



POLITÉCNICA

UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID

EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
UNIVERSITARIAS OFICIALES DE GRADO

Curso 2016-2017

MATERIA: INGLÉS

OPCIÓN A

INSTRUCCIONES GENERALES Y CALIFICACIÓN

Después de leer atentamente los textos y las cuestiones siguientes, el alumno deberá escoger una de las dos opciones propuestas y responder en INGLÉS a las cuestiones de la opción elegida.

CALIFICACIÓN: Las cuestiones 1ª, 2ª y 4ª se valorarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto y la pregunta 5ª sobre 3 puntos.

TIEMPO: 90 minutos.

Smartphones in Schools

Today, in a supposedly more enlightened age, adults turn a blind eye while children are exposed to their smartphones and left to roam unsupervised in the darkest places online. Some psychiatrists believe that a non-stop attachment to technology is leading to borderline “autistic” behaviour and other problems such as eating disorders or self-harm. Can it be a coincidence that mental health problems in the young have spiralled in the same period that, thanks to smartphones, the internet has infiltrated every waking hour of the day?

Dazzled by this addictive life-changing technology, we seem to have forgotten that there are two distinct groups of people – adults and children – and the former have a duty to set boundaries and protect the latter from harm. Instead, parents give in to their adolescents’ pleading that not having a smartphone would lead to social death.

Most astonishing is the fact that smartphones are allowed in many schools. A group of 14-year-olds was asked how they would feel about handing their smartphones in at the beginning of the school day and picking them up at home time. Horror! How would they keep in touch with their friends?

Perhaps parents should ban under-16s from having smartphones altogether. That being unlikely, however, we should at least ban smartphones in schools. Forget the nonsense that these devices are good for “learning strategies”. They are bad for young people’s mental health. We are the adults with not just a right but a responsibility to tell children what they can and cannot do.

QUESTIONS

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

- a) Nowadays adults let children use the internet without paying attention to its risks.
- b) According to the writer, the use of smartphones should only be permitted to children over 14.

(Puntuación máxima: 2 puntos)

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 do parents let their children have a smartphone?
- b) How does the writer feel about the use of smartphones in schools?

(Puntuación máxima: 2 puntos)

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

- a) because of (paragraph 1)
- b) limits (paragraph 2)
- c) consent (paragraph 2)
- d) improbable (paragraph 4)

(Puntuación máxima: 1 punto)

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

- a) He _____ (give) a new tablet for his birthday, although he was not old _____ to know how to use it.
- b) Smart watches will become _____ fashionable in a near future that nobody will be able to live _____ one.
- c) Remember _____ (switch) off your phone before the concert _____ (start).
- d) I have met lots of young people _____ suffer _____ anxiety if they don’t have the latest device.

(Puntuación máxima: 2 puntos)

5.- Write about 100 to 150 words on the following topic.

Explain how smartphones have changed our lives.

(Puntuación máxima: 3 puntos)



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OPCIÓN B

INSTRUCCIONES GENERALES Y CALIFICACIÓN

Después de leer atentamente los textos y las cuestiones siguientes, el alumno deberá escoger una de las dos opciones propuestas y responder en INGLÉS a las cuestiones de la opción elegida.

CALIFICACIÓN: Las cuestiones 1ª, 2ª y 4ª se valorarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto y la pregunta 5ª sobre 3 puntos.

TIEMPO: 90 minutos.

Therapy Dogs

Dogs have been providing love and reassurance to their owners for centuries. For as long as dogs have been domesticated, there has been evidence of their natural healing abilities over the physically and emotionally convalescent. These exceptional animals bring comfort and happiness to people with a wide range of disabilities and emotional needs, including those in nursing homes, rehab facilities, special needs schools and more.

The first therapeutic use of dogs can be traced back to ancient Greece, when dogs were employed to lick the wounds of injured human patients. In the 1700s, Quakers brought dogs to some of the earliest treatment centres for the mentally unstable, allowing patients to raise and tend to pets in order to rebuild their social skills. Since then, several studies have been carried out proving that interaction with dogs increases levels of neurotransmitters associated with happiness and bonding, while reducing chemicals associated with distress.

Though therapy dogs are used for a variety of different purposes and in different settings, all must possess certain traits. Any breed of dogs can be used for therapeutic purposes, so long as he or she has the right temperament. For the safety of the dog and patient, all therapy animals must be very patient and respond to commands regardless of any distracting environmental stimuli. These dogs must never jump or paw at humans, as this can cause fearful reactions in vulnerable patients. They should be groomed regularly, and have annual check-ups at the vet to ensure a clean bill of health. In all these activities, these animals provide unconditional acceptance to those they visit.

QUESTIONS

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

- Good results with therapy dogs can only be appreciated in a very specific kind of disorder.
- Dogs were used to cure certain problems in humans for the first time in the 18th century.

(Puntuación máxima: 2 puntos)

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

- What was the Quakers' contribution to the use of therapy dogs?
- Explain the results of the latest research on how therapy dogs help human beings.

(Puntuación máxima: 2 puntos)

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

- joy (paragraph 1)
- conducted (paragraph 2)
- characteristics (paragraph 3)
- guarantee (paragraph 3)

(Puntuación máxima: 1 punto)

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

- They _____ (take) the dog to the kennel because it had been abandoned by its owner a long time _____.
- Last year, it _____ (prove) that patients made progress in activities _____ therapy dogs were used.
- If we _____ (know) about all these new therapies with dogs, we _____ (avoid) much suffering in the past.
- Complete the following sentence to report what was said.**
The vet asked me: "When was your pet vaccinated for the last time?"
The vet asked me _____.

(Puntuación máxima: 2 puntos)

5.- Write about 100 to 150 words on the following topic.

How would you describe a responsible pet-owner? Justify your answer.

(Puntuación máxima: 3 puntos)

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 100 a 150 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.