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 de la siguiente forma:
• elija un texto A o B y conteste EN INGLÉS a las preguntas 1, 2, 3 y 4 asociadas al texto elegido.
• responda EN INGLÉS una 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

Today's "Fake News" Used to Be Called Yellow Journalism

It is perhaps not so surprising to hear that the problem of "fake news" — media outlets adopting sensationalism to the point of fantasy — is nothing new. As Robert Darnton said, the first example of this in history may have been in the late 19th century. This was when "Yellow Journalism" first began.

Why yellow? The reasons are not totally clear and some sources point to the yellow ink the publications would sometimes use, though others say it was named after a popular cartoon called The Yellow Kid. This cartoon first ran in Joseph Pulitzer's *New York World*, and later William Randolph Hearst's *New York Journal*. These two newspapers were in a battle because they wanted to win readers. Their competition led to the rise of Yellow Journalism.

Although today his name is somewhat synonymous with journalism of the highest standards, through association with the Pulitzer Prize, Joseph Pulitzer had a very different reputation while alive. After purchasing *The New York World* in 1884 and rapidly increasing circulation through the publication of sensationalist stories, he earned the dubious honour of being the pioneer of tabloid journalism. He soon had a competitor in the field when his rival William Randolph Hearst acquired *The New York Journal* in 1885. The rivalry was fierce, each trying to outdo each other with ever more sensational and scandalous stories.

Yellow Journalism was at its worst in the days leading up to the Spanish-American War. Hearst's newspaper had a major influence on the conflict. It encouraged anti-Spanish feelings across the United States. Some people started calling the war "The Journal's War". Both newspapers published stories about the war that were full of unconfirmed claims, sensationalist propaganda, and outright factual errors.

Adapted from "Yellow Journalism: The "Fake News" of the 19th Century," *The Public Domain Review*, December 11, 2019. <https://publicdomainreview.org/collection/yellow-journalism-the-fake-news-of-the-19th-century>

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) The term "Yellow Journalism" was coined after a comic strip about a boy in a yellow nightshirt, entitled the "Yellow Kid".
b) Joseph Pulitzer has come to be related to one of the most prominent awards given to journalists.
(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 similarities are there between William Randolph Hearst and Joseph Pulitzer? Mention two.
b) Did Yellow Journalism play a role in the Spanish-American War? Why?.
(Puntuación máxima: **2 puntos**)

A.3.- Find the words in the text that mean:
a) possibly (paragraph 1)
b) questionable (paragraph 3)
c) intense (paragraph 3)
d) key (paragraph 4)
(Puntuación máxima: **1 punto**)

A.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.
a) I really think the journalist is biased. I mean, he _____ (give) a wrong perspective of the issue blaming the goverment! That's _____ (hard) fair, is it?
b) William Randolph Hearst was one of _____ (colorful), influential, and outspoken figures _____ (involve) in activities surrounding the Spanish-American War.
c) Those _____ consume news need to find ways of _____ (determine) if what they're reading is true.
d) **Complete the following sentence to report what was said.**
"Can you check it out in ten minutes?"
She wondered _____.
(Puntuación máxima: **2 puntos**)

A.5.- Write about 150 to 200 words on the following topic.
Can social networking sites like Twitter or Instagram be considered news sources? Justify your answer.
(Puntuación máxima: **3 puntos**)

TEXTO B

Breakfast Radio

Global Breakfast Radio (GBR) is a 24-hour operation, broadcasting programs from more than 250 radio stations around the world. But there's a catch: each of those stations is only played during its time zone's respective breakfast time slot. As GBR explains in a statement, "The sun is always rising somewhere; breakfast is always just about to happen. In some small way, Global Breakfast Radio hopes to be a way of traveling globally through the medium of radio."

The station was created by two UK-based breakfast radio fans, Seb Emina, a writer, and Daniel Jones, a systems artist. The duo searched for hundreds of radio stations worldwide to narrow down the current list of 250. Those stations play on a loop, with music and news following the sunrise. Pulling that off, however, required a bit of technical finesse. Digital music lovers might notice that the output bears a little resemblance to the algorithmically generated playlists built by Spotify or Pandora. "The difference is that here the algorithm is mediated by the day-long cycle of the Sun sweeping the globe," says Jones, "tied together with the myriad broadcasters in these remote locations."

But this is not without problems, explains Jones. "We soon discovered that internet stream URLs seem to decay and disappear extremely quickly, meaning that the database of stations needs to be constantly updated." Once the algorithmic problems were worked out, the team tried to create a list that is representative of the tremendous diversity around the globe and that captures the feeling of exploring new places. Even licensed photos of sunrises from those places are shown as music and news are broadcast.

Adapted from "This Radio Station Broadcasts All Over the World, But Only at Breakfast Time," *Smithsonian Magazine*, May 7, 2014. <https://www.smithsonianmag.com/smart-news/radio-station-broadcasts-all-over-world-only-breakfast-time-180951352/>

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) Radio stations around the world apply to participate in Global Breakfast Radio.
b) GBR offers both an auditory and a visual experience.
(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) What is GBR's main goal?
b) Why do they need to continuously supervise the database?
(Puntuación máxima: **2 puntos**)

B.3.- Find the words in the text that mean:
a) corresponding (paragraph 1)
b) observe (paragraph 2)
c) solved (paragraph 3)
d) huge (paragraph 3)
(Puntuación máxima: **1 punto**)

B.4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.
a) In the 19th century, German scientist Heinrich Hertz _____ (prove) the existence of radio waves, _____ occur in nature.
b) Guglielmo Marconi, who was born _____ 20th April 1874, invented what he called "the wireless telegraph" while _____ (experiment) in his parents' attic.
c) Marconi used radio waves _____ (transmit) Morse code and the instrument he used became _____ (know) as the radio.
d) Before the 1920s, the radio _____ (use) to contact ships that were out _____ sea.
(Puntuación máxima: **2 puntos**)

B.5.- Write about 150 to 200 words on the following topic.
Discuss the pros and cons of starting the school day later in the morning.
(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	