



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD
DE MADRID
EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
UNIVERSITARIAS OFICIALES DE GRADO
Curso 2019-2020
MATERIA: INGLÉS

INSTRUCCIONES GENERALES Y VALORACIÓN

Después de leer atentamente el examen, responde de la siguiente la siguiente forma:

- elija un texto A o B y conteste EN INGLÉS a las preguntas 1, 2, 3 y 4 del texto elegido.
- responda EN INGLÉS una pregunta a elegir entre las preguntas A.5 o B.5.

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1ª, 2ª y 4ª se calificarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto, la pregunta 5ª sobre 3 puntos.

TEXTO A
Lost and Found

Losing your wallet is a sure-fire way to ruin your own day. It starts with panic when you realize the loss, moves to a sinking feeling that your wallet is truly “missing in action”, continues with monitoring your credit card transactions, and usually ends with calls to the powers that be at every credit card company, bank, and gym membership you had stored in your wallet, while you mourn the loss of your cash.

Tim Cameron was most likely working through those stages of grief on Monday when he realized that he had lost his wallet on the way home from his job in London. Luckily, though, a Good Samaritan had found the wallet and came up with an ingenious plan to get it back to its rightful owner. Like most people who lose a wallet, Cameron quickly checked his bank account to see if there was any unauthorized or strange activity. Turns out there was – but for a good cause.

Cameron noticed that there were a series of bank transfers all for just one pence and each came with a very small message. Someone had found his wallet, but since there wasn't enough identifying information to track down the owner, he had come up with a way to send his name and phone number through the bank deposit notes. Cameron explained in a tweet that each of the “4 transfers of £0.01” allowed for “a message of up to 18 characters”, which is how the helpful stranger, known only as Simon, conveyed his contact information to Cameron.

Cameron called the number, got Simon's address, and soon enough was reunited with his wallet, handing over a bottle of red wine as a thank-you gift.

Adapted from “Kind Genius Returns a Man's Lost Wallet to Him in the Most Impressive Way,” *Time*, 15 October 2019. <<https://time.com/5699798/wallet-lost-bank-account/>>

QUESTIONS

A.1 (2 puntos) Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.

- In his wallet, Tim Cameron didn't keep any personal documents that had an address or a telephone number.
- Cameron didn't show any appreciation for Simon's help.

A.2 (2 puntos) In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

- How do people normally react when they lose their wallets?
- What was the aim of doing the bank transfers?

A.3 (1 punto) Find the words in the text that mean:

- spoil (paragraph 1)
- noticed (paragraph 2)
- thought of (paragraph 2)
- only (paragraph 3)

A.4 (2 puntos) Complete the following sentences. Use the appropriate form of the word in brackets when given.

- _____ (lose) your wallet is one of _____ (bad) things that can happen.
- The person _____ wallet I found, had left it _____ the bus.
- Stop _____ (complain)! We _____ (find) your wallet sooner or later!
- Complete the following sentence to report what was said.
“You won't believe what happened to me!” she said.
She told me _____.

A.5 (3 puntos) Write about 150 to 200 words on the following topic.

Have you ever lost something that was important to you? Describe your experience or imagine one.



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TEXTO B

The Real History behind *Game of Thrones*

George R.R. Martin holds his cards close to his chest when it comes to his inspiration for *Game of Thrones* – after all, too much information could spoil the plot. But he has acknowledged that much of the political intriguing that drives his series is inspired by the Wars of the Roses, when the Houses of Lancaster and York engaged in a bloody fight for the English throne.

Other historical parallels have been drawn by fans of the books and the HBO series. When Edward IV died, his sons Edward V and Richard of Shrewsbury were mysteriously imprisoned in the tower of London, and eventually disappeared. Many suspect they were put to death by their uncle Richard III, who became king. Sound familiar? Many have compared the Princes in the Tower to the disappearance of Bran and Rickon; though in *Game of Thrones*, the boys actually escaped, and two corpses burned beyond recognition were presented as their substitutes.

Like Yara Greyjoy, Empress Matilda was meant to take the throne when her father died but was pushed out by a male relative. And like Cersei Lannister, Margaret of Anjou exerted outsized influence for a medieval queen consort and fought vigorously for her son's right to the throne.

The horrific Red Wedding has roots in the Massacre of Glencoe in 1692, when 38 members of the Clan MacDonald were killed by their own guests due to an unfulfilled promise of loyalty to the monarchs. Obviously, the killings constituted a serious transgression against the rules of hospitality. And the Wall along the northern border of the Seven Kingdoms bears a similarity to Hadrian's Wall, built along the northern border of Britannia to keep out the barbarians (the Scots).

Adapted from "9 Books to Read about the Real History behind *Game of Thrones*," *Time*, June 27, 2016. <<https://time.com/4347517/game-of-thrones-history-books/>>

QUESTIONS

B.1 (2 puntos) Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.

- a) Viewers and readers have pointed out similarities between Martin's story and historical events.
- b) There is evidence that Richard III killed two of his nephews to inherit the throne.

B.2 (2 puntos) In your own words and based on the ideas in the text, answer the following questions. Do not copy from the text.

- a) Why didn't Empress Matilda inherit the throne?
- b) According to the text, what happened to the Clan MacDonald and why?

B.3 (1 punto) Find the words in the text that mean:

- a) admitted (paragraph 1)
- b) jailed (paragraph 2)
- c) finally (paragraph 2)
- d) excessive (paragraph 3)

B.4 (2 puntos) Complete the following sentences. Use the appropriate form of the word in brackets when given.

- a) The series *Game of Thrones* _____ (base) on the book *A Song of Ice and Fire*, _____ (write) by George R.R. Martin
- b) My younger sister is not allowed _____ (watch) *Game of Thrones* because she is not old _____.
- c) _____ the fact that *Game of Thrones* is bloody and sexist, most people _____ have watched it say they like it.
- d) Remember _____ (return) Martin's book to the library before the deadline _____ (expire).

B.5 (3 puntos) Write about 150 to 200 words on the following topic.

What is your favourite TV series? Describe the plot and say why you like it.

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	