



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

Curso **2023-2024**

MATERIA: INGLÉS (Lengua Extranjera Adicional)

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

Hard News

Hard news refers to stories that cover events with important, real-world implications. It is associated with the notion of a free press and to the public's right to know. Hard news stories aim to inform about events and give citizens the information they need to be able to participate in the democratic process as fully informed citizens.

Hard news provides new information to the public in the interests of society. It covers topics such as politics, crime, law, environment, conflict, war, disasters, welfare, health, social justice, economics, science, and technology.

Hard news needs to be conveyed quickly and they should cover current events. People need to be informed about the most recent developments. Digital media and the internet have made the 24/7 access to news a lot easier.

New media are providing new opportunities –and new challenges– for news journalists: to blog and tweet or not to blog and tweet? Should journalists use social networking services to find sources? Journalists working in all media need to be adept at posting stories on multiple sites. These new demands, at a time when staff numbers are being reduced, place new pressures on journalists. But new media also offer new opportunities for collaboration between journalists, the public, and media companies in the creation of news.

The competition for newspaper readers from online sources has, as we all know, impacted on the viability of newspapers. As the old saying goes, why pay for something that is free? This is the ideology that has devastated the music and the printed newspaper industries.

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) Hard news ought to deal with the latest developments, and be immediately communicated.
- b) Online media journalists need to be good at publishing stories on different platforms.

(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) Why is hard news important for democracy?
- b) What is the main problem with printed newspapers?

(Puntuación máxima: **2 puntos**)

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

- a) connected (paragraph 1)
- b) themes (paragraph 2)
- c) requirements (paragraph 4)
- d) personnel (paragraph 4)

(Puntuación máxima: **1 punto**)

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

- a) Ignore what Jim says about you. It is just pure _____ (jealous). He blames you _____ his unhappiness.
- b) He tends _____ (exaggerate), so if I _____ (be) you, I wouldn't believe everything he says.
- c) Peter Watson seems to be afraid of _____ (work) hard. He _____ (most) wants to play the fool.
- d) New York _____ (change) so much in the last two decades that it is almost _____ (recognise).

(Puntuación máxima: **2 puntos**)

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

What piece of news has interested you most lately? Explain.

(Puntuación máxima: **3 puntos**)



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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 B

Who Is Krampus, And What Does He Have to Do With Christmas?

Every December, Santa Claus comes out and gives presents to good children around the world, according to popular culture. But children who have misbehaved are instead visited by Krampus, a far more frightening mythical creature. Krampus is often depicted with horns and a demon-like face. Traditionally, Krampus appeared on the evening of Dec. 5, just the night preceding the feast of St. Nicholas.

In essence, Krampus is the bad cop to Santa's good cop. Krampus would often target children who behaved badly, hitting them with a tree branch known as a "switch," or even kidnapping them in a basket. If kids were "good," they would instead wake up on Dec. 6 to find presents from Santa.

It's not entirely clear when and how the Krampus custom began. The tradition has two origins located in different historical contexts. During the Enlightenment (1685-1815), Krampus appeared in Vienna, where he was used as an educational tool to teach children obedience and discipline. In the 17th and 18th centuries, carnival parades became popular in Bavaria and mountainous areas of Austria, and Krampus was incorporated into them. Authorities tried to ban these parades, in part because they led young people to get drunk and riot.

The popularity of Krampus has gone up and down over the years. In the 20th century, it was only popular in a handful of small regions in Bavaria, Tyrol and Salzburg. But now, in the 21st century, Krampus festivities are more popular than ever, with events occurring around the world. For example, people dress up as Krampus on Dec. 5 and participate in events called "Krampus runs" in Germany and Austria. Advances in technology and social media may be one reason for this increase in popularity of the Krampus tradition in the latest years.

Adapted from "Who is Krampus, and what does he have to do with Christmas?" *Livescience.com*, November 28, 2022. <<https://www.livescience.com/who-is-krampus>>

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) According to tradition, Krampus showed up on the night of St. Nicholas's festivity.
- b) It is only through new technologies that Krampus is becoming more famous.

(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 are the two origins of the Krampus tradition?
- b) How has the popularity of Krampus changed from the 20th century to the present?

(Puntuación máxima: **2 puntos**)

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

- a) throughout (paragraph 1)
- b) shown (paragraph 1)
- c) aim at (paragraph 2)
- d) prohibit (paragraph 3)

(Puntuación máxima: **1 punto**)

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

- a) I enjoy _____ (celebrate) Christmas with my family. For me, it is even _____ (good) than summer.
- b) When he _____ (be) a child, he was afraid of monsters coming to his bedroom _____ night.
- c) If Tom had known Jane loves films _____ happen during Halloween parties, he _____ (invite) her to watch *Scream VI*.
- d) _____ all the noise and the cold, I managed to have a good rest thanks to your _____ (wonder) hospitality.

(Puntuación máxima: **2 puntos**)

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

Do you think that historical traditions and festivities should be preserved? Justify your opinion.

(Puntuación máxima: **3 puntos**)

INGLÉS - LEA

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 - LEA
(DOCUMENTO DE TRABAJO ORIENTATIVO)**

TEXTO A - SUGGESTED ANSWERS

Question A.1

- a) **TRUE:** "Hard news needs to be conveyed quickly and they should cover current events."
- b) **TRUE:** "Journalists working in all platforms need to be adept at posting stories on multiple platforms."

Question A.2

Key ideas

- a) Hard news is relevant to inform people because democracies require voters who know what it is really happening.
- b) Readers prefer to get news for free from online sources instead of paying for periodicals.

Question A.3

- a) associated
- b) topics
- c) demands
- d) staff

Question A.4

- a) jealousy ----- for
- b) to exaggerate ----- were/was
- c) working ----- mostly
- d) has changed / has been changing ----- unrecognisable

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

a) **FALSE**: "Traditionally, Krampus appeared on the evening of Dec. 5, just the night preceding the feast of St. Nicholas."

b) **FALSE**: "Advances in technology and social media may be one reason for this increase in popularity of the Krampus tradition in the latest years."

Question B.2

Key ideas

a) Krampus was a tradition in Vienna which was used to make children obey and follow rules. In Bavaria and Austria, Krampus appeared in carnival celebrations.

b) In the 20th century, its popularity was limited to some parts of Bavaria, Tyrol and Salzburg. Nowadays, Krampus has become more famous worldwide.

Question B.3

a) around

b) depicted

c) target

d) ban

Question B.4

a) celebrating ----- better

b) was ----- at

c) which/that ----- would have invited

d) Despite/In spite of ----- wonderful