



UNIVERSIDAD DE ANTIOQUIA
ESCUELA DE IDIOMAS
SECCIÓN DE SERVICIOS Y EXTENSIÓN
DEPARTAMENTO DE ADMISIONES Y REGISTRO
EXAMEN DE COMPETENCIA COMUNICATIVA INGLÉS
POSGRADO Versión A

El objetivo de esta prueba es certificar la competencia comunicativa en una lengua extranjera para cumplir con el requisito de ingreso o de egreso de un programa de doctorado en la Universidad de Antioquia, según lo estipulado en el Acuerdo Académico 493 del 3 de diciembre de 2015.

Esta prueba evalúa su desempeño comunicativo integrando las cuatro habilidades de la lengua: lectura, escucha, escritura y conversación. El examen se aprueba con el 60% de respuestas correctas, y tiene una duración aproximada de dos horas y media a partir del momento que el docente encargado de administrar el examen lo indique. El resultado de esta prueba equivale a lo descrito para la escala B1 del Marco Común Europeo de Referencia para las Lenguas.

Los resultados se publicarán el lunes siguiente a la presentación de la prueba en la cartelera de la oficina 12-104 y en la página de la Escuela de Idiomas.

Conteste el examen en la hoja de respuestas rellenando con lápiz el círculo de la opción que considere correcta. Durante la prueba usted podrá tomar notas en el mismo cuadernillo del examen, el cual deberá dejar junto con la hoja de respuestas antes de salir del aula. Para optimizar el manejo del tiempo, le sugerimos leer las preguntas antes del texto. Priorice estrategias como comprensión global, inferencia, deducción del significado de acuerdo al contexto y la formación de la palabra, y utilice el diccionario sólo cuando sea estrictamente necesario.

A continuación encontrará las instrucciones para cada sección del examen

Sección A. Comprensión de lectura

Esta sección consta de 2 textos y 15 preguntas orientadas a medir su habilidad para identificar información general y específica que está de forma explícita en el texto o que se puede inferir de acuerdo a claves contextuales.

Duración: **45 minutos** a partir de la hora anunciada por el docente a cargo de administrar el examen.

Text 1

1

In my weight management clinic, I'm always telling parents to remove the TV from their children's bedroom, both to improve their sleep and decrease their sedentary time. However, this typically is accompanied by complaints about this request from their children. I'm often caught between allying with my patients and doing what's right for their health. Researchers have found even more reasons for me to insist that **they** remove their TV from their bedroom – it is associated with higher sugary drink consumption.

2

Schwartz, et. al studied 480 middle school students recruited from 12 schools in a low-income, primarily minority school district. Students completed a baseline survey in 6th grade and a follow-up survey in 7th grade. They asked how many sugary drinks the children consumed the day prior to the survey, about the child's perception of their parents' controlling, and finally if the children had a TV in their bedroom. They used the children's reports of specific controlling to create an "authoritative parenting" score. First defined by psychologist Diana Baumrind; **authoritative parents** encourage their children to be independent while setting reasonable limits and controls on their behavior.

3

After controlling for age, sex, race/ethnicity, body mass index, and sugary drink consumption in the 6th grade, the researchers found that having a TV in the bedroom was associated with higher sugary drink intake in the 7th grade. For those children without TVs in their bedrooms, each unit increased in authoritative parenting score meant that the children decreased their sugary beverage intake by 22% between 6th and 7th grade.

4

This study suggests that parent's efforts to limit sugary drinks can be **weakened** by exposure to TV in the child's bedroom. Perhaps sharing this information with my patient's families will convince my otherwise

authoritative parents to remove the TV from their child's bedroom.

<http://www.weighinginblog.org/1/post/2016/01/how-important-is-removing-a-tv-from-a-childs-bedroom.html>

1. As expressed in **the bold part of paragraph 1**, the author believes that children should not have a TV in their bedroom mainly because...

- a) They need to sleep more and be more active
- b) A television in their bedroom benefits their health
- c) A television in their bedroom helps them sleep better
- d) They can be negatively influenced by what they watch on TV

2. The word "**they**" in the context of **paragraph 1** refers to...

- a) Patients
- b) Researchers
- c) Parents
- d) Children

3. As expressed in **paragraph 1**, research studies have been relevant for the author because...

- a) They have convinced parents to remove the TV from their children's bedrooms
- b) They have given her a strong reason to tell parents to remove the TV from their children's bedrooms
- c) They have referred to the importance of sugary drink consumption in children
- d) They have stated that sugary drink consumption decreases when children have a TV in their bedrooms

4. As expressed in **paragraph 2**, Schwartz, et. al used the survey to find out about all this, **EXCEPT...**

- a) The number of sugary drinks consumed by the children the previous day
- b) The type of TV that children had in their bedroom
- c) If the children had a TV in their bedroom
- d) How children perceive their parents' controlling

5. As described in **paragraph 2**, **authoritative parents**...

- a) Let their children do whatever they want
- b) Control their children's behavior day and night
- c) Stimulate their children's independence by setting limits
- d) Never control their children's behavior

6. What the researchers found with this study, as expressed in **paragraph 3**, can be summarized as follows:

- a) Children who have a TV in their bedrooms are healthier than children who don't have one
- b) Children who have a TV in their bedrooms never consume sugary drinks
- c) Children who have a TV in their bedroom have more authoritative parents and consume more sugary drinks
- d) Children who have a TV in their bedroom have less authoritative parents and consume more sugary drinks

7. The word "**weakened**" in **paragraph 4** can be changed for one of the following words:

- a) Strengthened
- b) Stimulated
- c) Discouraged
- d) Encouraged

8. What the study suggests, as expressed in **paragraph 4**, can be summarized as follows:

- a) If parents don't remove the TV from their children's bedroom, the consumption of sugary drinks will probably not decrease
- b) If parents remove the TV from their children's bedroom, they will eat more vegetables
- c) If parents remove the TV from their children's bedroom, they will probably gain weight
- d) If parents remove the TV from their children's bedroom, their sleep quality will be affected

Text 2

1

Dr Tristan McCowan is a researcher at the Institute of Education, University College London. He discusses the role of Higher Education (HE), major global forces, challenges and examples of innovations. He states that there are three activities of universities that we can see having an impact in society: Teaching, research, and public service/community in engagement. The third is **less acknowledged**; this can include knowledge exchange activities and providing facilities and resources for communities to use. **Economic benefits, as well as non-economic benefits of universities such as health and nutrition, governance, human rights and gender equality should be recognized.**

2

An important global force impacting Higher Education moves towards the market. This has come from political and economic thought around the role of the state and increasing attachment to the market as a way of allocating resources and providing services in society. This has also resulted from a crisis of funding for Higher Education. University systems have had to rely on private sources of funding to support **themselves**. This has led to the growth of private, for-profit institutions, the partial privatization of public universities, and commercialization of a range of other activities. Therefore, the nature of the university as an institution has changed.

3

Successfully running a university can be thought of as successfully **juggling** equity, quality and funding. All of these three areas represent significant difficulties. To do all three well at the same time is really difficult for resource-constrained countries and also for high-income countries. The main expansion seen in universities in recent years is for the middle or upper middle-class. There is a problem with low-income students not going to university. There are also issues of gender equality within certain disciplines and countries, as well as ethnic, religious, language and regional barriers. In sum, higher education systems are highly inequitable.

4

There are not any solutions that are likely to work in all contexts but Tristan refers to Brazil as an example. In Brazil, there is a government scheme 'university for all'. The scheme is for private universities to offer free places for low-income students in exchange for tax breaks. More than a million students have gone to university through this scheme. <http://www.heart-resources.org/mmedia/higher-education/>

9. What the author means with the last idea expressed in **paragraph 1** is the following:

- a) The economic benefits of universities are more important than non-economic benefits
- b) The non-economic benefits of universities are more important than economic benefits
- c) Both economic benefits and non-economic benefits of universities deserve recognition
- d) Gender equality is not relevant to be recognized

10. The meaning of the expression "**less acknowledged**" in the context of **paragraph 1** can be expressed as follows:

- a) Not so recognized as the others
- b) More accepted than the others
- c) Less rejected than the others
- d) More important than the others

11. In **paragraph 2**, the author refers mainly to...
- The importance of resources in Higher Education
 - The role of privatization in Higher Education
 - The services in society
 - The growth of for-profit institutions
12. The word “**themselves**” in **paragraph 2** refers to...
- Services in society
 - University systems
 - Private sources
 - For-profit institutions
13. The word “**juggling**” in the context of **paragraph 3** could be changed for one of the following words:
- Separating
 - Combining
 - Playing
 - Interpreting
14. According to what the author expresses in **paragraph 3**, the difficulty to access to Higher Education is mainly for...
- Resource-constrained countries
 - High-income countries
 - Low-income students
 - Upper middle class people
15. Why does the author mention Brazil in **paragraph 4**?
- Because he wants to provide an example of an inequitable country
 - Because in Brazil everybody has access to higher education
 - Because he wants to provide an example of a successful government strategy that facilitates access to higher education
 - Because in Brazil there many private universities

Sección B. Comprensión auditiva

Esta sección consta de dos segmentos de audio y 15 preguntas orientadas a medir su habilidad para identificar información general y específica.

Duración: **25 minutos** a partir de la hora anunciada por el docente a cargo de administrar el examen.

Cada texto oral será reproducido dos veces. Antes de proceder a la escucha de cada texto usted tiene 1 minuto para leer las preguntas y de este modo familiarizarse con el contexto y el vocabulario de la situación comunicativa que está pronto a escuchar. En este momento puede consultar el diccionario en caso de requerirlo. Después de cada audio dispondrá de 1 minuto más para corroborar sus respuestas. Una vez escuchados los 2 textos orales, antes de entregar el examen dispondrá de 2 minutos para revisar por última vez sus respuestas.

Situation 1

Karen Curtis is talking about children's health and safety, a guide to the National Quality Framework. Listen to the recording carefully and choose the right answer.

16. According to Karen Curtis, what are the conditions to help children participate successfully in a learning environment?

- a) To be free of illness and well rested
- b) To have their parents alive
- c) To have the best teachers at school
- d) To have a nice place to live

17. Karen Curtis states that in any education service, educators must...

- a) Tutor children anytime they need
- b) Visit children at home anytime they need
- c) Protect children from dangerous situations and promote their health
- d) Provide children with good medical doctors

18. In relation to physical activities, Karen Curtis states that...

- a) Children should have opportunities to be physically active, but only outdoors.
- b) Children should have opportunities to be physically active, both indoors and outdoors.
- c) Physical activity is not an important part of the education service.
- d) Children should have opportunities to be physically active, but only indoors

19. In this report Karen Curtis mentions well-being. What does **well-being** involve according to what she says?

- a) Wellness and comfort; consequently, security and engagement in learning

- b) Good teachers that provide successful learning
- c) Good beds for comfort and good sleep
- d) Good cooks to prepare healthy food and drinks

20. When Karen Curtis mentions the different ways to promote healthy lifestyles, she mentions all these, **EXCEPT...**

- a) Hygiene
- b) Nutrition
- c) Social relationships
- d) Clean clothes

21. According to the report, parents should see all these in a child's education service, **EXCEPT...**

- a) Appropriate daily routines
- b) Appropriate hygiene practices
- c) Nutritious food and drinks
- d) Educators' degrees

22. What does Karen suggest doing if parents want to know how these services are being implemented?

- a) Talk to their children
- b) Talk to their children's partners
- c) Talk to their children's educators
- d) Talk to the policymakers

Taken from <https://www.youtube.com/watch?v=G9b4AxdxNAY>

Situation 2

Mario Ritter is giving a report on education costs. Listen to his report carefully and choose the right answer.

23. What education issues are the lawmakers in Washington debating?

- a) The number of students who graduate
- b) The banks that offer loans to students
- c) Loans and the interest rates that students pay
- d) How parents pay their children's loans

24. According to this report, how much do college students end up owing when they graduate?

- a) An average of \$36,000
- b) An average of \$26,000
- c) An average of \$46,000
- d) An average of \$16,000

25. Mario Ritter refers to a situation that has happened for the past 30 years. What is it?

- a) College tuition has increased at twice the rate of inflation
- b) College tuition has not significantly increased
- c) College tuition has increased at the same level of the rate of inflation
- d) The rate of inflation has not changed

26. What does Terry Hartle say about funding for education?

- a) It has been increasing for years
- b) It has been decreasing for years
- c) It has not changed for years
- d) It has improved thanks to the government efforts

27. What could be the consequence of the high cost of education, according to some experts?

- a) There is a high probability that good students with low incomes go to college

b) There is a low probability that good students with low incomes go to college

c) Good students with low incomes will have support from the government to go to college

d) Only good students with low incomes will go to college

28. The survey mentioned in this education report shows all the following information, **EXCEPT**...

a) Students are worried about paying their loans.

b) Students delay marriage and children because of their loans.

c) Students cannot buy a house or a car because of their loans.

d) Students pay their loans as soon as they graduate.

29. Who is Anthony Carnevale?

a) An economy professor of Georgetown University

b) An economy researcher of Georgetown University

c) A labor economist of Georgetown University

d) A labor activist of Georgetown University

30. Mario Ritter mentions a government report in the last part of the audio. From this report it can be concluded that...

a) There are more young Americans who hold college degrees now than in 1995

b) In 1995, there were more Americans with college degrees than now

c) The number of Americans with college degrees has not changed in the last twenty years

d) The number of people with college degrees in America is very low now

Sección C. Producción escrita

Esta sección evalúa su habilidad para producir un texto escrito, tipo ensayo argumentativo, sobre temas de interés general y social, haciendo uso de un lenguaje sencillo pero claro, dentro de un discurso organizado, coherente y cohesivo. Para tal efecto, lea las instrucciones y criterios que orientan la tarea comunicativa y seleccione uno de los temas de las dos opciones que se le dan para desarrollar el texto.

Duración: **60 minutos** a partir de la hora anunciada por el docente a cargo de administrar el examen.

Para garantizar el éxito de la tarea procure cumplir con los siguientes criterios:

- Escriba un ensayo en 4 a 5 párrafos con base en el tema que haya seleccionado. Puede usar el diccionario.
- El ensayo debe contener una introducción, un desarrollo y una conclusión
- Cerciórese de cumplir con las funciones comunicativas requeridas para este tipo de tarea: establecer una posición o hacer una afirmación, explicar, sustentar su punto de vista ilustrando, exponiendo evidencia y detalles de las aseveraciones hechas y concluyendo su idea.
- Desarrolle un texto coherente y cohesivo usando conectores lógicos y referentes que conecten las ideas de manera apropiada
- Use vocabulario variado y apropiado al contexto y situación que está tratando
- Antes de entregar el ensayo, revise: la estructura de la oración, conjugación y tiempo verbal, conectores, ortografía, y puntuación.

De las siguientes dos opciones seleccione el tema sobre el cual escribir su ensayo:

Topic 1: *There is a common thought that “Children are the future of the world”. Keeping this in mind, if we see the situation of our children in Colombia, what do you think the future will bring for our children and our country?*

Topic 2: *Imagine that you are invited to another country to give a talk about Higher Education in Colombia, what would you say about this issue?*

Nota: Utilice la página en blanco que se provee al final del cuadernillo. No olvide escribir su nombre, número de credencial y número de identidad al inicio de la página.

Sección D. Producción oral

Esta sección tiene una duración aproximada de 20 minutos y se hace a través de una entrevista. Ésta consiste en cuatro momentos en los que dos entrevistadores desarrollan preguntas concernientes a temas personales, sociales, laborales y profesionales. Cada tema se abordará a partir de preguntas abiertas, por lo tanto procure expresar lo suficiente sobre cada cuestión de modo que permita a los entrevistadores tener elementos para evaluar su desempeño. Eventualmente, también se le harán preguntas cerradas cuando se requiere precisión en la información que ha dado.

Cada evaluador asignará un valor a su desempeño a través de una rúbrica que define los criterios y la escala de puntaje. Una vez hecho esto, los evaluadores comparan la valoración y llegan a un consenso sobre la calificación finalmente asignada, esto con el fin de garantizar la confiabilidad de la evaluación.

La hora de la entrevista se le asignará después de haber terminado las 3 secciones anteriores.

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Espacio para el ensayo

Tiene **1 hora** para desarrollar el escrito y puede hacer uso del diccionario impreso

NAME :

C.C.

No. de credencial :
