



POLITÉCNICA

UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID
EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS UNIVERSITARIAS OFICIALES DE GRADO
Curso **2020-2021**
MATERIA: INGLÉS

INSTRUCCIONES GENERALES Y CALIFICACIÓN

Después de leer atentamente el examen, responda de la siguiente forma:

- elija un texto A o B y conteste **EN INGLÉS** a las preguntas 1, 2, 3 y 4 asociadas al texto elegido.
 - responda **EN INGLÉS** una pregunta a elegir entre las preguntas A.5 o B.5.
- TIEMPO Y CALIFICACIÓN:** 90 minutos. Las preguntas 1, 2 y 4 asociadas al texto elegido se calificarán sobre 2 puntos cada una, la pregunta 3 asociada al texto elegido sobre 1 punto y la pregunta elegida entre A.5 o B.5 sobre 3 puntos.

TEXTO A

Protecting Children from Violence

There has been a lot of violence in the world in the past few weeks and many of our children have been watching it. That's not a good thing. Between mainstream media and social media, violence reaches far past the places and people it directly strikes. Whether it's the latest shooting, the latest terrorist attack, or some other act of violence, television and other media are fond of showing it. The recent rise in cell phone videos shared on social media, often raw and shocking, has increased the prevalence and reach of violence even further. And on top of that, we must not forget the violence in movies and video games, so popular among kids and teens.

The last comprehensive assessment of "screen" violence was done in 1998. It found that the typical child will have seen 8,000 murders and 100,000 other acts of violence before middle school. That was 18 years ago, 7 years before YouTube began and 9 years before the first iPhone was released. Just think what those numbers are now.

The American Academy of Pediatrics wants people to understand that exposure to "virtual" violence, through news, social and entertainment media, can be harmful for children. Multiple studies have shown that children exposed to violence may be more aggressive, and they may have behavioral problems. They may also become desensitized to violence, which may be the worst outcome. Imagine a generation of children growing up thinking that violence is acceptable and unremarkable.

Every person is different; some are likely to be more vulnerable than others. But as the aforementioned Academy points out, given how wide the exposure is, even just a small percentage can end up being inevitably affected.

Adapted from "Protecting children from the dangers of virtual violence". *Harvard Health Publishing*, 2 August, 2016. < <https://rb.gy/tyychnp> >

QUESTIONS

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

- Media love displaying violent content.
- No studies of audio-visual violence have been carried out before the 21st century.
(Puntuación máxima: 2 puntos)

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

- How have mobile phones contributed to the spread of violence?
- Explain two of the effects that online violence has on children.
(Puntuación máxima: 2 puntos)

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

- crude (paragraph 1)
- damaging (paragraph 3)
- consequence (paragraph 3)
- highlights (paragraph 4)
(Puntuación máxima: 1 punto)

A.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.

- If Terry's parents _____ (be aware of) how aggressive he was, they _____ (talk) to a psychologist before.
- What about _____ (watch) a new series? This one is _____ (tough) than I thought.
- You _____ (not/have) to tell the headmaster about the time of the meeting _____ advance. It is not required.
- Complete the following sentence to report what was said.**
"Why can't we watch this movie?", my siblings wanted to know.
My siblings asked me _____.
(Puntuación máxima: 2 puntos)

A.5.- Write about 150 to 200 words on the following topic.

In your personal opinion, what are the advantages and disadvantages of letting children play all kinds of videogames?
(Puntuación máxima: 3 puntos)



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Después de leer atentamente el examen, responda de la siguiente forma:

- elija un texto A o B y conteste EN INGLÉS a las preguntas 1, 2, 3 y 4 asociadas al texto elegido.
- responda EN INGLÉS una pregunta a elegir entre las preguntas A.5 o B.5.

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1, 2 y 4 asociadas al texto elegido se calificarán sobre 2 puntos cada una, la pregunta 3 asociada al texto elegido sobre 1 punto y la pregunta elegida entre A.5 o B.5 sobre 3 puntos.

TEXTO B

Are Humans Social Creatures?

Neil Ansell had always dreamt of living alone surrounded by nature, yet he became a hermit entirely by accident. Back in the 1980s, he was living in London with 20 other people. Then someone made him an offer he couldn't refuse: a lovely cottage lost in the mountains, with a minimum rent. This was a place so wild, the night sky was a continuous carpet of stars – and the neighbours were a pair of ravens, who had lived in the same tree for 20 years. The negative thing was that the scenic views came with extreme isolation. He lived on a hill farm, miles from the nearest village. He didn't have a phone, and in the five years he lived there, not a single person walked by the house.

By the time he returned to civilisation, Ansell had fully adapted to being on his own – and the social world was a bit of a shock. “What I found difficult was the amount of talking and I'm not an antisocial person.” Another thing Ansell noticed was that his identity had gradually started to slip away. “When you're alone, you start to lose your sense of who you are, since you don't have an image of yourself reflected in the way that other people react to you. To some extent, when I returned, I had to rediscover who I could be in a social context,” he says.

Human beings are deeply social creatures. This is obvious from the way we live, but scientists have discovered that there seems to be a link: over millions of years, species with more social contacts tend to evolve larger brains. It turns out this works the other way around, too: a lack of socialising can make them shrink.

Adapted from “How solitude and isolation can affect your social skills,” *BBC*, October 23rd, 2020. <<https://www.bbc.com/future/article/20201022-how-solitude-and-isolation-can-change-how-you-think>>

QUESTIONS

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

- Neil Ansell had planned, even before the 1980s, to live alone in the mountains.
- Research has found that the smaller the human brain, the greater the extent of its social world.

(Puntuación máxima: 2 puntos)

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

- Why did Neil Ansell go to live in the mountains?
- Briefly explain two things that happened to Neil Ansell when he moved back to London.

(Puntuación máxima: 2 puntos)

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

- turn down (paragraph 1)
- vanish (paragraph 2)
- because (paragraph 2)
- connection (paragraph 3)

(Puntuación máxima: 1 punto)

B.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.

- Recently, scientists _____ (discover) that the longer the journey, the smaller the brains of polar explorers _____ (get) in their Antarctic trips.
- Lonely people _____ (not / have) the ability _____ (comply) with social norms.
- People miss social interactions when they _____ (force) to be isolated _____ each other.
- Complete the following sentence to report what was said:**

John: “I don't want to stay in London unless I get a well-paid job.”

John said that _____.

(Puntuación máxima: 2 puntos)

B.5.- Write about 150 to 200 words on the following topic.

Imagine you could live anywhere in the world. What would it be like and why would you choose that place?

(Puntuación máxima: 3 puntos)

INGLÉS
SOLUCIONES
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO A - SUGGESTED ANSWERS

Question A.1

- a) **TRUE:** “Whether it’s the latest shooting, the latest terrorist attack, or some other act of violence, television and other media are fond of showing it.”
- b) **FALSE:** “The last comprehensive assessment of “screen” violence was done in 1998.”

Question A.2

Key ideas

- a) Cell phones have made easier the spread on social media of videos whose content has not been filtered both further and longer in time.
- b) According to some studies, these children are more likely to be violent and develop conduct problems. In addition, the worst effect would be that they might consider violence as something common and usual.

Question A.3

- a) raw
- b) harmful
- c) outcome
- d) points out

Question A.4

- a) had been aware of ----- would have talked
- b) watching ----- tougher
- c) don’t have ----- in
- d) My siblings asked me why they couldn’t watch that movie.

INGLÉS
SOLUCIONES
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TEXTO B - SUGGESTED ANSWERS

Question B.1

a) **FALSE:** “Neil Ansell had always dreamt of living alone surrounded by nature, yet he became a hermit entirely by accident.”

b) **FALSE:** “This is obvious from the way we live, but scientists have discovered that there seems to be a link: over millions of years, species with more social contacts tend to evolve larger brains.”

Question B.2

Key ideas

a) He went to live in the mountains because it was cheap, and he could be alone in a beautiful place.

b) Ansell had to adapt to talking and socializing again. He noticed his identity and sense of who he was had vanished and had to rediscover himself.

Question B.3

a) refuse

b) slip away

c) since

d) link

Question B.4

a) have discovered ----- get

b) do not have / haven't got ----- to comply

c) are forced ----- from

d) John said that he didn't want to stay in London unless he got a well-paid job.

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

El ejercicio incluirá cinco preguntas, pudiendo obtenerse por la suma de todas ellas una puntuación máxima de 10 puntos. Junto a cada pregunta se especifica la puntuación máxima otorgada. La valoración y los objetivos de cada una de estas preguntas son los siguientes:

Pregunta 1: Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El estudiante deberá decidir si dos frases que se le presentan son verdaderas o falsas, copiando a continuación únicamente el fragmento del texto que justifica su elección. Se otorgará 1 punto por cada apartado. Se calificará con 0 puntos la opción elegida que no vaya justificada.

Pregunta 2: Hasta 2 puntos. Se pretende comprobar dos destrezas: la comprensión lectora y la expresión escrita, mediante la formulación de dos preguntas abiertas que el estudiante deberá contestar basándose en la información del texto, pero utilizando sus propias palabras en la respuesta. Cada una de las preguntas valdrá 1 punto, asignándose 0,5 puntos a la comprensión de la pregunta y del texto, y 0,5 a la corrección gramatical y ortográfica de la respuesta.

Pregunta 3: Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El estudiante demostrará esta capacidad localizando en el párrafo que se le indica un sinónimo, adecuado al contexto, de cuatro palabras o definiciones. Se adjudicará 0,25 por cada apartado.

Pregunta 4: Hasta 2 puntos. Con esta pregunta se pretende comprobar los conocimientos gramaticales del estudiante, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el estudiante deberá completar o rellenar. También podrán presentarse oraciones para ser transformadas u otro tipo de ítem. Se adjudicará 0,25 a cada “hueco en blanco” y en el caso de las transformaciones o ítems de otro tipo se concederá 0,5 con carácter unitario.

Pregunta 5: Hasta 3 puntos. Se trata de una redacción, de 150 a 200 palabras, en la que el estudiante podrá demostrar su capacidad para expresarse libremente en inglés. Se propondrá una única opción y se otorgarán 1,5 puntos por el buen dominio de la lengua – léxico, estructura sintáctica, etc. – y 1,5 por la madurez en la expresión de las ideas – organización, coherencia y creatividad. Para corregir esta redacción se utilizará la siguiente rúbrica de evaluación:

Puntuación: de 0 – 3

Cada apartado se valorará entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de “Excelente” (con la nota máxima de 0,5) o de “Deficiente” (con la nota mínima de 0).

	Excelente	Nota	Deficiente
CONTENIDO	El mensaje es claro, preciso y coherente, con ideas interesantes, que se atienen al tema propuesto. Se sigue el requisito de extensión mínima.	---/0,5	El mensaje es demasiado confuso, ambiguo o incoherente, con ideas irrelevantes o repetitivas. No se sigue el requisito de extensión mínima.
	Se muestra capacidad para desarrollar un punto de vista personal, con opiniones originales. Las ideas se ilustran de forma adecuada.	---/0,5	Es difícil distinguir la postura personal del autor. Se incluyen generalidades sin fundamento, porque no se aportan datos o ejemplos que ilustren las ideas expuestas.
	Se emplean conectores de forma efectiva y variada.	---/0,5	Faltan conectores adecuados y se acusa una falta de transiciones temáticas lógicas.
FORMA	No hay errores importantes de gramática	---/0,5	Hay errores graves de gramática
	No muestra limitaciones en el uso del vocabulario que utiliza.	---/0,5	Hay errores graves de léxico.
	No hay errores importantes de ortografía y/o puntuación.	--- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
Total		--- / 3	