



Hay dos opciones de examen, A y B. Se debe optar por una de ellas, sin combinar preguntas de una y otra. No se permiten diccionarios ni otros materiales didácticos.

OPCIÓN A

Shakespeare and Cervantes, men of mystery

As we honour the four hundredth anniversaries of the deaths of William Shakespeare and Miguel de Cervantes, it may be worth noting that we don't know if they were aware of each other, but they had a good deal in common: they are both men of mystery. Neither man left behind much personal material. Very little to nothing in the way of letters, work diaries, abandoned drafts; just the colossal, completed oeuvres. "The rest is silence." Consequently, both men have been prey to the kind of idiot theories that seek to dispute their authorship.

Cervantes and Shakespeare almost certainly never met, but the closer you look at the pages they left behind the more echoes you hear. The first shared idea is the belief that a work of literature doesn't have to be simply comic, or tragic, or romantic, or political/historical; that, if properly conceived, it can be many things at the same time.

They are both self-conscious writers, modern in a way that most of the modern masters would recognise, the one creating plays that are highly aware of their theatricality, of being staged; the other creating fiction that is acutely conscious of its fictive nature, even to the point of inventing an imaginary narrator, Cide Hamete Benengeli. And they are both as fond of low life as they are of high ideas, and their galleries of rascals, prostitutes, thieves and drunks would be at home in the same taverns.

Of the two, Cervantes was the man of action, fighting in battles, being seriously wounded, losing the use of his left hand, being enslaved by the corsairs of Algiers for five years until his family raised the money for his ransom. Shakespeare had no such dramas in his personal experience; yet of the two he seems to have been the writer more interested in war and soldiering. *Othello*, *Macbeth*, *Lear* are all tales of men at war.

In their differences, they embody very contemporary opposites, just as, in their similarities, they agree on a great deal that is still useful to their inheritors.

1. Comprehension exercises. (2 points, 0.5 each)

A. The author suggests that Shakespeare and Cervantes

- a) never actually met at all.
- b) were close acquaintances.
- c) most likely never met.
- d) most likely did meet once.

B. Shakespeare and Cervantes may be considered "men of mystery" because

- a) they worked undercover.
- b) their respective works are dark.
- c) there are very few records of their personal lives.
- d) the rest is silence.

C. Shakespeare and Cervantes share the view that a literary work should mix different genres.

Answer 'True' or 'False' AND copy a sentence from the text that supports or contradicts this statement.

D. Shakespeare's life seems to have been more adventurous than Cervantes'.

Answer 'True' or 'False' AND copy a sentence from the text that supports or contradicts this statement.

2. Grammar exercises. (2 points, 0.5 each)

A. Transform this sentence into a conditional one.

- The closer you look at their pages, the more echoes you hear.
- If you...

B. Complete the second sentence so that it expresses the same idea as the first one.



- Neither man left behind any personal material.
- No personal material...
- C. Complete the second sentence so that the meaning remains the same.
 - Cervantes and Shakespeare almost certainly never met.
 - It is almost certain...
- D. Complete the second sentence so that it has a similar meaning to the first one.
 - Shakespeare was more interested in war than Cervantes.
 - Cervantes was...

3. Below you will find the definitions of six words occurring in the text. Choose only four of them and indicate the word each definition corresponds to. Write the word and then copy its definition. (1 point)

- a) The origin or originator of a written work, plan, etc.
- b) The category of literature, drama, film, or other creative work whose content is imagined and is not necessarily based on fact.
- c) Subjugated, reduced to slavery.
- d) Injured, damaged or hurt.
- e) The release of captured prisoners, property, etc, on payment of a stipulated price.
- f) To give a bodily form to; incarnate.

4. Write a summary of the text of about 30-45 words using you own words. (2 points)

5. Write a composition of about 120-150 words on the following topic. (3 points)

What else do you know about either Shakespeare or Cervantes?



OPCIÓN B

Flossing your teeth

It is bad to have food stuck between your teeth for long periods of time. This is because food attracts germs, germs produce acid, and acid hurts your teeth and gums. Flossing helps to remove the food that gets stuck between your teeth. This explains why flossing helps to keep your mouth healthy, but some doctors say that flossing can be also good for your heart.

It may seem strange that something you do for your teeth can have any effect on your heart. Doctors have come up with a few ideas about how flossing works to keep your heart healthy. One idea is that the germs that hurt your teeth can leave the mouth and travel into your blood. Germs that get into the blood can then attack your heart. Another idea is based on the fact that when there are too many germs in your mouth, the body tries to fight against these germs. For some reason, the way the body fights these mouth germs may end up weakening the heart over time.

Not every doctor agrees about these ideas. Some doctors think that the link between good flossing habits and good heart health is only a coincidence. A coincidence is the occurrence of two or more events at one time apparently by mere chance. For example, every time I wash my car, it rains. This does not mean that when I wash my car, I somehow change the weather. This is only a coincidence. Likewise, some doctors think that people who have bad flossing habits just happen to also have heart problems, and people who have good flossing habits just happen to have healthy hearts.

The theory that flossing your teeth helps to keep your heart healthy might not be true. But every doctor agrees that flossing is a great way to keep your teeth healthy. So even if flossing does not help your heart, it is sure to help your teeth. This is enough of a reason for everyone to floss his teeth every day.

1. Comprehension exercises. (2 points, 0.5 each)

- A. According to paragraph 2, it can be understood that germs in the mouth may harm your heart by
- getting into the blood that flows to the heart.
 - getting into the blood that flows to the heart, and forcing the body to fight against too many of them.
 - forcing the body to fight against too many of them, and causing food to get stuck in the arteries.
 - a, b, and c.
- B. Which of the following statements best states the main idea of the final paragraph?
- Because doctors do not agree that flossing will help your heart, it is useless to floss.
 - It is a fact that flossing can help your heart as well as your teeth.
 - Even if flossing is only good for your teeth, you should still do it from time to time.
 - There is no good reason to believe that flossing will help your heart, but it is still a good idea to do it every day.
- C. Flossing effectively helps to keep your mouth healthy by preventing food from entering your body.
Answer True or False AND copy a sentence from the text that supports or contradicts this statement.
- D. All doctors agree that regular flossing can also be good for the heart.
Answer True or False AND copy a sentence from the text that supports or contradicts this statement.

2. Grammar exercises. (2 points, 0.5 each)

- A. Complete the second sentence so that it expresses the same idea as the first one.



- This is enough of a reason for everyone to floss his teeth every day.
- For this reason, everyone...

B. Transform this sentence into a conditional:

- The weather changes whenever I wash my car.
- If I ...

C. Complete the second sentence so that the meaning remains the same.

- It is bad to have food stuck between your teeth for long periods of time.
- Having food...

D. Complete the second sentence so that it expresses the same idea as the first one.

- Flossing your teeth might not help to keep your heart healthy.
- There is no necessary connection...

3. Below you will find the definitions of six words occurring in the text. Choose only four of them and indicate the word each definition corresponds to. Write the word and then copy its definition. (1 point)

- a) The mechanical cleansing of proximal tooth surfaces.
- b) In a state of normal functioning; free from disease.
- c) Any hypothesis or opinion not based upon actual knowledge.
- d) A connecting element; a tie or bond.
- e) To contend with or oppose with violence or in battle.
- f) A microorganism, especially a pathogen.

4. Write a summary of the text of about 30-45 words using your own words. (2 points)

5. Write a composition of about 120-150 words on the following topic. (3 points)

What do you do to keep up your health?



CRITERIOS ESPECÍFICOS DE CORRECCIÓN

OBSERVACIONES

- 1) La prueba tiene una duración de hora y media.
- 2) No se permiten diccionarios ni otros materiales didácticos.
- 3) Se escribirá en tinta negra o azul.
- 4) Hay dos opciones de examen, A y B. Se debe optar por una de ellas, sin combinar preguntas de una y otra.

CRITERIOS DE CORRECCIÓN

A) Pregunta 1. Las cuatro cuestiones de esta sección pretenden evaluar la comprensión del texto. Se evaluará con un máximo de 2 puntos (0,5 puntos por cuestión).

B) Pregunta 2. Tiene como objetivo evaluar los conocimientos morfosintácticos del alumno. Se evaluará con un máximo de 2 puntos (0,5 puntos por cuestión).

C) Pregunta 3. Tiene como objetivo evaluar la riqueza léxica. Se valorará la capacidad de deducir el significado de las palabras en su contexto, así como 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. Se valorará la capacidad de sintetizar las ideas más importantes del texto. Se evaluará con un máximo de 2 puntos.

E) Pregunta 5. La redacción se evaluará con un máximo de 3 puntos. Se valorarán especialmente los siguientes aspectos:

La corrección morfosintáctica y ortográfica.

La riqueza léxica.

Claridad y eficacia en la presentación de ideas; coherencia y cohesión (conectores, organización del texto, etc.).

