

Hoja de soluciones

Official English Exam – June 2022

01. Listen and fill in the gaps

1.1	Smile
1.2	Heartbreak
1.3	Addiction
1.4	Sensitive

02. Listen and answer the following questions

2.1. Florence's brother-in-law is mentioned in the conversation because her husband had given her his phone to see an email from him.

2.2. The time Florence read the message was especially inconvenient, as they had friends who were arriving for dinner and they had just walked through the door. She didn't have time to process it or talk about it.

2.3. Florence Williams got divorced about 2 years after that dinner.

2.4. According to neuroscientists, a toothache, headache and heartbreak register as physical pain in the same part of the brain.

2.5. Neurotransmitters like dopamine, serotonin and oxytocin are spoken about because your body is so used to having these from having the person next to you, which makes the body feel safe. The same part of the brain associated with craving and addiction lights up in someone who is experiencing heartbreak. When these neurotransmitters are gone, the body doesn't feel safe anymore; it knows something is wrong.

2.6. According to Helen Fisher's theory, love is not an emotion but a survival drive and the parts of the brain which light up when we are in love with someone are the same parts of the brain that light up with thirst and hunger. We have such a deeply involved imperative to attach to other people.

2.7. According to Fisher's research, people who have been left in a breakup spend 85% of their waking hours thinking about their ex-lovers.

2.8. According to Florence Williams, rejected or ostracized people subconsciously feel that their very survival is under threat.

03. CLIL: meaning, scope and key features

David Marsh and Do Coyle came up with the term CLIL in the mid-1990s, at a time when governments, schools, and individuals were all starting to realize the importance of knowing more than one language. The movement was especially strong in Europe, and it's growing around the world in response to globalization. Professor Do Coyle explains: "there isn't just one model... It can be a theme. It can be principles... It's methodology".

According to the Public Announcement, this practical question is related to our official set of topics, particularly topics 13, 14, 21, 22 and 23, since they deal with different methodologies and approaches to teach English as a foreign language and with the development of communicative competence in students.

It is also connected with the following Primary Education general objectives presented in LOMLOE 3/2020 (Dec 29th):

- Letter b): teamwork, effort & responsibility.
- Letter f): communicative competence in English.
- Letters d) and h): related to culture.

It is also related to the Basic Knowledge distributed in 4 blocks of contents presented in Royal Decree 157/2022 and Decree 61/2022 (block D):

- **Block A** – Communication.
- **Block B** – Multilingualism.
- **Block C** – Interculturality.
- **Block D** – Syntax discourse.

It also has a link with the 8 Key Competences presented in Royal Decree 157/2022, especially:

- **A & B)** Literacy & multilingual competence, because we communicate in English.
- **E)** Personal, social and learning to learn competence, because new skills and strategies will be fostered to overcome different challenges.
- **H)** Cultural awareness and expression competence, because we will work on the Anglo-Saxon culture through a CLIL approach.

At the same time, each of these general competences are then concretized into the 6 Specific Competences proposed for the subject of English as a Foreign Language and interrelated to the Operational Descriptors from the Output Profile specified in our official curriculum.

What is CLIL?

CLIL stands for **Content and Language Integrated Learning**, and it is a dual-focused educational approach in which an additional language is used for the learning and teaching of both the content of another subject and the language in which that subject is taught.

CLIL methodology is an excellent learning asset since it makes the learning process meaningful and attractive, promotes deeper connections, fosters information analysis and critical thinking, elicits and refreshes vocabulary and stimulates communicative competence (Hymes, 1960).

Key features: the 4Cs Framework

With regards to the key features of CLIL methodology, Coyle, Hood and Marsh describe the **4Cs Framework** (2010): **content, communication, cognition** and **culture**.

Content is the subject matter; communication refers to language and language use; cognition signifies the learning and thinking processes; and culture implies the development of intercultural understanding and global citizenship.

Teaching Natural & Social Science in English, just as the majority of bilingual schools do in Spain, is a way of carrying out the CLIL methodology.

Practical classroom application

With respect to the application of this approach in the English classroom, a practical example is provided below. To do so, the following aspects must be considered:

- **Features of the students:** the activity is aimed at pupils of year 4, who are normally aged between 8 and 9. According to Piaget's Cognitive Development Theory, students at this age are at the Concrete Operational Stage (from 7 to 11 years old). In this stage, children are not ready to deal with abstract concepts yet.
- **Activities' aim:** to get familiar with remarkable historical figures related to the Anglo-Saxon culture and to awake their curiosity towards it.
- **Content:** remarkable characters from the Anglo-Saxon culture.
- **Activity – Augmented Reality (“3D Bear”):** The activity is called “Historical scene”. Students, in teams of four, will need to create one representative historical scene related to each famous character worked on previously using the Augmented Reality application called “3D Bear”. In this game, there is an infinite bank of content to use (avatars, objects, places) in order to create the scene. Later on, each team will present the scenes to the rest of the class, who will need to guess the character and explain the meaning of the scene. For instance, a scene on William could be presented as a male writing using a fountain pen in an old wooden house with a candle as the only light.

Students will be assessed through a rubric, in which the specific competences along with the evaluation criteria and operational descriptors will be reflected. It also contributes to the development of Higher Order Thinking Skills (HOTS – creating, evaluating and analyzing) and Lower Order Thinking Skills (LOTS – applying, understanding and remembering), from Bloom's Taxonomy (1956).

Students with specific educational needs benefit from this type of approach, as it adapts to different English levels and the English input is more meaningful than textbooks. It further contributes to the affective filter hypothesis (Krashen, 1982), lowering students' anxiety levels as they have the support of others.

This question has demonstrated how the use of CLIL contributes to the learning of English while fostering BICS (Basic Interpersonal Communication Skills) and developing the students' multiple intelligences defined by Howard Gardner (1983).

04. Read this text and answer the questions

4.1 Vocabulary (meanings)

- 4.1.1.** “A piece of cake” means that something is very easy to do.
- 4.1.2.** “Woefully” means very badly, terribly, extremely (of a bad situation).
- 4.1.3.** “To invest” means to put something (time, money, energy) into a plan (person, project etc.) for its development or betterment.
- 4.1.4.** “Not to be sneezed at” means not to be disregarded as useless.
- 4.1.5.** “To nudge” means to push against gently to get somebody’s attention.
- 4.1.6.** “To merge” means to combine, or make all aspects into one.
- 4.1.7.** “Thrust” means to be pushed forward suddenly in a particular direction.

4.2 Multiple choice (A, B, C, D)

Item	Answer
4.2.1	A
4.2.2	C
4.2.3	B
4.2.4	C
4.2.5	C
4.2.6	C

4.3 Sentence transformation

- 4.3.1.** I think it would be better if I had been allowed to work with other people.
- 4.3.2.** I wasn’t used to being regarded as stupid and ignorant.
- 4.3.3.** No sooner had the sales manager left than the business meeting broke up.
- 4.3.4.** If only my education had better prepared me for real life!
- 4.3.5.** Despite the odd disagreement, I usually get on well with him.

05. Idioms vs collocations

Collocation: “earning a living” · **Idiom:** “I bit the bullet”.

The main difference is that **collocations** are words that naturally go together and keep their literal meaning, whereas **idioms** form fixed expressions whose meaning cannot be understood from the literal translation.

Thus, “earning a living” is a commonly used set of words that describes its literal meaning. In contrast, “I bit the bullet” is an expression meaning the decision to do something difficult that one has been hesitating over.

More examples:

- **Idioms:** “to go up in arms” (to protest / get angry), “hit the sack” (to go to sleep).

- **Collocations:** “to do homework”, “to make the bed” (words that go together to describe the act they mention).

06. British or American English?

“So much of the content of what I had learnt was irrelevant, while the process of learning it had cultivated a set of attitudes and behaviours which were directly opposed to what seemed to be needed in real life.”

The writer is using **British English**. This is evident in the spelling of “learnt” (American: “learned”) and “behaviour” (American: “behavior”).

07. Differences between British and American English

Type	British English	American English
Grammar	She has eaten too much.	She ate too much.
Spelling	Colour	Color
Vocabulary	Trousers	Pants

08. Decide which answer best fits each gap

Item	Answer
8.1	A
8.2	C
8.3	C
8.4	B
8.5	A
8.6	B
8.7	B

09. Phonetic transcription

Challenge (paragraph 3): /'tʃælɪndʒ/

Disabling (paragraph 5): /dɪs'eɪblɪŋ/