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# Inglés

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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**

### **WHY PEOPLE GET TATTOOS**

Tattooing –or as supporters call it, “inking”- is an ancient practice. In Pharaonic Egypt tattoos indicated status or served as talismans for protection. In many cultures such as the Maori of New Zealand, tattooing was linked to ancient rituals or traditional beauty standards.

Until the late 20th century, many people associated inked bodies with bikers, punks and other groups that were thought to operate outside society's norms. However, nowadays tattoos are increasingly popular, particularly amongst the young. According to one estimate, 38 percent of young adults between the ages of 18 and 29 have at least one tattoo.

Explanations vary as to why so many people are getting their bodies inked. The media has had an enormous influence in spreading the tattoo trend. Since the 1990s, tattoos have appeared in magazines, films, TV, and the entertainment industry in general. This exposure has helped tattoos achieve a wider social acceptance.

Celebrities displaying tattoos have also had an important role in changing stereotypes and giving tattooing a higher status and making it fashionable. Nowadays, it is hard to find a famous footballer or a pop-star who hasn't had their body inked.

The long-term fear of being "marked for life" is being moderated by advances in ink removal technology. Although nowadays young women are more likely than men to get tattoos, women are also twice as likely to have them removed.

Despite being quite fashionable, researchers have found that negative perceptions of inked people are still common, including considering them less competent or responsible. On the other hand, they may be seen as stronger and more independent than those without tattoos.

Tattooed individuals are particularly vulnerable to workplace discrimination. Research shows that visible body ink (on the face, neck, hands, lower arms and legs) makes it more difficult to get a job in some professions such as healthcare, teaching or banking. In those jobs, employees are not allowed to show their tattoos, regardless of whether they are offensive or not. In some sectors, you may not even get hired if you have tattoos. Employers often claim that they affect their company's image.

The popularity of tattoos has its down side. Now that middle-aged professionals and even your parents are getting inked, maybe it doesn't make you look cool any more.



## 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. Why did ancient Egyptians use tattoos?
2. What was the image tattooed people had before the late 20<sup>th</sup> century in our society?
3. How has the media helped make tattoos more acceptable?
4. How have celebrities changed the stereotype that tattoos used to have?
5. Why can we say that nowadays getting a tattoo does not mean that you are marked for life?
6. How can visible tattoos affect the chances of getting a job?

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. Women have their tattoos removed more frequently than men.
2. People with tattoos are often believed to be less skilled or reliable.
3. In jobs such as healthcare or banking, employees are only allowed to show their tattoos if they are not offensive.

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

1. connected, associated
2. more and more, progressively
3. periodical publications that have colourful pages with articles and pictures
4. gain, acquire
5. people who are paid to work for a person or company
6. trendy, stylish, fashionable

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

1. Do you think tattoos reveal things about who you are or do they distract people from getting to know the real you? Write an opinion essay on this topic.
2. Would you get a tattoo or a body piercing? Give reasons for your choice.





## OPTION B

### STORM CHASERS

While most of us watch storms from our windows at a safe distance, some individuals only want to get closer. These people are called “*storm chasers*” and they actually head toward some of the most dangerous storms there are in nature: tornadoes and hurricanes.

Storm chasers are usually scientists who study weather and seek to predict when storms will appear and how they will behave. This information will hopefully allow weather forecasters to provide people with earlier, more accurate warnings, so that areas where bad storms are expected can be evacuated.

The first storm chasers were American pilots who flew into storms in the late 1940s, collecting data for weather scientists. By the 1950s, amateurs were chasing storms on the ground, too. Then, in 1972, the US government started the *Tornado Intercept Programme*, which consisted of chasing tornadoes on the ground to get data on them.

The 1996 Hollywood movie *Twister*, which follows a group of scientists trying to get under a tornado, led to more people studying weather science and to an increase in interest in storm chasing, too. In recent years, “*chase vacations*” have even become popular, with tourists watching strong storms and tornadoes with the help of tour operators. These companies particularly operate in the American Midwest area known as “Tornado Alley”, where strong storms are more likely to happen.

Storm chasing is not always as exciting as it sounds. It can involve hours and hours of driving, just looking and waiting for storms to develop. Many different circumstances have to occur to allow storm chasers to find a developing storm and get into its path. Then, they place their scientific equipment and retreat as quickly as possible to a safe place.

Some storm chasers use special huge heavy vehicles that they believe can resist the strength of a tornado. For example, the *Tornado Intercept Vehicle 2* (TIV2) weighs about 8 tons and has other special features that would make it hard for a tornado to lift it off the ground.

From time to time, storm chasers are not able to get to a safe place quickly enough. Some storm chasers have been injured and even killed in this risky line of work. That's why only professional weather experts should ever attempt to chase storms.



## 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. What do scientists chase storms for?
2. What did the first storm chasers do?
3. What effect did the film *Twister* have on people?
4. Why do tour companies choose the American Midwest area to operate?
5. Why isn't storm chasing always very exciting?
6. Why shouldn't amateurs try chasing storms?

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 *Tornado Intercept Programme* was developed to observe tornadoes from satellites.
2. Nowadays there are people so interested in amateur storm chasing that they spend their holidays observing storms.
3. The only characteristic that makes *TIV2* difficult to be raised from the ground by a tornado is its weight.

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

1. likely or able to cause injury or harm
2. tell about in advance
3. precise, exact
4. especially, mainly
5. raise, elevate
6. hurt, wounded

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

1. "Being a scientist helps you understand some of the fundamentals of life and the universe." Do you think this statement is true? Write an opinion essay about this topic.
2. Do you like films about natural disasters such as volcanic eruptions, tsunamis, or tornadoes? Why? Explain.

## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

### 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 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.



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

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. Why did ancient Egyptians use tattoos?  
*Ancient Egyptians used tattoos to show their social status or as talismans to protect themselves. (p. 1)*
2. What was the image tattooed people had before the late 20<sup>th</sup> century in our society?  
*Before the 20th century in our society people with tattoos were considered to be in groups that did not obey/follow the rules of society. (p.2)*  
*(Also acceptable if students answer: "The image people with tattoos had in our society was that they belonged to groups that did not..."). (p.2)*
3. How has the media helped make tattoos more acceptable?  
*The media has helped tattoos become more acceptable by showing them frequently in films; television etc. so that society gets used to seeing tattoos. (p.3)*
4. How have celebrities changed the stereotype that tattoos used to have?  
*Celebrities have changed the stereotype tattoos used to have by showing their own tattoos, which makes tattoos look fashionable. (p.4)*
5. Why can we say that nowadays getting a tattoo does not mean that you are marked for life?  
*Nowadays a tattoo is not a mark for life because we have/there is technology that can remove ink/tattoos. (p.5)*
6. How can visible tattoos affect the chances of getting a job?  
*Visible tattoos can make it more difficult to get a job in some professions and in some sectors they can even make it impossible to get a job. (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. Women have their tattoos removed more frequently than men.  
*This statement is true because the text says, "women are also twice as likely to have them removed." (p.5)*
2. People with tattoos are often believed to be less skilled or reliable  
*This statement is true because, as the text says, "negative perceptions of inked people are still common, including considering them less competent or responsible." (p.6)*





## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

3. In jobs such as healthcare or banking, employees are only allowed to show their tattoos if they are not offensive.

*The sentence is false because the text states, "In those jobs, employees are not allowed to show their tattoos, regardless of whether they are offensive or not." (p.7)*

*(Also acceptable if students answer: "The sentence is false because the text says that, in those professions, employees cannot show their tattoos whether they are offensive or not.") (p. 7)*

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

- |   |                                |
|---|--------------------------------|
| 1. connected, associated  | <i>linked (p.1, l.3)</i>       |
| 2. more and more, progressively   | <i>increasingly (p.2, l.3)</i> |
| 3. periodical publications that have colourful pages with articles and pictures | <i>magazines (p.3, l.3)</i>    |
| 4. gain, acquire  | <i>achieve (p.3, l.4)</i>      |
| 5. people who are paid to work for a person or company                          | <i>employees (p.7, l.4)</i>    |
| 6. trendy, stylish, fashionable   | <i>cool (p.8, l.2)</i>         |

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## 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. What do scientists chase storms for?

*They chase storms to get/acquire the information [that/which] weather forecasters need to warn people before a bad/dangerous storm. (p.2)*

*(Also acceptable if students explain that scientists chase storms in order to have more information in advance about the behaviour of storms) (p.2)*

2. What did the first storm chasers do?

*The first storm chasers flew planes into storms to collect information for the scientists that study the weather. (p.3)*

3. What effect did the film *Twister* have on people?

*The film *Twister* made more people want study the weather and it encouraged the general public's interest in storms. (p.4)*

4. Why do tour companies choose the American Midwest area to operate?

*Tour operators choose the American Midwest area [also called "Tornado Alley"] because it is a place where storms and tornadoes frequently occur. (p.4)*

5. Why isn't storm chasing always very exciting?

*Storm chasing isn't always very exciting because it implies long driving hours/driving for hours and having to wait just watching for a storm to happen. (p.5)*

6. Why shouldn't amateurs try chasing storms?

*Amateurs shouldn't chase storms (They shouldn't try chasing storms) because it can be dangerous. (p.7)*

*Also acceptable if students answer: "...because sometimes it is difficult to escape from the storm area and chasers can be wounded/injured and can even die." (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. The *Tornado Intercept Programme* was developed to observe tornadoes from satellites.

*According to the text, the *Tornado Intercept Programme* "consisted of chasing tornadoes on the ground [to get data on them]," so this is a false statement. (p.3)*

2. Nowadays there are people so interested in amateur storm chasing that they spend their holidays observing storms.



## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

*This sentence is true because the text states, "In recent years, 'chase vacations' have even become popular, with tourists watching strong storms and tornadoes." (p.4)*

3. The only characteristic that makes TIV2 difficult to be raised from the ground by a tornado is its weight.

*This statement is false because, according to the text, TIV2 "has other special features [apart from its weight] that would make it hard for a tornado to lift it off the ground." (p.6)*

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

- |   |                                |
|---|--------------------------------|
| 1. likely or able to cause injury or harm | <i>dangerous (p1, l.3)</i>     |
| 2. tell about in advance                  | <i>predict (p.2, l.1)</i>      |
| 3. precise, exact                         | <i>accurate (p.2, l.3)</i>     |
| 4. especially, mainly                     | <i>particularly (p.4, l.5)</i> |
| 5. raise, elevate                         | <i>lift (p.6, l.3)</i>         |
| 6. hurt, wounded                          | <i>injured (p.7, l.2)</i>      |

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