



**PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR DE FORMACIÓN PROFESIONAL Y
ENSEÑANZAS DEPORTIVAS DE GRADO SUPERIOR O FORMACIONES DEPORTIVAS DE NIVEL III
Convocatoria de 27 de junio (ORDEN EDU/340/2012, de 17 de mayo, B.O.C. y L. 22 de mayo)
PARTE COMÚN. OPCIÓN: TODAS**

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

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS

Reading

Dear Students,

- I Students often tell me that they study very hard for a test and still fail or get a low mark. The problem may be that they don't study properly.
- II Different people learn in different ways. I realised this when I asked several students to describe the same room. I was surprised by the variety of answers I got. One student described the room by telling me what he saw in it. Another student told me how things in the room felt and smelled, while a third student told me about the sounds he heard. In other words, each student used different senses to describe the room.
- III Students should use their senses when they study for tests as well. Those who learn best by using the sense of sight should write things down. In that way they will be able to see them in their mind. Students who learn by hearing should use a tape recorder whenever they can. And those who learn through the senses of touch, taste and smell could draw different shapes around things and try to remember how they feel. Markers with special smells -like lemon and grape- might also help.
- IV Remember that we are all different - and good luck, whatever you try!

Yours sincerely,
María González
English Teacher

1.a) Answer the questions using complete sentences.

- Who did the teacher write this letter to?

- Why does she think that students sometimes get low marks?

1.b) The underlined words refer to other words or phrases in the text. Say which.

- this: _____

- those: _____



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EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

2. Find words in the text that mean:

- don't succeed (I): _____
- ought to (III): _____
- became aware of (II): _____
- forms, figures (III): _____

3. Grammar.

- Turn into the passive: They have published a new dictionary.

- Join these sentences with a relative pronoun: On Tuesday we arrived in Rome. It is a beautiful city.

- Complete this conditional sentence with the correct form of the verb in brackets.

They would have arrived sooner if they _____ (take) a different route.

- Write this sentence in reported speech: The boy said, "I haven't finished my homework yet".

- Write a question for the underlined words: She has to study hard because she has got an exam.

- Rewrite this sentence using the word in brackets so that it has the same meaning.
It is illegal to drive without a licence (mustn't).

4. Writing: write about one of the following topics. (70-100 words).

- Exams are a good way to assess students' knowledge.
- What do you think is the best way to learn a foreign language.



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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) 1 punto por cada ítem.
 - 1.b) 0,5 puntos cada ítem.
 - SEGUNDA PREGUNTA: **1 punto** (0,25 cada ítem). Comprobar los conocimientos de vocabulario.
 - TERCERA PREGUNTA: **3 puntos** (0,5 cada ítem). 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.