

# Inglés

- BACHILLERATO
- FORMACIÓN PROFESIONAL
- CICLOS FORMATIVOS DE GRADO SUPERIOR



**Evaluación para el  
Acceso a la Universidad**

**UPV/EHU**

**2017**



***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**

### **ZOOS**

Most people like watching wild animals but even those who enjoy visiting zoos feel guilty about their existence. We know animals don't want to be in cages. We feel the terrible sadness of the gorillas and the frustration of the big cats. It is difficult to understand how anyone can find enjoyment in seeing magnificent creatures behind bars.

The recent story of a gorilla that was shot dead at an American zoo, after a child fell into its enclosure, has shocked everyone. What did human beings do for this gorilla? He was born in captivity. He never knew freedom. We stared at him every day of his life. We put him in a place where there was a risk that one of us might fall in and when that happened, we killed him.

Children love going to the zoo. But if it is about a fun day out for the kids, where they can learn about animals and eat ice-cream, we could take them to a natural history museum followed by an amazing 3D film about wildlife in the jungle.

Zoos may have had a role before TV nature documentaries. These programmes are educational – unlike staring at animals that are often moving up and down in their cages in boredom or sitting in a corner, lonely and depressed. I was shocked to learn a few years ago that zoos were giving tranquilizers to some of the animals.

The conservation argument claims that zoos are safer places for animals than their natural habitats and that they protect endangered species. But the human race should be working harder to preserve animals' natural environments rather than sending them off to zoos to breed - often unsuccessfully - while continuing to destroy their habitat in the name of progress.

When I was a child, watching animals performing in a circus was acceptable. Now, more and more people consider it is cruel to use animals in entertainment and, as a result, many countries forbid animals in circus acts. I hope it is only a matter of time before, in the same spirit, we transform zoos completely.



## 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. Why do people feel guilty when they visit zoos?
2. Instead of spending a day at the zoo, how could kids learn about animals?
3. What does the conservation argument say in favour of zoos?
4. What does the author think is a better way to protect animals?

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. Recently, a gorilla in a zoo was shot because it hurt a small child.
2. There are more and more circuses that use animals in their performances.

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

1. a forest in a tropical country
2. unhappy at being alone
3. threatened, at risk
4. ban, prohibit, disallow

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

1. "Public opinion matters, so letting children get up close to see a gorilla, a tiger or an elephant in a zoo will help with the protection of wild animals in the future." Discuss.
2. Have you ever seen wild animals in real life? Where did you see them? Explain what you thought and felt about the experience.



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INGELES

EVALUACIÓN PARA EL  
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INGLÉS

## OPTION B

### How long would humans survive in a zombie apocalypse?

Physics students at Leicester University have calculated how long it would take for humans to be exterminated by a zombie infection. The results of the research say our chances of lasting a year are very small although humans could fight back if they manage to develop effective survival skills.

The study suggests that after just 100 days - a little more than three months - fewer than 300 humans would be left alive on the entire planet. At that point, there would be a million zombies per human, which means it would be really dangerous out there for survivors like *Rick* and his gang in the television series '*The Walking Dead*'.

But before you give up all hope, there is good news. In the investigation, the students showed that, taking into account that humans are really good at adjusting to new circumstances and solving difficulties, they would recover from the attack in about 27 years. During this time, humans would get better at escaping and killing zombies. For instance, they would realise that the best place to hide is in the mountains, instead of the shopping centres that appear in '*The Walking Dead*'.

The research was part of an annual exercise testing students' ability to apply scientific models to hypothetical situations. So, thankfully, a zombie apocalypse is complete fiction and, as far as we know, nobody is at risk of being wiped out any time soon by an infectious zombie disease.

Dr. Roy, from the Department of Physics and Astronomy at Leicester University, explained why students did research into a zombie apocalypse, even though zombies do not exist. He said he thought the topic might inspire students to make use of the complex physics required to make predictions. "Every year I ask students to write for the *Journal of Physics Special Topics*. It lets the students be creative and apply some of the physics they know to the unusual, the wonderful, or the everyday. This could help in the future to prepare us for real-life disasters", he said.



## 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. In the case of a zombie infection, what would the world be like for survivors after 100 days?
2. Why would people be able to recover from such a zombie attack?
3. How likely is a zombie apocalypse to happen?
4. Why does Dr Roy ask his students to write for the *Journal of Physics Special Topics* every year?

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 study shows that zombies will exterminate humans in 27 years.
2. The results of the study prove that the best place to hide from a zombie attack is a shopping centre, like in '*The Walking Dead*'.

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

1. the total destruction and end of the world.
2. abilities, talents
3. theoretical, imaginary, supposed
4. statements of what you think will happen in the future

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

1. What three things would you pack in case of a zombie apocalypse? Give reasons for your choices.
2. What is your favourite TV show of all time? Why do you like it? What would you change?



## 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. Why do people feel guilty when they visit zoos?  
*People feel guilty because they realize that the animals they are watching are unhappy because of the conditions they live in. (p.1)*  
*[Also acceptable adding "because we feel their sadness and frustration"].*
2. Instead of spending a day at the zoo, how could kids learn about animals?  
*Instead of going to zoos, children could visit natural history museums and watch films about wild animals (p.3)*
3. What does the conservation argument say in favour of zoos?  
*The conservation argument says that animals are safer in zoos than in the wild and that zoos can protect animals that are at risk [also acceptable "endangered animals"]. (p.5)*
4. What does the author think is a better way to protect animals?  
*Humans should protect the natural habitats for these animals so that they can continue to live (living) there safely. (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. Recently, a gorilla in a zoo was shot because it hurt a small child.  
*This sentence is false. According to the text, the gorilla was shot because a child fell into its enclosure. (p.2)*
2. There are more and more circuses that use animals in their performances.  
*This sentence is false because the text says nowadays many countries have forbidden circuses with animals. (p.6)*

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

1. a forest in a tropical country *jungle (p.3, l.3)*
2. unhappy at being alone *lonely (p.4, l.3)*
3. threatened, at risk *endangered (p.5, l.2)*
4. ban, prohibit, disallow *forbid (p.6, 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. In the case of a zombie infection, what would the world be like for survivors after 100 days?  
*The world would be very dangerous for them because for every single person there would be a million zombies. (p.2)*
2. Why would people be able to recover from such a zombie attack?  
*Humans would be able to recover from an attack because they have the ability to adapt to unfamiliar situations and to find solutions to problems. (p.3)*
3. How likely is a zombie apocalypse to happen?  
*A zombie apocalypse is completely imaginary and it is not likely to happen at all. (p.4)*
4. Why does Dr Roy ask his students to write for the Journal of Physics Special Topics every year?  
*Because it gives them the chance to apply their knowledge of physics to different contexts and, hopefully, their solutions will help to solve future catastrophes. (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. The study shows that zombies will exterminate humans in 27 years.  
*This sentence is false because the text states, "humans [...] would recover from the [zombie] attack in about 27 years". (p.3)*
2. The results of the study prove that the best place to hide from a zombie attack is a shopping centre, like in 'The Walking Dead'.  
*This statement is false. According to the text, "the best place to hide is in the mountains", instead of the shopping centres that appear in 'The Walking Dead'. (p. 3)*

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



## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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1. the total destruction and end of the world **apocalypse**  
**(headline, p.4, l.2 and p.5, l.2. Remember students don't have to write the paragraphs/lines where they take their answers from)**
2. abilities, talents **skills (p.1, l.4)**
3. theoretical, imaginary, supposed **hypothetical (p.4, l.2)**
4. statements of what you think will happen in the future **predictions (p.5, l.4)**

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