

2015 UNIBERTSITATERA SARTZEKO PROBA

Ingelesa

· **BATXILERGOA**

Azterketa

Kalifikazio eta zuzenketa irizpideak



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

NAZIOARTEKO
BIKAIN TASUN
CAMPUSA
CAMPUS DE
EXCELENCIA
INTERNACIONAL



Universidad del País Vasco
Euskal Herriko Unibertsitatea

UNIBERTSITATERA SARTZEKO
PROBAK

2015eko UZTAILA

INGELESA

PRUEBAS DE ACCESO A LA
UNIVERSIDAD

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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

New clothes which make people invisible to cameras

Celebrities may finally have a way to defend themselves against unwanted street photographers' cameras thanks to a clever new clothes collection which is designed to ruin any images taken using flash photography.

DJ Chris Holmes has invented the Flashback Collection, an anti-paparazzi type of clothing that reflects the light from a camera's flash, creating a hopefully useless image which completely hides the wearer's face.

The collection includes a hooded jacket, a scarf, and a coat that look like everyday pieces, but essentially act as a mirror when hit with bright light, making the wearer practically invisible in flash photography. Holmes has asked for suggestions for additions to the line in the comments section of the product's web-page.

Mr. Holmes, who works with Paul McCartney, said that he was inspired to create the collection after he realised the reflective clothes he wears when he is on stage were spoiling the pictures. "While I wasn't happy that many of my photos were ruined, it gave me the idea that, perhaps, I could use this technology to design clothes which could make photos worthless - perfect for those who don't want their picture taken." he wrote.

He developed his product for a competition on new ideas called "Think Tank", which allows people to decide which items deserve to be funded and produced. These clothes are currently unavailable for buying, but fans have 20 more days to vote for them on the Think Tank website in the hope that they will eventually be sold in shops.

One person who will no doubt be delighted to see the concept turned into a reality is model Cara Delevingne, who is well-known for being one of the most photographed women in the world. In November, the model was actually seen wearing a reflective silver jacket made especially for her. The jacket was given to the star in order to test whether it actually worked when facing some of the world's most persistent celebrity photographers.



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 are these clothes like compared to everyday clothes?
2. What gave Chris Holmes the idea for this new line of clothes?
3. Who did Chris Holmes design these clothes for?
4. Why did Cara Delevingne wear one of these jackets last November?

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. Chris Holmes' clothes are currently being sold on his website.
2. Cara Delevingne won't be happy to see these clothes produced.

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

1. ingenious, intelligent
2. to damage to the point that something cannot be used
3. without value, useless
4. at the moment, nowadays

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

1. "Celebrities should be able to stop paparazzi from taking photos." Discuss.
2. Do you think that nowadays people without any special talents become celebrities? Write an opinion essay about this topic.



OPTION B

Password pressure

Nothing is more annoying than sitting at a computer screen, looking at a message saying "*Password incorrect*". Modern technology is a wonderful thing, but when it crosses the line that divides *helpful* from *annoying* it can become a problem. Whether we like it or not, much of our daily life is now conducted online. As a result, we have many internet accounts and we need to remember a large number of passwords and usernames to gain access to them.

The password pressure of modern life means that 61% of us use the same password wherever we can. In fact, one in 10 people have 50 or more online accounts and many are not only using the same password for everything, but also writing down all their passwords in one place, such as a Post-it note stuck to their computer.

Some personal data, such as your mother's name, might seem hard to decipher but if someone has any information about you, it may be easy to guess. However, this doesn't mean you have to remember 50 completely nonsensical things.

The same password can be used for low-security accounts, such as discussion groups, but if the account is more important your password should be more complex. Never use standard dictionary words. Criminals use software that can go through every word in the dictionary and try them out as passwords in seconds. For more security, try mixing letters with numbers and punctuation. And the longer the password, the better it is in terms of security. Many sites ask for a "minimum six characters", but you don't need to stop there. Think of a memorable phrase, take the spaces out, or use the first letter of each word.

According to the Microsoft website, it's not necessarily bad to write your password down —a piece of paper is harder for a criminal to hack than something on your computer, as long as it is carefully protected. So hide your password or disguise it. And never write "*My internet password*" at the top of the page.



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 do people have many internet accounts?
2. What is the risk of using personal information as a password?
3. Why shouldn't we use standard words as passwords?
4. What do we have to do to keep our password safe if we write it down?

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. 10% of people have at least 50 internet accounts.
2. The length of the password is important to make it secure.

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

1. exasperating, irritating
2. glued, pasted, attached
3. absurd, senseless
4. worth remembering or easy to remember

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

1. "People need to have strong unique passwords for every site and service, but that is an impossible thing to ask." Do you agree or disagree? Discuss.
2. Describe your favourite website. Why do you find it interesting?



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

INGELESA

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)

Atal honetan, **irakurriaren ulermenerako** eta **idatziaren adierazpenerako** ikasleen trebetasun maila neurtu nahi da, gai arrunteko testu bat aztertu eta lau galdera orokorrei (*wh-questions*) erantzunez. Adierazpenari dagokionez, erantzunak sormenezkoak izango dira, osoak eta zuzenki eratuak, eta lotura sintaktikoak, modu egokian eginak. Edukiei dagokienez, testuan ongi oinarrituak izango dira, eta bertan era zuzenean edota era inferituan adierazitakoak.

Ariketa honetako puntuaziorik altuena **4** puntukoa izango da. Galdera bakoitzari **1** puntu emango zaio, ulermena **0.5** baloratuko da, eta adierazpena, **0.5**. Erantzunak nabarmen demostratzen baldin badu ikasleak ulertu duela testuaren alderdi hori, adierazpen akats garrantzitsurik daukan arren ere, **0.5** emango zaio ulermenean eta, horrez gain, **0.0** eta **0.5** arteko balioak esleituko, adierazpeneko akatsen kopuru eta larritasunaren arabera.

Ikasleak, ariketaren argibideei kasurik egin gabe, galderari testutik literalki kopiauz erantzuten badio, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

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)

Erantzunak "TRUE" edo "FALSE" adierazpena sartu behar du lotuta era egokian eta gainera justifikazio bat eraman behar du lagun. Ikasleak, testuan oinarrituz, erantzuna bere hitzekin edo testuko esaldia era egokian aipatuz justifika dezake. Erantzunari dagozkion esaldiak osoak izan beharko dira, edota, kasuan kasu, behar bezala elkarlotuak, kakotx artean aipatu beharrekoa ondo txertatzeko.

Galdera bakoitzari **1** puntu emango zaio, ulermena **0.5** baloratuko da, eta adierazpena, **0.5**. Ez du baliorik izango TRUE edo FALSE soilik idazteak. Beraz, ariketa honen puntuaziorik altuena **2** puntukoa izango da.

Ikasleak, ariketaren argibideei kasurik egin gabe, galderari testutik literalki kopiauz erantzuten badio, aipamena behar den moduan sartu gabe, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

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

Ariketa honetan, ikasleak ingelesaren lexikoa edo terminologia noraino dakien neurtu nahi da. Lau hitz, definizio edo esaldi eskaintzen zaizkio, eta ikasleak horietako bakoitzak testuan esangura bera duen hitza edo esaera aurkitu behar du. Aditza bada, testuan ageri den bezala jokaturik jarri beharko du. Erantzun zuzen bakoitzak **0,25** puntuko kalifikazioa dauka. Beraz, lau erantzun zuzenek **1** puntu osatuko dute.



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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

Ariketa honetan, ikasleak ingelesez ideiak egituratzeko eta adierazteko duen gaitasuna neurtu nahi da. Edukiak, berriz, ikasleak idazteko aukeratutako gaiaren arabera izango dira.

Ikasleak 80 hitzetik beherako testua idazten badu, azken puntuaziotik **0,5** puntuko penalizazioa ezarriko zaio., eta 200 hitzetik gorako testua idazten badu, ariketaren azken puntuaziotik **0,25** puntuko penalizazioa ezarriko zaio.

Positiboki jardun behar da atal hori zuzentzen. Balioetsi beharra dago ikasleak burutu ahal izan dituen gauza positibo guztiak, eta ez erreparatu edo begiratu alderdi negatiboei bakarrik (akats gramatikalak batez ere).

Jarraian adierazten diren irizpideak orientagarriak dira zuzentzailearentzat, eta beraren iritzira geratzen da beste puntuazio dezimalik erabiltzea, beherago iradokitakoez gain, bi dezimal ere sartzeko aukerarekin. Ez da baloratuko ariketa proposatutako bi gaietarik bati inola ere ez badagokio. Horrek ez du esan nahi ikasleak ezin garatu ditzakeela bere argumentu-lerroak, baina beti egin behar du proposatutako gaien esparruaren barruan.

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 are these clothes like compared to everyday clothes?
They look the same as normal clothes but they reflect light. (p. 3)
2. What gave Chris Holmes the idea for this new line of clothes?
He got the idea from the fact that his own photos were ruined by the clothes he uses when he is working. (p. 4)
3. Who did Chris Holmes design these clothes for?
He designed these clothes for celebrities who want to avoid photographs. (p. 4)
4. Why did Cara Delevingne wear one of these jackets last November?
She wore the jacket to test if it really ruined photographs. (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. Chris Holmes' clothes are currently being sold on his website.
This statement is false. According to the text, "These clothes are currently unavailable for buying." (p. 5)
2. Cara Delevingne won't be happy to see these clothes produced.
This statement is false. The text states that Cara Delevingne "will no doubt be delighted to see the concept turned into a reality." (p. 6)

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

- | | |
|---|-------------------------------|
| 1. ingenious, intelligent | clever (p.1, l. 2) |
| 2. to damage to the point that something cannot be used | to ruin (p. 1, l. 3) |
| 3. without value, useless | worthless (p. 4, l. 5) |
| 4. at the moment, nowadays | currently (p. 5, l. 3) |



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)

1. Why do people have many internet accounts?
People have many internet accounts because they do a lot of things online every day. (p.1)
2. What is the risk of using personal information as a password?
Using personal information as a password is risky because it can be easily guessed by someone who knows you. (p.3)
3. Why shouldn't we use standard words as passwords?
We shouldn't use standard words because there are computer programs designed to try out all the words in the dictionary as passwords. (p.4)
4. What do we have to do to keep our password safe if we write it down?
If we write our password down, we should keep the piece of paper hidden in a secure place, without clear signs of what it is. (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)

1. 10% of people have at least 50 internet accounts.
This statement is true. According to the text, "one in ten people have 50 or more online accounts." (p.2)
2. The length of the password is important to make it secure.
This sentence is true because the text states that "the longer the password, the better it is in terms of security." (p.4)

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

- | | |
|--|-------------------------------|
| 1. exasperating, irritating | annoying (p.1, l.1) |
| 2. glued, pasted, attached | stuck (p.2, l.4) |
| 3. absurd, senseless | nonsensical (p.3, l.3) |
| 4. worth remembering or easy to remember | memorable (p.4, l.7) |