



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID

EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
UNIVERSITARIAS OFICIALES DE GRADO

Curso 2017-2018

MATERIA: INGLÉS (Lengua Extranjera Adicional)

INSTRUCCIONES GENERALES Y VALORACIÓN

Después de leer atentamente los textos y las cuestiones siguientes, el alumno deberá escoger una de las dos opciones propuestas y responder en INGLÉS a las cuestiones de la opción elegida.

CALIFICACIÓN: Las cuestiones 1ª, 2ª y 4ª se valorarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto y la pregunta 5ª sobre 3 puntos. **TIEMPO:** 90 minutos.

OPCIÓN A

First Dates

When your dinner companion spends the evening looking at his device, or at the ball game on the television set conveniently on the wall behind you (perhaps explaining his choice of venue –and seat selection), you may wonder if you are even on a date. That is a great question. Because for the same reason that selective attention is one of the most seductive aspects of romantic attraction, inattention is one of the biggest turn-offs.

Speed dating has provided a great deal of information about first date chemistry through speed dating research. Speed dating involves a series of face-to-face interactions with prospective romantic partners, often lasting only several minutes in length. While this sounds exhausting, research reveals participants are able to glean enough information from these brief interactions to decide whether they would like to see the other person again – and why.

Speed-dating studies are better sources of relational predictive data than meeting people at parties or other social events, because a speed-dating context involves participants who are looking for romantic relationships. Speed dating can arguably also provide a more practical method of gauging potential romantic interest than answering prompts on a questionnaire or responding to a hypothetical scenario because it involves in-person, face-to-face chemistry.

Unfortunately, in a world of multitasking, we inadvertently display inattention, which can put at risk the development of the relationship. Divided attention reduces the ability to cultivate chemistry because distraction transmits disinterest. On the other hand, we have all had the experience of spending time with someone where the chemistry is almost palatable. We could not wait to see them again. What then makes the difference? The answer, in a word: ATTENTION.

QUESTIONS

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

- Speed-dating involves long-lasting online exchanges with our date.
 - Doing many things at the same time can result in the intentional lack of attention.
- (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.

- According to the text, how can our date fail to show attention to us?
 - Why does speed dating offer a more suitable way to measure romantic interest than surveys?
- (Puntuación máxima: 2 puntos)

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

- potential (paragraph 2)
 - gather (paragraph 2)
 - offer (paragraph 3)
 - in danger (paragraph 4)
- (Puntuación máxima: 1 punto)

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

- Those interested in _____ (meet) romantic partners should try speed-dating, since it _____ (seem) to be quite an effective method.
- If Susan _____ (know) that her date would be so boring, she _____ (not agree) to meet him in the first place.
- She got furious when she realised that her personal photos _____ (publish) online by the dating agency even _____ she had not given her consent.
- Complete the following sentence to report what was said.**
Anne told her friend: "I met my fiancé on a dating web last year."
Anne told her friend _____.

(Puntuación máxima: 2 puntos)

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

Would you try speed-dating to meet someone? Why or why not?

(Puntuación máxima: 3 puntos)



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OPCIÓN B

A Generation in Debt

In today's day and age, it appears that a degree from higher education establishments is more desired than ever. Data released by the Universities and Colleges Admissions Service (UCAS) in August 2017 revealed that a total of 461,860 people have been placed in full-time UK universities. This was accompanied by an increase in tuition fees, rising from a maximum of £3,375 to £9,000 a year, in 2012, and from £9,000 to £9,250 in 2017. Back in March, *The Independent* newspaper had reported that university tuition fees in England are the highest in the world.

In addition, maintenance grants have been terminated, meaning that students now require a higher maintenance loan to cover living costs. Thus, they find themselves in more debt than ever before. For instance, it would take those entering a career in mechanical engineering over 29 years to pay off their student debt totalling £72,960, of which interest makes up to £27,930. Investment bankers and financial managers would have paid their full loan off in 14 years and 13 years, respectively.

The exorbitant costs of higher education have raised concerns over its affordability and accessibility, especially to students of lower-income households. This has culminated into a major student protest this year, reflecting student dissatisfaction. Sandi, a law student at University College London, who is currently taking on a student loan to finance her studies, spoke to *The Student Magazine*: "The loan is only enough to cover tuition expenses in the first year, so for the second and third years, my situation is still not clear. Hopefully I can get a scholarship, but if not, I will have to squeeze the money out from somewhere. I do intend to find a part time job. England is too expensive, especially London."

QUESTIONS

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

- A growing number of students are currently giving up on the idea of entering university education.
- One of the reasons why university students need to borrow money is because help for living costs is no longer available.

(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.

- Why have higher education students in Britain protested this year?
- What do students from less privileged families usually have to do in order to pay for a degree in an expensive English university?

(Puntuación máxima: 2 puntos)

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

- seems (paragraph 1)
- cancel (paragraph 2)
- in particular (paragraph 3)
- demonstration (paragraph 3)

(Puntuación máxima: 1 punto)

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

- Lately, a lot of international students _____ (admit) to British universities, _____ the implementation of more restrictive immigration policies.
- Students from low-income families find it really difficult _____ (afford) university fees. _____ they have to work very hard in order to obtain a grant.
- If Anne _____ (know) that university fees in England were so high, she _____ (apply) to a Scottish university, but she didn't: she applied to an English one.
- Complete the following sentence to report what was said.**
Mrs Robinson asked her daughter: "Why don't you want to go to university?"
Mrs Robinson asked her daughter _____.

(Puntuación máxima: 2 puntos)

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

Do you think Spanish university students have to face the same financial problems as their English counterparts? Explain why.

(Puntuación máxima: 3 puntos)

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	