Read the instructions for the questions very carefully and write all your answers in English. Answer **ONLY 2 OF THE 3 QUESTIONS.** If you answer more than two questions, **only the first two will be marked.**

QUESTION 1. READ THE TEXT AND ANSWER THE QUESTIONS BELOW. (5 POINTS)

TEXT A

It all started in 2019, when Bjartmar Leósson started to see a rise in bike theft in Reykjavík. Rather than accepting that once a bicycle was stolen it had disappeared forever, the bus driver and self-confessed "bike nerd" decided to start tracking them down and returning them to their rightful owners. The first time he had a bike stolen, he says, he felt "like somebody had just punched me in the stomach". But he also remembers thinking that it was not an unsolvable mystery. "I thought to myself: OK, your bike is out there somewhere, it's a needle in a haystack… but this haystack is not that big, this is Reykjavík. And I decided: I am going to find my bike."

Four years and, he estimates, hundreds of salvaged bikes later, the 44-year-old has developed a reputation in the Icelandic capital among cyclists and potential bike thieves. Known as the Reykjavík "bike whisperer", people across his home city turn to him for help to find their missing bicycles, tools and even cars. Often, he says, bike thieves hand over bikes without being asked and some former bike thieves have started to help him. Now when somebody loses their bike it can take as little as 48 hours to track it down on his Facebook page, which gets updated every few hours with missing and found items and has more than 14,500 members. "It's not only me," he says. "Many times, someone sees a bike hidden in a bush, takes a picture and then someone else comments 'hey, that's my bike'. So, everyone's looking out."

While cycling is on the rise in the city, he says, bike theft can put people off using bikes in place of public transport because they are afraid to leave them out locked up – and can stop them cycling entirely. "Some people have switched from car to bike, and when a bike gets stolen and the police seem to do nothing about it, then they go just back to their cars."

1.1. Indicate whether the following statements are true or false (T/F) according to the text. Copy that part (and ONLY that part) of the text which justifies your answer. (1.5 points)

a. Nothing could be done if your bike was stolen.

b. Stolen bikes were not easy to find.

c. Few bikes have been rescued.

d. The thieves' behaviour has changed lately.

e. Hardly anybody pays attention to this.

f. Stealing bikes can make people change the way they move.

1.2. For each of these words find a word or phrase in Text A with the same meaning. (1 point)

a. instead of;   b. declared;   c. recovered;   d. search for it;   e. increasing.

1.3. Write a new sentence that has the same meaning as the given one. You must use the word or expression in brackets. (2 points)

a. "I won't go to the dentist", said Sara. (*refused*)

b. When I play tennis, I feel happy. (*makes*)

c. I should have arrived on time. (*if only*)

d. The hairdresser cut Sue's hair yesterday. (*had*)

e. First he filled in the form, and then he posted it. (*after*)

1.4. Pronunciation. (0.5 points)

a. In which word is the plural ending pronounced the same as in "boxes"? clocks, pages, mugs, shoes.

b. In which word is the ending "-ed" pronounced the same as in "smiled"? talked, needed, touched, remembered.

c. In which word is the letter "u" pronounced the same as in "cut"? pull, push, huge, hug.

d. In which **two** words are the underlined vowels pronounced differently from the vowels in "year"? f<u>ea</u>r, app<u>ea</u>r, <u>ea</u>rth, id<u>ea</u>, volunt<u>ee</u>rs, w<u>ea</u>r, n<u>ea</u>r, w<u>ei</u>rd.

QUESTION 2. READ THE TEXT AND ANSWER THE QUESTIONS BELOW. (5 POINTS)
TEXT B

In some factories, all the work is done in the dark. There is no heating or air conditioning because no machine has ever complained about the cold. Robots complete the entire production process, predicting a future of automation. "The factory of the future will have only two employees, a person and a dog," stated the American writer Warren Bennis, a pioneer in the field of business leadership, in his book *On Becoming a Leader* (1989). "The person will be there to feed the dog. The dog will be there to keep the person from touching the equipment."

For decades, various theorists have anticipated the end of work, but never before have these predictions been so close to becoming reality, at least in some sectors. In 1930, John Maynard Keynes predicted that, by 2030, the 40-hour workweek would be reduced to 15 hours as a result of technological progress. Jeremy Rifkin, in his book *The End of Work*, published in 1995, described a future where automation would lead to a marked decrease in the demand for labour, causing high unemployment rates. In November, Elon Musk, during a conversation with British Prime Minister Rishi Sunak, predicted a scenario in which artificial intelligence could take over all tasks: "You can have a job if you want to have a job for personal satisfaction," said the Tesla founder. "But AI will be able to do everything."

It remains to be seen whether these predictions will come true. All economic revolutions have entailed major reconfigurations of labour, but they have always created more jobs than they destroyed. Whether automation is temporary or permanent, the question nevertheless remains: What would millions of human beings pushed out of the labour market do with their time?

2.1. Indicate whether the following statements are true or false (T/F) according to the text. Copy that part (and ONLY that part) of the text which justifies your answer. (1.5 points)
a. Machines behave like humans.
b. According to W. Bennis's metaphor, people will be less important in the production process than they are now.
c. Old predictions might become true.
d. According to a 20th-century economist, the reasons why people would work in the future could be affected by technology.
e. According to Elon Musk, AI will make work unnecessary.
f. All that people say about AI will happen.

2.2. For each of these words find a word or phrase in Text B with the same meaning. (1 point)
a. finish;   b. affirmed;   c. clear, remarkable;   d. bringing about;   e. forced outwards.

2.3. Write a composition answering this question: (2.5 points)
What causes environmental pollution? Can you think of any possible solutions for this problem? (Approximately 120 words)

QUESTION 3. ANSWER THE QUESTIONS BELOW. (5 POINTS)
3.1. Write a new sentence that has the same meaning as the given one. You must use the word or expression in brackets. (2 points)
a. There are fewer teachers in my school than there were last year. (*many*)
b. If you work hard now, you won't have to do so much later. (*harder*)
c. Computers are much cheaper than they were a few years ago. (*used*)
d. Why haven't they told people about the accident? (*been*)
e. Although she was very busy, my mother cooked a great meal for us. (*despite*)

3.2. Pronunciation. (0.5 points)
a. In which word are the letters "ea" pronounced the same as in "bear"? lead, meal, pear, fear.
b. Which of the following words has the same vowel sound as the vowel in "church"? cute, bench, third, park.
c. Write a homophone (a word that sounds the same as another one but is spelled differently) for each of these words: "wood", "weather".
d. In which word is the plural ending "-es" pronounced as in "stages"? grapes, brushes, tiles, wolves.

3.3. Write a composition answering this question: (2.5 points)
Do you think there could be a connection between AI and unemployment in the future? (Approximately 120 words)

1ª PREGUNTA (5 puntos)

1.1. Indicate whether the following statements are true or false (T/F) according to the text. Copy that part (and ONLY that part) of the text which justifies your answer. (1.5 points)

Consta de seis apartados. O alumnado terá que decidir se a información exposta en cada apartado é verdadeira ou falsa e indicar a parte concreta do texto que xustifica a súa resposta. Se non se xustifica a resposta, a puntuación será de 0. Se non se indica "true" (T) o "false" (F), a puntuación será de 0. O alumnado debe responder en inglés utilizando "true" o "false", e non os seus equivalentes en castelán ou galego.

1.2. For each of these words find a word or phrase in Text A with the same meaning. (1 point)

Consta de cinco palabras ou frases. Trátase de que o alumnado busque palabras ou grupos de palabras no texto que correspondan no seu significado a cada unha das palabras ou frases do exame. As palabras preséntanse na mesma orde en que aparecen no texto.

1.3. Write a new sentence that has the same meaning as the given one. You must use the word or expression in brackets. (2 points)

Consta de cinco apartados. Trátase de facer transformacións gramaticais utilizando as frases entre parénteses e conservando o mesmo significado da oración orixinal. As frases utilizadas non teñen que estar sacadas do texto. Con esta pregunta preténdese medir a competencia lingüística (gramatical) do alumnado ligada ás distintas funcións comunicativas (como formular hipóteses, dar explicacións, argumentar, suxerir, etc.). Se hai algún erro na oración, que non sexa estrutural, pódese descontar 0,1.

1.4. Pronunciation. (0.5 points)

Consta de catro apartados. Búscase que o alumnado sexa capaz de identificar como se pronuncia/n unha ou varias palabra/s ou unha parte concreta da/s mesma/s dela. As palabras utilizadas na pregunta non teñen que estar sacadas do texto necesariamente.

2ª PREGUNTA (5 puntos)

2.1. Indicate whether the following statements are true or false (T/F) according to the text. Copy that part (and ONLY that part) of the text which justifies your answer. (1.5 points)

(véxase pregunta 1.1.)

2.2. For each of these words find a word or phrase in Text B with the same meaning. (1 point)

(véxase pregunta 1.2.)

2.3. Write a composition answering this question: (2.5 points)

Avalíase a capacidade comunicativa do alumnado no ámbito da produción escrita. Valoraranse os seguintes parámetros:

- Contido e extensión: O alumnado aborda adecuadamente o tema proposto na extensión requirida. Non se repiten ideas innecesariamente. Demóstranse madurez e autonomía comunicativas. (ata 0,7 puntos)

- Riqueza e control do vocabulario: Preséntase un uso flexible e correcto dun léxico rico e variado adecuado para tema proposto segundo o nivel requirido. Arríscase no uso de certas expresións sen abusar de expresións idiomáticas. (ata 0,6 puntos)

- Corrección gramatical, ortografía e puntuación: 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 ou suxeito diante dun verbo, omitir a -s da 3ª persoa do singular do presente simple (s*he read**S***), utilizar adxectivos en plural, usar incorrectamente os adxectivos posesivos e demostrativos, non dominar os tempos verbais e outros. Hai poucos erros ortográficos e empréganse correctamente os signos de puntuación. (ata 0,6 puntos)

- Cohesión e coherencia: O alumnado utiliza adecuadamente os conectores e demais medios de cohesión. O alumnado é capaz de organizar as súas ideas para redactar un texto coherente e ben estruturado. (ata 0,6 puntos)

Se o contido da composición non se adecúa ao tema requirido a puntuación será de 0 puntos.

3ª PREGUNTA (5 puntos)

3.1. Write a new sentence that has the same meaning as the given one. You must use the word or expression in brackets. (2 points)

(véxase pregunta 1.3.)

3.2. Pronunciation. (0.5 points)

(véxase pregunta 1.4.)

3.3. Write a composition answering this question: (2.5 points)

(véxase pregunta 2.3.)

Read the instructions for the questions very carefully and write all your answers in English. Answer **ONLY 2 OF THE 3 QUESTIONS.** If you answer more than two questions, **only the first two will be marked.**

QUESTION 1. READ THE TEXT AND ANSWER THE QUESTIONS BELOW. (5 POINTS)
TEXT A

Juana Ramírez was eager to know about everything from her earliest years and throughout her life. As a female, she had little access to formal education and would be almost entirely self-taught. Juana was born out of marriage to a family of modest means in San Miguel Nepantla around 1650. She learned to read very early. Apparently, she had read all her grandfather's books before eight, and these seem to have included many classic works. When she was six or seven, her desire for learning was so intense that she begged her mother to let her dress up in men's clothes and allow her to go and study in Mexico University, which only men were allowed to attend. At eight, she was sent to Mexico City to live with her aunt and uncle. There she started learning Latin grammar, which enabled her to read philosophical and theological works in the language, and she came to be considered a child prodigy. She began to be praised in high society for her intelligence and also for her famed beauty. When she was 17, she was famously tested by 40 university professors, all of whom were shocked by her deep knowledge of philosophy, mathematics, and history.

Uninterested in marriage, Juana entered a convent in 1669, just before her twentieth birthday, officially becoming Sor Juana Inés de la Cruz. Convent life afforded Sor Juana her own apartment, time to study and write, and the opportunity to teach music and drama to school girls. She also functioned as the convent's archivist and accountant. In her convent cell, Sor Juana amassed one of the largest private libraries in the New World, together with a collection of musical and scientific instruments. She was also able to continue her contact with other scholars and powerful members of the court.

Yet by 1694 Sor Juana had succumbed in some measure to external and internal pressures. She reduced her literary pursuits and abandoned her secular studies. Her library and collections were sold for charity. Sor Juana died while nursing her sister nuns during an epidemic.

1.1. Indicate whether the following statements are true or false (T/F) according to the text. Copy that part (and ONLY that part) of the text which justifies your answer. (1.5 points)
  a. Sor Juana Inés de la Cruz couldn't go to school when she was a child.
  b. She went to university disguised as a young man.
  c. In Mexico City she studied with university professors.
  d. Thanks to her joining a religious order she could continue with her learning and writing.
  e. Living in a convent prevented her from contacting other contemporary intellectuals.
  f. She ended up her life totally involved in her literary writings.

1.2. For each of these words find a word or phrase in Text A with the same meaning. (1 point)
  a. had a great desire;   b. to go to;   c. admired;   d. performing art;   e. however.

1.3. Write a new sentence that has the same meaning as the given one. You must use the word or expression in brackets. (2 points)
  a. Probably thanks to her joining a convent, Sor Juana managed to continue with her literary writings. (*if*)
  b. It was very a funny play. Everyone wanted to see it. (*such*)
  c. Unfortunately I left school when I was 16. (*I regret*)
  d. They gave him a 90-day visa. It made him very happy. (*he*)
  e. I must take my car to the garage because it broke down last night. (*repaired*)

1.4. Pronunciation. (0.5 points)
  a. Which pair of words does not rhyme? wit – white, play – stay, reign – rain, piece – peace.
  b. In which word are the letters "ch" pronounced differently? <u>ch</u>arge, pun<u>ch</u>, <u>ch</u>oice, ma<u>ch</u>ine.
  c. In which **two** words do the underlined letters sound like the "th" in "that"? heal<u>th</u>y, mo<u>th</u>er, pa<u>th</u>, <u>th</u>anks, too<u>th</u>, <u>th</u>orough ,<u>th</u>ough, <u>th</u>ought.
  d. In which word is the letter "l" pronounced? calm, could, half, climb.

QUESTION 2. READ THE TEXT AND ANSWER THE QUESTIONS BELOW. (5 POINTS)
TEXT B

I am always both amused and annoyed when I hear foreign people criticize English food. "It's boring, it's tasteless, and it's chips with everything and totally overcooked vegetables". When I ask these visitors where they have experienced English cooking, I am astonished by their reply. "In Wimpy and MacDonald's Hamburger restaurants", they often say. I have won my case. Their conclusions are inexcusable.

I have a theory about English cooking, and I was interested to read that several famous cookery writers agree with me. Our basic ingredients, when fresh, are so full of flavour that we haven't had to invent sauces and complex recipes to disguise their natural taste. What can compare with fresh peas or new potatoes just boiled (not overboiled) and served with butter? Why should one drown spring lamb in wine or cream or yogurt and spices, when with just one or two herbs it is absolutely delicious?

It is interesting to speculate about the roles that geography and climate play in the creation of a country's food. We complain about our wet and changeable weather, but it is the rain which gives us our rich soil and green grass. "Abroad", says Grigson, "poor soils meant more searching for food, more discovery, more invention, whereas our ancestors sat down to plenty without having to take trouble".

If you ask foreigners to name some typically English dishes, they will probably say "Fish and chips" and then stop. It is disappointing, but true, that in England there is no tradition of eating in restaurants, because our food doesn't lend itself to such preparation. English cooking is found in the home, where it is possible to cook dishes perfectly well. It is for these reasons that we haven't exported our dishes, but we have imported a surprising number of them from all over the world. In most cities in Britain you'll find many international restaurants. Cynics will say that this is because we have no 'cuisine' ourselves, but, well, you know what I think!

2.1. Indicate whether the following statements are true or false (T/F) according to the text. Copy that part (and ONLY that part) of the text which justifies your answer. (1.5 points)
a. Foreigners often underrate English food.
b. The writer believes that foreigners don't really know English food.
c. British recipes are very complicated and elaborate.
d. The poorer the soils the more varied and creative the recipes of a region.
e. The writer likes the fact that English food is not eaten in restaurants.
f. The text suggests that it is difficult to serve English food at a restaurant.

2.2. For each of these words find a word or phrase in Text B with the same meaning. (1 point)
a. bland;   b. hide;   c. unpredictable;   d. abundant;   e. everywhere.

2.3. Write a composition answering this question: (2.5 points)
Do you think cooking should be taught at school? Why? (Approximately 120 words)

3.   QUESTION 3. ANSWER THE QUESTIONS BELOW. (5 POINTS)
3.1. Write a new sentence that has the same meaning as the given one. You must use the word or expression in brackets. (2 points)
a. I wish he spent the whole summer with me. (*want*)
b. "Enjoy a free regular drink with any burger purchase." (*the promotion said that*)
c. These boiled potatoes are tasteless. You definitely have to add some more salt and some herbs. (*unless*)
d. I don't like horror films. Peter doesn't like horror films. (*neither*)
e. This restaurant is very popular. They have delicious fish and chips. (*because of*)

3.2. Pronunciation. (0.5 points)
a. In which word does the stress fall on the first syllable? calendar, photography, astonished, July.
b. In which **two** words is the ending "-ed" pronounced /d/ as in "earned"? decided, asked, answered, called, kissed, watched, invited, vexed.
c. In which word do the underlined vowels sound like the vowel in b<u>ir</u>d? h<u>ur</u>t, h<u>ear</u>t, h<u>ea</u>d, h<u>ar</u>d.
d. Which pair of words rhymes? sheep – ship, sit – seat, worm – term, cold – call.

3.3. Write a composition answering this question: (2.5 points)
What period of history would you like to live in? Why? (Approximately 120 words)

ABAU 2024

CONVOCATORIA EXTRAORDINARIA

CRITERIOS DE AVALIACIÓN

INGLÉS
(Cód. 11)

1ª PREGUNTA (5 puntos)

1.1. **Indicate whether the following statements are true or false (T/F) according to the text. Copy that part (and ONLY that part) of the text which justifies your answer. (1.5 points)**

Consta de seis apartados. O alumnado terá que decidir se a información exposta en cada apartado é verdadeira ou falsa e indicar a parte concreta do texto que xustifica a súa resposta. Se non se xustifica a resposta, a puntuación será de 0. Se non se indica "true" (T) o "false" (F), a puntuación será de 0. O alumnado debe responder en inglés utilizando "true" o "false", e non os seus equivalentes en castelán ou galego.

1.2. **For each of these words find a word or phrase in Text A with the same meaning. (1 point)**

Consta de cinco palabras ou frases. Trátase de que o alumnado busque palabras ou grupos de palabras no texto que correspondan no seu significado a cada unha das palabras ou frases do exame. As palabras preséntanse na mesma orde en que aparecen no texto.

1.3. **Write a new sentence that has the same meaning as the given one. You must use the word or expression in brackets. (2 points)**

Consta de cinco apartados. Trátase de facer transformacións gramaticais utilizando as frases entre parénteses e conservando o mesmo significado da oración orixinal. As frases utilizadas non teñen que estar sacadas do texto. Con esta pregunta preténdese medir a competencia lingüística (gramatical) do alumnado ligada ás distintas funcións comunicativas (como formular hipóteses, dar explicacións, argumentar, suxerir, etc.). Se hai algún erro na oración, que non sexa estrutural, pódese descontar 0,1.

1.4. **Pronunciation. (0.5 points)**

Consta de catro apartados. Búscase que o alumnado sexa capaz de identificar como se pronuncia/n unha ou varias palabra/s ou unha parte concreta da/s mesma/s dela. As palabras utilizadas na pregunta non teñen que estar sacadas do texto necesariamente.

2ª PREGUNTA (5 puntos)

2.1. **Indicate whether the following statements are true or false (T/F) according to the text. Copy that part (and ONLY that part) of the text which justifies your answer. (1.5 points)**

(véxase pregunta 1.1.)

2.2. **For each of these words find a word or phrase in Text B with the same meaning. (1 point)**

(véxase pregunta 1.2.)

2.3. Write a composition answering this question: (2.5 points)

Avalíase a capacidade comunicativa do alumnado no ámbito da produción escrita. Valoraranse os seguintes parámetros:

- Contido e extensión: O alumnado aborda adecuadamente o tema proposto na extensión requirida. Non se repiten ideas innecesariamente. Demóstranse madurez e autonomía comunicativas. (ata 0,7 puntos)

- Riqueza e control do vocabulario: Preséntase un uso flexible e correcto dun léxico rico e variado adecuado para tema proposto segundo o nivel requirido. Arríscase no uso de certas expresións sen abusar de expresións idiomáticas. (ata 0,6 puntos)

- Corrección gramatical, ortografía e puntuación: 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 ou suxeito diante dun verbo, omitir a -s da 3ª persoa do singular do presente simple (s*he read**S***), utilizar adxectivos en plural, usar incorrectamente os adxectivos posesivos e demostrativos, non dominar os tempos verbais e outros. Hai poucos erros ortográficos e empréganse correctamente os signos de puntuación. (ata 0,6 puntos)

- Cohesión e coherencia: O alumnado utiliza adecuadamente os conectores e demais medios de cohesión. O alumnado é capaz de organizar as súas ideas para redactar un texto coherente e ben estruturado. (ata 0,6 puntos)

Se o contido da composición non se adecúa ao tema requirido a puntuación será de 0 puntos.

3ª PREGUNTA (5 puntos)

3.1. Write a new sentence that has the same meaning as the given one. You must use the word or expression in brackets. (2 points)

(véxase pregunta 1.3.)

3.2. Pronunciation. (0.5 points)

(véxase pregunta 1.4.)

3.3. Write a composition answering this question: (2.5 points)

(véxase pregunta 2.3.)