

UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID PRUEBA DE ACCESO A LAS ENSEÑANZAS UNIVERSITARIAS OFICIALES DE GRADO Curso 2011-2012 MATERIA: INGLÉS	MODELO OPCIÓN A
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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.

Make room for the robots

When world-famous cellist Yo-Yo Ma announced that he would be playing with the Detroit Symphony, every seat was sold. However, Yo-Yo Ma's performance was not the only thing that amazed the audience. The conductor did too. The conductor stepped onto the stage and lifted both arms to direct the musicians who played the song "The Impossible Dream." Until recently, that is exactly what this performance would have been. This is because ASIMO, the conductor, is only eight years old and 1.2 meters tall. It is also a robot. The scientists who built ASIMO equipped it with many abilities such as climbing stairs, recognizing faces, or even helping musicians make beautiful music.

Since the 1960s, robots have been doing jobs that are too boring or dangerous for humans. These industrial robots, unlike ASIMO, do not have a humanoid appearance. But now that robots are moving into our homes, many are starting to look more like us. One company has built a dish-washing robot called Monty. To reach the sink, Monty needed to be more than 1.5 meters tall and have a human-like hand to pick up coffee cups. "Once you make a robot for human environments," says the company's manager, "you end up getting closer to a human shape. But building robots to look like people is not always necessary." His company also makes a disc-shaped vacuuming robot called the Roomba and more than 3 million are already in use.

Will the robots of the future look more like Monty or Roomba? Either way, the company's manager is happy to hand over the boring chores. "I'd rather have a robot do dishes," he says. Wouldn't you?

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

- a) ASIMO was designed only to direct an orchestra.
- b) The Roomba vacuuming robot has a humanoid appearance.
(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 ASIMO's appearance and its role with the Detroit Symphony.
- b) Explain why Monty needs to look more human.
(Puntuación máxima: **2 puntos**)

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

- a) raised (paragraph 1)
- b) skills (paragraph 1)
- c) tedious (paragraph 2)
- d) risky (paragraph 2)
(Puntuación máxima: **1 punto**)

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

- a) Roomba is _____ (easy) to use than a normal vacuum cleaner and I am more than _____ (satisfy) with it.
- b) Could you _____ me a favour? Tell me where I can buy the _____ (good) cooking robot on the market.
- c) A Japanese company has made a new robot that looks and acts _____ a dog, but it is not a substitute _____ a real pet.
- d) Many novels about robots _____ (write) by science fiction writers. I especially enjoy _____ (read) Isaac Asimov's robot novels.
(Puntuación máxima: **2 puntos**)

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

Would you like to have a humanoid robot in your home? Why or why not?
(Puntuación máxima: **3 puntos**)

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The Influenza Pandemic of 1918

The influenza pandemic of 1918-1919 killed more people than the Great War, known today as World War I, at somewhere between 20 and 40 million people. Known as "Spanish Flu", that outbreak of influenza was a global disaster. It has been cited as the most devastating epidemic in recorded world history. More people died of influenza in a single year than in four years of the Bubonic Plague from 1347 to 1351.

In the fall of 1918, the Great War in Europe was winding down and peace was on the horizon. Then, something erupted that seemed as benign as the common cold. The influenza of that season, however, was far more than a cold. In the two years that this plague ravaged the earth, a fifth of the world's population was infected. The "Spanish flu" was most deadly for people aged 20 to 40. This pattern of morbidity was unusual for influenza, which is usually a killer of the elderly and young children.

It infected 28% of all Americans. An estimated 675,000 Americans died of influenza during the pandemic, ten times as many as in the World War I. Of the U.S. soldiers who died in Europe, half of them fell to the influenza virus and not to the enemy.

People were struck with illness on the street and died rapid deaths. The physicians of the time were helpless against this powerful agent of influenza. A well-known anecdote tells of four women playing bridge together late into the night. Overnight, three of the women died from influenza.

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

- a) No plague has been as lethal as the "Spanish Flu".
 - b) Common influenza mainly affects middle-aged 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) How was the American population affected by the Spanish flu?
 - b) Did people suffering from "Spanish Flu" take a long time to die? Explain your answer.
- (Puntuación máxima: 2 puntos)

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

- a) catastrophe (paragraph 1)
 - b) autumn (paragraph 2)
 - c) ending (paragraph 2)
 - d) fatal (paragraph 2)
- (Puntuación máxima: 1 punto)

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

- a) Many more people ____ (kill) by the "Spanish Flu" in a single year ____ those who died from the Black Death.
 - b) If doctors of the time ____ (have) effective medicines at their disposal in 1918, many people ____ (save) their lives.
 - c) Normally, ____ takes years to find an effective drug against a virus. We still haven't one for AIDS ____ three decades of research.
 - d) **Rewrite the following sentence beginning with the words given.**
Mrs. Mitchell said to her daughter: "Wear your scarf and gloves in case it snows".
Mrs. Mitchell told her daughter
- (Puntuación máxima: 2 puntos)

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

What do you do to look after yourself when you catch a cold or the flu?
(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.