

READING

A. Six sentences have been removed from the text. Read the text and complete the gaps, choosing from sentences A to G. There is ONE extra sentence, which you do not need to use

FREE TIME? PANDEMIC

Board games have been popular since ancient times and although some years ago the boom of video games made us forget the joy of sitting around a board with friends or family, a new era of strategic and complex board games seems to be coming back, with young - and not so young - fans.

In contrast to the traditional *Scrabble* or *Monopoly*, some of the new hits include *The 7th Citadel*, *Sleeping Gods* or *The Crew*. 1. _____. In particular, 2020 brought the successful and absolutely updated *Pandemic* to the homes of thousands of people who couldn't go out and were confined with their family members ready to play it.

The original *Pandemic* was created by Matt Leacock, a former Chicago graphic designer who developed the idea after the SARS epidemic of 2003, with the first version published in 2008. At the time, it was a best seller for adults with its popularity slowly decreasing after that. 2. _____. But, during the SARS 2 Covid 19 lockdown, game stores noted interest in the *Pandemic* games had increased.

Why have players chosen a game about the exact thing they are trying to avoid in real life? *Pandemic* provides more than entertainment. 3. _____. After all, ancient board games were created to help people face long-term worries.

So, if you still don't know about the game, what is it about? *Pandemic* is a cooperative game in which you and the other players are members of a disease control team, working together to research cures and prevent additional outbreaks. 4. _____.

If you and your team aren't able to keep these diseases under control before finding the necessary cures, the planet will be out of control and the game will end without any winner.

The game can involve two to four players, each playing one of seven possible roles: dispatcher, medic, scientist, researcher, operations expert, contingency planner, or quarantine specialist. 5. _____. The different roles will give the players special abilities that will improve the team's chances, if used correctly.

In each turn, each player can perform up to four actions, or even "pass" if no action is appropriate. The basic actions may involve driving, taking a ferry, a direct flight, a charter flight or a shuttle flight. 6. _____. These include building a research station, treating a disease, discovering a cure or sharing knowledge.

The game is over if the players either win (by discovering the cure for all four diseases) or lose (by having 8 outbreaks, not having enough disease cubes of a colour to place at any time, or not having enough player cards when someone needs to take one).

**6 marks
(1 each)**

- A. However, it can be adapted to more people if they decide to play in pairs.
- B. In fact, before we lived with the reality of the present disease outbreak, *Pandemic* was only the title of a popular series of board games.
- C. There are others depending on the game version.
- D. Games in the series have never been regular fixtures in the Amazon board games top ten lists.
- E. Some of them have a more modern theme than others, but they are all exciting.
- F. The aim is to save humanity by discovering cures to four fatal diseases (Blue, Yellow, Black, and Red) that threaten to destroy the planet.
- G. It helps players think through problems creatively, focus, adapt and reflect on serious issues.



B. Multiple Choice

SCHOOLS IN URUGUAY 2020

My name is Julia, a member of UNICEF. I started working as an Education Officer in UNICEF Uruguay at the end of January 2020. One month later, a new president assumed office. Two weeks after that, the first case of COVID-19 was detected, and the president declared a national emergency and closed all schools. We started working from home, which meant helping the new government deal with the COVID-19 pandemic remotely. To face the emergency, we quickly built mutual confidence despite not having the opportunity to meet in person.

As we were worried about the negative consequences of school closures on children, we started to plan and implement a strategy to help **them** move to home-based learning. One of the first steps was providing tools to help families deal with quarantine, as well as strategies for distance learning. We also held virtual meetings with technical experts and authorities of the National Administration of Public Education to work through the main challenges they were facing in order to keep children safe and learning.



Fortunately, Uruguay had already invested in connectivity beginning with the launch of *Plan Ceibal* in 2007, providing two million laptops and tablets to children and adolescents in the public education system between 2007 and 2018. The plan also included free internet connection, with a huge investment in fiber optics, allowing the Internet to reach 80% of homes with good speed and at an accessible price. There was also training for teachers. By March 14th, 2020, *Plan Ceibal* had already provided several virtual learning platforms. *Crea*, the main one, was used for

meetings between students and teachers before COVID-19. *Crea* provides materials for various subjects, a library and a video conference tool that had already been used by about 200 teachers. During the strict school closure, a record number of users of about 270,000 per day were registered using these platforms.

In Uruguay, teachers are expected to fill administrative information. To do so, at that time, the government decided to use *Guri*, a digital platform that has been used by Uruguayan teachers for over 10 years to report information such as student attendance and grades. Anyway, the pandemic and the extended school closures changed the role of teachers and most of them made a great effort to face such a challenge. For this reason, authorities need to implement the complete strategy that is required for socio-emotional monitoring and psychosocial help that ensures teachers feel well and avoid burnout*.

Following the recommendations of the country's Honorary Scientific Advisory Group (*GACH*) Uruguay was the first country in Latin America to reopen its schools, starting in April with schools in low-risk rural areas. By June, all schools had opened their doors and although the decision took some by surprise, it was a careful process managed by health and education authorities that followed the global Framework for Reopening Schools developed by UNICEF. As members of UNICEF, we also shared relevant documentation with the National Administration of Public Education. Again, we made use of *Plan Ceibal* to document good teaching practices during the periods of school closure and gradual reopening.





The country must now ensure fair learning conditions for everybody. The decision to expand spaces and improve infrastructure to create conditions that enable pupils to attend classes is a crucial step in this direction. We must not let the gap between the most vulnerable pupils and those who have had more opportunities continue to widen. Even though the country stands out in the region for its high levels of connectivity and *Plan Ceibal*, many families lack the tools to allow their children to learn from home. This means that the most vulnerable children could fall far behind their peers and risk dropping out of school. We must also identify the impact that 2020 had on the educational achievement of pupils, as well as the new challenges that have appeared as a result of the pandemic. This is an important part of designing strategies that will allow current educational needs to be adequately met and guarantee the continuity of learning.

* burnout = feeling exhausted because of pressure at work

1. By the time schools closed in March, Julia

- A. had met the new president.
- B. had been working in UNICEF Uruguay for some time.
- C. had spent two weeks working with the new president.
- D. had already decided not to assist the government.

2. What does **them** in the second paragraph refer to?

- A. Julia and her workmates
- B. school closures
- C. negative consequences
- D. schoolchildren

3. Julia says that by 2020, *Plan Ceibal*

- A. had provided students with very few laptops and tablets.
- B. had only been used by teachers.
- C. had been very well prepared to implement remote learning and teaching.
- D. had not been used adequately.

4. According to paragraph 4, teachers in Uruguay

- A. lacked the ability to use digitalized information.
- B. refused to fill administrative information.
- C. should receive some emotional support in this situation.
- D. wanted to change their role in education.

5. From the fifth paragraph, we learn that in Uruguay, UNICEF

- A. played an important role in the reopening of schools.
- B. rejected the advice of health and education authorities.
- C. was surprised to see the reopening of schools.
- D. had to write documents to make teaching better.

6. In the final paragraph the writer of the report

- A. emphasizes the need to continue making education available for every child.
- B. assures that some children will abandon schools.
- C. thinks expanding spaces for face-to-face classes is not to be considered.
- D. suggests designing strategies to meet vulnerable children at schools

6 marks
(1 each)

WRITING

Choose either A or B

A. You have seen this advertisement in an English language magazine

Articles wanted

We are interested in articles about leisure activities that can be done only indoors. Explain when and who (if somebody) you do this activity with, what it involves and why you enjoy it. Who would you recommend it to?

Write your article

B. In your English class you have been discussing whether home-based learning is better than face-to-face learning. Your English teacher has asked you to write an essay. Use the notes below and add an idea of your own

"Home-based learning is better than face-to-face learning."

Do you agree?

Notes

Write about:

1. clear understanding
2. weather conditions/transport
3. (your own idea)

Write your essay

Write between 140 and 160 words





12 marks

USE OF ENGLISH

A. Choose the correct option

1. Harry _____ read books when he was a child.
A. used B. would C. gets used to D. is used to

2. My two sisters are very shy, so _____ them likes parties.
A. neither of B. both of C. all of D. none of

3. Hasn't the school team won any trophies _____ ?
A. already B. still C. yet D. just

4. It was the first time that Mark _____ a horror film.
A. saw B. sees C. had seen D. has seen

5. Have you heard _____ news about Carla's wedding?
A. many B. a few C. few D. any

6. When Anne lived in London, she didn't get used to _____ on the left.
A. drive B. driving C. be driven D. be driving

6 marks
(1 each)

B. Underline the correct option

1. Lisa thinks that having someone to live with would really **make / do** a difference to her budget.
2. It was an amazing film! Let's read the **screenplay / credits** to know who the main actor is.
3. Watching films on TV takes **up / in** most of my free time.
4. Tomorrow I'm **giving / taking** my first German exam. Wish me luck!
5. Please, don't turn **on / over** the channel. The news comes on in a few minutes.
6. My uncle is going to **set / take** up a new bookshop in the town centre.
7. Tom can't go out tonight. He has to concentrate **in / on** his project.
8. Do you have enough **qualifications / experience** in doing this job?

4 marks
($\frac{1}{2}$ each)

C. Fill in the blanks with only ONE word

Hi Tom !

I'm sorry I haven't written to you (1) _____ our last holidays but I have been really busy with exams.

Guess what! My parents gave me a very good camera for my birthday – the one I really wanted! As you can imagine I've (2) _____ taken some good shots and I'm going to take part (3) _____ a photography competition which will be organised by (4) _____ Town Hall.

I'll send you some of them and perhaps you can (5) _____ me a favour and help me choose the best.

Lots (6) _____ thanks in advance.

Harry

6 marks
(1 each)

