



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

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**Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.**

**OPCIÓN A**

**Take a stand against cyberbullying**

"Cyberbullying" is when a child, preteen or teen is threatened, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least to have been instigated by a minor against another minor. The cyberbully of one moment may become the victim the next.

Education can help considerably in preventing and dealing with the consequences of cyberbullying. The first place to begin an education campaign is with the kids and teens themselves. If we can help kids understand how much bullying hurts, how in many cases words *can* hurt you, fewer may cooperate with the cyberbullies. They will think twice before forwarding a hurtful e-mail, or visiting a cyberbullying "vote for the fat girl" site, or allowing others to take videos or cell phone pictures of personal moments or compromising poses of others. Martin Luther King, Jr. once said that in the end we will remember not the words of our enemies, but the silence of our friends. We need to teach our children not to stand silently by while others are being tormented.

And if they are given an anonymous method of reporting cyberbullying web sites, kids can help put an end to cyberbullying entirely. This way we will help create a generation of good cybercitizens, controlling the technology instead of being controlled by it.

**1. Add True or False, quoting the relevant information from the text to justify your answer.**

*(2 points)*

- a) It is not rare to find that a victim was a bully in the past.
- b) Teaching parents the dangers and extent of cyberbullying is the first measure to be taken.

**2. Answer the following questions according to the information given in the text. Use your own words.** *(2 points)*

- a) In what ways can one cooperate with cyberbullies, according to the author? Refer to two of them, in your own words.
- b) What did Martin Luther King, Jr. mean by his words: "In the end we will remember not the words of our enemies, but the silence of our friends"?

**3. Find words or phrases in the text which mean the same as the following:** *(1 point)*

- a) sending on, rerouting:
- b) harmful, injurious:
- c) pointed at, marked:
- d) a person under eighteen, a youngster:

**4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence.** *(2 points)*

- a) I spent seven weeks recovering from being cyberbullied.  
It took...
- b) In this world nothing can be said to be certain.  
It can be said...
- c) In my opinion, you should report cyberbullies.  
If I...
- d) As a teenager, Peter was not popular at school. However, he became a leading politician years later.  
Even though...

**5. Write a composition on the following (80-120 words):** *(3 points)*

Tell the story of someone (real or fictional) who suffered cyberbullying at school and how it all ended.

## **OPCIÓN B**

### **The importance of music**

Throughout history, in all cultures, music has been an integral part of human life. Music researchers have found correlations between music making and some of the deepest workings of the human brain. Research has linked active music making with increased language discrimination and development, maths ability, better-adjusted social behaviour, and improvements in spatial-temporal reasoning, a cornerstone for problem solving.

Harvard psychologist Howard Gardner has theorized that humans have several different types of intelligence —logical-mathematical, linguistic, and interpersonal. He believes that music intelligence is equal in importance to all of them.

Why is music important for children? Music helps develop children's language skills: when young children listen to familiar words in songs, their brains are building connections to the sounds they are hearing and the words they are singing. Singing songs and reciting poems and rhymes with children helps them develop early literacy skills.

Keeping a steady beat develops language. Clapping hands, stamping feet, and using rhythm instruments in time to music develops important pre-reading skills. Young children recognize words, sounds, rhythms, tones, and pitches long before they talk, sing, or dance. So, the more music your children have in their lives, the better they will speak and read.

Children's stress can be relieved with songs, chants, finger plays, and moving to music. Singing together creates a feeling of safety and makes learning in a classroom much easier. Music is a gift you can give your child that will last a lifetime.

**1. Add True or False, quoting the relevant information from the text to justify your answer.**

*(2 points)*

- a) Learning to read and write can be effectively supported with the teaching of songs in childhood.
- b) Rhythms and sounds can be identified by humans from the age of seven.

**2. Answer the following questions according to the information given in the text. Use your own words.** *(2 points)*

- a) What are the benefits of music making, according to the author?
- b) Does music soothe children, according to the author?

**3. Find words or phrases in the text which mean the same as the following:** *(1 point)*

- a) alleviated, comforted:
- b) banging your feet heavily on the ground:
- c) verses, poems:
- d) rhythm, time:

**4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence.** *(2 points)*

- a) I won't go to the opera if he doesn't invite me.  
Unless...
- b) It's prohibited to drive down this street.  
You...
- c) I've never heard such delicate music as Einaudi's piano concerto.  
Einaudi's piano concerto is...
- d) 'Have you ever played the viola?' he asked me.  
He wanted to know...

**5. Write a composition with the following title (80-120 words):** *(3 points)*

'The importance of music for adults'. Discuss.



Cada uno de los ejercicios tendrá una duración de hora y media y se calificará de 0 a 10 con dos cifras decimales.

**Cuestión 1.** (2 puntos)

Se otorgará un punto a cada frase, siempre que tanto la denotación de Verdadero o Falso como su justificación sean correctas. En el caso de que la justificación sea excesiva, se podrá otorgar medio punto por frase. No puntuarán aquellas respuestas en las que la denotación de Verdadero o Falso no vaya acompañada de su correspondiente justificación o ésta sea incorrecta.

**Cuestión 2.** (2 puntos)

Se otorgará un punto a cada una de las respuestas, valorando en igual medida la comprensión (0,5 puntos) y la corrección lingüística (0,5 puntos). Esta cuestión trata de evaluar no sólo la comprensión sino la capacidad de comunicar información deducida de la lectura. Se intentará evitar, por tanto, la reproducción literal de expresiones del texto.

**Cuestión 3.** (1 punto)

Se otorgarán 0,25 puntos a cada una de las respuestas, cuatro en total. Esta cuestión trata de evaluar la comprensión del texto y el valor semántico de algunos de los términos que en él aparecen.

**Cuestión 4.** (2 puntos)

Se concederán 0,5 puntos a cada frase completada correctamente. Se valorará la adecuación semántica (0,25 puntos) y la corrección de la estructura morfosintáctica (0,25 puntos) más que los detalles de ortografía.

**Cuestión 5.** (3 puntos)

Un criterio excluyente a la hora de puntuar en este apartado será la falta de adecuación al tema propuesto o la reproducción literal y continuada de fragmentos del texto inicial. La redacción se corregirá atendiendo a un conjunto de aspectos y no sólo a la corrección gramatical y ortográfica. Así deberá tenerse en cuenta: el dominio del léxico, la organización de ideas, la coherencia, la creatividad, la capacidad para transmitir un mensaje, etc. La puntuación se distribuirá del siguiente modo:

- Hasta 1 punto por la corrección morfosintáctica.
- Hasta 1 punto por la utilización adecuada del léxico, riqueza del mismo y creatividad.
- Hasta 1 punto por la organización y presentación de ideas, la coherencia en la exposición y la capacidad de comunicar.

Se valorará el buen uso de la lengua y la adecuada notación científica, que los correctores podrán bonificar con un máximo de un punto. Por los errores ortográficos, la falta de limpieza en la presentación y la redacción defectuosa podrá bajarse la calificación hasta un punto.