



Hay dos opciones de examen, A y B. Se debe optar por una de ellas, sin combinar preguntas de una y otra.

No se permiten diccionarios ni otros materiales didácticos.

OPCIÓN A

Doing is better than thinking

We all want to improve our lives, and that is why we read self-help books. The self-help industry publishes hundreds of works that popularize ideas about positive thinking that are at best ineffective and at worst destructive.

For years self-help gurus have preached the same simple formula: if you want to improve your life then you need to change how you think. Force yourself to have positive thoughts and you will become happier. Visualise your dreams and you will enjoy increased success. Think like a millionaire and you will magically grow rich. In principle, this idea sounds perfectly reasonable. However, in practice it often proves ineffective, and research suggests this technique does not work.

Decades of research show that there is indeed a simple but highly effective way to transform how you think and feel. The technique turns common sense on its head but is grounded in science. Strangely, the story begins with a world-renowned Victorian thinker and an imaginary bear.

Working at Harvard University in the late 19th century, William James, brother of the novelist Henry James, turned his attention to the relationship between emotion and behaviour. Our everyday experience tells us that your emotions cause you to behave in certain ways. Feeling happy makes you smile, and feeling sad makes you frown. Case closed, mystery solved. However, James became convinced that this commonsense view was incomplete and proposed a radical new theory.

James thought that behaviour can cause emotion. According to James, smiling can make you feel happy and frowning can make you feel sad. Or, to use James's favourite way of putting it: "You do not run from a bear because you are afraid of it, but rather become afraid of the bear because you run from it." The practical consequence is that we do not have to imagine a better life, but change our behaviour.

1. Comprehension exercises (2 points):

1.a – Many books about positive thinking (0.5 points):

- a. help people.
- b. are either useless or dangerous.
- c. are based on scientific research.

1.b – According to William James, the relationship between emotion and behaviour (0.5 points):

- a. could be different than it was traditionally thought.
- b. has been studied in bears and other animals.
- c. was established by his brother Henry.



1.c – Gurus maintain that improving one's life first requires a change of thought. (Answer 'True' or 'False' AND write a sentence in the text supporting or contradicting this statement, 0.5 points).

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1.d – William James thought that commonsense views were always completely correct. (Answer 'True' or 'False' AND write a sentence in the text supporting or contradicting this statement, 0.5 points).

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2. Do the following grammar exercises according to the instructions given (2 points) :

2.a – Complete the second sentence so that it has a similar meaning to the first one (0.5 points):

- We all want to improve our lives, and that is why we read self-help books.
- We read ...

2.b – Transform the following sentence into a conditional sentence, that's it, use the word 'if' (0.5 points):

- Force yourself to have positive thoughts and you will become happier

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2.c – Transform the following sentence into the passive voice. (0.5 points):

- Behaviour can cause emotion.

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2.d – Rewrite the sentence so that it has a similar meaning to the first one. You mustn't use the word "need" (0.5 points):

- if you want to improve your life then you need to change how you think .

-



3. Below you will find the definitions of six words occurring in the text. Choose only four of them and indicate the word each definition corresponds to. Write the word and then copy its definition (1 point):

1. to make or become better in quality.
2. having no effect, inefficient.
3. existing only in the imagination; unreal; illusory.
4. to compel or cause a person to do something through effort.
5. feeling sorrow; unhappy.
6. periods of ten consecutive years.

4. Write a summary of the text of about 30 – 45 words using your own words. (2 points):

5. Write a composition of about 120 – 150 words on the following topic (3 points):

What changes would you make in your life?

OPCIÓN B

Mechanical against human: Why do planes crash?

What is likely to be the main cause of a passenger plane crashing? Mechanical failure? Or human error? There are many people whose first assumption when a plane is lost is that some physical part has failed catastrophically. But mechanical failures alone account for only a small proportion of airliner crashes. For fatal accidents, one calculation puts the primary cause as "pilot error" in 50% of all cases.

One of the most common scenarios for a plane crash (more than a fifth of all fatal accidents between 2006-11, according to the International Civil Aviation Organization) is known as "controlled flight into terrain" (CFIT), referring to aircraft that were piloted into the ground, water, mountains or other terrain.

The cause could be bad weather leading to poor visibility, a navigation mistake, or a more fundamental pilot error. Aircraft manufacturer Boeing argued that pilot error was the most common cause.

The most recent confirmed example was the Sukhoi Superjet 100 that crashed into Mount Salak in Indonesia in 2012. The aircraft, which was on a demonstration flight for potential buyers and journalists, had a terrain awareness and warning system (TAWS), but this had been switched off by the pilots, who assumed the computer was malfunctioning. Unaware that they were near the mountain, the crew were also distracted by conversations with potential buyers. All 45 people on board died.

Another egregious example was Eastern Airlines flight 401 which smashed into the Florida Everglades in 1972. The crash happened after all three members of the crew became obsessed with finding why a single indicator light had not come on when the landing gear was lowered. While they investigated, and not noticing that the autopilot had been accidentally switched to a setting that allowed a steady descent, they did not realise they were heading for disaster until it was too late.

1. Comprehension exercises (2 points):

1.a – Mechanical failures alone (0.5 points):

- a. account for a reduced percentage of airliner crashes.
- b. cannot provoke a crash.
- c. are the result of the pilot's distraction.

1.b – The Eastern Airlines flight 401 had a tragic end (0.5 points):

- a. because a single indicator didn't work properly.
- b. because the members of the crew suffer from obsessive-compulsive disorder.
- c. because the members of the crew didn't realize the plane was going to crash as they tried to solve a minor problem.



1.c – 'Pilot error' is the main cause of fatal accidents in one out of every two cases. (Answer 'True' or 'False' AND write a sentence in the text supporting or contradicting this statement, 0.5 points).

-

1.d – Bad weather is never the origin of accidents. (Answer 'True' or 'False' AND write a sentence in the text supporting or contradicting this statement, 0.5 points).

-

2. Do the following grammar exercises according to the instructions given (2 points) :

2.a – Rewrite the following sentence so that it has a similar meaning to the first one. You must use the word 'because' (0.5 points):

- The TAWS had been switched off by the pilots, who assumed the computer was malfunctioning.
- The TAWS...

2.b – Complete the second sentence so that it has the same meaning as the first one (0.5 points):

- They argued that pilot error was the most common cause.
- It was ...

2.c – Transform the following sentence into the active voice (0.5 points):

- The plane was piloted into ground by an incompetent officer.
-

2.d – Turn the two sentences into one. You must use the word 'while'. (0.5 points):

- The pilot was checking the altimeter. An indicator light came on.
-



3. Below you will find the definitions of six words occurring in the text. Choose only four of them and indicate the word each definition corresponds to. Write the word and then copy its definition (1 point):

1. a mistake or inaccuracy.
2. the day-to-day meteorological conditions affecting a given place.
3. a person travelling in a car, train, boat, etc, not driven by him
4. having happened not long ago.
5. people who buy or purchase something.
6. a person or business firm that makes goods or owns a factory.

4. Write a summary of the text of about 30 – 45 words using your own words. (2 points):

5. Write a composition of about 120 – 150 words on the following topic (3 points):

In your opinion, what is the best and most secure means of transport?



CRITERIOS ESPECÍFICOS DE CORRECCIÓN

Observaciones

- 1) No se permiten diccionarios ni otros materiales didácticos.
- 2) Hay dos opciones de examen, A y B. Se debe optar por una de ellas, sin combinar preguntas de una y otra.

Criterios específicos de corrección

- A) **Pregunta 1.** Las cuatro cuestiones de esta sección evalúan la comprensión del texto. Se valorará con un máximo de 2 puntos (0,5 puntos por cuestión).
- B) **Pregunta 2.** Su objetivo es evaluar la competencia morfosintáctica del alumno. Se valorará con un máximo de 2 puntos (0,5 puntos por cuestión).
- C) **Pregunta 3.** Su objetivo es evaluar el dominio del léxico a través de la capacidad de deducir y recuperar el significado de las palabras en su contexto y, sobre todo, de encontrar en el texto las palabras cuyas definiciones se ofrecen. Se valorará con un máximo de 1 punto (0,25 puntos por cuestión):
- D) **Pregunta 4.** Esta parte del examen valora la capacidad de síntesis y de destacar la información y las ideas más importantes del texto. Se valorará con un máximo de 2 puntos.
- E) **Pregunta 5.** Se trata de una redacción. Se evaluará con un máximo de 3 puntos. Se valorarán especialmente los siguientes aspectos:
 1. La corrección ortográfica y morfosintáctica.
 2. La riqueza léxica.
 3. La claridad y eficacia en la presentación de ideas; la coherencia y cohesión del texto (conectores entre unidades sintácticas, organización del texto,...).

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