



# 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

#### Poverty in London in the Late 1800's

After decades of self-satisfaction and pride in their social and economic achievements, the Victorians' vision of themselves began to change in the 1880s, when a leading socialist, H. M. Hyndman, claimed that a quarter of the English population was poor. Charles Booth, a wealthy Liverpool merchant and shipowner, was one of the many people who maintained that this was both untrue and dangerous. To prove that Hyndman was wrong, he organised a survey of every house in the East End and centre of London.

By the end of 1889, Booth could contradict Hyndman, but not in the way he expected. In fact, Hyndman had underestimated the amount of poverty in London. Booth found that approximately one in every three Londoners was poor. In the next twenty years, the scope of the study was enlarged and investigations in York and elsewhere confirmed Booth's conclusion: without a doubt, at least a quarter of the English population lived in poverty.

Their concept of poverty, however, was not unquestionably defined. For Booth, "my poor may be described as living under a struggle to obtain the necessaries of life and make ends meet; while the very poor live in a state of chronic need". The other investigators' definitions were equally vague. And yet their figures for those living in poverty were amazingly precise. Booth himself concluded that 30.7% of all Londoners were poor. He was right.

The next step was to find out why so many people were poor. Most Victorians assumed that it was because the poor were lazy, drank or did not save. As one judge argued, "you will stop poverty if you prevent weakness and sickness and laziness and stupidity and improvidence, not otherwise". However, research convincingly showed later that the great majority were not poor because of their own failings.

Adapted from *English Texts and Brain Teasers* (1993)

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

- Does the writer say that Victorians had a good opinion of the economic situation of their society before the 1880s?
- Does the text say that C. Booth carried out a study of poverty in all of London?
- According to the text, were Hyndman's calculations exact and accurate?
- According to the text, is the following statement true or false?

*The general opinion then was that if you were poor it was your own fault.*

### 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 *harmless, safe*
- A synonym for *quantity, total*
- An antonym for *wealth, prosperity*
- Give a word for this definition: *in a way that causes great surprise or wonder.*
- A synonym for *faults, defects*

Reading comprehension: Text 2

How to meditate

Meditation is a simple practice available to all, which can reduce stress, increase calmness and clarity, and improve concentration. Learning how to meditate is uncomplicated, and the benefits can come quickly. Here, we offer basic tips to help you obtain greater self-control, acceptance and joy. So, take a deep breath and get ready to relax!

First of all, setting aside time for formal meditation is an important way to establish a routine and get comfortable with the practice. Even just a few minutes a day can make a big difference in practically no time at all. "Some people complain because they don't like to take time out of their day in order to meditate," says Atman Smith, who teaches meditation to underserved communities in Baltimore. "There can be no doubt that practice is important. It's a tool you can use to bring yourself back to the present in stressful situations."

However, we shouldn't stop being mindful when we stop meditating. "The purpose of meditation is to become mindful throughout all parts of our life, so that we're awake, present and openhearted in everything we do," says Tara Brach, a popular meditation teacher based near Washington. "Not just when we're sitting on the cushion."

In addition to basic meditation instructions, we've also compiled some guided meditations for a few popular exercises including body scan, walking meditation and mindful eating. "Each of the applied mindfulness practices brings alive an experience that might otherwise be more automatic," says Ms. Brach.

Though meditating on your own is an essential part of complete practice, the steady guidance of an experienced teacher can be invaluable, especially as you're trying to get started. Our minds tend to wander very easily and the clear instructions of a teacher can help bring us back to the present moment.

Adapted from <https://www.nytimes.com/guides/well/how-to-meditate>

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

- a. According to the text, is meditation a kind of practice that only a few people can use?
- b. Does the writer say that you need to wait long until you experience the results of mediation?
- c. According to the text, does everybody feel ok with spending part of their time meditating?
- d. Does the text say that it is important to have a tutor when you practice mindfulness?

**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):**

- a. A synonym of *suggestions, recommendations*
- b. An antonym of *relaxing, tranquil*
- c. An antonym of *asleep, sleeping*
- d. An antonym of *insignificant, superfluous*
- e. A synonym of *particularly, mainly*

**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.

- a. Write a story ending with the following sentence: "And this is why Paul ended up in that terrible economic situation". **Remember that the 12 words in this sentence cannot be counted in the 100 words you must write.**
- b. Do you think that relaxation techniques, such as meditation, are necessary in our daily life? Why or why not?
- c. Write an email message to your brother telling him that you have started doing meditation. Tell him about the benefits you are experiencing.

**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.

- a. Rewrite the following sentence in indirect style (reported speech), beginning with the words *She said*.  
*By the end of 1889, Booth could contradict Hyndman, but not in the way he expected.*
- b. Rewrite the following sentence as a third-type (impossible) conditional sentence:  
*You will stop poverty if you prevent weakness and sickness.*
- c. Rewrite the following sentence in the negative-interrogative form of the simple conditional.  
*At least a quarter of the population lived in poverty.*
- d. Rewrite the following sentence in the passive voice. **Do not omit any part of it.**  
*Atman Smith teaches meditation to underserved communities in Baltimore.*
- e. Rewrite the following sentence in the negative-interrogative form of the future perfect tense. **Write only one sentence:**  
*Formal meditation is an important instrument to establish a routine.*
- f. 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:**  
*We've also compiled guided meditations for a few popular exercises.*  
*Guided meditations for a few popular exercises .....*

## 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)

- Yes. “*After decades of self-satisfaction and pride in their social and economic achievements [...]*” (1<sup>st</sup> half of the 1<sup>st</sup> sentence, 1<sup>st</sup> paragraph).
- No. “[...] *he organised a survey of every house in the East End and centre of London*” (3<sup>rd</sup> sentence, 1<sup>st</sup> paragraph).
- No. “*In fact, Hyndman had underestimated the amount of poverty in London*” (2<sup>nd</sup> sentence 2<sup>nd</sup> paragraph).
- True. “*Most Victorians assumed that it was because the poor were lazy, drank or did not save*” (2<sup>nd</sup> sentence, 4<sup>th</sup> paragraph).

### Text 1. Exercise 2

- dangerous* (line 4)
- amount* (line 7)
- poverty* (title and lines 7, 9, 10, 12 and 14)
- amazingly* (line 13)
- failings* (line 16)

**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. “*Meditation is a simple practice available to all*” (1<sup>st</sup> half of the 1<sup>st</sup> sentence, 1<sup>st</sup> paragraph).
- No. Two possible sources of information in the text (either will suffice):
  - “[...] *and the benefits can come quickly*” (2<sup>nd</sup> half of the 2<sup>nd</sup> sentence, 1<sup>st</sup> paragraph)
  - “*Even just a few minutes a day can make a big difference in practically no time at all*” (2<sup>nd</sup> sentence, 2<sup>nd</sup> paragraph).
- No. “*Some people complain because they don't like to take time out of their day in order to meditate [...]*” (1<sup>st</sup> half of the 3<sup>rd</sup> sentence of the 2<sup>nd</sup> paragraph).
- Yes. “*Though meditating on your own is an essential part of complete practice, the steady guidance of an experienced teacher can be invaluable, especially as you're trying to get started. Our minds tend to wander very easily and the clear instructions of a teacher can help bring us back to the present moment*” (either of the two sentences of the last paragraph or both together).

### Text 2. Exercise 2.

- tips* (line 2)
- stressful* (line 8)
- awake* (line 10)
- essential* (line 15)
- especiallly* (line 16)

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

- She said (that) by the end of 1889 Booth had been able to contradict Hyndman, but not in the way he had expected.
- You would have stopped poverty if you had prevented weakness and sickness.
- Wouldn't at least a quarter of the population live in poverty?  
Would at least a quarter of the population not live in poverty?
- Meditation is taught by Atman Smith to underserved communities in Baltimore.  
Underserved communities in Baltimore are taught meditation by Atman Smith.
- Won't formal meditation have been an important instrument to establish a routine?  
Will formal meditation not have been an important instrument to establish a routine?
- Guided meditations for a few popular exercises have also been compiled by us.