

TASK 1: 'THE MONARCHY'S A LAUGHING STOCK': READERS REACT TO PRINCE HARRY'S MEMOIR *SPARE*

TEXT	1	2	3	4	5	6	7	8
HEADING	F	A	G	I	E	B	J	K

TASK 2: IS IT UNHEALTHY TO SPEND A LOT OF TIME ALONE?

SENTENCE	9	10	11	12	13	14	15	16
OPTION	C	C	C	A	B	C	A	C

TASK 3: INDIA TRIED TO REBRAND VALENTINE'S DAY AS 'COW HUG DAY': HERE'S HOW IT BACKFIRED

GAP	17 [1]	18 [2]	19 [3]	20 [4]	21 [5]	22 [6]	23 [7]	24 [8]	25 [9]
LETTER	J	K	H	I	L	A	C	G	E

TASK 1: EDUCATION

EXTRACT	1	2	3	4	5	6	7
HEADING	C	F	A	I	D	G	J

TASK 2: A NEW NOVEL HONORS THE FORGOTTEN—AND POSSIBLY MURDERED—LUCREZIA DE MEDICI

SENTENCE	8	9	10	11	12	13	14	15
OPTION	C	C	B	A	C	B	A	C

TASK 3: WHY YOU PROCRASTINATE EVEN WHEN IT FEELS BAD

16	HANGING OVER
17	NEGATIVE CONSEQUENCES
18	KICK OFF
19	INSECURITY
20	REMINDERS
21	SELF-ESTEEM
22	HIGH STANDARDS
23	ASSOCIATED WITH
24	STRESSFUL
25	SMALLER ELEMENTS

Nota:

- *No se penalizarán los errores de ortografía que no alteren esencialmente el significado de la palabra, frase o expresión requeridas.*
- *En los ítems con dos palabras, será necesario que ambas estén presentes para poder otorgar 1 punto al alumno. Ningún ítem podrá puntuarse con 0,5 puntos.*

TRANSCRIPT

TASK 1: EDUCATION

EXTRACT 0: GOING BEYOND FORMAL TEACHING TO IMPROVE STUDENTS' PERFORMANCE [E]

Students all over the world are struggling with their education. And though we didn't come up with a fail-safe solution, we did come up with a simple idea: that in order for kids like D to not only survive in school but to thrive, we somehow had to figure out a way to not only teach them how to read and write but also how to help them deal with and manage their own emotions. And in doing that, we were able to move our school from one of the lowest-performing schools in the state of Ohio, with an F rating, all the way up to a C in just a matter of a few years.

EXTRACT 1: FAMILY'S PARTICIPATION AS A CRUCIAL ELEMENT IN EDUCATION [C]

Every year, 50 million children go through the US school system. And out of that, 40 million, that is, four out of five children, come from underserved or immigrant families. I realize that I'm one of the lucky ones, because the law of averages will tell you that these children are likely to fall behind by two whole school years. This costs the US economy almost one trillion dollars every year. But it doesn't have to be that way. In fact, research says that for a student to do well, a family's engagement is more important than that family's wealth.

EXTRACT 2: LACK OF CHILDCARE PROGRAMS FORCING ALTERNATIVE SYSTEMS [F]

In the US, 51 percent of Americans live in areas called "childcare deserts," where there's not enough childcare. And what this shortage does is it leaves parents having to choose between their careers and childcare. Even in places where there's free childcare or public pre-K options, there's not enough spots. So parents are forced to drive across town for options that don't meet their needs. They're forced to wait in these really long wait lists. So what if we could live in a world where we did have enough childcare? What if we empowered more people to start childcare programs out of their homes?

EXTRACT 3: CHALLENGING TRADITIONAL CONCEPTS TO LEAD CHANGE [A]

One of the real challenges is to innovate fundamentally in education. Innovation is hard, because it means doing something that people don't find very easy, for the most part. It means challenging what we take for granted. There are things we're enthralled to in education. Let me give you a couple of examples. One of them is the idea of linearity: that it starts here and you go through a track and if you do everything right, you will end up set for the rest of your life. The other big issue is conformity. We have built our education systems on the model of fast food, where everything is standardized.

EXTRACT 4: THE OVERLOOKED FACTOR EXPLAINING WHY STUDENTS DON'T COMPLETE THEIR STUDIES [I]

Both my parents were educators, and for the past 40 years, I've done the same thing. And so, needless to say, over those years I've had a chance to look at education reform from a lot of perspectives. Some of those reforms have been good. Some of them have been not so good. And we know why kids drop out. We know why kids don't learn. It's either poverty, low attendance, negative peer influences... We know why. But one of the things that we never discuss or we rarely discuss is the value and importance of human connection.

EXTRACT 5: FURTHER EVALUATIVE INFORMATION NEEDED TO IMPROVE TEACHING PRACTICE [D]

We all need people who will give us feedback. That's how we improve. Unfortunately, there's one group of people who get almost no systematic feedback to help them do their jobs better. I'm talking about teachers. Today, districts are revamping the way they evaluate

teachers, but we still give them almost no feedback that actually helps them improve their practice. Our teachers deserve better. The system we have today isn't fair to them. It's not fair to students, and it's putting America's global leadership at risk.

EXTRACT 6: NEED FOR LEARNING ASSESSMENT TO AVOID INEFFICIENT EDUCATION SYSTEMS [G]

Only half of the developing countries have systematic learning assessment at primary school, and even less so at lower secondary school. That's why the first big transformation before investing is to make education system [sic] deliver results. Because pouring more money in broken systems [sic] may only fund more inefficiencies. And what deeply worries me: if children go to school and don't learn, it devalues education, and it devalues spending on education.

EXTRACT 7: TRADITIONAL TESTING ALLOWING GAPS OF KNOWLEDGE AMONG STUDENTS [J]

In a traditional academic model, we group students together, usually by age, and around middle school, by age and perceived ability, and we shepherd them all together at the same pace. And what typically happens, let's say we're in a middle school pre-algebra class, and the current unit is on exponents, the teacher will give a lecture on exponents, then we'll go home, do some homework. The next morning, we'll review the homework. That will continue for about two or three weeks, and then we get a test. On that test, maybe I get a 75 percent, maybe you get a 90 percent, maybe you get a 95 percent. And even though the test identified gaps in our knowledge, the whole class will then move on to the next subject.

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TASK 2: A NEW NOVEL HONORS THE FORGOTTEN—AND POSSIBLY MURDERED—LUCREZIA DE MEDICI

MARY LOUISE KELLY, HOST: Maggie O'Farrell's last novel, "Hamnet," blew me away. It is the story of the only son of William Shakespeare about whom little is known. And O'Farrell set out to imagine who he was, how he died, and whether Hamnet's short life might have inspired one of his father's greatest plays. Well, her new novel takes on a different time and place, Renaissance Italy, but it also centres on **a real person** about whom little is known and **whose young life was also cut short [0]**. It is titled "The Marriage Portrait," and it opens with the following three-sentence historical note.

MAGGIE O'FARRELL: (Reading) In 1560, 15-year-old **Lucrezia de Cosimo de Medici left Florence to begin her married life** with Alfonso II, d'Este Duke of Ferrara. **Less than a year later, she would be dead [8]**. The official cause of her death was given as putrid fever, but it was rumored that she had been murdered by her husband.

KELLY: That is the author Maggie O'Farrell reading, and she is with us now. Welcome. I'm so glad to speak with you again.

O'FARRELL: It's so nice to be back. Thank you for having me.

KELLY: So those scant details that you just told us constitute pretty much all we know from the official historical record, which meant you had all kinds of running room for your imagination. And you imagine her as quite a wild spirit. How did you come to realize the fuller character that appears in the pages of this novel?

O'FARRELL: Well, I think it's no coincidence that the writing of this novel was pretty much bookended by the pandemic. And I don't think it's a coincidence that **a lot of the novel is about constraint and lack of choice. So Lucrezia was married off to Alfonso, the Duke of Ferrara, in a kind of politically advantageous union for her father.[9]** You know, she was sold for - I think, something around the amount of 50 million pounds. That was her dowry.

KELLY: Right.

O'FARRELL: And also, I realized in my research that **her parents - so her father, Cosimo de Medici, and her mother, Eleanor, quite unusually educated their daughters alongside their sons [10]**. So Lucrezia and her two sisters, they would be highly intelligent, erudite, well-read young women. And I just thought, you know, obviously their destiny is to make this union for their families. But, you know, **all that education and intelligence and reading, it doesn't disappear. You know, there needs to be some kind of outlet for it. So I imagine that Lucrezia might have been a painter [11]**. And also, let's not forget that the Medicis she's had hanging on the walls of the palazzos, you know, the original Botticelli, you know, they had "The Birth Of Venus." And I was thinking, what must have been like to have, you know, have had "The Birth Of Venus" basically in your living room?

KELLY: There's a scene early in the novel where I felt like I was starting to get to know her. It involves a tiger that lives, as they do, in the basement of the Palazzo, where the dad, Cosimo de Medici, has a private zoo. Describe it and why you wanted that scene.

O'FARRELL: Well, actually, strangely enough, that was the first thing I ever wrote about Lucrezia. And in a sense, it was my way into her character. And I just read that Cosimo had kept this menagerie of exotic animals in the basement of the Palazzo. So I was just - and Renaissance art is filled with lions. **There are so many lions in Renaissance art, but very, very few tigers. And I think that's because they'd never actually seen one [12]**. So the chapter is entitled The First Tiger In Tuscany, and Lucrezia catches a glimpse of it and really wants to see it herself. And so she goes down, she escapes down to the basement late at night. And she puts her hand through the bow of the cage to touch the tiger. And I - it was just my first image of her as this very little, very determined girl.

KELLY: I read an interview you gave to the Times of London in which you describe Ferrara's cruelty to his sisters, and how you read about this and thought, OK, the gloves are off, Alfonso. Explain.

O'FARRELL: Well, at the beginning of, you know, beginning of the process of writing the book, you know, there are some historians that believe that Alfonso murdered Lucrezia. And there are others who say that he didn't, that she died of natural causes, possibly of pulmonary tuberculosis. And I think at the beginning, I wanted to be quite evenhanded. I thought, you know, I must give this man the benefit of the doubt. And then I read about this situation where one of Alfonso's sisters, he discovers that she's having an affair with the head of the guardsman in the castello. And this is absolute historical record. In fact, Alfonso is very proud of this. **In order to show to everybody that this was not to be tolerated, he sentenced the man to be strangled to death. And he forced his sister to watch. And this just, you know, absolutely made my blood run cold [13]**. I thought, well, this man is more than capable of having killed Lucrezia, so I'm going to run with that interpretation of history.

KELLY: You made a pilgrimage to the real Lucrezia's tomb.

O'FARRELL: I did.

KELLY: Where is it? What did you find?

O'FARRELL: Well, she is buried along with the other Este family in a monastery in the south of Ferrara city. And I got to Italy just as the travel restrictions were lifting. And the monastery was completely shut. So I rang this huge kind of iron bell that I had to pull from this really impressive house. And the nuns came to the door. And I had to explain them in my not-very-good Italian what I wanted to do. And we had this slight back-and-forth. **And then they said to me, nobody has ever asked to see her tomb [14]**. And that really broke my heart. So I had taken flowers, and I put them on her grave. And I'm not ashamed to say I did have a little bit of a cry because it was just - I mean, who knows what the nuns thought (LAUGHTER).

O'FARRELL: This slightly kind of possessed woman was incredibly hot in the Italian heat bursting in and saying, **"I really want to see this grave", and then crying. But I felt— it was so sad to know that she was there, that actual— her bones were under that stone on the floor, but nobody had ever wanted to see them [15]**.

KELLY: Maggie O'Farrell, thank you.

O'FARRELL: That's my pleasure. Thanks so much for having me.

KELLY: Maggie O'Farrell talking about her new novel, *The Marriage Portrait*.

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TASK 3: WHY YOU PROCRASTINATE EVEN WHEN IT FEELS BAD

It's 5 p.m. and you've just realized that report you've been putting off is due tomorrow. It's time to buckle down, open your computer... and **check [0]** your phone. Maybe catch up on your favorite YouTube channel? Actually, you should probably make dinner first. You usually like cooking, though it's hard to enjoy with this work **hanging over [16]** your head, and oh— it's actually pretty late! Maybe you should just try again in the morning? This is the cycle of procrastination, and I promise you, we have all been there. But why do we keep procrastinating even when we know it's bad for us?

To be clear, putting something off isn't always procrastinating. Responsible time management requires deciding which tasks are important and which ones can wait. Procrastination is when we avoid a task we said we would do, for no good reason, despite expecting our behavior to bring **negative consequences [17]**. Obviously, it's irrational to do something you expect to harm you. But ironically, procrastination is the result of our bodies trying to protect us, specifically by avoiding a task we see as threatening.

When you realize you need to write that report, your brain responds like it would to any incoming threat. Your amygdala, a set of neurons involved in emotional processing and threat identification, releases hormones including adrenaline that **kick off [18]** a fear response. This stress-induced panic can overpower the impulses from your prefrontal cortex, which typically help you think long term and regulate your emotions. And it's in the midst of this fight, flight, or freeze response that you decide to handle the threat by avoiding it in favor of some less stressful task.

This response might seem extreme— after all, it's just a deadline, not a bear attack. But we're most likely to procrastinate tasks that evoke negative feelings, such as dread, incompetence, and **insecurity [19]**. Studies of procrastinating university students have found participants were more likely to put off tasks they perceived as stressful or challenging. And the perception of how difficult the task is increases while you're putting it off. In one experiment, students were given **reminders [20]** to study throughout the day. While they were studying, most reported that it wasn't so bad. But when they were procrastinating, they consistently rated the idea of studying as very stressful, making it difficult to get started.

Because procrastination is motivated by our negative feelings, some individuals are more susceptible to it than others. People who have difficulty regulating their emotions and those who struggle with low **self-esteem [21]** are much more likely to procrastinate, regardless of how good they are at time management. However, it's a common misconception that all procrastinators are lazy. In the body and brain, laziness is marked by no energy and general apathy. When you're feeling lazy, you're more likely to sit around doing nothing than distract yourself with unimportant tasks. In fact, many people procrastinate because they care too much. Procrastinators often report a high fear of failure, putting things off because they're afraid their work won't live up to their **high standards [22]**.

Whatever the reason for procrastination, the results are often the same. Frequent procrastinators are likely to suffer from anxiety and depression, ongoing feelings of shame, higher stress levels and physical ailments **associated with [23]** high stress. Worst of all, while procrastination hurts us in the long run, it does temporarily reduce our stress level, reinforcing it as a bodily response for coping with **stressful [24]** tasks. So, how can we break the cycle of procrastination?

Traditionally, people thought procrastinators needed to cultivate discipline and practice strict time management. But today, many researchers feel the exact opposite. Being too hard on yourself can layer additional bad emotions onto a task, making the threat even more intense. To short-circuit this stress response, we need to address and reduce these negative emotions. Some simple strategies include breaking a task into **smaller elements [25]** or journaling about why it's stressing you out and addressing those underlying concerns. Try removing nearby distractions that make it easy to impulsively procrastinate. And more than anything, it helps to cultivate an attitude of self-compassion, forgiving yourself, and making a plan to do better next time. Because a culture that perpetuates this cycle of stress and procrastination hurts all of us in the long term.

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