

## **INGLÉS**

### **OPCIÓN 1**

**Read the text and the instructions to the questions very carefully. Answer all the questions in English.**

On Sunday, Tom's grandmother died. On Monday, at school, he told them he had been to the circus. "Yesterday, Dad took us to the circus. It was great, because my grandmother has been ill, but yesterday she was much better. He didn't tell us where we were going, so I was excited. We drove for a long time.

"The circus tent was massive. I think it was white once, but **it had turned dirty grey**. And there were so many people. Dad kept me on one side and my grandmother on the other. You could smell the people and the animals.

"There were tigers," said Tom. "Right in front of us. There were clowns. But the best thing was the trapeze. High up in the roof. So high **it made your neck hurt to look up**. And four acrobats in pink and gold clothes.

Then somebody said something to the audience: "Would anyone like to try the trapeze? Nobody did, because it was too scary. Then my grandmother got up and said she would. The acrobats took my grandmother, and she climbed up the ladder to the top. Dad said she should come down, but I told him, "No, it's OK". And they took my grandmother and she flew through the air. The other man caught her easily. She's only small."

"Thank you, Tom," said Miss Atkins. "Who's next?"

Afterwards, Billy Brown and Sarah said he was a liar because no-one's grandmother could get to the top of a circus ladder. At home, Tom's house seemed strange without his grandmother in it. The only thing left of his grandmother was her book on the table, open at the page where she had been reading it.

### **Questions**

1. Write a summary of the text in English, including the most important points, using your own words whenever possible (maximum 40 words, 1.5 points).
2. Explain in English the meaning of the following expressions as used in the text. (1.5 points: 0.75 each)
  - a) it had turned dirty grey
  - b) it made your neck hurt to look up
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) He didn't tell us where we were going, so I was excited.  
I was excited ..
  - b) The house seemed strange without his grandmother in it.  
If his grandmother had been ...
4. Answer the following questions in your own words. The information must be taken from the text. (2 points: 1 point each)
  - a) Why did Tom tell this story at school?
  - b) What kind of family does Tom have?
5. Write about the last time you had a surprise, or gave someone a surprise. (Approximately 80 words; 3 points)

**INGLÉS**

**Opción 2**

**Read the text and the instructions to the questions very carefully. Answer all the questions in English.**

18-year-old Devin Moore, found in the driver's seat of a car in Alabama at 7am, was driven to the local police station. He had no criminal record but was suspected of stealing the car. While being interrogated, he suddenly took the policeman's gun and shot three men dead before escaping.

If those acts of violence had been a video game, Moore would have won. He'd played it before. For months he'd sat for hours in front of a video monitor stealing cars, beating prostitutes and finally killing policemen. The game was Grand Theft Auto, which has sold over 35 million copies worldwide.

A few years ago, video games were just fun, but now realistic games played at home have become an integral part of many people's daily lives, especially for children. Child psychologists report that **children's school marks fall**, they stop playing sports and stop socializing with their friends. Research shows that their brains learn to respond in certain ways to certain stimuli, like an arrest, in Moore's case.

Video games cannot be separated from other forms of entertainment, such as magazines, books or films, many of which routinely show violence, and these games are one of many factors which could transform a player into a killer, such as a child's home life. In fact, **Devin Moore came from a broken home**; his parents separated when he was young. When arrested, he asked the police to shoot him. When the sentence of death by lethal injection was read, his words were: "Life is like a video game. You have to die sometime."

**Questions**

1. Write a summary of the text in English, including the most important points, using your own words whenever possible (maximum 40 words, 1.5 points).

2. Explain in English the meaning of the following expressions as used in the text:

(1.5 points; 0.75 points each)

a) children's school marks fall

b) he came from a broken home.

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) He had no criminal record but was suspected of stealing the car.

Although ...

b) Video games cannot be separated from other forms of entertainment.

You cannot ...

4. Answer the following questions in your own words. The information must be taken from the text. (2 points: 1 point each)

a) What are the negative effects of video games?

b) What other factors cause some people to become violent?

5. What can parents do to help children spend their free time in a better way? (Approximately 80 words; 3 points)

**INGLÉS**

**LISTENING TEST (1 point)**

In this interview with Sally Oliver, the mother of a famous chef, Jamie Oliver, you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

**Chef** = chef de cociña / cocina

**Reach** = alcanzar

**Recipe** = receita de cociña / receta de cocina

**Roast** = carne asada

**Custard** = un tipo de natillas

**Porridge** = almorzo de aveia con leite / desayuno de avena con leche

Here is the beginning of the interview.

**Interviewer:** Sally, can you tell us about Jamie's likes and dislikes when he was a boy?

**Sally Oliver:** When he was a child, he loved sausages, salmon and trout - no hamburgers for him!

Here is an example of a question:

0. What were Jamie's likes and dislikes when he was a boy?

- a. He didn't eat fish.
- b. He didn't eat hamburgers.
- c. He loved all kinds of food.

The correct answer is: (b)

**Ready? Now read the rest of the questions and alternative answers before listening to the interview.**

(3 minute pause)

**Now listen to the rest of the interview. You will hear it three times. Write your answer in your examination notebook (cuadernillo). Do not write the complete answer. Only the number and the letter of the correct alternative, for example: 1c, 2d, 3a, etc. Make it clear which answer you have chosen. You must not write more than one answer for each question.**

(Tapescript)

**Now you will hear the text again.**

(Tapescript)

**Now you will hear the text for the last time.**

(Tapescript)

**That is the end of the Listening test. Write your answers in your examination notebook (cuadernillo) if you have not already done so. Then you can go on with the rest of the examination.**



**INGLÉS**

**Questions**

1. What was the family business?
  - a. A restaurant.
  - b. A hotel
  - c. A commercial kitchen.
2. Who used to give jobs to Jamie Oliver in the kitchen?
  - a. One of the boys.
  - b. His mother and father.
  - c. The chefs.
3. Why did Jamie use to stand on a chair?
  - a. So that he didn't get dirty.
  - b. So that he could reach the things.
  - c. So that he could use his hands for everything.
4. According to Sally it is important for children to help in the cooking because...
  - a. They can learn about nutrition and then teach their own children.
  - b. It is an important part of their education.
  - c. They can become healthy.
5. At the table ...
  - a. Jamie always wanted his parents' attention.
  - b. Jamie loved having the family together.
  - c. Jamie and his sister were always talking to each other.
6. Jamie has strong ideas and opinions about ...
  - a. the recipes in his books.
  - b. the appearance of his books.
  - c. Both "a" and "b".
7. Does Jamie include any of his mother's ideas in his books?
  - a. We do not know.
  - b. No, he has nothing to learn from her.
  - c. Yes, especially the roasts.
8. When he was a child he liked ...
  - a. roast puddings and custard.
  - b. big puddings.
  - c. puddings with a lot of custard.
9. Why does Sally think that Jamie was fortunate to live in a pub?
  - a. Because he could easily find food
  - b. Because he could try foods that his mother couldn't when she was young.
  - c. Because he could buy unusual and expensive foods.
10. Which of the following does Jamie's mother NOT mention as one of the foods he liked?
  - a. Porridge.
  - b. Chicken.
  - c. Egg.

## CONVOCATORIAS DE XUÑO E SETEMBRO

### 1. Contido e puntuación da proba escrita:

Primeira pregunta: realización dun resumo dos puntos máis importantes do texto. Máximo 40 palabras (1,5 puntos).

Segunda pregunta: explicación do significado dunha palabra, dunha frase ou dunha expresión do texto nas propias palabras do alumno. Constará de dúas partes cunha puntuación de 0,75 puntos para cada parte (1,5 puntos).

Terceira pregunta: transformación dunha parte ou o total dunha frase tirada do texto noutras palabras para que esta signifique o mesmo, en que se empregue unha das estruturas contidas no deseño curricular base de Inglés do bacharelato. Constará de dúas partes, cunha puntuación de 1 punto para cada unha (2 puntos).

Cuarta pregunta: dúas preguntas acerca do significado do texto. As respostas deben demostrar que o alumno o entendeu correctamente. Constará de dúas partes cunha puntuación de 1 punto para cada unha (2 puntos).

Quinta pregunta: unha pregunta acerca dun tema relacionado co tema do texto. A resposta, en forma de redacción, debe conter un mínimo de 80 palabras e un máximo de, aproximadamente, 100 (3 puntos).

### 2. Contido e puntuación da proba auditiva:

Dez preguntas de tipo “test” (multiple choice) acerca dun texto auditivo, cunha puntuación de 0,1 para cada resposta, facendo un total de 1 punto.

3. Terase en conta a comprensión, a expresión e a corrección escritas. Por unha banda, o corrector valorará se existe unha comprensión total ou parcial do texto por parte do alumno. Por outra, o corrector terá en conta a capacidade do alumno para se comunicar de forma efectiva (avaliación da súa competencia comunicativa), a coherencia e a

ordenación lóxica na exposición das ideas, a riqueza do léxico, sen esquecer a expresión gramatical correcta (competencia lingüística) das respostas.

4. Se existise unha comprensión total do texto e unha expresión gramatical correcta, a puntuación será máxima, sempre que o alumno introduza elementos expresivos persoais.

5. Se existise unha comprensión total do texto mais a expresión non fose gramaticalmente correcta, faranse as deducións oportunas que dependerán da gravidade da incorrección ou do erro. As deducións faranse, entón, axustándose á importancia cualitativa do erro e do número de erros que se cometan na mesma pregunta. A modo orientativo, os erros de expresión básicos (faltas de concordancia, indebida ou inexacta orde de palabras, erros na formación de interrogativas ou negativas etc.) serán penalizados de forma considerable.

6. Se a comprensión for parcial, a puntuación máxima asignada á pregunta verase reducida de acordo coa gravidade da falta de comprensión.

7. Se non houber ningunha comprensión, a pregunta non pode ter ningún tipo de cualificación positiva.

8. Os erros ortográficos puntuaranse negativamente de acordo co seu número e importancia (serán máis graves en palabras básicas da lingua inglesa). Un erro repetido na mesma palabra só se penalizará unha vez.

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

**Interviewer:** *Has anyone recognized him or herself in one of your books?*

**Richard Selzer:** No, they never did. Not one person ever recognized himself or herself in my books. But often, patients ask, 'Are you going to put me in your next book?' because they think their illness is very important.

**Interviewer:** *Has anyone written about you?*

**Richard Selzer:** Well, someone is writing my biography, which is ridiculous and I have asked her not to, but she is doing it. She is investigating everything about me. I told her I will not help her. To write a biography while a person is still alive is a mistake.

**Interviewer:** *Where do you think your love of words came from?*

**Richard Selzer:** From my mother, originally. I have always been a reader. It came quite early in life and I never lost it.

**Interviewer:** *Your mother had such a colorful personality. Did she ever embarrass you?*

**Richard Selzer:** Mothers always embarrass their children. But I loved my mother. I was fascinated by her.

**Interviewer:** *When you were young, what did you want from life?*

**Richard Selzer:** I wanted love, which is what everybody wants. Also, I wanted to be a doctor, I knew that. My mother was an opera singer and my father a doctor. We were very poor. My father wanted me to be a doctor, but my mother wanted me to be a writer. So I suppose they're both satisfied.

**Interviewer:** *Do you think your books will still be read in the future?*

**Richard Selzer:** People still read the books that I wrote a long time ago. Last week I was in New Jersey at a medical school speaking to 180 medical students. At this ceremony they were given a white coat and a copy of my book *Letters to a Young Doctor*. So medical students will be reading this book that I wrote 25 years ago which makes me feel wonderful. If it has lasted 25 years, it may last another 25.

**Interviewer:** *Do you have any advice to offer others who want to become writers and doctors?*

**Richard Selzer:** Become a doctor first, because a writer doesn't make a lot of money - you have to support yourself and your family.

**September 2007. Possible Answer**

## OPCIÓN 1

1. Tom told his class he had been to a circus at the weekend with his dad and grandmother. There was a trapeze. His grandmother climbed up and went on it. Tom wasn't telling the truth. His grandmother was dead.

2. "It had turned dirty grey". It had changed colour from white to grey so it looked dirty.

"It made your neck hurt to look up". When you looked up your neck began to hurt / People's necks hurt because they looked up.

3. "He didn't tell us where we were going, so I was excited". I was excited because I didn't know where we were / I was going.

"The house seemed strange without his grandmother in it." If his grandmother had been in the house, it wouldn't have seemed strange.

4. a) Tom invented this story about the circus and told it to the teacher at school because he didn't want to believe that his grandmother was dead and that he would never see her again.

b) Tom's family is small. We only know he has a grandmother and a father. He is probably a good father because he took them to the circus at the weekend. He had a grandmother who liked reading books, but now she is dead, because she isn't in her room.

5. The last time I gave someone a great surprise was last year, when I invited all my sister's friend to a birthday party, which I organised in a cafeteria. One of her friends plays the guitar in a group, who gave us a fantastic concert, and we all danced to the music. We covered her eyes and then took her into the room. Finally, we all shouted "Happy Birthday" and the band began to play. She didn't know anything about it and she screamed, of course!

## OPCIÓN 2

1. Young Devin Moore stole a car and, when he was arrested, he shot three policemen. He was obsessed with violent video games. Children are sometimes violent themselves because of these games and also for other reasons, such as broken homes.

2. a) "Children's school marks fall". Children do not get such good marks at school as (they did) before.

b) "He came from a broken home." His family was broken and ruined because his parents had separated.

3. a) "He had no criminal record but was suspected of stealing the car." Although he had no criminal record, he was suspected of stealing the car.



b) "Video games cannot be separated from other forms of entertainment." You cannot separate video games from other forms of entertainment.

4. a) Video games consume your time and consume your mind. If they are violent, sometimes people imitate them in the real world and cause problems for themselves and other people like in the text. Players also become less sociable and their marks at school become worse.

b) If you come from a broken home you may become more violent: Devin's parents had separated. Also, if he hadn't been arrested he wouldn't have killed the policemen.

5. Parents should help their children to make friends so they are not lonely. They should teach them children to fill their free time with activities like sports, music and languages. Also, if the children do some housework, like making their beds or washing their clothes, they will not have enough time for video games. Parents should talk to their children more, and finally they should share their time with their children, and do some activities together, like going on holiday.

## LISTENING TEST

1. a 2. c 3. b 4. a 5. b 6. c 7. a 8. c 9. b 10. b

### (Tapescript)

**Interviewer:** *Has Jamie always been interested in cooking?*

**Sally Oliver:** Jamie was always interested in cooking, even from an early age. Our family has always had a restaurant. Jamie grew up in that environment, and he wanted to take part in the food preparation and cooking. We had chefs working in the kitchen who gave easy jobs to him and I think it made him feel he was 'one of the boys'. He learnt how a commercial kitchen works from a very early age.

**Interviewer:** *What are your earliest memories of cooking with Jamie as a child?*

**Sally Oliver:** He was so young when he started that we used to stand him on a chair so that he could reach everything, and he used to get really dirty - he still uses his hands for everything when he's cooking!

**Interviewer:** *Do you think it's important for children to help in the family cooking?*

**Sally Oliver:** Yes, and I think it's very important that children learn about what they are eating. Nutrition is important and it's best for them to learn it from their parents. Our children will then have to teach it to their own children.

I believe that it is very important for families to eat together and talk to each other. I remember that Jamie used to love to have all the family sitting round the table having our meals together, with him and his sister knowing that they were going to have our attention.

**Interviewer:** *And now Jamie is writing books.*

**Sally Oliver:** We are always very interested in Jamie's books. It is very exciting to see his ideas and recipes appear in a book. He has always had very strong ideas and opinions on how he wants his books to be; the kind of recipes that he wants to put in his books is very important to him, and also the appearance of the book.

**Interviewer:** *Jamie's dedicated some of the recipes in his books to various people who have inspired him. Are there any recipes inspired by you?*

**Sally Oliver:** I'm not sure, but it would be nice to think so - perhaps the roasts were inspired by the Sunday roasts that we always used to have with the members of the family who visited us! I always did a big pudding and I know he likes puddings, served with a lot of custard.

**Interviewer:** *What was Jamie's favourite food as a child?*

**Sally Oliver:** I remember that Jamie always wanted to cook different things, especially anything that he had seen prepared in the kitchen. I suppose that by living in a pub, he was in a very fortunate position because he could try unusual and expensive things that I certainly didn't see when I was a child. He loved smoked salmon with a lot of lemon juice - I believe he still does. He used to like egg and bacon for his breakfast and really loved porridge. Another favourite, believe it or not, was sausage, which he loved in his school lunch sandwich - I'm sure he doesn't eat that now!