



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD  
DE MADRID  
EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS  
UNIVERSITARIAS OFICIALES DE GRADO  
Curso 2019-2020  
MATERIA: INGLÉS

### INSTRUCCIONES GENERALES Y VALORACIÓN

Después de leer atentamente el examen, responde de la siguiente la siguiente forma:

- elija un texto A o B y conteste EN INGLÉS a las preguntas 1, 2, 3 y 4 del texto elegido.
- responda EN INGLÉS una pregunta a elegir entre las preguntas A.5 o B.5.

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1ª, 2ª y 4ª se calificarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto, la pregunta 5ª sobre 3 puntos.

### TEXTO A Lost and Found

Losing your wallet is a sure-fire way to ruin your own day. It starts with panic when you realize the loss, moves to a sinking feeling that your wallet is truly “missing in action”, continues with monitoring your credit card transactions, and usually ends with calls to the powers that be at every credit card company, bank, and gym membership you had stored in your wallet, while you mourn the loss of your cash.

Tim Cameron was most likely working through those stages of grief on Monday when he realized that he had lost his wallet on the way home from his job in London. Luckily, though, a Good Samaritan had found the wallet and came up with an ingenious plan to get it back to its rightful owner. Like most people who lose a wallet, Cameron quickly checked his bank account to see if there was any unauthorized or strange activity. Turns out there was – but for a good cause.

Cameron noticed that there were a series of bank transfers all for just one pence and each came with a very small message. Someone had found his wallet, but since there wasn't enough identifying information to track down the owner, he had come up with a way to send his name and phone number through the bank deposit notes. Cameron explained in a tweet that each of the “4 transfers of £0.01” allowed for “a message of up to 18 characters”, which is how the helpful stranger, known only as Simon, conveyed his contact information to Cameron.

Cameron called the number, got Simon's address, and soon enough was reunited with his wallet, handing over a bottle of red wine as a thank-you gift.

Adapted from “Kind Genius Returns a Man's Lost Wallet to Him in the Most Impressive Way,” *Time*, 15 October 2019. <<https://time.com/5699798/wallet-lost-bank-account/>>

### QUESTIONS

**A.1 (2 puntos) Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.**

- In his wallet, Tim Cameron didn't keep any personal documents that had an address or a telephone number.
- Cameron didn't show any appreciation for Simon's help.

**A.2 (2 puntos) In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.**

- How do people normally react when they lose their wallets?
- What was the aim of doing the bank transfers?

**A.3 (1 punto) Find the words in the text that mean:**

- spoil (paragraph 1)
- noticed (paragraph 2)
- thought of (paragraph 2)
- only (paragraph 3)

**A.4 (2 puntos) Complete the following sentences. Use the appropriate form of the word in brackets when given.**

- \_\_\_\_\_ (lose) your wallet is one of \_\_\_\_\_ (bad) things that can happen.
- The person \_\_\_\_\_ wallet I found, had left it \_\_\_\_\_ the bus.
- Stop \_\_\_\_\_ (complain)! We \_\_\_\_\_ (find) your wallet sooner or later!
- Complete the following sentence to report what was said.**  
“You won't believe what happened to me!” she said.  
She told me \_\_\_\_\_.

**A.5 (3 puntos) Write about 150 to 200 words on the following topic.**

Have you ever lost something that was important to you? Describe your experience or imagine one.



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- responda EN INGLÉS una pregunta a elegir entre las preguntas A.5 o B.5.

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1ª, 2ª y 4ª se calificarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto, la pregunta 5ª sobre 3 puntos.

### TEXTO B

#### The Real History behind *Game of Thrones*

George R.R. Martin holds his cards close to his chest when it comes to his inspiration for *Game of Thrones* – after all, too much information could spoil the plot. But he has acknowledged that much of the political intriguing that drives his series is inspired by the Wars of the Roses, when the Houses of Lancaster and York engaged in a bloody fight for the English throne.

Other historical parallels have been drawn by fans of the books and the HBO series. When Edward IV died, his sons Edward V and Richard of Shrewsbury were mysteriously imprisoned in the tower of London, and eventually disappeared. Many suspect they were put to death by their uncle Richard III, who became king. Sound familiar? Many have compared the Princes in the Tower to the disappearance of Bran and Rickon; though in *Game of Thrones*, the boys actually escaped, and two corpses burned beyond recognition were presented as their substitutes.

Like Yara Greyjoy, Empress Matilda was meant to take the throne when her father died but was pushed out by a male relative. And like Cersei Lannister, Margaret of Anjou exerted outsized influence for a medieval queen consort and fought vigorously for her son's right to the throne.

The horrific Red Wedding has roots in the Massacre of Glencoe in 1692, when 38 members of the Clan MacDonald were killed by their own guests due to an unfulfilled promise of loyalty to the monarchs. Obviously, the killings constituted a serious transgression against the rules of hospitality. And the Wall along the northern border of the Seven Kingdoms bears a similarity to Hadrian's Wall, built along the northern border of Britannia to keep out the barbarians (the Scots).

Adapted from "9 Books to Read about the Real History behind *Game of Thrones*," *Time*, June 27, 2016. <<https://time.com/4347517/game-of-thrones-history-books/>>

### QUESTIONS

**B.1 (2 puntos) Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.**

- a) Viewers and readers have pointed out similarities between Martin's story and historical events.
- b) There is evidence that Richard III killed two of his nephews to inherit the throne.

**B.2 (2 puntos) In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.**

- a) Why didn't Empress Matilda inherit the throne?
- b) According to the text, what happened to the Clan MacDonald and why?

**B.3 (1 punto) Find the words in the text that mean:**

- a) admitted (paragraph 1)
- b) jailed (paragraph 2)
- c) finally (paragraph 2)
- d) excessive (paragraph 3)

**B.4 (2 puntos) Complete the following sentences. Use the appropriate form of the word in brackets when given.**

- a) The series *Game of Thrones* \_\_\_\_\_ (base) on the book *A Song of Ice and Fire*, \_\_\_\_\_ (write) by George R.R. Martin
- b) My younger sister is not allowed \_\_\_\_\_ (watch) *Game of Thrones* because she is not old \_\_\_\_\_.
- c) \_\_\_\_\_ the fact that *Game of Thrones* is bloody and sexist, most people \_\_\_\_\_ have watched it say they like it.
- d) Remember \_\_\_\_\_ (return) Martin's book to the library before the deadline \_\_\_\_\_ (expire).

**B.5 (3 puntos) Write about 150 to 200 words on the following topic.**

What is your favourite TV series? Describe the plot and say why you like it.

## INGLÉS

### CRITERIOS ESPECÍFICOS DE CORRECCIÓN

El ejercicio incluirá cinco preguntas, pudiendo obtenerse por la suma de todas ellas una puntuación máxima de 10 puntos. Junto a cada pregunta se especifica la puntuación máxima otorgada. La valoración y los objetivos de cada una de estas preguntas son los siguientes:

**Pregunta 1:** Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El estudiante deberá decidir si dos frases que se le presentan son verdaderas o falsas, copiando a continuación únicamente el fragmento del texto que justifica su elección. Se otorgará 1 punto por cada apartado. Se calificará con 0 puntos la opción elegida que no vaya justificada.

**Pregunta 2:** Hasta 2 puntos. Se pretende comprobar dos destrezas: la comprensión lectora y la expresión escrita, mediante la formulación de dos preguntas abiertas que el estudiante deberá contestar basándose en la información del texto, pero utilizando sus propias palabras en la respuesta. Cada una de las preguntas valdrá 1 punto, asignándose 0,5 puntos a la comprensión de la pregunta y del texto, y 0,5 a la corrección gramatical y ortográfica de la respuesta.

**Pregunta 3:** Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El estudiante demostrará esta capacidad localizando en el párrafo que se le indica un sinónimo, adecuado al contexto, de cuatro palabras o definiciones. Se adjudicará 0,25 por cada apartado.

**Pregunta 4:** Hasta 2 puntos. Con esta pregunta se pretende comprobar los conocimientos gramaticales del estudiante, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el estudiante deberá completar o rellenar. También podrán presentarse oraciones para ser transformadas u otro tipo de ítem. Se adjudicará 0,25 a cada “hueco en blanco” y en el caso de las transformaciones o ítems de otro tipo se concederá 0,5 con carácter unitario.

**Pregunta 5:** Hasta 3 puntos. Se trata de una redacción, de 150 a 200 palabras, en la que el estudiante podrá demostrar su capacidad para expresarse libremente en inglés. Se propondrá una única opción y se otorgarán 1,5 puntos por el buen dominio de la lengua – léxico, estructura sintáctica, etc. – y 1,5 por la madurez en la expresión de las ideas – organización, coherencia y creatividad. Para corregir esta redacción se utilizará la siguiente rúbrica de evaluación:

Puntuación: de 0 – 3

Cada apartado se valorará entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de “Excelente” (con la nota máxima de 0,5) o de “Deficiente” (con la nota mínima de 0).

	<b>Excelente</b>	<b>Nota</b>	<b>Deficiente</b>
<b>CONTENIDO</b>	El mensaje es claro, preciso y coherente, con ideas interesantes, que se atienen al tema propuesto. Se sigue el requisito de extensión mínima.	--- / 0,5	El mensaje es demasiado confuso, ambiguo o incoherente, con ideas irrelevantes o repetitivas. No se sigue el requisito de extensión mínima.
	Se muestra capacidad para desarrollar un punto de vista personal, con opiniones originales. Las ideas se ilustran de forma adecuada.	--- / 0,5	Es difícil distinguir la postura personal del autor. Se incluyen generalidades sin fundamento, porque no se aportan datos o ejemplos que ilustren las ideas expuestas.
	Se emplean conectores de forma efectiva y variada.	--- / 0,5	Faltan conectores adecuados y se acusa una falta de transiciones temáticas lógicas.
<b>FORMA</b>	No hay errores importantes de gramática	--- / 0,5	Hay errores graves de gramática
	No muestra limitaciones en el uso del vocabulario que utiliza.	--- / 0,5	Hay errores graves de léxico.
	No hay errores importantes de ortografía y/o puntuación.	--- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
<b>Total</b>		<b>--- / 3</b>	

## INGLÉS SOLUCIONES

### TEXTO A - SUGGESTED ANSWERS

#### Question A.1

- a) **TRUE:** “Someone had found his wallet, but since there wasn’t enough identifying information to track down the owner, he had come up with a way to send his name and phone number through the bank deposit notes.”
- b) **FALSE:** “Cameron called the number, got Simon’s address, and soon enough was reunited with his wallet, handing over a bottle of red wine as a thank-you gift.”

#### Question A.2

Key ideas

- a) They go through different phases of panic, despair, worry that somebody may be using their credit card. They will then call different companies to cancel their credit cards and their memberships. At the same time, they will feel sorry for the money that was in their wallet and that they have now lost.
- b) Each bank transfer allows a short message to be sent with it, and through these messages Simon was able to send Cameron his contact details.

#### Question A.3

- a) ruin
- b) realized
- c) came up with
- d) just

#### Question A.4

- a) Losing / To lose ----- the worst
- b) whose ----- on
- c) complaining ----- will find / are going to find
- d) She told me (that) I wouldn’t / won’t believe what happened / had happened to her.

## TEXTO B - SUGGESTED ANSWERS

### Question B.1

a) **TRUE:** “Other historical parallels have been drawn by fans of the books and the HBO series.”

b) **FALSE:** “Many suspect they were put to death by their uncle Richard III, who became king.”

### Question B.2

Key ideas

a) Because a male relative inherited the throne instead of her.

b) They were killed by their guests because they were not loyal to the monarchs, as they had promised.

### Question B.3

a) acknowledged

b) imprisoned

c) eventually

d) outsized

### Question B.4

a) was / is based ----- written

b) to watch ----- enough

c) Despite / In spite of / Independently of / Regardless of ----- who / that

d) to return ----- expires



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### TEXTO A A New BBC Period Drama

The BBC is to make its first prime-time period drama that will have Asian actors in all the leading roles. Filming is due to start this summer on an adaptation of Vikram Seth's *A Suitable Boy*, which at 1,349 pages is one of the longest novels in the English language.

It will be directed by Mira Nair, the Indian-American film-maker behind *Monsoon Wedding*. Andrew Davies, best known for adapting *Pride and Prejudice* for the BBC, has been drafted in for the screenplay.

To be broadcast next year, the series is expected to have more than 100 characters. All the main roles will be played by Asians – many from India – while the handful of white characters in Seth's book will appear only as bit parts. It contrasts with ITV's current Sunday night offering, *Beecham House*, which stars Tom Bateman playing a former member of the East India Company in the leading role. Previous hit dramas set in Asia, such as *The Far Pavillions* and *The Jewel in the Crown*, have also focused on white characters.

Davies acknowledged it was a big departure for the BBC, but believes viewers will still tune in. "It is exciting," he said. "Not many of the leading players will be known to a British audience. But it is also like a Jane Austen novel in that it's got a lovely, easy-to-relate-to central plot."

*A Suitable Boy* revolves around the desire of a middle-class Indian mother, Rupa Mehra, to marry off her youngest daughter, Lata. The Indian actress Tabu, who starred as the mother in Ang Lee's *Life of Pi*, is expected to play Mehra, while a Bollywood star has been cast as Lata.

Adapted from "All-Asian cast is most suitable for BBC's Vikram Seth drama," *The Times*, 30 June 2019. <<https://www.thetimes.co.uk/article/all-asian-cast-is-most-suitable-for-bbc-s-vikram-seth-drama-t6qwj57f>>

### QUESTIONS

**A.1 (2 puntos) Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.**

- This will be the first production by Mira Nair.
- There will be no white characters in the new BBC series.

**A.2 (2 puntos) In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.**

- How does Andrew Davies think the audience will react to this new series and why?
- What is the plot of the new BBC series?

**A.3 (1 punto) Find the words in the text that mean:**

- screened (paragraph 3)
- present (paragraph 3)
- change (paragraph 4)
- wish (paragraph 5)

**A.4 (2 puntos) Complete the following sentences. Use the appropriate form of the word in brackets when given.**

- Vikram Seth \_\_\_\_\_ (born) in India, but \_\_\_\_\_ (spend) most of his life in the UK.
- I'd \_\_\_\_\_ watch a period drama than \_\_\_\_\_ (read) a book.
- If I had \_\_\_\_\_ opportunity to travel to India, I \_\_\_\_\_ (visit) Vikram Seth's relatives.
- After \_\_\_\_\_ (watch) the last thriller on Netflix, I couldn't sleep \_\_\_\_\_ a couple of nights.

**A.5 (3 puntos) Write about 150 to 200 words on the following topic.**

What do you prefer, films or TV series? Justify your answer.



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### TEXTO B

#### The Carbon Footprint of your Inbox

Your annual work email could be adding the same amount of warming carbon dioxide to the atmosphere as a flight between London and Bruges. Email has a carbon footprint because of the power demands to create and run the computers, servers and routers that transmit each message.

The average email reportedly adds an extra 4 grams of carbon dioxide into the atmosphere – but this can increase 12 fold in email chains or with big attachments. Office workers on average process over 34,000 emails each year and can spend around 13 hours a week working on their inboxes. “This amount of carbon dioxide is equivalent to a customer having used 16,800 plastic bags in a single year,” a spokesperson for CWJobs said.

Not every email is equal, however, as adding a single 1MB attachment is predicted to raise its carbon output up to 19 grams. Larger attachments use up more energy in turn. “A particularly long email chain produces more than just hot air – it can generate as much as 50 grams in CO2 emissions,” CWJobs said. With global email traffic predicted to rise by 18 per cent in 2023, it would result in an extra 620 million tonnes of carbon dioxide each year.

A series of recommendations for how people can cut down on their communicative carbon footprints have also been published. These include only adding necessary people in email chains, replacing attachments with links to material online, and talking to people in person. In addition, due to the European Union’s General Data Protection Regulation, the total number of unwanted emails have been reduced by 1.2 billion messages a day, which is the equivalent of 360 tonnes of carbon dioxide emissions cut every single day.

Adapted from “How big is the carbon footprint of your inbox?” *Daily Mail*, 8 July 2019. < <https://dailymail.com/2019/07/08/how-big-is-the-carbon-footprint-of-your-inbox/> >

### QUESTIONS

**B.1 (2 puntos) Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.**

- The carbon footprint of emails is not related only to the electricity consumed by computers.
- The number of spam emails has been reduced thanks to the introduction of specific policies.

**B.2 (2 puntos) In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.**

- What is the relationship between the size of an attachment and its carbon emission?
- What can we do to reduce the carbon footprint of emails? Mention two ideas.

**B.3 (1 punto) Find the words in the text that mean:**

- yearly (paragraph 1)
- additional (paragraph 2)
- quantity (paragraph 2)
- consume (paragraph 3)

**B.4 (2 puntos) Complete the following sentences. Use the appropriate form of the word in brackets when given.**

- Researchers said domestic travel was a bigger cause of CO2 emissions \_\_\_\_\_ international travel. In fact, air travel was one of \_\_\_\_\_ (important) causes.
- \_\_\_\_\_ (avoid) natural disasters or extreme temperatures, \_\_\_\_\_ can damage the environment, we must keep the level of greenhouse gases at their natural levels.
- Some people think that the greenhouse effect \_\_\_\_\_ (not/become) such a big problem if we \_\_\_\_\_ (not/cut) so many trees in the past.
- Rewrite the following sentence so that it means the same:** We are consuming natural resources so fast that the Earth does not have time to renew them.  
Natural resources \_\_\_\_\_.

**B.5 (3 puntos) Write about 150 to 200 words on the following topic.**

Would you agree to have limited Internet access to help reduce carbon emissions? Justify your answer.



## CRITERIOS ESPECÍFICOS DE CORRECCIÓN

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**Pregunta 3:** Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El estudiante demostrará esta capacidad localizando en el párrafo que se le indica un sinónimo, adecuado al contexto, de cuatro palabras o definiciones. Se adjudicará 0,25 por cada apartado.

**Pregunta 4:** Hasta 2 puntos. Con esta pregunta se pretende comprobar los conocimientos gramaticales del estudiante, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el estudiante deberá completar o rellenar. También podrán presentarse oraciones para ser transformadas u otro tipo de ítem. Se adjudicará 0,25 a cada “hueco en blanco” y en el caso de las transformaciones o ítems de otro tipo se concederá 0,5 con carácter unitario.

**Pregunta 5:** Hasta 3 puntos. Se trata de una redacción, de 150 a 200 palabras, en la que el estudiante podrá demostrar su capacidad para expresarse libremente en inglés. Se propondrá una única opción y se otorgarán 1,5 puntos por el buen dominio de la lengua – léxico, estructura sintáctica, etc. – y 1,5 por la madurez en la expresión de las ideas – organización, coherencia y creatividad. Para corregir esta redacción se utilizará la siguiente rúbrica de evaluación:

Puntuación: de 0 – 3

Cada apartado se valorará entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de “Excelente” (con la nota máxima de 0,5) o de “Deficiente” (con la nota mínima de 0).

	<b>Excelente</b>	<b>Nota</b>	<b>Deficiente</b>
<b>CONTENIDO</b>	El mensaje es claro, preciso y coherente, con ideas interesantes, que se atienen al tema propuesto. Se sigue el requisito de extensión mínima.	---/0,5	El mensaje es demasiado confuso, ambiguo o incoherente, con ideas irrelevantes o repetitivas. No se sigue el requisito de extensión mínima.
	Se muestra capacidad para desarrollar un punto de vista personal, con opiniones originales. Las ideas se ilustran de forma adecuada.	---/0,5	Es difícil distinguir la postura personal del autor. Se incluyen generalidades sin fundamento, porque no se aportan datos o ejemplos que ilustren las ideas expuestas.
	Se emplean conectores de forma efectiva y variada.	---/0,5	Faltan conectores adecuados y se acusa una falta de transiciones temáticas lógicas.
<b>FORMA</b>	No hay errores importantes de gramática	---/0,5	Hay errores graves de gramática
	No muestra limitaciones en el uso del vocabulario que utiliza.	---/0,5	Hay errores graves de léxico.
	No hay errores importantes de ortografía y/o puntuación.	--- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
<b>Total</b>		<b>--- / 3</b>	

**INGLÉS  
SOLUCIONES**

**TEXTO A - SUGGESTED ANSWERS**

**Question A.1**

a) **FALSE:** “It will be directed by Mira Nair, the Indian-American film-maker behind *Monsoon Wedding*.”

b) **FALSE:** “All the main roles will be played by Asians – many from India – while a handful of white characters in Seth’s book will only appear as bit parts.”

**Question A.2**

Key ideas

a) He thinks it will be very different from other BBC series, but he thinks the audience will still like it. It is a mixture of new elements, the unknown actors, and other known ones, as the plot is similar to that of Jane Austen’s novels.

b) The plot tells about an Indian mother, Rupa Mehra, who is trying to find a husband for her youngest daughter, Lata.

**Question A.3**

a) broadcast

b) current

c) departure

d) desire

**Question A.4**

a) was born ----- spent / has spent

b) rather ----- read

c) the / an ----- would visit

d) watching ----- for

## TEXTO B - SUGGESTED ANSWERS

### Question B.1

- a) **TRUE:** “Email has a carbon footprint because of the power demands to create and run the computers, servers and routers that transmit each message.”
- b) **TRUE:** “In addition, due to the European Union’s General Data Protection Regulation, the total number of unwanted emails have been reduced by 1.2 billion messages a day, which is the equivalent of 360 tonnes of carbon dioxide emissions cut every single day.”

### Question B.2

Key ideas

- a) The larger the attachment, the more power is needed. This leads to greater carbon emissions.
- b) Avoid attachments and use website links instead; think about the number of people we really need to email; make face-to-face communication a priority.

### Question B.3

- a) annual
- b) extra
- c) amount
- d) use up

### Question B.4

- a) than ----- the most important
- b) To avoid / In order to avoid / So as to avoid ----- which
- c) would not have become ----- had not cut
- d) Natural resources are being consumed so fast that the Earth does not have time to renew them.