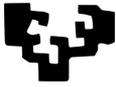


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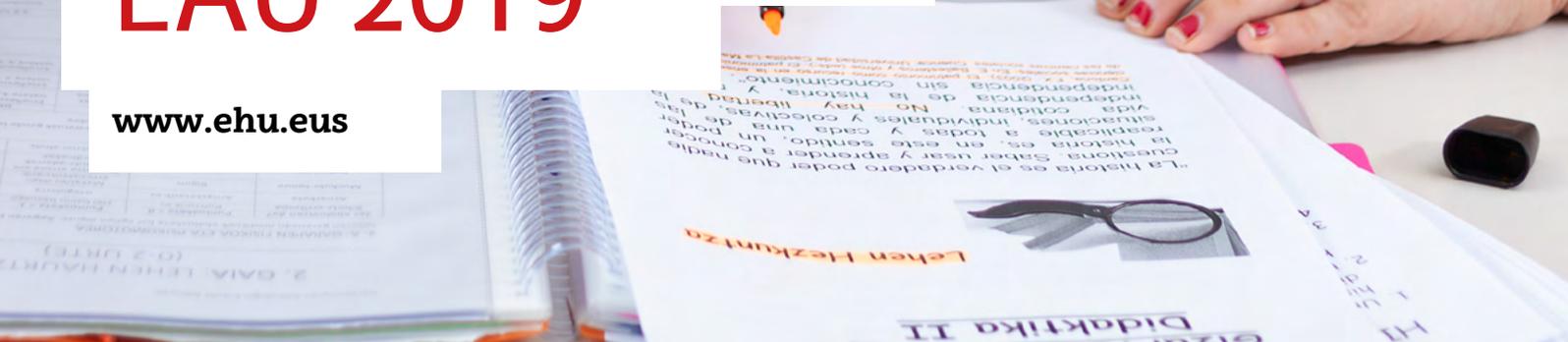
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Choose between option A and option B. Specify the option you have chosen.

Please, don't forget to write down your code on each of your answer sheets.

OPTION A

THE BENEFITS OF MUSIC

If you love listening to music, you're in good company. Albert Einstein once said, "If I were not a physicist, I would probably be a musician."

Current research indicates that music improves our mental well-being and our physical health in several amazing ways. Scientists at McGill University found that when you listen to music you like, your brain releases dopamine, a feel-good chemical that leads to increased feelings of happiness and pleasure. It takes only 15 minutes of listening to your favourite tunes to experience these benefits.

Listening to music you enjoy also lowers levels of the stress hormone cortisol in your body, which counteracts the effects of chronic stress. This is an important finding since stress causes 60% of all illnesses. One study showed that when people actively participated in making music, their immune system was strengthened even more than when they listened passively. Therefore, to stay calm and healthy during a stressful day, sing along to the music and tap your feet to the rhythm to get the best results.

Certain types of music can help you sleep better. College students who listened to relaxing classical music for 45 minutes before going to bed showed statistically significant improvements in sleep quality, making music a safe and cheap alternative to medication.

The benefits of music on learning and memory are larger if you have musical training. According to Dr. Pruet from the Yale School of Medicine, people with formal musical training tend to be good at remembering verbal information. His research also found that "music instruction improves spatial skills in children" which are useful in solving problems found in engineering, maths, and especially working with computers.

A study with healthy older adults found that those with musical experience scored higher on cognitive tests. "Since studying an instrument requires years of practice and learning, it may create alternative connections in the brain that compensate for cognitive deterioration as we get older," says researcher Hanna-Pladdy.

We are only just starting to understand the effects music has on our brains but it seems clear that no matter whether you are young or old, healthy or sick, happy or sad, music can improve the quality of your life in numerous ways.



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 is listening to our favourite music for 15 minutes beneficial?
2. How can we increase the positive effect of music on our health?
3. Why can music act as an alternative to sleep medication?
4. What is the benefit of musical training when you get old?

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. Music only benefits learning and memory for people with musical training.
2. Listening to any music can help you sleep better.

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

1. astonishing, wonderful, incredible, surprising
2. harmless, secure, not dangerous
3. helpful in order to do or achieve something
4. decline, decrease, degeneration, worsening

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

1. "Music is the most international language: we may not understand the lyrics of foreign songs but we all share the same emotions when we hear similar melodies." Write an opinion essay on this.
2. What is the role of music in your life? Explain.



OPTION B

FAST FASHION

Buying clothes used to be an occasional event. It happened a few times a year when the seasons changed or when people had a special celebration. Then, about 20 years ago, something changed. Clothes became cheaper, fashion cycles accelerated and shopping came to be a form of entertainment.

It was the beginning of *Fast Fashion* and it was too good to be true. Everybody could buy stylish clothing for very little money. Fashion lost its sense of exclusivity and everyone could afford to dress like their favourite celebrity.

In 2013, however, the world got a reality check when the Rana Plaza clothing factory in Bangladesh collapsed, killing over 1,000 workers. That was when consumers really started questioning *Fast Fashion* and thinking about the true cost of cheap clothes.

The truth is that the *Fast Fashion* industry has a negative impact on workers, who carry out their tasks in dangerous environments for very low salaries. Many of them work with toxic chemicals that can have devastating consequences for their physical and mental health. This happens because the pressure to reduce costs and to speed up production time requires the use of cheap, toxic colour pigments and low-cost textiles such as nylon and polyester derived from fossil fuels. As a result, *Fast Fashion* also has an impact on the environment, pollutes clean water and contributes to global warming.

Fast Fashion can affect consumers themselves, encouraging the “throw-away” culture. This industry makes us believe that we need to shop more and more to stay on top of trends, creating a constant sense of need that may cause dissatisfaction.

It is very difficult not to follow the fashion sector, which is particularly influential and powerful. Nevertheless, some consumer associations are starting to react. They recommend going back to basics and following the 3R's rule: “Reduce, Reuse, Recycle”. They suggest that consumers should choose better and buy less. In addition, as alternatives to recycling, they promote other actions, such as exchanging clothes with friends, reselling them or donating them to a local charity.



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. Why did the clothing industry lose its sense of exclusivity with the arrival of *Fast Fashion*?
2. Why did consumers start having doubts about whether *Fast Fashion* is really positive?
3. How does *Fast Fashion* reduce its production costs?
4. Apart from recycling, what could people do with their used clothes?

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. Before *Fast Fashion*, people would buy clothes from time to time.
2. Workers in the *Fast Fashion* industry earn a lot of money.

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

1. to have enough money to buy something
2. fell down, broke apart, came down
3. having or expressing doubts about whether something is reasonable, or worthwhile
4. unhappiness, disappointment, frustration

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

1. "It is difficult to know how our clothes are made but we have the responsibility to shop ethically. The way we spend our money can help to change the world." Do you agree? Write an opinion essay on this.
2. Do you think the clothes we wear say something about us? Have you ever judged somebody because of their clothes? Explain.



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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)



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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, tipologías textuales, etc.).

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.



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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 is listening to our favourite music for 15 minutes beneficial?
The reason is that when we listen to music we like for 15 minutes our brain produces dopamine and that makes us feel good (feel happy, feel pleasure). (p.2)
2. How can we increase the positive effect of music on our health?
We can increase the positive effect of music by taking part in the music, for example, singing along or tapping our feet. (p.3)
3. Why can music act as an alternative to sleep medication?
Music can act as an alternative to sleep medication because if you listen to classical (relaxing) music for 45 minutes before going to bed you sleep better (or "sleep quality is improved" "you get better sleep quality".) (p.4)
4. What is the benefit of musical training when you get old?
Musical training can create different brain connections which can help fight the cognitive deterioration (the mental deterioration) of old age. (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. Music only benefits learning and memory for people with musical training.
False, the text says that the benefits of training on learning and memory are larger if you have musical training but not that they are seen only in those with training. (p.5)
2. Listening to any music can help you sleep better.
False, the text says that listening to some types of music, such as classical music, can help us sleep better. (p.4)

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

1. astonishing, wonderful, incredible, surprising *amazing (p.2, l.2)*
2. harmless, secure, not dangerous *safe (p.4, l.3)*
3. helpful in order to do or achieve something *useful (p.5, l.4)*
4. decline, decrease, degeneration, worsening *deterioration (p.6, l.4)*



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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. Why did the clothing industry lose its sense of exclusivity with the arrival of *Fast Fashion*?
With the arrival of Fast Fashion, the clothing industry lost its sense of exclusivity because people could buy fashionable clothes for very little money and look like a celebrity. (p.2)
2. Why did consumers start having doubts about whether *Fast Fashion* is really positive?
Consumers started having doubts about Fast Fashion because there was a terrible accident in a cheap clothing factory where more than 1,000 workers were killed. (p.3)
3. How does *Fast Fashion* reduce its production costs?
Fast Fashion reduces production costs using low cost materials which may be toxic, and paying low salaries to workers. (p.4)
4. Apart from recycling, what could people do with their used clothes?
People could exchange their used clothes with their friends, sell them again or give them to charity. (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. Before *Fast Fashion*, people would buy clothes from time to time.
The text states, "[b]uying clothes used to be an occasional event. It happened a few times a year," so the sentence is true. (p.1)
2. Workers in the *Fast Fashion* industry earn a lot of money.
This statement is false because, according to the text, workers in this industry have very low salaries. (p.4)

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

1. to have enough money to buy something *afford (p.2, 1.3)*
2. fell down, broke apart, came down *collapsed (p.3, 1.2)*
3. having or expressing doubts about whether something is reasonable, or worthwhile *questioning (p.3, 1.3)*
4. unhappiness, disappointment, frustration *dissatisfaction (p.5, 1.3)*