EVALUACIÓN DE BACHILLERATO
PARA EL ACCESO A LA UNIVERSIDAD (EBAU)
FASE GENERAL
CURSO 2022–2023

MATERIA: Primera Lengua Extranjera II: Inglés	**(2)**

Convocatoria:	

Esta prueba está organizada en dos **Grupos** – **A** y **B**, cada uno de los cuales consta de 6 preguntas. El alumnado dispone de la siguiente optatividad para realizar la prueba:

1. Preguntas 1, 2, 3 y 6: deberá elegir en bloque las 4 correspondientes a un mismo Grupo (A **o** B). A saber, A1, A2, A3 y A6, **o** B1, B2, B3 y B6.
2. Pregunta 4: deberá elegir la del Grupo A **o** la del Grupo B.
3. Pregunta 5: deberá elegir la del Grupo A completa **o** la del Grupo B completa, sin que sea posible combinar apartados de los dos grupos (A y B).

GRUPO A

Tennessee high school students build robotic hand for new classmate

Starting at a new school this year, 15-year-old Sergio Peralta had all the typical teenage reasons to be nervous. He was also trying to keep a secret: a hand that was not fully formed. "In the first days of school, I honestly felt like hiding my hand," he told CBS Radio News. "Although it was unrealistic to think that nobody would ever find out."

5 "As I was growing up, during my first years of school, a lot of people asked me what was wrong with my hand, and even in kindergarten I used to say, 'I was born like that.' I learnt to write with my left hand and I could cope with nearly everything else," the 15-year-old Sergio recalled in his interview with the local radio station. But an engineering teacher at Hendersonville High School, Jeff Wilkins, learnt his secret and assigned his students a project: to build Sergio a new hand.

10 Those classmates then spent four weeks designing, 3D-printing and sizing a prosthetic hand for Sergio. To make the hand, they used a common plastic material that is also utilized in electronic devices. They then applied an elastic thermoplastic, commonly found in phone and laptop cases, so that the fingers could flex and squeeze objects. They added fishing line and Velcro so Peralta could easily attach the hand to his forearm. One of the first things for which Sergio used his new prosthetic was to catch a ball with his right hand. "I was
15 just so excited," he said.

Hendersonville student, 17-year-old Leslie Jaramillo, told local radio that the project embodied the spirit of their school's engineering class. "You're supposed to be engineering, coming up with new ideas, solving issues, and just making things better than they used to be," Jaramillo said. "This project showed me a different way to help the community."

20 Their head teacher, Bob Cotter, echoed Leslie's sentiment in an interview with the BBC. He said Wilkins and his students challenge themselves to turn abstract concepts "into reality". And, Cotter added, Sergio's robotic hand "is a testament to the students here who care about each other and the program that Jeff Wilkins has built."

Sergio told CBS News that he would never have expected his classmates' kindness and creativity "in a million
25 years". "I didn't know them, so I was actually introduced to them by the teacher," Peralta said of his classmates who helped him with his prosthetic. "And then I started working on it too, and I got to be friends with them. I had been living without a hand for 15 years and now they've offered me two! It's actually pretty cool. No one has ever offered me this stuff – it's changed my life."

Fragment adapted from *The Guardian*, January 2023

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) Sergio struggled with everyday tasks before he had his prosthetic hand.
   b) The class project lasted the whole term.
   c) Sergio was very surprised that the students at school were so keen on the project.

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 was Sergio attempting to keep out of sight?
   b) Why did the students use soft plastic that can stretch to make the hand?
   c) What was Sergio able to do that he had never done before?

3. **FIND a word or expression in the text that means... (1 point)**

   a) problems (lines 10-19)
   b) repeated (lines 20-28)
   c) the opposite of concrete (lines 20-28)
   d) in fact (lines 20-28)

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

Painting a mural

Your friend:	The Art teacher has told us we can paint one of the walls in the playground. Do you want to join in?
You:	Oh wow! **(1)** _____ ?
Your friend:	The one to the left of the entrance, next to the main road.
You:	**(2)** _____ ?
Your friend:	Apparently the school has been given the paints by a shop that's closing down.
You:	That's amazing. **(3)** _____ ?
Your friend:	I don't know yet. We'd have to come to an agreement with the other students. And the Art teacher, of course.
You:	OK, **(4)** _____
Your friend:	That's a good idea. You're really good at drawing.
You:	**(5)** _____
Your friend:	You're too modest! You won the prize for best comic last year!
You:	Well, **(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 late to class for the third time this week. Apologise to your teacher.
   b) Your mum asked you to get some broccoli from the supermarket but you bought two energy drinks on offer. Explain to your mum.
   c) You want to try a new hairstyle but can't decide which one. Ask your friend for some advice.

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

   Write an e-mail to Sergio's teacher inviting him and Sergio to your school's Technology Week to talk about the project and their experience.

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GRUPO B

Shakira and Miley: writing a perfect break-up song

You have been through a break-up. You are experiencing all the emotions - rage, grief, sadness and tears. You might binge a show, binge fast food, or unload your emotions into your private diary.

Or, if you are a world-famous musician, you might decide to record a *diss track aimed at your ex. Then, upload it to the Internet, stand back and watch the sparks fly. At least, that is what Shakira did with *Out of*
5 *Your League*, her song about footballer ex Gerard Piqué cheating on her, which has broken YouTube records making it the most-watched new Latin song in the platform's history. But Shakira is not alone. Fans are convinced *Flowers* by Miley Cyrus is about her ex, the famous Australian actor Liam Hemsworth. However, pop superstars turning their emotions into break-up songs is not a new thing. Just ask Adele or Taylor Swift, both queens of the break-up ballad, or Ariana Grande, The Weeknd and Justin Bieber — just
10 some of the big names who have released heartbreak-inspired hits.

But what is the trick to recording the perfect break-up song and why are they so satisfying to listen to? According to songwriting professor Martin Wright, who works at the British and Irish Modern Music Institute in Birmingham, the main reason for the genre's popularity is obvious: most of us have been left (or have left someone) at some point in our life.
15 Wright says the best break-up songs are all about the narrative. "If it is me breaking up with you, it is about empowerment, liberation and freedom, whereas if it is you breaking up with me, it might be about sadness, bitterness and even sometimes revenge," he explains. In *Out of Your League*, Shakira impressively combines most of these elements into a single line: "I won't get back with you, not if you cry, not even if you beg."
20 The next ingredient is how a person feels about their breakup. There are a few options here. A popular approach is the "I'm so over this", as demonstrated by Ariana Grande ("I've learned from the pain. I turned out amazing").

And for the finishing touch, Wright says, the key is the chorus and looking to the future. You could strike a hopeful note, like Adele ("Never mind, I'll find someone like you"), or follow Taylor Swift's decisiveness
25 ("But we are never, ever, ever, ever getting back together"). After all, Taylor Swift has built a career on songs about past relationships.

As well as being good to listen to, break-up songs can be helpful for the people writing them. Singer and songwriter Nahli, from London, says she used to write down her emotions in her diary. Now she turns those journal entries into songs. "When I'm crying into the page and the tears are falling, deep emotions
30 come out; it really feels like therapy."

Fragment adapted from *BBC news*, January 2023

*diss (disrespect + dismiss abbreviated)

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) Followers of Miley Cyrus believe that the target of *Flowers* is the singer's former husband.
   b) According to an expert, songs about break-ups are successful because we have all experienced similar situations.
   c) Break-up songs serve a double purpose: giving help to both listeners and song-makers.

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 is the message of the song when the creator is not the one doing the break-up, but the victim of it?
   b) According to songwriting expert Martin Wright, what elements are crucial when writing the end of a song?
   c) How does British artist Nahli describe writing songs?

3. **FIND a word or expression in the text that means... (1 point)**

   a) personal (lines 1-10)
   b) being unfaithful (lines 1-10)
   c) the process of becoming stronger and more confident (lines 11-19)
   d) profession (lines 20-30)

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

In the school playground during the break

Your sister:	What are you doing?
You:	**(1)** _____
Your sister:	Driving licence?! What for? The public transport is excellent here.
You:	It is, but **(2)** _____
Your sister:	Then, ask Mum or Dad to take you. They are always willing to give us a lift.
You:	I know, **(3)** _____
Your sister:	I understand, although you know their opinion about getting a driving licence while we're still studying.
You:	Yes, that it will distract me from studying and blah, blah, blah. **(4)** _____
Your sister:	OK, but Mum and Dad will NOT let you use their cars.
You:	**(5)** _____
Your sister:	And how will you pay for the petrol and insurance?
You:	Arghhhh! Come on. You're annoying. **(6)** _____?
Your sister:	OK, OK. I'll leave and stop distracting you.
You:	That's very kind of you, thanks.

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 seem to be the only one who organises all the activities in your study group. Complain about it.
   b) Your mum wants to get some ice cream, but there is a long queue. Suggest an alternative.
   c) Your friend is thinking of applying to a university in the UK. Give him your opinion.

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

   Should celebrities exploit their private lives to earn money? Give your opinion.