

eman ta zabal zazu



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea



Inglés

EAU 2022

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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

FAIRTRADE

The things we buy come from many different places. A lot of these products are made by people who work extremely hard for very little money, while big companies make huge profits. That is why *Fairtrade* was created, as a system that helps farmers and artisans get paid reasonably. The traded products of this global organisation are environmentally friendly, of good quality and are sold at proper prices.

Coffee is one of the biggest *Fairtrade* products. There are about 25 million coffee farmers around the world. Many of them make so little money that they have to leave their farms and migrate to other countries or use their farms for illegal crops. Farmers who grow *Fairtrade* coffee get enough money to send their children to school and buy food for their family. Caitlin Blacklaws, nowadays a *Fairtrade* activist, worked in Guatemala as a volunteer some years ago. While she was there, Caitlin got in touch with local coffee farmers. "Before that I didn't know what *Fairtrade* was, but learning about local people's lives made me get involved. A farmer who doesn't sell his coffee through *Fairtrade* can't send his children to school. They have to stay on the farm and work with him," she explains.

Alysha, from India, had to leave school when she was 14 and started making carpets. She states that *Fairtrade* saves poor people from starving and gives them a decent salary for their hard work. "It has helped me become respected by others. Now that I earn good money, I can have a dignified life. From time to time, I can even afford some little luxuries such as a nice dress or a necklace. I also have a bank account, and people appreciate me as an active member of the community".

As an ethical consumer, it can be difficult to know what to buy. Of course, the *Fairtrade* logo will help you, but you also have to think about where you are shopping and who is selling. Some companies sell *Fairtrade* products because they believe in the system, but others do it because ethical shopping has become cool and they may also offer other products that aren't produced ethically. Moreover, many crafts that are ethically produced don't have a logo. So, keep it simple: buy from sources with a good reputation and ask about where things come from before you buy them.

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 the purpose of Fairtrade?
2. What do many coffee farmers do because of the little money they earn?
3. Why did Caitlin become a Fairtrade activist?
4. What are the benefits that Fairtrade has brought to Alysha?
5. Why do stores offer Fairtrade products?
6. What are the easiest ways to buy ethically?

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. Although big companies make lots of money with the things we buy, many producers earn very little money.
2. Poor people would starve and wouldn't receive the salary they deserve without Fairtrade, according to Alysha.
3. All ethically produced products have a logo that certifies it.

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

1. massive, very big
2. cultivate, plant
3. someone who does work without being paid, especially helping people
4. to have enough money to buy something
5. a piece of jewellery that you wear around your neck
6. fashionable, trendy

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

1. The journalist George Monbiot wrote, "Ethical shopping is just another way of showing how rich you are." Do you think this statement is true? Write an opinion essay.
2. Are you a responsible consumer? What do you take into account when you buy something? Explain.

OPTION B

YOUR HUNGER CAN AFFECT YOUR TEMPER AND YOUR DECISIONS

It is one thing to feel you need something to eat. It's another to be so starved that you are unreasonably irritable and get easily annoyed. That's the difference between being hungry and being "hangry," a clever combination of "hungry" and "angry."

"We all know that hunger can sometimes affect our emotions and perceptions of the world around us, but it's only recently that the expression "hangry", meaning bad-tempered or irritable because of hunger, was accepted by the Oxford Dictionary," explains Dr. Jennifer MacCormack.

There is a medical explanation for being hangry. When your blood sugar -glucose-level falls, your brain will perceive this as a life-threatening situation and increase the amounts of hormones related to stress and aggressiveness.

Getting aggressive in times of hunger is a survival mechanism. If our ancestors had calmly let others get to the food before them, they would have starved and died. So, individuals that were aggressive when hungry had an advantage because they managed to get enough to eat, and therefore ensured that their genes were carried on.

Hunger may have other negative consequences, such as tiredness. You may also find it hard to concentrate so you make silly mistakes and simple things can become difficult.

Additionally, being hungry can also affect the way you think. Swedish researchers have found that "ghrelin" – another hormone we release when we are hungry- has a negative impact on decision-making and impulse control. Therefore, you should get a second opinion on any important decisions if you're dealing with a mild case of hunger.

The easiest way to handle these effects is to eat something before you get too hungry. The problem is that hangry people tend to want biscuits, chocolate, or sweets. These sugary snacks will raise your blood sugar quickly. But that rise inevitably leads to another fall —leaving you angrier than before. So, choose natural foods that help satisfy hunger for as long as possible. Your body will thank you and your family and friends might too.

A final - and very civilised – piece of advice: deal with difficult situations after food, not before and don't try to make decisions on an empty stomach, because it's probably not good for you.

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 is the difference between being “hangry” and being just hungry?
2. How does your brain interpret a fall in glucose levels?
3. Why was it an evolutionary advantage for people to be aggressive when they needed food?
4. What effects related to being hungry have Swedish scientists found?
5. What should you do if you have to make an important decision when you are hungry?
6. Why should you not eat sugary foods when you are hungry?

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. Hangry is a word that does not appear in dictionaries.
2. It was more likely for the genes of individuals who did not try to get food aggressively to be passed on to future generations.
3. Your friends and family will thank you if you eat sugary foods when you are hungry.

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

1. suffered or died because of not having enough food to eat
2. in a way that is not fair or acceptable
3. a condition giving a greater chance of success
4. made certain that something would happen
5. moderate, slight, minor
6. manage, deal with, cope

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

1. Should people eat whenever they feel hungry or only at regular (standard) meal times? Write an opinion essay on this topic.
2. Everybody feels irritable or angry at some point. How do you react? How do you deal with your temper? What do you do that helps you calm down? Explain your answers.

CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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 orokorre (wh-questions) erantzunez. Adierazpenari dagokionez, erantzunak sormenezkoak izango dira, osoak eta zuzenki eratuak, eta lotura sintaktikoak, modu egokian eginak. Edukiei dagokionez, testuan ongi oinarrituak izango dira, eta bertan era zuzenean edota era inferituan adierazitakoak.

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 kopiauz erantzuten badio, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idazti 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, kakotx 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 kopiauz erantzuten badio, aipamena behar den moduan sartu gabe, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idazti 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)

Ariketa honetan, ikasleak ingelesaren lexikoa edo terminologia noraino dakien neurtu nahi da. Lau hitz, definizio edo esaldi eskaintzen zaizkio, eta ikasleak horietako bakoitzak testuan esangura bera duen hitza edo esaera aurkitu behar du. Aditza bada, testuan ageri den bezala jokaturik jarri beharko du. Erantzun zuzen bakoitzak **0,25** puntuko kalifikazioa dauka. Beraz, lau erantzun zuzenek **1** puntu osatuko dute.

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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)

Ariketa honetan, ikasleak ingelesez ideiak egituratzeko eta adierazteko duen gaitasuna neurtu nahi da. Edukiak, berriz, ikasleak idazteko aukeratutako gaiaren arabera 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 beraren 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 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

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.

CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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 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. What is the purpose of Fairtrade?
The purpose of Fairtrade is that artisans and farmers receive a fair price for their products. (p.1)
2. What do many coffee farmers do because of the little money they earn?
Many coffee farmers go to find work in other countries, or they start growing illegal crops [that will give them more benefits] because of the little money they earn. (p.2)
3. Why did Caitlin become a Fairtrade activist?
She became a Fairtrade activist because, when she was volunteering/a volunteer in Guatemala, she realized the poor conditions of farmers who didn't do business with Fairtrade. (p.2)
4. What are the benefits that Fairtrade has brought to Alysha?
The benefits that Fairtrade has brought to Alysha are that she earns enough money to live with dignity and therefore she is appreciated by her community. / Thanks to Fairtrade, Alysha earns enough money to live with dignity and therefore she is appreciated by her community. (p.3)
(Also acceptable if students add that, occasionally, she can buy some unnecessary things and/or that she has her own bank account).
5. Why do stores offer Fairtrade products?
Some of the stores offer Fairtrade products because they believe in ethical trading, but others sell these products because ethical shopping is fashionable. (p.4)
6. What are the easiest ways to buy ethically?
The easiest ways to buy ethically are to look for the Fairtrade logo and to buy from reliable sources / from sources you trust. (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. (Choose 2 out of the 3 statements) (2 marks).

1. Although big companies make lots of money with the things we buy, many producers earn very little money.
This sentence is true because the text states, "A lot of these products are made by people who work [...] for very little money while big companies make huge profits." (p.1)
2. Poor people would starve and wouldn't receive the salary they deserve without Fairtrade, according to Alysha.
This statement is true. According to the text, "She [Alysha] states that Fairtrade saves poor people from starving and gives them a decent salary for their hard work." (p.3)

CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

3. All ethically produced products have a logo that certifies it.
This statement is false because, according to the text, “many crafts that are ethically produced don’t have a logo.” (p.4)

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

1. massive, very big *huge (p.1, l.3)*
2. cultivate, plant *grow (p.2, l4)*
3. someone who does work without being paid, especially helping people *volunteer (p.2, l6)*
4. to have enough money to buy something *afford (p.3, l.4)*
5. a piece of jewellery that you wear around your neck *necklace (p.3, l.5)*
6. fashionable, trendy *cool (p.4, l.4)*

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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 is the difference between being “hangry” and being just hungry?
The difference is that when you are “hangry”, you are so hungry that it makes you feel angry. (p.1)
(Also acceptable if students answer “...you are so hungry that it makes you angry/annoyed and irritable) (p.1)
2. How does your brain interpret a fall in glucose levels?
When glucose levels fall, your brain thinks that there is some danger to your life and so it increases hormones that make you feel stressed and aggressive. (p. 3)
3. Why was it an evolutionary advantage for people to be aggressive when they needed food?
It was an advantage for people to be aggressive when they needed food because it meant that (the) people/individuals/those behaving aggressively were more likely to get food, and therefore to survive and transmit their genes. (p. 4)
(Also acceptable if students answer “Being aggressive when they needed food was an advantage because it meant ...” (p. 4)
4. What effects related to being hungry have Swedish scientists found?
They have found that when you are hungry you release a hormone called “ghrelin,” which affects your capacity to make decisions and to control impulses. (p. 6)
5. What should you do if you have to make an important decision when you are hungry?
If you have to make an important decision when you are hungry, you should ask for other people’s opinion (or wait until you have eaten to make the decision). (p.6)
(Also acceptable if students answer “...you should wait until you have eaten before you make the decision” (p.9) or a combination of both these answers)
6. Why should you not eat sugary foods when you are hungry?
You shouldn’t eat sugary foods when you are hungry because they raise your blood sugar very fast, but then the level falls quickly again and you end up feeling worse than before. (p.7)

CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN ZUZENTZEKO ETA KALIFIKATZEKO IRIZPIDEAK

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. Hangry is a word that does not appear in dictionaries.
This statement is false because the text says that this word has been [recently] accepted by the Oxford Dictionary (p.2)
2. It was more likely for the genes of individuals who did not try to get food aggressively to be passed on to future generations.
The sentence is false because the text states, "individuals that were aggressive when hungry had a survival advantage because they managed to get food, and therefore ensure that their genes were carried on" (p.4)
3. Your friends and family will thank you if you eat sugary foods when you are hungry.
This statement is false because the text says that your friends and family may thank you if you deal with your hunger with food which is natural and nutrient rich (p.7)

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

- | | |
|--|-------------------------------|
| 1. suffered or died because of not having enough food to eat | starved (p.1, l.1 & p.4, l.2) |
| 2. in a way that is not fair or acceptable | unreasonably (p.1, l.2) |
| 3. a condition giving a greater chance of success | advantage (p.4, l.3) |
| 4. made certain that something would happen | ensured (p.4, l.4) |
| 5. moderate, slight, minor | mild (p.6, l.4) |
| 6. manage, deal with, cope | handle (p.7, l.1) |