



Junta de Castilla y León

Consejería de Educación
Dirección General de Formación
Profesional e Innovación Educativa

PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 25 de junio (ORDEN EDU/467/2008, de 13 de marzo, B.O.C. y L. 26 de marzo)

PARTE GENERAL. OPCIÓN: TODAS

| DATOS DEL ASPIRANTE | CALIFICACIÓN |
|---|--------------|
| APELLIDOS: NOMBRE: DNI: Instituto de Educación Secundaria: | |

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS

EUROPEAN YOUTH SEE BRITONS AS RACIST DRUNKS

According to a recent study, other Europeans do not have as especially favourable opinion of the British. Britons are considered by young people in other countries to be arrogant, xenophobic and frequently drunk. In general young people overseas have a positive image of the UK as a country, but are less admiring of Britons as a people.

A big factor in Britain's reputation for drunkenness are the scenes of violence involving football supporters travelling abroad. Pictures of British fans rioting at Marseilles during the 1998 World Cup were seen all around the world. Other factors contributing to a negative view of Britain are the royal family, violence in Northern Ireland and racial intolerance. In a focus group discussion, an Italian among those being interviewed portrayed the British "having tea at five o'clock, having a Queen and always drunk".

Overall, the view of British society is ambivalent. On the whole, it is seen as fair, caring and democratic, but also as divided by class and, in the eyes of some, radically intolerant. The findings of the report are worrying, all the more so for a country which relies heavily on its tourist industry. Even more worrying is the possibility that these negative perceptions actually reflect the true nature of modern-day Britain

1. Read the text and answer the following questions about it. Use your own words where possible.

- In what way do young foreigners's opinions vary concerning the UK on the one hand and British people on the other?
- How do football fans contribute to a negative view of the British?
- What ambivalence is evident in the view of British society?

2. Find one synonym in the text for each of the words below.

- point of view (paragraph 1)
- foreign (paragraph 1)
- ethnic (paragraph 2)
- tolerable (paragraph 3)



EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

3. Transform the following sentences according to the instructions.

- a) Put into the passive: Young people considered the British in other countries to be arrogant.
- b) Put into the reported speech: "The British society is seen as fair, caring and democratic".
- c) Make a question to which the words in italics are the answer: According to an Italian, the British have tea *at five o'clock*.
- d) Join the two sentences using a relative pronoun: The group was interviewed. It included an Italian.
- e) Complete with a conditional sentence: If Britons weren't arrogant,.....
- f) Write the sentence with this connector: Although British are considered have a positive view of UK as a country.....

4. Write about eighty words on one of the following topics.

- a) What do you think about the conclusions of this report?
- b) Write about your experience with people from other countries.

CRITERIOS DE EVALUACIÓN Y CALIFICACIÓN

- ◆ Con esta prueba se pretende evaluar la capacidad de comprensión y expresión escrita en inglés.
- ◆ El conjunto de la prueba tendrá un valor máximo de 10 puntos distribuidos de la siguiente manera:
 - PRIMERA PREGUNTA: 3 puntos. Evaluar la capacidad de comprensión y de expresión. Debe tenerse en cuenta la adecuación de las respuestas al contenido del texto.
 - SEGUNDA PREGUNTA: 1 punto. Comprobar los conocimientos de vocabulario.
 - TERCERA PREGUNTA: 3 puntos. Evaluar conocimientos de gramática.
 - CUARTA PREGUNTA: La puntuación máxima es de 3 puntos, 1 punto para la corrección gramatical y ortográfica, 1 punto para la riqueza léxica y adecuación del vocabulario y 1 punto para coherencia y adecuación al tema.
Evaluar la madurez en la expresión, la corrección ortográfica, morfológica y sintáctica.



PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 26 de junio (ORDEN EDU/319/2007, de 27 de febrero, B.O.C. y L. 5 de marzo)

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| EJERCICIO DE LENGUA EXTRANJERA: INGLÉS |
|---|
| <p style="text-align: center;">GREEN POWER</p> <p>Green power is electricity generated using renewable resources that generally have a lighter environmental impact than other energy resources. Renewable energy resources don't disappear forever when they are used to generate electricity because they are easily replenished by nature. A growing number of electric power providers offer their customers an opportunity to buy green power. It usually costs a little bit more than electricity from fossil and nuclear sources of fuel.</p> <p>It costs more for two reasons. First, the environmental and human health costs of conventional power generation (such as acid rain and air pollution) are not fully reflected in electricity's market price. That makes the conventional generation seem cheaper than it really is. And the value of clean energy is therefore not recognized by our pricing system. In the case of wind energy, for example, virtually all of the pollution and waste resulting from fossil and nuclear generation is eliminated.</p> <p>The second reason is that although most renewable resources are free, the technologies used to convert the wind or the sun to electricity, for example, are not. Because renewable energy technologies are younger, and the industries are much smaller than traditional energy industries, they have not had the opportunity to enjoy the economies of scale and prolonged learning curve that benefit today's more established technologies. But times are changing. The cost of wind energy, for example, has dropped 80% since 1980 and the decline continues as the wind energy industry matures.</p> <p>1. Questions: Answer the questions about the text using your words as far as possible.</p> <p>a) What's the difference between green power generation and conventional power generation?</p> <p>b) Why is green power more expensive? Give two reasons.</p> <p>2. Vocabulary: Find words in the text meaning:</p> <p>a) not heavier.....</p> <p>b) for that reason.....</p> <p>c) unusable remains.....</p> <p>d) without payment.....</p> |



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

3.- Grammar:

- a) Turn into the passive: We should use clean energy.
- b) Put into the negative: It costs a little bit more.
- c) Complete the sentence: If green power were cheaper.....
- d) Join these sentences with a relative:
The cost of wind energy has dropped 80%. It uses renewable resources.

4.- Composition: Write about one of the following topics: (80-100 words)

- a) Why should I buy green power?
- b) Green power in Spain.

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- ◆ El conjunto de la prueba tendrá un valor máximo de 10 puntos distribuidos de la siguiente manera:
 - Primera pregunta: Evalúe la capacidad de comprensión y de expresión. Debe tenerse en cuenta la adecuación de las respuestas al contenido del texto. 3 puntos en total, uno al apartado a) y dos al apartado b).
 - Segunda pregunta: Compruebe los conocimientos de vocabulario. 2 puntos máximo, 0,5 cada palabra.
 - Tercera pregunta: Evalúe los conocimientos de gramática. Máximo 2 puntos, 0,5 cada frase.
 - Cuarta pregunta: Evalúe la madurez en la expresión, la corrección ortográfica, morfológica y sintáctica. La puntuación máxima es de 3 puntos.



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PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 26 de junio (ORDEN EDU/456/2006, de 21 de marzo, B.O.C. y L. 27 de marzo)

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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS

In a growing number of hospitals today, pet therapy is being used along with conventional medicine. Research has shown that people often heal more quickly if they have regular contact with a friendly animal. At one hospital, dogs are brought in - together with their owners - as "volunteers". The dogs are popular with the patients, who know their names and look forward to seeing them. The hospital workers believe that these visits are a very effective form of treatment. It seems that the dogs help to relieve the patients' depression. This is significant, since being in a good mood can actually help sick people recover more quickly.

The dogs can also take part in the patients' exercise programme, if he or she has one. For example, if a patient is working on improving his or her sense of balance, the exercise might consist of walking the dog down the hall. Throwing a ball to the dog also helps improve balance.

Dogs that take part in the programme must be in good health, have a friendly personality and not be easily frightened. Size is not important. Most programmes accept all kinds of dogs.



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

1. ANSWER THE FOLLOWING QUESTIONS TAKING IDEAS FROM THE TEXT. USE YOUR OWN WORDS AS MUCH AS POSSIBLE:

- How can a dog help a patient?

.....

- What do hospital workers think about this therapy?

.....

- What kind of dogs can take part in the programme?

.....

2. FIND WORDS IN THE TEXT MEANING:

- Get well:
- Participate:
- Corridor, vestibule:
- Scared:

3. GRAMMAR:

- **Join the two sentences with a RELATIVE:**

- Dogs take part in the programme. They must be in good health.

.....

- **Finish this sentence:**

- If a patient feels happy

.....

- **Turn into the PASSIVE:**

- Most programmes accept all kinds of dogs

.....

- **Make a question for the underlined word:**

- Dogs help the patients

.....



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

4. WRITING:

Choose one of the following options. Write about 85 words.

- Every hospital should have a pet therapy programme. Express your opinion.
- What are the advantages and disadvantages of having a pet? Present both sides of the argument.



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- El conjunto de la prueba tendrá un valor máximo de **10 puntos** distribuidos de la siguiente manera:
 - **Primera pregunta:** Evalúa la capacidad de comprensión y de expresión. Debe tenerse en cuenta la adecuación de las respuestas al contenido del texto. Cada apartado vale 1 punto hasta un máximo de 3.
 - **Segunda pregunta.** Comprueba los conocimientos de vocabulario, máximo 1 punto.
 - **Tercera pregunta.** Evalúa conocimientos de gramática, máximo 2 puntos.
 - **Cuarta pregunta.** Evalúa la madurez en la expresión, la corrección ortográfica, morfológica y sintáctica. La puntuación máxima es de 4 puntos.



PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 27 de junio (ORDEN EDU/102/2005, de 28 de enero, B.O.C. y L. 8 de febrero)

PARTE GENERAL. OPCIÓN: TODAS

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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS

Why study abroad?

There is a cliché in the world of English language teaching, “**one month studying in an English-speaking country is worth one year studying English at home**”. This phrase is as best simplistic and at worst a lie. The way you learn at home going to classes is different from learning in English speaking countries- no matter how much role-play you do!

Learning grammar and vocabulary lists is more comfortable and cheaper at home than in a foreign land. In fact, if you are at a school in your hometown, the teachers will probably be more in tune with the specific grammar problems you face than a teacher in the British Isles or North America.

The fundamental difference in learning English abroad is that the language becomes “real”. You are not taking part in an academic exercise. By contrast, you are trying to communicate with people who won’t understand you if you don’t say something “similar to” English. You will not eat unless you can communicate in English.

One of the major choices when deciding about a study trip, is whether to choose a course that just offers English or whether to choose English plus soccer/ golf/ sailing/ tennis, etc... Such courses are a good idea for young people who already have an interest in the sport or activity in question. The opportunity to have fun doing what they like in an English-speaking context can radically transform their performance in English and their willingness to learn the language.



EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

4. ANSWER THE FOLLOWING QUESTIONS TAKING IDEAS FROM THE TEXT. USE YOUR OWN WORDS AS MUCH AS POSSIBLE.

- What is the main difference between learning English abroad and doing it at home?

.....

- Advantages and disadvantages of learning in English-speaking countries

.....

- What kind of courses do young students choose when going to England?

.....

5. FIND WORDS IN THE TEXT MEANING:

- Be false, Be untrue:
- Acting as a different person in a fictional situation:
- The place where you usually live:
- Important:

6. GRAMMAR

- Complete the second sentence so that it has the same meaning as the first one

- The opportunity to have fun can transform their performance
- Their performance
- "One month in an English-speaking country is better than a year studying English at home"
- They said that

- Join with a relative

- They are trying to communicate with people. These people won't understand you.
.....

- Make a question for the underlined word

- They will become impatient if you cannot understand them
.....



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

4. WRITING

Choose one of the following options. Write about 80 words.

- The importance of English in our world today
- Would you spend some time in an English speaking country?



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 - Primera pregunta: evalúe la capacidad de comprensión y de expresión. Debe tenerse en cuenta la adecuación de las respuestas al contenido del texto. Cada apartado vale 1 punto hasta un máximo de 3.
 - Segunda pregunta. Comprueba los conocimientos de vocabulario, máximo 1 punto
 - Tercera pregunta. Evalúa conocimientos de gramática, máximo 2 puntos.
 - Cuarta pregunta. Evalúa la madurez en la expresión, la corrección ortográfica, morfológica y sintáctica. La puntuación máxima es de 4 puntos.



PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 23 de junio (ORDEN EDU/121/2004 de 27 de enero, B.O.C. y L. 10 de febrero)

PARTE GENERAL. OPCIÓN: TODAS

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS

Why nap?

Recently a news programme in Spain reported new research showing that an afternoon nap is beneficial to an employee's health, mood and performance. This is no surprise to anyone –especially in Spain, home of the siesta– but perhaps employers need to see such hard, independent evidence in order to take the necessary steps to make the siesta in the workplace a practical reality. The benefits, for both employer and employee, are as follows:

Safety: A tired worker is a dangerous worker. Studies show that a rest or nap at midday makes workers more alert and can reduce accidents in the workplace. Many road accidents are also caused by fatigue, and the effects of drinking alcohol –the primary cause of road accidents– are greater at midday than at other times. Tiredness seems to have been a factor in many of the world's worst industrial disasters.

Productivity: A siesta boosts efficiency and creativity at work and improves our concentration. It is especially beneficial to those workers who are already sleep-deprived, such as people working night shifts; prolonged lack of sleep dramatically reduces our ability to think flexibly and can impair speech and memory. The US National Sleep Foundation estimates that employee fatigue cost American companies about US \$ 18 billion per year.

Health: Stressed-out, sleep –deprived workers need rest to maintain their health– the long-term accumulated effects of stress can lead to gastric ulcers, depression, heart disease and many other health problems. A siesta, like other relaxation techniques, can help to keep both mind and body in good working order – stress hormones fall and muscles relax during a short sleep and digestion is improved. It has the additional advantage of being a cost-free technique.

(Think in English nº 50)



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

1. IN YOUR OWN WORDS AND USING IDEAS IN THE TEXT, ANSWER THE FOLLOWING QUESTIONS

a) According to the text, why do you think the siesta is finally being taken seriously by the employers?

b) Is the siesta a healthy or an unhealthy habit? Justify your answer.

c) Write a benefit of the nap and give examples.

2. FIND WORDS OR PHRASES IN THE TEXT THAN MEANS

- period of relaxation (paragraph II)

- period of work, e.g. eight hours (paragraph III)

- coronary problems (paragraph IV)

- with no cost (paragraph IV)



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

3. COMPLETE THE SECOND SENTENCE SO THAT IT HAS THE SAME MEANING AS THE FIRST ONE

a) A small amount of sleep can increase your efficiency.

Your efficiency

b) Sleeping in the afternoon is said to improve our concentration.

Experts say tha

c) Taking sporadic naps throughout the day will interfere with your night-time sleep.

If you

d) "How can I find a place to have a nap?"

He asked me

4. CHOOSE ONE OF THE FOLLOWING OPTIONS. WRITE ABOUT 80 WORDS ON THE TOPIC

- "My ideal Night's Sleep"
- What other Spanish habits do you think we can export to foreign countries?



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

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- El conjunto de la prueba tendrá un valor máximo de **10 puntos** distribuidos de la siguiente manera:
 - Las preguntas relativas a la comprensión del texto (Apartado 1) se valorarán hasta un máximo del **30%**. En esta sección debe tenerse en cuenta la adecuación de las respuestas al contenido del texto. El alumno deberá responder con sus propias palabras evitando copiar literalmente para poder valorar su léxico.
 - El Apartado 2, que contempla aspectos léxicos, se valorará hasta un máximo del **10%**.
 - El Apartado 3 que contempla aspectos gramaticales, se valorarán hasta un máximo del **30%**.
 - El Apartado 4, que se centra en la expresión escrita se valorará hasta un **30%**. Esta sección evalúa la madurez en la expresión, la corrección ortográfica, morfológica y sintáctica. La redacción debe tener las dimensiones propuestas.



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PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 23 de junio (Orden de 14 de marzo de 2003, B.O.C. y L. 8 de abril)
PARTE GENERAL. OPCIÓN: TODAS

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS

YOUR FIRST JOB INTERVIEW

Everyone has experience, it's just that- if you've never worked for money - you have no work experience. That said, anyone who has not yet entered the job market full-time is strongly encouraged to get all the experience they can in temporary and summer jobs. You may think that a summer spent working in a beach bar is of little relevance to your chosen profession but it gives you experience handling money, working in a team and satisfying customers. It also suggests that you thought it was important to earn your own money even while you were in full-time education (rather than just **sponging off** you parents). Any work experience is better than none. Remember that in most English-speaking countries someone who has never worked by the age of twenty-five is considered unemployable!

Unfortunately, those academic qualifications that you worked so hard to get **are worth** comparatively **little** in the "real world". Just because someone is good at exams doesn't mean they'll be a good worker - and interviewers know it. What the interviewer wants to know is "How can I be sure that you are efficient?", "Are you good at solving practical problems?", "Do you have a mature attitude to work?" and "How do I know that you are manageable?". Many questions in an interview might appear to have a "Yes/No" answer. You should view each question as an opportunity to sell yourself with relevant additional information. Don't wait each time for the interviewer to say "Can you give me an example?".

The secret to success in you first interview is to be able to demonstrate how your non-professional experiences equip you for the job. The interviewer must be convinced that you will be a problem-solver (not a problem creator). Pause before answering any question: the interviewer will assume that - at your **tender** age - you are energetic, s/he wants to know if you are thoughtful and analytical (rather than impulsive).

How well do you **cope with** criticism? There is nothing worse than a young recent employee who questions every instruction s/he is given. You should ask about the established procedure but stop yourself before asking, "Why do I have to do it that way?" Once you've done it the way you've been told you can suggest improvements. "At work you are paid to do the job the way your employer wants it done. Once I've learned the established method, I will be in a reasonable position to suggest any improvements that I may have thought of. First I have to learn the job".

To sponge off s.o. - (colloquial) be a parasite on, depend on

To be worth little.- have a low value

Tender.- (in this context) young, youthful

To cope with.- deal with, handle, receive

(Think in English nº 48)



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

I. IN YOUR OWN WORDS AND USING IDEAS IN THE TEXT, ANSWER THE FOLLOWING QUESTIONS:

a) In what way is it suggested that summer jobs can contribute to your chosen profession?

b) What qualities do you need to succeed in an interview?

c) Why does the writer suggest a recent employee shouldn't ask too many questions at work?

II. FIND WORDS OR PHRASES IN THE TEXT THAT MEANS

- group (paragraph I)

- controllable (paragraph II)

- finding a solution (paragraph II)

- reflective (paragraph III)

III. WRITE THE FOLLOWING IN INDIRECT SPEECH

a) "How can I be sure that you are efficient?" the interviewer wanted to know.

b) "Do you have a mature attitude to work" he asked him.



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

IV. TRANSFORM INTO PASSIVE

a) A summer job gives you experience.

Experience.....

b) Employees should receive equal treatment by employers.

Employers.....

V. WRITE THE CORRECT CONDITIONAL

a) Someone who has never worked by the age of twenty-five is considered unemployable.

If you.....

b) In my opinion, you should view each question as an opportunity to sell yourself with relevant additional information.

If I

VI. WRITE A COMPOSITION ON ONE OF THE FOLLOWING (80 WORDS)

a) My first work experience.

b) What kind of job would you like to do? How is it valued by society?

c) Imagine you are an interviewer. Write a description of the person you have just interviewed and include the impression s/he made.



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 - El Apartado II, que contempla aspectos léxicos, se valorará hasta un máximo del 10%.
 - Los Apartados III, IV, y V, que contemplan aspectos gramaticales, se valorarán hasta un máximo del 30%.
 - El Apartado VI, que se centra en la expresión escrita se valorará hasta un 30%. Esta sección evalúa la madurez en la expresión, la corrección ortográfica, morfológica y sintáctica. La redacción debe tener las dimensiones propuestas.



PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 25 de junio (Orden de 22 de marzo de 2002, B.O.C. y L. 3 de abril)
PARTE GENERAL. OPCIÓN: TODAS

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| EJERCICIO DE LENGUA EXTRANJERA: INGLÉS |
|--|
| <p style="text-align: center;"><i>TRANSLATING HARRY POTTER by Dr. Jeremy Munday</i></p> <p>Pottermania has gripped the world. Even before the release of the first Harry Potter film, the Harry Potter books had been translating into over forty-five languages and had sold more than 100 million copies worldwide. Apart from the translations into foreign languages there is also a translation into American English. This version includes the typical lexical changes (i.e. “dustbin” becomes trashcan, “packet of crisps” is turned into bag of chips) and idioms or culturally specific items which also shift.</p> <p>It is the names, however, which present the biggest challenge to the translator. Where these have a strong connotation or link to the character’s role, the translator needs to convey that sense in the target language. But Rowling’s invented words are the ones which provide translators the opportunity to display their creativity. While the translations of the Potter series is a fascinating challenge for translators, it also lays open to all sorts of criticism from fans, some of whom are sometimes poorly informed. Yet, the translators have to make constant decisions as to how far to adapt or domesticate the text for the readers.</p> <p>Furthermore, the translators work under pressure. The secrecy preceding the appearance of each new volume in English means that the translators are not permitted an advance copy but their own publishers want to get a translation into the shops as quickly as possible. If they take too long, private translations appear in some countries.</p> <p style="text-align: right;">(Think in English, nº 39)</p> |



DATOS DEL ASPIRANTE

APELLIDOS:

NOMBRE:

DNI:

Instituto de Educación Secundaria:

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

I.- ANSWER THESE QUESTIONS USING YOUR OWN WORDS:

- What does the text say about the popularity of Harry Potter?
- Has the American version of H.Potter had changes from the British one? Give an example.
- Which are the main difficulties when translating Harry Potter's books?
- Why do translators work under pressure?

II.- GIVE A SYNONYM FROM THE TEXT FOR THESE WORDS

- Has taken control of
- Around the world
- To show, to demonstrate
- To what extent

III.- REWRITE THESE SENTENCES WITHOUT CHANGING THEIR MEANING

- The translator needs to convey that sense in the target language.

That sense

- The author said: "Pottermania has gripped the world".

The author said that

IV.- LINK THESE SENTENCES USING A RELATIVE PRONOUN

- J. K. Rowling wrote Harry Potter and the Philosopher's stone in 1997. J.K. Rowling hadn't published anything before

.....



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V.- MAKE A CONDITIONAL SENTENCE

- If translators (to be) permitted an advance copy, it (to be) quicker to have the book in a foreign language.

VI.- WRITING. CHOOSE BETWEEN THESE POSSIBLE TOPICS (80-100 words)

- Should children be encouraged to believe in magic?
- Your favourite book.

CRITERIOS DE EVALUACIÓN Y CALIFICACIÓN

- Con esta prueba se pretende evaluar la capacidad de comprensión y expresión escrita en inglés. El texto propuesto incluye estructuras gramaticales básicas y léxico familiar.
- El conjunto de la prueba tendrá un valor máximo de 10 puntos distribuidos de la siguiente manera:
 - Las preguntas relativas a la comprensión del texto (Apartado I) se valorarán hasta un máximo del 40%. En esta sección debe tenerse en cuenta la adecuación de las respuestas al contenido del texto.
 - El Apartado II, que contempla aspectos léxicos, se valorará hasta un máximo del 10%.
 - Los Apartados III, IV, y V, que contemplan aspectos gramaticales, se valorarán hasta un máximo del 20%.
 - El Apartado VI, que se centra en la expresión escrita se valorará hasta un 30%. Esta sección evalúa la madurez en la expresión, la corrección ortográfica, morfológica y sintáctica. La redacción debe tener las dimensiones propuestas.



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PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 27 de junio (Orden de 28 de marzo de 2001, B.O.C. y L. 10 de abril)
PARTE: GENERAL. OPCIÓN: TODAS

| DATOS DEL ASPIRANTE | CALIFICACIÓN |
|---|--------------|
| APELLIDOS: NOMBRE: DNI: Instituto de Educación Secundaria: | |

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS

Space Tourist Encourages Others

By THE ASSOCIATED PRESS

MOSCOW (AP) - Space tourist Dennis Tito has had to battle a bout of cosmic carsickness, but said Tuesday that the trip to the international space station was worth the \$20 million price tag.

After blastoff Saturday on a Russian rocket, "I was very comfortable, I wasn't nervous at all," Tito said in a video linkup with Russian mission control in Korolyov, north of Moscow.

But then the motion sickness set in. "I got overconfident and I drank some juice and had some dried fruit, which didn't agree with me, and I had my first bout with space sickness and I learned I have to be careful," he said.

Despite his brief illness on the Soyuz rocket, the 60-year-old California financier said the trip has been worth it. "It goes beyond anything that I have ever dreamed," Tito said. "Living in space is like having a different life".

He said he hopes the first space tourist won't be the last. "Unfortunately it's very expensive at this point, but there are others who can afford it and I would like to encourage them", Tito said.

Tito's trip had provoked objections from the U:S: space agency NASA, which argued that his presence aboard the space station would jeopardize the crew and interrupt its work. But he said there was no apparent tension when he arrived at the station, orbiting some 240 miles above the Earth.

Tito is to spend six days aboard the space station, most of it aboard the Russian-made Zvezda module, before returning to Earth. He does not expect to go back into space.

(New York Times, May 1st, 2001)



DATOS DEL ASPIRANTE

APELLIDOS:

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DNI:

Instituto de Educación Secundaria:

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

I.- Answer the following questions:

1) How much did Dennis Tito pay for the trip?

2) Why did he feel sick?

3) What did the NASA think about his trip?

4) Did he get a good welcome from the astronauts at the international space station?

II.- Give synonyms for the following words underlined in the text.

BATTLE

TRIP

LINKUP

FINANCIER

AFFORD

GO BACK

III.- Choose the right opposite for the following words from the text

BRIEF 1) small 2) long 3) short

NERVOUS 1) clever 2) quiet 3) calm

LAST 1) first 2) past 3) previous

EXPENSIVE 1) cheap 2) rich 3) poor

INTERRUPT 1) appear 2) close 3) start



| DATOS DEL ASPIRANTE | CALIFICACIÓN |
|---|---------------------|
| APELLIDOS: NOMBRE: DNI: Instituto de Educación Secundaria: | |

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

IV.- Rewrite the following sentences without changing the original meaning.

- 1) Tito said: "Living in space is like having a different life".
Tito said that
- 2) But he said there was non apparent tension when he arrived at the station.
He said: ""
- 3) Tito's trip had provoked objections from the U.S. space agency.
Objections from the U.S.
- 4) Tito is to spend six days aboard the space station.
Tito will

**V.- WRITING: Do you think \$20 million is a moral price for a holiday?
(50 to 60 words)**



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| CRITERIOS DE EVALUACIÓN Y CALIFICACIÓN |
|--|
| <ul style="list-style-type: none">◆ Las preguntas relativas a la comprensión del texto (apartado I) se valorarán hasta un máximo del 40%.◆ Los apartados II y III que contemplan aspectos léxicos se valorarán hasta un máximo del 20%.◆ El apartado IV que contempla aspectos morfosintácticos se valorará hasta un máximo del 10%.◆ El apartado V que se centra en la expresión escrita se valorará como máximo un 30%. |



PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 26 de junio (Resolución de 19 de abril de 2000, B.O.C. y L. 9 de mayo)
PARTE: GENERAL. OPCIÓN: TODAS

| DATOS DEL ASPIRANTE | CALIFICACIÓN |
|---|--------------|
| APELLIDOS: NOMBRE: DNI: Instituto de Educación Secundaria: | |

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS

BABE, THE PIG THAT WANTED TO BECOME A SHEEPDOG

One young sheep said, 'Help me! Help me!'

One sheep was in the centre of the field. The dogs moved in and the sheep said, 'Wolf! Wolf! It's going to kill me!'

Now Babe was very angry. 'That dog's going to kill the sheep,' he thought
I must do something!

Babe ran at the smaller, brown dog. His teeth went into the dog's back and he threw the dog away from the sheep. The dog ran quickly to the gate. It was very afraid now.

Again Babe showed his teeth- this time to the big dog. The big dog started to fight. Babe put his teeth into the big dog's back legs. The big dog pushed Babe hard but Babe wasn't afraid! He was angrier now. Then Babe put his big teeth in the dog's back and threw the dog into the corner of the field. The dog tried to fight again, but Babe was too strong. The two dogs ran out of the field.

By Dick King- Smith (Babe)

I.- ANSWER THESE QUESTIONS:

1. Why were the sheep so frightened?

.....

2. What did Babe do to help the sheep?

.....

3. Where did the two dogs go at the end of the fight?

.....



DATOS DEL ASPIRANTE

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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

4. Is Babe a brave animal? Explain your answer.

.....
.....

II.-WRITE THE OPPOSITE OF THESE ADJECTIVES:

- Young _____
- Small _____
- Strong _____
- Tall _____
- Cheap _____

III.- WRITE FIVE ANIMALS YOU CAN FIND IN A FARM:

- 1.- _____
- 2.- _____
- 3.- _____
- 4.- _____
- 5.- _____

IV.- WRITE THE INFINITIVE OF THESE VERBS:

- SAID _____
- THREW _____
- THOUGHT _____
- RAN _____
- FOUGHT _____

