



INSTRUCCIONES:

El examen contiene un bloque con preguntas sobre un texto, otro bloque de preguntas de gramática y un tercer bloque con ejercicios de expresión escrita:

Bloque 1.-READING COMPREHENSION- El estudiante elegirá SOLO UNO de los textos propuestos, y contestará a todas las preguntas formuladas.

Bloque 2.-USE OF ENGLISH- El estudiante elegirá CUATRO ORACIONES de entre las OCHO propuestas en este bloque. Todas las oraciones tienen la misma puntuación.

Bloque 3.- WRITING- El estudiante elegirá y desarrollará SOLO UNO de los ejercicios de expresión escrita, de entre los propuestos en este bloque. Todos los ejercicios tienen la misma puntuación.

2. Si se contestan a más preguntas de las indicadas para cada bloque, el exceso no se corregirá.

PART 1.-READING COMPREHENSION

CHOOSE TEXT A OR TEXT B AND ANSWER THE QUESTIONS 1A-3A OR 1B-3B (5 POINTS)

Text A- Climate Change Solutions

The Earth is getting warmer, and if the trend continues, humans may have some serious problems. Most of us are aware of the need for recycling and driving less, but what other ideas are the experts considering?

Man-made trees? According to climate experts, one big problem we have right now is too much CO₂ in the air. If we can put CO₂ into the air, can we take it back out? At the moment, trees do this job – just not fast enough. So, could we make tree-like machines to do the job? Scientist Klaus Lackner of Columbia University in New York says yes, and several companies are already developing the idea.

Smarter power for vehicles? Electric cars are more and more common all over the world, and the technology is getting better. And if you recharge their batteries with electricity which comes from solar and wind power, they turn into very clean technology. By law, the petrol sold in Brazil is 25% ethanol - a fuel made from sugar. It pollutes less than ordinary petrol. However, growing the sugar uses a lot of energy, and some people say the fuel can damage car engines. Hydrogen - a natural part of water - is used in some vehicles, including buses in cities around the world. It's a great fuel because the only waste it produces is water. The big problem is that making hydrogen fuel creates a lot of pollution.

Smoke to make shade? Smoke from volcanoes and forest fires is known to block the sun and cool the Earth. Scientists at the University of Bristol in the UK have done experiments to test the idea of creating smoke to cool the world. The idea is disliked by most experts as a possibly very dangerous way to fight climate change. Dr Hugh Hunt, director of the research projects, said that the technology won't be developed in the near future.

A vegetarian diet? According to a report by the United Nations, producing meat creates more greenhouse gas emissions than transport - 18% of the world's total. Eating less meat would help to reduce emissions and possibly fight global warming. Cities in Belgium, Brazil, Germany and South Africa - among many others – have 'no meat' days to bring the issue to people's attention, and to try to fight climate change close to home.

These are big ideas, but the solution in the end may be a big sum of small actions.

(Adapted from a text by Lewis Landsford)



1A. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. Artificial trees could...
 - A. neither produce nor return CO₂.
 - B. produce CO₂.
 - C. remove CO₂ from the air.
2. Which of these statements is false?
 - A. Some cities are already trying to eat less meat.
 - B. Smoke from a volcano could help to increase global warming.
 - C. There are problems with using both ethanol and hydrogen as fuels.
3. Most experts feel that the smoke solution is ...
 - A. a good one.
 - B. hopeless.
 - C. risky.
4. The text explains several different ...
 - A. personal choices.
 - B. types of environmental problems.
 - C. types of environmental technologies.
5. Most of the ideas in the article are ...
 - A. innovative.
 - B. not fully developed.
 - C. successful.
6. The article is about ...
 - A. actions that cause climate change.
 - B. consequences of climate change.
 - C. ways to deal with climate change.

2A. Answer these questions in no more than 8 words. (1 point, 0.25 each)

- a. What happens if car batteries are recharged with electricity coming from solar and wind power?
- b. Could you mention one drawback of using ethanol, a fuel made from sugar?
- c. How was the University of Bristol involved in creating smoke?
- d. What is the conclusion about meat indicated by the United Nations report?

3A. Find a word in the text for each of these definitions. (1 point, 0.25 each)

- a. Harm or spoil.
- b. The introduction of harmful substances or products into the environment.
- c. To obstruct.
- d. Light darkness caused by something impeding the direct light from the sun.



Text B- Generation Z: 'We have more to do than drink and take drugs.'

They drink less, take far fewer drugs, and have made teenage pregnancy a near anomaly. Generation Z – one of several terms used to describe post-millennial youth born after 1996 – prefer juice bars to pub crawls and give more importance to good grades than friendship, at least according to a report published by the British Pregnancy Advisory Service last week.

Headlines characterise today's youth as boring, sensible and extremely screen-addicted. So, are the kids all right?

"We have so much more to do than [just] drink and take drugs," says Demi Babalola, a 19-year-old philosophy and sociology student.

What's her biggest time stealer? "Social media." Babalola uses Snapchat, Twitter and Instagram, although she considers people silly at the mention of Facebook, full as it is of "older people".

"We listen to music, make our own food, and play games," she says. "We'll probably organise it a couple of days before."

Lewis Allely, 14, from Cornwall, agrees. "We're quite different [from your generation] because there's more stuff to do at each other's houses and we have more technology – like, we have video games."

The remark that many young people spend far too much time online, instead of rebelling, may have some truth, but as futurologist Rhiannon McGregor points out, Gen Z-ers are more cautious and risk-averse than their parents, partly because that technology exists.

"But they're also more socially aware since they see themselves as part of a global community. It's easier to get and feel connected to someone in Africa or Asia and share preoccupations about climate change, for instance."

Owen Munro adds: "My generation feels bitter about all the things we won't be able to do because of what the older generation chose."

"We're more inclusive," says Babalola. "You can do what you want as long as you don't harm anyone and stay safe. It's about freedom. Previous generations always made distinct separations between being gay or straight. "I try to avoid labels."

Generation Z-ers will, after all, be living longer and more healthily, and looking better for it. So, what is the new going out? The Generation Z idea of fun that is inexplicable to older adults? Owen Munro, Allely and Babalola instantly refer me to Snapchat, where they communicate constantly with their friends. Broadcasting the small details of her day – a good outfit, a trip to London – is as instinctive as breathing to Babalola.

(Adapted from an article by Nosheen Iqbal, *The Guardian*, 21 July 2018).

1B. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. What does the use of the expression 'Generation Z' suggest about the writer's feelings?
 - A. She believes that teenage pregnancy is no longer a common issue among Generation Z.
 - B. She knows that pub crawling and friendship are priorities for them.
 - C. She thinks that drinking and taking drugs are trendy among Generation Z.
2. The members of the Generation Z, compared to the previous generation, are ...
 - A. eager to choose more risk.
 - B. less prudent.
 - C. more careful.
3. According to the writer, Generation Z-ers are socially aware because they ...
 - A. are more cautious and risk-averse than their parents.
 - B. feel part of a broader circle.
 - C. listen to music, make their own food, and play games.
4. The Generation Z feels ... about what they have received.
 - A. inclusive.
 - B. upset.
 - C. worried.



5. According to Babalola, the previous generation ...
- A. never thought about freedom.
 - B. used to harm anyone.
 - C. were less open-minded..
6. What does the writer conclude about the Generation Z?
- A. They will be wearing better clothes.
 - B. They will become more aged, healthier and, therefore, they will look better.
 - C. They will use Snapchat rather than other social networks to communicate.

2B. Answer these questions in no more than 8 words. (1 point, 0.25 each)

- a. How are social media like Snapchat, Twitter, Instagram and Facebook defined in the text?
- b. Why are Lewis Allely's generation's houses different from the previous generation's?
- c. What concern do the Generation Z-ers share with people from Africa or Asia?
- d. What is the Generation Z idea of fun?

3B. Find a word in the text for each of these definitions. (1 point, 0.25 each)

- a. Visits to several pubs, one after the other, having a drink or drinks at each one.
- b. An observation on an opinion or thought.
- c. Reacting against a feeling, action, plan, etc.
- d. A set of clothes worn for a particular occasion or activity.

PART 2- USE OF ENGLISH (2 POINTS)

4. CHOOSE FOUR OF THE FOLLOWING STATEMENTS AND REPHRASE THEM SO THAT THEIR MEANING IS AS SIMILAR TO THE ORIGINAL AS POSSIBLE. (0.5 EACH).

- a. Everyone says that the band is planning to go on a world tour next year.
The band
- b. 'Do you know when the match starts, Dave?' asked Padraig.
Padraig asked Dave
- c. He voted for that political party so that he would get the money.
In order to
- d. London is an exciting city. My father was born there.
London,
- e. I went for an eye test last week.
I had
- f. She does not usually eat dinner so late.
She is not
- g. Drinking in the classroom is forbidden.
You
- h. Sharon will be unhappy if she does not break up with Tim.
Unless



PART 3- WRITING (3 POINTS)

5. CHOOSE ONE OF THE FOLLOWING TOPICS AND WRITE A 150 WORD LONG TEXT.

- A. (INFORMAL EMAIL) Your name is Mary O'Brien. Write an email introducing yourself to a new friend in the class, Debbie. Describe why you have not written before, your hobbies, what you and your best friend are studying and invite the new friend to do something with you.
- B. (REPORT) A group of British teachers is going to visit your High School for two days. The aim of their trip is to learn about how technology is used in education in your country. You have been asked to write a report for the group leader. Include information about how technology is used to teach different subjects. Recommend which lessons the teachers should watch to see technology being used.



CRITERIOS ESPECÍFICOS DE CORRECCIÓN:

A. Pregunta 1. Elección múltiple. Las seis cuestiones de esta sección pretenden evaluar la comprensión del texto. Se evaluará con un máximo de 3 puntos. (0,5 puntos por cuestión).

B. Pregunta 2. Semiabierta. Se valorará la comprensión específica del texto. Habrá cuatro cuestiones a responder en un máximo de ocho palabras cada una, valorándose la respuesta correcta inequívoca a las mismas. Se evaluará con un máximo de 1 punto. (0,25 puntos por cuestión).

C. Pregunta 3. Semiabierta. Las cuatro definiciones tienen como objetivo evaluar la riqueza léxica. Se valorará la habilidad de encontrar en el texto las palabras cuyas definiciones se ofrecen. Se evaluará con un máximo de 1 punto. (0,25 puntos por cuestión).

D. Pregunta 4. Reformulación. 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, solo las contenidas en la plantilla de soluciones de la prueba. Se valorará con un máximo de 2 puntos. (0,5 puntos por cuestión).

E. Pregunta 5. Abierta. Se valorará la expresión escrita desarrollando un tema con una extensión de 150 palabras. Los géneros podrán ser los siguientes: ensayo, e-mail informal, carta formal, artículo e informe. Se utilizará la siguiente rúbrica de evaluación con un máximo de 3 puntos distribuidos de la siguiente manera:

- 1. Adecuación/cohesión: tratar el tema con riqueza de ideas y que éstas sean relevantes. Atender al formato, registro y número de palabras adecuados, así como a la secuenciación y organización de ideas y argumentos, uso de conectores, puntuación y comprensión lectora (1 punto).
- 2. Corrección: corrección morfosintáctica, léxica y ortográfica (1 punto).
- 3. Riqueza: variedad, riqueza y precisión gramatical y léxica (1 punto).
- 4. La no realización de la tarea exigida se valorará con 0 puntos.