INSTRUCCIONES GENERALES

- El tiempo máximo para la realización de esta prueba será de 90 minutos.
- Las respuestas en blanco no contabilizan.
- Indicar las respuestas en la plantilla adjunta.
- La puntuación total es de 50 puntos. Cada pregunta tiene indicada su puntuación.

SECTION A (10 points) Read the following text carefully and answer the questions below.

Set us free from Standard English

With the spread of English as a global language, so-called native speakers are often perceived to be in an unfair position of privilege and power. Simply put, if you have had to make no effort in order to acquire the world’s most commonly used lingua franca, and you can use it effortlessly, you have something of an unfair advantage over those who have had to struggle to learn it and who may continually struggle to use it.

The privileges do not, it seems, stop at learning advantages. According to some, native speakers have the unwritten right to make authoritative statements about what you can and cannot say in English and therefore to correct non-native speaker usage. Traditional prescriptive dictionaries and grammar books were mostly written by native speakers, and their more recent and descriptive counterparts have been put together using data exclusively from native speakers.

Moves are only now afoot to compile a database of international English. The question of ownership of English, the automatic acquisition of privileges and authority by those born into native-speaker groups, has been addressed by many writers. At times it has been addressed with rancour by those who rightly feel that they have been “othered” into non-native-speaker-hood by the native speaker tribe. It has been addressed apologetically by some liberal-minded members of a native-speaker group who clearly feel awkward about the position that fate seems to have prepared for them.

At the extreme end of this liberal wing, a handful of native-speakers writing on the subject have declared that ownership of, and therefore authority over, English has passed from them and out into the world of all English users; one has even declared that the native speaker is dead. However, these declarations are not universally acceptable: it is one thing to say that authority and ownership are available to all, and another for people to feel genuinely authorised and genuinely
proprietal or to have their self-appointed authority or self-declared ownership accepted by others. In very many cases hard facts contest the liberal declarations.

Language is a token of identity as well as a means of communication. It follows that language is part of a complex system allowing speakers to show that they belong to a group from which they may exclude others. In this respect English speakers are similar to speakers of any other language. But the blanket term “English” needs to be used with care because the vast majority of people who consider themselves to be users of English can be identified by their non-standard variety. Users of, say, one of the Liverpool varieties of English, can easily identify other users and exclude non-users; they may claim not to understand users of another variety or they may exclude other users in different ways. Their language is part of a bigger culture, and those seeking entry into the culture as adults could probably only do so by renouncing part or all of their native culture.

But when most writers and academics discuss native speakers and the ownership of English they tend to refer not to non-standard varieties but to Standard British English or Standard American English. Paradoxically these varieties of English do not have genuine native speakers in large numbers, and it has even been maintained that Standard Engishes are entirely learned within a scholastic or academic environment.

The so-called native speakers of Standard Engishes are those people who have somehow espoused a particular set of conventions that loosely have to do with the way English has been codified and prescribed in dictionaries, grammar books and guides to good speaking and writing. This group of people includes a large number of those who, having espoused the conventions, nevertheless do not consider themselves to be excellent users of those conventions.

For many of these so-called native speakers the English language is a unique entity that exists outside or beyond its users. Rather than considering themselves owners of English, users often think of themselves as guardians of something precious: they wince when they hear or read uses of English that they consider to be sub-standard, and they worry, in their letters to newspapers, that the language is becoming degraded.

The degradation may be perceived to come from “non-native speakers”, but much more prevalent is the notion that it is native users of English themselves who are bringing about the decline. Indeed, a fairly commonly held notion claims that “foreigners”, or “non-native speakers”, can and do use English rather better than “native speakers”.

Turning things round the other way, I have met “native speakers” teaching English who have been upbraided by their “non-native-speaker” employers for accepting their students’ idiomatic, non-standard usages and not correcting their English according to Standard English conventions.

Those who do feel they have rights and privileges, who have a sense of ownership of the English language and who can make pronouncements about what is or is not acceptable, as well as those to whom these attributes are accorded by others, do not necessarily belong to a speech community whose members learned English in infancy. Native speakers of non-standard varieties of English, in other words the majority of “native speakers” of English, have never had any real authority over Standard English and have never “owned” it. The actual proprietors may, after all, simply be those who have learned thoroughly how to use a standard English in order to enjoy the sense of empowerment that comes with it.

So those who make authoritative pronouncements about a Standard English are simply those who, irrespective of accidents of birth, have elevated themselves, or been elevated, to positions of authority in academe or publishing or in other public areas. Whether or not their pronouncements will continue to be accepted is another matter.
1. Why does the writer consider native speakers of English to be in an unfair position of privilege and power?
   a) Because they tend to enjoy a sense of ownership and authority over the language of which non-native speakers are devoid.
   b) Because they are responsible for bringing about the decline of English.
   c) Because they have to make no effort to acquire the world’s most commonly used lingua franca.

2. Those (line 4) refers to
   a) Native speakers of English.
   b) Non-native speakers of English.
   c) Speakers of English as a lingua franca.

3. Why has the native speaker been declared to be dead?
   a) Because there are more non-native speakers of English than native ones.
   b) Because ownership of authority over English has passed from native to non-native speakers.
   c) Because English is means of communication throughout the world.

4. Them (line 18) refers to
   a) Native speakers of English.
   b) The world of all English users throughout the world.
   c) A handful of native-speakers at the extreme end of the liberal wing.

5. Speakers of Standard English are
   a) Native speakers of English.
   b) Speakers of a variety of English that has been prescribed in grammar in dictionaries as proper.
   c) Native or non-native speakers of English with an academic linguistic training.

6. Blanket (line 26) means
   a) Equivocal
   b) Evasive
   c) Cover

7. Standard English
   a) Is spoken throughout the world by both native and non-native speakers who have learned it within an academic environment.
   b) Is spoken by all native speakers of English with an excellent use of conventions for good speaking and writing codified in grammars and dictionaries.
   c) Is spoken by those who regard English as something precious that ought to be protected from degradation.
8. *These* (line 35) refers to  
   a) Non-standard varieties of English.  
   b) Standard British English or Standard American English.  
   c) Standard Englishes.

9. Native speakers of non-standard varieties of English  
   a) Have more authority over Standard English than non-native speakers of standard varieties.  
   b) Have less authority over Standard English than non-native speakers of standard varieties.  
   c) Have no authority over Standard English.

10. *Upbraided* (line 53) means  
    a) Advised.  
    b) Appraised.  
    c) Reproached.

SECTION B (10 points) Choose the option which best rephrases the sentence below.

1. *The inspector showed us the potential health hazards.*  
   a) The inspector drew our attention to the potential health hazards.  
   b) The inspector called our attention at the potential health hazards.  
   c) The inspector pointed our attention into the potential health hazards.

2. *She desperately wanted him to return.*  
   a) She longed him to return.  
   b) She longed for him return.  
   c) She longed for him to return.

3. *He failed to keep his promise to help us.*  
   a) He let us down by not keeping his promise to help us.  
   b) He gave us down by not keeping his promise to help us.  
   c) He set us down by not keeping his promise to help us.

4. *She remained silent during the meeting.*  
   a) She did not comment the meeting.  
   b) She kept in silence during the meeting discussion.  
   c) She made no contribution to the discussion at the meeting.
5. If we tried to force him to repay the debt, we would be wasting our time.
   a) It is useless trying to waste our time to force him to repay the debt.
   b) There is no point wasting out time trying to force him to repay the debt.
   c) It is a waste of time to trying to force him to repay the debt.

6. The house is dirty because no one bothers to keep it clean.
   a) The house is dirty inasmuch as no one takes the trouble to keep it clean.
   b) The house is dirty as no one takes the trouble to keep it clean.
   c) The house is dirty for that no one takes the trouble to keep it clean.

7. He was dismissed after only three days.
   a) He was given the sack after only three days.
   b) They gave the sack to him after only three days.
   c) He got the sack given after only three days.

8. Although I respect the law, I cannot accept the court’s decision.
   a) Even as I respect the law, I cannot accept the court’s decision.
   b) Much as I respect the law, I cannot accept the court’s decision.
   c) Despite of my respect of the law, I cannot accept the court’s decision.

9. He was sorry he had lost his temper.
   a) He regretted having lost his temper.
   b) He regretted loosing his temper.
   c) He regretted the fact of losing of his temper.

10. This car cannot go faster than 60 m.p.h.
   a) This car has 60 m.p.h. as a maximum speed.
   b) This car has the maximum speed of 60 m.p.h.
   c) This car’s maximum speed is 60 m.p.h.

SECTION C (10 points) Fill the blanks with the correct form of the words in brackets.

There are ____________ (1 persuade) arguments for rewarding winners in sport financially, thereby allowing the more ____________ (2 talent) to take ____________ (3 correspond) more from their sport than those of lesser lights. Is someone is able to ____________ (4 repeat) beat the rest of the best in the world at whatever sport, few would begrudge him or her the biggest pot of
gold. It is quite another thing, however, to pay astronomical \(5\) week sums of money to a member of an \(11\)-man team – far in \(6\) exceed of most people’s annual salary. This team member may have a knack with the odd \(7\) succeed free kick or spectacular header, but he will often be out of action for \(8\) terminate periods with mysterious injuries, and after a few years will allow himself to be sold to the highest \(9\) bid for the whole sordid process to be repeated elsewhere. It is little \(10\) short of an obscenity.

SECTION D (10 points) Choose the option which best completes each sentence.

1. Scottish pound notes are not legal ............... in England.
   a) tender  b) money  c) exchange  d) value

2. The news report ............... the plight of the refugees.
   a) headlined  b) captioned  c) highlighted  d) pinpointed

3. The two sides are entrenched and any meeting between them is unlikely to ............... a result.
   a) submit  b) force  c) yield  d) concede

4. Closure of schools took place ............... falling number of pupils.
   a) in the context of  b) with regard to  c) with concern for  d) considering of

5. This type of cheese is very hard to ............... by.
   a) get  b) come  c) go  d) put

6. In any ............... period, examples can be found of new words entering the language.
   a) stated  b) given  c) named  d) certain

7. ............... it not for your help, I would never be able to manage.
   a) Were  b) Would  c) Had  d) Weren’t

8. Since the information was already in the public ............... the newspaper felt free to publish it.
   a) arena  b) domain  c) eye  d) awareness

9. A considerable ............... of folklore has built up regarding the magical properties of sites such as Stonehenge.
   a) pile  b) body  c) doctrine  d) culture
10. Let’s do our best to help, ............... we?

   a) will  
   b) should  
   c) shall  
   d) ought

SECTION E (10 points) Fill each of the blanks in the passage with ONE suitable word.

Interest in mythology has grown steadily throughout the last hundred years, assisted by the realization that __________ (1) are not childish stories or mere pre-scientific explanations of the world, but serious __________ (2) into reality. They __________ (3) in all societies, __________ (4) the present as well as the past. They are __________ (5) of the fabric of human life, embodying beliefs, moulding behaviour and justifying institutions, customs and values.

   Myths are imaginative traditions about __________ (6) nature, history and destiny of the world. Definitions of myth __________ (7) story __________ (8) because a good __________ (9) myths are not stories at all. The mythology of some cultures includes the __________ (10) of different functions to the __________ (11) gods and goddesses: one deity presides over agriculture, __________ (12) over was and so on. Beyond this, the term myth is also __________ (13) to the religious and secular traditions which __________ (14) a powerful influence __________ (15) attitudes to life, but the literal accuracy of which there is __________ (16) to doubt. __________ (17), because myths are woven into the fabric of a society __________ (18) they are accepted as true, the impact of new discoveries and new ways of life on myths is usually to undermine them.

   When old myths are lost, new ones are needed. No society seems ever to have flourished __________ (19) a set of myths containing its vision of the past, its __________ (20) and its purposes.