



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

Curso **2022-2023**

**MATERIA: INGLÉS**

**F**

**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**

**Theatre Audience Etiquette**

Face masks, proof of vaccine and strict seating assignments might not sound like your ideal night out at the theatre. But while many of these rules may appear unprecedented in British performance venues, COVID-19 protocols can be connected to a long history of regulating audience behaviours in theatres. In the approximately 2,500 years of theatre history, rules and expectations of theatre audiences have reflected the ways that societies negotiate social norms. Spectators' conduct has frequently raised questions about how they should behave and who should oversee that behaviour.

Audiences in the theatre of ancient Greece were active participants in the many dramatic festivals. Aristotle describes an angry audience shutting down a performance after they perceived inconsistency in the show. Alongside this lively conduct was also an impulse to regulate audience behaviour: a kind of "theatre police" was tasked with maintaining order during performances. Sixteenth-century England was renowned for its noisy audiences who, in public outdoor theatres, could sleep, eat and drink heartily all while taking in Shakespeare's newest work. And in the mid-18th century, celebrated theatre manager David Garrick renovated his theatre to move the spectators off stage (up to that point audience members could actually sit on stage alongside the performers) and prevent them from entering the theatre via the actors' dressing rooms.

Nowadays, the notion of proper etiquette at the theatre persists, although the audience is more docile. Audience etiquette guides, which cover everything from dress code and late arrivals to coughing and unwrapping candies, are widely available today. Cell phone use has also become a particularly controversial issue, sometimes policed by the actors themselves: in 2015, American actress Patti Lupone stopped a New York City performance by physically confiscating an audience member's phone because it was ringing.

Adapted from "Theatre audience etiquette and norms have always shifted with the times," *The Conversation*, November 21, 2021. <<https://theconversation.com/theatre-audience-etiquette-and-norms-have-always-shifted-with-the-times-169834>>

## 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) In Shakespeare's times, theatre viewers were forbidden to eat during performances.
- b) Theatre audiences today have easy access to information on how to behave properly.

(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 changes did Mr. Garrick implement in his theatre?
- b) What did Patti Lupone do during the performance in 2015?

(Puntuación máxima: **2 puntos**)

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

- a) linked (paragraph 1)
- b) often (paragraph 1)
- c) supervise (paragraph 1)
- d) irritated (paragraph 2)

(Puntuación máxima: **1 punto**)

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

- a) The performers acted \_\_\_\_\_ (incredible) well, despite not having rehearsed \_\_\_\_\_ several months.
- b) If I \_\_\_\_\_ (take) drama classes as a child, I \_\_\_\_\_ (be) a reasonable actress now.
- c) Little babies are fond \_\_\_\_\_ classical music, \_\_\_\_\_ has a relaxing effect on them.
- d) **Complete the following sentence to report what was said.**

"What is your favourite show?"

He asked him \_\_\_\_\_.

(Puntuación máxima: **2 puntos**)

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

Would you like to participate in a TV show? Justify your answer.

(Puntuación máxima: **3 puntos**)



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**TEXTO B**

**The Risks of Ultra-processed Foods**

In many households, ultra-processed foods are popular options at the kitchen table, including unhealthy products that you may not even think of as junk food such as snack bars and sweetened yogurts. Breakfast cereals, soft drinks and energy drinks count, too.

Every year, food companies introduce thousands of new ultra-processed foods with an endless variety of flavours and ingredients. They are what scientists call hyper-palatable: easy to overeat, and capable of controlling the brain's reward system and provoking powerful desires. Some experts argue that ultra-processed foods are so appealing to us not only because they taste really good, but also because they contain potent combinations of fat, sugar, sodium and artificial flavours.

Ultra-processed foods represent a larger share of the world's diet in relation to earlier decades. Almost 60 percent of the calories that adults in America eat are from these foods. They account for 25 to 50 percent of the calories consumed in many other countries. Yet in dozens of studies, scientists have found that ultra-processed foods are linked to higher rates of obesity, heart disease, hypertension, and colon cancer. In 2021, a study found that people who ate a lot of ultra-processed foods had a 19 percent higher likelihood of early death from cancer and a 32 percent higher risk of dying young from a heart attack, compared with people who ate few ultra-processed foods.

Research also shows that our bodies seem to react differently to ultra-processed foods compared with similar foods that are not so highly processed. For example, on a diet of ultra-processed foods, people quickly gain weight and body fat. However, on an unprocessed, homemade diet, the reverse happens: people lose weight, and they have reductions in cholesterol and an increase in their levels of an appetite-suppressing hormone.

Adapted from "What are ultra-processed foods? What should I eat instead?" *The Washington Post*, September 27, 2019. <<https://www.washingtonpost.com/wellness/2022/09/27/ultraprocessed-foods/>>

## TEXTO B

### QUESTIONS

**B.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) Sweetened yogurts are healthy.
  - b) People around the world are consuming fewer ultra-processed foods than in the past.
- (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 do ultra-processed foods affect our life expectancy? Explain your answer.
  - b) Which two effects does eating homemade food have in our bodies?
- (Puntuación máxima: **2 puntos**)

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

- a) range (paragraph 2)
  - b) attractive (paragraph 2)
  - c) respond (paragraph 4)
  - d) opposite (paragraph 4)
- (Puntuación máxima: **1 punto**)

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

- a) According \_\_\_\_\_ recent investigations, eating fruit and vegetables reduces the risk of \_\_\_\_\_ (suffer) cancer.
  - b) Food companies \_\_\_\_\_ (rare) think about how they could make their products \_\_\_\_\_ (good) than those produced by their competitors.
  - c) If I \_\_\_\_\_ (know) that this pizza had so much salt, I \_\_\_\_\_ (not / buy) it when I went to the supermarket yesterday.
  - d) People \_\_\_\_\_ diet includes oily fish and vegetables \_\_\_\_\_ least once a week have lower rates of diabetes.
- (Puntuación máxima: **2 puntos**)

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

Discuss how people's eating habits could be improved in our society.  
(Puntuación máxima: **3 puntos**)



## INGLÉS

### 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).

	<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>	

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

**TEXTO A - SUGGESTED ANSWERS**

**Question A.1**

a) **FALSE:** "Sixteenth-century England was renowned for its noisy audiences who, in public outdoor theatres, could sleep, eat and drink heartily all while taking in Shakespeare's newest work."

b) **TRUE:** "Audience etiquette guides, which cover everything from dress code and late arrivals to coughing and unwrapping candies, are widely available today."

**Question A.2**

a) He renewed the theatre so as not to let people sit on the stage and come in through the back door.

b) She interrupted a show in New York City to actually take away the cellular device from a spectator as it was buzzing.

**Question A.3**

a) connected

b) frequently

c) oversee

d) angry

**Question A.4**

a) incredibly ----- for / in

b) had taken ----- would be

c) of ----- which

d) He asked him what his favourite show is / was.



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

**TEXTO B - SUGGESTED ANSWERS**

**Question B.1**

a) **FALSE:** “In many households, ultra-processed foods are popular options at the kitchen table, including unhealthy products that you may not even think of as junk food such as snack bars and sweetened yogurts.”

b) **FALSE:** “Ultra-processed foods represent a larger share of the world’s diet in relation to earlier decades.”

**Question B.2**

Key ideas

a) Eating ultra-processed foods reduces our longevity as there is a higher probability of suffering deadly illnesses, such as cancer and heart disease.

b) When we eat homemade food, we tend to get thinner, to be less hungry, and to have lower cholesterol levels.

**Question B.3**

a) variety

b) appealing

c) react

d) reverse

**Question B.4**

a) to ----- suffering

b) rarely ----- better

c) had known ----- would not have bought

d) whose ----- at