

**CTE (Comprensió de textos escrits) Reading Comprehension - 70 minutes**

Name and surnames: \_\_\_\_\_ B2 Group \_\_\_\_\_

**PART 1. MULTIPLE CHOICE.** Read the extract from a story and answer the questions by choosing the most appropriate option A, B or C. Write your answers on the **ANSWER SHEET**.

Two years ago I completed a degree in Education at one of London's finest universities. I had worked extremely hard and I was proud of what I had accomplished. One night while having dinner with friends, we began a discussion about what we wanted to do with our futures. My former flatmate had already found a position at a well-respected bank in London's city centre and advised the gathering that we should all be out there looking for jobs as well. Everybody around our table agreed except for me and another girl, Nellie and I were both at a loss as to what we wanted to do, but we were of one mind in that we did not want to immediately plunge ourselves into a nine to five job.

After all the others had left, Nellie and I stayed behind at the restaurant to talk about the possibilities open to us. After hours of bantering ideas about, some of them as strange as going on a year-long surfing holiday to Australia or going on an extended trekking tour of Tibet, we decided to get serious. When Nellie brought up the topic of working holidays in Africa, I was instantly enthusiastic.

Nellie had a friend who had spent their gap year, the year between finishing uni and beginning 'real' life complete with home, job and responsibilities, in Ghana. She had come back full of tales about her adventures and the wonderful people of the country. Nellie said that her friend had gone on in detail about how the experience had changed her life, her attitudes and her plans for the future. It all sounded incredibly exotic and eye-opening to me, and I wanted to be a part of it.

Six months later, I was going through a company called Filling the Gap, which I found out about while surfing the Net. I was offered a teaching position in an orphanage in Ghana. My parents thought it was a terrible plan, but with the backing of my two siblings, Jane and Ron, they finally came round to the idea of me going off to the 'deep, dark jungles of Africa'. To be perfectly honest, on arriving in Ghana I had a few fleeting moments when I thought perhaps my parents had been right and that I was making the mistake of a lifetime.

The orphanage where I was to spend the next eight months living and working was run-down and very poorly managed. Only four of the classes which were supposed to be taught at the school had teachers, and of these four teachers only one of them ever showed their face in the classroom. The other three spent most of their working day sitting under a huge tree in the orphanage yard eating nuts and trading gossip. It seemed that there was nobody at the orphanage who could tell me what I was supposed to teach or with what materials I was supposed to teach. I knew I had my work cut out for me.

After several days, the manager of the orphanage showed up and assigned me a classroom and handed me a list with twelve names on it: these names belonged to the children to whom I was expected to offer all my wisdom. Initially, I was simply confused. However, after a few days of getting names wrong, to the utter delight of the children, I settled in and things started to go the way they were meant to. The children were tremendously eager to learn and to see the look of pure joy on their faces as they began to understand a particular subject came to mean the world to me.

Seeing the class as a whole develop, and individual students bloom, over the next few months was extraordinarily rewarding. My whole gap year experience was nothing but positive. Never did I receive anything except warmth, gratitude and acceptance from these wonderful people. Being housed with the

same children I was teaching meant that we had plenty of time for extra-curricular activities that the children could simply not get enough of. Their thirst for knowledge was humbling. Going to Ghana changed my entire perspective. It cleared up all the questions I had had about my future. The only question now remaining is how soon I can get back to Ghana and back to the amazing children I left behind in the orphanage.

**1. According to the first paragraph, how did the writer feel about her future?**

- A. uncertain
- B. worried
- C. unenthusiastic

**2. What excited the writer about her conversation with Nellie?**

- A. the wide range of possibilities open to them
- B. the originality of Nellie's suggestions
- C. one particular suggestion Nellie made

**3. What impression did the writer get from Nellie's story about her friend?**

- A. Ghana would be strange but revealing.
- B. Nellie was keen to go to Ghana, too.
- C. The story had changed Nellie's life.

**4. How did the writer find her job in Ghana?**

- A. with the help of her brother and sister
- B. by visiting a company
- C. purely by chance

**5. In the sixth paragraph, we learn that the writer was happy that**

- A. the children responded well to her teaching.
- B. the children didn't seem to notice her initial uncertainty.
- C. she was a better teacher than she had been expecting herself to be.

**6. When the writer uses the phrase '*could simply not get enough of*', she is referring to**

- A. the availability of plenty of time for something.
- B. the way a difficulty was overcome.
- C. an enthusiasm for something.

**PART 2. MULTIPLE CHOICE LEXICAL CLOZE.** Read the text below and decide which option (A, B, C or D) best fits each gap. Write your answers on the **ANSWER SHEET**. The exercise begins with an example (0).

### Home-alone fathers

The number of **-(0)-** C fathers has increased considerably in recent years. We spoke to one such dad, Steve Baker, about how he **-(1)-** it all. Steve, 43, has brought up his two teenage sons since he and his wife **-(2)-** up two years ago.

'It's not more difficult for a man than it is for a woman,' says Steve. 'It's a full-time job, whoever you are. Fortunately for me, my employers were very **-(4)-** in the first few months and they let me take time off work to get myself organized. As **-(5)-** as the housework is concerned, I don't mind cooking, as I've always been good at that; it's the ironing I can't **-(6)-**! Generally speaking, the boys and I get on very well together but of course, sometimes we have rows. That's when I really **-(7)-** having someone there with me to help me out. I have had a couple of relationships in the last two years but they haven't worked out. That has a lot to do with the fact that I put my kids before anyone else. I take fatherhood very seriously. That's **-(8)-** the way it is, no apologies.'

- |                          |                 |                 |              |
|--------------------------|-----------------|-----------------|--------------|
| <b>0</b> A alone         | B only          | C <u>single</u> | D unique     |
| <b>1</b> A gets by       | B copes with    | C looks after   | D takes care |
| <b>2</b> A divorced      | B separated     | C parted        | D split      |
| <b>3</b> A very          | B more          | C much          | D at all     |
| <b>4</b> A comprehensive | B understanding | C sympathetic   | D supported  |
| <b>5</b> A far           | B well          | C much          | D soon       |
| <b>6</b> A support       | B hate          | C stand         | D help       |
| <b>7</b> A miss          | B regret        | C want          | D need       |
| <b>8</b> A fine          | B only          | C solely        | D just       |

**PART 3. PART 3. SENTENCE SELECTION. Read the following text and:**

1) Decide which sentences are TRUE and which are FALSE.

2) Write the line(s) where the answers are found. Write the number of the line where the sentence BEGINS and the number of the line where the sentence ENDS.

NO marks are given for only TRUE or FALSE, or if you only write the line(s). The activity begins with an example (0). Write your answers on the ANSWER SHEET.

**Coral Triangle**

1 The Philippines is part of the so-called coral triangle, which includes eastern Indonesia, parts of  
2 Malaysia, Papua New Guinea, Timor Leste and the Solomon Islands. It covers an area that is  
3 equivalent to half of the entire United States.

4 Although there are 1,000 marine protected areas (MPAs) within the country, only 20 per cent are  
5 functioning, the update said. MPAs are carefully selected areas where human development and  
6 exploitation of natural resources are regulated to protect species and habitats.

7 In the Philippines, coral reefs are important economic assets, contributing more than US\$1 billion  
8 annually to the economy. "Many local, coastal communities do not understand or know what a  
9 coral reef actually is, how its ecosystem interacts with them, and why it is so important for their  
10 villages to preserve and conserve it," Southeast Asian Centre of Excellence (SEA CoE) said in a  
11 statement.

12 Unknowingly, coral reefs – claimed to be the tropical rainforest of the sea – attract a variety of  
13 organisms in the ocean. They provide a source of food and shelter for a large number of species  
14 including fish, shellfish, fungi, sponges, sea anemones, sea urchins, turtles and snails. A single reef  
15 can support as many as 3,000 species of marine life. As fishing grounds, they are thought to be 10  
16 to 100 times as productive per unit area as the open sea. In the Philippines, an estimated 10-15  
17 percent of the total fisheries come from coral reefs. Not only do coral reefs serve as home to  
18 marine fish species, but they also supply compounds for medicines.

19 Unfortunately, these beautiful coral reefs are now at serious risk from degradation. According to  
20 scientists, 70 percent of the world's coral reefs may be lost by 2050. In the Philippines, coral reefs  
21 have been slowly dying over the past 30 years. The World Atlas of Coral Reefs, reported that 97  
22 percent of reefs in the Philippines are under threat from destructive fishing techniques, overfishing,  
23 or from deforestation and urbanisation that result in harmful sediment spilling into the sea.

24 Robert Ginsburg, a specialist on coral reefs working with the Rosenstiel School of Marine and  
25 Atmospheric Science at the University of Miami, said human beings have a lot to do with the rapid  
26 destruction of reefs. "In areas where people are using the reefs or where there is a large  
27 population, there are significant declines in coral reefs," he pointed out.

28 "Life in the Philippines is never far from the sea." Every Filipino lives within 45 miles of the coast,  
29 and every day, more than 4,500 new residents are born. Estimates show that if the present rapid  
30 population growth and declining trend in fish production continue, only 10 kilograms of fish will be  
31 available per Filipino per year by 2030, as opposed to 28 kilograms per year in 2020.

		T/F	LINE(S)
0	<i>The Coral Triangle spreads over half of the United States.</i>	F	1-3
1	The natural resources in twenty per cent of the marine protected areas are still exploited.		
2	Coral reefs are considered as the tropical rainforests of the sea.		
3	Coral reefs make better fishing areas than the open sea.		
4	All the coral reefs in the Philippines will be destroyed by 2050.		
5	Filipinos consider humans as one key factor for the decreasing size of coral reefs.		
6	Available fish resources in the Philippines are expected to reduce by more than 50%.		

**PART 4. WORD BUILDING.** For gaps 1-7, read the text below. Use the word in brackets to help you write a related word which fits the context. Remember that some of the words may require a negative / plural affix. Write your answers on the **ANSWER SHEET**. The exercise begins with an example (0).

### Mountain storm nightmare

A young couple had a (0) **MIRACULOUS** (MIRACLE) escape after being forced to camp overnight on a storm-hit mountain during a backpacking holiday. Sally and Chris got lost and found themselves (1) \_\_\_ (TOTAL) stranded, surrounded by sheer rock faces in every (2) \_\_\_ (DIRECT). They tried to call the emergency services but to their horror discovered they were (3) \_\_\_ (ABLE) to get a signal on their mobile phones. They tried not to panic and made the (4) \_\_\_ (DECIDE) to camp where they were and wait for morning, even though the weather was appalling. As daylight approached, Chris set off to find help by himself. Hours passed and Sally waited and waited in the (5) \_\_\_ (FREEZE) conditions. After another long night, she heard a helicopter in the distance. She was taken to hospital but still had no idea what had happened to Chris. He had fallen during his descent and had been forced to crawl for hours before reaching a small village. After a(n) (6) \_\_\_ (EMOTION) reunion, the couple agreed they were lucky to be alive and decided to choose less (7) \_\_\_ (ADVENTURE) holidays in future!

**PART 5. OPEN CLOZE.** Read the text below and fill in the blanks with **ONE WORD**. Write your answers on the **ANSWER SHEET**. The exercise begins with an example (0).

### Graphology at work

Can your handwriting reveal anything (0) at all concerning your character? Enough, perhaps, to decide whether you will get the job that you have applied (1) \_\_\_\_\_. Graphology, the science of analysing handwriting, is being used by recruitment personnel in a growing number of companies. Business consultant Eleanor Sturgeon says, "Companies find it helpful but it all depends on both how much they know about graphology (2) \_\_\_\_\_ the way they use it."

When graphology is being used, job applicants (3) \_\_\_\_\_ asked to submit a sample of their handwriting. This reveals characteristics ranging from honesty and thoroughness (4) \_\_\_\_\_ anxiety and aggression. Sturgeon says, "From the sample, we analyse an applicant's aptitude for a job; for example, whether they would be capable (5) \_\_\_\_\_ dealing with pressure." What happens, though, (6) \_\_\_\_\_ applicants refuse to take a writing test? Sturgeon says, "Refusing a test in itself tells you a lot about an applicant's character. It is made clear to them that handwriting analysis is only part of the process, and is used together with other tests, CVs and interviews. If someone doesn't get a job, it won't be just because of their handwriting. Almost certainly, they wouldn't (7) \_\_\_\_\_ got the job anyway."

**ANSWER SHEET**

**CTE (Comprensió de textos escrits) Reading Comprehension 70 minutes**

Name and surnames: \_\_\_\_\_ B2 Group \_\_\_\_\_

MARKS _____/40	GRADE _____/10
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**PART 1. Multiple Choice.**

1.	3.	5.
2.	4.	6.
<b>Part 1</b>	____ x2: ____ / 12	

**PART 2. Multiple Choice Lexical Cloze.**

0. C	1.	2.	3.	4.	5.	6.	7.	8.
<b>Part 2</b>	____ / 8							

**PART 3. Sentence selection. Coral Triangle**

		T/F	LINE(S)
<b>0</b>	<i>The Coral Triangle spreads over half of the United States.</i>	<b>F</b>	<b>1-3</b>
<b>1</b>	The natural resources in twenty per cent of the marine protected areas are still exploited.		
<b>2</b>	Coral reefs are considered as the tropical rainforests of the sea.		
<b>3</b>	Coral reefs make better fishing areas than the open sea.		
<b>4</b>	All the coral reefs in the Philippines will be destroyed by 2050.		
<b>5</b>	Filipinos consider humans as one key factor for the decreasing size of coral reefs.		
<b>6</b>	Available fish resources in the Philippines are expected to reduce by more than 50%.		
<b>Part 3</b>	____ / 6		

**PART 4. Word Building. Mountain storm nightmare**

<b>0.</b> <i>MIRACULOUS</i>	<b>3.</b>	<b>6.</b>
<b>1.</b>	<b>4.</b>	<b>7.</b>
<b>2.</b>	<b>5.</b>	
<b>Part 4</b>	_____ / 7	

**PART 5. OPEN CLOZE. Graphology at work**

<b>0.</b> <i>AT</i>	<b>2.</b>	<b>4.</b>	<b>6.</b>
<b>1.</b>	<b>3.</b>	<b>5.</b>	<b>7.</b>
<b>Part 5</b>	_____ / 7		



**ANSWER KEY**

**PART 1. Multiple Choice**

1. A	3. A	5. A
2. C	4. C	6. C

**PART 2. Multiple Choice Lexical Cloze**

0. C	1. B	2. D	3. B	4. C	5. A	6. C	7. A	8. D
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**PART 3. Sentence Selection. Coral Triangle**

0. F 1-3 or 2-3	2. T 11	4. F 20-22 or 20-21	6. T 28-30
1. F 4-5	3. T 14-16	5. F 23-25 or 23-26	

**PART 4. Word Building. Mountain storm nightmare**

0. <b>MIRACULOUS</b>	3. <b>UNABLE</b>	6. <b>EMOTIONAL</b>
1. <b>TOTALLY</b>	4. <b>DECISION</b>	7. <b>ADVENTUROUS</b>
2. <b>DIRECTION</b>	5. <b>FREEZING</b>	

**PART 5. Open cloze**

0. <b>AT</b>	2. <b>and</b>	4. <b>to</b>	6. <b>if / when / should</b>
1. <b>for</b>	3. <b>are / get</b>	5. <b>of</b>	7. <b>have</b>