



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

**Elija una de las dos opciones propuestas, A o B. En cada pregunta se señala la puntuación máxima.**

**OPCIÓN A**

**Fighting food waste around the globe**

According to Sustainable America's "I Value Food" campaign, Americans spend about \$371 per person per year on food that gets thrown away. Growing food consumes a lot of resources, too. Ten percent of the energy, according to FoodTank.com, consumed in the United States is used to grow food. Also, 80 percent of our freshwater and 50 percent of our land are used to grow food. So when you hear that 40 percent of the food that's grown is thrown away, it's more than a little upsetting.

Organizations like Culinary Misfits, Feedback or Fusions are working toward less food waste, but how can an individual waste less food? Here are a few tips:

Start buying organic food whenever possible. In addition to avoiding toxins and pesticides, organic agriculture uses fewer natural resources and concentrates on protecting biodiversity. Buy in bulk. Not only will you save money, but you will use less packaging. Eat less meat. By eating less meat and more plants, you are not only eating healthier but you are saving water! According to the Water Footprint Network, "one pound of beef requires almost two thousand gallons of water." Buy local. Food grown and produced locally requires less fuel to transport. Just thinking about where your food comes from, how much you purchase versus how much you eat, reducing the amount of packaging and eating more whole food will contribute to the overall reduction of food waste in the world.

1. **Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
  - a) More than half of the freshwater in the United States is destined to the production of food.
  - b) Consuming local products involves producing fewer emissions from transportation.
2. **Answer the following questions according to the information given in the text. Use your own words. (2 points)**
  - a) What are, according to the author, some of the advantages of consuming organic food?
  - b) Why does the author recommend to consume less meat?
3. **Find words or phrases in the text which mean the same as the following: (1 point)**

a) Mass, large amounts.	c) Combustible.
b) Supplies, reserves.	d) Suggestions.
4. **Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
  - a) 'Don't waste your food', our mother said to us.  
Our mother asked...
  - b) He is really concerned about eating healthy, and that is why he grows his own food.  
As...
  - c) We threw away some fish because we had bought too much.  
If we...
  - d) This supermarket discards a greater amount of food than the small shop round the corner.  
The small shop...
5. **Write a composition on the following: How would you contribute to a campaign to put an end to food waste (80-120 words). (3 points)**

## **OPCIÓN B**

### **They Played for Their Lives**

*They Played for Their Lives* is a documentary about Jewish musicians who played and composed music in the ghettos and concentration camps during the Holocaust. The film uniquely captures personal stories by Holocaust survivors and their families through original images, interviews, archival recordings of the sounds of music that they created, and reunions between survivors who in some cases have not met since the end of the war.

The documentary develops chronologically in historical order, with survivors recounting their lives and musical efforts before, during, and after the war. The main focus is the second part of the film, with survivors speaking of the hope, comfort, and ultimately salvation that music provided them under the unbearable circumstances of the Holocaust.

The Nazis highly valued music. This appreciation of music allowed some musicians to get better jobs, more food and clothing. In numerous ghettos and camps, people who played an instrument were selected to join the local band or orchestra. In many cases, the musicians played as they watched their family and friends march into the gas chambers. The 'useful' skill of those musicians was undoubtedly a horrific and traumatic experience, but one that often saved their lives.

It is the legacy of 'music and song from the Holocaust' that carries the proof of victory; the power of human survival to continue living and overcome trauma and genocide, and the power of music to exist beyond any act of evil.

- 1. Add True or False, quoting the relevant information from the text to justify your answer. (2 points)**
  - a) No survivors had the chance to meet after the war was over.
  - b) Even though playing their instruments meant that they had to go through a terrible experience, it helped them to escape death.
- 2. Answer the following questions according to the information given in the text. Use your own words. (2 points)**
  - a) What advantages did the Jewish musicians have in the camp?
  - b) Is there a hint of optimism in the documentary?
- 3. Find words or phrases in the text which mean the same as the following: (1 point)**
  - a) Intolerable.
  - b) Surmount, get over.
  - c) Enclosures, confined sections of a city.
  - d) Narrating, telling.
- 4. Complete the second sentence in each pair. The meaning should be the same as that of the first sentence. (2 points)**
  - a) You didn't see the film. Now you don't know about these Jewish people's life.  
If you...
  - b) Many people consider Patrick Doyle a great film composer.  
Patrick Doyle...
  - c) She spent a lifetime recovering from the horrors of the holocaust.  
It took...
  - d) They hurried to get tickets for the concert. However, when they arrived they were all sold out.  
Although...
- 5. Write a composition on the following: Feelings that music can inspire (80-120 words). (3 points)**



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. (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. (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. (1 punto)**

Se otorgarán 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. (2 puntos)**

Se concederán 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. (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.