



**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

#### Is the Full Stop no Longer Necessary?

The full stop has been used for centuries to end sentences, but its use is changing. As Generation Z – teenagers or those in their early twenties – have grown up in the age of instant messaging, the punctuation mark is no longer commonly used. Linguists from across the world have been investigating the purposefulness of the full stop as communication habits have evolved, and some of them think people simply do not put full stops in unless they want to make a point.

Dr Fonteyn tweeted: If you send a text message without a full stop, it's already obvious that you've concluded the message. "So, if you add that additional marker for completion, they will read something into it, and it tends to be a falling intonation or negative tone." The full stop is "intimidating" to young people who interpret it as a sign of anger.

According to *The Telegraph*, linguists are divided on whether the full stop has become redundant given that text messages are concluded by pressing "send" so there is arguably no need for the full stop. In 2015, a study from Binghamton University suggested that people who finish messages with full stops are perceived as insincere. The study involved 126 undergraduates and the researchers concluded that text messages ending in the most final of punctuation marks were perceived as being less sincere. Unusually, texts ending in an exclamation point are deemed heartfelt or more profound.

Research leader Celia Klin said: "When speaking, people easily convey social and emotional information with eye gaze, facial expressions, tone of voice and so on. People obviously can't use these mechanisms when they are texting. Thus, it makes sense that texters rely on what they have available to them – emoticons, deliberate misspellings that mimic speech sounds and, punctuation."

Adapted from "Full stop is 'intimidating' to young people who interpret it as a sign of anger, linguists say." *The World News*, August 24, 2020.  
<<https://bit.ly/3jRw1Hi>>

### 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.**

- According to the text, several researchers consider that people use the full stop when they want to highlight something.
- Youngsters think using a full stop shows someone is quite annoyed.  
(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.**

- What is the difference between ending messages with a full stop or an exclamation mark?
- Why do people use emojis when they are messaging online?  
(Puntuación máxima: 2 puntos)

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

- behaviours (paragraph 1)
- clear (paragraph 2)
- include (paragraph 2)
- indicated (paragraph 3)  
(Puntuación máxima: 1 punto)

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

- Youngsters who are used to \_\_\_\_\_ (communicate) electronically break up their thoughts by sending each one as a separate message, \_\_\_\_\_ than using a full stop.
- The full stop derives \_\_\_\_\_ Greek punctuation which \_\_\_\_\_ (introduce) by Aristophanes of Byzantium in the 3<sup>rd</sup> century BC.
- \_\_\_\_\_ (slight) mistake in punctuating a clause in a contract can have massive unintended consequences. Punctuation \_\_\_\_\_ (matter).
- If I were you, I \_\_\_\_\_ (show) how brilliant I am by manipulating the language \_\_\_\_\_ the internet.  
(Puntuación máxima: 2 puntos)

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

Our words have impact. Why is it determining or relevant to think before speaking our minds? Explain.

(Puntuación máxima: 3 puntos)



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**TEXTO B**

**Women Spies during World War II**

The summer of 1941 was a difficult time for Britain and her European allies in the war. The Nazis were bombing key cities across the country and much of Europe had fallen to the Germans, leaving Britain vulnerable. This made the work of the Special Operations Executive (SOE), and the actions of women within it, that much more important.

Established in June 1940 in London, the SOE was a volunteer force set up to practice a secret war behind enemy lines. Intelligence agencies realized fairly early on during the war the important part women could play in spying, in what had been traditionally considered the domain of men. Women were thought to be more discreet as spies, and capitalized on this perception during the war, carrying out tasks and missions that men were unable to do. In the field, women could go unnoticed as messengers delivering vital information, with one SOE officer from Holland noting that in 1944, women were rarely stopped and searched at checkpoints.

In some instances, women spies took big risks and they had a great influence in the development of the war conflict. As historian Juliette Pattinson notes, “several wartime accounts indicate that male agents were less skilled and inventive than their female colleagues.”

The SOE had sent 39 women to Occupied France by the time of the D-Day invasions on June 6, 1944. Because it was crucial that they evade suspicion, the SOE recruited agents who could speak French and adapt to French life. Each agent was given a codename or an alias, and trained in specialist skills, including radio operations, how to maintain a cover story and how to open locks.

Adapted from “Inside the Stories of the Most Daring Women Spies of World War II,” *Time*, 2 October 2020. <<https://bit.ly/3fbcjWp>>

**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.**

- Women began working as spies at the end of the war.
- Historical evidence shows that men were better spies than women.  
(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.**

- What are the two reasons why Great Britain was in a hard situation during the summer of 1941?
- Why was speaking French required to be a good spy?  
(Puntuación máxima: 2 puntos)

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

- challenging (paragraph 1)
- quite (paragraph 2)
- seldom (paragraph 2)
- every (paragraph 4)  
(Puntuación máxima: 1 punto)

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

- \_\_\_\_\_ (consider) the most dangerous of all allied spies by the Gestapo, Virginia Hall was particularly good \_\_\_\_\_ opening locks.
- \_\_\_\_\_ women spies worked very hard during World War II, they were paid less \_\_\_\_\_ men.
- According \_\_\_\_\_ official files, there were more than 200 women \_\_\_\_\_ served as double spies during the war.
- Complete the following sentence to report what was said.**  
“Who is your preferred woman spy?”  
My friend asked me \_\_\_\_\_.  
(Puntuación máxima: 2 puntos)

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

Who is your favourite male or female historical character? Explain the reasons for your choice.  
(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).

	<b>Excelente</b>	<b>Nota</b>	<b>Deficiente</b>
<b>CONTENIDO</b>	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.
<b>FORMA</b>	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.
<b>Total</b>		<b>--- / 3</b>	

**INGLÉS**  
**SOLUCIONES**  
**(DOCUMENTO DE TRABAJO ORIENTATIVO)**

**TEXTO A - SUGGESTED ANSWERS**

**Question A.1**

- a) **TRUE:** “Linguists from across the world have been investigating the purposefulness of the full stop as communication habits have evolved, and some of them think people simply do not put full stops in unless they want to make a point.”
- b) **TRUE:** “The full stop is “intimidating” to young people who interpret it as a sign of anger.”

**Question A.2**

Key ideas

- a) The difference is that ending messages with a full stop is considered dishonest / is identified as a sign of dishonesty or lack of sincerity and ending messages with an exclamation mark is supposed to be more genuine and sincere.
- b) People use emojis because online messaging forces people to develop new ways of conveying emotion and meaning without the use of body language or tone of voice.

**Question A.3**

- a) habits
- b) obvious
- c) add
- d) suggested

**Question A.4**

- a) communicating ----- rather
- b) from ----- was introduced
- c) The slightest ----- matters
- d) would show ----- of / on

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**TEXTO B - SUGGESTED ANSWERS**

**Question B.1**

a) **FALSE:** “Intelligence agencies realized fairly early on during the war the important role women could play in spying, in what had traditionally been considered the domain of men.”

b) **FALSE:** “As historian Juliette Pattinson notes, ‘several wartime accounts indicate that male agents were less talented and inventive than their female colleagues.’”

**Question B.2**

Key ideas

a) Major British towns were being bombed by the Nazis. Besides, the Nazi army had conquered most of Europe, which left Great Britain exposed.

b) Because it was important for spies to go unnoticed when they carried out their missions in Occupied France.

**Question B.3**

a) difficult

b) fairly

c) rarely

d) each

**Question B.4**

a) Considered / Being considered ----- at

b) Although / Though / Even though ----- than

c) to ----- who / that

d) My friend asked me who my preferred woman spy is / was.



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### TEXTO A The Special Olympics

Over 50 years ago, Eunice Kennedy Shriver saw how unjustly people with intellectual disabilities were treated and that many children didn't even have a place to play. She decided to take action and held a summer day camp for young people with intellectual disabilities in her own backyard. In this camp, these young people could participate in sports and physical activities, focusing on what they could do, and not on what they couldn't do. This was a revolutionary idea at the time.

In 1968, 1,000 athletes with intellectual disabilities from the USA and Canada competed in the first Special Olympics International Summer Games in Chicago. There, over 200 events were offered – from 100-yard swim to high jump, water polo and floor hockey. The event was so successful that Eunice assured that more games would be held as a “Biennial International Special Olympics”.

The event has grown to become an international competition. In 2003, for the first time, it went to another country, Ireland. Initially, the organisers didn't expect it, but nearly every country wanted to host the competing nations and their athletes. Ireland took the Olympic Games to its heart. There were around ten thousand volunteers and people came out in the hundreds of thousands to enjoy the spectacle and cheer on the athletes. Any barriers that had existed before between those with and without intellectual disabilities broke down then.

Sport brings people together. Nevertheless, it seldom brings out the levels of shared empathy and joy as the Special Olympics does, being a force for good, change, and unity. It has been celebrated every two years in seven different countries so far and is usually the largest sports and humanitarian event in the world that year.

Adapted from “Special Olympics History,” *Special Olympics*, November 28, 2020. <<https://www.specialolympics.org/about/history>>

### 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.**

- Athletes from all over the world took part in competitions in the Olympic event held in the late 60s.
- When the US organisers decided to celebrate the event abroad for the first time, they were surprised to find that most countries wanted to host the Games.  
(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.**

- Why did Eunice decide to hold a summer day camp in her backyard?
- What was the reaction of Irish people to the Special Olympic Games they held?  
(Puntuación máxima: **2 puntos**)

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

- radical (paragraph 1)
- encourage (paragraph 3)
- rarely (paragraph 4)
- happiness (paragraph 4)  
(Puntuación máxima: **1 punto**)

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

- After being held in the US \_\_\_\_\_ several years, Ireland had the chance \_\_\_\_\_ (celebrate) the event.
- If I \_\_\_\_\_ (have) enough time to train properly last season, I \_\_\_\_\_ (win) a medal.
- Celebrating the Olympic Games has a huge impact \_\_\_\_\_ social unity, besides \_\_\_\_\_ (imply) economic profit for the hosting country.
- Complete the following sentence to report what was said.**  
“We don't expect many people in the country will volunteer.”  
Organisers said \_\_\_\_\_.  
(Puntuación máxima: **2 puntos**)

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

If you could volunteer at an important event, what type of event would you prefer and why?  
(Puntuación máxima: **3 puntos**)



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**TEXTO B**

**Students Vote and Work the Polls, Despite the Pandemic**

Historically, most young Americans don't vote. In the 2016 presidential election, fewer than half of eligible voters between 18 and 29 cast a ballot. Last year, that changed. Young voters were showing rare levels of enthusiasm, even as college students faced new obstacles. "The pandemic upturned both how people vote and how students learn," said our colleague Dan Levin, who wrote about the struggles students face right now. "Just like there have been Zoom classes, students were going virtual with their organizing."

In a regular election year, campus activists would have tables on the quad and knock on doors in dormitories. Last year, instead of crowding into common rooms, students were hosting debate watch parties on Zoom, recruiting poll workers over Instagram and encouraging students to post their voting plans on Snapchat. "We had to exhaust every possible option to continue energizing voters," said Roderick Hart, 20, a junior at Morehouse College in Atlanta. "Social media was really our only way of connecting everybody at once, considering we weren't on campus."

Last year, more than seven million voters under 30 had already cast ballots, including nearly four million in 14 key battleground states, according to data compiled by researchers at Tufts University. "We just came in and got as many students as we could engage on their floor," said Jess Scott, who asked resident advisers at the University of Pittsburgh to host voter information sessions on Zoom. Students were disproportionately vulnerable. The coronavirus exacerbated concerns about student IDs and proof of residency, as documents moved online, and many students were learning in other places.

Adapted from "Students Vote and Work the Polls, Despite the Pandemic," *New York Times*, November 2<sup>nd</sup>, 2020. < <https://bit.ly/2N4CR29>>

**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.**

- a) Few young Americans have traditionally voted.
  - b) Students were too exposed in presidential elections.
- (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.**

- a) Why were young Americans interested in US 2020 presidential elections?
  - b) How was social media used in US 2020 Elections?
- (Puntuación máxima: **2 puntos**)

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

- a) eagerness (paragraph 1)
  - b) urging (paragraph 2)
  - c) truly (paragraph 2)
  - d) hold (paragraph 3)
- (Puntuación máxima: **1 punto**)

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

- a) The return to school in the coronavirus pandemic is creating additional stress \_\_\_\_\_ a time already filled \_\_\_\_\_ anxiety.
  - b) \_\_\_\_\_ can reporters prepare the public \_\_\_\_\_ the possibility that results will not be available on election night?
  - c) Studies indicate that people \_\_\_\_\_ don't vote when they're eligible are more likely to \_\_\_\_\_ (rare) vote in the future.
  - d) Millennials and Generation Z represent a \_\_\_\_\_ (large) voting bloc \_\_\_\_\_ Baby Boomers.
- (Puntuación máxima: **2 puntos**)

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

Should voting be compulsory? Justify your answer.  
(Puntuación máxima: **3 puntos**)



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**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:

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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).

	<b>Excelente</b>	<b>Nota</b>	<b>Deficiente</b>
<b>CONTENIDO</b>	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.
<b>FORMA</b>	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.
<b>Total</b>		<b>--- / 3</b>	

**INGLÉS**  
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**TEXTO A - SUGGESTED ANSWERS**

**Question A.1**

a) **FALSE:** “In 1968, 1,000 athletes with intellectual disabilities from the USA and Canada competed in the first Special Olympics International Summer Games in Chicago.”

b) **TRUE:** “Initially, the organisers didn’t expect it, but nearly every country wanted to host the competing nations and their athletes.”

**Question A.2**

Key ideas

a) She wanted to do something against society treating disabled people unfairly, and disabled children not having a place to play.

b) They were very involved, massively volunteered and attended the games; many social barriers were broken.

**Question A.3**

a) revolutionary

b) cheer on

c) seldom

d) joy

**Question A.4**

a) for ----- to celebrate

b) had had ----- would have won

c) on / upon ----- implying

d) Organisers said that they didn’t expect many people in the country would volunteer / to volunteer.

**INGLÉS**  
**SOLUCIONES**  
**(DOCUMENTO DE TRABAJO ORIENTATIVO)**

**TEXTO B - SUGGESTED ANSWERS**

**Question B.1**

- a) **TRUE:** “Historically, most young Americans don’t vote.”
- b) **TRUE** “Students were disproportionately vulnerable.”

**Question B.2**

Key ideas

- a) Young Americans wanted to surpass youth voting records despite the Covid-19 Pandemic. Some campus activists were interested in politics and engaged in online debates to encourage young people to vote.
- b) Different social media (Snapchat, Zoom and Instagram) were used to appeal to young voters with the aim to encourage their participation in the elections.

**Question B.3**

- a) enthusiasm
- b) encouraging
- c) really
- d) host

**Question B.4**

- a) at / during ----- with
- b) How/ To what extent----- for / concerning / regarding
- c) who / that----- rarely
- d) larger----- than