

Después de leer atentamente los textos y las cuestiones siguientes, el alumno deberá escoger una de las dos opciones propuestas y responder en INGLÉS a las cuestiones de la opción elegida.

**CALIFICACIÓN:** Las cuestiones 1ª, 2ª y 4ª se valorarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto y la pregunta 5ª sobre 3 puntos. **TIEMPO:** 90 minutos.

### Homesickness

Whether you've gone away to college, moved to a new city or even just travelled for vacation, homesickness is a common emotional experience. Longing for home is the subject of books, songs and films. Celebrities have opened up about feeling homesick, and many people have shared their tips for overcoming it.

But what exactly are we feeling when we experience homesickness and why do we feel it so deeply – in a way that sometimes manifests physically? Joshua Klapow, a professor of public health at the University of Alabama, points out that “homesickness has everything to do with attachment”. When we feel homesick, we're feeling insecure or uncomfortable with where we are, physically and emotionally, he adds. “We're longing for something that in our minds is known, predictable, consistent and stable.”

Other psychologists emphasise that homesickness is a very normal part of the human experience and is about overcoming a period of adjustment to a new environment. To get over it, homesick people are encouraged to find a coffee shop or another place they can visit repeatedly and that will start to feel familiar. Over time, they will form new attachments.

Even though it's normal and common, homesickness can be associated with very difficult emotions and experiences, according to Ricks Warren, an associate professor in the department of psychiatry at the University of Michigan. Warren compares homesickness to losing a loved one, although what the person is grieving is the loss of the familiar place. It's associated with insomnia, problems with appetite, and difficulty concentrating.

Adapted from “What Happens To Your Mind And Body When You Feel Homesick,” *The Huffington Post* 29 June 2018.

<[https://www.huffpost.com/entry/what-happens-mind-body-homesick\\_n\\_5b201ebde4b09d7a3d77eee1](https://www.huffpost.com/entry/what-happens-mind-body-homesick_n_5b201ebde4b09d7a3d77eee1)>

### QUESTIONS

**1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.**

- a) Homesickness is often treated in literature, music and the cinema.
- b) One of the symptoms of homesickness is the lack of sleep.  
(Puntuación máxima: 2 puntos)

**2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.**

- a) What emotions do people experience when being homesick?
- b) What advice is given in the text to mitigate homesickness?  
(Puntuación máxima: 2 puntos)

**3.- Find the words in the text that mean:**

- a) topic (paragraph 1)
- b) states (paragraph 2)
- c) again and again (paragraph 3)
- d) tough (paragraph 4)  
(Puntuación máxima: 1 punto)

**4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.**

- a) After \_\_\_\_\_ (live) in my new city for three months, I have started feeling less homesick than when I first \_\_\_\_\_ (move) in.
- b) Feeling homesick is compared \_\_\_\_\_ the emotion that we experience \_\_\_\_\_ losing a beloved person.
- c) \_\_\_\_\_ (long) you live in a new place, \_\_\_\_\_ (good) you get to know it, and the less homesick you feel.
- d) **Complete the following sentence to report what was said.**  
“When did you last visit your hometown?”, David asked me.  
David asked me \_\_\_\_\_.  
(Puntuación máxima: 2 puntos)

**5.- Write about 150 to 200 words on the following topic.**

Have you ever felt homesick? Describe your experience.  
(Puntuación máxima: 3 puntos)

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### Change in Activism

It has always been the youth who have promoted changes. From the Vietnam protests to Tiananmen Square, young people have been the catalyst for many moments of social change and expression of resistance. This moment in time is no different, with millennials and Generation Z transforming activism into a form appropriate for this new technological age.

The sharp increase in activism from young people is in direct correlation with the historic events that took place in 2016, that is, the Brexit vote in June and the US presidential election in November. These events triggered a powerful wave of activism, led by young people disillusioned with institutions and frustrated with the direction our society is moving in. A key moment of youth activism was *March for Our Lives*. This was an entirely student-led protest to demand gun control legislation in America. It finally resulted in the third largest march in US history.

In the UK, *The Pink Protest* was created to form a community of activists more accessible to young people. *The Pink Protest's* mission manifested in the #FreePeriods campaign of last year. The protest's aim was to provide young girls in need with free menstruation products like sanitary towels and tampons. As a result of the campaign, £1.5 million were given by the UK government to address this problem.

This new germination has created a wave of socially engaged young people, eager to use their social media presence for good. From #BlackLivesMatter to #LoveWins, social media has changed the meaning and the practice of activism. It is no longer needed to take to the streets to make an impact; it is now easier and more productive to reach greater numbers of people through a screen. Activism is no longer a scary or unattainable notion but a democratic concept where anyone can find their place.

Adapted from "This Generation is Stepping up and Leading the Change in Activism," *The Student Newspaper* 13 October 2018.

### QUESTIONS

**1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.**

- The recent rise in youth protests is closely related to the technological advances which have developed for the last two years.
- Despite the use of social media, demonstrations are still the most effective way of protesting.

(Puntuación máxima: 2 puntos)

**2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.**

- Explain why youths organised activist movements in 2016.
- What did the #FreePeriods campaign demand?

(Puntuación máxima: 2 puntos)

**3.- Find the words in the text that mean:**

- founded (paragraph 3)
- objective (paragraph 3)
- tackle (paragraph 3)
- frightening (paragraph 4)

(Puntuación máxima: 1 punto)

**4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.**

- If I had known everything was going to be so chaotic, I \_\_\_\_\_ (not join) the protest last Sunday. It \_\_\_\_\_ (be) a waste of time.
- They didn't apologise \_\_\_\_\_ the trouble they caused. What's worse, they even complained \_\_\_\_\_ the organisation.
- \_\_\_\_\_ (you ever participate) in a social media campaign? If so, who was it organised \_\_\_\_\_?
- The young activists, \_\_\_\_\_ had met at a university event, enjoyed \_\_\_\_\_ (discuss) new ideas after meetings.

(Puntuación máxima: 2 puntos)

**5.- Write about 150 to 200 words on the following topic.**

"Today's Spanish youngsters are conformists and feel less committed to social issues than previous generations." Do you agree or disagree, and why?

(Puntuación máxima: 3 puntos)

## INGLÉS

### CRITERIOS ESPECÍFICOS DE CORRECCIÓN

El ejercicio incluirá cinco preguntas, pudiendo obtenerse por la suma de todas ellas una puntuación máxima de 10 puntos. Junto a cada pregunta se especifica la puntuación máxima otorgada. La valoración y los objetivos de cada una de estas preguntas son los siguientes:

**Pregunta 1:** Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El estudiante deberá decidir si dos frases que se le presentan son verdaderas o falsas, copiando a continuación únicamente el fragmento del texto que justifica su elección. Se otorgará 1 punto por cada apartado. Se calificará con 0 puntos la opción elegida que no vaya justificada.

**Pregunta 2:** Hasta 2 puntos. Se pretende comprobar dos destrezas: la comprensión lectora y la expresión escrita, mediante la formulación de dos preguntas abiertas que el estudiante deberá contestar basándose en la información del texto, pero utilizando sus propias palabras en la respuesta. Cada una de las preguntas valdrá 1 punto, asignándose 0,5 puntos a la comprensión de la pregunta y del texto, y 0,5 a la corrección gramatical y ortográfica de la respuesta.

**Pregunta 3:** Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El estudiante demostrará esta capacidad localizando en el párrafo que se le indica un sinónimo, adecuado al contexto, de cuatro palabras o definiciones. Se adjudicará 0,25 por cada apartado.

**Pregunta 4:** Hasta 2 puntos. Con esta pregunta se pretende comprobar los conocimientos gramaticales del estudiante, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el estudiante deberá completar o rellenar. También podrán presentarse oraciones para ser transformadas u otro tipo de ítem. Se adjudicará 0,25 a cada “hueco en blanco” y en el caso de las transformaciones o ítems de otro tipo se concederá 0,5 con carácter unitario.

**Pregunta 5:** Hasta 3 puntos. Se trata de una redacción, de 150 a 200 palabras, en la que el estudiante podrá demostrar su capacidad para expresarse libremente en inglés. Se propondrá una única opción y se otorgarán 1,5 puntos por el buen dominio de la lengua – léxico, estructura sintáctica, etc. – y 1,5 por la madurez en la expresión de las ideas – organización, coherencia y creatividad. Para corregir esta redacción se utilizará la siguiente rúbrica de evaluación:

Puntuación: de 0 – 3

Cada apartado se valorará entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de “Excelente” (con la nota máxima de 0,5) o de “Deficiente” (con la nota mínima de 0).

	<b>Excelente</b>	<b>Nota</b>	<b>Deficiente</b>
<b>CONTENIDO</b>	El mensaje es claro, preciso y coherente, con ideas interesantes, que se atienen al tema propuesto. Se sigue el requisito de extensión mínima.	--- / 0,5	El mensaje es demasiado confuso, ambiguo o incoherente, con ideas irrelevantes o repetitivas. No se sigue el requisito de extensión mínima.
	Se muestra capacidad para desarrollar un punto de vista personal, con opiniones originales. Las ideas se ilustran de forma adecuada.	--- / 0,5	Es difícil distinguir la postura personal del autor. Se incluyen generalidades sin fundamento, porque no se aportan datos o ejemplos que ilustren las ideas expuestas.
	Se emplean conectores de forma efectiva y variada.	--- / 0,5	Faltan conectores adecuados y se acusa una falta de transiciones temáticas lógicas.
<b>FORMA</b>	No hay errores importantes de gramática.	--- / 0,5	Hay errores graves de gramática.
	No muestra limitaciones en el uso del vocabulario que utiliza.	--- / 0,5	Hay errores graves de léxico.
	No hay errores importantes de ortografía y/o puntuación.	--- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
<b>Total</b>		<b>--- / 3</b>	