



Universidad del País Vasco
Euskal Herriko Unibertsitatea

UNIBERTSITATERA SARTZEKO
PROBAK

2023ko OHIKOA

INGELESA

PRUEBAS DE ACCESO A LA
UNIVERSIDAD

ORDINARIA 2023

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

ANIMAL FEELINGS

For many years, the idea that animals had feelings or emotions was dismissed. For instance, Descartes considered animals as mindless mechanisms, so that signs of apparent pain or distress are not indications that they feel anything.

However, thousands of scientific studies have contradicted this view and helped us understand that many animal species are “sentient” beings. Animal “sentience” is the capacity of an animal to experience different feelings such as stress, fear, pleasure and joy. Recognising animal sentience is important to help identify the needs of animals and pay attention to their welfare, including their mental well-being.

The most common way to assess the emotional state of an animal is by observing its behaviour. Animals experiencing a positive mental state are likely to play, explore and have social contact with other animals. Conversely, when animals are frightened, they will either attack, escape or stay completely still (known as a freeze response).

Experiments have shown that, if kept in poor conditions or without mental stimulation, many animals show signs of being depressed, such as losing interest in pleasant activities like eating. Some animals worry about certain events that happen in their lives. For instance, pets can suffer from separation anxiety, which is like a panic attack in humans, when left on their own for a long period of time.

The concept of animal sentience dates back millennia. In particular, the Buddhist and Hindu religions were some of the first to promote non-violence toward all animals, believing they have a soul like humans. However, legal recognition of animal rights in developed countries didn't start until the 19th century.

In 2008, the Treaty of Lisbon officially recognised animals as sentient beings whose welfare has to be protected in the European Union. The Spanish 2022 Animal Rights Law also states that animals are not things, but sentient creatures and aims to put an end to animal mistreatment. Animal owners now have to provide proper care and ensure their animals' well-being, except for hunting dogs, which unfortunately are not protected by this law. Shops will no longer be able to sell pets, while zoos will be converted into centres for the recovery of vulnerable native species.

There is still a lot to be done in order to reduce the fear, pain and stress experienced by animals in our society. The official acknowledgment of animals as sentient beings is a step in the right direction.



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. What does animal sentience mean?
2. How do animals react when they are frightened?
3. What can make animals feel depressed?
4. What is separation anxiety in pets?
5. What are animal owners required to do under the Spanish Animal Rights Law?
6. What does the Spanish Animal Rights Law say about zoos?

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. The usual way to evaluate animal emotions is to do brain imaging tests.
2. The European Union has already recognised that animals are sentient.
3. The Spanish Animal Rights Law makes sure hunting dogs are well-treated by their owners.

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

1. something that seems to be real or true but may not be
2. to evaluate, estimate, calculate
3. extreme fear, terror
4. spiritual part of a person, believed by some to exist after death
5. suitable, correct, appropriate
6. to decrease, lessen, make smaller

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

1. "If human beings have rights, then animals should also have their own set of rights that have to be respected by everyone." Do you agree? Write an opinion essay about this.
2. Have you ever seen animals showing emotions or feelings? Explain with examples how the animals showed their emotions and what might have caused those emotions.



Universidad del País Vasco
Euskal Herriko Unibertsitatea

UNIBERTSITATERA SARTZEKO
PROBAK

2023ko OHIKOA

INGELESA

PRUEBAS DE ACCESO A LA
UNIVERSIDAD

ORDINARIA 2023

INGLÉS

OPTION B

WHY YOUR PARENTS HATE YOUR MUSIC

When I was a teenager, my parents thought that the music I liked sounded like “a lot of noise.” This happens in every generation. Your grandparents hated your parents’ music, too.

When your parents were teenagers, the music they liked was written by people their own age with similar experiences. Now you have music you love, written by people your age who really understand you.

In fact, music is often written with the clear purpose of annoying older listeners. Rap, heavy metal and many other music genres began as a youthful rebellion against authority figures and the old-fashioned manner of running things, and this is more attractive to younger audiences.

A different issue is that your parents may fear certain music. Some music can actually be damaging because it is racist, sexist or it makes dangerous behaviour sound attractive. Even if we disagree when we listen to it, a good song can work subconsciously, making us accept its message.

Musical tastes begin to form as early as age 13 or 14 and they get nearly fixed in our early 20s. Studies indicate that most people stop looking for new music by their mid-30s. That does not mean that we are condemned to listen to the songs of the past. Exploring new music will keep our brains active and even help us connect to other generations.

The emotions that we experience as teens are more intense than what comes later, and strong emotions make for strong memories and strong likes and dislikes—including the music we listen to. Additionally, the “mere exposure” effect means that the more we are exposed to a situation, the more familiar it is to us and the more we like it. Teenagers spend a lot of time listening to music and discussing it with friends. Therefore, all that exposure means that they will enjoy that kind of music and find it comforting throughout their lives.

When your parents reject your music or find it unpleasant, it can be frustrating and feel like a rejection of you. If you want to change this, play some music that is important to you and talk to your parents about it. Tell them why that song means so much to you. You might get them to like your music after all.



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 do we like music made by musicians of our own generation?
2. How did music like rap or heavy metal start?
3. What kind of music do parents sometimes fear?
4. Why are likes and dislikes so strong in adolescence?
5. How does the “mere exposure” effect explain that we find music from our adolescence comforting?
6. How can teenagers make their parents take an interest in their music?

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. A good song can make us agree with things subconsciously.
2. Most people continue exploring new music all their lives.
3. Teenagers can feel rejected by their parents if they don't like their music.

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

1. a sound which is unpleasant and lacks harmony
2. irritating, upsetting, exasperating
3. harmful, having the ability to hurt
4. to have a different opinion from someone else about something
5. things or events from the past that you remember
6. to refuse to accept someone or something

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

1. “Many people find music helps them concentrate while studying and doing homework.” Write a for and against essay about this topic.
2. “Some teenagers lock themselves in their bedroom after a rough day and spend their time listening to music.” Do you think this is the right thing to do? Write an opinion essay on this topic.



INGELESA

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)

Atal honetan, **irakurriaren ulermenerako** eta **idatziaren adierazpenerako** ikasleen trebetasun maila neurtu nahi da, gai arrunteko testu bat aztertu eta lau galdera orokorre (wh-questions) erantzunez. Adierazpenari dagokionez, erantzunak sormenezkoak izango dira, osoak eta zuzenki eratuak, eta lotura sintaktikoak modu egokian eginak. Edukiei dagokionez, testuan ongi oinarrituak izango dira, eta bertan era zuzenean edota era inferituan adierazitakoak.

Ariketa honetako puntuaziorik altuena **4** puntukoa izango da. Galdera bakoitzari **1** puntu emango zaio, ulermena **0.5** baloratuko da, eta adierazpena, **0.5**. Erantzunak nabarmen demostratzen baldin badu ikasleak ulertu duela testuaren alderdi hori, adierazpen akats garrantzitsuren bat eduki arren ere, **0.5** emango zaio ulermenean eta, horrez gain, **0.0** eta **0.5** arteko balioak esleituko zaizkio, adierazpeneko akatsen kopuru eta larritasunaren arabera.

Ikasleak, ariketaren argibideei kasurik egin gabe, testutik literalki kopiatuz erantzuten badio galderari, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idazti dituen lehenengo laurak bakarrik zuzenduko dira.

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).

Erantzunak "TRUE" edo "FALSE" adierazpena sartu behar du lotuta era egokian eta gainera justifikazio bat eraman behar du lagun. Ikasleak, testuan oinarrituz, erantzuna bere hitzekin edo testuko esaldia era egokian aipatuz justifika dezake. Erantzunari dagozkion esaldiak osoak izan beharko dira, edota, kasuan kasu, behar bezala elkarlotuak, kakotx artean aipatu beharrekoa ondo txertatzeko.

Galdera bakoitzari **1** puntu emango zaio, ulermena **0.5** baloratuko da, eta adierazpena, **0.5**. Ez du baliorik izango TRUE edo FALSE soilik idazteak. Beraz, ariketa honen puntuaziorik altuena **2** puntukoa izango da.

Ikasleak, ariketaren argibideei kasurik egin gabe, testutik literalki kopiatuz erantzuten badio galderari, aipamena behar den moduan sartu gabe, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idazti dituen lehenengo biak bakarrik zuzenduko dira.

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

Ariketa honetan, ikasleak ingelesaren lexikoa edo terminologia noraino dakien neurtu nahi da. Lau hitz, definizio edo esaldi eskaintzen zaizkio, eta ikasleak horietako bakoitzak



ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK
CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN

testuan esangura bera duen hitza edo esaera aurkitu behar du. Aditza bada, testuan ageri den bezala jokaturik jarri beharko du. Erantzun zuzen bakoitzak **0,25** puntuko kalifikazioa dauka. Beraz, lau erantzun zuzenek **1** puntu osatuko dute.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idazti dituen lehenengo laurak bakarrik zuzenduko dira.

IV.- Write a **composition** of about 130 words on **ONE** of the following two topics. Specify your option. (3 marks)

Ariketa honetan, ikasleak ingelesez ideiak egituratzeko eta adierazteko duen gaitasuna neurtu nahi da. Edukiak, berriz, ikasleak idazteko aukeratutako gaiaren arabera izango dira.

Ikasleak 80 hitzetik beherako testua idazten badu, azken puntuaziotik **0,5** puntuko penalizazioa ezarriko zaio., eta 200 hitzetik gorako testua idazten badu, ariketaren azken puntuaziotik **0,25** puntuko penalizazioa ezarriko zaio.

Positiboki jardun behar da atal hori zuzentzen. Balioetsi beharra dago ikasleak burutu ahal izan dituen gauza positibo guztiak, eta ez erreparatu edo begiratu alderdi negatiboei bakarrik (akats gramatikalak, testu tipoak, etab.).

Jarraian adierazten diren irizpideak orientagarriak dira zuzentzailearentzat, eta beraren iritzira geratzen da beste puntuazio dezimalik erabiltzea, beherago iradokitakoez gain, bi dezimal ere sartzeko aukerarekin. Ez da baloratuko ariketan proposatutako bi gaietako bati erantzuten ez badio. Horrek ez du esan nahi ikasleak bere argumentu-ildo propioak garatu ezin dituenik, baina betiere proposatutako gaiaren barruan.

| 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. |



INGLÉS

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



**ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK
CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN**

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. |



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. What does animal sentience mean?

Animal sentience means that animals are able to have (capable of having) feelings/emotions like fear, pleasure or stress. (p.2)

(Also acceptable if students choose only two or more, or other examples of feelings/emotions). (p.2)

2. How do animals react when they are frightened?

When animals are frightened, they attack or run away or they don't move at all/keep very still [which is called a freeze response]. (p.3)

3. What can make animals feel depressed?

Animals can feel depressed if they are kept in bad conditions and there isn't anything stimulating/interesting [which/that] they can do. (p.4)

(Also acceptable if students answer: "[...] if they are not kept in good conditions and they have nothing/don't have anything stimulating to do" or "What can make animals feel depressed is being kept [...]" or "Being kept in bad conditions and not having mental stimulation is what/are things that/which can make animals feel depressed.") (p.4)

4. What is separation anxiety in pets?

Separation anxiety in pets is like a panic attack [in the case of humans] which/that pets [may] suffer/have/experience when they are left alone for a long time. (p.4)

5. What are animal owners required to do under the Spanish Animal Rights Law?

Animal owners are required to take good care of their animals and to make sure they are well/healthy. (p.6)

(Also acceptable if students further add: "under the Spanish Animal Rights Law" at the beginning or the end of the sentence and if they include, "except for owners of hunting dogs.") (p.6)

6. What does the Spanish Animal Rights Law say about zoos?

The Spanish Animal rights Law says that zoos have to be/become (will be/become) places where native animals/[animal] species are protected. (p.6)



(Also acceptable if students answer: “[...] zoos will be turned/transformed into places in which endangered native [animal] species can recover/be recovered.”) (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).

1. The usual way to evaluate animal emotions is to do brain imaging tests.
This statement is false because, according to the text, “The most common way to assess the emotional state of an animal is by observing its behaviour.” (p.3)
2. The European Union has already recognised that animals are sentient.
This sentence is true because, as the text says, “In 2008, the Treaty of Lisbon officially recognised animals as sentient beings [whose welfare has to be protected] in the European Union.” (p.6)
3. The Spanish Animal Rights Law makes sure hunting dogs are well-treated by their owners.
This sentence is false because the text says that hunting dogs are not protected by the Spanish Animal Rights Law/this law. (p.6)

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

1. something that seems to be real or true but may not be *apparent (p.1, l.3)*
2. to evaluate, estimate, calculate *assess (p.3, l.1)*
3. extreme fear, terror *panic (p.4, l.4)*
4. spiritual part of a person, believed by some to exist after death *soul (p.5, l.3)*
5. suitable, correct, appropriate *proper (p.6, l.4)*
6. to decrease, lessen, make smaller *reduce (p.7, l.1)*



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 do we like music made by musicians of our own generation?

We like music made by musicians of our own generation because they have the same experiences as us and we feel they understand us. (p.2)

(Also acceptable if students only mention either having the same experiences or understanding us). (p.2)

2. How did music like rap or heavy metal start?

Music like rap or heavy metal started as a way of complaining about /rebellng against authority and old/traditional ways of doing things. (p.3)

(Also acceptable if students answer: "This type/these types of music started as a way for young people to complain about/rebel against authorities/authority and how things were done traditionally.") (p.3)

3. What kind of music do parents sometimes fear?

Parents sometimes fear music that sends harmful/bad messages such as racism or [music] that makes dangerous things seem interesting. (p.4)

4. Why are likes and dislikes so strong in adolescence?

Likes and dislikes are very/so strong in adolescence because the emotions teenagers feel are also very strong/ intense. (p.6)

(Also acceptable if students answer: "Likes and dislikes are very/so strong in adolescence because the emotions teenagers feel are stronger/more intense than at other times in their/our lives.") (p.6)

5. How does the "mere exposure" effect explain that we find music from our adolescence comforting?

The "mere exposure" effect explains that we find music from our adolescence comforting because as teenagers we listen to a lot of music and the more you experience something the more you like it. (p.6)

(Also acceptable if students answer: "The "mere exposure" effect explains that we find music from our adolescence comforting because as teenagers we listen to a lot of music



ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK
CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN

and that amount/quantity of exposure makes the/that music [become] comforting [to us] [for the rest of our lives].”) (p.6)

6. How can teenagers make their parents take an interest in their music?
Teenagers can make their parents take an interest in their music by explaining why the music is important/means something to them. (p.7)
Or alternatively “... why the songs are important/mean something to them.”

(Also acceptable if students answer: “Teenagers can make their parents take an interest in their music by playing their music to them/their parents and explaining why it is important [to them].”) (p.7)

- 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. A good song can make us agree with things subconsciously.
This statement is true because, as the text says, “a good song can work subconsciously, making us accept its message.” (p.4)
2. Most people continue exploring new music all their lives.
This statement is false because, according to the text, most people stop exploring new music in their 30s / when they are in their [mid] 30s / by their mid-30s. (p.5)
(Also acceptable if students answer using the word “thirties” instead of “30s”).
3. Teenagers may feel rejected when their parents don't like their music.
This statement is true because the text says, “When your parents reject your music or find it unpleasant, it can be frustrating and feel like a rejection of you.” (p.7)

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

- | | |
|--|----------------------------|
| 1. a sound which is unpleasant and lacks harmony | <i>noise (p.1, l.2)</i> |
| 2. irritating, upsetting, exasperating | <i>annoying (p.3, l.1)</i> |
| 3. harmful, having the ability to hurt | <i>damaging (p.4, l.2)</i> |
| 4. to have a different opinion from someone else about something | <i>disagree (p.4, l.3)</i> |
| 5. things or events from the past that you remember | <i>memories (p.6, l.2)</i> |
| 6. to refuse to accept someone or something | <i>reject (p.7, l.1)</i> |