



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.

An End to Tedious Conversations

Have you ever worried that your conversations might be boring? Well, help could be at hand from a watch that gives a warning buzz if you have been talking too much and in a monotonous manner. Scientists from Massachusetts have created a device worn on the wrist that uses artificial intelligence to read the tone of conversations. The watch is loaded with sensors that capture physiological data such as heart rate, blood pressure, temperature and movement. That information is then combined with audio recordings to analyse a conversation's energy levels and vocabulary. Using a complicated algorithm, the device assesses the tone with an 83% accuracy level.

It understands happy, sad or neutral tones and some versions could tell you if you are boring others by collecting negative signs such as pauses, moving about restlessly or putting a hand to your face. The device could be linked to smartphones that would then warn you if a conversation was going downhill. The prototype focuses on the wearer, but later versions could also analyse audio from all sides of a conversation, telling us whether the listener is still interested in what we are saying.

Experts believe that in the future people could have an "intelligent social coach right in their pocket". It could help you succeed in important social situations, such as job interviews. It could also help people who suffer from conditions such as autism and Asperger's syndrome, since they struggle to read emotional cues. This device could help them avoid a variety of negative consequences, from social isolation to depression.

QUESTIONS

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

- Scientists have invented a device that alerts you with a visual signal when you are having a tedious conversation.
- The new watch, as it is now, collects information from both parties involved in the conversation.

(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 kind of information does the new watch need to analyse conversations?
- In what ways might this new invention be useful in the coming years?

(Puntuación máxima: 2 puntos)

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

- way (paragraph 1)
- gadget (paragraph 1)
- trainer (paragraph 3)
- achieve good results (paragraph 3)

(Puntuación máxima: 1 punto)

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

- _____ many new devices have started to conquer the market, smartphones are still the _____ popular gadget among young people.
- If you _____ (be) a boring salesman, _____ would you do? Would you wear one of those new watches?
- This is the first device that _____ (match) different types of data to read the tone of conversations. Every detail _____ (put) together with the greatest precision.
- Complete the following sentence to report what was said.**
"What else did you buy?"
I asked the girl _____

(Puntuación máxima: 2 puntos)

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

Are you a fan of the new technologies? Justify your answer.

(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.

Tragedy Can Be Good for Your Health

“Why do we waste so much of our time and money going back to novels and films that make us cry?” asked a research team at the beginning of a new study. In their previous investigations of group activities like dancing, laughing and singing, they found that feel-good chemicals called endorphins were released in the brain, leading to increased pain tolerance. They also discovered that there were stronger bonds between participants. Watching a tragic film unfold in a cinema might trigger the same system, the researchers hypothesized.

For their study, 169 participants were recruited and split into two groups. The first group was shown the film *Stuart: A Life Backwards*, the true story of a homeless man with a troubled childhood, while the second group watched a documentary on archaeology. Before and after seeing the films, participants were asked to indicate, through various scales, their mood and their feelings of belonging towards other members of their group. Some participants were also asked to do the wall-sit test to gauge their pain tolerance. This test involves squatting with their back against a wall for as long as possible. The higher the endorphin level, the longer a person should be able to sustain the posture.

The results revealed that those who watched the traumatic film had a much stronger change to their moods and that their pain thresholds were boosted by nearly 18% as compared to the control scenario. They also had increased feelings of group bonding. So, psychologists may have found a reason why such films are so appealing: “perhaps watching tragic films is good for your health!”

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) According to the text, dancing and singing produce a stronger resistance to pain.
- b) In the investigation described in the text, tragic stories lead to a heightened sense of connection between people.

(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) Describe the pain tolerance test and its purpose.
- b) Give two reasons why the researchers consider that watching dramatic films may be good for you.

(Puntuación máxima: 2 puntos)

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

- a) set off (paragraph 1)
- b) problematic (paragraph 2)
- c) measure (paragraph 2)
- d) attractive (paragraph 3)

(Puntuación máxima: 1 punto)

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

- a) Romantic films, _____ are sometimes very silly, are often more entertaining _____ westerns.
- b) I felt like the _____ (lucky) person in the world after I _____ (win) two tickets to attend a play in New York.
- c) I really don't feel like _____ (go) out to the cinema tonight. I'd rather _____ (stay) home and watch TV.
- d) **Complete the following sentence to report what was said.**
“Can you meet me at the cinema, Doug?”
Mary wanted to know _____.

(Puntuación máxima: 2 puntos)

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

What are your favourite types of films? Name one film and explain why you enjoy it.

(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.