

**INGLÉS**

**OPCIÓN 1**

**Read the text and the instructions to the questions very carefully. Answer all the questions in English.**

Some employers recruit graduates after a half hour personal interview. This is done in a formal setting, between two people, one of whom controls the conversation. There are always parts of interviews which are different from what is expected. The interviewer may not start at the beginning, and this can be difficult. You will have to order and clarify your thoughts quickly as the interviewer jumps from one point to the other. "Situational questions" are where the interviewer describes a work situation and asks for your solution. Generally you are recommended to think aloud - identify the key points and clarify the information, adding a dash of common sense.

In some cases, you will encounter panel interviews, where you will meet two, three or more interviewers at the same time. It is usual in such cases for the question topics to be split up between the interviewers, so that for example one will cover your academic record, the second concentrating on your reasons for wanting the job, and so on. You will have to build up rapport with each interviewer, adapt to his/her style, and concentrate on the abrupt change of topic. You should try and remember who is who - not their names, but their job or position, so that your answers are given at an appropriate level.

Remember that an interview is a two way process, and you should use the opportunity to ask questions. At the end of the interview you should have enough information to make a decision, if the job is offered to you.

**Questions**

1. Write a title in English which best summarises the text and justify your answer (**25-40 words**) (2 points).
2. Explain in English the meaning of the following expressions as used in the text (1 point: 0,5 each)
  - a) to be split up.
  - b) a dash of common sense.
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 1 point each):
  - a) The interviewer may not start at the beginning.  
Perhaps .....
  - b) You are recommended to think aloud.  
Thinking .....
4. Answer the following questions in your own words. The information must be taken from the text (2 points; 1 point each):
  - a) Which kinds of interview are mentioned in the text?
  - b) What is the advice given for panel interviews?
5. How would you prepare yourself in order to get a job? (Minimum 80 words, maximum 100 words; 3 points)

**INGLÉS**

**OPCIÓN 2**

**Read the text and the instructions to the questions very carefully. Answer all the questions in English.**

A massive investigation into mobile phone safety has failed to rule out risks of brain damage and cancer. Experts say there are still large gaps in scientific knowledge about what radiation is doing to users' bodies and brains. The results of a three-year study highlighted continuing uncertainty over the safety of handsets. Parents were urged to limit mobile phone use by children because of the potential damage. Campaigners have long feared that users of Britain's 50 million phones are risking cancer, brain damage, Alzheimer's disease, sleeping disorders and memory loss because of radiation emitted by handsets directly into the head. Now the report says there may be other hidden problems because mobiles have been in widespread use among British people for only a few years.

Professor Anthony Simons, who led the study, said: 'We cannot be sure what will be found and the possibility of an effect still remains'. 'It's still early days, particularly on the use of handsets,' he added. 'There could still be effects we don't know about. We can't predict what we are going to learn tomorrow. In the meantime, excessive use of mobile phones by young children should be discouraged. While children are growing and developing, they are more susceptible to all sorts of things. About a quarter of mobile phone users are under 18, with many having been given them by their parents so they can easily stay in touch. Those under ten are thought to be particularly vulnerable because their skulls are thinner and may allow radiation to penetrate deeper into the brain. Also their nervous systems are still developing'.

**Questions**

1. Write a title in English which best summarises the text and justify your answer. **(25-40 words)**  
(2 points)
2. Explain in English the meaning of the following expressions as used in the text. (1 point; 0.5 each)
  - a) widespread use
  - b) potential damage
3. Complete the second sentence of each pair so that it has the same meaning as the first one.  
(2 points)
  - a) 'We can't predict what we are going to learn tomorrow', the Professor said.  
The Professor said that .....
  - b) Parents were urged by investigators to limit mobile phone use by children.  
Investigators .....
4. Answer the following questions in your own words. The information must be taken from the text.  
(2 points)
  - a) According to the report, why does the possibility of problems still remain?
  - b) Are the results of the study in favour of or against mobiles?
5. Are you in favour of or against mobile phones? Why? (Minimum 80 words, maximum 100 words;  
3 points)

## INGLÉS

### Opción 1:

**Read the text and the instructions to the questions very carefully. Answer all the questions in English.**

What seems to have surprised the health authorities most about the current anti-smoking campaign is the fact that it appears to be having very little effect on the younger sectors of society. However, this is hardly surprising. You can certainly frighten older people with cancer, imminent slow death and other such dangers, but most under twenty-year-olds can't even conceive what this means. They can't see far enough ahead to fear death: if they imagine their own funeral, it is a self-indulgent vision, with all their favourite friends sobbing and saying how unfortunate and gorgeous they were. Young people live in the right now, and what they are really afraid of, right now, is smelling bad and looking ugly. You can frighten 16-year-olds with an exaggerated threat of smoker's halitosis, that sickly smell that no amount of chewing gum can get rid of. *You* know – the smell that other people detect even when you can't; the kind that makes members of the opposite sex turn away when you try to kiss them for the first time.

In the 1980s, public health advertisements in Britain tried to extract the attraction from heroin with the slogan "Heroin screws you up" and a picture of a teenager with a really dreadful skin. The slogan may not have been very effective, but the acne worked well. I suggest that different anti-smoking campaigns should be designed for different age-groups, and that those for young people should show what it does to the living, and forget about threats of death.

### Questions

1. Write a title in English which best summarises the text and justify your answer (**25 - 40 words**, 2 points).
2. Explain in English the meaning of the following expressions as used in the text (1 point: 0.5 each).
  - a) Most under twenty-year-olds
  - b) Young people live in the right now
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 1 point each)
  - a) You can certainly frighten older people with the danger of imminent slow death  
Older people .....
  - b) The slogan may not have been very effective  
Perhaps .....
4. Answer the following questions in your own words. The information must be taken from the text. (2 points: 1 point each)
  - a) Why is the present anti-smoking campaign not successful with young people, according to the author?
  - b) What sort of campaign does he think would have an effect on the young?
5. Apart from the anti-smoking slogans on cigarette packets, what other steps should the health authorities take to stop people smoking? (Minimum 80 words, maximum 100; 3 points).

## INGLÉS

### Opción 2:

**Read the text and the instructions to the questions very carefully. Answer all the questions in English.**

It was Christmas 2002, and I was appearing in an opera in London. My career as a singer has always been at the centre of my life, but because my mother had just died, I decided to do what she had asked: I took a year's sabbatical. I also made another decision. I'd fly to Peru to meet a young man called Nick López.

Ten years earlier, a friend had told me about a charity organization called EveryChild. By giving \$20 a month, you could help a young person in a developing country. Nick was five years old, living with his parents and two brothers in a shanty town above Lima. We exchanged letters. I enjoyed reading about his life, although it became clear that his family had to struggle to get by. When he was eight he sent me my favourite photograph, which I still keep in my office. Nick was growing up fast.

So here I was on my way to Lima at last to meet him in person. It was an experience that I'll never forget. The poverty shocked me. Nick and his family live in a two-roomed house, but Nick was a sweet, shy 15-year-old boy with beautiful manners and real dignity, who kept chickens and sold them to help his family. I had been told that giving him too many presents would single him out from the rest of his community, so I brought T-shirts for him and his brothers, and books about caring for chickens. Meeting Nick has given my life a new perspective.

### Questions

1. Write a title in English which best summarises the text, and justify your answer (**25 – 40 words**; 2 points).
2. Explain in English the meaning of the following expressions as used in the text (1 point: 0.5 points each).
  - a) would single him out from the rest of his community
  - b) a developing country
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 1 point each).
  - a) The poverty shocked me.  
I ...
  - b) Nick and his family live in a two-roomed house.  
The house ...
4. Answer the following questions in your own words. The information must be taken from the text (2 points: 1 point each).
  - a) Why has meeting Nick given the writer's life a new perspective?
  - b) What kind of life does Nick have?
5. What kind of charity organization would you give money to, and why? (Minimum 80 words, maximum 100 words; 3 points)

## CONVOCATORIAS DE XUÑO E SETEMBRO

**1. Puntuación:**

Primeira pregunta .....	2 puntos
Segunda pregunta .....	1 punto
Terceira pregunta .....	2 puntos
Cuarta pregunta .....	2 puntos
Quinta pregunta .....	3 puntos

2. Terase en conta a comprensión, expresión e corrección escritas. Por unha parte, o corrector valorará se existe comprensión total ou parcial do texto por parte do alumno. Por outra parte, o corrector terá en conta, asimismo, a capacidade do alumno para comunicarse de forma efectiva (avaliación da súa competencia comunicativa), a coherencia e ordenación lóxica na exposición das ideas, a riqueza do léxico, sen esquencer a expresión gramatical correcta (competencia lingüística) das respostas.

3. Se existise unha comprensión total do texto xunto cunha expresión gramatical correcta, a puntuación será máxima, sempre que o alumno aporte elementos expresivos personais.

4. Se existise unha comprensión total do texto, pero a expresión non fora gramaticalmente correcta, faranse as deducións oportunas dependendo da gravidade da incorrección ou erro. As deducións faranse, entón, axustándose á importancia cualitativa do erro e ó número de erros que se cometan na

mesma pregunta. A modo orientativo, lémbrese que erros de expresión básicos (faltas de concordancia, indebida ou inexacta orde de palabras, fallos na formación de interrogativas ou negativas, etc.) serán penalizados de forma considerable.

5. Se a comprensión é parcial a puntuación máxima asignada á pregunta verase reducida dacordo coa gravidade da falta de comprensión.

6. Se non hai comprensión algunha, a pregunta non pode ter ningún tipo de calificación positiva.

7. Os erros ortográficos puntuaranse negativamente dacordo co número e importancia deles (serán máis graves en palabras básicas da lingua inglesa). Ponderarase asimismo a súa frecuencia relativa e terase en conta como criterio cualitativo a aparición de erros nas formas do vocabulario básico do nivel. Como criterio xeral, deberá penalizarse, como mínimo, unha décima por erro ortográfico. Un erro repetido na mesma palabra só se penalizará unha vez.

8. Se se transcribira literalmente un fragmento do texto como resposta a todas ou a unha das preguntas, aínda que o devandito fragmento estivese relacionado co contido da pregunta, valorarase cunha puntuación máxima do 50% do total atribuíble á puntuación correspondente a cada pregunta ou cuestión. Polo que debe interpretarse que non necesariamente a puntuación debe ser un 0,5.

## SOLUCIONES CONVOCATORIA DE XUÑO

## OPCIÓN 1 (POSSIBLE ANSWER)

1. The best title for this text is “An interview for a job” because the author describes the different kinds of interviews for jobs and the best way to prepare yourself for an interview and answer the questions well.

2. a) This means “to be divided” or “to be shared”.

b) This means “a little common sense”.

3. a) The interviewer may not start at the beginning.

Perhaps the interview will not start at the beginning.

b) You are recommended to think aloud.

Thinking aloud is recommended.

4. a) They mention personal interviews and panel interviews in the text.

b) They advise the interviewee to make a good relationship with each interviewer, adapt to his/her way of behaving, and concentrate on the sudden change of topic, to try and remember which person is which - not their names, but their job or position, so that the answers are given well.

5. In order to get a job I would first pass all of my exams in my studies. Secondly, I would try to practise my speciality in a company where they need an employee, and finally I would look for a job with a good salary near my home. However, if I could not find it I would look for one on the Internet or in the newspapers in another city or country. I think I would try to prepare the interview well, as the text says, as it is very important, and wear good clothes for it.

## OPCIÓN 2 (POSSIBLE ANSWER)

1. The best title for this text is “The dangers of mobile phones” because it describes how mobile phones may give us dangerous radiation through our heads into our brains.

2. a) “Widespread use” means that a lot of people use them everywhere.

b) “Potential damage” is damage which they think mobile phones could cause in the future.

3. a) ‘We can’t predict what we are going to learn tomorrow’, the Professor said.

The Professor said that they / we couldn’t predict what they / we were going to learn in the future / tomorrow.

b) Parents were urged by investigators to limit mobile phone use by children.

Investigators urged parents to limit mobile phone use by children.

4. a) The possibility of problems still remains because we do not know everything about the effects of mobile phones, as they have only been in use for a few years.

b) The report is not certain about the effects of mobile phones but warns about the possible effects, especially on young children.

5. I am personally in favour of mobile phones for many reasons. Firstly, I feel safer if I take one with me when I go out at night. My parents can phone me if they feel worried, and on the other hand I can phone them in an emergency, if I miss the last bus or if there are not any taxis near. The mobile phone is useful if you want to arrange to meet your friends. I especially like it when my friends send me messages because in that way they are really telling me they are interested in me.

## SOLUCIONES CONVOCATORIA DE SETEMBRO

## OPCIÓN 1 (POSSIBLE ANSWER)

1. The best title for this text is “How to help young people to stop smoking”, because it explains why campaigns have only influenced adults so far and suggests a new way to stop smoking among young people.

2. a) This means “the majority of people who are not 20 years old yet.”

b) This means that young people think about today more than about tomorrow.

3. a) You can certainly frighten older people with the danger of imminent slow death

Older people can certainly be frightened with the danger of imminent slow death.

b) The slogan may not have been very effective

Perhaps the slogan was not very effective.

4. a) The present anti-smoking campaign is not successful because it talks about cancer, and tries to frighten young people, but they are not afraid of dying because they cannot imagine their own death.

b) The sort of campaign that would be successful is one which concentrates on the bad smell of your breath and the acne that smoking can cause.

5. I think the health authorities should stop people from smoking on buses and trains. They should make them pay if they do it, because at the moment people do not respect others, but if they had to pay some money they would not smoke there. Besides this, they should stop advertisements for cigarettes in public places. In this way, people would not think of smoking so much when they are going along the street. Finally, they should give courses at school to help children stop the habit. They could call them: “Good habits and bad habits”.

## OPCIÓN 2 (POSSIBLE ANSWER)

1. A possible title is “How a boy from Peru changed my life”. I have chosen this title because the writer was a rich and famous singer who went to Peru and met a boy called Nick, and it explains how meeting him changed her attitude to life.

2. a) “would single him out from the rest of his community”

This means “would make him different from the rest of the people where he lived.”

b) “a developing country” means “a poor country which is making progress and becoming more modern”.

3. a) The poverty shocked me.

I was shocked by the poverty.

b) Nick and his family live in a two-roomed house.

The house (which) Nick and his family live (in) has two rooms.

OR The house where Nick and his family live has two rooms.

4. a) Meeting Nick has changed the writer’s life because she discovered that Nick and his family have to fight hard in order to survive, and as she had probably never met anyone poor, she started to think about life in a different way.

b) Nick lives in Peru in a small house with only two rooms in a poor area. His family is very poor, but Nick is working to help them by keeping chickens.

5. I would give money to a charity that helps to protect the environment, such as Greenpeace. This is because in South America and Africa they are cutting down many of the trees so the animals do not have a place to live. Besides, the climate is changing and we are going to have more deserts in the future. Therefore, it is important to fight against the companies and the countries that are responsible. Volunteers from Greenpeace also fight against pollution from ships like the “Prestige” so they deserve our help.

Or

I do not agree with charity organizations, but I think I would give money to an organization that helps children who do not have a mother and father. Our family is the most important thing, so if you do not have your parents, life is very hard. I know an organization which takes these children to a summer camp where they can spend a month having a good time together. If I were rich I would send them a lot of money, but if I were poor I would be a volunteer in their camp.