



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID
EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
UNIVERSITARIAS OFICIALES DE GRADO

Curso **2021-2022**

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

Firms Hire for “Cultural Fit”

Job rejections are like break ups – they are never fun, but some are worse than others. *‘We were impressed by your resume, but you’re not a cultural fit’* is the *‘it’s not you, it’s me’* of job rejections. It is vague, confusing and almost always means there was something about you personally they didn’t like, but didn’t want to say out loud. Sandra Okerulu experienced this first-hand earlier this year. She applied for a role at a New York-based company and had an interview which went “perfectly”, she says. The company told her that her experience was what they were looking for, and she’d get an email about a second interview shortly. But she heard nothing for days. “Then I got an email saying I wasn’t a good fit, so they went with somebody else,” she says.

Of course, candidates understand job interviews are about more than checking qualifications. They’re also compatibility assessments – if your working style and behaviours mean you’ll function well within an organisation. The problem is that, too often, these assessments are subjective. That can mean candidates who look, act or sound different to recruiters are at an immediate disadvantage. Being dismissed for ‘cultural fit’ can leave demoralised candidates struggling to decipher what they did wrong. It can also leave certain workers unable to access particular roles or sectors.

Although many recruiters only hire candidates they think will fit with the company culture, research shows it’s actually in companies’ interests to stop doing this if they want to build better teams. In fact, there’s a significant disadvantage for companies who rely on cultural fit: they can end up very homogenous, so diversity is actually better for business.

Adapted from “What Does Being a ‘Cultural Fit’ Actually Mean?” *BBC Worklife*, October 20, 2021.
<<https://www.bbc.com/worklife/article/20211015-what-does-being-a-cultural-fit-actually-mean>>

TEXTO A

QUESTIONS

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

- a) Not being 'cultural fit' is never used as an excuse to turn down candidates because of their personality.
- b) Sandra Okerulu's position was taken by another candidate.

(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.

- a) Which two consequences can potential workers suffer if rejected for not being 'cultural fit'?
- b) How can companies benefit from not applying the 'cultural fit' policy when hiring workers?

(Puntuación máxima: **2 puntos**)

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

- a) seeking (paragraph 1)
- b) soon (paragraph 1)
- c) tests (paragraph 2)
- d) make up (paragraph 3)

(Puntuación máxima: **1 punto**)

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

- a) Hiring is often subjective, _____ means some applicants may not be selected even _____ they have excellent qualifications.
- b) When writing an _____ (apply) for a job, recruiters suggest _____ (include) skills and work experience in the resume.
- c) Some jobs require being good _____ digital marketing, such _____ social media.
- d) Candidates who are culturally fit _____ (think) to be _____ (bad) for a firm than others.

(Puntuación máxima: **2 puntos**)

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

Is cultural diversity good for society? (Think about school, social relationships, work, etc.). Discuss.

(Puntuación máxima: **3 puntos**)

TEXTO B

Environmental Impact of the Clothing Industry

According to reports from 2019, the amount of clothes bought in the European Union (EU) per person has increased by 40% in just a few decades. This fact was driven by a fall in prices and the increased speed with which fashion is delivered to consumers.

Clothing accounts for between 2% and 10% of the environmental impact of EU consumption. This impact is often felt in third countries, as most production takes place out of the EU. The production of raw materials – e.g. pesticides for cotton –, spinning them into fibres, weaving fabrics and dyeing require enormous amounts of water and chemicals. Consumer use also has a large environmental footprint due to the water, energy and chemicals used in washing, tumble drying and ironing, as well as to microplastics shed into the environment.

Less than half of used clothes are collected for re-use or recycling when they are no longer needed, and only 1% are recycled into new clothes, since technologies that would enable recycling clothes into virgin fibres are only starting to emerge. Various ways to address these issues have been proposed, including developing new business models for clothing rental, designing products in a way that would make re-use and recycling easier (circular fashion), convincing consumers to buy fewer clothes of better quality (slow fashion), and generally directing consumer behaviour towards choosing more sustainable options.

In 2018, the EU adopted a circular economy package that will for the first time ensure that textiles are collected separately in all Member States by 2025 at the latest. The European Parliament has for years promoted the use of ecological and sustainable raw materials and the re-use and recycling of clothing.

Adapted from “Environmental Impact of the Textile and Clothing Industry,” *European Parliament Think Tank*, January 17, 2019. <https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI%282019%29633143>

TEXTO B

QUESTIONS

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

- a) EU clothes consumption has no consequences for non-EU countries.
- b) New regulations were approved to make all EU states classify clothing waste.

(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) Which reasons have caused the increase in clothes sales in recent years?
- b) How can clothes re-use or recycling be improved? Name two proposals.

(Puntuación máxima: **2 puntos**)

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

- a) purchased (paragraph 1)
- b) because of (paragraph 2)
- c) deal with (paragraph 3)
- d) encouraged (paragraph 4)

(Puntuación máxima: **1 punto**)

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

- a) I think that _____ (efficient) option to decrease fashion-driven pollution is beginning _____ (rent) clothes.
- b) Since 2018, people _____ (become) more and more aware _____ the clothing industry environmental impact.
- c) In order to change consumer habits _____ are contributing to pollution, new regulations _____ (draw up) two years ago.

d) Complete the following sentence to report what was said.

“Were only 2% of used clothes recycled in the country last year?”

The French minister asked _____.

(Puntuación máxima: **2 puntos**)

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

“Clothes say a lot about you.” Do you agree with this statement? Justify your opinion.

(Puntuación máxima: **3 puntos**)

CRITERIOS ESPECÍFICOS DE CORRECCIÓN Y CALIFICACIÓN INGLÉS

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 atienden 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	

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO A - SUGGESTED ANSWERS

Question A.1

a) **FALSE:** "It's vague, confusing and almost always means there was something about you personally they didn't like, but didn't want to say out loud."

b) **TRUE:** "Then I got an email saying I wasn't a good fit, so they went with somebody else," she says."

Question A.2

Key ideas

a) Candidates who are rejected for not being 'cultural fit' can end up discouraged and wondering what they did not do well. Besides, they cannot obtain certain jobs or access specific areas.

b) Companies that do not apply the 'cultural fit' policy make improved, heterogeneous/mixed teams that are more beneficial.

Question A.3

a) looking for

b) shortly

c) assessments

d) build

Question A.4

a) which ----- if / though

b) application ----- including

c) at ----- as

d) are thought ----- worse

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

a) **FALSE:** "This impact is often felt in third countries, as most production takes place out of the EU."

b) **TRUE:** "In 2018, the EU adopted a circular economy package that will for the first time ensure that textiles are collected separately in all Member States by 2025 at the latest."

Question B.2

Key ideas

a) The reasons that have provoked the growth of clothes sales are that clothes have become cheaper and that they are available to buyers in a very fast way.

b) Possible measures can be: changing the clothes business from selling to renting, creating products that can be used several times easily, encouraging buyers to get high-quality clothes in a smaller amount, making customers select more sustainable choices.

Question B.3

a) bought

b) due to

c) address

d) promoted

Question B.4

a) the most efficient ----- to rent

b) have become ----- of

c) that / which ----- were drawn up

d) The French minister asked if / whether only 2% of used clothes were recycled / had been recycled in the country last year / the previous year / the year before.



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TEXTO A

Today's "Fake News" Used to Be Called Yellow Journalism

It is perhaps not so surprising to hear that the problem of "fake news" — media outlets adopting sensationalism to the point of fantasy — is nothing new. As Robert Darnton said, the first example of this in history may have been in the late 19th century. This was when "Yellow Journalism" first began.

Why yellow? The reasons are not totally clear and some sources point to the yellow ink the publications would sometimes use, though others say it was named after a popular cartoon called The Yellow Kid. This cartoon first ran in Joseph Pulitzer's *New York World*, and later William Randolph Hearst's *New York Journal*. These two newspapers were in a battle because they wanted to win readers. Their competition led to the rise of Yellow Journalism.

Although today his name is somewhat synonymous with journalism of the highest standards, through association with the Pulitzer Prize, Joseph Pulitzer had a very different reputation while alive. After purchasing *The New York World* in 1884 and rapidly increasing circulation through the publication of sensationalist stories, he earned the dubious honour of being the pioneer of tabloid journalism. He soon had a competitor in the field when his rival William Randolph Hearst acquired *The New York Journal* in 1885. The rivalry was fierce, each trying to outdo each other with ever more sensational and scandalous stories.

Yellow Journalism was at its worst in the days leading up to the Spanish-American War. Hearst's newspaper had a major influence on the conflict. It encouraged anti-Spanish feelings across the United States. Some people started calling the war "The Journal's War". Both newspapers published stories about the war that were full of unconfirmed claims, sensationalist propaganda, and outright factual errors.

Adapted from "Yellow Journalism: The "Fake News" of the 19th Century," *The Public Domain Review*, December 11, 2019. <<https://publicdomainreview.org/collection/yellow-journalism-the-fake-news-of-the-19th-century>>

TEXTO A

QUESTIONS

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

- a) The term “Yellow Journalism” was coined after a comic strip about a boy in a yellow nightshirt, entitled the “Yellow Kid”.
 - b) Joseph Pulitzer has come to be related to one of the most prominent awards given to journalists.
- (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.

- a) What similarities are there between William Randolph Hearst and Joseph Pulitzer? Mention two.
 - b) Did Yellow Journalism play a role in the Spanish-American War? Why?
- (Puntuación máxima: **2 puntos**)

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

- a) possibly (paragraph 1)
 - b) questionable (paragraph 3)
 - c) intense (paragraph 3)
 - d) key (paragraph 4)
- (Puntuación máxima: **1 punto**)

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

- a) I really think the journalist is biased. I mean, he _____ (give) a wrong perspective of the issue blaming the government! That's _____ (hard) fair, is it?
- b) William Randolph Hearst was one of _____ (colorful), influential, and outspoken figures _____ (involve) in activities surrounding the Spanish-American War.
- c) Those _____ consume news need to find ways of _____ (determine) if what they're reading is true.
- d) **Complete the following sentence to report what was said.**

“Can you check it out in ten minutes?”

She wondered _____.

(Puntuación máxima: **2 puntos**)

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

Can social networking sites like Twitter or Instagram be considered news sources? Justify your answer.

(Puntuación máxima: **3 puntos**)

TEXTO B

Breakfast Radio

Global Breakfast Radio (GBR) is a 24-hour operation, broadcasting programs from more than 250 radio stations around the world. But there's a catch: each of those stations is only played during its time zone's respective breakfast time slot. As GBR explains in a statement, "The sun is always rising somewhere; breakfast is always just about to happen. In some small way, Global Breakfast Radio hopes to be a way of traveling globally through the medium of radio."

The station was created by two UK-based breakfast radio fans, Seb Emina, a writer, and Daniel Jones, a systems artist. The duo searched for hundreds of radio stations worldwide to narrow down the current list of 250. Those stations play on a loop, with music and news following the sunrise. Pulling that off, however, required a bit of technical finesse. Digital music lovers might notice that the output bears a little resemblance to the algorithmically generated playlists built by Spotify or Pandora. "The difference is that here the algorithm is mediated by the day-long cycle of the Sun sweeping the globe," says Jones, "tied together with the myriad broadcasters in these remote locations."

But this is not without problems, explains Jones. "We soon discovered that internet stream URLs seem to decay and disappear extremely quickly, meaning that the database of stations needs to be constantly updated." Once the algorithmic problems were worked out, the team tried to create a list that is representative of the tremendous diversity around the globe and that captures the feeling of exploring new places. Even licensed photos of sunrises from those places are shown as music and news are broadcast.

Adapted from "This Radio Station Broadcasts All Over the World, But Only at Breakfast Time," *Smithsonian Magazine*, May 7, 2014. <<https://www.smithsonianmag.com/smart-news/radio-station-broadcasts-all-over-world-only-breakfast-time-180951352/>>

TEXTO B

QUESTIONS

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

- a) Radio stations around the world apply to participate in Global Breakfast Radio.
- b) GBR offers both an auditory and a visual experience.

(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) What is GBR's main goal?
- b) Why do they need to continuously supervise the database?

(Puntuación máxima: **2 puntos**)

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

- a) corresponding (paragraph 1)
- b) observe (paragraph 2)
- c) solved (paragraph 3)
- d) huge (paragraph 3)

(Puntuación máxima: **1 punto**)

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

- a) In the 19th century, German scientist Heinrich Hertz _____ (prove) the existence of radio waves, _____ occur in nature.
- b) Guglielmo Marconi, who was born _____ 20th April 1874, invented what he called "the wireless telegraph" while _____ (experiment) in his parents' attic.
- c) Marconi used radio waves _____ (transmit) Morse code and the instrument he used became _____ (know) as the radio.
- d) Before the 1920s, the radio _____ (use) to contact ships that were out _____ sea.

(Puntuación máxima: **2 puntos**)

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

Discuss the pros and cons of starting the school day later in the morning.

(Puntuación máxima: **3 puntos**)

INGLÉS

CRITERIOS ESPECÍFICOS DE CORRECCIÓN Y CALIFICACIÓN

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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:

Puntuación: de 0 – 3

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	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	

INGLÉS
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TEXTO A - SUGGESTED ANSWERS

Question A.1

a) **FALSE:** “The reasons are not totally clear and some sources point to the yellow ink the publications would sometimes use, though others say it was named after a popular cartoon called The Yellow Kid.”

b) **TRUE:** “Although today his name is somewhat synonymous with journalism of the highest standards, through association with the Pulitzer Prize, Joseph Pulitzer had a very different reputation while alive.”

Question A.2

Key ideas

a) Joseph Pulitzer and William Randolph Hearst were the pioneers of engaging in a style of publishing called Yellow Journalism. They were owners and publishers of newspapers, and they were rivals.

b) Yes, Yellow Journalism played a role in the Spanish-American War because both Hearst and Pulitzer devoted more and more attention to the war, at times writing many stories that proved to be false, which fostered negative ideas towards Spain.

Question A.3

a) perhaps

b) dubious

c) fierce

d) major

Question A.4

a) has given / gave ----- hardly

b) the most colorful ----- involved

c) who / that ----- determining

d) She wondered if / whether I could check it out ten minutes later / after ten minutes / in ten minutes.

INGLÉS
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TEXTO B - SUGGESTED ANSWERS

Question B.1

- a) **FALSE:** "The duo searched for hundreds of radio stations worldwide to narrow down the current list of 250."
- b) **TRUE:** "Even licensed photos of sunrises from those places are shown as music and news are broadcast."

Question B.2

Key ideas

- a) The main goal is to stream radio stations from all over the world and be able to listen to them as the sun rises in those countries.
- b) The URLs of the radio stations in their database tend to stop working very soon, so GBR needs to pay attention and change them all the time.

Question B.3

- a) respective
- b) notice
- c) worked out
- d) tremendous

Question B.4

- a) proved ----- which
- b) on ----- experimenting
- c) to transmit ----- known
- d) had been used / was used ----- at