

**INGLÉS**

**OPCIÓN 1**

**Read the text and the instructions to the questions very carefully. Answer all the questions in English.**

Some employers recruit graduates after a half hour personal interview. This is done in a formal setting, between two people, one of whom controls the conversation. There are always parts of interviews which are different from what is expected. The interviewer may not start at the beginning, and this can be difficult. You will have to order and clarify your thoughts quickly as the interviewer jumps from one point to the other. "Situational questions" are where the interviewer describes a work situation and asks for your solution. Generally you are recommended to think aloud - identify the key points and clarify the information, adding a dash of common sense.

In some cases, you will encounter panel interviews, where you will meet two, three or more interviewers at the same time. It is usual in such cases for the question topics to be split up between the interviewers, so that for example one will cover your academic record, the second concentrating on your reasons for wanting the job, and so on. You will have to build up rapport with each interviewer, adapt to his/her style, and concentrate on the abrupt change of topic. You should try and remember who is who - not their names, but their job or position, so that your answers are given at an appropriate level.

Remember that an interview is a two way process, and you should use the opportunity to ask questions. At the end of the interview you should have enough information to make a decision, if the job is offered to you.

**Questions**

1. Write a title in English which best summarises the text and justify your answer (**25-40 words**) (2 points).
2. Explain in English the meaning of the following expressions as used in the text (1 point: 0,5 each)
  - a) to be split up.
  - b) a dash of common sense.
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 1 point each):
  - a) The interviewer may not start at the beginning.  
Perhaps .....
  - b) You are recommended to think aloud.  
Thinking .....
4. Answer the following questions in your own words. The information must be taken from the text (2 points; 1 point each):
  - a) Which kinds of interview are mentioned in the text?
  - b) What is the advice given for panel interviews?
5. How would you prepare yourself in order to get a job? (Minimum 80 words, maximum 100 words; 3 points)

**INGLÉS**

**OPCIÓN 2**

**Read the text and the instructions to the questions very carefully. Answer all the questions in English.**

A massive investigation into mobile phone safety has failed to rule out risks of brain damage and cancer. Experts say there are still large gaps in scientific knowledge about what radiation is doing to users' bodies and brains. The results of a three-year study highlighted continuing uncertainty over the safety of handsets. Parents were urged to limit mobile phone use by children because of the potential damage. Campaigners have long feared that users of Britain's 50 million phones are risking cancer, brain damage, Alzheimer's disease, sleeping disorders and memory loss because of radiation emitted by handsets directly into the head. Now the report says there may be other hidden problems because mobiles have been in widespread use among British people for only a few years.

Professor Anthony Simons, who led the study, said: 'We cannot be sure what will be found and the possibility of an effect still remains'. 'It's still early days, particularly on the use of handsets,' he added. 'There could still be effects we don't know about. We can't predict what we are going to learn tomorrow. In the meantime, excessive use of mobile phones by young children should be discouraged. While children are growing and developing, they are more susceptible to all sorts of things. About a quarter of mobile phone users are under 18, with many having been given them by their parents so they can easily stay in touch. Those under ten are thought to be particularly vulnerable because their skulls are thinner and may allow radiation to penetrate deeper into the brain. Also their nervous systems are still developing'.

**Questions**

1. Write a title in English which best summarises the text and justify your answer. **(25-40 words)**  
(2 points)
2. Explain in English the meaning of the following expressions as used in the text. (1 point; 0.5 each)
  - a) widespread use
  - b) potential damage
3. Complete the second sentence of each pair so that it has the same meaning as the first one.  
(2 points)
  - a) 'We can't predict what we are going to learn tomorrow', the Professor said.  
The Professor said that .....
  - b) Parents were urged by investigators to limit mobile phone use by children.  
Investigators .....
4. Answer the following questions in your own words. The information must be taken from the text.  
(2 points)
  - a) According to the report, why does the possibility of problems still remain?
  - b) Are the results of the study in favour of or against mobiles?
5. Are you in favour of or against mobile phones? Why? (Minimum 80 words, maximum 100 words;  
3 points)

**INGLÉS**

**Opción 1:**

**Read the text and the instructions to the questions very carefully. Answer all the questions in English.**

What seems to have surprised the health authorities most about the current anti-smoking campaign is the fact that it appears to be having very little effect on the younger sectors of society. However, this is hardly surprising. You can certainly frighten older people with cancer, imminent slow death and other such dangers, but most under twenty-year-olds can't even conceive what this means. They can't see far enough ahead to fear death: if they imagine their own funeral, it is a self-indulgent vision, with all their favourite friends sobbing and saying how unfortunate and gorgeous they were. Young people live in the right now, and what they are really afraid of, right now, is smelling bad and looking ugly. You can frighten 16-year-olds with an exaggerated threat of smoker's halitosis, that sickly smell that no amount of chewing gum can get rid of. *You* know – the smell that other people detect even when you can't; the kind that makes members of the opposite sex turn away when you try to kiss them for the first time.

In the 1980s, public health advertisements in Britain tried to extract the attraction from heroin with the slogan "Heroin screws you up" and a picture of a teenager with a really dreadful skin. The slogan may not have been very effective, but the acne worked well. I suggest that different anti-smoking campaigns should be designed for different age-groups, and that those for young people should show what it does to the living, and forget about threats of death.

**Questions**

1. Write a title in English which best summarises the text and justify your answer (**25 - 40 words, 2 points**).
2. Explain in English the meaning of the following expressions as used in the text (1 point: 0.5 each).
  - a) Most under twenty-year-olds
  - b) Young people live in the right now
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 1 point each)
  - a) You can certainly frighten older people with the danger of imminent slow death  
Older people .....
  - b) The slogan may not have been very effective  
Perhaps .....
4. Answer the following questions in your own words. The information must be taken from the text. (2 points: 1 point each)
  - a) Why is the present anti-smoking campaign not successful with young people, according to the author?
  - b) What sort of campaign does he think would have an effect on the young?
5. Apart from the anti-smoking slogans on cigarette packets, what other steps should the health authorities take to stop people smoking? (Minimum 80 words, maximum 100; 3 points).

## INGLÉS

### Opción 2:

**Read the text and the instructions to the questions very carefully. Answer all the questions in English.**

It was Christmas 2002, and I was appearing in an opera in London. My career as a singer has always been at the centre of my life, but because my mother had just died, I decided to do what she had asked: I took a year's sabbatical. I also made another decision. I'd fly to Peru to meet a young man called Nick López.

Ten years earlier, a friend had told me about a charity organization called EveryChild. By giving \$20 a month, you could help a young person in a developing country. Nick was five years old, living with his parents and two brothers in a shanty town above Lima. We exchanged letters. I enjoyed reading about his life, although it became clear that his family had to struggle to get by. When he was eight he sent me my favourite photograph, which I still keep in my office. Nick was growing up fast.

So here I was on my way to Lima at last to meet him in person. It was an experience that I'll never forget. The poverty shocked me. Nick and his family live in a two-roomed house, but Nick was a sweet, shy 15-year-old boy with beautiful manners and real dignity, who kept chickens and sold them to help his family. I had been told that giving him too many presents would single him out from the rest of his community, so I brought T-shirts for him and his brothers, and books about caring for chickens. Meeting Nick has given my life a new perspective.

### Questions

1. Write a title in English which best summarises the text, and justify your answer (**25 – 40 words**; 2 points).
2. Explain in English the meaning of the following expressions as used in the text (1 point: 0.5 points each).
  - a) would single him out from the rest of his community
  - b) a developing country
3. Complete the second sentence of each pair so that it has the same meaning as the first one (2 points: 1 point each).
  - a) The poverty shocked me.  
I ...
  - b) Nick and his family live in a two-roomed house.  
The house ...
4. Answer the following questions in your own words. The information must be taken from the text (2 points: 1 point each).
  - a) Why has meeting Nick given the writer's life a new perspective?
  - b) What kind of life does Nick have?
5. What kind of charity organization would you give money to, and why? (Minimum 80 words, maximum 100 words; 3 points)