



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

Curso **2022-2023**

MATERIA: INGLÉS

INSTRUCCIONES GENERALES Y CALIFICACIÓN

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

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

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1, 2 y 4 asociadas al texto elegido se calificarán sobre 2 puntos cada una, la pregunta 3 asociada al texto elegido sobre 1 punto y la pregunta elegida entre A.5 o B.5 sobre 3 puntos.

TEXTO A

Who Invented Music?

No historical evidence exists to tell us exactly who sang the first song, or whistled the first tune, or made the first rhythmic sounds that resembled what we know today as music. But researchers know it happened thousands of years ago. The earliest civilizations throughout Africa, Europe and Asia had music. Back then, many believed it was a divine creation, a gift from the gods.

Some scholars say singing was the first kind of musical sound. Not that people back then were humming full songs. Instead, they made simpler vocal sounds – perhaps just a few notes combined. If that’s true, perhaps early humans began to speak and sing at about the same time. Why did they sing? Maybe they had an impulse to imitate something beautiful, like bird sounds. Vocal imitations of other animal sounds, however, may have been used for hunting, like a modern-day duck call. It’s also possible singing was a way to communicate with infants and toddlers, like early versions of lullabies. But again, people were not singing melodies or songs; our modern lullabies evolved throughout centuries.

Archaeologists have helped musicologists to learn about ancient musical instruments from the artifacts they’ve uncovered. For example, they have found flutes and whistles made of bone, pottery and stone. When the scientists measured how much carbon-14 was left in the flutes – which were made from the bones of large birds – they discovered some of the instruments were more than 30,000 years old! Musical instruments could also be associated with different types of people. Farmers played the *syrinx*, a small instrument that was easy to take into the fields. The *aulos* was a more sophisticated wind instrument: typically preferred by poet-musicians, it took more skill to play it.

Adapted from “Who invented music? The search for stone flutes, clay whistles and the dawn of song,” *The Conversation*, October 10, 2022. <<https://theconversation.com/who-invented-music-the-search-for-stone-flutes-clay-whistles-and-the-dawn-of-song-185285>>

TEXTO A

QUESTIONS

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

- a) Historians have identified the first person who created music.
- b) Excavations have contributed to the knowledge of music in ancient times.

(Puntuación máxima: **2 puntos**)

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

- a) Mention two reasons why early humans started to sing.
- b) How were jobs in ancient times associated to different musical instruments?

(Puntuación máxima: **2 puntos**)

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

- a) took place (paragraph 1)
- b) across (paragraph 1)
- c) complete (paragraph 2)
- d) put together (paragraph 2)

(Puntuación máxima: **1 punto**)

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

- a) My father _____ (love) classical music since he was a little boy, but he is not very keen _____ rock or pop.
- b) If I _____ (know) so many people were going to the concert, I _____ (not / buy) tickets three months ago.
- c) He was being so _____ (noise) that he was asked to stop _____ (play) the drums.

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

“What songs did you use to listen to when you were a child?”

He asked me _____.

(Puntuación máxima: **2 puntos**)

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

What are the benefits of music in today's world? Discuss.

(Puntuación máxima: **3 puntos**)



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TEXTO B

How Global Warming is Cutting Sleep Across the World

Humans spend about a third of their lives asleep, yet a growing number of people do not sleep enough. When adults do not receive the recommended amount of sleep, they may have issues with concentration. Long-term effects can include an increased risk of some health concerns like cardiovascular and gastrointestinal diseases. Global warming does not help.

People worldwide are likely to lose 50 to 58 hours of sleep a year by 2099 due to the climate crises, a new study revealed. Researchers used wristbands with internal accelerometers to measure sleep duration in over 47,000 adults across 68 countries for an average of six months. A single night over 30 degrees Celsius reduces sleep time by about a quarter hour per person. Based on the research, the elderly lost twice the amount of sleep per degree of warming compared with young or middle-aged adults. Women were also about 25% more affected by the rising temperatures than men.

The amount of sleep people received during the first month of summer, when people were less familiar with the heat, and the last month of summer was very similar. This similarity in sleep loss indicated that people cannot adapt to higher temperatures over time. Additionally, results showed that people did not appear to recover the sleep they lost during a warm night in the two weeks after a temperature spike.

Air conditioning may allow people to adapt to the warmer temperatures, but it's not a reliable, long-term solution. People living in lower-income countries have less access to air conditioning, which could further the equality divide. In addition, air conditioners release greenhouse gas emissions, which naturally increase global warming.

Adapted from "Expect to lose up to 58 hours of sleep a year by 2099. Here's why," *CNN*, May 24, 2022. <<https://edition.cnn.com/2022/05/24/health/sleep-loss-global-warming-study-wellness/>>

TEXTO B

QUESTIONS

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

- a) A lack of sleep might affect a person's capacity to focus.
- b) By the end of this century, people will probably sleep longer than now.

(Puntuación máxima: **2 puntos**)

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

- a) According to the study, how do age and gender interfere in sleep loss?
- b) Mention two reasons why air conditioning is not a proper solution.

(Puntuación máxima: **2 puntos**)

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

- a) but (paragraph 1)
- b) calculate (paragraph 2)
- c) quantity (paragraph 3)
- d) seem (paragraph 3)

(Puntuación máxima: **1 punto**)

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

- a) Talking _____ your problems is a good way _____ (solve) them.
- b) The company _____ sold the product explained how to use it _____ (correct).
- c) If people _____ (care) about climate change in the past, we _____ (not / need) to take such drastic measures now.
- d) **Complete the following sentence to report what was said.**

“Are you going to the museum next Friday?”

He asked Mary _____.

(Puntuación máxima: **2 puntos**)

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

Describe the worst or the best dream you have ever had.

(Puntuación máxima: **3 puntos**)

INGLÉS

CRITERIOS ESPECÍFICOS DE CORRECCIÓN Y CALIFICACIÓN

El ejercicio incluirá cinco preguntas, pudiendo obtenerse por la suma de todas ellas una puntuación máxima de 10 puntos. Junto a cada pregunta se especifica la puntuación máxima otorgada. La valoración y los objetivos de cada una de estas preguntas son los siguientes:

Pregunta 1: Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El estudiante deberá decidir si dos frases que se le presentan son verdaderas o falsas, copiando a continuación únicamente el fragmento del texto que justifica su elección. Se otorgará 1 punto por cada apartado. Se calificará con 0 puntos la opción elegida que no vaya justificada.

Pregunta 2: Hasta 2 puntos. Se pretende comprobar dos destrezas: la comprensión lectora y la expresión escrita, mediante la formulación de dos preguntas abiertas que el estudiante deberá contestar basándose en la información del texto, pero utilizando sus propias palabras en la respuesta. Cada una de las preguntas valdrá 1 punto, asignándose 0,5 puntos a la comprensión de la pregunta y del texto, y 0,5 a la corrección gramatical y ortográfica de la respuesta.

Pregunta 3: Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El estudiante demostrará esta capacidad localizando en el párrafo que se le indica un sinónimo, adecuado al contexto, de cuatro palabras o definiciones. Se adjudicará 0,25 por cada apartado.

Pregunta 4: Hasta 2 puntos. Con esta pregunta se pretende comprobar los conocimientos gramaticales del estudiante, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el estudiante deberá completar o rellenar. También podrán presentarse oraciones para ser transformadas u otro tipo de ítem. Se adjudicará 0,25 a cada "hueco en blanco" y en el caso de las transformaciones o ítems de otro tipo se concederá 0,5 con carácter unitario.

Pregunta 5: Hasta 3 puntos. Se trata de una redacción, de 150 a 200 palabras, en la que el estudiante podrá demostrar su capacidad para expresarse libremente en inglés. Se propondrá una única opción y se otorgarán 1,5 puntos por el buen dominio de la lengua – léxico, estructura sintáctica, etc. – y 1,5 por la madurez en la expresión de las ideas – organización, coherencia y creatividad. Para corregir esta redacción se utilizará la siguiente rúbrica de evaluación:

Puntuación: de 0 – 3

Cada apartado se valorará entre 0 y 0,5, según se ajuste a lo que figura en el descriptor de "Excelente" (con la nota máxima de 0,5) o de "Deficiente" (con la nota mínima de 0).

	Excelente	Nota	Deficiente
CONTENIDO	El mensaje es claro, preciso y coherente, con ideas interesantes, que se atienden al tema propuesto. Se sigue el requisito de extensión mínima.	---/0,5	El mensaje es demasiado confuso, ambiguo o incoherente, con ideas irrelevantes o repetitivas. No se sigue el requisito de extensión mínima.
	Se muestra capacidad para desarrollar un punto de vista personal, con opiniones originales. Las ideas se ilustran de forma adecuada.	---/0,5	Es difícil distinguir la postura personal del autor. Se incluyen generalidades sin fundamento, porque no se aportan datos o ejemplos que ilustren las ideas expuestas.
	Se emplean conectores de forma efectiva y variada.	---/0,5	Faltan conectores adecuados y se acusa una falta de transiciones temáticas lógicas.
FORMA	No hay errores importantes de gramática	---/0,5	Hay errores graves de gramática
	No muestra limitaciones en el uso del vocabulario que utiliza.	---/0,5	Hay errores graves de léxico.
	No hay errores importantes de ortografía y/o puntuación.	-- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
Total		--- / 3	

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO A - SUGGESTED ANSWERS

Question A.1

a) **FALSE:** "No historical evidence exists to tell us exactly who sang the first song, or whistled the first tune, or made the first rhythmic sounds that resembled what we know today as music."

b) **TRUE:** "Archaeologists have helped musicologists to learn about ancient musical instruments from the artifacts they've uncovered."

Question A.2

Key ideas

a) Several reasons might explain this, such as the wish to reproduce beautiful sounds like those made by birds, or as a mechanism to attract and hunt animals. Also, singing could have been used as a way to interact with children, in the way modern children's songs do.

b) People working in the countryside used little instruments that were easy to carry and take with them, while poet-musicians played *aulos*, more complex and requiring special abilities.

Question A.3

a) happened

b) throughout

c) full

d) combined

Question A.4

a) has loved ----- on

b) had known ----- would not have bought

c) noisy ----- playing

d) He asked me what songs I used to listen to when I was a child.

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

- a) **TRUE:** "When adults do not receive the recommended amount of sleep, they may have issues with concentration."
- b) **FALSE:** "People worldwide are likely to lose 50 to 58 hours of sleep a year by 2099 due to the climate crises, a new study revealed."

Question B.2

Key ideas

- a) According to the study, older people tend to lose more sleep than younger ones. Besides, females suffer more than men from the rise of temperatures.
- b) Air conditioning is not an adequate solution since not everybody has the same economic resources to buy and use air conditioning. Furthermore, air conditioning contributes to global warming through the emission of greenhouse gases.

Question B.3

- a) yet
- b) measure
- c) amount
- d) appear

Question B.4

- a) about ----- to solve
- b) that / which ----- correctly
- c) had cared ----- would not need
- d) He asked Mary if / whether she was going to the museum the following Friday. / He asked Mary if / whether she is going to the museum next Friday.