

**PART ONE: READING COMPREHENSION**

**EXERCISE ONE: MATCHING**

You are going to read some suggestions about what to do if you travel to Athens. Read questions 1- 8 carefully and write the letter of the appropriate text (A-F) in the suitable box. Item (0) is given as an example.

[1 point each= 8 points]

**Which of these trips or tours allows you to...?**

<b>0. <i>admire local dancers and enjoy traditional food?</i></b>	<b>C</b>
<b>1.</b> comfortably travel and stay in a place with religious sites which are “literally” the closest to “heaven”?	
<b>2.</b> discover the charms of these areas on your own and be dropped off and picked up at the stop of your choice?	
<b>3.</b> enjoy both the old and modern culture?	
<b>4.</b> enjoy the pleasure of a luxurious lunch on board?	
<b>5.</b> have a nice relaxing time and a lovely meal with entertainment on the mainland?	
<b>6.</b> learn from an expert about the most important city of the ancient times and visit towns where hand-made art can be found?	
<b>7.</b> merge with the locals and have some time for yourselves walking and buying anything you like?	
<b>8.</b> practise sport and learn about history at the same time?	

**ATHENS: TOURS, ACTIVITIES AND THINGS TO DO**

**A. 3-Day Trip to Delphi and Meteora from Athens**

See two of Greece’s most impressive UNESCO World Heritage sites on this 3-day tour of Delphi and Meteora from Athens. First, journey back to ancient Greece on a tour of Delphi, see the magnificent Temple of Apollo and learn about Delphi’s importance as the home of the Pythian Games and the oracle of Apollo. After an overnight in Kalambaka, continue to Meteora to admire the medieval monasteries perched dramatically on the mountaintop. This tour includes accommodation, some meals and round-trip transport from Athens by air-conditioned coach.

### **B. Athens City Scenic Bike Tour with Coffee Break and Guide**

Explore the ancient monuments and bustling energy of Athens on a fun and easy, 3-hour bike tour. Cover much more distance than walking while peddling along bike-friendly path and streets, stopping to learn about the city's long history and legends from a local guide. Cycle around the Acropolis and past other iconic ruins including the Ancient Agora, Roman Forum and Dipylon Gate. Soak up the city's modern culture in the lively Plaka area, and take a refreshing coffee break at a local café.

### **C. Athens Night Sightseeing Tour with Greek Dinner Show**

Experience the full magic of Athens by night with this 3.5-hour panoramic evening tour, with an enjoyable Greek dinner show included. Traveling by air-conditioned coach, enjoy spectacular views of top Athens attractions such as the Parthenon, Temple of Zeus and Greek Parliament building, all beautifully floodlit against the night sky. Then, head for a traditional *taverna* in the old district of Plaka for a delicious Greek dinner and colorful folklore show of traditional dancing, music and song.

### **D. Greece Hydra, Poros, and Egina Cruise from Athens, VIP Option 2018**

Discover three beautiful Greek islands on this full-day cruise from Athens. Sail to Poros, Hydra and Egina in the Saronic Gulf and enjoy free time at each island to stroll, sightsee and shop as you wish. A delicious lunch and Greek folklore show aboard your ship are included, and a guided excursion to Egina's ancient Temple of Aphaia is also available at your own expense. Upgrade to the VIP experience for access to an exclusive lounge with a welcome drink, as well as transfer from your hotel to port and private check-in.

### **E. Delphi Day Trip from Athens**

Immerse yourself in the myths and monuments of classical Greece on this full-day tour of Delphi from Athens. Explore the UNESCO-listed archeological site of Delphi with an expert guide and learn how the city was considered the 'Center of the World' in ancient Greece. Stand in awe before the dramatically situated Temple of Apollo, then discover long-lost wonders at the Delphi Archeological Museum, including the Charioteer of Delphi and the Sphinx of Naxos. After lunch in Delphi (own expense), visit the handicrafts towns of Arachova and Levadia on the way back to Athens.

### **F. Athens, Piraeus, Riviera Hop-On Hop-Of City Sightseeing Tour**

Experience the best of Athens in one day and your own way, with this City Sightseeing hop-on hop-off Athens bus tour. Travel around by open-top double-decker bus and create your own sightseeing itinerary. Learn about Athens' history from the onboard audio guide and choose from three routes with 37 stops total. Perhaps visit the spectacular Acropolis, the cobbled streets of the Plaka, the New Acropolis Museum, or other top sights—you set the pace and choose where to explore on foot.

<https://www.viator.com/Athens/d496-ttd>

## **EXERCISE TWO: SENTENCE INSERTION**

You are going to read an article about the London red buses. Seven sentences have been removed from the article. Choose from the sentences (A-H) the one which best fits each gap (9-14). Use each letter only **ONCE**. There is **ONE** extra sentence you **DO NOT** need to use. There is an example at the beginning (0).

[1 point each = 6 points]

<b>A</b>	So in the 1820's large carriages known "omnibuses", capable of carrying many passengers at a time, appeared. <i>Example (0)</i>
<b>B</b>	The conductor was the person who sold the tickets on the bus.
<b>C</b>	The long benches were replaced by forward-facing seats, and a stairway was added to give access to the upper deck, making ladders unnecessary.
<b>D</b>	These could carry a larger number of people and were cheaper to run and ride.
<b>E</b>	The gasoline engine was replaced by diesel (and later by a hybrid electric).
<b>F</b>	They added an open-air upper deck, accessed by a ladder, with a number of bench seats that ran along the sides.
<b>G</b>	This made it lighter and more fuel-efficient.
<b>H</b>	This was a bit smaller than the NS (to allow it to pass under the many bridges and overpasses in the city).

## **LONDON'S DOUBLE-DECKER BUSES**

*The double-decker bus is an iconic symbol of London, just as recognizable as Big Ben or the Tower Bridge.*

Horse-drawn carriages and carts were a convenient mode of transportation for the aristocracies in France and England since medieval times. But in the first decades of the 19th century, as European economies became more urbanized and the populations of Paris and London began to swell, the need appeared for a cheap and effective method of transporting the masses of factory workers to and from their jobs. (0) **A** These were horse-drawn. Over time, these got larger and larger and could carry an ever-increasing number of people. The London General Omnibus Company was the first to introduce a regular schedule with fixed routes.

Then, in 1847, the Adams and Company of Fairfield hit on a clever way to double the number of passengers without increasing the length of the bus: (9) \_\_\_\_\_. The first bus company to use them was the Economic Conveyance Company. Although the passengers did not like being exposed to London's famously chilly and rainy weather, the tickets for the upper deck were only half-fare—an important consideration for the city's working poor.

The idea was then improved upon by John Greenwood, who introduced a new double-decker in 1852. Greenwood made his bus larger; it could hold 42 people and required a team of three horses to pull it. Soon several different companies were running lines of double-decker horse-drawn buses all across the city of London. More improvements followed: **(10)** \_\_\_\_\_ .

But by the 1880's the horse-drawn bus was facing competition from two directions. In Berlin, the era of state-run public transportation had begun, as the city installed a network of trams that were driven by electric motors. **(11)** \_\_\_\_\_. And the gasoline internal combustion engine was changing the face of transportation. In 1898, the Daimler Company introduced the first motor-driven bus, in Berlin, with a top speed of 12 mph. By the end of World War One, the horse-drawn vehicle was obsolete. The last horse "omnibus" in London closed down in 1914.

The city of London installed its own electric tram system too, but didn't give up on the double-decker bus. In 1923 the new Type NS bus was introduced, manufactured by the Associated Equipment Company (AEC). The upper deck was now enclosed to protect it from the weather, and the wooden benches were replaced with upholstered seats. The NS bus was enormously popular. Although it ceased manufacture in 1937, the NS remained in service through World War Two and into the 1950s.

In 1949, the Bristol Commercial Vehicles (BCV) company introduced the Lodekka. **(12)** \_\_\_\_\_. The Lodekka remained in service until 1968.

Its replacement was the Routemaster, introduced in 1956. At the time, the Routemaster was a revolutionary design. Most city buses were built from metal bodies attached to steel "ladder" chassis, but the Routemaster was made using an aluminium-alloy shell to which two "sub-chassis" were attached at the front and rear. **(13)** \_\_\_\_\_. It also had advanced features like an automatic transmission, power steering and brakes, and independent suspension. Painted bright red, London's double-decker buses became a familiar icon.

The Routemaster continued in service for half a century, undergoing a number of modifications. **(14)** \_\_\_\_\_. While other cities expanded their public transportation capacity with articulated double-buses (two coaches connected by a flexible joint in the middle), these were not suited for London's narrow streets and sharp corners, so the double-decker was kept instead. The last Routemaster was retired in 2005.

<https://lflank.wordpress.com/2016/05/12/londons-double-decker-buses/>

**PART TWO: LISTENING COMPREHENSION**

**AUDIO ONE: “Sky News: Ambulance parking” (College of Paramedics)**

Listen to the audio in which Rhiannon Roderick, representative of the College of Paramedics, discusses her experiences dealing with the public. For questions 1-8, complete the gaps in the sentences with **ONE** word. Item 0 is given as an example.

[1 point each = 8 points]

**Example: (0)** The ambulance shown in the picture was blocking a driveway.

1. Rhiannon Roderick says it is \_\_\_\_\_ to have bad interaction with the public.
2. The TV presenter thinks that the police and the fire service are more prepared to deal with people who throw them \_\_\_\_\_.
3. The emergency services' \_\_\_\_\_ is to work together.
4. When paramedics find themselves under attack, the police supports them very quickly and \_\_\_\_\_.
5. Rhiannon admits that most of the times when they arrive at a casualty scene, the \_\_\_\_\_ that people show for someone they do not know is fantastic.
6. According to Rhiannon, the most important thing for them when they are driving an ambulance is people's \_\_\_\_\_.
7. She says that ambulances are \_\_\_\_\_ because they are yellow, and they've got lights and sirens.
8. She suggests \_\_\_\_\_ to the left if you ever see an ambulance in an emergency.

## **AUDIO 2: “The rise of fake news” (BBC Newsnight)**

Listen to the audio on fake news. For questions 9-14, choose the best option (A, B or C). Item 0 is given as an example.

[1 point each = 6 points]

**Example: (0)** *According to David Grossman, the TV presenter, green screen...*

- A. **helps people interact with the news.**
- B. *was created just to trick viewers.*
- C. *was used a decade ago but not nowadays.*

**9. Emily Bell believes that people soon will be able to...**

- A. check mistakes in the speech.
- B. recreate people's voices in real time.
- C. manipulate people's actions.

**10. Jane Fonda and John Kerry's photograph...**

- A. damaged the politician's career.
- B. showed them together on a stage in Vietnam.
- C. was the first composite image to be discovered.

**11. What does Voco, the new tool by the company which invented Photoshop, do?**

- A. It can be the speaker in a game.
- B. It makes other people say anything the user wants.
- C. It reproduces in your own voice whatever you have typed.

**12. According to Emily Bell, why do fake news spread so quickly?**

- A. Because people do not have critical thinking.
- B. Because these stories are not easy to spot as fake.
- C. Because viral videos are always fake.

**13. Which of these questions does the TV presenter raise to the viewers?**

- A. “Could fake news disappear with tougher laws?”
- B. “How can we know if we are spreading a false story?”
- C. “Will fake news make us change our idea of reality?”

**14. Emily Bell suggests that people...**

- A. say that something is fake because we dislike it.
- B. use the words “fake news” with just one meaning.
- C. won't trust institutions for much longer.

### PART THREE: WRITING

Answer **BOTH** tasks in this part. Write between **175-200 words** for each text, using the appropriate style for each kind of text.

#### **TASK 1: A STORY**

The Language Institute is having a story competition among its students and the prize for the winner is a free summer English course in July. You're free this July and really want to do the course, so you've decided to send in a story beginning with the following sentence:

*"Last night I watched the film ("title of the film"), and when I was sleeping, I had a dream. ...".*

#### **TASK 2: A PERSONAL OPINION ESSAY**

Lleida City Council is considering the idea of providing urban street artists with public spaces for their artistic creations. Bearing in mind that the citizens' opinion on this issue has to be taken into account, a campaign has been launched asking people living or working / studying in Lleida to send a PERSONAL OPINION ESSAY on the following statement:

*"Graffiti artists should have a place in town to express their art."*

## PART FOUR: SPEAKING

### STRUCTURE AND TASKS

#### **PART 1 (3 minutes)**

Direct questions.

The examiner asks the candidates questions, taking turns. Each candidate interacts individually with the examiner.

#### Sample task:

##### **Interlocutor:**

*Good morning / afternoon / evening. Let's start the oral test. First of all, I'd like to know a bit more about you.*

1. Which area of your country would you like to get to know better?
2. What's the most interesting place you've visited near your hometown?
3. Could you tell me something about the area where you grew up?
4. Do you use the internet to learn new things?
5. Do you prefer studying/working on your own or with other people?
6. What kind of work would you really like to do in the future?

#### **PART 2 (4 minutes)**

Individual long turn.

The examiner gives each candidate two pictures, and they are asked to compare them. To finish the task, the other candidate will be asked to give their opinion about something related to the pictures.

#### Sample task

##### **Interlocutor:**

*In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.*

*(Candidate A), it's your turn first. Here are your photographs. They show people getting injured while doing sport.*

*I'd like you to compare the photographs, and say in which case the consequences of the injury will be worse.*

**Candidate A:** [1 minute]





**Interlocutor:**

*Thank you. (Candidate B), have you ever got injured while doing sport? What happened?*

**Candidate B:** [approximately 20 seconds]

**Interlocutor:**

*Thank you.*

*Now, (Candidate B), here are your photographs. They show health problems related to food.*

*I'd like you to compare the photographs, and say how useful having first aid knowledge may be in each situation.*

**Candidate B:** [1 minute]



**Interlocutor:**

*Thank you. (Candidate A), what is the worst accident you have ever had in the kitchen?*

**Candidate A:** [approximately 20 seconds]

**Interlocutor:**

*Thank you.*

### **PART 3 (5-7 minutes)**

Interactive conversation.

The two candidates interact after the examiner sets up the situation, developing a topic different from the one presented in Part 2. Both candidates have to interact and include a series of elements in their conversation (e.g. talk about all the pictures given) and reach a final decision together. If necessary, the examiner asks the candidates questions.

#### *Sample task*

**Interlocutor:**

*Now, I'd like you to talk about something together for about three minutes.*

*I'd like you to imagine that you work for the local police and you have been asked to come up with ideas to advise people on how they could protect themselves from crime. Look at the pictures and discuss the different possibilities. Decide which three ones would be more effective. Would you add any other?*

*All right?*

**Candidates:** [3 minutes]

**Interlocutor:**

*Thank you.*

**Follow up questions (if necessary):**

Are there any places you are afraid to visit because of the high crime rate? If so, which ones? What kinds of crimes are increasing?

What would you do if you heard a burglar in your house?



Protecting yourself from crime

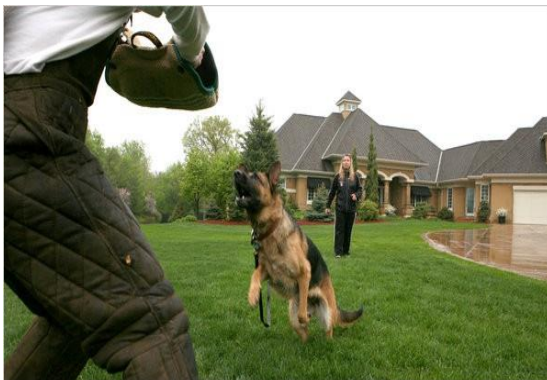
Pepper Spray



Locking doors



Barking dog



Not walking alone at night



Keeping an eye on your belongings



Installing antivirus





## KEY

### PART ONE: READING COMPREHENSION

/20

#### TASK 1

0	1	2	3	4	5	6	7	8
C	A	F	B	D	C	E	D	B

#### TASK 2

0	9	10	11	12	13	14
A	F	C	D	H	G	E

### PART TWO: LISTENING COMPREHENSION

/ 20

#### TASK 1

0	driveway
1	uncommon / strange / unusual
2	stones / rocks
3	principle
4	effectively
5	kindness
6	safety
7	visible
8	pulling / moving

#### TASK 2

0	9	10	11	12	13	14
A	B	A	B	A	C	A