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# Inglés EAU 2018

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literature

40%

30%

60%





***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**

### **ULTRA-PROCESSED FOOD**

"Real" food has been replaced by ultra-processed food: salty snacks, sugary cereals, industrially-made bread and desserts, ready-meals as well as sweetened drinks. Ultra-processed foods are new creations of the food industry with very cheap ingredients in an attractive and inexpensive product, with sweet or salty flavours that make them very popular and even addictive. They have little similarity to the fruit, vegetables, meat or fish used to cook fresh meals at home.

A study of 19 European countries shows that half of the food bought in the UK is ultra-processed food. This is the highest proportion in Europe, well above the 20.3% found in Spain.

Professor Monteiro from the University of Sao Paulo is very concerned about the links between ultra-processed foods, obesity and poor health. He states that there is very little which is nutritious about these products and therefore people are missing out on vitamins, minerals and other nutrients found in natural foods. Instead, they are eating excessive amounts of sugars and low quality fats. Many breakfast cereals contain nearly 50% sugar and in chicken nuggets you are not getting real chicken.

Eating biscuits or crisps or drinking cola occasionally may not be harmful but these foods are designed to make us want more. Indeed, we are consuming substances every day without knowing their effect. Current regulations about the use of additives and flavourings date mostly from the past century, but only recently a study at the Sorbonne in Paris found that a 10% increase in the amount of ultra-processed foods in the diet was related to a 12% increase in some types of cancer. Other effects of eating these industrially-made substances regularly have not yet been investigated fully.

Food companies say that their products can be consumed as part of a balanced, healthy diet. However, the World Health Organisation and nutrition experts recommend that people limit or avoid these foods.

Scientists admit that their results still need more research to be conclusive. But there is no smoke without fire: we should pay attention to scientists' fears. We need to change our eating habits, read food labels carefully and teach children to enjoy the taste of real foods so that they don't identify treats with unhealthy snacks.



## OPTION A

I. - Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (4 marks)

1. Why are ultra-processed foods so popular?
2. Why are ultra-processed foods not very healthy?
3. What are the known effects of consuming ultra-processed foods frequently?
4. What is the advice of nutrition experts?

II. - Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. Ultra-processed foods are quite similar to natural, home-cooked food.
2. There are several countries in Europe that consume more ultra-processed foods than the UK.

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

1. substituted, exchanged, supplanted
2. food eaten between regular meals
3. frequently, often, habitually
4. beneficial to one's physical or mental state

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

1. "The changes in our eating habits in the last few decades have been mostly negative." Do you agree? Write an opinion essay on this.
2. Do you think about what you eat? Are there foods that you avoid or include in your diet because of health issues or for other reasons? Explain.



## OPTION B

### CAMPAIGN TO KEEP CYCLISTS SAFE

Over the last four years, 530 cyclists were killed or seriously injured in the Birmingham area of the UK. In about 98% of cases, the accident was a car driver's fault and it had nothing to do with the cyclist. The local police have taken action with an innovative programme focusing on drivers who put cyclists at risk. Plain-clothes officers are sent out on bicycles to monitor how motor vehicles treat them. If someone passes them or follows them too closely, uniformed policemen up the road will stop them. The drivers will then be offered a choice: 15 minutes' education on how to overtake a cyclist safely or paying a fine.

The key issue is that not all interactions on the road are equal in terms of potential consequences. Irresponsible behaviour on a bicycle mainly tends to cause stress and annoyance for pedestrians, and even some minor injuries. On the other hand, on a daily basis there are incidents where cars, vans, trucks and buses strike cyclists or pedestrians and seriously hurt or kill people. When cyclists hit pedestrians, serious injuries are much rarer.

A certain percentage of cyclists are careless and they ride through red lights, or cycle very fast on pavements past old people and children. But, as statistics show, car drivers are no more sensible, regularly breaking speed limits or staring at mobile phones when at the wheel.

"Cyclists don't cause us many problems," reads a blog from the Birmingham police. "That's because they aren't killing nearly 100 people a year on our region's roads as motor vehicles currently do. Bad cycling is an irritant to the community rather than a danger."

This is not to say that police should ignore dangerous cycling but we must not treat it as being of equal importance as dangerous driving. This is the point missed by many people. It's about physics. If I run into someone while driving a car at 56 kilometres per hour, the energy hitting the pedestrian would be around 200 times greater than if I did the same thing at 20 kilometres per hour on a bicycle.

In any other area of life, the focus would be on things that cause the great majority of deaths. Roads should be no different.



## OPTION B

I. - Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (4 marks)

1. How do Birmingham police catch drivers who put cyclists at risk?
2. According to the police, what are the main effects of irresponsible cycling?
3. Why does the text say that car drivers aren't more sensible than cyclists?
4. Why do the police say that cyclists don't cause them many problems?

II. - Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. Most accidents affecting cyclists are the cyclist's fault.
2. Police should ignore dangerous cycling.

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

1. hurt, wounded, harmed, damaged
2. looking at something for a long time without moving your eyes
3. at present, nowadays, at the moment
4. a person who is walking and not travelling in a vehicle

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

1. Driver education is the key to making roads safer for cyclists. Write an opinion essay on this topic.
2. Have you ever seen or been involved in a cycling accident? Have you ever seen cyclists or cars putting pedestrians or other road users at risk? Describe what happened.



## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

### INGLÉS

I.- **Answer** questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT** (4 marks)

En esta sección se intenta comprobar la competencia en **comprensión lectora** y la competencia en **expresión escrita** por parte del/de la estudiante, a partir del análisis de un texto genérico y respondiendo a cuatro preguntas de tipo general (*wh-questions*). Las respuestas **serán de producción propia** en cuanto a la expresión y el contenido se basará en las ideas vertidas en el texto.

Se valorará el ejercicio con un máximo de **4** puntos. Cada una de las preguntas valdrá **1** punto, asignándose **0.5** puntos a la comprensión y **0.5** a la expresión. Si 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.

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own way or quoting properly. (2 marks)

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

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

En este ejercicio el/la alumno/a demostrará su competencia léxica. Se proporcionan cuatro palabras, definiciones, expresiones, etc. y el estudiante debe encontrar la palabra o expresión que tenga ese significado en el texto. Cada respuesta correcta tiene una puntuación de **0.25** y las cuatro respuestas correctas suman, por tanto, **1** punto.

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



## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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 sobre todo).

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 corresponda en absoluto 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

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**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.**

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I.- Answer questions 1-4 according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (4 marks)

1. Why are ultra-processed foods so popular?

*Ultra-processed foods are very popular because they are cheap, attractive and they have a sweet or salty taste that makes us want to eat them frequently. (p.1)*

2. Why are ultra-processed foods not very healthy?

*Ultra-processed foods are not very healthy because they do not have enough vitamins, minerals and nutrients and at the same time they have too much fat and sugar. (p.3)*

3. What are the known effects of consuming ultra-processed foods frequently?

*Eating ultra-processed foods frequently is related to obesity, bad health and increases in some types of cancer. (or "obesity and bad health" or just "increases in some types of cancer"). (p. 3 & 4)*

4. What is the advice of nutrition experts?

*Nutrition experts say that we shouldn't eat these foods or at least not very frequently. (p.5)*

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)

1. Ultra-processed foods are quite similar to natural, home-cooked food.

*It is false. As the text says, ultra-processed foods "have little similarity to the fruit, vegetables, meat or fish used to cook fresh meals at home." (p.1)*

2. There are several countries in Europe that consume more ultra-processed foods than the UK.

*It is false. The text states that the proportion of ultra-processed food bought/consumed in the UK is the highest in Europe. (p.2)*

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

1. substituted, exchanged, supplanted

*replaced (p.1, l.1)*

2. food eaten between regular meals

*snacks (p.1, l.1)*

3. frequently, often, habitually

*regularly (p.4, l.7)*

4. beneficial to one's physical or mental state

*healthy (p.5, l.2)*



## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

### OPTION B

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**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.**

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**I.- Answer questions 1-4 according to the information given in the text. WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT. (4 marks)**

1. How do Birmingham police catch drivers who put cyclists at risk?  
*Birmingham police send plain-clothes policemen on bicycles to see how car drivers behave towards them. (p.1)*
2. According to the police, what are the main effects of irresponsible cycling?  
*Irresponsible cycling mainly annoys and frightens pedestrians and may also cause them small injuries. (p. 2)*
3. Why does the text say that car drivers aren't more sensible than cyclists?  
*The text says that car drivers aren't more sensible than cyclists because car drivers do irresponsible things when driving such as using their phones or driving too fast. (p.3)*
4. Why do the police say that cyclists don't cause them many problems?  
*The police say that cyclists don't cause them many problems because cycling is not really a danger to the community whereas cars kill nearly 100 people a year in the Birmingham area. (p.4)*

**II.- Are these statements True or False? Justify your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (2 marks)**

1. Most accidents affecting cyclists are the cyclist's fault.  
*It is false. The text says that in 98% of the cases in which cyclists get injured or killed, it is the car driver's fault and not the cyclist's [fault]. (p.1)*
2. Police should ignore dangerous cycling.  
*It is false. The text states, "This is not to say that police should ignore dangerous cycling." (p.5)*

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

1. hurt, wounded, harmed, damaged *injured (p.1, l.1)*
2. looking at something for a long time without moving your eyes *staring (p.3, l.3)*
3. at present, nowadays, at the moment *currently (p.4, l.4)*
4. a person who is walking and not travelling in a vehicle *pedestrian (p.5, l. 4)*