



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

Curso **2023-2024**

MATERIA: INGLÉS

INSTRUCCIONES GENERALES Y CALIFICACIÓN

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

- elija un texto A o B y responda 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 asociadas al texto elegido se calificarán sobre 2 puntos cada una, la pregunta 3ª asociada al texto elegido sobre 1 punto y la pregunta elegida entre A.5 o B.5 sobre 3 puntos.

TEXTO A

How a Child Lives the Present

I took my two-year-old grandson, Jason, to the park where he could run around and see the duck pond. My goal was to get him outside for a while and teach him about the ducks. They're actually geese, but duck pond sounds cuter, so that's what we call it. Some neighbors have seen frogs in it, and even snails! Swans settled in the pond some time ago. Many ducks too, but one day the ducks flew away and never returned.

Two-year-olds don't need goals. That was the first of several lessons I learned that day. Jason had a sense of wonder. As soon as we got out of the car, he looked up at the sky. He found joy in watching the big, pillowy clouds drifting across the sky. I'd forgotten how hypnotic clouds could be. Next, he stared at the oaks and the willows and watched their leaves rustle in the wind.

His curiosity was constant, intense. He was always on the search for sticks, big and small. A stick could be used for many things. He scraped the ground with them or waved them in the air like a flag. Jason said hi to everyone. A few 4- and 5-year-olds weren't sure how to respond. But they all said hi back. His emerging language skills are typical for his age, part vocabulary and part babble. He tried to start conversations with more enthusiasm than success. It was clear he didn't care what people looked like, how old they were, or whether they said hello first.

My biggest revelation was that Jason was fully present no matter what he was doing —looking for sticks, running across the lawn, or looking at the sky. He was completely and absolutely in the moment.

Adapted from "Right Here, Right Now," *Stanford Magazine*, July 2023,
<<https://stanfordmagazine.org/contents/right-here-right-now>>

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) Geese were the only birds living in the pond when Jason and his grandfather visited the park.
- b) Jason could easily chat with other kids about anything.

(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) What was the grandfather's aim when he took Jason to the park?
- b) What was not important for Jason about people? Mention two aspects.

(Puntuación máxima: **2 puntos**)

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

- a) amazement (paragraph 2)
- b) continuous (paragraph 3)
- c) soil (paragraph 3)
- d) grass (paragraph 4)

(Puntuación máxima: **1 punto**)

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

- a) Jason's grandfather suggested _____ (go) to the park because he takes pleasure _____ watching nature.
- b) If we _____ (not feed) the ducks every day, they will fly away _____ another park.
- c) I _____ (live) here in the woods for five years now. _____, I don't like wild animals.

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

Maggie: "I've never wanted to live in this big city".

Maggie said _____.

(Puntuación máxima: **2 puntos**)

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

Discuss the advantages and disadvantages of living in the countryside.

(Puntuación máxima: **3 puntos**)



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TEXTO B

Is Artificial Intelligence Transforming Education?

As one of the most disruptive technologies in the forthcoming years, even in schools, Artificial Intelligence will be able to make the educational experience more efficient and engaging, both for teachers and students. Last year, Stanford University published the report “Artificial Intelligence and Life in 2030,” exploring the role of AI in various aspects of society. Talking about education and learning, the report stated that AI will play a fundamental role.

Formal education will probably never disappear completely, but it is clear that the new forms of online education are becoming more and more important. “They will become part of learning at all levels, from K-12 to University,” says the report by Stanford University, “facilitating more customisable approaches to learning.” Thanks to the Artificial Intelligence, in fact, online education systems will learn as the students learn, understanding their needs and supporting them with a tailor-made itinerary.

Also, statistics about learning will accelerate the development of new tools for personalised education. With the use of technologies powered by Artificial Intelligence, the problem of a “one-size-fits-all” approach to teaching will be finally solved. Thanks to Machine Learning algorithms, teachers will be able to identify the educational needs of their students, and find the gaps in their methods, pointing where students are struggling the most. On the other hand, students will be able to move through their education more effectively, and talented students who are often bored by easy tasks will finally find new motivation and challenges.

In years to come, teaching will remain a complex social interaction that requires authentic human skills, such as empathy for example, and these skills could hardly be learned by a machine. This means instructors will simply be assisted by robots, which will make these professionals better at their job.

Adapted from “Is Artificial Intelligence transforming Education?,” *Acer Education*, April 18, 2017.
<https://acerforeducation.acer.com/education-trends/education-technology/is-artificial-intelligence-transforming-education/?gclid=Cj0KCQjwqP2pBhDMARIsAJQ0CzpKFPvmKVdmN1PsO8trjYQ5ga29fOo5T3Lt9WVwzOUUpcaSbnR37t1caAI_IEALw_wcB>

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) Not one single piece of research has addressed the effects of AI on our civilization.
 - b) Data analysis will facilitate the development of innovative learning instruments for each student.
- (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) How will Artificial Intelligence benefit advanced students?
 - b) Will teachers be replaced by technology in the future? Explain why.
- (Puntuación máxima: **2 puntos**)

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

- a) future (paragraph 1)
 - b) key (paragraph 1)
 - c) vanish (paragraph 2)
 - d) path (paragraph 2)
- (Puntuación máxima: **1 punto**)

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

- a) The computer _____ (reboot) yesterday by a technician. Previously, it had been out _____ order for a full week.
 - b) In the future, I'd rather _____ (use) my creativity _____ Artificial Intelligence applications.
 - c) If I _____ (have) time to develop new algorithms in the 1990s, I _____ (become) a millionaire many years ago.
 - d) Rachel is the one _____ took the decision to create a new AI enterprise _____ her own.
- (Puntuación máxima: **2 puntos**)

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

Explain the pros and cons of using Artificial Intelligence as a student.

(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 "huevo 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	

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO A - SUGGESTED ANSWERS

Question A.1

- a) **FALSE.** "Swans settled in the pond some time ago."
- b) **FALSE.** "He tried to start conversations with more enthusiasm than success."

Question A.2

Key ideas

- a) His objective was to take Jason outdoors so he could learn about ducks.
- b) He did not worry about people's appearance, age, or if they greeted him.

Question A.3

- a) wonder
- b) constant
- c) ground
- d) lawn

Question A.4

- a) going ----- in
- b) do not feed / don't fed ----- to / towards / toward
- c) I have lived / I have been living ----- However / Nonetheless / Nevertheless / Still
- d) Maggie said she has / had never wanted to live in this / that big city.

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

- a) **FALSE:** “Last year, Stanford University published the report “Artificial Intelligence and Life in 2030,” exploring the role of AI in various aspects of society”
- b) **TRUE:** “Also, statistics about learning will accelerate the development of new tools for personalised education.”

Question B.2

Key ideas

- a) Good students who are normally uninterested will be offered more challenging tasks.
- b) No, teachers will not be substituted by Artificial Intelligence because students require human interaction that machines cannot give.

Question B.3

- a) forthcoming
- b) fundamental
- c) disappear
- d) itinerary

Question B.4

- a) was rebooted ----- of
- b) use ----- than
- c) had had ----- would have become
- d) who/that ----- on