

## INGLÉS

### OPCIÓN 1

*Read the text and the instructions to the questions very carefully. Answer all the questions in English.*

Most of us who have flown in an aeroplane have experienced the odd moment or two of disquiet. But for some people the prospect of flying is so terrifying that they cannot set foot in a plane. Yet, according to Maurice Yaffé, senior clinical psychologist at Guy's hospital, it is possible to control a **fear of flying** so that air travel becomes not merely possible but, in some cases, positively enjoyable.

Mr. Yaffé organizes special "air anxiety" seminars. When people sign for the course, they are sent a book about flying and two cassette tapes about relaxation and flight stress control. The first morning of the course is spent on group discussion and a lecture about the principles of flight. Then they are shown different ways of **coping with anxiety**. In the afternoon, small groups take it in turns to go on the flight simulator. A TV screen shows a video of a Boeing 757 flight to Paris. The effect is quite realistic, complete with turbulence, engine noise and air-hostess announcements.

The next day the group go to Heathrow airport where the group can watch take-offs and landings and then they go to the air traffic control tower where they can see planes approaching on the radar. Mr Yaffé says that it is very important for the group to see how everything works and how "in control" the staff look. Seeing planes trundling in and out with monotonous regularity and with as much drama as buses going into a bus garage is very important for the success of the seminar.

### Questions

1. Write a summary of the text in English, including the most important points, using your own words whenever possible (maximum 50 words, 1.5 points).
2. Explain in English the meaning of the following expressions as used in the text (1.5 points: 0.75 points each).
  - a) fear of flying
  - b) coping with anxiety
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 0.5 points each).
  - a) It is possible to control a fear of flying  
A fear of flying ...
  - b) Mr. Yaffé said: "When people sign for the course they are sent a book about flying"  
Mr. Yaffé said that ...
  - c) For some people the prospect of flying is so terrifying that they can't set a foot on a plane  
For some people the prospect of flying is ... terrifying feeling that ...
  - d) Mr. Yaffé organizes special "air anxiety" seminars.  
Special...
4. Answer the following questions in your own words. (2 points: 1 point each).
  - a) According to the text, how can people control their fear of flying?
  - b) Why do people sign for a seminar like this?
5. Write a conversation between a person who has a fear of flying and another who is trying to calm her / him. Begin in the following way:  
A: What can I do? I have to fly to Berlin next week.  
B: Don't worry. I felt the same when I flew for the first time...  
(Approximately 120 words; 3 points)

## **INGLÉS**

### **Opción 2**

*Read the text and the instructions to the questions very carefully. Answer all the questions in English.*

As today's bride and groom celebrate their wedding, they have every excuse for being nervous. They exchange promises of lifelong fidelity and mutual support. However, all around them, they can see that many people do not and cannot keep these promises. Their own marriage has a one in three chance of divorce, if present tendencies continue.

Traditional marriage is facing a crisis, at least in Britain. Not only are there more and more divorces, but **the number of marriages is falling**. Living together is more popular than before. The family is now no longer one man, one woman and their children. Instead, there are more and more families which include parents, half sisters and brothers, or even only one parent on her / his own.

Although Britain is still conservative in its attitudes to marriage compared with other countries such as the USA, Sweden and Denmark, the future will probably see many more people living together before marriage – and more divorce. Interestingly, **it is women rather than men who apply for divorce**. Seven out of ten divorces are given to the wife. Also, one of the main reasons for divorce, chosen by ten times more women than men, is unreasonable or cruel behaviour. Perhaps this means that women will tolerate less than they used to.

### **Questions**

1. Write a summary of the text in English, including the most important points, using your own words whenever possible (maximum 50 words, 1.5 points).
2. Explain in English the meaning of the following expressions as used in the text. (1.5 points: 0.75 each)
  - a) The number of marriages is falling.
  - b) It is women rather than men who apply for divorce.
3. Complete the second sentence of each pair so that it has the same meaning as the first one: (2 points: 0.5 point each)
  - a) There are a lot of divorces in Britain. Therefore many young people prefer simply to live together.  
There are so many ...
  - b) "If you are unhappy with your husband, you should get a divorce" he said to her.  
He advised her ...
  - c) Women will tolerate less than they used to.  
Women will not ...
  - d) One of the main reasons for divorce is unreasonable or cruel behaviour.  
Women often ..... because .....
4. Answer the following questions in your own words. (2 points: 1 point each)
  - a) In what ways is the traditional family in crisis in Britain?
  - b) Why do more women than men want to get a divorce?
5. A friend of yours wants to get married. Write to her / him giving your opinion. (Approximately 120 words; 3 points)

**INGLÉS**

**LISTENING TEST (1 point)**

**In this interview with Matt Errey, the inventor of *Word Up*, a game for learning English, you are going to hear some new words. Read and listen to them. Make sure you know what they mean.**

Board = táboa / tabla

Board games = xogos de mesa / juegos de mesa

Squares = cadros / cuadros; cadrados / cuadrados

Chess = xadrez / ajedrez

Fun = diversión / divertido

**Here is the beginning of the interview.**

**Interviewer:** Matt Errey is a games inventor with a difference - he invents board games for teaching English. Matt's game *Word Up* is played by learners of English all over the world. Last month I spoke to him by the poolside in Thailand, to find out more about this extraordinary game and its inventor.

**Here is an example of a question:**

0. Where do people play *Word Up*?

In Thailand

All over the world

By the poolside

The correct answer is "All over the world"

**Ready? Now read the rest of the questions and alternative answers before listening to the interview.**

**(2-minute pause)**

**Now listen to the rest of the interview. You will hear it three times. Write the correct answer in your exam notebook (cuadernillo). Write the complete answer, not a letter. You must not write more than one answer for each question.**

**(Tapescript)**

**Now you will hear the text again.**

**(Tapescript)**

**Now you will hear the text for the last time.**

**(Tapescript)**

**That is the end of the Listening test. Write your answers in your examination notebook (cuadernillo) if you have not already done so. Then you can go on with the rest of the examination.**

## INGLÉS

### Questions

1. What has Matt been doing for the last 16 years?

Living and teaching in Melbourne, Australia.

Living and teaching in Thailand.

Teaching English in Australia and Thailand.

2. What games did Matt's family have when he was a boy?

Computer games on their home computer.

Board games like Monopoly and Scrabble.

Computer games, but not chess or Cluedo.

3. Why did Matt start inventing different kinds of games?

Because it was fun to do this while he learnt the Thai language.

Because he needed extra money to supplement his salary.

Because his students wanted to have fun while they were learning.

4. What did Matt still have to do after the company agreed to produce his game?

Design the box for the game.

Grade the questions in different levels.

Write the rest of the questions.

5. Matt...

would like more students to use *Word Up* at home, not only at school.

only sells *Word Up* to schools, on the Internet.

only sells *Word Up* to teachers and schools in Thailand.

6. Matt uses *Word Up* in his classes ...

to learn about his students' personalities.

to correct students' mistakes.

to make his students come to class early.

7. Matt Errey ...

is full of ideas for marketing new games.

wants to develop other games in the future.

has only produced *Word Up* up to now.

8. Matt believes that *Word Up* is ...

a simple board game, and fun.

more interactive than computer games.

less boring than other board games.

9. What does Matt think about the number of people who can play *Word Up*?

It's better when played by twelve people or less.

There shouldn't be more than six people.

There should be about two to six people.

10. The name *Word Up* ...

comes from a particular African song.

is a good name for a popular game.

indicates a nineteen-nineties song.

## INGLÉS

### OPCIÓN 1

*Read the text and the instructions to the questions very carefully. Answer all the questions in English.*

It's over twenty years since I started composing Trivial Pursuit questions. I have nightmares about them, but someone has to do it. Sometimes I'm inspired and write dozens a day, but most of the time **it's very laborious work**, and sometimes I wish I hadn't invented it.

There were four of us at the start, all Canadian journalists from Montreal. We were playing Scrabble one evening in 1979, and I asked: "Why don't we invent something as good as this game?" It took us only 45 minutes to invent the rules and the circular board, then each of us invested money in the promotion of the idea. Two of us went to Spain to drink beer and write hundreds of questions. The difficult thing is to invent questions that are unusual enough to make people both laugh and think hard. At first **hardly anybody bought the game**, until a Toronto bank manager played it with his children, who loved it. He offered to invest a lot of money so that we could mass-produce it and promote it. Obviously, he hoped to get rich from his investment. The game was so good that millions of people bought it. Trivial Pursuit has so far sold more than 60 million copies in 33 countries.

I constantly check the questions for interest and difficulty, and make corrections based on comments received via e-mail, given by colleagues, or found in encyclopaedias. For example, I made up this question: "What is the main ingredient of the chocolate you buy in the shops?", but afterwards found that the correct answer is not cocoa or even chocolate, but ... sugar!

### Questions

1. Write a summary of the text in English, including the most important points, using your own words whenever possible (maximum 50 words, 1.5 points).
2. Explain in English the meaning of the following expressions as used in the text (1.5 points: 0.75 points each).
  - a) it's very laborious work.
  - b) hardly anybody bought the game.
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 0.5 points each).
  - a) I wish I hadn't invented it.  
I regret ...
  - b) The game was so good that millions of people bought it.  
It was such ...
  - c) It took us 45 minutes to invent the rules.  
In 45 minutes ...
  - d) The correct answer is not chocolate or cocoa but ... sugar!  
Sugar, not ...
4. Answer the following questions in your own words. (2 points: 1 point each).
  - a) What are the main difficulties of inventing questions for Trivial Pursuit?
  - b) How did the game become a commercial success?
5. Describe a game or sport that you enjoy, and say why you like it more than others. (Approximately 120 words; 3 points)

## INGLÉS

### Opción 2

*Read the text and the instructions to the questions very carefully. Answer all the questions in English.*

Roman women, although they were never given legal independence, still had a high status. They were all their lives under the control of their husbands, but the Roman mother was the head of her family. “We Romans,” said Cato, “rule the world, but our wives rule us.” The Romans were the first to celebrate Mother’s Day, and their religion reflected the importance of the family in their culture. Each family conducted its own religious rites, the father acting as the family’s priest. Romans believed in the gods, tradition, the family and the state.

The father’s power over the children did not end when they became adults, and was absolute, including life and death. The system was inflexible and didn’t allow any change, and lasted more than a thousand years. The oppression of children by their fathers was nothing, however, compared with the position of the plebeians, who had practically no rights. A plebeian could be arrested and executed by a patrician without a trial, and, if their masters died, **they were sold into slavery**.

In time, the plebeians gained the right to own land, to marry with higher classes and to pass their own laws. The Twelve Tables (450BC) marked the beginning of a period of “**uniform law for all**”. No plebeian could be executed by the magistrates without an appeal to an assembly of all Roman citizens. Later, rich plebeians formed an alliance with some patricians and a new aristocracy emerged.

### Questions

1. Write a summary of the text in English, including the most important points, using your own words whenever possible (maximum 50 words, 1.5 points).
2. Explain in English the meaning of the following expressions as used in the text. (1.5 points; 0.75 points each)
  - a) they were sold into slavery.
  - b) “uniform law for all”
3. Complete the second sentence of each pair so that it has the same meaning as the first one. (2 points: 0.5 points each)
  - a) The father’s power over the children did not end when they became adults.  
When the ....
  - b) The system allowed little opportunity for change, and lasted over a thousand years.  
The system, which ....
  - c) A plebeian could be arrested and executed by a patrician without a trial.  
A patrician ...
  - d) The system was inflexible and didn’t allow any change.  
The system was too ...
4. Answer the following questions in your own words. (2 points: 1 point each)
  - a) In what way were women respected in Rome?
  - b) How did life get better for the plebeians?
5. Do you like learning history? Do you think it is useful? Give reasons. (Approximately 120 words; 3 points)

**INGLÉS**

**LISTENING TEST (1 point)**

**In this radio conversation between Dave, a radio programme presenter, Anna, a listener, and Mick, a doctor, you are going to hear some new words. Read and listen to them. Make sure you know what they mean.**

**Give up = deixar (de fumar, por exemplo) / dejar (de fumar, por ejemplo)**

**Left out = marxinado / marginado**

**Grown-up = maduro**

**Ban = prohibir**

**Advertising = publicidade / publicidad**

**Decrease = disminuir / disminuir**

**Here is the beginning of the interview.**

**Dave:** You're listening to Style UK and this is Dave Moody. And now we move on to the topic: "Smoking and young people". I have with me Mick, the studio doctor, and on the line is Anna, one of our listeners, who's recently managed to give up the habit. Mick, Anna welcome to the programme.

**Here is an example of a question:**

0. Anna is on the radio because:

She began to smoke when she was very young.

She has just stopped smoking.

She stopped smoking a long time ago.

The correct answer is: "She has just stopped smoking".

**Ready? Now read the rest of the questions and alternative answers before listening to the interview.**

(2-minute pause)

**Now listen to the rest of the interview. You will hear it three times. Write the correct answer in your exam notebook (cuadernillo). Write the complete answer, not a letter. You must not write more than one answer for each question.**

(Tapescript)

**Now you will hear the text again.**

(Tapescript)

**Now you will hear the text for the last time.**

(Tapescript)

**That is the end of the Listening test. Write your answers in your examination notebook (cuadernillo) if you have not already done so. Then you can go on with the rest of the examination.**

## **INGLÉS**

### **Questions**

1. Giving up smoking is difficult because there is no nicotine in cigarettes.  
Giving up smoking is not so difficult because of the nicotine.  
Giving up smoking is hard because of the presence of nicotine.
2. Anna started smoking because she was left outside her friend's house.  
Anna started smoking because her friends invited her to smoke.  
Anna started smoking because she didn't want to feel left out by her friends.
3. Anna smoked because she didn't feel shy.  
Anna smoked because it made her feel more grown – up and confident.  
Anna smoked two packets a day before she even knew it.
4. Tobacco companies have made cigarettes the symbol of maturity.  
Tobacco companies have made cigarettes the symbol of shyness.  
Tobacco companies know that smoking means uncomfortable feelings.
5. Governments say that smoking is something we have to learn to live with.  
Mick says that governments should ban cigarette advertising.  
Mick says that governments should allow cigarette advertising only in some sports.
6. If you have smoked for a long time the risks of being ill will decrease.  
If you give up smoking the risks of being ill will never decrease.  
If you give up smoking the risks of being ill begin to decrease.
7. If you give up smoking the risk of lung cancer disappears after five years.  
If you give up smoking the risk of lung cancer is only half after five years.  
If you give up smoking the risk of lung cancer is only half after fifteen years.
8. Anna gave up smoking very slowly, little by little.  
Anna told her family she was going to give up smoking.  
Anna made up her mind and began to smoke again.
9. Dave didn't give up smoking because it is unpleasant for the first couple of weeks  
Dave didn't give up smoking because of the problem of addiction to nicotine.  
Dave didn't give up smoking because he saves his money
10. People find that when they give up smoking they eat more.  
People find that if they don't give up smoking they eat more and more.  
People find that if they don't smoke they worry too much.

# Criterios de Avaliación / Corrección

## CONVOCATORIAS DE XUÑO E SETEMBRO

### 1. Contido e puntuación da proba escrita:

Primeira pregunta: realización dun resumo dos puntos máis importantes do texto. Máximo 50 palabras (1,5 puntos).

Segunda pregunta: explicación do significado dunha palabra, dunha frase ou dunha expresión do texto nas propias palabras do alumno. Constará de dúas partes cunha puntuación de 0,75 puntos para cada parte (1,5 puntos).

Terceira pregunta: transformación dunha parte ou o total dunha frase tirada do texto noutras palabras para que signifique o mesmo, en que se empregue unha das estruturas contidas no deseño curricular base de Inglés do bacharelato. Constará de catro partes, cunha puntuación de 0,5 punto para cada parte (2 puntos).

Cuarta pregunta: dúas preguntas acerca do significado do texto. As respostas deben demostrar que o alumno o entendeu correctamente. Constará de dúas partes cunha puntuación de 1 punto para cada parte (2 puntos).

Quinta pregunta: unha pregunta acerca dun tema relacionado co tema do texto. A resposta, en forma de redacción, narrativa, carta ou de outro tipo, debe conter, aproximadamente, 120 palabras (3 puntos).

### 2. Contido e puntuación da proba auditiva:

Dez preguntas tipo “test” (multiple choice) acerca dun texto auditivo, cunha puntuación de 0,1 para cada resposta, facendo un total de 1 punto.

3. Terase en conta a comprensión, a expresión e a corrección escritas. Por unha parte, o corrector valorará se existe unha comprensión total ou parcial do texto por parte do alumno. Por outra parte, o corrector terá en conta a capacidade do alumno para se comunicar de forma efectiva (avaliación da súa competencia comunicativa), a coherencia e a ordenación lóxica na exposición das ideas, a riqueza

do léxico, sen esquecer a expresión gramatical correcta (competencia lingüística) das respostas.

4. Se existise unha comprensión total do texto e unha expresión gramatical correcta, a puntuación será máxima, sempre que o alumno introduza elementos expresivos persoais dunha certa complexidade léxico-sintáctica.

5. Se existise unha comprensión total do texto, mais a expresión non fose gramaticalmente correcta, faranse as deducións oportunas que de dependerán da gravidade da incorrección ou do erro. As deducións faranse, entón, axustándose á importancia cualitativa do erro e do número de erros que se cometan na mesma pregunta. A modo orientativo, os erros de expresión básicos (faltas de concordancia, indebida ou inexacta orde de palabras, erros na formación de interrogativas ou negativas etc.) serán penalizados de forma considerable.

6. Se a comprensión for parcial, a puntuación máxima asignada á pregunta verase reducida de acordo coa gravidade da falta de comprensión.

7. Se non houber ningunha comprensión, a pregunta non pode ter ningún tipo de cualificación positiva.

8. Os erros ortográficos puntuaranse negativamente de acordo co seu número e importancia (serán máis graves en palabras básicas da lingua inglesa). Un erro repetido na mesma palabra só se penalizará unha vez.

9. Se se transcribise literalmente un fragmento do texto como resposta a todas ou a unha das preguntas, aínda que este fragmento estivese relacionado co contido da pregunta, valorarase cunha puntuación máxima do 50% do total atribuíble á puntuación correspondente a cada pregunta ou cuestión, así que debe interpretarse que non necesariamente a puntuación debe ser un 0,5.

Acceso aos documentos de audio:

<http://ciug.cesga.es/grupostraballo/11/xun2008.mp3>

<http://ciug.cesga.es/grupostraballo/11/set2008.mp3>

## CONVOCATORIA DE XUÑO

*Possible Answers June 2008*

### OPCIÓN 1

1. Many people are afraid of flying, and some are terrified. However, this fear can be controlled by going to seminars, like Mr Yaffé's course, where they learn to relax, reduce their stress and anxiety. They can see videos, discuss together, visit flight simulators and see how everything works.

2. a) Fear of flying: When people are afraid of flying in airplanes / aeroplanes.

b) Coping with anxiety: To stop being / feeling anxious OR Recovering from feeling anxious OR Dealing with being anxious.

3. a) It is possible to control a fear of flying: A fear of flying can be controlled.

b) Mr Yaffé said: "When people sign for the course they are sent a book about flying.": Mr Yaffé said that when people signed for the course they were sent a book about flying.

c) For some people the prospect of flying is so terrifying that they can't set foot on a plane.:

For some people the prospect of flying is such a terrifying feeling that they can't set foot on a plane.

d) Mr Yaffé organizes special "air anxiety" seminars.:

Special "air anxiety" seminars are organized (by Mr Yaffé).

4. a) People can control their fear of flying by going on a special course, in which, for example, they read books and listen to tapes about relaxing and controlling flight stress. They discuss their fear in groups, and listen to lectures about flight. They watch videos and practise flying in a realistic flight simulator. Also, they can go to a real airport and control tower, where they watch planes taking off and landing.

b) People go to these seminars because they want to fly in airplanes. Instead of staying at home or suffering a lot, they prefer to overcome their fear.

5. A: What can I do? I have to fly to Berlin next week.

B: Don't worry. I felt the same when I flew for the first time. It's not so bad. Now I really enjoy flying.

A: But I'm worried because the plane may crash.

B: I always feel very safe on a plane. In fact I sometimes feel safer than in my car.

A: Do you take any medicine to control your anxiety?

B: No, I don't need to take anything. I went on a seminar where they taught us a lot of things about airplanes and airports. But don't drink alcohol before a flight.

A: How did you know about that seminar?

B: I read about it in a magazine called "Flying Daily."

### OPCIÓN 2

1. In Britain, there are more divorces than before and less / fewer marriages. These days people live together instead of getting married, and modern families are different from / than / to traditional ones. Usually the woman asks for a divorce, not the man, because her husband is cruel or not reasonable.

2. a) The number of marriages is falling: There are fewer / less marriages (now) (than before). / There are fewer and fewer / less and less marriages these days. / People don't get married as much as they did / used to.

b) It is women rather than men who apply for divorce.: More women than men apply for / ask for / demand a divorce. / Fewer men than women apply for / ask for / demand a divorce.

3. a) There are a lot of divorces in Britain. Therefore, many young people prefer simply to live together.

There are so many divorces in Britain (that) many young people prefer simply to live together.

b) "If you are unhappy with your husband, you should get a divorce," he said to her.

He advised her to get a divorce if she was unhappy with her husband.

c) Women will tolerate less than they used to.

Women will not tolerate so much as / as much as they used to.

d) One of the main reasons for divorce is unreasonable or cruel behavior.

Women often ask for / get a divorce because of

## Exemplos de resposta / Soluciones

(their husbands') unreasonable or cruel behavior / because their husbands are unreasonable or cruel.

4. a) The traditional family is in crisis in Britain because not so many people get married as before, and also people do not keep their promises when they get married. They prefer to live together. Besides, women do not tolerate cruel and unreasonable behavior from their husbands, and more of them apply for divorce these days.

b) Women want to get a divorce more than men because they will not tolerate their husbands' cruel and unreasonable behaviour as much as they used to.

5.

Avenida Alfonso Molina, 14  
A Coruña, 15008  
Spain

Dear Mónica,

Thank you for your letter. I think you are too young to get married, just 18 years old, and besides you have been with Jorge for only six months. I know you love him and he loves you, but these days too many people get a divorce very soon after they are married. And what would happen if you had a baby and then you separated? You should wait for at least a year because you need to be very sure. If you marry next year you will both have more money in the bank, and he will be in a computer company, as I know he wants to start working as soon as possible.

With love,

María

### PROBA DE AUDICIÓN / LISTENING TEST

ANSWERS: 1. b 2. b 3. c 4. b 5. a 6. a 7. c  
8. b 9. a 10. b

### (Tapescript)

**Interviewer:** *Word Up* is the leading board game specifically for English learners. So I have some questions for you about *Word Up*. But first, a little about yourself ...where did you grow up, Matt, and how long have you been teaching English?

**Matt:** My home country is Australia, and that's where I grew up - in Melbourne. And I've been involved in teaching English both back in Australia and for the last 16 years over here - since coming to Thailand, that is.

**Interviewer:** Did you like board games as a child?

**Matt:** Yes. When I was a kid we didn't have home computers, let alone computer games, so we played

board games all the time. My dad taught me chess. Then there was Monopoly, of course, and Cluedo, and my Mum taught me how to play Scrabble, so we used to play that quite a lot as well.

**Interviewer:** Plenty of people have written books and started web sites for English learners, but board games are practically unknown. What gave you the idea?

**Matt:** Necessity! I was teaching at a commercial college here in Bangkok, and I soon discovered that whatever we did had to be fun. Thai people like things to be fun - whether it's work, learning a language, or anything else. So we all had to supplement the course work with games and activities. And so I started inventing different types of games for my classes.

**Interviewer:** And how did you decide on the format for *Word Up*?

**Matt:** I had the idea of making a game for my students that was a bit like Trivial Pursuit, but with the questions geared towards learning English. The question categories are: one for spelling, another one for vocabulary, another for grammar, and Multiple Choice for everything else. And then I made a board with special squares and the *Word Up* cards.

**Interviewer:** How long did it take you to make the original *Word Up*?

**Matt:** Well, the first version didn't take too long but then I decided to make a bigger version - hoping to get it produced. And that's when the work really began. It took me about 18 months to write the first batch of questions - over 5,000 altogether. Then they had to be graded into levels of difficulty. That took another few months. And after I'd managed to get a company interested in producing it, the box had to be designed, and so on. So it took about two and half years till it was ready.

**Interviewer:** Do you know who plays *Word Up* - I mean the type of learners, ages and so on? And where they are?

**Matt:** Well, we've sold over 20,000 copies in Thailand alone - many of them to teachers and schools but most to students and their families, so here it's used in homes a lot. And since we've been selling it on the Internet, it's been mostly teachers who've bought it, so we know it's being used in schools and language institutes in over 60 countries. What I'd like to see is students in other countries using it more at home. What I had in mind when I made it was to create a fun way for people to continue the learning process outside the usual classroom situation, as well as to make something useful for teachers.

**Interviewer:** Do you still use *Word Up* in your own classes?

## Exemplos de resposta / Soluciones

**Matt:** Of course! For a start I use it early on with a new class. A lot of students are afraid of making mistakes, or they just feel a bit shy - and *Word Up* is a good way of getting them started. And it's also a good chance for me to observe them from a distance, so to speak, and find out about their personalities. You can learn a lot about someone by watching them play a game - and that's all useful in teaching.

**Interviewer:** Was *Word Up* the first game you ever made?

**Matt:** It's the first and only one I've made that's been produced and marketed. I've had plenty of other ideas for games, and used them in my classes, but nothing else that I've felt could really be developed further.

**Interviewer:** If I asked you for the two main advantages of learning English with *Word Up*, what would they be?

**Matt:** Hmmm - that's a difficult one. But I'd say the first one would be simply that it's fun and that students never seem to get bored with it. The second would be that it involves real communication and interaction. This is one of the main advantages of using board

games in general, as opposed to computer games, for example.

**Interviewer:** How many people can play *Word Up*?

**Matt:** Two to six individual players or two to six teams, though the total number of players shouldn't be more than about twelve.

**Interviewer:** Where did the name come from?

**Matt:** There was a hit song called *Word Up* in the 1980s. They were African Americans and apparently the phrase was part of their particular idiom. It's used as a way to indicate agreement with someone. It had reference to language, obviously, but didn't sound too academic. It was short and simple, so I thought it'd be easy to remember.

**Interviewer:** Well, it must have been a good choice, judging from the game's popularity. Do you have any plans for other games?

**Matt:** None yet! I'm still really busy getting *Word Up* out into the world - but who knows?

Audio document:

<http://ciug.cesga.es/grupostrabajo/11/xun2008.mp3>

## CONVOCATORIA DE SETEMBRO

### September 2007. Possible Answer

#### OPCIÓN 1

1. He writes many funny and difficult questions for the Trivial Pursuit game, which is very hard. He invented it over twenty years ago with three other people in Canada, and it is so good that millions of people have bought it all over the world. Sometimes he finds surprising answers.

2. "It's very laborious work" means that the work is difficult and takes a long time

"Hardly anybody bought the game" means that very few people bought the game.

3. a) I wish I hadn't invented it = I regret inventing it / having invented it.

b) The game was so good that millions of people bought it. = It was such a good game (that) millions of people bought it.

c) It took us 45 minutes to invent the rules. = In 45 minutes we (had) invented the rules.

d) The correct answer is not chocolate or cocoa but .... Sugar! = Sugar, not chocolate or cocoa, is the correct answer.

4. a) The main problems are, firstly, that sometimes he is not inspired and then it is very laborious work. Also, it is hard to invent questions that are both funny and difficult, and finally, it is not always easy to give the correct answer, which is sometimes a surprising one.

b) The inventors all invested some money at the beginning, but they needed more money from a banker in Toronto in order to produce a lot of copies. He lent it to them because it was a very good game, so it became successful all over the world.

5. I enjoy basketball, which you play with two teams of five players. You have to throw the ball into a ring, although the other team will defend their ring and try to stop you. The ring is quite small and high, while the ball is large. I think basketball is good because you play inside a building, so the bad weather doesn't matter. It is a game for teams, so you make friends, and it is not violent. Usually, people do not break their legs and arms, while in football this can happen. It is exciting, and generally at the end of the game there is a difference of very few points. So basketball is fun to play and to watch.

## Exemplos de resposta / Soluciones

### OPCIÓN 2

1. The mother was the head of Roman families, but fathers controlled them and their children, who had a very hard life. They had a better life than the plebeians, who were almost slaves and could be executed easily by patricians. After a long time, some plebeians became rich.

2. a) "They were sold into slavery" means people bought them and they became slaves.

b) "Uniform law for all" means that the law was the same for everybody.

3. a) The father's power over the children did not end when they became adults.

When the children became adults, the fathers still had power over them.

b) The system allowed little opportunity for change, and lasted over a thousand years.

The system, which lasted over a thousand years, allowed little opportunity for change. (OR The system, which allowed little opportunity for change, lasted over a thousand years.)

c) A plebeian could be arrested and executed by a patrician without a trial.

A patrician could arrest and execute a plebeian with a trial.

d) The system was inflexible and didn't allow any change.

The system was too inflexible to allow any change.

4. a) Women were respected because they were the head of the family and had a high status in society. The Roman men said their wives ruled them; families celebrated their religious ceremonies together, and the Roman also celebrated "Mother's Day" for the first time in history.

b) The plebeians' life improved because later they became richer, they could have their own land, they could marry somebody from a better class, and they couldn't be executed without a trial by an assembly of citizens. They later became part of a new aristocracy with the patricians.

5. I don't enjoy learning lists of kings and queens and dates, but I enjoy reading about history more than fiction or poetry, because it tells you about the real world. We can see how the world has changed and improved so we live much better than people in the past, like the Romans and Greeks. They were not really very democratic, and now, for example, women can say and do whatever we want. I enjoy reading about the lives of inventors, scientists and heroes. We

can learn from history, so it is useful. For example, I like stories of wars and revolutions, not only because they are exciting, but because we can learn how to avoid them in the future.

### LISTENING TEST

ANSWERS: 1. c 2. c 3. b 4. a 5. b 6. c 7. b  
8. b 9. b 10. a

### (Tapescript)

**Mick:** Good morning, Dave. Now, we smokers know that the reason it's so difficult to give up is because of the presence of nicotine in the tobacco. Nicotine's a drug, and a very addictive one, and that's what makes a cigarette feel so good. Anna, can I ask you - did you know that before you started?

**Anna:** I don't know, I suppose I did, but when you're young you don't worry about things like that. It was more important for me to do what my friends were doing, and they were smoking so I started too, because I didn't want to feel left out. And also it made me feel more grown-up, more confident. But before I knew it, I was on a packet-a-day. I still don't know how it happened.

**Mick:** Yes. The tobacco companies know all this. In their advertising they've made cigarettes a symbol of maturity. Smoking then becomes a useful way to cover up the shyness and the uncomfortable feelings that young people naturally experience.

**Anna:** I thought cigarette advertising was illegal.

**Mick:** It should be, but it certainly isn't everywhere, in some sports, for example. But until governments ban cigarette advertising, which they should do, it's something we have to learn to live with. But we also know that when you give up, almost all the risks associated with smoking begin to decrease. After five years without a cigarette, the risk of lung cancer is reduced by half. And after 15 years the risks have almost disappeared. Anna, what did you do?

**Anna:** Well, first, I made a list of all the times I smoked. Then I chose a day on my calendar and told my family and all my friends I was giving up on that day. So then I'd made up my mind and I couldn't go back.

**Dave:** I've tried that before too, Mick, but I found it was better to do it slowly, little by little.

**Mick:** Yes, but Dave, you still smoke, don't you, because of the problem of addiction to the nicotine. I think you need to stop once and for all. It's unpleasant for the first couple of weeks, but you need to go through that, to clear your body completely of the effects of the nicotine.

## Exemplos de resposta / Soluciones

**Anna:** Yes, it's the first few weeks that are the hardest.

**Mick:** And what about saving money? That's another benefit, isn't it, that you can buy all the things you've always wanted, the new clothes, the holiday abroad.

**Anna:** Well, I think that's a bit of an exaggeration, Mick. But maybe I wasn't smoking enough to really notice.

**Mick:** People sometimes want to eat more, and they sometimes put on a bit of weight. I'd say that

is something you shouldn't worry about too much. A couple of extra kilos is far less harmful than smoking.

**Dave:** Well now, let's take a few calls. Remember - if you've got anything to say on the subject, ring our phone lines on 0171 637.....

Audio document:

<http://ciug.cesga.es/grupostraballo/11/set2008.mp3>