

PRIMERA LENGUA EXTRANJERA II: INGLÉS (Examen resuelto y criterios de corrección)

- Responda, **en inglés**, en el pliego en blanco a:
- **Las cinco cuestiones** de **uno** de los dos textos, A o B, del **ejercicio 1 (máximo 5 puntos)**.
 - **Una opción a elegir** entre las dos propuestas, A o B, del **ejercicio 2 (máximo 1 punto)**.
 - **Una redacción a elegir** entre las dos propuestas, A o B, del **ejercicio 3 (máximo 4 puntos)**.
- Agrupaciones de preguntas que sumen más de 10 puntos o que no coincidan con las indicadas conllevarán la **anulación** de la(s) última(s) pregunta(s) seleccionada(s) y/o respondida(s).

Ejercicio 1.- Choose **one** of the texts and answer the five questions about the text chosen.

Opción A - Text A

Tablets in classrooms: from promise to problem

Over the past 15 years, secondary schools have welcomed electronic devices like tablets and iPads, hoping they would improve learning. These devices promised to make education more modern and engaging. Schools believed that giving students access to technology would help them learn anywhere, anytime, and prepare them for a digital world. Tablets were chosen because they were easy to use and offered thousands of educational apps. Many schools introduced programmes where each student received a tablet, expecting this approach would make lessons better and more enjoyable.

At first, there were clear advantages to using electronic devices in classrooms. Tablets helped students stay interested in their lessons and made difficult ideas easier to understand. They allowed students to learn at their own pace and supported those with special educational needs through features like text-to-speech. These devices also encouraged teamwork, as students could easily share their work with each other and their teachers. In addition, tablets reduced the need for paper and gave students quick access to up-to-date information. However, problems soon appeared. While students seemed more engaged, test results did not always improve. Tablets often became a source of distraction because students used them for games or social media during lessons. Teachers found it hard to manage these situations. The gap between students with good access to technology at home and those without also grew wider.

As a result of these issues, many countries have started to limit or prohibit electronic devices in schools. By the end of 2025, 79 education systems had some form of restriction on mobile phones in classrooms. Sweden, for example, is taking digital devices out of schools because people are concerned about students' health and social abilities. France and parts of Germany have also restricted electronic gadgets to reduce distractions and improve learning.

Schools are finding it difficult to put these bans into practice. Some worry that the prohibition could make life harder for students who need electronic devices for special reasons, such as medical conditions or learning support. What lies ahead is not about saying yes or no to technology completely. The real task is to use digital tools wisely to support learning, without letting them cause problems.

Questions of text A. (5 puntos)

Do not copy literally from the text. (1 punto por respuesta = 4 puntos)

1. What was the main reason why schools introduced tablets and iPads in classrooms?

Schools wanted to make learning more modern, fun and flexible. They hoped that tablets would help students learn better and prepare them for a world that uses a lot of technology.

2. Why did some countries decide to stop or limit digital devices in schools?

It seems that countries realised that, although tablets had some benefits, they also caused problems like distracting students and harming their social skills or health. So, they wanted to stop these problems by limiting the use of these devices.

3. What were some of the helpful things that tablets did for students in lessons?

Tablets helped students pay attention, made difficult topics easier to understand, supported students with special needs, made teamwork easier, and reduced the use of paper.

4. How did the use of tablets in classrooms affect students with different levels of access to technology at home?

The use of tablets increased the gap between students who had good technology at home and those who didn't, because some students were better able to use the devices than others.

Fill the gaps with the correct, most appropriate word in each case. (0,25 por acierto = 1 punto)

5. Using devices (A) **like** tablets and iPads in secondary schools started out (B) **as** an exciting idea, with hopes they would really change (C) **how** students learn. They have certainly helped with things like (D) **keeping/getting** students interested and making resources easier to reach.

Opción B - Text B

The power of laughter

Laughter is a wonderful and natural part of human life. Though it may seem simple, it has an amazing power to make us feel better, both in body and mind. It is often said that laughter is the best medicine, a saying that has found strong support in modern scientific research. Today, experts recognize the important role laughter plays in promoting health and happiness.

From a medical perspective, laughter brings many valuable benefits. When we laugh, our bodies release substances called endorphins. These work like natural painkillers and can lift our mood. Thanks to these chemicals, we often feel happier and less stressed. Laughing also reduces the amount of harmful stress hormones in our body, which helps the immune system to function more effectively. Because of this, laughter can protect us from some illnesses and contribute to a quicker recovery when we are unwell. For instance, patients who watch funny films or spend time with happy people tend to experience less pain and get better sooner. Additionally, laughter improves blood circulation and relaxes muscles, both of which are good for maintaining a healthy heart.

Psychologists study the importance of laughter for our mental health and social life. Laughing with others brings people closer together and improves relationships. When we share laughter with friends or family, we feel more connected and supported, which is very important for emotional wellbeing. Culturally, many societies use laughter in rituals, celebrations and everyday conversations to create a sense of community and happiness. This shows that laughter is not only good for individuals but also for social health and cohesion.

In conclusion, laughter is not simply a response to something funny. It can restore both our body and mind in a natural and powerful way. By understanding the science behind laughter and appreciating its role in culture and relationships, we can use laughter to improve our health and happiness every day. So, the next time you feel stressed or unwell, try to find something to laugh about – your body and mind will thank you for it.

Questions of text B. (5 puntos)

Do not copy literally from the text. (1 punto por respuesta = 4 puntos)

1. Why do experts say that laughter is like medicine?

Because laughter can help people feel happier, lower stress and even recover faster when they are sick, just like medicine helps people get better.

2. Give some physical benefits of laughter mentioned in the text.

Laughter helps your body feel good by releasing natural chemicals that reduce pain. It also makes your heart healthier by improving blood flow and relaxing your muscles. Your immune system will work better, too.

3. How might watching a funny film help someone who is recovering from an illness?

If a person laughs while watching a funny movie, they may experience less pain and stress, which can make recovery easier.

4. What does the text suggest about the role of laughter in different cultures?

The text says that many cultures use laughter in special events and daily life to bring people together and create a feeling of community and joy.

Fill the gaps with the correct, most appropriate word in each case. (0,25 por acierto = 1 punto)

5. Far (A) **from** being just a simple reaction, laughter offers important physical and emotional benefits. Research shows that having a good laugh can lift (B) **your** mood and lower stress. (C) **In** short, laughter (D) **acts/works** as a natural remedy that makes us feel happier overall.

Ejercicio 2.- Choose **one** of the following exercises.

Option A. Rephrase the following sentences so that their meaning is as similar to the original as possible. (0,25 puntos por acierto = 1 punto)

a) It is a pity I did not see her at the concert. // I wish I **had seen her at the concert.**

b) It was wrong of us not to call earlier. // We ought **to have called earlier.**

c) I have not seen a more impressive performance this year. // This is the **most impressive performance I have seen this year.**

d) They are building a new supermarket near my house. // A new supermarket **is being built near my house.**

Option B. Rephrase the following sentences so that their meaning is as similar to the original as possible.
(0,25 puntos por acierto = 1 punto)

- a) I have not seen her for two weeks. // The last time I **saw her was two weeks ago**.
- b) If you don't hurry, you will miss the bus. // You will miss the bus unless **you hurry**.
- c) They say Jane lives in Spain now. // Jane is **said to live in Spain now**.
- d) I am sure Bob is not telling the truth. // Bob can't **be telling the truth**.

Ejercicio 3.- Choose **one** of the following composition exercises.

Composition A. Write a composition about the following topic (100-120 words). (4 puntos)

Do you think tablets are necessary for learning in modern classrooms? Give reasons and examples.

(Pregunta abierta, que exige construcción por parte del estudiante y no tiene una sola respuesta correcta inequívoca.)

Composition B. Write a composition about the following topic (100-120 words). (4 puntos)

Describe a funny moment you will never forget. Include details about where you were, who was there, and what happened.

(Pregunta abierta, que exige construcción por parte del estudiante y no tiene una sola respuesta correcta inequívoca.)

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

Ejercicio 1.- Text A / Text B

Cuestiones 1, 2, 3 y 4 (preguntas de comprensión lectora de un texto escrito)

La/el alumna/o habrá de responder las preguntas según la información contenida en el texto. Se calificará con 1 punto por pregunta, del que 0,5 irá destinado a calificar la comprensión y el otro 0,5 se empleará para calificar la corrección de expresión. Aunque se indica claramente en el enunciado que se debe evitar copiar literalmente del texto, si la respuesta es una copia literal del texto, se otorgarán 0,5 puntos por comprensión del contenido siempre y cuando su contenido sea exactamente el que se pide en la pregunta, y esté completo.

Cuestión 5 (breve párrafo con huecos para rellenar con la palabra más adecuada en cada caso)

Por norma general no existe más de una palabra apropiada para rellenar cada uno de los huecos. Excepcionalmente podrían considerarse sinónimos, solo los contemplados en la plantilla de soluciones de la prueba. En cada hueco se debe consignar solamente UNA palabra.

Ejercicio 2.- Option A / Option B

Con carácter general no existe más de una reformulación correcta que, como se pide en el enunciado de la pregunta, mantenga el significado de la expresión original. De manera excepcional podrían considerarse reformulaciones alternativas, las que se incluyen en la plantilla de soluciones de la prueba.

Ejercicio 3.- Composition A / Composition B

Es de vital importancia que la/el alumna/o se ciña al tema requerido, que incluya información relevante al tema, y que procure no excederse del número máximo de palabras posible (120, en este caso). Se valorarán especialmente aspectos como: la coherencia con el tema, la relevancia de la información expresada, la corrección expresiva (se deben evitar los errores importantes), la coherencia interna, la redacción autónoma eficaz así como la riqueza léxica y gramatical aplicada al tema.