

DATOS DEL ASPIRANTE	CALIFICACIÓN
Apellidos: _____ Nombre: _____ DNI: _____ I.E.S. _____	_____  Numérica de 0 a 10, con dos decimales

**PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR**  
Convocatoria de 19 y 20 de junio de 2014 (Resolución de 27 de febrero de 2014, BOA 13/03/2014)

**PARTE ESPECÍFICA: OPCIÓN 9 (SEGUNDA LENGUA EXTRANJERA: INGLÉS)**

### BOYS AND GIRLS

Boys tend to play outside, in large groups that are hierarchically structured. Their groups have a leader who tells others what to do and how to do it, and resists doing what other boys propose. It is by giving orders that high status is negotiated. Another way boys achieve status is to draw attention by telling stories and jokes, and by challenging the stories and jokes of others. Boys' games have winners and losers and elaborate systems of rules that are frequently the subjects of arguments. Finally, boys are frequently heard *boasting* about their skills, likes and possessions, and argue about who is best at what.

Girls, on the other hand, play in small groups or pairs. The centre of a girl's social life is her best friend. Within the group, intimacy is key: differentiation is measured by relative closeness. In their most frequent games, everyone gets a turn. Many of their activities (such as playing with dolls) do not have winners or losers. Although some girls are certainly more skilled than others, girls are expected not to boast about it, or show that they think they are better than the others. Girls don't give orders: they express their preferences as suggestions, and suggestions are likely to be accepted.

To boast\* - *presumir*

**1. Answer these questions about the text in your own words: (2 marks)**

- Briefly explain what the text is about.
- What are the main differences in character between boys and girls?

**2. Say if the following statements are True or False. Quote the evidence. (2 marks)**

- Boys often boast about their abilities
- Girls' activities are highly competitive

**3. Find a word or phrase in the test which, in context, is similar in meaning to :(1)**

1. Humorous or funny anecdotes (1<sup>st</sup> paragraph): \_\_\_\_\_

2. Close or warm friendship or understanding (2nd paragraph): \_\_\_\_\_

**4. Rewrite the sentences without changing the meaning. (2 marks)**

1. "Don't boast about what you can do", said Susan  
Susan told the boy ....

2. The government has invested a lot of money in coeducation.  
A lot ...

**5. Composition (100-150 words). Choose ONE of the following topics: (3 points)**

1. *Do you think boys and girls are so different? Give reasons.*

2. *Girls and boys should be educated in the same way. Are you FOR or AGAINST?*

**Criterios de corrección.**

El examen se califica sobre un total de 10 puntos; la puntuación parcial de cada una de la preguntas figura ente paréntesis al lado de cada enunciado.

- En la pregunta 1 se sugieren unas posibles respuestas, pero obviamente pueden expresarse de manera diferente: el corrector valorará tanto el aspecto formal como la adecuación de cada respuesta a la cuestión formulada. En todo caso, se penalizará la reproducción fiel del texto.
- En la pregunta 2 se otorgará un punto a cada frase, siempre que tanto la denotación de Verdadero o Falso como su justificación sean correctas. En el caso de que la justificación sea excesiva, se podrá otorgar medio punto por frase. No puntuarán aquellas respuestas en las que la denotación de Verdadero o Falso no vaya acompañada de su correspondiente justificación o ésta sea incorrecta.
- En la pregunta 5, la redacción, el corrector observará en primer lugar que el aspirante se atiene en su escrito al tema propuesto y valorará su capacidad comunicativa en inglés, el uso correcto de las estructuras gramaticales (se penalizarán los errores ortográficos y la falta de coherencia sintáctica), el vocabulario adecuado y preciso (se penalizarán los usos impropios e imprecisos de las palabras) y el orden y coherencia en la exposición.