	UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID	INSTRUCCIONES GENERALES Y VALORACIÓN	
	EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS UNIVERSITARIAS OFICIALES DE GRADO Curso **2020-2021** **MATERIA**: INGLÉS **OPCIÓN A**	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.	**MODELO ORIENTATIVO** Provisional

Flashes on the Moon

Scientists across the world are puzzled as to why there are flashes appearing on the surface of the moon. They refer to them as "transient lunar phenomena". This unusual phenomenon has been happening several times a week. Sometimes the flashes of light are very short, while at other times the light lasts longer. Scientists have also observed that on occasion, there are places on the moon's surface that darken temporarily. Experts on the moon have been speculating on what is behind the flashes. One scientist said the impact of a meteorite can cause the moon's surface to glow briefly. Another scientist wondered whether the flashes occurred when electrically charged particles of solar wind reacted with moon dust.

"Seismic activities were also observed on the moon. When the surface moves, gases that reflect sunlight could escape from the interior of the moon. This would explain the luminous phenomena, some of which last for hours," says Hakan Kayal, Professor of Space Technology. As a first step, Kayla's team built a lunar telescope and put it into operation in April 2019. It has been set up in a private observatory in Spain, about 100 kilometres north of Seville in a rural area. Why Spain? "There are simply better weather conditions for observing the moon than in Germany," says Kayal. He is most interested in these appearances. "The so-called transient lunar phenomena have been known since the 1950s, but they have not been sufficiently observed," he added.

This is currently changing, and the professor wants to make his contribution. Professor Kayal said, "Anyone who wants to build a lunar base at some point must of course be familiar with the local conditions." What if such plans should ever become concrete? By then, at the latest, it should be clear what the mysterious flashes and luminous phenomena are all about.

Adapted from "Flashes on the Moon", Phys.org, May 31, 2019. <https://phys.org/news/2019-05-moon.html>

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 flashes on the moon happen just once a week.
b) Scientists have been observing moon flashes for almost 50 years.
(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) Mention two theories that could explain this phenomenon.
b) Where is the telescope located? Why?
(Puntuación máxima: **2 puntos**)

3.- Find the words in the text that mean:
a) shine (paragraph 1)
b) happened (paragraph 1)
c) established (paragraph 2)
d) station (paragraph 3)
(Puntuación máxima: **1 punto**)

4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.
a) The Moon is an astronomical body _____ (orbit) the Earth, and we usually see it _____ the night sky.
b) Even though the astronauts' footprints _____ (leave) on the moon a long time ago, it is likely that they are _____ there.
c) China _____ (start) a comprehensive lunar program and _____ the beginning of January 2019 launched a probe on the far side of the moon.
d) The Moon, _____ goes around the Earth, _____ (cover) in rocks.
(Puntuación máxima: **2 puntos**)

5.- Write about 150 to 200 words on the following topic.
You have the chance to be the first student astronaut to explore another planet. Would you accept the job? Give reasons why or why not.
(Puntuación máxima: **3 puntos**)

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	EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS UNIVERSITARIAS OFICIALES DE GRADO Curso **2020-2021** **MATERIA**: INGLÉS **OPCIÓN B**	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.	**MODELO ORIENTATIVO** Provisional

Is Reading Affected by Gender?

Boys whose classmates think reading is for girls are more likely to perform poorly in this area, a study suggests. To conduct the study, researchers quizzed a total of 1,508 fifth-grade students in 60 classes in Germany, who had an average age of 10. The children filled out questionnaires in which they ranked whether they thought boys or girls were better at reading, which gender read more, and which gender had more fun doing so. They also rated their own enjoyment and skill in the activity, and completed reading tests.

Past studies have suggested the stereotypes that reading is for girls and maths is for boys are pervasive, so the researchers wanted to see if this could contribute to a gap in skills. The study revealed that boys who believed gender stereotypes about reading were less likely to see themselves as competent and motivated in this regard. They also found boys whose classmates thought reading was for girls not only had similar attitudes about themselves, but also appeared to perform worse in tests. The gender stereotype didn't appear to affect girls positively or negatively.

However, the authors acknowledged that their findings don't prove that gender stereotypes make boys worse at reading and said their data might not be accurate as they relied on the children's honesty. One of the authors of the study said: "To reduce socially determined gender disparities in reading, it may help to create classroom contexts that discourage students from acting on their stereotypical beliefs."

The study is the latest to examine how gender stereotypes affect young people. Late last year, a separate team of researchers found teaching teenage boys about gender equality could prevent them from being violent.

Adapted from "Gender stereotype that reading is for girls linked to worse test scores in boys," *Newsweek,* 26 February 2020. <https://www.newsweek.com/gender-stereotype-that-reading-girls-linked-worse-test-scores-boys-1488787 >

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 participants in the study were asked how good they were at reading.
b) Both researchers are certain their results are totally reliable.
(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 results did the study reveal with regard to boys? Mention two things.
b) What did the other study described in the text find out?
(Puntuación máxima: **2 puntos**)

3.- Find the words in the text that mean:
a) carry out (paragraph 1)
b) showed (paragraph 2)
c) seem (paragraph 2)
d) differences (paragraph 3)
(Puntuación máxima: **1 punto**)

4.- Complete the following sentences. Use the appropriate form of the word in brackets when given.
a) My favourite teacher always believed in _____ (treat) all her students exactly the same, regardless _____ their gender.
b) His sister has always been better _____ languages _____ at maths.
c) One of the researchers, _____ is also a psychologist, pointed _____ that they need more data before reaching solid conclusions.
d) **Complete the following sentence to report what was said.**
    "What is your favourite book?"
    My friend asked me_____.
(Puntuación máxima: **2 puntos**)

5.- Write about 150 to 200 words on the following topic.
What is your favourite book? Describe it and say why you like it so much.
(Puntuación máxima: **3 puntos**)