

Realizar una de las dos opciones propuestas (A o B)

Bi aukeretatik bat hartu behar duzu (A edo B)

OPCIÓN A/A AUKERA

A HOMEWORK REVOLUTION

Do students in the United States receive too much homework? According to guidelines 1
established by the National Education Association (NEA), a student should be assigned no
more than 10 minutes of homework per grade level per night. Yet this is often doubled,
sometimes even tripled. The average student is glued to his or her desk for almost seven hours a 5
day. Add two to four hours of homework each night, and they are working a 45 to 55- hour
week.

There are negatives to overloading students. Kids are developing more school-related
stomach aches, headaches, sleep problems and depression than ever before. Even worse, a
student who receives excessive homework will miss out on active playtime, essential for 10
learning social skills. Finally, if a student does a math worksheet with 50 problems but
completes them incorrectly, this practice will only cement the wrong method.

Some teachers and parents believe that assigning more homework will help improve
standardized test scores. However, in countries like the Czech Republic, Japan, and Denmark, 15
which have higher-scoring students, teachers give little homework. By contrast, the United
States, with lower-scoring students, is among the most homework-intensive countries in the
world.

If schools assign less homework, it would benefit teachers, parents, and students alike.
Teachers who assign large amounts of homework are often unable to do more than spot-check 20
answers. This means that many errors are missed whilst teachers who assign less homework
will be able to check it thoroughly. On the other hand, a student who is assigned less homework
will live a healthy and happy life. The family can look forward to stress-free, carefree nights
and, finally, the teachers can too.

Some schools are already taking steps to improve the issue. For example, Mason-Rice 25
Elementary School has limited homework, keeping to the 10 minute rule. Raymond Park
Middle School in Indianapolis has written a policy stating, "A night off is better than homework
which serves no worthwhile purpose." Others, such as Oak Knoll Elementary School in Menlo
Park, California, have considered eliminating homework altogether. If these schools can do it,
why can't everyone? It's time to stop the insanity. It's time to start a homework revolution.

1. Answer these questions about the text. Use your own words whenever possible (2 points, 1 each).

- a. What are the negative aspects of assigning too much homework?
- b. What is the connection between quantity of homework and test scores when comparing the USA to Japan, the Czech Republic and Denmark?

2. Read the following statements, decide whether they are true or false and justify your answer by quoting evidence from the text (2 points, 0.50 each).

- a. The NEA's guidelines for homework are hardly ever violated.
b. Reducing homework will mainly benefit students and, to a lesser degree, teachers and parents.
c. When less homework is assigned, errors are less likely to remain unnoticed.
d. Some schools might eliminate homework completely.

3. Find in the text the word, group of words or expressions which match these definitions (1 point, 0.20 each).

- a. Information intended to advise people on how something should be done (paragraph 1).
b. Fail to use an opportunity to enjoy or get an advantage from something (paragraph 2).
c. To await eagerly an expected event (paragraph 4).
d. Useful, important or good enough to be a suitable reward for the time spent or the effort made (paragraph 5).
e. Madness, craziness (paragraph 5).

4. Complete the text using the correct words from the box below. There are 2 words that you won't need (2 points, 0.25 each).

Very (a) _____ students like to do homework and everyone seems to put it off as much as they can. Here's (b) _____ to be motivated to study. Once you've finished your homework, reward (c) _____ with anything that you would find enjoyable (don't use food as a reward, (d) _____; that could lead to health problems later.) Save a special book to read when homework is done, or make plans to talk with your best friend (e) _____ the phone as soon as (f) _____ of you have completed your assignments. On a Thursday, think that it is almost the weekend, and the moment this homework assignment is finished the weekend will be one moment (g) _____. Break up your homework time into sections. Take regular breaks. Set a timer; take a 5- to 10-minute break after (h) _____ hour of study.

A FEW	EVERY	HOW	CLOSER	ALTHOUGH
YOURSELF	FEW	THOUGH	ON	BOTH

5. Write a composition of about 150 words on ONE of the following topics (3 points).

- a. What's your opinion on homework? Is it necessary? Is it useful?
- b. Last year you had to write a project about the life of a famous character for homework and decided to copy it from a web page. The teacher found out. Describe what happened.

Realizar una de las dos opciones propuestas (A o B) Bi aukeretatik bat hartu behar duzu (A edo B)

OPCIÓN B/ B AUKERA

BRITISH TEENAGER BANNED FROM US

The British 17 year old, Luke Angel, after drinking many beers and watching a television programme defending conspiracy theories in the September 11 attacks, sent the White House an email threatening and insulting Obama. Most people would agree that either the beers or the TV could be to blame. Nevertheless, the FBI took the matter very seriously. 1 5

The FBI got their hands on the message before Obama had a chance to read it and promptly called the UK police, who paid Angel a visit. When he was initially approached by the UK police he responded: "Oh dear, it was me". Luke admitted he fired off a single email criticising the US government but he also told police he could not remember exactly what he had written in the email because he had drunk too many beers. The furious FBI asked local cops to tell college student, Luke Angel, his drunken insult was "unacceptable". They took his picture to keep on file and told him that he was now on a ban list, permanently prohibited from ever entering the US. Fortunately, no charges were pressed. 10

The teen doesn't seem very worried. He later told Sky News: "I don't really care but my parents are really upset, as we won't have the family vacation in Florida anymore". Luke also explained that when he said that he thought the measure was too much for just a silly thing he had done, a spokeswoman from the US Department explained to him that sending drunken emails to your friends is embarrassing but sending them to the President of the United States is a matter of national security. In fact, the spokeswoman added that there are around 60 reasons a person can be banned from entering the US, but that she was prohibited from describing the other 59. "Perhaps other British teenagers like me will accidentally discover them", Luke said ironically, and added, "if the British Government took similar measures and expelled those British citizens who have insulted British politicians or the Royal Family, probably the whole country would have to be exiled". Luke has lost his right to enter the US land again, but he has not lost his sense of humour! 15 20 25

1. Answer these questions about the text. Use your own words whenever possible (2 points).

- Under what circumstances did Luke write the insulting email? What has been the punishment?
- What would happen, according to Luke, if the same measure was taken in the UK?

2. Read the following statements, decide whether they are true or false and justify your answer by quoting evidence from the text (2 points, 0.50 each).

- Obama read the message.
- Luke was reluctant to admit that he had written the email.
- Luke's parents are happier than Luke with the punishment.
- Luke thinks that the measure taken by the US Government is reasonable and adequate.

3. Find in the text the word or group of words which match these definitions (1 point, 0.20 each).

- Be the reason for something that happens (Paragraph 1).
- Opportunity (paragraph 2).
- One only (paragraph 2).
- Unhappy and angry (paragraph 3).
- Making you feel ashamed (paragraph 3).

4. Complete the text using the correct words from the box below. There are 2 words that you won't need (2 points, 0.25 each).

Getting denied entrance at the US border, (a) _____ a land border or the airport is often a traumatic experience. In addition to being told that you cannot travel, US Customs (b) _____ your finger prints and will take photographs of you, (c) _____ you feel very uncomfortable. The most common reason (d) _____ being denied entry to the US is having a criminal record, in some cases very minor. Another reason is that you (e) _____ have stayed in the US in the past after your visa had expired. Finally, it may just (f) _____ that US Customs does not believe that you are a "visitor", that is, they think you really want (g) _____ forever because they consider that you do not have sufficient ties to your home country. Therefore, they won't give you admission to the US (h) _____ a visitor.

TO STAY FOR	BE STAY	MAY WILL USUALLY TAKE	WHETHER	AS	MAKING WILL TAKE USUALLY
----------------	------------	--------------------------	---------	----	-----------------------------

5. Write a composition of about 150 words on ONE of the following topics (3 points).

- In your view, is sending insulting emails a crime? Should it be punished? If so, how?
- Imagine that a friend of yours did something illegal once and was caught by the police. Write about what happened.

PRUEBA DE ACCESO A LA UNIVERSIDAD 2013
ASIGNATURA: INGLÉS
CRITERIOS DE CORRECCIÓN:

Apartado 1. Preguntas de comprensión e interpretación del texto.

a) Preguntas de comprensión y expresión. Puntuación máxima: 2 puntos. Se pretende medir las capacidades de comprensión de las ideas principales del texto y la expresión escrita. Se otorgará 1 punto por la comprensión y 1 punto por la corrección lingüística. Deberá evitarse copiar frases literales del texto.

b) Preguntas de comprensión. Puntuación máxima: 2 puntos. Se medirá exclusivamente la capacidad de comprensión de las ideas globales o aspectos más específicos del texto por medio de la identificación y reproducción de partes pertinentes del mismo, selección de la opción correcta, etc.

Apartado 2. Léxico.

Puntuación máxima: 1 punto. Las diferentes preguntas propuestas irán orientadas a comprobar la capacidad de comprensión del vocabulario del texto.

Apartado 3. Gramática.

Puntuación máxima: 2 puntos. Las preguntas de este apartado medirán la capacidad de utilización correcta de las estructuras morfosintácticas.

Apartado 4. Redacción

Puntuación máxima: 3 puntos. Este apartado pretende medir la capacidad de transmitir un mensaje eficazmente, con corrección y coherencia. Se tendrá en cuenta la riqueza léxica y morfosintáctica utilizadas en la exposición. Igualmente se valorará la creatividad y la madurez demostrada.

Se calificará en función de los siguientes criterios específicos:

Contenido y presentación (1 punto)

- Citar y responder a lo que propone el título.
- Que sea una respuesta personal, elaborada en el examen, no un discurso prefabricado y memorizado o una mera repetición de las ideas o frases del texto.
- No se valorará la información irrelevante, tanto en cuanto al contenido como al léxico (exceso de fórmulas de relleno, frases memorizadas fuera de lugar, etc.)
- Clara organización y secuenciación de ideas, tanto a nivel de párrafo como a nivel textual.
- Se valorará la creatividad donde corresponda.
- Longitud: Deberá tenerse en cuenta la extensión exigida. Se quitará puntuación cuando la respuesta sea demasiado corta o demasiado larga.

Lengua: Forma y corrección (2 puntos)

- Corrección morfosintáctica: concordancias; morfología, uso de conectores, riqueza oracional (estructuras subordinadas); puntuación, etc.
- Variedad y adecuación léxica: tono y registro adecuado al tema elegido; ortografía; riqueza léxica, evitar calcos lingüísticos del castellano o euskera, evitar copiar el vocabulario del texto, etc.

***NOTA:** En cada prueba se especificará al final de cada sección de cada uno de los apartados la puntuación que se le adjudica.

