

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

<b>MATERIA:</b> Primera Lengua Extranjera II: Inglés	<b>(4)</b>
--	------------

<b>Convocatoria:</b>	<b>JULIO [2 DE JULIO]</b>
----------------------	---------------------------

**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.

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

<b>MATERIA:</b> Primera Lengua Extranjera II: Inglés	<b>(4)</b>
--	------------

<b>Convocatoria:</b>	<b>JULIO [2 DE JULIO]</b>
----------------------	---------------------------

**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

