



ESCRIBA EL CÓDIGO
ENTREGADO

PREMIOS EXTRAORDINARIOS DE BACHILLERATO 2021-2022

SEGUNDO EJERCICIO

LENGUA EXTRANJERA: INGLÉS

DURACIÓN DE ESTA PRUEBA: 90 minutos.

1. Una vez iniciado el ejercicio, los estudiantes **no podrán abandonar el aula antes de transcurrida media hora**. A partir de ese momento no se permitirá el acceso al aula a ningún estudiante que pudiera llegar con retraso.
2. Los ejercicios deberán ser realizados en tinta azul o negra. La utilización de otros colores, o de signos que pudieran resultar identificativos llevarán consigo la eliminación del candidato. No se podrá firmar ninguna de las hojas de la prueba.
3. El uso de libros, apuntes u otros elementos auxiliares, así como la comunicación entre estudiantes, esta rigurosamente prohibido. Tampoco se permitirá la utilización de ningún tipo de dispositivo electrónico (teléfonos móviles, mp3, mp4, ipod, pda, smartwatch, etc.). **Los teléfonos móviles deberán estar desconectados y guardados en lugar no visible durante la realización de los ejercicios.** El incumplimiento de esta norma supondrá la expulsión inmediata del ejercicio y su calificación con cero puntos.
4. No está permitido el uso de diccionario en el ejercicio de Lengua Extranjera.
5. Sólo se podrá utilizar diccionario de latín en la parte de gramática.
6. Podrá utilizarse calculadora científica no programable, en Matemáticas II, Matemáticas Aplicadas a las Ciencias Sociales II, Física, Química, Economía de la Empresa y Biología.
7. Para realizar el ejercicio de Dibujo Técnico II es necesario el siguiente material: lápiz o portaminas de distintas durezas, borrador, regla milimetrada, escuadra, cartabón y compás. También pueden utilizar lápiz bicolor (rojo/azul).
8. Cada uno de los tres ejercicios se calificará de 0 a 10 puntos. La calificación final se obtendrá realizando la media aritmética de los tres ejercicios, se expresará con dos cifras decimales, y servirá para elaborar la ordenación del alumnado participante. En caso de empate, se dará prioridad a la puntuación del primer ejercicio; de persistir el empate, al segundo ejercicio, y de ser necesario, se considerará el tercero. Si un estudiante no entregara uno de los ejercicios, será calificado en el mismo con cero puntos.
9. En todos los ejercicios que componen la prueba se valorará la corrección de las respuestas, la calidad y la claridad de la exposición, la estructuración del ejercicio, la propiedad del vocabulario y la ortografía.
10. **Se entregarán tres sobres grandes, tres sobres pequeños y tres plicas que deben ser rellenas con los datos identificativos de cada alumno e introducir en el sobre pequeño, que se grapará al grande con el mismo número de identificación en ambos. Esta operación se realizará en cada uno de los ejercicios.**



CRITERIOS DE EVALUACIÓN:

Para la pregunta 1: Identificar aspectos generales, ideas principales e información detallada en textos bien organizados de cierta longitud y complejidad lingüística, así como las ideas y opiniones implícitas y/o explícitas del texto, formuladas de manera clara.

Para la pregunta 2: Conocer, seleccionar y usar léxico de uso común y más específico con precisión y discriminar patrones sonoros de uso común y específico.

Para la pregunta 3: Identificar y utilizar correctamente las estructuras morfosintácticas de uso común y más específico mostrando su conocimiento de los recursos gramaticales del nivel.

CRITERIOS DE CALIFICACIÓN:

La prueba se calificará entre 0 y 10 puntos, con dos decimales. Para superarla, el candidato ha de obtener al menos 5 puntos.

- **Apartado I:** hasta 3 puntos; 0,5 puntos por respuesta correcta. Se restará 0,25 por cada respuesta equivocada. Las respuestas que se dejen en blanco no añadirán ni restarán puntuación.
- **Apartado II:** hasta 2,5 puntos; 0,25 puntos por respuesta correcta.
 - Lexicon: hasta 2 puntos; 0,25 por respuesta correcta. El apartado consta de dos partes. En la primera se deben encontrar en el texto palabras o locuciones que correspondan a las definiciones. En la segunda, se debe completar las frases con palabras que deriven de la que se indica entre paréntesis.
- **Apartado III:** hasta 5 puntos.
 - Rephrasing: 0,25 puntos por respuesta correcta.



TEXT

A TRAVEL WRITER

If my memory serves me well, even in primary school, I had a vivid imagination and would often come up with entertaining short stories. Certainly, by the time I entered high school, I had begun toying with the idea of going into journalism. Ironically, although I took journalism at university, I fell into travel writing quite by accident. I was the chief editor of the student newspaper at the time. Somebody came up with the bright idea of doing a travel feature and I was offered free rail tickets in Europe for the summer in return for a series of articles on the places I visited. The pieces I wrote actually won me an award for best student travel writer of the year! And from that point on, there was no looking back.

The early acclaim my articles had received gave me confidence. What quickly became clear, however, was the gap between writing a few articles as a student and making ends meet as a travel writer. Like most budding travel writers, I earned next to nothing in my first year. Despite what one might call the perks of the profession – an occasional offer of free accommodation or a meal on the house – the fact is that until you have established yourself and found interested publishers, you spend far more than you earn.

My initial attempts at having my articles published were unsuccessful. Luckily, after rejecting yet another piece of mine, one kind publisher gave me some sound advice. “Take a look at what’s happening in travel writing,” he said. “Your articles are just too old-fashioned.” Curious as to what he meant, I began reading all the latest travel blogs, Internet sites and travel magazines I could get my hands on. He was right – my writing style was hopelessly out of touch.

Travel writing had changed dramatically and I hadn’t kept track. It probably started with the shift in the kind of people who travel. If in the past only the wealthy could consider travelling for pleasure, today, the typical tourist may be anyone from a millionaire to a back-packing student. This means that guidebooks now supply a much broader range of information to satisfy the needs of a variety of travellers.

The more I read, the more I realised that in order to succeed I had to find a niche – my own particular area of expertise – in this huge market. Gradually, I became aware of “specialty” travel writers, who focus on specific groups of tourists and their particular interests. I’ve always loved the idea of exploring out-of-the-way places, so I began to write articles aimed at the seasoned traveller who has seen the best-known tourist sights and is looking for a novel experience off the beaten track. Slowly but surely, I found my own voice as a writer, and my new articles were greeted with enthusiasm.

Today, I can safely say that I find my career rewarding. But it’s definitely not for everyone. Those of you who see travel writing as glamorous may be disappointed. A travel writer must be prepared to spend days of relentless sightseeing – far more than any normal tourist would take on, and not all of it interesting. Finally, at the end of an exhausting day, you have to sit down and write an organised and informative account of your experiences – which may take you into the early hours of the morning. If you’re willing to take on that kind of commitment, travel writing can be very fulfilling. I have been at it for six years now, and wouldn’t trade it for a nine-to-five desk job, no matter how well-paid!

I. READING COMPREHENSION. (3 POINTS) (0’5 points for each correct answer).

Choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text. 0'25 points will be taken away for every wrong answer. Blank answers, however, will not be penalized.

1 When the writer says she began 'toying with the idea of going into journalism', she means

- A** she didn't consider journalism a serious career. 'walking too fast'
- B** that being a journalist was a childhood ambition.
- C** she was considering journalism as a possibility.
- D** she used to daydream about being a journalist.

2 What surprised the writer about her new career as a travel writer?

- A** She was not able to earn a living.
- B** She was forbidden to reveal her identity.
- C** She didn't have to pay for hotels or meals.
- D** It was a year before she got anything published.

3 The writer gives the example of travel blogs to illustrate

- A** a typical Internet travel site.
- B** how travel writing had developed.
- C** the inspiration for her first book.
- D** a good source of travel information.

4 One reason for the recent developments in travel writing was

- A** the greater number of well-to-do travellers.
- B** the different forms of transport now available.
- C** the increase in the number of tourists.
- D** the growing diversity of tourists.

5 What did the writer learn after doing her research?

- A** facts about unusual destinations
- B** how exciting travel writing was
- C** where her particular talents lay
- D** what modern tourists are looking for

6 In appealing to travel writers, the main purpose of the last paragraph is to

- A** warn them that such exciting jobs involve long hours.
- B** recommend that they do as much touring as possible.
- C** remind writers to include lots of practical details.
- D** emphasise the importance of the quality of their writing

II. LEXICON (2 POINTS) (0,25 points for each correct answer).

1) Find words or phrases in the text that correspond to these definitions. (1 POINT)
(0.25 for each correct answer)

1. In a way that is interesting, strange or funny because of being very different from what you would expect.
2. Earning just enough money to live on.
3. To achieve a desired objective or end.
4. The job or series of jobs that you do during your working life,

2) Fill in the gaps with a suitable word. (0,5 POINTS) (0,25 for each correct answer)

5. Many people make the mistaken assumption that doughnuts _____ came from America. (ORIGIN)
6. Despite all the research and recent _____ in medicine, doctors Have yet to find a complete cure for influenza. (DEVELOP)
7. Surfing can be lots of fun, but it can also be very risky, especially if you're _____. (EXPERIENCE)
8. While waiting for a _____ out, airline passengers usually look around the airport terminal for things to do. (FLY)

III. REPHRASING (5 POINTS.) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Only totally correct sentences will score 0,25. Here's an example:

0. *It's at least 10 years since he moved away.*

LIVED

He HAS NOT LIVED HERE FOR at least 10 years.

1. He isn't in the mood for a party.

FEEL

He to a party.

2. People stopped using this model years ago.

- USED
This model for years.
3. John always gets angry when he's late for work.
TEMPER
John tends when he's late for work.
4. Despite all their efforts, they failed the test.
TRIED
They didn't pass the test very hard.
5. The manager failed to persuade her to accept a promotion.
SUCCEED
The manager her to accept a promotion.
6. Not many people realise the amount of work involved in planning a wedding.
UNDERSTAND
Very much work is involved in planning a wedding.
7. My interest in art began when I was in high school.
INTERESTED
I have I was in high school.
8. I'm sorry that I was unable to attend your wedding.
COULD
I wish to your wedding.
9. Mr Jameson was the one who suggested that I enter the writing competition.
ADVISED
It was Mr Jameson enter the writing competition.
10. We were late for the meeting because of the heavy traffic.
PREVENTED
The heavy traffic to the meeting on time.
11. People say that Prague is one of the most beautiful cities in Europe.
SUPPOSED
Prague one of the most beautiful cities in Europe.
12. To learn to play the violin, you need to be very patient.
DEAL
You need to learn to play the violin.
13. It wasn't necessary for you to wait for me last night.
WAITED
You for me last night.

14. The milk jug is almost empty.
ANY
There is in the jug.
15. Please don't speak so loudly.
LOWER
Would you , please?
16. Helen asked me the price of admission to the gallery.
MUCH
Helen asked me to get into the gallery.
17. I can't believe this is the best room in the hotel.
MUST
There than this one in the hotel.
18. Their pace isn't slow enough for me.
TOO
They are for me.
19. Is there any chance of staying with you next weekend?
PUT
Do you think you next weekend?
20. Jack is sorry he ate so much last night.
WISHES
Jack so much last night.