



Parte da proba de acceso substitutiva do bacharelato para ensinanzas artísticas/deportivas

Materia: Lingua Estranxeira. Inglés

Grao	SUPERIOR	Data	30/05/2023	DNI/NIF	
Alumno/a					
Cualificación					

INSTRUCCIÓN

Formato

A proba consta de dúas partes e un total de 8 exercicios distribuídas da seguinte forma.

- **Primeira parte:** 7 cuestións tipo test divididas en dous bloques: bloque A composto de 4 cuestións relacionadas coa lectura comprensiva do texto, bloque B composto por 3 cuestións de coñecementos lingüísticos.
- **Segunda parte:** 1 cuestión que esixe unha redacción por parte da persoa candidata.

Puntuación

Total: 10 puntos.

- **Primeira parte.** Cada resposta correcta outorgará 1 puntos. As respostas incorrectas ou en branco non descontarán puntuación. A puntuación máxima desta parte será de 7 puntos.
- **Segunda parte.** Valorarase cun máximo de 3 puntos.

Duración

A proba terá unha duración de 60 minutos (1 hora).

Procedemento

As respostas ás cuestións tipo test indicaranse debidamente na táboa final de respostas.

Materials ou instrumentos que se poden empregar durante a proba

Só se poderá utilizar bolígrafo con tinta negra ou azul.

Advertencia para o alumnado

Está prohibido usar material adicional para a realización da proba. O incumprimento desta norma será motivo de expulsión da persoa candidata e obterá unha cualificación de cero puntos.

Parte 1

Texto

Dating app addiction in lonely singles.

Dating has always been an isolating, nerve-wracking experience. But new research suggests the shift into swiping apps has made it all the more lonely. In a study of 269 undergraduates at Ohio State University, researchers found those who already felt lonely and nervous about meeting people in person were more likely to get addicted to their phones, swiping compulsively for hours on end.

Not only did it exacerbate the loneliness and anxiety they were already feeling, it started to spread to other aspects of their lives. 'It's not just that they're using their phone a lot,' lead author Kathryn Coduto, a doctoral student in communication, said in a press release for the study, published today in the Journal of Social and Personal Relationships. 'We had participants who said they were missing school or work, or getting in trouble in classes or at work because they kept checking the dating apps on their phones.'

To explore this issue, Coduto asked her study participants, who were all single and each using at least one dating app, to say how strongly they agreed or disagreed with certain statements. For example: 'I am more confident socializing online than offline,' or 'I am unable to reduce the amount of time I spend on dating apps.'

Many told Coduto they had turned to dating apps out of loneliness and social anxiety. Going out to bars, or dinners, or clubs, or parties, and forcing yourself to strike up conversations - and the fear of rejection, ambivalence, or embarrassment in person - can be overwhelming.

Finally, Coduto found that swiping through profiles of potential connections did not help alleviate those feelings of anxiety. In fact, it tended to make them worse. In other words, the more time they spent on the app, the more it negatively affected their wellbeing, their sleep, their work, their attention, and their social lives.

(Text adapted from <https://www.dailymail.co.uk/health/article-7312275/Lonely-singles-likely-develop-dating-app-addiction-affects-social-lives.html>)

Indique a resposta correcta

A/ Reading Comprehension

1. Researchers found those who already felt lonely and nervous about meeting people in person
 - a) were clearly unaffected by phone addiction.
 - b) were rarely addicted to their phones.
 - c) were more prone to phone addiction.
2. According to Kathryn Coduto,
 - a) study participants were missing school or work, or getting in trouble in classes or at work because they got distracted.
 - b) the reason why study participants were missing school or work, or getting in trouble in classes or at work was that they were constantly checking their dating apps on their phones.
 - c) study participants were missing school or work, or getting in trouble in classes or at work as a consequence of their lack of interest.
3. Coduto's study participants
 - a) weren't all single but each was using at least one dating app.
 - b) were single and each using at least one dating app.
 - c) were single but not using a dating app.
4. According to the text,
 - a) the more time on the app, the better they felt.
 - b) the more time spent on the app, the better the outcome.
 - c) the more time on the app, the worse they felt.

B/ Grammar

5. Many told Coduto they had turned to dating apps out of loneliness and social anxiety, which means:
 - a) They had turned to dating apps in spite of their loneliness and social anxiety.
 - b) The reason why they had turned to dating apps was they felt lonely and suffered from social anxiety.
 - c) Although they suffered from loneliness and social anxiety, they had not turned to dating apps.
6. Coduto found that swiping through profiles of potential connections did not help alleviate those feelings of anxiety. In other words,
 - a) those feelings of anxiety were not alleviated by swiping through profiles of potential connections.
 - b) those feelings of anxiety would be alleviated by swiping through profiles of potential connections.
 - c) those feelings of anxiety would help them make potential connections.
7. 'It's not just that they're using their phone a lot,' she said.
 - a) She said that it wasn't just that they were using their phone a lot.
 - b) She said that it was just that their phone wasn't being used a lot.
 - c) She said that it would be not fair that they were using their phone a lot.

Parte 2

In your opinion, **how are romantic relationships in modern society? Is technology altering romantic relationships, according to you?** (Write an opinion essay on the topic suggesting solutions. Write between 100 and 120 words (between 10 and 12 lines, approximately).

Criterios de cualificación

- Eficacia comunicativa e adecuación (1 punto)
 - Trata e desenvolve todos os puntos cun contido relevante. (0,50 puntos)
 - O rexistro, o formato e o ton axústanse á tarefa e ao propósito comunicativo. (0,50 puntos)
- Coherencia e cohesión (1 punto)
 - As ideas e opinións son coherentes e están ben estruturadas en oracións e parágrafos. (0,50 puntos)
 - Fai un uso adecuado dos conectores e elementos deícticos propios do nivel. (0,50 puntos)
- Léxico e gramática (1 punto)
 - Léxico (0,50 puntos)
 - Emprega un repertorio léxico variado sobre temas propios da etapa. (0,25 puntos)
 - Usa con precisión léxico referido a situacións e ámbitos propios da etapa. (0,25 puntos)
 - Gramática (0,50 puntos)
 - Aplica correctamente os coñecementos morfolóxicos propios da etapa. (0,25 puntos)
 - Aplica correctamente os coñecementos ortográficos propios da etapa. (0,25 puntos)

Táboa de respostas do test

TÁBOA DE RESPOSTAS			
Nº	A	B	C
1			X
2		X	
3		X	
4			X
5		X	
6	X		
7	X		

Preguntas tipo test	/ 7
Produción textual	/ 3
Total	/10