

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

OPTION A

WHY DO WE LOVE JUNK FOOD?

Most of us know junk food is unhealthy. We know that poor nutrition is related to heart disease, high blood pressure, and other health problems, including depression. But if eating junk food is so bad for us, why do we keep doing it?

Food companies are spending millions to design foods with addictive sensations. They make food more addictive in many ways: they combine different sensations in the same food, like a crispy shell with something soft inside; for example, a slice of pizza, or an Oreo cookie. They build textures that dissolve in your mouth, which is a signal to your brain that you're not eating as much as you are, even though you are eating plenty of calories. The result: you tend to overeat.

The brain also plays an important role. When you eat something succulent, your brain registers that feeling. The next time you see or smell that food, you recall the memories that came when you ate it. These memories can cause physical responses, like the "mouth-watering" desire that you get when thinking about your favourite foods.

What can we do about it? Research shows that the less junk food you eat, the less you need it. Here are three strategies that might help. First, avoid buying processed foods. Second, eat a variety of foods to keep things interesting. Finally, find a better way to deal with your stress. Stress causes the brain to liberate the same chemicals that are released when you desire fat and sugar, which will make you want to eat junk food. In order to deal with stress, you could take physical exercise or learn breathing techniques.

I \* COMPREHENSION (3 points)

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

1. Food that melts in your mouth...

- (a) is usually disliked by people. (b) makes you feel you're eating less.  
(c) is not addictive. (d) has few calories, so you want to eat more.

2. What physical reaction can be caused by the idea of nice food?

- (a) Salivation. (b) Agitated breathing.  
(c) Vomiting. (d) Hunger.

3. What is a good way to deal with the desire for junk food?

- (a) Avoiding low-fat food. (b) Eating out.  
(c) Eating different types of food. (d) Spending time with your friends.

4. ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT, OR USE YOUR OWN WORDS. (0.5 points each)

14. Food companies want you to become addicted to their products. TRUE: "Food companies are spending millions to design foods with addictive sensations" / "They make food more addictive in many ways" (lines 4-5).

15. The brain remembers food smells. TRUE: "(The next time you see or smell that food,) you recall the memories that came when you ate it" (lines 9-10).

16. Stress makes us eat junk food. TRUE: "Stress causes the brain to liberate the same chemicals that are released when you desire fat and sugar, which will make you want to eat junk food." (lines 14-15).

II \* USE OF ENGLISH (4 points; questions 7-12, 0.25 points each; 13-17, 0.5 points each)

7. FIND IN THE TEXT THE WORD WHICH HAS THE FOLLOWING DEFINITION: "to change from a solid to a liquid state." dissolve (line 6)

8. FIND IN THE TEXT ONE SYNONYM FOR "remember" (verb). recall (line 10)

9. GIVE A NOUN WITH THE SAME ROOT AS "soft" (adjective). softness

10. FILL IN THE GAP WITH THE CORRECT OPTION: "My uncle got heart disease due... junk food." to / in / of / for to

11. FILL IN THE GAP WITH A CORRECT FORM OF THE VERB IN BRACKETS: "You should start ... (take) physical exercise." taking

12. WHICH WORD DOES NOT HAVE THE SAME MEANING? junk / garbage / litter / range range

13. COMPLETE THE FOLLOWING CONDITIONAL SENTENCE: "If I had done more exercise..." I wouldn't be so fat / I would have passed the physical exam.

14. REWRITE THE SENTENCE WITHOUT CHANGING ITS MEANING. BEGIN AS INDICATED. "Even though she eats healthy food, she is overweight." In spite of... eating healthy food, she is overweight

15. TURN THE FOLLOWING SENTENCE INTO THE PASSIVE VOICE: "The brain produces a lot of chemicals during the eating process." A lot of chemicals are produced (by the brain) during the eating process.

16. GIVE A QUESTION FOR THE UNDERLINED WORDS: "Food companies spend millions on specialised research." What do food companies spend millions on? / On what do food companies spend millions?

17. JOIN THE FOLLOWING SENTENCES USING A RELATIVE. MAKE CHANGES IF NECESSARY. "This is the fast food restaurant. I met my girlfriend in this restaurant." This is the fast food restaurant where I met my girlfriend.

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

3

4

55

56III \* **PRODUCTION** (3 points)

5718. WRITE A COMPOSITION OF APPROXIMATELY 120 WORDS ABOUT THE TOPIC PROPOSED AND FOCUS STRICTLY ON IT:

58 **Eating at home or eating out. Discuss.**

59

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

OPTION B

THE DARK SIDE OF EMOTIONAL INTELLIGENCE

Some of the greatest moments in human history were fuelled by emotional intelligence. When Martin Luther King, Jr. presented his dream, he chose language that would move the hearts of his audience. "Instead of honouring this sacred obligation to liberty," King shouted, "America has given the Negro people a bad check." He promised that a land burning "with the heat of oppression" could be "transformed into an oasis of freedom and justice," and envisioned a future in which "on the red hills of Georgia, the sons of previous slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood."

Delivering this electrifying message required emotional intelligence—the ability to recognize, understand and manage emotions. Dr. King demonstrated remarkable skill in managing his own emotions and in generating emotions that moved his audience to action. King delivered a perfectly balanced speech based on reason and emotion, on anger and hope.

However, emotional intelligence may also have a dark side. Another one of the most influential leaders of the 20th century spent years studying the emotional effects of his body language. His name was Adolf Hitler. Practising his hand gestures and analysing images of his movements allowed him to become "an absolutely magnetic public speaker," says historian Roger Moorhouse. Leaders who master emotions can rob us of our capacities to reason. If their values are different from our own, the results can be devastating. New evidence suggests that, when people have self-serving motives, emotional intelligence becomes a weapon for manipulating others.

\* COMPREHENSION (3 points)

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

81. Dr. King's speech described...

- (a) *a future of equality.* (b) the agricultural system of the Georgia hills.  
(c) a brotherhood of slaves. (d) the food needs of slaves.

82. According to the text, Adolf Hitler...

- (a) never managed emotional intelligence well. (b) was a bad public speaker.  
(c) *used body language to influence people.* (d) did not care about emotional intelligence.

85. ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT, OR USE YOUR OWN WORDS. (0.5 points each)

873. Emotional intelligence can explain many events of historical significance. *TRUE: "Some of the greatest moments in human history were fuelled by emotional intelligence" (line 1).*

894. Dr. King was unable to control his emotions while delivering speeches. *FALSE: "Dr. King demonstrated remarkable skill in managing his own emotions" (line 8).*

915. Martin Luther King's speech expressed both positive and negative emotions. *TRUE: "King delivered a perfectly balanced speech based on reason and emotion, on anger and hope" (lines 9-10).*

936. Leaders that control emotional intelligence will always benefit people. *FALSE: "Leaders who master emotions can rob us of our capacities to reason. If their values are different from our own, the results can be devastating" (lines 14-15).*

96. \* USE OF ENGLISH (4 points; questions 7-12, 0.25 points each; 13-17, 0.5 points each)

977. FIND IN THE TEXT THE WORD WHICH HAS THE FOLLOWING DEFINITION: "wet portion of land in a desert." *oasis (line 4)*

988. GIVE AN ADJECTIVE WITH THE SAME ROOT AS "anger" (noun). *angry*

999. GIVE ONE SYNONYM FOR "magnetic" (adjective) (line 14) AS IT IS USED IN THE TEXT. *attractive, appealing, interesting, fascinating, ...*

10010. FILL IN THE GAP WITH A CORRECT PREPOSITION: "David paid... the drinks." *for*

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

10111. FIND IN THE TEXT ONE OPPOSITE FOR “**forbid**” (verb). *allow (line 13)*
10212. WHICH WORD DOES NOT HAVE THE SAME MEANING? **aptitude / skill / attraction / ability** *attraction*
10313. REWRITE THE SENTENCE WITHOUT CHANGING ITS MEANING. BEGIN AS INDICATED. “**That afternoon, the speaker gave a**
- 104 **wonderful speech to the London audience.**” *That afternoon, the London audience... That afternoon, the London audience was given a*
- 105 *wonderful speech.*
10614. USE THE WORDS IN THE BOXES TO MAKE A MEANINGFUL SENTENCE. USE ALL AND ONLY THE WORDS IN THE BOXES
- 107 WITHOUT CHANGING THEIR FORM. *She came to me for advice.*
- 108
- 109
11015. COMPLETE THE FOLLOWING CONDITIONAL 

came	advice	she	to	me	for	
------	--------	-----	----	----	-----	--

 SENTENCE: “If people had known Hitler’s
- 111 **intentions...**” *they would have...*
11216. TURN THE FOLLOWING SENTENCE INTO DIRECT SPEECH: “**He asked her if she could tell him the answer to those questions.**”
- 113 *“Can you tell me the answer to these questions?” he asked (her).*
11417. JOIN THE FOLLOWING SENTENCES USING A RELATIVE. MAKE CHANGES IF NECESSARY. “**Dr. King was born in America. He was**
- 115 **one of the most famous politicians of the 20th century.**” *Dr. King, who was born in America, was one of the most famous politicians of*
- 116 *the 20th century / Dr. King, who was one of the most famous politicians of the 20th century, was born in America.*
- 117
- 118III \* **PRODUCTION** (3 points)
11918. WRITE A COMPOSITION OF APPROXIMATELY 120 WORDS ABOUT THE TOPIC PROPOSED AND FOCUS STRICTLY ON IT:
- 120 **Are you an optimistic or a pessimistic person? Explain.**



**UNIVERSIDADES DE ANDALUCÍA**  
**PRUEBA DE ACCESO A LA UNIVERSIDAD**  
CURSO 2010-2011

**LENGUA**  
**EXTRANJERA (inglés)**

10

**Instrucciones:**

a) Duración: 1 h.30m. b) No se permite el uso de diccionario. c) La puntuación de las preguntas está indicada en las mismas. d) Los alumnos deberán realizar completa una de las dos opciones A o B, sin poder mezclar las respuestas.

11

124