



### 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.

### Self-driving Google Cars

Anyone driving the curves between San Francisco and Los Angeles may have recently seen a small car with a curious cylinder on the roof holding video cameras, radar sensors and a laser device to “see” other vehicles. It was harder to notice that the person at the wheel was not actually driving. The car is a project of Google, which has been working in plain view on vehicles that can drive themselves, mimicking the decisions made by a human driver. With someone behind the wheel to take control if something goes wrong, seven test cars have driven 225,000 kilometres with only two human interventions. It drives at the speed limit, which it knows because the limit for every road is included in its database, and it stops for lights and stop signs.

Robot cars react faster than humans, have 360-degree perception and do not get distracted, sleepy or intoxicated, which saves lives and avoids injuries, the engineers argue. They also say that this technology could double the capacity of roads by allowing cars to drive more safely while closer together. Because the robot cars would eventually be less likely to crash, they could be built lighter, reducing fuel consumption. But of course, to be truly safer, the cars must be far more reliable than today’s personal computers, which crash occasionally.

The Google research programme, using artificial intelligence to revolutionise the automobile, is proof that the company’s ambitions reach beyond the search engine business. Autonomous cars are years from mass production, but technologists, who have long dreamed of them, believe that they can transform society as profoundly as the Internet has.

### 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) While testing the google car, humans never had to take control and drive it.
  - b) Since robot cars can be made to weigh less, they will use less petrol.
- (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) According to the text, what does a Google self-driving car look like?
  - b) Give at least three advantages of robot cars.
- (Puntuación máxima: **2 puntos**)

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

- a) more difficult (paragraph 1)
  - b) in fact (paragraph 1)
  - c) decreasing (paragraph 2)
  - d) evidence (paragraph 3)
- (Puntuación máxima: **1 punto**)

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

- a) Last year my neighbour \_\_\_\_\_ (buy) a Google car and he \_\_\_\_\_ (complain) since then.
  - b) According to the World Health Organization, more \_\_\_\_\_ 1.2 million lives \_\_\_\_\_ (lose) in accidents every year.
  - c) Nowadays, there \_\_\_\_\_ many people who would enjoy \_\_\_\_\_ (drive) a robot car.
  - d) The robot car was invented \_\_\_\_\_ Sebastian Thrun, \_\_\_\_\_ engineer who works for Google.
- (Puntuación máxima: **2 puntos**)

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

How have new technologies influenced your life? Explain.

(Puntuación máxima: **3 puntos**)

UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID

PRUEBA DE ACCESO A LAS ENSEÑANZAS UNIVERSITARIAS  
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MATERIA: INGLÉS

OPCIÓN B



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#### What's in a Name?

Recently, a couple in New Zealand was not allowed to name their baby son 4Real. Even though New Zealand has quite liberal rules about naming children, names beginning with a number are not allowed. They decided to call him Superman instead.

In many countries around the world, unusual names for children are becoming more popular, especially since the increasing fashion for celebrities to give their children silly names. In Britain, you can call a child almost anything you like - the only restrictions on parents relate to offensive words. Some parents choose names which come from popular culture. For example, there have been six boys named Gandalf after the character in the Lord of the Rings novels and films. Equally, names relating to sport are fairly common - since 1984, 36 children have been called Arsenal after the football team.

Other countries have much stricter rules about how parents should name their children. Countries including Japan, Denmark, Germany and Argentina have an approved list of names from which parents must choose. In China, there are some rules about what you may call a child - no foreign letters or symbols are allowed. As a result, just a year ago, a couple could not name their baby son @.

In Britain, some names which were previously considered old-fashioned have become more popular again, such as Maisie or Ella for a girl, or Alfie or Noah for a boy. But the most popular names are not the silly ones. The top names are fairly traditional - Jack, Charlie and Thomas for boys and Grace, Ruby and Jessica for girls.

### 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) There are no rules about what you can name your child in the UK.
- b) Some children in the UK now have names of fictional characters.  
(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) What was the New Zealand couple's problem and how did they solve it?
- b) Explain at least three different regulations on naming children mentioned in the text.  
(Puntuación máxima: 2 puntos)

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

- a) trend (paragraph 2)
- b) select (paragraph 2)
- c) in the same way (paragraph 2)
- d) like (paragraph 4)  
(Puntuación máxima: 1 punto)

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

- a) Naming your baby is one of \_\_\_\_\_ (important) tasks you will ever face. A silly name may affect you and your child \_\_\_\_\_ ever!
- b) \_\_\_\_\_ you don't like the first name that comes into your mind, keep \_\_\_\_\_ (search) until you find a name that you really like.
- c) No one \_\_\_\_\_ (like) having their name constantly \_\_\_\_\_ (mispronounce), that's for sure.
- d) Once you have an idea for your \_\_\_\_\_ (baby) name, always check the initials! I had a neighbour \_\_\_\_\_ initials were "P.I.G."  
(Puntuación máxima: 2 puntos)

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

What names would you give your children and which ones would you avoid? Explain why.  
(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 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.