

## 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**  
**The Special Olympics**

Over 50 years ago, Eunice Kennedy Shriver saw how unjustly people with intellectual disabilities were treated and that many children didn't even have a place to play. She decided to take action and held a summer day camp for young people with intellectual disabilities in her own backyard. In this camp, these young people could participate in sports and physical activities, focusing on what they could do, and not on what they couldn't do. This was a revolutionary idea at the time.

In 1968, 1,000 athletes with intellectual disabilities from the USA and Canada competed in the first Special Olympics International Summer Games in Chicago. There, over 200 events were offered – from 100-yard swim to high jump, water polo and floor hockey. The event was so successful that Eunice assured that more games would be held as a “Biennial International Special Olympics”.

The event has grown to become an international competition. In 2003, for the first time, it went to another country, Ireland. Initially, the organisers didn't expect it, but nearly every country wanted to host the competing nations and their athletes. Ireland took the Olympic Games to its heart. There were around ten thousand volunteers and people came out in the hundreds of thousands to enjoy the spectacle and cheer on the athletes. Any barriers that had existed before between those with and without intellectual disabilities broke down then.

Sport brings people together. Nevertheless, it seldom brings out the levels of shared empathy and joy as the Special Olympics does, being a force for good, change, and unity. It has been celebrated every two years in seven different countries so far and is usually the largest sports and humanitarian event in the world that year.

Adapted from “Special Olympics History,” *Special Olympics*, November 28, 2020. <<https://www.specialolympics.org/about/history>>

**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.**

- Athletes from all over the world took part in competitions in the Olympic event held in the late 60s.
- When the US organisers decided to celebrate the event abroad for the first time, they were surprised to find that most countries wanted to host the Games.

(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.**

- Why did Eunice decide to hold a summer day camp in her backyard?
- What was the reaction of Irish people to the Special Olympic Games they held?

(Puntuación máxima: 2 puntos)

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

- radical (paragraph 1)
- encourage (paragraph 3)
- rarely (paragraph 4)
- happiness (paragraph 4)

(Puntuación máxima: 1 punto)

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

- After being held in the US \_\_\_\_\_ several years, Ireland had the chance \_\_\_\_\_ (celebrate) the event.
- If I \_\_\_\_\_ (have) enough time to train properly last season, I \_\_\_\_\_ (win) a medal.
- Celebrating the Olympic Games has a huge impact \_\_\_\_\_ social unity, besides \_\_\_\_\_ (imply) economic profit for the hosting country.

**d) Complete the following sentence to report what was said.**

“We don't expect many people in the country will volunteer.”

Organisers said \_\_\_\_\_.

(Puntuación máxima: 2 puntos)

**A.5.- Write about 150 to 200 words on the following topic.**

If you could volunteer at an important event, what type of event would you prefer and why?

(Puntuación máxima: 3 puntos)

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

**Students Vote and Work the Polls, Despite the Pandemic**

Historically, most young Americans don't vote. In the 2016 presidential election, fewer than half of eligible voters between 18 and 29 cast a ballot. Last year, that changed. Young voters were showing rare levels of enthusiasm, even as college students faced new obstacles. "The pandemic upturned both how people vote and how students learn," said our colleague Dan Levin, who wrote about the struggles students face right now. "Just like there have been Zoom classes, students were going virtual with their organizing."

In a regular election year, campus activists would have tables on the quad and knock on doors in dormitories. Last year, instead of crowding into common rooms, students were hosting debate watch parties on Zoom, recruiting poll workers over Instagram and encouraging students to post their voting plans on Snapchat. "We had to exhaust every possible option to continue energizing voters," said Roderick Hart, 20, a junior at Morehouse College in Atlanta. "Social media was really our only way of connecting everybody at once, considering we weren't on campus."

Last year, more than seven million voters under 30 had already cast ballots, including nearly four million in 14 key battleground states, according to data compiled by researchers at Tufts University. "We just came in and got as many students as we could engage on their floor," said Jess Scott, who asked resident advisers at the University of Pittsburgh to host voter information sessions on Zoom. Students were disproportionately vulnerable. The coronavirus exacerbated concerns about student IDs and proof of residency, as documents moved online, and many students were learning in other places.

Adapted from "Students Vote and Work the Polls, Despite the Pandemic," *New York Times*, November 2<sup>nd</sup>, 2020. < <https://bit.ly/2N4CR29>>

**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) Few young Americans have traditionally voted.
- b) Students were too exposed in presidential elections.  
(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) Why were young Americans interested in US 2020 presidential elections?
- b) How was social media used in US 2020 Elections?  
(Puntuación máxima: **2 puntos**)

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

- a) eagerness (paragraph 1)
- b) urging (paragraph 2)
- c) truly (paragraph 2)
- d) hold (paragraph 3)  
(Puntuación máxima: **1 punto**)

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

- a) The return to school in the coronavirus pandemic is creating additional stress \_\_\_\_\_ a time already filled \_\_\_\_\_ anxiety.
- b) \_\_\_\_\_ can reporters prepare the public \_\_\_\_\_ the possibility that results will not be available on election night?
- c) Studies indicate that people \_\_\_\_\_ don't vote when they're eligible are more likely to \_\_\_\_\_ (rare) vote in the future.
- d) Millennials and Generation Z represent a \_\_\_\_\_ (large) voting bloc \_\_\_\_\_ Baby Boomers.  
(Puntuación máxima: **2 puntos**)

**B.5.- Write about 150 to 200 words on the following topic.**

Should voting be compulsory? Justify your answer.  
(Puntuación máxima: **3 puntos**)

**INGLÉS**  
**SOLUCIONES**  
**(DOCUMENTO DE TRABAJO ORIENTATIVO)**

**TEXTO A - SUGGESTED ANSWERS**

**Question A.1**

- a) **FALSE:** “In 1968, 1,000 athletes with intellectual disabilities from the USA and Canada competed in the first Special Olympics International Summer Games in Chicago.”
- b) **TRUE:** “Initially, the organisers didn’t expect it, but nearly every country wanted to host the competing nations and their athletes.”

**Question A.2**

Key ideas

- a) She wanted to do something against society treating disabled people unfairly, and disabled children not having a place to play.
- b) They were very involved, massively volunteered and attended the games; many social barriers were broken.

**Question A.3**

- a) revolutionary
- b) cheer on
- c) seldom
- d) joy

**Question A.4**

- a) for ----- to celebrate
- b) had had ----- would have won
- c) on / upon ----- implying
- d) Organisers said that they didn’t expect many people in the country would volunteer / to volunteer.

**INGLÉS**  
**SOLUCIONES**  
**(DOCUMENTO DE TRABAJO ORIENTATIVO)**

**TEXTO B - SUGGESTED ANSWERS**

**Question B.1**

- a) **TRUE:** “Historically, most young Americans don’t vote.”
- b) **TRUE** “Students were disproportionately vulnerable.”

**Question B.2**

Key ideas

- a) Young Americans wanted to surpass youth voting records despite the Covid-19 Pandemic. Some campus activists were interested in politics and engaged in online debates to encourage young people to vote.
- b) Different social media (Snapchat, Zoom and Instagram) were used to appeal to young voters with the aim to encourage their participation in the elections.

**Question B.3**

- a) enthusiasm
- b) encouraging
- c) really
- d) host

**Question B.4**

- a) at / during ----- with
- b) How/ To what extent----- for / concerning / regarding
- c) who / that----- rarely
- d) larger----- than

## 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).

	<b>Excelente</b>	<b>Nota</b>	<b>Deficiente</b>
<b>CONTENIDO</b>	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.
<b>FORMA</b>	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 puntuación.	--- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
<b>Total</b>		<b>--- / 3</b>	