

UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID

PRUEBA DE ACCESO A LAS ENSEÑANZAS UNIVERSITARIAS
OFICIALES DE GRADO

Curso 2014-2015

UC3M

MATERIA: INGLÉS

OPCIÓN A

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.

Go on Two Wheels

“Beat the Tube strike, get a bike!” During the 48-hour shutdown of London Underground in February 2014, thousands did just that and took to two wheels. During the General Strike of 1926, the middle-class volunteers who drove trains were strike breakers. Similarly, these two-wheeled commuters were trying to beat the Tube strike.

With every turn of a bicycle wheel, human freedom is advanced. Cyclists do not have to face timetables; through their own sweat, they make their way in the world, free from following rigid lines of steel and electricity. The bike is individualism in action.

The bicycle is a reminder of the freedoms people enjoyed in the lost Victorian days. You pay no taxes or duties; you need no licence, permit or certificate of proficiency - you just get on your bike. And any cyclist with road sense will have a relaxed attitude towards highways regulations. It is absurd to give dog-like obedience to a red light when your eyes and ears tell you it is safe to go.

The bike has always pedalled individual freedom forward. The Lady Cyclists' Association, founded in 1892, knew that it not only gave women an escape from home and husband, but also a reason to throw off constricting dresses. Many lady cyclists, for practical reasons, made cause with the Rational Dress Society who opposed “the introduction of any fashion in dress that either deforms the figure or impedes the movement of the body”.

The car is no longer a symbol of freedom, so if you want to feel free, go on two wheels.

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) According to the text, traffic lights are essential for the safety of cyclists.
 - b) Nowadays, driving gives you more liberty than cycling.
- (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.

- a) Explain how Londoners reacted to the transport strike in 1926 and in 2014.
 - b) How did cycling affect women in the past?
- (Puntuación máxima: 2 puntos)

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

- a) exactly (paragraph 1)
 - b) schedules (paragraph 2)
 - c) created (paragraph 4)
 - d) get rid of (paragraph 4)
- (Puntuación máxima: 1 punto)

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

- a) I remember _____ (bike) with my friends when I was a teenager in the village _____ I was born.
- b) The Lady's Association to protect women's health _____ (found) by Victorian women, who were much more advanced _____ you can imagine.
- c) “Cyclists _____ wear a helmet”. This statement appears in UK parks where it is compulsory _____ (do) so.
- d) **Complete the following sentence to report what was said.**
“Why don't we go for a walk tomorrow if the weather is fine?”
John suggested _____

(Puntuación máxima: 2 puntos)

5.- Write about 100 to 150 words on the following topic.

What are the advantages and disadvantages of cycling in big cities?

(Puntuación máxima: 3 puntos)

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OPCIÓN B

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.

Use or Abuse of Technology

People in Britain now spend more time watching TV, gaming, and using their mobile phones and computers than they do sleeping. Research by a British communications agency found that the average UK adult uses technology for eight hours and 41 minutes a day, 20 minutes longer than they spend sleeping. One of the biggest reasons for this is Wi-Fi. People can get online almost anywhere, so they spend more time online. Nowadays, it is very common that people make telephone calls or surf the web while watching television.

The study, which examined the use of technology by different age groups, also found that six-year-olds understand how to use gadgets such as tablets and mobile phones at the same level as 45-year-olds. Another finding was that people understand digital technology better when they are 14 or 15.

According to Dr. Arthur Cassidy, a social media psychologist, technology is changing the way people communicate with each other. He warned that we are becoming more and more anti-social and we are moving away from face-to-face conversations because of technology. He added that people are now saturated with digital technology and are becoming psychologically dependent on their smart phones.

Dr. Cassidy linked the increasing cases of Internet and social media addiction among youngsters with problems in mental and physical development. Perhaps we should think of recreational screen time as a form of consumption in the same way that we think of sugar, hours of sun, ... – measured in units of hours per day.

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) An expert said that we are having more in-person conversations now than we used to in the past.
- b) Dr Cassidy believes that the overuse of technology by young people only damages their brain.

(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.

- a) Why do British people make more use of technology nowadays?
- b) What are the research findings regarding children and teenagers?

(Puntuación máxima: 2 puntos)

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

- a) nearly (paragraph 1)
- b) discovery (paragraph 2)
- c) due to (paragraph 3)
- d) associated (paragraph 4)

(Puntuación máxima: 1 punto)

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

- a) She uses her computer, _____ is in her living room, to keep _____ touch with her family.
- b) People _____ (not communicate) so easily if the Internet _____ (not exist).
- c) After _____ (get) home, she found out that her son _____ (use) the PlayStation while she was out.

d) Complete the following sentence to report what was said.
They shouldn't have sent the report off for printing yet.

The report _____

(Puntuación máxima: 2 puntos)

5.- Write about 100 to 150 words on the following topic.

What differences do you find between the use of technology by teenagers and by adults?

(Puntuación máxima: 3 puntos)

INGLÉS

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 100 a 150 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.