



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- 3 July 2005. 'Are you ready to start a revolution? Are you ready to change history?'

These were the words of Madonna as she walked onto the stage of the London Live 8 concert. On 3 July 2005, Live 8 concerts were held in ten cities around the globe. The idea was to highlight the problem of poverty in Africa. Hundreds of millions of people around the world watched the concerts on their televisions. But how did this all start?

The day that rock and roll really changed the world was twenty years earlier, on 13 July 1985, and all because of one man, Bob Geldof. On that day more than a billion and a half people around the world united together to watch the biggest rock concert ever held – Live Aid.

30 million people were suffering in a terrible famine in sub-Saharan Africa. It was an event so completely shocking - happening on our television screens, with children dying in front of our eyes – that it moved everyone who saw it. The concert raised £140 million.

Live Aid was a miracle technologically, emotionally and politically. It is difficult now to understand what an amazing achievement it was to broadcast the first live, all-day, multi-artist concert to the whole world. In 1985 there were no mobile phones and hardly any fax machines. In many countries international phone calls usually had to be booked, sometimes hours in advance. Computers were outside the experience of most ordinary people. Email was a future dream.

Yet surprisingly, simultaneous concerts on two continents were co-ordinated. Global television schedules were cleared. Concorde was put on stand-by. Even the Space Shuttle astronauts lined up to make a contribution. Live Aid started new ways of thinking and behaving – in broadcasting, in putting political pressure on governments and in raising money.

Nowadays, these have become normal as more and more charities regularly use music as an instrument for change. Bob Geldof, the organiser of Live Aid and Live 8, saw an opportunity. He wanted to make governments and people do something important to change the terrible situation. He used what he says is the lingua franca of the planet- not English but rock 'n' roll', and it was a fantastic success.

Live Aid was one of the first indications that we now lived in a globalised world. Interestingly, its language was music, and the message it delivered so loudly and clearly was of the need for change.

(Adapted from a text by Will Moreton and Diane Naughton)



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

1. How did people react on 3rd July 2005?
 - A. They followed the concerts on their TV sets in massive numbers.
 - B. They highlighted the problem of poverty in Africa.
 - C. They screamed as they saw Madonna walking onto the stage in London.
2. Why does the author say that Live Aid was a 'miracle'?
 - A. Because it managed to eradicate poverty in sub-Saharan Africa.
 - B. Because the concert raised £140 million.
 - C. Because the concert achieved things that previously people didn't think were possible.
3. What does the writer suggest about fax machines and computers?
 - A. They were hardly unavailable in the market.
 - B. They were invented in 1985.
 - C. They were outside the experience of most ordinary people.
4. What does the expression 'new ways of thinking' refer to?
 - A. New ways of behaving in concerts.
 - B. New ways of using television.
 - C. Putting political pressure on governments and in raising money.
5. What does Bob Geldof refer to by using the term 'lingua franca'?
 - A. English.
 - B. Mother tongue.
 - C. Rock music.
6. What does the writer conclude about the message delivered by Live Aid?
 - A. Concerts could be used to raise money and change broadcasting.
 - B. Concerts could help to globalise the world.
 - C. Concerts could help to raise awareness about the need for evolution.

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

- a. Where were Live 8 concerts held?
- b. How many people watched Live Aid?
- c. What happened on two different continents?
- d. What was the main purpose of using a huge concert?

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

- a. To attract attention to or emphasize something important.
- b. Food shortage.
- c. Programme transmission.
- d. Carried or turned over to the person receiving.



Text B- Four Months Later (July 2014)

Marianne says nothing. It's true they did bully her. Eric called her 'flat-chested' once, in front of everyone, and Rob, laughing, ... whispered something in Eric's ear, some affirmation, or some further insult too vulgar to speak out loud. At the funeral back in January everyone talked about what a great person Rob had been, full of life, a devoted son, and so on. But he was also a very insecure person, obsessed with popularity, and his desperation had made him cruel. Not for the first time Marianne thinks cruelty does not only hurt the victim, but the perpetrator also, and maybe more deeply. You learn nothing very profound about yourself simply by being bullied; but by bullying someone else you learn something you can never forget.

After the funeral she spent evenings scrolling through Rob's Facebook page. Lots of people from school had left comments on his wall, saying they missed him. What were these people doing, Marianne thought, writing on the Facebook wall of a dead person? What did these messages, these advertisements of loss, actually mean to anyone? What was the appropriate etiquette when they appeared on the timeline: to 'like' them supportively? But everything made Marianne angry then. Thinking about it now, she can't understand why it bothered her. None of those people had done anything wrong. They were just grieving. Of course it didn't make sense to write on his Facebook wall, but nothing else made sense either. If people appeared to behave pointlessly in grief, it was only because human life was pointless, and this was the truth that grief revealed. She wishes that she could have forgiven Rob, even if it meant nothing to him. When she thinks of him now it's always with his face hidden, turning away...

'Did you accept the apology?', says Connell.

She nods, looking down at her nails. 'Of course I did', she says. 'I don't go in for grudges.'

(Adapted from: Sally Rooney, *Normal People*, 2018, London: Faber and Faber, pp. 225-226)

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

1. Rob's lack of hope had made him cruel because his ...
 - A. desperation led him to abuse other people.
 - B. great personality made him cruel.
 - C. popularity converted him into a bully.
2. What does Marianne think about cruelty and bullying?
 - A. They affect both the agent and the victim.
 - B. They are forgotten very easily by those who bully.
 - C. They are too serious subjects to be talked about.
3. Why did people leave messages to Rob on his Facebook wall?
 - A. Because that is what people usually do after someone's funeral.
 - B. Because they had nothing to do but to spend the evenings scrolling through Rob's Facebook page.
 - C. Because they missed Rob.
4. The author of the text does not understand why ...
 - A. everything related to people leaving online messages to Rob made her feel annoyed.
 - B. people liked Rob.
 - C. some people bully others.
5. Why does Marianne think people wrote messages on Rob's Facebook wall?
 - A. Because they did not know him.
 - B. Because they were doing something wrong.
 - C. Because they were feeling sorrowful.



6. What was Marianne's reaction to Rob's apology?

- A. She accepted it.
- B. She couldn't accept it.
- C. She was too angry to think about it.

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

- a. How was Marianne bullied?
- b. How did everyone describe Rob at his funeral?
- c. What did Marianne think about people writing on Rob's Facebook wall after his death?
- d. How does Marianne picture Rob after dying?

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

- a. Spoke very quietly.
- b. Loyal.
- c. Moving cursor.
- d. Resentments.

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. She didn't realise it was valuable. She gave it away.

If

b. My father spent all the evening doing the house chores. I arrived home afterwards.

By the time I

c. No one will force me to take an English examination.

I will

d. He wasn't able to meet his friends.

He

e. "I went shopping yesterday."

He told

f. Why don't you read Emilie Pine's *Notes to Self*?

He suggested.....

g. The flight was delayed, but it was not necessary to wait very long before take-off.

We

h. This is her new novel. It has already sold 500,000 copies.

This



PART 3- WRITING (3 POINTS)

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

- A) (FORMAL LETTER) Your name is Patrick Murray and you read the following advertisement:
"International Travel Organisation. We are looking for young, friendly and patient staff to work in July and August in London. If you have the right profile, you will be responsible for meeting our clients at Heathrow and Gatwick airports and accompanying them to their accommodation in central London. No previous experience necessary. Good level of English and one other language required. Driving licence an advantage, but not essential. We offer a generous salary and will provide a flat share near our offices in Kings Cross. If you are interested in this post, please send a CV and accompanying letter to Eleanor Gibbons, ITO, 12 Jones Street, London E14 6AQ, United Kingdom." Write your letter.
- B) (ARTICLE) Write an article for a school magazine about an event that shook the world. You could set the scene for the most important events, describe the main action and the historical background. Write about the event and the most relevant and interesting details as well.



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.