



**UNIVERSIDAD
DE LA RIOJA**

Prueba de Acceso a la Universidad (LOE)

Curso: 2014/2015

Convocatoria: Julio

ASIGNATURA: INGLÉS

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

Living in another country

Research published by the Government shows that in 2011, 149,000 British citizens left the United Kingdom (UK) with the intention of spending at least a year in another country. Most were of working age and the majority were leaving to take up a position they had already been offered, or to look for work.

The International Passenger Survey (IPS) shows that throughout 2010-11 more than 50,000 UK emigrants were leaving for a definite job, and 30,000 more were in search of employment. Some were moving to be with family members, some said they were off to study, and others may have been retiring abroad. The IPS doesn't include those who choose to spend half of their year abroad and half in the UK.

Overall, the number of people leaving the UK has been falling. In the first few years of the 21st century it was close to 200,000 a year and peaked at 207,000 in 2006. In 2010 it dropped to 136,000. Despite that, the most popular destinations have not changed much over the past 20 years. Over that period Australia has always attracted the highest number of those taking flight from the UK, and the number has been growing. The USA was overtaken by Spain as the next most popular place to go in 2001-02, but has now reclaimed second place.

In 2000-01 the top 10 destinations included the Netherlands and Japan; in 2009-10 Switzerland and Belgium were on the list. The changes are likely to reflect fluctuations in the destination countries' economies and labor markets. Perhaps surprisingly, the impact of the state of the UK job market on emigration is such that the number of people leaving the country falls when unemployment is high: you need some money behind you to take off in search of work.

1. Comprehension exercises (2 points):

1.a – According to the text (0.5 points):

- a. in 2011, most British citizens left the UK.
- b. in 2011, a significant number of people leaving the UK wanted a job.
- c. in 2011, everyone leaving the UK intended to spend one year abroad.

1.b – The situation in the destination countries (0.5 points):

- a. can be seen if we inspect the changes in the list of popular destinations.
- b. changes when they are included on the top 10 list.
- c. does not affect people's preferences.

1.c – In 2010-11, more than 80000 people left the UK for any or other reason.

(Answer 'True' or 'False' AND write a sentence in the text supporting or contradicting this statement, 0.5 points).

1.d – Australia has never been a popular destination for people leaving the UK.

(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 – Complete the second sentence so that it has a similar meaning to the first one. You must use the phrase "as high as" (0.5 points):

- The number of people going to Spain was higher than the number of people who chose the USA.

-

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

- The fact that an economy grows does not imply an increase in immigration.

- There's no necessary connection...

2.c – Complete the second sentence so that the meaning remains the same (0.5 points):

- You will need some money if you travel abroad.

- Money ...

2.d – Rewrite the sentence using the verb "exclude" instead of "include" (0.5 points):

- The IPS doesn't include those who choose to spend half of their year abroad and half in the UK.

-

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. the larger number or amount of people.

2. in a foreign country.

3. the place to which a person travels, the end of a journey.

4. favourite, generally liked, commonly accepted.

5. powerful influence caused by an event, idea, or situation.

6. indicate, show, reveal.

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):

Would you like to live in another country? -Explain your reasons.



OPCIÓN B

What does an interpreter do?

Many people don't know the difference between an interpreter and a translator. They think that translators interpret, or that interpreters translate. In fact, these are two separate jobs requiring different skills.

It would appear that there is little difference between an interpreter and a translator. One translates spoken words and the other written words. However, there are differences in how the jobs are carried out, the skills and talents required and the pressures involved.

Translators must be able to write well and be able to express words on paper. They have a lot of time, access to dictionaries and other reference materials, as well as the freedom to take a break when needed. The pressures they face are relatively limited.

Translators must assure accuracy in both linguistic and cultural senses. They deal with written words and language that come from paper and return to paper.

Interpreters, on the other hand, have to be able to translate spoken words in two directions. They do this using no resources or reference materials apart from their own knowledge and expertise. Sometimes, the pressure can be quite intense.

The interpreter must act as a bridge between people, expressing tone, intentions and emotions. Both professionalism and diplomacy are required. They have to deal with both language and people.

There are two ways of interpreting: consecutive and simultaneous. Only simultaneous interpreting involves interpreting in 'real time'.

Consecutive interpreting is carried out in face to face meetings. A speaker will stop at regular intervals — say every few sentences — and then the interpreter will translate. A key skill involved in consecutive interpreting is the ability to remember what has been said.

In short, if you want someone to translate something that is written, you need the services of a translator. And if you want someone to translate the spoken word, you should hire an interpreter.

1. Comprehension exercises (2 points):

1.a – Translators (0.5 points):

- a. are mainly concerned by the oral aspects of language.
- b. use the same tools interpreters must use.
- c. must possess writing skills.

1.b – Consecutive interpreting (0.5 points):

- a. requires a good memory.
- b. is based on knowing what the speaker has not said yet.
- c. is developed in 'real time'.

1.c – Interpreting in 'real time' is common to all types of interpreting work. (Answer 'True' or 'False' AND write a sentence in the text supporting or contradicting this statement, 0.5 points).

-

1.d – Interpreters only need to pay attention to the literal meaning of what is said. (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 – Turn the two sentences into one sentence. Make use of a word like 'which' or 'that' (0.5 points):

- Translators deal with words. Those words come from paper and return to paper.

-

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

- Translating requires infrequent skills and talents.

- Infrequent...

2.c – Complete the second sentence so that the meaning remains the same (0.5 points):

- Interpreters usually face more pressure than translators do.

- Translators do not face...

2.d – Complete the second sentence so that the idea expressed remains the same (0.5 points):

- The speaker must stop at regular intervals for the interpreter to be able to work.

- If the speaker doesn't stop...

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. abilities required to do something well.

2. exactness, precision.

3. a pause, an interval between two actions.

4. a link or connection between two things or people.

5. skill in treating people, discretion, tact.

6. books containing the words of a language in alphabetical order.

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 would you prefer to be: an interpreter or a translator? -Why?



**UNIVERSIDAD
DE LA RIOJA**

Prueba de Acceso a la Universidad (LOE)

Curso: 2014/2015

Convocatoria: Julio

ASIGNATURA: INGLÉS

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. Hay que elegir cuatro definiciones de las seis dadas y sólo cuatro. 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 desatacar 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,...).