



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

Women Engineers

Gladys West is a mathematician whose work helped with the development of the Global Positioning System (GPS). A black woman born in rural America under racial segregation, her work has transformed our everyday lives. Her excellent performance at high school granted her a scholarship for university. She became the second black woman programmer to work at a naval base. Gladys programmed a computer to produce an accurate model of the shape of the Earth, tides, gravitation, and other forces and this model became the basis for GPS.

Marian Croak is a pioneer in telecommunications engineering, who has over 200 patents. She is known for the invention of VoIP (voice over Internet protocol), the technology which permits real-time audio and video calls over the Internet. Marian was born in the USA. As a child, her father built a chemistry set for her, and this is what inspired her to follow a career in STEM (science, technology, engineering, and maths). VoIP allows us to video chat, to have economical phone calls with loved ones around the world, and work remotely. She is a supporter for racial justice and women in engineering.

Larissa Suzuki is a computer scientist and engineer who works in the field of AI (artificial intelligence). She works at Google exploring how AI can solve real-world problems, and collaborates with NASA. She was fascinated with electronics, and imagined ways of making static things walk and dance. Toys like Lego allowed her to be creative and explore building structures. She has developed systems for smart cities, robots, healthcare, and finance. Larissa has autism and hyperactivity disorder. She has been dedicated to equality and diversity in engineering.

These women have overcome various obstacles due to their personal struggles and have had tremendous impact. Today women continue to pave the way for future generations.

Adapted from "Women Engineers," *Science Museum*, May 30, 2023.
<<https://www.sciencemuseum.org.uk/objects-and-stories/women-engineers/>>

TEXTO A

QUESTIONS

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

- a) Ms West had to invest a lot of money in her studies at university.
- b) The computer scientist suffered from inattention and had difficulties with social interaction.

(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 social causes is Ms. Croak fighting for?
- b) What do these three women have in common?

(Puntuación máxima: **2 puntos**)

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

- a) exact (paragraph 1)
- b) foundation (paragraph 1)
- c) kit (paragraph 2)
- d) motionless (paragraph 3)

(Puntuación máxima: **1 punto**)

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

- a) I am looking forward to _____ (visit) the new facilities _____ were built at the airport last winter.
- b) Some older people are not aware _____ how technologies _____ (change) the world lately.
- c) After _____ (work) for a decade in New York, Mary _____ (offer) a chance to work for NASA last year.
- d) We _____ (be) more in touch with nature if we weren't surrounded by _____ (technology) devices.

(Puntuación máxima: **2 puntos**)

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

Do you think that we depend too much on technology? Justify your answer.

(Puntuación máxima: **3 puntos**)



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TEXTO B

Does Chicken Soup Really Help when You're Sick?

For centuries, people all around the world have been making chicken soup when someone is sick and it's a tradition that has been passed down through generations. But here's a good question about it: Does chicken soup actually have any science-based benefits, or is it just a comforting remedy that makes us feel better when we're feeling unwell, even if it doesn't have any true medical benefits?

Even when we are not sick, the popularity of chicken soup is huge. The reason behind its success is its warmth and the delicious flavors it contains, such as those from the chicken, vegetables, and noodles. The unique taste of chicken soup is often described as *umami* (in Japanese), which is a savory taste. It is considered the fifth category of taste, alongside sweet, salty, sour, and bitter.

Studies have shown that the taste of chicken soup plays a significant role in its healing properties. When people are suffering from respiratory illnesses, they often lose their appetite gradually and eat less. This happens because respiratory illnesses cause an inflammatory response in your throat, so swallowing becomes painful. Not eating enough can lead to a lack of necessary nutrition, which isn't ideal for recovering from illness.

To sum up, while the idea of chicken soup as a remedy for illness might have its roots in comfort, there is indeed some science behind its potential benefits. In particular, it has been proved that its taste stimulates our appetite when we are sick.

Adapted from "Does chicken soup really help when you're sick?," *Popular Science*, October 23, 2023. <<https://www.popsci.com/health/chicken-soup-sick/>>

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) Chicken soup is a recent remedy for illness.
- b) When we are ill, the taste of chicken soup makes us feel hungry.

(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) Which two characteristics make chicken soup well liked?
- b) Why do people with a respiratory disease stop eating?

(Puntuación máxima: **2 puntos**)

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

- a) really (paragraph 1)
- b) meaningful (paragraph 3)
- c) treatment (paragraph 4)
- d) possible (paragraph 4)

(Puntuación máxima: **1 punto**)

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

- a) _____ (speak) English will help you find a job when you _____ (grow up).
- b) Mary _____ (go) shopping and found _____ (good) offers than me.
- c) _____ John nor Paul can cook a tasty meal _____ pressure.
- d) **Complete the following sentence to report what was said.**

“Did you like chicken soup when you were a child?” she asked me.

She asked me _____.

(Puntuación máxima: **2 puntos**)

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

Describe and justify what a healthy diet is for you.

(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:** “Her excellent performance at high school granted her a scholarship for university.”
- b) **TRUE:** “Larissa has autism and hyperactivity disorder.”

Question A.2

Key ideas

- a) She defends equal treatment for different races and more opportunities for females working in engineering.
- b) They have had many different difficulties because of their personal challenges and they have had a significant influence.

Question A.3

- a) accurate
- b) basis
- c) set
- d) static

Question A.4

- a) visiting ----- which / that
- b) of ----- have changed / have been changing
- c) working / having worked ----- was offered
- d) would be / would have been ----- technological

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

a) **FALSE:** "For centuries, people all around the world have been making chicken soup when someone is sick and it's a tradition that has been passed down through generations."

b) **TRUE:** "In particular, its been proved that its taste stimulates our appetite when we are sick."

Question B.2

Key ideas

a) People enjoy eating soup because it is warm and it is tasty.

b) They stop eating due to their swollen throat, which makes them feel pain.

Question B.3

a) actually

b) significant

c) remedy

d) potential

Question B.4

a) Speaking ----- grow up

b) went ----- better

c) neither ----- under

d) She asked me whether / if I liked chicken soup when I was a child.