

INGLÉS

PART 1

Choose one of the two options below and follow the instructions to answer the questions.

Option 1

Electric Cars: the Good, the Bad and the Costly

The latest research from King's College London says that an increase in air pollution in cities is increasing heart attacks and strokes. In response, experts have said that the government must announce a national emergency within the UK and introduce radical measures. This research is the latest in a long line of studies to show the devastating damage of poor air quality – some showing that an average of 100 people die every day. One of the most positive measures would be to effectively reduce the pollution from car gases.

Results from the ultra-low emission zone (ULEZ) in London have just been announced, showing that toxic gas emitted by diesel engines has been cut by a third – a significant improvement for the millions of people breathing London's air. Radical measures such as ULEZ are vital and more must be done to incentivise low emission alternatives. The government must act in the interests and health of its people and implement higher taxes for gasoline vehicles, increases in education and subsidies for electric vehicles.

Rachel White, Head of public affairs at Sustrans, insists that the role electric vehicles (EVs) can play in the UK's zero-emission revolution is exaggerated. She says, "While they are an important part of the solution to reach the UK's legal objective of net zero carbon emissions, the government should not rely on a single technology. Rather than focusing on EVs, the government should be doing everything it can to shift people away from driving, to healthy, clean alternatives such as walking and cycling for shorter journeys. This is the best way to reach a zero-carbon future. The government needs to put an end to building more roads for cars and instead make walking and cycling the easiest and most convenient options for more people. Pedestrians and people on cycles should have priority and networks of protected cycle lanes on main roads should be the norm so that everyone feels more confident travelling around."

Stephen Smith from Bristol highlights that one possible problem with electric car use will be how to charge them effectively. He believes that the government should mandate charging points for all new houses that have parking spaces. Alternatively, as within a few years electric cars will be able to drive themselves on known routes, they could be programmed to go to night-time charging stations alone and be ready in the morning for the new day.

23 Oct 2019, The Guardian (Adapted)

Question 1 [2 POINTS] Indicate whether the following statements are TRUE or FALSE and write down the sentence or the part of the text that justifies your answer. No points will be given if the evidence is not correct.

Se otorgará 0,5 pts a cada respuesta correcta.

1. The piece of research mentioned in the text is the first to suggest that poor air quality is bad for people.
FALSE: This research is the latest in a long line of studies to show the devastating damage of poor air quality
2. Nobody is thought to have died because of poor air quality.
FALSE: – some showing that an average of 100 people die every day.
3. More roads for cars are not needed according to Rachel White.
TRUE: The government needs to put an end to building more roads for cars
4. Driverless cars will be a possibility within the next decade.
TRUE: as within a few years electric cars will be able to drive themselves on known routes,

Question 2 [2 POINTS] Choose and answer only TWO of the following questions in your own words according to the text.

Cada apartado se valorará con 1 pt. 0´5 para la comprensión del texto y 0´5 para la expresión escrita respectivamente. Si el alumno respondiese a tres preguntas solo se evaluarán las dos primeras.

1. Why is a reduction in pollution from cars advantageous according to the text?
A reduction in pollution from cars is advantageous because it helps to reduce in the general air pollution in big cities which has been shown to be linked to different health problems for the people who live there such as heart problems.
2. What major pros and cons of electric cars are mentioned in the text?
The main advantage of electric cars is the role they can play in reducing pollution and reaching the net-zero carbon emissions target. However, they are not a sufficient solution on their own and it can also be difficult to recharge them effectively.
3. Can you explain two of the different things the government should do according to the text?
IDEAS:
 - **The government needs to announce a national emergency and introduce radical measures.**
 - **The government must do things to protect people's health and welfare.**
 - **The government should be more diverse in its measures and specifically encourage people to walk and cycle more.**
 - **The government should promote the use of electric cars and make recharging them easier.**

Question 3 [1.5 POINTS] Find words or phrases in the text that correspond to the words given. You only need to have five correct answers to get 1.5 points.

Se otorgará 0,3 pts. a cada respuesta correcta.

1. Procedures, actions (paragraph 1) **MEASURES**
2. To put into effect (paragraph 2) **IMPLEMENT**
3. Financial help (paragraph 2) **SUBSIDIES**
4. To depend (paragraph 3) **RELY (ON)**
5. People on foot, walkers (paragraph 3) **PEDESTRIANS**
6. To emphasize (paragraph 4) **(TO) HIGHLIGHT (S)**

Question 4 [1.5 POINTS] Choose the correct option - a, b, c or d - for each question and **COPY both the letter and the sentence that follows** onto your answer sheet.

Se otorgará 0,5 pts. a cada respuesta correcta.

1. The text says that London...
 - a. ...has already done enough by reducing pollution from car gases.
 - b. ...has done too much with the reduction of pollution from car gases.
 - c. ...may have to reduce pollution from car gases further.
 - d. **...still needs to do more than just reducing pollution from car gases.**
2. Rachel White...
 - a. ...feels the government is not promoting electric cars among the population.
 - b. **...feels the government is too limited in its attempts to reduce carbon emissions.**
 - c. ...feels the government needs to build a better network of roads for motor vehicles.
 - d. ...feels the government is doing too much for people who wish to use their bicycles more.
3. Stephen Smith thinks the government...
 - a. ...should allow new houses to be built with a charging point installed.
 - b. ...should pay for new houses to be built with a charging point installed.
 - c. **...should make it obligatory to build new houses with a charging point installed.**
 - d. ...should prevent new houses from being built with a charging point installed.

Option2

Is a Four-Day Working Week the Secret of Happiness?

Finland's new prime minister has recently proposed the idea of a four-day working week. It sounds quite glorious, doesn't it? Reducing the length of the working week has been shown to boost productivity. When, in August, Microsoft Japan tested a four-day week, productivity shot

up by about 40%. One Melbourne organisation found a six-hour working day forced employees to eliminate unproductive activities such as sending pointless emails, sitting in lengthy meetings and wasting time on the internet. British businesses that have successfully switched to a four-day week include Elektra Lighting and Portcullis Legals.

A survey by one British workers' organisation found that only 45% of employees want a four-day week. However, according to a study by Henley Business School, 77% of workers said a four-day week improved their quality of life. When the city of Gothenburg in Sweden introduced a six-hour day for some nurses, the nurses became healthier, happier and more energetic. Reducing working hours is also good for the natural environment. A shorter working week could lead to a significant cut in our carbon footprint as employees produce less carbon emissions getting to work, use fewer resources at work and have more time to cook and shop instead of buying takeaway food delivered in plastic containers.

Although a shorter working week has many benefits, it is not a magic solution. The Wellcome Trust backtracked on plans for a four-day week, saying it would be "too operationally complex". Gothenberg dropped its six-hour-day experiment because of increased costs. In general, bosses tend to worry that a shorter working week will create staffing challenges and make it harder to serve customers, while employees worry that working less will make them look lazy.

These challenges are not impossible to face, though. Indeed, reduced working days are nothing new. Since the industrial revolution, the number of hours worked has been falling. When working hours in Britain were cut from about 54 hours a week to 48 hours a week in 1919, it had no effect on productivity and competitiveness. Kellogg's, the US cereal manufacturer, successfully operated a six-hour working-day policy for many years in the middle of the 20th century. It was only dropped because management wanted the firm to have work practices like other companies. It is entirely possible to be happier, more productive and environmentally friendly at work. It sounds too good to be true, but it could soon be the norm.

6 Jan 2020, The Guardian (Adapted)

Question 1 [2 POINTS] Indicate whether the following statements are TRUE or FALSE and write down the sentence or the part of the text that justifies your answer. No points will be given if the evidence is not correct.

Se otorgará 0,5 pts a cada respuesta.

1. Finland has already implemented the four-day working week.
FALSE: *Finland's new prime minister has recently suggested the idea of a four-day working week.*
2. One of the surveys mentioned said that less than half of those asked would like to make this change.
TRUE: *A survey by one British workers' organisation found that only 45% of employees want a four-day week.*
3. The average number of hours worked weekly in Britain increased in 1919.

FALSE: When working hours in Britain were cut from about 54 hours a week to 48 hours a week in 1919,

4. Kellogg`s changed their policy so as not to be different from other companies.
TRUE: It was only dropped because management wanted the firm to have work practices like other companies.

Question 2 [2 POINTS] Choose and answer only TWO of the following questions in your own words according to the text.

Cada apartado se valorará con 1 pt. 0´5 para la comprensión del texto y 0´5 para la expresión escrita respectivamente. Si el alumno respondiese a tres preguntas solo se evaluarán las dos primeras.

1. What are the advantages to a shorter working week according to the text?
A shorter working week improves productivity considerably because workers make better use of their time. It is also reported to improve people’s lives and make them healthier. It is even said to be good for the environment as it reduces pollution.
2. Why have some companies and organisations rejected or changed their minds about this issue?
Implementing a shorter working week can be difficult to do and can be more expensive for the companies. There could be problems with finding staff and with dealing with clients successfully. Some companies are also worried about being different from the norm and appearing to be lazy.
3. What different information does the text give about working habits in the UK?
IDEAS:
 - **Some British companies, such as Elektra Lighting, already have a shorter working week.**
 - **One British survey says that 45% of people favour a shorter working week.**
 - **A Henley Business School study found that over three quarters of workers think a shorter working week would improve their life in general.**
 - **The British working week became considerably shorter – from 54 to 48 hours – in 1919.**

Question 3 [1.5 POINTS] Find words or phrases in the text that correspond to the words given. You only need to have five correct answers to get 1.5 points.

Se otorgará 0,3 pts. a cada respuesta correcta.

1. Wonderful (Paragraph 1) **GLORIOUS**
2. Workers (Paragraph 1) **EMPLOYEES**
3. Less in number (Paragraph 2) **FEWER**

4. Employers (Paragraph 3) **BOSES**
5. In fact, actually (Paragraph 4) **INDEED**
6. Completely (Paragraph 4) **ENTIRELY**

Question 4 [1.5 POINTS] Choose the correct option - a, b, c or d - for each question and **COPY both the letter and the sentence that follows** onto your answer sheet.

Se otorgará 0,5 pts. a cada respuesta correcta

1. Thanks to the changes made in Gothenburg, nurses said...
 - a. **...they felt better both physically and emotionally.**
 - b. ...they felt better physically but not emotionally.
 - c. ...they did not feel better either physically or emotionally.
 - d. ...they felt better emotionally but worse physically.
2. The text says that people who work fewer hours per week...
 - a. ...are likely to buy more prepared food.
 - b. **...are unlikely to buy more prepared food.**
 - c. ...are unlikely to do more cooking at home.
 - d. ...are unlikely to change their eating habits at all.
3. The Gothenburg project did not continue...
 - a. ...because it was difficult to implement.
 - b. **...because it proved more expensive.**
 - c. ...because customers complained about the service they received.
 - d. ...because the workers became lazier.

PART 2

Choose ONE of the two options below and write a short essay (120-150 words). Essays up to 200 words won't be penalized.

Option 1

What are the advantages and disadvantages to owning a car?

Se adjunta rubrica para la corrección.

Option 2

What different things should be taken into account when choosing your profession? Give reasons to support your opinion.

Se adjunta rubrica para la corrección.

Rúbrica para la evaluación y calificación de la prueba de expresión escrita de Inglés en la EBAU

Marcar en cada celda los descriptores que mejor se ajustan a la tarea del candidato/a y sumar los valores numéricos. **Calificación Final:** _____

	ADECUACIÓN Y COHESIÓN (máx. 1,5 puntos)			EXPRESIÓN (máx. 1,5 puntos)		
	Cumplimiento de la tarea	Presentación y organización de ideas	Cohesión y Coherencia	Repertorio gramatical	Léxico	Ortografía y puntuación
EXCELLENT ATTEMPT (máx. 3 pts)	MÁX 0,6 PUNTOS <input type="checkbox"/> Responde completa y detalladamente a la tarea presentando un texto de calidad. Emplea el número máximo de palabras establecido para la tarea. (0,3 pts) <input type="checkbox"/> Utiliza el registro correcto para este tipo de tarea a lo largo de todo el escrito. (0,3 pts)	MÁX 0,6 PUNTOS <input type="checkbox"/> Las ideas están excelentemente organizadas en párrafos que estructuran el texto en introducción, desarrollo y conclusión. (0,3 pts) <input type="checkbox"/> Presenta amplia variedad de ideas, argumentos y opiniones, bien desarrolladas. No repite las mismas ideas. (0,3 pts)	MÁX 0,3 PUNTOS <input type="checkbox"/> Utiliza de manera excelente una amplia variedad de conectores y de elementos de referencia. (0,15 pts) <input type="checkbox"/> El texto está escrito en su totalidad con gran coherencia y presenta una lógica desarrollada. (0,15 pts)	MÁX 0,675 PUNTOS <input type="checkbox"/> Utiliza una amplia variedad de recursos morfosintácticos con precisión y sin apenas errores (orden de los sintagmas, conjugación, concordancia, tiempos y modos verbales, subordinación...) (0,3375 pts) <input type="checkbox"/> Excelente uso de estructuras complejas. (0,3375 pts)	MÁX 0,675 PUNTOS <input type="checkbox"/> Riqueza y amplia variedad de vocabulario empleado de manera apropiada. Sin repeticiones. Errores mínimos o irrelevantes. (0,3375 pts) <input type="checkbox"/> Demuestra variedad de recursos para expresar sus ideas (perífrasis, sinónimos, antónimos, derivación, composición...) (0,3375 pts)	MÁX 0,15 PUNTOS <input type="checkbox"/> Utiliza excelentemente las normas de ortografía sin cometer errores. (0,075 pts) <input type="checkbox"/> Aplica excelentemente los signos de puntuación. (0,075 pts)
VERY GOOD ATTEMPT (máx. 2,2575 pts)	MAX 0,45 PUNTOS <input type="checkbox"/> Responde a la tarea proporcionando suficiente detalle para conseguir ser efectivo. Se ajusta al número de palabras establecido para la tarea. (0,225 pts) <input type="checkbox"/> Emplea el registro adecuado para este tipo de tarea la mayor parte del tiempo. (0,225 pts)	MAX 0,45 PUNTOS <input type="checkbox"/> Las ideas están bien organizadas en párrafos que estructuran el texto en introducción, desarrollo y conclusión. (0,225 pts) <input type="checkbox"/> Presenta variedad de ideas, argumentos y opiniones. No repite las mismas ideas. (0,225 pts)	MAX 0,225 PUNTOS <input type="checkbox"/> Emplea correctamente una suficiente variedad de conectores y de elementos de referencia. (0,1125 pts) <input type="checkbox"/> El texto está escrito con coherencia en su mayor parte y la lógica que conecta las ideas es buena. (0,1125 pts)	MAX 0,51 PUNTOS <input type="checkbox"/> Utiliza un buen repertorio de recursos morfosintácticos de forma correcta (orden de los sintagmas, conjugación, concordancia, tiempos y modos verbales, subordinación...) aunque aparezcan algunos errores que no dificultan la comprensión. (0,255 pts) <input type="checkbox"/> Presencia de estructuras complejas usadas con corrección. (0,255 pts)	MAX 0,51 PUNTOS <input type="checkbox"/> Variedad de vocabulario, empleado casi siempre de manera apropiada. Algún error debido al uso de léxico complejo. (0,255 pts) <input type="checkbox"/> Demuestra recursos para expresar sus ideas (perífrasis, sinónimos, antónimos, derivación, composición...) (0,255 pts)	MAX 0,1125 PUNTOS <input type="checkbox"/> Utiliza adecuadamente las normas de ortografía, aunque comete errores en palabras poco comunes. (0,05625 pts) <input type="checkbox"/> Aplica correctamente los signos de puntuación. (0,05625 pts)
SATISFACTORY ATTEMPT (máx. 1,5 pts)	MÁX 0,3 PUNTOS <input type="checkbox"/> Responde a la tarea. Emplea el número mínimo de palabras establecido para la tarea. (0,15 pts) <input type="checkbox"/> En general emplea el registro adecuado para este tipo de tarea, aunque puede haber algún descuido. (0,15 pts)	MÁX 0,3 PUNTOS <input type="checkbox"/> Las ideas están correctamente organizadas en párrafos que estructuran el texto en introducción, desarrollo y conclusión. (0,15 pts) <input type="checkbox"/> Presenta suficiente variedad de ideas, argumentos y opiniones. Repite alguna idea. (0,15 pts)	MÁX 0,15 PUNTOS <input type="checkbox"/> Utiliza de manera aceptable algunos conectores y elementos de referencia básicos. (0,075 pts) <input type="checkbox"/> Presenta suficiente coherencia como para considerarlo un texto que sigue cierta lógica. (0,075 pts)	MÁX 0,3375 PUNTOS <input type="checkbox"/> Emplea satisfactoriamente recursos morfosintácticos (orden de los sintagmas, conjugación, concordancia, tiempos y modos verbales, subordinación...) aunque comete algunos errores que ocasionalmente dificultan la comprensión. (0,16875 pts) <input type="checkbox"/> Presencia de alguna estructura compleja. (0,16875 pts)	MÁX 0,3375 PUNTOS <input type="checkbox"/> Emplea un repertorio aceptable de vocabulario con alguna repetición y algún error de uso inapropiado en relación al contexto que no dificulta la comprensión. (0,16875 pts) <input type="checkbox"/> Demuestra recursos para expresar ideas aunque no conozca algunas palabras (perífrasis, sinónimos, antónimos, derivación, composición...) (0,16875 pts)	MÁX 0,075 PUNTOS <input type="checkbox"/> Utiliza adecuadamente las normas de ortografía aunque comete errores ocasionalmente. (0,0375 pts) <input type="checkbox"/> Aplica correctamente los signos de puntuación, aunque hay errores que no dificultan la comprensión. (0,0375 pts)
POOR ATTEMPT (máx. 0,7575 pts)	MAX 0,15 PUNTOS <input type="checkbox"/> Omite algunas partes de la tarea. Escribe por debajo del número mínimo de palabras establecido para la tarea, o muy por encima. (0,075 pts) <input type="checkbox"/> El registro no es el apropiado para este tipo de tarea. (0,075 pts)	MAX 0,15 PUNTOS <input type="checkbox"/> Las ideas no están bien organizadas en párrafos o éstos no se identifican como introducción, desarrollo y conclusión. (0,075 pts) <input type="checkbox"/> Presenta escasas ideas, argumentos y opiniones. Repite con excesiva frecuencia las mismas ideas. (0,075 pts)	MAX 0,075 PUNTOS <input type="checkbox"/> Utiliza muy pocos conectores y elementos de referencia básicos, no siempre correctamente. (0,0375 pts) <input type="checkbox"/> Presenta incoherencias en alguna parte del escrito. (0,0375 pts)	MAX 0,1725 PUNTOS <input type="checkbox"/> Emplea pocos recursos morfosintácticos, no siempre de manera satisfactoria, y estos son de nivel inferior al requerido. Comete numerosos errores y muestra excesiva influencia de la lengua materna, dificultando la comprensión. (0,1725 pts)	MAX 0,1725 PUNTOS <input type="checkbox"/> Emplea un vocabulario limitado, repetitivo, con algún uso inadecuado y errores que impiden la comprensión. (0,08625 pts) <input type="checkbox"/> No demuestra recursos para expresar ideas si no conoce algunas palabras. (0,08625 pts)	MAX 0,0375 PUNTOS <input type="checkbox"/> Comete errores frecuentes en el uso de las normas de ortografía. (0,01875 pts) <input type="checkbox"/> Comete errores frecuentes en el uso de los signos de puntuación que además dificultan la comprensión. (0,01875 pts)
IRRELEVANT / NO TASK (0 pts)	<input type="checkbox"/> El contenido no se corresponde con la tarea o es completamente incomprensible. No se proporciona al lector ningún tipo de información. <input type="checkbox"/> No ha realizado la tarea de redacción.					