

EVALUACIÓN DE BACHILLERATO PARA EL ACCESO A LA UNIVERSIDAD  
**203 INGLÉS.**EJEMPLO DE MODELO DE EXAMEN, REALIZADO A PARTIR DE ENUNCIADOS DE 2019 Y  
ADAPTADO A LA EXCEPCIONALIDAD DE EBAU2020**203-INGLÉS**

Previo: Dos opciones cerradas y de estructura idéntica (A y B), a elegir, cada una con un texto y tres secciones: comprensión lectora (3 puntos, con dos cuestiones), uso del inglés (3 puntos, con dos cuestiones, la primera de ellas común a ambas opciones, la segunda formada por tres ítems a responder) y expresión escrita (4 puntos).

EBAU2020: Un único examen que contiene dos textos a elegir uno para la primera sección, comprensión lectora (al elegir el texto se ha de responder a las dos cuestiones asociadas al mismo); en la segunda sección (uso del inglés), las dos cuestiones son únicas y, en la segunda cuestión, se responderá a tres ítems sobre un conjunto de cinco posibles; y en la tercera sección (expresión escrita) se podrá elegir una de cuatro opciones propuestas, que serán diferentes entre sí (email, texto descriptivo, argumentativo, de opinión). La ponderación de cada una de las tres secciones del examen así como de cada uno de los ejercicios dentro de cada bloque se mantiene.

- 1)** En la sección I (Reading comprehension), Tareas 1 y 2, es necesario hacer tanto la tarea 1 como la 2, ambas en relación al mismo texto (A o B). Aunque no es esperable que el alumnado se confunda en este caso (pues no tendría mucho sentido hacer una tarea del texto A y otra del B, dado que las preguntas están relacionadas con el contenido de cada texto), es importante hacer hincapié en que su elección está en el texto, no en las tareas asociadas a los textos (pues han de hacer ambas). Los criterios de corrección y evaluación son los publicados en la web de la materia.
- 2)** En la sección II (Use of English), Tarea 3, NO hay cambios con respecto a 2019. Se mantiene un único texto y 15 ítems. Los criterios de corrección y evaluación son los publicados en la web de la materia.
- 3)** En la sección II (Use of English), Tarea 4, los alumnos tienen que seguir haciendo 3 ítems, pero, en este caso, podrán escoger entre los 5 ítems propuestos. Cada ítem evalúa un aspecto gramatical diferente. En el caso de que un alumno responda a más ítems de los requeridos, se evaluarán únicamente los 3 primeros. Los criterios de corrección y evaluación son los publicados en la web de la materia.
- 4)** En la sección III (Writing), los alumnos escogerán 1 opción de entre las 4 opciones propuestas, que serán diferentes entre sí (un email, un texto descriptivo, uno argumentativo y uno de opinión). Los criterios de evaluación son los publicados en la web de la materia.
- 5)** Para la preparación de este modelo se han seleccionado tareas e ítems de exámenes de convocatorias anteriores (2019 y 2018), a modo de ejemplo. Lo importante de este documento es que el alumnado se familiarice con la estructura y apariencia del examen, que será diferente este curso académico dadas la circunstancia de excepcionalidad absoluta en que nos encontramos.

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El examen contiene dos textos a elegir uno para la primera sección de comprensión lectora (al elegir el texto se ha de responder a las dos cuestiones asociadas al mismo). Para la segunda sección (uso del inglés), las dos cuestiones son únicas y, en la segunda, se responderá a tres ítems sobre un conjunto de cinco posibles. Si se responde a un número de cuestiones superior al que se pide, solo se corregirán las primeras respuestas dadas hasta llegar a la cifra indicada en cada caso. En la tercera sección (expresión escrita), se elegirá una de las cuatro opciones propuestas, que serán diferentes entre sí (email, texto descriptivo, argumentativo, de opinión).

**SECTION I: READING COMPREHENSION****(3 marks)****Choose Text A or Text B. Then do Task 1 and Task 2.****Text A****Silicon Valley Nannies Are Phone Police for Kids**

Silicon Valley parents now demand that their nannies hide phones, tablets, computers, and TVs from their children. They are increasingly obsessed with keeping their children away from screens. Even a little screen time can be so deeply addictive, some parents believe, that it is best if a child neither touches nor sees any of these glittering rectangles. These particular parents, after all, deeply understand the attractiveness and addictiveness of these devices. But it is very hard for a working adult in the 21<sup>st</sup> century to live at home without looking at a phone. And so, as with many aspirations and ideals, it is easier to hire someone to do this —the nanny.

The fear of screens has reached the level of panic in Silicon Valley. Vigilantes now post photos to parenting message boards of possible nannies using cellphones near children. In other words, the same people who build these glowing hyper-stimulating portals have become increasingly terrified of them.

Silicon Valley parents have put their nannies in a strange position. "In the last year, everything has changed," said Shannon Zimmerman, a nanny in San Jose who works for families that forbid screen time. "Parents are now much more aware of the tech they're giving their kids and they will say 'No screen time at all.'" Ms. Zimmerman likes these new rules, which she said remind her of a time when kids behaved better and knew how to play outside.

Parents, though, find the rules harder to follow themselves, Ms. Zimmerman said. "Most parents come home, and they're still glued to their phones, and they're not listening to a word these kids are saying," Ms. Zimmerman said.

*The Nanny Contracts.* Parents are now asking nannies to sign very strict "no-phone contracts," according to nannying agencies across the region. Typically now the nanny is not allowed to use her phone for any private use, which can be tricky, as these same parents often want updates through the day. "If the mom does call and the nanny picks up the phone, it is, 'Well, what are you doing that you can be on your phone?'"

**1. Read the text and decide whether statements 1.1 to 1.4 are true or false. Then, find a text fragment which confirms your answer in either case. Write "TRUE" or "FALSE" plus the fragment (one or two lines maximum) on your answer sheet. [Score: 4 items x 0,5 marks = 2 marks]**

E.g.: Silicon Valley parents find it difficult to respect the no-phone rules that they have established for their children.  
**TRUE.** EVIDENCE: "Parents, though, find the rules harder to follow themselves."

- 1.1. At Silicon Valley, nannies are required to hide phones, tablets, computers, and TVs from their children.
- 1.2. Silicon Valley parents know very well how fascinating screens can be.
- 1.3. The children that Shannon Zimmerman takes care of behave better and know how to play outside.

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203 INGLÉS.

EJEMPLO DE MODELO DE EXAMEN, REALIZADO A PARTIR DE ENUNCIADOS DE 2019 Y ADAPTADO A LA EXCEPCIONALIDAD DE EBAU2020

1.4. Contracts forbid nannies to make private use of screens in front of the children they take care of.

**2. Complete each sentence with information from the text but using your own words (about 10-15 words of your own per sentence). DO NOT COPY LITERALLY from the text nor from statements 1.1 to 1.4. Write the two sentences on your answer sheet. [Score: 2 items x 0,5 marks = 1 mark]**

- 2.1. According to some parents, ...
- 2.2. Ms. Zimmerman complains ...

**Text B**

**Stop Wasting Food Movement**

*Sharehouse*, a small supermarket that sells food rescued from bins for 'pay-what-you-can' prices, is now opening stores across the UK. Customers at these supermarket-style stores pay whatever they want for fruit, veg, bread, tins, cakes, and even *Nando's* chicken—all of them rescued from going to landfill<sup>1</sup>.

"Don't worry about trying to find us," says Adam Smith, founder of a new supermarket-style enterprise whose mission is nothing short of saving the planet: "You'll see the queue outside." Sure enough: a dozen or so people are waiting at the doors of his *Sharehouse* shop+ in Sheffield when I show up. They have come—and will continue to crowd in for the next two hours—for two main reasons. First, because their choice of groceries is phenomenal: crates<sup>2</sup> of fruit and veg; baskets of breads; a deli counter<sup>3</sup> offering pies, pates and pickles; tinned goods; cakes... Lots of cakes. Second, because of the price for everything in here: "Pay whatever you feel." People come in, fill their baskets, and then hand over as much or as little money as they want. Some people do weekly shops for a fiver<sup>4</sup>, and that's fine. But... What's the catch<sup>5</sup>, then? There is one, of course. Everything here has been rescued from supermarket bins, restaurant leftovers, and market waste.

This, then, is the Real Junk Food Project, an enterprise created by the 32-year-old one-time executive chef with the aim of reducing the UK's vast quantities of food waste while helping people struggling—or simply seeking a bargain—in austerity Britain. And it's proving more popular than he ever imagined. After he set up his first *Sharehouse* store in Leeds in autumn 2016, the scheme has rapidly expanded across the country. Six other stores have opened and three more are scheduled for late summer. Each one saves an estimated six tonnes of food every week.

<sup>1</sup>**landfill:** A place where rubbish is buried. / <sup>2</sup>**crates:** A sort of box made of wood, plastic, or metal. / <sup>3</sup>**deli counter:** (In shops, supermarkets or restaurants) The place where you get different types of cheese, cold cooked meat, prepared salads, etc. // <sup>4</sup>**fiver:** £5 // <sup>5</sup>**catch:** A hidden problem.

**1. Read the text and choose the best option (A, B, or C) for items 1.1 to 1.4. On your answer sheet, draw a table like the one below and, for each item, copy only the letter that corresponds to your answer (A, B, or C). Use CAPITAL LETTERS. [Score: 4 items x 0,5 marks = 2 marks]**

1	2	3	4

- 1. *Sharehouse* stores ...
  - A. ... give certain foods a second chance.
  - B. ... are rarely found across the UK nowadays.
  - C. ... have established a minimum budget of £5.
- 2. The Sheffield *Sharehouse* store ...
  - A. ... is not working very well, as only about 12 people go there to buy food.

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203 INGLÉS.

EJEMPLO DE MODELO DE EXAMEN, REALIZADO A PARTIR DE ENUNCIADOS DE 2019 Y ADAPTADO A LA EXCEPCIONALIDAD DE EBAU2020

- B. ... seems very successful, judging by how quickly it becomes crowded.
- C. ... usually has long queues of people waiting to get some food for free.
- 3. One of the reasons why people go to *Sharehouse* stores is that ...
  - A. ... it is the customer who decides the value of the food they take home.
  - B. ... their food is even better than the food served at some restaurants, especially the cakes.
  - C. ... the maximum you spend there on a weekly shop is £5. A real bargain!
- 4. *Sharehouse* stores ...
  - A. ... have been founded by Adam Smith, a former executive chef, to reduce food waste.
  - B. ... belong to the Real Junk Food Project, whose benefits will be destined to help needy people.
  - C. ... are saving about 6,000 kilos of food a week and are quickly spreading around the world.

**2. Complete each sentence with information from the text but using your own words (about 10-15 words of your own per sentence). DO NOT COPY LITERALLY from the text nor from items 1.1 to 1.4. Write the two sentences on your answer sheet. [Score: 2 items x 0,5 marks = 1 mark]**

- 2.1. Different types ...
- 2.2. People buy food at *Sharehouse* ...

**SECTION II: OVERALL LANGUAGE ABILITY (USE OF ENGLISH) (3 marks)**

**3. Complete the text choosing the best option (A, B, or C) for each gap (1-15). On your answer sheet, draw a table like the one below and, for each gap (1-15), copy the letter that corresponds to your answer (A, B, or C). Use CAPITAL LETTERS. [Score: 15 items x 0,1 marks = 1,5 marks]**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

American students have a college experience significantly different to that of European students.

Living. Dorm life, for example. (1) \_\_\_ all American students have this experience in common, regardless of where they (2) \_\_\_ university. Our country is unique in the presence of dorm life. (3) \_\_\_ it is so massive and our cities are so spread out in comparison to (4) \_\_\_ of Europe, dorms are essential to maintaining a university community. In Europe, (5) \_\_\_, the idea of dorms is almost entirely foreign. (6) \_\_\_ students are far more likely to rent an apartment near campus than to ever set foot in (7) \_\_\_ dorm. The massive public transportation infrastructure of European cities makes this possible (8) \_\_\_ eliminates the need for universities to accommodate large numbers of students on campus.

Education. Students (9) \_\_\_ Europe interact with professors quite differently, in part due (10) \_\_\_ language differences. (11) \_\_\_ Karim Budhesy, European students speak to their professors differently because most European languages have formal conjugations and forms of address built into them. In France, students might refer to professors using the formal "vous" rather than the informal "tu", therefore (12) \_\_\_ the entire tone of conversation. Also, European students are notorious for skipping classes. Oftentimes, bigger lectures (13) \_\_\_ compulsory attendance are only attended once or twice before they empty out.

(14) \_\_\_, European students frequently take exams while American students have some smaller additional (15) \_\_\_ throughout the semester that require more frequent attendance, such as in-class quizzes.

- |                     |               |             |                            |              |                 |
|---------------------|---------------|-------------|----------------------------|--------------|-----------------|
| <b>1.</b> a) About  | b) Almost     | c) Near     | <b>9.</b> a) on            | b) in        | c) at           |
| <b>2.</b> a) attend | b) go         | c) assist   | <b>10.</b> a) --           | b) at        | c) to           |
| <b>3.</b> a) As     | b) Because of | c) Although | <b>11.</b> a) According to | b) Regarding | c) Referring to |
| <b>4.</b> a) those  | b) theirs     | c) that     | <b>12.</b> a) changing     | b) change    | c) to change    |

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ADAPTADO A LA EXCEPCIONALIDAD DE EBAU2020

- |    |            |             |                |     |            |              |                |
|----|------------|-------------|----------------|-----|------------|--------------|----------------|
| 5. | a) however | b) opposing | c) contrasting | 13. | a) with    | b) within    | c) without     |
| 6. | a) All     | b) Top      | c) Most        | 14. | a) Finally | b) Clearly   | c) Initially   |
| 7. | a) the     | b) a        | c) their       | 15. | a) tests   | b) homeworks | c) assignments |
| 8. | a) and     | b) but      | c) nor         |     |            |              |                |

4. Finish **THREE** of the following sentences so that each sentence keeps the meaning of the sentence printed before it and includes a clear change of linguistic structure. COPY THE COMPLETE SENTENCES (including the beginnings already given to you) onto your answer sheet. [Score: 3 items x 0,5 marks = 1,5 marks]

- 4.1. In Spain, it is against the law to sell alcoholic drinks to anyone who is under 18.  
In Spain, alcoholic drinks ...
- 4.2. 'Are you the straight-A student who has received a scholarship to study at the MIT?', he asked me.  
He wanted ...
- 4.3. I never visited her when she lived in Hong Kong because she never invited me.  
If she ...
- 4.4. Nobody doubts that if you study very hard, you'll get very good results.  
Nobody doubts that the ...
- 4.5. The food was so good we had to leave a tip at "Morocco's"  
It ...

**SECTION III: WRITING****(4 marks)**

5. Choose **ONE** of the four options below (a, b, c, or d) and write the corresponding text (150-175 words).

a) **Argumentative writing.** *Children over 7 years of age should get some pocket money every week. Discuss.*

**WRITE AN ARGUMENTATIVE TEXT** including arguments for and against to provide a balanced discussion of the topic. Write your text on your answer sheet. [Score: 4 marks x 1 item = 4 marks]

b) **Descriptive writing.** *Your favorite restaurant in town.*

**WRITE A PARAGRAPH** describing your favorite restaurant. (Tips: Name, appearance, reasons why you like it, type of food it offers, your favorite dish(es), your feelings when you eat there, people you visit this place with...). Write your paragraph on your answer sheet. [Score: 4 marks x 1 item = 4 marks]

c) **Opinion writing.** *Both men and women can do all types of housework equally well. Do you agree?*

**WRITE AN OPINION TEXT.** Make sure you provide the necessary arguments to convince the reader of your opinion. Write your paragraph on your answer sheet. [Score: 4 marks x 1 item = 4 marks]

d) **Email writing.** *"I can't pass you today's class notes, sorry!"*

**WRITE AN EMAIL** to a friend in which you make it clear (a) who your friend is, (b) what he/she wants from you, (c) why you cannot give it to him/her, and (d) when you will be able to give it to him/her, or what alternative you suggest. Write your email on your answer sheet. [Score: 4 marks x 1 item = 4 marks]