who suffered cyberbullying at school and how it all ended.

OPCIÓN B

The importance of music

Throughout history, in all cultures, music has been an integral part of human life. Music researchers have found correlations between music making and some of the deepest workings of the human brain. Research has linked active music making with increased language discrimination and development, maths ability, better-adjusted social behaviour, and improvements in spatial-temporal reasoning, a cornerstone for problem solving.

Harvard psychologist Howard Gardner has theorized that humans have several different types of intelligence —logical-mathematical, linguistic, and interpersonal. He believes that music intelligence is equal in importance to all of them.

Why is music important for children? Music helps develop children's language skills: when young children listen to familiar words in songs, their brains are building connections to the sounds they are hearing and the words they are singing. Singing songs and reciting poems and rhymes with children helps them develop early literacy skills.

Keeping a steady beat develops language. Clapping hands, stamping feet, and using rhythm instruments in time to music develops important pre-reading skills. Young children recognize words, sounds, rhythms, tones, and pitches long before they talk, sing, or dance. So, the more music your children have in their lives, the better they will speak and read.

Children's stress can be relieved with songs, chants, finger plays, and moving to music. Singing together creates a feeling of safety and makes learning in a classroom much easier. Music is a gift you can give your child that will last a lifetime.

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) Learning to read and write can be effectively supported with the teaching of songs in childhood.
- b) Rhythms and sounds can be identified by humans from the age of seven.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) What are the benefits of music making, according to the author?
- b) Does music soothe children, according to the author?

3. Find words or phrases in the text which mean the same as the following: (1 point)

- | | |
|---|-------------------|
| a) alleviated, comforted: | c) verses, poems: |
| b) banging your feet heavily on the ground: | d) rhythm, time: |

4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)

- a) I won't go to the opera if he doesn't invite me.
Unless...
- b) It's prohibited to drive down this street.
You...
- c) I've never heard such delicate music as Einaudi's piano concerto.
Einaudi's piano concerto is...
- d) 'Have you ever played the viola?' he asked me.
He wanted to know...

5. Write a composition with the following title (80-120 words): (3 points)

'The importance of music for adults'. Discuss.



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

How Zaragoza Learned to Use Less Water

In the northern city of Zaragoza citizens transformed habits in a decade and managed to reduce water use. The director of the Spanish NGO Fundación Ecología y Desarrollo wondered what would happen if authorities focused less on making sure residents had access to all the water they wanted and more on reducing demand. This was the beginning of a 15-year experiment in Zaragoza that has revolutionised water management.

The project started simply, with a challenge to save 1 billion litres of water in a year. Discounts were offered on water-saving products and also to residents who succeeded in reducing their water consumption. A local hairdressing salon achieved water savings of 90%. "We immediately spread the news about these good practices to the other 1000 hairdressing salons in the city," the director of the Fundación says.

Statistics prove that this city of 700,000 inhabitants has transformed itself. Between 1997 and 2012, use of water in Zaragoza dropped from 150 litres/day per capita to 99 litres/day. We're talking about a process of 15 years. According to the director of the Fundación, to achieve profound change —whether it be environmental, social or cultural— you have to be very patient and be prepared for a prolonged and difficult task. "Here in Zaragoza we've brought about that profound change. The population grew, but we use fewer resources than before. It's really what needs to be achieved on a global level."

(Adapted from "Smarter urban water: how Spain's Zaragoza learned to use less", *The Guardian*)

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) According to the director of the Fundación Ecología y Desarrollo, authorities should be more concerned with providing citizens with all the water they want.
- b) The director of the Fundación believes that Zaragoza is an example to be followed.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) What does the text say about the role of hairdressing salons in the experiment?
- b) How and when did the experiment start?

3. Find words or phrases in the text which mean the same as the following. (1 point)

- a) Use, need.
- b) Decreased, diminished.
- c) Paid attention.
- d) People who live somewhere, inhabitants.

4. Complete the following sentences. The meaning should be the same as that of the first sentence. (2 points)

- a) Experts believe that water has always been managed in a reactive way in Spain.
Water (...)
- b) You didn't reduce your water consumption. I cannot give you a discount.
(...) because (...)
- c) You should not spend so much time showering.
You'd (...)
- d) The population grew, but we use fewer resources than before.
In spite of (...)

5. Write a composition with the following title (80-120 words): (3 points)

Everybody can contribute to the protection of the environment. Discuss.

OPCIÓN B

How Sleep Affects Your Memory

Every lifestyle choice can affect your cognitive abilities and health. In recent years, various researchers have found that a habit that most of us take for granted —sleep— may affect our memory in noticeable ways. It is well known that sleep plays an important role in memory and learning. A scientific study suggests that sleep is necessary for memory consolidation and helps form long-term memories, as it promotes new connections between neurons.

Not only may sleep help your memory, but lack of sleep may also hurt your health. A 2010 study found that chronic insomnia may lead to loss of brain volume. Researchers used scans to examine the brains of 37 human subjects with and without chronic insomnia. Insomniacs had smaller volumes of grey matter in three brain areas —and the more serious the insomnia, the greater the loss of volume.

The third of our life that we spend sleeping has always been something of a mystery. Now a new wave of studies are finding indications that while we sleep our brains are actually hard at work. Sleep really helps to make connections and in sleep the brain is not quiet, it is replaying what happened during the day. It may take many years or even decades for scientists to reach definite conclusions about all the many roles that sleep plays, but most of them agree that getting a decent night's rest is a good idea.

(Adapted from *Lumosity News*, "Sleep yourself to a Better Memory?")

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) A recent study has proved that permanent lack of sleep can affect the size of your brain.
- b) Scientists still expect to discover new things about sleep.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) How does sleep affect our memory?
- b) What does our brain do while we sleep?

3. Find words or phrases in the text which mean the same as the following. (1 point)

- a) Absence, deprivation.
- b) Develops, stimulates.
- c) Damage, harm.
- d) Functions.

4. Complete the following sentences. The meaning should be the same as that of the first sentence.

(2 points)

- a) I would prefer to stay at home. I didn't get much sleep last night and I'm too tired for a party.
I'd (...)
- b) Researchers used scans to examine the brains of 37 human subjects.
Scans (...)
- c) It may take many years or even decades for scientists to reach definite conclusions about all the many roles that sleep plays, but most of them agree that getting a decent night's rest is a good idea.
Although (...)
- d) Teenagers usually sleep more hours than adults.
Adults don't (...)

5. Write a composition with the following title (80-120 words): (3 points)

Apart from getting enough sleep, what else can you do to improve your health?



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

A Nobel for Malala and Kailash

Malala Yousafzai, who is seventeen years old, and Kailash Satyarthi, who is sixty, were awarded the Nobel Peace Prize in 2014 for defending the right of all children to education.

Kailash, an Indian, has fought for children for decades; Malala, a Pakistani, is a fighter herself. Three years ago, gunmen from the Taliban got on her school bus and shot her in the head because she had written on a blog for the BBC about how girls should go to school. Satyarthi has survived physical attacks, too. According to press reports, he has worked directly with more than eighty thousand children, and has fought to change the conditions and chances of hundreds of thousands more.

Malala said that the award was a "great honour for me," and that she was honoured to share it with Kailash. "I'm proud that I'm the first Pakistani and the first young woman or the first young person getting this award," she said in Birmingham, England. Malala learned she won the award while she was in chemistry class in England. She wasn't expecting to get the award but a teacher called her over and told her she had. Yousafzai said she continued to attend classes, and it was a "normal day," except for teachers and fellow students congratulating her. She said she doesn't believe that she deserved the award but considers it an encouragement to continue her campaign and "to know that I'm not alone," she told reporters.

(Adapted from *The New Yorker*)

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) Malala is glad Kailash was also awarded the Nobel Peace Prize.
- b) As soon as she was told she had got the prize, Malala left school to celebrate it.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) Why are both Malala and Kailash said to be fighters?
- b) What makes Malala's Nobel Peace Prize different from previous ones?

3. Find words or phrases in the text which mean the same as the following. (1 point)

- a) Prize.
- b) Stimulus, support.
- c) Praising, applauding.
- d) Honoured, glad.

4. Complete the following sentences. The meaning should be the same as that of the first sentence. (2 points)

- a) The threats against Malala have not silenced her.
Malala (...)
- b) "We must not forget that millions of people are suffering from poverty, injustice and ignorance", said Malala.
Malala (...)
- c) Malala is seventeen years old and Kailash is sixty.
Kailash (...)
- d) Although the abolition of slavery in much of the world has greatly reduced child slavery, the problem lives on.
Despite (...)

5. Write a composition with the following title (80-120 words): (3 points)

All children should have the right to go to school.

OPCIÓN B

Relaxation's Healing Powers

Take a deep breath and relax. We all know that relaxation is good for us. Now, a comprehensive scientific study has just been published showing that deep relaxation changes our bodies on a genetic level.

Researchers at Harvard Medical School have discovered that in long-term practitioners of relaxation methods such as yoga and meditation, far more "disease-fighting genes" were active, compared to those who practised no form of relaxation. After only two months of practising relaxation your body begins to change: the genes that help fight inflammation, kill diseased cells and protect the body from cancer all begin to switch on.

How can you use relaxation's healing powers? Harvard researchers found that yoga, meditation and even repetitive prayer and mantras all induced the relaxation effect. The more regularly these techniques are practised, the more deeply rooted the benefits will be. Next are three simple techniques you can try for 15 minutes once or twice a day.

Breath Focus: Sit comfortably. Focus on your breath, follow the sensation of inhaling from your nose to abdomen and out again. Let tension go with each exhalation. When you notice your mind wandering, return to your breath.

Mantra Repetition: Sit quietly with eyes closed and mentally repeat a simple word or sound such as "Om".

Guided Imagery: Imagine a wonderfully relaxing light or a soothing waterfall washing away tension from your body and mind. Make your image vivid, imagining texture, colour and any fragrance you like as the image washes over you.

(Adapted from Anastasia Stephens, "7 Health Benefits of Meditation")

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) You need to practise relaxation for at least one year before "disease-fighting genes" become active.
- b) You can induce the relaxation effect just by feeling how the air comes in and out of your body.

2. Answer the following questions according to the information given in the text. Use your own words. *(2 points)*

- a) What is the effect of relaxation on our bodies according to researchers at Harvard Medical School?
- b) In what way can images help you relax?

3. Find words or phrases in the text which mean the same as the following. *(1 point)*

- | | |
|-----------------------|--|
| a) Sick. | c) Exhaustive. |
| b) Relaxing, calming. | d) Divagating, moving about aimlessly. |

4. Complete the following sentences. The meaning should be the same as that of the first sentence.

(2 points)

- a) It's a pity I don't have more time to relax.
I wish (...)
- b) When practised regularly, meditation makes you less likely to fall ill.
(...) as long as (...)
- c) "Imagine a wonderfully relaxing light", he said to me.
He invited (...)
- d) Some yoga exercises can be difficult if you are not very flexible.
Unless (...)

5. Write a composition with the following title (80-120 words): *(3 points)*

What is your idea of the perfect day?



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Fighting food waste around the globe

According to Sustainable America's "I Value Food" campaign, Americans spend about \$371 per person per year on food that gets thrown away. Growing food consumes a lot of resources, too. Ten percent of the energy, according to FoodTank.com, consumed in the United States is used to grow food. Also, 80 percent of our freshwater and 50 percent of our land are used to grow food. So when you hear that 40 percent of the food that's grown is thrown away, it's more than a little upsetting.

Organizations like Culinary Misfits, Feedback or Fusions are working toward less food waste, but how can an individual waste less food? Here are a few tips:

Start buying organic food whenever possible. In addition to avoiding toxins and pesticides, organic agriculture uses fewer natural resources and concentrates on protecting biodiversity. Buy in bulk. Not only will you save money, but you will use less packaging. Eat less meat. By eating less meat and more plants, you are not only eating healthier but you are saving water! According to the Water Footprint Network, "one pound of beef requires almost two thousand gallons of water." Buy local. Food grown and produced locally requires less fuel to transport. Just thinking about where your food comes from, how much you purchase versus how much you eat, reducing the amount of packaging and eating more whole food will contribute to the overall reduction of food waste in the world.

1. **Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) More than half of the freshwater in the United States is destined to the production of food.
 - b) Consuming local products involves producing fewer emissions from transportation.
2. **Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) What are, according to the author, some of the advantages of consuming organic food?
 - b) Why does the author recommend to consume less meat?
3. **Find words or phrases in the text which mean the same as the following: (1 point)**

a) Mass, large amounts.	c) Combustible.
b) Supplies, reserves.	d) Suggestions.
4. **Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
 - a) 'Don't waste your food', our mother said to us.
Our mother asked...
 - b) He is really concerned about eating healthy, and that is why he grows his own food.
As...
 - c) We threw away some fish because we had bought too much.
If we...
 - d) This supermarket discards a greater amount of food than the small shop round the corner.
The small shop...
5. **Write a composition on the following: How would you contribute to a campaign to put an end to food waste (80-120 words). (3 points)**

OPCIÓN B

They Played for Their Lives

They Played for Their Lives is a documentary about Jewish musicians who played and composed music in the ghettos and concentration camps during the Holocaust. The film uniquely captures personal stories by Holocaust survivors and their families through original images, interviews, archival recordings of the sounds of music that they created, and reunions between survivors who in some cases have not met since the end of the war.

The documentary develops chronologically in historical order, with survivors recounting their lives and musical efforts before, during, and after the war. The main focus is the second part of the film, with survivors speaking of the hope, comfort, and ultimately salvation that music provided them under the unbearable circumstances of the Holocaust.

The Nazis highly valued music. This appreciation of music allowed some musicians to get better jobs, more food and clothing. In numerous ghettos and camps, people who played an instrument were selected to join the local band or orchestra. In many cases, the musicians played as they watched their family and friends march into the gas chambers. The 'useful' skill of those musicians was undoubtedly a horrific and traumatic experience, but one that often saved their lives.

It is the legacy of 'music and song from the Holocaust' that carries the proof of victory; the power of human survival to continue living and overcome trauma and genocide, and the power of music to exist beyond any act of evil.

- 1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) No survivors had the chance to meet after the war was over.
 - b) Even though playing their instruments meant that they had to go through a terrible experience, it helped them to escape death.
- 2. Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) What advantages did the Jewish musicians have in the camp?
 - b) Is there a hint of optimism in the documentary?
- 3. Find words or phrases in the text which mean the same as the following: (1 point)**
 - a) Intolerable.
 - b) Surmount, get over.
 - c) Enclosures, confined sections of a city.
 - d) Narrating, telling.
- 4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
 - a) You didn't see the film. Now you don't know about these Jewish people's life.
If you...
 - b) Many people consider Patrick Doyle a great film composer.
Patrick Doyle...
 - c) She spent a lifetime recovering from the horrors of the holocaust.
It took...
 - d) They hurried to get tickets for the concert. However, when they arrived they were all sold out.
Although...
- 5. Write a composition on the following: Feelings that music can inspire (80-120 words). (3 points)**



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

The Hunger Games

The Hunger Games is a series of three adventure novels written by the American author Suzanne Collins. They have all been developed into films. *The Hunger Games* trilogy takes place in an unspecified future time in the post-apocalyptic nation of Panem. The country consists of the wealthy Capitol located in the Rocky Mountains and twelve poorer districts ruled by the Capitol. As punishment for a past rebellion (called "The Dark Days") against the Capitol wherein twelve of the districts were defeated and the thirteenth supposedly destroyed, one boy and one girl from each of the twelve districts, between the ages of twelve and eighteen, are selected by lottery to participate in the "Hunger Games" on an annual basis. The Games are a televised event with the participants, called "tributes", being forced to fight to the death in a dangerous public arena. The winning tribute and his/her home district is then rewarded with food, supplies, and riches. The purpose of the Hunger Games is to provide entertainment for the Capitol and to serve as a reminder to the Districts of the Capitol's power and lack of remorse.

Suzanne Collins creates a moving portrayal of a girl, the narrator and protagonist, living under a cruel dictatorship. The violence in *The Hunger Games* is shocking because it is brutal and unnecessary, yet wholly welcome -even celebrated- by Capitol residents. As the trilogy progresses, it becomes a compelling commentary on the madness of war and the sad futility of violence.

1. **Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) The action takes the reader back to the time when the country started to recover from an internal war.
 - b) Chance decides which teenagers participate in the Games every two years.
2. **Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) What is the intention of the Games?
 - b) What is the author's opinion about the violence shown in the story?
3. **Find words or phrases in the text which mean the same as the following: (1 point)**

a) Repaid, compensated.	c) Provisions.
b) Uselessness.	d) Revolt.
4. **Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
 - a) The District tributes are not enemies, but they kill each other all the same.
Even though...
 - b) In August 2012 the audience voted *The Hunger Games* as one of the top 100 teen novels.
In August 2012 *The Hunger Games*...
 - c) You haven't seen the trilogy, so you don't know how the story ends.
If you...
 - d) It's a pity I couldn't go to the premiere of *The Hunger Games*.
I wish...
5. **Write a composition on the following: Give your opinion about violence in the mass media (80-120 words). (3 points)**

OPCIÓN B

Has mighty Everest been reduced to a playground?

The first attempt to climb it was made in 1924 by the Britons Mallory and Irvine, who perished on the mountain. It has been speculated they may have reached the summit, but the first successful ascent was in 1953 by the New Zealander Hillary and the Nepalese Sherpa Norgay. A few ascend without help, but the vast majority are those who can afford the fees charged by the adventure companies or raise enough in sponsorship for an attempt. It is a costly business—upwards of £25,000 per person, not including flights to Nepal and personal equipment—to join a commercial expedition with no guarantee of success.

The modern Everest experience is far removed from strong efforts of pioneers such as Mallory. Broadband satellite communications let climbers access the internet at base camp. Hand-held satphones allow contact with the outside world, even when high up on the mountain. And it does not stop there. There are hot showers and a temporary clinic at the mountain's foot.

What baffles climbers is the media attention given to individuals who are far from the forefront of a sport, the majority climbing with guides. While some climb Everest for the attention or to raise money for charity, for others it is a culmination of their climbing careers, among them Inglis, who, having lost his legs to frostbite in a mountaineering accident, is the first double amputee to have reached the top of the Everest.

1. **Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) It was not until the second half of the 20th century that the summit of the Everest was officially first reached.
 - b) While still a challenging physical achievement, the ascent of Everest has become a commercial enterprise, with climbers paying no less than £25,000.
2. **Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) In what ways is the Everest experience easier for climbers nowadays?
 - b) In what sense are the motivations for climbing the Everest complex?
3. **Find words or phrases in the text which mean the same as the following: (1 point)**
 - a) Huge, immense.
 - b) Puzzles, confuses.
 - c) Passed away, died.
 - d) Expensive.
4. **Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
 - a) In my opinion you should climb with a professional guide.
If I...
 - b) It is required that climbers are in top physical condition and ready to meet the extreme challenges Everest presents.
Climbers...
 - c) They spent eight years preparing the climbing of the Everest.
It took...
 - d) We won't risk our lives if we are not assured it is a safe project.
Unless...
5. **Write a composition on the following:** Imagine you are the leader of a team of explorers. What things/aspects would you consider before setting out on your expedition to the mountain? **(80-120 words)**. (3 points)



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Investing in an electric vehicle

The electric car is a relatively new concept in the world of the automotive industry. Cars produce a lot of carbon emissions that are ejected into our natural atmosphere, leaving us vulnerable to things like pollution and greenhouse gases. In order to help positively the environment we live in, an electric car is a great step forward. By buying an electric car, you can also receive government subsidies for being environmentally conscious.

Electric cars are entirely charged by the electricity you provide, meaning you don't need to buy any petrol ever again. Driving fuel-based cars can burn a hole in your pocket, as prices of fuel have gone all time high. With electric cars, this cost can be avoided, as an average American spends \$2000–\$4000 on petrol each year.

Electric cars are 100 percent eco-friendly as they run on electrically powered engines. They do not emit toxic gases or smoke in the environment as they run on a clean energy source. They are even better than hybrid cars as hybrids running on petrol produce emissions. You'll be contributing to a healthy and green climate.

The maintenance cost of these cars has come down. You don't need to send them to a service station as often as you do with a normal gasoline-powered car. Electric cars reduce noise pollution as they are much quieter. The environmental impact of an electric car is zero, as well—meaning you're reducing your carbon footprint and positively affecting the economy.

1. **Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) Financial incentives for going green are offered by the government to purchasers of electric cars.
 - b) One of the advantages of electric cars is that they need half the petrol required by ordinary cars.
2. **Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) Give two reasons why electric cars are far cheaper to run
 - b) Do electric and hybrid vehicles have the same environmental impact?
3. **Find words or phrases in the text which mean the same as the following: (1 point)**

a) upkeep, conservation:	c) trace, track:
b) ordinary, common:	d) exposed, defenceless:
4. **Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
 - a) This law on renewable energy won't be passed if the main parties do not vote for it.
Unless ...
 - b) Many owners of electric cars have reported positive savings of tens of thousands of dollars a year.
Positive savings...
 - c) It's a pity I couldn't go to the Paris Motor Show last month.
I wish ...
 - d) There is considerable optimism. Yet, widespread adoption of electric vehicles will still require aggressive policy decisions.
Despite...
5. **Write a composition on the following:** Write about energy efficiency practices that should be adopted (80-120 words): (3 points)

OPCIÓN B

Barbie, a global icon

Today, Barbie is the most popular doll in the world. It was the first mass-produced toy doll in the United States with adult features. The woman behind Barbie was Ruth Handler, who co-founded Mattel, Inc. with her husband in 1945. After seeing her young daughter ignore her baby dolls to play make-believe with paper dolls of adult women, Handler realized there was an important niche in the market for a toy that allowed little girls to imagine the future.

Barbie's appearance was modelled on a doll named Lilli, based on a German comic strip character. Originally marketed as a suggestive gift to adult men, the Lilli doll later became extremely popular with children. Mattel bought the rights to Lilli and made its own version, which Handler named after her daughter, Barbara.

Over the years, Barbie generated huge sales—and a lot of controversy. Many women saw Barbie as providing an alternative to traditional 1950s gender roles. She has had a series of different jobs, from doctor and astronaut to Olympic athlete and even U.S. presidential candidate. Others thought Barbie's never-ending supply of designer outfits, cars and "Dream Houses" encouraged kids to be materialistic. It was Barbie's appearance that caused the greatest controversy, however. Her tiny waist and enormous breasts led many to claim that Barbie provided little girls with an unrealistic and harmful example and fostered negative body image. Since 1959, more than 800 million dolls in the Barbie family have been sold around the world.

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) Ruth Handler is credited with the creation of the doll using a French doll as her inspiration.
- b) From the start, some complained that the blonde, plastic doll conveyed an unauthentic body image to girls.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) What gave Handler the idea for this type of doll?
- b) What are, according to the author, the reasons for the massive sales of the Barbie doll?

3. Find words or phrases in the text which mean the same as the following: (1 point)

- | | |
|--------------------------|---------------------------|
| a) pernicious, adverse: | c) garments, accessories: |
| b) promoted, encouraged: | d) segment, place: |

4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)

- a) "Have you ever played with a Barbie doll?" she asked me.
She wanted to know ...
- b) She spent 3 years trying to convince Mattel to launch the adult doll onto the toy market.
It took ...
- c) Designers see in her a worldwide fashion muse while others see the invitation to unlimited consumerism.
Whereas designers...
- d) Alba won't get the Skipper doll if she doesn't tidy up her room.
Unless ...

5. Write a composition on the following: Your favourite toy ever. Try to describe it and give the reasons why you liked it so much (80-120 words): (3 points)

PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Training teachers to overcome their hidden prejudices

Two studies have recently revealed that unexamined teacher prejudices are having a significant effect on girls' education. They also revealed the effects of primary school teachers' beliefs about gender on children's maths skills and ambitions. Girls often score higher than boys on anonymous maths tests, but once presented with recognizable names on the same tests, teachers award higher scores to boys. The long-term effects are amplified by socioeconomic factors and family structure—girls from families where fathers were better educated than mothers and who are from lower socioeconomic communities were the most negatively affected.

The impact of unconscious teacher bias is well documented. Teachers spend up to two thirds of their time talking to male students; they also are more likely to interrupt girls but allow boys to talk over them. When teachers ask questions, they direct their gaze towards boys more often. Biases such as these are at the root of why the United States has one of the world's largest gender gaps in maths and science performance. Until they view their videotaped interactions, teachers believe they are being balanced in their exchanges.

Parental and teacher biases are the root cause of the systemic inhibition of diversity in the tech pipeline that we face today. Training teachers to understand bias will not eliminate it, but it could create an institutional environment in which it is clear that understanding bias and its effects is critically important.

- 1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) Unsigned exercises with better marks usually correspond to female students.
 - b) Even though things could improve, there is hardly any disparity in girls' and boys' academic results in technical subjects in the USA.
- 2. Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) How can the social situation of the student affect the gender gap?
 - b) Why is it important to train teachers to be aware of their prejudices?
- 3. Find words or phrases in the text which mean the same as the following: (1 point)**

a) divergences, disparities:	c) preference, partiality:
b) marks, results:	d) look:
- 4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
 - a) They carried out a range of tests to examine the influence of gender stereotypes on children's notions of intelligence.
A range...
 - b) These ideas are present at an early age, and that is why they affect the educational trajectories of boys and girls.
Because...
 - c) In my opinion, you should read the article published in *Science*.
If I ...
 - d) Girls earn high grades in school, but they are opting out of majors like physics.
Although...
- 5. Write a composition on the following: (80-120 words): What are the social and economic consequences of gender inequality in Spain? (3 points)**

OPCIÓN B

Blood in our cell phones

The Congo War is considered the deadliest and one of the most prolonged conflicts since the Second World War, and the massive looting of its mineral resources that has accompanied the warfare has converted the DRC* into the second poorest country in the world. This is appalling, given that DR Congo is probably the richest country in the world in terms of mineral resources.

Any analysis of the geopolitics in DR Congo, and the reasons why the Congolese people have suffered a virtually unending war since 1996, requires an understanding of the organized crime perpetrated through multinational businesses. Congo's simultaneous wealth and poverty, according to Jeffrey Gettleman writing in National Geographic, "doesn't make any sense, until you understand that militia-controlled mines in Eastern Congo have been feeding raw materials into the world's biggest electronics and jewellery companies..." The Congo possesses an astounding \$24 trillion in mineral reserves, including gold, diamonds, copper, cobalt, coltan, silver, etc. Coltan is a mineral crucial for the manufacture of cell phones, computers, smart phones, and the latest military weaponry, such as drones.

In the east, armed militias compete for control of mines and the routes for mineral transportation. Eastern Congo is the largest source of the world's coltan, containing 80% of it. In addition to the millions of Congolese killed, the Western looting of the country's resources has resulted in 400,000 women being raped, 2.6 million people being displaced, and 7,000 children being forced to become soldiers.

*DRC: Democratic Republic of Congo

1. **Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) War in Congo has been going on for more than a decade.
 - b) Eastern Congo contains a good share of the country's mineral riches.
2. **Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) Why, being so wealthy in minerals, does DR Congo turn out to be the second poorest country in the world?
 - b) Why are the minerals in this country and coltan so greedily sought?
3. **Find words or phrases in the text which mean the same as the following: (1 point)**

a) terrible, horrifying:	c) perpetual:
b) most destructive:	d) plunder, stealing:
4. **Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
 - a) 'Have you decided to buy a Fairphone?', she asked me.
She wanted to know...
 - b) It is a shame that ten-year olds are forced to work in the mines.
I wish ...
 - c) When I was a kid, I watched this TV series regularly.
...used to ...
 - d) It's prohibited to cross this fence.
You ...
5. **Write a composition on the following: (80-120 words):** Imagine your life without your cell phone. How different would it be? (3 points)



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Iceland, the best place in the world to be female

At the end of 2017, Iceland got its second female prime minister, a 41-year-old with three young sons.

On 24 October 1975, the women of Iceland refused to show up for work. Many in Iceland see the women's strike of 1975 as a defining moment in the gender equality struggle. On the "women's day off", 90% of women stopped work and refused to do any household chores. Schools and nurseries and many shops had to close. Fathers had to bring their kids to work, storing sweets and colouring pencils to keep them occupied. After work, the children needed to be fed and the whole thing ended up as the day the men of Iceland ran out of sausages. By going on strike the women of Iceland were calling for men to respect their work and demanding equal pay.

This year Iceland has become the first country in the world to make companies prove they are not paying women less than men for the same work. Employers are rushing to comply with the new rules to avoid fines. Companies and government agencies with more than 25 staff must obtain government certification of their equal pay policies.

In Iceland men get at least three months' paternity leave, and 90% of them take it. This gives them time to become comfortable rearing children, encouraging them to share the workload with their partners. Women in Iceland are highly educated and they don't give up their careers to have children: they do both.

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) Although most women did not attend work on 24 October 1975, they stayed at home and did the housekeeping.
- b) It is a fact that the Icelandic government encourages men to take paternity leave. However, only two out of five working men take it.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) According to the author, in what way is Iceland a pioneer regarding the salary and gender of employees?
- b) How were fathers affected by the women's strike of 1975?

3. Find words or phrases in the text which mean the same as the following: (1 point)

- a) bringing up, raising:
- b) work stoppage:
- c) workers, employees:
- d) quit, abandon:

4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)

- a) The women's day off completely paralysed the country.
The country...
- b) They missed this great opportunity because they didn't demand a change in legislation.
If they ...
- c) 'How many companies in Iceland would the new law affect?' He asked
He wanted to know ...
- d) It's a pity she didn't publish her last novel before passing away.
I wish ...

5. Write a composition on the following: In what ways does gender inequality persist at present in our society? (80-120 words): (3 points)

OPCIÓN B

Where do our dead smartphones go?

Around 1.5 billion phones are sold a year, which means about as many are thrown away. Once trashed, they end up in landfills, leaching toxic chemicals into the soil. In fact, electronics constitute up to 70 percent of landfills' toxic waste.

To avoid being guilty of this, we take our phones to recycling centres. But what happens to them after we leave?

If your electronics can be reused they'll be donated or resold on the secondary market. Devices that won't sell in the US are typically shipped to distributors in South America or Asia.

If the electronics are of no use, they're sent to recycling plants. Metal components are then melted down. A few precious metals including gold and palladium are recovered from the molten liquid, but the vast majority of materials are left to burn, releasing chloride, mercury and other vapours into the atmosphere.

The alternatives are worse: they are shipped in containers and sold to scrapyards in developing countries such as China, India and Pakistan. There, thousands of workers cook circuit boards to extract the metals within. In the process, they are exposed to nickel, cadmium and mercury, among other toxic fumes, which leak into the surrounding air, ground and drinking water. This can lead to a wide variety of serious health problems, including cancers and birth defects.

Our best hope lies in having manufacturers design with reusability in mind. Only when it's cheaper for companies to reuse component parts will our old phones truly meet a better fate.

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) Plastics and electronic devices amount to half of the garbage in landfills.
- b) Sending our dead appliances to recycling plants is a clean solution for the environment.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) According to the author, what problems can developing countries be exposed to by receiving the electronic devices which no longer work in the USA?
- b) What would be the most eco-friendly option for smartphones?

3. Find words or phrases in the text which mean the same as the following: (1 point)

- a) vapours, gases:
- b) giving off, throwing out:
- c) fortune, destiny:
- d) culpable, responsible:

4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)

- a) In my opinion, you should not manipulate lithium, the main ingredient in cell phone batteries.
If I ...
- b) They sell 1.7 billion cell phones each year worldwide.
1.7 billion cell phones...
- c) Cell phones have shorter lifespans than computers or TVs, before owners buy the next.
Cell phones do not have ...
- d) 'How many phones were trashed last year in the USA?' He asked.
He wanted to know ...

5. Write a composition on the following: Main causes of pollution of our environment and the ways we can help (80-120 words): (3 points)



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Learning from wish-fulfilment films

Hollywood has long been obsessed with wish fulfilment films. In vogue in the 80s, they have returned with the release of the film *Downsizing*. This old fantasy puts us in the place of the protagonist and allows us to live through their adventure –all from the safety of the cinema.

But why this resurgence of wish-fulfilment films now? Millennials may have the answer. Millennials rightly feel they have inherited a very different world to that left to their parents by their grandparents. There is growing collective concern that, as a species, we are behaving in ways that the planet cannot sustain. In that context, wish fulfilment movies can be pure escapism but they can also tap into a desire we all have to take more personal risk and imagine ways of reinventing ourselves.

In the film the protagonist re-evaluates his notion of happiness after he's had his wish granted. Most of us change our ideas of what makes us happy as time goes on. *Downsizing* also explores the idea of living in the moment. If a film can make people think about living now, appreciating things, spreading those happy feelings, it not only makes them happier, it makes the world a better place. Some wish-fulfilment movies, like *Downsizing*, dig deeper, asking if altruism is the key. This may be the answer in real life.

So, these movies aren't just entertainment. They may also have the power to change your personal perspective. We can all learn from the genre.

1. **Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) Many movies in which the protagonists experience the privilege of being granted their wishes seem to have been very trendy in the 1980s.
 - b) There is no way wish-fulfilment movies can alter our individual attitudes.
2. **Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) In what way can millennials be attracted by wish-fulfilment films, according to the author?
 - b) What considerations are made in the film about happiness and the enjoyment of the moment?
3. **Find words or phrases in the text which mean the same as the following: (1 point)**
 - a) revival, reappearance:
 - b) given, conceded:
 - c) answer, solution:
 - d) worry, disquiet:
4. **Complete the following sentences. The meaning should be the same as that of the first sentence. (2 points)**
 - a) It's a pity I have never seen my dreams fulfilled.
I wish...
 - b) 'If you spend money on others, you'll end up being the richest man in the world', he said to me.
He told ...
 - c) They nominated this movie for one Golden Globe.
This movie...
 - d) The film seems a social satire, but it really offers a meditation on one of the highest of human aspirations.
Although ...
5. **Write a composition with the following title What's your greatest wish? Imagine what you would do if it came true (80-120 words): (3 points)**

OPCIÓN B

How parents tackle bedtime around the world

While researching children's sleep across the globe, clinical psychologist Jodi Mindell was surprised to discover significant differences in bedtimes for infants and toddlers based on where they lived. The researchers found that parents in Hong Kong reported the latest bedtimes, about 10:17 p.m., whereas the earliest bedtimes were reported in New Zealand: around 7:28 p.m.

Bedtimes also appear to vary across European countries. The most dramatic contrast was in the Netherlands, where babies and young children are put to bed at around 6:30 or 7p.m. and expected to sleep through the night in their own bed, often alone in their own room.

On the other hand, in preindustrial societies like Kenya, babies were always in close proximity to caretakers, generally their mother or an older sibling, and they slept anywhere and any time. In Korea, parents often sleep with their babies.

Most families include in their child's bedtime routine, for up to 3 year-olds, some type of feeding, whether it's breastfeeding or bottle-feeding, and that's consistent across all countries, but apart from this, there are big differences in activities like bathing. In the US, 60% of families have a bath as part of their bedtime routine. It's even higher in the UK at 81%. But somewhere like India, only 13%. They are typically bathed in the morning or at another time of the day.

In the Philippines and Indonesia 30% of families include prayers as part of their bedtime routine, whereas in some places like Australia, only 6% do.

1. **Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) The study carried out showed that babies are habitually given some food before going to sleep.
 - b) Saying a prayer before a child goes to bed is most usual in Australia.
2. **Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) Are children's bedtime habits in the Netherlands different from those in Korea? If so, in what way?
 - b) Is bathing a child before going to sleep universal, according to Mindell's research?
3. **Find words or phrases in the text which mean the same as the following: (1 point)**
 - a) attendants, custodians:
 - b) similar, uniform:
 - c) recounted, communicated:
 - d) brother, sister:
4. **Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
 - a) In my opinion you should serve as a consultant for that company.
If I ...
 - b) They completed the questionnaires between September and December 2008.
The questionnaires...
 - c) "I met children who had literally nothing, except for a place to sleep", he said to us.
He told us...
 - d) She fell asleep, so she couldn't see the end of the film.
If she...
5. **Write a composition on the following: Are children's bedtime routines in Spain good enough? How can they be improved? (80-120 words): (3 points)**

PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPTION A

Green Tobacco Sickness

Nicotine exposure from handling tobacco leaves may cause nicotine poisoning, also called Green Tobacco Sickness (GTS), with symptoms including nausea and vomiting. Risk of nicotine poisoning increases when the nicotine contained in the tobacco leaves mixes with rain, dew, or sweat, allowing nicotine to get onto the skin and pass into the bloodstream more easily. About one quarter of workers harvesting tobacco in fields located in North Carolina suffered from GTS in a single season. Although the symptoms normally do not last more than 24 hours after workers stop handling tobacco leaves, there are currently no comprehensive studies evaluating long-term effects.

New workers may have a lower tolerance to nicotine exposure than previously exposed workers. New workers are also less likely to know about GTS and protection methods. Vomiting, a common GTS symptom, leads to dehydration. Continuing to work while vomiting may lead to significant water loss that can cause body temperature to rise to dangerous levels, especially when working in a hot and humid environment.

If precautions such as drinking water frequently and resting in the shade are not taken, the risk for heat illness increases and symptoms can range from heat rash to heat exhaustion and heat stroke.

Gloves, long sleeve shirts, long pants and water-resistant clothing are recommended to prevent exposure to nicotine from tobacco leaves. Washing with soap and water immediately after working can reduce the amount of nicotine that is on the skin by 96%. Employers must provide handwashing facilities to workers.

1. **Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) GTS is more likely to occur when tobacco workers hand-harvest tobacco plants and those tobacco plants are damp.
 - b) Workers new to handling and harvesting tobacco are at increased risk for GTS.
2. **Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) How does the risk for heat illness increase in these workers and what are the symptoms?
 - b) What measures need to be taken in order to reduce the likelihood of contracting GTS?
3. **Find words or phrases in the text which mean the same as the following: (1 point)**
 - a) complete, detailed:
 - b) weakness, fatigue:
 - c) continue, prevail:
 - d) important, meaningful:
4. **Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
 - a) The new Brazilian workers spent two days recovering from GTS symptoms.
It took (...)
 - b) It's a pity we were not provided with effective training in a language that we could understand.
I wish (...)
 - c) The company did not install handwashing facilities and showers until June, 2018.
Handwashing facilities and showers (...)
 - d) Kids are more susceptible to GTS, and that is why they may suffer more serious health effects.
As (...)
5. **Write a composition on the following: Try to convince your best friend to stop smoking, arguing about the health effects of cigarette smoking (80-120 words): (3 points)**

OPTION B

Homeschooling

The core idea of homeschooling is that kids need to learn at the speed, and in the style most appropriate for them. Enthusiasts call the approach "personalized learning". Homeschoolers don't deal with all the drawbacks of being around kids in a toxic school environment. Plenty of critics argue these drawbacks are actually good for toughening kids up, but kids who are bullied more often face symptoms of depression and anxiety, do worse in class, and show up to school less frequently.

Contrary to the name, homeschooling takes place in an actual home only a fraction of the time. A great deal of instruction happens in community colleges, at libraries, or in the halls of local museums. A 2009 study showed that the proportion of homeschoolers who graduated from college was about 67%, while among public school students it was 59%.

Parents can choose the academic curriculum which suits the child's learning style and interest. In the homeschool environment the pace of learning can also be adjusted. They can also help their children in making good choices with regards to friendships. Parents can choose the sport and physical activities which suit the child and are needed for their development, especially at specific developmental stages. They can choose the curriculum which aligns with their values, informally transferring ethical values while learning. Parents are subject to criticism from friends and families on their choice to home educate their children. Homeschooling is not the norm and therefore homeschoolers are many times under the microscope.

1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) After a survey conducted in 2009, it was made clear that the number of public school students that graduate from college exceeds the number of homeschoolers who do so.
- b) Homeschoolers' parents are often disapproved of for making the decision to educate their children following an informal curriculum outside the conventional classroom.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) What does the author think about these children who do not have to deal with harmful students at school?
- b) What is different about the curriculum for homeschoolers?

3. Find words or phrases in the text which mean the same as the following: (1 point)

- a) strengthening:
- b) disadvantages:
- c) corresponds, matches:
- d) option, preference:

4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)

- a) In my opinion, you should use tutoring services to help your children with difficult subjects.
If I (...)
- b) 'Have you ever lived a homeschool experience?', Fred asked them.
Fred wanted to know (...)
- c) This schooling isn't set apart from the real world. However, many people disapprove of this practice.
Even though (...)
- d) Many parents believe that homeschooling is the smartest way to teach kids in the 21st century.
Homeschooling (...)

5. Write a composition on the following: Should homeschooling be encouraged by governments? (80-120 words): (3 points)

PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPTION A**Poems from the front**

The First World War is credited with creating some of the finest poetry ever written. A new collection of works produced in the trenches emerged in 2013, with the publication of dozens of humorous poems written by serving troops. The collection was assembled by two British lecturers, who discovered the works in the archives of military museums and libraries.

Mostly the men were private soldiers, rather than officers, but they were not uneducated. Their works were funny. It was all about keeping cheerful and trying to look on the bright side.

In total, the two researchers assembled around 200 works, almost all previously unpublished, by 100 poets in their compilation. The works include several poems containing strong language. One of the men's favourite targets for humour is the German Kaiser, Wilhelm II, who is blamed for the outbreak, as well as their French allies. But perhaps the most mocked are the soldier's own senior officers and those based away from the front line.

The works were almost all previously unpublished, except in regimental service magazines, such as the Plum and Apple, the newspaper of the Northumberland Hussars, which were printed just behind the front line, using contributions from soldiers. Some of the poems were simply left in the papers of soldiers and later passed on to museums and libraries by their relatives after their deaths. Many of the writers featured did not live to see the end of the war.

- 1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
 - a) The poems are full of resentment, and express the anger and fear felt by the serving troops.
 - b) A large number of the authors passed away during the war.
- 2. Answer the following questions according to the information given in the text. Use your own words. (2 points)**
 - a) What persons were made fun of in the writings?
 - b) Had the poems been made public before 2013?
- 3. Find words or phrases in the text which mean the same as the following: (1 point)**
 - a) happy, content:
 - b) gathered, collected:
 - c) appeared, surfaced:
 - d) situated, positioned:
- 4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
 - a) These soldiers were not great poets in a classical sense, but their writings were touching.
Even though (...)
 - b) Authors like Owen and Brooke beautifully described the pity and the loss of the conflict.
The pity (...)
 - c) Read the book and you will know what kind of poems it contains.
If you (...)
 - d) The attack on the French positions in Verdun that the German artillery carried out resulted in 380,000 French casualties.
The German artillery (...)
- 5. Write a composition on the following: Can wars ever be justified? (80-120 words): (3 points)**

OPTION B

The battle against planned obsolescence

Planned obsolescence refers to the deliberate shortening of a product's useful life by the manufacturer in order to increase consumption. Every year, up to 50 million tons of electronic waste are generated, a very high percentage of which –around 85%– is usually discarded randomly, creating a risk for the environment and the health of people, animals and plants.

Alargascencia is an initiative by *Friends of the Earth Spain*. It advocates the greatest possible prolongation of the useful life of products through the buying, sale, rent and exchange of second-hand goods. It has created a network of establishments that serve as a meeting point to swap unneeded objects and also repair them, thus avoiding the need to buy new ones. *Greenpeace* has also launched a campaign to promote the repair of mobile devices, against the current tendency to buy new ones all the time.

Consumer and user organizations are forming a common front against the abusive practice, pointing out that 99% of our products are planned to be obsolete before their time, something that on average will cost people between 40,000 and 50,000 euros during their lifetimes. The organizations claim that electrical appliances, for example, are currently made to last between two and twelve years, yet are made from materials that should comfortably remain useful for half a century at least. And tackling planned obsolescence is not only a battle against abusive use of resources and an unsustainable economic model, but also against climate change.

1 Add True or False, quoting the relevant information from the text to justify your answer. (2 points)

- a) Planned obsolescence is certainly expensive for consumers.
- b) The average life of a high-quality refrigerator or a microwave is of nearly fifty years.

2. Answer the following questions according to the information given in the text. Use your own words. (2 points)

- a) How harmful can planned obsolescence be for the environment?
- b) What measures are encouraged by the Spanish ecologist association mentioned in the text?

3. Find words or phrases in the text which mean the same as the following: (1 point)

- a) encourage, stimulate:
- b) chain, system:
- c) indiscriminately, arbitrarily:
- d) prevailing, present day:

4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)

- a) Companies should produce environmentally-respectful goods and services.
I wish (...)
- b) 'Have you ever seen a refrigerator operating with renewable energy?', Alice asked them.
Alice wanted to know (...)
- c) The directive aims to reduce the quantity of electronic waste generated by the EU. However, manufacturers continue to sell products difficult to repair.
Even though (...)
- d) On 4 July 2017, the European Parliament approved a resolution on a longer lifetime for products.
On 4 July 2017 (...)

5. Write a composition on the following: What are the advantages and disadvantages of living in a consumer society? (80-120 words): (3 points)

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Exercises 1, 2, and 3 are based on the text given below. The text you have to produce for exercise 6 can be drafted on the last sheet of the exam answer sheets, but please remember to give a clean version of it on another sheet (but first cross the draft out and insert the word “DRAFT” immediately before the draft).

TEXT

INTERACTIVE CINEMA

Going to the cinema can be an enjoyable and reasonably inexpensive evening out. That's why, despite competition from traditional television channels and online streaming services, cinema attendance in the UK is now higher than it has been since 1971. This increase is partially the result of a wider variety of films which appeal to different age groups. However, the overall numbers cover up a worrying trend. While there has been a large increase in the number of people over 55 years of age and of families with young children going to the cinema, teenagers and young adults are finding alternative forms of entertainment. If they get out of the habit of going to the cinema, where will the future audiences come from?

One theory as to why the younger generation finds the cinema to be less appealing than other forms of entertainment is because it requires them to disconnect from the outside world, as phone use is strongly discouraged or banned in cinemas. It seems that young people don't mind not talking to their friends sitting next to them, but not being able to check messages from others is another matter.

For this reason, Adam Aron, chairman and CEO of the American cinema chain AMC Entertainment, put forward the idea of mobile-friendly screenings. These would have given audiences the choice of watching the film undisturbed or choosing a different time when blogging, texting or even chatting was allowed. Reaction to the proposal was swift and almost entirely negative. Although Aron would have successfully solved a short-term problem, many were worried that, in the long run, his mobile-friendly screenings would legitimise the use of phones in cinemas. Two days later, worried about the financial effects on his business, he dropped the idea. Disappointing as it was, it would have allowed the majority of filmgoers to watch without phone noise, while also appealing to a new and younger audience.

Cinema owners in the Far East haven't been deterred, and young people are being tempted back into cinemas with the introduction of “bullet screens”. In these cinemas, people can send text messages commenting on the film they are watching, and these reactions are immediately shown on the screen. The audience can therefore react both to the film and to each other. Audience members have claimed that bullet screens make the whole cinema experience much more sociable and enjoyable, and some hope that one day, films will become even more interactive and allow filmgoers to influence what they see.

We don't know what the cinemas of the future will look like, but it seems without a doubt that they will have to adapt in order to survive. After all, if cinemas can make money by offering screenings that attract more young people and still be willing to offer traditional screenings as well, then surely everyone wins.

1. (1.5 points). Add True or False, quoting the relevant information from the text to justify your answer.

- 1.1. Since 1971, there has been an increase in the number of young people going to the cinema.
- 1.2. Adam Aron wanted to legitimise the use of phones in all cinemas.
- 1.3. Bullet screens allow audience members to share their opinions with other viewers.

2. (2.4 points). Choose THREE of the following questions and answer them according to the information given in the text. Use your own words.

- 2.1. Why are young people rejecting the cinema as a form of entertainment?
- 2.2. Why were so many people opposed to Adam Aron's idea?
- 2.3. What caused Aron to drop the idea of mobile-friendly cinemas?
- 2.4. How does the writer feel about the future of traditional cinemas?

3. (1 point). Find words or phrases in the text which mean the same as the ones below.

- 3.1. hide, conceal
- 3.2. suggested, proposed
- 3.3. quick, rapid
- 3.4. certain, sure

4. (0.5 points). Fill in the gap in TWO of the following sentences using ONE of the four options (a, b, c, d) given in each.

4.1. I'm trying to listen to the film. Please stop _____ on your phone.

- a) talk b) to talk c) talking d) talked

4.2. We haven't yet agreed _____ which film to see tonight.

- a) to b) with c) on d) for

4.3. If Aron hadn't been concerned about the financial effect on his business, he _____ dropped the idea.

- a) hasn't b) hadn't c) wasn't d) wouldn't have

5. (0.6 points). Rewrite TWO of the following sentences using the word or phrase(s) given after each of them.

5.1. Cinema attendance in the UK is now higher than it has been since 1971.

Before 1971,

5.2. Teenagers and young adults seem to prefer alternative forms of entertainment.

Alternative forms of entertainment seem

5.3. The audience can therefore react both to the film and to each other.

It is possible

6. (4 points). Choose ONE of the following tasks and write between 120 and 160 words:

6.1. A formal letter: You are applying for the position of Cinema Customer Service Assistant at Palafox Cinemas. The job requires excellent communication skills, the ability to assist customers with ticket purchases and concessions, and a passion for movies.

6.2. An e-mail to a friend describing the experience of attending a bullet screening you had last week. Explain the experience, say if you liked it or not and why and suggest a plan together.

PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

This exam consists of 6 exercises. They must be answered in English. You must do all the exercises. The marks assigned to each exercise are given between brackets at the beginning of the exercise.

Exercises 1, 2, and 3 are based on the text given below. The text you have to produce for exercise 6 can be drafted on the last sheet of the exam answer sheets, but please remember to give a clean version of it on another sheet (but first cross the draft out and insert the word "DRAFT" immediately before the draft).

TEXT

THE MULTIPLE BENEFITS OF HIKING FOR TEENAGERS

Did you know that many teens today miss out on their social development because they spend long periods of time stuck at home? Some of them may not even consider participating in outdoor activities, but the case is that those activities offer a wide range of physical, mental, and social benefits. For example, in today's fast-paced digital world, where screens dominate much of a teenager's time, hiking provides a refreshing and necessary escape into nature, whether it's a short trail in a local park or a challenging hike in the mountains.

One of the most significant advantages of hiking is its positive impact on physical health. Hiking is a full-body workout that improves cardiovascular fitness, strengthens muscles, and enhances endurance. Unlike structured sports, hiking allows teenagers to exercise at their own pace, making it an accessible activity for all fitness levels. Additionally, spending time outdoors exposes teenagers to fresh air and natural sunlight, which promotes vitamin D production and supports bone health.

Beyond physical benefits, hiking plays a crucial role in mental health. Many teenagers face stress and anxiety due to academic pressure, social challenges, and the demands of growing up. Hiking offers a break from these pressures by providing a peaceful and natural setting where they can relax and stop feeling anxious. Studies show that spending time in nature reduces stress hormones, improves mood, and enhances concentration.

Socially, hiking is an excellent way for teenagers to bond with friends and family. Unlike digital interactions, hiking encourages face-to-face conversations and teamwork, as is the case when people help each other climb steep sections, or simply share stories throughout the journey. It also provides an opportunity to develop leadership and problem-solving skills, as teenagers often need to plan routes, read maps, and make decisions on the trail.

Hiking allows teenagers to explore the natural world firsthand. For example, nature trails are paths through the countryside which have been designed so that you can see interesting plants and animals along the way. Hiking also encourages sustainable habits, such as respecting wildlife and reducing waste. This connection to nature can inspire lifelong interests in outdoor activities and environmental conservation.

Overall, hiking is a rewarding and enriching activity for teenagers. It promotes physical health, reduces stress, strengthens social bonds, and nurtures a deeper appreciation for the natural world. Encouraging teenagers to hike regularly can lead to lifelong benefits, helping them develop a healthier, happier, and more balanced lifestyle.

1. (1.5 points). Add True or False, quoting the relevant information from the text to justify your answer.

Only "T" or "F" or the full words "True" or "False" will be accepted as valid answers. Their translation into Spanish or another language will never be accepted, but if the justification is correct, 0.25 points will be awarded for each sentence. No points will be given for answers without their corresponding justification or if the justification is incorrect. Likewise, answers in which the justification is not a direct quote from the text or only consist of line numbers will not be scored. The use of quotation marks in the justification is not obligatory. Ellipses in parentheses, (...), may be used to indicate that parts of the original text have been omitted in the justification, but make sure those parts do not contain essential information for the justification.

- 1.1. Vitamin D is produced when teenagers benefit from fresh air and natural sunlight, which also contributes to strong and healthy bones.
- 1.2. In terms of social interaction, hiking prevents teenagers from connecting with friends and family.
- 1.3. Having to read maps while hiking is totally unrelated to the development of problem-solving talents.

- 2. (2.4 points). Choose THREE of the following questions and answer them according to the information given in the text. Use your own words.**
Each answer will be awarded 0.8 points. Provide only the number of answers requested; if you don't, only the first three answers you give will be corrected. The aim of this exercise is to evaluate both comprehension (up to 0.5 points) and linguistic accuracy (up to 0.3 points); in other words, the ability to communicate information inferred from the reading. Therefore, the literal reproduction of expressions from the text should be avoided. If the response is incomplete or includes information that does not appear in the text, an appropriate amount of points will be deducted.
- 2.1. Why is hiking said to have a positive impact on teenagers' physical health?
 - 2.2. How does hiking contribute to learning how to cope with the difficulties of growing up?
 - 2.3. What can teenagers learn about the natural world if they practise hiking?
 - 2.4. What good habits can continue or exist all through your life thanks to hiking?
- 3. (1 point). Find words or phrases in the text which mean the same as the ones below.**
0.25 points will be awarded for each answer, with four answers in total. This exercise aims to assess the comprehension of the text and the semantic value of certain terms that appear in it. Therefore, the answer can never be, for example, a synonym, or have a different grammatical form.
- 3.1. strength, tenacity:
 - 3.2. decisive, essential:
 - 3.3. renewable, environmentally friendly:
 - 3.4. awareness, recognition:
- 4. (0.5 points). Fill in the gap in TWO of the following sentences using ONE of the four options (a, b, c, d) given in each.**
0.25 points will be awarded for each correct answer. Provide only the number of answers requested; if you don't, only the first two sentences you use for answering will be corrected. In the answer sheet you can rewrite the whole sentence with the word or phrase of the option chosen or just give the letter of the option chosen (e.g., 4.x — c).
- 4.1. I thought the mountain hike was going to be boring, but it _____ to be the most unforgettable experience of my trip to Iceland.
 a) happened out b) turned out c) looked out d) turned up
 - 4.2. _____ kind of trail you are hiking on, all hikers should follow the ideal of Leave No Trace.
 a) the b) whatever c) which d) however
 - 4.3. Canada is a country of vast plains and heavy forested areas _____ are perfect for hiking.
 a) which b) in which c) where d) who
- 5. (0.6 points). Rewrite TWO of the following sentences using the word or phrase(s) given after each of them.**
0.30 points will be awarded for each correct answer, which must not alter the meaning of the original sentence. Provide only the number of answers requested; if you don't, only the first two answers you give will be corrected.
- 5.1. They have just opened a new hiking trail at the entrance of Ordesa National Park.
 A new hiking trail ...
 - 5.2. I regret not respecting wildlife when I go hiking.
 I wish ...
 - 5.3. We didn't plan the route well so it took us a whole day to reach the summit.
 If we ...
- 6. (4 points). Choose ONE of the following tasks and write between 120 and 160 words:**
Up to 1 point will be awarded to answers that comply with the genre, topic, and communicative goal requested. Although the structure of the requested genre may typically include a name or signature, you must not sign your answer or include any real or fictional name, as current PAU regulations prohibit the use of personal identifiers. The omission of such structural elements will not be considered a mistake by examiners. Up to 1.5 points will be awarded to aspects of cohesion, coherence, and quality of presentation. The remainder 1.5 points will cover aspects of lexis (form, including orthography, and variety), grammar, syntax included, and, where appropriate, variety in the linguistic repertoire. If the answer does not comply with the genre requested (email, essay, review), the answer will score 0 points.
- 6.1. An e-mail to a friend explaining the pros and cons of visiting a nature destination you know of.
 - 6.2. An opinion essay on the following statement: "Adventure movies such as the *Indiana Jones* saga are not worth watching".

PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

This exam consists of 6 exercises. They must be answered in English. You must do all the exercises. The marks assigned to each exercise are given between brackets at the beginning of the exercise.

Exercises 1, 2, and 3 are based on the text given below. The text you have to produce for exercise 6 can be drafted on the last sheet of the exam answer sheets, but please remember to give a clean version of it on another sheet (but first cross the draft out and insert the word "DRAFT" immediately before the draft).

TEXT

ON THE FUTURE OF HUMANITY: WHY TEENAGERS SHOULD CARE ABOUT SPACE EXPLORATION

Have you ever heard of the Apollo 11 mission? It was the spaceflight conducted from July 16 to July 24, 1969, by the United States that marked the first time humans landed on the Moon. Fifty-six years ago, the United States of America was just that—united. With excited breath and upward eyes, the nation watched with hope as Apollo 11 lifted off to put the first human on the Moon. However, July 16, 1969, represented not just progress for a country, but for all of humankind.

In fact, space exploration is one of the most exciting and important tasks of humankind today. It involves travelling beyond Earth to study planets, stars, and the universe as a whole. While it may seem like something that only scientists and astronauts care about, space exploration plays a crucial role in shaping the future of humanity, and it impacts our daily lives in ways we may not even realize, as did the Apollo 11 mission for people all over the world in 1969.

One of the biggest reasons why space exploration is important is that it helps us understand our own planet better. By studying other planets and their atmospheres, scientists can learn more about Earth's climate and how to protect it. For example, studying Mars' history of water loss helps us to understand climate change and its potential effects on our world. Another major benefit of space exploration is technological advancement. Many of the technologies we use today were originally developed for space missions. GPS systems, weather forecasting, satellite communication, and even medical advancements like magnetic resonance have roots in space research.

Additionally, space exploration is essential for the future of humanity. Earth has limited resources, and one day, we may need to explore other planets for survival. Establishing human settlements on the Moon or Mars might be necessary for the long-term survival of our species, and learning how to live and work in space prepares us for that future. It was the fulfilment of this necessity that was pioneered by Commander Neil Armstrong and Pilot Buzz Aldrin, the astronauts that landed the Apollo Lunar Module Eagle on July 20, 1969. Armstrong and Aldrin became the first persons to step onto the Moon's surface. They spent about two hours exploring a site they named Tranquility Base, and collected 21.5 kg of lunar material to bring back to Earth for scientific study into the future.

1. (1.5 points). Add True or False, quoting the relevant information from the text to justify your answer.

Only "T" or "F" or the full words "True" or "False" will be accepted as valid answers. Their translation into Spanish or another language will never be accepted, but if the justification is correct, 0.25 points will be awarded for each sentence. No points will be given for answers without their corresponding justification or if the justification is incorrect. Likewise, answers in which the justification is not a direct quote from the text or only consist of line numbers will not be scored. The use of quotation marks in the justification is not obligatory. Ellipses in parentheses, (...), may be used to indicate that parts of the original text have been omitted in the justification, but make sure those parts do not contain essential information for the justification.

- 1.1. Exploring space is among the most thrilling and significant projects of humanity today.
- 1.2. Scientists will never gain a deeper understanding of Earth's climate and ways to protect it by examining other planets and their atmospheres.
- 1.3. Tranquility Base is the name which Armstrong and Aldrin gave to the lunar site they explored after setting foot on the Moon's surface.

- 2. (2.4 points). Choose THREE of the following questions and answer them according to the information given in the text. Use your own words.**

Each answer will be awarded 0.8 points. Provide only the number of answers requested; if you don't, only the first three answers you give will be corrected. The aim of this exercise is to evaluate both comprehension (up to 0.5 points) and linguistic accuracy (up to 0.3 points); in other words, the ability to communicate information inferred from the reading. Therefore, the literal reproduction of expressions from the text should be avoided. If the response is incomplete or includes information that does not appear in the text, an appropriate amount of points will be deducted.

- 2.1. What is meant by the term "Apollo 11 mission"?
- 2.2. How can space exploration help us to understand planet Earth better?
- 2.3. Why is modern technology said to be dependent on space exploration?
- 2.4. What is the relationship between establishing human bases on Mars and the survival of humankind?

- 3. (1 point). Find words or phrases in the text which mean the same as the ones below.**

0.25 points will be awarded for each answer, with four answers in total. This exercise aims to assess the comprehension of the text and the semantic value of certain terms that appear in it. Therefore, the answer can never be, for example, a hypernym, or have a different grammatical form.

- 3.1. projects, responsibilities:
- 3.2. building, creating:
- 3.3. notable, principal:
- 3.4. begun, initiated:

- 4. (0.5 points). Fill in the gap in TWO of the following sentences using ONE of the four options (a, b, c, d) given in each.**

0.25 points will be awarded for each correct answer. Provide only the number of answers requested; if you don't, only the first two sentences you use for answering will be corrected. In the answer sheet you can rewrite the whole sentence with the word or phrase of the option chosen or just give the letter of the option chosen (e.g., 4.x — c).

- 4.1. Teenagers should be _____ of the benefits of space exploration.
a) familiar b) aware c) keen d) acquainted
- 4.2. I really wish I _____ of the Apollo 11 mission when I worked for NASA in the early 90s.
a) would hear b) had listened c) heard d) had heard
- 4.3. Philip had met the new astronaut just before the accident, when she _____ trained in a New Mexico NASA complex.
a) was being b) was c) did d) is being

- 5. (0.6 points). Rewrite TWO of the following sentences using the word or phrase(s) given after each of them.**

0.30 points will be awarded for each correct answer, which must not alter the meaning of the original sentence. Provide only the number of answers requested; if you don't, only the first two answers you give will be corrected.

- 5.1. GPS systems exist because space research became a human undertaking a long time ago.
If space research ...
- 5.2. Allegedly, two people wrote the book about the first space walk.
Allegedly, the book about the first space walk ...
- 5.3. The second film about the Apollo Moon landing was not as interesting as the first film.
The first film about the Apollo Moon landing was ...

- 6. (4 points). Choose ONE of the following tasks and write between 120 and 160 words:**

Up to 1 point will be awarded to answers that comply with the genre, topic, and communicative goal requested. Although the structure of the requested genre may typically include a name or signature, you must not sign your answer or include any real or fictional name, as current PAU regulations prohibit the use of personal identifiers. The omission of such structural elements will not be considered a mistake by examiners. Up to 1.5 points will be awarded to aspects of cohesion, coherence, and quality of presentation. The remainder 1.5 points will cover aspects of lexis (form, including orthography, and variety), grammar, syntax included, and, where appropriate, variety in the linguistic repertoire. If the answer does not comply with the genre requested (email, essay, review), the answer will score 0 points.

- 6.1. An e-mail to a friend recommending him or her to read biographies about scientific pioneers such as Marie Curie or Isaac Newton.
- 6.2. A for-and-against essay on the following statement: "Billions of dollars are being wasted on space research. The money could be better employed if used to improve the living conditions of people on Earth".

PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

This exam consists of 6 exercises divided into 3 parts. All the exercises must be answered in English. You must do all the exercises. The marks assigned to each exercise are given between brackets at the beginning of the exercise.

Exercises 1 and 2 (Part 1), and 3 (Part 2), are based on the text given below. The text you have to produce for exercise 6 (Part 3) can be drafted on the last sheet of the exam answer sheets, but please remember to give a clean version of it on another sheet (but first cross the draft out and insert the word "DRAFT" immediately before the draft).

TEXT

HOW VIDEO GAMES CAN INSPIRE A GREEN NEW WORLD

In September 2014, over 300,000 people packed the streets of New York for the People's Climate March. One of the demonstration's leaders, Sam Barratt, has cofounded Playing for the Planet, an initiative that aims to inspire environmental change in and through the video game industry. Barratt described video games as a precious medium, one that is so social and goal-oriented that it can raise awareness more successfully than movies, music, or even social media platforms.

Barratt sees video games as a perfect forum for climate discourse because they can engage large crowds in new kinds of conversations. Playing for the Planet has organised four "green game jams", remote workshops in which game companies discuss sustainable themes and design gameplay mechanics. These efforts ultimately rest on the idea that the medium might help create a new generation of ecologically minded citizens.

Along with these top-down initiatives, players themselves have proven more than capable of playing "sustainably" and "eco-critically", particularly within open-world games based on free exploration. The genre often employs natural landscapes which facilitate extensive player choice. Michelle Westerlaken, a researcher at the University of Cambridge, decided to play *The Legend of Zelda: Breath of the Wild* as a vegan, avoiding the use of animal products. As part of a discussion about the topic on Reddit, she explained that she was able to follow the rules of veganism more strictly than in the actual world. Even though gaming is so often thought of as a lonely experience, a new kind of conversation was being created.

Games give players the chance to try new roles. For Nicholas Lund, the open-world Western called *Red Dead Redemption 2* offered a space in which to express his real-life passion for birds. He exchanged physical binoculars for virtual ones, making the game's protagonist pass the time birdwatching. This was the perfect game to do so, overflowing with so much wildlife that researchers say it improves knowledge of natural phenomena. "I really felt that I was transported to a place where the world was different", Lund said. "We don't feel the presence of nature like that anymore".

These video games and their stories are spaces of possibility that ask us to experiment and act, all while encouraging a healthy, and perhaps underrated, sense of adventure. Such qualities are vital as we collectively consider what it means to live through devastating environmental change and imagine a greener world.

(Adapted from "From pixels to politics", Atmos)

PART 1. Reading Comprehension (3.9 points)

1.1. (1.5 points). Add True or False, quoting the relevant information from the text to justify your answer.

Only "T" or "F" or the full words "True" or "False" will be accepted as valid answers. Their translation into Spanish or another language will never be accepted, but if the justification is correct, 0.25 points will be awarded for each sentence. No points will be given for answers without their corresponding justification or if the justification is incorrect. Likewise, answers in which the justification is not a direct quote from the text or only consist of line numbers will not be scored. The use of quotation marks in the justification is not obligatory. Ellipses in parentheses, (...), may be used to indicate that parts of the original text have been omitted in the justification, but make sure those parts do not contain essential information for the justification.

1.1.1. Open-world games aim to limit players' freedom to make the experience more challenging.

1.1.2. The hero of the *Zelda* games is a vegan character.

1.1.3. Researchers suggest that some video games can increase knowledge about nature.

1.2. (2.4 points). Choose **THREE** of the following questions and answer them according to the information given in the text. Use your own words.

Each answer will be awarded 0.8 points. Provide only the number of answers requested; if you don't, only the first three answers you give will be corrected. The aim of this exercise is to evaluate both comprehension (up to 0.5 points) and linguistic accuracy (up to 0.3 points); in other words, the ability to communicate information inferred from the reading. Therefore, the literal reproduction of expressions from the text should be avoided. Points will be deducted if the response is incomplete or includes information that does not appear in the text.

1.2.1. What is the purpose of a "green game jam"?

1.2.2. What does Michelle Westerlaken's experience suggest about video games as spaces for experimentation?

1.2.3. How did *Red Dead Redemption 2* allow Nicholas Lund to express his interest in nature?

1.2.4. Why are video games important when thinking about environmental change?

PART 2. Use of English (2.1 points)

2.1. (1 point). Find words or phrases in the text which mean the same as the ones below.

0.25 points will be awarded for each answer, with four answers in total. This exercise aims to assess the comprehension of the text and the semantic value of certain terms that appear in it. Therefore, the answer can never be, for example, a hypernym, or have a different grammatical form.

2.1.1. chose, resolved:

2.1.2. obey, stick to:

2.1.3. taken, delivered:

2.1.4. promoting, fostering:

2.2. (0.5 points). Fill in the gap in **TWO** of the following sentences using **ONE** of the four options (a, b, c, d) given in each.

0.25 points will be awarded for each correct answer. Provide only the number of answers requested; if you don't, only the first two sentences you use for answering will be corrected. In the answer sheet you can rewrite the whole sentence with the word or phrase of the option chosen or just give the letter of the option chosen (e.g., 4.x — c).

2.2.1. _____ generating billions of dollars annually, the gaming industry is less prestigious than the film industry.

a) Despite of b) Despite c) In spite of the fact that d) Although

2.2.2. I sold all my games after my grandma threw _____ my Nintendo Switch.

a) away b) up c) down d) under

2.2.3. How long _____ video games?

a) since you play b) have you being playing c) did you used to play d) have you been playing

2.3. (0.6 points). Rewrite **TWO** of the following sentences using the word or phrase given below each of them.

0.30 points will be awarded for each correct answer, which must not alter the meaning of the original sentence. Provide only the number of answers requested; if you don't, only the first two answers you give will be corrected.

2.3.1. You shouldn't play games on school nights.

If I ...

2.3.2. My brother asked me, "Can you help me beat this game?"

My brother asked ...

2.3.3. The invention of virtual reality is transforming video game companies.

Video game companies ...

PART 3. Written Production (4 points)

3. (4 points). Choose **ONE** of the following tasks and write between 120 and 160 words:

Up to 1 point will be awarded to answers that comply with the genre, topic, and communicative goal requested. Up to 1.5 points will be awarded to aspects of cohesion, coherence, and quality of presentation. The remainder 1.5 points will cover aspects of lexis (form, including orthography, and variety), grammar, syntax included, and, where appropriate, variety in the linguistic repertoire. If the answer does not comply with the genre (email, essay, review) and the topic requested, the answer will score 0 points.

3.1. Your name is Susan, and playing video games is an important part of your life. Write an email to your favourite video game company. Suggest one or two ways they could make their games more environmentally friendly or educational.

3.2. Write an opinion essay on the following statement: "Video games have the power to change the way people think about the real world".

PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

This exam consists of 6 exercises divided into 3 parts. All the exercises must be answered in English. You must do all the exercises. The marks assigned to each exercise are given between brackets at the beginning of the exercise.

Exercises 1 and 2 (Part 1), and 3 (Part 2), are based on the text given below. The text you have to produce for exercise 6 (Part 3) can be drafted on the last sheet of the exam answer sheets, but please remember to give a clean version of it on another sheet (but first cross the draft out and insert the word "DRAFT" immediately before the draft).

TEXT

LEARNING LANGUAGES TWO MINUTES EACH DAY

Duolingo is the most frequently downloaded education app in the world. It was founded by the Guatemalan computer scientist Luis von Ahn, known for creating the test CAPTCHA, designed to tell computers and humans apart. In 2009, shortly after developing the system called reCAPTCHA, von Ahn sold it to Google for a sum that would ensure neither he nor his future children would ever need to work.

Instead of retiring, he set up a new project, Duolingo, whose popularity spiked dramatically in March 2020, when COVID-19 shut hundreds of millions of people in their homes. But attracting people is one thing, and getting them to stay is another—this is Duolingo's core business. When you begin a course on the app, you are greeted by the company's mascot, a green owl named Duo. Then, cartoon characters speak sentences to you and prompt you to translate them. Users are reminded to finish at least one lesson each day. They earn points and trophies, and move through increasingly challenging levels.

In order to engage learners' brains in different ways, Duolingo deliberately limits the kind of explicit grammar instruction we might associate with an old-fashioned foreign-language class. It pushes learners to use the building blocks of a language, and to understand, through that experience, how they fit together. The lessons do not exceed, on average, two minutes, although that length has been decreasing. "Already we're a little worried that younger generations actually expect thirty-second activities, not a two-minute thing", von Ahn said.

Another key element is the number of user repetitions, which generates an enormous amount of data. While the app teaches users, users are simultaneously teaching the app to be a better instructor. Duolingo is now using GPT-4, a large language model created by the artificial-intelligence company OpenAI. It has been trained on far more data than previous models.

Von Ahn believes that artificial intelligence would eventually make computers better teachers than people. He considers this a hopeful development, since more people have access to smartphones than to high-quality education. "I really want people to be able to learn for free", he said.

Surprisingly, a recent study reveals that most teachers do not oppose Duolingo. Instead, they see it as supplemental to the kind of deep immersion that language learning requires. Despite von Ahn's predictions, they find it highly unlikely that apps will replace human instructors in the upcoming future.

(Adapted from "How much can Duolingo teach us?", The New Yorker)

PART 1. Reading Comprehension (3.9 points)

1.1. (1.5 points). Add True or False, quoting the relevant information from the text to justify your answer.

Only "T" or "F" or the full words "True" or "False" will be accepted as valid answers. Their translation into Spanish or another language will never be accepted, but if the justification is correct, 0.25 points will be awarded for each sentence. No points will be given for answers without their corresponding justification or if the justification is incorrect. Likewise, answers in which the justification is not a direct quote from the text or only consist of line numbers will not be scored. The use of quotation marks in the justification is not obligatory. Ellipses in parentheses, (...), may be used to indicate that parts of the original text have been omitted in the justification, but make sure those parts do not contain essential information for the justification.

1.1.1. CAPTCHA was the first education app designed by Luis von Ahn.

1.1.2. Duolingo motivates learners to keep using the app.

1.1.3. Von Ahn sees artificial intelligence as a threat to education.

1.2. (2.4 points). Choose THREE of the following questions and answer them according to the information given in the text. Use your own words.

Each answer will be awarded 0.8 points. Provide only the number of answers requested; if you don't, only the first three answers you give will be corrected. The aim of this exercise is to evaluate both comprehension (up to 0.5 points) and linguistic accuracy (up to 0.3 points); in other words, the ability to communicate information inferred from the reading. Therefore, the literal reproduction of expressions from the text should be avoided. Points will be deducted if the response is incomplete or includes information that does not appear in the text.

1.2.1. In which ways are Duolingo lessons different from traditional language teaching?

1.2.2. Why are Duolingo developers concerned about our attention spans?

1.2.3. Why does Duolingo improve when interacting with users?

1.2.4. What does von Ahn think about human teachers of languages?

PART 2. Use of English (2.1 points)

2.1. (1 point). Find words or phrases in the text which mean the same as the ones below.

0.25 points will be awarded for each answer, with four answers in total. This exercise aims to assess the comprehension of the text and the semantic value of certain terms that appear in it. Therefore, the answer can never be, for example, a hypernym, or have a different grammatical form.

2.1.1. excellent, first-rate:

2.1.2. giving up work, stopping working:

2.1.3. difficult, demanding:

2.1.4. traditional, out of date:

2.2. (0.5 points). Fill in the gap in TWO of the following sentences using ONE of the four options (a, b, c, d) given in each.

0.25 points will be awarded for each correct answer. Provide only the number of answers requested; if you don't, only the first two sentences you use for answering will be corrected. In the answer sheet you can rewrite the whole sentence with the word or phrase of the option chosen or just give the letter of the option chosen (e.g., 4.x — c).

2.2.1. If only I _____ the English exam! My grade was 4.2 out of 10.

a) wouldn't pass b) can pass c) had passed d) passed

2.2.2. The founder of Duolingo was brought _____ in Guatemala City.

a) over b) up c) down d) as

2.2.3. People learn languages _____ they can travel abroad.

a) so that b) in order to c) despite d) to

2.3. (0.6 points). Rewrite TWO of the following sentences using the word or phrase given below each of them.

0.30 points will be awarded for each correct answer, which must not alter the meaning of the original sentence. Provide only the number of answers requested; if you don't, only the first two answers you give will be corrected.

2.3.1. "Tomorrow I must make an important decision", von Ahn told the reporter.

Von Ahn told the reporter ...

2.3.2. I didn't accept the terms and conditions, so I was unable to use the app.

If I ...

2.3.3. The development of artificial intelligence is changing language lessons.

Languages lessons ...

PART 3. Written Production (4 points)

3. (4 points). Choose ONE of the following tasks and write between 120 and 160 words:

Up to 1 point will be awarded to answers that comply with the genre, topic, and communicative goal requested. Up to 1.5 points will be awarded to aspects of cohesion, coherence, and quality of presentation. The remainder 1.5 points will cover aspects of lexis (form, including orthography, and variety), grammar, syntax included, and, where appropriate, variety in the linguistic repertoire. If the answer does not comply with the genre (email, essay, review) and the topic requested, the answer will score 0 points.

3.1. Write an opinion essay on the following statement: "In the 21st century, human teachers are not essential anymore".

3.2. You work for a technology magazine. Write a review of the mobile app you use more frequently.



COLEGIO DEL SALVADOR

PAU ENGLISH DOSSIER

TEXTS + WRITING

2º BACHILLERATO

PAU practice and writing toolkit

Clear ideas. Strong language. Better writing.

Academic year 2026-2027

PAU WRITING TOOLKIT

2º BACHILLERATO

From a basic answer to a strong B2 response

Clear. Developed. Accurate. Varied. Natural.

1. BEFORE YOU WRITE: UNDERSTAND THE TASK

Before writing your first sentence, spend 2-3 minutes planning.

WHO am I writing to?

A friend? A company? A general reader?

WHY am I writing?

To give my opinion? Complain? Recommend something? Ask for information?

WHAT register do I need?

Formal / neutral / informal?

WHAT exactly must I include?

Underline the key ideas in the task. Missing part of the task can seriously weaken an otherwise good piece of writing.

THE 30-SECOND TEST

Before you start, you should be able to complete this sentence:

I am writing a _____ to _____ in order to _____.

Example: I am writing an opinion essay for a general reader in order to discuss whether AI should be used at school and give my opinion.

If you cannot complete that sentence, you are not ready to start writing yet.

2. PLAN -> DEVELOP -> CONNECT

A good writing is not a collection of correct sentences.

Basic

Social media has many advantages. It helps us communicate. It is also useful for studying. Students can find information online.

Stronger

One of the main advantages of social media is that it allows teenagers to stay connected regardless of distance. This can be particularly useful for students who have friends or relatives living abroad, as they can communicate instantly and maintain relationships that might otherwise become weaker.

The trick: IDEA -> EXPLAIN -> EXAMPLE / RESULT

IDEA: Part-time jobs can teach teenagers valuable skills.

EXPLAIN: Having a job requires them to manage their time and take responsibility for their duties.

EXAMPLE / RESULT: As a result, they may become more independent and better prepared for adult life.

3. STOP REPEATING BASIC WORDS

You do not need extremely difficult vocabulary. You need more precise vocabulary.

Instead of...	Try...
good	beneficial / effective / enjoyable / worthwhile
bad	harmful / ineffective / disappointing
very important	essential / crucial
very interesting	fascinating / engaging
big problem	major / serious problem
get experience	gain experience
get better	improve
help people	benefit people / enable people to...
a lot of	a great deal of / a wide range of
things	aspects / factors / issues / opportunities
people	individuals / teenagers / consumers / students - be specific!
make better	improve / enhance
make worse	worsen / have a negative impact on

More sophisticated does not automatically mean better.

Do not write: The utilisation of technological apparatuses facilitates interpersonal communicative processes.

when you can write: Technology makes it easier for people to communicate.

Natural English wins.

4. UPGRADE YOUR SENTENCES

Relative clauses

Basic: Teenagers use social media. Social media can be addictive.

Better: Teenagers frequently use social media, which can become addictive if it is not used responsibly.

Conditionals

If students relied entirely on AI, they might gradually lose some of their ability to think independently.

Although / Even though

Although technology has made our lives easier, it has also created new problems.

Despite / In spite of

Despite being extremely useful, smartphones can easily become a distraction.

Remember: although + subject + verb / despite + noun or -ing

Not only... but also...

Part-time jobs not only provide teenagers with extra money but also teach them valuable life skills.

Use advanced structures when they fit. Do not force them into every essay.

5. LINKING WORDS: QUALITY, NOT QUANTITY

You do not need to use twenty connectors in one writing. Choose a linker because it expresses the relationship between your ideas, not because it sounds B2.

Function	Useful choices
Adding	In addition, / Moreover, / Furthermore, / What is more,
Contrasting	However, / Nevertheless, / On the other hand,
Conceding	Although / Even though / Despite / In spite of
Result	Therefore, / Consequently, / As a result, / For this reason,
Examples	For example, / For instance, / such as
Conclusion	In conclusion, / To sum up, / All in all,

6. MAKE COHESION LESS OBVIOUS

Correct but mechanical:

Firstly, technology saves time. Secondly, it gives us access to information.

More natural:

Technology can save us a considerable amount of time. Another major benefit is the immediate access to information it provides.

You can connect ideas through grammar and vocabulary, not only through obvious linking words.

7. FORMAL DOES NOT MEAN ROBOTIC

Avoid empty, memorised introductions such as:

Since the dawn of time, society has debated...

Better:

Combining school with a part-time job is becoming increasingly common among teenagers. While working can provide valuable experience, it may also make it more difficult for students to focus on their education.

8. THE SPANISH SPEAKER DANGER ZONE

Do not write	Write
I am agree	I agree
people is	people are
the people think	people think
depend of	depend on
nowadays the teenagers	nowadays, teenagers
make sport	do / play sport
assist to class	attend class
actually (= actualmente)	currently / nowadays
sensible (= sensible)	sensitive
informations	information
advices	advice
homeworks	homework

Do not write	Write
according to me	in my opinion
explain me	explain to me
discuss about	discuss
despite of	despite / in spite of

Also: use on the other hand only when there really is another side to contrast.

9. YOUR B2 TOOLBOX

Do not memorise entire essays. Learn reusable structures that you can adapt naturally.

- One of the main advantages of ___ is that...
- A further issue worth considering is...
- This is particularly important because...
- This may lead to...
- This does not necessarily mean that...
- Although it is true that ___, we should also consider...
- There is no doubt that...
- Whether ___ is beneficial largely depends on...
- This can have a positive / negative impact on...
- The main reason for this is that...
- A good example of this would be...
- From my point of view,...
- Taking everything into account,...

These are building blocks, not a template.

10. THE LAST 3 MINUTES: START CHECKING

When you finish, do not immediately put your pen down. Use the last minutes to improve accuracy and task achievement.

TASK

- ☐ Have I answered everything?
- ☐ Have I used the correct text type?
- ☐ Is my register appropriate?

ORGANISATION

- ☐ Have I used clear paragraphs?
- ☐ Does every paragraph have a purpose?
- ☐ Are my ideas developed rather than simply listed?

LANGUAGE

- ☐ Have I repeated good, bad, things, people or very too often?
- ☐ Have I used some precise vocabulary and collocations?
- ☐ Have I included different grammatical structures?

ERROR HUNT

- ☐ subject-verb agreement
- ☐ verb tenses
- ☐ articles (a / an / the)
- ☐ prepositions
- ☐ singular / plural

☐ spelling

☐ punctuation

Final question: Can I improve ONE sentence before handing it in? If yes, do it.

11. THE PAU WRITING MINDSET

DO NOT TRY TO SOUND IMPRESSIVE.

CLEAR - I understand exactly what you mean.

DEVELOPED - Your ideas go somewhere.

ACCURATE - You control the language you use.

VARIED - You show different vocabulary and structures.

NATURAL - It sounds like English, not a translated Spanish essay.

Simple + accurate + developed beats complicated + unnatural.

INFORMAL EMAIL

PAU WRITING - 2º BACHILLERATO

Write naturally. Sound friendly. Complete the task.

Goal: learn how to turn a correct email into a natural, developed B2 response.

1. KNOW THE GENRE

An informal email is usually written to someone you know: a friend, classmate, exchange student or relative.

Your goal may be to: give or react to news; invite someone; give advice; make plans; describe an experience; answer questions; suggest or recommend something.

REGISTER: INFORMAL

Use: contractions (I'm, I've, don't, can't, I'd); natural questions; friendly expressions; phrasal verbs; and direct interaction with the reader.

Do not sound like an essay.

Incorrect register: Moreover, I would like to inform you that the concert was extremely enjoyable.

Natural: Anyway, you would've loved the concert - the atmosphere was amazing!

2. ANALYSE THE TASK

PAU-STYLE TASK

Your English friend Sam is thinking about visiting your city after finishing school. Write an email telling Sam what you could do together, recommending a place you think they would enjoy and explaining why you think the trip would be a good way to celebrate the end of Bachillerato. Write approximately 180 words.

WHO? Sam, a friend

PURPOSE? Give information + recommend + explain

REGISTER? Informal

CONTENT? what you could do together; one place you recommend + why; why the trip would be a good celebration

TASK ACHIEVEMENT ALERT: Fantastic English cannot compensate for leaving out part of the task. Answer every bullet point.

3. BUILD YOUR ANSWER

Use this as a flexible plan, not as a script to memorise.

OPENING

React / establish contact + reason for writing.

Hi Sam,

Great to hear that you're thinking of coming here after exams! I've already got about a million ideas for what we could do.

BODY 1

First task point + development.

BODY 2

Second / third task points + development.

CLOSING

Interaction + future contact.

Anyway, let me know what you think. If you decide to come, we'll start planning properly!

Take care,

Alex

4. LANGUAGE THAT ACTUALLY WORKS

Reacting to news

Great to hear from you! / I'm so glad you told me about... / I can't believe...! / That sounds amazing!

Changing topic naturally

Anyway,... / By the way,... / As for... / Speaking of... / You know what?

Making suggestions

Why don't we...? / We could always... / How about + -ing...? / If you're up for it, we could... / I'd definitely take you to...

Recommending

You'd absolutely love... / It's definitely worth visiting. / I think it'd be right up your street. / The best thing about it is... / What makes it special is...

Talking about plans

I'm really looking forward to... / I've been meaning to... / It'd be great to... / We could finally...

Ending naturally

Anyway, let me know what you think. / Write back when you get a chance. / Can't wait to hear from you! / Keep me posted! / Talk soon!

5. BASIC SAMPLE

Hi Sam,

How are you? I'm very happy that you want to visit my city after school finishes. I think we can do many things together and have a good time.

First, we can walk around the city centre and visit some monuments. We can also go shopping and eat in some restaurants. There are many nice places and I think you will like them. I also want to take you to a park near my house because it is very beautiful and we can relax there.

I recommend visiting the old town because it is very interesting and there are many historic buildings. There are also cafés where we can sit and talk.

I think this trip will be a good way to celebrate the end of Bachillerato because this year has been difficult and we need to relax after all the exams. It will also be nice to spend some time together.

Please tell me what you think.

*See you soon,
Alex*

6. STRONG B2 SAMPLE

Hi Sam,

Great to hear you're actually thinking of coming over once we've finished our exams! After this year, I think we definitely deserve a few days without textbooks anywhere in sight.

There's loads we could do while you're here. I'd take you around the city centre, obviously, but I'd also love to show you some of the places tourists usually miss. We could grab something to eat, wander around the old town and maybe go to an outdoor concert if there's one on.

One place you shouldn't miss is the riverside area at sunset. It's one of my favourite parts of the city because it's lively without being ridiculously crowded, and there are plenty of cafés where we could just sit and catch up. I honestly think it'd be right up your street.

More than anything, it'd be the perfect way to celebrate finally finishing Bachillerato. We've spent months worrying about deadlines and exams, so switching off for a few days sounds pretty good to me!

Anyway, keep me posted. Fingers crossed you can make it!

Take care,
Alex

7. WHY IS THE SECOND ONE BETTER?

1. MORE PRECISE VOCABULARY

Basic: do many things

Stronger: wander around the old town / grab something to eat / go to an outdoor concert

The language creates a clearer picture.

2. IDEAS ARE DEVELOPED

Basic: I recommend visiting the old town because it is very interesting.

Stronger: It's one of my favourite parts of the city because it's lively without being ridiculously crowded...

Opinion -> reason -> detail.

3. IT SOUNDS LIKE AN EMAIL

Basic: I think this trip will be a good way to celebrate...

Stronger: After this year, I think we definitely deserve a few days without textbooks anywhere in sight.

The second writer has a clearer voice.

4. BETTER SENTENCE VARIETY

The stronger version naturally includes relative clauses, conditionals, gerunds and -ing clauses. The important word is naturally: none of the structures feels forced.

5. BETTER COHESION

Instead of relying on Firstly / Secondly / Moreover / In conclusion, the stronger email uses natural links such as while you're here, but I'd also, because, more than anything, so, anyway.

8. STEAL THESE STRUCTURES

Do not memorise the email. Steal the structures and adapt them.

- Great to hear you're thinking of -ing...
- There's loads we could do while...
- I'd love to show you...
- One place you shouldn't miss is...
- What I like most about ___ is...
- It's one of my favourite ___ because...
- You'd absolutely love it.
- I think it'd be right up your street.
- After ___, we definitely deserve...
- More than anything,...
- Anyway, keep me posted.
- Fingers crossed...!

CHALLENGE: Can you use three of these naturally in your next email?

9. COMMON MISTAKES

Do not write	Write
I recommend you to visit	I recommend visiting
I suggest you to go	I suggest going / I suggest that you go
We can go to shopping	We can go shopping
I hope see you soon	I hope to see you soon
I'm waiting your answer	I'm waiting for your answer
Explain me your plans	Explain your plans to me
It will be funny	It will be fun
We will enjoy a lot	We will have a great time
I have a good new	I have some good news
I'm agree with you	I agree with you

FUN vs FUNNY

fun = enjoyable: The trip was really fun.

funny = makes you laugh / strange: The film was really funny.

10. BEFORE YOU HAND IT IN

- ☐ Did I answer every part of the task?
- ☐ Does it actually sound like I'm writing to a friend?
- ☐ Have I used contractions?
- ☐ Have I interacted with the reader?
- ☐ Have I developed my ideas?
- ☐ Have I used specific vocabulary rather than good / nice / things repeatedly?
- ☐ Have I varied my sentence structures?

- ☐ Have I divided the email into paragraphs?
- ☐ Have I used a natural opening and ending?
- ☐ Have I checked grammar and spelling?

11. YOUR TURN

TASK A - ADVICE

Your English-speaking friend Jamie is feeling stressed about their final school exams and has asked you for advice. Write an email explaining what helps you deal with exam stress, suggesting two things Jamie could try and encouraging them not to worry too much.

TASK B - PLANS

Your friend Mia is coming to stay with you for a weekend. Write an email suggesting what you could do, explaining what she should bring and telling her about one plan you are particularly excited about.

TASK C - EXPERIENCE

You recently tried something new for the first time. Write an email to an English-speaking friend describing what you did, explaining how you felt and saying whether you would recommend the experience.

Target: approximately 180 words.

EXTRA CHALLENGE: FROM BASIC TO B2

Improve this:

We can go to the city centre. It is very nice and there are many things to do.

Do not simply replace nice with amazing. Develop the idea.

Example:

We could spend an afternoon exploring the city centre, where there are plenty of small cafés, independent shops and lively squares that you would probably love.

Remember: a strong B2 email is not impressive because it contains difficult words. It is strong because it is natural, precise, developed and accurate.

FORMAL EMAIL - APPLICATION

PAU WRITING - 2º BACHILLERATO

Be professional. Be specific. Prove what you claim.

Goal: learn how to write a convincing B2 application without sounding robotic or memorised.

1. KNOW THE GENRE

A formal application email is written to a company, organisation, institution or person you do not know personally. Your aim is to apply for a job, course, programme, volunteering opportunity or similar position.

REGISTER: FORMAL / PROFESSIONAL

Use: full forms rather than contractions; polite and precise language; relevant qualifications and experience; clear paragraphing; and an appropriate formal closing.

Avoid: slang, emojis, chatty expressions, exaggerated claims and empty adjectives such as very good, nice, perfect.

Formal does not mean complicated.

Too basic: I want this job because I think it will be very good for me.

Better: I am particularly interested in the position because it would allow me to gain practical experience while developing my communication skills.

2. ANALYSE THE TASK

PAU-STYLE TASK

You have seen an advertisement for a summer activity assistant at an international youth camp. Write an email applying for the position. Explain why you are interested, describe the skills or experience that make you suitable and state when you would be available. Write approximately 180 words.

WHO? The person responsible for recruitment at an international youth camp.

PURPOSE? Apply for a summer position.

REGISTER? Formal and professional.

CONTENT? why you are interested; relevant skills/experience; your availability.

Golden rule: do not simply say you are suitable. Show why.

3. BUILD YOUR APPLICATION

Think of the email as four clear moves.

1 - OPENING: state your purpose

Dear Sir or Madam,

I am writing to apply for the position of summer activity assistant advertised on your website.

2 - SUITABILITY: skills + evidence

Choose two or three relevant qualities and connect them to something you have done.

3 - MOTIVATION + AVAILABILITY

Explain why the opportunity interests you and clearly state when you can work.

4 - CLOSING

Thank you for considering my application. I look forward to hearing from you.

Yours faithfully,

Alex Martin

4. CLAIM -> EVIDENCE -> RELEVANCE

This is the most important upgrade in an application.

Weak claim:

I am responsible, friendly and hardworking.

Stronger:

Last summer, I volunteered at a local sports club, where I helped organise activities for younger children. This experience taught me how to work as part of a team and remain calm when dealing with unexpected situations.

Why is it stronger? The writer does not ask the examiner to believe a list of adjectives. The experience provides evidence for the qualities.

Useful pattern:

EXPERIENCE -> WHAT YOU DID -> WHAT YOU LEARNT -> WHY IT IS RELEVANT

5. LANGUAGE THAT ACTUALLY WORKS

Opening

I am writing to apply for... / I am writing in response to your advertisement for... / I would like to apply for the position of...

Describing current situation

I am currently completing my final year of Bachillerato. / I have a good command of English. / I am particularly interested in working with young people.

Giving evidence

Last summer, I worked / volunteered... / Through this experience, I developed... / This role taught me how to... / I was responsible for...

Showing suitability

I believe this experience would enable me to... / These skills would be particularly useful when... / I am confident that I could contribute positively to...

Motivation

I am particularly interested in this opportunity because... / The position appeals to me because... / I would welcome the opportunity to...

Availability

I am available throughout July and August. / I would be available from ... to ... / I am willing to work flexible hours if required.

Closing

Thank you for considering my application. / I would be happy to provide any further information required. / I look forward to hearing from you.

6. BASIC SAMPLE

Dear Sir or Madam,

I am writing because I want to apply for the summer job at your international youth camp. I think I am a good person for this job because I am friendly, responsible and I like working with children.

I am studying Bachillerato and I can speak English quite well. I also like sports and outdoor activities. Last year, I helped in a sports club in my town. I helped children with games and activities and I enjoyed it a lot. I think this experience can be useful for the job.

I want to work at the camp because I think it will be a very good experience for me. I would also like to improve my English and meet new people. I am available in July and August and I can work every day if

necessary.

Thank you for your time. I hope you answer soon.

*Yours faithfully,
Alex Martin*

7. STRONG B2 SAMPLE

Dear Sir or Madam,

I am writing to apply for the position of summer activity assistant at your international youth camp, which I recently saw advertised on your website.

I am currently completing my final year of Bachillerato and have a good command of English. Last summer, I volunteered at a local sports club, where I helped organise games and outdoor activities for children aged 8 to 12. This experience strengthened my communication and teamwork skills and taught me how to remain patient and responsible when working with younger children.

I am particularly interested in this position because I enjoy outdoor activities and would welcome the opportunity to work in an international environment. I believe my previous experience, enthusiasm and ability to communicate in English would enable me to contribute positively to the camp.

I am available throughout July and August and would be willing to work flexible hours if required.

Thank you for considering my application. I look forward to hearing from you.

Yours faithfully,
Alex Martin

8. WHY IS THE SECOND ONE BETTER?

1. THE PURPOSE IS IMMEDIATELY CLEAR

Instead of I am writing because I want to apply..., the stronger version uses the natural formal collocation I am writing to apply for the position of....

2. QUALITIES ARE PROVED

The basic version says I am friendly and responsible. The stronger version gives relevant experience and explains what the writer learnt from it.

3. VOCABULARY IS MORE PRECISE

Compare helped children with games with helped organise games and outdoor activities for children aged 8 to 12. Specific detail makes the application more convincing.

4. MOTIVATION IS PROFESSIONAL

It will be a very good experience for me focuses only on what the applicant receives. The stronger version also explains what the applicant can contribute.

5. GRAMMAR SHOWS RANGE WITHOUT SHOWING OFF

The stronger model naturally uses a relative clause, gerunds, modal forms and complex noun phrases. They support communication rather than decorate it.

9. STEAL THESE STRUCTURES

Learn the patterns, not the whole email.

- I am writing to apply for the position of...
- I recently saw your advertisement for...
- I am currently completing...
- Last summer, I worked / volunteered at...
- I was responsible for...
- This experience taught me how to...
- Through this role, I developed...
- I believe these skills would be particularly useful when...
- I am particularly interested in this opportunity because...
- I would welcome the opportunity to...
- I am available throughout...
- I would be happy to provide any further information required.
- Thank you for considering my application.
- I look forward to hearing from you.

CHALLENGE: Use 4-5 of these naturally. Do not try to squeeze all of them into one email.

10. COMMON MISTAKES

Do not write	Write
I want to apply to this job	I want to apply for this job
I am a good person for this job	I am a suitable candidate for the position
I have experience with children	I have experience working with children
I have 18 years	I am 18 years old
I can speak English very good	I can speak English very well
I am studying the second of Bachillerato	I am in my final year of Bachillerato
I am responsible of...	I am responsible for...
I would like improve my English	I would like to improve my English
I hope you answer me soon	I look forward to hearing from you
Thanks for read my application	Thank you for considering my application
Yours sincerely (name unknown)	Yours faithfully (name unknown)

YOURS FAITHFULLY vs YOURS SINCERELY

Dear Sir or Madam -> Yours faithfully

Dear Mr / Ms Smith -> Yours sincerely

For PAU, consistency matters more than trying to sound excessively formal.

11. BEFORE YOU HAND IT IN

- ☐ Have I clearly stated what I am applying for?

- ☐ Have I answered every part of the task?
- ☐ Is the register formal throughout?
- ☐ Have I avoided contractions and slang?
- ☐ Have I supported my qualities with evidence?
- ☐ Have I explained why my experience is relevant?
- ☐ Have I given a clear reason for my interest?
- ☐ Have I stated my availability?
- ☐ Have I used clear paragraphs?
- ☐ Have I checked verb forms, prepositions, articles and spelling?
- ☐ Does my closing match my greeting?

12. YOUR TURN

TASK A - SUMMER JOB

You have seen an advertisement for a summer assistant at a language school for international teenagers. Write an email applying for the position. Explain why you are interested, describe relevant skills or experience and state your availability.

TASK B - VOLUNTEERING

A local organisation is looking for young volunteers to help at a weekend sports event. Write an email applying to volunteer. Explain why you would like to take part, describe what you could contribute and mention any relevant experience.

TASK C - INTERNATIONAL PROGRAMME

An organisation is offering places on a two-week environmental project for students in Europe. Write an email applying for a place. Explain your motivation, describe the qualities that make you suitable and say what you hope to learn from the experience.

Target: approximately 180 words.

EXTRA CHALLENGE: PROVE IT

Improve this:

I am responsible, friendly and good with children.

Do not simply replace the adjectives with more difficult adjectives. Add evidence.

Example:

For the past two summers, I have helped at a local sports club, where I was responsible for organising games for younger children. This has taught me to communicate clearly, work patiently and deal with unexpected situations.

Remember: in a strong application, evidence is more convincing than adjectives.

FORMAL EMAIL - COMPLAINT

PAU WRITING - 2º BACHILLERATO

Be factual. Be firm. Ask for a reasonable solution.

Goal: learn how to complain clearly and effectively without sounding rude, emotional or aggressive.

1. KNOW THE GENRE

A complaint email is written when a product, service or experience has not met reasonable expectations. Your purpose is not simply to say that you are unhappy: you need to explain what happened and request an appropriate solution.

REGISTER: FORMAL, FIRM AND RESPECTFUL

Use: specific facts; dates or relevant details; neutral language; polite requests; clear cause-and-effect; and an appropriate formal closing.

Avoid: insults, threats, exaggeration, ALL CAPS, emotional language and vague complaints such as *everything was terrible*.

Think: FACTS -> IMPACT -> ACTION REQUESTED

2. ANALYSE THE TASK

PAU-STYLE TASK

You recently attended a three-day English course advertised as including small classes, daily conversation sessions and access to online materials. Several of these services were not provided. Write an email to the course organiser explaining what went wrong, describing how this affected your experience and requesting an appropriate solution. Write approximately 180 words.

WHO? The course organiser / customer service.

PURPOSE? Complain and request a solution.

REGISTER? Formal, calm and assertive.

CONTENT? what was promised; what actually happened; impact on your experience; solution requested.

Task achievement: complaining is only half the task. If the prompt asks for a solution, state clearly what you want the company to do.

3. BUILD YOUR COMPLAINT

1 - OPENING: identify the service and purpose

Dear Sir or Madam,

I am writing to express my dissatisfaction with the three-day English course I attended at your centre from 10 to 12 July.

2 - FACTS: expectation vs reality

Explain what was advertised and what was actually provided. Be specific.

3 - IMPACT

Explain why the problem mattered. Did you lose time, money, access to a service or an important opportunity?

4 - SOLUTION + CLOSING

In view of these problems, I would appreciate a partial refund. I look forward to your prompt reply.

Yours faithfully,
Alex Martin

4. FACT -> IMPACT -> REQUEST

This pattern keeps your complaint focused and convincing.

Too emotional:

The course was a complete disaster and I was extremely angry because nothing was as you promised.

Stronger:

Although the course was advertised as having no more than ten students per class, my group contained twenty-three participants. As a result, there was very little opportunity to practise speaking or receive individual feedback.

Then request action:

Given that several advertised services were unavailable, I believe a partial refund would be appropriate.

Notice the difference: the stronger version lets the facts create the criticism. You do not need dramatic adjectives.

5. LANGUAGE THAT ACTUALLY WORKS

Opening

I am writing to express my dissatisfaction with... / I am writing regarding... / I am writing to complain about...

Referring to expectations

According to your advertisement,... / The course was advertised as including... / I had been informed that... / I chose your service based on the information provided on your website.

Explaining problems

Unfortunately,... / However, this was not the case. / The main issue was that... / In addition, ... was unavailable / out of order. / Despite reporting the problem,...

Explaining impact

As a result,... / This meant that... / Consequently, I was unable to... / This was particularly disappointing because...

Requesting a solution

I would appreciate it if you could... / I would therefore like to request... / I believe a partial refund would be appropriate. / I would be grateful if this matter could be resolved by...

Closing

I look forward to your prompt reply. / I hope this matter can be resolved as soon as possible. / Thank you in advance for your attention to this matter.

6. BASIC SAMPLE

Dear Sir or Madam,

I am writing because I am not happy with the English course I did at your school last week. Your website said that the classes were small, there were conversation sessions every day and we could use online materials.

However, there were more than twenty students in my class, so it was difficult to speak. We only had one conversation session during the three days. Also, the online materials did not work and the teacher could not solve the problem. I was disappointed because I paid a lot of money and I wanted to practise my English.

I told a member of staff about the problems, but nothing changed. Because of this, I would like some money back. I do not think I received everything that I paid for.

Please reply soon and tell me what you can do.

Yours faithfully,
Alex Martin

7. STRONG B2 SAMPLE

Dear Sir or Madam,

I am writing to express my dissatisfaction with the three-day English course I attended at your centre from 10 to 12 July. I chose the course because it was advertised as offering small classes, daily conversation practice and full access to online materials.

Unfortunately, several of these services were not provided. Although your website stated that classes would contain no more than ten students, there were twenty-three people in my group. As a result, opportunities to practise speaking were extremely limited. In addition, only one conversation session took place, and the online platform remained unavailable throughout the course.

I reported these issues to a member of staff on the first day, but no alternative arrangements were offered. This was particularly disappointing as speaking practice was the main reason I enrolled.

Given that a significant part of the advertised programme was unavailable, I would appreciate a partial refund of the course fee.

I look forward to your prompt reply.

Yours faithfully,
Alex Martin

8. WHY IS THE SECOND ONE BETTER?

1. IT OPENS WITH USEFUL CONTEXT

The writer identifies the course, dates and reason for choosing it immediately. The reader knows exactly what the complaint concerns.

2. IT COMPARES PROMISE WITH REALITY

Advertised as offering... is followed by specific evidence showing which services were missing. This makes the complaint objective.

3. IT EXPLAINS THE IMPACT

The writer does not stop at there were 23 students. The email explains the consequence: speaking opportunities were limited.

4. IT SHOWS A PREVIOUS ATTEMPT TO SOLVE THE PROBLEM

Mentioning that the issue was reported but no alternative was offered makes the later request more reasonable.

5. THE REQUEST MATCHES THE PROBLEM

A partial refund is specific and proportionate. The writer is firm without being aggressive.

9. POLITE DOES NOT MEAN WEAK

Students sometimes think a formal complaint must be either too aggressive or so polite that the complaint disappears. Aim for assertive English.

Too aggressive	Too weak	Firm + professional
Give me my money back.	Maybe you could perhaps do something.	I would therefore like to request a partial refund.
This is unacceptable!	I was a little unhappy.	This was particularly disappointing, as...
You lied on your website.	Perhaps there was a misunderstanding.	The service provided did not match the description on your website.
I demand an answer now.	Please answer if possible.	I look forward to your prompt reply.

10. STEAL THESE STRUCTURES

Learn adaptable patterns, not a pre-written complaint.

- I am writing to express my dissatisfaction with...
- I chose ___ based on the information provided...
- According to your website / advertisement,...
- Unfortunately, this was not the case.
- Although ___ was advertised as..., ...
- The main issue was that...
- As a result, I was unable to...
- This was particularly disappointing because...
- Despite reporting the issue,...
- No action was taken to...
- Given these circumstances,...
- I would appreciate it if you could...
- I would therefore like to request...
- I look forward to your prompt reply.

11. COMMON MISTAKES

Do not write	Write
I am writing for complain	I am writing to complain
I complain about...	I am writing to complain about...
I am very disappointed of...	I am very disappointed with / by...
The room had a lot of dirt	The room was not properly cleaned
They didn't give me a solution	No solution was offered / provided
I want that you give me...	I would like you to...
I would like that you refund me	I would like to request a refund
Despite I complained...	Although I complained...
Despite of complaining...	Despite complaining...
I paid a lot of money	I paid the full course fee / The service was expensive
Answer me as soon as possible	I look forward to your prompt reply

12. BEFORE YOU HAND IT IN

- ☐ Have I clearly identified what I am complaining about?
- ☐ Have I answered every part of the task?
- ☐ Have I explained what was expected and what actually happened?
- ☐ Have I included specific, relevant details?
- ☐ Have I explained the impact of the problem?
- ☐ Have I mentioned any attempt to solve it if relevant?
- ☐ Have I requested a clear and reasonable solution?
- ☐ Is my tone firm but respectful?
- ☐ Have I avoided emotional or exaggerated language?
- ☐ Have I used clear paragraphs and logical connectors?
- ☐ Have I checked grammar, prepositions, spelling and punctuation?
- ☐ Does my closing match my greeting?

13. YOUR TURN

TASK A - ACCOMMODATION

You recently stayed at a hostel which was advertised as having quiet rooms, free Wi-Fi and breakfast included. Several of these services were unsatisfactory or unavailable. Write an email explaining the problems, describing how they affected your stay and requesting an appropriate solution.

TASK B - ONLINE PURCHASE

You ordered a pair of headphones online for an important trip. They arrived late and did not match the product description. Write an email to customer service explaining what happened, describing the inconvenience caused and saying what you would like the company to do.

TASK C - EVENT

You bought tickets for a student music event advertised as including several live performances and activities. Some were cancelled without prior notice. Write an email to the organisers explaining your complaint and requesting a suitable form of compensation.

Target: approximately 180 words.

EXTRA CHALLENGE: REMOVE THE DRAMA

Improve this:

The hotel was terrible and I was really angry because the room was disgusting and nobody helped me.

Keep the complaint strong, but replace emotion with facts + impact.

Example:

When I arrived, the bathroom had not been properly cleaned and the heating was not working. Although I reported both issues at reception that evening, no action was taken during my stay, which made the room extremely uncomfortable.

Remember: the strongest complaint is often the calmest one. Specific facts do the complaining for you.

FORMAL EMAIL - REQUEST FOR INFORMATION

PAU WRITING - 2º BACHILLERATO

Ask clearly. Group your questions. Sound polite, not robotic.

Goal: learn how to request information using natural indirect questions and clear organisation.

1. KNOW THE GENRE

A request-for-information email is written to an organisation, school, company or institution when you need details that are not available or clear. Your aim is to obtain specific information politely and efficiently.

REGISTER: FORMAL AND POLITE

Use: a clear reason for writing; indirect questions; questions grouped by topic; precise vocabulary; and a polite closing.

Avoid: a long list of direct questions, bullet-point interrogation, informal openings, contractions and unnecessary personal information.

Think: CONTEXT -> GROUPED QUESTIONS -> POLITE CLOSING

2. ANALYSE THE TASK

PAU-STYLE TASK

You are interested in a two-week English course in Dublin for students aged 17-18. The website gives general information but does not explain the accommodation options, the weekly timetable or which activities are included in the price. Write an email requesting the information you need before deciding whether to enrol. Write approximately 180 words.

WHO? A language school / course administrator.

PURPOSE? Obtain information before enrolling.

REGISTER? Formal and polite.

CONTENT? accommodation; timetable; included activities / costs; any other relevant enrolment detail.

Task achievement: turn the missing information in the prompt into clear question groups. Do not forget one because you became too busy sounding formal.

3. BUILD YOUR EMAIL

1 - OPENING: give context + reason for writing

Dear Sir or Madam,

I am writing to request further information about the two-week English course in Dublin advertised on your website.

2 - QUESTIONS: group them logically

For example: course/timetable together; accommodation together; activities/costs together.

3 - FINAL PRACTICAL DETAIL

If relevant, ask about registration, deadlines or documents required.

4 - CLOSING

Thank you in advance for your assistance. I look forward to your reply.

Yours faithfully,
Alex Martin

4. DIRECT QUESTION -> INDIRECT QUESTION

This is the main language upgrade for this genre.

Too direct / repetitive:

How much does the accommodation cost? Is breakfast included? Where is the residence? Can I stay with a host family?

Stronger:

I would be grateful if you could provide further details about the accommodation available. In particular, I would like to know whether students can choose between a host family and a residence, as well as whether meals are included in the price.

Key idea: you can ask several things without writing four separate interrogative sentences.

5. INDIRECT QUESTIONS: WATCH THE WORD ORDER

After an introductory phrase, use statement word order.

Direct question	Indirect question
How much does the course cost?	Could you please tell me how much the course costs?
When does the course start?	I would like to know when the course starts.
Is breakfast included?	Could you let me know whether breakfast is included?
Do you organise excursions?	I would be grateful if you could tell me whether you organise excursions.
What documents do I need?	Could you please inform me what documents I need?

Danger: Could you tell me when does the course start? ✗

Correct: Could you tell me when the course starts? ✓

6. LANGUAGE THAT ACTUALLY WORKS

Opening

I am writing to request further information about... / I am interested in... and would be grateful for some additional information. / I recently came across your advertisement for...

Introducing questions

Firstly, I would like to know... / I would be grateful if you could clarify... / Could you please provide further details about...?

Asking about options

I would like to know whether... / Could you let me know if / whether...? / I would also be interested to know what options are available.

Connecting related questions

In particular,... / I would also like to know whether... / As for the accommodation,... / Regarding the course timetable,...

Registration

Could you please inform me of the application deadline? / I would also like to know which documents are required. / Could you let me know how I can complete the registration process?

Closing

Thank you in advance for your assistance. / Thank you for your time and help. / I look forward to your reply.

7. BASIC SAMPLE

Dear Sir or Madam,

I am writing because I want more information about your English course in Dublin. I saw it on your website and I am interested, but I have some questions.

How many hours of class are there every day? What time do classes start and finish? Are classes in the morning or afternoon? I also want to know about accommodation. Do students stay with families or in a residence? How much does it cost? Are meals included?

I also saw that you organise activities. What activities do you do? Are they included in the price or do students have to pay more? Do you organise trips at weekends?

Finally, when is the deadline to apply and what documents do I need to send?

Please answer soon because I need to decide.

*Regards,
Alex Martin*

8. STRONG B2 SAMPLE

Dear Sir or Madam,

I am writing to request further information about the two-week English course in Dublin advertised on your website. I am very interested in enrolling this summer, but I would be grateful if you could clarify a few details before I make my decision.

Firstly, I would like to know how many hours of tuition students receive each day and whether classes take place in the morning or afternoon. Regarding accommodation, could you please tell me what options are available and whether meals are included in the price?

I would also appreciate further information about the social programme. In particular, I would like to know which activities and weekend excursions are included in the course fee and whether students need to pay extra for any of them.

Finally, could you please inform me of the registration deadline and any documents required to apply?

Thank you in advance for your assistance. I look forward to your reply.

Yours faithfully,
Alex Martin

9. WHY IS THE SECOND ONE BETTER?

1. IT GIVES CONTEXT IMMEDIATELY

The reader knows which course the student is referring to and why the email is being sent.

2. THE QUESTIONS ARE GROUPED

Timetable, accommodation, activities and registration each have a clear place. The email is easier to follow.

3. IT USES INDIRECT QUESTIONS CORRECTLY

Instead of firing direct questions one after another, the writer uses structures such as I would like to know whether... and Could you please tell me what....

4. IT SOUNDS POLITE WITHOUT OVERDOING IT

The email is respectful, but it does not fill every sentence with I would be extremely grateful if.... Variety keeps the register natural.

5. IT IS CONCISE

Every question has a purpose. Formal writing improves when unnecessary words disappear.

10. AVOID MACHINE-GUN QUESTIONS

A request email should not read like an interview transcript.

Machine-gun style	Grouped B2 style
Where is the residence? Is it near the school? Is it safe?	Regarding accommodation, I would like to know where the residence is located and whether it is safe.
What activities are there? Are they free? Are there trips?	Could you please provide further details about the social programme, including whether there are any trips?

11. STEAL THESE STRUCTURES

Memorise useful frames, then adapt the content.

- I am writing to request further information about...
- I would be grateful if you could clarify...
- Firstly, I would like to know...
- Could you please tell me whether...?
- Regarding ___, I would like to know...
- I would also appreciate further information about...
- In particular, I would like to know...
- Could you please inform me of...?
- I would also like to know which / what / whether...
- Thank you in advance for your assistance.
- I look forward to your reply.

12. COMMON MISTAKES

Do not write	Write
I want informations about...	I would like some information about...
I have some doubts	I have some questions / I would like clarification
I want to know how much does it cost	I would like to know how much it costs
Can you say me...?	Could you tell me...?
I would like to know if is included	I would like to know whether it is included
How is the accommodation?	What accommodation options are available?
What includes the price?	What does the price include? / What is included in the price?
I am interested on the course	I am interested in the course
I want to assist to the course	I would like to attend the course
Thanks in advance for answer	Thank you in advance for your help / reply
I wait for your answer	I look forward to your reply

INFORMATION IS UNCOUNTABLE

- ✗ an information / informations
- ✓ some information / a piece of information / further information

13. BEFORE YOU HAND IT IN

- ☐ Have I clearly explained why I am writing?
- ☐ Have I answered the exact situation in the task?
- ☐ Have I asked about every required point?
- ☐ Have I grouped related questions together?
- ☐ Have I used indirect questions where appropriate?
- ☐ Is the word order correct after indirect-question phrases?
- ☐ Have I avoided repeating I would like to know in every sentence?
- ☐ Is the register formal and polite?
- ☐ Have I avoided contractions and informal expressions?
- ☐ Have I used clear paragraphs?
- ☐ Have I checked prepositions, articles, verb forms and spelling?
- ☐ Does my closing match my greeting?

14. YOUR TURN

TASK A - SUMMER COURSE

You are interested in a summer photography course in Brighton. The advertisement does not explain the daily timetable, equipment required or accommodation available. Write an email requesting the information you need before enrolling.

TASK B - VOLUNTEERING ABROAD

You have found an international volunteering programme for young people. Write an email asking about the type of work volunteers do, accommodation and meals, costs and the application process.

TASK C - SPORTS CAMP

You are considering attending a one-week adventure sports camp. Write an email asking about the activities offered, safety/equipment, accommodation and what is included in the fee.

Target: approximately 180 words.

EXTRA CHALLENGE: STOP THE INTERROGATION

Improve this:

Where do students stay? How much is it? Are meals included? Is it near the school?

Combine the questions into natural formal English.

Example:

Regarding accommodation, I would be grateful if you could tell me what options are available, how much they cost and whether meals are included. I would also like to know how far the accommodation is from the school.

Remember: the aim is not to eliminate questions. It is to make them clear, grouped and appropriately formal.

FILM REVIEW

PAU WRITING - 2º BACHILLERATO

Describe enough. Evaluate more. Never spoil the ending.

Goal: learn how to write an engaging B2 review that combines description, evaluation and a clear recommendation.

1. KNOW THE GENRE

A film review is written for a reader who wants to know whether a film is worth watching. You need to give enough information to make your opinion meaningful, but the main purpose is to evaluate, not simply retell the plot.

REGISTER: NEUTRAL TO SEMI-INFORMAL

Use: an engaging opening; a brief spoiler-free overview; specific comments on acting, story, direction, visuals, soundtrack or themes; clear evaluation; and a recommendation for a particular audience.

Avoid: retelling the entire story, vague adjectives, spoilers and empty sentences such as *The film was very good and the actors were very good too.*

Think: HOOK -> SNAPSHOT -> EVALUATION -> RECOMMENDATION

2. ANALYSE THE TASK

PAU-STYLE TASK

Your school English-language magazine is publishing a section called "Worth Watching?". Write a review of a film that made you think about an important issue. Briefly describe the film, explain what made it effective or memorable and say who you would recommend it to. Write approximately 180 words.

WHO? Readers of a school magazine.

PURPOSE? Evaluate a film and recommend it.

REGISTER? Neutral / semi-informal and engaging.

CONTENT? brief description; important issue; what works and why; target audience / recommendation.

Task achievement: a review is not a plot summary with I liked it added at the end. Your evaluation must run through the whole text.

3. BUILD YOUR REVIEW

1 - HOOK + IDENTIFY THE FILM

Introduce the film and give the reader a reason to continue.

What would happen if the technology designed to connect us began controlling our choices? That is the unsettling question at the heart of...

2 - SNAPSHOT, NOT SUMMARY

Give the premise, setting or central conflict in 2-3 sentences. Do not narrate every event.

3 - EVALUATE

Choose two or three aspects that matter: acting, characters, pacing, cinematography, soundtrack, dialogue, themes, originality, emotional impact...

4 - VERDICT + AUDIENCE

Say whether you recommend it, to whom and why.

4. DESCRIPTION IS NOT EVALUATION

The biggest upgrade is moving from what the film contains to how well it works.

Description:

The film has several scenes showing how social media affects teenagers.

Evaluation:

Rather than presenting social media as simply good or bad, the film shows how easily the need for approval can shape teenagers' decisions. This makes the story feel uncomfortable at times, but also surprisingly realistic.

Useful question: After every descriptive point, ask yourself: So what? Why does this matter?

5. FROM VAGUE TO PRECISE

Vague	More precise
The film is very good.	The film is gripping / thought-provoking / genuinely moving.
The actors are very good.	The performances are convincing, particularly...
The story is interesting.	The plot remains engaging without becoming predictable.
The music is nice.	The soundtrack adds tension without overwhelming the scenes.
The ending is good.	The ending is satisfying / unexpected / deliberately ambiguous.
It has good images.	The cinematography is visually striking.
It is very sad.	The film is emotionally powerful without becoming sentimental.

6. LANGUAGE THAT ACTUALLY WORKS

Opening / hook

If you are looking for a film that..., this is well worth watching. / Few films manage to... as effectively as... / At first sight, ___ may seem like..., but... / What makes ___ stand out is...

Brief description

The film follows... / Set in..., the story centres on... / Without giving too much away,... / The story begins when...

Evaluating acting / characters

The performances are convincing throughout. / ___ gives a particularly strong performance as... / The characters feel believable because... / One of the film's greatest strengths is...

Evaluating story / technique

The plot is fast-paced / slow-burning / unpredictable. / The cinematography creates... / The soundtrack adds to... / The director succeeds in... / At times, however, the film...

Discussing themes / impact

The film raises important questions about... / What stayed with me most was... / Rather than giving easy answers, the film... / It encourages the audience to consider...

Recommendation

I would particularly recommend it to... / It is well worth watching if you enjoy... / It may not appeal to viewers who... / Overall, it is a... film that...

7. BASIC SAMPLE

THE TRUMAN SHOW

The Truman Show is a film starring Jim Carrey. It is about a man called Truman who lives in a town and has a normal life, but he does not know that his whole life is actually a television programme. Everyone around him is an actor.

I think the film is very interesting because it talks about television and privacy. Jim Carrey is very good in the film and the other actors are also good. The story is original and there are some funny moments, but there are also serious moments. I liked how Truman starts to discover that something is wrong.

The film also makes you think about whether it is right to watch another person's private life for entertainment. This is still important today because of social media and reality television.

I recommend this film because it is entertaining and it has an important message. I think teenagers and adults will both enjoy it.

8. STRONG B2 SAMPLE

THE TRUMAN SHOW: ENTERTAINMENT OR CONTROL?

Can a film made before social media say something relevant about the way we live online today? Surprisingly, The Truman Show does exactly that.

The film follows Truman Burbank, an ordinary man who gradually discovers that his entire life has been turned into a television show without his knowledge. Without giving too much away, this unusual premise allows the film to explore privacy, manipulation and our fascination with watching other people's lives.

Jim Carrey gives a surprisingly moving performance, balancing humour with Truman's growing sense that something is wrong. What makes the film particularly effective, however, is that it never becomes a simple lecture about the media. Instead, it makes viewers question why an audience would accept such an invasion of privacy in the first place.

Some scenes may feel slightly dated, but the central idea is more relevant than ever. I would particularly recommend it to teenagers, especially anyone interested in social media, reality television or the influence of technology.

9. WHY IS THE SECOND ONE BETTER?

1. THE OPENING CREATES INTEREST

Instead of starting with The Truman Show is a film..., the stronger review begins with a question linked to the film's relevance today.

2. THE PLOT IS KEPT UNDER CONTROL

The reader receives the premise and central conflict, but no unnecessary sequence of events and no spoilers.

3. OPINIONS ARE EXPLAINED

Jim Carrey is very good becomes a specific comment about how his performance balances humour with Truman's growing unease.

4. THE REVIEW DISCUSSES EFFECT

The writer explains how the film makes the audience think, not merely which topics appear in it.

5. THE RECOMMENDATION HAS A TARGET

Instead of recommending it to everyone, the writer identifies viewers interested in social media, reality television or technology.

10. SPOILER CONTROL

A review should make the reader curious, not save them the price of the ticket.

Avoid:

At the end, Truman discovers... Then he decides to... and finally...

Use:

As Truman begins to question his apparently perfect world, the story becomes increasingly tense.

Without giving too much away, the final part forces Truman to make a difficult choice.

Rule: reveal the premise, not the payoff.

11. STEAL THESE STRUCTURES

Learn flexible review language and adapt it to the film.

- What makes ___ stand out is...
- Set in ___, the film follows...
- Without giving too much away,...
- One of the film's greatest strengths is...
- ___ gives a convincing / powerful performance as...
- The plot remains engaging because...
- The director succeeds in...
- Rather than simply presenting ___ as..., the film...
- The film raises important questions about...
- What stayed with me most was...
- At times, however,...
- It may not appeal to viewers who...
- I would particularly recommend it to...
- It is well worth watching if...

12. COMMON MISTAKES

Do not write	Write
The film treats about...	The film is about... / deals with...
The film is based in a book	The film is based on a book
The film passed in London	The film is set in London
The protagonist is interpreted by...	The main character is played by...
The actors act very good	The actors perform very well
The argument is interesting	The plot is interesting
The history is original	The story is original
It makes you to think	It makes you think
I recommend you to watch it	I recommend watching it
I recommend this film to people that...	I recommend this film to people who...
In the end (= finally in a sequence)	Eventually / Finally (depending on meaning)

STORY vs HISTORY

story = the events in a film, book or narrative.

history = events that actually happened in the past.

So: The story is gripping. / The film is based on a true story from recent history.

13. BEFORE YOU HAND IT IN

- ☐ Have I answered every part of the task?
- ☐ Have I identified the film clearly?
- ☐ Is my plot description brief and spoiler-free?
- ☐ Have I evaluated rather than simply described?
- ☐ Have I supported my opinions with reasons or examples?
- ☐ Have I used precise adjectives and film vocabulary?
- ☐ Have I commented on two or three relevant aspects?
- ☐ Have I included at least one possible weakness if appropriate?
- ☐ Have I said who I would recommend the film to and why?
- ☐ Is the register engaging but appropriate?
- ☐ Have I used clear paragraphs?
- ☐ Have I checked grammar, spelling and punctuation?

14. YOUR TURN

TASK A - A FILM THAT SURPRISED YOU

Your school magazine is publishing reviews of films that were better than expected. Write a review briefly describing a film that surprised you, explaining what worked particularly well and saying who you would recommend it to.

TASK B - AN IMPORTANT ISSUE

Write a review of a film that deals with an issue relevant to young people today. Briefly describe the film, evaluate how effectively it explores the issue and give your recommendation.

TASK C - WORTH THE HYPE?

Choose a popular or widely discussed film. Write a review explaining what the film is about, what you consider its main strengths and weaknesses, and whether you think it deserves its popularity.

Target: approximately 180 words.

EXTRA CHALLENGE: BAN 'VERY GOOD'

Improve this:

The film is very good. The actors are very good and the story is very interesting. The music is also very good.

Do not just swap each good for a fancier adjective. Explain what works and what effect it has.

Example:

The film succeeds largely because of its convincing performances and tightly paced story. The soundtrack is equally effective, adding tension to key scenes without becoming distracting.

Remember: a strong review answers two questions again and again: What works? Why?

BOOK REVIEW

PAU WRITING - 2º BACHILLERATO

Go beyond the plot. Evaluate the reading experience.

Goal: learn how to write an engaging B2 book review by discussing not only what happens, but how the story, characters, themes and writing affect the reader.

1. KNOW THE GENRE

A book review helps a reader decide whether a book may be worth their time. You should briefly introduce the story, but your main job is to evaluate the reading experience.

REGISTER: NEUTRAL TO SEMI-INFORMAL

Use: a hook; a concise spoiler-free premise; comments on characters, narrative voice, writing style, pacing or themes; specific evaluation; and a recommendation for a particular reader.

Avoid: chapter-by-chapter summary, revealing major twists or the ending, vague praise and treating the book exactly like a film.

Think: HOOK -> PREMISE -> READING EXPERIENCE -> RECOMMENDATION

2. ANALYSE THE TASK

PAU-STYLE TASK

Your school English-language magazine is collecting reviews for a section called "A Book That Stayed With Me". Write a review of a novel that made you think or feel strongly. Briefly describe the story, explain what made the book memorable and say what kind of reader you would recommend it to. Write approximately 180 words.

WHO? Readers of a school magazine.

PURPOSE? Evaluate a book and recommend it.

REGISTER? Neutral / semi-informal and engaging.

CONTENT? brief premise; what made it memorable; reading experience; target reader / recommendation.

Task achievement: your reader needs to know more than what happens. Explain what it is like to read the book.

3. BUILD YOUR REVIEW

1 - HOOK + IDENTIFY THE BOOK

How much would you risk to protect someone you love? That question drives...

2 - PREMISE, NOT PLOT RETELLING

Introduce the main character, situation and central conflict in a few sentences. Stop before the important twists.

3 - EVALUATE THE READING EXPERIENCE

Choose what matters: characters, narrative voice, style, pacing, atmosphere, themes, originality or emotional impact.

4 - VERDICT + TARGET READER

Recommend it to a specific kind of reader and explain why.

4. WHAT CAN YOU EVALUATE IN A BOOK?

Aspect	Questions to ask yourself
Characters	Do they feel believable? Do they develop? Do you care what happens to them?
Narrative voice	Who tells the story? Is the voice distinctive, reliable, intimate or unusual?
Writing style	Is it accessible, descriptive, direct, poetic, humorous, complex? What effect does it have?
Pacing	Does the story move quickly? Is it slow-burning? Does it lose momentum anywhere?
Atmosphere	Does the writer create tension, warmth, unease, mystery or a strong sense of place?
Themes	What larger ideas does the book explore? Does it avoid easy answers?
Emotional impact	Did it surprise, move, disturb or challenge you? Why?

5. DESCRIPTION -> EFFECT

Basic:

The book is written in the first person and the chapters are short.

Stronger:

The first-person narration makes the story feel unusually personal, while the short chapters keep the pace moving even when very little action is taking place.

The upgrade: identify a feature -> explain its effect on the reader.

6. LANGUAGE THAT ACTUALLY WORKS

Opening / hook

If you enjoy books that..., this one is worth picking up. / Few novels have made me think about... as much as... / At first, ___ seems like a simple story about..., but... / What makes ___ memorable is...

Brief premise

The novel follows... / Set in..., the story centres on... / The story is told from the point of view of... / Without revealing too much,...

Characters

The main character is complex / relatable / deeply flawed. / The characters develop convincingly throughout the novel. / It is difficult not to sympathise with... / One of the book's greatest strengths is the relationship between...

Style / voice

The writing is direct and accessible. / The narrator's voice feels... / The author's descriptions create... / The simple writing style contrasts effectively with...

Pacing / structure

The short chapters keep the story moving. / The novel takes time to develop its characters. / The pace slows slightly in the middle. / The story gradually builds towards...

Themes / impact

The novel raises difficult questions about... / Rather than offering easy answers, the book... / What stayed with me most was... / It encourages readers to consider...

Recommendation

I would particularly recommend it to readers who... / It is well worth reading if you enjoy... / It may not appeal to readers looking for... / Overall, it is a... novel that...

7. BASIC SAMPLE

WONDER

Wonder is a book by R. J. Palacio. It is about a boy called Auggie who has a facial difference. He has studied at home for many years, but then he starts going to school for the first time. He has to meet new classmates and deal with different problems.

I think the book is very interesting and emotional. Auggie is a very good character and you feel sorry for him because some children are not nice to him. The book also shows the point of view of other characters, which is interesting because you can understand them better.

The story talks about friendship, bullying and being kind to other people. I liked the message because it is important for teenagers. Some parts are sad, but there are also funny and happy moments.

I recommend this book to teenagers because it is easy to read and it teaches an important lesson about respecting other people.

8. STRONG B2 SAMPLE

WONDER: MORE THAN A STORY ABOUT KINDNESS

Can a simple school story change the way you look at other people? R. J. Palacio's *Wonder* comes surprisingly close.

The novel follows Auggie Pullman, a boy with a facial difference who attends school for the first time after years of being taught at home. Although his experience is at the centre of the story, several chapters are narrated by people around him, allowing readers to see how the same situation can look completely different depending on who is telling it.

This changing point of view is one of the novel's greatest strengths. It prevents the other characters from becoming simply "good" or "bad" and makes their mistakes feel more believable. The writing itself is straightforward and accessible, but the questions it raises about friendship, belonging and the way we judge others are far from simple.

At times, the message can feel slightly obvious, but the characters make it difficult not to become emotionally involved. I would particularly recommend *Wonder* to younger teenagers and anyone who enjoys character-driven stories with something meaningful to say.

9. WHY IS THE SECOND ONE BETTER?

1. IT OPENS WITH AN IDEA, NOT A FACT

The title and opening question immediately connect the book to its central theme instead of beginning with Wonder is a book by....

2. THE SUMMARY HAS A PURPOSE

The changing narrators are mentioned because the writer later evaluates how this narrative choice affects the reader.

3. IT DISCUSSES TECHNIQUE

The review comments specifically on point of view and explains why it makes the characters more complex.

4. THE THEMES ARE DEVELOPED

Instead of simply listing friendship, bullying and kindness, the stronger version explains the larger question of how we judge other people.

5. IT INCLUDES BALANCED CRITICISM

The message can feel slightly obvious adds credibility. A positive review does not have to pretend that every aspect is perfect.

6. THE RECOMMENDATION IS SPECIFIC

The writer identifies younger teenagers and readers who enjoy character-driven stories, rather than recommending the book to everyone.

10. BOOK REVIEW ≠ FILM REVIEW WITH NEW NOUNS

Some vocabulary overlaps, but books give you different things to evaluate.

Film-focused	Book-focused
acting / performance	characterisation / character development
cinematography	descriptive writing / imagery
soundtrack	narrative voice / tone
camera work	point of view / narration
editing	structure / chapter length / pacing
visual effects	writing style / use of language

11. STEAL THESE STRUCTURES

Use these as flexible building blocks.

- At first, ___ seems like a story about..., but...
- The novel follows...
- The story is told from the point of view of...
- Without revealing too much,...
- One of the book's greatest strengths is...
- What makes the character believable is...
- The author's writing style is...
- This creates a sense of...
- The short / alternating chapters...
- Rather than offering easy answers, the novel...
- The book raises important questions about...
- What stayed with me most was...
- At times, however,...
- I would particularly recommend it to readers who...
- It is well worth reading if...

12. COMMON MISTAKES

Do not write	Write
The book is written by first person	The book is written in the first person
The history is about...	The story is about...
The book treats about...	The book deals with... / explores...
The protagonist is a boy that...	The protagonist is a boy who...
The writer explains us...	The writer explains... / explains to us...
It makes you to think	It makes you think
The character evolves a lot	The character develops considerably
The book has 300 pages of length	The book is 300 pages long
I recommend you this book	I recommend this book to you
I recommend you to read it	I recommend reading it
It is based in a real story	It is based on a true story

AUTHOR vs WRITER

Both can be correct, but author is especially useful when referring to the person who wrote a book. Use narrator for the voice telling the story: the narrator and the author are not automatically the same person.

13. BEFORE YOU HAND IT IN

- ☐ Have I answered every part of the task?
- ☐ Have I identified the book and author clearly?
- ☐ Is my summary brief and spoiler-free?
- ☐ Have I evaluated the reading experience?

- ☐ Have I commented on book-specific features such as characters, narration, style or pacing?
- ☐ Have I explained the effect of the features I mention?
- ☐ Have I supported my opinions with reasons?
- ☐ Have I discussed themes rather than simply listed them?
- ☐ Have I included a balanced criticism if appropriate?
- ☐ Have I said who I would recommend the book to and why?
- ☐ Have I used clear paragraphs and varied language?
- ☐ Have I checked grammar, spelling and punctuation?

14. YOUR TURN

TASK A - A BOOK THAT STAYED WITH YOU

Write a review of a book that you continued thinking about after you finished it. Briefly describe the story, explain what made it memorable and say what kind of reader you would recommend it to.

TASK B - A CHARACTER WORTH MEETING

Write a review of a novel with a particularly memorable main character. Briefly introduce the story, explain what makes the character interesting and evaluate the book overall.

TASK C - WORTH THE HYPE?

Choose a popular or widely discussed book. Write a review describing its premise, evaluating its main strengths and weaknesses and explaining whether you think it deserves its popularity.

Target: approximately 180 words.

EXTRA CHALLENGE: WHAT DOES IT DO TO THE READER?

Improve this:

The chapters are short and the story is told by two characters. The book is very interesting.

Explain the effect of those choices.

Example:

The short chapters keep the story moving quickly, while the alternating narrators allow readers to see the conflict from two very different perspectives. As a result, neither character feels completely right or wrong.

Remember: in a strong book review, do not stop at what the author does. Explain what that choice does to the reader.

RESTAURANT REVIEW

PAU WRITING - 2º BACHILLERATO

Evaluate the whole experience, not just the food.

Goal: learn how to write an engaging B2 restaurant review by combining specific description with balanced evaluation and a useful recommendation.

1. KNOW THE GENRE

A restaurant review helps readers decide whether a place is worth visiting and whether it suits their needs. Food matters, but so do service, atmosphere, price and the overall experience.

REGISTER: NEUTRAL TO SEMI-INFORMAL

Use: an engaging opening; relevant context; specific comments on food, service, atmosphere and value; balanced criticism; and a recommendation for a particular type of customer or occasion.

Avoid: listing everything you ate, vague adjectives, turning the review into a personal diary and recommending a restaurant without explaining why.

Think: FIRST IMPRESSION -> FOOD -> EXPERIENCE -> VALUE -> RECOMMENDATION

2. ANALYSE THE TASK

PAU-STYLE TASK

Your school English-language magazine is creating a guide to places where students can eat out without spending too much. Write a review of a restaurant or café you have visited. Describe the food and atmosphere, evaluate the service and value for money, and say who you would recommend the place to. Write approximately 180 words.

WHO? Students reading a school magazine.

PURPOSE? Evaluate a restaurant and help readers decide whether to visit.

REGISTER? Neutral / semi-informal and engaging.

CONTENT? food; atmosphere; service; value for money; target customer / recommendation.

Task achievement: if the task asks about value for money, saying that the food was delicious is not enough. Evaluate the price in relation to what you received.

3. BUILD YOUR REVIEW

1 - HOOK + CONTEXT

Identify the place and give the reader a reason to care.

Finding somewhere affordable that does not feel like a compromise can be difficult. La Mesa Verde comes surprisingly close.

2 - FOOD: BE SELECTIVE

Mention one or two dishes or features of the menu and explain what made them successful or disappointing.

3 - THE REST OF THE EXPERIENCE

Comment on atmosphere, service and price. Choose details that actually help the reader.

4 - VERDICT + TARGET CUSTOMER

Say whether you would return and who the restaurant would suit.

4. DESCRIPTION -> EVALUATION

A menu description tells us what was there. A review tells us whether it worked.

Description:

I ordered a burger with chips and my friend had pasta.

Evaluation:

The burger was simple but well cooked, with fresh ingredients and crisp homemade chips. My friend's pasta was equally generous, although the sauce could have used a little more flavour.

The upgrade: specific detail + judgement + reason.

5. EVALUATE THE WHOLE EXPERIENCE

Area	Useful things to evaluate
Food	flavour, freshness, portion size, presentation, variety, dietary options
Service	friendly, attentive, efficient, knowledgeable, slow, disorganised
Atmosphere	lively, relaxed, cosy, welcoming, noisy, crowded, stylish
Price	affordable, reasonable, slightly overpriced, good value for money
Practical details	location, booking, waiting time, accessibility, suitability for groups
Overall experience	Would you return? For what occasion? Who would enjoy it?

6. LANGUAGE THAT ACTUALLY WORKS

Opening / first impression

If you are looking for somewhere to..., ___ is worth considering. / Tucked away near..., ___ is a... / At first sight, the restaurant... / What immediately stands out is...

Food

The menu offers a good range of... / The portions are generous without being excessive. / The dish was full of flavour / slightly bland / perfectly cooked. / The highlight of the meal was... / There are several vegetarian / vegan options available.

Service

The staff were friendly and attentive. / Service was efficient despite the restaurant being busy. / We did have to wait longer than expected for... / The staff were happy to recommend...

Atmosphere

The atmosphere is relaxed and welcoming. / The restaurant has a lively, informal feel. / It can become rather noisy when crowded. / The simple decor makes the place feel...

Price / value

Prices are reasonable for the portion sizes. / The set menu offers particularly good value for money. / It is slightly more expensive than similar places nearby. / Considering the quality of the food, the prices are fair.

Recommendation

I would particularly recommend it to... / It is a good choice for... / I would happily return, especially for... / It may not be ideal if you are looking for...

7. BASIC SAMPLE

THE CORNER KITCHEN

The Corner Kitchen is a restaurant in the city centre. I went there with three friends last Saturday. The restaurant is quite small and it was very busy, but the atmosphere was nice.

There are many things on the menu. I ordered a chicken burger with chips and my friend ordered pasta. My burger was very good and the chips were also very good. The portions were big, so we had enough food. We also ordered a chocolate cake for dessert and it was delicious.

The waiters were friendly, but the service was a little slow because there were many people. We waited about twenty minutes for our food. The restaurant is not very expensive and I think the prices are good for students.

I recommend The Corner Kitchen because the food is good and the atmosphere is nice. It is a good restaurant to go to with friends.

8. STRONG B2 SAMPLE

THE CORNER KITCHEN: GOOD FOOD WITHOUT THE BIG BILL

Eating out on a student budget usually means making a few compromises, but The Corner Kitchen proves that affordable food does not have to be boring.

The menu is varied without being overwhelming, with burgers, pasta dishes and several vegetarian options. I tried the chicken burger, which was well cooked and served with crisp homemade chips. Portions are generous, although the chocolate cake we shared afterwards was easily the highlight of the meal.

The restaurant itself has a lively, informal atmosphere and was almost full when we visited. Despite this, the staff were friendly and attentive. Service was slightly slow - we waited around twenty minutes for our main courses - but the restaurant was busy enough for this to be understandable.

Most main dishes cost between €10 and €14, which seems reasonable considering the portion sizes and quality. I would definitely recommend The Corner Kitchen to students looking for a relaxed meal with friends without spending a fortune.

9. WHY IS THE SECOND ONE BETTER?

1. THE OPENING TARGETS THE READER

The review immediately connects the restaurant to a real concern for students: eating out without spending too much.

2. FOOD IS DESCRIBED SELECTIVELY

Instead of listing every order, the writer chooses useful details: menu variety, cooking, portion size and one memorable dessert.

3. OPINIONS ARE PRECISE

Very good becomes well cooked, crisp homemade chips and the highlight of the meal.

4. CRITICISM IS BALANCED

The slow service is mentioned, but the writer adds relevant context: the restaurant was almost full.

5. VALUE FOR MONEY IS ACTUALLY EVALUATED

The writer gives a realistic price range and relates it to portion size and quality.

6. THE RECOMMENDATION IS USEFUL

The final sentence identifies a specific audience and occasion: students wanting a relaxed, affordable meal with friends.

10. FOOD VOCABULARY: PRECISE, NOT RIDICULOUS

You do not need to sound like a professional food critic. Use vocabulary you can control.

Instead of...	Try...
very tasty	full of flavour / delicious / well seasoned
not tasty	bland / lacking in flavour
cooked well	perfectly / well cooked
too cooked	overcooked
not cooked enough	undercooked
big portions	generous portions
small portions	rather small portions
many choices	a wide / good range of dishes
cheap	affordable / reasonably priced
expensive	pricey / slightly overpriced
good for the price	good value for money

11. STEAL THESE STRUCTURES

Adapt the patterns to the place you are reviewing.

- If you are looking for somewhere to..., ___ is worth considering.
- What immediately stands out is...
- The menu offers a good range of...
- The highlight of the meal was...
- ___ was well cooked, although...
- The portions are generous without being excessive.
- Despite the restaurant being busy,...
- Service was efficient / slightly slow, but...
- The atmosphere is relaxed and welcoming.
- Considering the quality / portion size,...
- The set menu offers good value for money.
- I would happily return, especially for...
- I would particularly recommend it to...
- It may not be ideal for anyone looking for...

12. COMMON MISTAKES

Do not write	Write
The food was very good	The food was delicious / well prepared
The plates were very big	The portions were generous
The waiter attended us well	The waiter served us well / The service was good
The service was very slowly	The service was very slow
There was a good ambient	There was a good atmosphere
The local was very nice	The restaurant / place was very pleasant
The restaurant was full of people	The restaurant was crowded / almost full
We asked a burger	We ordered a burger
I ate a plate of pasta	I had / ordered a pasta dish
The price was economic	The price was reasonable / affordable
I recommend you to go	I recommend going / I would recommend it to...

ORDER vs ASK FOR

In a restaurant, order is the natural verb for choosing food or drink: We ordered two pizzas.

Ask for is possible when requesting something: We asked for the bill.

13. BEFORE YOU HAND IT IN

- ☐ Have I answered every part of the task?
- ☐ Have I identified the restaurant and given useful context?
- ☐ Have I evaluated the food rather than simply listed dishes?
- ☐ Have I commented on atmosphere and service?
- ☐ Have I evaluated value for money if the task requires it?

- ☐ Have I used specific details to support my opinions?
- ☐ Have I included balanced criticism if appropriate?
- ☐ Have I used precise restaurant vocabulary?
- ☐ Have I said who the restaurant would suit and why?
- ☐ Is my recommendation useful rather than generic?
- ☐ Have I used clear paragraphs?
- ☐ Have I checked grammar, spelling and punctuation?

14. YOUR TURN

TASK A - STUDENT-FRIENDLY

Your school magazine is recommending affordable places for students to eat. Write a review of a restaurant or café, evaluating the food, service, atmosphere and value for money, and say who you would recommend it to.

TASK B - SPECIAL OCCASION

Write a review of a restaurant you visited for a birthday or other special occasion. Describe the experience, evaluate what worked well and what could have been better, and say whether you would return.

TASK C - WORTH THE HYPE?

Choose a popular restaurant, café or food venue. Write a review evaluating the food, atmosphere and prices, and explain whether you think it deserves its popularity.

Target: approximately 180 words.

EXTRA CHALLENGE: BAN NICE AND GOOD

Improve this:

The restaurant was very nice. The food was very good, the waiters were nice and the atmosphere was good.

Replace vague judgement with specific evidence.

Example:

The restaurant has a relaxed, welcoming atmosphere, helped by the small dining room and friendly staff. Our meals were well prepared and generously portioned, while service remained attentive even as the restaurant became busier.

Remember: a useful restaurant review tells the reader what the experience felt like and whether it was worth the money.

OPINION ESSAY

PAU WRITING - 2º BACHILLERATO

Take a position. Develop it. Make every paragraph earn its place.

Goal: learn how to write a clear B2 opinion essay in which ideas are developed with reasons, explanations and examples - not hidden behind memorised connectors.

1. KNOW THE GENRE

An opinion essay asks you to give and support your position on an issue. The examiner is not judging whether your opinion is 'correct'. What matters is whether you communicate it clearly, organise it logically and develop your arguments convincingly.

REGISTER: NEUTRAL / FORMAL

Use: a clear position; focused body paragraphs; reasons, explanations and examples; appropriate linking; and a conclusion that follows naturally from the argument.

Avoid: repeating the task, listing undeveloped ideas, changing position halfway through, inventing statistics and filling the essay with connectors that do not create real logic.

Think: POSITION -> REASON -> EXPLANATION -> EXAMPLE / CONSEQUENCE

2. ANALYSE THE TASK

PAU-STYLE TASK

Some people believe that mobile phones should be completely banned during the school day. Do you agree or disagree? Give reasons and examples to support your opinion. Write approximately 180 words.

TOPIC? Mobile-phone use at school.

QUESTION? Should phones be completely banned during the school day?

YOUR JOB? Take a clear position and support it.

REGISTER? Neutral / formal.

EVIDENCE? Logical reasons and realistic examples - not invented 'research'.

Before writing: decide exactly what you believe. Completely banned is important. You can disagree with a total ban while still supporting restrictions.

3. BUILD YOUR ESSAY

INTRODUCTION - frame the issue + state your position

Keep it short. You do not need a dictionary definition, a historical introduction or Nowadays, technology is everywhere...

BODY 1 - strongest reason

Topic sentence -> explain why -> show consequence or example.

BODY 2 - second reason / qualification

Develop a different point. You may acknowledge the other side if it helps your argument.

CONCLUSION - answer the question again

Summarise the logic of your position. Do not introduce a brand-new argument.

4. THE ARGUMENT ENGINE

A strong paragraph does more than announce an idea.

POINT: Phones can distract students during lessons.

POINT + EXPLANATION:

Phones can distract students during lessons because notifications and messages compete constantly for their attention.

POINT + EXPLANATION + DEVELOPMENT:

Phones can distract students during lessons because notifications and messages compete constantly for their attention. Even when students do not actively use their devices, checking a screen for a few seconds can interrupt concentration and make it harder to follow an explanation.

Optional example / consequence:

For this reason, requiring phones to remain switched off and out of sight during class is a reasonable rule.

5. ONE PARAGRAPH = ONE MAIN JOB

Weak paragraph:

Firstly, phones are distracting. Moreover, cyberbullying is a problem. In addition, students can cheat. Furthermore, phones are expensive. Therefore, they should be banned.

Problem: five ideas appear, but none is developed.

Better strategy: choose one strong reason and explore it properly. In a 180-word essay, depth beats a shopping list of arguments.

6. LANGUAGE THAT ACTUALLY WORKS

Stating your position

In my view,... / I believe that... / From my perspective,... / I would argue that...

Giving a reason

One important reason is that... / The main advantage / problem is that... / A further point to consider is...

Explaining

This is because... / In other words,... / This means that... / The reason for this is...

Giving examples

For example,... / For instance,... / A clear example of this is... / This can be seen when...

Showing consequences

As a result,... / Consequently,... / This can lead to... / For this reason,...

Qualifying your opinion

This does not mean that... / Although it is true that... / While ___ can be useful,... / That said,...

Concluding

Overall,... / For these reasons,... / Taking these points into account,... / I therefore believe that...

7. CONNECTORS: USE THEM, DON'T COLLECT THEM

Connectors show relationships between ideas. They cannot replace the ideas themselves.

Purpose	Useful options	Watch out
Adding	also, in addition, furthermore	Do not start every sentence with one.
Contrast	however, although, while, whereas	Check the grammar after each form.
Reason	because, since, as	Avoid 'because of + clause'.
Result	therefore, as a result, consequently	The result must logically follow.
Example	for example, for instance	Use realistic examples, not fake data.
Qualification	although, while, admittedly, that said	Useful for avoiding absolute claims.
Conclusion	overall, for these reasons	Do not add a new argument here.

Connector overload: Firstly... Moreover... Furthermore... In addition... Nevertheless... To sum up...

A strong essay can score well with ordinary connectors if the logic and development are strong.

8. BASIC SAMPLE

SHOULD MOBILE PHONES BE BANNED AT SCHOOL?

Nowadays, mobile phones are very important in our lives and almost every teenager has one. In my opinion, mobile phones should not be completely banned at school.

Firstly, phones can be useful for students. For example, they can search for information on the Internet or use educational applications. They can also contact their parents if there is an emergency. Therefore, I think phones can help students in some situations.

Secondly, it is true that phones can distract students. Many students use social media or send messages in class. However, I think the solution is to have rules. Students should keep their phones in their bags during lessons and only use them when the teacher gives permission.

In conclusion, mobile phones have advantages and disadvantages, but I do not agree with a complete ban. Schools should teach students to use them responsibly.

9. STRONG B2 SAMPLE

BAN THE PHONE OR TEACH RESPONSIBILITY?

Few teachers would deny that mobile phones can be a serious distraction in class. However, I do not believe that banning them completely throughout the school day is the most effective solution.

The strongest argument for restrictions is concentration. Messages, notifications and social media can easily interrupt a lesson, so requiring students to keep their phones switched off and out of sight during class seems entirely reasonable. A total ban, however, would remove the possibility of using them when they genuinely support learning, for example to research information or complete a teacher-directed activity.

More importantly, school should help students develop responsible habits. Teenagers will need to manage digital distractions at university and at work, where phones will not simply disappear. Clear rules, combined with consequences when those rules are ignored, can therefore teach self-control rather than merely avoiding the problem.

For these reasons, I support strict limits on phone use during lessons, but not a complete ban. Learning when not to use technology may be as important as learning how to use it.

10. WHY IS THE SECOND ONE BETTER?

1. THE POSITION IS PRECISE

The writer distinguishes between restrictions during lessons and a complete ban throughout the day. This directly engages with the wording of the task.

2. EACH PARAGRAPH HAS ONE CLEAR JOB

The first body paragraph focuses on concentration and appropriate restrictions; the second develops responsibility and future habits.

3. IDEAS ARE DEVELOPED

The essay does not stop at phones are distracting. It explains how distraction works and what rule would address it.

4. THE OTHER SIDE IS ACKNOWLEDGED

The writer accepts the strongest argument for restrictions without abandoning the overall position.

5. THE CONCLUSION ADDS NO NEW ARGUMENT

It gives a clear final answer and ends with a concise reformulation of the central idea.

11. COUNTERARGUMENTS WITHOUT LOSING YOUR POSITION

You do not need a counterargument in every opinion essay. But when it helps, use it strategically.

Useful pattern:

Although it is true that phones can be distracting, a complete ban would also prevent teachers from using them for legitimate educational purposes.

Another pattern:

Supporters of a total ban argue that it would improve concentration. This is a valid concern; however, the same goal can be achieved through clear classroom rules.

Do not: spend half the essay proving the opposite position and then suddenly write but I disagree in the conclusion.

12. CLAIMS: DON'T INVENT EVIDENCE

Risky:

Studies show that 87% of students learn better without phones.

Unless the task gives you data, you do not need statistics. Invented percentages do not make an argument academic.

Better:

When students repeatedly check messages during a lesson, they may miss instructions or lose track of an explanation.

Use: logic, realistic examples, common situations and clear cause-and-effect.

13. STEAL THESE STRUCTURES

Memorise adaptable argument patterns, not complete essays.

- Few people would deny that...
- I do not believe that ___ is the most effective solution.
- One important reason is that...
- This matters because...
- This means that...
- A clear example of this is...
- While it is true that...,
- This does not mean that...
- The strongest argument in favour of ___ is...
- However, the same goal could be achieved by...
- A further point to consider is...
- This can lead to...
- For this reason,...
- Taking these points into account,...
- I therefore believe that...

14. COMMON MISTAKES

Do not write	Write
In my opinion I think...	In my opinion,... / I think...
I am agree / I am disagree	I agree / I disagree
People is...	People are...
The people think... (general)	People think...
Nowadays the society...	Nowadays, society... / In modern society,...
On the other hand... (without first hand)	However,... / By contrast,...
Despite phones are useful...	Although phones are useful...
Because of phones are distracting...	Because phones are distracting...
This can provoke problems	This can cause / lead to problems
There are people that thinks...	There are people who think...
For conclude...	To conclude,... / In conclusion,...

AVOID THE 'NOWADAYS' AUTOPILOT

There is nothing grammatically wrong with Nowadays. The problem is using Nowadays, in today's society, technology is very important... for every topic. Start closer to the actual question.

15. BEFORE YOU HAND IT IN

- ☐ Have I answered the exact question in the task?
- ☐ Is my position clear from the introduction?
- ☐ Does each body paragraph develop one main idea?
- ☐ Have I explained WHY each reason supports my position?
- ☐ Have I included examples or consequences where useful?
- ☐ Have I avoided simply listing arguments?
- ☐ Have I used connectors for logic rather than decoration?
- ☐ Have I avoided invented facts and statistics?
- ☐ Have I acknowledged the other side only where useful?
- ☐ Does my conclusion clearly answer the question?
- ☐ Have I avoided introducing a new idea in the conclusion?
- ☐ Have I checked grammar, spelling and punctuation?

16. YOUR TURN

TASK A - ARTIFICIAL INTELLIGENCE

Some people believe students should be allowed to use artificial intelligence tools for schoolwork as long as they explain how they used them. Do you agree or disagree? Give reasons and examples to support your opinion.

TASK B - SCHOOL STARTING TIMES

Some people think secondary schools should start later in the morning. Do you agree or disagree? Give reasons and examples to support your opinion.

TASK C - SOCIAL MEDIA

Some people believe teenagers would be happier if they spent less time on social media. Do you agree or disagree? Give reasons and examples to support your opinion.

Target: approximately 180 words.

EXTRA CHALLENGE: DEVELOP IT

Weak:

School uniforms are good because they are practical.

Add explanation + consequence / example.

Example:

School uniforms can be practical because students do not need to decide what to wear every morning. This may also reduce some of the pressure to follow fashion trends, particularly in schools where expensive brands can become a status symbol.

Remember: PAU writing is not a competition to see who knows the most connectors. A simple idea, properly developed, is stronger than three sophisticated ideas left unexplained.

FOR & AGAINST ESSAY

PAU WRITING - 2º BACHILLERATO

Explore both sides. Develop them fairly. Weigh them up at the end.

Goal: learn how to discuss advantages and disadvantages in a balanced B2 essay without turning it into an opinion essay with different connectors.

1. KNOW THE GENRE

A for & against essay examines both sides of an issue. Your job is to explain the strongest arguments in favour and against, develop them clearly and reach a balanced conclusion.

REGISTER: NEUTRAL / FORMAL

Use: a neutral introduction; developed arguments on both sides; reasons, examples and consequences; clear contrast; and a conclusion that weighs up the discussion.

Avoid: announcing your personal opinion in the first sentence, making one side obviously stronger because it is your preferred view, listing advantages and disadvantages without explanation, and repeating on the one hand / on the other hand mechanically.

Think: ISSUE -> SIDE A -> SIDE B -> BALANCED ASSESSMENT

2. OPINION ESSAY vs FOR & AGAINST

Opinion essay	For & against essay
Main aim: defend a position	Main aim: examine both sides
Your position is clear from the introduction	Introduction normally remains neutral
Body paragraphs support your overall position	Body paragraphs develop arguments for and against
Counterargument is optional	Both sides are essential
Conclusion confirms your position	Conclusion weighs up both sides; a final view may be given if appropriate

Important: the difference is not the presence of on the one hand. It is the purpose and organisation of the argument.

3. ANALYSE THE TASK

PAU-STYLE TASK

More schools are replacing printed textbooks with tablets and digital materials. Discuss the advantages and disadvantages of this change. Write approximately 180 words.

TOPIC? Replacing printed textbooks with tablets / digital materials.

YOUR JOB? Discuss meaningful advantages AND disadvantages.

REGISTER? Neutral / formal.

CONCLUSION? Weigh up the two sides; do not introduce a new argument.

4. BUILD YOUR ESSAY

INTRODUCTION - frame the issue neutrally

As digital technology becomes more common in education, many schools are considering replacing traditional textbooks with tablets. This change offers clear benefits, but it also raises practical and educational concerns.

BODY 1 - ARGUMENTS IN FAVOUR

Choose one or two related benefits and develop them. Explain why they matter.

BODY 2 - ARGUMENTS AGAINST

Give the disadvantages equal intellectual effort. Do not create weak objections just so your preferred side wins.

CONCLUSION - WEIGH IT UP

Summarise the central trade-off. If the task allows it, you can state a final view here, but it should grow naturally from the discussion.

5. THE SAME RULE STILL APPLIES: DEVELOP IT

List:

Tablets are lighter. They are modern. They have many resources. However, they are expensive and can be distracting.

Developed:

One major advantage of tablets is that students can carry several textbooks and resources on a single device. This reduces the weight of school bags and also gives learners quick access to dictionaries, videos and updated material.

For & against does NOT mean: make a longer list. It means develop both perspectives.

6. LANGUAGE THAT ACTUALLY WORKS

Introducing the issue

There is growing debate about whether... / As ___ becomes increasingly common,... / The idea of ___ has both advantages and disadvantages. / While ___ offers several benefits, it also raises concerns.

Advantages

One significant advantage is that... / A major benefit of ___ is... / Another point in favour is... / This can be particularly useful for...

Disadvantages

However, there are also drawbacks. / One major concern is that... / A further disadvantage is... / This can create problems for...

Developing

This is because... / This means that... / As a result,... / For example,... / In practical terms,...

Balancing

While this is clearly beneficial,... / Although this may be true,... / At the same time,... / Nevertheless,...

Concluding

On balance,... / Taking both sides into account,... / Overall, the main question is whether... / The benefits are significant, provided that...

7. ON THE ONE HAND... USEFUL, NOT COMPULSORY

On the one hand / on the other hand is correct, but students often treat it as the definition of a for & against essay.

Perfectly acceptable:

On the one hand, digital textbooks give students access to a wide range of resources. On the other hand, using a screen for every lesson may create new distractions.

Also natural:

One major benefit of digital textbooks is the range of resources they provide. However, relying on tablets throughout the school day also has disadvantages.

Rule: choose connectors because they express the relationship you need, not because you memorised a template.

8. KEEP BOTH SIDES STRONG

Biased version:

Tablets are amazing because they contain thousands of resources and prepare students for the future. The only disadvantage is that sometimes the battery can run out.

Balanced version:

Digital resources can make learning more flexible and interactive. However, the cost of devices, unequal access at home and the possibility of distraction are significant concerns that schools would need to address.

A balanced essay does not require you to believe both sides are equally convincing. It requires you to represent both sides fairly.

9. BASIC SAMPLE

TABLETS OR TEXTBOOKS?

Nowadays, technology is used a lot in education. Many schools are changing books for tablets. This has advantages and disadvantages.

On the one hand, tablets are very useful. Students can have all their books on one device, so their school bags are not so heavy. They can also use the Internet and educational apps. Moreover, digital books can be updated easily, which is good for students.

On the other hand, tablets also have disadvantages. They are expensive and not all families can afford them. Students can also become distracted because they can play games or use social media. Another problem is that the battery can finish or the device can break.

In conclusion, tablets have positive and negative aspects. I think they can be useful in schools, but students should also use normal books sometimes.

10. STRONG B2 SAMPLE

SHOULD TEXTBOOKS GO DIGITAL?

As digital technology becomes more common in education, some schools are replacing printed textbooks with tablets. Although this can make learning more flexible, the change also creates practical problems that should not be ignored.

One major advantage is access. A single device can store textbooks, dictionaries and multimedia resources, reducing the weight students carry while allowing teachers to use updated material. Digital content can also be adapted more easily, which may help students work at different speeds.

However, relying heavily on tablets has clear drawbacks. Devices are expensive to buy and maintain, and technical problems can interrupt lessons. More importantly, a tablet offers constant access to games, messages and other distractions. Schools would therefore need effective systems to ensure that technology supports learning rather than competing with it.

On balance, digital materials offer significant educational benefits, but replacing printed books completely may create unnecessary difficulties. A combination of both formats could provide flexibility without making students entirely dependent on screens.

11. WHY IS THE SECOND ONE BETTER?

1. THE INTRODUCTION IS NEUTRAL

It frames the debate and signals both benefits and concerns without announcing a personal position immediately.

2. THE ADVANTAGES ARE CONNECTED

Storage, lighter bags, updated resources and adaptability all develop the broader idea of access and flexibility.

3. THE DISADVANTAGES ARE TAKEN SERIOUSLY

Cost, maintenance, technical failure and distraction are explained as real practical concerns, not token objections.

4. CAUSE AND EFFECT IS CLEAR

The writer explains what each advantage or disadvantage leads to, rather than simply naming it.

5. THE CONCLUSION WEIGHS THE TRADE-OFF

The final idea - combining formats - follows directly from the strengths and weaknesses already discussed.

12. HOW TO WRITE A BALANCED CONCLUSION

Too empty:

In conclusion, there are advantages and disadvantages. Everyone has their own opinion.

Too sudden:

In conclusion, tablets are definitely much better and every school should use them.

Better:

Taking both sides into account, digital materials can offer greater flexibility, but schools need to consider cost, distraction and reliability before replacing printed books completely.

A useful conclusion answers: What is the main trade-off? Under what conditions do the benefits outweigh the drawbacks?

13. STEAL THESE STRUCTURES

Use these as adaptable frames rather than a fixed essay template.

- The idea of ___ has both advantages and disadvantages.
- While ___ offers several benefits, it also raises concerns.
- One significant advantage is that...
- This can be particularly useful for...
- A further benefit is...
- However, there are also drawbacks.
- One major concern is that...
- This can create difficulties for...
- Although this may be true,...
- At the same time,...
- The extent to which this is beneficial depends on...
- Taking both sides into account,...
- On balance,...
- The benefits are significant, provided that...
- A combination of both approaches may...

14. COMMON MISTAKES

Do not write	Write
There are advantages and inconvenients	There are advantages and disadvantages / drawbacks
One advantage is people can...	One advantage is that people can...
On one hand...	On the one hand...
In the other hand...	On the other hand...
Despite it is useful...	Although it is useful...
Despite of being useful...	Despite being useful...
It depends of...	It depends on...
Technology has also bad things	Technology also has drawbacks
This supposes a problem	This creates / causes a problem
Not all the people can afford it	Not everyone can afford it
The battery can finish	The battery can run out
To sum up, all has pros and cons	To sum up, there are benefits and drawbacks

15. BEFORE YOU HAND IT IN

- ☐ Have I answered the exact issue in the task?
- ☐ Is my introduction neutral and focused?
- ☐ Have I discussed both advantages AND disadvantages?
- ☐ Have I developed each side rather than listing points?
- ☐ Are my examples realistic and relevant?
- ☐ Have I given both sides fair treatment?
- ☐ Have I used contrast logically?
- ☐ Have I avoided repeating on the one hand / on the other hand unnecessarily?
- ☐ Have I avoided invented statistics?
- ☐ Does my conclusion weigh up the discussion?
- ☐ Have I avoided adding a completely new argument at the end?
- ☐ Have I checked grammar, spelling and punctuation?

16. YOUR TURN

TASK A - ONLINE LEARNING

More secondary-school subjects now include online lessons or digital learning from home. Discuss the advantages and disadvantages of this development.

TASK B - PART-TIME JOBS

Many teenagers have part-time jobs while they are still studying. Discuss the advantages and disadvantages of working during the school year.

TASK C - LIVING ABROAD

Spending a year studying in another country is becoming increasingly popular among young people. Discuss the advantages and disadvantages of this experience.

Target: approximately 180 words.

EXTRA CHALLENGE: TURN THE LIST INTO AN ARGUMENT

Weak:

Studying abroad is good because you learn languages, meet people and become independent. However, it is expensive, you miss your family and it can be difficult.

Choose related ideas and explain why they matter.

Example:

One major benefit of studying abroad is the independence it can develop. Students have to manage everyday tasks in an unfamiliar environment, from organising their money to communicating in another language. As a result, they may return home more confident and capable of solving problems on their own.

Remember: a for & against essay is not two shopping lists separated by however. Both sides deserve real development.

EVENT REVIEW

PAU WRITING - 2º BACHILLERATO

Capture the experience. Evaluate what worked. Help the reader decide.

Goal: learn how to review a concert, festival, exhibition, sports event, school event or live performance by combining atmosphere, specific moments and balanced evaluation.

1. KNOW THE GENRE

An event review tells readers what an event was like and whether it was worth attending. Unlike a film or book review, you are evaluating a live experience: organisation, atmosphere, performances or activities, venue, audience experience and value can all matter.

REGISTER: NEUTRAL TO SEMI-INFORMAL

Use: a strong opening; brief context; carefully chosen highlights; comments on atmosphere and organisation; balanced criticism; and a clear recommendation.

Avoid: writing a diary of everything that happened, listing the programme, using only emotional adjectives and saying it was amazing without explaining why.

Think: EXPECTATIONS -> EXPERIENCE -> HIGHLIGHTS -> WEAKNESSES -> VERDICT

2. ANALYSE THE TASK

PAU-STYLE TASK

Your school English-language magazine is publishing reviews of events that are worth attending. Write a review of a concert, festival, exhibition, sports event or other live event you have attended. Describe the atmosphere, explain what worked particularly well and what could have been improved, and say who you would recommend it to. Write approximately 180 words.

WHO? Readers of a school magazine.

PURPOSE? Evaluate an event and help readers decide whether it would suit them.

REGISTER? Neutral / semi-informal and engaging.

CONTENT? atmosphere; highlights; weakness(es); recommendation / target audience.

Task achievement: if the task asks what could have been improved, include a real weakness. A review in which absolutely everything was 'perfect' often gives the reader very little useful information.

3. BUILD YOUR REVIEW

1 - HOOK + CONTEXT

Name the event and create interest.

Can a school music festival actually feel like a real concert? Last Friday's SoundLab Night came surprisingly close.

2 - ATMOSPHERE + FIRST IMPRESSION

Help the reader imagine being there: venue, crowd, energy, setting or organisation.

3 - HIGHLIGHTS + EVALUATION

Choose one or two memorable elements and explain why they worked.

4 - WEAKNESS + VERDICT

Mention a meaningful limitation, then recommend the event to a specific audience.

4. REPORTING IS NOT REVIEWING

Reporting:

First, three bands played. Then there was a break. After that, a singer performed and finally there was a DJ.

Reviewing:

The strongest part of the evening was the variety of performances. Moving from live bands to acoustic music and finally a DJ kept the programme energetic, although the long changeovers between acts occasionally interrupted the atmosphere.

The upgrade: do not tell us everything that happened. Select details and explain their effect on the experience.

5. WHAT CAN YOU EVALUATE?

Area	Useful questions
Atmosphere	Was it lively, relaxed, exciting, welcoming, intense, crowded or flat? Why?
Performance / content	What stood out? Was it engaging, original, skilful, moving or repetitive?
Organisation	Were timings clear? Were queues, entrances, seating and information well managed?
Venue	Did the location, sound, visibility, space or facilities help or harm the experience?
Audience experience	Could people participate, see, hear, move around or enjoy the event comfortably?
Value	Was the ticket price reasonable for what was offered? Would you attend again?

6. LANGUAGE THAT ACTUALLY WORKS

Opening / expectations

I had been looking forward to... / If you think ___ sounds like..., think again. / The event promised..., and for the most part it delivered. / From the moment we arrived,...

Atmosphere

The atmosphere was lively and welcoming. / The crowd responded enthusiastically to... / The venue created a surprisingly intimate atmosphere. / There was a real sense of excitement when...

Highlights

The highlight of the event was... / What stood out most was... / One particularly memorable moment came when... / ___ managed to keep the audience engaged throughout.

Organisation / venue

The event was well organised overall. / Queues moved quickly despite the large crowd. / The sound quality was excellent / uneven. / The only major organisational problem was...

Balanced criticism

The main drawback was... / At times, however,... / One aspect that could have been improved was... / Although this did not ruin the event,...

Recommendation

I would particularly recommend it to... / It is well worth attending if you enjoy... / I would happily go again. / It may not appeal to anyone looking for...

7. BASIC SAMPLE

SOUNDLAB NIGHT

Last Friday I went to SoundLab Night, a music festival organised by a school in my city. I went with some friends and there were many students there.

The event was very good and the atmosphere was amazing. There were different bands, singers and a DJ. My favourite part was a rock band because they played very well and everybody sang with them. The lights were also very good and the music was loud.

The organisation was good, but there were some problems. We had to wait a long time between some performances and there were not enough places to buy drinks. However, this was not a big problem because we had a good time.

I really liked SoundLab Night and I would go again next year. I recommend it to teenagers who like music and want to spend a fun evening with friends.

8. STRONG B2 SAMPLE

SOUNDLAB NIGHT: SCHOOL FESTIVAL, REAL CONCERT ENERGY

Can a school music festival genuinely feel like a night out? SoundLab Night, held last Friday at a local arts centre, certainly managed to create the right atmosphere.

The programme mixed student bands, acoustic performers and a DJ, but the highlight was a rock group whose energetic set had most of the audience singing along within minutes. Good lighting and surprisingly clear sound also made the performances feel far more professional than I had expected.

The event was well organised overall, with quick entry and clear information throughout the venue. The main weakness was the time between some acts, which occasionally caused the energy in the room to drop. There was also only one refreshment area, leading to long queues during the break.

Neither problem spoiled the evening, however. With affordable tickets, varied music and a genuinely lively crowd, SoundLab Night offered excellent value. I would particularly recommend it to teenagers who enjoy live music but do not usually attend large concerts.

9. WHY IS THE SECOND ONE BETTER?

1. THE OPENING CREATES EXPECTATION

The review starts with a question and immediately establishes the surprising contrast between a school event and a professional concert experience.

2. HIGHLIGHTS ARE SELECTED, NOT LISTED

The writer chooses one performance, the lighting and the sound because they help explain why the event felt successful.

3. ATMOSPHERE IS SHOWN THROUGH DETAILS

Instead of simply saying the atmosphere was amazing, the review describes the audience singing along and the energy in the room.

4. CRITICISM EXPLAINS THE EFFECT

Long changeovers are not merely labelled 'bad': the writer explains that they caused the energy to drop.

5. VALUE IS PART OF THE VERDICT

Affordable tickets, varied music and the overall experience are combined to justify the recommendation.

6. THE TARGET AUDIENCE IS SPECIFIC

The review is aimed particularly at teenagers who enjoy live music but may not normally attend major concerts.

10. ATMOSPHERE: SHOW IT, DON'T JUST NAME IT

Weak:

The atmosphere was incredible.

Stronger:

By the final song, almost the entire crowd was on its feet, singing along and calling for an encore.

Weak:

The exhibition was very relaxing.

Stronger:

Soft lighting, plenty of space between the exhibits and the absence of large crowds made it easy to take time over each piece.

Principle: concrete details make evaluation believable.

11. DIFFERENT EVENT, DIFFERENT VOCABULARY

Concert / festival	Exhibition	Sports event	Theatre / performance
set, stage, crowd, encore, sound, energy	exhibit, display, collection, interactive, gallery	match, game, atmosphere, facilities, pitch	cast, stage, performance, audience, production
energetic, live, loud, intimate	thought-provoking, informative, exciting	intense, well organised	convincing, moving, engaging, humorous

12. STEAL THESE STRUCTURES

Use them as flexible frames, not as a script.

- The event promised..., and for the most part it delivered.
- From the moment we arrived,...
- What stood out most was...
- The highlight of the event was...
- One particularly memorable moment came when...
- ___ kept the audience engaged throughout.
- The venue created a... atmosphere.
- The event was well organised overall.
- The main drawback was...
- One aspect that could have been improved was...
- Although this did not spoil the experience,...
- Considering the ticket price,...
- I would happily attend again.
- I would particularly recommend it to...
- It is well worth attending if...

13. COMMON MISTAKES

Do not write	Write
I assisted to a concert	I attended / went to a concert
There was a lot of people	There were a lot of people
The ambient was amazing	The atmosphere was amazing
The public was excited	The audience / crowd was excited
The singer did a concert	The singer performed / gave a concert
They made a good performance	They gave a good performance / performed well
The concert was very funny	The concert was great / enjoyable / entertaining
The organisation was very good	The event was well organised
We had to do a big queue	We had to wait in a long queue
It worth the money	It was worth the money
I recommend you to go	I recommend going / I would recommend it to...

ATTEND vs ASSIST

attend = go to an event: I attended the concert.

assist = help: Volunteers assisted visitors at the entrance.

14. BEFORE YOU HAND IT IN

- ☐ Have I answered every part of the task?
- ☐ Have I identified the event and given enough context?
- ☐ Have I described the atmosphere using specific details?
- ☐ Have I selected highlights rather than retold the entire event?

- ☐ Have I explained WHY the highlights worked?
- ☐ Have I included a meaningful weakness if required?
- ☐ Have I commented on organisation, venue or value where relevant?
- ☐ Have I used vocabulary appropriate to this type of event?
- ☐ Have I said who I would recommend it to and why?
- ☐ Is my verdict supported by the review?
- ☐ Have I used clear paragraphs?
- ☐ Have I checked grammar, spelling and punctuation?

15. YOUR TURN

TASK A - LIVE MUSIC

Your school magazine wants reviews of live music events for teenagers. Write a review of a concert or festival, describing the atmosphere, evaluating the performances and organisation, and saying who you would recommend it to.

TASK B - EXHIBITION OR MUSEUM EVENT

Write a review of an exhibition, museum event or interactive experience you have attended. Explain what made it interesting, mention anything that could have been improved and give your recommendation.

TASK C - SPORTS OR SCHOOL EVENT

Write a review of a sports event, school celebration, show or other live event. Describe the experience, evaluate its strongest and weakest aspects and say whether you would attend again.

Target: approximately 180 words.

EXTRA CHALLENGE: PROVE THE ATMOSPHERE

Weak:

The atmosphere was amazing and everyone had a great time.

Replace the vague evaluation with observable details.

Example:

By the time the final act appeared, the crowd had moved close to the stage and even students who had been sitting earlier were singing and dancing. The performers responded to the audience constantly, which made the event feel genuinely interactive.

Remember: an event review should make the reader feel they can almost see, hear and experience what you are evaluating.

USEFUL LANGUAGE FOR COMMUNICATIVE SITUATIONS

Responding to news

Congratulations on ...!
That's fantastic! Well done!
It must be amazing / annoying to...
It sounds wonderful / awful.
I'm sorry to hear about...
It's so sad to hear that ...

Giving advice

Why don't you ...?
I (don't) think you should ...
What / How about...?
Maybe you could even ...
If I were you, I'd / I wouldn't
Let's ...

Introducing your opinion

In my opinion...
Personally, I believe that...
In my view, ...
To my mind,...
My personal opinion is ...

Introducing and adding points

Firstly,... / Secondly,...
First of all, ...
To begin with ...
One thing to consider is...
Another...
Apart from that...
In addition (to this),...

Concluding and summarizing

In conclusion, ...
To conclude,...
To sum up,...
Finally,...

Time phrases

It all began...
At first, ...
Before...
Previously,...
Earlier...
Not long afterwards,...
Later that day,...
A little later,...
Meanwhile, ...

Dramatic phrases (for narratives)

Suddenly, ...
All of a sudden, ...
Without warning, ...

Out of the blue, ...
Quite unexpectedly, ...
Just then, ...

Concluding phrases

Finally, ...
At last, ...
Eventually, ...
When it was all over, ...
Looking back now, ...
In the end, ...

Starting in an engaging way

Have you ever found yourself (waiting for) ...?
Picture the scene: you are ...
Imagine this: you are ...

Rhetorical questions

Have you ever wondered why ...?
How are you supposed to ...?
What's the solution?

Ways of giving advice

You may think that ..., but ...
Remember that (you don't need to ...)
In fact, it's easier than you think to ...
There are actually a surprising number of ...
You could always ...
Try to ...

Expressing contrast

Although / Even though (there are some benefits), there are also (some drawbacks) ...
Despite / In spite of + ing or noun phrase
However, Nevertheless, ...

Giving reasons and results

As a result / Consequently, ...
Because of (this), ...
For this reason, ...

Giving examples

For example / instance, ...
There are many benefits, such as / like ...

Adding points

In addition, ...

Furthermore, / Moreover, / What is more, ...

Reporting another person's opinion

Some / Many people say that ...

It is said that ...

According to ...

Presenting opposing views

On the one hand...on the other hand...

Reports introduction

The aim / purpose of this report is to ...

This report is intended to ...

It is based on ...

Reporting results

Almost / Around / More than / Well over half / a quarter / one third of interviewees ...

One in five / ten interviewees ...

Most people feel that ...

Several people said / suggested / thought that ...

Some people thought ..., but others said ...

Almost everyone agreed / said ...

The (vast) majority of people ...

(By far) the most popular suggestion was ...

Analysing (reports)

This (strongly) suggests that we need to ...

This may be because ...

One possible reason for this is

Recommending (reports)

I (would) therefore suggest / recommend ...

It would seem that ... is the best option / idea.

On the basis of the points mentioned above, ...

Introducing one side of the argument

The first / second advantage ...

It can be argued that...

No one can deny that ...

On the one hand, ...

It is also true that ...

Introducing the other side of the argument

However, ...

On the other hand, ...

Although it is true that ..., we should also remember that ...

Having said that, ... / That said, ...

And yet, ...

Speculating and deducing

I can't be sure, but...

LINKING WORDS: SOME GRAMMAR NOTES

1. INTRODUCING CONTRASTING OR OPPOSING IDEAS

- a) **BUT & YET** + NOUN PHRASE OR COMPLETE SENTENCE.

The book is short but/yet interesting. The story is short, but/yet it's interesting.

- b) **IN SPITE OF / DESPITE** + noun phrase, pronoun or -ing

In spite of / despite the late hour, they went on with the meeting.

He arrived on time despite / in spite of getting up late.

The weather was cold, but they went on the trip in spite of it / that.

- c) **ALTHOUGH, THOUGH, EVEN THOUGH** + complete sentence

Although / Though / Even though the pupils had not studied as hard as they could, they all passed their exams.

- d) **WHILE , WHEREAS** + complete sentence

This soap opera is very interesting, while / whereas that one is quite boring.

2. SHOWING REASON, CAUSE AND PURPOSE.

- a) **BECAUSE, AS, SINCE, SEEING THAT** + complete sentence

Because / As / Since / Seeing that it's late, we should all go home.

We should all go home because / as / since / seeing that it's late.

- b) **BECAUSE OF, ON ACCOUNT OF, OWING TO, DUE TO** + noun phrase.

Because of / On account of / Owing to / Due to the weather, we stayed at home.

We stayed at home because of / on account of / owing to / Due to the weather.

- c) **IN ORDER TO, SO AS TO, TO** + bare infinitive

She uses her video in order to / so as to / to record her favourite shows.

- d) **IN ORDER THAT, SO THAT** + sentence with modal verb

She uses her video in order that/so that she can have a recording of her favourite shows.

LINKING WORDS

SEQUENCING IDEAS	CAUSE		CONSEQUENCE		ADDING INFORMATION	
ADVERBIALS	FOLLOWED BY CLAUSE	FOLLOWED BY NOUN GROUP	ADVERBIALS	FOLLOWED BY NOUN GROUP	ADVERBIALS	FOLLOWED BY NOUN GROUP
First of all,	Because	<u>Because of</u>	<u>Therefore,</u>	<u>hence</u>	<u>Besides,</u>	
In the first place,	As	<u>Due to</u>	<u>Consequently,</u>		<u>Moreover,</u>	
In the second place,	Since	<u>Owing to</u>	<u>As a result,</u>		<u>Furthermore,</u>	
Secondly,	<u>Given that</u>		<u>As a consequence,</u>		<u>On top of that,</u>	
Next,	<u>Insofar as</u>		That is why		<u>What is more,</u>	
Finally,			<u>So</u>		<u>...as well,</u>	<u>...as well as...</u>
<u>Last but not least,</u>			<u>In (the) light of the above,</u>	<u>In (the) light of ...</u>	<u>In addition,</u>	
Last but certainly not least,			<u>With this in mind,</u>		<u>Additionally,</u>	<u>In addition to this,</u>
					<u>Other than that, (adding + contrast)</u>	
					<u>Apart from that,</u>	
					<u>Together with that,</u>	<u>..., together with ...</u>
						<u>...coupled with...</u>
					<u>,not to mention...</u>	

CHANGING THE SUBJECT	REFERRING TO OTHER SOURCES	CONDITIONS	CONTRAST			SIMILARITY
ADVERBIALS	FOLLOWED BY NOUN GROUP	FOLLOWED BY CLAUSE	ADVERBIALS	FOLLOWED BY NOUN GROUP	FOLLOWED BY CLAUSE	ADVERBIALS
On a different note,	<u>According to X,</u>	If	<u>However,</u>	<u>In spite of</u>	<u>Although</u>	<u>By the same token,</u>
<u>That's beside the point.</u> (That is irrelevant/unrelated to the topic in hand).	In X's view,	Unless	<u>Nevertheless,</u>	<u>Despite</u>	<u>Even though</u>	<u>Similarly,</u>
		<u>Provided that/providing that</u>	<u>Nonetheless,</u>	<u>Albeit</u>	<u>Even if</u>	<u>Likewise,</u>
		<u>As long as</u>	<u>Having said that,</u>	<u>Notwithstanding</u>		<u>In the same way,</u>
		<u>Insofar as/ In so far as</u> (to the extent that)	<u>Yet,</u>			
		<u>Insofar that/In so far that</u>	<u>And yet,</u>			
			<u>On the one hand...on the other hand</u>			

EXPRESSING PERSONAL OPINION		EXPLAINING/ EMPHASISING		GIVING EXAMPLES	REPHRASING	SUMMING UP
ADVERBIALS	FOLLOWED BY CLAUSE	ADVERBIALS	FOLLOWED BY CLAUSE	ADVERBIALS	ADVERBIALS	ADVERBIALS
In my opinion,	It seems to me that	In fact,		, <u>namely</u> ,	<u>In other words</u> ,	In conclusion,
In my view,	I feel that	As a matter of fact,			To put it differently,	To sum up,
From my point of view,		Actually,			<u>,that is to say,</u>	<u>All things considered</u> ,
Personally,		<u>Needless to say</u> ,	<u>It goes without saying that...</u>			Taking everything into consideration,
As I see it,						<u>On balance</u> ,
To my mind,						<u>In short</u> ,
As far as I am concerned,						To put it briefly,

→ **provided that / providing / on condition that...** = if

→ **Even though** expresses a fact, something real. It means ‘despite the fact that’.

→ **Even if** refers to an imaginary situation. It means ‘despite the possibility that...’

LINKING WORDS

TYPE OF LINKING	LINKING WORDS	EXAMPLES
adds something	and both ... and not only ... (but ... / but ... also) as well as / in addition (to)	Dave turned the key and opened the door. We stock both gas and electric cookers. Not only does the machine wash your clothes, but it also dries them. She has a car as well as a bicycle.
shows a difference between two things	but while / whereas although / though / even though However, Nevertheless	The weather was cold but it didn't rain. While the food there is very good, it isn't expensive. We enjoyed our holiday even though it rained. Credit cards are useful for travellers. However, the interest rates can be very high.
gives a choice	or either ... or neither ... nor	Which do you prefer – tea or coffee? You can either come with me or stay here. She can neither sing nor dance.
gives a reason	because because of as / since	I don't use trains because they are too expensive. The show was cancelled because of the rain. As / Since we're late, we'd better get a taxi.
gives a result	As a result, Therefore, so so ... (that) such ... (that) too / enough	There was a hurricane. As a result, 80 percent of the city was flooded. Trains have become expensive. Therefore, more people are travelling by bus. I overslept so I was late for work. He ate so much (that) he was sick. There was such a lot of noise (that) I couldn't sleep. The lake is too cold to swim in. The lake isn't warm enough to swim in.
gives a purpose	to in order to / so as to in order that / so that	They flood the fields to protect the plants. I caught the earlier train in order not to be late for my interview. I'm buying a magazine so that I'll have something to read on the flight.
links times / events	before / after as soon as / when while until	We closed the shutters before we went down to the basement. As soon as we knew the storm was coming, we closed the shutters. I sent a lot of emails while I was on holiday. We stayed in the basement until the storm had passed.
shows a series of events	first then after that later in the end eventually	First, we closed the window shutters. Then we went down to the basement and waited there. Eventually, the storm passed over us and we were able to go back into the house. Later, we went outside and opened the window shutters.
shows stages in a process	First Then Next After that Finally	First, put the potatoes in boiling water. Then slice the tomatoes. Next, take an onion ...

