



# Prueba de Evaluación de Bachillerato para el Acceso a la Universidad Curso 2020-2021

Materia: Lengua extranjera (Inglés)

Tiempo máximo de la prueba: 1h 30 min

## INSTRUCCIONES PARA REALIZAR EL EXAMEN

El examen consta de tres bloques de preguntas cuyo valor máximo es de 5, 3 y 2 puntos, respectivamente. Es obligatorio contestar las preguntas indicadas en cada bloque para llegar a la puntuación máxima del examen (10).

En ningún caso se corregirá un número de respuestas mayor de lo indicado para cada bloque. Para la corrección se seguirá el orden en el que las contestaciones aparezcan desarrolladas por el estudiante. Solo si el estudiante ha tachado alguna de ellas, se entenderá que esa respuesta no debe ser corregida y se procederá a corregir la siguiente de su mismo bloque.

## PRIMER BLOQUE: COMPRENSIÓN LECTORA

Este bloque contiene dos textos ("Reading comprehension: Text 1" y "Reading comprehension: Text 2"), cada uno de ellos seguido por dos grupos de preguntas de comprensión lectora. El alumno deberá escoger **uno de los dos textos** y contestar las preguntas del texto elegido de la siguiente manera:

- Tres de las cuatro preguntas del primer ejercicio.

- Cuatro de las cinco preguntas del segundo ejercicio.

### Reading comprehension: Text 1

#### The "Buy Nothing" Movement

In Britain, the average person spends a lot of money every year on new clothes. This fact hides a very worrying trend for society and for the environment. Not only are people spending money they don't have, but they're using it to buy something they don't need either. Britain throws away 300,000 tons of clothing a year.

People might not realise they are part of the problem with buying too many clothes. 'Fast fashion' clothes go out of fashion very quickly and are often too poor quality to recycle. Huge quantities end up being thrown away or sent abroad, causing economic and environmental problems.

However, a different trend is springing up in opposition to this consumerism: the 'Buy Nothing' trend. The idea originated in Canada in the early 1990s and then moved to the US, where it became an intense rejection of the overspending and overconsumption of such events as Black Friday and Cyber Monday.

The trend has reached influencers and YouTube stars who encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they lived without buying electrical goods or clothes. For the next stage, they gave up services, for example haircuts or eating out at restaurants. In one year, they'd saved \$55,000. This meant two fewer cars on the roads, less plastic and paper packaging being wasted and a positive impact on the environment from all the energy saved.

If everyone followed a similar plan, the results would be impressive. But if you can't manage a full year without going shopping, you can participate in the anti-consumerist movement by refusing to buy something you don't need. "Buy Nothing" groups send a message to companies that people are no longer willing to accept the environmental cost of overconsumption.

Adapted from [www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish) (2019)

### EXERCISE 1. Answer 3 of the following 4 questions, providing evidence from the text (maximum 1 point each, total 3 points):

- Does the author say that the "Buy Nothing" trend only refers to clothes?
- According to the text, is the following statement true or false?  
*The "Buy Nothing" movement was born in US as a way of opposing excessive consumption*
- Does the writer think it is worrying that people spend money on things they do not need?
- According to the text, is the "Buy Nothing" movement getting any support from people on the Internet?

### EXERCISE 2. Find in the text words to solve 4 of the following 5 questions. Use just one word in each case (maximum 0,5 points per word, total 2 points):

- An antonym for *tiny, minuscule*
- A two-word synonym for *showing up, emerging*
- Find a word for this definition: *help someone feel confident and able to do something*
- A synonym for *products, articles*
- An antonym for *saved, kept*

## Reading comprehension: Text 2

### Robot Teachers

If you think of jobs impossible for robots, you will probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. However, we could be underestimating what robots can do. In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. So, why not having a place for robots in education after all?

British education expert Anthony Seldon thinks so. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. However, this is not a popular opinion and many think it's unlikely that robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and about 15 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired.

The negative aspects of teaching are something everyone agrees on. Perhaps then, the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organising and answering emails, arranging meetings and updating calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

Adapted from [www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish) (2020)

#### EXERCISE 1. Answer 3 of the following 4 questions, providing evidence from the text (maximum 1 point each):

- According to the text, can all jobs be done by robots or computers?
- Does the author say that robots are always better at diagnosing illnesses than doctors?
- According to the text, is the following statement true or false?  
*One advantage of robot teachers is that they don't need to rest.*
- According to the text, is the following statement true or false?  
*Robot assistants could help teachers by marking homework and writing reports.*

#### EXERCISE 2. Find in the text words to solve 4 of the following 5 questions. Use just one word in each gap (maximum 0,5 points per word, total 2 points):

- Give a word for the following definition: *determining the identity of a disease by an examination.*
- An antonym of *probable, plausible.*
- An antonym of *insufficient, lacking.*
- A synonym of *substitute, supplant.*
- A synonym of *planning, organising.*

### SEGUNDO BLOQUE: REDACCIÓN

El segundo bloque consiste en una pregunta de redacción con tres opciones, de las cuales el alumno deberá escoger y realizar tan solo una. La redacción tendrá que contener cien palabras como mínimo. La puntuación máxima es de tres puntos.

- Write a story ending with the following sentence: "That is why I decided to stop buying unnecessary things". **Remember that the 10 words in this sentence cannot be counted in the 100 words you must write.**
- Imagine that you are a supporter of the "Buy Nothing" movement. Write an email to a good friend of yours in which you try to convince him/her not to spend too much money on things he/she does not need.
- Would you like to have a robot as a teacher? Why or why not?

### TERCER BLOQUE: TRANSFORMACIÓN GRAMATICAL

El tercer bloque contiene seis ejercicios de transformación gramatical, de los cuales el alumno deberá escoger y contestar exclusivamente cuatro. Cada ejercicio contestado vale medio punto como máximo. La puntuación máxima del bloque en su conjunto es de dos puntos.

- Rewrite the following sentence in the negative-interrogative form of the present perfect tense:  
*'Fast fashion' clothes go out of fashion very quickly.*
- Rewrite the following relative clause as two separate sentences.  
*The trend has reached influencers who encourage their viewers not to buy anything for long periods of time.*
- Complete the second sentence so that it means the same as the first one. **You must not change the initial four words in any way or omit any element from the original sentence:**  
*In Britain, the average person spends a lot of money every year on new clothes.*  
*A lot of money .....*
- Rewrite the following sentence as a second-type (hypothetical) conditional:  
*If you think of jobs impossible for robots, you will probably put doctors and teachers at the top of the list.*
- Rewrite the following sentence in indirect style (reported speech), beginning with the words "He wondered":  
*Are we underestimating what robots can do now?*
- Rewrite the following sentence in the passive voice. Do not omit any part of it.  
*They will adapt the information to each student.*

## KEY

### Primer bloque

**Text 1. Exercise 1** (se indican las porciones del texto en que figura la información requerida; en la mayor parte de los casos, no penaliza el que se añada una porción algo mayor, aunque relevante)

- No. Any reference to *“anything at all”* (1<sup>st</sup> sentence), *“electrical goods or clothes”* (3<sup>rd</sup> sentence), *“services, for example haircuts or eating out at restaurants”* (4<sup>th</sup> sentence), *“cars [...], plastic and paper packaging”* (6<sup>th</sup> sentence), all of them in the 4<sup>th</sup> paragraph, will be accepted as correct.
- False. *“The idea originated in Canada in the early 1990s [...]”* (1<sup>st</sup> half of the 1<sup>st</sup> sentence, 3<sup>rd</sup> paragraph).
- Yes. *“Not only are people spending money they don't have, but they're using it to buy things they don't need either”* (3<sup>rd</sup> sentence, 1<sup>st</sup> paragraph).
- Yes. *“The trend has reached influencers and YouTube stars who encourage their viewers [...]”* (1<sup>st</sup> sentence, 4<sup>th</sup> paragraph).

### Text 1. Exercise 2

- huge* (line 5)
- springing up* (line 7)
- encourage* (line 10)
- goods* (line 12)
- wasted* (line 14)

**Text 2. Exercise 1** (se indican las porciones del texto en que figura la información requerida; en la mayor parte de los casos, no penaliza el que se añada una porción algo mayor, aunque relevante)

- No. *“[...] but some jobs need human connection and creativity”* (2<sup>nd</sup> half of the 2<sup>nd</sup> sentence, 1<sup>st</sup> paragraph)
- No. *“In some cases, they already perform better than doctors at diagnosing illness”* (4<sup>th</sup> sentence, 1<sup>st</sup> paragraph).
- True. *“[...] they can teach anywhere and won't get stressed, or tired”* (2<sup>nd</sup> half of the 4<sup>th</sup> sentence, 3<sup>rd</sup> paragraph).
- True. *“If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best”* (5<sup>th</sup> sentence, 4<sup>th</sup> paragraph).

### Text 2. Exercise 2.

- diagnosing* (line 3)
- unlikely* (line 7)
- enough* (line 9)
- replace* (line 12)
- arranging* (line 14)

**Tercer bloque** (Se subrayan las partes que necesariamente deben estar correctas; el resto admite variaciones –especialmente en el orden de los elementos de la oración– sin que se apliquen penalizaciones)

- Haven't “Fast Fashion” clothes gone out of fashion very quickly?  
Have “Fast Fashion” clothes not gone out of fashion very quickly?
- The trend has reached influencers. They encourage their viewers not to buy anything for long periods of time.
- A lot of money is spent every year by the average person in Britain on new clothes.
- If you thought of jobs impossible for robots, you would probably put doctors and teachers at the top of the list [“probably” may also go at the end of the second clause]
- He wondered if (whether) we were underestimating what robots could do then (at that time).
- The information will be adapted to each student by them.