



PREMIO EXTRAORDINARIO DE BACHILLERATO 2014-2015

PRUEBA DE

LENGUA INGLESA

Criterios generales de calificación:

Con carácter general, se valorará por encima de todo el correcto grado de comprensión y la fluidez en la expresión a través del uso apropiado de vocabulario, riqueza y variedad léxica, nivel de precisión gramatical, grado de comprensión y cohesión en la expresión. Los pequeños errores ortográficos o faltas aisladas no serán penalizados. Sin embargo la incoherencia en las respuestas, fallos gramaticales graves, el desorden, la falta de limpieza en la presentación y la mala redacción penalizarán en la puntuación final.

Criterios de calificación específicos de la materia:

Ejercicio Nº 1. Vocabulario. 1 punto.

Esta cuestión trata de medir la riqueza léxica y la capacidad de inferencia del significado de una determinada palabra en un contexto concreto. 0,25 puntos por cada respuesta correcta.

Ejercicio Nº 2. Comprensión y Expresión. 2 puntos.

Se valorará no sólo la gramaticalidad de las mismas sino la comprensión correcta de la pregunta y la respuesta adecuada. La riqueza en vocabulario y expresiones podrán compensar errores de carácter menor. 1 punto por cada respuesta correcta.

Ejercicio Nº 3. Estructuras discursivas y gramaticales. 2 puntos.

Esta cuestión trata de medir el conocimiento del uso apropiado de determinadas expresiones y estructuras gramaticales. Los fallos menores restarán parte de la puntuación pero no la puntuación total de cada ejercicio. 0,5 puntos por cada respuesta correcta.

Ejercicio Nº 4. Comprensión global. 1 punto.

Este ejercicio valora el grado de discriminación sobre posibles significados de un texto. 0,5 puntos a cada respuesta correcta.

Ejercicio Nº 5. Expresión escrita. 4 puntos.

Este ejercicio valora la capacidad de ordenar las ideas expresándolas a través de estructuras léxicas, discursivas y gramaticales correctas. El uso de estructuras complejas así como de un vocabulario variado podrán llegar compensar pequeños errores, que no impidan en ningún caso la comprensión del discurso. Se deberá tener en cuenta que el alumnado debe poseer un Nivel B1.

Especificaciones para la realización del ejercicio

- Leer con detenimiento el texto e intentar contestar con claridad las preguntas.
- Utilizar la mayor cantidad posible de vocabulario y de estructuras que demuestren el nivel de idioma del alumno.
- Planificar y estructurar cuidadosamente la redacción.
- No está permitido el uso de diccionario.



**Junta de
Castilla y León**

Consejería de Educación



BEFORE NEW YORK by Peter Miller

Of all the visitors to New York City in recent years, one of the most surprising was a beaver which showed up one morning in 2007. Nobody knows exactly where the beaver came from and ecologist Eric Sanderson explains that, although beavers used to be common in the area in the 17th century, there haven't been any for more than 200 years.

For Sanderson, the beaver's appearance was symbolic. For ten years, he's been leading a project to visualize what the area used to look like before the city transformed it. As Sanderson says, "There are views in this city where you cannot see, except for a person, another living thing. Not a tree or a plant. How did a place become like that?"

In fact, long before the skyscrapers came to dominate the view, this place was a pristine wilderness where animals like beavers, bears and turkeys would roam freely through forests, marshes and grassland. Its ecology was as diverse as Yellowstone or Yosemite today. There used to be sandy beaches along the coasts and 90 kilometres of fresh-water streams.

Sanderson's project resulted in a 3-D computer model of the area. You can pick any spot in modern New York, and see what used to be there. Take Fifth Avenue, for example. A family called Murray used to have a farm here and in 1782 (during the American War of Independence) the British Troops landed near here. Legend has it that Mrs. Murray offered the British officers tea while George Washington's troops slipped past them, down what is now Broadway. "I'd like every New Yorker to know that they live in a place with amazing natural potential – even if you have to look a little harder to see it," says Sanderson.

EXERCISE Nº 1 (1 point)

Find a synonym of the following words in the text:

- a) Paragraph 1 – appeared: _____
- b) Paragraph 3 – primitive, uncorrupted: _____
- c) Paragraph 3 – walk, wander : _____
- d) Paragraph 4 – moved someone unnoticed: _____



EXERCISE Nº 2 (2 points)

Answer the following questions using your own words:

- a) Why do you think the 2007 appearance of the beaver was symbolic to Sanderson?

- b) How did Mrs. Murray help George Washington’s troops?

EXERCISE Nº 3 (2 points)

Rephrase the following sentences using the words given:

- a) Sanderson’s been leading a project to visualize what the area used to look like before the city transformed it

A project to visualize.....

- b) “There are views in this city where you cannot see, except for a person, another living thing. How did a place become like that?” said Sanderson.

Sanderson said.....

- c) Rephrase the following sentence using “however”

Although beavers used to be common in the area in the 17th century, there haven’t been any for more than 200 years.

.....
.....

- d) “I’d like every New Yorker to know that they live in a place with amazing natural potential”

Sanderson wishes every New Yorker.....

EXERCISE Nº 4 (1 point)

Circle the correct option:

A. According to the writer,

- a) There have never been any beavers in New York.
- b) There was lots of beavers in the past.
- c) There is only one beaver alive in New York.
- d) There is only one beaver now but more will be found.

B. Sanderson's project allows you to:

- a) know what you have to do to rebuild a certain area of New York.
- b) know how the American War of Independence affected New York.
- c) see what will happen to New York in the next hundred years.
- d) see different sites of New York in the past and what they were like.

EXERCISE Nº 5 (4 points)

Composition (80-100 words) Choose one of the two options.

a) How do you think we can recover the old city atmosphere of our historic places?

b) Is your city/ town/ village better now than it was in the past? Write about the advantages and disadvantages between the past and the present.