

NOTE: **THERE MAY BE DIFFERENT ALTERNATIVES TO THE GIVEN ANSWERS.**

SECTION I: Read the text and answer the subsections a), b) and c).

I.- a) Answer 4 out of the following 6 questions according to the information given in the text. **Write complete sentences using your own words. Do not copy from the text.** (Choose 4 out of the 6 questions) (4 x 0.5 = 2 points)

1. How does the author feel after suffering from a stomach bug?
The author says that (, despite her physical recovery,) she still feels powerless, since she has no control over her body. (p.1)
2. Which are the consequences of the desperation to be in control?
The desperation to be in control can ruin our lives and the lives of those we care about. (p.1)
3. How is the need for control talked about in therapy?
The need for control is not always directly stated in therapy and it can be expressed covertly. (p.2)
4. Why can birth be considered traumatic?
Birth can be considered traumatic, as newborns have no control over their bodies or their desires, and that can be frightening. (p.3)
5. How does the author obtain a sense of freedom?
The author obtains a sense of freedom understanding her emotions, instead of controlling them. (p. 4)
(Also acceptable if they add: *a sense of freedom in therapy*)
6. What does the author mean when she says that we should feel contained?
The author means that we should accept feelings as they are in a calm way, rather than trying to be in or out of control. (p.4)
(Also acceptable if they add: *and emotions/feelings can be understood and not controlled*)

I.- b) Indicate whether the following statements are True or False according to the text. **Copy the part (and ONLY the part)** of the text which justifies your answer using quotations marks. (Choose 2 out of the 3 statements) (2 x 0.5 = 1 point).

1. The need for control is never discussed in therapy.
This statement is FALSE. "In therapy, the need for control is not always openly discussed; it can be communicated unconsciously [...]." (p.2)
2. Some patients only describe their problems, without analysing their feelings.
This statement is TRUE. "Or a patient might only talk about their diagnosis, like anxiety or an eating disorder, as if that is the end of it, instead of exploring their feelings." (p.2)

3. Newborns are the only ones who need to learn to be out of control.
*This statement is FALSE. "Both babies and parents need to learn to be out of control."
(p.3)*

I.- c) Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions)
(4 x 0.25 = 1 point)

1. an illness which is caused by small organisms such as bacteria *bug (p.1, l.1)*
2. weakened, without strength *powerless (p.1, l.3)*
3. bear patiently *endure (p.2, l.3)*
4. emotionally or psychologically exhausted *stressed (p.3, l.4)*
5. really, in fact *actually (p.4, l.1)*
6. intuitive, unlearned, automatic *instinctive (p.4, l.6)*

SECTION II: Answer both subsections a) and b).

II.- a) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets. Do not change the word given and do not use contractions. You must use between **two and five words**, including the word given. (6 x 0.25= 1.5 points)

1. I have never seen such a beautiful sunset in my life. (EVER)
This is the most beautiful sunset *I have ever seen* in my life.
2. I am sure he did not mean to offend you. (CANNOT)
He *cannot have meant* to offend you.
3. I regret not helping my friend with her homework. (WISH)
I *wish I had helped* my friend with her homework.
4. They are building a new shopping mall in the city centre. (BUILT)
A new shopping mall *is being built* in the city centre.
5. You must wear a helmet when riding a bike. (BE)
A helmet *must be worn* when riding a bike.
6. "I can finish the report now," she said. (COULD)
She said that she *could finish the report then*.

II.- b) In this text, fill in the gaps with the most suitable option from the four options given for each gap. (10 x 0.15 = 1.5 points)

- (1) *got* / had got / have got / gotten
- (2) site / event / *place* / time
- (3) helping / *to help* / help / helped
- (4) got used to / be used to / *get used to* / used to
- (5) *making* / had made / had done / doing
- (6) in / of / on / *about*



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PRUEBA DE ACCESO A LA UNIVERSIDAD
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INGELES/INGLÉS

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HEZKUNTZA SAILA
DEPARTAMENTO DE EDUCACION

- (7) Often / *During* / Despite / Sometimes
- (8) *must* / should / mustn't / would
- (9) *grown* / grow / grew / grown up
- (10) joy / pleasant / amazing / *worth*

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I.- a) Answer 4 out of the following 6 questions according to the information given in the text. **Write complete sentences using your own words. Do not copy from the text.** (Choose 4 out of the 6 questions) (4 x 0.5 = 2 points)

Atal honetan, ikasleek irakurria ulertzeko eta idatziz adierazteko nolako trebetasun-maila duten neurtu nahi da, testu bat, erreala edo egokitua, aztertuz eta lau galdera orokorri erantzunez. Adierazpenari dagokionez, erantzunak sormenezkoak izango dira, osoak eta zuzenki eratuak. Edukiei dagokienez, erantzunak testuan adierazitako ideietan oinarrituko dira.

Ariketa honetako puntuaziorik altuena **2** puntukoa izango da. Galdera bakoitzari **0,5** puntu emango zaizkio: ulermenari **0,25** puntu eta adierazpenari beste **0,25** puntu.

Ikasleak, ariketaren argibideei kasurik egin gabe, galderari testutik literalki kopiatuz erantzuten badio, erantzun bakoitzak **0,10** puntu izango ditu bakarrik.

Ikasleak eskatzen diren baino galdera gehiagori erantzuten badie, lehenengo laurak bakarrik zuzenduko dira.

I.- b) Indicate whether the following statements are True or False according to the text. Copy the part (and ONLY the part) of the text which justifies your answer using quotation marks. (Choose 2 out of the 3 statements) (2 x 0.5 = 1 point).

Erantzunean "TRUE" edo "FALSE" adierazpena sartu behar du (*This statement is TRUE/FALSE*) eta, gainera, justifikazio bat eraman behar du lagun. Horretarako, ikasleek erantzuna justifikatzen duen testu zatia kopiatuko dute.

Galdera bakoitzari **0,5** puntu emango zaizkio, eta ez du baliorik izango TRUE edo FALSE soilik idazteak.

Ikasleak eskatzen diren baino galdera gehiagori erantzuten badie, idatzi dituen lehenengo biak bakarrik zuzenduko dira.

I.- c) Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (4 x 0.25 = 1 point)

Atal honetan, ikasleak ingelesaren lexikoa edo terminologia noraino dakien neurtu nahi da. Sinonimoak, definizioak edo esaldiak eskaintzen zaizkio, eta ikasleak horietako bakoitzaren esangura bera duen hitza edo esaera aurkitu behar du testuan. Emandako hitza aditza bada, ikasleak kategoria sintaktiko berbera mantenduko du bere erantzunean. Erantzun zuzen bakoitzak **0,25** puntuko kalifikazioa izango du.

Ikasleak eskatzen diren baino galdera gehiagori erantzuten badie, idatzi dituen lehenengo laurak bakarrik zuzenduko dira.

SECTION II: Answer both subsections a) and b).

II.- a) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets. Do not change the word given and do not use contractions. You must use between **two and five words**, including the word given. (6 x 0,25= 1.5 points)

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Atal honetan, hizkuntza bereko modalitate edo erregistro batetik bestera pasatzeko ikasleak birformulatzeko duen gaitasuna neurtu nahi da. Ikasleak eman zaion hitza erabili beharko du aurreko esaldiaren mezu bera transmitituko duen beste esaldi bat sortzeko. 2 eta 5 hitz artean soilik idatz daitezke, emandako hitza barne. Esaldi **zuzen** bakoitzak **0,25** puntu balioko du.

II.- b) In this text, fill in the gaps with the most suitable option from the four options given for each gap. (10 x 0.15 = 1.5 points)

Ariketa honetan, ikasleek zubiak eraikitzeaz arduratzen den gizarte-eragile baten gisan jardun behar dute, eta mezuak sortzen edo adierazten lagundu behar dute. Aukeretako bat bakarrik izango da egokia hutsune bakoitzerako.

SECTION III: Write a composition of about 130 words on **one** of the following two topics. **Specify your option.** (3 points)

Atal honetan, ikasleak ingelesez ideiak egituratzeko eta adierazteko duen gaitasuna neurtu nahi da.

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.

Ariketa ez da baloratuko proposatutako bi gaietako bati erantzuten ez badio. Horrek ez du esan nahi ikasleak bere argumentu-ildo propioak garatu ezin dituenik, baizik eta proposatutako gaiaren barruan garatu beharko dituela beti.

Coherence and cohesion		Lexical richness		Grammatical accuracy Morphosyntax & spelling	
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 some 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	There are 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	There are numerous mistakes that clearly affect text comprehension.
0	The text is neither structured nor cohesive.	0	Vocabulary and idiomatic expressions are inadequate.	0	There is a huge number of fundamental errors that makes text comprehension impossible.

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SECTION I: Read the text and answer the subsections a), b) and c).

I.- a) Answer 4 out of the following 6 questions according to the information given in the text. **Write complete sentences using your own words. Do not copy from the text.** (Choose 4 out of the 6 questions) (4 x 0.5 = 2 points)

En esta sección se intenta valorar la competencia en **comprensión lectora** y la competencia en **expresión escrita** del alumnado a partir del análisis de un texto, auténtico o adaptado, respondiendo a cuatro preguntas de tipo general. En lo que respecta a la expresión, las respuestas serán de producción propia y, en cuanto al contenido, estarán basadas en las ideas expresadas en el texto.

Este ejercicio se valorará con un máximo de **2** puntos. Cada una de las preguntas valdrá **0,5** puntos, asignándose **0,25** puntos a la comprensión y **0,25** a la expresión. Si ignorando las instrucciones del ejercicio se responde a la pregunta copiando literalmente del texto, solo se valorará con **0,10** puntos por respuesta.

En caso de que se conteste a más preguntas de las que se piden, se corregirán solamente las cuatro primeras.

I.- b) Indicate whether the following statements are True or False according to the text. Copy the part (and ONLY the part) of the text which justifies your answer using quotation marks. (Choose 2 out of the 3 statements) (2 x 0.5 = 1 point).

En la respuesta debe aparecer la palabra "TRUE" o "FALSE" (*This statement is TRUE/FALSE*) y, además, debe acompañarse de una justificación. Para ello, el alumnado copiará la parte del texto que justifique su respuesta.

Cada una de las preguntas se valorará con **0,5** puntos, y no se valorará un escueto TRUE o FALSE.

En caso de que se conteste a más preguntas de las que se piden, se corregirán solamente las dos primeras.

I.- c) Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (4 x 0.25 = 1 point)

En esta sección se comprobará la competencia léxica del alumnado. Se proporcionan sinónimos, definiciones, expresiones, etc., y el/la estudiante deberá encontrar la palabra o expresión que tenga ese significado en el texto. Si la palabra proporcionada es un verbo, se mantendrá la misma categoría sintáctica al escribir la respuesta. Cada respuesta correcta tendrá una puntuación de **0,25** puntos.

En caso de que se conteste a más preguntas de las que se piden, se corregirán solamente las cuatro primeras.

SECTION II: Answer both subsections a) and b).

II.- a) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets. Do not change the word given and do not use

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contractions. You must use between **two and five words**, including the word given. (6 x 0,25= 1.5 points)

En esta sección se pretende medir la capacidad de mediación del alumnado entre las modalidades o registros de una misma lengua mediante la reformulación.

El alumnado tendrá que utilizar la palabra proporcionada para crear otra oración que transmita el mismo mensaje que la oración proporcionada. Solo podrá escribir entre 2 y 5 palabras, incluyendo la palabra proporcionada. Cada oración correcta valdrá **0,25** puntos.

II.- b) In this text, fill in the gaps with the most suitable option from the four options given for each gap. (10 x 0.15 = 1.5 points)

En este ejercicio el alumnado tendrá que crear puentes y ayudar a construir o expresar mensajes. Solo una de las opciones será la adecuada para cada hueco.

SECTION III: Write a composition of about 130 words on **one** of the following two topics. **Specify your option.** (3 points)

En esta sección se pretende medir la capacidad del alumnado para estructurar sus ideas y darles la expresión adecuada en inglés.

Si se escriben menos de 80 palabras, se penalizará descontando **0,5** puntos de la puntuación total del ejercicio. Si, por el contrario, el escrito supera las 200 palabras, la penalización será de **0,25** puntos.

No se valorará un ejercicio que no responda a ninguno de los dos temas propuestos. Esto no significa que el/la alumno/a no pueda desarrollar sus propias líneas argumentales, sino que siempre habrá de hacerlo dentro de la temática propuesta.

Coherence and cohesion		Lexical richness		Grammatical accuracy Morphosyntax & spelling	
1	The text is very well-structured and highly cohesive.	1	Very appropriate vocabulary and idiomatic expressions.	1	There are basically no significant mistakes.
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0	The text is neither	0	Vocabulary and idiomatic	0	There is a huge number of

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