

OPCIÓN A/ A UKERA

Realizar una de las dos opciones propuestas (A o B)

SCHOOLS LACK MALE TEACHERS

If it weren't against employment laws, principal DeVito would consider taking out the following newspaper advertisement: "*Wanted: Male teachers*". At his Ferryway School in Massachusetts, US, where boys slightly outnumber girls, male teachers are a rare species, presiding over only 4 of the 35 classrooms.

The same scenario is playing out across the state and the nation, where the number of male teachers is dropping despite the recent focus on drawing more men into classrooms. Even school administration offices - an arena where men once dominated - are more likely to be in the hands of women, with the exception of school superintendents.

Education specialists say that low pay and a lack of respect for teachers are primary reasons men stay away. Yet there is another reason: teaching, especially in the lower grades, is still largely perceived as a woman's job, requiring a nurturing personality that supposedly is not common among men. "*If a woman can drive a tank in Baghdad, why can't a guy change a diaper at an early childhood education center?*" said Kitt Cox, one of the few men in the early education field. "*We should be showing kids there are different things they can be when they grow up, and it shouldn't be defined by gender**".

On the other hand, education specialists are also raising serious concerns that male flight from classrooms could be hindering boys' ability to learn. A study by Professor Thomas S. Dee found that boys learned better in reading - a subject in which they typically struggle - when teamed with a male teacher. Similarly, girls did better in math and science with a female teacher. Even more eyebrow-raising, the research questioned whether a predominantly female teaching force is causing more boys to be labeled as behavior problems because women may have difficulty in handling the sometimes aggressive nature of boys. However, in an interview, Professor Dee cautioned against a reaction of simply recruiting male teachers. "*The more appropriate avenue to explore is how we make teachers more productive for all students*", Dee said. "*I'd rather have my son with a great teacher who is female than a mediocre teacher who is male. Teacher quality often gets lost in this debate*".

**sex, the physical and/or social condition of being male or female.*

1. Answer these questions about the text. Use your own words whenever possible (2 points).

- What are the reasons for the lack of male teachers?
- What is Professor Dee's fear?

2. Read the following statements, decide whether they are true or false and justify your answer by quoting evidence from the text (2 points, 0, 50 each).

- DeVito is going to take out a newspaper advertisement to hire only males.
- The imbalance between male and female teachers is growing nationwide.
- Kitt Cox has plenty of male colleagues.
- Boys usually find reading hard.

3. Find in the text the word or group of words which match these definitions (1 point, 0, 20 each).

- Not common, very unusual (paragraph 1).
- Attention to (paragraph 2).
- School groups of classes in which all the children are of a similar age or ability (paragraph 3).
- A square of thick soft paper or cloth which is fastened around a baby's bottom and between its legs to absorb its urine and excrement (paragraph 3).
- Warned (paragraph 4).

4. Complete the text using the correct words from the box below. There are 2 words that you won't need (2 points, 0,25 each).

When third-grade teacher Andrew Bean wanders by female teachers who have stopped a. _____ about a co-worker's pregnancy, he'll joke, "*How b. _____ those late night cravings?*". "*You've got to have a sense of humour about it*", said Bean, the c. _____ male classroom teacher at Fairmount Park Elementary in West Seattle. He doesn't really d. _____ being a man in a profession dominated by women. His job, he said, "*can be exhausting, but the pay-off is incredible*". "*I wish that could be e. _____*". Bean is something of an anomaly in Washington, where f. _____ than one in five elementary school teachers are male. g. _____, experts say some midcareer men are beginning to join the field in search of a more h. _____ job.

UNDERSTOOD	FEWER	FULFILLING	TO CHAT
ABOUT	ONLY	MIND	HOWEVER
	CARE	A LOT	

5. Write a composition of about 150 words on ONE of the following topics (3 points).

- Are there women's jobs and men's jobs?
- You are a school teacher. Last month you left 30 3-year-old children alone during five minutes. During that time one child accidentally swallowed (**swallow: tragar*) your USB memory. As a consequence, the school director has dismissed you. Write a letter to the director explaining what happened and explaining that you want to recover your job and your USB memory.

OPCIÓN B/ B AUKERA

THE LONG-TERM SUCCESS OF THE SIMPSONS

When examining the history of modern prime-time television, there is a certain 1
 pattern, into which, virtually every successful show inevitably falls. After a period of
 initial success (three or four years) the writing on the show becomes repetitive by using
 the same format and same jokes over and over. The audience becomes bored, and
 eventually, the show fades into television oblivion. However, "The Simpsons", an 5
 animated series that was first screened in 1987 is still going strong today.

The success and influence of the series has been widely recognized. In a 1990
 interview with *People* magazine, former USA First Lady, Barbara Bush, called the show
 "the dumbest thing I've ever seen". Soon after, Bush received a letter from "Marge 10
 Simpson" demanding an apology. Within two weeks' time, Bush responded and asked
 for Marge's forgiveness. The question is: What makes "The Simpsons" one of the most
 popular programs in television history?

One reason is that the show draws a generationally diverse fan base by being often
 complex and highly intellectual, while remaining funny at the most basic levels. The
 adults are attracted by the surprisingly sophisticated dialogue, while the children enjoy 15
 the clumsy actions of Homer. A second reason is that the show has the ability to be
 hilarious and subversive but also, somehow, always uplifting. Also, an appealing
 characteristic that needs to be mentioned is that it is simply funny.

However, the most important reason for the show's success is that, despite the large
 amount of crude, violent content, "The Simpsons" provides an attraction to the viewers 20
 on a sentimental level as well. This emotional attachment is possible thanks to the deep
 and detailed development of characters on the program. This allows the viewers to form
 somewhat of a relationship with the members of the show. This relationship translates 23
 into loyalty, which has contributed to the endurance of the show's popularity over time.
 At its current pace, "The Simpsons" seems like it could go on forever. The show is
 continually progressing and funnier than ever. "The Simpsons" continues to entertain
 over a decade after its conception and shows no signs of slowing down.

1. Answer these questions about the text. Use your own words whenever possible (2 points).

- The text claims that "The Simpsons" follows a different pattern when compared to other shows. Why?
- Which is the main reason for the show's success?

2. Read the following statements, decide whether they are true or false and justify your answer by quoting evidence from the text (2 points, 0, 50 each).

- Barbara Bush didn't like "The Simpsons".
- "The Simpsons" pleases people of different ages.
- Violent content is forbidden on the show.
- The show used to be funnier.

3. Find in the text the word, group of words or expressions which match these definitions (1 point, 0, 20 each).

- Funny stories or tricks that are said or done in order to make people laugh (paragraph 1).
- An act of saying sorry (paragraph 2).
- The act of stopping blaming or being angry with someone for something they have done (paragraph 2).
- Without physical coordination, skill, or grace (paragraph 3).
- Decelerating (paragraph 4).

4. Complete the text using the correct words from the box below. There are 2 words that you won't need (2 points, 0,25 each).

No matter how hard he tries, Homer Simpson is simply not very bright and the viewers can sympathize with him and feel good about (a) _____. Homer sleeps his way through work, repeatedly, inexplicably keeping his job (b) _____ massive mistakes. He drinks beer and goes bowling seemingly every night, and comes home to a (c) _____ wife and family with a hot meal on the table. (d) _____ he gets the urge to go after something new, he ignores (e) _____ possible consequences and goes for it. Because he has the same dreams (f) _____ the viewers have, the audience relates to him and, in a way, envies him. One theory suggests that the success of Homer Simpson is a consequence of television history, and could not have (g) _____ place if the show had originated twenty years (h) _____.

ANY	THAT	DESPITE	EVERY	WHENEVER
TAKEN	EARLIER	LOVING	THEMSELVES	LOVER

5. Write a composition of about 150 words on ONE of the following topics (3 points).

- Describe a TV series that you like and explain why you like it.
- Would you like to live without TV? Why?

PRUEBA DE ACCESO A LA UNIVERSIDAD 2010

ASIGNATURA: INGLÉS

CRITERIOS DE CORRECCIÓN:

Apartado 1. Preguntas de comprensión e interpretación del texto.

a) Preguntas de comprensión y expresión. Puntuación máxima: 2 puntos. Se pretende medir las capacidades de comprensión de las ideas principales del texto y la expresión escrita. Se otorgará 1 punto por la comprensión y 1 punto por la corrección lingüística. Deberá evitarse copiar frases literales del texto.

b) Preguntas de comprensión. Puntuación máxima: 2 puntos. Se medirá exclusivamente la capacidad de comprensión de las ideas globales o aspectos más específicos del texto por medio de la identificación y reproducción de partes pertinentes del mismo, selección de la opción correcta, etc.

Apartado 2. Léxico.

Puntuación máxima: 1 punto. Las diferentes preguntas propuestas irán orientadas a comprobar la capacidad de comprensión del vocabulario del texto.

Apartado 3. Gramática.

Puntuación máxima: 2 puntos. Las preguntas de este apartado medirán la capacidad de utilización correcta de las estructuras morfosintácticas.

Apartado 4. Redacción

Puntuación máxima: 3 puntos. Este apartado pretende medir la capacidad de transmitir un mensaje eficazmente, con corrección y coherencia. Se tendrá en cuenta la riqueza léxica y morfosintáctica utilizadas en la exposición. Igualmente se valorará la creatividad y la madurez demostrada. Deberá tenerse en cuenta la extensión pedida y se evitará la mera repetición de las ideas o frases del texto. Se seguirán los siguientes criterios específicos:

Contenido y presentación (1 punto)

- Citar y responder a lo que propone el título.
- Que sea una respuesta personal, elaborada en el examen, no un discurso prefabricado y memorizado.
- No contará todo lo que sea irrelevante, tanto en cuanto al contenido como al léxico (exceso de fórmulas de relleno, frases memorizadas fuera de lugar, etc.)
- Clara organización y secuenciación de ideas, tanto a nivel de párrafo como del conjunto.
- Se valorará la creatividad donde corresponda.
- Longitud: Se quitará puntuación cuando la respuesta sea demasiado corta o larga.

Lengua: Forma y corrección (2 puntos)

- Corrección gramatical: concordancias; errores de morfología y de sintaxis; ortografía; puntuación etc.
- Variedad y adecuación léxica y sintáctica: tono y registro adecuado al tema elegido; manejo de las estructuras sintácticas (sencillez o complejidad de las mismas, control y manipulación de las mismas); evitar calcos lingüísticos del castellano o euskera.

***NOTA:** En cada prueba se especificará al final de cada sección de cada uno de los apartados la puntuación que se le adjudica.