

INGLÉS

OPCIÓN A

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

Could you imagine having to apply and pay for a licence to buy tobacco? It might sound extreme, but this is the proposal of a public health expert in Australia, who suggests that it could provide a practical "disincentive" for smokers.

Prof Simon Chapman from the University of Sydney is interested in the next generation of truly effective anti-smoking measures. Laying out his case for a smokers' licence **in the latest issue of the journal *Plos Medicine***, he said it could be of interest to "high-income nations that are actively pursuing tobacco control goals". So could a government-issued licence be the best solution to reduce smoking? And how could such a scheme work?

Prof Chapman used the analogy of prescription drugs, prescriptions essentially being "temporary licences" to buy certain medicines. The licence that Prof Chapman proposes would be a swipe card, like a Visa or Mastercard; smokers would be required to apply for a card and tobacco products would not be sold to anyone without one. "Selling cigarettes to anyone without a licence would be severely punished," he explained "and an establishment which did this would lose its licence to sell, as happens now with pharmacists who sell drugs to anyone without a prescription."

Tied into his scheme would be a limit to the amount of tobacco any one person could buy - perhaps to 50 cigarettes per day or less, and of course the periodic inconvenience of renewing their licence. Along with the cost of a licence, Prof Chapman says that all of this could provide some real smoking disincentives. He also suggests building in a financial reward to entice smokers to quit. "As a quit incentive, all licence fees paid during a smoker's licensed smoking history would be fully refundable, with interest," he explains. "And licence surrender would be permanent and reapplication not permitted."

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 following (1 point: 0.25 each)
 - a) exaggerated
 - b) wealthy
 - c) trouble, bother
 - d) attract, persuade
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 0.5 points each)
 - a) Could a government-issued licence be the best solution to reduce smoking?
The text asks
 - b) Selling cigarettes to anyone without a licence would be severely punished
If an establishment sells
 - c) Tobacco products could not be sold to anyone without a licence.
Shops would not
 - d) He also suggests building in a financial reward to entice smokers to quit.
"Perhaps we, " *he suggests.*
4. Answer the following questions in your own words. (2 points: 1 point each)
 - a) Why does Prof Chapman compare a licence for smoking with a licence for prescription drugs?
 - b) Why would having to have a licence to smoke dissuade people from doing so?
5. Do you think that it is right for the state to control whether people smoke, drink or take drugs? What arguments are there for and against such control? (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.

One airline says it will offer baby-free "quiet zones" on its flights. Should all planes and trains follow their example, or do adults need to learn to live with child passengers?

At 10,000 metres, the howl of a baby screeches through a pressurised cabin. For travellers already stressed by lengthy security checks, squeezed into cramped seating and unnerved by the very fact of being so high above ground, it's almost enough to make them shatter the Plexiglas windows and jump.

It's a source of anxiety for the embarrassed parents too, desperately trying to pacify their offspring while facing disapproving stares from fellow adults. One airline is offering what it says is a solution. Low-cost carrier Air Asia says from February it will provide a "quiet zone" for passengers aged 12 and over at no extra cost. Separated from the rest of the cabin, these seven rows of seats should be immune from the sound of children, the company claims. It is following the example of Malaysia Airlines, which in April announced it would ban families with children from sitting on the upper deck of its Kuala Lumpur to London service.

For the childless and the easily irritable, it may be a relief, but introducing segregation would risk infuriating families who resent the idea they should be treated as second-class citizens. After all, there are no separate compartments for adults who disturb the peace and quiet of others by snoring, for instance, or taking off their shoes to unleash malodorous feet.

However, there appears to be support for segregation. In April, a survey of 1,666 British adults found that over a third of Britons would be prepared to pay extra to travel by air without the presence of children.

Questions

- Write a summary of the text in English, including the most important points, using your own words whenever possible. (maximum 50 words; 1 point)
- Find words or phrases in the text that correspond in meaning to the following (1 point: 0.25 each)
 - break
 - children
 - airline
 - smelly
- Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 0.5 points each)
 - It will provide a "quiet zone" for passengers at no extra cost.
Passengers will be given a "quiet zone" without ...
 - Parents will be angry at the suggestion that they should be segregated from other passengers.
If airlines suggest ...
 - Do adults need to learn to live with child passengers?
Is it necessary ...?
 - Malaysian Airlines will ban children from the top deck of A380 aircraft.
Children ...
- Answer the following questions in your own words (2 points: 1 point each)
 - Why are parents sometimes embarrassed by their own children when travelling?
 - What are some other things that can make passengers' journeys unpleasant and stressful?
- Would you like to have children? What is the best age to start a family? (Approximately 120 words; 3 points).

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6. LISTENING TEST (1 point)

You are going to hear a conversation between two British people, Paul and Andrew, both of whom live in Spain. Here they are talking about how they feel when they go back to Britain.

This is the beginning of the conversation.

Andrew: Anyway, so, you know, when you go back to the UK, you've been here so long, haven't you, how do you feel, though, when you go to the UK, what kind of ... how do you see the UK now, what difference, and how do you feel being there now?

Paul: Well, I tend to go back to the same place, i.e. my mother's house.

Here is an example of a question.

0. When he goes back to Britain, Paul

- Never goes back to the same place
- Usually visits his grandmother
- Usually goes back to his mother's house

The correct answer is "usually goes back to his mother's house"

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

(2-minute pause)

Now listen to the rest of the conversation. 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.

(Recording)

Now you will hear the text again.

(Recording)

Now you will hear the text for the last time.

(Recording)

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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1. Now Paul goes back to England more frequently because

- he has more free time
- flying there is cheaper
- he has to pay 500 quid for a ticket

2. Paul thinks that

- there isn't much difference between Spain and England any more
- a small town in England is the same as a big one in Spain
- there are big differences between England where he comes from

3. When he goes back to Britain, Paul

- feels as though he's a Briton again
- dips his toes in the water
- doesn't feel one hundred per cent British

4. Paul thinks the experience of being in Britain has changed because

- Britain is now much more cosmopolitan than in the past
- he goes there at Christmas
- he is foreign

5. At Christmas, Paul was driven back to the airport by

- a Kurdish taxi-driver
- a Greek taxi-driver
- a Pakistani taxi-driver

6. Most people Paul knows

- have worked in Guatemala
- have worked in Germany
- have either worked or been abroad

7. Paul considers himself lucky because

- he is familiar with England
- he has two places to live in
- he lives at home

8. When Paul is on his own, he thinks in

- English
- Spanish
- both languages

9. Andrew thinks mostly in

- English
- Spanish
- both languages

10. Paul counts in

- English
- Spanish
- both languages

Criterios de Avaliación / Corrección

CONVOCATORIAS DE XUÑO E 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 de tipo de 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/a valorará se existe unha comprensión total ou parcial do texto por parte do alumnado. 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.
- Na quinta pregunta (proba de redacción) a nota final outorgarase segundo a medida na que o alumnado cumpra os seguintes parámetros:
 - a) Alcance: o alumno aborda adecuadamente o tema proposto. Sabe comunicar as ideas que quere transmitir utilizando unha considerable variedade de recursos. Sabe utilizar o rexistro lingüístico adecuado á situación.
 - b) Riqueza e control do vocabulario.
 - c) Corrección gramatical: o alumno ten un repertorio básico de elementos lingüísticos e de estratexias que lle permiten abordar o tema con comodidade. Non comete erros gramaticais básicos, como, por exemplo, omitir o suxeito diante dun verbo, omitir o "-s" da 3ª persoa do

Criterios de Avaliación / Corrección

singular do presente habitual (*he writeS*), utilizar adxectivos en plural, usar incorrectamente os adxectivos posesivos e demostrativos, non dominar os tempos verbais e outros.

d) Fluidez: o alumno posúe un dominio da lingua inglesa axeitado e suficiente para evitar cortes na comunicación ou malentendidos.

e) Cohesión: o alumno é capaz de organizar as súas ideas para redactar un texto coherente e ben estruturado. Utiliza adecuadamente os conectores e demais medios de cohesión.



Exemplos de resposta / Soluções

CONVOCATORIA DE SETEMBRO

Transcrição Listening:

Andrew: Anyway, so, you know, when you go back to the UK, you've been here so long, haven't you, how do you feel, though, when you go to the UK, what kind of ... how do you see the UK now, what difference, and how do you feel being there now

Paul: Well, I tend to go back to the same place, i.e. my mother's house. I tend to go back to England a bit more frequently than years ago because of the cheap travel. I only used to go back to England once or twice a year, you know, when you have to pay 500 quid for a ticket ...

A: Right! And now?

P: Now whenever I've got a sort of bit of free time, you know, a few days off, a long weekend or at Xmas and summer, and ... perhaps a week in May if I've got time off, I go, so, where I go back to is a small town. The differences I see ... they're not big differences any more I don't think, between Spain and the part of the world I come from.

A: And when you go back, do you feel like integrated, you know, I mean, because when I go back I kind of feel like strange, like ah, I've just come back for two weeks and I start to enjoy it, but I don't really know what's happened before I got there, and I don't know what happens when I go back ... I don't really feel totally, I mean I don't really feel integrated with my family and friends in a way, but in another way I feel like I'm eh... you know, just dipping my toe in the water and then out again.

P: well I feel a bit of an outsider, you know, I still feel British, but then again I feel as though I'm a Briton who doesn't live in Britain any more.

A: A strange Briton

P: I'm a stranger, yeah. A stranger to the place. And eh ... I get the feeling that people view me as a stranger now. And I view them as strangers, so in that aspect it's changed.

A: because the experience has changed, hasn't it? The experience of being there has changed.

P: Yeah. I think Britain now is so much more cosmopolitan than it was 25 years ago, that everybody's foreign, including me, so you know. I remember, at Christmas I had to get a taxi from the airport to ... to home, you know, with my daughter and her friend, and the taxi-driver was Kurdish, he told me, you know. And then coming back, I had to get a taxi back to the airport, and the guy was of Pakistani origin, so I felt you know, quite at home with these exotic beasts. You know, I just feel as though everybody's foreign now, there's nobody actually tied to the earth where they're from. You know, you find your next-door neighbour might originally have lived in... I don't know, Guatemala or somewhere, or worked in Germany, or you know, most people I know have worked, you know, in foreign countries or had the abroad experience, so, you know, we're all a bunch of strangers now, whereas when I left England I formed part of a community, I had friends, you know, I could go anywhere and find people I know, but now...

A: Everybody's disappeared ...

P: Everybody's relocated. So no, the experience of going back to England to me... it's ... I don't know... I like going back to England, because, you know, because you're back into the familiar places and stuff, but apart from that, you know, I suppose I'm just as much at home here as I am there, so ... I live in... I consider myself ... I live in two countries, I'm lucky to have two places to live in, you know.

A: Yeah, yeah. And in your mind as well, are you like in two countries in your mind, as well, kind of thing, do you think in English all the time, or in Spanish all the time, or do you think in both.

P: Well, I'm in Spain if I'm speaking Spanish or if I think in Spanish, in English I'll think and speak in English.

A: Aha. O.K. But when you're just on your own, like, walking along the street, are you thinking in English or in Spanish?

P: Ah... I suppose I'm thinking in English, my native language.

A: Aha. That's just curious, yeah. I think I tend to think a lot in Spanish, just because I'm so used to ... I mean I speak to you in English quite a lot and a few other friends, but as I'm speaking to so many people in Spanish, I end up thinking in Spanish, too. Yeah, what about ... do you count in English? You know, when you're counting ...? Do you count in English or in Spanish?

P: Yeah, yeah, I tend to count in English, which, if, you know, I'm before somebody who doesn't speak English they're quite bemused that I'm still counting in English.

A: yeah, yeah ... aha. It's strange that, yeah. O.K.?

Exemplos de resposta / Soluções

Posibles respuestas:

OPCIÓN A

1. A health expert from Australia suggests the creation of an obligatory licence to buy tobacco which would be issued by the government. Since it would have to be renewed periodically, cost money and, perhaps, limit the number of cigarettes a person could buy, it might stop people smoking.
2. a) extreme b) high-income c) inconvenience d) entice
3. a) The text asks if/whether a government-issued licence could/ would/ might be the best solution to reduce smoking.
b) If an establishment sells cigarettes to anyone without a licence it will be severely punished
c) Shops would not be able to sell tobacco products to anyone without a licence
d) "Perhaps we can/ could build in a financial reward to entice smokers to quit," he suggests.
4. a) Because these drugs can't be sold without a prescription and it would be illegal to sell cigarettes without the licence.
b) Because the licence would have to be renewed periodically, which is inconvenient, and, of course, would cost money. Also, it might limit the number of cigarettes a person could buy a day.
5. A lot of people think that the state doesn't have the right to control whether people smoke, drink or take drugs because these are individual decisions, and everyone is free to do what they like with their own lives. Many people who smoke, for example, are furious because of the anti-smoking laws which have been passed. What they don't realize is that when they smoke, the people around them breathe the smoke from their cigarettes, so they are affected, too. It's the same with drink or drugs: if you drink and then drive, you can cause an accident which can affect other people besides yourself. Really, to take an extreme example, it's the same as the Americans with their firearms. They consider that the government has no right to interfere in their personal liberties, but experience shows that an individual's possession of firearms can give rise to terrible calamities for other people.

OPCIÓN B

1. Because of the noise and disturbances often created by small children, some airline companies are thinking of separating the seats occupied by families with young offspring from those of the other passengers. A lot of childless people agree with this, but some parents find it discriminatory.
2. a) shatter b) offspring c) carrier d) malodorous
3. a) Passengers will be given a "quiet zone" without/ any extra cost/ having to pay extra/ without paying extra/ extra money
b) If airlines suggest that they should be segregated from other passengers, parents will be /get angry.
c) Is it necessary for adults to learn to live with child passengers?/ that adults should learn to live?
d) Children will be banned from the top deck of A380 aircraft by Malaysian Airlines/ Children will be banned by Malaysian Airlines from the top deck
4. a) Because they make a lot of noise and disturb other passengers. They howl/ screech when other passengers may be suffering from stress.
b) Other things that can make passengers' journeys unpleasant are security checks, having very little room in the plane, flying at great height and the snoring and smelly feet of other passengers.
5. Yes, I think I'd like to have a large family of maybe four or five children and live in a house with a big garden where they all could play. I'd like this house to be in or near a village, so that my children could have friends to go out with. I think I want to have so many children because I myself am an only child. I've got cousins, but they are much older than me and they live in Barcelona, which means that I don't see them very often, so I'm quite a solitary person, and quite shy, too. But I like children, and I normally get on with them very well. I wouldn't like to have a family now, though, because I want to do a university degree in education. I think the ideal age to have a family is when you are around thirty.

Listening: 1) b; 2) a; 3) c; 4) a; 5) c; 6) c; 7) b; 8) a; 9) b; 10) a