

2012 · UNIBERTSITATERA SARTZEKO PROBA

# Ingelesa

- BATXILERGOA
- LANBIDE HEZIKETA
- GOI MAILAKO HEZIKETA-ZIKLOAK

Azterketa

Kalifikazio eta zuzenketa irizpideak



**EUSKAMPUS**

Nazioarteko Bikaintasun Campus  
Campus de Excelencia Internacional

en la red de



Universidad  
del País Vasco

Euskal Herriko  
Unibertsitatea



Universidad del País Vasco  
Euskal Herriko Unibertsitatea

UNIBERTSITATERA SARTZEKO  
PROBAK

2012ko EKAINA

**INGELESA**

PRUEBAS DE ACCESO A LA  
UNIVERSIDAD

JUNIO 2012

**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**

### **SHERLOCK HOLMES**

In the late 1880s, English author Sir Arthur Conan Doyle created the greatest of all fictional private detectives, Sherlock Holmes. The popularity of the Holmes tales was such that Doyle was unable to kill off his hero in the short story 'The Final Problem' (1893).

Holmes was based on a real person, Joseph Bell, a former Doyle's teacher at the school of medicine. From him, he borrowed the physical appearance (slim figure, skinny face, ironic look), as well as the statements and deductions which were typical of this witty detective. Dr Watson, on the other hand, seems to be a caricature of Conan Doyle himself.

So much of Holmes' magnetism lies in his immunity to the passions of the ordinary man. There is also his complex and controversial personality, his characteristic clothing and his outstanding talents: a violin virtuoso, a master of disguise and camouflage, boxing and fencing, and a cultivated person in some areas related to crime. Holmes' method is so important that it conditions the structure of the story.

The narrative, told by Watson, usually begins with an interview with the potential client and a series of deductions made by Holmes taking into account the simple observation of the visitor. The purpose of this interview is to introduce the puzzle. After that, the investigation starts. Our heroes have to search for evidence and consider several hypotheses, which forces them to leave their rooms looking for adventure. Once the hypotheses have been checked and the case has been solved, Holmes explains the enigma brilliantly to an astonished Watson, who is a reflection of the confused reader.

Detective stories developed during the 19th Century for various reasons. These included an increase in crime because of urban crowds, the creation of the police force, the spectacular advance of science, which brought in the development of new techniques in analysing fingerprints and facial characteristics, and finally, the boom in sensationalist newspapers.



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## **OPTION B**

### **IS UNIVERSITY STILL WORTH IT?**

With unemployment growing, universities getting crowded and student fees three times more expensive, many young people will be asking themselves if higher education is really the way to follow.

A report published this week may provoke some doubts over the financial and career benefits of getting a degree. Of course, higher education is not just about increasing job expectations. It is also about personal development and intellectual curiosity. And let's not forget it can also be fun. But the rising cost of getting a degree has certainly focused attention on the reasons for and against the personal value of a university education. The "against" is made up of tuition fees and the delay in starting to earn money, while the "for" comes, in theory, from better jobs and higher salaries.

This attack against the traditional idea of the value of a university degree came with this week's Graduate Careers Study in the United Kingdom. It painted a rather dark view of the employment expectations of current students in their last university year. Only just over one third of them expected to get a "graduate level" job when they leave university, or at least look for it. Of the rest, 26% planned additional study, 9% expected to take a temporary job, 19% planned to take time off to travel, and 11% were undecided.

This study was a very detailed analysis, involving face-to-face interviews with a representative sample of almost 16,000 students from those universities which are most highly rated by graduate employers.

Perhaps this report is telling us that students who are about to finish university are tired of tests and exams and they simply want a break before starting work. Also, it is likely that most of the 26% who planned to begin a postgraduate course hope to go on to graduate level jobs when they have completed their advanced studies.



## 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 couldn't Sir Arthur Conan Doyle put an end to Holmes' stories?
2. Which characteristics did Doyle take from Bell to create Holmes?
3. How is the mystery introduced in Holmes' stories?
4. How do Holmes' stories end?

**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. Dr. Watson is the storyteller in Holmes' stories.
2. In the 19<sup>th</sup> Century, detective stories caused an increase in crime.

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

1. strong attractive power or charm
2. educated, refined
3. ideas suggested as possible explanations for a situation
4. person, thing or situation that is mysterious

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

1. Detective stories are an intellectual challenge. In other words, they make us think until we find the answer to the proposed mystery. Write an opinion essay to state your view on this topic.
2. Describe your favourite fictional character.



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## 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 may young people reconsider going to university?
2. What are some of the possible benefits of attending university?
3. How was the information from the study obtained?
4. Why would university students want to take some time off before starting work?

**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 results of this study support the traditional idea of the value of a university degree.
2. More than a quarter of the student population interviewed wants to continue studying.

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

1. becoming bigger in number
2. conventional, established
3. lasting for only a short time
4. a short period of time when you stop what you are doing

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

1. "Higher education is not just about increasing job expectations. It is also about personal development and intellectual curiosity. And let's not forget it can also be fun." Write an opinion essay to state your view on this topic.
2. What do you plan to study at university? How did you make your decision?



## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

### INGELESA

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)

Atal honetan, **irakurriaren ulermenerako eta idatziaren adierazpenerako** ikasleen trebetasun maila neurtu nahi da, gai arrunteko testu bat aztertu eta lau galdera orokorre (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**.

Ikasleak, ariketaren argibideei kasurik egin gabe, galderari testutik literalki kopiatuz 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, at least, quoting properly. (2 marks)

TRUE edo FALSE erantzunari justifikazio egokia erantsi beharko zaio. 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. Ez du baliorik izango TRUE edo FALSE soilik idazteak.

Erantzun zuzen bakoitzak **1** puntu balioko du. Beraz, ariketa honen puntuaziorik altuena **2** puntukoa izango da.

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.

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 araberakoak izango dira.

Zer balioetsi behar den jakiteko, atal hauek eduki daitezke kontuan: egitura gramatikalak eta sintaktikoak (**1** puntu); lexikoan behar den zuzentasuna eta aberastasuna (**1** puntu); eta aspektu testualak eta komunikatiboak (**1** puntu).

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.