



Proba de

Código

CSPE140

Inglés (LS)

Control

Poña aquí a etiqueta
de control do exame

(código só en letras)

Inglés (LS)



1. Formato da proba

Formato

A proba componse de dúas partes:

- A primeira parte consta dun texto de varias liñas, seguido de tres preguntas distribuídas así:
 - Pregunta 1: dúas cuestións sobre comprensión do texto.
 - Pregunta 2: dúas cuestións de transformación gramatical.
 - Pregunta 3: de redacción.
- A segunda parte está formada por doce cuestións tipo test. Danse tres respostas posibles a cada cuestión e só unha delas é correcta.

Puntuación

- Primeira parte: 0'50 puntos cada cuestión nas dúas primeiras preguntas; 2'00 puntos a terceira pregunta. Total: 4'00 puntos.
- Segunda parte: 0'50 puntos cada cuestión tipo test, por cada resposta incorrecta descontáranse 0'125 puntos. Total: 6'00 puntos.

Duración

- Este exercicio terá unha duración de 40 minutos.
- Tempo estimado para responder:
 - Pregunta 1: dez minutos.
 - Pregunta 2: cinco minutos.
 - Pregunta 3: quince minutos.
 - Cuestións tipo test: dez minutos.

Materiais e instrumentos que se poden empregar durante a proba

- Bolígrafo con tinta negra ou azul.

Advertencias para o alumnado

- Os exames non deben levar ningún tipo de marca nin texto que poidan identificar a persoa candidata.



2. Exercicio

Primeira parte

Read the text below and then answer the questions in English

Contrary to popular belief, the sign language used by the deaf community is not universal. Sign language exists in different forms, similarly to how there are different languages throughout the world. American Sign Language, or ASL, is a language capable of expressing a range of emotions and ideas, just like any spoken language. ASL is the dominant form of sign language found in the United States and parts of Canada.

As long as there have been deaf Americans, some sort of ASL has existed. ASL was developed and expanded upon by the deaf Americans themselves and was standardized by Gallaudet University in Washington DC. Its standardisation grew out of the necessity for a better form of communication. Prior to the standardisation of ASL, deaf children were forced to learn lip reading and vocalisation. Signing of any form was considered 'abnormal' and was therefore forbidden if the deaf children were to fit into society.

Unfortunately, lip shapes are often extremely similar. The similarity in words while lip reading created an extreme obstacle to communication so sign language uses a combination of spelled words, natural gestures and created motions. Finger spelling is only used in the instances of people's names, the names of places, brand names and titles of books, movies, plays, etc

An important aspect to ASL is facial expression. The position of one's eyebrows, whether one is nodding or shaking one's head and one's lip shape can change the meaning of a signed word. Likewise, the position of one's body and hands can also change a word's meaning.

In recent years, deaf people have become considered part of the group called the 'hearing impaired'. Historically speaking, the deaf have often been treated like children and animals. Times have since changed and the people of the deaf community are beginning to receive better education and better jobs.

“American Sign Language and the American Deaf Community”, by Mikey the Humming Mouse.

Edited by The Cheese in 2001 (adapted).

1. Answer the following questions about the text:

- a) What was the problem with lip reading?

- b) Is ASL the only sign language?



2. Complete the following sentences using information contained in the text:

- a) A word's meaning by the position of one's body and hands.

- b) Gallaudet University ASL.

3. In your opinion, what could society do to help deaf people? (60 words minimum)



Segunda parte

Marque a resposta correcta en cada caso.

Marque la respuesta correcta en cada caso.

4. I was walking along the street when suddenly a boy _____ my handbag.

- A stealed
- B stole
- C was stealing

5. How _____ money have you got?

- A much
- B many
- C a lot

6. If you don't study you _____ your exams.

- A will fail
- B failed
- C would fail

7. She wanted him _____ her with the housework.

- A to help
- B to helping
- C helps

8. My classmate, _____ is a very good student, broke his leg yesterday.

- A whose
- B which
- C who

9. A _____ go out a lot at night but now I prefer to stay at home.

- A use to
- B used to
- C did used to



10. “What time is it?” She asked me what _____

- A** time it was
- B** was the time
- C** time is it

11. Mary never travels by plane because she is scared of _____

- A** To fly
- B** Flying
- C** Flies

12. He asked her _____

- A** where she lived
- B** where did she live
- C** where lived her

13. A new sports centre _____ by the council in a few years.

- A** will build
- B** is built
- C** will be built

14. You are getting very fat. You _____ do more exercise.

- A** doesn't have
- B** should
- C** mustn't

15. I am tired. I _____ all afternoon.

- A** works
- B** have been working
- C** had worked



3. Solución para as preguntas tipo test

Nº	A	B	C	
1	Cuestión 1			
2	Cuestión 2			
3	Cuestión 3			
4		X		
5	X			
6	X			
7	X			
8			X	
9		X		
10	X			
11		X		
12	X			
13			X	
14		X		
15		X		

Nº de respostas correctas (C)	
Nº de respostas incorrectas (Z)	
Puntuación test = $C \times 0'5 - Z \times 0'125$	
Puntuación cuestión 1 (C1)	
Puntuación cuestión 2 (C2)	
Puntuación cuestión 3 (C3)	
Puntuación total = test + C1 + C2 + C3	

Nas preguntas de test, por cada resposta incorrecta descontaranse 0'125 puntos. As respostas en branco non descontarán puntuación.



4. Solución para as preguntas que non son de tipo test

Pregunta 1

Solución

- a) Lip shapes are often similar and similarity in words while lip reading created an extreme obstacle to communication
- b) ASL is not universal. Sign language exists in different forms, similarly to how there are different languages throughout the world.

Pregunta 2

Solución

- a) can be also changed
- b) standardized

Pregunta 3

- Terase en conta a comprensión, a expresión e a corrección na escrita. A persoa correctora ha valorar se o candidato ou a candidata son quen de se comunicaren de xeito efectivo, de modo que respondan coherentemente, cunha ordenación lóxica na exposición de ideas, achegando variedade no uso do vocabulario, ao tempo que empregan unha expresión gramatical correcta nas respostas, de maneira que o lector obteña unha mensaxe adecuada á finalidade da composición.
- Penalizaranse:
 - Erros básicos ortográficos e gramaticais: ata 1'00 punto.
 - Erros na estrutura das oracións: ata 0'25 puntos.
 - Transcricións literais de fragmentos do texto: ata 0'25 puntos.
 - Uso reiterativo de palabras ou estruturas, sen uso de parágrafos: ata 0'25 puntos.
 - Efecto negativo e confuso na mensaxe: ata 0'25 puntos.