

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.

Riding Solo

Even the mere thought of travelling abroad alone can be frightening for many. However, the stigma surrounding travelling solo is unjustified, as travelling solo can be one of the most enjoyable experiences of your life.

The most important tip when planning your trip is to learn from other's experiences of travelling to the destination you have in mind. This could be from either a friend or an online blog. It is better to ask someone you know personally as the information they'll provide could be more reliable than that of online travel advisers. This way you can learn about the places that are off the beaten track.

A huge benefit of travelling on your own is that it means you can make sure you prioritise exactly what you want to do. You do not have to cater to anyone else's wishes and do not have to worry about any tension or arguments that may arise with your fellow travellers. By being on your own, you can form your own views on your experiences and have lone walks by yourself rather than having silly arguments about which club to go to every night or which person is responsible for getting everyone lost. Travelling solo gives you the freedom to meet people you may not have otherwise, especially when travelling in a group. Being on your own also forces you to interact with locals more than you perhaps would have if you were with other people. This would allow yourself to become more immersed in the culture.

There is the issue of vulnerability when travelling solo, which you should prepare yourself for by being very careful, among other things. However, that should not dissuade you from travelling by yourself.

Adapted from "Ridin' Solo: Tackling the Myths of Travelling Alone," *The Student Newspaper* 22 October 2018.

QUESTIONS

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

- When travelling in a group you have greater chances of starting conversations with people who live in the area.
- You should not be scared of travelling on your own: there is no possibility of danger at all.
(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, what is the best way to find information about places which are not very popular with tourists?
- What are the advantages of travelling solo? Mention two.
(Puntuación máxima: 2 puntos)

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

- advantage (paragraph 3)
- desires (paragraph 3)
- quarrels (paragraph 3)
- problem (paragraph 4)
(Puntuación máxima: 1 punto)

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

- If I _____ (have) the chance to travel alone, I would jump at it. Nobody would stop me from _____ (have) such a wonderful experience.
- I couldn't understand every detail of what she explained to me. _____, I could get _____ the site easily.
- _____ (you ever have) arguments with your friends when travelling in a group? If so, what did you argue _____?
- Complete the following sentence to report what was said.**
"Don't travel around Europe by yourself."
My mother told me _____.
(Puntuación máxima: 2 puntos)

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

Going abroad: by yourself or with friends? What do you prefer and why?
(Puntuación máxima: 3 puntos)

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The World's Busiest Beach

Fujiazhuang, which is in the north-eastern Chinese city of Dalian, is the world's busiest beach. Bathers here are too busy slapping on the factor 50 and edging between towels and tents to hear reminders of their civic duty telling them not to spit litter or smoke among many others.

During peak season, about 40,000 people come to this 500m stretch of beach every day. There is no room for sand castles, or even sand apartments. It is a lovely natural setting, with mountains behind you, the smell of grilled fish and the beautiful ocean, but it has to be said that the initial sighting reminds you of a coastal invasion in a war movie.

Despite the enormous number of people, things function efficiently. Most Chinese people are dismissive of the rules – just look at the traffic – but highly aware of convention and Confucian tradition. This means that even if the country makes a chaotic impression most of the time, there is order beneath. And you can see this order on Fujiazhuang beach.

China is a socially conservative country and, along the beach, most Chinese women are modestly dressed in skirted bikinis. In fact, the atmosphere is generally relaxed. There is a cultural dislike of tanned skin, associated with poverty because you get sunburned working in the field as a farmer. That is why so many sunbathers keep their arms covered, and sport enormous sun visors to protect themselves from the sun. After seafood restaurants and beach toyshops, the main industry of Fujiazhuang beach is wedding photography. This beautiful landscape is filled with photo shoots, assistants with reflectors and brides bustling for places on the rocks for the best shot against the glorious Dalian skyline. And what a beautiful vista.

Adapted from: "The World's Busiest Beach," *The Irish Times* 4 August 2018.

QUESTIONS

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

- Chinese people in general are always willing to obey.
- Fujiazhuang is always crowded, no matter the time of the year.
(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 are Chinese people so concerned about keeping their skin protected from the sun? What do they do to succeed in this?
- Mention two activities that can be carried out in Fujiazhuang beach apart from bathing.
(Puntuación máxima: 2 puntos)

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

- obligation (paragraph 1)
- conscious (paragraph 3)
- although (paragraph 3)
- huge (paragraph 4)
(Puntuación máxima: 1 punto)

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

- If we _____ (know) that that place was so crowded, we _____ (not go) there to relax.
- The trip to that marvellous beach _____ (cancel) two hours ago _____ to very bad weather conditions.
- Nowadays, teenagers are very keen _____ taking photos no matter _____ dangerous it sometimes can be.
- Complete the following sentence to report what was said.**
"Where did you spend your last holidays?," he asked me.
He wanted to know _____.
(Puntuación máxima: 2 puntos)

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

Quiet places versus crowded places for holidays. Explain which one you prefer and why.
(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 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	

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Vampire Child

Archaeologists have discovered the body of a 10-year-old child at an ancient Roman site which provides evidence of ancient “vampire burials”. A rock was inserted into the mouth of the child as part of a funeral ritual to prevent the deceased child from rising from the grave and spreading malaria, researchers believe. The unusual so-called “vampire burial” was described as “extremely mysterious” by the American archeologists who have been excavating the site in Teverina since 1987.

The find was unearthed at La Necropoli dei Bambini, an Italian cemetery that dates back to a malaria outbreak in 400 AD which killed many vulnerable babies and small children in the area. Previous excavations at this site have revealed the bones of infants and toddlers. There were also objects associated with witchcraft and magic, including raven talons, toad bones, bronze cauldrons filled with ash and the remains of puppies that appear to have been sacrificed.

Researchers had previously believed that the cemetery was designated exclusively for babies, toddlers and unborn fetuses, since the eldest body found had been a three-year-old girl. However, the discovery of the 10-year-old, whose age could be measured from dental development but whose sex is unknown, suggests that it may have been a burial location for older children as well.

Excavation director said: “Given the age of this child and its unique deposition, with the rock placed within his or her mouth, it represents an anomaly within an already abnormal cemetery.” “There are still sections of the cemetery that we haven’t excavated yet, so we don’t know if we’ll find other older kids,” said Mr Wilson, a doctoral student in anthropology at the University of Arizona.

Adapted from: *Sky News* <<https://news.sky.com/story/vampire-child-discovered-buried-in-italy-with-stone-in-mouth-11524426>>

QUESTIONS

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

- Researchers have been able to determine the gender and the age of the child whose body was discovered in Italy.
- Given that every inch of the cemetery has been examined, it’s unlikely that more bodies might be discovered.

(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 are these burials called “vampire burials”?
- Why did so many babies and young children die in 400AD?

(Puntuación máxima: 2 puntos)

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

- stone (paragraph 1)
- enigmatic (paragraph 1)
- excavated (paragraph 2)
- place (paragraph 3)

(Puntuación máxima: 1 punto)

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

- I don’t know _____ vampires are faster _____ human beings.
- Although people believe these scary stories are true, there is _____ evidence that vampires really _____ (exist).
- There _____ a lot of people around today _____ claim they are true vampires.
- Complete the following sentence to report what was said.**

“Stop telling me scary stories or I’ll have to sleep with the lights on,” my mother told me.

My mother told me _____.

(Puntuación máxima: 2 puntos)

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

You and your friends decide to spend a night in the forest. Write a horror story.

(Puntuación máxima: 3 puntos)

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Quiz for divorce in China

In some parts of China, married couples trying to split up have been asked to take a quiz distributed by the local authorities. The more they knew about each other, including a spouse's birthday or favorite food, the less likely they were to have their divorce immediately approved.

The quizzes, issued in at least two provinces since last year, follow the format of a typical three-part school exam. First, there are some fill-in-the-blank questions. Then, short answer questions and, finally, an essay. The topics of the questions are really varied from the mundane "when is your anniversary?" to the philosophical "have you satisfied your responsibility to your family?" The quizzes contain 15 questions, scored on a scale of 100 points. Liu Chunling, an official in Lianyungang told the *Yangtze Late News* that they were developed as a way to prevent "impulse divorces". Local news agencies reported that the authorities considered a score of 60 points or higher to mean "room for recovery", and those couples were encouraged to work on their marriages.

The divorce rate in China is rapidly rising, pushed mainly by working women who feel newly empowered to get one. But the government is trying to slow the trend, which it sees as a cause of social instability. The state's focus on preventing divorce, experts said, stems from a Confucian belief that a stable society is made up of complete families. "Only through thousands of harmonious family units can an entire society achieve harmony," said Mr. Liu, the Lianyungang official.

The Chinese government had previously regulated other many aspects of private family life, including religion and pregnancy. In this case, the authorities claim, the main objective is only to let the couple consider this rationally and to treat it seriously.

Adapted from "Want a Divorce in China? You Might Have to Fail a Quiz First," *The New York Times* 30 May 2018.

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) It is easier to get a divorce in China if you do not know a lot about your couple.
 - b) More women are making the decision of getting a divorce now than in the past.
- (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 does the government want to prevent divorce?
 - b) What does the idea of "room for recovery" refer to in the text?
- (Puntuación máxima: 2 puntos)

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

- a) accepted (paragraph 1)
 - b) include (paragraph 2)
 - c) goal (paragraph 4)
 - d) deal with (paragraph 4)
- (Puntuación máxima: 1 punto)

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

- a) Fill-in-the gap questions are those _____ can _____ (answer) quickly with only a few words.
 - b) Chinese authorities _____ (regulate) aspects of family life _____ many years.
 - c) _____ what her father thought, she considered that getting a divorce was the _____ (good) option for her.
 - d) If she _____ (meet) him before, she _____ (marry) him.
- (Puntuación máxima: 2 puntos)

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

Divorce rates in Spain have increased in the last few years. Why do you think this is so? Justify your answer.

(Puntuación máxima: 3 puntos)

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Total		--- / 3	



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Why We Need Silence

In a recent interview, journalist and author Ta-Nehisi Coates argued that remarkable thinkers and writers should get off Twitter. It wasn't a critique of the 140/280-character medium or even the quality of the social media discourse in the age of fake news. It was a call to get beyond the noise. For Coates, generating good ideas and quality work requires something all too rare in modern life: quiet. He is in good company since Harry Potter's creator J. K. Rowling, biographer Walter Isaacson and psychiatrist Carl Jung all had periods of deep silence.

Recent studies are showing that taking time for silence restores the nervous system, helps sustain energy and conditions our minds to be more adaptive and responsive to the complex environments in which so many of us now live. It is difficult to drop into deeper modes of listening and attention when we are constantly fixated on the verbal agenda: what to say next, what to write next, what to tweet next. However, it is in those deeper modes of attention that truly novel ideas are found.

Even incredibly busy people can cultivate periods of sustained quiet time. It is possible to hit reset by engaging in a silent practice of meditation or reflection, if you are able to close the office door, retreat to a park bench or find another quiet hideaway. You need not be an outdoors type to ditch the phone and go for a simple two-or-three-hour walk in nature. Immersion in nature can be the clearest option for improving creative thinking. Turn off your email for several hours or even a full day, or try "fasting" from news and entertainment. The world is getting louder. But silence is still accessible; it just takes commitment and creativity to cultivate it.

Adapted from: Talbot Zorn, J and L. Marz (2017) "Why We Need Silence," *Harvard Business Review* 17 March 2017.

<<https://hbr.org/2017/03/the-busier-you-are-the-more-you-need-quiet-time>>

QUESTIONS

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

- Silence had not been valued as a productive medium by scholars and writers until Mr Coates put forward his proposal.
- We can find a suitable place to meditate only by leaving our workplace and going to the park.

(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.

- Explain two of the main benefits of silence.
- According to the text, how can we cultivate silence? Give two possibilities.

(Puntuación máxima: 2 puntos)

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

- notable (paragraph 1)
- keep up (paragraph 2)
- original (paragraph 2)
- withdraw (paragraph 3)

(Puntuación máxima: 1 punto)

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

- He advised us _____ (look for) quiet places _____ that we could do quality work.
- He says that _____ longer people spend meditating, the _____ original their ideas will be.
- If he _____ (know) _____ important it is to remain silent, he would be a much nicer person.
- Since ancient times, silence _____ (consider) to have not _____ physical but also psychological benefits.

(Puntuación máxima: 2 puntos)

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

"Silence is a requisite when studying." Give your opinion.

(Puntuación máxima: 3 puntos)



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID

EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
UNIVERSITARIAS OFICIALES DE GRADO

Curso 2018-2019

MATERIA: INGLÉS (LENGUA EXTRANJERA ADICIONAL)
OPCIÓN B

INSTRUCCIONES GENERALES Y CALIFICACIÓN

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The Kingdom of Women

America has technologically averse subcultures within its borders, and China is no different. In the shadow of the Himalayan live the Mosuo people. Their complex social structure is said to be one of the last semi-matriarchal societies in the world. It is perhaps the only culture in the world that does not include marriage.

The nature of marriage as an old model where the woman is effectively her husband's property has given way to a modern view of marriage where she is an equal partner. Nevertheless, the Mosuo subscribe to neither. Instead, they practice "walking marriage", in which there are no lifelong commitments and relationships are based solely on mutual affection, not family alliances, finances, inheritance, or even parental responsibilities.

The Mosuo have aspects of a matriarchal culture: women own and inherit property, sow crops in this agrarian society, run the households – cooking, cleaning and child-rearing – and make business decisions. However, unlike a matriarchy, the political power tends to be in the hands of males. Men provide strength, ploughing, building, repairing homes and helping with big familial decisions.

However, things are changing since (mostly) Chinese tourists began arriving in the early 1990s. It is a society in transition and the traditional way of life has started to feel outdated to young Mosuo people. They are carving out a different path from their parents, embracing "western" marriage and family life. Some people think Mosuo culture will disappear in 30 years, but many others look for a balance between modern and traditional life.

Adapted from: "The Kingdom of Women," *The Guardian* 1 April 2017.

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) There seems to be many societies in which the traditional concept of marriage does not exist.
- b) There is no consensus among people regarding the future of Mosuo society.
(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) What does the practice of "walking marriage" involve? Mention four characteristics.
- b) What do men do to support their families in the Mosuo society? Mention four aspects.
(Puntuación máxima: 2 puntos)

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

- a) opposite (paragraph 1)
- b) considered (paragraph 1)
- c) give (paragraph 3)
- d) old-fashioned (paragraph 4)
(Puntuación máxima: 1 punto)

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

- a) The _____ you travel, the _____ (good) you understand other people's cultures.
- b) Despite not _____ (sign) any papers, Mosuo people _____ (establish) their own rules and responsibilities centuries ago.
- c) _____ you have signed a marital contract or not, _____ finally matters in your relationship is love.
- d) **Complete the following sentence to report what was said.**
"I cannot reveal who my son's father is," the Chinese woman said.
The Chinese woman said that _____.
(Puntuación máxima: 2 puntos)

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

Do you think women's role in Spanish society has changed over the last years? Discuss.
(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 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	



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.

Homesickness

Whether you've gone away to college, moved to a new city or even just travelled for vacation, homesickness is a common emotional experience. Longing for home is the subject of books, songs and films. Celebrities have opened up about feeling homesick, and many people have shared their tips for overcoming it.

But what exactly are we feeling when we experience homesickness and why do we feel it so deeply – in a way that sometimes manifests physically? Joshua Klapow, a professor of public health at the University of Alabama, points out that “homesickness has everything to do with attachment”. When we feel homesick, we're feeling insecure or uncomfortable with where we are, physically and emotionally, he adds. “We're longing for something that in our minds is known, predictable, consistent and stable.”

Other psychologists emphasise that homesickness is a very normal part of the human experience and is about overcoming a period of adjustment to a new environment. To get over it, homesick people are encouraged to find a coffee shop or another place they can visit repeatedly and that will start to feel familiar. Over time, they will form new attachments.

Even though it's normal and common, homesickness can be associated with very difficult emotions and experiences, according to Ricks Warren, an associate professor in the department of psychiatry at the University of Michigan. Warren compares homesickness to losing a loved one, although what the person is grieving is the loss of the familiar place. It's associated with insomnia, problems with appetite, and difficulty concentrating.

Adapted from “What Happens To Your Mind And Body When You Feel Homesick,” *The Huffington Post* 29 June 2018.

<https://www.huffpost.com/entry/what-happens-mind-body-homesick_n_5b201ebde4b09d7a3d77eee1>

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) Homesickness is often treated in literature, music and the cinema.
- b) One of the symptoms of homesickness is the lack of sleep.
(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) What emotions do people experience when being homesick?
- b) What advice is given in the text to mitigate homesickness?
(Puntuación máxima: 2 puntos)

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

- a) topic (paragraph 1)
- b) states (paragraph 2)
- c) again and again (paragraph 3)
- d) tough (paragraph 4)
(Puntuación máxima: 1 punto)

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

- a) After _____ (live) in my new city for three months, I have started feeling less homesick than when I first _____ (move) in.
- b) Feeling homesick is compared _____ the emotion that we experience _____ losing a beloved person.
- c) _____ (long) you live in a new place, _____ (good) you get to know it, and the less homesick you feel.
- d) **Complete the following sentence to report what was said.**
“When did you last visit your hometown?”, David asked me.
David asked me _____.
(Puntuación máxima: 2 puntos)

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

Have you ever felt homesick? Describe your experience.
(Puntuación máxima: 3 puntos)



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID

EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
UNIVERSITARIAS OFICIALES DE GRADO

Curso 2018-2019

MATERIA: INGLÉS

OPCIÓN B

INSTRUCCIONES GENERALES Y CALIFICACIÓN

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.

Change in Activism

It has always been the youth who have promoted changes. From the Vietnam protests to Tiananmen Square, young people have been the catalyst for many moments of social change and expression of resistance. This moment in time is no different, with millennials and Generation Z transforming activism into a form appropriate for this new technological age.

The sharp increase in activism from young people is in direct correlation with the historic events that took place in 2016, that is, the Brexit vote in June and the US presidential election in November. These events triggered a powerful wave of activism, led by young people disillusioned with institutions and frustrated with the direction our society is moving in. A key moment of youth activism was *March for Our Lives*. This was an entirely student-led protest to demand gun control legislation in America. It finally resulted in the third largest march in US history.

In the UK, *The Pink Protest* was created to form a community of activists more accessible to young people. *The Pink Protest's* mission manifested in the #FreePeriods campaign of last year. The protest's aim was to provide young girls in need with free menstruation products like sanitary towels and tampons. As a result of the campaign, £1.5 million were given by the UK government to address this problem.

This new germination has created a wave of socially engaged young people, eager to use their social media presence for good. From #BlackLivesMatter to #LoveWins, social media has changed the meaning and the practice of activism. It is no longer needed to take to the streets to make an impact; it is now easier and more productive to reach greater numbers of people through a screen. Activism is no longer a scary or unattainable notion but a democratic concept where anyone can find their place.

Adapted from "This Generation is Stepping up and Leading the Change in Activism," *The Student Newspaper* 13 October 2018.

QUESTIONS

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

- The recent rise in youth protests is closely related to the technological advances which have developed for the last two years.
- Despite the use of social media, demonstrations are still the most effective way of protesting.

(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.

- Explain why youths organised activist movements in 2016.
- What did the #FreePeriods campaign demand?

(Puntuación máxima: 2 puntos)

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

- founded (paragraph 3)
- objective (paragraph 3)
- tackle (paragraph 3)
- frightening (paragraph 4)

(Puntuación máxima: 1 punto)

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

- If I had known everything was going to be so chaotic, I _____ (not join) the protest last Sunday. It _____ (be) a waste of time.
- They didn't apologise _____ the trouble they caused. What's worse, they even complained _____ the organisation.
- _____ (you ever participate) in a social media campaign? If so, who was it organised _____?
- The young activists, _____ had met at a university event, enjoyed _____ (discuss) new ideas after meetings.

(Puntuación máxima: 2 puntos)

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

"Today's Spanish youngsters are conformists and feel less committed to social issues than previous generations." Do you agree or disagree, and why?

(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 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	



OPCIÓN A

The Facebook party that became a riot

It began as a plan for a very normal 16th birthday party. Merthe Weusthuis wanted a quiet celebration with a small group of friends in her family home in the small Dutch town of Haren. Like many teenagers, she decided to send out invitations via a social network site. But Merthe made one big mistake: she used open-access settings on Facebook, so it wasn't just her friends who could see details of the event, lots of strangers could too.

The number of invitation acceptances quickly snowballed into an avalanche. Not marking the event as 'private' meant the electronic invitation was eventually seen by 240,000 people, of whom 30,000 confirmed online that they planned to attend. To make matters worse, an unauthorised campaign was launched to promote the party by means of a dedicated website and Twitter account, which received hundreds of thousands of hits. The party became known as 'Project X Haren' after the 2012 American film Project X in which three high school students throw a birthday party that spins out of control. Video trailers for Merthe's party were produced, with scenes from Project X edited in, and they were posted on YouTube. T-shirts featuring Merthe's face were also made, all without her knowledge or consent.

Even after Merthe's parents had cancelled the party, the publicity didn't stop. Local media reported on the forthcoming event and teenagers turned up to have their pictures taken outside the Weusthuis family home. On the evening the party was to have taken place, about 5,000 teenagers began gathering in Haren, many outside the Weusthuis house. When it became clear that there was nothing to gatecrash, violence broke out and 500 riot police equipped with helmets, shields and batons were brought in to control the crowd. Shops in the centre of Haren were vandalised and looted, journalists were attacked, cars were set on fire or overturned and street signs and lamp posts were damaged.

However, Facebook was also involved in the clean-up effort in the days after the riot. A group called 'Project Clean-X Haren' was set up to gather and organise volunteers. Another group named 'Suspect-X Haren' was created to help police identify and arrest the rioters by sharing photos and videos of the event.

1. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. Merthe Weusthuis made the mistake of ____.
 - a) using Facebook to organise her birthday celebration
 - b) letting her friends invite their friends to her party
 - c) not checking who could see her online invitation

2. The number of confirmed guests ____.
 - a) did not reflect the reality
 - b) got out of control almost immediately
 - c) suddenly shot up when people started watching the YouTube video trailers

3. Project X Haren' was named after ____.
 - a) another party in the same area
 - b) a party video on YouTube
 - c) a film

4. Local journalists ____.
 - a) gave the event publicity
 - b) tried to discourage people from attending
 - c) gathered outside the house

5. Violence broke out when ____.
 - a) teenagers arrived in large numbers
 - b) people realised there was no party
 - c) gatecrashers saw the riot police

6. After the riot, Facebook was used to ____.
 - a) send messages of support to Merthe and her family



- b) help rioters get in contact with each other
- c) help the town recover from the violence

2. Answer these questions in no more than 5 words. (1 point, 0.25 each)

- a. How old was Merthe when she organised her birthday party?
- b. How did she send out her invitations to the party?
- c. What happened to the shops in Haren on the day of the party?
- d. Why was 'Project Clean X Haren' set up?

3. Find a word in the text for each of these definitions. (1 point, 0.25 each)

- a) making very little noise.
- b) a website.
- c) go to an event.
- d) happening soon.

4. Rephrase the following sentences so that their meaning is as similar to the original as possible. (1 point, 0.25 each).

- a. Merthe did not mark the event as 'private', so the electronic invitation was seen by 240,000 people.
If Merthe
- b. The police identified and arrested the rioters.
The rioters.....
- c. There were 500 riot police. They were equipped with helmets, shields and batons.
There were 500
- d. 'There are more than 5,000 people outside the house', a policeman said.
A policeman

5. Are people becoming less social because of social media? Write a (150 word) essay to discuss this question. The following aspects might be helpful: interaction with your friends, addictions, cyberbullying, etc (3 points).

6. You are celebrating your 18th birthday next Saturday. Text your friends to tell them about the event. Your message should include the date, place and time of the party, do tell them that presents are not accepted. DO NOT include any names (Write between 35 and 50 words). (1 point)



OPCIÓN B

Egypt travel guide

Courtesy and hospitality are important when doing business in Egypt. The host of a business meeting will usually offer tea or a small snack before commencing. It's polite to refuse the first offer, but once the host insists, the guest should then accept.

Alcohol is legal, but should be avoided until visitors know their Egyptian colleague's attitude towards drinking, and, if acceptable, should be drunk in moderation. It is not considered suitable for women to over-indulge in alcohol. If you are invited to a business lunch, expect food to be lavish and plentiful.

Throughout the Arab world, it is considered bad manners either to display anger or to openly criticize another person in public. Tact and diplomacy are always required. In social life, punctuality is almost laughable. For business, visitors should be on time but expect locals to be often late, and do not take offence. Men should not offer to shake a woman's hand, and vice versa, unless clearly invited to do so. Men and women should dress smartly for business meetings – suits and tie for men; suit for women or smart trousers/skirt/jacket – and always dress modestly. Shoulders and knees should never be shown. On taking power in 1970, Anwar al-Sadat introduced a policy of *infitah* (openness) towards investment. Egypt's economy underwent rapid growth during the 1970s with the quick expansion of the oil industry, tourism and the Suez Canal, and it has continued to expand in subsequent decades.

The tourist sector is expanding rapidly, particularly along the Red Sea and Mediterranean coasts, despite sporadic terrorist activities of Islamic fundamentalists. Agriculture, which relies on irrigation from the Nile, employs one-third of the working population. Foreign aid, especially from the USA, is an important source of government funds.

There are internet cafés in the main cities, including Cairo, Alexandria, Dahab and Luxor. Even small, more remote towns including Siwa will have at least one venue, usually in the market area. Connection is usually reliable. Tourists can also access the Internet in hotels, with in-room Wi-Fi available, though often at a costly price.

The Egyptian press is one of the most influential and widely read in the region, while Egyptian TV and the film industry supplies much of the Arab-speaking world with shows from its Media Production City. Press freedom is encouraged. Press laws which allow prison sentences for libel have encouraged self-censorship on sensitive issues.

1. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. At a business meeting in Egypt, ...
 - a) refusing food or drink is acceptable
 - b) tea will be offered when they reach a deal
 - c) it is bad manners to repeatedly reject the drinks offered

2. Which one is right?
 - a) Women are not allowed to drink alcohol
 - b) Women can drink alcohol but only moderately
 - c) Foreign people shouldn't drink alcohol in any case

3. Choose the correct option.
 - a) Local people are always on time
 - b) Shaking hands is banned to women
 - c) Foreign business people are required to be punctual

4. In the 1970s...
 - a) Islamic activists prevented its economy from growing
 - b) Egypt's economy was based mainly on three sources
 - c) Egyptian oil industry grew rapidly without any foreign help

5. Agriculture employs ...
 - a) 1/4 of the working population
 - b) 2/5 of the working population
 - c) 1/3 of the working population



6. With regards to media and communication...
- a) internet connections in hotels are expensive
 - b) there is no Internet access in small towns
 - c) journalists have their work censored before it is published

2. Answer these questions in no more than 5 words. (1 point, 0.25 each)

- a. What qualities are important when doing business in Egypt?
- b. Who introduced a policy of infitah (openness)?
- c. Where can tourists access the internet?
- d. Which is the most influential and widely read media in the region?

3. Find a word in the text for each of these definitions. (1 point, 0.25 each)

- a) the act of being friendly and welcoming to guests and visitors.
- b) express disapproval of someone or something.
- c) in a fast or sudden way.
- d) belonging or connected to a country that is not your own

4. Rephrase the following sentences so that their meaning is as similar to the original as possible. (1 point, 0.25 each).

- a. Tourists can also access the Internet in hotels

The internet

- b. Egypt's economy underwent rapid growth with the expansion of the oil industry, tourism and the Suez Canal.

If the oil industry, tourism

- c. The Egyptian press is one of the most influential. It is widely read in the region.

The Egyptian press

- d. 'If you are invited to a business lunch, expect food to be lavish and plentiful', said the author.

The author

5. Write a travel guide about Logroño (150 words). In the guide you should include the following information: location, how to get to Logroño, places to visit, accommodation, food, and nightlife (3 points).

6. You are on a school trip to London. Your best friend (Emily) lives there and she doesn't know you are in the city. Write a short message to tell her the date, place and time you are free to meet. Your name is Bienvenido (Write between 35 and 50 words). (1 point)



ESTRUCTURA DE LAS PRUEBAS

- 1) La prueba tiene una duración de 90 minutos.
- 2) No se permiten diccionarios ni otros materiales didácticos.
- 3) Se escribirá en tinta negra o azul. No se admitirá el uso de ningún tipo de corrector ni el uso de bolígrafos borrables.
- 4) Hay dos opciones de examen, A y B. Se debe optar por una de ellas, sin combinar preguntas de una y otra.
- 5) Se pasarán todas las respuestas a la hoja de respuestas.
- 6) El incumplimiento de las observaciones 2,3 y 4 conllevará la nulidad del examen.

CRITERIOS GENERALES DE CORRECCIÓN

A) Pregunta 1. Elección múltiple. Las seis cuestiones de esta sección pretenden evaluar la comprensión del texto. Se evaluará con un máximo de 3 puntos. (0,5 puntos por cuestión).

B) Pregunta 2. Se valorará la comprensión específica del texto. Habrá cuatro cuestiones a responder en un máximo de cinco palabras cada una, valorándose la respuesta correcta inequívoca a las mismas. Se evaluará con un máximo de 1 puntos. (0,25 puntos por cuestión).

C) Pregunta 3. Semiabierta. Las cuatro definiciones tienen como objetivo evaluar la riqueza léxica. Se valorará la habilidad de encontrar en el texto las palabras cuyas definiciones se ofrecen. Se evaluará con un máximo de 1 punto. (0,25 puntos por cuestión).

D) Pregunta 4. Semiabierta. Reformulación. Con carácter general no existe más de una reformulación correcta que, como se pide en el enunciado de la pregunta, mantenga el significado de la expresión original. De manera excepcional podrían considerarse reformulaciones alternativas, solo las contenidas en la plantilla de soluciones de la prueba. (0,25 puntos por cuestión).

E) Pregunta 5. Abierta. Se valorará la expresión escrita desarrollando un tema con una extensión de 150 palabras. Se evaluará con un máximo de 3 puntos distribuidos de la siguiente manera:

- 1) Adecuación/cohesión: tratar el tema con riqueza de ideas, formato y registro adecuados, secuenciación y organización de ideas y argumentos, uso de conectores y número de palabras requerido. Si se escriben menos de 130 palabras se penalizará con 1 punto. Si el alumno escribe más de 180 palabras se penalizará con 0,5 puntos, y si escribe más de 200, con 1 punto.
- 2) Corrección: corrección morfosintáctica, léxica y ortográfica. (1 punto).
- 3) Riqueza: variedad, riqueza y precisión gramatical y léxica. (1 punto).
- 4) La no realización de la tarea exigida se valorará con 0 puntos.

F) Pregunta 6. Abierta. Redactar notas, mensajes, anuncios, WhatsApp, etc. breves, entre 35 y 50 palabras. Se evaluará con un máximo de 1 punto. Se valorarán especialmente los siguientes aspectos:

1) Adecuación y cohesión: 0,5 puntos.

2) Corrección y riqueza: 0,5 puntos.

Si se escriben menos de 30 palabras, la calificación será de 0 puntos.

Si se escriben entre 35 y 50 palabras, se penalizará con 0,25 puntos.

Si se escriben entre 55-70 palabras, se penalizará con 0,5 puntos.

Si se escriben 70 o más palabras, la calificación será de 0 puntos.

Se admitirán acrónimos de instituciones, pero no se admitirán abreviaturas que no figuren en



**UNIVERSIDAD
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**Prueba de evaluación de Bachillerato para el acceso a la Universidad
(EBAU)**

Curso Académico: 2018-19

ASIGNATURA: LENGUA EXTRANJERA: INGLÉS

el diccionario en las dos preguntas de producción escrita.

G) La puntuación mínima en cada pregunta será de 0.

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.

Vampire Child

Archaeologists have discovered the body of a 10-year-old child at an ancient Roman site which provides evidence of ancient “vampire burials”. A rock was inserted into the mouth of the child as part of a funeral ritual to prevent the deceased child from rising from the grave and spreading malaria, researchers believe. The unusual so-called “vampire burial” was described as “extremely mysterious” by the American archeologists who have been excavating the site in Teverina since 1987.

The find was unearthed at La Necropoli dei Bambini, an Italian cemetery that dates back to a malaria outbreak in 400 AD which killed many vulnerable babies and small children in the area. Previous excavations at this site have revealed the bones of infants and toddlers. There were also objects associated with witchcraft and magic, including raven talons, toad bones, bronze cauldrons filled with ash and the remains of puppies that appear to have been sacrificed.

Researchers had previously believed that the cemetery was designated exclusively for babies, toddlers and unborn fetuses, since the eldest body found had been a three-year-old girl. However, the discovery of the 10-year-old, whose age could be measured from dental development but whose sex is unknown, suggests that it may have been a burial location for older children as well.

Excavation director said: “Given the age of this child and its unique deposition, with the rock placed within his or her mouth, it represents an anomaly within an already abnormal cemetery.” “There are still sections of the cemetery that we haven’t excavated yet, so we don’t know if we’ll find other older kids,” said Mr Wilson, a doctoral student in anthropology at the University of Arizona.

Adapted from: *Sky News* <<https://news.sky.com/story/vampire-child-discovered-buried-in-italy-with-stone-in-mouth-11524426>>

QUESTIONS

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

- Researchers have been able to determine the gender and the age of the child whose body was discovered in Italy.
- Given that every inch of the cemetery has been examined, it’s unlikely that more bodies might be discovered.

(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 are these burials called “vampire burials”?
- Why did so many babies and young children die in 400AD?

(Puntuación máxima: 2 puntos)

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

- stone (paragraph 1)
- enigmatic (paragraph 1)
- excavated (paragraph 2)
- place (paragraph 3)

(Puntuación máxima: 1 punto)

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

- I don’t know _____ vampires are faster _____ human beings.
- Although people believe these scary stories are true, there is _____ evidence that vampires really _____ (exist).
- There _____ a lot of people around today _____ claim they are true vampires.
- Complete the following sentence to report what was said.**

“Stop telling me scary stories or I’ll have to sleep with the lights on,” my mother told me.

My mother told me _____.

(Puntuación máxima: 2 puntos)

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

You and your friends decide to spend a night in the forest. Write a horror story.

(Puntuación máxima: 3 puntos)

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.

Quiz for divorce in China

In some parts of China, married couples trying to split up have been asked to take a quiz distributed by the local authorities. The more they knew about each other, including a spouse's birthday or favorite food, the less likely they were to have their divorce immediately approved.

The quizzes, issued in at least two provinces since last year, follow the format of a typical three-part school exam. First, there are some fill-in-the-blank questions. Then, short answer questions and, finally, an essay. The topics of the questions are really varied from the mundane "when is your anniversary?" to the philosophical "have you satisfied your responsibility to your family?" The quizzes contain 15 questions, scored on a scale of 100 points. Liu Chunling, an official in Lianyungang told the *Yangtze Late News* that they were developed as a way to prevent "impulse divorces". Local news agencies reported that the authorities considered a score of 60 points or higher to mean "room for recovery", and those couples were encouraged to work on their marriages.

The divorce rate in China is rapidly rising, pushed mainly by working women who feel newly empowered to get one. But the government is trying to slow the trend, which it sees as a cause of social instability. The state's focus on preventing divorce, experts said, stems from a Confucian belief that a stable society is made up of complete families. "Only through thousands of harmonious family units can an entire society achieve harmony," said Mr. Liu, the Lianyungang official.

The Chinese government had previously regulated other many aspects of private family life, including religion and pregnancy. In this case, the authorities claim, the main objective is only to let the couple consider this rationally and to treat it seriously.

Adapted from "Want a Divorce in China? You Might Have to Fail a Quiz First," *The New York Times* 30 May 2018.

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) It is easier to get a divorce in China if you do not know a lot about your couple.
 - b) More women are making the decision of getting a divorce now than in the past.
- (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 does the government want to prevent divorce?
 - b) What does the idea of "room for recovery" refer to in the text?
- (Puntuación máxima: 2 puntos)

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

- a) accepted (paragraph 1)
 - b) include (paragraph 2)
 - c) goal (paragraph 4)
 - d) deal with (paragraph 4)
- (Puntuación máxima: 1 punto)

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

- a) Fill-in-the gap questions are those _____ can _____ (answer) quickly with only a few words.
 - b) Chinese authorities _____ (regulate) aspects of family life _____ many years.
 - c) _____ what her father thought, she considered that getting a divorce was the _____ (good) option for her.
 - d) If she _____ (meet) him before, she _____ (marry) him.
- (Puntuación máxima: 2 puntos)

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

Divorce rates in Spain have increased in the last few years. Why do you think this is so? Justify your answer.

(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 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	