



INSTRUCCIONES:

El examen contiene un bloque con preguntas sobre un texto, otro bloque de preguntas de gramática y un tercer bloque con ejercicios de expresión escrita:

Bloque 1.-READING COMPREHENSION- El estudiante elegirá SOLO UNO de los textos propuestos, y contestará a todas las preguntas formuladas.

Bloque 2.-USE OF ENGLISH- El estudiante elegirá CUATRO ORACIONES de entre las OCHO propuestas en este bloque. Todas las oraciones tienen la misma puntuación.

Bloque 3.- WRITING- El estudiante elegirá y desarrollará SOLO UNO de los ejercicios de expresión escrita, de entre los propuestos en este bloque. Todos los ejercicios tienen la misma puntuación.

2. Si se contestan a más preguntas de las indicadas para cada bloque, el exceso no se corregirá.

PART 1.-READING COMPREHENSION

CHOOSE TEXT A OR TEXT B AND ANSWER THE QUESTIONS 1A-3A OR 1B-3B (5 POINTS)

Text A-Leaving home

Going away to university is always a tricky time, both for the students who are leaving home and their parents who are staying behind. We got advice on how to cope from a student daughter and her dad.

A daughter's advice to parents, by Kerry Price

My parents drove me to uni at the beginning of the first term. That was great, but then they hung around, so it was hard to chat to the people in the rooms near mine. It's best if you leave us to unpack ourselves.

Don't ask us to come home during term time. There's a lot going on at weekends, there just isn't time.

Get another interest or a pet if you feel lonely without us. Don't make us feel guilty about leaving home!

It is quite interesting to hear about your experiences at uni, but remember that it was a LONG time ago so don't go on about it so much. Things have changed a lot. Now we have a lot more debt and it'll be harder to find a job in the future.

Please don't check up on us or our friends on Facebook. I know it's a public site, but we have the right to some privacy.

Don't change anything in our bedrooms. We have only half left home - we'll be back in the holidays, so please don't touch anything.

We'd still like to come on family holidays with you. Don't forget to include us just because we're not there all the time.

A father's advice to students, by Stuart Price



Don't complain so much about how much work you have to do. We work a lot too. You're an adult now, get used to it.

Put up with the fact that we refused to get a dog while you were at home, then suddenly bought one as soon as you moved out. We miss you!

Just because you're at university studying very complex subjects, it doesn't mean that you're more intelligent than everybody else. Don't treat your family as if they were stupid; we're really not.

Let us come and visit you now and again. We promise to try not to embarrass you in front of your friends. We just want to see you for a short time and take you out for a meal.

Don't waste so much time on Facebook. You need time for all that work you have to do, remember?

We might make a few changes to your room, so deal with it. It's great to have a guest room at last, but we won't change things too much, promise.

Don't forget to call home from time to time and don't get annoyed if we phone you. It's not pestering. If we didn't call, you wouldn't know that we care.

Source (<https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/leaving-home>)

1A. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. When children leave home to go to university, it's _____.
 - a. the moment they've been waiting for
 - b. a difficult experience
 - c. more difficult for parents than for children
2. Kerry says when students first go to uni, parents should _____.
 - a. give their children a lift and then stay a while
 - b. give them a lift and then leave
 - c. help them unpack their things
3. Kerry thinks students should _____.
 - a. do everything they can to avoid upsetting lonely parents
 - b. go home regularly while everyone gets used to the change
 - c. not feel bad about spending weekends in their university town
4. Kerry thinks Facebook is _____.
 - a. a good way to send private messages to family
 - b. a space that parents should keep away from
 - c. great for parents as long as you're careful with your privacy settings
5. Stuart thinks students sometimes _____.
 - a. look down on people who are not studying
 - b. ask for help with their work too much
 - c. forget that their parents were young once



6. Stuart says parents would like to ____.
- stay for at least one night when they visit
 - meet their son or daughter's university friends
 - visit every so often and go to a restaurant together

2A. Answer these questions in no more than 5 words. (1 point, 0.25 each)

- Why was it hard for Kerry to chat with the people in the rooms near hers?
- What should parents get if they feel lonely without their children?
- What does Stuart think university students waste too much time on?
- What does Stuart promise not to do in his daughter's room?

3A. Find a word in the text for each of these definitions. (1 point, 0.25 each)

- difficult to deal with and needs careful attention or skill
- remove things from a suitcase, bag, or box
- something that is owed to someone else, or the state of owing something
- cause someone to feel nervous, worried, or uncomfortable:

Text B-The World of Parkour

In 1902, a volcano in the Caribbean island of Martinique blew up. A French naval officer on the scene, Lt. George Hébert managed to coordinate the rescue of over 700 people, both indigenous and European. He noticed, as he did so, how people moved, some well, some badly, around the obstacles in their path, and how this affected their chances of survival. Hébert had travelled widely and was well aware of skills many indigenous people exhibited in being able to traverse the natural environment. From these experiences, Hébert developed a training discipline which he called 'the natural method' in which climbing, jumping and running techniques were used to negotiate obstacles. His method was adopted by the French military and became the basis for all their training. In time, it became known as *parcours du combattant* – the path of the warrior.

Raymond Belle was a practitioner of *parcour* in Vietnam in the 1950s. He had great athletic ability, and the skills and agility he had learnt through *parcour* earned him a reputation as an agile and elite soldier. In later life, he returned to France and passed on his skills to his son, David, who combined what he had learnt from his father with his own knowledge of martial arts and gymnastics, and in time, the sport of *parkour* was born.

Parkour involves a range of 'moves', although none are official. They involve vaulting, jumping and landing accurately on small and narrow features, catching ledges, traversing high wall and landing with a rolling impact to absorb impacts.

Belle formed a group of *traceus* called the Yamikasi, meaning 'strong man, strong spirit', that included his friend, Sebastian Foucan. In time, the two of them started to follow different paths. Belle concentrated on the art of getting from place to place in the most efficient way possible, while Foucan developed his own style which involved more self expression. This he termed *freerunning*.



From the late 1990s, the art and sport of parkour spread worldwide. Both Belle and Foucan gave interviews and appeared on television. In 2003, filmmaker Mike Christie made the film *Jump London*, and urban freerunning, or freeflow, began to dominate the London scene. But it was the arrival of YouTube in 2005 that really brought freerunning to a global audience. People around the world began to post their videos online, making freerunning a mainstream sport, and in 2007, the first major freerunning and parkour competition was held in Vienna. Since parkour values freedom, there are few facilities dedicated to the practice. Traceurs use both rural and urban areas, typically parks, offices and abandoned buildings. Traceurs generally respect the environment they practice in, and since part of their philosophy is 'leave no trace', there have been few concerns over damage to property. However, law enforcement and fire and rescue teams argue that freerunners are risking their lives needlessly, especially when they practice at height. However, practitioners argue that injuries are rare, because they rely on their own hands and feet rather than things out of their immediate control, such as ice and wheels, as is the case with skiing and race-driving.

Source: https://www.examenenglish.com/B2/b2_reading_sport.htm

1B. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. George Hebert developed *parcours du combattant* because...
 - a) he saw native people doing it in Martinique
 - b) he saw how it could save lives
 - c) he saw how the French were poor at negotiating obstacles
2. The natural method...
 - a) was replaced by Hebert's new discipline
 - b) was taught to Hebert by indigenous people
 - c) was widely practiced by the French military
3. Raymond Belle...
 - a) was trained by George Hebert
 - b) gave the discipline its new name
 - c) was a notable practitioner of the natural method
4. David Belle...
 - a) brought in moves from other disciplines
 - b) also learnt *parcours* while in the French military
 - c) learnt *parcours* from his father in Vietnam
5. What brought parkour and freerunning to an international audience?
 - a) TV appearances and interviews
 - b) a British documentary
 - c) a video sharing website



6. Parkour and freerunning practitioners...

- a) require a lot of equipment
- b) rely on their own bodies
- c) avoid taking risks

2B. Answer these questions in no more than 5 words. (1 point, 0.25 each)

- a. How many people were rescued after a volcano in the Caribbean island of Martinique blew up?
- b. What techniques were used in 'the natural method'?
- c. What does the Yamikasi mean?
- d. What is the philosophy of traceurs?

3B. Find a word in the text for each of these definitions. (1 point, 0.25 each)

- a) naturally existing in a place or country rather than arriving from another place
- b) the air, water, and land in or on which people, animals, and plants live
- c) jumping over something by first putting your hands on it or by using a pole
- d) harm or injury

PART 2- USE OF ENGLISH (2 POINTS)

4. CHOOSE FOUR OF THE FOLLOWING STATEMENTS AND REPHRASE THEM SO THAT THEIR MEANING IS AS SIMILAR TO THE ORIGINAL AS POSSIBLE. (0.5 EACH).

- a. My parents drove me to uni at the beginning of the first term.

I.....

- b. Kerry is more intelligent than everybody else

Nobody is

- c. Raymond Belle was a practitioner of parcour in Vietnam in the 1950s. He had great athletic ability.

Raymond Belle was

- d. 'Dad, please don't check up on us or our friends on Facebook', said Kerry

Kerry asked

- e. We might make a few changes in your room, so do not complain.

Do not complain

- f. Parkour involves a range of 'moves'. They include vaulting, jumping and landing accurately on small and narrow features.

Parkour involves.....

- g. In 2003, filmmaker Mike Christie made the film Jump London

In 2003, the film.....

- h. 'Injuries are rare, because they rely on their own hands and feet', said practitioners

Practitioners said

PART 3- WRITING (3 POINTS)

5. CHOOSE ONE OF THE FOLLOWING TOPICS AND WRITE A 150 WORD LONG TEXT.

- a) Write an opinion article about leaving home. Do not forget to mention when and why you plan to leave your parents' home, where you plan to move, etc.
- b) Have you ever practised extreme sports? Do not forget to mention the name of the sport, the equipment you need to practise it, how often you do it, etc)



ESTRUCTURA DE LA PRUEBA

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2. Si se contestan a más preguntas de las indicadas para cada bloque, el exceso no se corregirá.

CRITERIOS GENERALES DE CORRECCIÓN

A) Pregunta 1. Elección múltiple. Las seis cuestiones de esta sección pretenden evaluar la comprensión del texto. Se evaluará con un máximo de 3 puntos. (0,5 puntos por cuestión).

B) Pregunta 2. Semiabierta. Se valorará la comprensión específica del texto. Habrá cuatro cuestiones a responder en un máximo de cinco palabras cada una, valorándose la respuesta correcta inequívoca a las mismas. Se evaluará con un máximo de 1 puntos. (0,25 puntos por cuestión).

C) Pregunta 3. Semiabierta. Las cuatro definiciones tienen como objetivo evaluar la riqueza léxica. Se valorará la habilidad de encontrar en el texto las palabras cuyas definiciones se ofrecen. Se evaluará con un máximo de 1 punto. (0,25 puntos por cuestión).

D) Pregunta 4. Reformulación. Con carácter general no existe más de una reformulación correcta que, como se pide en el enunciado de la pregunta, mantenga el significado de la expresión original. De manera excepcional podrían considerarse reformulaciones alternativas, solo las contenidas en la plantilla de soluciones de la prueba. (0,5 puntos por cuestión).

E) Pregunta 5. Abierta. Se valorará la expresión escrita desarrollando un tema con una extensión de 150 palabras. Se evaluará con un máximo de 3 puntos distribuidos de la siguiente manera:

1) Adecuación/cohesión: tratar el tema con riqueza de ideas, formato y registro adecuados, secuenciación y organización de ideas y argumentos, uso de conectores y número de palabras requerido. Si se escriben menos de 130 palabras se penalizará con 1 punto. Si el alumno escribe más de 180 palabras se penalizará con 0,5 puntos, y si escribe más de 200, con 1 punto.

2) Corrección: corrección morfosintáctica, léxica y ortográfica. (1 punto).

3) Riqueza: variedad, riqueza y precisión gramatical y léxica. (1 punto).

4) La no realización de la tarea exigida se valorará con 0 puntos.