MARKS:

READING: ………/ 20= ………….   VOCABULARY: ………/ 10= ………….

GRAMMAR: ………/ 40= ………….   WRITING: …………./ 20 = ………….

READING (20 POINTS) [C.E. 3.1, 3.2, 3.5]

Talking About the Weather

"Nice weather, isn't it?" All over the world, people talk about the weather. In fact, a recent survey has shown that, on average, British people talk about the climate almost five times every day. Yet, the weather is not really a fascinating topic. So, why is it so popular in conversations?

Conversations are a way of establishing and maintaining social relationships. People often use the weather as an icebreaker or as a way to start conversations. In many cases, the actual content of the weather-related conversation is irrelevant. The weather is simply discussed as a way to get the conversation going. It enables the speakers to find something in common to talk about and to build a comfortable relationship.

Weather talk is an easy way of appearing friendly while making sure that the conversation remains safe and impersonal. What's more, because the weather can be discussed with superiors and with subordinates alike, it is a topic that can be used to reduce the formal distance between people. For example, a boss and employee can safely discuss the weather. Finally, the fact that the weather is variable means that there is always something new to talk about.

Whereas in the past it was difficult to predict the weather with any expectation of accuracy, this is no longer the case. Technological advances have ensured that the weather forecasts that are posted on websites are generally reliable. In many cases, the forecasts are updated on an hourly basis and there are even apps that can be downloaded to mobile devices that give users regular weather updates about the weather at their particular location. As a result, many people regularly consult weather forecasts and use them as a guide to help them plan their day. It is hardly surprising that they then share this information with the people they interact with.

Interestingly, the Digital Age has also altered the face of weather talk in another way. Every day, there are thousands of weather-related "tweets" posted on the Twitter social networking site. It appears that weather talk is here to stay!

1. Choose the correct answer. (5 points)

Which of the following is NOT a reason that the weather is a popular topic of conversation?

   a. It is fascinating.

   b. It is unpredictable.

   c. It is a good way to begin talking to someone.

   d. People are comfortable talking about it.

2. Decide if the following sentences are true (T) or false (F). Find evidence in the text to justify your answers. (2 x 5 = 10 points)

......   1.   People often choose to talk about the weather because it's an important topic.

……
……

......   2.   Modern technology has affected the way people talk about the weather.

……
……

3. Find words or expressions in the text that mean the same as: (5 x 1 = 5 points)

   1. creating (paragraph II)

   2. ensuring (paragraph III)

   3. changeable (paragraph III)

   4. check (paragraph IV)

   5. changed (paragraph V)

VOCABULARY (10 POINTS) [C.E. 3.4, 4.3]

4. Complete the sentences with the words and expressions below. There are more words than you need. (9 x 0,5 = 4,5 points)

reach • land • controversial • develop • boiling hot • freezing cold • clear up • remain • turn • forecast • overcast • spread • ruin

1. I hope the bad weather will …………………… soon. I want to go to the beach.

2. What time does his plane …………………… ? I'd like to go and meet him at the airport.

3. We will never know what happened. It will …………………… a mystery forever.

4. When you meet someone for the first time, it's best not to discuss anything …………………… .

5. It's such a great story. I'm sure someone will …………………… it into a film.

6. I'm still working on my idea. I need to …………………… it.

7. It's important to check the weather …………………… before you go out.

8. Wait a few minutes before you eat the pie. It's just come out of the oven and it's …………………… .

9. Be careful not to spill that on your shirt. It will …………………… it.

5. Complete the sentences by forming compound nouns with the words below. Some words are used more than once. (5 x 1,1 = 5,5 points)

rain • sun • snow • frost

1. Look at the beautiful …………………… in the sky. It's so colourful.

2. There are lots of …………………… on the window. I love the different shapes.

3. Be careful not to stay out in the cold. You might get …………………… .

4. We couldn't find our car after the huge …………………… .

5. Extreme heat can cause …………………… .

GRAMMAR (40 POINTS) [C.E. 3.6, 4.5]

6. Write <u>questions</u> for the underlined answers. (1 x 5 = 5 points)

1. They arrived <u>at the restaurant</u> on time.

………

2. <u>Mary</u> was sleeping when the phone rang.

………

3. I'm calling <u>my friend</u> right now.

………

4. <u>No</u>, she has never been to New York.

………

5. My friend studies <u>English and French</u> at school.

………

7. Complete the sentences with the <u>correct form of the verbs</u> in brackets. (1 x 15 = 15 points)

1. I .... (not/finish) all my homework yet.

2. Where .... (you/go) when I .... (see) you this morning?

3. I .... (never/wear) sunglasses, but today the sun is very strong and I .... (wear) my brother's sunglasses.

4. We .... (arrive) after they .... (leave).

5. We .... (forget) to call you last night.

6. Ernest works in a publishing house. He .... (work) there for two years.

7. When I .... (go) to the theatre yesterday afternoon, the play .... (already/start).

8. She .... (do) her homework while we .... (listen) to the radio.

9. Most people .... (not/work) on Sundays.

10. We .... (just/hear) the news!

8. Complete the passage with the correct form of the verbs in brackets. Use all <u>future tenses</u>. (10 x 1 = 10 points)

Forecasters at the National Hurricane Center predict that by this time tomorrow, a hurricane 1. …………………… (head) towards the East Coast. They think that the hurricane 2. …………………… probably …………………… (hit) on Tuesday morning and that the coastal communities 3. …………………… (experience) significant disruptions. It is likely that by Tuesday afternoon, many places 4. …………………… (lose) power. It is believed that by the time the emergency services intervene, the storm 5. …………………… probably …………………… (cause) significant damage and that there 6. …………………… (be) major accidents. It is believed that many people 7. …………………… (lose) computer data and the water 8. …………………… (ruin) many documents. That is why experts recommend that businesses make sure to back up their data and to protect it at a different location. They should also move important documents to a place where they 9. …………………… (remain) safe and dry. Businesses that make sure to take these steps 10. …………………… probably still …………………… (operate) in the months after the hurricane.

9. Complete the sentences with the correct form of the verb in brackets. Use the <u>Future Perfect Simple</u> or the <u>Future Continuous</u>. (2 x 5 = 10 points)

1. I've got two more exams to do. By the end of the week, I ……………………………… (finish) all my exams.

2. John is going on holiday on Monday. At this time next week, he ……………………………. (sit) on the beach.

3. I want to move to France after I finish university. When I am 30, I hope that I ……………………………… (live) in France.

4. Debby has just broken her arm. She ……………………………… (not play) the piano for a while.

5. You should take an umbrella. According to the weather forecast, it ……………………………… (rain) all day.

WRITING (20 POINTS) [C.E. 4.1, 4.4]

10. Write an <u>informal email</u> of 100-120 words to a friend telling your plans for next summer.

3.1. Leer y comprender mensajes, instrucciones, modelos y textos varios en la lengua extranjera para poder desarrollar actividades en el aula.

3.2. Leer y comprender mensajes, párrafos, descripciones, resúmenes, opiniones, reseñas, cartas, narraciones o argumentaciones u otros textos escritos en la lengua extranjera en papel o en soporte digital.

3.5. Prestar atención y aprender el uso de signos de puntuación y marcadores discursivos cohesivos para articular, cohesionar y facilitar la comprensión de textos escritos que sirvan de modelo para otros próximos.

3.4. Reconocer el léxico adecuado a la temática, registro o género de textos escritos en lengua extranjera en soporte papel o digital.

4.3. Incorporar a los textos el léxico adecuado a la temática, registro o género.

3.6. Aplicar el conocimiento teórico y estructuras morfosintácticas adecuadas para comprender textos escritos en la lengua extranjera.

4.5. Aplicar el conocimiento teórico y estructuras morfosintácticas adecuadas para crear textos gramaticalmente correctos

4.1. Escribir en papel o en soporte digital, mensajes, párrafos, descripciones, resúmenes, opiniones, reseñas, cartas, narraciones o argumentaciones u otros textos con corrección y coherencia.

4.4. Hacer uso de signos de puntuación y marcadores discursivos cohesivos para articular, cohesionar, facilitar la comprensión y aportar calidad al texto.