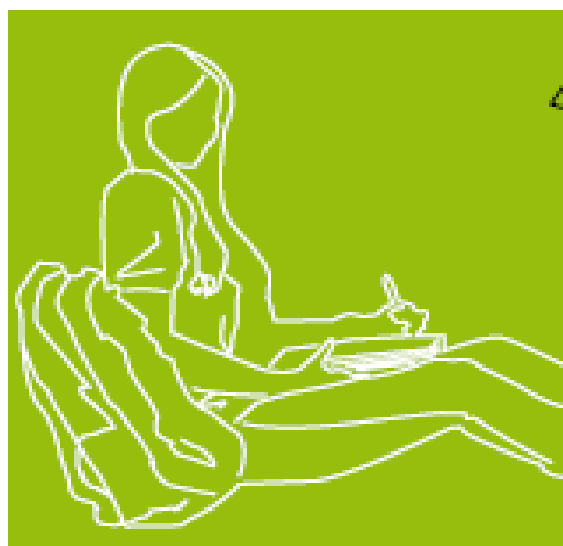
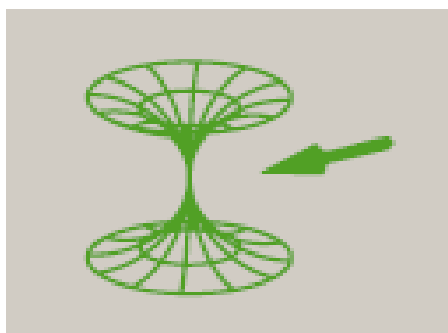
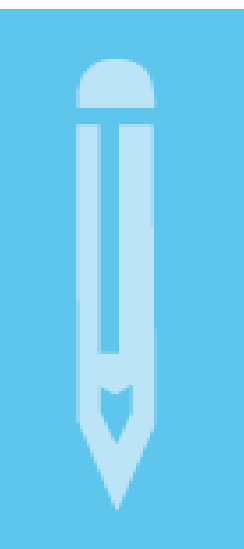


# Inglés

- BACHILLERATO
- FORMACIÓN PROFESIONAL
- CICLOS FORMATIVOS DE GRADO SUPERIOR

Examen

Criterios de Corrección y Calificación



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

2013ko EKAINA

**INGELESA**

PRUEBAS DE ACCESO A LA  
UNIVERSIDAD

JUNIO 2013

**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**

### **MICHAELA DEPRINCE: THE WAR ORPHAN WHO BECAME A BALLERINA**

A professional stage debut is an important event in the life of any ballerina, but Michaela DePrince's recent tour of South Africa also marked the end of an extraordinary journey from a war orphan to a teen ballerina.

She was born in Sierra Leone in 1995, during the civil war. She grew up in an orphanage, where she was just a number. "They named us from one to 27," she recalls. "One was the favourite child of the orphanage and 27 was the least favourite."

Michaela was number 27 because she suffers from vitiligo, a condition in which parts of skin lose pigmentation. To the "Aunties" who ran the orphanage, it was evidence of the evil spirit. They told her every day how she wasn't going to get adopted because nobody would want a devil's child. Michaela formed a close friendship with Mia, child number 26, who was disliked by the Aunties because she was left-handed.

Their lives changed abruptly when they both were adopted by Elaine and Charles DePrince, an American couple from New Jersey. Their new mother quickly noticed Michaela's fascination with ballet and enrolled her in the Rock School of Dance in Philadelphia, driving from New Jersey every day.

At the beginning Michaela remained a shy girl, painfully embarrassed about her vitiligo. One day, she asked one of her ballet teachers if she thought her skin condition might hold back her career. The teacher asked her what she was talking about. She hadn't even noticed the white marks on her skin. She had just been watching her steps. That was a significant moment for her.

Now she is seventeen and has just completed a tour with the Dance Theatre of Harlem. She knows things in ballet are not easy, but she has high hopes for the future. "In fact, I'm living a dream come true every single day", she says.



## OPTION A

**I.-** Answer questions 1-4 according to the information given in the text. **USE YOUR OWN WORDS. DO NOT COPY FROM THE TEXT** (4 marks)

1. Why did the “Aunties” think Michaela was a devil’s child?
2. Why did Michaela’s new mother enroll her in ballet lessons?
3. What worried Michaela when she started dancing?
4. How does Michaela feel about her life now?

**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. Michaela and Mia disliked each other in the orphanage.
2. Her ballet teacher was concerned about Michaela’s vitiligo.

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

1. remembers, brings back to the mind
2. dramatically, unexpectedly, suddenly
3. observed, realized, perceived
4. important, meaningful, appreciable

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

1. “Success is a combination of effort and luck. However, behind any story of great achievement there is always hard work; luck is only a minor player”. Write an opinion essay to state your view on this topic.
2. Everyone is great at something. Write about what you do best. It could be a hobby, a sport or anything else you do well.



Universidad del País Vasco Euskal Herriko Unibertsitatea

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## **OPTION B**

### **THE AMAZING STORY OF GERALD NATHANSON, WHO GRADUATED AT THE AGE OF 78**

I grew up in wartime Britain and my education was completely destroyed by the war. I was evacuated twice as a child – once, aged five, when the Second World War broke out, and a second time in 1940, when I was sent to Lancashire for two years.

After the war, I worked as a taxi driver for 42 years, but always felt very conscious that I hadn't received an education. So I enrolled in Birkbeck College (London), which specialises in evening classes.

It hasn't been an easy journey, but I feel privileged to have experienced student life. I soon realised that catching up on the education I had missed as a child wouldn't be a simple task. However, I had the support of my tutors who were able to guide me. The other students also helped to carry me through. There were students in their 20s and even one was in her 60s, but the average age was probably around 40.

My family was another source of support and encouragement. My wife Carole put aside everything to help me get my degree. She let me have the dining room, which I covered with books, articles and notes.

The day I found out I'd passed my degree was full of emotion. You can never be sure that you're going to make it – not until you've made it through the last exam. When I saw the results on my computer screen, I called Carole in and we both cried. I couldn't believe it.

The graduation ceremony was one of the proudest moments of my life. My wife, my two sons, my classmates and my tutors were all there to share the moment with me. When I heard my name read out and crossed the stage I was able to say that I truly had fulfilled a lifetime ambition.



## OPTION B

**I.- Answer questions 1-4 according to the information given in the text. USE YOUR OWN WORDS. DO NOT COPY FROM THE TEXT (4 marks)**

1. Why couldn't Mr. Nathanson have an education when he was a child?
2. How were his beginnings as a student at university?
3. Why did he cry when he knew his final results?
4. How did he feel when he graduated?

**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 majority of students were 20 years old.
2. Mrs. Nathanson helped her husband to get his degree.

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

1. registered, joined, signed up
2. help, encouragement, collaboration
3. discovered, learnt, realised
4. most honoured, greatest, most gratifying

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

1. "Old people shouldn't waste time at university, learning something they cannot put into practice in a professional career". Do you agree or disagree? Explain your opinion about this statement.
2. What do you plan to study at university? What aspects did you consider to make the decision?



## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

### INGLÉS

I.- **Answer** questions 1-4 according to the information given in the text. **USE YOUR OWN WORDS. 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 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, at least, quoting properly. (2 marks)

A la respuesta TRUE ó FALSE debe acompañar una justificación adecuada. 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 para insertar correctamente lo entrecomillado. 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.

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)

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.

A modo indicativo se podría valorar el uso correcto de estructuras gramaticales y sintácticas (**1** punto), la riqueza y precisión léxicas (**1** punto) y los aspectos textuales y comunicativos (**1** punto).

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.



## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

### OPTION A

I.- Answer questions 1-4 according to the information given in the text. **USE YOUR OWN WORDS. DO NOT COPY FROM THE TEXT** (4 marks)

1. Why did the “Aunties” think Michaela was a devil’s child?  
**They thought Michaela was a devil’s child because the girl had vitiligo, a condition that affected her skin. (p. 3)**
2. Why did Michaela’s new mother enroll her in ballet lessons?  
**She enrolled Michaela in ballet lessons because the woman realized that Michaela was fascinated with ballet. (p. 4)**
3. What worried Michaela when she started dancing?  
**Michaela was worried because she thought everybody would notice her skin problems. (p. 5)**
4. How does Michaela feel about her life now?  
**Although she knows that being a ballet dancer won’t be easy, she feels very happy with her life, as if she were living a dream. (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. Michaela and Mia disliked each other in the orphanage.  
**This is a false statement. The text says that Michaela and Mia were very good friends because they both were disliked by the ‘Aunties’ who run the orphanage. (p. 3)**
2. Her ballet teacher was concerned about Michaela’s vitiligo.  
**This is a false statement. The text says that the ballet teacher was just paying attention to the way she danced and did not even notice the marks in her skin. (p. 5)**

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

1. remembers, brings back to the mind **recalls (p. 2, line 3)**
2. dramatically, unexpectedly, suddenly **abruptly (p. 4, line 1)**
3. observed, realized, perceived **noticed (p. 4, line 3)**
4. important, meaningful, appreciable **significant (p. 5, line 5)**



## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

### OPTION B

I.- Answer questions 1-4 according to the information given in the text. **USE YOUR OWN WORDS. DO NOT COPY FROM THE TEXT** (4 marks)

1. Why couldn't Mr. Nathanson have an education when he was a child?  
**He couldn't have an education because of the war. WWII started when he was five and he had to be evacuated twice. (p.1)**
2. How were his beginnings as a student at university?  
**At the beginning, it was difficult for him to start his studies. However, he could progress with the help of his tutors, classmates and family. (p.3)**
3. Why did he cry when he knew his final results?  
**He wasn't so sure that he could graduate. So when he knew he had passed all his exams, he started crying. (p. 5)**
4. How did he feel when he graduated?  
**He felt very proud because he had been able to do something he had ambioned all of his life. (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 majority of students were 20 years old.  
**This sentence is false. The text states that most of his classmates were "probably around 40", although some others were in their 20s and "even one was in her 60s". (p. 3)**
2. Mrs. Nathanson helped her husband to get his degree.  
**This sentence is true. The text states that Mrs. Nathanson left everything to help him get his degree. She even let him have the dining room exclusively and he filled it with his study materials.**

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

1. registered, joined, signed up **enrolled (p.2, line 2)**
2. help, encouragement, collaboration **support (p. 3, line 3 and p.4, l line 1)**
3. discovered, learnt, realized **found out (p. 5, line 1)**
4. most honoured, greatest, most gratifying **proudest (p. 6, line 1)**