

INSTRUCCIONES GENERALES Y CALIFICACIÓN

Después de leer atentamente el examen, responda de la siguiente forma:

- elija un texto A o B y conteste EN INGLÉS a las preguntas 1, 2, 3 y 4 asociadas al texto elegido.
- responda EN INGLÉS una pregunta a elegir entre las preguntas A.5 o B.5.

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1, 2 y 4 asociadas al texto elegido se calificarán sobre 2 puntos cada una, la pregunta 3 asociada al texto elegido sobre 1 punto y la pregunta elegida entre A.5 o B.5 sobre 3 puntos.

TEXTO A

The Next 007 Villain

Daniel Craig is an English-American actor who gained international fame playing 007, the secret agent James Bond in the movie series. As the search begins for the next James Bond, the producers Wilson and Broccoli have given us some more insight into how they select the candidates. One vital criteria? The villain.

In an interview with *The Hollywood Reporter*, the Bond producers indicated that casting an antagonist first is useful for figuring out who could replace Daniel Craig. "We always sit down with our writers, and we start by thinking about what the world is afraid of, then we decide who the Bond villain is". That inverted casting process isn't so incredible. Bond villains are just as important as the agent himself, as their dynamics tend to dictate the tone of the films. Recent Bond villains have come in all shapes and sizes, ranging from the mysterious type to the technological hacking skills.

We've also already heard that casting 007 is a difficult mission in itself because of the lengthy commitment. Broccoli and Wilson noted that they are looking for an actor who is willing to commit to at least a decade of being Bond. "The time commitment is certainly a long-term obligation, and not everybody is willing to do that. Daniel's done 16 years' time," the producer said. "Any actor that would be thinking about this has got to think about how it would change their life," Broccoli added. "Daniel certainly had doubts when we first approached him and his life changed, but he did not change." Craig was in his late 30s when he accepted – perhaps the next Bond will be even younger. Instead of predicting the next Bond, should we get our brains on and consider who would make a good rival?

Adapted from "James Bond producers have revealed how they're casting the next 007 villain," *GQ Magazine*, September 23, 2022. <<https://www.gq-magazine.co.uk/culture/article/casting-criteria-james-bond-villain>>

TEXTO A

QUESTIONS

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

- a) Villains in Bond Films are less relevant than the agent.
- b) Daniel was hesitant at the beginning when he was offered the role.

(Puntuación máxima: **2 puntos**)

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

- a) What first steps do Bond producers take to choose the villain?
- b) What two things should an actor consider before accepting the role of James Bond?

(Puntuación máxima: **2 puntos**)

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

- a) choose (paragraph 1)
- b) key (paragraph 1)
- c) abilities (paragraph 2)
- d) challenging (paragraph 3)

(Puntuación máxima: **1 punto**)

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

- a) If she _____ (tell) you that it was a romantic movie, you _____ (not / buy) the cinema tickets.
- b) Disney has received a total of 135 Academy awards _____ 1929. Of these, 32 _____ (win) by Walt Disney before he died.
- c) Spies, _____ usually work for Intelligence Agencies, depend _____ technological devices.
- d) **Complete the following sentence to report what was said.**

“Do you want to meet me at the shopping centre?”

Michael asked me _____.

(Puntuación máxima: **2 puntos**)

A.5.- Write about 150 to 200 words on the following topic.

Do you think that becoming a celebrity is easy nowadays? Give reasons to support your opinion.

(Puntuación máxima: **3 puntos**)

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TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1, 2 y 4 asociadas al texto elegido se calificarán sobre 2 puntos cada una, la pregunta 3 asociada al texto elegido sobre 1 punto y la pregunta elegida entre A.5 o B.5 sobre 3 puntos.

TEXTO B

Hacker's Attack

Around 9 pm on Monday 23 November 2020, the IT manager for a school in central London received a text message from a colleague, saying the school's website was down. He tried logging on but couldn't. He first thought he had forgotten the password. After several attempts, he realised that he was locked out.

The IT manager, Matthew (he asked us not to use his last name), works in a central London neighbourhood inhabited by poor families whose children attend a small, publicly funded school. It has about 150 students aged between five and 10, many of them on free school meals. On a reduced budget, in a Victorian building that's showing its age, teachers track the students' progress by photographing them as they learn how to hold a pencil, draw a picture or write their name. The snapshots and other progress reports are uploaded to a server, a powerful computer that processes data and provides services for other devices used around the school.

Matthew, an affable Englishman in his early 40s, has guarded this valuable data on every child's learning since 2016. Although the school can only afford to pay him a few thousand pounds a year as a contractor, he is devoted to its people and mission. When he found he couldn't access the website, he was desperate.

To his horror, he realised that the school had been hit by a ransomware attack – one of the world's most pervasive and fastest-growing cybercrimes. Ransomware penetrates computers and makes files inaccessible without the right decryption key. The hackers then demand a high price for the password that can unlock the information.

Adapted from "Ransomware hunters: the self-taught tech geniuses fighting cybercrime," *The Guardian*, October 4, 2022. <<https://www.theguardian.com/technology/2022/oct/04/ransomware-hunters-the-self-taught-tech-geniuses-fighting-cybercrime> >

TEXTO B

QUESTIONS

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

- a) Matthew is loyal to the school because he is very well paid.
- b) After a ransomware attack, people have to pay if they want to recover their files.

(Puntuación máxima: **2 puntos**)

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

- b) Why do the teachers take photos?
- a) What did Matthew do as soon as he received the text message?

(Puntuación máxima: **2 puntos**)

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

- a) limited (paragraph 2)
- b) priceless (paragraph 3)
- c) found out (paragraph 4)
- d) unavailable (paragraph 4)

(Puntuación máxima: **1 punto**)

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

- a) Hackers commonly target those users _____ have been connected _____ long periods of time.
- b) You are not usually aware _____ the virus entering your computer because it _____ (secret) infects it.
- c) Computers _____ (consider) one of _____ (useful) devices nowadays.
- d) Attackers _____ (grow) creative over the years by _____ (require) payments that are nearly impossible to trace.

(Puntuación máxima: **2 puntos**)

B.5.- Write about 150 to 200 words on the following topic.

Should mobile phones be allowed without restriction at school? Justify your opinion.

(Puntuación máxima: **3 puntos**)

INGLÉS

CRITERIOS ESPECÍFICOS DE CORRECCIÓN Y CALIFICACIÓN

El ejercicio incluirá cinco preguntas, pudiendo obtenerse por la suma de todas ellas una puntuación máxima de 10 puntos. Junto a cada pregunta se especifica la puntuación máxima otorgada. La valoración y los objetivos de cada una de estas preguntas son los siguientes:

Pregunta 1: Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El estudiante 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 estudiante 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 y ortográfica de la respuesta.

Pregunta 3: Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El estudiante demostrará esta capacidad localizando en el párrafo 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 pretende comprobar los conocimientos gramaticales del estudiante, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el estudiante deberá completar o 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 redacción, de 150 a 200 palabras, en la que el estudiante podrá demostrar su capacidad para expresarse libremente en inglés. 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. Para corregir esta redacción se utilizará la siguiente rúbrica de evaluación:

Puntuación: de 0 – 3

Cada apartado se valorará entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de "Excelente" (con la nota máxima de 0,5) o de "Deficiente" (con la nota mínima de 0).

	Excelente	Nota	Deficiente
CONTENIDO	El mensaje es claro, preciso y coherente, con ideas interesantes, que se atienden al tema propuesto. Se sigue el requisito de extensión mínima.	---/0,5	El mensaje es demasiado confuso, ambiguo o incoherente, con ideas irrelevantes o repetitivas. No se sigue el requisito de extensión mínima.
	Se muestra capacidad para desarrollar un punto de vista personal, con opiniones originales. Las ideas se ilustran de forma adecuada.	---/0,5	Es difícil distinguir la postura personal del autor. Se incluyen generalidades sin fundamento, porque no se aportan datos o ejemplos que ilustren las ideas expuestas.
	Se emplean conectores de forma efectiva y variada.	---/0,5	Faltan conectores adecuados y se acusa una falta de transiciones temáticas lógicas.
FORMA	No hay errores importantes de gramática	---/0,5	Hay errores graves de gramática
	No muestra limitaciones en el uso del vocabulario que utiliza.	---/0,5	Hay errores graves de léxico.
	No hay errores importantes de ortografía y/o puntuación.	-- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
Total		--- / 3	

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO A - SUGGESTED ANSWERS

Question A.1

a) **FALSE:** "Bond villains are just as important as the agent himself, as their dynamics tend to dictate the tone of the films."

b) **TRUE:** "Daniel certainly had doubts when we first approached him and his life changed, but he did not change."

Question A.2

a) The producers have a meeting with the writers and consider what people fear in order to select the antagonist.

b) The actor ought to have in mind that he needs to make sure he will be available for over 10 years and that his life may be drastically affected.

Question A.3

a) select

b) vital

c) skills

d) difficult

Question A.4

a) had told ----- would not have bought

b) since ----- were won

c) who ----- on

d) Michael asked me if / whether I wanted / want to meet him at the shopping centre.

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

a) **FALSE:** "Although the school can only afford to pay him a few thousand pounds a year as a contractor, he is devoted to its people and mission."

b) **TRUE:** "The hackers then demand a high price for the password that can unlock the information."

Question B.2

Key ideas

b) The teachers take photos because they are a record of the students' performance in their learning process.

a) He tried to use his computer but realized he couldn't. He assumed he did not remember the password correctly. After several tries, he noticed he had been blocked.

Question B.3

a) reduced

b) valuable

c) realised

d) inaccessible

Question B.4

a) who / that ----- for / over

b) of ----- secretly

c) are considered ----- the most useful

d) have grown / have been growing ----- requiring