



PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 10 de septiembre (ORDEN EDU/468/2010, de 7 de abril, B.O.C. y L. 16 de abril)
PARTE COMÚN. OPCIÓN: TODAS

DATOS DEL ASPIRANTE	CALIFICACIÓN
APELLIDOS: NOMBRE: DNI: CENTRO EDUCATIVO:	

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS

AFRICANS FEEL RESPONSIBLE FOR CLIMATE CHANGE

According to a recent report, many Africans criticize themselves for climate change, but fossil fuel emissions there are less than 4% of the global total. The report suggests that problems with climate change are similar to those connected to HIV and AIDS: people don't have important information. This happened too in the early days of HIV/AIDS when ignorance helped the rapid proliferation of the infection.

It is a well-known fact that those who did the least to cause climate change are the ones to suffer the most from it. However, the report indicates that this message hasn't permeated many of those who experience the worst consequences of rising temperatures across the continent.

After discussing what Africans really know and understand about the climate, in the end they found that what people call "weather" is changing and affecting lives. Many people did not connect these changes with global causes such as emissions of carbon dioxide. Instead they tend to censure themselves or their neighbours for local environmental degradation. Some see the changes as a form of divine punishment.

Researcher Anna Godfrey says this religious perspective could help in climate education, "One of the big obstacles is language, with many people not understanding the terminology of climate change. Often there are no words for these concepts in local languages."

Adapted from the BBC

1. A) Read the text and answer the questions.

- a) How high are fossil fuel emissions in Africa?
- b) What is affecting people's lives in Africa?
- c) In many Africans' opinion, who is degrading the atmosphere?

1. B) Read the text again and decide if the statements are true or false.

- a) Most Africans feel guilty about climate change.
- b) The people who are going to suffer most the climate change are the ones who caused it in the beginning.
- c) AIDS initially spread faster because people were not aware of the risks.
- d) African languages have precise words to indicate climate change.



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

2. Find words in the text that mean the same.

- a) paragraph 1: accuse
- b) paragraph 1: first
- c) paragraph 3: link
- d) paragraph 4: view
- e) paragraph 4: barrier

3. Rewrite the sentences using the words given.

- a) *Ignorance helped the rapid spread of the infection.*
The rapid by ignorance.
- b) *Anna Godfrey says, "There are no words for these concepts in local languages."*
Anna Godfrey says that...
- c) *Western countries pollute the environment and they suffer the consequences.*
If Western countries didn't ...
- d) *They censure themselves or their neighbours for local environmental degradation.*
They censure both ... for local environmental degradation.
- e) *After discussing about it, they found that the weather is changing lives.*
Before discussed about it.
- f) *There are no words for these concepts in local languages.*
Local languages don't ...

4. Write a composition of 70–100 words on one of the following topics.

- a) How can we change our lifestyle to fight climate change?
- b) Advantages and disadvantages of renewable energies (solar and wind power...).



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CRITERIOS DE EVALUACIÓN Y CALIFICACIÓN

- ◆ Con esta prueba se pretende evaluar la capacidad de comprensión y expresión escrita en inglés.
- ◆ El conjunto de la prueba tendrá un valor máximo de **10 puntos** distribuidos de la siguiente manera:
 - PRIMERA PREGUNTA: **3 puntos**. Evaluar la capacidad de comprensión y de expresión. Debe tenerse en cuenta la adecuación de las respuestas al contenido del texto.
 1. A) **2 puntos**. El apartado a) tendrá un valor de 0,8 puntos, y los apartados b) y c) tendrán un valor de 0,60 puntos cada uno.
 1. B) **1 punto**. Cada apartado tendrá un valor de 0,25 puntos.
 - SEGUNDA PREGUNTA: **1 punto**. Cada apartado tendrá un valor de 0,20 puntos. Comprobar los conocimientos de vocabulario.
 - TERCERA PREGUNTA: **3 puntos**. Cada apartado tendrá un valor de 0,50 puntos. Evaluar conocimientos de gramática.
 - CUARTA PREGUNTA. La puntuación máxima es de **3 puntos**, 1 punto para la corrección gramatical y ortográfica, 1 punto para la riqueza léxica y adecuación del vocabulario y 1 punto para coherencia y adecuación al tema.
Evaluar la madurez en la expresión, la corrección ortográfica, morfológica y sintáctica.