

INGLÉS

Opción 1:

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 launderettes 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 launderette. 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 me 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).

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Opción 2:

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The dark side of the moon has so long been a mystery that the first successful attempt to reveal it will probably go down as one of the most important steps made to increase our knowledge of outer space. The Lunik III rocket weighed about 300 kilos and travelled from the earth to the south side of the moon. It then continued its journey for some 6000 kilometres to the other side, until the moon's attraction caused it to alter its path, making it turn round. When this happened, the rocket was in a direct line between the sun and the moon, and a great number of things happened.

At a signal from the earth, the rocket stopped spinning and a cover opened at its nose. Two cameras appeared, one of which magnified the moon two and a half times more than the other. Both of them proceeded to take photographs, controlled from the earth. The photographs were developed automatically in space by a special device that could work under conditions of weightlessness. Now it was time for the rocket to move again, and another signal from the earth caused it to spin once again, for there was a danger that if it remained still the underside would freeze and the top would overheat, damaging the delicate instruments inside. All this went off without a hitch, and the rocket was able to continue its journey. The team of researchers back on earth were overjoyed, but until the rocket cleared the other side they knew it would be impossible for it to send back the pictures it had taken so much effort to shoot.

The rocket swung back towards the earth and began sending the photographs by means of a special television camera which turned the photographs into radio signals. In this way, the dark side of the moon was made familiar to everybody. Those who had expected to find strange beasts, monsters or lost civilizations were disappointed, but the photographs solved an age-old mystery that authors and scientists had been speculating about since time immemorial.

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) "a special device that could work under conditions of weightlessness".
 - b) "All this went off without a hitch".
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) At a signal from the earth, the rocket stopped spinning.
When a signal...
 - b) The photographs solved an age-old mystery.
An age-old mystery...
4. Answer the following questions in your own words. The information must be taken from the text (2 points: 1 point each).
 - a) What questions were answered by this space mission ?
 - b) What special difficulties were involved in this space mission ?
5. Do you think space exploration is worth the huge sums of money it costs ? Give reasons. (Minimum 80 words, maximum 100 words).

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Brighton youngsters were advised by an education chief yesterday: “Forget about University. If you want to get ahead go to work in a factory”.

For many, this would prove a better training for top management than conventional degree courses at University, said Mr. Barry Taylor. He pointed out that in Britain it was nearly always the less able people who went into industry. And Mr. Taylor, who has been leading a team of experts studying the educational scope for the 16-plus age group in several Western European countries, added: “We must encourage the belief that the skilled fitter is as socially useful as the doctor or nurse”. This is the message he will give at a conference of local education authorities at Brighton. But his advice came in for some sharp criticism.

Mr. Max Morris, head of Willesden High School, said: “I would not dream of giving such indiscriminate advice. Mr. Taylor’s cure for Britain’s economic ills is worse than the disease. The answer to our problem is not to curtail higher education, but to link it more closely to the real world of work”.

Mr. Roy Jackson, secretary of the education committee said: “I think it’s dangerous to generalise. We would certainly approve of young people testing themselves and finding out more about the world beyond school before entering on a course of full-time study; but we would not go along with the idea that young people should be dissuaded from seeking or taking degree level courses”.

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 each):
 - a) the less able people.
 - b) the world beyond school.
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) You don’t have to go to University if you don’t want to
There’s.....
 - b) It’s a pity I didn’t enter University last year
I wish.....
4. Answer the following questions in your own words. The information must be taken from the text (2 points: 1 point each):
 - a) In what way is the head of Willesden High School against Mr. Taylor’s ideas?
 - b) Do you agree with the advice Brighton students were given at the beginning of the text? Why? Why not?
5. Do you agree that people will have more opportunities to get a job if they get a University degree? (Minimum 80 words, maximum 100 words) (3 points).

INGLÉS

Opción 2:

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Answer all the questions in English.

Recently, I discovered that electrical appliance manufacturers have a plan to drive consumers insane. Of course, they don't *say* they want to drive us insane. What they *say* they want to do is have us live in homes where all appliances are on the Internet, sharing information, and are "cleverer than most of their owners." For example, you could have a home where the dishwasher can be turned on from the office, the fridge knows when you've run out of milk and the bathroom scales transmit your weight to the gym.

I wonder, frankly, whether these manufacturers, with all due respect, have been smoking crack. I mean, did they ever stop to ask themselves why a consumer, after loading the dishwasher, would go to the office to start it? Would there be some kind of career benefit?

Listen, we don't need a dishwasher that can communicate from afar. If you want to improve them, give us one that senses when people leave dirty plates on the kitchen table and shouts: "Give those to me right now or I'll leak all over your shoes." As for the scales that transmit our weight to the gym, are they mad? We don't even want our weight transmitted to our own eyes! What if the gym told all these other appliances how much we weigh? What if, God forbid, our fridge found out? We'd never get the door open again.

But what really concerns me about these appliances with "smart" features is that we won't know how to use them. This phone can probably communicate with the dead, but I don't know how to operate it, just as I don't know how to operate my TV, which has more features than you could shake a stick at, and requires three remote controls. So when I want to watch TV, I'm confronted by a total of 120 buttons.

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) when you've run out of milk.
 - b) appliances with "smart" features.
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) Give those to me right now, or I'll leak all over your shoes.
Unless...
 - b) We won't know how to use them.
We won't be...
4. Answer the following questions in your own words. The information must be taken from the text (2 points: 1 point each).
 - a) Why does the writer "wonder whether these manufacturers have been smoking crack"?
 - b) What is the writer most worried about?
5. Write about your own reaction to one or two modern machines (Minimum 80 words, maximum 100 words).

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, asimesmo, 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 esquencer 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.