



Is There Enough Food Out There For Nine Billion People?

(one billion = one thousand million)

Sometime around 2050, there are going to be nine billion people in this planet—two billion more than there are today. It's a safe bet that all those folks will want to eat. And that's... an incredibly intimidating prospect. Right now, an estimated one billion people go hungry each day. So add two billion more people, a limited supply of arable land, plus the fact that there is going to be a demand for meat and dairy products, *plus* the fact that many key natural resources are already being overexploited... and it's hard to see the situation getting better. And that's before we get into the fact that the planet's heating up, which is expected to damage agricultural products.

Still, not everyone's convinced that feeding nine billion people is a totally impossible task. That would require "radical" changes to the current global food system.

There are plenty of small farmers in the developing world that could get more out of their land right now with better training or access to financing. It is estimated that 30 percent to 40 percent of the world's food is thrown out each year. In poorer countries, this typically happens because the food-chain infrastructure is badly made, or storage facilities are inadequate. In wealthier countries, the causes of waste are a lot more varied: Cheap food, the enthusiasm for supersized portions, the fact that shops throw away perfectly eatable food because it's not as visually attracted, etc.

Experts do suggest that people will probably have to reduce their meat consumption slightly to feed nine billion people. This doesn't mean going vegetarian.

A recent study found that if everyone had a diet equivalent to eating meat three times a week, it'd be perfectly possible to feed nine billion people. But if the whole world adopted a Western meat diet, we'd need to start destroying forests for additional land.

1. Comprehension exercises (2 points):

1.a – According to the text (0.5 points):

- a. The land used for agricultural purposes is limited.
- b. More and more people go angry every year.
- c. If the planet is getting hotter that is better for agriculture.

1.b – According to the text (0.5 points):

- a. In poorer countries food is not kept properly.
- b. Shops don't throw away food if it is not visually attracted.
- c. Our meat diet is destroying forests for additional land now.



1.c – We will probably have to modify our food habits. (Answer ‘True’ or ‘False’ AND write the sentence supporting this idea) (0.5 points).

1.d – The less meat we eat the more people will have food.

(Answer ‘True’ or ‘False’ AND write the sentence supporting this idea) (0.5 points).

2. Do the following grammar exercises according to the instructions given (2 points) :

2.a – Complete the second sentence so that it has a similar meaning to the first one (0.5 points):

- You shouldn’t do that now
- You had

2.b – Turn the two sentences into a clause containing ‘providing’ (0.5 points):

- You can come with us. But you have to help us.

2.c – Write the sentence in reported speech. (0.5 points):

- His mother said to him: “Don’t arrive late tonight”

2.d – Write the appropriate verb form of the verb in brackets (0.5 points):

- We needn’t (to take) our passport. Our IC is enough.

3. Identify ONLY FOUR words from their definitions (1 point):

- people in general.
- amount of something available.
- richer.
- something used carelessly or to no purpose.
- space available for keeping something.
- the kind of food that a person, animal or community habitually eats.



4. Write a summary of the text of about 30 – 45 words using your own words.
(2 points)

5. Write a composition of about 100 – 150 words on **ONLY ONE** of the following topics (3 points):

5.a – Would you change your food diet to help our world? How?

5.b – Are men and women the same?



**UNIVERSIDAD
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ASIGNATURA: INGLÉS

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

OBSERVACIONES:

- 1) La prueba tiene una duración de hora y media
- 2) No se permiten diccionarios ni otros materiales didácticos.
- 3) Escriban en tinta negra o azul.
- 4) Lean las preguntas con atención antes de responder.

CRITERIOS ESPECÍFICOS DE CORRECCIÓN:

- A. **Pregunta 1.** Las cuatro cuestiones de esta sección pretenden evaluar la comprensión del texto. Se evaluará con un máximo de 2 puntos (0,5 puntos por cuestión)
- B. **Pregunta 2.** Tiene por objeto evaluar los conocimientos morfosintácticos del alumno. Se evaluará con un máximo de 2 puntos (0,5 puntos por cuestión).
- C. **Pregunta 3.** Tiene por objeto evaluar la riqueza léxica. Se valorará la capacidad de deducir el significado de las palabras en su contexto, así como la habilidad de encontrar en el texto las palabras cuyas definiciones se ofrecen. Se evaluará con un máximo de 1 punto (0,25 puntos por cuestión).
- D. **Pregunta 4.** Se valorará la capacidad de sintetizar las ideas más importantes del texto. Se evaluará con un máximo de 2 puntos.
- E. **Pregunta 5.** La redacción se evaluará con un máximo de 3 puntos. Se valorarán especialmente los siguientes aspectos:
 - a. La corrección morfosintáctica y ortográfica.
 - b. La riqueza léxica.
 - c. Claridad y eficacia en la representación de ideas; coherencia y cohesión (conectores, organización del texto, etc...).

