



INSTRUCCIONES GENERALES Y VALORACIÓN

1. El alumno dispone de dos opciones para contestar (A y B). **Debe escoger sólo una de ellas.**
2. Lea **todo el texto** cuidadosamente.
3. Lea atentamente **todas las preguntas** de la prueba.
4. Proceda a responder en **lengua inglesa** a las preguntas en el papel de examen.

TIEMPO: 1 hora y 30 minutos.

CALIFICACIÓN: La puntuación máxima de la prueba es de 10 puntos.

Music therapy can help children with communication problems

Some infants who are born with impaired hearing and who cannot benefit from hearing aids are likely to gain 90% normal hearing ability by undergoing ear surgery. But, after the operation, the child - who has never heard before - undergoes a long rehabilitation process before he or she can begin to speak. In a recent study, researchers examined the particular effects that music therapy has on the potential development of toddlers (aged 2-3) who have undergone ear surgery, specifically in terms of improving spontaneous communication.

“Music includes various elements that are also components of language. So, this non-verbal form of communication is suitable for communication with these children, when they are still unable to use language,” explained a researcher. She added that the toddlers undergoing rehabilitation are under a lot of pressure from their surroundings - especially their parents- to begin talking, and sometimes this pressure makes them become introverted. In such a scenario, music therapy strengthens these children’s non-verbal communication and lessens pressure on them for verbal exchange and response.

The study provided sixteen sessions for children after ear surgery. Eight of the sessions included music-related activities and the rest involved playing with toys and games without musical sounds. The results showed that during those sessions when music therapy was implemented, spontaneous communication was markedly more frequent and prolonged in the children. The researchers concluded that exposure to music needs to be gradual, through the use of music experiences that involve basic musical parameters, such as intensity and rhythm.

1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.

- a. Children start speaking immediately after their operation.
- b. According to the text, when parents try to force their children to speak, they become more communicative.

(Puntuación máxima: 2 puntos)

2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text

- a. How do these children improve after music therapy?
- b. In the rehabilitation sessions, what do children do?

(Puntuación máxima: 2 puntos)

3.- Find the words in the text that mean:

- a. goes through (paragraph 1)
- b. small children (paragraph 1)
- c. appropriate (paragraph 2)
- d. investigators (paragraph 3)

(Puntuación máxima: 1 punto)

4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.

- a. Music, _____ constitutes a bridge _____ the quiet world that the children knew and a new world of sounds, is used in rehabilitation.
- b. These sessions _____ (videotape) and analysed _____ show the results.
- c. There is still _____ work to be done _____ researchers in this area.
- d. **Rewrite the sentence beginning with the words given.**

The mother said: “My son has improved his communication with music therapy.”

The mother said that.....

(Puntuación máxima: 2 puntos)

5.- Write about 100 to 150 words on the following topic.

How important is music in your life? Write about your tastes.

(Puntuación máxima: 3 puntos)



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Trick or treat! It's Halloween

Children celebrate Halloween around the world on the night of October 31st. They go out in macabre costumes of ghosts, witches or skeletons to knock on their neighbours' doors and shout "Trick or treat!" The neighbours must give them sweets; otherwise, the children will play tricks on them. Halloween is big business in the United States where people spend around seven billion dollars each year on Halloween products. Theme parks like Disneyland hold week-long festivals and many cities have parades. New York's Village Halloween Parade attracts two million people who celebrate in the streets, dressed in stunning costumes. The tradition is strongest in the United States, but interest is growing in Europe.

Actually, Halloween originated in Europe as a Celtic New Year celebration. For the Irish, in the Celtic calendar, October 31st was Samhain, a pagan festival. The Celts believed that the dead returned to possess the living during that night, and so they opened their doors and provided food to the wandering good souls and wore costumes to scare off the evil ones.

In the 19th century, Irish and Scottish immigrants took their traditions to America and it seems that trick-or-treating is linked to Irish Samhain traditions, and thus became popular about the time that the Irish began to immigrate to the United States in large numbers, fleeing from Ireland's potato famine of 1846. They began to dress up in costumes and go from house to house asking for food or money, a practice that eventually became today's trick-or-treat tradition. A new American tradition was born and has continued to grow. Today, Halloween is the second largest commercial holiday in the United States.

1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.

- a) Halloween was originally a Christian celebration.
- b) Like the Celts on October 31st, Irish immigrants in the USA wore disguises in order to frighten away the evil souls.
(Puntuación máxima: **2 puntos**)

2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text

- a) Why does the text say that Halloween is one of the greatest commercial holidays in the United States?
- b) In what sense is the "trick or treat" tradition similar to the Celtic celebration?
(Puntuación máxima: **2 puntos**)

3.- Find the words in the text that mean:

- a) goods (paragraph 1)
- b) spectacular (paragraph 1)
- c) in fact (paragraph 2)
- d) escaping (paragraph 3)
(Puntuación máxima: **1 punto**)

4.- Complete the following sentences with one or more words. Use the appropriate form of the word in brackets when given.

- a) _____ children don't get sweets _____ their neighbours, they will play tricks on them.
 - b) The Irish emigrated to America _____ they could find _____ better life.
 - c) _____ it is an American tradition, interest _____ Halloween is increasing in Europe.
 - d) **Rewrite the following sentence from the text. Begin with the words given.**
d. New York's Village Halloween Parade attracts two million people who celebrate in the streets.
Two million people
- (Puntuación máxima: **2 puntos**)

5.- Write about 100 to 150 words on the following topic.

Write about a Halloween party or any other party where you went wearing a disguise.

(Puntuación máxima: **3 puntos**)

INGLÉS

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

TIEMPO: 1 hora y 30 minutos

La prueba consistirá en el “análisis” de un texto de un idioma extranjero (el inglés en este caso), del lenguaje común, no especializado. El alumno dispone de dos opciones para contestar (A y B). Debe escoger sólo una de ellas. A partir del texto propuesto, el estudiante realizará un comentario personal y responderá a cuestiones relacionadas con el texto, que serán planteadas y respondidas por escrito en el mismo idioma, sin ayuda de diccionario ni de ningún otro manual didáctico. El texto contendrá alrededor de 250 palabras y su comprensión no exigirá conocimientos especializados ajenos a la materia de la prueba. La dificultad del texto estará controlada, a fin de permitir al alumno que realice la misma en el tiempo previsto. La puntuación total del examen será de 10 puntos. Al comienzo de la prueba se incluirán unas instrucciones generales para la realización de la misma en lengua castellana. El resto de la prueba estará totalmente redactada en inglés, y el alumno usará exclusivamente la lengua inglesa en sus respuestas.

Valoración objetivos de cada una de las preguntas:

Pregunta 1: Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El alumno deberá decidir si dos frases que se le presentan son verdaderas o falsas, copiando a continuación únicamente el fragmento del texto que justifica su elección. Se otorgará 1 punto por cada apartado. Se calificará con 0 puntos la opción elegida que no vaya justificada.

Pregunta 2: Hasta 2 puntos. Se pretende comprobar dos destrezas: la comprensión lectora y la expresión escrita, mediante la formulación de dos preguntas abiertas que el alumno deberá contestar basándose en la información del texto, pero utilizando sus propias palabras en la respuesta. Cada una de las preguntas valdrá 1 punto, asignándose 0,5 puntos a la comprensión de la pregunta y del texto, y 0,5 a la corrección gramatical de la respuesta.

Pregunta 3: Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El alumno demostrará esta capacidad localizando en el/los párrafo/s que se le indica un sinónimo adecuado al contexto, de cuatro palabras o definiciones. Se adjudicará 0,25 por cada apartado.

Pregunta 4: Hasta 2 puntos. Con esta pregunta se pretenden comprobar los conocimientos gramaticales del alumno, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el alumno deberá completar/rellenar. También podrán presentarse oraciones para ser transformadas, u otro tipo de ítem. Se adjudicará 0,25 a cada “hueco en blanco”, y en el caso de las transformaciones o ítems de otro tipo se concederá 0,5 con carácter unitario.

Pregunta 5: Hasta 3 puntos. Se trata de una composición -de 100 a 150 palabras- en la que el alumno podrá demostrar su capacidad para expresarse libremente en lengua extranjera. Se propondrá una única opción y se otorgarán 1,5 puntos por el buen dominio de la lengua –léxico, estructura sintáctica, etc.- y 1,5 por la madurez en la expresión de las ideas -organización, coherencia y creatividad.