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

Curso **2021-2022**

MATERIA: INGLÉS

INSTRUCCIONES GENERALES Y CALIFICACIÓN

Después de leer atentamente el examen, responda <u>de la siguiente forma:</u>
- elija <u>un texto</u> A o B y conteste EN INGLÉS a las preguntas 1, 2, 3 y 4 asociadas al texto elegido.
- responda EN INGLÉS <u>una</u> pregunta a elegir entre las preguntas A.5 o B.5.

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1, 2 y 4 asociadas al texto elegido se calificarán sobre 2 puntos cada una, la pregunta 3 asociada al texto elegido sobre 1 punto y la pregunta elegida entre A.5 o B.5 sobre 3 puntos.

TEXTO A

Firms Hire for "Cultural Fit"

Job rejections are like break ups – they are never fun, but some are worse than others. *'We were impressed by your resume, but you're not a cultural fit'* is the *'it's not you, it's me'* of job rejections. It is vague, confusing and almost always means there was something about you personally they didn't like, but didn't want to say out loud. Sandra Okerulu experienced this first-hand earlier this year. She applied for a role at a New York-based company and had an interview which went "perfectly", she says. The company told her that her experience was what they were looking for, and she'd get an email about a second interview shortly. But she heard nothing for days. "Then I got an email saying I wasn't a good fit, so they went with somebody else," she says.

Of course, candidates understand job interviews are about more than checking qualifications. They're also compatibility assessments – if your working style and behaviours mean you'll function well within an organisation. The problem is that, too often, these assessments are subjective. That can mean candidates who look, act or sound different to recruiters are at an immediate disadvantage. Being dismissed for 'cultural fit' can leave demoralised candidates struggling to decipher what they did wrong. It can also leave certain workers unable to access particular roles or sectors.

Although many recruiters only hire candidates they think will fit with the company culture, research shows it's actually in companies' interests to stop doing this if they want to build better teams. In fact, there's a significant disadvantage for companies who rely on cultural fit: they can end up very homogenous, so diversity is actually better for business.

Adapted from "What Does Being a 'Cultural Fit' Actually Mean?" *BBC Worklife*, October 20, 2021. <https://www.bbc.com/worklife/article/20211015-what-does-being-a-cultural-fit-actually-mean>

TEXTO A

QUESTIONS

A.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) Not being 'cultural fit' is never used as an excuse to turn down candidates because of their personality.
b) Sandra Okerulu's position was taken by another candidate.
(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) Which two consequences can potential workers suffer if rejected for not being 'cultural fit'?
b) How can companies benefit from not applying the 'cultural fit' policy when hiring workers?
(Puntuación máxima: **2 puntos**)

A.3.- Find the words in the text that mean:
a) seeking (paragraph 1)
b) soon (paragraph 1)
c) tests (paragraph 2)
d) make up (paragraph 3)
(Puntuación máxima: **1 punto**)

A.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.
a) Hiring is often subjective, _____ means some applicants may not be selected even _____ they have excellent qualifications.
b) When writing an _____ (apply) for a job, recruiters suggest _____ (include) skills and work experience in the resume.
c) Some jobs require being good _____ digital marketing, such _____ social media.
d) Candidates who are culturally fit _____ (think) to be _____ (bad) for a firm than others.
(Puntuación máxima: **2 puntos**)

A.5.- Write about 150 to 200 words on the following topic.
Is cultural diversity good for society? (Think about school, social relationships, work, etc.). Discuss.
(Puntuación máxima: **3 puntos**)

TEXTO B

Environmental Impact of the Clothing Industry

According to reports from 2019, the amount of clothes bought in the European Union (EU) per person has increased by 40% in just a few decades. This fact was driven by a fall in prices and the increased speed with which fashion is delivered to consumers.

Clothing accounts for between 2% and 10% of the environmental impact of EU consumption. This impact is often felt in third countries, as most production takes place out of the EU. The production of raw materials – e.g. pesticides for cotton –, spinning them into fibres, weaving fabrics and dyeing require enormous amounts of water and chemicals. Consumer use also has a large environmental footprint due to the water, energy and chemicals used in washing, tumble drying and ironing, as well as to microplastics shed into the environment.

Less than half of used clothes are collected for re-use or recycling when they are no longer needed, and only 1% are recycled into new clothes, since technologies that would enable recycling clothes into virgin fibres are only starting to emerge. Various ways to address these issues have been proposed, including developing new business models for clothing rental, designing products in a way that would make re-use and recycling easier (circular fashion), convincing consumers to buy fewer clothes of better quality (slow fashion), and generally directing consumer behaviour towards choosing more sustainable options.

In 2018, the EU adopted a circular economy package that will for the first time ensure that textiles are collected separately in all Member States by 2025 at the latest. The European Parliament has for years promoted the use of ecological and sustainable raw materials and the re-use and recycling of clothing.

Adapted from "Environmental Impact of the Textile and Clothing Industry," *European Parliament Think Tank*, January 17, 2019. <https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI%282019%29633143>

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) EU clothes consumption has no consequences for non-EU countries.
b) New regulations were approved to make all EU states classify clothing waste.
(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 reasons have caused the increase in clothes sales in recent years?
b) How can clothes re-use or recycling be improved? Name two proposals.
(Puntuación máxima: **2 puntos**)

B.3.- Find the words in the text that mean:
a) purchased (paragraph 1)
b) because of (paragraph 2)
c) deal with (paragraph 3)
d) encouraged (paragraph 4)
(Puntuación máxima: **1 punto**)

B.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.
a) I think that _____ (efficient) option to decrease fashion-driven pollution is beginning _____ (rent) clothes.
b) Since 2018, people _____ (become) more and more aware _____ the clothing industry evironmental impact.
c) In order to change consumer habits _____ are contributing to pollution, new regulations _____ (draw up) two years ago.
d) **Complete the following sentence to report what was said.**
"Were only 2% of used clothes recycled in the country last year?"
The French minister asked _____.
(Puntuación máxima: **2 puntos**)

B.5.- Write about 150 to 200 words on the following topic.
"Clothes say a lot about you." Do you agree with this statement? Justify your opinion.
(Puntuación máxima: **3 puntos**)

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 "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 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 puntación.	-- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
Total		**--- / 3**	