

CRITERIOS DE EVALUACIÓN

PRUEBA DE INGLÉS

GENERALES:

- De cara a posibles segundas o terceras correcciones, el examinador no debe escribir ninguna nota numérica directamente en la parte escrita por el alumno. Solo se puede subrayar o escribir algún símbolo sencillo.
- Las notas parciales han de escribirse en la solapa externa (en gris), haciendo constar en ellas el número de la pregunta, las notas de cada una, y la suma del total. La suma se debe comprobar varias veces antes de la entrega. En la parte inferior de la solapa se insertará la firma del corrector, la pegatina de las notas y se repetirá la calificación en número bajo la misma. Cualquier enmienda o modificación posterior debe ser muy clara.
- El alumno no puede escribir ni su nombre ni sus apellidos en el cuadernillo. Si se da el caso hay que avisar a los coordinadores.
- Como criterio general, la comunicación se valorará por encima de la corrección, por lo que en caso de duda se fallará a favor del alumno.

ESPECÍFICOS:

- **READING** No se penalizará si los alumnos cometen un error ortográfico al copiar el texto

0,5 puntos	Si la respuesta True/ False es correcta y el fragmento/sintagma que justifica la respuesta está bien copiado.
0,25 puntos	Si la elección True/ False es correcta pero el fragmento es muy extenso
0 puntos	Si contestan en español, (V o Verdadero / Falso) Si solo contestan True /False. Si la elección True/ False es correcta pero el fragmento no lo es. Si la elección True/ False no es correcta. Si no ha copiado ningún fragmento y hace referencia a líneas del texto o resumido la frase mediante puntos suspensivos. (...) Si contesta con sus palabras aunque sea correcto.

1. LEXICON

- Solo se tendrá en cuenta la primera palabra que escriban.

0,25 puntos	Si la palabra es correcta.
0 puntos	Si la palabra no es correcta o está mal escrita (le faltan o sobran letras) o si faltan partes de la misma en el caso de que sea una expresión.

2. PHONETICS

- Solo se tendrá en cuenta la primera palabra que escriban si escriben más de una y no es requerido

0,25 puntos	Si la respuesta es correcta.
0 puntos	Si la respuesta no es correcta.

3. USE OF ENGLISH

0,5 puntos	Si la transformación gramatical es correcta. Si la transformación gramatical es correcta y hay un pequeño fallo como la falta de una letra en una palabra (nombre o adjetivo).
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0,25 puntos	Si la transformación gramatical es correcta pero hay algún fallo importante como: <ul style="list-style-type: none"> - Un verbo mal escrito en participio, -s de la tercera persona, etc. - Si no incluyen las comas en una oración de relativo “non defining” - Si ponen el agente de activa a pasiva cuando no es necesario
0 puntos	Si la transformación gramatical es correcta pero tiene dos o más fallos importantes. Si la transformación gramatical no es correcta. Si los errores imposibilitan la comprensión.

4. COMPOSITION

- Se puntuará en tramos de 0,25 puntos.
- Los errores repetidos se tendrán en cuenta una sola vez.
- Se penalizará el hecho de que el alumno se desvíe del tema propuesto así como la inclusión de párrafos que no sean de su autoría (extraídos de una canción, por ejemplo).
- A modo de orientación se puede usar la siguiente tabla de equivalencia entre las puntuaciones 0 a 10 y de 0 a 3.

10,0	3	8,3	2,5	6,7	2	5,0	1,5	3,3	1	1,7	0,5
9,2	2,75	7,5	2,25	5,8	1,75	4,2	1,25	2,5	0,75	0,8	0,25

La siguiente rúbrica puede ser útil para la corrección.

		Marks
Content and structure	<ul style="list-style-type: none"> • Does it stick to the title or task? (If it doesn't, the composition will be marked 0) • Ideas: interesting, creative, funny, documented, etc. • Structure • Connectors • Paragraphs: Introduction, body and conclusion 	1 mark
Grammar and Syntax	<ul style="list-style-type: none"> • Sentence order • Plurals and singulars • Subjects and subject –verb agreement • Tenses • Structures • Articles. • Appropriate level of difficulty 	1 mark
Vocabulary	<ul style="list-style-type: none"> • Variety, fluency and appropriate level. • Spelling • Appropriate choice of style (formal, informal, etc) 	1 mark
Total		Up to 3 marks



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- Las preguntas deberán ser respondidas en inglés.
- Duración de la prueba: 1 hora y 30 minutos.
- Esta hoja no se entrega.
- Hay que responder todos los bloques de la propuesta elegida, A o B.

PROPUESTA A

INTERNET ADDICTION

The Internet is the largest and most versatile source of information in the world today. With its web sites and chat rooms, it is a way of communicating with people in places all over the world. Since its conception in 1973, the Internet has grown at an astounding rate.

A survey conducted by Intelli Quest Information Group Inc. showed that 51 million adults age 16 or older were on-line during the second quarter 1997 in the United States alone. To many people, the Internet is so enjoyable that it is almost addictive. The problem is growing so quickly that researchers are now beginning to consider Internet Addiction. Studies are revealing that there may be an actual form of addiction involved with over-use of the Internet. Identifying which category of addiction the Internet falls into is the problem. There are no real answers yet because research in this area is at the early stages. While lost in this so called 'Cyber Community' for long periods of time, people are neglecting other important activities like time with the family, socializing, work and health concerns. One of the most extensive studies on Internet Addiction to date was conducted by Dr. Kimberly S. Young of the University of Pittsburgh at Bradford. In her study, she revealed concrete evidence supporting the Internet Addiction claim. However, help for web addicts is available. There are several web sites available for the treatment of Internet addiction, as well as counselling centres and clinics.

Is it a condition, or is it just Internet? With all this power at our fingertips, are there any negative impacts of using this interface? Are we as humans capable of interacting with such a powerful communication source? Recent studies are beginning to uncover evidence that would suggest that maybe some of us are not so adept at dealing with such highly developed technology. In fact, as more research is conducted, experts are finding that the Internet may show indications of being addictive.

<https://www.megaessays.com>

QUESTIONS:

I. READING COMPREHENSION (2 POINTS) (0,5 points for each correct answer).

Add TRUE or FALSE and copy the evidence from the text to support your answer.

No marks are given for only true or false. No marks are given for "T" or "F".

1. The internet has remained the same as when it was born in 1973.
FALSE (Since its conception in 1973, the Internet has grown at an astounding rate).
2. Most people admit that the use of internet is nearly an addiction.
TRUE (To many people, the Internet is so enjoyable that it is almost addictive).
3. Apart from using the internet, people spend a lot of time with their families, doing sports and going out with friends. **FALSE** (people are neglecting other important activities like time with the family, socializing, work and health concerns).
4. According to recent research everybody is an expert using the internet. **FALSE** (Recent studies are beginning to uncover evidence that would suggest that maybe some of us are not so adept at dealing with such highly developed technology).



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II. LEXICON / PHONETICS (2 POINTS)

A. LEXICON. (1 POINT) (0,25 points for each correct answer).

Find words or phrases in the text that mean the same as these given.

1. Amazing, surprising: **astounding**
2. Lacking attention: **neglecting**
3. Directed, carried out: **conducted**
4. Reveal through investigation: **uncover**

B. PHONETICS (1 POINT) (0,25 points for each correct answer).

1. Write one word from the text that includes the sound /ɔ:/ as in "form"
support, source, for, falls, source....
2. Write **two** words from the text that include the sound /eɪ/ as in "way"
today, place, rate, survey, age, stage, date, claim, available, capable, maybe, may
3. How is the "o" pronounced in "work", /b/, /ɔ:/ or /ɜ:/? **/ɜ:/**

III. USE OF ENGLISH. (3 POINTS) (0,5 for each correct answer)

Rewrite the following sentences starting with the words given.

1. All passengers must wear a seat belt.
Seat belts **must be worn (by all passengers)**
2. It was such a boring film that we walked out of the cinema.
The film **was so boring that we walked out of the cinema**
3. The woman is Alice Harris. Her ring was stolen from her house.
The woman, **whose ring was stolen from her house, is Alice Harris.**
4. Shall we go to the theatre on Saturday?
What about **going to the theatre on Saturday?**
5. I didn't arrive early so I missed the plane.
If **I had arrived early, I wouldn't have missed the plane.**
6. I regret I didn't buy that house.
I wish **I had bought that house.**

IV. COMPOSITION (3 POINTS)

Write a composition of at least 125 words in answer to the following question:

Are you addicted to internet?



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PROPUESTA B

THE STORY OF JEANS

Jeans were the classic clothes of the American West. In 1853, a young tailor from Germany, called Levi Strauss, began working in San Francisco. Levi sold thick canvas to miners; the miners used the canvas to make tents. One day, a miner told Levi that he could not find trousers that were strong enough for work in the gold mines. Levi decided to make some trousers out of canvas.

Very soon, he had sold all the canvas trousers he had made! They were just what miners wanted. However, the canvas was rather heavy and stiff. Levi therefore began to look for a different textile; soon he found a heavy textile from France; it was called *serge de Nimes*. Americans just called this *de Nimes*, and this name soon got reduced to *denim*. Denim was a bit lighter than canvas, but it was very strong; it was ideal for miners.

Nevertheless, original denim was almost white, and miners did not like the colour! Their denim trousers got dirty as soon as they began working!

Levi Strauss therefore decided to use coloured denim, and he chose dark blue. In 1873, he began to make denim trousers with metal rivets to make them stronger. This was a radical new idea: "Blue jeans" had arrived!

Levi's jeans were so popular, that his company got bigger and bigger; soon, other firms were making blue jeans too. Miners liked them, but so did cowboys and other workingmen. Blue jeans became classic American working trousers.

After the Second World War, jeans became popular all over the world. Nowadays, blue jeans are made all over the world – most of them in Asia. Very few jeans are now made in the USA, because of the cost, but it is still possible to buy blue jeans that are made in San Francisco - if you have a lot of money to spend.

Today there are hundreds of different brands of jeans. Many top fashion brands, like Armani or Benetton, make their own blue jeans. But for real authentic jeans, "Levi's" are still the most popular brand.

<http://linguapress.com>

QUESTIONS:

I. READING COMPREHENSION (2 POINTS) (0,5 points for each correct answer).

Add TRUE or FALSE and copy the evidence from the text to support your answer.

No marks are given for only true or false. No marks are given for "T" or "F".

1. It was extremely difficult for Levi to sell canvas trousers.
FALSE. Very soon, he had sold all the canvas trousers he had made.
2. Miners were really satisfied with the original denim colour.
FALSE. Original denim was almost white and miners did not like the colour!
3. Levi's Company started growing before other jeans firms.
TRUE. Levi's jeans were so popular, that his company got bigger and bigger; soon, other firms were making blue jeans too.
4. Nowadays, it is very expensive to make jeans in the USA.
TRUE. Very few jeans are now made in the USA, because of the cost.



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II. LEXICON / PHONETICS (2 POINTS)

A. LEXICON. (1 POINT) (0,25 points for each correct answer).

Find words or phrases in the text that mean the same as these given.

1. Dense: **thick**
2. Rigid. Not flexible: **stiff**
3. Drastic: **radical**
4. Well liked: **popular**

B. PHONETICS (1 POINT) (0,25 points for each correct answer).

1. How is the “-ed” pronounced in “called”, /t/, /d/ or /ɪd/? **/d/**
2. How is the “-s” pronounced in “miners”, /s/, /z/ or /ɪz/? **/z/**
3. How is the “i” pronounced in “decided”, /aɪ/, /i:/ or /ɪ/? **/aɪ/**
4. Write a word from the text that includes the same sound /eɪ/ as in “pay”
make, day, made, they, making.

III. USE OF ENGLISH. (3 POINTS) (0,5 for each correct answer)

Rewrite the following sentences starting with the words given.

1. “No! I won’t eat pizza in that restaurant!” she said.
She refused **to eat pizza in that restaurant.**
2. The boy broke the window. He ran away.
The boy, **who broke the window, ran away.**
The boy, who ran away, broke the window. (Si no ponen las comas penaliza 0,25).
3. They gave John a present for his birthday.
John **was given a present for his birthday.**
4. I am sorry I told her.
I wish **I hadn’t told her.**
5. Despite working very hard, she didn’t get the job.
Although **she had worked very hard, she didn’t get the job.**
6. Write the correct question for the underlined words.
How long have the teachers been working?
The teachers have been working for a year.



Evaluación para el Acceso a la Universidad. Convocatoria 2018

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IV. COMPOSITION (3 POINTS)

Write a composition of at least 125 words on the following topic:

Advantages and disadvantages of wearing casual clothes