

**EVALUACIÓN DE BACHILLERATO  
PARA EL ACCESO A LA UNIVERSIDAD (EBAU)  
FASE GENERAL  
CURSO 2019–2020**

<b>MATERIA:</b> Primera Lengua Extranjera II: Inglés	<b>(3)</b>
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<b>Convocatoria:</b>	<b>Julio [1 de julio]</b>
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**GRUPO A**

	<b>Are pets good for us or just hairy health hazards?</b>
5	<p>Many animal-lovers think a cat or dog can help you live a longer, happier, healthier life. But does science support this idea?</p> <p>The good news is this: if you are looking for proof that having a pet improves your general health, the evidence <u>abounds</u>. For instance, there is plenty about how a few minutes spent touching, brushing or caressing your pet can lower your heart rate, easing your body into a less stressed condition. And there's more. There's evidence that pet-owners make fewer visits to the doctor and that they sleep more soundly than those who don't own a pet.</p>
10	<p>There are other bonuses to having pets, especially cats and dogs. Scientists suspect that by spending time outdoors and bringing novel bacteria back into our houses, some pets may introduce our immune systems to pathogens we would not otherwise meet, allowing pet-owners (and particularly children) a <u>chance</u> to increase their resistance. Studies suggest that exposure to dogs early in a baby's life may make them 13% less likely to develop asthma and lung problems.</p>
15	<p>You could also argue that pet ownership helps us to feel better about ourselves. A loving owner can give an animal a far better life than it otherwise would have had: always-friendly faces, constant compassion and cuddles.</p>
20	<p>So far so good: it really does seem there's some truth to the claim that pets are good for us. But closer inspection reveals some pretty <u>alarming</u> downsides to pet ownership. In England, for instance, between 6,000 and 7,000 people are admitted to hospital for dog bites each year. Falling over pets is another potential danger – each year, this sends an estimated 87,000 people to hospitals in the US, particularly elderly people. And what of the parasites that pets bring into the house – the fleas, ticks and mites?</p>
25	<p>There are emotional <u>downsides</u>, too. One of the often forgotten aspects of pet ownership is having to care for animals into their old age, sometimes dealing with diseases that last months or years. A 2017 study involving 238 human participants found that pet owners with chronically ill pets had higher levels of stress and anxiety, coupled with a lower quality of life.</p> <p>If we were able to put all these pros and cons into a melting pot and come up with a definitive answer to the question of whether or not pets are good for us, what would the answer be? The answer would be ... complicated. Because humans and our circumstances are extremely mixed-up and complex. The simple truth is that having a pet has good and bad sides, and it may not be for everyone.</p> <p>Loving animals doesn't mean you have to have one.</p> <p style="text-align: right;">Fragment adapted from <i>The Guardian</i>, October 2019</p>

**1. Say whether the following sentences are TRUE or FALSE according to the text. COPY the evidence from the text. No marks will be given without the evidence. (1.5 points)**

- a) Non-pet owners get better sleep.
- b) Babies who spend time with dogs tend to suffer from breathing disorders.

c) Pets can be the cause of accidents among older people.

2. **ANSWER the questions below. COPY no more than 10 words and/or a number from the text to answer each question. (1.5 points)**

- a) What care do owners provide that improves their pet's life?
- b) On a yearly basis, how many people need hospital treatment after being attacked by a dog?
- c) Who was found to suffer from stress and anxiety?

3. **WRITE a synonym (=), an opposite (≠), a definition or a sentence for each of the following words to show that you understand their meaning in the text. Use your own words. (1 point)**

- a) to abound (line 4)
- b) chance (line 10)
- c) alarming (line 17)
- d) downside (line 21)

4. **READ this conversation and COMPLETE your part. Write the numbers (1-6) and complete each sentence on your exam paper. (1.5 points)**

**You are being interviewed for a summer camp job**

**Interviewer:** Good morning. Take a seat, please. First of all, I'd like to know what made you apply for this summer job.

**You:** (1) \_\_\_\_\_

**Interviewer:** I see. That's interesting! Tell me the qualities you have to work with children.

**You:** Well, (2) \_\_\_\_\_

**Interviewer:** So, do you think you're prepared to handle stressful situations?

**You:** (3) \_\_\_\_\_

**Interviewer:** Aha! I see you are a good candidate. Is there anything you'd like to ask?

**You:** Yes. (4) \_\_\_\_\_?

**Interviewer:** The camp opens from July 1<sup>st</sup> to August 31<sup>st</sup>. Would you be available if you're recruited?

**You:** (5) \_\_\_\_\_

**Interviewer:** OK, then. We'll be in touch to let you know. Bye.

**You:** Thank you so much. (6) \_\_\_\_\_

5. **Read the following situations and WRITE what you would say in each one to show that you understand the context of the situation. Write between 10 and 25 words. (1.5 points)**

- a) You are angry with your friend because she picked a different partner for a group project. Complain about it.
- b) You've got an old phone that doesn't do much. Your birthday is close. Convince your parents to buy you the cool phone that you want.
- c) "I don't know what to do after secondary school," your cousin tells you. Suggest something.

6. **WRITE a composition of about 120-150 words on the following topic (3 points):**

The demand for dog-friendly spaces is increasing, but should dogs be allowed in restaurants, stores, on the beach...? Give your opinion.

## GRUPO B

What we get wrong about time	
5	<p>We all know what it feels like as time passes. Our present becomes the past as soon as it has happened; today soon turns into yesterday. Although neuroscientists have been unable to locate a single clock in the brain that is responsible for detecting time passing, humans are surprisingly good at it. If someone tells us they're arriving in five minutes, we have a <u>rough</u> idea of when to start to look out for them. We have a sense of the weeks and months passing. As a result, most of us would say that how time functions is <u>fairly</u> obvious: it passes at a consistent and measurable rate, in a specific direction – from past to future.</p>
10	<p>Of course, the human perspective of time may not be exclusively biological; it might be <u>shaped</u> by our culture and era. The Amondawa tribe in the Amazon, for example, has no word for “time”, which some say means they don't have a notion of time as a framework in which events occur.</p> <p>Aristotle viewed the present as something continually changing and in the West, at least, many would still identify with this idea. However, physics tells a different story. In the last century, Albert Einstein's discoveries showed us that time is created by things; it isn't there waiting for those things to act within it.</p>
15	<p>Another mistake we make is to assume that imagining the future is completely different from thinking about the past. In fact, the two processes are <u>linked</u>. We use similar parts of the brain to remember the past or to picture our lives in years to come. It is our memories that allow us to imagine the future, by remixing scenes to preview future events in our imagination. Our time perception establishes our mental reality. Time is not only at the heart of the way we organise life, but the way we experience it.</p>
20	<p>Meanwhile, time does feel as though it's going more slowly if you are bored or depressed or feeling lonely. As Pliny the Younger wrote in the year 105, “The happier the time, the shorter it seems.”</p>
25	<p>If you don't want to have that unsettling feeling on a Sunday evening that the weekend has passed by so quickly, there is something you can do: constantly look for new experiences. Take up new activities at weekends and visit new places. All this fun means the time will fly in the moment – but because you will make more memories, when you get to Monday morning, the weekend will have felt long.</p>
<p>Fragment adapted from <i>BBC Future</i>, December 2019</p>	

**1. Say whether the following sentences are TRUE or FALSE according to the text. COPY the evidence from the text. No marks will be given without the evidence. (1.5 points)**

- a) Neuroscientists have discovered how the human brain processes the passing of time.
- b) All cultures perceive time in the same way.
- c) Pliny claimed that time seems to pass more quickly while we are experiencing something pleasant.

**2. ANSWER the questions below. COPY no more than 10 words and/or a number from the text to answer each question. (1.5 points)**

- a) In the West, how do people tend to see the present?
- b) What enables us to predict the future?
- c) Why will your weekend seem longer if you do something different?

**3. WRITE a synonym (=), an opposite (≠), a definition or a sentence for each of the following words to show that you understand their meaning in the text. Use your own words. (1 point)**

- a) rough (line 4)                                      c) to shape (line 8)  
b) fairly (line 6)                                      d) to link (line 16)

**4. READ this conversation and COMPLETE your part. Write the numbers (1-6) and complete each sentence on your exam paper. (1.5 points)**

**Your friend has decided to study the same degree as you so you can still be together**

- Your friend:** It will be such fun when we go to university classes together!  
**You:** Mmmm... (1) \_\_\_\_\_?  
**Your friend:** Oh yes! I'm certain. Even though I'm not that good at Physics now, I'm sure I can improve.  
**You:** Yes, but (2) \_\_\_\_\_  
**Your friend:** Oh, I'm sure I'll like it once I start.  
**You:** (3) \_\_\_\_\_  
**Your friend:** Well, I can always change to a different course next year.  
**You:** (4) \_\_\_\_\_  
**Your friend:** I hadn't thought of that. Perhaps you're right.  
**You:** (5) \_\_\_\_\_  
**Your friend:** So..., we could still share a flat then?  
**You:** Of course! (6) \_\_\_\_\_

**5. Read the following situations and WRITE what you would say in each one to show that you understand the context of the situation. Write between 10 and 25 words. (1.5 points)**

- a) Your parents are going away for the weekend and your friends are trying to convince you to throw a party at home on Saturday night. Explain to your friends why you think this is not a good idea and propose an alternative plan.  
b) Your friend has found a 50€ note in the toilets at school; she wants to keep it. Tell her what you think she should do.  
c) You forgot your mother's birthday. Apologise and say what you will do now.

**6. WRITE a composition of about 120-150 words on the following topic (3 points):**

Write an email to your friend from the United States. Say how you plan to spend your time together when you see each other in the holidays.

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<b>Convocatoria:</b>	<b>JULIO [2 DE JULIO]</b>
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**GRUPO A**

	<b>The courage of the kids taking on the world</b>
5	<p>I was a young teacher when I produced my first book, a collection of poetry written by children, and I was already beginning to <u>realise</u> how immense the potential and talent of young people was. What had not occurred to me so much then, but has become much more apparent to me now, is their power to change the world. The determination and courage of youngsters to take on the adult world has taken most of us by surprise. Let me mention just three of them who have made us sit up, think and change.</p>
10	<p>In Pakistan, some ten years ago now, Malala Yousafzai was speaking out for the rights of all girls to be educated, and educated well. The 11-year-old schoolgirl, <u>fully</u> knowing how some might object to this (the Taliban in particular) and what risks she was taking, went on speaking out. And the Taliban came for her, to silence her. They shot her in the school bus on her way home. But the doctors worked miracles and Malala recovered. And once recovered, she simply went on where she had stopped.</p>
15	<p>Then Greta Thunberg, 15, came along. Seeing how climate change was threatening the planet and how Sweden, her country, —supposed to be among the most enlightened countries — was not moving nearly fast enough, Greta decided enough was enough. Against all advice, she went on strike from her school. This rang a bell for the young all over the world and millions of children went on strike too.</p>
20	<p>And now Jonathan Bryan, an English boy who has severe cerebral paralysis, is offering a voice for the voiceless. Entirely <u>reliant</u> on his family and carers, and on 24-hour medical support, Jonathan simply existed. He was able to see, feel and smile though unable to speak. He would lie in a room, the television on, with other children similarly afflicted. But thanks to his mother and her perseverance, he learned to speak by using his eyes to spell out what he wanted to say, blinking at letters on a spelling board. After years of practice, he was even able to write a book —<i>Eye Can Write</i>. However, not good enough for him, he began campaigning for non-speaking children to be taught to read and write.</p> <p>These three <u>remarkable</u> youngsters have bravely gone where no one has gone before. Listen to the children. It's their world as much as ours.</p>
	Fragment adapted from <i>The Spectator</i> , September 2019

**1. Say whether the following sentences are TRUE or FALSE according to the text. COPY the evidence from the text. No marks will be given without the evidence. (1.5 points)**

- a) The writer had always been convinced of the influence young people could have on the world.
- b) The young Pakistani defender of education for girls gave up campaigning after the attempt to assassinate her.
- c) One of the factors contributing to Greta's reaction was her disappointment with her homeland's attitude towards climate change.

2. ANSWER the questions below. COPY no more than 10 words and/or a number from the text to answer each question. (1.5 points)

- a) What measure did the Swedish teenage environmental activist take?
- b) Who played a major role in Jonathan's advance?
- c) Based on his experience, what does the writer think we should do?

3. WRITE a synonym (=), an opposite (≠), a definition or a sentence for each of the following words to show that you understand their meaning in the text. Use your own words. (1 point)

- a) to realise (line 2)
- b) fully (line 7)
- c) reliant (line 16)
- d) remarkable (line 22)

4. READ this conversation and COMPLETE your part. Write the numbers (1-6) and complete each sentence on your exam paper. (1.5 points)

At the shopping centre with your mum, on the way from the supermarket to the car park

- You:** Stop, stop! Let me have a look at this shop window, Mum.  
**Your mum:** Okay, but just for a minute.  
**You:** Look! Isn't it nice? (1) \_\_\_\_\_?  
**Your mum:** What? Another T-shirt!  
**You:** But I (2) \_\_\_\_\_, Mum.  
**Your mum:** What?! You've got tons of clothes!  
**You:** But it's (3) \_\_\_\_\_, Mum.  
**Your mum:** Yeah. It is. But look at the price. Isn't it a little expensive?  
**You:** Oh Mum, please. (4) \_\_\_\_\_  
**Your mum:** Remember, we're trying to save up money for your university education.  
**You:** I know. Well, and (5) \_\_\_\_\_?  
**Your mum:** You have a similar one and you never wear it.  
**You:** Yes, because it's too old, Mum! Hey, look at these jeans! They are great!  
**Your mum:** What on earth is this? These jeans are torn!  
**You:** No, Mum. They are ripped jeans. (6) \_\_\_\_\_  
**Your mum:** Really? Anyhow, we are not buying them; we are not paying for holes.

5. Read the following situations and WRITE what you would say in each one to show that you understand the context of the situation. Write between 10 and 25 words. (1.5 points)

- a) You arrive home earlier than usual on a school day. Your parents are going to cook lunch. Offer your help.
- b) "I'm so sad I've finished school forever and we have to leave," your friend comments. Cheer him up.
- c) "You have not done any of this term's projects on time," your teacher comments. Apologize and make a promise.

6. WRITE a composition of about 120-150 words on the following topic (3 points):

Are young people like Malala Yousafzai, Greta Thunberg and Jonathan Bryan better role models for youngsters than most famous celebrities? Give your opinion.

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<b>Convocatoria:</b>	<b>JULIO [2 DE JULIO]</b>
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**GRUPO B**

	<b>UK universities urged to do more to tackle online harassment</b>
5	<p>Universities UK (UUK), which represents higher education institutions, has published guidance for its members on how to tackle online harassment including cyberstalking, trolling and sexting. UUK has recommended that universities clearly set out how they expect students and staff to behave online, such as in chat groups, and that they make reference to online harassment in disciplinary policies and procedures as well as in their student code of conduct.</p> <p>Prof Emma Bond, whose work on the <u>issue</u> at the University of Suffolk was highlighted as a model of good practice in the UUK guidance, said online harassment had <u>reached</u> a decisive moment with the first generation of students who grew up with smartphones entering higher education.</p>
10	<p>“What students are not thinking about as they come to university, and are now 18 or 19, is the legality of still having images of younger school <u>peers</u> in their cloud storage or on their devices, which could be classified as child abuse images,” Bond said.</p> <p>“University policy and staff have not adapted to the new situation at all. Very few universities – less than a quarter at most – have adequate procedures to deal with harmful or illegal online behavior by students or staff,” she added.</p>
15	<p>The UUK guidance calls for a zero-tolerance approach to online harassment. It recommends that staff receive specialist training from internet safety experts or the police, and that universities work with victims of online harassment to <u>support</u> them better.</p> <p>One of the women targeted by male Warwick University students in a Facebook “rape chat” group welcomed the UUK recommendations. Danielle (not her real name) said that in her case staff failed to understand the consequences of violent and sexual threats online.</p>
20	<p>“There was an attitude that you can’t be a victim because nothing happened to you in real life. There needs to be better training to ensure staff don’t have those misconceptions,” she said.</p>
25	<p>A Department for Education spokesperson said: “Online harassment is unacceptable in any circumstance and can have a devastating impact on the victims. We expect universities to follow this guidance. They must put robust policies and procedures in place, including effective disciplinary processes and ensure that victims are supported.”</p>
	Fragment adapted from <i>The Guardian</i> , September 2019

**1. Say whether the following sentences are TRUE or FALSE according to the text. COPY the evidence from the text. No marks will be given without the evidence. (1.5 points)**

- a) University students do not realize that certain photos stored in their devices could be considered outside the law.
- b) Most UK universities know how to handle online harassment.
- c) “Danielle” thinks people who suffer online harassment are not considered real victims because it takes place in a virtual space.

2. ANSWER the questions below. COPY no more than 10 words and/or a number from the text to answer each question. (1.5 points)

- a) How has Prof Bond's work been considered?
- b) According to UUK guidance, what do university employees need?
- c) Who harassed Danielle via the web?

3. WRITE a synonym (=), an opposite (≠), a definition or a sentence for each of the following words to show that you understand their meaning in the text. Use your own words. (1 point)

- a) issue (line 6)
- b) to reach (line 7)
- c) peer (line 10)
- d) to support (line 17)

4. READ this conversation and COMPLETE your part. Write the numbers (1-6) and complete each sentence on your exam paper. (1.5 points)

**You are talking to a friend about how to celebrate your birthday**

**Friend:** Hi! It's your birthday this Saturday! How are you going to celebrate it?  
**You:** I don't know yet, but (1) \_\_\_\_\_  
**Friend:** OK, you don't have to throw a big party. What about inviting just some close friends home?  
**You:** (2) \_\_\_\_\_  
**Friend:** You can hire a private space at a disco instead. That would be fun and intimate.  
**You:** (3) \_\_\_\_\_  
**Friend:** So, let's do something different. How about going to a karting track?  
**You:** That's quite childish, (4) \_\_\_\_\_?  
**Friend:** I've been trying to help, but it seems you don't feel like arranging anything special.  
**You:** Sorry, (5) \_\_\_\_\_.  
**Friend:** Well, then I'll invite you to a real PJ party: movie marathon, junk food and tons of chocolate.  
**You:** (6) \_\_\_\_\_  
**Friend:** Thank goodness!

5. Read the following situations and WRITE what you would say in each one to show that you understand the context of the situation. Write between 10 and 25 words. (1.5 points)

- a) Two friends in your class have argued. Try to help them understand each other.
- b) "Why didn't you phone or send a message? What do you want your mobile phone for?" your parents tell you when you arrive home very late. Apologise and give an explanation.
- c) Your class is discussing how to raise money for a school trip. Make some suggestions.

6. WRITE a composition of about 120-150 words on the following topic (3 points):

Cyberbullying is as harmful as face-to-face bullying. Give