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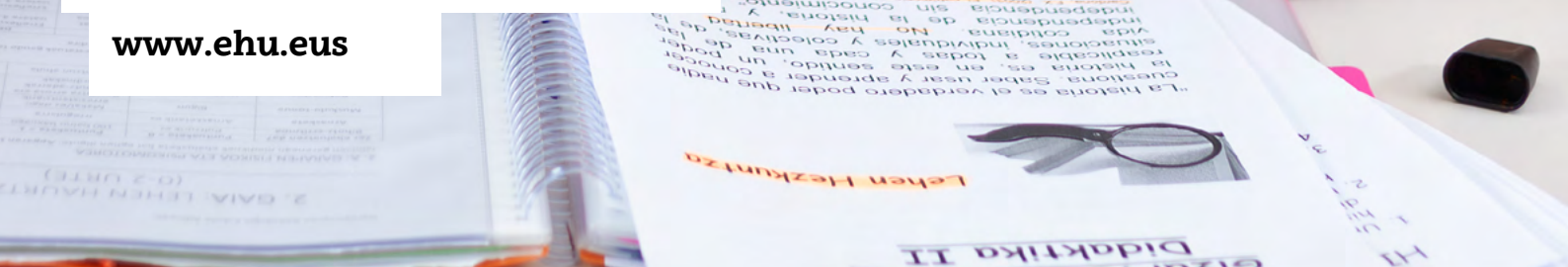
Inglés

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Choose between option A and option B. Specify the option you have chosen.

Please, don't forget to write down your code on each of your answer sheets.

OPTION A

TOO MANY SELFIES

Today's digital technology and smartphones have made it almost too easy to take a photograph of yourself (known as a selfie) and social media allows you to share these selfies with everyone immediately. While taking selfies has become a part of daily life, we all know at least one person who takes and shares far too many photos, even to the point where it gets annoying.

A few years ago, there was a story saying that taking too many selfies could mean that you have a mental disorder named "selfitis". It turned out to be a joke, but the fake news inspired psychologists to research the phenomenon.

A study carried out by researchers at Nottingham Trent University asked young people in India to report their selfie-taking behaviour. According to the results, excessive selfie-taking occurs most commonly in 16 to 20-years-olds. They are followed by 21 to 25-year-olds, while those over 25 appear less likely to have this behaviour.

The study found connections between excessive selfie-taking and certain personality characteristics such as attention-seeking behaviour and lack of self-confidence. Additionally, people taking and sharing too many selfies may be trying to be socially accepted by a group or they may do it as a competition, to show themselves as better than others.

But how useful is it to have the term "selfitis"? Nearly any activity can progress to obsessive levels. There are certainly worse things than taking too many selfies as long as they are safe selfies. As with many hobbies, selfie-taking can range from healthy to neutral to unhealthy. When done appropriately, it can be a normal pastime and a way of using social media to express ourselves and communicate with others. If it safely gets you out of your chair and outside, then great. On the other hand, if taking a selfie means you fall down a mountain, it is probably not worth it. An activity becomes a problem only if it hurts you or others or covers up more serious problems. If you want to know if your selfie-taking is a problem, ask yourself why you are doing it and what you are risking in the process.



OPTION A

I.- Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (4 marks)

1. Why did psychologists start to study selfie-taking?
2. What were the differences amongst age groups found by the study?
3. What are people who take too many selfies trying to achieve?
4. When can we consider an activity problematic, according to the text?

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. It is quite usual to know somebody who takes an excessive number of photos.
2. Selfie-taking is always unhealthy.

III.- Find the words or expressions in the text that mean: (1 mark)

1. irritating, exasperating
2. illness, disease, medical problem
3. false, untrue, made-up, unreal
4. an activity that you enjoy doing when you are not working

IV.- Write a **composition** of about 130 words on **one** of these topics. Specify your option. (3 marks)

1. "Selfies have become an important way of documenting our lives — especially for teenagers and millennials." Do you agree? Write an opinion essay on this.
2. How often and how much of your life do you share on social media? Have you had any negative experiences? Has something good come of it? Explain.



OPTION B

THE BENEFITS OF SLEEPING AFTER LUNCH

While we sleep our brain keeps working and consolidates our memories. This is why people are often told to get a good night's sleep before they have some type of major activity, project or exam.

But what about napping - that is to say, sleeping for a short time - during the day? Short periods of sleep help our brains operate better, according to the conclusions of a recent study on napping carried out by the University of Pennsylvania.

The team studied 3,000 adults, aged 65 years or older, who were given basic mathematical problems and memory tests to assess their cognitive ability. Researchers found that the people who took a nap after lunch performed better than those who did not sleep in the middle of the day. The study also suggested that an hour was the best length for a nap. People who had longer or shorter rests performed up to six times worse on the tasks. Taking an afternoon nap of the right length is so beneficial that it has the same effect on test performance as being five years younger, the investigators said.

We have to keep in mind, however, that these findings refer to people over the age of 65, so they do not necessarily apply to everybody. Moreover, Dr. Twery – the director of the *National Center on Sleep Disorders* (NCSD) – explains that an hour's nap may be too long for young, healthy adults: “Currently, we are recommending that we try to sleep for about 30 minutes or less. It is enough to remove our feeling of tiredness and will help us feel more alert. If we nap longer, we may experience something called “*sleep inertia*”, the state when we awake from a very deep sleep and are confused and disorientated.”

According to the NCSD, nearly one-third of U.S. adults take a nap during the day, and sleeping after lunch is a lot more common than suspected when it comes to Americans' daily routines. However, many people do not admit that they take a nap because they don't want to look lazy.



OPTION B

I.- Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (4 marks)

1. Why is it advisable to sleep well the night before an exam?
2. According to the study, what are the benefits of having a nap after lunch?
3. According to Dr. Twery, what is the danger of taking a long nap?
4. Why do people hide the fact that they take naps?

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. According to a study of people over 65, the longer the nap they took, the better they did on tests.
2. In the U.S. taking a nap after lunch is more frequent than people think.

III.- Find the words or expressions in the text that mean: (1 mark)

1. important, significant, crucial
2. people working together as a group in order to achieve something
3. simple and not complicated
4. at the present time, now

IV.- Write a **composition** of about 130 words on **one** of these topics. Specify your option. (3 marks)

1. "Many people do not realize how important sleep is. Instead, they think of it as a waste of time. Nevertheless, time spent in bed asleep is time well spent." Discuss.
2. What do you do the night before an exam? Do you make sure that you get enough sleep? Explain.



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INGLÉS

I.- **Answer** questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT** (4 marks)

En esta sección se intenta comprobar la competencia en **comprensión lectora** y la competencia en **expresión escrita** por parte del/de la estudiante, a partir del análisis de un texto genérico y respondiendo a cuatro preguntas de tipo general (*wh-questions*). Las respuestas **serán de producción propia** en cuanto a la expresión y el contenido se basará en las ideas vertidas en el texto.

Se valorará el ejercicio con un máximo de **4** puntos. Cada una de las preguntas valdrá **1** punto, asignándose **0.5** puntos a la comprensión y **0.5** a la expresión. Si la respuesta demuestra evidentemente que el alumno ha entendido ese aspecto del texto, aunque tenga importantes errores de expresión, se le asignará el **0.5** de comprensión y, adicionalmente, se le adjudicarán valores entre **0.0** y **0.5** dependiendo del número y gravedad de los errores de expresión.

Si el/la alumno/a, ignorando las instrucciones del ejercicio, responde a la pregunta copiando literalmente del texto sólo será valorado con **0.25** puntos por respuesta.

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own way or quoting properly. (2 marks)

La respuesta debe introducir la expresión "TRUE" ó "FALSE" enlazada de forma apropiada y además debe acompañarse de una justificación. El alumnado podrá justificar su respuesta con sus propias palabras tomando evidencia del texto o también citando adecuadamente la frase del texto. Las frases de la respuesta deben ser completas o, en su caso, debidamente enlazadas. En caso de que el alumno decida citar literalmente, debe hacerlo con la puntuación adecuada y acompañando la cita de las expresiones empleadas para introducir el estilo directo.

Cada una de las preguntas valdrá **1** punto, asignándose **0.5** puntos a la comprensión y **0.5** a la expresión. No se valorará un escueto TRUE ó FALSE. Cada respuesta completa será valorada con **1** punto y, por tanto, la valoración máxima del ejercicio será de **2** puntos.

Si el/la alumno/a, ignorando las instrucciones del ejercicio, responde a la pregunta citando literalmente del texto sin insertar su cita adecuadamente, será valorado con **0.25** puntos por respuesta.

III.- Find the words or expressions in the text that mean (1 mark)

En este ejercicio el/la alumno/a demostrará su competencia léxica. Se proporcionan cuatro palabras, definiciones, expresiones, etc. y el estudiante debe encontrar la palabra o expresión que tenga ese significado en el texto. Cada respuesta correcta tiene una puntuación de **0.25** y las cuatro respuestas correctas suman, por tanto, **1** punto.

IV.- Write a **composition** of about 130 words on **ONE** of the following two topics. Specify your option. (3 marks)



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En esta sección se pretende medir la capacidad del/de la estudiante para estructurar sus ideas y darles la expresión adecuada en inglés. El contenido debe ajustarse al tema elegido de entre los dos propuestos.

Si el/la alumno/a escribe menos de 80 palabras, se le penalizará descontándole **0.5** puntos de la puntuación total del ejercicio. Si, por el contrario, su escrito supera las 200 palabras, la penalización será de **0.25** puntos.

El acercamiento a la corrección de esta sección ha de hacerse desde una óptica positiva. Se ha de valorar cuanto de positivo haya podido llevar a cabo el o la estudiante, y no fijarse o anclarse solo en aspectos negativos (errores gramaticales, tipologías textuales, etc.).

Los criterios que a continuación se expresan son orientativos para el corrector/a, queda a su criterio el uso de otras puntuaciones decimales distintas a las abajo sugeridas, incluyendo hasta dos decimales. No se valorará un ejercicio que no corresponda en absoluto a ninguno de los dos temas propuestos. Esto no significa que el alumno/a no pueda desarrollar sus propias líneas argumentales, pero siempre dentro de la temática propuesta.

Coherence and cohesion		Lexical richness		Overall correction	
1	The text is very well-structured and highly cohesive.	1	Very appropriate vocabulary and idiomatic expressions.	1	There are basically no significant mistakes.
0,8	The text is very cohesive and properly structured.	0,8	Vocabulary and idiomatic expressions are generally appropriate.	0,8	There are few mistakes and they do not affect text comprehension.
0,6	The text is basically cohesive and structured	0,6	Vocabulary and idiomatic expressions are generally appropriate but sometimes choices are not completely adequate.	0,6	There are some mistakes that may occasionally affect text comprehension.
0,4	The text is only partially structured and/or cohesive.	0,4	Vocabulary and idiomatic expressions are only partially adequate.	0,4	Several mistakes, some of them clearly affecting text comprehension.
0,2	The text has serious structural and cohesive problems.	0,2	Vocabulary and idiomatic expressions are frequently inadequate.	0,2	Numerous mistakes that clearly affect text comprehension.
0	The text is neither structured nor cohesive.	0	Vocabulary and idiomatic expressions are inadequate.	0	A huge number of errors that makes text comprehension impossible.



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OPTION A

NOTE: THERE MAY BE DIFFERENT ALTERNATIVES TO THE GIVEN ANSWERS. STUDENTS DON'T HAVE TO WRITE THE PARAGRAPHS/LINES WHERE THEY HAVE TAKEN THEIR ANSWERS FROM.

I.- Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (4 marks)

1. Why did psychologists start to study selfie-taking?
Psychologists started to study selfie-taking because of a fake story saying that taking too many selfies was a mental disorder called "selfitis". (p.2)
2. What were the differences amongst age groups found by the study?
The study found that people under 20 were the most likely to take too many selfies while people over 25 were the least likely to do so. (p.3)
3. What are people who take too many selfies trying to achieve?
People taking too many selfies want to feel accepted by the people around them or they may be trying to prove they are better than other people. (p.4)
4. When can we consider an activity problematic, according to the text?
According to the text, an activity becomes problematic when it starts hurting you or other people or if it is hiding a more important problem. (p.5)

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. It is quite usual to know somebody who takes an excessive number of photos.
True. The text states that "we all know at least one person who seems to take and share far too many photos". (p.1)
2. Selfie-taking is always unhealthy.
False. The text says that "selfie-taking can range from healthy to neutral to unhealthy". (p.5)

III.- Find the words or expressions in the text that mean. (1 mark)

1. irritating, exasperating *annoying (p.1, l.5)*
2. illness, disease, medical problem *disorder (p.2, l.2)*
3. false, untrue, made-up, unreal *fake (p.2, l.3)*
4. an activity that you enjoy doing when you are not working *pastime (p.5, l.4)*



ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN

OPTION B

**NOTE: THERE MAY BE DIFFERENT ALTERNATIVES TO THE GIVEN ANSWERS.
STUDENTS DON'T HAVE TO WRITE THE PARAGRAPHS/LINES WHERE THEY HAVE
TAKEN THEIR ANSWERS FROM.**

I.- Answer questions 1-4 according to the information given in the text. WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT. (4 marks)

1. Why is it advisable to sleep well the night before an exam?
It is advisable because sleeping helps consolidate memories / when we sleep our memories are consolidated in our brain. (p.1)
2. According to the study, what are the benefits of having a nap after lunch?
According to the study, taking a nap after lunch helps people's brains work better / helps people have better mental (cognitive) abilities. (p.2 + p.3)
3. According to Dr. Twery, what is the danger of taking a long nap?
According to Dr. Twery, if we take a long nap, we may sleep too deeply and feel unable to think clearly when we wake (up) / and feel confused when we wake up. (p.4)
4. Why do people hide the fact that they take naps?
People hide that they take naps because they don't want others to think they are not hardworking/ they are lazy. (p.5)

II.- Are these statements True or False? Justify your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. According to a study of people over 65, the longer the nap they took, the better they did on tests.
The text states, "people who had longer [...] rests [than an hour] performed up to six times worse on the tasks", so the sentence is false. (p.3)
2. In the U.S. taking a nap after lunch is more frequent than people think.
It is true. According to the text, "sleeping after lunch is a lot more common than suspected when it comes to Americans' daily routines". (p.5)

III.- Find the words or expressions in the text that mean. (1 mark)

1. important, significant, crucial *major (p.1, l.2)*
2. people working together as a group in order to achieve something *team (p.3, l.1)*
3. simple and not complicated *basic (p.3, l.1)*
4. at the present time, now *currently (p.4, l.4)*