

23 de febrero de 2017

Queridos compañeros:

Adjuntos a este mensaje podéis encontrar el acta de la reunión de la Comisión de Inglés para la EBAU en Extremadura, celebrada el 21 de febrero, y el examen-modelo que, como se anunció en la asamblea del pasado 7 de febrero, hemos preparado siguiendo las pautas que dicta la Orden de 22 de diciembre de 2016 (BOE 23 de diciembre). Como recordaréis, el objeto de dicho examen-modelo es que tanto el alumnado como el profesorado de segundo de Bachillerato puedan contar con un ejemplo práctico de cómo las citadas pautas afectan al formato y al contenido del examen. Como podréis comprobar, los cambios no son, por el momento, especialmente sensibles; tanto es así que hemos podido utilizar como punto de partida el examen de la convocatoria de junio de 2016.

Para aquellos de vosotros que no pudisteis acudir a la reunión del 7 de febrero, he aquí un resumen de las reflexiones que acompañan y justifican el nuevo tipo de examen:

En primer lugar, salta a la vista la modificación en el valor concedido a cada pregunta. Según la Orden de 22 de diciembre, es ahora preceptivo que el examen se divida en dos bloques de contenido, uno de producción y otro de comprensión de textos. Al primero le corresponde un máximo de cuatro puntos y al segundo, los seis restantes. Esto ha obligado, por un lado, a reducir la puntuación máxima asignada a la primera pregunta, la redacción (que pasa de cuatro a tres puntos); y a la cuarta, la situación comunicativa, que ahora tiene un valor máximo de un punto. Por otro lado, ha habido que conceder más puntos al resto del examen, para lo cual hemos visto aconsejable incluir una nueva pregunta, la de localización de vocabulario, que figura en tercer lugar y tiene un valor máximo de un punto y medio. Las dos preguntas restantes (la localización de información y la transformación gramatical, que ocupan las posiciones segunda y quinta, respectivamente) son prácticamente idénticas a las que figuraban en exámenes de años anteriores, con la salvedad del valor que tiene ahora la quinta pregunta.

Resulta evidente que la mayor parte del examen no ha sufrido cambios, pues ésa ha sido nuestra intención en todo momento: el texto sigue versando sobre un tema de interés para el alumno y su extensión habitual, en torno a las trescientas palabras, no se ha alterado. Se respeta el orden tradicional de las preguntas, excepción hecha de la inclusión de la pregunta de vocabulario. Las preguntas primera, segunda y quinta no experimentan otro cambio que el relativo al valor en la puntuación de dos de ellas. Por su parte, la cuarta pregunta conserva prácticamente intacto su planteamiento habitual, teniendo como novedades tan sólo su valor en puntos y la aparición de un breve diálogo introductorio que busca acotar mucho más la respuesta. Tan sólo la tercera pregunta supone una auténtica novedad, si bien en la Comisión de Inglés para la EBAU entendemos que éste es un ejercicio al que nuestros alumnos están más que acostumbrados, por lo que su correcta resolución no debería suponer para ellos problema alguno.

Es nuestra intención elaborar algún otro examen más y hacéroslo llegar a lo largo de las próximas semanas (no damos fechas exactas para no volver a crear esa viva ansiedad que se pudo detectar en algunos compañeros en la reunión del 7 de febrero), siempre y cuando las circunstancias lo permitan. Os pedimos en este asunto, no obstante, un poco de vuestra generosa paciencia: no olvidéis que este trabajo, que la mayor parte de la Comisión hace “por amor al arte”, se suma, para todos y cada uno de nosotros, a nuestro trabajo diario, que bien sabéis por experiencia propia que no es poco.

Un cordial saludo a todos.

Comisión de Inglés para la EBAU en Extremadura



Prueba de Acceso a la Universidad de Extremadura

Curso 2015-2016

Asignatura: Inglés

Tiempo máximo de la prueba: 1h.30 min.

El alumno deberá escoger una de las dos opciones, A o B, y responder **en inglés a todas las preguntas** que se formulan en la opción elegida, sin mezclar preguntas de una y otra. **En el caso de la primera pregunta** (la redacción), **deberá escribir tan sólo sobre uno de los dos temas propuestos.**

Opción A

Music concerts

A concert is a live music performance by one or more artists on a stage in front of an audience. The performance may be by a single musician or by a musical group, such as an orchestra, a choir or a band. Concerts are held in a wide variety and size of settings, from private houses and small nightclubs, dedicated concert halls, entertainment centres and parks to large multipurpose buildings, and even sports stadiums. Before recorded music existed, concerts gave the main opportunity to hear musicians at work.

The nature of a concert varies by musical genre, individual performers, and the place. So, concerts by a small jazz combo or a large band may have the same order of program, mood, and volume, but be different in music and dress. In a similar way, a particular musician, band, or genre of music might attract spectators with similar dress, hairstyle, and behaviour.

Some artists or groups create very elaborate and expensive shows. To generate a memorable and exciting atmosphere and increase the spectacle, performers frequently use additional entertainment devices. These can include elaborate stage lighting, electronic imagery, pre-recorded video, inflatable sets, artwork or other set pieces, various special effects such as theatrical smoke and pyrotechnics, and unusual clothes for the artists. Activities during these concerts can include dancing, sing-alongs, and moshing. Performers known for including these elements in their shows include such dissimilar artists and bands as Iron Maiden, Daft Punk, Lady Gaga, Slipknot, and Madonna.

Concerts involving a large number of artists, especially those that last for several days, are usually known as festivals. Unlike other concerts, which typically remain in a single genre of music or in the work of a particular artist, festivals often cover a broad range of music and arts. Due to their size, festivals are almost exclusively held outdoors.

- Write a composition about **one of the following topics** (maximum 3 points):
 - Do you usually go to large concerts with many people in the audience? Why or why not? Give your opinion in at least 80 words.
 - Write a story of at least 80 words **beginning with** this sentence: "*I remember the first time I went to a music festival*". Remember that **the 11 words in this sentence cannot be counted in the 80 words you must write.**
- Answer the following two questions:
 - Does the writer say that only one artist or band participates in each music festival? Explain your answer, providing evidence from the text (maximum 1 point).
 - According to the text, can you normally listen to concerts in different places? Explain your answer, providing evidence from the text (maximum 1 point).
- Find in the text words having a similar meaning to the following words. Give **only one synonym** for each word (maximum 0.5 points each word):
 - uncommon*
 - unforgettable*
 - diversity*
- Read the following short dialogue:

Charlie: Did you know that our favourite rock band will have a concert in our town next summer?
Mary: No, I didn't know about that at all. That's great! I believe rock concerts are a wonderful opportunity for people who really like music.
Charlie: Well, I've never been to a concert in my life.

Now imagine that you are Mary and that Charlie is your best friend. **Use just two or three sentences** to advise him to go to the concert and to give him a good reason for it (maximum 1 points).
- Grammatical transformation.
 - Rewrite the following sentence in the passive voice. **Do not omit any part of it** (maximum 1.5 points):

Concerts gave the main opportunity to hear musicians at work.
 - Rewrite the following sentence in the interrogative form of the past perfect tense (maximum 1 point):

Other concerts typically remain in a single genre of music.

Opción B

Jobs and society

Jobs influence who we are and our relations with others. In most societies, jobs are a fundamental source of self-respect and social identity. Historically, family names in many cultures were associated with specific occupations because people defined themselves by what they did: "Miller" in English, "Herrero" in Spanish, "Schumacher" in German and "Charpentier" in French are significant examples.

Jobs connect people with others through networks. The workplace can be a place where one can encounter new ideas and information and also interact with people of different ethnicities. The distribution of jobs within society has a strong influence on people's expectations and aspirations for the future and on their perception of social justice.

These individual influences of jobs may have collective consequences. Having or not having a job may affect key elements of social cohesion such as the capacity of societies to manage collective decision making peacefully. The frustration of unemployed young people during the Arab Spring, for example, suggests that the lack of jobs can be a source of social conflict. However, this does not mean that the relationship between jobs and social cohesion is immediate or direct. On the contrary, the relationship is contextual and shaped by individuals; by their values, attitudes, and behaviours; and by the institutions that surround them. And it goes both ways: social cohesion can influence jobs by shaping the context in which investment decisions are made.

Unemployment can cause depression and lead people to drop out of community life. Migrants without social ties are often excluded from job opportunities that would allow them to succeed in their new environments. In extreme cases, if people, particularly youth, lack jobs and hope for the future, they may turn to violent or criminal activity to compensate for the absence of self-esteem and sense of belonging that a job might give them. Similarly, jobs offering limited opportunities for future growth can lead to alienation and frustration.

1. Write a composition about **one of the following topics** (maximum 3 points):
 - a. Do you think that having a job is essential for everyone? Why or why not? Explain your answer in at least 80 words.
 - b. Write a story of at least 80 words **ending with** this sentence: "*As a consequence, Helen decided she had to look for a good job*". Remember that **the 13 words in this sentence cannot be counted in the 80 words you must write**.
2. Answer the following two questions:
 - a. Does the writer say that not having a job has positive consequences for people? Explain your answer, providing evidence from the text (maximum 1 point).
 - b. According to the text, does our occupation help us to establish relationships with other people? Explain your answer, providing evidence from the text (maximum 1 point).
3. Find in the text words having a similar meaning to the following words. Give **only one synonym** for each word (maximum 0.5 points each word):
 - a. *disappointment*
 - b. *equally*
 - c. *jobs*
4. Read the following short dialogue:

Elizabeth: Dad, could you give me some money, please? I'm going out with my friends this evening and...

Father: I'm sorry, but I'm not giving you any money.

Elizabeth: But Dad, I need some money!

Father: But I won't give it to you. You are already 23 years old, but you never have any money because you don't have a job.

Now imagine that you are Elizabeth's father or mother. **Use just two or three sentences** to order her to look for a job and give her a good reason for it (maximum 1 point).
5. Grammatical transformation.
 - a. Rewrite the following sentence in indirect style (reported speech), beginning with the words *He said* (maximum 1.5 points):

Family names were associated with specific occupations because people defined themselves by what they did.
 - b. Rewrite the following sentence in the interrogative form of the future simple tense (maximum 1 point):

Social cohesion can influence jobs by shaping the context.