

## OPCIÓN A- PRIMEIRA PROBA-PARTE A

**Read the following text and do Tasks 1 and 2:****A**

[...] Ineluctable modality of the visible: at least that if no more, thought through my eyes. Signatures of all things I am here to read, seaspawn and seawrack, the nearing tide, that rusty boot. Snotgreen, bluesilver, rust: coloured signs. Limits of the diaphane. But he adds: in bodies. Then he was aware of them bodies before of them coloured. How? By knocking his scone against them, sure. Go easy. Bald he was and a millionaire, maestro di color che sanno. Limit of the diaphane in. Why in? Diaphane, adiaphane. If you can put your five fingers through it, it is a gate, if not a door. Shut your eyes and see. Stephen closed his eyes to hear his boots crush crackling wrack and shells. You are walking through it howsomever. I am, a stride at a time. A very short space of time through very short times of space. Five, six: the nacheinander. Exactly: and that is the ineluctable modality of the audible. Open your eyes. No. Jesus! If I fell over a cliff that beetles o'er his base, fell through the nebeneinander ineluctably. I am getting on nicely in the dark. My ash sword hangs at my side. Tap with it: they do. My two feet in his boots are at the end of his legs, nebeneinander. Sounds solid: made by the mallet of Los Demiurgos. Am I walking into eternity along Sandymount strand? Crush, crack, crick, crick. Wild sea money. Dominic Deasy kens them a'. Won't you come to Sandymount, Madeline the mare?

Rhythm begins, you see. I hear. A catalectic tetrameter of iambs marching. No, agallop: deline the mare.

Open your eyes now. I will. One moment. Has all vanished since? If I open and am for ever in the black adiaphane.

**B**

Basta! I will see if I can see. See now. There all the time without you: and ever shall be, world without end.

They came down the steps from Leahy's terrace prudently, Frauenzimmer: and down the shelving shore flabbily their splayed feet sinking in the silted sand. Like me, like Algy, coming down to our mighty mother. Number one swung lourdily her midwife's bag, the other's gamp poked in the beach. From the liberties, out for the day. Mrs Florence MacCabe, relict of the late Patk MacCabe, deeply lamented, of Bride Street. One of her sisterhood lugged me squealing into life. Creation from nothing. What has she in the bag? A misbirth with a trailing navelcord, hushed in ruddy wool. The cords of all link back, strandentwining cable of all flesh. That is why mystic monks. Will you be as gods? Gaze in your omphalos. Hello. Kinch here. Put me on to Edenville. Aleph, alpha: nought, nought, one. Spouse and helpmate of Adam Kadmon: Heva, naked Eve. She had no navel. Gaze. Belly without blemish, bulging big, a buckler of taut vellum, no, whiteheaped corn, orient and immortal, standing from everlasting to everlasting. Womb of sin. Wombed in sin darkness I was too, made not begotten. By them, the man with my voice and my eyes and a ghostwoman with ashes on her breath. They clasped and sundered, did the coupler's will. From before the ages He willed me and now may not will me away or ever A lex eterna stays about him. Is that then the divine substance wherein Father and Son are consubstantial? Where is poor dear Arius to try conclusions? Warring his life long on the contransmagnificandjewbangtentiality. Illstarred heresiarch.

**C**

In a Greek watercloset he breathed his last: euthanasia. With beaded mitre and with crozier, stalled upon his throne, widower of a widowed see, with upstuffed omophorion, with clotted hinderparts. Airs romped around him, nipping and eager airs. They are coming, waves. The whitemaned seahorses, champing, brightwindbridled, the steeds of Mananaan. I mustn't forget his letter for the press. And after? The Ship, half twelve. By the way go easy with that money like a good young imbecile. Yes, I must.

His pace slackened. Here. Am I going to Aunt Sara's or not? My consubstantial father's voice. Did you see anything of your artist brother Stephen lately? No? Sure he's not down in Strasburg terrace with his aunt Sally? Couldn't he fly a bit higher than that, eh? And and and and tell us Stephen, how is uncle Si? O weeping God, the things I married into. De boys up in de hayloft. The drunken little costdrawer and his brother, the cornet player. Highly respectable gondoliers. And skeweyed Walter sirring his father, no less. Sir. Yes, sir. No, sir. Jesus wept: and no wonder, by Christ. I pull the wheezy bell of their shuttered cottage: and wait. They take me for a dun, peer out from a coign of vantage. -- It's Stephen, sir.-- Let him in. Let Stephen in. A bolt drawn back and Walter welcomes me.-- We thought you were someone else.

**D**

In his broad bed nuncle Richie, pillowed and blanketed, extends over the hillock of his knees a sturdy forearm. Cleanchested. He has washed the upper moiety.-- Morrow, nephew.

He lays aside the lapboard whereon he drafts his bills of costs for the eyes of Master Goff and Master Shapland Tandy, filing consents and common searches and a writ of Duces Tecum. A bogoak frame over his bald head: Wilde's Requiescat. The drone of his misleading whistle brings Walter back.-- Yes, sir?-- Malt for Richie and Stephen, tell mother. Where is she?-- Bathing Crissie, sir. Papa's little bedpal. Lump of love.-- No, uncle Richie...-- Call me Richie. Damn your lithia water. It lowers. Whusky!-- Uncle Richie, really...-- Sit down or by the law Harry I'll knock you down. Walter squints vainly for a chair.-- He has nothing to sit down on, sir.-- He has nowhere to put it, you mug. Bring in our Chippendale chair. Would you like a bite of something? None of your damned lawdeedaw air here; the rich of a rasher fried with a herring? Sure? So much the better. We have nothing in the house but backache pills.

**E**

All'erta!

He drones bars of Ferrando's aria de sortita. The grandest number, Stephen, in the whole opera. Listen. His tuneful whistle sounds again, finely shaded, with rushes of the air, his fists bigdrumming on his padded knees. This wind is sweeter. Houses of decay, mine, his and all. You told the Clongowes gentry you had an uncle a judge and an uncle a general in the army. Come out of them, Stephen. Beauty is not there. Nor in the stagnant bay of Marsh's library where you read the fading prophecies of Joachim Abbas. For whom? The hundredheaded rabble of the cathedral close. A hater of his kind ran from them to the wood of madness, his mane foaming in the moon, his eyeballs stars. Houyhnhm, horsenostrilled. The oval equine faces. Temple, Buck Mulligan, Foxy Campbell. Lantern jaws. Abbas father, furious dean, what offence laid fire to their brains? Paff! Descende, calve, ut ne nimium decalveris. A garland of grey hair on his comminated head see him me clambering down to the footpace (descende), clutching a monstrance, basiliskeyed. Get down, bald poll! A choir gives back menace and echo, assisting

about the altar's horns, the snorted Latin of jackpriests moving burly in their albs, tonsured and oiled and gelded, fat with the fat of kidneys of wheat.

Joyce, J. (2010). *Ulysses*. Wordsworth Editions.

**All your answers must be written on the answer sheet.**

**TASK 1. Write the letter of the section (A-B-C-D-E) next to the number of the statement which contains the same information on your answer sheet. There is an extra statement with information not mentioned in the text: write an X next to the corresponding number.**

**(1 mark)**

1. Hold on, hold on! Someone is trying to get through.
2. Though cutting, the man is not taking The Lord's name in vain.
3. One of them was carrying an umbrella, heedfully descending from that Dublin free street.
4. Sea shells have no mystery for this wise Scottish schoolmaster.
5. And there he would be, just waiting, while they were gandering from inside, terribly afraid of the debt collector.
6. The poor guy has just broken his glasses, so all impressions come through sounds and colours.

**TASK 2.**

**(1 mark)**

**Write the correct option to answer the questions below. Only one option is correct.**

- 1) What does the expression "Gaze in your omphalos" mean in the context of Stephen's reflections?
  - a) An invitation to explore the origin and connection with humanity.
  - b) A reference to the internal journey for inner consciousness.
  - c) A representation of the connection between science and logical reasoning.
  - d) A critique of the superficiality of modern existence, urging contemplation.
- 2) What is Stephen's perspective on the relationship between his visual perception and his auditory perception?
  - a) He considers visual perception to be more reliable and accurate than auditory perception.
  - b) He believes that both modalities are equally important within the domain of perception.
  - c) He sees auditory perception as a guide through darkness.
  - d) He thinks that visual perception is an illusion created by the mind.
- 3) How does Stephen feel during his visit regarding his extended family?
  - a) He exhibits an air of alienation and frustration.
  - b) He finds himself in a state of apathy and detachment.
  - c) He displays feelings of remoteness and wistfulness.
  - d) He experiences a sense of indifference and remoteness.
- 4) What theological and philosophical themes are explored in the passage - preceding Stephen's visit to his uncle?
  - a) The essence of creation and being.
  - b) The significance of existence and the deeper meaning of being.
  - c) The exploration of creation and the universe.
  - d) The inquiry into the origins and nature of existence.
- 5) What do Stephen's comments suggest about perception?
  - a) The recognition of the inevitability of perceiving phenomena as they truly exist.

- b) The intricate process involved in deciphering visual stimuli.
- c) The inherent constraints of the visible world to understand perception.
- d) The acknowledgment of the constant change of visual experiences.

**TASK 3. CLOZE TEXT.**

**(1 mark)**

Choose the correct word from the box to complete this passage from *Ulysses*.

harbinger	tyro	kismet	imp	housel
bane	twine	fubsy	squaw	far-fetched

And at the same instant perhaps a priest round the comer is elevating it. Dringdring ! And two streets off another locking it into a pyx. Dringadring ! And in a ladychapel another taking [1] \_\_\_ all to his own cheek. Dringdring ! Down, up, forward, back. Dan Occamm thought of that, invincible doctor. A misty English morning the [2] \_\_\_ hypostasis tickled his brain. Bringing his host down and kneeling he heard [3] \_\_\_ with his second bell the first bell in the transept (he is lifting his) and, rising, heard (now I am lifting) their two bells (he is kneeling) twang in diphthong.

Cousin Stephen, you will never be a saint. Isle of saints . You were awfully holy, weren't you ? You prayed to the Blessed Virgin that you might not have a red nose. You prayed to the devil in Serpentine avenue that the [4] \_\_\_ widow in front might lift her clothes still more from the wet street . 0 si, certo ! Sell your soul for that, do, dyed rags pinned round a [5] \_\_\_ . More tell me, more still ! On the top of the Howth tram alone crying to the rain : naked women ! What about that, eh ? What about what ? What else were they invented for?

Joyce, J. (2010). *Ulysses*. Wordsworth Editions.

**TASK 4. IDIOMS.**

**(1 mark)**

Choose the correct meaning for the following idiomatic expressions related to the text topic.

1. To nip it in the bud.
  - a) to ostracise someone socially
  - b) to complete a lot of work
  - c) to put an end to
  - d) to do what is expected
2. A round robin
  - a) a plan that doesn't come through
  - b) a letter signed by a number of people
  - c) a state which is temporary
  - d) a very good and unusual opportunity
3. To play ball
  - a) to accept defeat and surrender to the other party
  - b) to pass a test or a competition with a high score



- c) to agree to work with someone in the way they want
  - d) to accept a person's departure
4. In the pipeline
- a) in profit
  - b) in the name of
  - c) in progress
  - d) in advance
5. At loggerheads
- a) at the very last time
  - b) at a standstill point
  - c) at a confrontation
  - d) at an advantage

**TASK 5. WORD-FORMATION.**

**(1 mark)**

**Write the appropriate form of a suitable word from the box for each gap.**

know	worm	number	crackle
wary	whole	forest	whelm

The grainy sand had gone from under his feet. His boots trod again a damp [1] \_\_\_ mast, razorshells, squeaking pebbles, that on the [2] \_\_\_ pebbles beats, wood sieved by the [3] \_\_\_, lost Armada.

[4] \_\_\_ sandflats waited to suck his treading soles, breathing upward sewage breath. He coasted them, walking [5] \_\_\_. A porter-bottle stood up, stogged to its waist, in the cakey sand dough. A sentinel: isle of dreadful thirst.

Joyce, J. (2010). *Ulysses*. Wordsworth Editions.

**TASK 6. HOMOPHONES**

**(1 mark)**

**Complete the sentences with the appropriate pair of homophones in RP (Received Pronunciation). One of each pair appears in the text. Both homophones must be correct.**

1.a. The coach is unable to look past himself to recognise that a coach's only responsibility during times of defeat is not \_\_\_ gazing.

1.b. Their relationship quickly became closer, but when Charles was called to \_\_\_ duty, their developing passion came to a sudden end.

2.a. One \_\_\_ and a couple punch outs didn't get me any communication, leaving me in a state of confusion, wondering if there was a deeper meaning behind the silence.

2.b. Supported in the bow via a traditional \_\_\_ and a rest at the front of the arc, the bolt makes no contact with a barrel in between, resulting in excellent delicacy.

3.a. Security situation worsens and power outages \_\_\_ cities, a shortage of food and medicine has many working-class citizens blaming their leaders.

3.b. Years of neglect had led to the once magnificent mansion falling into \_\_\_ and ruin, its grandeur now overshadowed by decay and neglect.

4.a. Aligned against the gallery's rear wall, the artwork features four brass horns, stretching almost to the ceiling, evoking a sense of preparation for a celestial \_\_\_.

4.b. During this period, printers did not undertake bookbinding; instead, they provided a loose \_\_\_ that could be bound by the stationers.

5.a. We had to rely on shank's \_\_\_ to get us home because the bus was broken down and there were no cabs in the area.

5.b. Amidst political turmoil, the \_\_\_ navigated the intricate web of alliances and opposition, ensuring the town remained stable and prosperous.

**TASK 7. SYNONYMS AND ANTONYMS**

**(1 mark)**

**Provide a word from the text...**

**A. with the same meaning as the following:**

1. got slower
2. half
3. split
4. pretentious
5. sturdy

**B. with the opposite meaning of the following:**

1. carried lightly
2. gently touching
3. unconceived
4. firmly
5. forthright

**WRITING TASK.**

**(3 marks)**

**Write an essay in 300 words analysing the points from the text below and giving your own view on ways to reduce early school leaving in Spain.**

Early school leaving (ESL) can lead to mounting individual challenges and generate high economic costs to education systems and societies at large. Spain has made significant progress in reducing ESL in recent years; in 2022, the ESL rate was 13,9% - almost half the points of a decade earlier. However, noteworthy regional disparities remain, and Spain's average ESL rate remains one of the highest among OECD and EU member countries.

OECD (2023), "Proposal for an action plan to reduce early school leaving in Spain", OECD Education Policy Perspectives, No. 71, OECD Publishing, Paris, <https://doi.org/10.1787/0c249e7a-en>.

## OPCIÓN B- PRIMEIRA PROBA-PARTE A

**Read the following text and do Tasks 1 and 2:****A**

It's funny what you don't recall. Our first home, in the suburb of Weston, which I barely remember- my eldest brother Orin says he can remember being in the home's backyard with our mother in the early spring, helping the Moms till some sort of garden out of the cold yard. March or early April. The garden's area was a rough rectangle laid out with Popsicle sticks and twine. Orin was removing rocks and hard clods from the Moms's path as she worked the rented Rototiller, a wheelbarrow shaped, gas-driven thing that roared and snorted and bucked and he remembers seemed to propel the Moms rather than vice versa, the Moms very tall and having to stoop painfully to hold on, her feet leaving drunken prints in the tilled earth.

He remembers that in the middle of the tilling I came tear-assing out the door and into the backyard wearing some sort of fuzzy red Pooh-wear, crying, holding out something he said was really unpleasant-looking in my upturned palm. He says I was around five and crying and was vividly red in the cold spring air. I was saying something over and over; he couldn't make it out until our mother saw me and shut down the tiller, ears ringing, and came over to see what I was holding out. This turned out to have been a large patch of mold - Orin posits from some dark corner of the Weston home's basement, which was warm from the furnace and flooded every spring. The patch itself he describes as horrific: darkly green, glossy, vaguely hirsute, speckled with parasitic fungal points of yellow, orange, red. Worse, they could see that the patch looked oddly incomplete, gnawed-on; and some of the nauseous stuff was smeared around my open mouth.

**B**

'I ate this,' was what I was saying. I held the patch out to the Moms, who had her contacts out for the dirty work, and at first, bending way down, saw only her crying child, hand out, proffering; and in that most maternal of reflexes she, who feared and loathed more than anything spoilage and filth, reached to take whatever her baby held out- as in how many used heavy Kleenex, spit-back candies, wads of chewed-out gum in how many theaters, airports, backseats, tournament lounges? O. stood there, he says, hefting a cold clod, playing with the Velcro on his puffy coat, watching as the Moms, bent way down to me, hand reaching, her lowering face with its presbyopic squint, suddenly stopped, froze, beginning to I.D. what it was I held out, countenancing evidence of oral contact with same. He remembers her face as past describing. Her outstretched hand, still Rototrembling, hung in the air before mine.

'I ate this,' I said.

'Pardon me?'

O. says he can only remember (sic) saying something caustic as he limboed a crick out of his back. He says he must have felt a terrible impending anxiety. The Moms refused ever even to go into the damp basement. I had stopped crying, he remembers, and simply stood there, the size and shape of a hydrant, in red PJ's with attached feet, holding out the mold, seriously, like the report of some kind of audit.

**C**

O. says his memory diverges at this point, probably as a result of anxiety. In his first memory, the Moms's path around the yard is a broad circle of hysteria:

'God!' she calls out.

'Help! My son ate this!' she yells in Orin's second and more fleshed-out recollection, yelling it over and over, holding the speckled patch aloft in a pincer of fingers, running around and around the garden's rectangle while O. gaped at his first real sight of adult hysteria. Suburban neighbors'

heads appeared in windows and over the fences, looking. 0. remembers me tripping over the garden's laid-out twine, getting up dirty, crying, trying to follow.

'God! Help! My son ate this! Help!' she kept yelling, running a tight pattern just inside the square of string; and my brother Orin remembers noting how even in hysterical trauma her flight-lines were plumb, her footprints Native-American-straight, her turns, inside the ideogram of string, crisp and martial, crying 'My son ate this! Help!' and lapping me twice before the memory recedes.

#### **D**

'My application's not bought,' I am telling them, calling into the darkness of the red cave that opens out before closed eyes. 'I am not just a boy who plays tennis. I have an intricate history. Experiences and feelings. I'm complex.

'I read,' I say. 'I study and read. I bet I've read everything you've read. Don't think I haven't. I consume libraries. I wear out spines and ROMdrives. I do things like get in a taxi and say, "The library, and step on it."

My instincts concerning syntax and mechanics are better than your own, I can tell, with due respect.

'But it transcends the mechanics. I'm not a machine. I feel and believe. I have opinions. Some of them are interesting. I could, if you'd let me, talk and talk. Let's talk about anything. I believe the influence of Kierkegaard on Camus is underestimated. I believe Dennis Gabor may very well have been the Antichrist. I believe Hobbes is just Rousseau in a dark mirror. I believe, with Hegel, that transcendence is absorption. I could interface you guys right under the table,' I say. 'I'm not just a creatus, manufactured, conditioned, bred for a function.'

I open my eyes. 'Please don't think I don't care.' I look out. Directed my way is horror. I rise from the chair. I see jowls sagging, eyebrows high on trembling foreheads, cheeks bright-white. The chair recedes below me. [ .... ]

#### **E**

You have to love old-fashioned men's rooms: the citrus scent of deodorant disks in the long porcelain trough; the stalls with wooden doors in frames of cool marble; these thin sinks in rows, basins supported by rickety alphabets of exposed plumbing; mirrors over metal shelves; behind all the voices the slight sound of a ceaseless trickle, inflated by echo against wet porcelain and a cold tile floor whose mosaic pattern looks almost Islamic at this close range.

The disorder I've caused revolves all around. I've been half-dragged, still pinioned, through a loose mob of Administrative people by the Comp. Director- who appears to have thought variously that I am having a seizure (prying open my mouth to check for a throat clear of tongue), that I am somehow choking (a textbook Heimlich that left me whooping), that I am psychotically out of control (various postures and grips designed to transfer that control to him) -while about us roil deLint, trying to restrain the Director's restraint of me, the varsity tennis coach restraining deLint, my mother's half-brother speaking in rapid combinations of polysyllables to the trio of Deans, who variously gasp, wring hands, loosen neckties, waggle digits in C.T.'s face, and make pases with sheafs of now-pretty-clearlysuperfluous application forms.

I am rolled over supine on the geometric tile. I am concentrating docilely on the question why U.S. restrooms always appear to us as infirmaries for public distress, the place to regain control. My head is cradled in a knelt Director's lap, which is soft, my face being swabbed with dusty-brown institutional paper towels he received from some hand out of the crowd overhead, staring



with all the blankness I can summon into his jowls' small pocks, worst at the blurred jaw-line, of scarring from long-ago acne. Uncle

Charles, a truly unparalleled slinger of shit, is laying down an enfilade of same, trying to mollify men who seem way more in need of a good browmopping than I. [ ... ]

Wallace Foster, D. Infinite Jest, published by Little, Brown and Company on February 1st, 1996. Extracts from the chapter Year of Glad (pages 10 – 12, 13)

**All your answers must be written on the answer sheet.**

**TASK 1. Write the letter of the section (A-B-C-D-E) next to the statement which contains information from it on your answer sheet. There is an extra statement which does not correspond to any sections: write an X next to it. (1 mark)**

1. Twirling as in a pow wow dance, so defined and dapper, however the welter was extremely intense.
2. The down-in-the-mouth, unstrung boyo claimed not to be a purpose-reared spawn.
3. Blurry as it was, squalor and rottenness were totally well-marked by those flagging eyes.
4. The good Muhammad would give his blessing to such a list of thinkers.
5. A charley horse down my spine, some pungent remarks to the air, the whole hideous scene probably caused that looming phobic condition on me.
6. Oh my! Everybody has their wires crossed about my welter.

**TASK 2. (1 mark)**

**Write the correct option to answer the questions below. Only one option is correct.**

- 1) What did the people around him do once the protagonist zonked out?
  - a) They hearkened to the protagonist in a sick bay.
  - b) They yanked the protagonist to an outhouse.
  - c) They humped the protagonist to some john.
  - d) None of the previous options is correct.
- 2) Why was the Moms forced to slouch?
  - a) Because she was squat.
  - b) Because she was brobdingnagian.
  - c) Because she was stumpy.
  - d) Because she was teensy-weensy.
- 3) In his own words, what is the protagonist like?
  - a) The protagonist amounts not only to a jock.
  - b) The protagonist really embodies a bochord-punter.
  - c) The protagonist accounts himself not only as a cat's paw.
  - d) The protagonist really matches the three previous traits.
- 4) What did the Moms nix?
  - a) To plough the garden out of the cold yard again.
  - b) To chew out gum in so many theatres again.
  - c) To shut down the tiller in the basement again.

- d) To set foot in the Weston's garden flat again.
- 5) Why is the protagonist flabbergasted?
- Because American lavatories are seen as Islamic mosaics.
  - Because American people see lavatories as old-fashioned men's rooms.
  - Because American people see lavatories as woe hospitals.
  - Because old American lavatories are loved.

**TASK 3. CLOZE TEXT.**

**(1 mark)**

**Choose the correct word from the box to complete this passage from Infinite Jest.**

hashed out	cajole	ultra-mach	hubris	hypophalangeal
pillory	quisling	gurneyside	arrant	martinet

[ .... ] Not for nothing did Orin say that people outdoors down here just scuttle in vectors from air conditioning to air conditioning. The sun is a hammer. I can feel one side of my face start to cook. The blue sky is glossy fat with heat, a few thin cirri sheared to blown strands like hair at the rims. The traffic is nothing like Boston. The stretcher is the special type, with restraining straps at the extremities. The same Aubrey deLint I'd dismissed for years as a 2-D [1] \_\_\_ knelt [2] \_\_\_ to squeeze my restrained hand and say 'Just hang in there, Buckaroo,' before moving back into the administrative fray at the ambulance's doors. It is a special ambulance, dispatched from I'd rather not dwell on where, with not only paramedics but some kind of psychiatric M.D. on board. The medics lift gently and are handy with straps.

The M.D., his back up against the ambulance's side, has both hands up in dispassionate mediation between the Deans and C.T., who keeps stabbing skyward with his cellular's antenna as if it were a sabre, outraged that I'm being needlessly ambulated off to some Emergency Room against my will and interests. The issue whether the damaged even have interested wills is shallowly [3] \_\_\_ as some sort of [4] \_\_\_ fighter too high overhead to hear slices the sky from south to north. [ .... ] I will be conveyed to an Emergency Room of some kind, where I will be detained as long as I do not respond to questions, and then, when I do respond to questions, I will be sedated; so it will be inversion of standard travel, the ambulance and ER: I'll make the journey first, then depart. I think very briefly of the late Cosgrove Watt. I think of the [5] \_\_\_ Grief-Therapist.

Wallace Foster, D. Infinite Jest, published by Little, Brown and Company on February 1st, 1996. Extracts from the chapter Year of Glad (pages 15-17)

**TASK 4. IDIOMS.**

**(1 mark)**

**Choose the appropriate idiomatic phrase to complete the sentences related to the text topic.**

- The protagonist was \_\_\_\_, after the life-changing event, struggling to find stability in his mental health.
  - in Queer street
  - a rowdy sheeter
  - pulling a Bradbury
  - a round robin
- Hal got lost in his own unrealistic illusions, albeit soon dismissing them \_\_\_\_\_.
  - like herding cats
  - as pie in the sky

- c. as Molson muscle
  - d. like a brown study
3. For Hal, trying to get a word in with his uncle was like \_\_\_\_ - utterly impossible.
- a. walking the Primrose path
  - b. sailing under false colours
  - c. throwing a spanner in the works
  - d. being pissing in the wind
4. Orin's brother found himself \_\_\_\_ with his feelings, not taking his emotional well-being seriously.
- a. barking at a knot
  - b. playing ducks and drakes
  - c. long in the tooth
  - d. bringing owls to Athens
5. The poor lad was all about singing his praises, but nobody was listening to him – it was like \_\_\_\_.
- a. nailing jelly to the wall
  - b. flying off the handle
  - c. mugging up on prayers
  - d. a dervish in a whirling chant

**TASK 5. WORD-FORMATION.**

**(1 mark)**

**Write the appropriate form of a suitable word from the box for each gap.**

evitable	line	real	grave	wave
respond	stand	secure	take	side

I think of the Moms, alphabetizing cans of soup in the cabinet over the [1] \_\_\_\_\_. Of Himself's umbrella hung by its handle from the edge of the mail table just inside the Headmaster's House's foyer. The bad ankle hasn't ached once this whole year. I think of John N. R. Wayne, who would have won this year's What-aBurger, [2] \_\_\_\_\_ watch in a mask as Donald Gately and I dig up my father's head. There's very little doubt that Wayne would have won. And Venus Williams owns a ranch [3] \_\_\_\_\_ Green Valley; she may well attend the 18's Boys' and Girls' finals. I will be out in plenty of time for tomorrow's semi; I trust Uncle Charles. Tonight's winner is almost sure to be Dymphna, sixteen but with a birthday two weeks under the 15 April [4] \_\_\_\_\_; and Dymphna will still be tired tomorrow at 0830, while I, sedated, will have slept like a [5] \_\_\_\_\_ image. I have never before faced Dymphna in tournament play, nor played with the sonic balls the blind require, but I watched him barely dispatch Petropolis Kahn in the Round of 16, and I know he is mine.

**TASK 6. HOMOPHONES**

**(1 mark)**

**Complete the sentences with the appropriate pair of homophones in RP (Received Pronunciation). One of each pair appears in the text. Both homophones must be correct.**

- 1.a. The sky was filled with the black smoke of firecrackers, and the sombre \_\_\_\_\_ thud of drums disturbed the quiet of the churchyard square.
- 1.b. The Fire \_\_\_\_\_ will deploy all the brigades in the event of wildfires during the summer.
- 2.a. The scandal would have been an ideal opportunity for the Prime Minister to take his political responsibility and to \_\_\_\_\_ aside.
- 2.b. The \_\_\_\_\_ stretched from the tops of the rocks to the horizon, a vast sheet striped with windblown snow.

3.a. Production tried to \_\_\_\_ the tiniest bit of drama out of the influencers having to sit around and answer controversial questions.

3.b. The bombs destroyed the walls and windows of the buildings that \_\_\_\_ the enormous area, which was covered in dust and debris.

4.a. Farm labourers had to \_\_\_\_ for extended periods of time in the fields in order to thin and weed, which resulted in crippling spine or other deformities.

4.b. The church \_\_\_\_ was dry in the weeks preceding the shelter-in-place directive.

5.a. The goal of human resources is to examine our behaviour, not to \_\_\_\_ our souls.

5.b. The magnetic resonance image revealed a cystic tumour the size of a \_\_\_\_ on the patient's left frontal lobe.

### TASK 7. SYNONYMS AND ANTONYMS

(1 mark)

Provide a word from the text...

**A. with the same meaning as the following:**

1. thrust
2. queasy
3. acknowledging
4. held down
5. gagging

**B. with the opposite meaning of the following:**

1. enrage
2. sturdy
3. hairless
4. unblemished
5. summarized

### WRITING TASK.

(3 marks)

**Write an essay in 300 words analysing the points from the text below and giving your own view on ways to reduce grade retention in Spain.**

Some longitudinal studies have demonstrated grade retention harms individual careers and outcomes (e.g. Griffith, Lloyd, Lane, & Tankersley, 2010; Ou & Reynolds, 2010), as well as student behaviour and well-being (e.g. Crothers et al., 2010), while other research finds positive effects (Marsh et al., 2017). Greene and Winters (2009) showed that once a test-based retention policy has been installed, those who were exempted from the policy did worse. Additionally, Babcock and Bedard (2011) showed that a large number of students being retained could have a positive effect on the cohort (i.e. all students, including those who are promoted).

<https://www.oecd.org/pisa/sitedocument/PISA-2021-questionnaire-framework.pdf>