

TEXTO A
In Praise of Loud Women

The label “loud woman” has never been a compliment, even though some women may wear it as a badge of honour. In everyday life, there is still something uncomfortable for a woman about being called loud, because the implication is that a) you don’t care about the people around you and b) you don’t care what other people think about you. Anecdotally, many women will say that they learned from an early age that being loud – whatever this means – was not welcome behaviour.

What a loud woman looks like, though, has changed hugely in the past two decades. With Michelle Obama publishing her autobiography, *Becoming*, it is clear that a new generation of women want to redefine the term. As the former first lady puts it: “I admit it: I am louder than the average human being and I have no fear of speaking my mind. These traits don’t come from the colour of my skin, but from an unwavering belief in my own intelligence.” If you ask women whom they would most like to be as a public speaker, many will say Obama. Her speaking style – controlled passion, warm authority, approachable charisma – is extremely attractive. She is the new kind of loud: the volume is calculated and in tune with the audience.

Thanks to digital platforms and social media, there has been a huge shift in the past twenty years in how women communicate and build a platform. Many of the women in the Top 10 chart of most popular TED speakers cannot be defined as loud, although their reach is extraordinary and they have built lucrative careers off the back of it. Often their message is about how to have your quiet voice heard in a noisy world.

Adapted from “In praise of loud women,” *The Guardian*, October 6th, 2018.
< <https://www.theguardian.com/lifeandstyle/2018/nov/06/> >

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.

- a) “Loud woman” is generally considered a pleasing comment.
- b) No significant changes have taken place in women’s speech in the last two decades.
(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) Has “being loud” been an acceptable social behaviour for women? Explain.
- b) Why is Michelle Obama popular as a speaker?
(Puntuación máxima: **2 puntos**)

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

- a) inference (paragraph 1)
- b) mind (paragraph 1)
- c) obvious (paragraph 2)
- d) outstanding (paragraph 3)
(Puntuación máxima: **1 punto**)

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

- a) Is _____ (be) female a disadvantage in public speaking? Mrs. Clinton’s problem might lie in our contradictory attitudes _____ women’s public speech.
- b) Last month, Michelle Obama _____ (do) a talk at the Democratic National Convention _____ rocked.
- c) TEDWomen is a conference _____ the power of women and girls to be creators and change-makers. The program of speakers, workshops and events _____ (spark) some of TED’s most iconic moments so far.
- d) Women are more _____ (like) to speak up if questions _____ (ask).
(Puntuación máxima: **2 puntos**)

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

Good communication skills can help you in your life. Discuss.
(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
Dogs are Humans' Oldest Companions

A study of dog DNA has shown that our “best friend” in the animal world may also be our oldest one. The analysis reveals that dog domestication can be traced back 11,000 years, to the end of the last Ice Age, and that they were domesticated before any other known species.

Our canine companions were widespread across the northern hemisphere at this time and had already split into five different types. Despite the expansion of European dogs during the colonial era, traces of these ancient indigenous breeds survive today in the Americas, Asia, Africa and Oceania.

The research fills in some of the gaps in the natural history of our close animal companions. Dr Skoglund told BBC News: “Dogs are really unique in being this quite strange thing if you think about it; when all people were still hunter gatherers, they domesticated what is really a wild carnivore – wolves are pretty frightening in many parts of the world.” To some extent, dog genetic patterns mirror human ones, because people took their animal companions with them when they moved.

G. Larson, a co-author from the University of Oxford, said: "Dogs are our oldest and closest animal partner." Dogs are thought to have evolved from wolves that ventured into human camps, perhaps sniffing around for food. As they were tamed, they could then have served humans as hunting companions or guards.

Dr Skoglund said it was unclear where the initial domestication occurred: “Dog history has been so dynamic that you can’t really count on it still being there to readily read in their DNA. We really don’t know – that’s the fascinating thing about it.” Many animals, such as cats, probably became our pets when humans settled down to farm the land a little over 6,000 years ago.

Adapted from “Dogs are humans’ oldest companions, DNA shows,” *BBC News*, October 30, 2020. <<https://bbc.in/2TOkLks>>

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) Dogs were domesticated almost ten thousand years ago.
- b) The investigation provides several data about the evolution of dogs that we did not know before.

(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 is dog genomics partly similar to the one of human beings?
- b) What does the text say about the origin of dogs?

(Puntuación máxima: 2 puntos)

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

- a) signs (paragraph 2)
- b) scary (paragraph 3)
- c) domesticated (paragraph 4)
- d) cultivate (paragraph 5)

(Puntuación máxima: 1 punto)

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

- a) Since recorded history began, scientists _____ (distinguish) between species _____ the basis of how they look, behave or live.
- b) Mammals _____ dogs or cats or rabbits do not lay eggs, but the mother keeps the egg inside her and _____ (give) birth to the fully developed baby animal.
- c) _____ (use) DNA from ancient dogs is showing us just _____ far back our shared history goes.
- d) Researchers found dog owners were likely to live _____ (long) than those _____ didn't have dogs.

(Puntuación máxima: 2 puntos)

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

What are the pros and cons of keeping a pet?

(Puntuación máxima: 3 puntos)

INGLÉS

SOLUCIONES (DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO A - SUGGESTED ANSWERS

Question A.1

a) **FALSE:** “The label “loud woman” has never been a compliment, even though some women may wear it as a badge of honour.”

b) **FALSE:** “Thanks to digital platforms and social media, there has been a huge shift in the past twenty years in how women communicate and build a platform.”

Question A.2

Key ideas

a) No, it has not. Being loud has been unacceptable/inappropriate behaviour for women since childhood, because it implies you do not worry about people or their opinions about you.

b) Michelle Obama is not afraid to speak her own opinion. She is also a passionate speaker with charm.

Question A.3

a) implication

b) care

c) clear

d) extraordinary

Question A.4

a) being ----- to / towards

b) did ----- that / which

c) on / about ----- has sparked

d) likely ----- are being asked / are asked

INGLÉS
SOLUCIONES
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

a) **FALSE:** “The analysis reveals that dog domestication can be traced back 11,000 years, to the end of the last Ice Age, and that they were domesticated before any other known species.”

b) **TRUE:** “The research fills in some of the gaps in the natural history of our close animal companions.”

Question B.2

Key ideas

a) Dog genomics is similar to the one of human beings because they accompanied people when they migrated.

b) The text says that it is supposed that dogs were wolves that dared to approach the places where humans lived, perhaps attracted by food.

Question B.3

a) traces

b) frightening

c) tamed

d) farm

Question B.4

a) have been distinguishing / have distinguished ----- on

b) like / such as ----- gives

c) Using ----- how

d) longer ----- who / that

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).

	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 puntuación.	--- / 0,5	Hay múltiples equivocaciones en el uso de la ortografía y/o la puntuación.
Total		--- / 3	