

UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID

PRUEBA DE ACCESO A LAS ENSEÑANZAS UNIVERSITARIAS
OFICIALES DE GRADO

Curso 2014-2015

MATERIA: INGLÉS

OPCIÓN A

INSTRUCCIONES GENERALES Y VALORACIÓN

Después de leer atentamente los textos y las cuestiones siguientes, el alumno deberá escoger una de las dos opciones propuestas y responder en INGLÉS a las cuestiones de la opción elegida.

CALIFICACIÓN: Las cuestiones 1ª, 2ª y 4ª se valorarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto y la pregunta 5ª sobre 3 puntos.

TIEMPO: 90 minutos.

Do Aliens Really Exist?

“Alien” is a word used to refer to beings from other worlds. Do aliens exist on Earth? No one knows the answer for sure, but it is a question that has been debated for ages. If history is to be believed, aliens have been a subject of mysticism in civilizations of places such as India, China, Babylon, South America and Arabia. The external appearance of aliens is also a much discussed matter: they have been depicted as green monsters, small creatures with arms and legs like humans, tiny viruses or beings that change appearance at will.

Many people nowadays, including well-known scientists such as Carl Sagan or Frank Drake, are tireless propagators of the theory that aliens are in fact regular visitors to Earth. This theory is supported by many reported alien sightings. For example, a person waiting at St Martin airport claimed to see fire in the sky; the fire suddenly transformed into a silver ball, moved over him like a jet and vanished in a few seconds. And two brothers in Chile said that they saw a humanoid creature about 80 cm tall, shiny and red, who resembled a child wearing a driver’s suit.

However, others believe that aliens are just figments of imagination. This view also has scientists on its side, such as Enrico Fermi. He proposed the famous “Fermi paradox”, which states that there is an apparent contradiction between the strong belief in the existence of extraterrestrial civilizations and the present lack of solid evidence for, or contact with, such civilizations. Putting the two views together, we cannot be sure if aliens are real unless and until we have strong evidence about their existence.

QUESTIONS

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 hypothesis that there are aliens on Earth is sustained by lots of witnesses.
- b) The strange figure described in the text that looked like a small person seemed to be naked.

(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 are aliens described in the text? Mention four different characteristics.
- b) Explain the view of the scientist who does not believe in the presence of aliens on Earth.

(Puntuación máxima: 2 puntos)

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

- a) described (paragraph 1)
- b) presently (paragraph 2)
- c) disappeared (paragraph 2)
- d) only (paragraph 3)

(Puntuación máxima: 1 punto)

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

- a) If my father _____ (not believe) in aliens, he would have never listened _____ that radio programme on extraterrestrial life.
- b) My friend Jim, _____ wife is a scientist, likes the paradox proposed _____ Enrico Fermi.
- c) How _____ did you pay for that book about aliens? Oh, nothing. It _____ (give) to me as a birthday present!
- d) When my brother talked to me about the appearance _____ a strange creature yesterday, I _____ (think) he had gone mad.

(Puntuación máxima: 2 puntos)

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

Do you think that aliens have ever been on Earth? Give reasons for your answer.

(Puntuación máxima: 3 puntos)

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OPCIÓN B

INSTRUCCIONES GENERALES Y VALORACIÓN

Después de leer atentamente los textos y las cuestiones siguientes, el alumno deberá escoger una de las dos opciones propuestas y responder en INGLÉS a las cuestiones de la opción elegida.

CALIFICACIÓN: Las cuestiones 1ª, 2ª y 4ª se valorarán sobre 2 puntos cada una, la pregunta 3ª sobre 1 punto y la pregunta 5ª sobre 3 puntos.

TIEMPO: 90 minutos.

Genetic Fingerprinting

On September 10th 1984, Alec Jeffreys, a scientist at Leicester University, was using DNA in an experiment to analyse the inheritance element in illness. DNA is the molecule that carries our genetic information. Looking at an X-ray showing the DNA profiles of his assistant and her parents, he suddenly realised that he had, completely by accident, discovered a revolutionary new method of biological identification. He called it “Genetic Fingerprinting”.

The importance of the discovery was recognised immediately by both the UK police and immigration authorities. The technique is now used in forensic science to assist police detective work and to resolve paternity and immigration disputes. It has also helped convict thousands of murderers, rapists and burglars while freeing many innocent people already in prison.

Genetic fingerprinting also has a promising future in the battle against disease. Scientists are storing genetic information of people in a “biobank”, in the world’s largest study of the role of nature and nurture in health and disease. Many of the worst illnesses, including heart disease, diabetes and Alzheimer’s, are caused by complex interactions between genes, lifestyle and environment.

However, it does have a negative side. Many people are worried that the discovery could badly affect our civil liberties. Jeffreys fears possible abuses of the system. He wants a global DNA database but without any information on race, health or physical appearance. As the technique becomes more sophisticated, all this information and more will be available.

QUESTIONS

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

- a) Genetic fingerprinting was the intended result of thorough research.
- b) British institutions didn’t take long to realise the relevance of the new discovery.
(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 does genetic fingerprinting help the police in their work?
- b) What are the possible consequences of the incorrect use of the new discovery?
(Puntuación máxima: 2 puntos)

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

- a) right away (paragraph 2)
- b) keeping (paragraph 3)
- c) concerned (paragraph 4)
- d) at hand (paragraph 4)
(Puntuación máxima: 1 punto)

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

- a) He _____ (arrest) last year, accused of _____ (commit) an awful crime.
- b) If the police _____ (have) all this information before, the investigation _____ (be) much easier for them.
- c) _____ the method was good, it was necessary _____ improve its technique.
- d) To get _____ (good) results than in previous years, governments _____ provide the necessary funds for investigation.
(Puntuación máxima: 2 puntos)

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

Which do you think is the most revolutionary invention for mankind? Explain why.
(Puntuación máxima: 3 puntos)

INGLÉS

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 100 a 150 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.