



OPCIÓN A

Are zoos a good thing?

Zoos are hugely popular attractions for adults and children alike. But are they actually a good thing? Critics of zoos would argue that animals often suffer physically and mentally by being enclosed. Even the best artificial environments can't come close to matching the space, diversity, and freedom that animals have in their natural habitats. This deprivation causes many zoo animals to become stressed or mentally ill. Capturing animals in the wild also causes much suffering by splitting up families. Some zoos make animals behave unnaturally: for example, marine parks often force dolphins and whales to perform tricks. These mammals may die decades earlier than their wild relatives, and some even try to commit suicide.

On the other hand, by bringing people and animals together, zoos have the potential to educate the public about conservation issues and inspire people to protect animals and their habitats. Some zoos provide a safe environment for animals which have been mistreated in circuses, or pets which have been abandoned. Zoos also carry out important research into subjects like animal behaviour and how to treat illnesses.

One of the most important modern functions of zoos is supporting international breeding programmes, particularly for endangered species. In the wild, some of the rarest species have difficulty in finding mates and breeding, and they might also be threatened by poachers, loss of their habitat and predators. A good zoo will enable these species to live and breed in a secure environment. In addition, as numbers of some wild species drop, there is an increased danger of populations becoming too genetically similar. Breeding programmes provide a safeguard: zoo-bred animals can be released into the wild to increase genetic diversity.

However, opponents of zoos say that the vast majority of captive breeding programmes do not release animals back into the wild. Besides, animals are sold not only to other zoos but also to circuses or hunting ranches in the US or South Africa, where some people are willing to pay a lot of money for the chance to kill an animal in a fenced enclosure. Often, these animals are familiar with humans and have very little chance of escaping.

So, are zoos good for animals or not? Perhaps it all depends on how well individual zoos are managed, and the benefits of zoos can surely outweigh their harmful effects. However, it is understandable that many people believe imprisoning animals for any reason is simply wrong.

1. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. Zoos aren't a good thing for animals....
 - a) because they suffer physically and mentally by being enclosed
 - b) because they are aggressive when they are enclosed
 - c) because they attack other animals
2. Dolphins in marine parks
 - a) die decades earlier than wild dolphins
 - b) die decades after than wild dolphins
 - c) live the same as wild dolphins
3. Zoos have the potential to inspire people to
 - a) preserve endangered species
 - b) feed the animals
 - c) protect animals and their habitats
4. One of the most important function of zoos is
 - a) to breed species in a secure environment
 - b) to threaten poachers
 - c) kill predators
5. There is an increased danger of
 - a) populations becoming too genetically similar



- b) releasing animals back into the wild
- c) selling endangered animals

6. In the US or South Africa some people pay....
- a) some dollars to visit a zoo
 - b) a lot of money to kill an animal in a fenced enclosure
 - c) money to get these animals as pets

2. Answer these questions in no more than 5 words. (1 point, 0.25 each)

- a. Which factor causes many zoo animals to become stressed or mentally ill?
- b. What do some of the rarest species find difficult in the wild?
- c. Why can zoo-bred animals be released in the wild?
- d. Apart from zoos, where are animals sometimes sold?

3. Find a word in the text for each of these definitions. (1 point, 0.25 each)

- a) experience physical or mental pain
- b) the natural environment in which an animal or plant usually lives
- c) not in danger or likely to be harmed
- d) especially, or more than usual.

4. Rephrase the following sentences so that their meaning is as similar to the original as possible. (1 point, 0.25 each).

- a. Marine parks often force dolphins and whales to perform tricks.

Dolphins and whales

- b. 'The vast majority of captive breeding programmes do not release animals back into the wild' opponents to zoos said.

Opponents to zoos said

- c. Animals become ill when they are enclosed in zoos.

If animals.....

- d. People have visited zoos. They are more likely to support animal conservation and protection.

People.....

5. Write an opinion article of 150 words on endangered species. The following questions might help you organise your article: Do you think governments try to preserve endangered species? Do you think politicians invest enough money to protect these animals? What would you do if you were in charge of these policies? (3 points)

6. You go away for the weekend and your best friend will take care of your pet. Write a note with the five most important aspects she should take into account during the weekend. In your note, you should tell her about your dog's eating habits, times it should go out, fears the dog has, etc (Write between 35 and 50 words). (1 point)



OPCIÓN B

Video games are good for you!

For years video games have been criticised for making people more antisocial, overweight or depressed. But now researchers are finding that games can actually change us for the better and improve both our body and mind.

Games can help to develop physical skills. Pre-school children who played interactive games such as the ones available on Wii have been shown to have improved motor skills, for example they can kick, catch and throw a ball better than children who don't play video games. A study of surgeons who do microsurgery in Boston found that those who played video games were 27 per cent faster and made 37 per cent fewer errors than those who didn't. Vision is also improved, particularly telling the difference between shades of grey. This is useful for driving at night, piloting a plane or reading X-rays.

Games also benefit a variety of brain functions, including decision-making. People who play action-based games make decisions 25 per cent faster than others and are no less accurate, according to one study. It was also found that the best gamers can make choices and act on them up to six times a second, four times faster than most people. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared with the four that most people can normally keep in mind. Additionally, video games can also reduce gender differences. Scientists have found that women who play games are better able to mentally manipulate 3D objects.

There is also evidence that gaming can help with psychological problems. At the University of Auckland in New Zealand, researchers asked 94 young people diagnosed with depression to play a 3D fantasy game called SPARX and in many cases, the game reduced symptoms of depression more than conventional treatment. Another research team at Oxford University found that playing Tetris shortly after exposure to something very upsetting – in the experiment, a film of traumatic scenes of injury and death was used – can actually prevent people having disturbing flashbacks.

The effects are not always so positive, however. Indiana University researchers carried out brain scans on young men and found evidence that violent games can alter brain function after as little as a week of play, affecting regions in the brain associated with emotional control and causing more aggressive behaviour in the player. But Daphne Bavelier, one of the most experienced researchers in the field, says that the violent action games that often worry parents most may actually have the strongest beneficial effect on the brain. In the future, we may see many treatments for physical and neurological problems which incorporate the playing of video games.

1. Choose the correct answer a, b or c. (3 points, 0.5 each)

1. Only relatively recently have people started to realise ____.
 - a) the harmful effects of video games
 - b) the beneficial effects of video games
 - c) how much we don't know about video games' effects
2. Very young children show improved ____ after playing video games.
 - a) muscle control and co-ordination
 - b) social interaction
 - c) ability to differentiate between different colours
3. Playing video games helps doctors ____.
 - a) do operations and read X-rays
 - b) make decisions under pressure
 - c) operate complex equipment
4. Video gamers' decision-making speed is significantly improved by ____.
 - a) years of gaming experience
 - b) playing video games in short bursts
 - c) certain types of video game
5. Women who play video games demonstrate ____.



- a) reduced stress levels
- b) better spatial awareness
- c) better multitasking ability

6. In one research study, the video game Tetris helped people to ____.
- a) improve their concentration
 - b) forget disturbing experiences
 - c) make decisions faster

2. Answer these questions in no more than 5 words. (1 point, 0.25 each)

- a. What does research show about video games?
- b. How many things can experienced gamers pay attention to at once?
- c. What symptom can SPARX reduce?
- d. What can violent games alter after a week of play?

3. Find a word in the text for each of these definitions. (1 point, 0.25 each)

- a) fat
- b) hit someone or something with the foot
- c) better than before:
- d) a short time

4. Rephrase the following sentences so that their meaning is as similar to the original as possible. (1 point, 0.25 each).

- a. Pre-school children play interactive games on Wii. They have been shown to have improved motor skills.

Pre-school children

- b. Games also benefit a variety of brain functions.

A variety.....

- c. 'The violent action games that often worry parents most may actually have the strongest beneficial effect on the brain', said Daphne Bavelier

Daphne Bavelier said.....

- d. Women who play games are better able to mentally manipulate 3D objects than men.

Men who.....

5. Write a review of (150 words) about the videogame you like the most. Do not forget to mention the following aspects (unique game's features, elements that excited you, comparisons with other videogames, negative aspects. etc) (3 points).

6. You are meeting a friend online to play *Fornite* on Saturday morning, but you felt bad the previous night and you have a terrible headache on Saturday morning. Text your friend Romeo to tell him about your unexpected problem. In your WhatsApp, tell him how bad and sad you feel and suggest him to play on Sunday afternoon. DO NOT include your name in the WhatsApp (Write between 35 and 50 words). (1 point)



ESTRUCTURA DE LAS PRUEBAS

- 1) La prueba tiene una duración de 90 minutos.
- 2) No se permiten diccionarios ni otros materiales didácticos.
- 3) Se escribirá en tinta negra o azul. No se admitirá el uso de ningún tipo de corrector ni el uso de bolígrafos borrables.
- 4) Hay dos opciones de examen, A y B. Se debe optar por una de ellas, sin combinar preguntas de una y otra.
- 5) Se pasarán todas las respuestas a la hoja de respuestas.
- 6) El incumplimiento de las observaciones 2,3 y 4 conllevará la nulidad del examen.

CRITERIOS GENERALES DE CORRECCIÓN

A) Pregunta 1. Elección múltiple. Las seis cuestiones de esta sección pretenden evaluar la comprensión del texto. Se evaluará con un máximo de 3 puntos. (0,5 puntos por cuestión).

B) Pregunta 2. Se valorará la comprensión específica del texto. Habrá cuatro cuestiones a responder en un máximo de cinco palabras cada una, valorándose la respuesta correcta inequívoca a las mismas. Se evaluará con un máximo de 1 puntos. (0,25 puntos por cuestión).

C) Pregunta 3. Semiabierta. Las cuatro definiciones tienen como objetivo evaluar la riqueza léxica. Se valorará la habilidad de encontrar en el texto las palabras cuyas definiciones se ofrecen. Se evaluará con un máximo de 1 punto. (0,25 puntos por cuestión).

D) Pregunta 4. Semiabierta. Reformulación. Con carácter general no existe más de una reformulación correcta que, como se pide en el enunciado de la pregunta, mantenga el significado de la expresión original. De manera excepcional podrían considerarse reformulaciones alternativas, solo las contenidas en la plantilla de soluciones de la prueba. (0,25 puntos por cuestión).

E) Pregunta 5. Abierta. Se valorará la expresión escrita desarrollando un tema con una extensión de 150 palabras. Se evaluará con un máximo de 3 puntos distribuidos de la siguiente manera:

- 1) Adecuación/cohesión: tratar el tema con riqueza de ideas, formato y registro adecuados, secuenciación y organización de ideas y argumentos, uso de conectores y número de palabras requerido. Si se escriben menos de 130 palabras se penalizará con 1 punto. Si el alumno escribe más de 180 palabras se penalizará con 0,5 puntos, y si escribe más de 200, con 1 punto.
- 2) Corrección: corrección morfosintáctica, léxica y ortográfica. (1 punto).
- 3) Riqueza: variedad, riqueza y precisión gramatical y léxica. (1 punto).
- 4) La no realización de la tarea exigida se valorará con 0 puntos.

F) Pregunta 6. Abierta. Redactar notas, mensajes, anuncios, WhatsApp, etc. breves, entre 35 y 50 palabras. Se evaluará con un máximo de 1 punto. Se valorarán especialmente los siguientes aspectos:

- 1) Adecuación y cohesión: 0,5 puntos.
- 2) Corrección y riqueza: 0,5 puntos.

Si se escriben menos de 30 palabras, la calificación será de 0 puntos.

Si se escriben entre 30 y 55 palabras, se penalizará con 0,25 puntos.

Si se escriben entre 55-70 palabras, se penalizará con 0,5 puntos.

Si se escriben 70 o más palabras, la calificación será de 0 puntos.

Se admitirán acrónimos de instituciones, pero no se admitirán abreviaturas que no figuren en



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(EBAU)**

Curso Académico: 2018-19

ASIGNATURA: LENGUA EXTRANJERA: INGLÉS

el diccionario en las dos preguntas de producción escrita.

G) La puntuación mínima en cada pregunta será de 0.