



PRUEBAS DE ACCESO A CICLOS FORMATIVOS DE GRADO SUPERIOR
Convocatoria de 25 de junio (Orden de 22 de marzo de 2002, B.O.C. y L. 3 de abril)
PARTE GENERAL. OPCIÓN: TODAS

DATOS DEL ASPIRANTE	CALIFICACIÓN
APELLIDOS: NOMBRE: DNI: Instituto de Educación Secundaria:	

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS
<p style="text-align: center;"><i>TRANSLATING HARRY POTTER by Dr. Jeremy Munday</i></p> <p>Pottermania has gripped the world. Even before the release of the first Harry Potter film, the Harry Potter books had been translating into over forty-five languages and had sold more than 100 million copies worldwide. Apart from the translations into foreign languages there is also a translation into American English. This version includes the typical lexical changes (i.e. “dustbin” becomes trashcan, “packet of crisps” is turned into bag of chips) and idioms or culturally specific items which also shift.</p> <p>It is the names, however, which present the biggest challenge to the translator. Where these have a strong connotation or link to the character’s role, the translator needs to convey that sense in the target language. But Rowling’s invented words are the ones which provide translators the opportunity to display their creativity. While the translations of the Potter series is a fascinating challenge for translators, it also lays open to all sorts of criticism from fans, some of whom are sometimes poorly informed. Yet, the translators have to make constant decisions as to how far to adapt or domesticate the text for the readers.</p> <p>Furthermore, the translators work under pressure. The secrecy preceding the appearance of each new volume in English means that the translators are not permitted an advance copy but their own publishers want to get a translation into the shops as quickly as possible. If they take too long, private translations appear in some countries.</p> <p style="text-align: right;">(Think in English, nº 39)</p>



DATOS DEL ASPIRANTE

APELLIDOS:

NOMBRE:

DNI:

Instituto de Educación Secundaria:

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

I.- ANSWER THESE QUESTIONS USING YOUR OWN WORDS:

- What does the text say about the popularity of Harry Potter?
- Has the American version of H.Potter had changes from the British one? Give an example.
- Which are the main difficulties when translating Harry Potter's books?
- Why do translators work under pressure?

II.- GIVE A SYNONYM FROM THE TEXT FOR THESE WORDS

- Has taken control of
- Around the world
- To show, to demonstrate
- To what extent

III.- REWRITE THESE SENTENCES WITHOUT CHANGING THEIR MEANING

- The translator needs to convey that sense in the target language.

That sense

- The author said: "Pottermania has gripped the world".

The author said that

IV.- LINK THESE SENTENCES USING A RELATIVE PRONOUN

- J. K. Rowling wrote Harry Potter and the Philosopher's stone in 1997. J.K. Rowling hadn't published anything before

.....



Junta de Castilla y León

Consejería de Educación
Dirección General de Formación
Profesional e Innovación Educativa

DATOS DEL ASPIRANTE

APELLIDOS:

NOMBRE:

DNI:

Instituto de Educación Secundaria:

EJERCICIO DE LENGUA EXTRANJERA: INGLÉS (Continuación)

V.- MAKE A CONDITIONAL SENTENCE

- If translators (to be) permitted an advance copy, it (to be) quicker to have the book in a foreign language.

VI.- WRITING. CHOOSE BETWEEN THESE POSSIBLE TOPICS (80-100 words)

- Should children be encouraged to believe in magic?
- Your favourite book.

CRITERIOS DE EVALUACIÓN Y CALIFICACIÓN

- Con esta prueba se pretende evaluar la capacidad de comprensión y expresión escrita en inglés. El texto propuesto incluye estructuras gramaticales básicas y léxico familiar.
- El conjunto de la prueba tendrá un valor máximo de 10 puntos distribuidos de la siguiente manera:
 - Las preguntas relativas a la comprensión del texto (Apartado I) se valorarán hasta un máximo del 40%. En esta sección debe tenerse en cuenta la adecuación de las respuestas al contenido del texto.
 - El Apartado II, que contempla aspectos léxicos, se valorará hasta un máximo del 10%.
 - Los Apartados III, IV, y V, que contemplan aspectos gramaticales, se valorarán hasta un máximo del 20%.
 - El Apartado VI, que se centra en la expresión escrita se valorará hasta un 30%. Esta sección evalúa la madurez en la expresión, la corrección ortográfica, morfológica y sintáctica. La redacción debe tener las dimensiones propuestas.