

PREMIO EXTRAORDINARIO DE EDUCACIÓN SECUNDARIA OBLIGATORIA 18-19

PRUEBA DE LENGUA INGLESA

Criterios generales de evaluación:

1. Comprensión escrita:

Se valorará la capacidad para:

- Identificar ideas generales y específicas del texto propuesto.
- Adecuar el contenido de las respuestas a las preguntas que se formulan.
- Valerse del contexto para determinar el significado del léxico.

2. Expresión escrita:

Además del contenido se valorará:

- La organización del texto y su coherencia textual y discursiva: uso correcto de conectores lógicos y elementos de cohesión textual, correcta distribución estructural del contenido, etc.
- La propiedad, precisión y riqueza del léxico utilizado.
- La corrección sintáctica, morfológica y ortográfica

Criterios de calificación específicos de la materia:

El ejercicio se valorará con un máximo de 10 puntos, distribuidos del siguiente modo:

QUESTION 1: 1,5 points

Se obtendrán 0,30 puntos por cada respuesta correcta; $0,30 \times 5 = 1,50$ puntos.

QUESTION 2: 2 points

Se obtendrán 0,40 puntos por cada respuesta correcta; $0,40 \times 5 = 2,00$ puntos.

NO se obtendrán puntos si no se cita el fragmento del texto en el que se fundamenta la selección, o la cita apuntada no justifica la respuesta.

QUESTION 3: 2 points

Se obtendrán 0,50 puntos por cada respuesta correcta; $0,50 \times 4 = 2,00$ puntos.

Las respuestas erróneas descontarán 0,20 puntos.

QUESTION 4: 1,5 points

Se obtendrán 0,30 puntos por cada respuesta correcta; $0,30 \times 5 = 1,50$ puntos.

Los posibles errores ortográficos o de spelling descontarán hasta 0,20

QUESTION 5: 3 points

La obtención de los tres puntos posibles se distribuirá de la siguiente manera:

- Contenido: hasta 0,5 puntos.
- Léxico: hasta 0,5 puntos.
- Corrección ortográfica, morfológica y sintáctica: hasta 1 punto.
- Calidad de la estructura formal: hasta 1 punto.

No se calificará la redacción si el contenido de la misma no se ajusta al tema solicitado. Y se penalizará con 1 punto en el caso de que el número de palabras sea inferior o superior al número solicitado.

Especificaciones para la realización del ejercicio

- Las respuestas se realizarán en las mismas hojas que contienen el enunciado
- No está permitido el uso del diccionario

Joshua Bell: No Ordinary Busker. *(Extract from The Guardian)*

How would you feel if the musician you just passed swiftly by was not, in fact, a serial auditioner for Pop Idol or, at best, a jobbing music student trying to supplement their beer money, but one of the world's great instrumental soloists? Earlier this year, that's exactly what happened on the Washington Metro system. Unsuspecting commuters were treated to a virtuoso performance from a guy in a baseball cap and unassuming T-shirt - this was no ordinary busker, but Joshua Bell, doyen of the international music scene, whose film-star looks and high-octane performances reduce classical music audiences to raptures wherever he plays.

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So what was the reaction of the commuters? You might have imagined a crowd would develop - "Hey, this guy's good!", "I don't mind being late for work to listen to this!", or "Man, I didn't think the violin could sound like that!". Alas, that's precisely what didn't happen. Out of 1097 people who passed him (the Washington Post counted every one of them), a grand total of seven - yes, seven, without any zeros - stopped to listen for more than a minute to him. He earned US\$32 and a few cents, not enough to get a ticket to most of Bell's gigs.

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The lesson: clearly, Bell's busking experience proves the pervasive philistinism of a society that has lost its soul along with its ability to take time out and just listen, and reveals the decrepitude of our taste when we can't even recognise beauty when it's there, right in front of our faces. Or is it? You could use this as a stick to beat western society - actually proves the power of context to create perceptions of artistic quality. Would you appreciate or even notice a Turner watercolour if it was stuffed in the corner of a restaurant you were eating in? And if you didn't, does that make those experiences anything less than great art?

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The surprise, to be honest, is that anyone at all stopped to listen to Joshua Bell at L'Enfant Plaza that Friday morning. I'm not sure I would stop to hear Nigel Kennedy, let's say, playing at the bottom of the Leicester Square escalators in the middle of the Friday morning commute. Would you?

QUESTION 1 (1,5 points)

Find the words in the text that mean:

- a) quickly (1st paragraph)

- b) the most respected person of all the people involved in a particular type of work (1st paragraph)

- c) to play music or sing in a public place so that the people who are there will give money (3rd paragraph)

- d) the fact of being in very bad condition because of being old, or not having been cared for, or having been used a lot (3rd paragraph)

- e) to make the same journey regularly between work and home (4th paragraph)

QUESTION 2 (2 points)

Read the article and decide if the sentences are true (T) or false (F). Copy the evidence from the text. No marks are given without proper quotations.

1. Joshua Bell is a film star.

T / F

Quotation: _____

2. Joshua Bell gave a virtuoso performance in the underground.

T / F

Quotation: _____

3. If we cannot perceive something as art, it isn't art.

T / F

Quotation: _____

4. Some people gave him \$32 to buy a ticket for one of his concerts.

T / F

Quotation: _____

5. Nigel Kennedy played at the bottom of Leicester Square escalators.

T / F

Quotation: _____

QUESTION 3 (2 points)

Transform the following sentences using the words given between brackets or starting by the words given, so that their meaning does not change.

1. He was an excellent musician. However, nobody stopped to listen to him

Although _____

2. Joshua Bell has played a solo violin to unsuspecting commuters this week.

This week unsuspecting commuters _____

3. Few people stopped to listen to Joshua Bell. They didn't realise who he was (Join the two sentences by means of a relative pronoun)

4. The poor family didn't know that the picture they had hanging on the wall was a Rembrandt's masterpiece.

If the family _____

QUESTION 4 (1.5 points)

Fill in the gaps of the following sentences with an appropriate option of the ones given.

Bell's biography.

Bell was _____1_____in Bloomington, Indiana, United States. His mother, Shirley, was a therapist and pianist. His father, Alan P. Bell, was a psychologist. Bell began playing the violin _____2_____the age of four after his mother discovered that her son _____3_____rubber bands from around the house and stretched them across the handles of his nine dresser drawers to pluck out music he had heard _____4_____play on the piano. His parents got a scaled-to-size violin for their then _____5_____son and started giving him lessons. A bright student, Bell took to the instrument but lived an otherwise normal midwest Indiana life playing video games and excelling at sports.

- 1.- a) borned b) birth c) brought d) born
- 2.- a) at b) on c) in d) when
- 3.- a) took b) had taken c) have taken d) has taken
- 4.- a) her b) she c) --- d) hers
- 5.- a) five years old b) five-year-old c) five year old
d) five year olds

QUESTION 5 (3 points)

COMPOSITION: Write a composition of 90 to 120 words answering the following question: *How much does the context or the place influence on us to make our decisions to buy or to do something?*