



INSTRUCCIONES:

El examen contiene un bloque con preguntas sobre un texto, otro bloque de preguntas de gramática y un tercer bloque con ejercicios de expresión escrita:

Bloque 1.-READING COMPREHENSION- El estudiante elegirá SOLO UNO de los textos propuestos, y contestará a todas las preguntas formuladas.

Bloque 2.-USE OF ENGLISH- El estudiante elegirá CUATRO ORACIONES de entre las OCHO propuestas en este bloque. Todas las oraciones tienen la misma puntuación.

Bloque 3.- WRITING- El estudiante elegirá y desarrollará SOLO UNO de los ejercicios de expresión escrita, de entre los propuestos en este bloque. Todos los ejercicios tienen la misma puntuación.

2. Si se contestan a más preguntas de las indicadas para cada bloque, el exceso no se corregirá.

PART 1.-READING COMPREHENSION

CHOOSE TEXT A OR TEXT B AND ANSWER THE QUESTIONS 1A-3A OR 1B-3B (5 POINTS)

Text A-The Road to Bordeaux

France was one of the first countries to hold motor racing events of any kind. The first competitive motor race was held on 22 July 1894, and was organized by the Automobile Club de France. The race was 126 km long and was won by Count Jules-Albert de Dion in his De Dion Bouton steam powered car in just under 7 hours.

The French Grand Prix of 1903 is still remembered as one of the most tragic motor races in history. It was not the first Grand Prix. Motor races had begun soon after the invention of the car and there had already been several national championships of France before this one. But what happened during the race ensured that it would be the last run on public roads.

The best drivers in Europe arrived at Versailles for the start. Over 300 competitors had entered for the race, among them several whose names later became familiar words like Rolls, Renault, Lancia, or Bugatti. There was even a lady-driver, Madame du Gast. As the King of Spain, Alfonso XIII, was a keen motorist, the organizers had agreed that on this occasion the race would be run from Paris to Madrid, but the Spanish crowds who were already preparing to welcome the drivers at the finish never saw them.

The trouble was that the thousands of people who lined the route to watch the race did not realize how powerful cars had become in a few years. Whereas the first winner of the Grand Prix had covered the distance from Paris to Rouen at an average speed of 100 miles per hour, now there were cars that were capable of going much faster. Apart from the crowds, the drivers had other problems. In those days, the local government authorities did not usually have the roads surfaced with asphalt and so the cars raised clouds of dust as they went by, which made it almost impossible for the drivers behind to see.

The race had hardly begun when a woman crossed the road in front of a car and was knocked down. Soon afterwards, a driver swerved to avoid a child and crashed into the crowd, killing three people. Another drove into a wall, trying not to hit a dog, and Madame du Gast, who had been keeping up with the leaders, lost two hours while she took care of him and his mechanic. By the time the surviving drivers reached Bordeaux, the number of accidents had risen even more and the newspapers had begun a campaign to have the race stopped. The Government gave way to the pressure of public opinion. Gabriel, the driver who had arrived in Bordeaux first, was awarded the prize. In spite of the conditions, he had achieved an average speed of nearly 70 miles per hour. But in view of what had happened the authorities decided that in future motor races would have to be held on specially constructed tracks where the public would be protected.

Adapted from a text by W.S. Fowler.

1A. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. The French Grand Prix of 1903 is still remembered because...

A It was the first motor race run on public roads.

B It was the first motor race.

C There were so many accidents during the race.

2. The organizers had agreed that on this occasion the race would be from Paris to Madrid because...

A Alfonso XIII was such a keen motorist.



B Alfonso XIII was taking part in it.
C the Spanish people wanted to see it.

3. The race was dangerous to the public because...

- A The drivers drove so fast
- B people did not realise the cars were so fast.
- C There were too many cars on the road.

4. Madame du Gast lost two hours in the race because ...

- A She knocked down a dog.
- B She drove into a wall
- C She looked after another driver who had crashed

5. The Government stopped the race in Bordeaux because...

- A They felt sorry for people watching
- B The newspapers had criticized it.
- C Alfonso XIII had said that it would be too dangerous to run the race in Spain.

6. The prize was given to...

- A the first man in Bordeaux.
- B Madame du Gast for her exceptional courage.
- C the victims.

2A. Answer these questions in no more than 5 words. (1 point, 0.25 each)

- a. What institution organized the first competitive race in France?
- b. Where did the drivers meet to start the 1903 race?
- c. Who was the first victim of the race?
- d. What average speed did the 1903 winner reach?

3A. Find a word in the text for each of these definitions. (1 point, 0.25 each)

- a. dreadful, disastrous, fatal.
- b. to greet with pleasure or courtesy those who have just arrived.
- c. matter in fine, powdery, dry particles.
- d. one who repairs machinery or cars.

Text B- The Good Things About Television

Television is an inescapable part of modern culture. We depend on TV for entertainment, news, education, culture, weather, sports and music,

With more and more ways of viewing TV available we now have access to lots of both good quality and inappropriate TV content. In this crowded television environment, the key is to provide young children with a guided viewing experience and to model and teach them the critical thinking skills they need to be active, critical viewers.

Although many people think just the opposite, television offers lots of benefits to kids: TV enables young people to share cultural experiences with others. TV can make kids read, for they can get books on the same subjects as TV programs, or they may want to read authors whose work was adapted for the programs. Television can teach kids important values and life lessons, and it can contribute to young children's socialization.

We must also remember that news, current events and historical programming can help make young people more aware of other cultures. Equally, documentaries can help develop critical thinking.

Some people will also mention that TV can help introduce youth to classic Hollywood films and foreign movies that they might not otherwise see, and, in fact, cultural programming can open up the world of music and art for young people.

How can parents select viewing that is good for children? One approach is to ask -and answer- the following questions:



Does the program encourage children to ask questions, to use their imaginations, or to be active or creative? Television watching doesn't have to be passive. In fact, you can watch TV either in a passive or in an active way. How does this program represent gender and diversity? Young children believe that television reflects the real world. To not see people like themselves -in race, ethnicity, or physical ability- may diminish their self-worth, and not seeing people *different* from themselves may lead to a distorted view of the world as well. Beyond the simple presence or absence of diversity, it's important to look at *how* different people are portrayed.

How commercialized is this program? Some children's programs are designed to act as extended commercials for related merchandise.

What are the common themes and topics in this program? Watch a few episodes –three or four will suffice- of the program to see the common themes and storylines. That will give you some clues.

What emotional effect will this program have on children? Consider that children will often have different emotional reactions than adults. Things which we consider to be normal elements of drama, such as conflict between characters can be distressing for very small children. Also, all children are different: don't assume that a child will be able to handle content because you watched it at their age or because siblings or classmates have watched it without incident.

To sum up, remember to watch the programs before your children do, select the best options and make them active, critical spectators.

Adapted from <https://mediasmarts.ca/television/good-things-about-television>.

1B. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. In these days, in our societies

A TV only offers inappropriate contents

B TV is the only educational tool available

C Some TV contents are good and some are bad.

2 What is said in the text about the relationship between TV and reading?

A Watching programs can make children start reading books

B Children who watch TV always become good readers.

C If they watch TV, they will never become good readers

3 Watching TV...

A discourages everyone from watching classical films

B can lead young people to watching classical films

C is just like going to the cinema

4 The authors of the text think...

A young people shouldn't see documentaries.

B TV has not any role to play in the world of culture.

C there is a systematic way of selecting the programs children can watch.

5 The text claims that...

A There are at least two ways of consuming TV programs: active and passive

B Watching TV is always a passive way of using your personal time.

C Watching TV is never a passive way of using your personal time.

6 Parents interested in the way their children watch TV must know

A That their own emotions are similar to those of the young people.

B That adults and children show different emotions before the same stimulus.

C That emotional aspects are not very relevant.

2B. Answer these questions in no more than 5 words. (1 point, 0.25 each)



- a. What kind of experiences does TV enable young people to share with others?
- b. What kind of programs can lead young people to music and art?
- c. What are the likely consequences of not seeing people different from themselves in TV?
- d. How many episodes of a program must parents watch before deciding if a program is good for their children?

3B. Find a word in the text for each of these definitions. (1 point, 0.25 each)

- a. the state or condition of the atmosphere with respect to wind, temperature, moisture, etc.
- b. the process whereby young individuals learn the norms, values, behaviour, and social skills of the society they belong to.
- c. the method used or the steps taken in setting about a task.
- d. people in the same class at a school or college.

PART 2- USE OF ENGLISH (2 POINTS)

4. CHOOSE FOUR OF THE FOLLOWING STATEMENTS AND REPHRASE THEM SO THAT THEIR MEANING IS AS SIMILAR TO THE ORIGINAL AS POSSIBLE. (0.5 EACH).

- a. I enjoy going to the disco, but my husband doesn't
Whereas.....
- b. It wasn't necessary for her to wash the dishes.
She needn't
- c. Nobody could discover the secret entrance.
The secret
- d. I'd like Joan to be here.
I wish.....
- e. "Did they enjoy the party?" he asked.
He asked if
- f. Apartments in this area are cheaper than in the rest of the city.
Apartments in this area are not.....
- g. They gave Mark another opportunity.
Mark.....
- h. They say that scientists have found a cure for covid-19.
It

PART 3- WRITING (3 POINTS)

5. CHOOSE ONE OF THE FOLLOWING TOPICS AND WRITE A 150 WORD LONG TEXT.

- A) (FOR AND AGAINST ESSAY) Write about the advantages and disadvantages the use of private cars in urban areas presents. You can mention, among other things, pollution and traffic problems. You can also compare private and public means of transport.
- B) (OPINION ESSAY) Is TV watching important for you? Are you a fan of other social media like Instagram or Twitter, etc.? Write about the social media you use most and about the way you do it.



CRITERIOS ESPECÍFICOS DE CORRECCIÓN:

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2. Si se contestan a más preguntas de las indicadas para cada bloque, el exceso no se corregirá. En el caso de la pregunta cuatro, si fuera este el caso, se puntuarán las cuatro primeras preguntas-frases contestadas

CRITERIOS GENERALES DE CORRECCIÓN

A) Pregunta 1. Elección múltiple. Las seis cuestiones de esta sección pretenden evaluar la comprensión del texto. Se evaluará con un máximo de 3 puntos. (0,5 puntos por cuestión).

B) Pregunta 2. Semiabierta. Se valorará la comprensión específica del texto. Habrá cuatro cuestiones a responder en un máximo de cinco palabras cada una, valorándose la respuesta correcta inequívoca a las mismas. Se evaluará con un máximo de 1 punto. (0,25 puntos por cuestión).

C) Pregunta 3. Semiabierta. Las cuatro definiciones tienen como objetivo evaluar la riqueza léxica. Se valorará la habilidad de encontrar en el texto las palabras cuyas definiciones se ofrecen. Se evaluará con un máximo de 1 punto. (0,25 puntos por cuestión).

D) Pregunta 4. Reformulación. Con carácter general no existe más de una reformulación correcta que, como se pide en el enunciado de la pregunta, mantenga el significado de la expresión original. De manera excepcional podrían considerarse reformulaciones alternativas, solo las contenidas en la plantilla de soluciones de la prueba. (0,5 puntos por cuestión).

E) Pregunta 5. Abierta. Se valorará la expresión escrita desarrollando un tema con una extensión de 150 palabras. Se evaluará con un máximo de 3 puntos distribuidos de la siguiente manera:

1) Adecuación/cohesión: tratar el tema propuesto con riqueza de ideas, formato y registro adecuados, secuenciación y organización de ideas y argumentos, uso de conectores y número de palabras requerido. Si se escriben menos de 130 palabras se penalizará con 1 punto. Si el alumno escribe más de 180 palabras se penalizará con 0,5 puntos, y si escribe más de 200, con 1 punto.

2) Corrección: corrección morfosintáctica, léxica y ortográfica. (1 punto).

3) Riqueza: variedad, riqueza y precisión gramatical y léxica. (1 punto).

4) La no realización de la tarea exigida se valorará con 0 puntos.