

PART 1

Questions 1-10. Match the following headings (A-H) to the texts (Q1-Q8).

Note: There is one extra heading which you do not need to use.

HEADINGS:	
A) Food: eating habits	E) Population
B) Entertainment with vegetables	F) Time to relax
C) Food: its features	G) With nature
D) Entertainment with animals	H) Spain as a state

Q1.

A unique food battle festival known as La Tomatina is celebrated in Spain every year on the last Wednesday of August. It involves thousands of people engaging in a brutal battle, throwing overripe tomatoes at each other. The festival spans more than a week and although there are many elements to the festival, such as parades, music, dancing and fireworks, they are all centered on the tomato fight.

Q2.

Spanish cuisine is a heavenly mixture of chicken, mixed vegetables, fish and meats. Many of the most popular Spanish dishes are a type of Paella, which is a rice dish that features a variety of ingredients. Hot chocolate and churros are very popular desserts throughout the country. Spain is also famous for its aromatic wines and other alcoholic beverages like Sangria, Cava and authentic Spanish beer.

Q3.

Spain is very rich with traditions, especially those associated with food. For breakfast, some families buy fresh churros, pair them with hot chocolate and enjoy a leisurely morning routine. Lunch is another important meal of the day, and it is usually heavier than breakfast. This is sometimes followed by a siesta, an afternoon nap to get through post-lunch drowsiness. During this time, shops close and then open again after two or three hours of rest.

Q4.

Spain is an important resting spot for migratory birds, and a home for many animals. But, unfortunately, many species of wildlife face threats from habitat loss and pollution. Due to centuries of tree cutting, large forests are now found only in a few areas in the country. Spain has created many national parks and refuges, but they cover only about seven percent of the country.



Q5.

Although there is a national parliament, Spain is one of the most decentralized democracies in Europe. Each of its 17 regions manages its own schools, hospitals, and other public services. The tourist services industry drives Spain's economy, but at the same time, since 1986, when Spain joined the European Community, it has worked to diversify its economy, by building important industries such as mining, shipbuilding, and textiles.

Q6.

Bullfighting is one of the most famous traditions in Spain. This risky sport evolved from the ancient Roman gladiator games, with human matadors opposing charging bulls. However, this tradition has lately become widely debated and younger generations and animal-rights activists protest against bullfighting. Either way, it remains an iconic part of the country and bullfights take place in many Spanish towns and cities.

Q7.

La siesta is a well-known aspect of Spanish culture. Seeking to balance work with pleasure, Spaniards have long practiced this tradition, when students and professionals return to their homes around midday for a big lunch, followed by a few hours of rest and family time. Many businesses also shut down for a short break. However, 21st-century big cities move at a faster pace, and don't take siestas, but many people in smaller towns and villages still take a siesta each day.

Q1	Q2	Q3	Q4	Q5	Q6	Q7
B	C	A	G	H	D	F



PART 2

Questions 8-13. Read the text and fill them with an appropriate missing part from (A-H) for each one to the texts (Q8-Q13). Note: *There is one extra heading which you do not need to use.*

- A) it also creates a bridge to the culture of the local people
- B) that EU firms can lose business opportunities
- C) but the EU's collective objectives for the future are closely in tune
- D) that are failing to use export opportunities in other EU countries
- E) employing native speakers to work in export markets worldwide
- F) but the study also stresses the importance of Chinese, Arabic and Russian
- G) enabling all EU citizens to take advantage of job and travel opportunities

Language and mobility

European Union citizens have the right to live and work in other member states besides their home country. The European Union (EU) makes it possible for people to go where the jobs are. Knowing other languages is the key to real mobility in the EU, **Q8** _____ across the continent.

Learning the local language is not only the key to getting a job in another country, **Q9** _____. This often provides a whole new perspective on what it is to be European and on what the EU is creating jointly. The national histories and cultural heritage of the different countries may differ, **Q10** _____. Being able to speak to one another raises awareness of what people have in common and at the same time increases mutual respect for cultural differences.

A study undertaken for the European Commission shows **Q11** _____ through a lack of language skills. This is particularly the case for small and medium-sized **enterprises** **Q12** _____. According to the study, nearly 1 million firms have lost contracts with potential clients in other EU countries because of language barriers. The study also emphasizes the necessity of multilingualism for winning business in world markets. Multilingualism itself is an economic growth sector. In this context, English is the key language, **Q13** _____.

Q8	Q9	Q10	Q11	Q12	Q13
G	A	C	B	D	F



PART 3

Questions 14-20. Read the text and answer the questions Q14-Q20 by choosing A,B, C or D.

When I grow up

When I was in kindergarten, my class was asked, “What do you want to be when you grow up?” Colorful crayons danced across sheets of paper to illustrate our dream occupations and cherished jobs. Our drawings were hung in the school hallway for our parents to see at Back to School Night. I remember looking down the line and seeing pictures of pretty ballerinas dancing, brave firefighters putting out a blaze, and fearless astronauts leaping across the moon — admirable careers that were seen as typical dreams of five-year-old kids.

My picture showed a stick figure with brown disheveled hair holding a carton of orange juice over a large rectangle that was supposed to be a counter. Underneath was my barely legible handwriting: “When I grow up, I want to work at the Market Basket because it would be fun to swipe orange juice across the scanner and talk to customers.” To this day my parents won’t let me forget that out of everything I could have aspired to be, my five-year-old self wished to work at the local grocery store.

When we are young, questions of what we want to be when we grow up are common. Yet we are not expected to respond with an answer that is likely to come true. However, when we become teenagers, we are asked the very same question twice as often. The difference is, now we are supposed to answer with confidence.

Teenagers are expected to know exactly what they want to be and how they are going to achieve that goal. Not all of us can be so sure at this age. Even though I am in high school, I cannot answer convincingly. But I don’t consider that a bad thing. How am I supposed to know what I will want to spend my time doing at the age of thirty or forty?

When I think about the future, I definitely don’t see myself working at the counter of the Market Basket, but in reality, if that was what would make me happy, I would do it. So, the next time someone asks me what I want to be when I grow up, I will simply say, “I want to be happy.” And it is hope that drives us in this direction.

“Hope is not a grain of sand,” the Gambian poet, Lenrie Peters, echoes, but no matter how tiny it is, it would still be sufficient to keep the youth alive and sane in most extreme circumstances. It is hope that spurs the youth on, to be up and doing. It is hope that keeps the youth going no matter how hard it is. Nelson Mandela as a youth hoped against all hope for the liberation of his people and he actually lived to see his hope being fulfilled. Robinson Crusoe, cast away on an uninhabited island, hoped against all hope for survival and this propelled him to start from scratch and build a compound and large farm single-handedly.

Far away in “Another Country: the Land of Literature,” Sister Eileen Sweeney sums up through her writings that Hope is the anchor that keeps “the ship” called “youth” steadfastly held together no matter the high and stormy sea of passion, pain, distress or tribulation that batter against it.

Happiness is a destination for everyone. We may want to walk different paths in life, narrow or wide, crooked or straight, but we all want to be happy wherever we end up. Choose your path, but don’t worry too much about choosing wisely. Make a mistake or two and try new things. But always remember, if you’re not happy, you’re not at the end of your journey yet.



Q14. In what way did the children in the kindergarten answer the question about their dream occupation?

- A) They described their parents' actual occupation.
- B) They took pictures of parents at the Back to School Night.
- C) They drew people of their dream careers in action.
- D) They made up a list of the most common and wide-spread professions.

Q15. Why did the author want to work in the local grocery store?

- A) It seemed to be an enjoyable occupation.
- B) It was quite a realistic career goal.
- C) Her parents spoke a lot about it.
- D) She liked to make orange juice.

Q16. According to the author, when you grow up the questions about career choice become

- A) less convincing. B) less common. C) more frequent. D) more stressful.

Q17. "That" in "But I don't consider that a bad thing" (paragraph 4) refers to

- A) knowing in your teens exactly what you want to be.
- B) working at the counter of the Market Basket grocery store.
- C) being unsure of your future career when in high school.
- D) having a definite idea of how to achieve one's career goal.

Q18. What would the author most probably like to do in the future?

- A) Write poems about difficulties of youth.
- B) Work as an independent farmer.
- C) Work for a local supermarket chain.
- D) Do a job that brings her satisfaction.

Q19. Examples with Nelson Mandela and Robinson Crusoe are mentioned by the author to

- A) illustrate wise and successful career choices.
- B) prove how important it is not to lose hope.
- C) inspire teenagers to believe in their own effort.
- D) show what to do in extreme circumstances.

Q20. What conclusion does the author make?

- A) Make a wise choice when thinking of your future profession.
- B) Look for an activity that makes you happy.
- C) Do not forget about the happiness of other people.
- D) Be careful not to make a mistake when trying new things.

Q14	Q15	Q16	Q17	Q18	Q19	Q20
C	A	C	C	D	B	B

