



QUESTIONS

INSTRUCCIONES GENERALES Y VALORACIÓN

1. El alumno dispone de dos opciones para contestar (A y B). **Debe escoger sólo una de ellas.**
 2. Lea **todo el texto** cuidadosamente.
 3. Lea atentamente **todas las preguntas** de la prueba.
 4. Proceda a responder en **lengua inglesa** a las preguntas en el papel de examen.
- TIEMPO:** 1 hora y 30 minutos.
CALIFICACIÓN: La puntuación máxima de la prueba es de 10 puntos.

Cleopatra Was not Killed by a Snake

The Queen of the Nile ended her life in 30 BC. According to legend it was the bite of an Egyptian cobra which caused her death. After losing the Battle of Actium, her Roman lover, Mark Antony, is said to have committed suicide. Cleopatra did likewise, according to tradition, by killing herself. Her legacy survives in numerous works of art and the many dramatizations of her story in literature and other media. Cleopatra is usually portrayed as a great beauty and her successive conquests of the world's most powerful men are taken to be proof of her aesthetic and sexual appeal.

Now Christoph Schaefer, a German historian and professor at the University of Trier, has presented evidence on a television programme that drugs and not a snake were the cause of death. He said that the bite of a snake would have given her an agonizing death over several days. "Queen Cleopatra was famous for her beauty and was unlikely to have subjected herself to a long and disfiguring death," said Schaefer, the author of a best-selling book in Germany called *Cleopatra*.

"Cleopatra wanted to remain beautiful in her death to maintain her myth. The last female Pharaoh probably took a lethal cocktail, which, back then, was a well-known mixture that led to a painless death within just a few hours. We consulted eminent zoologists and toxicologists and they said that a snake bite would have been too uncertain and taken too long," Professor Schaefer added.

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

- a) Professor Schaefer's new hypothesis about the cause of Cleopatra's death was made known through a specialized magazine.
- b) Experts in poisons told Schaefer that a snake bite causes immediate death.
(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) Why is Mark Antony mentioned in the text?
- b) What made Professor Schaefer think that a snake bite was not the cause of Cleopatra's death?
(Puntuación máxima: 2 puntos)

3.- Find the words or phrases in the text that mean:

- a) the same (paragraph 1)
- b) represented (paragraph 1)
- b) proof (paragraph 2)
- c) drink (paragraph 3)
(Puntuación máxima: 1 punto)

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

- a) The popular image we have of Cleopatra is _____ of a beautiful queen _____ was adored by Roman politicians and generals.
- b) An old coin with the image of Cleopatra _____ (show) that she may not have been as attractive _____ first thought.
- c) The coin, which _____ (hide) in a bank vault, accidentally fell _____ the floor of the bank after a robbery.
- d) Shakespeare _____ (write) his tragedy *Antony and Cleopatra* in 1608, but it was first printed fifteen years _____ (late).
(Puntuación máxima: 2 puntos)

5.- Write about 100 to 150 words on the following topic.

Write about a historical figure that you admire.
(Puntuación máxima: 3 puntos)



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TIEMPO: 1 hora y 30 minutos.

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What Should We Do about Climate Change?

Climate scientists are telling us that the earth is warming, we are causing it, and we should reduce carbon dioxide emissions to lessen the effects. So what should we do? Firstly, we should either use less energy, or use renewable energy sources, like solar panels. These panels are now providing energy in Europe more cheaply than nuclear generators, and without the waste products. In Australia, peak energy demand is on hot summer days, when solar energy is most abundant. So, it makes sense to use solar energy to help meet this peak demand.

Most importantly, we must stop listening to disinformation. Arguments that deny the existence of climate change have been repeatedly shown to be false and misleading. Claims that climate change is a hoax, or a conspiracy, or that climate scientists have deceived the public, is an inversion of the truth. Climate change denial is false propaganda. As a matter of fact, ninety-seven percent of scientists agree that climate change is happening. The time for skepticism about climate change has passed.

However, people should be encouraged to critically examine evidence and motivations. Thousands of scientists can't have been fabricating evidence and theory for over a hundred years in a conspiracy. Perhaps there is a hidden reason. Maybe some industries could be sponsoring a disinformation campaign, because they will lose billions of dollars in profits if people use less or alternative forms of energy. Keep in mind that the cost of prevention now is less than the cost of trying to fix the damage later.

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) In Australia, more energy is used in the winter.
- b) Most scientists think climate change is taking place.

(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) How can global warming be solved? Give at least two possible solutions.
- b) Why are some industries against informing the public about climate change?

(Puntuación máxima: 2 puntos)

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

- a) supplying (paragraph 1)
- b) maximum (paragraph 1)
- c) since (paragraph 3)
- d) repair (paragraph 3)

(Puntuación máxima: 1 punto)

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

- a) The environment is a topic _____ many people are interested _____.
- b) The electricity _____ (cut) off while we were listening _____ the radio.
- c) Last year I _____ (take) the bus to work instead of _____ (drive) my car.
- d) **Rewrite the following question, beginning with the words given.**
d. "Why should people use less energy?" they asked.

They asked _____

(Puntuación máxima: 2 puntos)

5. - Write about 100 to 150 words on the following topic.

Is climate change a real problem? Why? Give your opinion on the topic.

(Puntuación máxima: 3 puntos)

INGLÉS

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

TIEMPO: 1 hora y 30 minutos

La prueba consistirá en el “análisis” de un texto de un idioma extranjero (el inglés en este caso), del lenguaje común, no especializado. El alumno dispone de dos opciones para contestar (A y B). Debe escoger sólo una de ellas. A partir del texto propuesto, el estudiante realizará un comentario personal y responderá a cuestiones relacionadas con el texto, que serán planteadas y respondidas por escrito en el mismo idioma, sin ayuda de diccionario ni de ningún otro manual didáctico. El texto contendrá alrededor de 250 palabras y su comprensión no exigirá conocimientos especializados ajenos a la materia de la prueba. La dificultad del texto estará controlada, a fin de permitir al alumno que realice la misma en el tiempo previsto. La puntuación total del examen será de 10 puntos. Al comienzo de la prueba se incluirán unas instrucciones generales para la realización de la misma en lengua castellana. El resto de la prueba estará totalmente redactada en inglés, y el alumno usará exclusivamente la lengua inglesa en sus respuestas.

Valoración objetivos de cada una de las preguntas:

Pregunta 1: Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El alumno 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 alumno 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 de la respuesta.

Pregunta 3: Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El alumno demostrará esta capacidad localizando en el párrafo/s 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 pretenden comprobar los conocimientos gramaticales del alumno, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el alumno deberá completar/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 composición -de 100 a 150 palabras- en la que el alumno podrá demostrar su capacidad para expresarse libremente en lengua extranjera. 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.