INSTRUCCIONES GENERALES
- El tiempo máximo para la realización de esta prueba será de 90 minutos.
- Las respuestas en blanco no contabilizan.
- Indicar las respuestas en la plantilla adjunta.
- La puntuación total es de 50 puntos. Cada pregunta tiene indicada su puntuación.

SECTION A (10 points) Read the following text carefully and answer the questions below.

What is the value of an ivory tower? Universities have long argued against a purely utilitarian measure, rightly challenging the notion that it can be measured in pounds and pence. But when a version of the question was put to several thousand undergraduates in research published last week, one in three said they were getting poor value for money for their degree.

Such a standard has never been central to the debate about our universities. Britain has always punched far above its weight in international league tables and universities have been fierce watchdogs of their independence, claiming interference from the outside would undermine the autonomy from which their very value is derived.

Add to this the difficulty of putting a price on enlightenment and intellectual advancement, and the relatively modest public spending on universities compared with schools or hospitals, and it is easy to see why. Even with pressure on public budgets, the sharp increase in numbers going to university and escalating student fees, the debate has been about how much students and the state should pay, not what the money should be spent on.

There are two dimensions to the value-for-money question. First, what do students get out of their learning experience? It is likely to vary widely, with students of the same subject at different institutions getting very different amounts of teaching, lectures and feedback. In truth, we have no consistent way of measuring the "value add" of a degree in terms of learning and skills across the board, but controversial research in the US has suggested that doing a degree added little for many American students.

A problem is that most young people go to university to improve their job prospects; most employers recruit graduates on the basis of university reputation determined by research, not teaching quality. Young people are told that if they want a good job in today's fiercely competitive market they must get a degree, hardly putting pressure on universities to up their game and offer a more innovative or better-priced learning experience.

Hence fees have shot up across the board; hence the lack of innovation, for example in two-year accelerated degrees or degrees better integrated with workplace learning.

This raises some important questions. To what extent is a degree simply an expensive signal to employers? And if not from employers or students, where is accountability for the quality of learning coming from? These
questions will become increasingly important with new freedoms for universities to attract unlimited numbers of students. We will see new providers entering the market, more aggressive marketing of courses and some institutions potentially failing. The American experience, where several universities have been sued for misleading advertising, surely rings an important warning bell.

Further, what value does society derive from universities? It is striking how little light has been shone on this area of public spending. Politicians have always appeared anxious about asking difficult questions of a loud, autonomous and powerful sector. But the debate should be had. Does it make sense, for example, to fund more than 100 English departments, or would money be better focused on fewer centres of research excellence? How can we open up access to publicly funded research and improve its practical application?

Also conspicuous is the limited role of business. There are far too few examples of degrees co-funded and provided by companies, such as the accountancy degree combined with paid employment offered by KPMG and Durham. In the world of science, there have been high-profile partnerships involving corporate giants such as Jaguar Land Rover. But the level of business involvement in applied research is nowhere near as high as in Germany, where applied research institutes have to attract business funding in order to get state funding, with the result that medium-size businesses are genuinely driving research agendas. The truth is there are too few incentives for British universities to work more with business.

Few would argue that the value of a university system could be reduced to higher salaries or an extra percentage point on GDP growth. But for too long this has been allowed to obscure a challenging debate about how our universities could achieve more for less, be they ivory towers, redbrick or plate glass. If our university sector is to remain world class, it must embrace greater scrutiny and innovation.

1. Until now the debate surrounding universities in Britain
   A has been about the quantity of money the government and students should pay.
   B has tried to set a standard to which every university must strive toward.
   C has been focused on what enlightenment and intellectual advancement mean.

2. Because universities’ reputations are based on their research
   A it makes two-year accelerated degrees a near certainty in the future.
   B they can innovate and improve teaching quality at no additional cost.
   C they have no incentive to make changes in the present learning experience.

3. The future of universities in Britain
   A will no doubt provide the market with new freedoms and many attractions.
   B will raise questions regarding quality, accountability and truth in advertising.
   C will see many of them forced to follow the American experience.

4. The text considers that politicians in Britain
   A seem to be fearful of questioning the higher education sector in the country.
B should make the case for more research centres and fewer English departments.
C need to be more practical when debating issues such as publicly funded research.

5. The text argues in favour of
A allowing medium-size German businesses to get state funding.
B more businesses taking over research institutes at universities.
C businesses providing a greater share of funding for some degrees.

Section B (10 points) Choose the option which best rephrases each sentence. Think about meaning and grammar.

1. She won’t make a decision without hearing from Alice.
a. Unless she hears from Alice, she won’t do a thing.
b. Without hear from Alice, she won’t do anything.
c. She’ll do nothing without Alice.

2. Although she was ill, Andrea still went to work.
a. Despite to be ill, Andrea still went to work.
b. In spite being ill, Andrea still went to work.
c. In spite of her illness, Andrea still went to work.

3. The concert was so bad the fans demanded their money back.
a. The concert was such badly performed that the fans demanded a refund.
b. The concert was such a success that the fans demanded a refund.
c. The concert was such a disaster that the fans demanded a refund.

4. The first weekend of August is usually the busiest for Barajas and the train stations.
a. The first weekend of August is usually the most crowd for Barajas and the train stations.
b. The first weekend of August is usually the crowdest for Barajas and the train stations.
c. The first weekend of August is usually the most hectic for Barajas and the train stations.

5. I couldn’t face telling her what really happened.
a. I couldn’t bring her up what really happened.
b. I couldn’t bring myself to tell her what really happened.
c. I couldn’t bring over what really happened.

6. He took out a lot of school loans and now owes several banks a lot of money.
a. He must pay back the banks the money for the school loans.
b. He must pay down the banks the money for the school loans.
c. He must lend the banks the money for the school loans.

7. Jenny was responsible for designing the new logo for the company.
a. Jenny was encharged with designing the new logo for the company.
b. Jenny charged the new design of the new logo for the company.
c. Jenny was in charge of designing the new logo for the company.

8. We were so irritated that we simply walked out of the meeting.
a. The meeting was so annoying that we simply walked out.
b. The meeting was so annoyed that we simply walked out.
c. We annoyed so many people at the meeting that we simply walked out.

9. Taxes are likely to go up if that party wins the elections.
a. It’s probable that taxes will go up if that party wins the elections.
b. The likelihood of taxes going up is zero if that party wins the elections.
c. It’s probably that taxes will go up if that party wins the elections.

10. She should take some sort of identification with her.
a. She’d ought to take some identification with her.
b. She’d better take some identification with her.
c. She should have taken some identification with her.

SECTION C (10 points) Fill the blanks with the correct form of the words in brackets.

It is often asked why good people do bad things. Perhaps the question should be when. More likely, it’s in the afternoon or evening. Much less so in the morning.

That’s the finding of research, published in the journal Psychological Science, which ________ (1 conclude) that a person’s ability to self-regulate declines as the day wears on, increasing the likelihood of cheating, lying or committing fraud.

This so-called morning morality effect results from “cognitive tiredness,” said Isaac H. Smith, an assistant professor at the Johnson Graduate School of Management at Cornell University and co-author of the article with Maryam Kouchaki, an assistant professor at the Kellogg School of Management at Northwestern. “To the extent that you’re cognitively tired,” Dr. Smith added, “you’re more ________ (2 like) to give in to the devil on your shoulder.”
The findings draw from four experiments that convened two groups of subjects, one in the morning and the other in the afternoon. In the first experiment, undergraduates looked at different images of dots on a computer screen and reported whether the dots in each image were concentrated on the left side or the right side.

If subjects said the dots were _________ (3 bunch) on the right, they earned 5 cents, with a chance to earn up to $5. They could earn the money even if they “cheated” by saying that the dots were concentrated on the right when they were not.

In the first experiment, subjects cheated 25 percent more often in the afternoon. That finding _________ (4 reinforce) in subsequent experiments.

The results conform to other research showing the effects of taxing a part of the brain responsible for “executive control.” When that region is worn down — say, by a task as simple as _________ (5 memorize) numbers — it can impinge decision-making, and, by extension, moral judgment.

In a related study, published in 2011, scholars at Harvard and the Wharton School at the University of Pennsylvania showed that participants who performed a task that involved _________ (6 resist) temptation were much more likely to “impulsively cheat” in a subsequent task. Having already used up cognitive energy to resist, the theory went, they were more susceptible to__________ (7 give) in.

The latest findings are not without detractors. In July, another group of scholars offered a commentary _________ (8 argue) that the morning morality effect was an oversimplification. They said the research failed to recognize that some people are night owls and might resist temptation better as the day goes on. Their point was that some brains start out _________ (9 tire), then ramp up during the day. Dr. Smith and Dr. Kouchaki countered, in essence, that no matter when you felt most alert, brain depletion happened bit by bit over the course of the day.

In fact, Dr. Smith says, brain depletion can come from everyday tasks like choosing what to wear or eat — and the number of these decisions may be mounting as technology creates new choices to be made around the clock. (Do I “like” this Facebook status? Do I write one of my own?) Add these to the economy’s global nature (events happening any time of day), and it suggests to Dr. Smith a simple solution: “Don’t _________ (10 waste) time on menial decisions that don’t matter.”

SECTION D (10 points) Choose the option which best completes each sentence.

1. Please fill out the form and include your ______________ address.
   a) presently       b) actual       c) currently       d) current

2. She ____________ him for the things he said about her mother.
3. How on earth did he __________ to pass the exam? It was difficult!
   a) achieve  b) succeed  c) manage  d) perform

4. She is very ___________ taking photographs of the wild birds in the mountains.
   a) good in  b) keen on  c) keen of  d) good on

5. The dispute ___________ the islands is causing problems between the two countries.
   a) wherein  b) by  c) over  d) in

6. They do not support the new ___________ undertaken by the new government.
   a) claims  b) warns  c) maps  d) measures

7. He ___________ smoking a year ago and says he feels much better.
   a) gave up  b) quit up  c) gave over  d) quit down

8. That old Citroen is not very ___________, it’s always breaking down.
   a) countable  b) sure  c) reliable  d) hearty

9. The company has decided to ___________ the matter by paying the whole amount.
   a) settle  b) establish  c) respect  d) enhance

10. If you ___________ said that, they wouldn’t have become so angry.
    a) would have  b) hadn’t  c) had  d) weren’t

SECTION E (10 points) Fill each of the blanks in the passage with ONE suitable word. Write Ø if no word is necessary.

On a recent trip to Osaka — surrounded by temples thousands of years old, and magnificent mountains full of cherry blossoms and historical sites — I found myself in a cat cafe. For about $10 I got to ___________ (1) an hour petting a dozen or so cats while sipping a matcha tea latte at Cafe Ragdoll.

Five other visitors wandered around a space that looked like a living room, throwing around toy mice or dangling string in front of the cats. As I sat there, taking in all the cuteness, I wondered if cat cafes would ever catch ___________ (2) in New York City.
Buddha must have answered my prayers, because a cat cafe opened this week on the Lower East Side of Manhattan. As ____________ (3) as 8 a.m., crowds started to gather outside the pop-up pussycat coffee shop to get a chance to cuddle with 16 felines, part of a four-day event that was arranged by pet food company Purina One. All of the furballs came from North Shore Animal League, the world's largest no-kill animal rescue and adoption organization, and were vetted beforehand to ____________ (4) that they were comfortable together and around humans.

Christina Travalja from North Shore Animal League said cat cafes are a great way to ____________ (5) awareness of how wonderful cats are, and to offer a chance for people to see the animals in their natural, chill state. "In a shelter cats are in cages, but here we're seeing their personalities come out."

Ashley Matarama traveled all the ____________ (6) from New Jersey to be first in line to play with our animal friends. The 21-year-old said that she loves cats, but can't have any in her apartment. She was excited about the cafe concept, and wants more to open up. "If you open up cat cafes you open up more opportunities for cats," she said.

June Masuda, a Lower East Side resident in her 40s, wanted to come to the event just to be around cats. "It feels good being around animals because it reduces stress," she said. Masuda is allergic to cats, but she said, "The benefits outweigh the ____________ (7)."

A similar sentiment is prevalent at cat cafes all over the world. And there are lots! The first one opened in Taiwan in 1998, and the concept quickly ____________ (8) to Japan, which is home to more than 150 cat cafes. The reason it's so huge there is because most landlords do not allow pets. The craze then moved to parts of Europe, including Germany, England, and France. In recent years, North Americans have been itching to open some, too.

KitTea is currently looking for a location in San Francisco, and plans to open a store that serves tea with a side of cat cute by the summer. Another cat cafe, Miaou Boston, is also slated to open. The woman behind the idea said that ____________ (9) with Boston's Board of Health was a "preliminary concern," because of regulations against serving food around animals. The pop-up pussycat cafe in New York overcame those hurdles by separating the establishment into two parts: one where___________ (10) can get their food and drink and another where they can sit with the cats.

The cafe will be open to the public through Sunday from 10 a.m. to 7 p.m. There will also be discussions throughout the weekend on cat health, as well as information on how to adopt. But be quick about it!
EXAMEN DE LENGUA INGLESA (LENGUA B)  
HOJA DE RESPUESTAS (MODELO 1)  

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SECTION B  
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SECTION C  
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SECTION E  
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