



PUNTUACIÓN QUE SE OTORGARÁ A ESTE EJERCICIO: (véanse las distintas partes del examen)

El alumno debe responder a una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.

OPCIÓN A

Too Much TV May Lead to Too Much Fast Food

A new study reports that high-school children who watch more than 4 hours of TV a day are more likely to have bad eating habits in young adulthood. This is a critical developmental period during which lifelong eating behaviours are established. The study found that those high-school kids ate less fruit, vegetables and calcium-rich foods and more snacks, fried foods, fast food and sugar-sweetened beverages 5 years later. Therefore, they are more likely to be overweight.

The authors also noted that while teens are key targets of ads for unhealthy foods and drinks, they might overlook the consequences of consuming them because the actors they see in the advertisements are usually not overweight.

To take control of TV in your house you should limit the number of TV-watching hours, keep TVs out of kids' bedrooms or tell the kids that TV viewing is allowed only after chores and homework are completed.

It's equally important to encourage healthy eating habits. Kids, especially younger ones, will eat mostly what's available at home. That's why it's important to control the supply lines — the foods that you serve for meals and have on hand for snacks. Set standards for healthy eating and moderate TV watching early, and your kids are likely to stick with those good habits as they get older and more independent.

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) Kids often do not realize that junk food companies use popular faces to persuade them to consume their products, no matter how unhealthy those products may be.
- b) A measure that may help control TV watching is treating TV as a privilege that kids need to earn.

2. Answer the following questions according to the information given in the text. Use your own words. *(2 points)*

- a) How important are teenage eating habits in their future life?
- b) Apart from TV-watching control, what other measures can be taken to ensure a healthy diet?

3. Find words or phrases in the text which mean the same as the following: *(1 point)*

- a) Any type of drink except water.
- b) Objective.
- c) Fail to see or notice.
- d) Routine household task.

4. Complete the following sentences. The meaning should be the same as that of the first sentence. *(2 points)*

- a) In a couple of years she lost 15 kilos. It took (...)
- b) Some medical students have designed this soft-food diet. This (...)
- c) You must involve kids in buying and preparing food and they will acquire healthy eating habits. If you (...)
- d) 'Are you a vegetarian?' he asked me. He wanted to know (...)

5. Write a composition with the following title (80-120 words): *(3 points)*

How important is TV in your home? What are your TV- watching habits?

OPCIÓN B

Fair Trade

The fair trade movement as we know it today has undergone several important changes since its early days following World War II. Fair trade, first seen as a form of charity supported by religious organizations, has radically changed. The past fifty years have witnessed massive changes in the nature of fair trade organizations, the products traded and their distribution networks.

The current fair trade movement was shaped in Europe in the 1960s. The global free market economic model came under attack during that period and fair trade ideals gained in popularity. The slogan at the time, "Trade not Aid", gained international recognition in 1968.

Throughout the 1960s and 1970s, important segments of the fair trade movement worked to find markets for products from countries that were excluded from the mainstream trading channels for political reasons. Thousands of volunteers sold coffee from Angola and Nicaragua in worldshops, in the backs of churches, from their homes and from stands in public places, using the products as a vehicle to deliver their message: give disadvantaged producers in developing countries a fair chance in the world's market, and support sustainable development. The alternative trade movement flourished.

The first fair trade agricultural products were coffee and tea, quickly followed by dried fruits, cocoa, sugar, fruit juices, rice, spices and nuts. Coffee quickly became the main growth engine behind fair trade: between 25 and 50 % of the total alternative trading organization profit in 2005 came from coffee sales.

1. Add True or False, quoting the relevant information from the text to justify your answer.

(2 points)

- a) Fair trade ideals were no longer followed after 1960.
- b) Tea, followed by dried fruits and rice, is the most widely sold fair trade product.

2. Answer the following questions according to the information given in the text. Use your own words. *(2 points)*

- a) Has Fair Trade remained the same ever since its origins?
- b) What has been the objective of the sale of fair trade products since the 1970s?

3. Find words or phrases in the text which mean the same as the following: *(1 point)*

- a) To have experienced or endured.
- b) Short memorable phrase.
- c) Normal or conventional.
- d) Socially or economically poor.

4. Complete the following sentences. The meaning should be the same as that of the first sentence. *(2 points)*

- a) My friend Barbara spends more money on fair trade chocolate than I do. I don't (...)
- b) In my opinion you should join a Fair Trade organization as a volunteer. If I (...)
- c) 'Remember to look for the FTO label in handcraft products'. He told me (...)
- d) The FTO Mark gave Fair Trade Organizations reliable recognition amongst consumers. Fair Trade Organizations (...)

5. Write a composition with the following title (80-120 words): *(3 points)*

Imagine you are talking with a friend about the shopping for the week. Write a dialogue giving your reasons for choosing the products you want to buy (price, quality, brand, fair trade products, etc.)

Cada uno de los ejercicios tendrá una duración de hora y media y se calificará de 0 a 10 con dos cifras decimales.

Cuestión 1 (hasta 2 puntos).

Se otorgará un punto a cada frase, siempre que tanto la denotación de Verdadero o Falso como su justificación sean correctas. En el caso de que la justificación sea excesiva, se podrá otorgar medio punto por frase. No puntuarán aquellas respuestas en las que la denotación de Verdadero o Falso no vaya acompañada de su correspondiente justificación o ésta sea incorrecta.

Cuestión 2 (hasta 2 puntos).

Se otorgará un punto a cada una de las respuestas, valorando en igual medida la comprensión (0,5 puntos) y la corrección lingüística (0,5 puntos). Esta cuestión trata de evaluar no sólo la comprensión sino la capacidad de comunicar información deducida de la lectura. Se intentará evitar, por tanto, la reproducción literal de expresiones del texto.

Cuestión 3 (hasta 1 punto).

Se otorgará 0,25 puntos a cada una de las respuestas, cuatro en total. Esta cuestión trata de evaluar la comprensión del texto y el valor semántico de algunos de los términos que en él aparecen.

Cuestión 4 (hasta 2 puntos).

Se concederá 0,5 puntos a cada frase completada correctamente. Se valorará la adecuación semántica (0,25 puntos) y la corrección de la estructura morfosintáctica (0,25 puntos) más que los detalles de ortografía.

Cuestión 5 (hasta 3 puntos).

Un criterio excluyente a la hora de puntuar en este apartado será la falta de adecuación al tema propuesto o la reproducción literal y continuada de fragmentos del texto inicial. La redacción se corregirá atendiendo a un conjunto de aspectos y no sólo a la corrección gramatical y ortográfica. Así deberá tenerse en cuenta: el dominio del léxico, la organización de ideas, la coherencia, la creatividad, la capacidad para transmitir un mensaje, etc. La puntuación se distribuirá del siguiente modo:

- Hasta 1 punto por la corrección morfosintáctica.
- Hasta 1 punto por la utilización adecuada del léxico, riqueza del mismo y creatividad.
- Hasta 1 punto por la organización y presentación de ideas, la coherencia en la exposición y la capacidad de comunicar.

Se valorará el buen uso de la lengua y la adecuada notación científica, que los correctores podrán bonificar con un máximo de un punto. Por los errores ortográficos, la falta de limpieza en la presentación y la redacción defectuosa podrá bajarse la calificación hasta un punto.