UNIBERTSITATERAKO SARBIDE PROBA
25 URTETIK GORAKOENTZAT
PROBA ESPEZIFIKOA
2015eko PROBA

INGELESA

PROBA

ERANTZUNAK
What's in a baby name?

Names like *Pepsi, Geordie, Apple* and *London* are becoming more and more popular in the UK. You may think these are ridiculous names, but naming a baby after something descriptive as *Florence* or *Basil* was quite usual in the past. In fact, the first human names were probably “fire”, “stone” and “air”. This is because name trends are cyclical. At the moment we’re seeing a big increase in names like *Alfred, Archie* and *Edith*. Names that were really popular a hundred years ago are now coming back into fashion. In fact, in 20 years’ time our parents’ names will probably become popular again.

One of the things that feeds the fashion cycle of names is celebrity and the media with hit TV shows like *Game of Thrones* and *Breaking Bad* leading to sudden surges of popularity for names like *Jessie* and *Skyler* (from *Breaking Bad*) or the girl’s name, *Arya* from *Game of Thrones*, which was in the UK’s top 100 last year.

With the advent of Christianity, Biblical names entered European languages, starting a trend which has lasted to this day with names like *Mary, John* and *James*. Saints were the celebrities of their day and people named their children after them.

Alongside this there is a growing trend for more adventurous names. Now parents will take everyday objects like *Nutella* or mix names like *Usnavy*, bringing two names together to create something more unique.

On the other hand, in New Zealand a court had to step in to change a nine-year-old girl’s name from *Talula Does The Hula From Hawaii*. Other names that have been blocked include *Fish and Chips* or *Sex Fruit*.

But it may be too soon to worry that our great grandchildren will all be named after light snacks and TV box set characters. Although name trends are cyclical in nature the most popular – and safest – names tend to stay constant.

Adapted from: [http://tinyurl.com/nlt6ap4](http://tinyurl.com/nlt6ap4)
Reading Comprehension

1. - Are the following statements TRUE or FALSE? Find evidence in the text to support your answers. No marks are given for only TRUE or FALSE. (2 points)

1. Nowadays the most usual names are those used in prehistoric times: “stone” or “fire”.

2. Vintage baby names are in fashion again, with mums and dads going back in time to find the perfect name for their new arrival.

2. - Answer the following questions in full sentences using information from the text. (2 points)

1. Is the increasing tendency to use descriptive names new? Why?

2. What inspires parents to pick up a baby name?

Vocabulary

3. - Find words in the text meaning the following: (2 points)

a) well-known person
b) fashions
c) to think about problems/ to feel anxious
d) occurring one following the other and repeated once and again

Writing

4. - Write a composition (100 words) on the following topic: (4 points)

Do names matter? Not everyone in life is gifted with a normal name. Some people change their names. What about you? Is it good to have a popular name?
EBAZPENA

1.
1. – Nowadays the most usual names are those used in prehistoric times: “stone” or “fire”.

FALSE. Nowadays the most usual names are the ones related to the media and celebrities.

2. - Vintage baby names are in fashion again, with mums and dads going back in time to find the perfect name for their new arrival.

TRUE. Names that were really popular a hundred years ago are now coming back into fashion.

2. -
1. - Is the increasing tendency to use descriptive names new? Why?
No, it isn’t. Naming a baby after something descriptive as Florence or Basil was quite usual in the past.

2. – What inspires parents to pick up a baby name?
Anything can inspire parents: the media, celebrities and Saints, TV shows, food, the Bible...

3. - Vocabulary. Find words in the text meaning the following: (2 points)

a) well-known person
celebrity

b) fashions
trends

c) to think about problems/ to feel anxious
to worry

d) occurring one following the other and repeated once and again
cyclical

AZTERKETAKO GALDERAK ETA EZAGUTZA ADIERAZLEAK

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UNIBERTSITATERA SARTZEKO  
HAUTAPROBAK 25 URTETIK GORAKOAK  
2015eko MAIATZA

PRUEBAS DE ACCESO A LA UNIVERSIDAD  
PARA MAYORES DE 25 AÑOS  
MAYO 2015

INGELESA  
INGLÉS

<table>
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<td>LIMITED ORGANIZATION</td>
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|        | • Lacks stated topic  
|        | • No logical pattern; difficult to follow  
|        | • Inadequate paragraphing | • Lack of acceptable topic sentence  
|        | | • Lacks clear organizational pattern, sequencing of ideas and/or paragraphing  
|        | | • May lack introductory paragraph, supporting paragraphs and/or concluding paragraph | • Poorly stated topic sentence  
|        | | | • Some evidence of organization  
|        | | | • Introductory paragraph and concluding paragraph with limited supporting paragraphs | • Clearly stated topic sentence  
|        | | | | • Evidence of a logical order  
|        | | | | • Introductory paragraph, supporting paragraphs and concluding paragraph  
|        | | | | • Appropriate transition within and between sentences, ideas and paragraphs | • Effectively placed topic sentence  
|        | | | | | • Clear and logical order  
|        | | | | | • Introductory paragraph, supporting paragraphs and concluding paragraph  
|        | | | | | • Purposeful transition within and between sentences, ideas and paragraphs |
| DEVELOPMENT | INADEQUATE DEVELOPMENT | MINIMAL DEVELOPMENT | LIMITED DEVELOPMENT | ADEQUATE DEVELOPMENT | EFFECTIVE DEVELOPMENT |
|        | • Little or no development of the topic  
|        | • Few or no examples, evidence and/or relevant details | • Minimal development of the topic  
|        | | • Lacks a logical progression of ideas  
|        | | • Minimal use of examples, and/or relevant details | • Limited development of the topic  
|        | | | • Limited progression of ideas  
|        | | | • Limited use of examples, evidence and/or relevant details | • Sufficient development of the topic  
|        | | | | • Progression of ideas  
|        | | | | • Sufficient use of examples, evidence and/or relevant details | • Appropriate development of the topic for narrative and descriptive writing  
|        | | | | | • Appropriate thesis statement and development of informative and persuasive writing  
|        | | | | | • Clear progression of ideas  
|        | | | | | • Clear use of examples, evidence or relevant details |
| SENTENCE STRUCTURE | INADEQUATE SENTENCE STRUCTURE | MINIMAL SENTENCE STRUCTURE | LIMITED SENTENCE STRUCTURE | ADEQUATE SENTENCE STRUCTURE | EFFECTIVE SENTENCE STRUCTURE |
|        | • Numerous sentence fragments (incomplete sentences)  
|        | • Little or no sentence variation (errors in sentence structure) | • Contains sentence fragments  
|        | | • Minimal sentence variation most sentences are simple but there can be a compound one | • Minor errors in sentence structure  
|        | | | • Limited sentence variation (simple and some compound sentences) | • Complete and correct sentences  
|        | | | | • Sentence variation, simple, compound, and there can be a complex one, too | • Complete and correct sentences  
|        | | | | | • Sentence variation (simple, compound, complex, compound-complex)  
|        | | | | | • Variation of phrases and clauses |
### PRUEBAS DE ACCESO A LA UNIVERSIDAD PARA MAYORES DE 25 AÑOS

#### MAYO 2015

##### INGLES

<table>
<thead>
<tr>
<th>SCORE</th>
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<td>• Rambling, inappropriate, incorrect, unclear</td>
<td>• Distracting inconsistencies in grammar usage: Subject/verb agreement, Singular/plural nouns, Verb (tense and usage), Pronoun usage, Adjective/Adverb</td>
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<td>• Inadequate, imprecise, repetitive</td>
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<td>• Consistent errors: Punctuation, Capitalization, Spelling, Impedes readability</td>
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<td>LIMITED MECHANICS</td>
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<td>• Vague, redundant, simplistic</td>
<td>• Several inconsistencies in grammar usage: Subject/verb agreement, Singular/plural nouns, Verb (tense and usage), Pronoun usage, Adjective/Adverb</td>
<td>• Frequent errors: Punctuation, Capitalization, Spelling, Begins to impede readability</td>
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<td>ADEQUATE GRAMMAR USAGE</td>
<td>ADEQUATE MECHANICS</td>
</tr>
<tr>
<td></td>
<td>• Appropriate, specific</td>
<td>• Mostly consistent grammar usage: Subject/verb agreement, Singular/plural nouns, Verb (tense and usage), Pronoun usage, Adjective/Adverb</td>
<td>• Some errors: Punctuation, Capitalization, Spelling, Needs editing but doesn't impede readability</td>
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<td>EFFECTIVE GRAMMAR USAGE</td>
<td>EFFECTIVE MECHANICS</td>
</tr>
<tr>
<td></td>
<td>• Appropriate, precise, clear and relevant</td>
<td>• Consistent grammar usage: Subject/verb agreement, Singular/plural nouns, Verb (tense and usage), Pronoun usage, Adjective/Adverb</td>
<td>• Few errors: Punctuation, Capitalization, Spelling, Needs little or no editing</td>
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