

eman ta zabal zazu



Universidad del País Vasco Euskal Herriko Unibertsitatea



Inglés

EAU 2021

www.ehu.eus





INGELESA

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

MONEY

Nowadays it is difficult to imagine our lives without money, but for thousands of years people did business without it. Before money was invented, people used a system called 'bartering', which simply consists of trading one thing for another. Imagine that you have milk, for example, and you want eggs. You just find someone who has eggs and wants milk, and you have a deal.

However, this system is not perfect. You may not want what the other person has and it may take a long time to find somebody to barter with. Besides, you have to come to an agreement with that person on the 'value' of the items. For example, how many fish are worth one loaf of bread?

To overcome these problems a number of societies, such as Ancient Romans, started using small pieces of precious metal stamped with a symbol. Many of these early coins were made in the temple of the goddess Juno Moneta, who was the wife of Jupiter. It is from 'Moneta' that we get the word 'money'.

It was only around 400 years ago that paper money came into general use in most countries. In Europe, the first official banknotes were distributed in 1661. Banknotes were originally hand-written and cashiers had to sign each note and make them payable to someone. It was not until the second half of the 19th century that notes were fully printed.

Both paper money and coins are what we call cash. Nowadays, apart from cash, we also have other ways to pay for things, such as credit cards and digital wallets. Their use is increasing because they are much easier to carry than cash and they are more secure, too. If you lose cash, it's gone, but credit cards can be cancelled and replaced.

While money in its different forms is the most common way to buy and sell things, there are some interesting alternatives such as Time Banks. In these banks, people give one hour of service and receive one time credit. It doesn't matter what the work is, all work is considered to be of equal value. You can spend your credits on a service you need or give them to somebody else. Time Banks are free to join and they build community spirit.



INGELESA

INGLÉS

OPTION A

I.- Answer 4 out of the following 6 questions according to the information given in the text. WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT. (Choose 4 out of the 6 questions) (4 marks)

1. How did people do business before money was invented?
2. What are the problems with bartering?
3. Why did people start to use coins?
4. What were the first banknotes like?
5. Why are credit cards more secure than cash?
6. What can you do with the time credits you get in a Time Bank?

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. (Choose 2 out of the 3 statements) (2 marks).

1. In bartering, the value of things is agreed by the people doing the deal.
2. The word 'money' comes from 'Juno Moneta', the goddess in whose temple coins were made in Ancient Rome.
3. Not all types of work are worth the same in Time Banks.

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (1 mark)

1. without fault, complete and correct in every way
2. very valuable and rare
3. a building where people in some religions go to pray
4. completely, entirely, totally
5. getting bigger, rising
6. not costing anything

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

1. "Money is not the key to happiness, but it makes life easier." Write an opinion essay on this topic.
2. What do you think of the idea of Time Banks? Would you be willing to join one? Explain the reasons that would motivate your choice.



OPTION B

BREAKDANCING BECOMES AN OLYMPIC SPORT

In December 2020, the International Olympic Committee (IOC) announced that breakdancing will be included at the 2024 Summer Games in Paris. This is part of the Olympics' long-term strategy to get more young people interested in the Games. The plan also includes adding skateboarding, sport climbing and surfing. In addition, there will be mixed-gender teams in some events, which means that we will see men and women competing together in several sports such as swimming, judo, table tennis and triathlon.

The IOC president, Thomas Bach, explained that their priority has been to introduce sports that are particularly popular among the younger generation and celebrated the addition of the new sports and the mixed-gender events that will make the Summer Games "more gender balanced, more youthful and more urban."

Professional breakdancer B-boy Victor argued that although 'breaking' --which is the preferred term among its followers, rather than 'breakdancing'-- is a style of dance, it will work very well as a sport. "It is essentially competitive," he explained, "and many of its acrobatic movements are very energetic and show clear connections to gymnastics, martial arts and other Olympic disciplines."

The breakdancing we know today started in New York City in the 1970s as a way for rival street bands of kids from different neighbourhoods to solve disputes through dancing 'battles'. Dancers from each band would show off their moves, and the one with the most innovative and complex movements was the winner.

Nowadays, breakdancing competitions typically consist of one-on-one 'battles', with three rounds each, in which one competitor 'breaks' for about 30 to 45 seconds, and the other responds. Some combinations of movements can be practised, but a lot of them are improvised. A group of judges then picks a winner to advance to the next round.

While many people are happy about its inclusion at the Olympics, some have expressed concerns that the authenticity of breakdancing will be lost. There is a fear that Olympic judges might value technical difficulty over other qualities that make breakdancing unique, such as passion, creativity and quick reactions.

Though it will be new to the Olympics, breakdancing has been at the centre of international events for more than a decade. One of the most important competitions is the World Breaking Battle.



OPTION B

I.- Answer 4 out of the following 6 questions according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (Choose 4 out of the 6 questions) (4 marks)

1. Why will breakdancing be included in the 2024 Paris Olympic Games?
2. In what way will the Paris Olympic Games be more gender balanced?
3. Why could breakdancing work well as an Olympic sport?
4. What are the origins of breakdancing?
5. What do dancers do in a typical breakdancing competition?
6. Why are some people worried about breakdancing becoming an Olympic sport?

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. (Choose 2 out of the 3 statements) (2 marks).

1. People who follow this style of dance prefer to call it 'breakdancing' instead of 'breaking'.
2. In a breakdancing round, all movements are prepared in advance.
3. There have been international breakdancing competitions for more than ten years.

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (1 mark)

1. some, a number of, various
2. something that is very important and must be dealt with first
3. fashionable, liked by many people
4. containing similar amounts of different things, proportioned
5. usually, commonly, generally
6. people who decide impartially who wins a competition

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

1. Do you think the Olympic Games are important? Write an opinion essay on this topic.
2. Imagine that your city is competing with others to host the Olympics. Write a brief description of your city with the reasons why it should be chosen.

CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

INGLÉS (EXTRAORDINARIA 2021)

I.- Answer 4 out of the following 6 questions according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (Choose 4 out of the 6 questions) (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.

En caso de que el/la alumno/a conteste a más preguntas de las que se piden, se corregirán solamente las cuatro primeras que haya escrito.

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. (Choose 2 out of the 3 statements) (2 marks).

La respuesta debe introducir la expresión "TRUE" o "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 o 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.

En caso de que el/la alumno/a conteste a más preguntas de las que se piden, se corregirán solamente las dos primeras que haya escrito.

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (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

CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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.

En caso de que el/la alumno/a conteste a más preguntas de las que se piden, se corregirán solamente las cuatro primeras que haya escrito.

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.

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 responda 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.

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 4 out of the following 6 questions according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (Choose 4 out of the 6 questions) (4 marks)

1. How did people do business before money was invented?

Before money was invented, people bartered in order to do business, which means they would exchange one thing they had for another they wanted. (p. 1)

(Also acceptable if students answer something similar to: "The way people did business before money was invented was by exchanging things they had for things they wanted.") (p. 1)

2. What are the problems with bartering?

The problems with bartering are that it takes/needs two people who want to exchange things and that both of them have to agree on the value of their products. (p.2)

(Also acceptable: "The problems with bartering are that it may be difficult to find someone who has what you want and that both of you have to agree on the value of the products." / "The problems with bartering are that the other person may offer something you don't want and..." (p.2)

3. Why did people start to use coins?

People started to use coins because it was/is easier and quicker than bartering. (p. 2/3)

(Also acceptable: "... because of (the) problems with bartering" / "... because there were problems with bartering.") (p.3)

4. What were the first banknotes like?

The first banknotes were written by hand/handwritten and they were signed by cashiers[, who also had to indicate/write down who was going to be paid/get the money]. (p. 4)

5. Why are credit cards more secure than cash?

Credit cards are more secure than cash because you can cancel them and get a new one if you need to. (p. 5)

6. What can you do with the time credits you get in a Time Bank?

You can use your credits on any service or[, if you don't need them,] you can let someone else use them instead. (p. 6)

CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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. (Choose 2 out of the 3 statements) (2 marks).

1. In bartering, the value of things is agreed by the people doing the deal.
This is a true sentence because the text states that in bartering “you have to come to an agreement with that person on the ‘value’ of the items.” (p. 2)
2. The word ‘money’ comes from ‘Juno Moneta’, the goddess in whose temple coins were made in Ancient Rome.
This statement is true. According to the text, “coins were made in the temple of the goddess Juno Moneta, who was the wife of Jupiter. It is from ‘Moneta’ that we get the word ‘money’.” (p. 3)
3. Not all types of work are worth the same in Time Banks.
This sentence is false because the text mentions that, in these banks, “all work is considered to be of equal value.” (p. 6)

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (1 mark)

- | | |
|---|------------------------------|
| 1. without fault, complete and correct in every way | <i>perfect (p.2, l.1)</i> |
| 2. very valuable and rare | <i>precious (p.3, l.2)</i> |
| 3. a building where people in some religions go to pray | <i>temple (p.3, l.3)</i> |
| 4. completely, entirely, totally | <i>fully (p.4, l.5)</i> |
| 5. getting bigger, rising | <i>increasing (p.5, l.3)</i> |
| 6. not costing anything | <i>free (p.6, l.5)</i> |

CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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 4 out of the following 6 questions according to the information given in the text. WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT. (Choose 4 out of the 6 questions) (4 marks)

1. Why will breakdancing be included in the 2024 Paris Olympic Games?
Breakdancing will be included in the 2024 Paris Olympic Games because it is part of a plan to make the Olympic Games more attractive to young people. (p. 1)
2. In what way will the Paris Olympic Games be more gender balanced?
The Paris Olympic Games will be more gender balanced since/because/in that men and women will compete together in some sports. (p. 1/2)

(Also acceptable if students answer: "The Paris Olympic Games will be more gender balanced because there will be [some] sports with mixed-gender teams.") (p.1/2)
3. Why could breakdancing work well as an Olympic sport?
Breakdancing could work well as an Olympic sport because it is very competitive and has many things in common with other Olympic sports, such as martial arts and gymnastics. (p. 3)
4. What are the origins of breakdancing?
The origins of breakdancing are the street dance battles/the dances that groups/bands of young people from different New York City areas used to solve their problems [instead of fighting] in the 1970s. (p. 4)
5. What do dancers do in a typical breakdancing competition?
In a typical breakdancing competition, dancers take turns to dance individually for less than a minute/for 30 to 45 seconds. (p. 5)

(Also acceptable if students answer: "In a typical breakdancing competition, one dancer 'breaks'/dances for less than a minute (around 30 to 45 seconds) and the other answers back.") (p.5)
6. Why are some people worried about breakdancing becoming an Olympic sport?
Some people are worried about breakdancing becoming an Olympic sport because they think that it may lose its authentic essence/become less authentic, since judges may value technique over other important aspects [of breakdancing such as originality, passion and quick responses]. (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. (Choose 2 out of the 3 statements) (2 marks).

CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

1. People who follow this style of dance prefer to call it 'breakdancing' instead of 'breaking'.
This statement is false since the text mentions that, instead of 'breakdancing', its followers prefer to use the term 'breaking'. (p. 3)
2. In a breakdancing round, all movements are prepared in advance.
This sentence is false because the text states, "Some combinations of movements can be practised, but a lot of them are improvised." (p. 5)
3. There have been international breakdancing competitions for more than ten years.
According to the text, "breakdancing has been at the centre of international events for more than a decade," so this is a true statement. (p. 7)

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (1 mark)

- | | |
|--|-----------------------------|
| 1. some, a number of, various | <i>several (p.1, l.6)</i> |
| 2. something that is very important and must be dealt with first | <i>priority (p.2, l.1)</i> |
| 3. fashionable, liked by many people | <i>popular (p.2, l.2)</i> |
| 4. containing similar amounts of different things, proportioned | <i>balanced (p.2, l.4)</i> |
| 5. usually, commonly, generally | <i>typically (p.5, l.1)</i> |
| 6. people who decide impartially who wins a competition | <i>judges (p.5, l.4)</i> |