

6th Year ____

ENGLISH BOOKLET

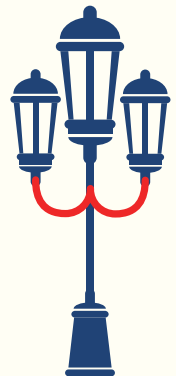
Student: _____

Teacher: _____

2025



TRANSLATION



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Introducción a la comprensión de textos

- Conceptos preliminares.
- Elementos para la comprensión del discurso escrito en inglés. Análisis de títulos, párrafos, mayúsculas, contexto, vocabulario, etc.
- Estrategias para lectura de un texto.
- Categorías gramaticales

Conceptos preliminares

La lecto-comprensión: su razón de ser

Al aprender un idioma extranjero desarrollamos cuatro habilidades, dos de producción (verbal o escrita) y dos de comprensión (lectora y auditiva). Llegar a sentir que manejamos estas destrezas con suficiente efectividad como para poder comunicarnos en cualquier situación implica varios años de estudio, como sabemos por experiencia, haya sido exitosa o frustrante.

¿Qué hacer entonces cuando necesitamos acceder a bibliografía escrita en inglés, no “sabemos” el idioma y no disponemos de tiempo para aprenderlo? La respuesta está en desarrollar sólo una de las cuatro habilidades: aprender únicamente a leer. Si, además, limitamos el material de lectura a lo específico de nuestro estudio o trabajo, se restringe enormemente el campo de aprendizaje. Sólo necesitamos aprender a reconocer las estructuras del idioma extranjero y familiarizarnos con el vocabulario específico de nuestro quehacer. De esta manera, el tiempo necesario para lograr este único objetivo se acorta enormemente.

La experiencia nos indica que las personas de habla hispana con muy pocos conocimientos de inglés necesitan entre 30 y 40 horas de trabajo para llegar a leer textos de una especialidad determinada con un buen grado de autonomía. Una mayor práctica posterior les da la posibilidad de leer casi con la misma facilidad que en el propio idioma. En consecuencia, en un tiempo relativamente corto, quienes hacen un curso de lecto-comprensión logran su objetivo de leer el material de su especialidad con bastante celeridad.

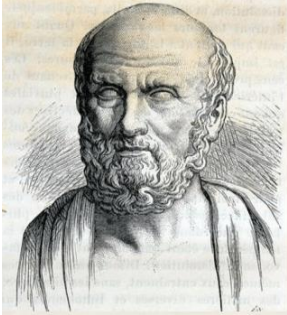
Por otro lado, también la experiencia ha demostrado que los adultos que hacen un curso de lecto-comprensión tienen una excelente base de partida si deciden seguir estudiando para desarrollar las otras habilidades y lograr, de esta manera, comunicarse en inglés oralmente o por escrito.

Aprender cosas nuevas es siempre un desafío. Es aconsejable emprender el curso de lecto-comprensión o de inglés técnico con una actitud abierta, de exploración, de descubrimiento de lo que sí se logra entender, confiando en que al ir avanzando aumentará la comprensión. Sabemos que es posible.

Los textos en inglés y en español: elementos en común

Los aspectos formales de un texto escrito: Empezaremos por aproximarnos a un texto escrito en inglés con el propósito de sacar algunas conclusiones. (No se espera aquí que comprendan el contenido del mismo.)

- Recorra rápidamente el texto y conteste las preguntas de la derecha:

<p style="text-align: center;">Hippocrates</p> <p style="text-align: center;">The Father of Modern Medicine</p> <p style="text-align: center;">by Josephine Delvey</p> <p>Hippocrates was a Greek physician born in 460 BC on the island of Cos, Greece. He became known as the founder of medicine and was regarded as the greatest physician of his time. He based his medical practice on observations and on the study of the human body. He held the belief that illness had a physical and a rational explanation. He rejected the views of his time that considered illness to be caused by superstitions and by possession of evil spirits and disfavor of the gods.</p> <p>Hippocrates held the belief that the body must be treated as a whole and not just a series of parts. He accurately described disease symptoms and was the first physician to accurately describe the symptoms of pneumonia, as well as epilepsy in children. He believed in the natural healing process of rest, a good diet, fresh air and cleanliness. He noted that there were individual differences in the severity of disease symptoms and that some individuals were better able to cope with their disease and illness than others. He was also the first physician that held the belief that thoughts, ideas, and feelings come from the brain and not the heart as others of his time believed.</p> <p>Hippocrates traveled throughout Greece practicing his medicine. He founded a medical school on the island of Cos, Greece and began teaching his ideas. He soon developed an Oath of Medical Ethics for physicians to follow. This Oath is taken by physicians today as they begin their medical practice. He died in 377 BC. Today Hippocrates is known as the "Father of Medicine".</p> <p>http://www.sjsu.edu/dpts/Museum/hippoc.htm</p>	<ol style="list-style-type: none">1. ¿Cuál es el título del texto?2. ¿Quién es el autor?3. ¿Cuántos párrafos hay?4. ¿Cuántas oraciones tiene el primer párrafo?5. ¿De qué se tratará el texto? 
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Para responder estas primeras tres preguntas aplicamos estrategias de lectura que hemos desarrollado en nuestro propio idioma. Nos guían los elementos formales del texto (mayúsculas, signos de puntuación, tamaño de letra, etc.), que son similares en inglés y en castellano.

Hablaremos un poco más adelante de qué se pone en juego al contestar la última pregunta.

a) Las mayúsculas

Al igual que en nuestro idioma, las mayúsculas se usan al empezar la oración y para los nombres propios. Además, en inglés también se escriben con mayúscula:

- los días de la semana
- los meses del año
- países, nacionalidades o nombres de idiomas
- el pronombre de primera persona del singular: I (yo)
- todas las palabras del título de los libros, con excepción de las preposiciones, artículos y conjunciones

Días de la semana	Meses	Nacionalidades/idiomas
Monday	January – February	Spanish
Tuesday	March – April	English
Wednesday	May – June	Italian
Thursday	July – August	German (alemán)
Friday	September – October	Dutch (holandés)
Saturday	November - December	Peruvian (peruano)
<i>Sunday</i>		Swiss (suizo)
		Swedish (sueco)

b) El vocabulario: Palabras transparentes, neologismos, préstamos

Volvamos a las preguntas ahora y ocupémonos de la última: “¿De qué se tratará el texto?” La respuesta se basa en una hipótesis que formulamos: pensamos que estas palabras tan parecidas al castellano deben significar lo mismo que en nuestro idioma; reconocemos el nombre, por ejemplo, aunque tiene alguna variante ortográfica respecto del castellano y suponemos que “modern” y “medicine” significan “moderna” y “medicina” respectivamente. Además, tenemos un conocimiento previo que avala esta suposición: sabemos que a Hipócrates se lo considera el padre de la medicina moderna. Es decir, tenemos un texto que también favorece la comprensión. Estas palabras, parecidas a palabras de nuestro idioma, provienen del latín o del griego generalmente y se las llama “**palabras transparentes**”. La mayoría de las palabras transparentes tienen el mismo significado en ambos idiomas.

Sin embargo, hay algunas excepciones que conviene tener en cuenta, para aplicar cuando el significado que tiene una palabra en castellano no tiene sentido dentro del contexto de lo que leemos en inglés. Se la llama “**falsos amigos**”, y a continuación hay algunos ejemplos:

INGLÉS	CASTELLANO
sensible	sensato
sensitive	sensible
relieve	aliviar
attend	asistir (a un lugar o evento)
assist	atender (personas); brindar asistencia
injuries	lesiones

Otra categoría de palabras que ya conocemos, aunque no sepamos inglés, son las que provienen de ese idioma y se han incorporado a nuestro vocabulario cotidiano. Por ejemplo, sabemos que jugar “singles” en tenis significa que juega un solo o único jugador contra otro. En cualquier contexto, en inglés, la palabra “single” significa “uno”, “unitario”, “solo”, “único”.

Es importante tratar de mantener la mente lo más abierta posible al abordar un texto, para hacer asociaciones de palabras que nos ayuden a comprenderlo.

c) El contexto

Hay otro elemento que favorece la comprensión de un texto y que va más allá de las palabras: el contexto, nuestro conocimiento del tema. En general, la comprensión de un texto que desarrolla temas relacionados con nuestra disciplina nos demanda menos esfuerzo que el abordaje de un tema totalmente ajeno a nuestro quehacer.

El objetivo del ejercicio propuesto sobre Hipócrates apuntó a favorecer la toma de conciencia de que hay muchos elementos que nos pueden ayudar, cosa que no ocurriría si el idioma fuera el hebreo o el japonés, por citar dos lenguas que utilizan otros alfabetos.

d) Elementos Paratextuales



7 estrategias para leer un texto en inglés:

7 estrategias para mejorar la lectura en inglés

- #1 Predecir el contenido del texto** 
- #2 Hacer una lectura rápida** 
- #3 Escanear el texto para buscar información específica** 
- #4 Ignorar las palabras que no son importantes** 
- #5 Usar el contexto para adivinar el significado de las palabras** 
- #6 Identificar las ideas principales** 
- #7 Leer en detalle e identificar las ideas secundarias** 

Si leemos en inglés regularmente y aplicamos una serie de estrategias, veremos cómo nuestra capacidad de comprensión mejorará en poco tiempo. En este artículo presentamos siete estrategias que te ayudarán:

1) Estrategia 1: Predecir el contenido (predicting) → Antes de la lectura, es útil predecir de qué se trata el contenido del texto a partir del título y, si las hubiera, las ilustraciones (elementos paratextuales). Es probable que sepamos algo del tema y eso nos ayudará a comprender mejor la información.

2) Estrategia 2: Hacer una lectura rápida (skimming) → Esta estrategia consiste en leer el texto rápidamente para tener una idea general de su contenido, sin prestarles atención a los detalles.

3) Estrategia 3: Escanear el texto para encontrar información específica (scanning) → Consiste en hacer una lectura rápida del texto, pero, a diferencia del skimming, el objetivo es buscar información específica. Esta técnica es útil para encontrar respuestas en los ejercicios de reading comprehension. Para escanear correctamente debemos empezar en la parte superior del texto y rápidamente ir línea por línea.

4) Estrategia 4: Ignorar las palabras que no son importantes → Cuando leemos un texto siempre nos encontramos con palabras nuevas cuyo significado desconocemos. Si notamos que la palabra no es importante, podemos deducir su significado o simplemente ignorarla. No es recomendable usar el diccionario todo el tiempo ya que eso interrumpe nuestra lectura y le resta fluidez. Con la práctica, veremos que muchas veces es posible captar el mensaje a pesar de no conocer cada palabra.

5) Estrategia 5: Usar el contexto para adivinar el significado de la palabra. → Si encontramos una palabra importante que no entendemos, intentemos adivinar el significado antes de recurrir al diccionario. En este caso hay que tener en cuenta el contexto en que la palabra es usada, y determinar qué clase de palabra es (verbo, sustantivo, preposición, adverbio). Con esto en mente, comprenderemos mejor el significado del diccionario.

6) Estrategia 6: Comprender las ideas principales → Al leer el texto una segunda es importante identificar las ideas principales. En general, cada párrafo contiene una idea principal.

7) Estrategia 7: Leer en detalle → En una segunda o tercera lectura, es importante enfocarse en las ideas secundarias los detalles que fundamenten las ideas principales.

Técnicas básicas de traducción

Traducir no es descifrar. Si el traductor no entiende lo que está traduciendo, de nada valen los diccionarios ni las otras fuentes de información que puedan obtenerse.

La traducción no es la transcripción de palabras de un idioma a otro. La comprensión del significado de las palabras no tiene relación alguna con la traducción. Lo importante es comprender el significado de un texto en un idioma, para obtener un texto con significado equivalente; es decir, consiste en transferir significado del lenguaje de una lengua a otra y el sentido (intención) pretendido por el autor.

a) Definition of Translation: Translation may be defined as the replacement of textual material in one language (source language – SL) by equivalent textual material in another language (target language – TL). Translation, as a process, is always uni-directional; it is always performed in a given direction.

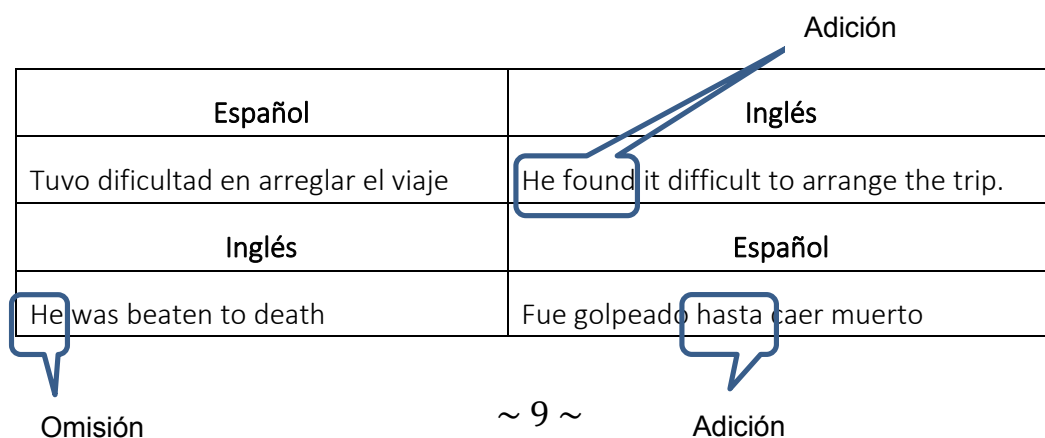


b) Técnicas de traducción: durante la transferencia de un mensaje de una lengua a otra, casi siempre se descubren preposiciones que no pueden traducirse literalmente. Por desgracia, no hay fórmulas mágicas que nos den una solución; sin embargo, existe un conjunto de técnicas que nos pueden dar una idea de los cambios que con mayor frecuencia tienen que efectuar los traductores. No obstante, debemos aclarar que aparte de estas técnicas debemos tener en cuenta la cultura, espacio y tiempo de ambas lenguas en cuestión. A continuación, se expondrán las mismas en términos de fácil comprensión.

1) ADICIÓN Y OMISIÓN: No es raro que al traducir sea necesario omitir o añadir palabras o grupos de palabras para preservar la idea, desde el punto de vista gramatical-estructural. Usualmente, la omisión se emplea con más frecuencia en la traducción del español al inglés y la adición en la traducción del inglés al español. Por ejemplo:

Español	Inglés
Tuvo dificultad en arreglar el viaje	He found it difficult to arrange the trip.
Inglés	Español
He was beaten to death	Fue golpeado hasta caer muerto

~ 9 ~



2) EXPLICITACIÓN: a través de esta técnica hacemos explícito en el target language lo que está implícito en el source language, o viceversa. Por ejemplo:

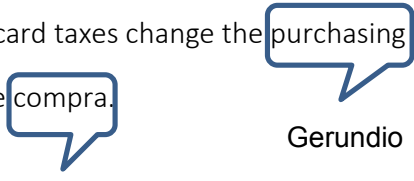
Español	Inglés
David se divorció	David divorced his wife.
Inglés	Español
Mary became a citizen	Mary se hizo ciudadana americana

Aquí también podemos observar que se omiten o añaden palabras, pero no desde el punto gramatical-estructural, sino desde el punto de vista conceptual, es decir, se refleja la realidad desde el punto de vista de la idea.

3) TRANSPOSICIÓN: La transposición ocurre cuando:

- se cambia la función de una estructura por otra que transmita el mismo contenido semántico. Por ejemplo:

- Credit card taxes change the purchasing power → Los impuestos de las tarjetas de crédito cambian el poder de compra.



- Un estudiante de medicina → A medical student.



4) EQUIVALENCIA: todo idioma tiene metáforas, refranes, frases idiomáticas o sentidos figurados; el traductor debe buscar su equivalencia exacta en la lengua término (Target Language)

- They are like two peas → Son como dos gotas de agua.
- No hay mal que por bien no venga → Every cloud has a silver lining.
- Break a leg → ¡Buena suerte!

~ 10 ~

5) ADAPTACIÓN: en cada cultura hay una serie de situaciones, actividades y símbolos a las cuales se les asigna una significación social determinada. El traductor tiene que adaptar estos elementos de una cultura a la otra, poniendo notas al pie de página que expliquen el simbolismo. Por ejemplo:

- En los países hispanos se dice que un gato tiene 7 vidas, mientras que en los países anglosajones tiene 9 vidas.
- En la cultura hispana el martes 13 es símbolo de mala suerte, mientras que en la anglosajona es el viernes 13.
- “Día de Reyes” = “Magi Day”
- La palabra “compadre” en español no tiene equivalente en inglés.

6) MODULACIÓN: el traductor tiene que adaptar los sintagmas convencionales de una cultura a la otra; lo cual implica el paso de una forma de pensamiento a otra. Por ejemplo:

- I have not heard from you → No he tenido noticias tuyas.
- Write a check → hacer un cheque.
- Let us go for a sail → demos un paseo en barco.

7) PRÉSTAMO: El préstamo consiste en utilizar una palabra o expresión del texto original en el texto traducido. Los préstamos suelen notarse en cursiva y consisten en escribir la palabra en la lengua de origen; en otras palabras, es la no traducción del vocablo. Un ejemplo de préstamo es blue jeans del inglés. Otros ejemplos pueden ser las palabras sándwich, vodka, baguette, notebook, etc.

Categorías gramaticales y funciones

Las diferentes categorías gramaticales (sustantivo, verbo, adjetivo, etc.) cumplen más de una función dentro de la oración. Por eso es importante reconocer la estructura y determinar cuál es la palabra principal y cuál o cuáles los modificadores.

Ejemplos:

1. "weight loss"
2. "ribcage"
3. "leg stretching"

Dado que:

1. weight = peso; loss = pérdida
2. rib = costilla; cage = jaula
3. leg = pierna; stretching = elongación

Términos gramaticales: Definición y ejemplos

Término	Definición	Ej. en castellano	Ejemplo en inglés
Adjetivo	palabra que se agrega al sustantivo para designar una cualidad o determinar su extensión	Importante Bueno Útil	important good useful <i>No tienen género o número, es decir que no hay diferencias entre femenino/masculino singular/plural</i>
Adverbio	Modifica el verbo, el adjetivo u otro adverbio.	muy bien delicadamente	very well delicately
Artículos	Preceden a los sustantivos	el – la –los –las un - una unos - unas	the a – an --
Conectores	Palabras o frases que unen	y pero para que	and but so that
Preposiciones	Palabras o frases que unen	de en delante de	of in in front of
Pronombres	Reemplazan al sustantivo	ellos mío le	they mine him
Sustantivo	Palabra que designa un ser, objeto o lugar	alumno publicación odontología aula	student publication dentistry classroom
Verbo	Palabra que designa acciones (por extensión, palabras como "estar" o "parecer" son considerados verbos, aunque no denotan una acción)	leer aprender ser estar parecer aumentar	read learn be be seem/appear increase
(Verbo) Infinitivo	Verbo sin conjugar	caminar – leer – vivir	walk – read - live
(Verbo) Participio		caminado – leído – vivido	walked – read
(Verbo) Gerundio En inglés lo llamaremos forma "ing"		caminando – leyendo – viviendo	walking – reading - living

USO DEL DICCIONARIO

Dado que en Informática se utilizan muchos términos, en primer lugar, debemos definir qué es un término.

Término: palabra cuyo sentido es unívoco.

Si, por ejemplo, mencionamos «**bisturí**», estamos hablando de un término. Un término es una palabra a la cual nos referimos para designar una sola cosa. Es decir, que cuando decimos bisturí, no hay dudas de qué estoy hablando; no tiene otro significado.

En cambio, la palabra «banco» tiene muchas acepciones:

- Institución bancaria;
- Banco de arena;
- Banco de órganos;
- Banco de la plaza;
- La expresión «*No me lo banco*».

Ahora veamos qué dice el diccionario bilingüe Oxford de *computer*:

computer: f / n computadora.

f significa que el término es femenino (la computadora).

n significa que es un **noun**; es decir, un sustantivo.

Veamos este ejemplo: **~científica**.

Si la palabra que estamos buscando es computadora y está precedida por ~, esto nos indica que el diccionario utiliza este símbolo para no repetirla. Entonces, ~científica significa computadora científica.

Veamos otro ejemplo tomado del diccionario Simon & Schuster: **bank**.

- 1) 1. banco. 2. establecimiento de crédito.
- 2) 1. ribera, margen, orilla. 2. banco, bajo, bajío.
- 3) 1. banco (en galeras).

En el segundo caso, encontramos dos significados y para cada significado hay tres palabras separadas por comas. Esto significa que esas tres palabras son sinónimas y que podrían usarse de manera intercambiable.

Broken Bones / Fractures

By Caty Weaver

The medical term for a broken bone is a fracture. However, there are different kinds of fractures.

A single fracture is when a bone is broken in just one place. You may have heard the term hairline fracture. This is a single fracture that is very small, like the width of a hair. A complete fracture is when the bone comes apart.

When a bone is broken in more than two places or gets crushed, the name for it is a comminuted fracture.

Still another condition is called a bowing fracture. This happens with a bone that bends but does not break. It happens mostly in children.

Have you ever heard of a greenstick fracture? This is when a bone is bent and breaks along only one side, like a young stick of wood.

Another kind of break is an open or compound fracture. This is when the bone breaks the skin. This is very serious. Along with the bone damage there is a risk of infection in the open wound.

A lot of things happen as the body reacts to an injury like a broken bone. You might suddenly feel lightheaded. You might also feel sick to your stomach.

People who are seriously injured can go into shock. They might feel cold, dizzy and unable to think clearly. Shock requires immediate medical attention.

But while broken bones can be painful, they are generally not life-threatening. Still, broken bones should be treated quickly because they can restrict blood flow or cause nerve damage. Also, the break will start to repair itself, so you want to make sure the bone is lined up correctly.

X-rays are taken to see the break. Treatment depends on the kind of fracture that is identified.

A doctor sets a broken bone to make sure it is in the correct position. Severe breaks may require an operation to hold the bone together with metal plates and screws.

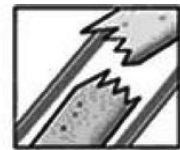
Then, a hard cast may be put around the area of the break to hold the bone in place while it heals. Casts are usually worn for one to two months. In some cases, instead of a cast, a splint made of plastic or metal will be secured over the area to restrict movement.

Bones need calcium and vitamin D to grow and reach their full strength. Keeping bones strong with exercise may also help prevent fractures, especially if you wear the right sports protection during activities. If you think elbow and kneepads might be restrictive, try wearing a cast.

Source: Something a Bone Will Never Say: Give Me a Break



Closed or simple fracture.



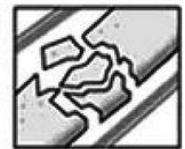
Open or compound fracture.



Transverse fracture.



Greenstick fracture.



Comminuted fracture.

Sleep problems

By Shep O'Neal

A new report says an estimated fifty million to seventy million Americans have sleep problems. It says many more are suffering from lack of sleep.

A group of sleep research organizations asked the Institute of Medicine to study the problem. The institute is part of America's National Academy of Sciences. The study examined why we need sleep, the effects of sleep loss and other sleep disorders. A fourteen-member committee carried out the study. The Institute of Medicine reported their findings earlier this month.

Harvey Colten of Columbia University in New York City led the study. He says sleep disorders are not recognized enough by the general public and the medical community.

The report says too few researchers are studying sleep disorders. It also says too few health care workers are trained to identify and treat the problem.

The report says American businesses lose more than one hundred thousand million dollars a year because of tired workers. Some employees are too tired to report for work. They have accidents or are less productive at work. Other costs included increased visits to doctors.



The study found that twenty percent of injuries caused by serious car accidents are linked to sleepy drivers. Alcoholic drinks were not linked to the accidents. Other studies have linked poor sleep to an increased risk of health problems like heart disease, depression and unhealthy amounts of body fat. Researchers say the reason for this link is unclear.

Many experts say a good amount of sleep is as important to health as diet and exercise. They say most people need seven to nine hours of sleep each night. Less than that can interfere with mental and physical abilities. It can lead to more serious problems, including severe sleeplessness. It also can lead to sleep apnea. People with this condition temporarily stop breathing while they sleep.

Researchers involved in the study are suggesting a number of steps to help prevent sleep disorders. They suggest a campaign to inform the public about the problem. They want increased education and training among health care workers. And they are calling for new technology to identify and cure sleep problems.

Source: Sleepless in America: Report Says Millions Have Trouble at Bedtime

The Battle Against Polio Continues

By Gwen Outen

Some countries are reporting progress in ending the disease polio, but polio is still spreading to other countries. Polio spreads through water and human waste. People with polio are not able to move their arms or legs. Sometimes polio is deadly. But the disease can be prevented with a vaccine medicine that is given to babies and young children. Children under five years old should receive at least four doses of the polio vaccine to be protected. Polio had ended completely in Yemen and Indonesia. But experts believe the disease has now spread there from Nigeria. Vaccinations stopped for one year in Nigeria when some people worried about whether the vaccine was safe. Vaccination campaigns have started again in Nigeria. The number of polio cases in that country has been reduced by fifty percent.

But now there are at least sixty-five cases of the disease reported in Indonesia and more than two hundred forty in Yemen. Yemen has almost half of all the new cases of polio in the world this year. There are also new cases in Cameroon, Ethiopia, Sudan, Afghanistan and Niger.

India and Pakistan have never been free of polio, but world health officials say more children in India are protected against polio than ever before. For example, polio immunization campaigns are being held every six weeks in the states of Uttar Pradesh and Bihar.

Also in India, seventy-five percent of the groups that give the vaccinations include a person who is well known in the local community. Health officials say this means that many more children receive the polio vaccine. They also say that the support of local governments in Pakistan has been very important.

Health officials say big vaccination campaigns are planned this year in all the countries where polio is spreading. For example, there will be six national immunization campaigns in more than twenty countries in west and central Africa.

When children receive the polio vaccine, they will also receive a dose of Vitamin A to help their bodies fight other diseases. World health officials are still hopeful that they can stop the spread of polio all over the world by the end of this year.



Source: The Battle Against Polio Continues - <http://www.voanews.com/specialenglish/archive/2005-07/2005-07-03-voa1.cfm?renderforprint=1>

Epilepsy: Mysterious and Sometimes Misunderstood

By Steve Ember

Epilepsy is a disorder where bursts of electrical activity in the brain result in seizures. A seizure can involve part or all of the brain. It can be minor and a few seconds long or severe and last for several minutes.

Victims can shake uncontrollably and have brief periods where they do not wake up. Many people misunderstand epilepsy. They may see it as a mental disability or even fear it as a sign of evil.

The World Health Organization says more than fifty million people have epilepsy. At least half of all cases develop in children and teenagers. The Epilepsy Foundation in the United States says ten percent of adults will have a seizure sometime during their life. In most cases, the cause is unknown.

On July thirtieth, the chief justice of the United States, John Roberts, had a seizure and fell near his summer home in Maine. A Supreme Court spokeswoman said neurological tests found no cause for concern. She said the fifty-two-year-old chief justice fully recovered from what doctors called a benign idiopathic seizure.

Benign and idiopathic mean there was no evidence of harm and no identifiable cause, like a growth or stroke.

But Mr. Roberts had a similar event fourteen years ago. Experts say a person who has two or more unexplained seizures is considered to have epilepsy.

The Epilepsy Foundation says more than three million Americans, or one percent, are treated for the condition. Anti-seizure medicines are the most common treatment. But side effects can include sleepiness and difficulty thinking clearly.

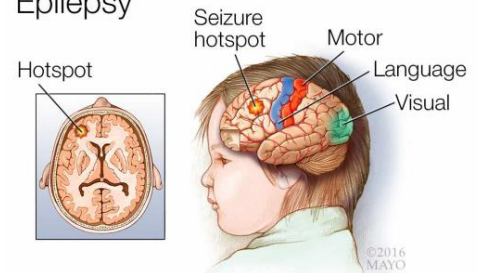
Some doctors advise a special diet called a ketogenic diet to help control seizures. Experts warn, though, that this high-fat, low-carbohydrate diet requires close medical supervision and is not for everyone. Doctors may also try to control epilepsy through brain operations.

To help a person during a seizure, stay calm and try to time how long it lasts. Clear the area of any objects that could injure the person and loosen anything around the neck that could restrict breathing.

Turn the person gently onto one side to keep airways open. Put something flat and soft under the person's head. But do not try to put anything in the person's mouth.

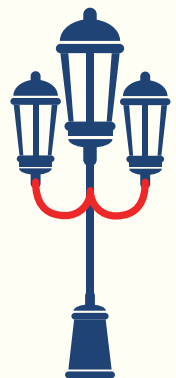
You may have heard it said that people can swallow their tongue during a seizure. Not true, says the Epilepsy Foundation. In fact, it says trying to hold the tongue down could damage the teeth or jaw.

Epilepsy



Source: Epilepsy: Mysterious and Sometimes Misunderstood <http://www.voanews.com/specialenglish/archive/2007-08/2007-08-14-voa7.cfm?renderforprint=1>

READING



PART 1: READING COMPREHENSION

Understanding Asthma

Asthma is a chronic condition that affects the airways in the lungs. It causes them to become inflamed and narrow, making it difficult for air to flow. Many people with asthma experience symptoms such as wheezing, coughing, shortness of breath, and chest tightness. These symptoms can vary from person to person and may change over time. What causes asthma? Various factors can trigger asthma symptoms, including allergens, smoke, exercise, and cold air. People who have a family history of asthma or allergies are at a higher risk. Currently, researchers are studying how genes and the environment contribute to asthma development.



How do people manage asthma? Many individuals use inhalers that contain medication to help open the airways and reduce inflammation. They also learn to identify their triggers and avoid them. Regular check-ups with healthcare providers are essential to monitor the condition.

Are children affected by asthma? Yes, asthma can start in childhood. Parents often wonder how to help their children manage the condition. They can encourage their kids to stay active and practice good hygiene.

What is happening during an asthma attack? During an attack, the airways become more inflamed, and mucus production increases. This makes breathing even more difficult. Understanding these aspects of asthma helps patients and caregivers take proactive steps to manage the condition effectively.

1) Read the text and answer the questions.

- a) Do many people experience asthma symptoms? _____
- b) Is asthma a curable condition? _____
- c) Are researchers studying the causes of asthma? _____
- d) Do all asthma patients use inhalers? _____
- e) Are many children currently experiencing asthma symptoms? _____
- f) Do people avoid their asthma triggers? _____

2) Translate the following sentences.

- a. These symptoms can vary from person to person and may change over time

- b. They also learn to identify their triggers and avoid them.

- c. During an attack, the airways become more inflamed, and mucus production increases.

Healthy Blood Pressure for Healthy Hearts

Small Steps To Take Control



Every time your heart beats, it pumps blood through vessels, called arteries, to the rest of your body. Your blood pressure is how hard your blood pushes against the walls of the arteries. If your blood flows at higher than normal pressures, you may have high blood pressure, also known as hypertension.

High blood pressure is a major risk factor for heart disease, which is the leading cause of death in the United States. Millions of Americans have high blood pressure, but many people who have it don't know it. That's why it is important to have your blood pressure checked at least once a year.



High blood pressure is a "silent killer."

It doesn't usually cause symptoms, but it can damage your body over time.

- If your blood pressure stays higher than 130/80 mm Hg for a period of time, it can cause serious health problems such as:
 - Heart disease
 - Stroke
 - Kidney disease
 - Dementia
- The only way to know whether you have high blood pressure is to have your blood pressure measured—a process that is simple and painless.
- If you find out you have high blood pressure, a health care professional can tell you how to prevent serious complications, including disability and premature death.

Some things put us at greater risk for high blood pressure.



Age: Blood pressure tends to get higher as we get older. But it can affect many of us when we're younger too.



Genes: High blood pressure often runs in families.



Sex: Before age 60, more men than women have high blood pressure. After age 60, more women than men have it.



Race or ethnicity: While anyone can have high blood pressure, African Americans tend to get it at a younger age. Among Hispanic adults, people of Cuban, Puerto Rican, and Dominican backgrounds are at higher risk.



Lifestyle habits: Eating too much salt, drinking too much alcohol, being obese, smoking, and not getting enough exercise can raise our blood pressure.

What steps can you take to lower your blood pressure?

Set targets

Work with your doctor to set blood pressure numbers that are healthy for you. Use our worksheet at www.nhlbi.nih.gov/hypertension to track your progress.

Take control

Make lifestyle changes such as eating healthy, staying active, and watching your weight. If you smoke, quitting can help prevent heart disease and other complications of high blood pressure.

Work together

Studies show that if you engage in heart healthy activities with people at home, at work, in your community, or online, you have a better chance of staying motivated.



NIH National Heart, Lung, and Blood Institute



www.nhlbi.nih.gov

PART I: READING COMPREHENSION

1) Read the text and answer TRUE (T) or FALSE (F). Correct the false one.

- A. High blood pressure is a risk factor for lungs disease. ____
- B. High blood pressure causes symptoms. ____
- C. It's common to get higher blood pressure when you get older. ____
- D. Before age 60, men have high blood pressure. ____
- E. Lifestyle habits aren't important. ____
- F. Watching your weight, staying active and eating healthy can prevent high blood pressure. ____

2) Mencione qué tipos de palabras (según las categorías gramaticales estudiadas) conforman la siguiente frase extraída del texto.

EVERY TIME YOUR HEART BEATS, IT PUMPTS BLOOD THROUGH VESSELS.

3) Extraiga 4 (cuatro) palabras transparentes del texto y traduzca.

_____	_____
_____	_____
_____	_____
_____	_____

1. Lee el próximo texto sobre la salmonela.

Salmonella enterocolitis

Salmonella enterocolitis is an infection in the lining of the small intestine that is caused by salmonella bacteria. It is a type of food poisoning.

Causes

Salmonella infection is one of the most common types of food poisoning. It occurs when you swallow food or water that contains salmonella bacteria.

The salmonella germs may get into the food you eat in several ways.

You are more likely to get this type of infection if you:

- Eat foods such as turkey, turkey dressing, chicken, or eggs that have not been cooked well or stored properly
- Are around family members with a recent salmonella infection
- Have been in or worked in a hospital, nursing home, or other long-term health facility
- Have a pet iguana or other lizards, turtles, or snakes (reptiles and amphibians are carriers of salmonella)
- Handle live poultry
- Have a weakened immune system
- Regularly used medicines that block acid production in the stomach
- Have Crohn disease or ulcerative colitis
- Used antibiotics in the recent past

Most people with this condition are younger than 20 years old.

Symptoms

The time between getting infected and having symptoms is 8 to 72 hours.

Symptoms include:

- Abdominal pain, cramping, or tenderness
- Chills
- Diarrhea
- Fever
- Muscle pain
- Nausea
- Vomiting

Prevention

Learning how to prevent food poisoning can reduce the risk for this infection.

Follow these safety measures:

- Properly handle and store foods.
- Wash your hands when handling eggs, poultry, and other foods.
- If you own a reptile, wear gloves when handling the animal or its feces because salmonella can easily pass to humans.

2. Luego de leer:

- a. ¿De qué trata el texto? Haga un breve resumen del mismo.
- b. Mencione la cantidad de párrafos y cuál es la idea principal de cada uno de ellos.
- c. Extraiga 10 palabras transparentes con su significado.

3. Traduce las próximas oraciones y menciona la técnica de traducción usada.

- a. Salmonella enterocolitis is an infection in the lining of the small intestine that is caused by salmonella bacteria.

- b. Salmonella infection is one of the most common types of food poisoning

- c. The salmonella germs may get into the food you eat in several ways.

- d. The time between getting infected and having symptoms is 8 to 72 hours. Symptoms include: Abdominal pain, Chills, Diarrhea, Fever, Muscle pain, Nausea, Vomiting.

- e. Learning how to prevent food poisoning can reduce the risk for this infection

- f. If you own a reptile, wear gloves when handling the animal or its feces because salmonella can easily pass to humans.

4. Responda las siguientes preguntas.

- a. Para traducir, ¿Que técnicas cree usted que son las que más se aplican?
- b. El contexto al momento de traducir, ¿Es importante? ¿Puedo traducir sin entender el significado de todas las palabras?
- c. ¿Qué técnica de traducción es la que menos ha usado? ¿Por qué cree que sucede eso?

READING COMPREHENSION

1) Read the article and say if the sentences are TRUE or FALSE. (5p)

- a) Dwarfism can occur where both parents are of average height. _____
- b) Dwarfism is considered an intellectual disability. _____
- c) People with Dwarfism can't have a normal life. _____
- d) There are several reasons that can cause Dwarfism. _____
- e) People with Dwarfism can have an average-height child. _____

2) Extraiga 3 (tres) palabras transparentes del texto y traduzca su significado. (3p)

3) Mencione que tipos de palabras (según las categorías gramaticales estudiadas) conforman la siguiente frase extraída del texto. (7p)

“It often leads to disproportional short stature”.

4) Traduce las siguientes oraciones. (8p)

- a. Most types of dwarfism are caused by a genetic change (mutation) in an egg or sperm cell that happens before the start of pregnancy (conception).

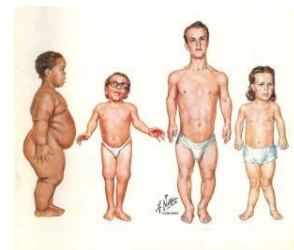
- a. Depending on the type of dwarfism, two average-height parents can have a child with short stature.

What Is Dwarfism?

Here are some facts that people may not realize about dwarfism.

Dwarfism:

is characterized by short stature. According to Little People of America (LPA), an advocacy group for people with dwarfism and their families, this means a final height of 4 feet 10 inches or less. Dwarfism can and most often does happen in families where both parents are of average height. It is often caused by one of over 400 skeletal dysplasias. These affect bone and cartilage growth and often lead to disproportional short stature.



The most common type of dwarfism is achondroplasia.

Dwarfism is not:

- an intellectual disability. Most people with dwarfism have typical intelligence.
- A disease that requires a "cure." Most individuals with dwarfism live long, fulfilling lives.
- A reason to assume someone is incapable. Individuals with dwarfism go to school, work, drive cars, marry and raise children, just like their average-height peers.

What Causes Dwarfism?

Most types of dwarfism are caused by a genetic change (mutation) in an egg or sperm cell that happens before the start of pregnancy (conception). Others happen because of a genetic change(s) inherited from one or both parents. Genetic changes happen randomly. There is nothing a parent could do before or during pregnancy to prevent this change from happening. A genetic counselor can help determine the chances of having a child with dwarfism.

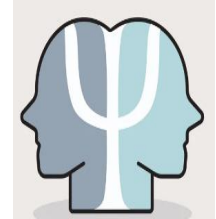
Depending on the type of dwarfism, two average-height parents can have a child with short stature. It's also possible for two parents with dwarfism to have an average-height child.

READING COMPREHENSION

The Role of Psychology in Understanding Human Behavior

Psychology, the scientific study of behavior and mental processes, plays an essential role in understanding human actions, thoughts, and emotions. It covers a broad range of topics, such as perception, memory, and decision-making. Cognitive psychology focuses on how we process information, learn, and remember things.

Another important field is clinical psychology, which deals with mental health issues like anxiety, depression, and stress. Psychologists use different techniques, including therapy and medication, to treat people with mental health disorders. Social psychology is also crucial in understanding how individuals behave in groups and how social influences affect their actions.



Furthermore, psychology addresses the question of nature versus nurture, which looks at the balance between genetic influences and environmental factors in shaping behavior. Psychologists aim to use their research to help improve mental health and enhance social interactions among individuals and communities.

In conclusion, psychology helps us better understand ourselves and others, offering insights into human behavior and offering solutions for mental health challenges.

Activities:

1. Read the text and answer:

- What is the primary role of psychology in human behavior?
- What are the key topics studied in cognitive psychology?
- What mental health issues are addressed by clinical psychology?
- What does the nature versus nurture debate explore?

2. True or False:

- A. Cognitive psychology focuses on how we process information. _____
- B. Social psychology deals with mental health disorders. _____
- C. The nature versus nurture debate only considers environmental factors. _____
- D. Psychologists use therapy and medication to help treat mental health issues. _____

3. Choose a sentence from the text and classify the grammatical categories:

"Psychology plays an essential role in understanding human actions, thoughts, and emotions."

4. Translate:

- A. Psychologists use different techniques, including therapy and medication, to treat people with mental health disorders."

- B. "Psychology helps us better understand ourselves and others, offering insights into human behavior."

5. Identify 6 transparent words and write their meanings

READING COMPREHENSION

The Impact of the Industrial Revolution on Society

The Industrial Revolution, which began in the late 18th century, was a period of significant change in society, economy, and technology. It marked the transition from agrarian economies to industrialized ones, and it fundamentally altered the way people lived and worked.

One of the most significant changes was the shift from agricultural labor to factory-based work. In the early stages of the revolution, many people moved from rural areas to cities in search of work. This led to the rapid growth of urban areas, but also caused overcrowding and poor living conditions. Factory workers faced long hours, low wages, and dangerous working conditions.



The Industrial Revolution also led to major advances in technology, such as the steam engine, which revolutionized transportation and manufacturing. The steam engine made it possible to build factories away from water sources, and it allowed for faster movement of goods and people. This also contributed to the growth of the railway system and the expansion of global trade.

Another major impact was the rise of new social classes. The wealthy factory owners and entrepreneurs formed the industrial elite, while the working class faced difficult living and working conditions. This created social tension, as many workers began to demand better wages and working conditions, leading to the rise of labor unions.

In conclusion, the Industrial Revolution had a profound impact on society. It brought about major technological advancements and economic growth, but it also created new social challenges and inequalities that would shape the future of the modern world.

Activities:

1. Read the text and answer:

- What was one of the most significant changes during the Industrial Revolution?
- How did the steam engine contribute to the growth of the economy?
- What social changes occurred during the Industrial Revolution?
- What were some of the challenges faced by factory workers?

2. True or False:

1. The Industrial Revolution began in the 16th century. _____

2. The steam engine helped factories move away from water sources.

3. The rise of labor unions was a result of workers' demands for better wages and conditions. _____
4. The wealthy factory owners were part of the working class. _____

3. Choose a sentence from the text and classify the grammatical categories:

"The Industrial Revolution marked the transition from agrarian economies to industrialized ones."

4. Translate:

"The Industrial Revolution also led to major advances in technology, such as the steam engine."

"Many workers began to demand better wages and working conditions, leading to the rise of labor unions."

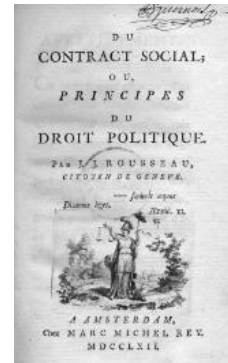
5. Identify 6 transparent words and their meanings:

READING COMPREHENSION

The Concept of the Social Contract in Philosophy

The concept of the social contract has been a foundational idea in political philosophy. It is the theory that individuals come together to form a society by agreeing to follow certain rules and norms for the benefit of all. The social contract is often discussed in the works of philosophers like Thomas Hobbes, John Locke, and Jean-Jacques Rousseau, each of whom had a different perspective on the idea.

Thomas Hobbes believed that in the "state of nature," before the formation of societies, life was "solitary, poor, nasty, brutish, and short." He argued that people needed a strong central authority, a "sovereign," to prevent chaos and maintain order. According to Hobbes, individuals gave up certain freedoms in exchange for security and protection.



John Locke, on the other hand, had a more optimistic view of human nature. He believed that in the state of nature, people were generally good and capable of forming fair societies. Locke argued that the social contract was a mutual agreement between the government and the people, where the government's role was to protect individual rights, such as life, liberty, and property. If the government failed to protect these rights, Locke believed that people had the right to overthrow it.

Jean-Jacques Rousseau, in contrast, believed that the social contract should be based on the "general will" of the people. According to Rousseau, individuals should give up their personal interests for the greater good of society, and the government should reflect the collective will of the people. Rousseau's idea of the social contract has been influential in democratic theory.

In conclusion, the social contract theory has played a significant role in shaping modern political thought, providing different ways of understanding the relationship between individuals and the state.

Activities:

1. Read the text and answer:

- What is the social contract in philosophy?
- How did Thomas Hobbes view the state of nature?
- What was John Locke's view on the role of government?
- What does Jean-Jacques Rousseau mean by the "general will"?
- How does the social contract theory influence modern political thought?

2. True or False:

- a. Hobbes believed that life in the state of nature was peaceful and cooperative. _____
- b. John Locke argued that the social contract was a mutual agreement between the government and the people. _____
- c. Rousseau believed that the government should reflect the will of the individual. _____
- d. The social contract theory was primarily concerned with the relationship between individuals and the state. _____

3. Choose a sentence from the text and classify the grammatical categories:

"Thomas Hobbes believed that in the 'state of nature,' before the formation of societies, life was 'solitary, poor, nasty, brutish, and short.'"

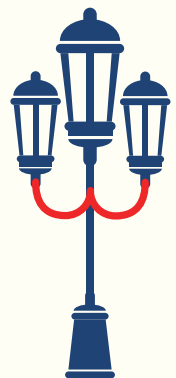
4. Translate:

- a. "Locke argued that the social contract was a mutual agreement between the government and the people."

- b. "According to Rousseau, individuals should give up their personal interests for the greater good of society."

5. Identify 6 transparent words and their meanings:

READING AND LISTENING



READING

1 Read the article and tick (✓) A, B, or C.

Business experts disagree about the benefits of working as a family. Some say that family businesses are more likely to succeed. Others say that family businesses do not create new ideas, and are likely to fail over time. Here, one family explains how it works for them.

Elena – mother

I was really pleased when my father asked for some help in his restaurant. The business needs a reliable manager and I'm good with money. Unlike the rest of the family I'm quite shy, so working in the office suits me very well. In fact, working here really suits us all. Agustin welcomes the customers and organizes the tables. Mariana is an imaginative chef, but perhaps a little too confident. She thinks she's the leader, of course, but I disagree. My father is planning to retire next year, but even when he has left the kitchen the restaurant will still be his 'baby'.

Vincente – grandfather

Elena is a great manager. She's good with money and very patient, which is important when there are creative people around. I'm the head chef and my eldest grandchild, Mariana, works with me in the kitchen. We are very different personalities who share a love of food! I don't like to plan meals ahead of time. I go to the market early in the morning and see what is good. Then I go back to the kitchen and decide the menu for the day. Mariana says I'm disorganized and that our menu is too traditional, but I say this is the best way to cook. If something is working, why change it?

Mariana – Elena's oldest child

I love working with my grandfather. He knows everything about the traditional food from this region of Spain. But he isn't very interested in new ideas. Right now, I'm developing some new meals which are low in salt and sugar. Grandad doesn't think that's a very good idea, and I don't want to upset him, so I try not to talk about it all the time. Agustin agrees with me, though. He's a great 'maitre d' — he knows all about the menu, including the wine, and he is so sociable and outgoing. It's the perfect job for him!

Agustin – Elena's youngest child

I was worried because my sister can be bossy, but actually we haven't had any arguments. Mariana has big plans for the restaurant and I know we will succeed. At the moment, our customers are mostly people from our city. I know that because I talk a lot to them. But when Mariana changes the menu, we will have customers from all over the region. The worst thing about this business is the long days. We work until late and I stand up for hours and hours. Sometimes I don't want to smile anymore!

Example: Some business experts think family businesses are unimaginative.
A True B False C Doesn't say

- Elena doesn't enjoy talking to people she doesn't know well.
A True B False C Doesn't say
- Elena says that Agustin is the baby of the family.
A True B False C Doesn't say
- Vincente thinks his way of planning a menu is the correct way.
A True B False C Doesn't say
- Vincente sometimes asks Mariana to decide the menu for the day.
A True B False C Doesn't say
- Mariana is an ambitious chef.
A True B False C Doesn't say
- When she's head chef, Mariana wants to stop using food from the market.
A True B False C Doesn't say
- Agustin doesn't think the new menu will bring new customers.
A True B False C Doesn't say

7

2 Write **E** for Elena, **V** for Vincente, **M** for Mariana, and **A** for Agustin.

Example: I was very happy to start working here. E

- I want to cook more modern food. _____
- My daughter doesn't get angry when there are problems. _____
- I enjoy being with the customers. _____
- The leader of the business is my father. _____
- I'm planning to leave the business next year. _____
- I'm quite bossy but I'm learning to be sensitive. _____
- I like to be imaginative without planning very much. _____
- I agree with the plans to change the menu. _____

8

Reading total 15

WRITING

Write about two people in your family or extended family (140–180 words).
Answer the questions.

- What is he / she like?
- What does he / she like or not like doing?
- What is he / she doing at the moment?
- How do you get on?

Writing total 10

Reading and Writing total 25

File Test 1 Listening and Speaking A

LISTENING

1 Listen to a conversation between Tom and a photographer. Complete each sentence with one word.

- The first photo will be of Solomon's _____ family and friends.
- Solomon will sit next to his _____ in the first photo.
- Otis is Solomon's first _____.
- Tom's cousin has sent a _____.
- In the evening there will be a meal and Solomon's favourite kind of _____.

	5
--	---

2 Listen to five conversations. Tick (✓) A, B, or C.

- James is cutting down on _____.
A caffeine B dairy products C chocolate and biscuits
- Mina can't eat the _____.
A meal B seafood C eggs
- The two colleagues plan to have lunch together _____.
A tomorrow B today C on Wednesday
- Abbey usually eats her evening meal _____.
A around 7.30 B before 6.30 C at 9.00
- The waiter _____ the pasta dish.
A recommends B has never eaten C loves

	5
--	---

Listening total		10
-----------------	--	----

SPEAKING

1 Make questions and ask your partner.

- How often / eat out?
- What / usually have / lunch / the weekend?
- do / anything special / this Sunday?
- What / do / next birthday?
- go / on holiday / with your family / next year?

Now answer your partner's questions.

2 Talk about the statement below, saying if you agree or disagree. Give reasons.

'People in my country have a very healthy diet.'

3 Listen to your partner talking about family get-togethers. Do you agree with him / her?

Speaking total		15
----------------	--	----

Listening and Speaking total		25
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READING

1 Read the article and tick (✓) A, B, or C.

When she was 17 years old, Jessica Matthews went to her uncle's wedding in Nigeria. As a Nigerian American, Jessica visited every summer to see her cousins and other family members. She was not surprised when there was a power cut, or 'black out', because the electricity usually went off at least once a day. She was not surprised when the family used kerosene lamps (which are smelly and unhealthy) so that the wedding could continue. But Jessica was upset by her cousins' reaction. 'Don't worry about the lamps', they said. 'You'll get used to them.'

Jessica didn't understand why her cousins accepted the situation as normal. In contrast, the children around her in Nigeria thought anything was possible when it came to football. They wanted to play like Pele, like Ronaldo — and they believed this dream would come true. Jessica wished they could play *and* have the opportunity to change their society.

Two years after the wedding, Jessica had the idea for an invention during a science class at university. She combined the problem of power cuts with the solution of football: she wanted to build a football that created energy. But was it really possible? Since that class in 2008, she's been working hard to find out.

In 2011, Jessica started a company called Uncharted Play. It took several years to develop her football, and people in the sports industry said it would never work. But after many different designs, the finished football — called a Soccket ball — works perfectly. It is only 28 grams heavier than a normal ball, but inside it contains special technology. The movement of the football creates power. After 30 minutes of play, the ball can power a small lamp for 3 hours. In fact, every ball comes with a free lamp too! Uncharted Play also developed a skipping rope that uses the same technology.

Jessica still sells the Soccket ball, but her business has developed and grown. Recently, the company has changed its name to Uncharted Power. In the company's New York office, Jessica has invented new products using the same idea of energy from movement. The technology from the Soccket ball has been added to wheels for shopping trolleys, bicycles and skateboards. And a new product allows energy to be created by walking or running on a special floor. Jessica hopes this will be used in homes and businesses.

Jessica's inventions tackle a huge problem. In 2017, the World Bank reported that countries in sub-Saharan Africa lose 2.1% of their income each year through power cuts. And one in three people in the region regularly have no access to electricity. Jessica imagines a new kind of city where people create energy simply by doing their normal activities. She has been visiting schools to discuss these ideas with the next generation of inventors. What will they imagine?

Example: Jessica visited _____ every summer.

- A America B her extended family C her uncle

- 1 _____ is one name for a period of time when electricity stops working.
A A lights out B A power stop C A black out
- 2 Jessica was sad because her cousins thought the kerosene lamps were _____.
A unhealthy B good enough C dangerous

- 3 She wanted people to be as _____ as the children dreaming about football.
A happy B positive C free
- 4 Jessica had the idea for an invention _____.
A at school B in Nigeria C when she was 19
- 5 The first design for the Soccket ball _____.
A needed more work B was a huge success C broke after 30 minutes
- 6 The Soccket ball weighs _____ a normal football.
A less than B more than C the same as
- 7 People who buy the Soccket ball also receive a _____.
A lamp B skipping rope C book
- 8 Since the success of the Soccket ball, Jessica's company has _____.
A moved office B changed name C developed a new idea
- 9 One new product creates power using the _____ of vehicles.
A wheels B motors C lights
- 10 Jessica wants to change how people _____ live in the future.
A in Africa B without electricity C in cities

10

2 Read the article again. Mark the sentences T (true) or F (false).

Example: Jessica Matthews is Nigerian and American. T

- 1 The wedding guests were surprised by the power cut. _____
- 2 The idea for Jessica's invention came from her experiences in Nigeria. _____
- 3 Jessica has been working on the Soccket ball for years. _____
- 4 In New York, Jessica has stopped inventing new products. _____
- 5 According to a study, sub-Saharan countries lose about a quarter of their income through power cuts. _____

5

Reading total 15

WRITING

Imagine you are writing in your diary or updating your status on a social media site about today (140–180 words). Answer the questions.

- How are you feeling?
- What did you do when you got up?
- What have you done today?
- What haven't you done yet?

Writing total 10

Reading and Writing total 25

File Test 2 Listening and Speaking A

LISTENING

1 Listen. Tick (✓) the five sentences that are correct.

- 1 Jo changed jobs 3 years ago.
- 2 She gives online financial advice to young people.
- 3 According to Jo, many young people have no opportunity to learn about money.
- 4 Jo's advice will not stop young people owing money to banks.
- 5 Jo teaches young people to plan what they are allowed spend each month.
- 6 Jo says the parents often disagree with her advice.
- 7 Jo doesn't think that banking apps are safe.
- 8 There is a problem with online banking in coffee shops and train stations.

5

2 Listen to five conversations. Tick (✓) A, B, or C.

- 1 What did Daniella's friend do with the table?
A He sold it straight away. B He sold it on eBay.
C He donated it to a charity.
- 2 Why is Lauren selling the shoes?
A She's practising selling online. B She doesn't need office shoes any more.
C To earn money for a new guitar.
- 3 What work does Tony do for the charity?
A He looks after children in the evenings.
B He raises money for children's sports equipment.
C He volunteers in the charity's office.
- 4 Where did Carlotta find her wallet?
A In the café. B She hasn't found it yet. C In the clothes shop.
- 5 Why did Richard transfer the money?
A To unlock his computer files. B He thought he was helping a friend.
C The message looked official.

5

Listening total 10

SPEAKING

1 Make questions and ask your partner.

- 1 buy anything online / recently? happy with it?
- 2 When / last buy / present? Who? What?
- 3 ever waste money / something / not need? What?
- 4 you terrified / anything? What?
- 5 Who / you find / hilarious?

Now answer your partner's questions.

READING

1 Read the opinions about cycling in cities and tick (✓) A, B, or C.

Pieter – Utrecht, The Netherlands

I cycle to work every day because it is faster than driving. By bike, I can be at work in 16 minutes. By car, I have to use a longer route that takes around 37 minutes. I know that the bike culture in the Netherlands is very different to, say, the USA. Here, everyone learns to cycle from a very young age. There's an old Dutch expression: 'You're not made of sugar.' It means 'the rain won't hurt you, so go outside and get on with things!' In Utrecht we don't see bikes as fashion items, or a way to save the planet, they're just a way to get from A to B. Most people don't wear helmets, and that's fine. Personally, though, I think things can still be improved. For example, the company where I work doesn't provide any cycle parking with a roof, which can be annoying. And the car parks in the city centre are too cheap.

Rosa – Madrid, Spain

Madrid is the worst city in Spain for cyclists. Part of the problem is the hills, but also there is no cycling culture. There aren't many cycle lanes and drivers aren't used to seeing bikes. It can be scary! Did you know it's only compulsory to wear a cycle helmet in two countries in the whole world? Anyway, in the spring, I try to cycle to work once or twice a week. But in the summer it is too hot, and I'm too worried about the traffic to cycle in the winter when the evenings are darker. Most of the time I drive to work. I tried the metro, but the tickets were quite expensive and I have free parking at work, so I would like Madrid to be a better cycling city. Perhaps we can close some roads during the rush hour so that only cyclists can use them.

Artem – Copenhagen, Denmark

I'm a town planner here in bike-friendly Copenhagen. Since 2016 more bikes have been entering the city centre each day than cars. In my profession, we want to keep traffic moving. In the twentieth-century, the focus was on cars: 'How many cars can we get into the city centre?' Now, we concentrate more on the number of people, which means we think more about bikes and public transport. For example, in Copenhagen 62% of people commute to work or school by bike and only 9% use a car. But even here, 54% of the physical space for transport is given to the car. In my opinion, the 'look' of cities in the future will be very different. For most people, how fast they can reach their destination is the most important thing. That's why it's a mistake to promote the 'green' benefits of cycling. But for town planners, the environment is hugely important.

Example: Pieter's journey to work takes _____ if he cycles.
A 37 minutes B half the time C half an hour

- Pieter says _____ have different ideas about bikes.
A older people B people in the USA C younger people
- Pieter uses a Dutch expression about _____.
A the weather B children C roads
- Pieter thinks some people see bikes as _____.
A dangerous B an accessory C for fit people only
- Pieter thinks the company where he works should have _____ for employees.
A less car parking B free bikes C better bike parking

- For Rosa, driving is _____ than cycling.
A faster B more expensive C safer
- Rosa worries about cycling _____.
A during rush hour B in the dark C up hills
- Rosa would like to change _____ to encourage more cyclists in Madrid.
A the metro system B the law C the roads
- According to Artem, there are _____ entering Copenhagen each day.
A more people than before B fewer cars than bikes
C more commuters
- Today, town planners focus on the number of _____ moving around the city.
A cars B vehicles C people
- For most people, _____ doesn't affect their decision to cycle.
A the environment B speed C cost

10

2 Write **P** for Pieter, **R** for Rosa, **A** for Artem.

- Example: My city doesn't have a great bike culture. R
- Most children in my country learn how to cycle. _____
 - I am interested in the way cycling benefits the planet. _____
 - In my city, cycling is the most common way to commute to work. _____
 - Personally, I don't think helmets should be required by law. _____
 - For my journey to work, public transport is not the cheapest option. _____

5

Reading total 15

WRITING

A foreign exchange student is coming to stay. Write an email to welcome him / her and send some information about where you live. (140–180 words)

Begin the email with this introduction:

I'm really looking forward to seeing you. Let me tell you about my town.

- How big is it?
- What is interesting about it?
- What do you like best about it?
- What is the transport system like?

Writing total 10

Reading and Writing total 25

File Test 3 Listening and Speaking A

LISTENING

1 Listen to an interview and complete the sentences. Write a number, one word or two words only.

- The Draw-A-Scientist Test is considered reliable by academic _____ around the world.
- In the first study, less than _____ % of children drew a female scientist.
- Teenagers' drawings show a _____ percentage of female scientists than younger children's drawings.
- Compared with the earliest drawings, what the children draw today is very _____.
- Georgia is certain that _____ influences the details of the stereotype.

5

2 Listen to five conversations. Tick (✓) A, B, or C.

- What is the city trying to improve?
A The air. B The parking. C The cycle lanes.
- Why won't Nico buy an electric motorbike yet?
A The speed. B The sound. C The cost.
- What interested Jess the most about Melbourne?
A A journey on a tram. B A visit to a theatre. C The food in the market.
- How does Maggie feel about her new journey to work?
A More stressed than before. B The same as before.
C Less stressed than before.
- What don't the children agree about?
A The Tube. B The old buses. C The café.

5

Listening total 10

SPEAKING

1 Make questions and ask your partner.

- What time of day / study better?
- What / most exciting way / travel? Why?
- Which person / closest to? Why?
- What / looking forward to / most?
- What achievements / most proud of?

Now answer your partner's questions.

2 Talk about the statement below, saying if you agree or disagree. Give reasons.

'People should give up their cars and travel by public transport.'

3 Listen to your partner talking about men. Do you agree with him / her?

Speaking total 15

Listening and Speaking total 25

READING

1 Read the article and tick (✓) A, B, or C.

It really annoys me when people claim smartphones are a bad thing. Can't they remember what life was like without them? Did we live in a 'golden age' where families had polite conversations and played prettily in green fields? No! We did the exact same things as we do now. I loved an old board game called Hero Quest, now I love World of Warcraft — it's the same fun! We talked to our friends on landlines for hours and filled our heads with information from magazines, TV and newspapers. The behaviour is the same, but today we do it with fewer devices and much *much* less paper. And don't get me started on photos. Not so very long ago, people had to take photos using analogue cameras. You couldn't even see the pictures for days because you had to pay someone to develop them for you. And then we stored them in photo albums that were so big most people couldn't lift them.

So, I am a fan of the smartphone. But the biggest fans of all are the people of India. The Indian smartphone market grew by 18% in 2016 — that's a faster increase than anywhere else in the world. Internet access using mobile phones is 80% in India, again the world's highest, with Indonesia in second place at 73%. Compare that to the UK where more than half of internet connection is via desktop computers.

Interestingly, many people in India choose to buy simpler 4G phones instead of smartphones. In part, that's because of poor reception in rural areas. But this has led to a very competitive market, with Indian companies going head to head with larger Chinese phone producers. Data charges actually went down by 20% last year! Phone companies are opening new stores all over India, because (unlike Chinese shoppers), most Indians choose to buy their phones using cash in stores rather than online.

So smartphones can keep us connected, but could they also keep us healthy? A recent report found that mHealth could save \$1 billion dollars each year in India alone. The idea of 'mHealth' is simple — it means the use of mobile phone initiatives in healthcare. And it's easy to see the possibilities. An app could tell people in cities if the pollution in the air is good or bad. Patients who live outside towns and cities won't have to travel miles to find expert medical advice. Instead, doctors will be able to see many more patients by using mobile health data and video chats. People already carry their music, photos and bank details on their phone. It makes sense that all our health data should be there too.

So the next time someone tells you mobiles are dangerous, or rude, or turning young people into zombies, tell them they should think again.

Example: The author finds some people's attitude to smartphones annoying.

A True B False C Doesn't say

- The author thinks smartphones have changed people's behaviour.
A True B False C Doesn't say
- The author didn't spend much time talking on the phone to friends.
A True B False C Doesn't say
- The author can't remember the last time he or she read a newspaper.
A True B False C Doesn't say
- In India, internet access using desktop computers is lower than in the UK.
A True B False C Doesn't say

- India and Indonesia have similar levels of mobile phone use.
A True B False C Doesn't say
- Simpler phones are popular in India because of cheap data charges.
A True B False C Doesn't say
- It's expensive for countries to set up mHealth initiatives.
A True B False C Doesn't say
- The ideas behind mHealth are easy to understand, even if you're not a doctor.
A True B False C Doesn't say
- One benefit is that mHealth could increase the number of patients each doctor sees.
A True B False C Doesn't say

9

2 Read the article again. Mark the sentences T (true) or F (false).

Example: Some people say life before smartphones was a 'golden age'. T

- The author thinks old board games are better than smartphone games.
- The author thinks old photo albums are better than smartphone albums.
- India's smartphone market is growing faster than in the rest of the world.
- Most Indian shoppers buy their phones online.
- mHealth could save countries billions of dollars.
- The author thinks people should store health data on their phones.

6

Reading total 15

WRITING

Write an email to a friend explaining the social rules in your country (140–180 words). Answer the questions.

- Who and how much do you have to tip?
- When must you say 'thank you' / 'sorry' / 'please', etc.
- What should I take for the host if I am invited for dinner?
- What else should I know about what to do / not to do in your country?

Writing total 10

Reading and Writing total 25

File Test 4 Listening and Speaking A

LISTENING

1 Listen to the conversation about playing a musical instrument. Who said the following? Write A (Aaron) or F (Francesca) or N (Neither).

- 1 The children's singing is better than before. ____
- 2 I didn't have a teacher. ____
- 3 I can't read music at all. ____
- 4 You should practise once a week. ____
- 5 I'm not worried about joining the singing group. ____

	5
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2 Listen to five conversations. Tick (✓) A, B, or C.

- 1 Zak thinks the woman on Millie's bus was ____.
A selfish B inconsiderate C rude
- 2 According to Cath, Pavel should ____ at the wedding.
A wear casual clothes B copy the father of the bride C give money as a gift
- 3 The tour guide says that a cash tip is usual ____.
A in smaller shops B for taxi drivers C for smaller amounts
- 4 Ryan is unhappy because George wants to ____.
A watch a video B send a work email C take a video
- 5 Michael thinks Prisha ____ change contracts now.
A ought to B shouldn't C isn't allowed to

	5
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Listening total		10
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SPEAKING

1 Make questions and ask your partner.

- 1 ever try / learn anything frustrating? What?
- 2 What language / you like / able / speak? Why?
- 3 see a disappointing film? Why / disappointing?
- 4 Who / most interesting person / you know?
- 5 prefer / send text messages or talk on mobile? Why?

Now answer your partner's questions.

2 Talk about the statement below, saying if you agree or disagree. Give reasons.

'The world is becoming ruder. People should be more polite.'

3 Listen to your partner talking about learning new skills. Do you agree with him / her?

Speaking total		15
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Listening and Speaking total		25
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READING

1 Read the article and tick (✓) A, B, or C.

Fang Su

I used to be very competitive when I was younger. I hated losing! Now I'm older, I'm getting used to slowing down. My husband and children were very excited about a Colour Run in Shenzhen, our city. The race sounded a bit silly to me, but we entered as a family. We usually jog around the park together on a Sunday morning, so 5k was a reasonable challenge for us. I have to admit, it was great fun. The aim of the race is to get as messy as possible. At the start, everyone was wearing white clothes. And after every kilometre, machines sprayed us with different coloured paint powder. There was no winner, and no-one was told their time at the finishing line. At the end, I really wanted a shower! But my kids didn't want to leave because there was a party. So we listened to music and all got covered in even more paint!

Shuo

I don't play anymore but when I was at school I was in a local football team. Most weeks we lost but I remember how much fun it was to compete with all my mates. Well, I went to university and then moved to Shenzhen. Of course, we all lost touch. Then a few months ago, I started working out at a gym near my office. One day, I recognized Dishu from my old football team! We couldn't believe it! We started a Facebook group to find the old team and last week, five of us completed the Colour Run. I've just posted a photo of us covered in paint. Maybe we'll find the rest of the team now.

Hao

Last year, I entered a 10k running race. I wanted to do more exercise because I'd put on a bit of weight. I lost two kilos, which was great. But I trained too hard and got injured so I couldn't take part in the 10k. It took me two months to recover and that's when I heard about the Colour Run. It was a 5k race so it was a simpler challenge, and the only aim was to have fun rather than getting a fast time. I entered with Chan from my work. There are only three of us in the office so I already knew we got on well. We normally jog once or twice a week after work and then we go to a café for a drink and a chat. We can't talk while we jog ... it's too tiring!

Example: Fang Su used to run faster when she was younger.
A True B False C Doesn't say

- Fang Su jogs with her husband and children once a week.
A True B False C Doesn't say
- The winner of the Colour Run gets a special, white T shirt.
A True B False C Doesn't say
- Fang Su and her family stayed for the party after the race.
A True B False C Doesn't say
- Shuo used to live in Shenzhen when he was at school.
A True B False C Doesn't say
- Shuo and Dishu trained for the Colour Run at their gym.
A True B False C Doesn't say

- Shuo and Dishu didn't manage to find all the members of their old team.
A True B False C Doesn't say
- Hao decided to enter the Colour Run after he recovered from an injury.
A True B False C Doesn't say
- Hao and Chan are training partners, not colleagues.
A True B False C Doesn't say
- Hao and Chan normally talk to each other after their training sessions.
A True B False C Doesn't say
- Hao plans to enter his first 10k race next year.
A True B False C Doesn't say

10

2 Write **F** for Fang Su, **S** for Shuo or **H** for Hao.

Example: I used to weigh more than I do now. H

- I used to love winning. _____
- I share an office with my training partner. _____
- I didn't use to win many football matches. _____
- I didn't expect to enjoy the Colour Run. _____
- I completed the Colour Run with my old friends. _____

5

Reading total 15

WRITING

Write about a childhood friendship (140–180 words). Answer the questions.

- When did you meet? How?
- How did you get on? What was special about the friendship?
- Did you ever fall out?
- How often did you usually talk / meet?
- What did you use to do together?
- Are you still friends?

Writing total 10

Reading and Writing total 25

File Test 5 Listening and Speaking A

LISTENING

1 Listen to Evie talking about a difficult race she did. Complete the sentences with one or two words only.

- 1 Evie chose this triathlon because it started _____.
- 2 Evie thinks she should have done more _____ preparation for the race.
- 3 The race marshals mainly stopped people from getting _____.
- 4 Evie's swim time was _____ than she expected.
- 5 Teams of _____ competitors were allowed to enter.

	5
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2 Listen to five conversations. Tick (✓) A, B or C.

- 1 How did Mark lose touch with Rosie?
 A Rosie got a new boyfriend. B Rosie moved out of the flat.
 C Rosie got a new job.
- 2 Why did Jessica join the running group?
 A She wanted to meet new people. B She wanted to improve her health.
 C She wanted to compete in a race next month.
- 3 What is the relationship between Hayley and Roman?
 A They don't know each other well. B They've been going out together for 3 years.
 C They're colleagues and a couple.
- 4 What is Lewis' relationship with his brother like?
 A They're less close than they used to be. B They're closer than they used to be.
 C It has been the same since they were children.
- 5 Why aren't Tomas and Albert watching the football match on TV?
 A It is bad luck for their team. B Their team isn't playing.
 C It is bad for their friendship.

	5
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Listening total		10
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SPEAKING

1 Make questions and ask your partner.

- 1 ever make / friend / thanks to sport? How? When?
- 2 What sport / use to be / better at ?
- 3 What kinds of activities / enjoy most now?
- 4 you usually / keep fit? fit / at the moment?
- 5 prefer / do / or / watch / sport?

Now answer your partner's questions.

2 Talk about the statement below, saying if you agree or disagree. Give reasons.

'Sport has become all about money now.'

3 Listen to your partner talking about friendship. Do you agree with him / her?

Speaking total		15
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Listening and Speaking total		25
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READING

1 Read the article and tick (✓) A, B, or C.

My little cinema

How many screens does your local cinema have? In the UK, around 49% of cinemas have more than five screens and are known as 'multiplexes'. Many older, smaller cinemas have been destroyed, or turned into shops, or flats or factories. But now, data show that small, independent cinemas are returning to UK's towns.

Amanda Munding loves cinema. Amanda previously worked as a scriptwriter before buying her first cinema, The Ritz, with business partner Neil Roberts in 2006. 'I was looking for a part-time venue to show films occasionally,' she recalls. 'I didn't have a clue.' The Ritz had been empty for 15 years and Amanda soon realized the size of her challenge. She learned more about cinema technology and repaired the building with money from the local government. She worked at The Ritz full-time but she needed more staff. Amanda's sons began helping out and after a few years Amanda decided to expand the family business. Her middle son, Jacob, now runs The Regal in nearby Melton Mowbray with his wife, Bryony.

When Amanda heard about her third cinema, The Savoy, local residents were trying to save it themselves but didn't have the time or the money. Amanda's company rescued the old building and turned it into another independent venue. They took out the old seating (it used to have 460 seats) and put in luxury, spacious seating for 180 people. There are even sofas! Amanda's youngest son, Louis, and his fiancée, Sophie, have been running it since 2016.

Many people go far more regularly to Amanda's cinemas than they used to when the only available choice was a multiplex. That might be because of the buildings themselves — built in the 1940s they are actually very beautiful. Or perhaps it's the personal service. A typical, large cinema company might own a dozen venues, and employs a thousand staff. At the Ritz, Regal and Savoy the few members of staff get to know their customers by name. The owners also choose which films are shown. With only one or two films showing at each venue, that is an important decision.

The Ritz hosts regular interviews with actors and directors on its old stage, allowing customers to meet, in person, the people who help to create the magic of cinema. 'I see myself as part of that magic, part of that story,' says Amanda. She believes that you can't compare the cinema experience with watching films online. 'People have a fridge full of food but they still eat at restaurants', she argues.

Example: Multiplexes are cinemas that have _____ screens.

A more than five B more than one C around 49

- Amanda used to create _____ for films.
A music B words C costumes
- Amanda didn't expect _____ The Ritz.
A to work full-time at B to update the technology at C to buy
- The Ritz was saved with money from _____.
A Amanda's sons B the family business C local government
- The Savoy must have _____ than before Amanda's company repaired it.
A higher ticket prices B fewer customers C less room

- The Savoy cinema _____ Louis and Sophie.
A is run by B is owned by C was repaired by
- Customers must enjoy _____ at Amanda's cinemas.
A the personal service B the luxury C the choice of food
- Amanda's cinemas _____ multiplexes.
A must be B might be C can't be
- At The Ritz, people can see actors and directors being interviewed _____.
A after the film B in person C on the screen
- According to Amanda _____ are very different.
A cinema food and restaurant food B multiplexes and smaller cinemas
C watching films in cinema and watching them online

9

2 Read the article again. Mark the sentences T (true) or F (false).

Example: In the UK, some closed cinemas are being re-opened.. T

- In 2006, Amanda can't have known much about running a cinema. ____
- Amanda's sons all worked at The Regal. ____
- The Savoy was rescued by local residents. ____
- Old seating was removed from The Savoy. ____
- Amanda's customers used to go to the cinema more regularly. ____
- The films in Amanda's cinemas are chosen by the customers. ____

6

Reading total 15

WRITING

Write a review of a film you have enjoyed / not enjoyed. Include any factual information you know about it and say why you liked / disliked it. (140–180 words)

Writing total 10

Reading and Writing total 25

File Test 6 Listening and Speaking A

LISTENING

1 Listen to the presenter talking about face recognition. Tick (✓) A, B, or C.

- The majority of people are _____ at recognising faces we know.
A excellent B fine C very bad
- In the face recognition study, people couldn't identify the faces _____.
A half of the time B 20% of the time C most of the time
- People are best at noticing differences in _____.
A mouths B noses C the whole face
- After training, workers at airport security were better at noticing the _____ used by criminals.
A face masks B plastic surgery C picture technology
- The presenter is _____ about using super-recognisers in airports.
A quite negative B mostly positive C optimistic

	5
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2 Listen to five conversations about pictures. Match the conversations (1–5) with what the speakers are talking about (A–E).

- Conversation 1
 Conversation 2
 Conversation 3
 Conversation 4
 Conversation 5

- A if a picture is digitized
 B how old someone is
 C what kind of film something is
 D where someone is from
 E what job someone had

	5
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Listening total	10
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SPEAKING

1 Make questions and ask your partner.

- How often / go / cinema? What / seen recently?
- prefer / go / cinema / or watch a DVD? Why?
- What / favourite kind / film?
- ever watch / DVDs / in English?
- describe / photo of yourself / you don't like? Why / not like it?

Now answer your partner's questions.

2 Talk about the statement below, saying if you agree or disagree. Give reasons.

'Cinema is the greatest art form.'

3 Listen to your partner talking about charisma. Do you agree with him / her?

Speaking total	15
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Listening and Speaking total	25
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