



UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID
EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
UNIVERSITARIAS OFICIALES DE GRADO

Curso **2021-2022**

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 A

Knocker Uppers

Until the 1970s in some areas, many workers were woken by the sound of a tap at their bedroom window. On the street outside, walking to their next customer's house, would be a figure holding a long stick. The "knocker upper" was a common sight in Britain, particularly in the northern mill towns, where people worked shifts, or in London where dockers kept unusual hours. While the standard implement was a long fishing rod-like stick, other methods were employed, such as soft hammers, rattles and even pea shooters.

"They used to come down the street with their big, long poles," remembers Paul Stafford. "I would sleep with my brother in the back room upstairs and my parents slept in the front. The knocker upper wouldn't hang around either, just three or four taps and then he'd be off. We never heard it in the back, though it used to wake my father in the front."

One problem knocker uppers faced was making sure workers did not get woken up for free. "When knocking up began to be a regular trade, the public complained of being bothered by our loud rapping or ringing," Mrs. Waters, a knocker upper in the north of England told Canada's *Huron Expositor* newspaper in 1878. "Knocker uppers also found out that while they knocked up one who paid them, they knocked up several on each side who did not," she continued. The solution they hit on was modifying a long stick, with which to tap on the bedroom windows of their clients, loudly enough to wake up those intended but softly enough not to disturb the rest.

The trade spread rapidly across the country, particularly in areas where poorly paid workers were required to work shifts but could not afford their own watches.

Adapted from "Knocker uppers: Waking up the workers in industrial Britain," *BBC News*, March 27, 2016. <<https://www.bbc.com/news/uk-england-35840393>>

TEXTO B

The Secret History of 'Monopoly'

One night in late 1932, a Philadelphia businessman and his wife, Todd, introduced their friends Charles and Esther Darrow to a real-estate board game they had recently learned. As the two couples sat around the board, enthusiastically rolling the cube, purchasing properties and moving their tokens around, Mr. Todd was pleased to note that the Darrows liked the game. Charles Todd, in fact, made them a set of their own, and began teaching them some of the more advanced rules. The game didn't have an official name: it wasn't sold in a box but passed from friend to friend. However, everybody called it 'the monopoly game'.

Together with other friends, they played many times. One day, despite all of his exposure to the game, Darrow – who was unemployed, and desperate for money to support his family – asked Charles Todd for a written copy of the rules. Todd was slightly perplexed, as he had never written them up, nor did it appear that written rules existed elsewhere.

The truth is that the rules to the game had been invented in Washington DC in 1903 by a bold, progressive woman named Elizabeth Magie. But her place in the game's folk history was lost for decades. Today, Magie's story can be told in full. But even though much of the story has been around for 40 years, the Charles Darrow myth persists as an inspirational parable of American innovation – thanks in no small part to Monopoly's publisher and the man himself. After he sold a version of the game to Parker Brothers, it became a phenomenal success, eventually making him a millionaire. One journalist after another asked him how he had managed to invent Monopoly, "It's a freak," Darrow told the *Germantown Bulletin*, a Philadelphia paper. "Entirely unexpected and illogical."

Adapted from "The secret history of Monopoly: the capitalist board game's leftwing origins," *The Guardian*, April 15, 2015. <<https://www.theguardian.com/lifeandstyle/2015/apr/11/secret-history-monopoly-capitalist-game-leftwing-origins>>

TEXTO A

QUESTIONS

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

- a) Knocker uppers only used sticks to do their jobs.
- b) Knocker uppers waited for their clients to wake up before moving to the next house.

(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) Which two main problems did knocker uppers have at the beginning?
- b) What kind of people hired knocker uppers?

(Puntuación máxima: **2 puntos**)

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

- a) familiar (paragraph 1)
- b) on an upper floor (paragraph 2)
- c) went on (paragraph 3)
- d) annoy (paragraph 3)

(Puntuación máxima: **1 punto**)

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

- a) I _____ (usual) sleep well but recently I've been having such strange dreams that they're beginning _____ (scare) me.
- b) The less you sleep, the _____ (big) the impact _____ your health.
- c) If you _____ (set) the alarm clock as I told you last night, you _____ (not / oversleep).
- d) Last week, she _____ (ask) how many hours she needs to be ready _____ an exam.

(Puntuación máxima: **2 puntos**)

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

"A good laugh and a long sleep are the best cures for anything." Do you agree? Justify your answer.

(Puntuación máxima: **3 puntos**)

TEXTO B

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) Todd easily facilitated the written rules for Monopoly.
- b) Magie copied the rules from the Darrows.

(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) How was Monopoly played originally?
- b) How did Charles Darrow make a profit from the Monopoly game?

(Puntuación máxima: **2 puntos**)

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

- a) happy (paragraph 1)
- b) actually (paragraph 1)
- c) provide for (paragraph 2)
- d) surprising (paragraph 3)

(Puntuación máxima: **1 punto**)

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

- a) Acknowledged as a very _____ (success) game, Monopoly is a board game where two or more players play against _____ another.
- b) The history of Monopoly is based _____ accounts that were known a long time after it _____ (register) by Parker Bros.
- c) There were few possibilities _____ Magie to be recognized as the inventor of the game because she _____ (lose) the legal war.
- d) **Complete the following sentence to report what was said.**

“Who was the best Trivial Pursuit player in 2021?”

I asked my sister _____.

(Puntuación máxima: **2 puntos**)

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

What is your favorite board game? Why? Explain.

(Puntuación máxima: **3 puntos**)

CRITERIOS ESPECÍFICOS DE CORRECCIÓN Y CALIFICACIÓN

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	

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO A - SUGGESTED ANSWERS

Question A.1

a) **FALSE:** "While the standard implement was a long fishing rod-like stick, other methods were employed, such as soft hammers, rattles and even pea shooters."

b) **FALSE:** "The knocker upper wouldn't hang around either, just three or four taps and then he'd be off."

Question A.2

Key ideas

a) They had problems with some people that complained about the noise. Besides, knocker uppers realised they were waking up people who had not paid them.

b) They were workers without much money in industrial areas working at unusual hours.

Question A.3

a) common

b) upstairs

c) continued

d) disturb

Question A.4

a) usually ----- to

b) bigger ----- on

c) had set ----- would not have overslept

d) was asked ----- for

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

- a) **FALSE:** "Todd was slightly perplexed, as he had never written them up, nor did it appear that written rules existed elsewhere."
- b) **FALSE:** "The truth is that the rules to the game had been invented in Washington DC in 1903 by a bold, progressive woman named Elizabeth Magie"

Question B.2

Key ideas

- a) The players had to roll the dice, buy land or properties and move the pieces. They also needed a playing board.
- b) He made a profit by creating and selling a version of the game to Parker Brothers. He was very successful, so he became very rich.

Question B.3

- a) pleased
- b) in fact
- c) support
- d) unexpected

Question B.4

- a) successful ----- one
- b) on ----- was registered / had been registered
- c) for ----- lost / had lost
- d) I asked my sister who the best Trivial Pursuit player had been / was in 2021.