



## SÈRIE 1

### Reading Comprehension

1. Many people use the skull emoji when talking about their phone
  - to tell friends that they don't feel well.
  - to explain that it is not working well.**
  - to complain that nobody's sending them text messages.
  - because they like using metaphorical language.
  
2. Which of the following sentences is NOT true?
  - Instagram incorporated emoji in 2011.**
  - Emoji usage increased after Android included them.
  - Since we have emoji, we use netspeak less.
  - Emoji in Instagram posts are very frequent.
  
3. The author believes that we are watching the birth of a new type of language because
  - writing online presents big problems.
  - emoji replace voice messages.
  - emoji have stable meanings.
  - emoji help us transmit our feelings in writing.**
  
4. Why have emoji become so popular so quickly? Because
  - people no longer know how to spell.
  - we want to convey emotional tone.**
  - alphabet keyboards are difficult to use online.
  - we need new words to convey our feelings.
  
5. According to the author, smiley, hand and heart emoji
  - seldom occur in online messages.
  - are the only way to communicate our feelings online.
  - have become effective tools of communication.**
  - often result in miscommunication.
  
6. Many emoji are open-ended. This means that
  - different people may assign them different meanings.**
  - they are sometimes used to end a conversation.
  - you can use them when you don't know what to say.
  - some people use them to express absurd things.
  
7. We tend to put an emoji face before an object because
  - it's impossible to convey stance in a message.
  - we don't need to speak words in an online conversation.
  - when we speak, we see the person's facial expression first.**
  - that's what the new syntax rule for emoji use tells us to do.
  
8. According to the writer,
  - we write so much today because language always changes.
  - emoji do not represent a threat to writing.**
  - emoji are a form of slang.
  - emoji communicate more powerfully than text.



## Listening Comprehension

### 'Moby-Duck': When 28,800 Bath Toys Are Lost At Sea

*In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean.*

**to end up** resultar  
**deck** coberta / cubierta  
**to stack** apilar  
**to maneuver** maniobrar, operar

*Ready?*

*Now read the questions on the following page. Read them carefully before listening to the conversation.*

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This is FRESH AIR, our weekly program devoted to the environment. What happens when 28,000 rubber ducks and other bath toys are accidentally dumped in the ocean? Where do the ocean currents take them, and what environmental impact do the ducks and other ocean junk have on the seas? That's what our guest, the journalist Donovan Hahn, investigated in his book "*Moby-Duck: The True Story of 28,800 Bath Toys Lost at Sea and the Beachcombers, Oceanographers, Environmentalists, and Fools, Including the Author, Who Went in Search of Them*".

REPORTER: Welcome, Mr. Hahn, to FRESH AIR.

Donovan Hahn: Thank you. Happy to be here.

REPORTER: Let's begin at the beginning. These 28,000 toys **end up** in the North Pacific in January, 1992, when a container falls off a cargo vessel. When and where do people begin finding them?

DH: The following year, in the autumn of 1993, people started finding hundreds of rubber ducks in Sitka, Alaska.

REPORTER: So the ducks were in a container that fell into the ocean. Does that happen often? I mean, millions of containers are shipped around the world every year, so I would imagine that this was a pretty rare event.

DH: In fact, the loss of containers at sea is not so uncommon. But the shipping companies don't particularly like to talk about this problem because of issues with insurance policies. In the accident that is the subject of my book, 12 containers were lost at sea, and that is considered a small spill. In 1998, there was a major disaster in which a ship traveling from China to Seattle, Washington lost 407 containers. That was one of the most expensive shipping disasters in history.

REPORTER: Could you tell us a little more about the kind of ship this container was on, so we can understand how these containers are lost?

DH: Sure. These cargo ships are huge, they're hundreds of meters long. Many are too big to go through the Panama Canal, which explains the importance of the shipping routes between China and the west coast of the U.S. They carry hundreds and hundreds of containers. Even though some containers are carried below **deck**, most are **stacked** on top of each other on the main deck. Typically, the containers are placed into stacks of six, so you can see how easy it would be for some to fall off.

REPORTER: With so many stacked containers, how do they NOT fall off the ships?



DH: The shipping companies study how to best stack the containers in order to balance their weight without affecting the ship's ability to **maneuver**.

REPORTER: It must be a complex calculation.

DH: It is. And, of course, insurance companies require the shipping companies to take every measure to get the calculations right.

REPORTER: It must be hard, with the size of these ships. And they also have to take into account the weather, which can be very bad in the North Pacific.

DH: Absolutely. The shipping companies believe that the huge ships today will survive almost any storm, and for the most part, they do. The fact that these ships are so huge explains why they are more likely to try to sail through bad weather than ships in the past, which tried hard to avoid storms. In fact, part of the route taken by the large cargo ship that lost the toys off the coast of Oregon is known as the Graveyard of the Pacific because of all the shipwrecks recorded there, especially during the time of sailing ships in the 19<sup>th</sup> century. Given the number of ships today, significant accidents are quite rare.

REPORTER: Let's go back to the lost rubber ducks. Can you tell us a little bit about what would have happened that day? I mean, what was in this container, and what would've happened as it tumbled into the sea?

DH: We know where the cargo ship was—it was very near the International Date Line, just south of the Aleutian Islands in Alaska. We don't know if it was day or night. We know that a ship in the same area sent a weather report to the National Weather Service describing waves over 10 meters high, which means the seas were rough. We don't know exactly how, but 12 containers went overboard. And the container with the toys would have burst open during the fall, and initially a bunch of cardboard boxes were sent into the sea.

REPORTER: And then I suppose the cardboard dissolved, so what we have left are the toys.

DH: Exactly.

REPORTER: How can you be so sure that the toys found in Alaska are the ones that were lost at sea in this container?

DH: That part of the investigation was actually easy. First, these toys are no longer being made, so the design is different and not difficult to recognize. They are hollow plastic and sort of strange-looking. Second, the ducks have the manufacturer's mark on the wing. Third, we know from other merchandise lost at sea what plastic looks like after crossing the ocean. The ducks became thin and lost their color, becoming almost white. And finally, the toys were found by the dozens exactly where the sea currents would have taken them.

REPORTER: One of the things you mention in your book is the harm that plastics are causing in the ocean. But you say that most of the harm isn't from container ships but rather from other sources, is that right?

DH: Yes, although container ships are responsible for some of the plastic waste in the oceans, in fact most of the plastics are from coastlines with urban waste and garbage dumps, and even fishing fleets. Merchandise from containers lost at sea is just a small portion of the problem.

REPORTER: That's all we have time for today on FRESH AIR. Thank you, Mr. Hohn, for your interesting story.

DH: My pleasure.

Adapted from an interview heard on National Public Radio's programme Fresh Air, March 29, 2011.



1. Where were the lost toy ducks first found?
  - Alaska.**
  - Canada.
  - China.
  - Oregon.
  
2. How long did it take the first rubber ducks to surface on a beach after their container was lost at sea?
  - Only three months.
  - About a year and a half.**
  - four years.
  - almost six years.
  
3. How many containers with rubber ducks and other toys were lost at sea?
  - 12.**
  - 407.
  - Hundreds and hundreds.
  - Over 28,000.
  
4. Which of the following best describes the cargo ships discussed in the conversation?
  - They regularly go through the Panama Canal.
  - They mainly navigate between North America and South America.
  - They carry hundreds of containers above and below deck.**
  - They almost always drop some containers in the sea.
  
5. Which of the following statements is TRUE?
  - Large ships are better able to navigate in storms than smaller ships.**
  - The ship lost the toys in the Graveyard of the Pacific.
  - The weather in the North Pacific is so good that few wrecks occur.
  - Sailing ships in the 19<sup>th</sup> century did not cross the Pacific.
  
6. What do we know for certain about the accident that resulted in the loss of rubber ducks at sea?
  - It occurred at night.
  - It occurred during the day.
  - It occurred because of an error by the ship's captain.
  - It occurred when there were high waves.**
  
7. We can deduce from the conversation that the toys were originally
  - packed in plastic bags.
  - packed in cardboard boxes.**
  - not individually packed.
  - made out of cardboard.
  
8. Which of the following is NOT mentioned as an important source of plastics in the oceans?
  - Waste from coastal cities.
  - Fishing boats.
  - Garbage dumps.
  - Cruise ships.**



## SÈRIE 4

### Reading comprehension

1. When Michael Jackson's *Thriller* was released,
    - Time magazine didn't pay much notice to it.**
    - it sold 200,000 copies on the first week.
    - it was considered the best album ever.
    - it didn't reach the charts immediately.
  2. After *Thriller*,
    - Black music was forbidden on the radio.
    - young people started listening to the radio again.
    - only Black people listened to the radio stations playing Jackson's music.
    - Black music was heard on radio stations aimed at a general audience.**
  3. Which of these things does Quincy Jones NOT say?
    - Michael Jackson made Black music important again.
    - Pop music has a strong influence of Black music.
    - Michael Jackson had connections all over the world.**
    - Black music was considered secondary for years.
  4. When Jane Fonda said that "It's hard to sit still to [Michael Jackson's music]", she meant that
    - his music makes you want to move.**
    - his music makes you want to sit down.
    - it's difficult to listen to his music.
    - it's difficult to dance like he did.
  5. In Moscow, Michael Jackson's records
    - were widely available in music stores.
    - were only available as pirate copies.**
    - reached the top position in the charts.
    - were played regularly on state-owned radio stations.
  6. Michael Jackson's mother says that
    - he didn't make music for a specific group of people.**
    - he composed music for a Black audience.
    - he composed mainly rhythm and blues.
    - he wrote for the music business.
  7. Rock critics
    - worked together with record companies.
    - thought that Jackson's music would promote segregation.
    - predicted the success of the album.
    - didn't expect the album to be so successful.**
  8. Many people believe that *Thriller*
    - is the most famous song of the 20<sup>th</sup> century.
    - marked the end of a music era.
    - is one of the best albums in Michael Jackson's career.**
    - is a song with a strong political message.
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## Listening comprehension

### DO YOU GET ON WELL WITH YOUR SMART PHONE?

In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean

**overload:** sobrecàrrega / sobrecarga

**mindfulness:** atenció plena / atención plena

**dopamine:** dopamina

**boost:** estimular

*Ready?*

*Now read the questions on the following page. Read them carefully before listening to the conversation.*

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**Anne Smith:** Hello. My name is Anne Smith, and on today's programme Dr John Thomson is going to help us find out why smart phones are so addictive and how can we break our dependence on them. Can we learn how to renegotiate our relationship with our smart phone?

**Anne Smith:** Throw your mobile phone hard against a brick wall. Just imagine it. How does it feel for you? What emotions come up in your mind and in your body? What about when you realize you've left your mobile device at home, or in a taxi? Dr Thomson, have we become addicted to our mobile phones?

**John Thomson:** Well... to a certain extent we are. The well-known example of people sitting around the dinner table, each of them on their phones, is a terrible example of it. But we make a lot of assumptions about technology that aren't quite right.

**Anne Smith:** What do you mean by that?

**John Thomson:** Well, one of the assumptions we are making is that this is an inevitable process. We assume that these technologies do a lot of wonderful things for us. For example, they allow us to be in touch with people and get information from all over the globe. But then we also have to become aware that they are related to problems of distraction and information **overload**. I think there are things that we can do about it.

**Anne Smith:** Can you give us some examples?

**John Thomson:** Well, we need to observe our behaviour when using technology. Almost everything that human beings do now uses digital technology, whether it's business, entertainment, or socialising. Smart phones have entered all those areas and have become essential. We need to learn to become aware of the effects that our devices are having on us as the basis for figuring out how to use them well.

**Anne Smith:** So what do you suggest we do?

**John Thomson:** So really what I'm suggesting is that there is a lot of power in bringing **mindfulness** to our use of these devices to use them in more intentional ways. For example, take the time to observe what we are feeling when we get a text message. We need to learn to change our habits by conscious observation and reflection.

**Anne Smith:** How can we use our digital devices in ways that are healthier?





**John Thomson:** Our habits are based on a reward system. We humans have developed such a system as a way to help us find where food is. So on a very simple level, we have to remember where to get food, and before there were grocery stores, our brains had to have mechanisms to learn to remember where food was. From a neurobiological standpoint, reward comes in the form of **dopamine**. So if food is rich in calories, then our stomach sends a signal off to our brain through dopamine that says, hey, remember what you ate and where you found it. This is the way actions become habits.

**Anne Smith:** And so this same reward mechanism applies to everything?

**John Thomson:** That's right. Let's take a simple example; stress may make us eat cupcakes or chocolate, and then we feel better, that's the reward, so that becomes a habit. Well, the same thing is true with technology. If we get stressed out and then we go and distract ourselves by surfing the internet on our phone, that temporary distraction gives that same type of temporary reward.

**Anne Smith:** So we are still being rewarded by that dopamine hit.

**John Thomson:** Yes, and some of the technologies, for example, email or texting, maximise that type of hit. If we knew that we were going to get an email every 30 seconds, then our brain would start expecting that and would not get the big dopamine hit that it gets with random emails. So this technology basically **boosts** our dopamine system and trains us to develop expectations.

**Anne Smith:** What can mindfulness training, then, do for us? And how do we develop mindfulness?

**John Thomson:** For example, I would just say to people "Think about your phone. Don't even take it out yet. Just bring it to mind. What happens when you think about your phone, what happens to your breathing? Does your body posture change? What emotions come up when you think about your phone? And what does it do to the quality of your attention?" So these are the first questions I ask.

**Anne Smith:** Right, I see...

**John Thomson:** Then I would say "Now I want you take your phone out, I want you to hold it in your hand. I don't want you to turn it on yet. Notice what's going on with your emotions". Then I ask people to turn on their phone and to open their email inbox, and I tell them to open a message and respond. But I want them to notice what's happening in their mind and body all the time. And finally, I tell them to turn off their phone and put it away and ask them how they feel.

**Anne Smith:** What are the responses that you usually get from the people who go through this exercise?

**John Thomson:** Everybody has somewhat different reactions. Some people notice that as soon as they think about their phone, they start to get anxious and then they feel more relaxed when they put the phone away, whereas others feel bad when they have to put it away. By doing this exercise they begin to become aware of their own habits.

**Anne Smith:** Dr Thomson, many thanks for being with us today and for explaining how mindfulness can help us have a healthier relationship with our mobile phones.

*Sources:*

*Adapted from:*

<http://www.abc.net.au/radionational/programs/scienceshow/biomechanics-of-movement-improves-animation-and-animal-rehabili/6805750>

*ABC Radio National (Australian Broadcasting Corporation)*



1. According to Dr Thomson,
  - we are very dependent on mobile phones.**
  - we are addicted to our emotions.
  - technology harms our mind.
  - we should not use our phones while eating.
  
2. In Dr Thomson's view, which of the following is NOT true?
  - We need to learn to use digital devices intentionally.
  - Mindfulness allows us to observe and reflect on our behaviour.
  - We should change our text messaging habits to feel better.**
  - We should learn to observe consciously how we feel.
  
3. In order to understand how to use technology well, we need to
  - become aware of how devices affect our lives.**
  - have a lot of determination.
  - learn how to carry on business with it.
  - stop using smart phones for entertainment.
  
4. Our addiction to technology is based on
  - the high levels of dopamine in the food we eat.
  - a neurobiological brain disorder related to eating habits.
  - a mental condition that makes us forget what to do.
  - a psychological system of reward related to survival.**
  
5. E-mails can cause a dopamine hit if they are
  - answered intermittently.
  - received at irregular time intervals.**
  - received at regular time intervals.
  - answered within 30 seconds.
  
6. To develop mindfulness, Dr Thomson asks people to
  - think about their body before thinking about their phone.
  - take their phone out, hold it and put it away without turning it on.
  - think about their phone and what happens in their mind and to their body.**
  - think of three questions to ask him.
  
7. In mindfulness training people are supposed to
  - stop thinking about their own emotions.
  - avoid expressing their own feelings.
  - develop an awareness of their own habits.**
  - pay close attention to the others in the room.
  
8. When going through mindfulness training, some people
  - feel anxious when asked to put their phones away.
  - react violently and throw their phone away.
  - relax when they put phone away.**
  - create bad habits in the use of their phones.