

Estimados compañeros:

Como bien sabéis, sobre todo los menos jóvenes de entre vosotros, la prueba de inglés de la EBAU (aka PAU, aka Selectividad) lleva usando la misma estructura al menos treinta años —probablemente más. Aparte del nombre, en todo ese tiempo y hasta junio del año pasado el único cambio que la prueba ha experimentado ha sido la eliminación de la pregunta de pronunciación desde la convocatoria de 2010. Parece obvio que esto no debe seguir así, puesto que hoy no se enseña inglés del mismo modo que hace tres décadas, como sabemos todos los que nos dedicamos a esto.

Por este motivo, en su última reunión del curso 2016-2017, la Comisión Permanente de Inglés para la EBAU en Extremadura acordó revisar dicha estructura, con el objeto de aproximarla al tipo de examen con que los alumnos de Bachillerato suelen trabajar en clase.¹ De este modo, entre otras ventajas, no será precisa una preparación específica para el ejercicio de la EBAU, tan distante en algunos aspectos del modo en que los alumnos estudian inglés durante la ESO y el Bachillerato.

Es de vital importancia señalar, antes de continuar, que los cambios que traerá consigo la mencionada revisión se aplicarán a partir de 2019. Dicho de otro modo, el examen de inglés de las convocatorias de junio y julio de 2018 tendrá todavía la misma estructura y los mismos tipos de pregunta que tuvo el de 2017. Si enviamos ahora la información que estáis leyendo es para que dispongáis, como mínimo, de todo el curso 2018-2019 para hacer las adaptaciones y los cambios que estiméis necesarios en vuestras respectivas programaciones.

Básicamente, la prueba de inglés seguirá constando de dos juegos de preguntas (las opciones A y B) relacionadas con un texto inicial. Quedan sin modificar los tipos básicos de pregunta (redacción, localización de información, situación, vocabulario y gramática), si bien la puntuación correspondiente a cada una de ellas podrá variar ligeramente de un examen a otro —excepto en el caso de la pregunta de redacción, que siempre valdrá tres puntos. El orden en que aparecerán las preguntas en cada examen también podrá sufrir ligeras variaciones.

En cuanto a los cambios, a continuación os presentamos una lista de las principales adaptaciones que se ha acordado introducir:

- El texto que se proporcione al alumno podrá ser más corto que hasta ahora —el término medio venía siendo de unas 300 palabras. Asimismo, se abre la puerta a tipos de texto más variados, de modo que, aparte del tradicional texto “serio”, podrá recurrirse a imágenes acompañadas de texto, anuncios de prensa escrita, canciones, mensajes de correo electrónico, etc.
- Se podrá incluir más de un texto por opción, preferiblemente —aunque no de forma obligatoria— relacionados entre sí en cuanto al tema.
- Los mayores cambios se producirán, como es lógico, en las preguntas, principalmente para acercarlas a las directrices recibidas a través del DOE en el último año:
 - La pregunta de redacción podrá adoptar formatos distintos de los tradicionales (expresión de opinión sobre un tema y narración de una breve historia). Estos nuevos formatos podrán incluir escribir una carta o un mensaje de correo electrónico —ya sea formal o informal—, una entrada de blog, unas instrucciones, etc.
 - La pregunta de localización de información en el texto podrá adoptar nuevos formatos, como las preguntas del tipo “true/false” o una petición al alumno para que detecte un dato concreto.
 - La pregunta de situación dejará de incluir exclusivamente las opciones de orden y consejo y se abrirá a nuevas alternativas, como por ejemplo dar instrucciones, formular una crítica, pedir o dar una opinión... Se podrá solicitar del alumno que presente su respuesta en forma de diálogo, de mensaje de correo electrónico, de texto informativo o de breve “report”, entre otras posibilidades.

¹ El acta de la reunión, celebrada el 28 de marzo de 2017, puede consultarse en <http://www.unex.es/bachiller>.

- La pregunta de vocabulario no se limitará a pedir exclusivamente sinónimos, sino que podrá requerir que el alumno localice en el texto o textos antónimos, palabras que se ajusten a una definición, términos que encajen en una oración dada, vocablos de un campo semántico concreto, “odd one out”, etc.
- La pregunta de gramática incluirá un mayor rango de opciones, de modo que a los ya tradicionales puntos gramaticales del estilo directo e indirecto, la voz pasiva, las oraciones condicionales y los cambios de tiempo verbal se añadirán otros, como las oraciones de relativo o los verbos modales; y en distinto formato, con ejercicios de tipo “fill in the gaps”, “rephrasing”, formular preguntas para respuestas dadas y otros similares.

Es muy importante dejar claro que la lista anterior en modo alguno ha de considerarse como una enumeración exhaustiva, excluyente o definitiva de los cambios que están por venir. Antes bien, se trata nada más que de un anuncio de los derroteros que seguirá la prueba de inglés a partir del mes de junio de 2019.

Como podéis comprobar, permanecen sin cambios algunas cosas que tal vez los merecieran más que otras que sí hemos modificado. Así, por ejemplo, sigue sin incluirse nada que se parezca a un ejercicio de “listening comprehension” o de “speaking”. De modo similar, continúa la tendencia a que cada opción del examen no ocupe más de un folio, si bien este criterio en particular no se ha aplicado a rajatabla en todos los ejercicios de muestra que os enviamos, puesto que su función es meramente ilustrativa. Esto es así porque, como sabéis, los ejercicios de la EBAU han de ajustarse a unas directrices generales impuestas por la UEx y que tienen por objeto homogeneizar las pruebas de las distintas materias, garantizar su viabilidad y proteger el derecho del alumno a una corrección y la correspondiente revisión justas y equitativas.

Para ilustrar todo lo dicho, hemos preparado y os adjuntamos unos exámenes de muestra. Nuestra intención, al igual que con los que os enviamos el año pasado por estas fechas, es que sirvan de modelo orientativo del tipo de examen al que se pretende llegar. Su propósito, más que ser utilizados en clase como modelos ya perfeccionados con los que practicar el examen, es anunciar con tiempo suficiente las novedades del formato que se implantará en la prueba de nuestra materia a partir de 2019. Es importante dejar claro que las soluciones que acompañan a cada examen aparecen tan sólo de forma muy resumida; como probablemente sabéis, los criterios de corrección que se entregan a los miembros del tribunal recogen con mucho detalle las respuestas más probables y el modo de evaluarlas. Las “keys” que adjuntamos, sin embargo, tan sólo pretenden servir de solucionario básico y en absoluto exhaustivo.

Seguiremos trabajando durante lo que resta de curso y todo el próximo para daros información más pormenorizada sobre este asunto. Hasta entonces, os enviamos un cordial saludo.

El alumno deberá escoger una de las dos opciones, A o B, y responder **en inglés a todas las preguntas** que se formulan en la opción elegida, sin mezclar preguntas de una y otra.

DARK TOURISM

Some people never choose to spend their holidays in historical sites and museums nowadays. They generally prefer a trip to the site of a major disaster, such as Ground Zero in New York or the site of the nuclear disaster at Chernobyl in Ukraine. This is called “Dark tourism”, the tourism of sites of tragedy, and it is a phenomenon which is attracting more and more holiday-makers these days.

Dr. Simon Barret says that this is not a modern invention. Through the ages, people have visited places where saints were tortured, murdered and buried. In the past, many rich people used to love visiting battlefields and watch the battle taking place from a safe distance. In fact, only one day after a battle in the American Civil War had ended, an enterprising person bought the battlefield, realising that it would soon become a tourist attraction!

But why would anyone want to spend time at places which were once the scenes of so much suffering? Barret thinks that the main motivation is a mixture of curiosity and a certain thrill of being at the site of a major historic event. Besides, there is the fact that these sites can serve as a reminder of the terrible things that should never occur again.

1. Imagine that a stranger comes up to you in the street and asks you how to get to the public hospital. Write a full text (not just a list of instructions) in which you inform the tourist how to get to the museum. You can write your text in the form of a dialogue if you like. (1 point)

2. Answer these questions providing evidence from the text (0.5 points each):

- Does the author say that the popularity of dark tourism is increasing?
- According to the text, is dark tourism something invented very recently?

3. Are the following sentences true or false? Find evidence in the text to support your answer (0.5 points each).

- Long ago, some people enjoyed watching others while they fought.
- Dr. Barret hopes that some dark tourism sites will help prevent future tragedies.

4. Vocabulary (0.5 points each)

- Find a word in the text from the same semantic field as “important”, “main”, “great” or “principal”.
- Find a word from the text that means the same as “tormented”.
- Look for a word in the text to fit the definition: “Scene of military combat”.
- Complete with a suitable word from the text: “My main _____ for studying is to have a better future”.

5. Grammar (0.5 points each)

- Write the following sentence in indirect (reported) speech, beginning with “The text said that”:
Some people never choose to spend their holidays in historical sites and museums nowadays.
- Fill in the gap with the correct option: *People visited places where saints _____ some centuries earlier.*
died had died have died will die
- Rewrite the following sentence in the passive voice. **Do not omit any part of it.**
Rich people often watched the battle from a safe distance.
- Complete the second sentence so that it means the same as the first one.
This phenomenon is attracting more and more holiday-makers these days.
More and more holiday-makers _____.

6. Choose one of the following topics and write a composition with at least 100 words. (3 points)

a. Imagine you would like to go on a holiday trip and you feel curious about dark tourism. Think of a possible destination for your trip and write a formal e-mail message to a travel agency asking for information about the place, prices, how to get there, accommodation...

b. Imagine that last summer you spent a weekend at an enchanted castle in a foreign country. Explain why you liked the experience and what part of it was the most frightening one.



KEY

1. El alumno deberá usar estructuras gramaticales adecuadas, como el imperativo, ciertos verbos modales (“you must turn right”, “then you should go as far as...”) y conectores que indiquen secuencias temporales (“first..., then..., after that...”), así como vocabulario adecuado al tema propuesto (verbos de movimiento, indicaciones de dirección y posición, etc.).

2.a. Yes, he/she does. “[Dark tourism] it is a phenomenon which is attracting more and more holiday-makers nowadays” (1º párrafo, 3ª oración)

2.b. No, it isn’t. “This is not a modern invention” 2º párrafo, 1ª oración). No penalizaría mencionar también, completas o en parte, las dos oraciones siguientes: “Through the ages, people have visited places where saints were murdered and buried. In the past, many rich people used to visit battlefields and watch the battle taking place from a safe distance”.

3.a. True. “In the past, many rich people used to love visiting battlefields and watch the battle taking place from a safe distance” (2º párrafo, 3ª oración).

3.b. True. “these sites can serve as a reminder of the terrible things that should never occur again” (3º párrafo, 3ª oración).

4.a. Major (1º párrafo, 2ª oración)

4.b. Tortured (2º párrafo, 2ª oración)

4.c. Battlefield(s) (2º párrafo, 3ª y 4ª oraciones)

4.d. Motivation (3º párrafo, 2ª oración) o thrill (3º párrafo, 2ª oración) [Basta uno de los dos]

5.a. The text said that some people never chose to spend their holidays in historical sites and museums at that time / then / in those days.

5.b. b) had died

5.c. The battle was often watched by rich people from a safe distance.

The battle was often watched from a safe distance by rich people.

(Vale también poner “often” al principio de la oración, seguido de una coma).

5.d. ... feel attracted by / this phenomenon nowadays.

... feel the attraction of this phenomenon nowadays.

... are (being/feeling) attracted by this phenomenon nowadays.

El alumno deberá escoger una de las dos opciones, A o B, y responder **en inglés a todas las preguntas** que se formulan en la opción elegida, sin mezclar preguntas de una y otra.

The Truth About Laughter

Last year, Dr. Robert Provine conducted research in shopping centres in the USA to find out when and why people laugh. He found out that most laughter did not occur after jokes but in response to simple statements, such as “It was nice to meet you, too”. This suggests that laughter is not just a response to humour, but has got other, less obvious functions.

Sometimes we laugh to mask fear (think of a roller-coaster ride at an amusement park) or express relief, especially after a stressful experience. Often, laughter helps us to bond with other people —we rarely laugh out loud if we are alone. In many situations, laughter has got a positive social function, reinforcing social relationships within a group. However, laughter may sometimes have the opposite effect —if you laugh at people, they will probably feel excluded from the group. And sometimes laughter is about power: a boss may laugh in order to control the emotional mood of surrounding individuals.

A good laugh also has a physical effect. It obviously involves facial muscles, but it may also involve arms, legs and torso, and so uses up calories. Laughing also affects our breathing, relaxing arteries and lowering blood pressure. It even increases the amount of immune response cells in the blood and increases blood flow to the brain, prompting a feel-good response. So perhaps laughter really is the best medicine!

1. Answer the following questions, providing evidence from the text (0.5 points each)

- Does the author affirm that people normally laugh in the company of other people?
- According to the text, can laughter have any negative effects?
- Does the writer say laughter involves facial muscles only?
- According to the text, do people sometimes laugh when they are frightened?

2. Imagine that your friend Jim is very sad because he hasn't been selected to play in his favourite football team. Write a text of 30-60 words in which you recommend him to do something that will make him happy. You can write your text in the form of a dialogue if you like. (1.5 points)

3. Do the following (0.5 points each)

- Rewrite the following sentence in the active voice. **Do not omit any part of it.**
That joke has surely been heard by all the students in the school.
- Ask a question for which the underlined words are the answer.
Dr. Provine conducted research to find out when and why people laugh.
- Rewrite the following sentence as a third-type (impossible) conditional.
We rarely laugh out loud if we are alone.

4. Find a word or phrase in the text which means the same as the following (0.5 points each)

- | | |
|----------------|---------------------------------------|
| a. happen | b. evident, easy to see or understand |
| c. communicate | d. strengthening and giving support |

5. Write about one of the following topics in at least 100 words. (3 points)

- Write a story beginning with the following sentence: “Something terribly funny happened to me the other day”. Remember that **these 9 words cannot be counted in the 100 words you must write.**
- Write a blog entry reflecting on the topic “Laughing with my friends is the best medicine for me”.

KEY

- 1.a Respuesta afirmativa. "we rarely laugh out loud if we are alone" Párrafo 2, oración 2.
- 1.b Respuesta afirmativa. "If you laugh at people, they will probably feel excluded from the group" párrafo 2, oración 4.
- 1.c Respuesta negativa. "It obviously involves facial muscles, but it also involves arms, legs and torso, and so uses up calories" Párrafo 3, oración 2.
- 1.d Respuesta afirmativa. "Sometimes we laugh to mask fear" Párrafo 2, oración 1.
- 2 El alumno deberá utilizar al menos una estructura gramatical con la que recomiende a su amigo hacer lo que se pide. La siguiente lista, que no es exhaustiva, puede servir de modelo:
- Hey, Jim, I think we ought to go out tonight and have some fun. There's a new disco in town, we could try it. What do you think?
 - Why don't you buy that new smartphone you liked so much? You deserve it and you know it.
 - My friend, I believe you'd better forget about the football team and do something enjoyable. How about going to the cinema together this evening?
 - You shouldn't become obsessed with that football team, Jim. The best thing you can do is to forget about it and move on. Let's just concentrate on enjoying ourselves and leave football to professionals.
- 3.a All the students in the school have surely heard that joke.
All the students have surely heard that joke in the school.
In the school, all the students have surely heard that joke.
Surely, all the students in the school have heard that joke.
Surely, all the students have heard that joke in the school.
- 3.b Why did Dr. Provine conduct research? / What did Dr. Provine conduct research for?
- 3.c We would rarely have laughed out loud if we had been alone.
- 4 a) occur b) obvious c) express d) reinforcing

El alumno deberá escoger una de las dos opciones, A o B, y responder **en inglés a todas las preguntas** que se formulan en la opción elegida, sin mezclar preguntas de una y otra.

COLUMBUS ARTIST CREATES THE ULTIMATE SELFIE EXPERIENCE

By Daksha Morjarla (December 19, 2017)

Ever since Apple introduced the front-facing camera in the year 2010, selfies have become the undisputed king of social media. The incessant need to share breath-taking self-portraits on popular mobile photo services like Instagram and Snapchat has often proved to be dangerous and, in some cases, even deadly. Fortunately, that will not be the case for those using a new art installation in Columbus, Ohio, which transforms an ordinary phone selfie into a 14-foot-high 3D sculpture, which can be admired by all.

Dubbed “As We Are,” the permanent exhibit, located at the Columbus Convention Center, was invented by Matthew Mohr. The artist says it reflects modern culture, diversity, and, most important of all, is fun to interact with.

Visitors wishing to obtain a giant selfie simply need to step into the on-site photo booth, which is equipped with 29 high-definition cameras. The images, captured from various angles, are then stitched together by a central computer unit to create the perfect 3-D selfie of the model’s head and projected onto the “As We Are” sculpture for the world to admire.

(Adapted from <https://www.dogonews.com/>)

1. **According to the text, are the following sentences true or false? Give evidence from the text. (1 point each)**
 - a. People will enjoy themselves when they use “As We Are”.
 - b. There is no danger at all in sharing your selfies.
2. **Choose one of the following options. (3 points)**
 - a. You want to buy a new smartphone from an online shop but, before you buy it, you want some more information about the following: trial period, delivery costs, return costs and period, and warranty period. Write a formal email to the customer service at the online shop and ask for all the information above in no less than 80 words.
 - b. Do you think that selfies can be dangerous? Why or why not? Write your opinion in no less than 80 words.
3. **Rewrite the following sentences in the way indicated in each case. The meaning of your sentence must be equivalent to the meaning of the original one. (0.5 points each)**
 - a. *Visitors wishing to obtain a giant selfie, simply need to step into the on-site photo booth.*
Write a relative sentence beginning with “Visitors who”.
 - b. *The artist said it reflected modern culture, diversity and it was fun to interact with.*
Transform the sentence into direct speech, beginning with the words “The artist says”.
 - c. *Ever since Apple introduced the front-facing camera in 2010, selfies have become the undisputed king of social media.*
Write a third type conditional beginning with “If Apple had not introduced the front-facing camera in the year 2010,”.
 - d. *The images are then stitched together by a central computer.*
Transform the sentence into the active voice.

FEELING FIREWORKS

By Kim Bussing (December 7, 2017)

Next New Year’s Eve, many dazzling fireworks shows will usher in 2018 all around the world. Unfortunately, millions and millions of visually impaired and blind people have never been able to experience this joyful celebration. The good news is that this may change soon thanks to Feeling Fireworks, a tactile fireworks experience invented by the masterminds at the Disney Research Laboratory in Switzerland.

In order to experience the show, users of this new invention must stand in front of a large, flexible latex screen. Then they place their hands at the base of the screen and move them around to feel the fireworks. As the fireworks begin to explode, one of five nozzles situated at the back of the screen starts to spurt water, creating vibrations imitating the pyrotechnic show. Also, a screen displaying the vivid images created by the water jets makes the tactile experience fun for everyone. Paul Beardsley, leader of the research team, says, “We want blind, visually impaired, and sighted people to try Feeling Fireworks and to leave with an enjoyable memory of a fireworks evening.”

(Adapted from https://www.dogonews.com)

4. Use words from the text to fill in these blanks. (0.5 points each)

- a. Last night we went to the countryside: there was a full moon and its light was really
- b. You could not recognise the actor because the make-up team had changed all his facial features with to make him almost identical to the elephant man.

5. Jim is blind and has never seen a fireworks display. Fill in the gaps asking his mum to allow him to go to the Disney Theme Park in Paris and to tell her how Jim will get the money to pay for it. Do not write more than one or two sentences in each gap (1 point each)

Jim: Mum, I have just heard something amazing on television!

Mum: What is it?

Jim: Disney has a new attraction in the Paris theme park for blind and visually impaired people!

Mum: Mmmm, that sounds great, but why is it so exciting for you?

Jim: Well, you can feel the fireworks shows with a tactile screen. It must be a wonderful thing! Please, mum, (a).

Mum: Wow, that would be great for you, that's quite clear, but it must also be a very expensive thing. I'm not sure if we can afford it.

Jim: Don't worry, I've already thought about it: (b)

Mum: Ok, we'll talk about it at the weekend.

KEY

- 1.a True. 2nd paragraph, 2nd sentence: "The artist says [...] it is fun to interact with".
- 1.b False. 1st paragraph, 2nd sentence: "The incessant need to share breath-taking self-portraits on popular mobile photo services like Instagram and Snapchat has often proved to be dangerous and, in some cases, even deadly".
- 3.a Visitors who wish to obtain a giant selfie **[¡sin coma!]** simply need to step into the on-site photo booth.
- 3.b The artist said, **[vale también :]** "It reflects modern culture, diversity and (it) is fun to interact with"
- 3.c If Apple had not introduced the front-facing camera in 2010, selfies would not have become the undisputed king of social media.
- 3.d * A central computer * stitches the images together *.
* A central computer * stitches together the images *.
(El asterisco indica las posiciones que se aceptan como correctas para "then").
- 4 a. dazzling b. latex

5.a Cualquiera de las siguientes opciones u otras que se le asemejen y expresen la misma idea. Pueden ir acompañadas de más elementos pero, en lo esencial, deben transmitir la idea de petición o propuesta más o menos entusiasta por parte de James

Can/could we go
Why don't we go
How about going to Paris and visit the Feeling Fireworks Experience (?)
I would very much like to go
Let's go

5.b Cualquier oración o par de ellas en que el alumno proponga formas de ganar dinero. Las siguientes pueden servir de modelo:

I'm going to ask ONCE to give us some money for the trip.
I'll work at weekends to earn money.
I can translate books from English and so I will get some money for us to go to Paris.
We'll rob a bank. I know how it can be done because I saw it on a film.



Prueba de Acceso a la Universidad de Extremadura

Asignatura: Inglés

Tiempo máximo de la prueba: Una hora y media

El alumno deberá escoger una de las dos opciones, A o B, y responder **en inglés a todas las preguntas** que se formulan en la opción elegida, sin mezclar preguntas de una y otra.

TEXT 1: A YEAR ABROAD

You have probably felt the urge to do something different at least once in your lifetime. Life isn't only about ___ (1) you see and do in your own country. You need to challenge yourself. For a school year, you can dare to be an exchange student. A year spent abroad will redefine your world. You'll realise what it means to belong to a certain culture.

Exchange students develop leadership skills and a greater understanding of the complexities of the world around them. This is why the best universities and corporations look favourably on students who have spent a school year abroad, since former international exchange students bring a higher level of maturity. If you become an exchange student abroad, you will experience life in ___ (2) culture, and make friends for life in your host country.

1. Choose synonyms for the following words from the text. (0.5 points each)

- | | | | | |
|-------------------------------|-----------|---------------|---------------|------------------|
| a. urge (line 1) | a) desire | b) impression | d) moment | d) taste |
| b. favourably (line 5) | a) often | b) everywhere | c) positively | d) independently |

2. Two words are missing from the text above. Choose the correct option for each gap. (0.5 points each)

- | | | | | |
|------------------|----------|------------|-----------|--------|
| a. line 1 | a) that | b) what | c) who | d) why |
| b. line 7 | a) other | b) another | c) others | d) any |

3. After you read the following conversation, make your friend Karen a suggestion to go with you to the welcome party and give her a good reason for it. (1 point)

Karen: Hi! What's up? Isn't it incredible! The Erasmus students have already been with us for a week, but we do not know them all yet.

You: Yes, time flies; but you know there's a welcome party on Saturday, don't you?

Karen: Really? I'd love to go!

You: _____

4. Do the following. (0.5 points each)

- Write this sentence in the passive form. Do not omit any part of it: *A year spent abroad will redefine your world.*
- Change this sentence into indirect (reported) speech, beginning with the words "He said that":
You'll realise what it means to belong to a certain culture.
- Transform this sentence as a third type (impossible) conditional sentence:
If you become an exchange student abroad, you will make friends for life.
- Fill in the gap with a modal verb so that the following sentence means the same as *You need to challenge yourself*:
You _____ challenge yourself.

TEXT 2: AN ADVENTUROUS JOB

If you're looking for a job that enables you to travel, there are lots of opportunities for those with an adventurous spirit. Let's hear from Jonah: "I'm going to the wilderness of Arctic Svalbard, halfway between Norway and the North Pole next March. I'll be carrying out research to look into the effects of global warming on the Arctic. In spring the weather becomes a little kinder and we'll probably come across polar bears. We'll be collecting data along the way for a team of scientists to look through when we return to civilisation. It'll be tough, but it's a once-in-a-lifetime experience that I'm certain will stay with me for the rest of my life."

5. Find the verbs in the text which mean the same as the following. Two of them are phrasal verbs, so you must include the preposition in both cases. (0.5 points each)

- | | | | |
|---------------------------------|-----------------------|---------------|-------------------------|
| a) give ability to do something | b) investigate, study | c) find, meet | d) gather, put together |
|---------------------------------|-----------------------|---------------|-------------------------|

6. Write a composition (100 words at least) about one of the following topics. (3 points)

a) You love science and would like to join a team of researchers from the University of Extremadura who will go to the Maldives next summer to do some experiments. Write a formal letter to the university requesting information about how you could join their team for the trip.

b) Write a description of a place you have recently visited, explaining what things you liked most about it.

KEY

Al contener dos textos breves, en vez de uno extenso, no ha parecido conveniente incluir en este ejercicio una pregunta de localización de información. Para compensar esta carencia, se ha optado por incluir tres preguntas de vocabulario (1, 2 y 5), aprovechando así para ilustrar algunos de los distintos formatos que ésta podría adoptar en el examen.

- 1.a a) desire
1.b c) positively

- 2.a b) what
2.b b) another

3. Se aceptarán contestaciones que claramente supongan una invitación a asistir a la fiesta. La siguiente lista, que no es en absoluto exhaustiva, contiene algunas que pueden servir de modelo:

- Why don't we go to the party? It will be a lot of fun, I'm sure.
- They say that the Irish students are the funniest people in the world. We really should go to the party and meet them. What do you think?
- Hey, let's go to the party tomorrow!! I've been studying hard all week, so I deserve some compensation!
- How about going to the Erasmus party on Saturday? We have nothing better to do...
- Hey, Karen. Would you like to join us at the Erasmus party next week? Please, do. It will be a great opportunity for you to meet all the other Erasmus students.

4.a Your world will be redefined by a year spent abroad.

4.b He said that you/he/she would realise what it meant [**vale también "means"**] to belong to a certain culture.

4.c If you had become [**vale también "Had you become"**] an exchange student abroad, you would have made friends for life.

4.d must

- 5.a enable(s)
5.b look into
5.c come across
5.d collect(ing)