

INGLÉS

OPCIÓN A

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

What makes a responsible learner? Do they always do their homework and follow the teacher's instructions? Are they good team workers? Or do they volunteer to clean the blackboard? Are they diligent and obedient? They may not always be like that.

We do not think of responsible learners as role models (or teacher's pets), but as learners who accept the idea that their own efforts are crucial to progress in learning, and behave accordingly. So, when doing their homework or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something.

Responsible learners do not have to be especially keen on team work, but they are willing to cooperate with the teacher and others in the learning group for everyone's benefit. Cooperation does not mean that they always obediently follow instructions: they may ask about the purpose of the activity first, or they may even offer suggestions on how to improve an activity.

Finally, responsible students may not always do their homework, but whenever they fail to do it, they are conscious of missing an opportunity to expand their knowledge of the foreign language. This is because they consciously control their own progress, and make an effort to use all opportunities to their benefit, including classroom activities and homework.

The saying goes: you can bring a horse to the water, but you cannot make him drink. Teachers can provide all the necessary circumstances and input, but learning will only happen if learners are willing to contribute. And, in order for learners to be actively involved in the learning process, they first need to realise that success in learning depends as much on the student as on the teacher.

Questions

1. Write a summary of the text in English, including the most important points, using your own words whenever possible (maximum 50 words, 1 point).
2. Find words or phrases in the text that correspond in meaning to the words and definitions given here (1 point; 0.25 each).
 - a) offer to do something
 - b) aiming, hoping
 - c) enthusiastic about
 - d) widen, extend
3. Complete the second sentence of each pair so that it has the same meaning as the first one. (2 points; 0.5 point each)
 - a) Do responsible learners volunteer to clean the blackboard? Are they diligent and obedient?
The writer asks
 - b) They may not always be like that.
Perhaps
 - c) You can bring a horse to the water
A horse
 - d) Learning will only happen if learners are willing to contribute.
Unless
4. Answer the following questions in your own words. (2 points; 1 point each)
 - a) Give three characteristics of responsible learners.
 - b) What are the two main elements necessary for learning to happen?
5. What activities did you enjoy most in your English classes? And which ones did you like least? (Approximately 120 words; 3 points).

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OPCIÓN B

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

What I do for a living is unique: I teach people how to disappear. My clients range from the paranoid to the extremely wealthy. Many people contact me thinking I'm going to provide them with a fake passport and a whole new identity, but only the government can do that. What I do is make people hard to track down using a three-step process: misinformation, disinformation and reformation. The first step means erasing available information on a person. The second, disinformation, means creating and spreading false clues about his whereabouts. I might take your debit card and have different people around the world make transactions so it looks like you're living in different places.

The third step is reformation – getting the person I'm disappearing to a destination without anybody finding out. I'll teach the client how to live a different life, open accounts abroad, use only prepaid phones and create complicated phone and email control systems. I have a partner and she helps me disappear people. We have a rigorous method. She goes over my tracks, seeing if she can find my client. We do that until she can't find anything. I rarely hear from my clients ever again. Payment is in advance.

At the moment we're working on one of the biggest cases we've ever handled. This is the gist: A Spanish billionaire who's getting divorced claims he's lost all his money, so he won't pay his wife anything. My client is the wife. We're pretty sure the husband still has the money; he's just moving it around, making it look like he doesn't. He is criminally connected, so she's worried that if he's forced to give her a large amount of money, he'll try to have her murdered. So she can't stay in Spain after the trial.

Questions

1. Write a summary of the text in English, including the most important points, using your own words whenever possible (maximum 50 words, 1 point).
2. Find words or phrases in the text that correspond in meaning to the words and definitions given here. (1 point; 0.25 each)
 - a) Not genuine
 - b) Lines or marks left by a person, animal or vehicle in passing.
 - c) The central idea.
 - d) Practically certain
3. Complete the second sentence of each pair so that it has the same meaning as the first one. (2 points; 0.5 point each)
 - a) My clients range from the paranoid to the extremely wealthy
Some of my clients ...
 - b) At the moment we're working on one of the biggest cases we've ever handled.
The author said that
 - c) I'll teach the client how to live a different life
The client
 - d) He is criminally connected, so his wife is worried that he'll try to have her murdered.
Because
4. Answer the following questions in your own words. (2 points; 1 point each)
 1. Why does the writer need a partner in his business?
 2. Why is it difficult for somebody to disappear?
5. Where would you go if you wanted to disappear? Explain your choice. (Approximately 120 words; 3 points).

INGLÉS

6. LISTENING TEST (1 point)

In this interview with multi-millionaire Marc Allen, who owns a publishing company, you are going to hear some new words. Read and listen to them. Make sure you know what they mean.

Publishing company: editorial
Overcome: superar
Reach: alcanzar
Wealth: riqueza
Goals: metas
Prevent: impedir

Here is the beginning of the interview.

Interviewer: Marc, how would you describe yourself?

Marc Allen: I am basically lazy. I manage my publishing company on less than 30 hours a week. I sleep until 11am, take Mondays off and spend Sundays with my family, completely disconnected from work.

Here is an example of a question:

0. How does Marc Allen spend Sundays?
He gets up at 11am.
He disconnects from work.
He takes the day off.

The correct answer is: "He disconnects from work".

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

(2-minute pause)

Now listen to the rest of the interview. You will hear it three times. Write the correct answer in your exam notebook (cuadernillo). Write the complete answer, not a letter. 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.

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QUESTIONS

1. Why did Marc Allen decide to be a millionaire?
Because money was central to his life and made him happier.
Because it was harder to do what he wanted if he was poor.
Because he wanted to make his family and friends happier.
2. Which sentence describes his apartment correctly?
It was the same age as him: 30.
It had only one room.
The rent cost 55 dollars a month.
3. What has not changed from a hundred years ago?
The number of opportunities.
The number of adversities.
Both of these things.
4. What is his attitude to people's doubts and fears?
They can prevent us from reaching our goals.
We can overcome them if we dream of our goals.
If we change our thinking, we will have more doubts.
5. According to Marc Allen, how much of what we earn should we spend?
80 per cent.
90 per cent.
20 per cent.
6. Which of the following is true?
He works five days a week but not always at the office.
He goes to his office four days a week and arrives there quite late.
He arrives and then has lunch at the office from Tuesday to Friday.
7. What is his attitude to wealth and spirituality?
You can be rich and also have time for other things.
You cannot pursue both wealth and spirituality.
Spiritual beings do not have physical needs.
8. What are we NOT here to love and serve?
Ourselves
Individuals
The environment
9. Which of these things is NOT part of his advice?
Do not work too hard.
Do not fear failure.
Take some risks.
10. Where can you buy his latest album?
You can't buy it because it's free.
At [Watercourse Media](#).
The same place as the rest of his music.

Criterios de Avaliación / Corrección

CONVOCATORIA DE SETEMBRO

Primeira pregunta: realización dun resumo dos puntos máis importantes do texto. Máximo 50 palabras (1 punto).

Segunda pregunta: require que o alumnado busque palabras ou grupos de palabras no texto que corresponden no seu significado a unha palabra ou definición dada no exame: "Find words or phrases in the text that correspond in meaning to the words and definitions given here" (0,25 x 4 = 1 punto)

Terceira pregunta: transformación dunha parte ou o total dunha frase tirada do texto noutras palabras para que signifique o mesmo. Constará de catro partes, cunha puntuación de 0,5 punto para cada parte (4 x 0.5 = 2 puntos).

Cuarta pregunta: dúas preguntas baseadas no tema do texto. As respostas deben demostrar que o alumno o entendeu correctamente. Constará de dúas partes, cunha puntuación de 1 punto para cada parte (2 x 1 = 2 puntos).

Quinta pregunta: unha pregunta acerca dun tema relacionado co tema do texto. A resposta, en forma de redacción, narrativa, carta ou doutro tipo, debe conter, aproximadamente, 120 palabras (3 puntos).

Sexta pregunta: proba de audición. Dez preguntas tipo "test" (multiple choice) acerca dun texto auditivo, cunha puntuación de 0,1 para cada resposta, facendo un total de 1 punto. (1 punto)

Terase en conta a comprensión, a expresión e a corrección escritas. Por unha parte, o corrector valorará se existe unha comprensión total ou parcial do texto por parte do alumno. Por outra parte, 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.

Se existise unha comprensión total do texto e unha expresión gramatical correcta, a puntuación será máxima, sempre que o alumno introduza elementos expresivos persoais dunha certa complexidade léxico-sintáctica.

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 orientador, 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.

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

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

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.

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.

CONVOCATORIA DE SETEMBRO

Opción A

1. The text describes the characteristics of the responsible foreign language learner. It says that such a learner (this sort of learner) should be conscious that his own work is crucial (very important), and that s/he should use all the opportunities s/he has to learn.
2. a) volunteer; b) aspiring ; c) keen on d) expand
3. a) The writer asks if / whether responsible learners volunteer to clean the blackboard and if / whether they are diligent and obedient.
b) Perhaps they aren't always / won't always be like that.
c) A horse can be brought to the water
d) Unless learners are willing to cooperate, learning won't happen.
4. a) They consider that their own work is very important for the process of learning a language /if they want to learn a language / to learn a language, they are cooperative in class /they are willing to cooperate in class, they control their own progress, they try to use every opportunity to learn.
b)The two main elements necessary for learning to happen are input/ opportunities to learn provided by the teacher, and willingness /readiness to use the opportunities on the part of the student.
5. The thing I enjoyed most in my English classes was listening to songs and trying to understand the words. I like music very much, and it is always interesting to know what a song is about. Also, I think this helps you to learn, because you listen to songs lots of times and, if you understand the words, in the end you remember them. Apart from this, I liked it when we had conversation lessons with a young teacher who came from the USA. She told us a lot of things about where she came from, and this was very interesting. The activity I liked least was doing grammar exercises. This was boring, because you had to repeat things which didn't really have much meaning.

Opción B

1. The writer talks about his job, which is to make people disappear. He describes how he does this / the techniques / procedures he uses for this, and tells us about the specific case he is working on at the moment.
2. a) fake; b) tracks; c) gist; d) pretty sure
3. a)Some of my clients are paranoid; others are extremely wealthy.
b) The author said that at that moment he was working on one of the biggest cases they had ever handled.
c) The client will be taught how to live a different life.
d) Because he is criminally connected, his wife is worried that he'll try to have her murdered.
4. The writer needs a partner to help him (to) disappear people / to make people disappear / to make sure that the people he disappears cannot be traced / to go over his tracks, seeing if she can find his clients ...
b) Because a person creates / leaves a lot of information about him/herself which has to be eliminated /destroyed. / Because there is a lot of information about a person in many different places.
5. I think that if I wanted to disappear I would go to a South American country like Argentina, perhaps. I would go there for several reasons. First, because they speak Spanish there, so I wouldn't have any problems with the language. Secondly, in South America there are many people who originally came from Spain, so I wouldn't have to change my appearance very much, as I would do if I went to China, for example. China might seem a good choice, too, because there are lots of Chinese people and it is an enormous country, but I would have to change my appearance quite a lot in order not to be noticed as a foreigner. And in the third place, I'd really like to see South America. I have a friend who went to Argentina on holiday with his parents last year, and he says it's awesome.

Listening: b; b; c; a; a; b; a; b; a; a