

## INGLÉS

### OPCIÓN A

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

Music Therapy is “the clinical use of music within a therapeutic relationship.” Put more simply, we use music to make life better, and music therapists are specially trained to use music in treatment, because it has a profound impact on our brains and bodies. Even babies who are one day old are able to detect differences in rhythmic patterns. Mothers across cultures and throughout time have used lullabies and rhythmic rocking to calm crying babies. We don’t know why, but our brains respond to music, even though it’s not essential for our survival. Children respond readily to music. Any parent knows that it’s natural for a child to begin singing and dancing at an early age. And have you seen the *YouTube* video of the baby dancing to Beyoncé?

Our bodies, especially our motor systems, respond to a rhythmic beat. Have you ever walked down the street, humming a song in your head, and noticed that you’re walking to the rhythm? Music affects our motor nerves, allowing our muscles to move to the rhythm without our having to think about it. Every time your breathing or your heart-rate quicken, that’s your body responding physiologically to music. Music therapists can use this to help stimulate a person in a coma or use music to help someone relax.

Music affects our emotions. Have you ever listened to a piece of music and smiled? Or felt sad? Many people use this in a “therapeutic” way, listening to certain music that makes them feel a certain way. Music also helps improve our learning and memory. We can both learn and remember a song easily, and it stimulates our memories in a very powerful way. Music therapists who work with older adults with dementia have shown how music stimulates their patients to remember their past life.

### Questions

1. Write a summary of the text in English, including the most important points, using your own words (approximately 50 words; 1 point).
2. Find words or phrases in the text that correspond in meaning to the words and definitions given here (1 point; 0.25 each).
  - a) prepared for a specific job or situation
  - b) absolutely necessary
  - c) go faster
  - d) make better
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points; 0.5 each).
  - a) Even babies who are one day old are able to detect differences in rhythmic patterns.  
*Even when babies ...*
  - b) Have you ever walked down the street and noticed that you’re moving to the rhythm?  
*The writer asked the readers .....*
  - c) Music affects our motor nerves, allowing our muscles to move to the rhythm  
*Music affects our motor nerves, which ...*
  - d) Music therapists can use this to help stimulate a person in a coma.  
*This ...*
4. Answer the following questions in your own words. Your answer must be based on the information given in the text (2 points; 1 point each)
  - a) Why does the writer mention “the *YouTube* video of the baby dancing to Beyoncé”?
  - b) What are the uses of music for people who are ill?
5. Write a letter to a friend who is feeling stressed because of an exam telling them what they can do to try to relax. Begin with “*Dear ...*” (Approximately 120 words; 3 points)

## INGLÉS

### OPCIÓN B

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

In 2012, the United States Department of Agriculture (USDA) estimated that Americans ate an average of 52.3 pounds of beef, 57.4 pounds of chicken, and 43.5 pounds of pork, per person. Vegetarians, about 5% of the US population, do not eat meat (including poultry and seafood). The USDA includes meat as part of a balanced diet, but it also states that a vegetarian diet can meet "the recommended dietary allowances for nutrients."

Many defenders of vegetarianism say that eating meat harms health, wastes resources, causes deforestation, and creates pollution. They often argue that killing animals for food is cruel and unethical since available non-animal food sources are plentiful. According to their theories, animals are sentient beings that have emotions and social connections. Scientific studies show that cattle, pigs, chickens, and all warm-blooded animals can experience stress, pain, and fear. In the United States about 35 million cows, 115 million pigs, and 9 billion birds are killed for food each year. These animals should not have to die to satisfy an unnecessary dietary preference.

On the other hand, those who oppose a vegetarian diet say that meat consumption is healthful and humane, and that producing vegetables causes many of the same environmental problems as producing meat. They also argue that humans have been eating and enjoying meat for 2.3 million years and that eating meat is not cruel or unethical; it is a natural part of the cycle of life. Vegetarians mistakenly elevate the value of animal life over plant life. Research shows that plants respond electrochemically to threats and may feel fear, so vegetarians are also causing harm every time they kill and eat a plant. Every organism on earth dies or is killed, at some point, so that other organisms can live. There is nothing wrong with this cycle; it is how nature works, they say.

### Questions

1. Write a summary of the text in English, including the most important points, using your own words (approximately 50 words, 1 point)
2. Find words or phrases in the text that correspond in meaning to the words and definitions given here (1 point; 0.25 each)
  - a) damages
  - b) abundant
  - c) are against
  - d) raise
3. Complete the second sentence of each pair so that it has the same meaning as the first one. (2 points; 0.5 each)
  - a) A vegetarian diet can meet the recommended dietary allowances for nutrients.  
*The recommended .....*
  - b) Killing animals for food is cruel and unethical since non-animal food sources are plentiful.  
*It is ...*
  - c) Eating meat harms health, wastes resources, and causes deforestation.  
*Eating meat not only .....*
  - d) Producing vegetables causes many environmental problems  
*If you .....*
4. Answer the following questions in your own words. Your answer must be based on the information given in the text. (2 points; 1 point each)
  - a) Why do vegetarians argue that eating different kinds of meat is cruel?
  - b) According to the text, in what way is eating meat part of the natural cycle of life?
5. Do you think the way we eat in Galicia is healthy? Why/why not? If you didn't live with your parents, would you eat the sort of food you normally have at home? (Approximately 120 words; 3 points).



## INGLÉS

### 6. LISTENING TEST (1 point)

**In this listening test you're going to hear a conversation in which Richard and Marian talk about eating out in restaurants.**

**Here is the beginning of the conversation:**

**Richard:** For this week's podcast we're talking about one of my favourite topics: food! Well, not just food, eating out. And with me, to talk about eating out, is Marian.

**Marian:** Hi, Richard!

**Richard:** So, Marian. How often do you eat out?

**Here is an example of a question:**

**Richard is very interested in**

- food and how to cook it
- just food and eating
- food and restaurants

The correct answer is: "Richard is very interested in food and restaurants".

**Ready? Now read the rest of the questions and alternative answers before listening to the conversation.**

(2-minute pause)

**Now listen to the rest of the conversation. You will hear it three times. Write the correct answer in your exam notebook (cuadernillo). Write the complete answer, not just a letter. You must not write more than one answer for each question.**

(Recording)

**Now you will hear the text again.**

(Recording)

**Now you will hear the text for the last time.**

(Recording)

**That is the end of the Listening test. Write your answers in your examination notebook (cuadernillo) if you have not already done so. Then you can go on with the rest of the examination.**

## INGLÉS

### Questions

**1. Marian normally goes out to a restaurant**

- more than once a week
- sometimes, if there's a birthday party
- once a week, sometimes more

**2. Marian**

- gets bored if she goes to different places
- likes to vary the kind of food she eats
- only eats Chinese and Italian food

**3. If she's just got paid**

- Marian is worried about the price
- Marian can choose a nice restaurant
- Marian probably puts price right on top of the list

**4. For Marian, the ambiance**

- is one of the two most important things about a restaurant
- is the most important thing about a restaurant
- is the least important thing about a restaurant

**5. She thinks that**

- waiters usually pay more attention to men than to women
- restaurants are never really sexist
- waiters usually discriminate age more than sex

**6. Waiters bring Marian the check**

- when she's ready to order
- when she's with people who look younger than her
- when she looks much younger than the friends she is with

**7. Marian feels that in a restaurant**

- she doesn't get treated differently from a man
- she's not very good at giving orders
- people look around at the way she's sitting

**8. She decides to go to a new restaurant**

- when one opens on the corner
- when she reads a good review
- when a friend tells her about one

**9. If the bill says "service included", Marian would probably**

- leave an extra 10 percent as a tip
- leave an extra 5 percent as a tip
- leave no tip at all

**10. She is just about to go out to**

- an Italian restaurant
- a Chinese restaurant
- an Indian restaurant



SETEMBRO 2017

INGLÉS

OPCIÓN A

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

Some people criticise the Internet for various reasons. The information is false, fake or at least dubious, they say; it allows others to spy on you and you have no privacy. It isolates individuals in their homes, and gives us a false set of priorities, so we prefer virtual to real friends. This is a vast exaggeration. The Internet gives millions of people access to information they would not otherwise have had, which is a huge benefit. And most people who read the news online are not that easy to fool, except for the type of people that would read low-quality newspapers on paper anyway! The problem of bad information and news-making is not unique to the Internet; there are lots of trashy magazines as well.

As for privacy, you are the most important person to protect your own privacy. Don't fill in private information, if you don't want people to know about it. There are laws protecting you from websites that sell your information, but if you give personal details out without being sure that it will be properly used you only have yourself to blame. Not everyone likes the same things and the more unusual your preferences, the harder it will be to find friends offline. The Internet has finally given many people a place where they can be themselves, and where they can meet likeminded people ... without anyone else knowing!

It's better to sit indoors and actively surf online than to sit in front of a television and passively take in what the TV company has decided you should watch. There are lots of educational games and news sites we can obtain information from in a much more effective way than television could ever provide. Furthermore, many people keep up their social contacts online, which is also impossible with the television. Saying they cannot appreciate a nice conversation or a good book is just nonsense.

**Questions**

1. Write a summary of the text in English, including the most important points, using your own words (approximately 50 words; 1 point).
2. Find words or phrases in the text that correspond in meaning to the words and definitions given here (1 point; 0.25 each):  
a) inferior; b) correctly; c) similar; d) give.
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points; 0.5 points each).  
a) Don't fill in private information, if you don't want people to know about it.  
Don't fill in private information, unless ...  
b) The television is not as effective as the Internet.  
The Internet ...  
c) The Internet gives us a false set of priorities, so we prefer virtual to real friends.  
We prefer virtual to real friends ...  
d) We can obtain information more effectively from the Internet.  
Information ...
4. Answer the following questions in your own words. Your answer must be based on the information given in the text (2 points; 1 point each)  
a) According to the writer, why is the Internet better than the television?  
b) According to the writer, why is the Internet a good way of getting information?
5. In your opinion, are many people addicted to social media and the Internet? Are there any dangers in using them too much? (Approximately 120 words; 3 points)



SETEMBRO 2017

## INGLÉS

### OPCIÓN B

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

The Lego Group began in the workshop of Ole Kirk Christiansen (1891–1958), a carpenter from Billund, Denmark, who began making wooden toys in 1932. In 1934, his company came to be called "Lego", derived from the Danish phrase *leg godt*, which means "play well". In 1947, Lego expanded to begin producing plastic toys, and in 1949 an early version of the now familiar interlocking bricks. The Lego Group's motto is literally "the best is never too good". By 1954, Christiansen's son, Godtfred created the idea of a toy system. Godtfred saw the immense potential in Lego bricks to become a system for creative play. In 1958, the modern brick design was developed; however, it took another five years to find the right material for it, ABS polymer.

Lego has set many, many records. In May 2013, the largest model ever created was displayed in New York and was made of over 5 million bricks. Other records include a 34m tower and a 4 km railway. In 2015, Lego replaced Ferrari as the "world's most powerful brand".

Lego's popularity is demonstrated by its wide usage in many forms of cultural works, including books and films. It has even been used in the classroom as a teaching tool. Lego pieces of all varieties constitute a universal system. Despite variation in the design and the purposes of individual pieces over the years, each piece remains compatible with existing pieces. Lego bricks from 1958 still interlock with those made now.

Six pieces of 2x4 bricks can be combined in 915,103,765 ways! Each Lego piece must be manufactured to a high degree of precision. When two pieces are joined they must fit firmly, yet be easily disassembled.

The manufacture of Lego bricks occurs at a number of locations around the world. Lego blocks are moulded in Denmark, Hungary, Mexico, and now in China. The Lego Group estimates that in the course of five decades it has produced some 400 billion Lego blocks.

#### Questions

1. Write a summary of the text in English, including the most important points, using your own words (approximately 50 words; 1 point).
2. Find words or phrases in the text that correspond in meaning to the words and definitions given here (1 point; 0.25 each):  
a) producing; b) correct; c) shown; d) places.
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points; 0.5 points each).  
a) Godtfred created the idea of a toy system. Godtfred saw the immense potential in Lego bricks. Godtfred, who ...  
b) The modern brick design was developed in 1958; however, it took another five years to find the right material. Although ...  
c) Lego replaced Ferrari as the "world's most powerful brand". Ferrari ...  
d) Lego blocks are moulded in Denmark, Hungary, Mexico, and now in China. Besides Denmark, ...
4. Answer the following questions in your own words. Your answer must be based on the information given in the text (2 points; 1 point each)  
a) How do you know that Lego is a very popular game?  
b) Why is it so popular?
5. Can you remember what toys and games you played with when you were young? What is your favourite memory of when you were young? (Approximately 120 words; 3 points)



SETEMBRO 2017

INGLÉS

6. LISTENING TEST (1 point)

**In this conversation, Richard and Jackie talk about driving and learning to drive.**

**Here is the beginning of the conversation:**

**Richard:** We're talking about driving and learning to drive. Now Jackie, I know you can drive. When did you first learn to drive?

**Jackie:** Well actually that's interesting, Richard, because my brother, who's younger than me, right, my father taught him when he was seventeen, but he refused to give me lessons.

**Here is an example of a question:**

Who taught Jackie's brother to drive?

Their father

Jackie

Richard

The correct answer is: Their father.

**Ready? Now read the rest of the questions and alternative answers before listening to the interview.**

(2-minute pause)

**Now listen to the rest of the conversation. You will hear it three times. Write the correct answer in your exam notebook (cuadernillo). Write the complete answer, not just a letter. You must not write more than one answer for each question.**

(Recording)

**Now you will hear the text again.**

(Recording)

**Now you will hear the text for the last time.**

(Recording)

**That is the end of the Listening test. Write your answers in your examination notebook (cuadernillo) if you have not already done so. Then you can go on with the rest of the examination.**



**SETEMBRO 2017**

**INGLÉS**

**QUESTIONS**

1. What does Richard suggest?
  - a) That Jackie's father knew she was a bad driver.
  - b) That Jackie's brother was worse than Jackie.
  - c) That Jackie's father was a bad driver.
  
2. Who paid for Jackie's driving lessons?
  - a) Jackie's father
  - b) Jackie
  - c) Jackie's brother
  
3. Why was it frightening to drive in London?
  - a) Because the traffic went very slowly.
  - b) Because it was raining.
  - c) Because there were a lot of cars around her.
  
4. When did Jackie start to drive regularly?
  - a) Immediately after her driving test, in a Morris Minor lent to her by a friend.
  - b) Some time after her driving test.
  - c) Some time after her driving test, in a car lent to her by a friend.
  
5. For Richard, what was different about driving in Sydney from where he learnt to drive?
  - a) There were not so many hills in Sydney.
  - b) It was not so quiet in Sydney.
  - c) Where he learnt, there were more roundabouts, hills and traffic lights.
  
6. What kind of driver is Richard?
  - a) He drives fast and with skill.
  - b) He takes care and drives with skill.
  - c) He doesn't drive too fast and he is careful.
  
7. Which of the following is true?
  - a) Jackie now prefers to drive but she used to prefer to be driven.
  - b) Jackie used to prefer to be driven, but now Richard prefers to be driven.
  - c) Richard drives now more than Jackie.
  
8. What does Jackie do when she is a passenger?
  - a) She tries to find which way to go.
  - b) She looks into people's front gardens.
  - c) She looks at the countryside through the window.
  
9. What happens to Richard when he is driving on motorways?
  - a) He gets bored and starts falling asleep.
  - b) He prefers straight roads.
  - c) He's keen on driving on motorways.
  
10. Which of these is true about Richard?
  - a) He's driven in many countries.
  - b) He has had only one single accident.
  - c) He will continue to drive for a long time.



**PROBAS DE ACCESO Á UNIVERSIDADE (ABAU)**

**CONVOCATORIA DE XUÑO**

**2017**

**CRITERIOS DE AVALIACIÓN**

**LINGUA INGLESA**

**(Cód 11)**

**Question 1. (1 punto)**

Esta pregunta será puntuada segundo os seguintes criterios:

1. O alumno identificou as ideas principais do texto e resumíunas sen incluír información secundaria ou anecdótica.
2. O alumno expresou estas ideas en aproximadamente 50 palabras, sen copiar literalmente do texto, con coherencia, claridade, cohesión, razoable corrección gramatical e léxico axeitado ao tema.

**Question 2. (1 punto; 0.25 por cada palabra/ expresión correcta)**

**Question 3. (4 x 0.5 = 2 puntos).**

Transformación dunha parte ou o total dunha frase tirada do texto noutras palabras para que signifique o mesmo. Constará de catro partes, cunha puntuación de 0,5 puntos para cada parte.

**Question 4. (2 x 1= 2 puntos)**

Esta pregunta avalía a comprensión de detalle do texto e a capacidade do alumnado para expresar as ideas aí contidas coas súas propias palabras. Aínda que na contestación non será necesario que se repita o enunciado da pregunta, en ningún caso se poderá contestar con respostas curtas de tipo “*Yes, he does*” ou “*No, they haven’t*”. Esta pregunta formularase con dous apartados. Cada un deles valerá 1 punto e evaluarase segundo os seguintes criterios:

1. O alumnado comprendeu a pregunta que se lle formulou e a súa contestación é axeitada e relevante.
2. O alumnado expresou as súas ideas sen copiar literalmente do texto, con coherencia, claridade, cohesión, razoable corrección gramatical e léxico axeitado ao tema.

**Question 5. (3 puntos)**

Esta pregunta pretende avaliar a capacidade comunicativa do alumnado no ámbito da produción escrita. A nota final (máximo 3 puntos) outorgarase segundo a medida na que o alumnado cumpra os seguintes parámetros; cada un deles puntuarase de 0 a 0.5 puntos:

**a) Alcance.** O alumnado aborda adecuadamente o tema proposto. Sabe comunicar as ideas que quere transmitir utilizando unha considerable variedade de recursos. Sabe utilizar o rexistro lingüístico adecuado á situación.

**b) Riqueza e control do vocabulario.**

**c) Corrección gramatical.** O alumnado ten un repertorio básico de elementos lingüísticos e de estratexias que lle permiten abordar o tema con comodidade. Non comete erros gramaticais básicos, como, por exemplo, omitir o suxeito diante dun verbo, omitir o “-s” da 3ª persoa do singular do Presente Habitual (he writeS), utilizar adxectivos en plural, usar incorrectamente os adxectivos posesivos e demostrativos, non dominar os tempos verbais e outros.

**d) Fluidez.** O alumnado posúe un dominio da lingua inglesa adecuado e suficiente para evitar cortes na comunicación ou malentendidos.

**e) Cohesión.** O alumnado utiliza adecuadamente os conectores e demais medios de cohesión.

**f) Coherencia.** O alumnado é capaz de organizar as súas ideas para redactar un texto coherente e ben estruturado

**TOTAL = 9 puntos.**

**Segunda parte: LISTENING TEST (1 punto)**

**PROBAS DE ACCESO Á UNIVERSIDADE (ABAU)**

**CONVOCATORIA DE SETEMBRO**

**Curso 2016-2017**

*CRITERIOS DE A VALIACIÓN*

**LINGUA INGLESA**

**(Cód 11)**

**Question 1. (1 punto)**

Esta pregunta será puntuada segundo os seguintes criterios:

1. O alumno identificou as ideas principais do texto e resumiunas sen incluír información secundaria ou anecdótica.
2. O alumno expresou estas ideas en aproximadamente 50 palabras, sen copiar literalmente do texto, con coherencia, claridade, cohesión, razoable corrección gramatical e léxico axeitado ao tema.

**Question 2. (1 punto; 0.25 por cada palabra/ expresión correcta)**

**Question 3. (4 x 0.5 = 2 puntos).**

Transformación dunha parte ou o total dunha frase tirada do texto noutras palabras para que signifique o mesmo. Constará de catro partes, cunha puntuación de 0,5 puntos para cada parte.

**Question 4. (2 x 1 = 2 puntos)**

Esta pregunta avalía a comprensión de detalle do texto e a capacidade do alumnado para expresar as ideas aí contidas coas súas propias palabras. Aínda que na contestación non será necesario que se repita o enunciado da pregunta, en ningún caso se poderá contestar con respostas curtas de tipo “*Yes, he does*” ou “*No, they haven’t*”. Esta pregunta formularase con dous apartados. Cada un deles valerá 1 punto e avaliarase segundo os seguintes criterios:

1. O alumnado comprendeu a pregunta que se lle formulou e a súa contestación é axeitada e relevante.
2. O alumnado expresou as súas ideas sen copiar literalmente do texto, con coherencia, claridade, cohesión, razoable corrección gramatical e léxico axeitado ao tema.

**Question 5. (3 puntos)**

Esta pregunta pretende avaliar a capacidade comunicativa do alumnado no ámbito da produción escrita. A nota final (máximo 3 puntos) outorgarase segundo a medida na que o alumnado cumpra os seguintes parámetros; cada un deles puntuarase de 0 a 0.5 puntos:

- a) **Alcance.** O alumnado aborda adecuadamente o tema proposto. Sabe comunicar as ideas que quere transmitir utilizando unha considerable variedade de recursos. Sabe utilizar o rexistro lingüístico adecuado á situación.
- b) **Riqueza e control do vocabulario.**
- c) **Corrección gramatical.** O alumnado ten un repertorio básico de elementos lingüísticos e de estratexias que lle permiten abordar o tema con comodidade. Non comete erros gramaticais básicos, como, por exemplo, omitir o suxeito diante dun verbo, omitir a “-s” da 3ª persoa do singular do Presente Habitual (he write**S**), utilizar adxectivos en plural, usar incorrectamente os adxectivos posesivos e demostrativos, non dominar os tempos verbais e outros.
- d) **Fluidez.** O alumnado posúe un dominio da lingua inglesa adecuado e suficiente para evitar cortes na comunicación ou malentendidos.
- e) **Cohesión.** O alumnado utiliza adecuadamente os conectores e demais medios de cohesión.
- f) **Coherencia.** O alumnado é capaz de organizar as súas ideas para redactar un texto coherente e ben estruturado

**TOTAL = 9 puntos.**

**Segunda parte: LISTENING TEST (1 punto)**