

INGLÉS

Opción 1:

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

Answer all the questions in English.

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:

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

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 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.