



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

A young man with light hair, wearing a black leather jacket over a patterned shirt and light-colored trousers, stands in the center of a film set. He is being filmed by a camera operator whose back is to the viewer. A boom microphone is suspended over him. The background is a hallway with red walls and blue lighting. Other crew members are visible in silhouette.

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EXTRAORDINARIA 2024

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

Cyberbullying, Social Media Use, and Teen Experiences

As social media platforms like Instagram, Snapchat, and TikTok become more popular, teenagers spend more and more time online in a complicated virtual world. It can even be a dangerous world. In fact, they become exposed to the kind of intimidating online behaviour that is known as cyberbullying.

A study from Pew Research Centre shows that a big 59% of U.S. teens have personally faced different kinds of cyberbullying, like being insulted or having their pictures shared without permission. Other common cyberbullying behaviours are personal attacks, spreading false information, and pretending to be someone else.

According to the study, being mean online is easier not only because teenagers can hide who they are, but also because they can't see the person they hurt and, consequently, they might not feel bad about it. Wanting attention on social media is another possible reason why teenagers bully others online, as they might think that this behaviour will get more 'likes', shares, comments, and 'retweets'.

Research shows there is a connection between cyberbullying among teenagers and how often they use social media. Results from a study conducted by the University of Georgia indicate that teenagers who spend more than seven hours online each day and show signs of being addicted to social media are more likely to bully others online. Tutors should check if teenagers who cyberbully have a problem with being addicted to social media. If they do, specific treatment plans and support groups can help them to use social media less, to improve their self-confidence, and to realise what the consequences of their online behaviour are.

Teenagers are still learning and growing, and it can be hard for them to make good choices when they have technology that gives them access to the whole world. Openly discussing the challenges of social media may help them to avoid being too vulnerable to cyberbullying. Practical advice can consist in showing how to adjust privacy settings, block and report bullies, as well as in explaining the importance of taking breaks from online platforms.

Since technology is such a huge part of teenagers' lives, it is important to teach them early how to use it safely, and to help them when they have problems online. With guidance from educators, teenagers can learn to use technology safely and navigate the challenges of both online and offline worlds.



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 is cyberbullying?
2. What are common examples of cyberbullying?
3. Why is being mean online easier than in real life?
4. According to research from the University of Georgia, what kind of teenagers are more likely to bully others online?
5. How can specific treatment plans and support groups help teenagers who cyberbully?
6. Why is it important to teach students how to use technology safely?

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. Social media platforms make the virtual world safer for teenagers.
2. More than half of U.S. teenagers have been victims to cyberbullying.
3. Making good choices is easy with technology that connects you to the whole world.

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

1. making you nervous or frightened
2. called offensive names
3. cause someone pain
4. feeling sure about one's own abilities
5. easy to hurt or attack
6. very large, enormous

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

1. What is your relationship with social media? How often do you use it? What do you use it for? Is there anything about social media that you would like to change? Explain.
2. Technology is never the problem; it's how we use it. Do you agree with this statement? Write an opinion essay on this topic.



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PROBAK

2024ko EZOHIKOA

INGELESA

PRUEBAS DE ACCESO A LA
UNIVERSIDAD

EXTRAORDINARIA 2024

INGLÉS

OPTION B

Super-agers

Ageing is often associated with intellectual decline. However, in the last few years, medical science has identified a new group everybody would like to join: the super-agers. The term refers to people in their 70s and 80s who have the mental or physical abilities of those who are decades younger.

Dr Dickerson, a neurologist at Massachusetts General Hospital, and his team have been studying super-agers for several years, and their findings are crucial because understanding which factors protect against memory decline could lead to important advances in treating memory loss and, possibly, even various forms of brain disorders.

In the study, 81 healthy adults were read a list of 16 nouns six times. Twenty minutes later, they were asked to remember as many of the words as they could. While 23 of the older participants recalled 9 or fewer words, which could be considered average for their age group, 17 seniors could remember 14 words or more, like the younger participants.

The participants also underwent magnetic resonance imaging, which provides images of the brain at work. The researchers found that some areas of the brain appeared thinner — a sign of cell loss — in the older people, but not in those who scored as well as the younger participants. These areas of the brain are involved in many functions, including emotion, language, and stress. The thicker these regions of the brain are, the better a person's performance is on memory and attention. Although super-agers' brains show less cell loss than those of their peers, their intelligence quotients and educational levels are similar.

So, what makes super-agers different to others? Neurologist Dr Barrett guesses that super-agers may share the enthusiasm for acquiring a new skill, such as playing a musical instrument or speaking a new language. Therefore, super-agers keep moving out of their comfort zones to gain new areas of knowledge.

Physical super-agers, like intellectual super-agers, have scores comparable to those of people decades younger, especially when we look at their aerobic capacity. In general, people lose 10% of their aerobic capacity every decade after the age of 30. Some studies have indicated that people in their 80s who are used to exercising at high intensity for 20 to 45 minutes a day have the aerobic capacity of individuals 30 years younger.



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 does the term “super-ager” refer to?
2. Why are Dr Dickerson’s findings so crucial?
3. What did researchers find by using magnetic resonance imaging?
4. Why is thickness important when referring to certain regions of the brain?
5. According to Dr Barrett, what may super-agers have in common?
6. What have some studies revealed about people in their 80s who are used to exercising hard?

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 a recent study on memory, most of the older participants could remember more than 10 words.
2. Super-agers have higher intelligence quotients and educational levels than other senior people.
3. Aerobic capacity decreases as we get older.

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

1. keep someone or something safe
2. ordinary, regular, normal
3. people who are the same age or have the same social status
4. wonders, theorises
5. a place or situation in which you feel safe
6. energy, strength, force

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

1. People are living longer and newer generations like Gen Z will probably exceed the 100-year-old mark, but is a long lifespan always a good thing? Write an opinion essay on this topic.

2. Exercise is an important factor when talking about quality of life. Today’s young people need to exercise more than ever because of our modern lifestyles and an increasing dependence on technology. Do you agree with this statement?



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 orokorri (*wh-questions*) erantzunez. Adierazpenari dagokionez, erantzunak sormenezkoak izango dira, osoak eta zuzenki eratuak. Edukiei dagokienez, testuan adierazitako ideietan oinarrituko dira.

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 garrantzitsurik daukan arren ere, **0.5** emango zaio ulermenean eta, horrez gain, **0.0** eta **0.5** arteko balioak esleituko, adierazpeneko akatsen kopuru eta larritasunaren arabera.

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

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idatzi 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, kaketx 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, galderari testutik literalki kopiatuz erantzuten badio, aipamena behar den moduan sartu gabe, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idatzi 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)

Atal honetan, ikasleak ingelesaren lexikoa edo terminologia noraino dakien neurtu nahi da. Sinonimoak, definizioak edo esaldiak eskaintzen zaizkio, eta ikasleak horietako bakoitzak testuan esangura bera duen hitza edo esaera aurkitu behar du. Aditza bada,



ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK
CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN

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)

Atal honetan, ikasleak ingelesez ideiak egituratzeko eta adierazteko duen gaitasuna neurtu nahi da. Edukiak, berriz, ikasleak idazteko aukeratutako gaiaren arabekoak 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 haren iritzira geratzen da beste puntuazio dezimalik erabiltzea, beherago iradokitakoez gain, bi dezimal ere sartzeko aukerarekin. Ez da baloratuko ariketa 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 sufficiently 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 make 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** y formuladas en oraciones completas en cuanto a la expresión y el contenido se basará en las ideas contenidas 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 esta sección el/la alumno/a demostrará su competencia léxica. Se proporcionan sinónimos, definiciones, expresiones, etc. y el estudiante debe encontrar la palabra o expresión que tenga ese significado en el texto. Si es verbo, se mantendrá la misma



ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK
CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN

conjugación del 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 sufficiently 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 make 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 is cyberbullying?

Cyberbullying is behaving aggressively/ intimidating people online/making people afraid of you online. (p. 1)

2. What are common examples of cyberbullying?

Common examples of cyberbullying are insulting people, sharing other people's photos/pictures without their permission/even when you don't have their permission, attacking people, sharing information that is not true, lying about one's/your identity. (p.2)

(It isn't necessary to list all the examples mentioned in the text: two of the above suffice)

3. Why is being mean online easier than in real life?

Being mean online is easier because teenagers don't have to show their true identity /can pretend to be someone else, and they don't have to look at the person they are bullying/making suffer, and, therefore, they don't have to feel sorry [for their behaviour]. (p. 3)

4. According to research from the University of Georgia, what kind of teenagers are more likely to bully others online?

According to research from the University of Georgia, teenagers who are online/use online platforms/the Internet more than 7 hours a day and seem addicted to social media are more likely to bully others online. (p. 4)

5. How can specific treatment plans and support groups help teenagers who cyberbully?

Specific treatment plans and support groups can help teenagers who cyberbully to spend less time on social media, to have more confidence in themselves, and to understand the consequences of their actions online. (p.4)



6. Why is it important to teach students how to use technology safely?

It is important to teach students how to use technology safely because teenagers use technology a lot in their life/spend a lot of time using it. (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. Social media platforms make the virtual world safer for teenagers.

The statement is FALSE because, according to the text, "it [the virtual world] can even be a dangerous world". (p. 1)

2. More than half of U.S. teenagers have been victims to cyberbullying.

The statement is TRUE because, according to the text, "a study from Pew Research Centre shows that a big 59% of U.S. teens have personally faced different kinds of cyberbullying". (p.2)

3. Making good choices is easy with technology that connects you to the whole world.

The statement is FALSE because the text says that, as teenagers are still growing up, it is difficult for them to take the right decisions when technology is connecting them to the whole world. (p.5)

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

1. making you nervous or frightened (*intimidating, p.1, l.3*)
2. called offensive names (*insulted, p.2, l.2*)
3. cause someone pain (*hurt, p.3, l.2*)
4. feeling sure about one's own abilities (*self-confidence, p.4, l.7*)
5. easy to hurt or attack (*vulnerable, p.5, l.3*)
6. very big, enormous (*huge, p.6, 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. What does the term “super-ager” refer to?

The term “super-ager” refers to people who are between 70 and 80 years old and whose mental or physical skills are those of people who are much younger. (p.1)

2. Why are Dr Dickerson’s findings so crucial?

Dr Dickerson’s findings are crucial/essential/important because understanding what protects memory could improve the treatment of memory loss and of different types of brain diseases. (p.2)

3. What did researchers find by using magnetic resonance imaging?

Using magnetic resonance imaging researchers found that some parts of the brain were thinner in older people, which indicates a loss of cells, but this did not happen in those who got similar scores to younger participants. (p.4)

4. Why is thickness important when referring to certain regions of the brain?

Thickness is important when referring to certain regions of the brain because better memory and attention performance are connected with thicker regions of the brain/if these regions are thick(er), it indicates better memory and attention (performance). (p.4)

5. According to Dr Barrett, what may super-agers have in common?

According to Dr Barrett, super-agers may have in common a great desire to obtain new abilities, such as learning a new language or playing an instrument. (p.5)

(Also acceptable if they add that they move out of their comfort zones to expand their knowledge).



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

6. What have some studies revealed about people in their 80s who are used to exercising hard?

Some studies have shown that people in their 80s who usually exercise hard/actively/vigorously for 20 to 45 minutes a day have the aerobic capacity of people 30 years younger/ can breathe like people 30 years younger. (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. In a recent study on memory, most of the older participants could remember more than 10 words.

This statement is FALSE because the text says that while 23 older participants remembered 9 or fewer words, 17 older participants were able to remember 14 words or more. (p.3)

2. Super-agers have higher intelligence quotients and educational levels than other senior people.

The statement is FALSE because, according to the text, "Although super-agers' brains show less cell loss than those of their peers, their intelligence quotients and levels of education are similar". (p.4)

3. Aerobic capacity decreases as we get older.

The statement is TRUE because the text states that "In general, people lose 10% of their aerobic capacity every decade after the age of 30". (p.6)

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

1. keep someone or something safe (*protect, p.2, l.3*)
2. ordinary, regular, normal (*average, p.3, l.3*)
3. people who are the same age or have the same social status (*peers, p.4, l.7*)
4. wonders, theorises (*guesses, p. 5, l.1*)
5. places or situations in which you feel safe (*comfort zones, p.5, l.4*)
6. energy, strength, force (*intensity, p.6, l.5*)