

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

The Origin of Chess

Chess is one of the world's most popular and beloved games. Almost 605 million players around the globe enjoy it regularly — about 8% of the world's population. While most games are forgotten one decade after their invention, chess has survived the test of time. The game also got a boost thanks to the 2020 Netflix series *The Queen's Gambit*, with around 62 million watchers within its first four weeks. This led to a chess-buying boom, with eBay seeing a 215% increase in chess-set sales in the weeks after the show was released.

Its specific origins are difficult to determine, but most historians think the game originated in India. This is due to an ancient legend with written records dating from 1256 that names Grand Vizier Sissa Ben Dahir as the game's originator because he gifted the first chessboard to King Shirham of India. Against this theory, a few scholars follow the Spanish chess player and researcher Ricardo Calvo. He wrote that “most certainly it was invented in Iran”, a conclusion reached largely on the basis that ancient Persian literature mentions chess prior to it ever being mentioned in Indian literature.

Regarding the game age, there is no credible evidence that chess existed in a form approaching the modern game before the 6th century. Since that time, the game has evolved, with different cultures introducing both minor and major changes. Most regional cultures — those rich and unified enough to expand geographically — had their own forms of chess. In time, however, chess became more standardized thanks to the influence of 15th-century mathematician Luca Pacioli, who wrote *On the Game of Chess*. His book quickly established itself as a “chess bible”, codifying the rules and popularising the game the way it is known today.

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) Unlike chess, most games don't stand the test of time.
- b) The majority of history experts don't believe that chess comes from India.

(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) How did *The Queen's Gambit* series influence chess?
- b) What was Ricardo Calvo's theory about where chess originated?

(Puntuación máxima: **2 puntos**)

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

- a) inhabitants (paragraph 1)
- b) gave (paragraph 2)
- c) proof (paragraph 3)
- d) wealthy (paragraph 3)

(Puntuación máxima: **1 punto**)

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

- a) He ordered Jim to switch _____ the TV because the news was about _____ (start).
- b) My favourite cinema director made a film 3 years _____, but this year he _____ (not/release) anything yet.
- c) John _____ (strong) disagrees with me about _____ the best chess player is.

d) Complete the following sentence to report what was said.

"Minecraft is the most boring videogame I've ever played."

Robert told me _____.

(Puntuación máxima: **2 puntos**)

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

What kind of board games do you like the most? Justify your answer.

(Puntuación máxima: **3 puntos**)

UNIVERSIDADES PÚBLICAS DE LA COMUNIDAD DE MADRID
EVALUACIÓN PARA EL ACCESO A LAS ENSEÑANZAS
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Curso **2022-2023**

MATERIA: INGLÉS

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- responda EN INGLÉS una pregunta a elegir entre las preguntas A.5 o B.5.

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TEXTO B

The Case against Energy Drinks is Getting Stronger

Energy drinks are popular among teens and adults, but studies continue to show they may have serious side effects, including high blood pressure and hyperactivity.

In a report published in *Pediatric Emergency Care*, from 2011 to 2013 researchers conducted a questionnaire at two emergency departments that surveyed adolescents between ages 12 and 18 about their energy drinks habits in relation to health issues. Of the 612 young people who responded, 33% said they drank them frequently. Among those teens, 76% said they had suffered a headache in the last six months, 47% said they had experienced anger and 22% reported difficulty when breathing. It is impossible to say whether any of those behaviors were due to power drinks, but young people who consumed them were more likely to report the symptoms than those who didn't. However, those who drank energy drinks were more inclined to say they helped them to do better in school or in sports, to focus and to stay up at night.

Energy drinks contain multiple stimulating ingredients beyond caffeine. "Often energy drinks contain an energy blend which is a combination of herbal supplements as well as vitamins in often greater levels than the appropriate daily intake," says one of the researchers. "Further research may be needed to determine their use and dosages."

As *Time* magazine has previously reported, energy drink companies insist their products are safe and that a link between their beverages and side effects can't be confirmed. They claim that their products give an energy boost and improve physical and cognitive performance. However, studies supporting these statements are limited: although power drinks may have beneficial effects on physical performance, they also have possible adverse health consequences. The promotion of energy drinks should be limited until independent research confirms their safety, particularly among adolescents.

Adapted from "The Case Against Energy Drinks Is Getting Stronger," *Time*, November 16, 2016.
<<https://time.com/4569694/energy-drinks-soda-caffeine>>

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) Teenagers who participated in the survey felt that taking energy drinks improved their sports performance.
- b) Until scientific evidence shows they are safe, power drinks advertising should be restricted.

(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) What was the aim of the research published by the *Pediatric Emergency Care*?
- b) According to the companies, what are the two effects of drinking energy drinks?

(Puntuación máxima: **2 puntos**)

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

- a) trouble (paragraph 2)
- b) suitable (paragraph 3)
- c) connection (paragraph 4)
- d) negative (paragraph 4)

(Puntuación máxima: **1 punto**)

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

- a) So far, research _____ (not / prove) that some foods and drinks are _____ (harm) to your health.
- b) Tea _____ (bring) to Britain in the early 17th century _____ a private company.
- c) When _____ (decide) your child's diet, _____ (good) method is following the doctor's advice.

d) Complete the following sentence to report what was said.

"Do you enjoy drinking coffee after your dinner?"

He asked me _____.

(Puntuación máxima: **2 puntos**)

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

Do you think that your present eating habits will affect your future health? Justify your answer.

(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).

	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) **TRUE:** "While most games are forgotten one decade after their invention, chess has survived the test of time."

b) **FALSE:** "Its specific origins are difficult to determine, but most historians think the game originated in India."

Question A.2

Key ideas

a) The 2020 Netflix series *The Queen's Gambit* was a success and, as many people watched it, the number of games sold rose significantly.

b) He considered that chess was invented in Iran because the game appeared in old Persian books that were written before the Indian literature that also mentioned chess.

Question A.3

a) population

b) gifted

c) evidence

d) rich

Question A.4

a) on / off ----- to start

b) ago ----- has not released

c) strongly ----- who

d) Robert told me that Minecraft is the most boring videogame he has ever played. / Robert told me that Minecraft was the most boring videogame he had ever played.

INGLÉS
(DOCUMENTO DE TRABAJO ORIENTATIVO)

TEXTO B - SUGGESTED ANSWERS

Question B.1

a) **TRUE:** "However, those who drank energy drinks were more inclined to say they helped them to do better in school or in sports, to focus and to stay up at night."

b) **TRUE:** "The promotion of energy drinks should be limited until independent research confirms their safety, particularly among adolescents."

Question B.2

a) The report studied how frequently teenagers drank energy drinks and how they felt to determine whether there was a relation between consuming these products and health conditions.

b) Energy drinks companies state their drinks provide energy and activate the body and the mind.

Question B.3

a) difficulty

b) appropriate

c) link

d) adverse

Question B.4

a) has not proven / proved ----- harmful / harmless

b) was brought ----- by

c) deciding ----- the best

d) He asked me if / whether I enjoyed / enjoy drinking coffee after my dinner.