



**Pruebas de Acceso a las  
Universidades  
de Castilla y León**

**INGLÉS**

**Texto para  
los Alumnos  
1 página**

**TEXT**

**FAMILY DOCTORS**

Few other professionals are so directly and continually available to their clients as family doctors are to their patients. Your doctor is responsible for providing whatever care you may need, twenty-four hours a day, seven days a week. Unlike the hospital service, there is no waiting list for the treatment your doctor provides. Doctor's working hours are flexible and fit to suit your needs. The great majority of consultations take place within a day of the patient seeking help. In an emergency, patients are seen without delay in the surgery or at home, and arrangements are made either for another doctor in the practice or an approved and qualified substitute to deal with any emergencies which might arise.

How can you help your doctor save time and find a fast diagnosis? It will help if you can explain your problem straight away, with no useless detail. Be direct: With so many people consulting every day, it would be remarkable if every consultation went smoothly. If you have a misunderstanding with your doctor, do talk it over quietly, all patients are nervous and frightened, but remember, like you, your doctor is only human and he needs your help and patience to reach a perfect communication.

**QUESTIONS**

**1. Read the text and, according to it, answer the questions. Use your own words. Answers will be assessed 0 to 1 each (3 as a whole).**

- What are the differences between the service given by a family doctor and a hospital?
- In what way do family doctors respond to emergencies?
- How can you help improve the communication with your doctor?

**2. Transform or complete the following sentences according to the instructions. Answers will be assessed 0 to 0.5 each (2 as a whole).**

- Transform into reported speech: "Call me if you feel more pain or the breathing gets more difficult, and during the next days sleep as many hours as you can." Begin: *The doctor told his patient...*
- Rewrite the sentences inserting the appropriate form of the verbs in brackets:  
*The test results ..... (be) better than I expected. When are you ..... (have) your next consultation with Dr. Chandler?*
- Complete: *Now he feels sick and drowsy, but if John had received a good treatment before he...*
- Put into the passive: *How can you help your doctor save time?*

**3. Find one synonym in the text for each of the words below. 0 to 0.25 each (1 as a whole).**

- looking for
- easily
- scared
- aid

**4. Write about one of the following topics, between 80-120 words (0-4 marks).**

- What advantages do you see in working as a doctor?
- Describe the personality of the family doctor



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**THE ELDERLY AND HUMAN RIGHTS**

While the condition of slave children is taking much attention by Human Rights Organizations, that of the elderly being mistreated is still not well studied. Abuse of old people is gradually being recognized as a serious social problem. Spouses, children and other relatives abuse older men and women. Surveys suggest that 4-6% experience some form of abuse in the home, but mistreatment in institutions may be more widespread than generally believed.

In Spain we find out, now and then, that senior citizens who live at welfare institutions follow miserable conditions, even suffer hunger or do not receive the medication prescribed to them. In cultures where women have inferior social status, older women are at risk of being abandoned when they are widowed and having their property seized. In other cases, a woman may be used like a slave.

Mara, a woman from India, answered to an interviewer that she was now happy and enjoyed spending her days alone. She missed nobody after years of being abused by her husband and her elder son, who had recently abandoned her. She had been diagnosed a terminal disease and they did not want to spend money or time on her medical treatment.

**QUESTIONS**

**1. Read the text and, according to it, answer the questions. Use your own words. Answers will be assessed from 0 to 1 each (3 as a whole).**

- a) Where are the elderly mistreated?
- b) What specific abuses affect women?
- c) Why has Mara been abused?

**2. Transform or complete the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (2 as a whole).**

- a) Complete: *Mistreatment of the elderly seems to have been less...*
- b) Put into the passive: *We think that around five percent of older men and women experience some form of abuse in the home.* Begin: *Around five percent of older men and women .....*
- c) Make these sentences into one: *I never saw Mara again. I guessed she was hidden in the house and probably very sick. I called the doctor and explained the situation.*
- d) Write a question for which the underlined words are the answer: *She was abused by her husband and son.*

**3. Find a synonym in the text for each of the words below. 0 to 0.25 each (1 as a whole).**

- a) increasingly      b) acknowledged      c) lower      d) peril

**4. Write about one of the following topics, between 80-120 words (0-4 marks).**

- a) The elderly and their living conditions in Spain.
- b) Mistreatment in family relationships as a social problem in Spain.



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**TEXT**

**THE SPREAD OF ENGLISH**

The cross-cultural spread of English is unprecedented in many ways. It is more widely used than any of the other colonial languages like French, Portuguese or Spanish as it is the international one. It even has a wider use than some of the languages associated with international non-Western religious traditions, like Arabic or Sanskrit.

Its global stature is backed up by massive English-language training programmes, an international business that in textbooks, language courses, video programmes and computerized instruction is worth hundreds of millions of pounds or dollars to the economies of the US and the UK. The English language is now one of Britain's most reliable exports. It is an ideal British product, needing no workers and no work, no assembly lines and no assembly, no spare parts and very little servicing, it is used for the most intimate and the most public services everywhere.

In countries like India, English is used at all levels of society: in local English-language newspapers and broadcasting, in public administration, in university education, in the major industries, the courts and the civil service. Indeed, with nearly 200 languages, India needs English to unify the country. As some people state: "more Indians speak English and write English than in England itself".

**QUESTIONS**

**1. Read the text and, according to it, answer the questions. Use your own words. Answers will be assessed from 0 to 1 (3 as a whole).**

- a) Why is English more important than other colonial languages?
- b) What kind of product is the English language in Britain?
- c) Why is English so important in India?

**2. Transform or complete the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (2 as a whole).**

- a) Complete: *If we had to learn another language ...*
- b) Put into the passive: *India needs English to unify the country.*
- c) Write a question for which the underlined words are the answer: *The English language is a good source of money for UK and USA.*
- d) Transform into reported speech: *Dr Robert Smith said: "any literate, educated person on the face of the globe is deprived if he does not know English."* Begin with: *Dr Robert Smith remarked ...*

**3. Find a synonym in the text for each of the words below. 0 to 0.25 each answer (1 as a whole).**

- a) growth                      b) extraordinary                      c) supported                      d) main

**4. Write about one of the following topics, between 80-120 words (0-4 marks).**

- a) English and Spanish in the world.
- b) What do you think about the use of English as a global language?



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**LIVING THE WIRELESS LIFESTYLE**

Chika Matsumoto rarely puts her cell phone down, even when she's hanging out with friends at a hamburger shop or soaking in the bathtub. The seventeen-year-old high-school student is constantly sending text messages to her friends. "I want to be aware of what's going on with my friends and not to be left out," she says. Her mother wonders: is this an addiction? It seems to her that teenagers can no longer relate to one another except through their phones.

Getting a phone call or a text message implies an importance – it boosts the receiver's self-esteem and self-worth. But the average conversation lasts two-and-a-half to three minutes. Surely many could be postponed or forgotten. How valuable is all this chitchat? What's more, the cell-phone craze has moved from an emphasis on voice to one on data. People so devoted to staying interconnected are kept in a perpetual state of anxiety, because they may have missed some significant memo, bit of news or gossip. Teenagers used to get together and move around. These days they are immobile and, while they are texting, they are both stimulated and tense. Perhaps the worst effect of this mobile frenzy for youngsters is the fact that they are missing out on natural, real communication and not learning how to socialise normally. After all, 55 per cent of communication is body language and they can't get that in a text message.

**QUESTIONS**

**1. Read the text and, according to it, answer the questions. Use your own words. Answers will be assessed from 0 to 1 (3 as a whole).**

- How does Chika's mother feel about her daughter using a cell phone?
- What makes cell phones so attractive to people?
- Why is the use of cell phones considered unhealthy for young people?

**2. Transform or complete the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (2 as a whole).**

- Transform into reported speech: "I want to be aware of what's going on with my friends." Begin: Chika Matsumoto said that ...
- Complete: I would get a mobile phone if ...
- Write a question for which the underlined words are the answer: *The average conversation lasts a couple of minutes.*
- Rewrite the sentences inserting the appropriate form of the verb in brackets:  
*About thirty years ago people \_\_\_\_\_ (be) fascinated by television. People nowadays \_\_\_\_\_ (be) much more interested in computers.*

**3. Find a synonym in the text for each of the words below. 0 to 0.25 each answer (1 as a whole).**

- a) conscious                      b) excluded                      c) increases                      d) ordinary

**4. Write about one of the following topics, between 80-120 words (0-4 marks).**

- How useful is technology in your daily life?
- How do you spend your free time with your friends?



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**INGLÉS**  
Nuevo currículo

**TEXT**

**CONSERVATION UNDER THREAT**

These are dangerous times for conservationists in the Galapagos Islands. Last week 30 scientists were held hostage by angry fishermen demanding the right to use semi-industrial techniques in the protected waters around the archipelago. They blocked roads and burned tyres. Ecuador's government quickly promised to set up a committee, on which the fishermen have many allies, to study their claims.

Unless reversed, this decision would have "very serious" implications for conservation, says Sylvia Harcourt of the Charles Darwin Foundation, which runs a research station on the islands. Since 1998, when Ecuador declared the Galapagos to be a marine reserve, decisions about its management have been made by a committee on which conservation bodies, tourist firms, government ministries and fishermen are all represented. The aim is to strike a balance between conservation and development.

This arrangement was supposed to put an end to years of confrontation. Ecuador's president, Lucio Gutiérrez, seemed to have decided to scrap the reserve's decision-making system. In February he yielded to a demand by tour firms to operate more freely on the islands. Will he now have second thoughts? On March 3<sup>rd</sup>, the environment minister resigned over the fishing row. Hitherto, the Galapagos has been one of Latin America's better-preserved nature reserves. To remain so, it needs some protection from Ecuador's politics.

**QUESTIONS**

1. Read the text and, according to it, answer the questions. Use your own words. Answers will be assessed from 0 to 1 each (**3 as a whole**).
  - a) Why did fishermen block roads and burn tyres?
  - b) What is the target of the committee which manages the Galapagos?
  - c) What is Mr Gutiérrez's position?
2. Transform or complete the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (**2 as a whole**).
  - a) Join the two sentences by means of a relative pronoun: *Ecuador's government has set up a committee. It promised to study the claims.*
  - b) Put into reported speech: *"This decision would have very serious implications."* Begin: *Sylvia Harcourt said...*
  - c) Write a question to which the following words are the answer: *Ecuador 's president, Lucio Gutiérrez.*
  - d) Put into the passive: *The reserve needs some protection.*
3. Find a synonym in the text for each of the words below. 0 to 0.25 each answer (**1 as a whole**).
  - a) risky
  - b) obstructed
  - c) target
  - d) gave up
4. Write about one of the following topics, between 70-100 words (**0-4 marks**).
  - a) Is Spanish environment well-preserved?
  - b) Write about any nature reserve you have visited.



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**Nuevo currículo**

**TEXT**

**SPAIN'S WATER WARS**

“I will not send a single drop of water from the Ebro,” said Pasquall Maragall, before November’s Catalan elections. Now, Mr Maragall hopes to “paralyse” the Spanish government’s plan to move water from north to south.

The government has condemned Mr Maragall’s stance as “unpatriotic.” Last month the Spanish government formally requested European Union finance to meet a third of the €15,000m cost of the whole project. It claimed a victory when the European Commission conditionally approved €80m to pay for a part of it. Mr Aznar has called the plan “an act of solidarity” between Spain’s regions.

The water balance between the wet north, where a third of Spain’s rain falls, and the dry south, where 60% of the land is semi-arid, continues to inflame passions. Critics say the entire plan is outmoded and designed to benefit the government’s business friends. They claim it will cost twice as much to transport the water as it would to produce more water through desalination. Greens say it will destroy the Ebro delta wetlands. The government of Aragon supports the Catalans, calling the project a “method to rob the poor to feed the rich.”

**Glossary:** stance = postura

**QUESTIONS**

1. Read de text and answer the questions about it. Use your own words. Your answers will be assessed from 0 to 1 each (**3 as a whole**).
  - a) What is Mr Maragall’s attitude towards the government’s plan?
  - b) What is an act of solidarity?
  - c) Why was the plan criticized?
2. Transform the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (**2 as a whole**).
  - a) Transform into reported speech: *“I will not send a single drop of water from the Ebro.”*  
Begin: *Mr Maragall said...*
  - b) Transform into passive: *The European Commission conditionally approved €80m.*
  - c) Complete: *If the plan were outmoded...*
  - d) Write a question to which the following words are the answer: *The government of Aragon.*
3. Find one synonym in the text for each of the words below. 0 to 0.25 each (**1 as a whole**).
  - a) demanded
  - b) obsolete
  - c) devastate
  - d) backs
4. Write about one of the following topics, between 70-100 words (**0-4 marks**).
  - a) Why is water so important in our lives?
  - b) How can NGOs (non-governmental organizations) help people?



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**Nuevo currículo**

**TEXT**

**A UNIVERSITY CHALLENGE TO RACISM**

Thinking he was a thief, police shot a young black dentist who had just dropped his girlfriend off a Sao Paulo's international airport on February 3<sup>rd</sup>. That killing haunted a celebration which took place a week later, the opening of Brazil's first college catering mainly to blacks. It "shows the dimension" of the exclusion of black Brazilians from a society that until recently considered itself unusually tolerant, says José Vicente, president of Afrobras, a group that is the moving force behind the school.

Race and racism are both slippery ideas in Brazil. Nearly half the population is non-white if you count people who describe themselves as black or brown. Both groups are poorer than other Brazilians, less well-educated and paid less for the same work. The new school aims to fill the vacuum. Its 200 students are studying management, with a view to finding jobs in the growing markets. Mr Vicente sees them as the nucleus of a new élite that will encourage other blacks to study, earn and lead the struggle for equal rights.

Ignez Bacelar, one of the students, says that most universities are "for young whites with good incomes." She is happy to study with people who understand the obstacles. Just as important, the subsidised tuition will allow her to become the first graduate in her family.

**QUESTIONS**

1. Read the text and according to it, answer the questions. Use your own words. Answers will be assessed from 0 to 1 each (**3 as a whole**).
  - a) What does the opening of Brazil's first college for blacks mean?
  - b) What is the aim of the new school?
  - c) Why are the students taking management degrees?
2. Transform or complete the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (**2 as a whole**).
  - a) Complete: *If both groups were not poorer than other Brazilians...*
  - b) Put into the passive: *The new school will fill the vacuum.*
  - c) Write a question to which the answer is: *For young whites with good incomes.*
  - d) Join the two sentences by means of a relative pronoun: *The subsidised tuition will allow Ignez Bacelar to become a graduate. She is one of the students.*
3. Find a synonym in the text for each of the words below. 0 to 0.25 each answer (**1 as a whole**).
  - a) occupations
  - b) fight
  - c) earnings
  - d) barriers
4. Write about one of the following topics, between 70-100 words (**0-4 marks**).
  - a) Racism in the European Union.
  - b) Is Spain ready to become a multicultural society?



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**INGLÉS**  
**Nuevo currículo**

**TEXT**

**UNNATURAL DISASTER**

The Philippines is accustomed to clearing up after the destruction caused by the dozen or more monsoons that hit the archipelago each summer and autumn. But the island of Luzon is unlikely to recover swiftly from the havoc of last week, when two storms slammed into the coastal areas of Quezon province. The disaster was only partly natural and largely the work of man. Normally, the roots of trees that cover the interior Sierra Madre mountains would absorb the rain. But four decades of logging – much of it illegal – has steadily denuded the island's mountains of trees, so they no longer function as shield or sponge. Instead, they have become powerful delivery systems of floodwater and mud.

When Typhoon Winnie hit the coast last Monday, one resident said: "Houses have been completely swept away and cars and vans have been washed away too." By the time Typhoon Nanmadol had moved away from the coast, at least 640 people were confirmed dead and nearly 400 were missing. Rescue efforts were made almost impossible by blocked roads, washed-out bridges and the storms that succeeded Winnie.

President Gloria Macapagal has suspended all logging and promised severe punishment for lawbreakers, in the face of another reminder of how hazardous it is to fool around with Mother Nature.

**QUESTIONS**

- 1. Read the text and, according to it, answer the questions. Use your own words. Answers will be assessed from 0 to 1 (3 as a whole).**
  - a) Why was this disaster largely due to the work of man?
  - b) What were the consequences of the typhoons?
  - c) Which governmental measures were taken after the disaster?
- 2. Transform or complete the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (2 as a whole).**
  - a) Put into the passive: *President Gloria Macapagal has suspended all logging.*
  - b) Complete: *If the roots of trees had covered the interior Sierra Madre mountains...*
  - c) Write a question to which the underlined words are the answer: *Typhoon Winnie hit the coast last Monday.*
  - d) Transform into reported speech: *"Houses have been completely swept away and cars and vans have been washed away too."* Begin: *One resident said...*
- 3. Find a synonym in the text for each of the words below. 0 to 0.25 each answer (1 as a whole).**
  - a) quickly
  - b) gradually
  - c) followed
  - d) strict
- 4. Write about one of the following topics, between 70-100 words (0-4 marks).**
  - a) A natural disaster you remember.
  - b) What can you do to preserve the environment?



## **TEXT**

### **RUN LIKE THE WIND**

One pertinent question in the wake of the earthquake near Aceh and the tsunami it generated is how much notice of an approaching wave can be given to vulnerable people without the risk of crying “wolf” too often.

Earthquakes themselves are unpredictable, and likely to remain so. But detecting them when they happen is a routine technology. That was not the problem in this case, which was observed by monitoring stations all over the world. Unfortunately for the forecasters, although any powerful submarine earthquake brings the risk of a dangerous tsunami, not all such earthquakes actually result in a big wave, and false alarms cost money and breed cynicism.

Even if you have an effective detection system, though, it is useless if you cannot evacuate a threatened area. Here, speed is of the essence. Computer modelling can help show which areas are likely to be safest, but common sense is often the best guide –run like the wind, away from the sea. Evacuating warnings too, should be easy to give as long as people are awake. Radios are ubiquitous even in most poor places. It is just a matter of having systems in place to tell the radio stations to tell people to run. The problem was that no one did.

## **QUESTIONS**

- 1. Read the text and, according to it, answer the questions. Use your own words. Answers will be assessed from 0 to 1 (3 as a whole).**
  - a) Which is the danger involved in letting people know of a tsunami?
  - b) What is the difference between predicting and detecting an earthquake?
  - c) In the end, why wasn't the area evacuated?
- 2. Transform or complete the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (2 as a whole).**
  - a) Complete: *If people had been evacuated ...*
  - b) Write a question to which the underlined words are the answer: *The submarine earthquake was observed by monitoring stations all over the world.*
  - c) Join the following two sentences by means of a relative pronoun: *Earthquakes are unpredictable. They can cause tsunamis.*
  - d) Put into the passive: *Computer modelling shows the safest areas.* Begin: *The safest areas ...*
- 3. Find a synonym in the text for each of the words below. 0 to 0.25 each answer (1 as a whole).**
  - a) continue
  - b) registered
  - c) efficient
  - d) question
- 4. Write about one of the following topics, between 70-100 words (0-4 marks).**
  - a) Measures to be taken when a catastrophe occurs.
  - b) Risks we take in everyday life.



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**INGLÉS**

**TEXT**

**VOTERS SPLIT OVER NUCLEAR POWER**

Almost half of Britons say no new nuclear power stations should be built in the UK, according to a *The Guardian* poll which comes as ministers consider whether to restart Britain's controversial atomic power programme to meet growing energy demand. The poll finds that neither the pro- nor anti-nuclear lobby can rely on a clear majority of public support.

A review of Britain's energy policies was announced by Tony Blair last month and a report is expected in the summer. Sir David King, the government's chief scientific adviser, told the Commons environmental committee last month: "I do not think that any government could proceed with nuclear new build if there was a sense in which this was unacceptable to the public. Taking the public along is absolutely essential."

The government's decision to look at nuclear energy marks a shift in position from that outlined in a white paper two years ago, which said: "Current economics make it an unattractive option for new, carbon-free generating capacity and there are also important issues of nuclear waste to be resolved." *The Guardian* interviewed 1,004 adults aged 18-plus by telephone between 15 and 18 December 2005.

**QUESTIONS**

**1. Read the text and, according to it, answer the questions. Use your own words. Answers will be assessed from 0 to 1 each (3 as a whole).**

- What is the reason for a review of Britain's energy policies?
- Why is the result of this poll so important?
- What did economics suggest about energy in the past?

**2. Transform or complete the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (2 as a whole).**

- Transform into reported speech: "There are important issues of nuclear waste to be resolved."  
Begin: *A white paper said ...*
- Write a question to which the underlined words are the answer: *A report is expected in the summer.*
- Join the following two sentences by means of a relative pronoun: *Tony Blair announced a review of Britain's energy policies. He is the Prime Minister of the British Government.*
- Transform into passive: *The Guardian interviewed 1,004 adults.*

**3. Find a synonym in the text for each of the words below. 0 to 0.25 each (1 as a whole).**

- carry on
- fundamental
- resolution
- grown ups

**4. Write about one of the following topics, between 70-100 words (0-4 marks).**

- Reasons for and against nuclear energy.
- Which governmental decisions should be submitted to public opinion?



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**INGLÉS**

**TEXT**

**DRIVING**

Emboldened\* by drink, many drivers become convinced they can do things they'd never dream of attempting sober. Some even boast they can handle a car better after a couple of drinks. But Ford has devised a test to prove them wrong – and I agreed to play guinea pig.

While gradually increasing my alcohol intake, I was asked to perform a series of manoeuvres with a Ford Focus to test my dexterity, reaction times and judgement behind the wheel. After just two pints of beer, the effect on my driving was obvious. It was five times less precise. I needed more corrections and hit more cones than before. After two more pints, I was close to the drink-driving limit. My performance continued to deteriorate. What was second nature while sober, required greater and greater concentration.

They stopped the test on safety grounds when I was approximately twice the limit. By this time I was driving the car wildly and erratically, sending half the cones flying. The one area where my performance improved was in braking: it showed that I was hitting the pedal faster and harder as the alcohol increased my self-confidence. Given the rest of the results, however, this offered little reassurance.

\*Emboldened = envalentonados

**QUESTIONS**

**1. Read the text and, according to it, answer the questions. Use your own words. Answers will be assessed from 0 to 1 each (3 as a whole).**

- a) Why did the driver agree to experience the test devised by Ford?
- b) What were the results of alcohol intake?
- c) Why did the driver's performance improve when braking?

**2. Transform or complete the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (2 as a whole).**



- a) Complete: *If the driver hadn't drunk to the drink-driving limit, ...*
- b) Write a question to which the underlined words are the answer: *I was hitting the pedal faster and harder.*
- c) Join the following two sentences by means of a relative pronoun: *My performance continued to deteriorate. It was fuelled by overconfidence.*
- d) Transform into passive: *They stopped the test on safety grounds.*

**3. Find a synonym in the text for each of the words below. 0 to 0.25 each (1 as a whole).**

- a) trying
- b) response
- c) evident
- d) indicated

**4. Write about one of the following topics, between 70-100 words (0-4 marks).**

- a) The pernicious effects of drinking alcohol when driving a vehicle.
- b) The limits of smoking and drinking alcohol as "socializing" activities.

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### **Parte primera: Comprensión**

3 preguntas de comprensión del texto: de 0 a 3 puntos en total. Cada una de las tres preguntas se valorará de 0 a 1 punto, dando hasta 0,5 por la comprensión y hasta 0,5 por la expresión. Se exigen frases completas y, en la medida de lo posible, que se evite la repetición del texto.

### **Parte segunda: Morfosintaxis**

4 preguntas gramaticales de 0 a 2 puntos en total. Cada una de las cuatro preguntas se valorará de 0 a 0,5. Un pequeño error no necesariamente invalida la respuesta, sino que se puede rebajar a 0,25, por ejemplo.

### **Parte tercera: Léxico**

4 preguntas relacionadas con el texto: 0 a 1 punto en total. Cada pregunta vale 0,25.

### **Parte Cuarta: Composición**

Desarrollo de un tema en relación con el texto (70 a 100 palabras) a elegir entre dos propuestos (sólo debe desarrollarse uno): 0 a 4 puntos.

Esos 4 puntos se obtienen de la siguiente forma:

0,5 si se ajusta al número de palabras. (En caso de notable insuficiencia se penalizará además de acuerdo con el número de palabras que falten. El exceso no debe penalizarse cuando se observe que el alumno ha utilizado alguna palabra más para concluir el tema de manera coherente). Se puntúa de 0 a 0,5 la corrección ortográfica; de 0 a 1 por la corrección gramatical; de 0 a 1 por la riqueza léxica y de 0 a 1 por la coherencia, cohesión, madurez y ajuste al tema (4 puntos en total).

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## TEXT

### EMIGRATION

When the British discuss migration, they usually mean foreigners coming to take their jobs and council flats. Much less notice is taken of the increasing stream of people heading the other way. That is partly because no one really knows how many Britons live abroad. Last December the Institute for Public Policy Research (IPPR) published a report that tried to fill the statistical hole. Almost 200,000 Britons left the country last year with no plans to return, and 5.5m now make their home abroad, it said.

Most of the escapees are not sunseeking tourists; two-thirds of those that go are workers. Six of the top ten destinations are English-speaking and the rest are all in Europe. Australia, Spain and America have attracted the most. Why do people leave? Better jobs and a better life, say most of those who have already gone, and a quarter of those are still flirting with the high cost of living in Britain. Expensive housing is another reason: it enables home owners to sell up and buy a bigger place abroad, and push the young and houseless to consider a move.

Although emigration may be getting more popular, it is also becoming harder. "The technical requirements for getting into many countries are getting tougher," says Richard Gregan, boss of Overseas Emigration, a firm that helps British folk move overseas.

## QUESTIONS

**1. Read the text and, according to it, answer the questions. Use your own words. Your answers will be assessed from 0 to 1 each (3 as a whole).**

- a) What do the British mean by "migration"?
- b) What "statistical hole" is the text referring to?
- c) Why is housing one of the main reasons for moving abroad?

**2. Transform the following sentences according to the instructions. Answers will be assessed from 0 to 0.5 each (2 as a whole).**

- a) Rewrite these sentences inserting the appropriate form of the verbs in brackets:  
*In recent years there ..... (be) an increasing number of British tourists ..... (look for) better weather conditions.*
- b) Make these sentences into one: *Exchange programmes are encouraged by Universities. Students have the opportunity to study abroad with exchange programmes.*
- c) Complete: *If people were offered cheaper houses...*
- d) Put into the passive: *Overseas Emigration helps British folk move overseas.*

**3. Find one synonym in the text for each of the words below. 0 to 0.25 each answer (1 as a whole).**

- a) flow      b) proprietor      c) stricter      d) company

**4. Write about one of the following topics, between 70-100 (0-4 marks).**

- a) Spain: a new multicultural society.
- b) Living abroad as a way to enlarge your experience.



**Pruebas de Acceso a las  
Universidades  
de Castilla y León**

**INGLÉS**

**Texto para  
los Alumnos  
  
1 página**

**TEXT**

**HALLOWEEN**

Halloween, also called All Hallows' Evening is the eve of All Saints' Day, October 31st. In ancient Britain and Ireland, a Celtic festival was held at the end of the summer with huge bonfires set on hilltops to frighten away evil spirits. The date was connected with the return of herds from pastures. The souls of the dead were supposed to revisit their homes on this day, and the autumnal festival acquired sinister significance, with ghosts, witches, hobgoblins, black cats, fairies, and demons of all kinds roaming about.

But Halloween was also thought to be the most favourable time for divinations concerning marriage, luck, health and death. It was the only day of the whole year on which the help of the devil was invoked for such purposes.

Gradually, Halloween has become a secular observance, and many customs and practices have derived into commercial motives such as ghost disguises, pumpkins of all sizes, and plastic witches that are sold at department stores and small shops everywhere. Our consumer society has appropriated the traditional motives of Halloween, very much like it did with Christmas traditions, and turned them into designs for the decoration of homes. Children have been used as potential consumers of all these objects by society.

**QUESTIONS**

**1. Read the text and, according to it, answer the questions. Use your own words. Your answers will be assessed 0 to 1 each (3 as a whole).**

- a) Explain the origin of the celebration of Halloween
- b) How was divination connected to Halloween?
- c) How does the consumer society make use of Halloween tradition?

**2. Transform the following sentences according to the instructions. Answers will be assessed 0 to 0.5 each (2 as a whole).**

- a) Transform into reported speech: "I have always felt great when I put on my clown disguise." Begin: *Joss said...*
- b) Transform this sentence into the active: *Children have been used as potential consumers of all these objects by society.*
- c) Complete: *If I were to organise a Halloween party...*
- d) Join the following sentences into one: *I have been to Rio and Carnival celebrations were just fantastic. I had read a lot about it before travelling there. I should have gone years ago.* Begin: *I should...*

**3. Find one synonym in the text for each of the words below. 0 to 0.25 each (1 as a whole).**

- a) phantom      b) size      c) seized      d) regarding

**4. Write about one of the following topics, use 70-100 words (0-4 marks).**

- a) In Spain, would you rather celebrate Halloween or Carnival, and why.
- b) Do you like disguising? How do you feel when transformed into another character?