



Instrucciones: a) Duración: 1 hora y 30 minutos. b) No se permite el uso de diccionario. c) La puntuación de las preguntas está indicada en las mismas. d) Los alumnos deberán realizar completa una de las dos opciones A o B, sin poder mezclar las respuestas.

OPTION A

INSIDE OUT

1 *Inside Out* is more than just an animated movie from Pixar—the makers of *Toy Story*, *Up*, *Finding Nemo* and
2 more. It's a kid-friendly introduction to real-life neuroscience. *Inside Out* portrays Joy, Anger, Sadness, Fear and
3 Disgust as colourful characters interacting inside the brain of an 11-year-old girl named Riley. In the movie, the
4 characters inside Riley's head support each other, or get in each other's way, just like emotions do in our own heads.

5 We are strangers to ourselves, and in particular we are strangers to our own mind. We have all these emotions,
6 but very often we have no idea how they work or why we feel them. The movie is inspired by Paul Ekman's studies
7 on how emotions are expressed across different cultures. This psychologist determined that, regardless of their
8 upbringing, humans possess a standard set of facial expressions for six or seven emotions. The filmmakers turned
9 five of the emotions on Ekman's list into animated characters. Two others—surprise and contempt—were left out of
10 the script for simplicity.

11 Kids in their pre-teens and early teens often experience a sharp drop in happiness and a sudden rise in anxiety.
12 *Inside Out* shows Riley dealing with that shift. The film also shows how the parents deal with it. They accept her
13 change maybe because, as parents, they are aware that children must eventually go through that variable phase.

14 All in all, this film reveals how important it is to get a better understanding of our brain. In fact, learning how our
15 own emotions work would be a dream come true for adolescents and their parents—and for neuroscientists as well.

I * COMPREHENSION (3 points)

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

1. The movie *Inside out* shows...

(a) how the protagonist manages her sudden changes of mood. (b) how Riley's relationship with Ekman develops.
(c) how adolescent brains dream. (d) how the protagonist's emotions interact with strangers.

2. According to Paul Ekman's studies...

(a) human beings have different facial features depending on their race. (b) the expression of emotions is culturally determined.
(c) humans from all backgrounds show basic emotions in the same way. (d) most human beings have a very strange mind.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT, OR USE YOUR OWN WORDS. (0.5 points each)

3. We know ourselves much better than we think.

4. Surprise and contempt are the leading emotions in the film.

5. Pre-teens and teens usually experience dramatic changes in their mood.

6. Riley's parents may know that kids go through changing moods at that age.

II * USE OF ENGLISH (4 points; questions 7-12, 0.25 points each; 13-17, 0.5 points each)

7. FIND IN THE TEXT THE WORD WHICH HAS THE FOLLOWING DEFINITION: "a feeling of intense happiness."
8. FIND IN THE TEXT ONE SYNONYM FOR "perhaps" (adverb).
9. GIVE AN ADJECTIVE WITH THE SAME ROOT AS "emotion" (noun).
10. FILL IN THE GAP WITH A CORRECT FORM OF THE VERB IN BRACKETS: "I can't stop... (bite) my nails."
11. WHICH WORD IS NOT AN ADJECTIVE? **sharp / hopeless / harm / hard**
12. REWRITE THE SENTENCE CORRECTLY WITHOUT CHANGING ITS MEANING: "**Teens** ought behave **correct**."
13. GIVE A QUESTION FOR THE UNDERLINED WORDS: "**Riley's** mother knows what she is thinking about."
14. TURN THE FOLLOWING SENTENCE INTO REPORTED SPEECH: "**My** emotions are so complex that I can't understand myself," the **teenager** **claimed**.
15. COMPLETE THE FOLLOWING CONDITIONAL SENTENCE: "If I knew myself better..."
16. TURN THE FOLLOWING SENTENCE INTO THE ACTIVE VOICE: "We are taught how to control our emotions by psychologists."
17. USE THE WORDS IN THE BOXES TO MAKE A MEANINGFUL SENTENCE. USE ALL AND ONLY THE WORDS IN THE BOXES WITHOUT CHANGING THEIR FORM

teens to used most upset are feeling

III * PRODUCTION (3 points)

III. PRODUCTION (10 points)
18. WRITE A COMPOSITION OF APPROXIMATELY 120 WORDS ABOUT THE TOPIC PROPOSED AND FOCUS STRICTLY ON IT:
Do you think that being a teenager is easy? Explain.



UNIVERSIDADES DE ANDALUCÍA
PRUEBA DE ACCESO A LA UNIVERSIDAD
CURSO 2015-2016

LENGUA EXTRANJERA
(Inglés)

Instrucciones: a) Duración: 1 hora y 30 minutos. b) No se permite el uso de diccionario. c) La puntuación de las preguntas está indicada en las mismas. d) Los alumnos deberán realizar completa una de las dos opciones A o B, sin poder mezclar las respuestas.

OPTION B

WHY THE BRITISH DRIVE ON THE LEFT

1 About a quarter of the world drives on the left, and there is a perfectly good reason for it. Up to the late 1700s,
2 everybody travelled on the left side of the road. In violent societies of mostly right-handed people, this seemed the
3 sensible option because, when you passed a stranger on the road, you walked on the left to ensure that your
4 protective sword arm was between yourself and them.

5 However, a change was introduced all over continental Europe by Napoleon, who was left-handed. He made his
6 armies march on the right in order that he could keep his sword arm between him and any opponent. From then on,
7 any part of the world which was at some time part of the British Empire was thus left hand, and any part colonised by
8 the French was right hand. When the USA adopted the drive-on-the-right policy, it began to manufacture only right-
9 hand-drive cars, so many countries changed out of necessity.

10 The last European country to convert to driving on the right was Sweden in 1967. As everyone in Sweden was
11 getting used to the new system, they paid more attention and took more care, resulting in a reduction of the number
12 of road accident casualties. Even so, since September 2009 Samoa drives on the left instead of the right. The main
13 reason for this is that they want to use cars from Japan and New Zealand, both of which drive on the left.
14 Today, European countries would like Britain to follow the rest of Europe, but this is not easy, since it would cost
15 billions of pounds to change everything round.

I * COMPREHENSION (3 points)

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

1. Some countries decided to drive on the right because...

(a) drivers take more care when they drive on the right. (b) it was the sensible option to take.
(c) they mainly imported cars from the USA. (d) most cars were made in Japan and New Zealand.

2. European countries want Britain to drive on the right but this...

(a) would increase the number of accidents. (b) would be very expensive.
(c) would be contrary to British tradition. (d) would make drivers pay less attention to the road.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT,
OR USE YOUR OWN WORDS. (0.5 points each)

3. In ancient times, walking on the left was a matter of safety.

4. Napoleon's armies did not march on the left because he was left-handed.

5. Sweden reduced the number of accidents because driving on the right is safer.

6. Samoa is one of the countries which have always driven on the left.

II * USE OF ENGLISH (4 points; questions 7-12, 0.25 points each; 13-17, 0.5 points each)

7. FIND IN THE TEXT THE WORD WHICH HAS THE FOLLOWING DEFINITION: "Someone who is neither a friend nor an acquaintance."

8. GIVE AN ADJECTIVE WITH THE SAME ROOT AS "attention" (noun).

9. FILL IN THE GAP WITH THE CORRECT OPTION: "British people are very keen... keeping their traditions." of / on / to / in

10. FIND IN THE TEXT ONE OPPOSITE FOR "rise" (noun).

11. WHICH WORD IS NOT AN ADVERB? often / early / chilly / eagerly

12. WHICH WORD DOES NOT HAVE THE SAME MEANING? enemy / antagonist / fool / opponent

13. JOIN THE FOLLOWING SENTENCES USING A RELATIVE. MAKE CHANGES IF NECESSARY. "My cousin Martha is British. She has always driven on the left."

14. COMPLETE THE FOLLOWING CONDITIONAL SENTENCE: "If Spain decides tomorrow that cars should drive on the left..."

15. TURN THE FOLLOWING SENTENCE INTO THE ACTIVE VOICE: "A change was introduced all over Europe by Napoleon."

16. JOIN THE FOLLOWING SENTENCES USING AN APPROPRIATE LINKER (DO NOT USE AND, BUT, OR BECAUSE). MAKE CHANGES IF NECESSARY. "He composed outstanding music. He was deaf."

17. GIVE A QUESTION FOR THE UNDERLINED WORDS: "I bought a kimono for my friend Kate in Japan."

III * PRODUCTION (3 points)

18. WRITE A COMPOSITION OF APPROXIMATELY 120 WORDS ABOUT THE TOPIC PROPOSED AND FOCUS STRICTLY ON IT:

People should use public transport instead of private vehicles. Do you agree? Explain.