

JUNTA DE EXTREMADURA

Consejería de Educación y Empleo

Dirección General de Formación Profesional y Universidad

Grado Superior: **INGLÉS- Parte Específica**

PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR.

Orden de 2 de abril de 2018, (DOE. 16 de abril) Fecha: 4 de junio de 2018

DATOS DEL ASPIRANTE	CALIFICACIÓN
Apellidos: _____	Dos decimales
Nombre: _____ DNI: _____	
I.E.S. de inscripción: _____	
I.E.S. de realización: _____	

Instrucciones:

Mantenga su DNI en lugar visible durante la realización del ejercicio.

Grabe todas las hojas de respuestas que correspondan a esta prueba junto a esta hoja u hojas de examen.

Lea detenidamente los enunciados de los ejercicios antes de comenzar su resolución.

Duración 85 minutos.

EJERCICIO DE INGLÉS - Parte Específica.

Self-driving Google Cars

Anyone driving the curves between San Francisco and Los Angeles may have recently seen a small car with a curious cylinder on the roof holding video cameras, radar sensors and a laser device to “see” other vehicles. It was harder to notice that the person at the wheel was not actually driving. The car is a project of Google, which has been working in plain view on vehicles that can drive themselves, mimicking the decisions made by a human driver. With someone behind the wheel to take control if something goes wrong, seven test cars have driven 225,000 kilometres with only two human interventions. It drives at the speed limit, which it knows because the limit for every road is included in its database, and it stops for lights and stop signs.

Robot cars react faster than humans, have 360-degree perception and do not get distracted, sleepy or intoxicated, which saves lives and avoids injuries, the engineers argue. They also say that this technology could double the capacity of roads by allowing cars to drive more safely while closer together. Because the robot cars would eventually be less likely to crash, they could be built lighter, reducing fuel consumption. But of course, to be truly safer, the cars must be far more reliable than today’s personal computers, which crash occasionally.

The Google research programme, using artificial intelligence to revolutionise the automobile, is proof that the company’s ambitions reach beyond the search engine business. Autonomous cars are years from mass production, but technologists, who have long dreamed of them, believe that they can transform society as profoundly as the Internet has.

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1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.

- a) While testing the Google car, humans never had to take control and drive it.
- b) Since robot cars can be made to weigh less, they will use less petrol.

(Puntuación máxima: 2 puntos)

2.- In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

- a) According to the text, what does a Google self-driving car look like?
- b) Give at least three advantages of robot cars.

(Puntuación máxima: 2 puntos)

3.- Find the words in the text that mean:

- a) more difficult (paragraph 1)
- b) in fact (paragraph 1)
- c) decreasing (paragraph 2)
- d) evidence (paragraph 3)

(Puntuación máxima: 1 punto)

4.- a) Complete the following sentence with the appropriate form of the word in brackets to form a second conditional.

There(be) someone behind the wheel to take control if something (go) wrong.

b) Change the sentence into the passive:

Sebastian Thrun led the development of the Google self-driving car.

c) Join the sentences by means of a relative pronoun. Make any necessary changes.

- Sebastian Thrun was born on May 14th, 1967 in Germany.
- He is currently a Professor at Stanford University.

d) Change the sentence into Reported Speech:

"The Model X SUV car stays in its lane at a fixed distance from the vehicle ahead, but the driver is supposed to keep his hands on the wheel and he also has to monitor the road." Tesla's engineer informed.

(Puntuación máxima: 2 puntos)

5.- Write about 100 to 150 words on the following topic.

"How have new technologies influenced your life?" Explain.

(Puntuación máxima: 3 puntos)

Criterios de calificación:

El alumno debe responder en INGLÉS a las cinco cuestiones que se plantean.

Cuestión 1: 2 puntos

Cuestión 2: 2 puntos

Cuestión 3: 1 punto (0,25 cada subapartado)

Cuestión 4: 2 puntos (0,5 puntos cada subapartado).

Cuestión 5: 3 puntos