

avaluació educació secundària obligatòria 4t d'ESO

ENGANXEU L'ETIQUETA
IDENTIFICATIVA EN AQUEST ESPAI

CURS 2014-2015

competència

lingüística:

llengua anglesa

INSTRUCCIONS

- Per fer la prova utilitza un bolígraf.

- La prova té tres parts:

COMPRESIÓ ORAL. Has d'escoltar dos textos i has de respondre a unes preguntes sobre el que has sentit. Abans d'escoltar cada text tindràs temps de llegir les preguntes. Escoltaràs el text dues vegades i a mesura que l'escoltis has d'anar responnent a les preguntes. Tindràs un minut per revisar les respostes abans de començar el segon text.

COMPRESIÓ LECTORA. Has de llegir atentament dos textos i respondre a unes preguntes sobre el que has llegit. Has de respondre a totes les preguntes marcant amb una X la casella corresponent en el full de respostes. Només hi ha una resposta correcta per a cada pregunta. Si t'equivoques, has d'omplir tot el quadrat i marcar de nou amb una X la resposta correcta.

EXPRESSIÓ ESCRITA. Has d'escriure una redacció. Intenta no repetir les mateixes paraules i utilitza estructures variades a l'hora de construir les frases. Si no fas la redacció o és massa curta (menys de 75 paraules) no se't corregirà i es veurà afectada la teva puntuació final.

- Quan acabis, no t'oblidis de respondre a la pregunta que hi ha en el full de respostes.



ORAL COMPREHENSION: LISTENING 1

You will hear Listening 1 twice. Listen carefully and tick the correct answer.
Now look at the questions for this part. You have 2 minutes.

AT THE AIRPORT.

1 The flight Linda is about to take leaves ...

- a. at 8:30.
- b. in 45 minutes.
- c. with a delay.

2 Linda is flying to ...

- a. Glasgow.
- b. London.
- c. Dublin.

3 She can't choose the seat she wants because ...

- a. there are too many children.
- b. the plane is already full.
- c. there are no aisle* seats left.

4 Linda doesn't want to sit at the back of the plane because ...

- a. it's too hot.
- b. she may get sick.
- c. she wants an aisle seat.

5 The boarding gate is in ...

- a. Terminal A.
- b. Terminal E.
- c. Terminal I.

6 The plane will start boarding ...

- a. in half an hour.
- b. in 35 minutes.
- c. in 45 minutes.

7 The dialogue is about a lady who ...

- a. does not like children.
- b. has too much luggage.
- c. is checking in at the airport.

GLOSSARY:

*aisle: passadís.

ORAL COMPREHENSION: LISTENING 2

You will hear Listening 2 twice. Listen carefully and tick the correct answer.
Now look at the questions for this part. You have 2 minutes.

JOHN AND SUSAN ARE TALKING ABOUT JOHN'S TRIP TO LONDON.

- 8** John is _____ about his trip.
- happy
 - worried
 - relaxed
- 9** How long is he going to stay in London?
- A week.
 - Two weeks.
 - He doesn't know yet.
- 10** Susan suggests he should stay in _____ for a start.
- North London
 - Central London
 - the suburbs of London
- 11** According to Susan, he can find all the touristic attractions in ...
- North London.
 - Central London.
 - the suburbs of London.
- 12** John says: "... I was thinking of taking a day trip to Oxford or Cambridge or Bath ..."
A day trip is a journey made to ...
- a place and back on the same day.
 - different places on different days.
 - a place and back on different days.
- 13** According to Susan, if you want to know about history you should go to ...
- Cambridge.
 - Oxford.
 - Bath.
- 14** What is the simplest way to travel to Bath or Cambridge?
- By car.
 - By train.
 - By bus.
- 15** Susan thinks that travelling to Bath or Cambridge is very ...
- easy.
 - comfortable.
 - expensive.

THAT'S THE END OF THE ORAL TEST.

READING COMPREHENSION: TEXT 1

Read these texts carefully and answer the questions.

Hi Helen,

This Easter I'm spending my holidays in London with my parents and my sister Alice and we're having a great time! This is my second time in London. Do you remember when we were here together last summer?

We arrived last Tuesday and, after leaving our luggage in the hotel, we went straight to Madame Tussauds, which is really close to where we are staying. I enjoyed this museum very much. There I could feel as if I were part of the action in a Hollywood film: I was surrounded by all my favourite film stars from the past and present... The only problem is that they were just wax figures! The following day we visited the British Museum, where I particularly liked the sculptures from the Parthenon. You know I'm so interested in ancient Greece... We've been sightseeing a lot and also relaxing in some nice tea shops where we have been tasting the most exclusive teas. After all, there's nothing more British than a cup of tea!!!

Yesterday we went to the Globe Theatre and it really impressed me because you can see the theatre where Shakespeare's plays were performed! The history of this theatre is fascinating! The original Globe Theatre was an Elizabethan playhouse built in Southwark, on the south bank of the River Thames. It was originally built in 1599 and completely destroyed by fire in 1613. In those times, this kind of accident was very common in theatres because they were made entirely of wood. It was rebuilt in 1614, and then demolished in 1644. The building that we can visit today opened in 1997. It is a modern reconstruction of Shakespeare's original theatre and has staged* live plays every summer. Did you know that the performances are exactly like in Shakespeare's time? Imagine having no spotlights** (which means that plays must be staged during daylight hours), no microphones, speakers or amplification. All music is performed live on period instruments***. You can experience the performance standing up for over 3 hours in the open air—even in the rain!—, as people did in Shakespeare's time! I would really like to come back to London next summer to go to one of these performances!

Well, that's all for now! I hope we can meet soon and you can also tell me about your holidays in Italy.

Love,
Susan

GLOSSARY:

- * **to stage:** to arrange and perform a play or a show. En català vol dir 'representar'.
- ** **spotlights:** lights used to light a stage when actors or singers are performing. En català vol dir 'focus'.
- *** **period instruments:** musical instruments which have been made in the same way that they were hundreds of years ago. En català vol dir 'instruments d'època'.

READING COMPREHENSION: TEXT 1**16 Susan has visited London ...**

- a. three times.
- b. twice.
- c. once.

17 Susan liked Madame Tussauds because there she could ...

- a. see the wax figures of her favourite cinema stars.
- b. meet her favourite cinema stars.
- c. be an actress for one day.

18 Susan ...

- a. went to Greece last year.
- b. liked the Parthenon sculptures.
- c. visited the British Museum on Tuesday.

19 At the British Museum you can learn about ...

- a. special teas.
- b. modern theatres.
- c. ancient cultures.

20 Susan says: "We've been sightseeing a lot". "Sightseeing" means ...

- a. going to the sea.
- b. staying in the hotel.
- c. visiting tourist places.

21 Susan has ...

- a. tasted some exclusive teas.
- b. looked for souvenirs in the tea shop.
- c. bought a tea cup in the British Museum.

22 Susan also visited The Globe. The building she visited is ...

- a. the original theatre.
- b. a reconstruction of the original theatre.
- c. an abandoned and deteriorated building.

READING COMPREHENSION: TEXT 1

23 You can attend a performance of one of Shakespeare's plays ...

- a. at Easter.
- b. in summer.
- c. all year round.

24 Today's performances ...

- a. don't have amplification.
- b. have modern music.
- c. have spotlights.

25 Today's performances are held ...

- a. only on sunny days.
- b. in the open air.
- c. at night.

26 Shakespeare's plays usually last ...

- a. more than three hours.
- b. two hours.
- c. one hour.

27 Helen has spent her Easter holidays in ...

- a. Italy.
- b. Greece.
- c. England.

28 Helen is Susan's ...

- a. sister.
- b. mother.
- c. friend.

READING COMPREHENSION: TEXT 2

Read these texts carefully and answer the questions.

BE SMART: STAY IN BED

Do you want to improve your grades? Stay in bed for an extra hour. It may sound unusual but allowing British teenagers to start school 60 minutes later has produced some surprising results.

At Monkseaton High School on Tyneside, in the north of England, near the North Sea, where eight hundred students have been arriving for lessons at 10 a.m. since October last year, grades and punctuality have improved while absenteeism has decreased. Pupils at Monkseaton are enthusiastic about the change. Liam McClelland, 14, said: "I'm getting an extra hour's sleep and I just feel much more awake. Now I feel happier in lessons, I don't get so many headaches either". The change at Monkseaton was introduced after a vote by parents, teachers and pupils, although about 40 per cent opposed it.

It may sound strange but professor Russell Foster, a neuroscientist at Oxford University and one of the experts involved with the Monkseaton study, has proved that teenagers follow different sleep patterns from adults. He said that teenagers have a biological predisposition to go to bed late and get up late. Teenagers tend not to feel tired until around 11:00 p.m. and their body clocks don't start to function properly until 10 a.m., two to four hours later than adults. This is because a hormone called melatonin, which helps you sleep, is secreted at a different time in adolescent brains, making them sleep late in the evening.

Memory tests performed on Monkseaton pupils showed the students' brains worked better in the afternoon. According to doctors, starting school later is important not just for students' academic performance, but for their health and wellbeing.

There were some headlines in some tabloids* such as "Oxford brain doctor says it's cruel to make teenagers get up in the morning" or "We were never going to discipline our youngsters to get up in time for work if we let them get up whenever they want".

This research on teenage body clock has already been accepted in Canada, Germany and the USA but teachers need to be convinced that it is worth taking it seriously.

Adapted from *The Sunday Times*, 20th March 2010

GLOSSARY:

* **tabloid**: a type of popular newspaper with small pages that has many pictures and stories of violence, crime, or scandal presented in a sensational manner. En català vol dir 'diari sensacionalista'.

READING COMPREHENSION: TEXT 2

29 According to the text, students can improve their grades if ...

- a. they go to evening classes.
- b. they stay in bed until midday.
- c. classes start later in the mornings.

30 Lessons at Monkseaton School have started at 10 a.m. since ...

- a. October 2009.
- b. March 2010.
- c. October 2010.

31 At Monkseaton School ...

- a. students prefer arriving at school early in the morning.
- b. students arrive on time and miss fewer lessons than before.
- c. the number of students who are repeatedly absent has increased.

32 How do students feel about starting classes later?

- a. Indifferent.
- b. Worried.
- c. Excited.

33 What does Liam McClennand say about starting classes later?

- a. He is asleep and sad.
- b. He is less asleep and feels better.
- c. He is less asleep but has more headaches.

34 Melatonin is a hormone that ...

- a. helps people sleep.
- b. keeps people awake.
- c. makes people get up early.

35 According to the text, who may stay awake at night more easily?

- a. Teenagers.
- b. Adults.
- c. Both of them.

READING COMPREHENSION: TEXT 2

36 Memory tests show that students are more productive ...

- a. in the morning.
- b. in the afternoon.
- c. at night.

37 Which countries have already approved the research on sleep patterns?

- a. USA, Great Britain, Canada and Germany.
- b. Canada, Germany and Great Britain.
- c. USA, Canada and Germany.

38 The second paragraph (“It may sound strange but professor (...) making them sleep late in the evening.”) ...

- a. explains why British students are tired in the evening.
- b. compares the sleep predisposition in young people and adults.
- c. informs the reader about the results of memory tests performed on adults.

39 “Be smart: stay in bed” means that ...

- a. to be prettier, you must stay in bed until late in the morning.
- b. to get better results at school, lessons should start later.
- c. to be more intelligent, you must go to bed late.

40 The text is from ...

- a. a history book.
- b. a newspaper.
- c. a novel.

WRITING

An international students' e-magazine has started a competition. Teenagers from all over the world are encouraged to send short compositions about holidays. The best five compositions will be published in the e-magazine.

You have decided to write about the best holidays you have ever been on. Say where you went, who you went with, what you did, what the food was like and any other relevant fact, particularly what made them so special.

Write 80-95 words.

Plan your writing:

- 1.** Write a list of ideas or points or draw a picture, such as a mind map. It will help you organize your writing.
- 2.** Write a first draft.
- 3.** Proofread your text: check for grammar mistakes, sentence structure, spelling and punctuation. Then write the final version.

Use this page to write your draft.

DRAFT

WRITING

Write 80-95 words.

Write the final version.

THE BEST HOLIDAYS I HAVE EVER BEEN ON.

Number of words

0-1-2-3-4

A

0-1-2-3-4

M

0-1-2

L

Moltes gràcies per la teva col·laboració.



Consell Superior
d'AVALUACIÓ
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