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INGELESA

INGLÉS

Please, don't forget to write down your code on each of your answer sheets.

Choose between option A and option B. Specify the option you have chosen.

OPTION A

THE DAILY MILE

The Daily Mile is a programme that takes place in more than 4000 primary schools in 78 countries. Every day, during normal lesson time, pupils get up from their desks and take 15 minutes to walk or run around the school. Importantly, each child sets their own speed and is free to talk to other pupils or teachers as they go.

The Daily Mile is a physical activity that promotes health and wellbeing, but it is not a replacement for Physical Education. Obviously, the fitness gained by children from doing *The Daily Mile* actually may help them do better in Physical Education.

The initiative was developed eight years ago by St Ninians, a primary school in Scotland, after teachers felt their pupils needed to be fitter. At the beginning, some teachers were unwilling to lose teaching time and didn't support the programme, but then they noticed that *The Daily Mile* improved pupil behaviour and concentration in lessons. Other schools quickly realised the value, and it started to spread worldwide.

With all this enthusiasm, it was time for researchers to ask the obvious question: is it really worth doing? According to recent medical research, the benefits of the programme are evident: seven months after starting *The Daily Mile*, children who had been doing it could run 15% further than the other children. They also experienced a 4% reduction in their weight. This is important because 30% of children between the ages of 7 and 11 in England and Scotland are overweight or obese. Obesity in childhood is associated with a greater risk of diabetes and heart disease in later life.

Aware that the same health problems associated with sedentary lifestyle can affect anyone, *The Daily Mile Foundation* has created *Fit For Life*, a version aimed at anyone over the age of eleven in secondary schools, universities, workplaces and retirement homes. It isn't about elite sport. You simply go outside into the fresh air in what you're wearing and walk, jog or run. Everyone can take part at their own pace, regardless of age, ability or personal circumstance.



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 do pupils do in *The Daily Mile* programme?
2. For what reason did some teachers refuse to take part in the project at first?
3. Why does medical research say that *The Daily Mile* programme is worth doing?
4. What are the risks for children with obesity?
5. Why was the *Fit For Life* programme created?
6. Who can participate in the *Fit For Life* programme?

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. During *The Daily Mile*, participants have to be quiet.
2. Pupils who participate in *The Daily Mile* don't have to do Physical Education.
3. *The Daily Mile* programme started in a Scottish primary school eight years ago.

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

1. something that is used instead of something else, a substitute
2. all over the world
3. advantages, positive effects, profits
4. decrease, lowering, lessening
5. connected, related, linked
6. the way people live and work

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

1. "People are becoming more obsessed with physical appearance than with health and this is really harmful." Write an opinion essay about this topic.
2. Do you spend a lot of time sitting or lying down while awake or are you an active person? How could you improve your lifestyle? Explain.



OPTION B

WILDLIFE EXTINCTION

When it comes to planet Earth, the human population represents a very tiny proportion of all life, and yet humans have been continuously destroying everything else disproportionately for thousands of years. In fact, we have caused the elimination of 83% of all wild mammals and half of all plants.

In the last five decades human beings have exterminated 60% of mammals, birds, fish and reptiles. "If there was a 60% decline in the human population, that would be equivalent to emptying North America, South America, Africa, Europe, China and Oceania. That is the scale of what we have done." said Mike Barrett, from WWF (World Wildlife Fund).

The biggest cause of wildlife loss is the destruction of natural habitats, often to create farmland to feed the animals we eat. "There is this direct link between the food we eat and the destruction of wildlife. Eating less meat is an essential part of reversing losses." said Barrett. In the tropics, a forest area the size of Greater London is lost every two months. Even when a habitat is not lost entirely, it may be changed so much that animals cannot adapt.

Wildlife hunting is the second largest cause of extinction: one in every five vertebrate species are sold as pets or as food or to make products such as traditional medicines and clothes, putting nearly 9,000 species at risk of extinction. Hunting companies build roads to reach remote areas so there is no refuge left for animals. As a consequence, natural habitats are left empty of wildlife.

To those local threats we must add global ones: International trade, which spreads disease and also invasive species which endanger local wildlife, and climate change, which eventually will affect every species on Earth.

Most species face multiple risks and they are all connected to humans and our expanding presence. Some species can adapt to us; others will disappear. "This is far more than just losing the wonders of nature" Barrett said. "This is actually endangering the future of people. Nature is our life-support system." Indeed, experts warn that wildlife destruction is as dangerous as climate change.

Perhaps by recognising this we can create a lifestyle that preserves, as much as is still possible, the wonderful diversity of life.



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 is the destruction of wildlife by humans disproportionate?
2. Why does the text advise we should eat less meat?
3. Which are the two main causes of wildlife destruction?
4. What are many wild animals captured by hunters used for?
5. How do roads built by hunting companies contribute to wildlife destruction?
6. Why is international trade a threat to wildlife?

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. Humans are not responsible for the elimination of plants.
2. Deforestation is currently affecting large amounts of land in the tropics.
3. The destruction of wildlife is not a risk for the future of humans.

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

1. small, very little
2. a large area of land that is thickly covered with trees
3. dangers, risks, menaces
4. sickness, illness
5. in the end, finally, ultimately
6. to tell someone about a possible danger or problem

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

1. "Wildlife brings joy and benefits to all of us and each extinction makes our planet a lonelier and poorer place for us and future generations." Write an opinion essay about this statement.
2. Do you eat meat frequently? Have you ever thought of cutting down? What are the health and ecological benefits of eating less meat? Explain.

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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.

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.

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.



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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 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.

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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 do pupils do in *The Daily Mile* programme?
In The Daily Mile programme, pupils stop their lessons and run or walk at their own speed around the school for fifteen minutes every day. (p.1)
2. For what reason did some teachers refuse to take part in the project at first?
At first, some teachers refused to take part in the programme because they didn't want to lose any time for lessons. (p.3)
3. Why does medical research say that *The Daily Mile* programme is worth doing?
Medical research says that it is worth doing because, after seven months in the programme, children reduce their weight by 4% and can run 15% more than the ones who don't take part in The Daily Mile. (p.4)
4. What are the risks for children with obesity?
Obese children have more probabilities of heart problems and diabetes when they grow up. (p.4)
5. Why was the *Fit For Life* programme created?
The Fit For Life programme was created because the health problems caused by a lifestyle without physical activity can affect anybody, not only children. (p.5)

(Also acceptable "The Fit For Life programme was created because not only children suffer from lack of exercise in their lives." or "It was created because lack of exercise is unhealthy for everyone, not just children.")
6. Who can participate in the *Fit For Life* programme?
People who are older than eleven (years old) can participate in the Fit For Life programme. (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. (Choose 2 out of the 3 statements) (2 marks).

1. During *The Daily Mile*, participants have to be quiet.
According to the text, "each child [...] is free to talk to other pupils or teachers as they go." Therefore, this statement is false. (p.1)



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2. Pupils who participate in *The Daily Mile* don't have to do Physical Education.
This sentence is false because the text states, "[t]he Daily Mile is a physical activity that promotes health and wellbeing but it is not a replacement for Physical Education." (p.2)
3. *The Daily Mile* programme started in a Scottish primary school eight years ago.
This statement is true because, according to the text, "[it] was developed eight years ago by St Ninians, a primary school in Scotland." (p.3)

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

1. something that is used instead of something else, a substitute *replacement* (p.2, l.2)
2. all over the world *worldwide* (p.3, l.5)
3. advantages, positive effects, profits *benefits* (p.4, l.2)
4. decrease, lowering, lessening *reduction* (p.4, l.5)
5. connected, related, linked *associated* (p.4, l.7)
6. the way people live and work *lifestyle* (p.5, l.1)

ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN

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 is the destruction of wildlife by humans disproportionate?
The destruction of wildlife by humans is disproportionate because humans are only a small part of all life and we have destroyed (eliminated) 83% of wild mammals and 50% of plants. (p.1)
2. Why does the text advise we should eat less meat?
The text says that we should eat less meat because natural habitats are destroyed to grow food for the animals we eat. (p.3)
3. Which are the two main causes of wildlife destruction?
The two main causes of wildlife destruction are the destruction of natural habitats and wildlife hunting. (p.3 and 4)
4. What are many wild animals captured by hunters used for?
Many wild animals captured by hunters are used as pets, as food or to make clothes or medicines. (p.4)
5. How do roads built by hunting companies contribute to wildlife destruction?
Roads built by hunting companies are used to (allow them to) get to remote areas and therefore no animal is safe and there is no wildlife left there. (p.4)
6. Why is international trade a threat to wildlife?
International trade is a threat to wildlife because it helps spread diseases and it also introduces species that can be dangerous to local ones. (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. (Choose 2 out of the 3 statements) (2 marks).

1. Humans are not responsible for the elimination of plants.
This statement is false because the text says that humans have eliminated "half of all plants." (p.1) (Also acceptable if students justify the falsehood of the statement quoting from p.3)
2. Deforestation is currently affecting large amounts of land in the tropics.
This statement is true. According to the text, "[i]n the tropics, a forest area the size of Greater London is lost every two months." (p.3)



ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN

3. The destruction of wildlife is not a risk for the future of humans.

This statement is false because the text states that the destruction of wildlife “is actually endangering the future of people.” (p.6)

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

- | | |
|--|------------------------------|
| 1. small, very little | <i>tiny (p.1, l.1)</i> |
| 2. a large area of land that is thickly covered with trees | <i>forest (p.3, l.4)</i> |
| 3. dangers, risks, menaces | <i>threats (p.5, l.1)</i> |
| 4. sickness, illness | <i>disease (p.5, l.2)</i> |
| 5. in the end, finally, ultimately | <i>eventually (p.5, l.3)</i> |
| 6. to tell someone about a possible danger or problem | <i>warn (p.6, l.4)</i> |

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