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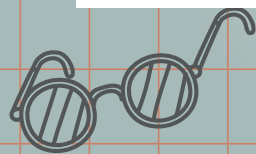
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Universidad del País Vasco
Euskal Herriko Unibertsitatea

UNIBERTSITATERA SARTZEKO
EBALUAZIOA

2018ko UZTAILA

INGELESA

EVALUACIÓN PARA EL
ACCESO A LA UNIVERSIDAD

JULIO 2018

INGLÉS

Choose between option A and option B. Specify the option you have chosen.

Please, don't forget to write down your code on each of your answer sheets.

OPTION A

SWIMMING WITH DOLPHINS

Many people in the U.S.A. go south to the Caribbean every year looking for wonderful beaches with clear waters and the opportunity to practise exciting activities in the open. Among these activities, swim-with-the-dolphin programs have become exceptionally fashionable. Despite their popularity, some people are starting to express an opinion against them.

An anonymous dolphin trainer told The Dodo Online Magazine that these programs are very problematic because cetaceans simply do not belong in captivity. "Dolphins are intelligent and gentle creatures in their natural habitat," said the trainer, "but put them in a cage and you will see them change. They feel under such extreme pressure that they become fully aggressive."

Born and raised in the Bahamas, the trainer said that he had been employed at two swim-with-the-dolphin facilities in the Caribbean and that they were far too inadequate. At one of them more than 40 dolphins were caged in a compartment and some of the animals eventually went blind because of chemical products used to clean the water.

However, his most upsetting accusation is that some female dolphins stop their new born babies from breathing by blocking their way to the surface. The trainer, who isn't a scientist, said that he and his colleagues think that the mothers do this because they don't want their babies to live in captivity.

Though that claim can't be proven, activist groups have pointed out some problems with dolphin captivity in general. Furthermore, the Animal Protection Society of the United States has published a report which explains that cetaceans in captivity are generally fed with nutrient-deficient frozen fish and have a history of premature death from a variety of causes.

Trying to end this situation, some Caribbean countries have developed legislation to address the problems caused by dolphin-in-captivity programs. However, regulations are not enough if tourists don't become aware of the problem and realise that their desire to be with the dolphins is actually killing them.



OPTION A

I. - Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (4 marks)

1. What do visitors want to find when they go to the Caribbean?
2. According to the trainer, how does their lack of freedom affect dolphins?
3. What is wrong with the food dolphins in captivity are usually given?
4. What can be done to solve the problems of dolphin-in-captivity programs?

II. - Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. The cleaning products in the water are the reason why some dolphins went blind in a swim-with-the-dolphin facility.
2. According to the trainer and his colleagues, some female dolphins kill their babies because they become very aggressive in captivity.

III. - Find the words or expressions in the text that mean. (1 mark)

1. trendy, stylish, chic, popular
2. marine mammals such as whales and dolphins
3. worrying, distressing, painful
4. people who are visiting a place for pleasure and interest, especially when they are on holiday

IV. - Write a **composition** of about 130 words on **one** of these topics. Specify your option. (3 marks)

1. Tourism can provide jobs and improve the prosperity of an area. However, it can also destroy the local environment and cultural identity. To what extent do you agree or disagree?
2. Describe your favourite holiday destination. What is it like? How often do you visit it? What activities can you do there?



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OPTION B

CAMBRIDGE IS PILOTING THE USE OF COMPUTERS FOR WRITTEN EXAMS

Cambridge University is considering putting an end to handwritten exams and allowing students to use laptops or tablets instead, after professors complained that students' handwriting is becoming illegible. Academics say that the move has come about because students depend on digital devices to follow their classes and are losing the ability to write by hand. They handwrite virtually nothing except exams.

Dr Sarah Pearsall, a senior lecturer at Cambridge's History Faculty, told The Daily Telegraph newspaper that it has become a real problem for many students and teachers. She also explained that students with illegible writing in their final exams are forced to come back to their college during the summer holidays to read their answers aloud in the presence of two university administrators.

According to Sir Anthony Seldon, vice-chancellor of the University of Buckingham, it is inevitable that universities will move to computers in coming years. The vast majority of students have been brought up at the beginning of this century and they type naturally. Universities have to accept reality and fight to preserve what is really important, such as the use of the language. From his point of view, handwriting is not necessary for great thinking, great English, or great intelligence.

Following the same line of thought, the Harvard academic Eric Mazur encourages students to bring their laptops and smartphones into exams. He thinks that permitting devices in the exam room allows students to look up whatever they want, whenever they want and test their creative and analytical skills, rather than their ability to recall information.

However, some people do not agree with the move. Tracey Trussell, a handwriting expert at the British Institute of Graphologists, urged Cambridge University to make sure that students continue to write by hand. "Certainly with social media, iPads and all the rest of it, people clearly use keyboards much more than they handwrite," she said. She added that it is vital that people continue to write by hand because it has positive effects on memory and leads to a higher level of comprehension, understanding and information retention.



OPTION B

I. - Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (4 marks)

1. Why is Cambridge University thinking of allowing typed exams?
2. What happens at Cambridge University when a final exam is illegible?
3. Why does Professor Mazur allow the use of digital devices in exams?
4. According to Tracey Trussell, why should people continue to use handwriting?

II. - Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. From Sir Anthony Seldon's point of view, universities will surely accept computers in the near future.
2. Tracey Trussell agrees that people write by hand much less than they type because of the use of new technology platforms and devices.

III. - Find the words or expressions in the text that mean. (1 mark)

1. protested, objected, criticized
2. maintain, conserve, protect
3. at any time, at every time
4. memorize, remember, recollect

IV. - Write a **composition** of about 130 words on **one** of these topics. Specify your option. (3 marks)

1. "As special as one's signature, handwriting is unique to each individual writer. It is a reflection of one's personality that shouldn't be forgotten" To what extent do you agree? Write an opinion essay.
2. Imagine that you are a teacher. How would you grade your students? Would you use exams? Would you use any other procedure? Discuss.



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

INGLÉS

I.- **Answer** questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT** (4 marks)

En esta sección se intenta comprobar la competencia en **comprensión lectora** y la competencia en **expresión escrita** por parte del/de la estudiante, a partir del análisis de un texto genérico y respondiendo a cuatro preguntas de tipo general (*wh-questions*). Las respuestas **serán de producción propia** en cuanto a la expresión y el contenido se basará en las ideas vertidas en el texto.

Se valorará el ejercicio con un máximo de **4** puntos. Cada una de las preguntas valdrá **1** punto, asignándose **0.5** puntos a la comprensión y **0.5** a la expresión. Si la respuesta demuestra evidentemente que el alumno ha entendido ese aspecto del texto, aunque tenga importantes errores de expresión, se le asignará el **0.5** de comprensión y, adicionalmente, se le adjudicarán valores entre **0.0** y **0.5** dependiendo del número y gravedad de los errores de expresión.

Si el/la alumno/a, ignorando las instrucciones del ejercicio, responde a la pregunta copiando literalmente del texto sólo será valorado con **0.25** puntos por respuesta.

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own way or quoting properly. (2 marks)

La respuesta debe introducir la expresión "TRUE" ó "FALSE" enlazada de forma apropiada y además debe acompañarse de una justificación. El alumnado podrá justificar su respuesta con sus propias palabras tomando evidencia del texto o también citando adecuadamente la frase del texto. Las frases de la respuesta deben ser completas o, en su caso, debidamente enlazadas. En caso de que el alumno decida citar literalmente, debe hacerlo con la puntuación adecuada y acompañando la cita de las expresiones empleadas para introducir el estilo directo.

Cada una de las preguntas valdrá **1** punto, asignándose **0.5** puntos a la comprensión y **0.5** a la expresión. No se valorará un escueto TRUE ó FALSE. Cada respuesta completa será valorada con **1** punto y, por tanto, la valoración máxima del ejercicio será de **2** puntos.

Si el/la alumno/a, ignorando las instrucciones del ejercicio, responde a la pregunta citando literalmente del texto sin insertar su cita adecuadamente, será valorado con **0.25** puntos por respuesta.

III.- Find the words or expressions in the text that mean (1 mark)

En este ejercicio el/la alumno/a demostrará su competencia léxica. Se proporcionan cuatro palabras, definiciones, expresiones, etc. y el estudiante debe encontrar la palabra o expresión que tenga ese significado en el texto. Cada respuesta correcta tiene una puntuación de **0.25** y las cuatro respuestas correctas suman, por tanto, **1** punto.

IV.- Write a **composition** of about 130 words on **ONE** of the following two topics. Specify your option. (3 marks)



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

En esta sección se pretende medir la capacidad del/de la estudiante para estructurar sus ideas y darles la expresión adecuada en inglés. El contenido debe ajustarse al tema elegido de entre los dos propuestos.

Si el/la alumno/a escribe menos de 80 palabras, se le penalizará descontándole **0.5** puntos de la puntuación total del ejercicio. Si, por el contrario, su escrito supera las 200 palabras, la penalización será de **0.25** puntos.

El acercamiento a la corrección de esta sección ha de hacerse desde una óptica positiva. Se ha de valorar cuanto de positivo haya podido llevar a cabo el o la estudiante, y no fijarse o anclarse solo en aspectos negativos (errores gramaticales sobre todo).

Los criterios que a continuación se expresan son orientativos para el corrector/a, queda a su criterio el uso de otras puntuaciones decimales distintas a las abajo sugeridas, incluyendo hasta dos decimales. No se valorará un ejercicio que no corresponda en absoluto a ninguno de los dos temas propuestos. Esto no significa que el alumno/a no pueda desarrollar sus propias líneas argumentales, pero siempre dentro de la temática propuesta.

Coherence and cohesion		Lexical richness		Overall correction	
1	The text is very well-structured and highly cohesive.	1	Very appropriate vocabulary and idiomatic expressions.	1	There are basically no significant mistakes.
0,8	The text is very cohesive and properly structured.	0,8	Vocabulary and idiomatic expressions are generally appropriate.	0,8	There are few mistakes and they do not affect text comprehension.
0,6	The text is basically cohesive and structured	0,6	Vocabulary and idiomatic expressions are generally appropriate but sometimes choices are not completely adequate.	0,6	There are some mistakes that may occasionally affect text comprehension.
0,4	The text is only partially structured and/or cohesive.	0,4	Vocabulary and idiomatic expressions are only partially adequate.	0,4	Several mistakes, some of them clearly affecting text comprehension.
0,2	The text has serious structural and cohesive problems.	0,2	Vocabulary and idiomatic expressions are frequently inadequate.	0,2	Numerous mistakes that clearly affect text comprehension.
0	The text is neither structured nor cohesive.	0	Vocabulary and idiomatic expressions are inadequate.	0	A huge number of errors that makes text comprehension impossible.



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

OPTION A

NOTE: THERE MAY BE DIFFERENT ALTERNATIVES TO THE GIVEN ANSWERS. STUDENTS DON'T HAVE TO WRITE THE PARAGRAPHS/LINES WHERE THEY HAVE TAKEN THEIR ANSWERS FROM.

I.- Answer questions 1-4 according to the information given in the text. WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT. (4 marks)

1. What do visitors want to find when they go to the Caribbean?
When visitors go to the Caribbean, they want to find great beaches and exciting things to do outdoors. (p.1)
2. According to the trainer, how does their lack of freedom affect dolphins?
According to the trainer, dolphins' lack of freedom changes their behaviour. They change from clever and calm animals into aggressive ones. (p. 2)
3. What is wrong with the food dolphins in captivity are usually given?
The food that dolphins in captivity are usually given doesn't have enough nutrients for them. (OR ...doesn't provide them with the nutrients they need.) (p. 5)
4. What can be done to solve the problems of dolphin-in-captivity programs?
To solve these problems, countries have to regulate the programs with laws and, at the same time, tourists have to understand that captivity is very harmful to dolphins. (p. 6)

II.- Are these statements True or False? Justify your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. The cleaning products in the water are the reason why some dolphins went blind in a swim-with-the-dolphin facility.
It is true because, according to the text, at one of the swim-with-the-dolphin facilities "some of the animals eventually went blind because of chemical products used to clean the water." (p. 3)
2. According to the trainer and his colleagues, some female dolphins kill their babies because they become very aggressive in captivity.
This sentence is false because the text states, "he and his colleagues think that the mothers do this because they don't want their babies to live in captivity." (p. 4)

III.- Find the words or expressions in the text that mean. (1 mark)

- | | |
|--|--------------------------------------|
| 1. trendy, stylish, chic, popular | <i>fashionable (p.1 l.4)</i> |
| 2. marine mammals such as whales and dolphins | <i>cetaceans (p.2 l.2 / p.5 l.3)</i> |
| 3. worrying, distressing, painful | <i>upsetting (p.4 l.1)</i> |
| 4. people who are visiting a place for pleasure and interest, especially when they are on holiday. | <i>tourists (p.6 l.3)</i> |



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

OPTION B

NOTE: THERE MAY BE DIFFERENT ALTERNATIVES TO THE GIVEN ANSWERS. STUDENTS DON'T HAVE TO WRITE THE PARAGRAPHS/LINES WHERE THEY HAVE TAKEN THEIR ANSWERS FROM.

I.- Answer questions 1-4 according to the information given in the text. WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT. (4 marks)

5. Why is Cambridge University thinking of allowing typed exams?
Cambridge University is thinking of allowing typed exams because academics have said that they don't understand the handwriting of their students. (p.1)
6. What happens at Cambridge University when a final exam is illegible?
At Cambridge University, when a final exam is illegible, the student who wrote it has to come back during the holidays and read it aloud in front of two administrators. (p. 2)
7. Why does Professor Mazur allow the use of digital devices in exams?
Professor Mazur allows the use of digital devices in exams because he prefers to test the creativity and analytical abilities of his students, instead of testing how much they are able to remember. (OR instead of their memory) (p. 4)
8. According to Tracey Trussell, why should people continue to use handwriting?
According to Tracey Trussell, people should continue to use handwriting because it improves memory and helps understand things better. (p. 5)

II.- Are these statements True or False? Justify your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

3. From Sir Anthony Seldon's point of view, universities will surely accept computers in the near future.
This sentence is true because the text states, "According to Sir Anthony Seldon, [...] it is inevitable that universities will move to computers in coming years." (p. 3)
4. Tracey Trussell agrees that people write by hand much less than they type because of the use of new technology platforms and devices.
The text states that Tracey Trussell said, "Certainly with social media, iPads and all the rest of it, people clearly use keyboards much more than they handwrite", so this sentence is true. (p. 5)

III.- Find the words or expressions in the text that mean. (1 mark)

1. protested, objected, criticized *complained (p.1 l.2)*
2. maintain, conserve, protect *preserve (p.3 l.4)*
3. at any time, at every time *whenever (p.4 l.3)*
4. memorize, remember, recollect *recall (p.4 l.4)*