



2026ko UNIBERTSITATERA SARTZEKO EBALUAZIOA
EVALUACIÓN PARA EL ACCESO A LA UNIVERSIDAD 2026
ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK
CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN
INGELES / INGLÉS

INGLÉS

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 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 debe actuar como agentes sociales encargados de la construcción de puentes y contribuir a la creación o representación de mensajes. Solo una de las opciones será la adecuada para cada hueco.

SECTION III: Write a composition of about **150** 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 **130** palabras, se penalizará descontando **0,5** puntos de la puntuación total del ejercicio. Si, por el contrario, el escrito supera las **170** palabras, la penalización será de **0,5** 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, pero siempre 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.
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.

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 do people pay at India's first Garbage Cafe in Ambikapur? Do they pay with money?

No, people don't use money. Instead, they give plastic waste like bags, bottles or wrappers in exchange for a meal. (p.1)

2. What was the main purpose of launching the Garbage Cafe in 2019?

It was launched to motivate poor and homeless people to collect plastic from the streets while providing them with food. (p.2)

3. What impact has the plastic collected by the Garbage Cafe had on the amount of waste going to landfill?

It has significantly reduced the amount of plastic going to landfills, cutting it from over five tonnes a year to about two tonnes by 2024. (p.4)

4. What is swachhata didis' role?

Swachhata didis are employed in waste collection centres, sorting plastic into many categories and visiting homes daily to collect household waste. (p.5)

5. What kind of risks do street collectors have to face compared to the staff at waste collection centres?

Street collectors do not have/are not given protective material, so they are exposed to germs, sharp objects and toxic materials, which can make them sick. (p.6)

6. Why are plastic waste collection cafes considered a "quick fix" rather than a solution?

They are considered a "quick fix" because they do not deal with deeper issues/problems like plastic overproduction, plastic that cannot be recycled and how people sort waste at home. (p.8)

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. Rashmi Mondal spends all mornings purchasing plastic from stores and donating it to a community centre.

This statement is FALSE. "Every morning, she sets out early on the streets of Ambikapur in a search for abandoned plastic and, for her, collecting such rubbish is a means of survival" (p.3)

2. Delhi's garbage cafe scheme failed mainly because the city had fewer low-income people compared to Ambikapur.

The statement is TRUE. "The lower enthusiasm might be due to the fewer people being on low incomes than in Ambikapur." (p.7)

3. The Garbage Cafe initiative has completely solved the problem of plastic waste in India by addressing its root causes.

This statement is FALSE. "It is more like a quick fix that deals with the surface issues rather than the root causes of the plastic problem." (p.8)

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)

- pieces of paper, plastic, or thin metal which covers something you buy; packaging *wrappers (p.1, l.3)*
- a short phrase that is easy to remember *slogan (p.2, l.1)*
- separate things into different classes, groups or places *sort (p.5, l.3)*
- pieces of clothing which cover your hands *gloves (p.6, l.1)*
- plans, programmes, strategies *schemes (p.7, l.1)*
- deal with something in a very determined or efficient way *tackle (p.8, l.2)*

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. Although she had little money, she managed to feed her family. (DESPITE)
Despite having little money, she managed to feed her family.
2. They are painting the school building this week. (IS)
The school building *is being painted* this week.
3. If Sara doesn't submit her application by Friday, she will not be considered for the scholarship. (UNLESS)
Sara won't be considered for the scholarship *unless she submits her application* by Friday.
4. They postponed the concert because the sound equipment failed. (OFF)
They *put the concert off/put off the concert* because the sound equipment failed.
5. "Did you finish the homework?", the teacher asked her. (IF)
The teacher asked her *if she had finished* the homework.
6. The music was too loud at the event, and we couldn't hear each other talking. (SUCH)
There was such loud music at the event that we couldn't hear each other talking.

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. in / to / on / at
2. in / on / beside / over
3. like / very / such / quite
4. hard / hardly / fastly / slower
5. until / while / during / for
6. much / many / few / some
7. Nevertheless / Unless / Although / Since
8. so / with / as / from
9. a few / plenty / much / little
10. would / will / should / must