UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID

PRUEBA DE ACCESO A LAS ENSEÑANZAS UNIVERSITARIAS OFICIALES DE GRADO

Curso **2009-2010**

MATERIA: INGLÉS **OPCIÓN A**

QUESTIONS

INSTRUCCIONES GENERALES Y VALORACIÓN

1. El alumno dispone de dos opciones para contestar (A y B). **Debe escoger sólo una de ellas**.
2. Lea **todo el texto** cuidadosamente.
3. Lea atentamente **todas las preguntas** de la prueba.
4. Proceda a responder en **lengua inglesa** a las preguntas en el papel de examen.

TIEMPO: 1 hora y 30 minutos.
CALIFICACIÓN: La puntuación máxima de la prueba es de 10 puntos.

The truth about bears

The wildlife biologist, John Rogers, had spent thousands of hours studying North America's black bears. He shot them with tranquilisers before fitting them with radio collars. He took their blood and studied their DNA. And he tracked their movements and marked them on maps. But none of that had allowed him to really know the creatures.

Rogers finally decided that he couldn't hope to know bears unless he won their trust. And so he abandoned scientific detachment and took the controversial step of forming relationships with his study animals, using food to gain acceptance among an extended bear family in Minnesota. Now, he has abandoned almost everything he knew, or thought he knew, about bears. They do not like honey. They are not even that crazy about berries or nuts, if they have a choice of larvae in a tree trunk.

And they are not dangerous. "In all my 42 years of working closely with bears, I have not found a way of getting a bear to attack. The more I push, the more they try to get away. If they wave their arms aggressively, it's just a way to keep me at a distance while they find a way to escape. It's humans who are the more dangerous animals", he said. "If you look at statistics, one black bear out of a million kills somebody. Among humans, it's one person out of 18,000 who kills somebody. So you could see why I would feel a lot less comfortable in the city than in the woods next to a bear."

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

a) The biologist collected factual information about bears, like the area where they lived and travelled around.

b) Making close contact with your object of study is normal in scientific research.

(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) What has the biologist discovered about the bear's diet?

b) Why does he think humans are dangerous?

(Puntuación máxima: **2 puntos**)

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

a) animals (paragraph 1)

b) confidence (paragraph 2)

c) distance (paragraph 2)

d) move (in the air) (paragraph 3)

(Puntuación máxima: **1 punto**)

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

a) Everybody_____ (believe) that bears love _____ (eat) honey.

b) If we want to know the real facts _____ animals, we _____ study them in action.

Rewrite the sentences starting with the words given:

c) It's not necessary to dissect an animal to know a lot about it.
You ….

d) When Rogers went near the bear, he called to it "Don't worry, bear!"
Rogers told….

(Puntuación máxima: **2 puntos**)

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

Pets in city flats? Argue for or against.

(Puntuación máxima: **3 puntos)**

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MATERIA: INGLÉS **OPCIÓN B**

QUESTIONS

INSTRUCCIONES GENERALES Y VALORACIÓN

1. Lea **todo el texto** cuidadosamente.
2. Lea atentamente **todas las preguntas** de la prueba.
3. Proceda a responder en **lengua inglesa** a las preguntas en el papel de examen.

TIEMPO: 1 hora y 30 minutos.
CALIFICACIÓN: La puntuación máxima de la prueba es de 10 puntos.

India's Economic Revival

The idea that India is a poor country is a relatively recent one. Historically, South Asia was always famous as the richest region of the globe. Ever since the great Greek conqueror Alexander penetrated the Hindu Kush in 329 B.C., Europeans fantasized about the wealth of these lands where precious jewels were said to lie scattered on the ground like dust.

During the 17th century, the Indian Mughal emperors were rivalled only by their Ming counterparts in China. For their contemporaries in distant Europe, they were potent symbols of power and wealth. By the 17th century, Lahore had grown even larger and richer than Constantinople and, with its two million inhabitants, was much bigger than either London or Paris.

What changed was the advent of European colonialism. Following Vasco da Gama's discovery of the sea route to the East in 1498, European colonial traders to India — first the Portuguese, then the Dutch and finally the British — slowly destroyed the old trading network and imposed a Western imperial system of economics. It was only at the very end of the 18th century that Europe had for the first time in history a favourable balance of trade with Asia. The era of Indian economic decline had begun. By 1870, at the peak of the British dominion, India had been reduced for the first time to a Third World nation, a symbol across the globe of famine, poverty and deprivation.

Then, what is happening today with the rise of India and China is not some miraculous novelty — as it is usually depicted in the Western press — so much as a return to the traditional pattern of global trade in the medieval and ancient world.

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

a) In the past, people in the Western world dreamed about the treasures in South Asia.
b) While India was ruled by the British it became a typical example of underdevelopment.

(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 are the Chinese emperors of the Ming dynasty mentioned in the text?
b) What kind of influence did the Portuguese, Dutch and British have on India?

(Puntuación máxima: **2 puntos**)

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

a) riches (paragraph 1)
b) powder (paragraph 1)
c) highest point (paragraph 3)
d) hunger (paragraph 3)

(Puntuación máxima: **1 punto**)

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

a) India is a country in South Asia _____ comprises most of the Indian subcontinent. The Ganges is the _____ (long) river in India.
b) The term "colony" comes _____ the Latin *colonia*, which originally _____ (mean) a place for agricultural activities.
c) "How _____ does it take to fly from London to India?"
"It_____ (take) around nine hours."
d) The Ming dynasty began in 1368, and lasted until 1644 AD. _____ founder was a peasant who became Emperor after _____ (defeat) the Mongols and the Yuan Dynasty.

(Puntuación máxima: **2 puntos**)

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

What distant or exotic country would you like to visit? Give reasons for your choice.

(Puntuación máxima: **3 puntos)**

INGLÉS

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

TIEMPO: 1 hora y 30 minutos

La prueba consistirá en el "análisis" de un texto de un idioma extranjero (el inglés en este caso), del lenguaje común, no especializado. El alumno dispone de dos opciones para contestar (A y B). Debe escoger sólo una de ellas. A partir del texto propuesto, el estudiante realizará un comentario personal y responderá a cuestiones relacionadas con el texto, que serán planteadas y respondidas por escrito en el mismo idioma, sin ayuda de diccionario ni de ningún otro manual didáctico. El texto contendrá alrededor de 250 palabras y su comprensión no exigirá conocimientos especializados ajenos a la materia de la prueba. La dificultad del texto estará controlada, a fin de permitir al alumno que realice la misma en el tiempo previsto. La puntuación total del examen será de 10 puntos. Al comienzo de la prueba se incluirán unas instrucciones generales para la realización de la misma en lengua castellana. El resto de la prueba estará totalmente redactada en inglés, y el alumno usará exclusivamente la lengua inglesa en sus respuestas.

Valoración objetivos de cada una de las preguntas:

Pregunta 1: Hasta 2 puntos. Se trata de medir exclusivamente la comprensión lectora. El alumno 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 alumno 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 de la respuesta.

Pregunta 3: Hasta 1 punto. Esta pregunta trata de medir el dominio del vocabulario en el aspecto de la comprensión. El alumno demostrará esta capacidad localizando en el/los párrafo/s 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 pretenden comprobar los conocimientos gramaticales del alumno, en sus aspectos morfológicos y/o sintácticos. Se presentarán oraciones con huecos que el alumno deberá completar/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 composición -de 100 a 150 palabras- en la que el alumno podrá demostrar su capacidad para expresarse libremente en lengua extranjera. 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.