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**English Practice Exam 12. Answer key**

**Part A. Listening Practice**

You are going to hear a talk called “How to Use Gamification for Attention-Getting and Fun Learning”. This exercise consists of two tasks. Read the following instructions for both tasks before you start. To fulfil both tasks you will hear the text only TWICE.

**Task 1. Answer the following questions about the listening:**

**1. Why do they say that nobody understands the meaning of gamification?**

*So gamification, a lot of people get have misconception that it's all about we play games. And sure, just educational games and academic games we play in the classroom. But for the most part, you take ideas that are popularizing games.*

**2. How does the interviewee explain that boss battle works in a class?**

*So in my classroom, what I've did was I created these mini boss battles so students could sign up for them and my boss battles or simply they would answer questions about either a reading assignments, or math questions about our current unit.*

**3. How does the interviewee say he can track everything he does in class?**

*So I have a spreadsheet and I got it from Mr. Matera. And he's got an awesome spreadsheet that he created. And he has his EMC two learning platform with John Meaghan and so just having a little spreadsheet, and then I also use Class Dojo.*

**4. What mistake did he make the first year when he introduced gamification?**

*So in my very first year, I tried to keep it as minimal as possible. And the kids were asking me for more for more for more, and I was like, Well, I don't I don't know how to give more. So I tried to make too many new things at first. And then after about three*



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*months of just racking my brain and my wife saying, What are you doing up every night until midnight?*

**Task 2. Complete the following sentences with a word or phrase according to what you hear.**

- you start to look for ways of refreshing things and start thinking like there's got to be a different way to do this.
- I've already been training and preparing and planning and creating new items.
- So gamification, a lot of people get have misconception that it's all about we play games.
- But for the most part, you take ideas that are popularizing games.
- there's so many companies that have utilized that gamification process and that idea in their practice.
- So I created a storyline that my class follows throughout the school year.
- So I thought my class will be a crew that we're sailing the seven seas.
- School should be an exciting adventure for the kids, not just a tomorrow we have a test.
- And what ends up happening now is the kids want to do better so they start doing more work.
- they would take a boss battle, which was just a comprehension assessment on that completely optional.
- I don't have time to touch on this migration project.

### **Part B. Reading Practice**

**Task 1. Read the text below and complete each gap with a suitable word from the box. There are four extra words you will not have to use.**



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*The extract is taken from Mary Shelley's novel, Frankenstein, written in 1818.*

*In this passage, the narrator – the young scientist Victor Frankenstein – describes the night he succeeded in his experiment to bring life to a dead body.*

It was on a 1. dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost 2. amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain 3. pattered dismally against the panes, and my candle was nearly burnt out, when, by the 4. glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated 5. its limbs.

How can I describe my emotions at this catastrophe, or how delineate the wretch 6. whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a 7. lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more 8. horrid contrast with his watery eyes, that seemed almost of the same colour as the dun-white sockets in which they were set, his shrivelled complexion and straight black lips.

The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the 9. sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that 10. far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. 11. Unable to endure the aspect of the being I had created, I rushed out of the room and continued a long time traversing my bed-chamber, unable to 12. compose my mind to sleep. At length lassitude succeeded to the tumult I had before endured, and I threw myself on the bed in my clothes, endeavouring to seek a few moments of forgetfulness. But it was in 13. vain; I slept, indeed, but I was disturbed by the wildest dreams. I thought I saw Elizabeth, in the bloom of health, walking in the streets of Ingolstadt. Delighted and surprised, I embraced her, 14. but as I imprinted the first



kiss on her lips, they became livid with the hue of death; her features appeared to change, and I thought that I held the corpse of my dead mother in my arms; a shroud enveloped her form, and I saw the grave-worms crawling in the folds of the flannel. I started from my sleep with horror; a cold dew covered my 15. forehead, my teeth chattered, and every limb became convulsed; 16. when, by the dim and yellow light of the moon, as it forced its way through the window shutters, I beheld the wretch—the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin 17. wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, seemingly to detain me, but I escaped and rushed downstairs. I took 18. refuge in the courtyard belonging to the house which I inhabited, where I remained during the rest of the night, walking up and down in the greatest agitation, listening attentively, catching and fearing each sound as if it were to announce the approach of the demoniacal corpse to which I had so miserably given life.

Oh! No mortal could support the horror of that countenance. A mummy again 19. endued with animation could not be so hideous as that wretch. I had gazed on him while unfinished; he was ugly then, but when those muscles and joints were rendered capable of motion, it became a thing such as even Dante could not have conceived.

I passed the night wretchedly. Sometimes my pulse beat so quickly and hardly that I felt the palpitation of every artery; at others, I nearly sank to the ground through languor and extreme weakness. Mingled 20. with this horror, I felt the bitterness of disappointment; dreams that had been my food and pleasant rest for so long a space were now become a hell to me; and the change was so rapid, the overthrow so complete!

**Task 2. List four things from the text about the Creature's appearance.**

1. yellow skin
2. black hair



3. watery eyes

4. black lips

5. pearly whiteness teeth

**Task 3. Define the following words from the text:**

<b>agony</b>	<i>extreme physical or mental suffering.</i>
<b>dismally</b>	<i>in a gloomy or depressed manner.</i>
<b>convulsive</b>	<i>resulting from or relating to an irresistible urge.</i>
<b>catastrophe</b>	<i>an event causing great and usually sudden damage or suffering; a disaster.</i>
<b>tumult</b>	<i>a loud, confused noise, especially one caused by a large mass of people.</i>

**Task 4. Add synonyms for each of the following words from the text:**

<b>surprised</b>	<i>astonished</i>
<b>disturbed</b>	<i>disordered</i>
<b>miserable</b>	<i>gloomy</i>
<b>agitation</b>	<i>disturbance</i>
<b>horror</b>	<i>panic</i>

**Task 5. Add antonyms for each of the following words from the text:**

<b>capable</b>	<i>clumsy</i>
<b>palpitation</b>	<i>stillness</i>
<b>pleasant</b>	<i>horrible</i>



<b>wildest</b>	<i>tame</i>
<b>moderation</b>	<i>extremism</i>

**Task 6. Find 5 prepositions in the text:**

<i>into</i>	<i>out</i>	<i>of</i>	<i>in</i>	<i>on</i>
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**Task 7. Find 3 phrasal verbs in the text and explain their meanings.**

<i>burnt out</i>	<i>held up</i>	<i>gazed on</i>
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### **Part C. Use of English**

**Task 1. Read the text below. Use each word given in capitals below the text to form a word that fits in the space in the text. Use only one word in each space.**

<p><b>Frankenstein's real creator</b></p> <p>In these days of genetic engineering, it is not unusual to hear the name Frankenstein invoked by those who fear the consequences when humans seek to create a being in their own (1) <u>likeness</u>.</p> <p>Often overlooked, however, is the fact that the tale originated, not as a folk legend, still less as a wildly original film script, but as a literary (2) <u>masterpiece</u>. Even today, to read the chilling story of an inventor and the uncontrollable monster he created is at once both a thought-provoking and an (3) <u>unsettling</u> experience. What's more, the (4) <u>enduring</u> popularity of the novel and its modern-day</p>	<p><b>LIKE</b></p> <p><b>MASTER</b></p> <p><b>SETTLE</b></p> <p><b>ENDURE</b></p> <p><b>NUMBER</b></p>
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relevance are all the more remarkable when we remember it was written almost 200 years ago, by an 18-year-old woman called Mary Shelley. Over the decades, (5)___numerous___ films have attempted to capture the full horror of her story, but none have come close to equalling the power of Mary Shelley's frightening prose. Amongst (6)___academics___ and commentators, <i>Frankenstein</i> has long been (7)___acknowledged___ as a powerful piece of Gothic fiction, representing as it does an (8)___extraordinary___ fusion of contemporary philosophy, literary skill and (9)___imaginative___ vision. It is only recently, however, with increased media attention devoted to the philosophical issues her novel raises, that there has been a more general (10)___revival___ of interest in Mary herself.	<b>ACADEMY</b>  <b>KNOWLEDGE</b>  <b>ORDINARY</b>  <b>IMAGINE</b>  <b>REVIVE</b>
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**Task 2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets. Do not change the word given.**

1. There's no water left, I'm afraid. (RUN)

I'm afraid WE HAVE RUN OUT OF WATER.

2. I imagine they regret ever moving into that house. (WISH)

I imagine they wish THEY HAD NEVER MOVED INTO THAT HOUSE.

3. I didn't speak to Teri because I didn't see her. (HAD)



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IF I HAD SEEN TERI, I WOULD HAVE SPOKEN TO HER.

4. I've always had a very good relationship with my mother.(GOT)

I've ALWAYS GOT ON VERY WELL WITH MY MOTHER.

5. You really should start thinking about finding yourself a job. (TIME)

It IS (ABOUT) TIME YOU STARTED THINKING ABOUT FINDING YOURSELF A JOB.

6. He had no real intention of marrying her. (REALLY)

He didn't REALLY MEAN TO MARRY HER.

7. Obviously it's a waste of time to try again. (WORTH)

It's NOT WORTH TRYING AGAIN.

8. Is it really worth upgrading to the new smartphone? (WHETHER)

I'd like TO KNOW WHETHER IT IS REALLY WORTH UPGRADING THE NEW SMARTPHONE.

9. Wayne shouldn't have lost his temper. (WISHES)

Wayne WISHES HE HADN'T LOST HIS TEMPER.

10. It's terrible – we owe so much money! (ONLY)

If ONLY WE DIDN'T OWE SO MUCH MONEY!

11. She can't stand the way the press keep asking her about her private life.

(STOP)

She wishes THE PRESS WOULD STOP ASKING HER ABOUT HER PRIVATE LIFE.



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12. This area is forbidden. Get out immediately. (SUPPOSED)

YOU ARE NOT SUPPOSED TO BE HERE / IN THIS AREA / TO WALK IN HERE.  
GET OUT IMMEDIATELY.

### **Part D. Linguistics (Phonetics)**

**Task 1. Answer the following question:**

**1. Vowels /i:/ /ɪ/**

Which of the following words include these sounds?

/i:/ keep — night — lit — late — fry

/ɪ/ feet — sit — night — keen — sigh

**2. Vowels /e/ /ə/ /ɜ:/**

Which of the following words include these sounds?

/e/ gate — feel — bell — grass — fade

/ə/ book — street — name — father — sun

/ɜ:/ feed — bad — food — fate — bird

**3. Vowels /ɑ:/ /ʌ/ /æ/**

Which of the following words include these sounds?

/ɑ:/ water — night — cat — stars — paper

/ʌ/ fat — bet — look — food — cut

/æ/ late — cat — laugh — best — tea



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#### 4. Vowels /ɒ/ /ɔ:/

Which of the following words include these sounds?

/ɒ/ room — dog — card — word — soil

/ɔ:/ father — glass — law — hot — world

#### 5. Vowels /ʊ/ /u:/

Which of the following words include these sounds?

/ʊ/ cut — work — love — food — book

/u:/ food — luck — lost — burn — first

**Task 2. Find at least three words in the text containing vowels or groups of vowels which are pronounced in the same way as /ɪ/ in mirror, /əʊ/ in most and /u:/ in to.**

*Free to be me*

How do you feel when you look in the mirror? Are you completely satisfied with the image you see? If you're like the majority of people, your answer to that question is probably "no". Most of us would like to change something about our appearance to look and feel more attractive. In fact, beauty has always concerned people. There has never been a society that was not concerned with defining or trying to achieve it.

Obviously, we can't all conform to society's constantly changing standards of beauty. But this doesn't mean we can't be attractive in our own, very special way. Haven't you ever noticed that a person who *feels* beautiful actually *becomes* beautiful to others? A positive self-image can do more for our appearance than all the make-up or muscles in the world.



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Source *New Results for Bachillerato 1*, p. 48

### **Part. E. Language Teaching**

#### **Task 1. Answer the following questions:**

In the wake of COVID-19...

- How can educators maintain students' attention?
- What is a "Flipped Classroom"?
- How can we "gamify" teaching in a remote and asynchronous learning environment?
- Is there a simple, customizable, and cost-effective way to do so?
- Mention at least 5 ICT apps to gamify an English learning process and describe them briefly.

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