

INGLÉS

Opción 1:

Read the text and the instructions to the questions very carefully.

Answer all the questions in English.

I don't think that television has contributed much to our lives; in fact it gives us by its own nature a wrong slant. Perhaps the cardinal weakness in its development arose from its concern with entertainment rather than with information. Pictures on the screen have been used more to affect than to instruct. Even the news programmes set out to encourage more reaction and less reflection. Pictures shown briefly do not make you think, they merely invite you to look for the sequel, the next picture. The more you see the less you remember; you see too much to remember anything specific. The process of viewing is passive and the result of viewing is passive, too. One of the most effective documentaries shown on TV was a programme about the plight of a homeless family. The papers and radio programmes were full of it but it didn't change anything. Today the problem of homelessness is worse; things have not got better. TV transmits vicarious feelings. I mean, you are persuaded to react to experiences which are unfamiliar to you in your everyday life. And persuasion is an important word here because you are persuaded also to react in certain ways and to a degree that will not disturb you or your expectations too much. Words are also used for their affective rather than informative properties, witness terms like chaos, confusion, fundamental, this moment in time, profile. However, words have more chance of forcing thought upon us than pictures have, and more so if they are not illustrated by pictures.

Questions:

1. Write a title in English which best summarises the text and justify your answer (2 points).
2. Explain in English the meaning of the following expressions as used in the text (1 point: 0,5 points each):
 - a) The plight of a homeless family.
 - b) Words have more chance of forcing thought upon us.
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 1 point each):
 - a) The more you see the less you remember
If you.....
 - b) Pictures have been used more to affect than to instruct.
People have used pictures more to.....
4. Answer the following questions in your own words. The information must be taken from the text (2 points: 1 point each):
 - a) Does television's weakness lie in its emphasis on visual images?
 - b) Is the viewer stimulated to think?
5. Advantages and disadvantages of television as a means of communication (minimum 80, maximum 100 words) (3 points).

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Opción 2:

Read the text and the instructions to the questions very carefully.

Answer all the questions in English.

Dear Alice,

How are you? I thought I'd better drop you a line from Ireland before I get home this weekend. I am having such a wonderful holiday here that I haven't had much time for writing, but I've taken three films of photos already! I hope they turn out so that I can show you how nice Ireland is.

Do you remember how worried I was before I came, when you tried to calm me down? Well, I am glad I listened to your advice. Ellie is so nice and friendly -you'd love her. She hasn't got red hair or freckles- so much for stereotypes! She is really funny and she loves to show me around Dublin. We've had a tour of Trinity College and yesterday we went to the Irish Writer's Museum which is well worth visiting! It is the nicest café I've ever been in and there's a great atmosphere. It's the only place here in Ireland where you can drink proper coffee-Bliss!

Ireland is really one of the most beautiful places I've ever visited. It is as green as they say. Mind you, it does rain a lot here! The people are really friendly and that makes up for the weather! We went on a tour of southern Ireland last week but we couldn't do much camping because of the rain. We visited the National Parks in Connemara and Killarney and I went to Jameson's Distillery to see how whisky is made. I was going to get some for my dad, but alcohol is much more expensive here than in Spain and so it wasn't worth it.

I've already decided that I'd like to come back to Ireland. How do you fancy coming with me? Anyway, we can talk about it next week and then once you meet Ellie in October, I'm sure you'll be convinced. I'll see you very soon. Love. Luisa.

Questions:

1. Write a title in English which best summarises the text and justify your answers (2 points):
2. Explain in English the meaning of the following expressions as used in the text (1 point: 0,5 points each):
 - a) I thought I'd better drop you a line.
 - b) Do you fancy coming with me?.
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 1 point each):
 - a) I am glad I listened to your advice.
Listening to your advice is.....
 - b) I love Ireland even though it rains a lot..
In spite of.....
4. Answer the following questions in your own words. The information must be taken from the text (2 points: 1 point each):
 - a) Why isn't it worth buying whisky in Ireland?
 - b) Why does Luisa think that Alice will be convinced?
5. What did you like and dislike about your last summer holiday ? (minimum 80 words, maximum 100 words) (3 points).

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Opción 1:

Read the text and the instructions to the questions very carefully.

Answer all the questions in English.

Electricity is so much taken for granted in modern city life that we rarely think twice when turning on the light, when waiting for the traffic lights to change, or when using the many household devices that surround us. We rarely bother to think about this “wonder” of modern science until something goes wrong.

In the summer of 1959, something did go wrong with the power station that provided New York with electricity, so that for many hours normal life ground to a halt. Electric trains refused to move, the people in them being forced to sit helpless in the dark. Lifts in skyscrapers left their occupants stranded between floors for hours, or otherwise they had to walk down hundreds of stairs in the dark. Broadway and Fifth Avenue in an instant became gloomy and uninviting, and people couldn't leave their homes for fear of being robbed in the dark streets, for although the police had orders to stand by in case of emergency, they were just as isolated and confused as everyone else.

Meanwhile, in the homes, disorder prevailed as well. New York can be stifling in the summer and this year was no exception. Cool, air-conditioned apartments became furnaces, cakes and joints of meat remained uncooked in cooling ovens, and people sat impatient and frightened in the dark as if an unseen enemy had arrived from Mars. The only people who remained untroubled by the darkness were the blind. One of the strangest things that happened was when some fifty blind people led many sighted workers home from the factories. When the lights came on again, hardly a person in the city could have turned on a switch without reflecting how great a servant he had at his fingertips.

Questions

1. Write a title in English which best summarises the text, and justify your answer (2 points).
2. Explain in English the meaning of the following expressions as used in the text (1 point: 0,5 points each):
 - a) ground to a halt.
 - b) at his fingertips.
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 1 point each).
 - a) We rarely bother to think about the wonders of modern science until something goes wrong.
It is not until
 - b) People couldn't leave their homes for fear of being robbed in the dark streets.
People were so
4. Answer the following questions in your own words. The information must be taken from the text (2 points: 1 point each):
 - a) During which part of the day did the electricity fail in New York? Give reasons for your answer.
 - b) How could life be made different, so as to avoid problems like those mentioned in the text?
5. What would happen where you live if the electricity didn't work for several days, and how do you think people would react? (Minimum 80 words, maximum 100 words) (3 points).

INGLÉS

Opción 2:

Read the text and the instructions to the questions very carefully.

Answer all the questions in English.

So you're about to leave home and go to university or college. Afraid? No doubt you've had advice from parents and teachers. But what you really need is to hear it from the experts - the students themselves. So here are some tips from students who volunteered to pass on their strategies for getting through that awful first term.

Paul: "The thought of everything I would be leaving behind got me worried: Mum's cooking. Mum doing the washing and ironing. Dad lending me money (maybe)! At first, takeaways and laundrettes seemed the easiest option, but soon pasta and beans on toast took the place of takeaways, and doing my own washing and ironing replaced the laundrette. It works out better on your wallet. You soon settle down, and parents are only a phone call away."

Claire: "The best thing about my first term was the wonderful feeling of living with my friends and having no one to tell us when to go to bed or get up. The problem was that there was also no one to clean up after us, and it got to the point where you couldn't use cutlery or a plate without having to wash up first. One day we decided enough was enough. We drew up a chart listing household jobs and dividing it so no one got lumbered with doing everything."

Catherine: "When I was shown my room on my first day, my heart sank and my mother cried. It had grey walls, no carpet and a lumpy grey mattress. Then I remembered some advice a friend had given me. Pack a rug in case there's a stain on the carpet, and a poster to cover cracks in the wall. Once I'd got these things out, it looked better already. As I got to know people, I realized I wasn't the only one who felt awful. My advice is not to worry about feeling homesick: it's totally normal."

A big thank you to all the graduates and undergraduates who wrote to us.

Questions:

1. Write a title in English which best summarises the text, and justify your answer (2 points).
2. Explain in English the meaning of the following expressions as used in the text (1 point: 0,5 points each):
 - a) It works out better on your wallet.
 - b) We decided enough was enough.
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 1 point each):
 - a) No doubt you've had advice from parents and teachers.
Parents and teachers.....
 - b) My friend gave me this advice: "Pack a rug in case there's a stain on the carpet."
My friend advised me.....
4. Answer the following questions in your own words. The information must be taken from the text (2 points: 1 point each):
 - a) Where do you think the text was taken from? Give reasons.
 - b) In what ways did Paul and Claire change their everyday habits to make life easier?
5. What do you think you will miss most about your present home when you leave it, and how will you try to compensate for these things? (Minimum 80 words, maximum 100 words) (3 points).

CONVOCATORIAS DE XUÑO E SETEMBRO

1. Puntuación:

Primeira pregunta	2 puntos
Segunda pregunta	1 punto
Terceira pregunta	2 puntos
Cuarta pregunta	2 puntos
Quinta pregunta	3 puntos

2. Terase en conta a comprensión, expresión e corrección escritas. Por unha parte, o corrector valorará se existe comprensión total ou parcial do texto por parte do alumno. Por outra parte, o corrector terá en conta, asimismo, a capacidade do alumno para comunicarse de forma efectiva (avaliación da súa competencia comunicativa), a coherencia e ordenación lóxica na exposición das ideas, a riqueza do léxico, sen esquecer a expresión gramatical correcta (competencia lingüística) das respostas.

3. Se existise unha comprensión total do texto xunto cunha expresión gramatical correcta, a puntuación será máxima, sempre que o alumno aporte elementos expresivos personais.

4. Se existise unha comprensión total do texto, pero a expresión non fora gramaticalmente correcta, faranse as deducións oportunas dependendo da gravidade da incorrección ou erro. As deducións faranse, entón, axustándose á importancia cualitativa do erro e ó número de erros que se cometan na mesma pregunta. A modo

orientativo, lémbrese que erros de expresión básicos (faltas de concordancia, indebida ou inexacta orde de palabras, fallos na formación de interrogativas ou negativas, etc.) serán penalizados de forma considerable.

5. Se a comprensión é parcial a puntuación máxima asignada á pregunta verase reducida dacordo coa gravidade da falta de comprensión.

6. Se non hai comprensión algunha, a pregunta non pode ter ningún tipo de calificación positiva.

7. Os erros ortográficos puntuaranse negativamente dacordo co número e importancia deles (serán máis graves en palabras básicas da lingua inglesa). Ponderarase asimismo a súa frecuencia relativa e terase en conta como criterio cualitativo a aparición de erros nas formas do vocabulario básico do nivel. Como criterio xeral, deberá penalizarse, como mínimo, unha décima por erro ortográfico. Un erro repetido na mesma palabra só se penalizará unha vez.

8. Se se transcribira literalmente un fragmento do texto como resposta a todas ou a unha das preguntas, aínda que o devandito fragmento estivese relacionado co contido da pregunta, valorarase cunha puntuación máxima do 50% do total atribuíble á puntuación correspondente a cada pregunta ou cuestión. Polo que debe interpretarse que non necesariamente a puntuación debe ser un 0,5.