

# SOLUCIONES — LENGUA EXTRANJERA: INGLÉS

Examen · Prueba común aplazada (2019) — Modelo de solución

## PART A — 4 points

### 1.1 Listening (Frankenstein, Mary Shelley) — Suggested answers

- a) Life seems to arise when the creature's body moves and its eye opens, showing the first signs of animation (a sudden motion and awakening).
- b) He calls it "the wretch" and a "miserable monster", stressing its horrifying, unnatural appearance and the contrast between his 'beautiful' plan and the grotesque result.
- c) He feels horror, disgust and remorse; he cannot bear the sight of it and flees the room in panic.
- d) He pictures Elizabeth "in the bloom of health". She represents innocence, love and the natural beauty of human life (the opposite of his artificial creation).
- e) The text names Dante, used as a comparison: the narrator suggests even Dante's imagined horrors would not match what he is experiencing.
- f) He spends the night restless—walking up and down, unable to sleep—physically exhausted and feverish, with trembling nerves after months of overwork.

### 1.2 Fill in the gaps (0.2 each)

1: spark, 2: deprived, 3: out of, 4: bloom, 5: whom

## PART B — 3 points

### 1) Gap-fill (The Canterville Ghost, Oscar Wilde)

1. FOOLISH	2. HONOUR	3. CARED	4. FRIGHTENED
5. BOUND	6. UNFORTUNATE	7. IN CONSEQUENCE	8. VALUATION
9. CARRYING OFF	10. SUCH A	11. ENTERPRISING	12. WELL KNOWN
13. DEATH	14. MATTER	15. LAWS	16. WARNED
17. PURCHASE	18. DOWN	19. MIDDLE AGED	20. UNDER
21. WONDERFUL	22. ELDEST	23. REGRET	24. GOOD LOOKING

### 2) Rephrase using the given word

- a) (STOP) She wishes the press would stop asking her about her private life.
- b) (REALLY) He didn't really intend to marry her.
- c) (RUN) I'm afraid we've run out of water.

### 3) Answer in your own words (according to the text)

- a) The true statement is: Washington Otis removes the stain (using a stain remover, although it later reappears in the story).
- b) Sir Simon was chained as punishment after murdering his wife; her relatives imprisoned him and left him to die.
- c) Wilde portrays the Americans as modern and practical: skeptical about superstition, confident, and inclined to solve problems with money and “products” rather than fear.
- d) Mr. Otis is pragmatic and self-assured, dismissing the supernatural and treating the ghost as a minor inconvenience. Mrs. Otis is calm, sensible and good-natured; she adapts easily and responds with practical kindness rather than hysteria.

## PART C — 2 points

### 3.1 Phonetic transcription (IPA)

- a) Grandaunt: /'grændə:nt/
- b) Canterville: /'kæntərvil/
- c) Remember: /rɪ'membə/
- d) Impression: /ɪm'preʃən/

### 3.2 Sentence transformation

- a) (NO ONE HESITATED) No one hesitated to say that the place was haunted.
- b) (IF YOU HAD MONEY) If you had money, you could buy everything in my country.

## PART D — 1 point

### 4) Lesson plan (6th year Primary) — Reading habit & poetic sensitization

Title: Poetry as a doorway to reading · Time: 50-60'

Aim: Boost reading motivation through short poems + guided response.

Objectives: (i) Enjoy & interpret a poem using textual evidence; (ii) Improve fluency/intonation; (iii) Write a short personal response using imagery.

Materials: 2 short poems (printed/projected), “poetry menu” (mood words + imagery prompts), highlighters.

Time	Activity (teacher & students)
5'	Warm-up: 4 keywords on the board → predict topic/mood; quick sharing.
10'	Teacher read-aloud; students underline images/sound words; clarify 4-6 key items.
15'	Paired reading (twice) + 3 questions: topic, favourite line + reason, feeling.
10'	Poetic sensitization: choral reading; clap stress in 2-3 lines; spot rhyme/repetition.
10'	Mini-writing: “This poem makes me think of...” (4-5 sentences) + one simile; optional drawing.
2'	Exit ticket: choose one line to “take home” + one reason.

Assessment: checklist (intonation/participation) + worksheet + mini-writing (clarity, evidence, vocabulary).

Inclusion (UDL): audio + visual prompts + sentence starters; simplified poem for some; extension—write a 4-line poem.

# Solutions — Listening

English Exam (Aplazado) — 2019 • Part A (Listening)

## 1.1. Comprehension questions (a-f)

- a) He realises it is “alive” when the creature’s eye opens and it starts to breathe/move: the lifeless body shows signs of animation.
- b) He calls it “the wretch”, “the miserable monster” (and similar negative labels) to stress its deformity and the shock of seeing the result of his work: the ideal of beauty turns into horror.
- c) He feels horror and disgust, mixed with fear and remorse; he cannot bear to look at it and tries to escape from the room and from the responsibility of what he has done.
- d) He pictures Elizabeth “in the bloom of health”. She represents love, innocence and domestic happiness (the human, warm life he longs for), in sharp contrast with the creature and the nightmare he is living.
- e) Dante (Dante Alighieri). He refers to Dante because his experience feels hellish: the nightmare and terror he describes are comparable to the images of Hell in Dante’s work.
- f) He spends the night in restless agitation: he rushes out, paces the room, cannot calm down or sleep; when he finally dozes off, he is tormented by nightmares and wakes up shaken. Physically he is exhausted and in a disturbed state (trembling, sweaty/feverish, unable to rest).

## 1.2. Fill in the gaps

Gap	Correct word(s)
1	spark — a spark of being
2	deprived — I had deprived myself of rest and health
3	out of — I rushed out of the room
4	bloom — in the bloom of health
5	whom — the miserable monster whom I had created

Note: These answers are aligned with the extract from Frankenstein; or, The Modern Prometheus by Mary Shelley.