

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

Bi aukeretatik bat hartu behar duzu (A edo B)

OPCIÓN A/ A AUKERA

FASE GENERAL/FASE OROKORRA

LIFE IN A CIRCUS

Germaine Delbosq has always lived in a circus. She had a chaotic childhood, never putting down roots or having consistent schooling, but at no point did she want a more normal one. *"I think it's because I loved the artistic lifestyle and also because I benefited from my family being available all the time. Or maybe it's just in the blood".* 5
Germaine was just six when she took her first steps into the ring to balance on a globe. *"I was painfully shy back then but that sheer magic of the lights shining on you and the adrenalin levels rising as you get ready to do something ultimately risky is unbeatable".* Many years have passed since her premiere. She is now 34 and has her own act of foot juggling with fire on the back of a motorbike. *"After performing it for around ten years perhaps I should think about something else but it is as popular as ever".* 10

Germaine also acknowledges that life in the circus was sometimes hard because on many of her childhood tours there were no other children present. On the tours where there were children, Germaine enjoyed close friendships, but says it was always tough when you had to leave them at the end, often knowing you would never see them again. *"The boundary between family and friends is blurred in circus life because you all live together. There are separate caravans, but they're just steps away, and you are like one big family for the duration of the tour. On one of my favourite tours, which took place in France, there were 12 children, so we had our own school with a proper teacher, as opposed to the usual home schooling we got – and that was particularly hard when we had to split up to go our separate ways".* Winters were more conventional. *"Home was a house in France, so we'd live there for two or three months out of season and I'd go to school. I loved seeing the same friends there, year after year, and I welcomed their questions about my latest tour. I was never teased – far from it, they found my life glamorous".* 25

As for family relationships, it was a magical childhood. *"My family, so many of them, were there all the time, not just the odd weekend".* Indeed, Germaine would be sitting there eating her lunch and her mother would be there putting on her make-up for the show, while her uncle and grandfather prepared for their clown act. Their parents never hired babysitters. *"You went with your parents and did what they were doing and if they were performing in the evening, they just made sure you were tucked up in bed first".* 30

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

- Why didn't Germaine want a normal childhood?
- What was hard about her relationship with children in tours?

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).

- Germaine did not attend school regularly.
- Germaine's show is not as popular as it used to be.
- When in France, Germaine's friends never made fun of her lifestyle.
- It was hard for her parents to find babysitters.

3. Find in the text the word or group of words which match these definitions (1 point, 0, 20 each).

- That cannot be improved or defeated because of excellent quality (Paragraph 1)
- The first public performance of a play or any other type of entertainment. (Paragraph 1)
- To accept, admit, or recognize something. (Paragraph 2)
- Real, suitable. (Paragraph 2)
- Coloured substances used on your face to improve or change your appearance. (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).

Zippos, Britain's (a) _____ popular circus, arrived (b) _____ Scotland this week. Martin, who has been (c) _____ for 30 years, speaks to those who would like to join his profession: "To be a clown, you need to be willing to stand naked in front of an audience, but don't worry, in all likelihood you won't need to do (d) _____. I find clowning very difficult. People all over the world do not always laugh at the same things we laugh at. I (e) _____ did a routine for a village of Aboriginal people. I did a comedy levitation and a little boy (f) _____ to me and said, 'That's very good but we have a man in this village that can make the sun come up (g) _____ morning'. However, if it's physical humour, people laugh (h) _____ matter where they are or where they come from".

ONCE	NO	MOST	NOT	EVERY	CAME
IN	CLOWN		CLOWNING	SO	

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

- Express your opinion about life in a circus.
- Think of someone who has lived a very original life. Describe his or her life.

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AFGHAN SISTERS FIGHT FOR MEDALS AND FOR WOMEN'S RIGHTS

Teenage Afghan sisters, Shabnam and Sadaf Rahimi, are taking the fight for 1 women's rights more literally than most of their peers: throwing punches in a ring as members of their country's first team of female boxers. "It was my dream to become a boxer. At first my father did not agree with me. He said girls should not be boxing", 18 year-old Sadaf told Reuters, out of breath from punching the bag. "After I got my 5 first medal, he changed his mind".

Three times a week, the girls come to practice at the Ghazi stadium, once used for public punishment by the Taliban. Women were stoned for adultery there and despite an expensive renovation, its gory past sometimes spooks the athletes. "My family fled to Iran during the Taliban...but I heard that women used to be killed here and 10 sometimes, when I exercise alone inside the stadium, I panic", Sadaf said.

During practices, boys often peer through the dirty training hall windows, curiosity aroused by the sight of girls doing push-ups and throwing punches. However, not all onlookers are simply curious. Many in this conservative society still consider fighting taboo for women, and the girls deal with serious threats. "Two years ago someone 15 called my father and threatened that he would either kidnap or kill us if he let us train", 19 year-old Shabnam said. They did not return to training for a month, until their trainer offered to organize transport for the girls, and still limit workouts to the gym, where the government provides security.

Female boxing is still relatively unusual in most countries, but especially in 20 Afghanistan, where many girls and women still struggle to secure an education or work, and activists say violence and abuse at home are common. Under the Taliban, all sports for women were banned and nowadays they still have far fewer opportunities for exercise than men. The boxing team was created in 2007 by Afghanistan's National Olympic Committee to challenge stereotypes and encourage 25 girls to stand up for what they believe in.

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

- a. How do the girls sometimes feel while training at the Ghazi stadium? Why?
- b. Why did the girls stop training for a month?

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 sisters literally punch those against women's rights.
- b. Sadaf's father has not always approved of his daughter's career as a boxer.
- c. Female boxing is quite common worldwide but not in Afghanistan.
- d. Under the Taliban very few women could practice sports.

3. Find in the text the word or group of words which match these definitions (1 point, 0, 20 each).

- a. Exhausted, breathing with difficulty. (Paragraph 1)
- b. Look carefully or with difficulty. (Paragraph 3)
- c. Face. (Paragraph 3)
- d. Experience difficulty and make a very great effort in order to do something. (Paragraph 4)
- e. Fixed ideas that people have about what someone or something is like, especially an idea that is wrong. (Paragraph 4)

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).

Reflect on (a) _____ comes to mind when you hear or read the word "Afghanistan". Probably you will think it's something connected to war and poverty. (b) _____ I told you that wonderful, positive things are also happening in Afghanistan? (c) _____ them, is the popularity of sports for children, especially for young girls. Not only is there a national female boxing team but there is also a national women's football team (d) _____ won its first international match against Pakistan. Children, as young as five years old, are kept (e) _____ the streets by focusing on sports. The popularity of sports (f) _____ not mask the realities and hardships children face on a daily basis. (g) _____, it is an indication of the determination and passion within every Afghan child (h) _____ build better futures for themselves, their families and their country.

WHAT IF	THAT	DOES	HOW ABOUT	FOR
AMONG	RATHER	WHAT	TO	OFF

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

- a. Do you think sports like boxing, which include some violence, should be prohibited?
- b. Have you ever practiced any sport? Tell us your experience and what positive or negative outcomes it brought to your life.

PRUEBA DE ACCESO A LA UNIVERSIDAD 2015

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.

****NOTA:** En caso de que la calificación final no sea un número múltiplo de 0,25 el profesor deberá redondear la nota al múltiplo de 0,25 más cercano.

