



Universidad del País Vasco
Euskal Herriko Unibertsitatea

UNIBERTSITATERA SARTZEKO
PROBAK

2016ko EKAINA

INGELESA

PRUEBAS DE ACCESO A LA
UNIVERSIDAD

JUNIO 2016

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

BUYING WHAT YOU DON'T NEED

Our consumer society gets us to buy stuff we don't need, but you may not have heard of the 'Diderot Effect,' which is the term for when you buy something new, and then it makes your other possessions look bad by comparison, so you end up replacing them too.

The 18th century French philosopher Denis Diderot wrote an essay in which he described exactly this phenomenon. Diderot's problems started with a gift of a beautiful housecoat. Delighted with it, Diderot quickly threw away his old one. But in a short time, his pleasure disappeared as he began to notice that his surroundings did not reflect the coat's elegance. He grew unhappy with his study, the chairs and even his desk. One by one, the familiar furniture was replaced. In the end, Diderot found himself seated uncomfortably in his renovated study.

Diderot realized that his new clothes had other consequences. When ink fell from his pen, he used to wipe it clean with his old coat but he didn't want to get his new one dirty. Therefore, while his old coat had stains reflecting the life of a hard-working writer, he felt that the new one gave him the air of a rich, lazy person.

Nowadays, the pressure to upgrade can be tremendous. Buying a new house is the motivation for replacing old furniture; a new jacket makes little sense without the right skirt to match. What is even worse is when we realize, like Diderot, that our old things were just as good, if not better.

Consumer pressure works because we put a lot of symbolic power on possessions. A faster computer may represent the hope of getting work done quickly so you can have more spare time. Soon you find you've accumulated many symbols of the life you dreamed of, without achieving what you wanted. The Diderot effect hurts your bank balance, but even if it didn't, it would still be useless, because the things we really look for can't be obtained that way.



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. When did Diderot's problems start?
2. Why did Diderot change the furniture in his study?
3. Why did Diderot think his new coat was bad for his image?
4. According to the text, why would some people want a faster computer?

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. Diderot used his new coat to wipe the ink that fell from his pen.
2. Nowadays there is a lot of pressure to upgrade our possessions.

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

1. substituting, changing
2. pleased, enchanted, thrilled
3. coloured liquid used for writing, printing and drawing
4. to improve the quality, value, effectiveness or performance of something

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

1. Have you ever experienced the Diderot effect? Have you noticed it, perhaps, and managed to resist the impulse to buy other things? Explain.
2. What is your favourite possession? Why is it important you? How long have you had it? Describe in detail.



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OPTION B

LET TEENAGERS SLEEP

Sleep expert Dr Paul Kelley is asking schools to let teenagers sleep in and come to school later, to deal with the problem of lack of sleep amongst young people. While we all thought our teens were just being lazy, it turns out that their behaviour is due to their biology. According to neuroscientists, teenagers' sleep rhythms are a couple of hours behind those of adults, so current school start times mean that they are forced to wake too early and are trying to concentrate on school work when they should still be asleep.

When he was headmaster at a high school in England, Dr Kelley decided to test the effect of a later start to the school day, so he put the timetable back to a 10am start for all year groups. The results were striking. Pupils' concentration got better, days off sick decreased and the atmosphere in school changed radically. Students were nicer to each other and to their teachers; at home, family life was more pleasant. What really mattered, however, were exam results. At the end of the first year of the experiment, results improved by 19%; the following year they went up by 18%.

It is not yet clear how practical this change really is. An Oxford school asked families about a possible later start and they all answered that it would be too hard for parents to organise. Adults would continue going to work early while leaving their unsupervised teenagers at home.

Now a much bigger project is starting to investigate further the impact of a later school start on educational achievement. The £70,000 study, which is part of a wider research programme looking at ways in which neuroscience can improve learning and exam results, is recruiting more than 100 schools to experiment with different start times. In the coming months and years, there should be thousands of happy and well-rested teenagers out there, thanks to Dr Kelley and his colleagues.



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 are teenagers still tired at the time schools start?
2. What did Dr Kelly do when he was a school headmaster?
3. How did academic results change with the new timetable?
4. What problems might parents have if schools started later?

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 effects of the later school start were only seen at school.
2. Over a hundred schools will experiment with starting school at 10am.

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

1. absence, privation, shortage
2. present, existing, contemporary
3. a man who is in charge of a school
4. success, accomplishment, attainment

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

1. "We would all much prefer to wake up late but we have to open the shops, run the buses, provide breakfasts and keep the world running." Discuss.
2. Have you ever got into trouble because of waking up too late? Did you miss something? What were the consequences? Explain what happened.



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

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. When did Diderot's problems start?
His problems started when he received a new housecoat as a present. (p.2)
2. Why did Diderot change the furniture in his study?
Diderot changed his furniture because it was not as elegant as his new coat. (p.2)
3. Why did Diderot think his new coat was bad for his image?
Diderot thought it was bad for his image because it made him look like a rich and lazy person. (p.3)
4. According to the text, why would some people want a faster computer?
Some people may want a faster computer because they think it will help them to do their work more quickly and then have more free time. (p.5)

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. Diderot used his new coat to wipe the ink that fell from his pen.
This sentence is false. *According to the text, "he used to wipe it clean with his old coat but he didn't want to get his new one dirty." (p.3)*
2. Nowadays there is a lot of pressure to upgrade our possessions.
This sentence is true. *The text states that "Nowadays, the pressure to upgrade can be tremendous." (p.4)*

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

- | | |
|-----------------------------------------------------------------------------|-----------------------------|
| 1. substituting, changing | <i>replacing (p.1, l.4)</i> |
| 2. pleased, enchanted, thrilled | <i>delighted (p.2, l.3)</i> |
| 3. coloured liquid used for writing, printing and drawing | <i>ink (p.3, l.1)</i> |
| 4. to improve the quality, value, effectiveness or performance of something | <i>upgrade (p.4, l.1)</i> |



CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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 are teenagers still tired at the time schools start?
Teenagers are still tired because their sleep rhythms are two hours behind and they have to be at school when they should be sleeping. (p.1)
2. What did Dr Kelly do when he was a school headmaster?
Dr Kelly changed the school start [starting] time to 10am for all students in his school. (p.2)
[Also acceptable adding "to test the effect of this change."]
3. How did academic results change with the new timetable?
Exam results got better by 19% in the first year and by 18% in the second year. (p.2)
4. What problems might parents have if schools started later?
Parents might find it difficult to organise things because they would have to go to work and leave the teenagers alone at home. (p.3)

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 effects of the later school start were only seen at school.
This sentence is false. *According to the text, "at home, family life was more pleasant." (p.2)*
2. Over a hundred schools will experiment with starting school at 10am.
This sentence is false *because the text says they will experiment "with different start times." (p.4)*

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

- | | |
|----------------------------------------|-------------------------------|
| 1. absence, privation, shortage | <i>lack (p.1, l.2)</i> |
| 2. present, existing, contemporary | <i>current (p.1, l.5)</i> |
| 3. a man who is in charge of a school | <i>headmaster (p.2, l.1)</i> |
| 4. success, accomplishment, attainment | <i>achievemant (p.4, l.2)</i> |