

SECTION I: Read the text and answer the subsections a), b) and c).

From Pigs to Peas

Trine Krebs, described affectionately by some as "Miss Dry-Peas of Denmark", has won several awards for her promotion of plant-rich diets. To promote these plant-rich diets, she has run food festivals, trained cooks, and written songs. She even appeared on a Danish dating show, *Farmer Looking for Love*, and taught her potential romantic dates how to cook peas: the first refused, the second was unenthusiastic, but the third was totally persuaded.

Nevertheless, not everybody in Denmark shares Krebs' passion for vegetables. Most Danes — 57%— say they have no interest in reducing the amount of meat they consume. This refusal conflicts with science because animal-based food causes twice as many emissions as plant-based food and represents a major danger to forests and biodiversity. Besides, it is also contrary to Denmark's new dietary guidelines, which recommend 350g of meat per week. Most Danes eat three times that amount.

The Danish Government, however, has a plan for change. Denmark's plan involves educating food providers and chefs, and creating demand for plant-based food. To put this plan into effect, in October 2023, the Danish Government published a national roadmap for plant-based food. The 40-page document outlines the country's commitment to increase people's consumption of plant-rich diets as well as encouraging the production of more vegetables and alternative proteins.

When other meat-producing European countries have tried to reduce or replace animal products to fight climate change, they have met with resistance. Denmark, being the only country in Europe with "more pigs than people", is highly dependent on the meat industry. However, unlike other European countries, its plant-based policy has so far escaped significant criticism, and some Danes now hope their country can be a model for other nations to follow.

Danish politicians, who are focussing on stimulating demand rather than on punitive measures, expect that their agricultural sector will see plant-based food as an opportunity to build new skills and jobs, rather than a threat to their lifestyle. Ida Auken, a Danish Member of Parliament, says the following: "It is such an important climate solution. We need it not to be a fight with farmers, like in the Netherlands, or between vegans and carnivores, but to get a more interesting food culture".

For Denmark, a country with such a traditionally meat-based diet, changing habits is one of the biggest challenges ahead. This could be a good opportunity for Denmark to learn about different plant-based recipes and cuisines.

I.- a) Answer 4 out of the following 6 questions according to the information given in the text. **Write complete sentences using your own words. Do not copy from the text.** (Choose 4 out of the 6 questions) (4 x 0.5 = 2 points)

1. How has Trine Krebs contributed to promoting plant-rich diets in Denmark?
2. Why does the refusal of many Danes to reduce their meat consumption conflict with science?
3. What does Denmark's plan for change involve?
4. What does the Danish Government's roadmap outline?
5. Why is Denmark different from other European countries in implementing plant-based policies?
6. What do Danish politicians expect from their agricultural sector?



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I.- b) Indicate whether the following statements are True or False according to the text. **Copy the part (and ONLY the part)** of the text which justifies your answer. (Choose 2 out of the 3 statements) (2 x 0.5 = 1 point).

1. Most Danes' meat consumption follows their country's new dietary guidelines.
2. Danish politicians are focussing on measures that punish the agricultural sector.
3. Denmark has a chance to improve its cooking habits and learn how to cook new meals.

I.- c) Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (4 x 0.25 = 1 point)

1. publicity, advertising, support
2. making something smaller, lowering, cutting down
3. dedication, desire to work hard
4. substitute a person or thing
5. danger, risk, menace
6. new or difficult tasks that test people's abilities and skills

SECTION II: Answer both subsections a) and b).

II.- a) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets. Do not change the word given. You must use **between two and five words**, including the word given. (6 x 0.25= 1.5 points)

1. Jane can't wait to try plant-based food. (FORWARD)
Jane is really _____ plant-based food.
2. Reducing meat consumption seems pointless to me. (POINT)
I can't _____ meat consumption.
3. John thought the diet change would be more difficult than it actually was. (NOT)
The diet change _____ as John thought it would be.
4. It's a pity I'm not able to attend Trine Krebs' speech on Saturday. (WISH)
I _____ Trine Krebs' speech on Saturday.
5. There were no vegan products left on the website. (SOLD)
The website had _____ vegan products.
6. Susan deleted her sister's digital recipes by accident. (MEAN)
Susan _____ her sister's digital recipes.



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HEZKUNTZA SAILA

DEPARTAMENTO DE EDUCACION

II.- b) In this text, fill in the gaps with the most suitable option from the four options given for each gap. (10 x 0.15 = 1.5 points)

Mike: OK, Craig and Gavin, I realise that there have been some problems between you recently, and I'd like to try and _____ 1 _____ them out right now. Gavin, can you tell me why you think this problem has arisen now?

Gavin: You're asking me!? I really have no idea. I mean, I came into this job a year ago with a special project to do. I had a very positive attitude. I was excited _____ 2 _____ it and Craig's just blocked me all along!

Craig: Well, that's not fair at all! That's just not true!

Mike: OK, OK, one second. Can everyone speak one at a time, please? Gavin, go on.

Gavin: Well, that's about it really. I've never felt as if I've been welcomed here. I mean, when I walk into the office, the others don't even say hello to me!

Craig: That's just not true! It's you who doesn't say hello!

Mike: Craig, please! Gavin, can you tell me why you think this situation _____ 3 _____?

Gavin: Well, as I said, I've really no idea. Perhaps it's just my style – I'm very positive, energetic, and outgoing, while everyone else here seems to be half-asleep.

Mike: Erm, listen, I don't think that personal, judgemental comments like that help. Can we just stick _____ 4 _____ facts rather than opinions?

Gavin: OK. Well, I could see right away that some changes needed _____ 5 _____ here, so that's what I did!

Mike: And was that part of your job description?

Gavin: Job description! Job description! That's all I ever hear round here. That's the _____ 6 _____ with this place; there's no initiative, no energy.

Mike: Hmm, OK. Craig, would you like to tell us about it?

Craig: Well, I think it's quite clear, isn't it? Him! That's it!

Mike: OK, as I said, can we keep _____ 7 _____ from personal comments here and talk about the workplace, please?

Craig: Well, I am talking about the workplace! He doesn't respect the limits of what he's supposed to do. He _____ 8 _____ in here for a one-year project, but has then tried to change the way everyone else works as well.

Mike: Gavin? Can you respond to that?

Gavin: Well, my project involved everyone else! It was impossible to do what I had to do without getting other people to rethink the way they work.

Mike: OK, I think that personality issues are crucial here.



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Gavin/Craig: (murmurs of agreement)

Mike: Personality issues are the most difficult things to change. Perhaps we _____9_____ never be able to resolve them. You are different people with different personalities and different ways of working.

Gavin: And so?

Mike: Well, that doesn't mean the problem can't be solved. We have to be flexible, accept change and be tolerant of difference.

Craig: Easy to say!

Mike: Well, yes, it is easy to say, but difficult to do! I don't deny that. _____10_____, what we need to do is review your project and look at everyone's roles and responsibilities in the project and in this organisation as a whole. If everyone respects other people's roles and responsibilities, then we can at least settle on a good, constructive working atmosphere.

Options:

1. solve / see / sort / finish
2. of / about / in / because
3. should arise / should have arisen / needs to arise / may have arisen
4. for / of / with / to
5. making / to make / doing / to do
6. feedback / advantage / problem / requirement
7. out / by / of / away
8. visited / came / wanted / left
9. have / were / ought / will
10. Although / However / In spite of / Despite

SECTION III: Write a **composition** of about 130 words on **one** of these topics. **Specify your option.** (3 points)

1. Climate change is driving society to take drastic action. More and more people are opting for veganism, vegetarianism, and responsible food shopping. Can we really help by changing the way we consume? Write an argumentative essay on this topic.
2. There is a general conception that processed foods are usually cheaper than fresh and healthy alternatives. Do you agree with this statement? Write a for-and-against essay on this topic.

SECTION I: Read the text and answer the subsections a), b) and c).

I.- a) Answer 4 out of the following 6 questions according to the information given in the text. Write complete sentences using your own words. Do not copy from the text. (Choose 4 out of the 6 questions) (4 x 0.5 = 2 points)

1. How has Trine Krebs contributed to promoting plant-rich diets in Denmark?

Trine Krebs has contributed to promoting plant-rich diets in Denmark by organising food festivals, teaching cooks/chefs, and composing songs. (p.1)

(Also acceptable if students add information about the dating show.)

2. Why does the refusal of many Danes to reduce their meat consumption conflict with science?

The refusal of many Danes to reduce their meat consumption conflicts with science because a plant-based diet produces half the emissions of an animal-based diet, and it is, therefore, less dangerous for forests and biodiversity / it is a more environmentally friendly option. (p.2)

3. What does Denmark's plan for change involve?

Denmark's plan for change involves educating food suppliers and cooks, and creating/generating a wider/bigger demand/need for plant-based foods. (p.3)

4. What does the Danish Government's roadmap outline?

The Danish Government's roadmap outlines the decision to make people consume more vegetables in their diets and to support more vegetable and alternative protein production. (p.3)

5. Why is Denmark different from other European countries in implementing plant-based policies?

Denmark is different from other European countries in implementing plant-based policies because these policies have so far received little criticism. (p.4)

(Also acceptable if students add that some Danes hope to be an example for other countries.)

6. What do Danish politicians expect from their agricultural sector?

Danish politicians expect their agricultural sector to see plant-based food as a way of learning new skills and creating new professions rather than as a danger to their way of life. (p.5)

I.- b) Indicate whether the following statements are True or False according to the text. Copy the part (and ONLY the part) of the text which justifies your answer. (Choose 2 out of the 3 statements) (2 x 0.5 = 1 point)

1. Most Danes' meat consumption follows their country's new dietary guidelines.

The statement is FALSE. "Most Danes eat three times that amount". (p.2)

2. Danish politicians are focussing on measures that punish the agricultural sector.

This statement is FALSE. "Danish politicians, who are focussing on stimulating demand rather than on punitive measures...". (p.5)

3. Denmark has a chance to improve its cooking habits and learn how to cook new meals.

The statement is TRUE. "This could be a good opportunity for Denmark to learn about different vegetable-based recipes and cuisine". (p.6)

I.- c) Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (4 x 0.25 = 1 point)

1. publicity, advertising, support (*promotion, p.1, l.2*)
2. making something smaller, lowering, cutting down (*reducing, p.2, l.2*)
3. dedication, desire to work hard (*commitment, p.3, l.5*)
4. substitute a person or thing (*replace, p.4, l.1*)
5. danger, risk, menace (*threat, p.5, l.3*)
6. new or difficult tasks that test people's abilities and skills (*challenges, p.6, l.2*)

SECTION II: Answer both subsections a) and b).

II.- a) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets. Do not change the word given. You must use between **two and five words**, including the word given. (6 x 0,25= 1.5 points)

1. Jane can't wait to try plant-based food. (FORWARD)
Jane is really *looking forward to trying* plant-based food.
2. Reducing meat consumption seems pointless to me. (POINT)
I can't *see the point in/of reducing OR see any point (in) reducing* meat consumption.
3. John thought the diet change would be more difficult than it actually was. (NOT)
The diet change *was not as/so difficult* as John thought it would be.
4. It's a pity I'm not able to attend Trine Krebs' speech on Saturday. (WISH)
I *wish (that) I could attend* Trine Krebs' speech on Saturday.
5. There were no vegan products left on the website. (SOLD)
The website had *(completely) sold out of* vegan products.
6. Susan deleted her sister's digital recipes by accident. (MEAN)
Susan *didn't/did not mean to delete* her sister's digital recipes.



II.- b) In this text, fill in the gaps with the most suitable option from the four options given for each gap. (10 x 0.15 = 1.5 points)

1. solve / see / *sort* / finish
2. of / *about* / in / because
3. should arise / should have arisen / needs to arise / *may have arisen*
4. for / of / with / *to*
5. *making* / to make / doing / to do
6. feedback / advantage / *problem* / requirement
7. out / by / of / *away*
8. visited / *came* / wanted / left
9. have / were / ought / *will*
10. Although / *However* / In spite of / Despite

INGELESA

SECTION I: Read the text and answer the subsections a), b) and c).

I.- a) Answer 4 out of the following 6 questions according to the information given in the text. **Write complete sentences using your own words. Do not copy from the text.** (Choose 4 out of the 6 questions) (4 x 0.5 = 2 points)

Atal honetan, irakurriaren ulermenerako eta idatziaren adierazpenerako ikasleen trebetasun maila neurtu nahi da, testu bat, erreal edo egokituta, aztertuz eta lau galdera orokorrean erantzunez. Adierazpenari dagokionez, erantzunak sormenezkoak izango dira, osoak eta zuzenki eratuak. Edukiei dagokienez, erantzunak testuan adierazitako ideietan oinarrituko dira.

Ariketa honetako puntuaziorik altuena **2** puntukoa izango da. Galdera bakoitzari **0,5** puntu emango zaizkio, ulermenari **0,25** puntu esleituz, eta adierazpenari beste **0,25** puntu.

Ikasleak, ariketaren argibideei kasurik egin gabe, galderari testutik literalki kopiatuz erantzuten badiu, ulermena soilik aintzat hartuko da, erantzun bakoitzak **0,25** puntu izango dituelarik.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, lehenengo laurak bakarrik zuzenduko dira.

I.- b) Indicate whether the following statements are True or False according to the text. Copy the part (and ONLY the part) of the text which justifies your answer. (Choose 2 out of the 3 statements) (2 x 0.5 = 1 point).

Erantzunak "TRUE" edo "FALSE" adierazpena sartu behar du (*This statement is TRUE/FALSE*) eta, gainera, justifikazio bat eraman behar du lagun. Horretarako, ikasleek erantzuna justifikatzen duen testuaren zatia kopiatuko dute.

Galdera bakoitzari **0,5** puntu emango zaizkio eta ez du baliorik izango TRUE edo FALSE soilik idazteak.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idatzi dituen lehenengo biak bakarrik zuzenduko dira.

I.- c) Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (4 x 0.25 = 1 point)

Atal honetan, ikasleak ingelesaren lexikoa edo terminologia noraino dakien neurtu nahi da. Sinonimoak, definizioak edo esaldiak eskaintzen zaizkio, eta ikasleak horietako bakoitzak testuan esangura bera duen hitza edo esaera aurkitu behar du. Emandako hitza aditza bada, ikasleak kategoria sintaktiko berbera mantenduko du bere erantzunean.

Erantzun zuzen bakoitzak **0,25** puntuko kalifikazioa izango du.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idatzi dituen lehenengo laurak bakarrik zuzenduko dira.

SECTION II: Answer both subsections a) and b).

II.- a) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets. Do not change the word given. You must use between **two and five words**, including the word given. (6 x 0,25= 1.5 points)

Atal honetan, hizkuntza bereko modalitate edo erregistroen arteko bitartekotza egitea neurtu nahi da, birformulazioaren bidez.

Ikasleak emandako hitza erabili beharko du aurrekoaren mezu bera transmitituko duen beste esaldi bat sortzeko. 2 eta 5 hitz artean idatzi ahal izan dira, emandako hitza barne. Esaldi **zuzen** bakoitzak **0,25** puntu balioko du.

II.- b) In this text, fill in the gaps with the most suitable option from the four options given for each gap. (10 x 0.15 = 1.5 points)

Ariketa honetan, ikasleek zubiak eraikitzeaz arduratutako gizarte-eragile gisa jardun behar dute eta mezuak sortzen edo adierazten lagundu behar dute. Aukeretako bat bakarrik izango da egokia hutsune bakoitzerako.

SECTION III: Write a composition of about 130 words on **one** of the following two topics. **Specify your option.** (3 points)

Atal honetan, ikasleak ingelesez ideiak egituratzeko eta adierazteko duen gaitasuna neurtu nahi da.

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.

Ariketa ez da baloratuko 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		Grammatical accuracy	
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 some 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	There are 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	There are numerous mistakes that clearly affect text comprehension.
0	The text is neither structured nor cohesive.	0	Vocabulary and idiomatic expressions are inadequate.	0	There is a huge number of fundamental errors that makes text comprehension impossible.

INGLÉS

SECTION I: Read the text and answer the subsections a), b) and c).

I.- a) Answer 4 out of the following 6 questions according to the information given in the text. **Write complete sentences using your own words. Do not copy from the text.** (Choose 4 out of the 6 questions) (4 x 0.5 = 2 points)

En esta sección se intenta valorar la competencia en **comprensión lectora** y la competencia en **expresión escrita** del alumnado a partir del análisis de un texto, auténtico o adaptado, respondiendo a cuatro preguntas de tipo general. En lo que respecta a la expresión, las respuestas serán de producción propia y, en cuanto al contenido, estarán basadas en las ideas expresadas en el texto.

Este ejercicio se valorará con un máximo de **2** puntos. Cada una de las preguntas valdrá **0,5** puntos, asignándose **0,25** puntos a la comprensión y **0,25** a la expresión. Si ignorando las instrucciones del ejercicio se responde a la pregunta copiando literalmente del texto, solo será valorada la comprensión con **0,25** puntos por respuesta.

En caso de que se conteste a más preguntas de las que se piden, se corregirán solamente las cuatro primeras.

I.- b) Indicate whether the following statements are True or False according to the text. Copy the part (and ONLY the part) of the text which justifies your answer. (Choose 2 out of the 3 statements) (2 x 0.5 = 1 point).

En la respuesta debe aparecer la palabra "TRUE" o "FALSE" (*This statement is TRUE/FALSE*) y, además, debe acompañarse de una justificación. Para ello, el alumnado copiará la parte del texto que justifique su respuesta.

Cada una de las preguntas se valorará con **0,5** puntos, y no se valorará un escueto TRUE o FALSE.

En caso de que se conteste a más preguntas de las que se piden, se corregirán solamente las dos primeras.

I.- c) Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (4 x 0.25 = 1 point)

En esta sección se comprobará la competencia léxica del alumnado. Se proporcionan sinónimos, definiciones, expresiones, etc., y el/la estudiante deberá encontrar la palabra o expresión que tenga ese significado en el texto. Si la palabra proporcionada es un verbo, se mantendrá la misma categoría sintáctica al escribir la respuesta.

Cada respuesta correcta tendrá una puntuación de **0,25** puntos.

En caso de que se conteste a más preguntas de las que se piden, se corregirán solamente las cuatro primeras.

SECTION II: Answer both subsections a) and b).

II.- a) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets. Do not change the word given. You must use between **two and five words**, including the word given. (6 x 0,25= 1.5 points)



En esta sección se pretende medir la capacidad de mediación del alumnado entre las modalidades o registros de una misma lengua mediante la reformulación.

El alumnado tendrá que utilizar la palabra proporcionada para crear otra oración que transmita el mismo mensaje que la oración proporcionada. Solo podrá escribir entre 2 y 5 palabras, incluyendo la palabra proporcionada. Cada oración correcta valdrá **0,25** puntos.

II.- b) In this text, fill in the gaps with the most suitable option from the four options given for each gap. (10 x 0.15 = 1.5 points)

En este ejercicio el alumnado tendrá que crear puentes y ayudar a construir o expresar mensajes. Solo una de las opciones será la adecuada para cada hueco.

SECTION III: Write a composition of about 130 words on **one** of the following two topics. **Specify your option.** (3 points)

En esta sección se pretende medir la capacidad del alumnado para estructurar sus ideas y darles la expresión adecuada en inglés.

Si se escriben menos de 80 palabras, se penalizará descontando **0,5** puntos de la puntuación total del ejercicio. Si, por el contrario, el escrito supera las 200 palabras, la penalización será de **0,25** puntos.

No se valorará un ejercicio que no responda a ninguno de los dos temas propuestos. Esto no significa que el/la alumno/a no pueda desarrollar sus propias líneas argumentales, pero siempre dentro de la temática propuesta.

Coherence and cohesion		Lexical richness		Grammatical accuracy	
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.
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0	The text is neither structured nor cohesive.	0	Vocabulary and idiomatic expressions are inadequate.	0	There is a huge number of fundamental errors that makes text comprehension impossible.