



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

Curso **2019-2020**

MATERIA: INGLÉS

**FASE
VOLUNTARIA**

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.

OPCIÓN A

Girls and STEM

Women represent half of the UK workforce, yet only 22 per cent of people working in STEM (science, technology, engineering and maths) jobs in the UK are female. But things are starting to change. WISE (Women in Science and Engineering), which campaigns for gender and balance in STEM roles, has set a goal of one million women working in core STEM jobs by 2020. As Helen Wollaston says: "We simply have to get better at showing girls that maths, science and technology open doors to exciting, well-paid jobs where they can make a real difference to the world."

Schools are doing their bit too, encouraging girls to study STEM subjects and showcasing the exciting opportunities in the workplace. A survey by software company Exasol in 2018 showed that the percentage of female students taking STEM subjects at A level had increased from 6.5 per cent to 11.8 per cent in the last five years. Lowena Hull, a pupil at Portsmouth High School, recently won £7,500 in a UK Space Agency competition for her idea to use satellites to track down lost supermarket trollies. A team from James Allen's Girls' School also reached the final of this year's TeenTech Awards with an app that helps you find your theatre or cinema seat in the dark.

At the university level, Brighton College engages girls in STEM subjects by inviting women scientists to speak as part of its careers programme. It also holds a Women in Science event solely for year 11 girls. Meanwhile, an all-girls team at Epsom College recently came third in the International Youth Rocketry Challenge. As Chris Telfer-Mason, head of physics, explains: "We have removed stereotyping by promoting STEM to both genders and encouraging students to work together in mixed teams, with job roles allocated based on an individual's ability and skill."

Adapted from: "Girls and STEM," The Week, 6 September 2019.

QUESTIONS

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

- a) According to WISE, in 2020 there will already be one million women working in core STEM jobs.
- b) At Brighton College, scientists of both genders are giving talks to persuade girls to undertake STEM subjects.

(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) Explain both prize-winning school projects mentioned in the text.
- b) According to Chris Telfer-Mason, how do they avoid stereotyping?

(Puntuación máxima: **2 puntos**)

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

- a) presenting (paragraph 2)
- b) contest (paragraph 2)
- c) only (paragraph 3)
- d) assigned (paragraph 3)

(Puntuación máxima: **1 punto**)

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

- a) No matter _____ hard I've tried: I've never been good _____ science.
- b) This academic programme _____ (establish) two years ago by a non-profit organization _____ intends to promote equal opportunities for students from developing countries.
- c) _____ the efforts the school made to encourage girls to study STEM subjects, only six will finally apply _____ a science degree next May.

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

"Why don't you take a gap year to think about what you really want to study?"

The Head of 6th Form asked me _____.

(Puntuación máxima: **2 puntos**)

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

What was your experience with subjects at Bachillerato? Which ones did you enjoy and which ones would you change?

(Puntuación máxima: **3 puntos**)



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OPCIÓN B

The Origins of Friday 13th

Friday the 13th always seems to spook many of us slightly, even if we claim not to be superstitious. But why does this day have such a supernatural vibe and why is there so much superstition around it?

References to Friday the 13th date back to medieval times but some believe that it was inspired by the Bible. At the Last Supper, Judas Iscariot, who went on to betray Jesus to the Romans, was the 13th person at the table, potentially inspiring fear of the number 13. Jesus was also said to have died on a Friday – also known as Good Friday – which has potentially resulted in Christians carrying the superstition from there.

Moving through to the Middle Ages, references to Friday being an unlucky day in general appear as early as the 14th century. The Canterbury Tales writer, Geoffrey Chaucer wrote: "On a Friday fell all this mischance". Then there are the Knights Templar. The Catholic military order was arrested on Friday the 13th in October 1307 by order of King Philip IV. The Grand Master Jacques de Molay and scores of other French Templars were charged with numerous offenses such as financial corruption, fraud and secrecy, and were also accused of idolatry. These prisoners were tortured and burned at the stake later on.

Rossini, the Italian composer, died on Friday 13th according to Henry Sutherland Edwards' 1869 biography. So it's not surprising that some link bad luck to Friday the 13th. However, today Italians actually consider 13 to be a lucky number and Friday 17th to be an unlucky day. Also known as triskaidekaphobia, the fear of the number 13 has also created traditions such as builders skipping the 13th floor when designing buildings, in an effort to avoid bad luck.

Adapted from "Friday the 13th: superstition origins and why the day is considered unlucky," Newsweek, 13 September 2019. < <https://bit.ly/2Sj4X8r> >

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) Some people think that fear of Friday the 13th was motivated by biblical accounts.
- b) All Europeans consider 13 to be a lucky number.

(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 is the relationship between the Knights Templar and Friday the 13th?
- b) What superstition is described in the text in relation to building design?

(Puntuación máxima: **2 puntos**)

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

- a) feel (paragraph 1)
- b) on the whole (paragraph 3)
- c) relate (paragraph 4)
- d) attempt (paragraph 5)

(Puntuación máxima: **1 punto**)

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

- a) It is often _____ (say) that breaking a mirror results _____ seven years of bad luck.
- b) Rossini, _____ death occurred _____ 13th November 1869, was a famous Italian opera composer.
- c) I _____ (not/buy) a black cat if I _____ (be) superstitious. In fact, I love my black cat!
- d) Complete the following sentence to report what was said.

"Do you believe in destiny?"

Emma asked her boyfriend _____.

(Puntuación máxima: **2 puntos**)

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

Do you believe in superstitions? Justify your answer.

(Puntuación máxima: **3 puntos**)