UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID
EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS UNIVERSITARIASOFICIALES DE GRADO
Curso **2020-2021**

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
TikTok, a Social Media Sensation

Andy Warhol predicted a time everyone would have 15 minutes of fame. He was nearly right – it is actually 15 seconds. That is the maximum duration of a video clip with music (non-music clips can last up to a minute) on TikTok, the video-sharing platform that has taken the world by storm. Favoured by under-20s, who make up its core audience, TikTok this year surpassed Facebook and WhatsApp as the world's most downloaded non-gaming app.

TikTok's content doesn't take itself too seriously, and ranges from food to fashion, pranks to pets – as well as the omnipresent dance challenges. It is a perfect fit, in other words, for the lockdown, when many of us were stuck inside and in desperate need of some silly fun. What makes it stand apart from Snapchat is one crucial difference: the closely guarded algorithm that produces the app's opening dashboard. Unlike other apps, this home screen is not full of people you are following. That is because the algorithm searches for new clips rather than pushing already popular ones. So, you don't need lots of followers to go viral.

TikTok as a family business is not uncommon. One of the most famous TikTok families is the Harfins (Felicity and her sons). Their 1.8 million followers watch the family play pranks, dance, and cook. Felicity, a former marketer, runs the account and has helped to turn it into a business giving clients the chance to be mentioned or promoted in their videos. Indeed, it is now Felicity's main job. But it was the boys who initiated the project. "They grew up watching videos online and always wanted to create themselves." It took them years to persuade her. "I didn't realise how much fun it was going to be."

Adapted from "TikTok is the social media sensation of lockdown. Could I become its new star?" *The Guardian*, April 14, 2020. <https://bit.ly/3eyAwWd>

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) Most people watching TikTok videos are adults.
b) Becoming famous exclusively depends on the number of fans you have.
(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) What is the usual content of TikTok videos?
b) In which two ways does Felicity take advantage of TikTok?
(Puntuación máxima: **2 puntos**)

A.3.- Find the words in the text that mean:
a) almost (paragraph 1)
b) trapped (paragraph 2)
c) previous (paragraph 3)
d) possibility (paragraph 3)
(Puntuación máxima: **1 punto**)

A.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.
a) Research _____ (show) that apps _____ (use) by millions of people in the last ten years.
b) _____ TikTok is very well known, the most popular site _____ sharing videos is YouTube.
c) The _____ (funny) a video is, the _____ (high) number of likes it gets.
d) **Complete the following sentence to report what was said.**
   "When did you discover social media for the first time?"
   He asked me _____.
(Puntuación máxima: **2 puntos**)

A.5.- Write about 150 to 200 words on the following topic.
Discuss the advantages and disadvantages of using social media.
(Puntuación máxima: **3 puntos**)

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TEXTO B
Gap Years for Every Student

Taking a gap year – a period of time during which a student takes a break from studying after school and before college or university – has long been considered a rite of passage. Students delay advanced academic studies to spend a year in the world focused on experiential education, internship, volunteer work and gaining real-world experience to complement the classroom learning.

It is not so much a year "off" of school, as a year "on" your own terms used to experiment with interests and pursue passions that may clarify a student's future career path. Academic experts say that students who take gap years will frequently be more mature, more self-reliant and independent than non-gap year students. Career advisors state that taking a year out can set you apart from other applicants.

The benefits of taking a gap year aren't just a matter of opinion. Research statistics show that 90 percent of students who took a gap year returned to college within a year and confirmed that this experience had an impact on their choice of academic major and career. Students who have taken a gap year report being satisfied with their jobs and figures confirm that 88 percent of them improved their employability thanks to this experience.

The question that is hotly debated, of course, is that of economic parity. Traditionally, gap years have been seen as something for children of wealthy families. While statistics indicate that 18% of students taking a gap year come from families with high-income levels, 19% came from families with more limited incomes. Therefore, the value of a gap year is widely recognized and even families in the lower to middle income brackets are investing in this experience for the educational benefit of their students.

Adapted from "Gap Years for Every Student: How to Make the Most of the Opportunity," *Bootsnall Articles*, November 27, 2020. <https://www.bootsnall.com/articles/a-gap-year-for-every-student.html>

QUESTIONS

B.1.- Are the following statements TRUE or FALSE? Copy the evidence from the text. No marks are given for only TRUE or FALSE.
a) It is said that taking a gap year does not contribute to students' autonomy and confidence.
b) According to statistics, job opportunities decrease due to taking a gap year.
(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) Mention two kinds of activities students do during their gap year.
b) To what extent does the family income level affect students' opportunities to take a gap year? Explain.
(Puntuación máxima: **2 puntos**)

B.3.- Find the words in the text that mean:
a) put off (paragraph 1)
b) follow (paragraph 2)
c) influence (paragraph 3)
d) equality (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 still don't know _____ my career advisor will be _____ Oxford University.
b) Before _____ (start) college, I would like to check if I would be able to live _____ my own.
c) If she had known what she _____ (want) to study, she _____ (complete) a university degree.
d) Only after she _____ (spend) one year working, did she manage _____ (decide) which field she wanted to specialise in.
(Puntuación máxima: **2 puntos**)

B.5.- Write about 150 to 200 words on the following topic.
What would you like to do if you had the opportunity to take a gap year? Explain.
(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 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**	

TEXTO A - SUGGESTED ANSWERS

Question A.1

a) **FALSE:** "Favoured by under-20's, who make up its core audience, TikTok this year surpassed Facebook and WhatsApp as the world's most downloaded non-gaming app."

b) **FALSE**: "So, you don't need a lot of followers to go viral."

Question A.2

Key ideas

a) The videos are varied, from recipes, dressing, jokes to domestic animals and dancing. It is generally anything that can be funny or entertaining.

b) The first way is by making a profitable business and the second is by having a good time with her family.

Question A.3

a) nearly

b) stuck

c) former

d) chance

Question A.4

a) shows / has shown / has showed ------- have been used

b) Although / Though / Whereas / While / Even though ------- for

c) funnier ------- higher

d) He asked me when I had discovered / discovered social media for the first time.

TEXTO B - SUGGESTED ANSWERS

Question B.1

a) **FALSE**: "Academic experts say that students who take gap years will frequently be more mature, more self-reliant and independent than non-gap year students."

b) **FALSE** "Students who have taken a gap year report being satisfied with their jobs and figures confirm that 88 percent of them improved their employability thanks to this experience."

Question B.2

Key ideas

a) Students spend time travelling around the world to get more real-life experiences. They work in a company, cooperate as volunteers and learn about life.

b) The money a family has does not significantly influence this decision; students take a gap year both from high-income and from low-income families; families pay for their children gap year regardless of their economic level because they believe the experience is worthy.

Question B.3

a) delay

b) pursue

c) impact

d) parity

Question B.4

a) who ------- at

b) starting ------- on

c) wanted ------- would have completed

d) had spent ------- to decid