



**PRUEBA DE EVALUACIÓN DE BACHILLERATO PARA EL
ACCESO A LA UNIVERSIDAD Y PRUEBAS DE ADMISIÓN**
ANDALUCÍA, CEUTA, MELILLA y CENTROS en MARRUECOS
CURSO 2023-2024

LENGUA EXTRANJERA
(INGLÉS)

CRITERIOS ESPECÍFICOS DE CORRECCIÓN

El examen consta de 3 Bloques (A, B y C)

En cada bloque (**Comprehension, Use of English y Writing**) se plantean varias preguntas, de las que se deberá responder al número que se indica en cada uno. En caso de responder más cuestiones de las requeridas, serán tenidas en cuenta las respondidas en primer lugar hasta alcanzar dicho número. Las preguntas han de ser respondidas en su totalidad: si la pregunta tiene dos secciones, hay que responder ambas.

BLOQUE A (Comprensión lectora)

Puntuación máxima: 4 puntos

Debe responderse a las 8 preguntas de uno de los 2 textos propuestos.

COMPREHENSION (4 points). CHOOSE TEXT 1 OR TEXT 2 AND ANSWER ALL THE QUESTIONS FROM THAT TEXT ONLY.

TEXT 1: SAVING ABU SIMBEL *KEY*

- 1 In the early 1960s, Egypt had to improve agriculture and provide electricity for its increasing population. In order to do so, the
2 country planned to build a huge dam across the Nile River that would flood an area with important archaeological sites. In the eyes
3 of the Egyptian government, the destruction of the treasures, while regrettable, was necessary. Christiane Desroches-Noblecourt,
4 the female chief curator of Egyptian antiquities at the Louvre Museum, appealed to Egyptian officials not to resign themselves to
5 this catastrophic loss of their cultural heritage.
6 Christiane proposed to them the most difficult archaeological rescue in history —a project of almost unthinkable magnitude and
7 complexity consisting in moving the fragile sandstone temple of Abu Simbel to higher ground. On top of the enormous engineering
8 problems, the project required cooperation among countries at a time of escalating global political tensions. But that didn't stop her.
9 After months of countless meetings, Christiane eventually won the support of UNESCO and Egypt's Minister of Culture, who
10 persuaded the Egyptian president to approve the rescue plan. This was a major step, but the project was doomed to fail without
11 massive financial help from Western countries, particularly the United States. It was then that an unexpected saviour, Jacqueline
12 Kennedy, appeared on the scene. Thanks to her influence, her husband, President John F. Kennedy, called on US Congress to
13 authorise money to ensure the rescue.
14 Ironically, the two women who played crucial roles in this landmark rescue apparently had no idea of each other's moves. Both
15 Christiane and Jacqueline had worked behind the scenes. Neither of them ever sought or received public attention for their
16 achievement, caring less about the credit than getting the job done.

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

1. According to the text, Abu Simbel... (c)

- (a) was buried under the sand. (b) was damaged during the rescue.
(c) went through a complex relocation. (d) was moved abroad.

2. According to the text, Jacqueline Kennedy... (d)

- (a) negotiated with UNESCO. (b) convinced Christiane to save the temple.
(c) tried to acquire the temple. (d) helped get the project financed.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT, OR USE YOUR OWN WORDS. (0.5 points each)

3. **The initial dam project involved leaving ancient treasures under the water.** *TRUE (lines 1-2) "(In order to do so,) the country planned to build a huge dam across the Nile River that would flood an area with important archaeological sites."*
4. **International conflicts added to the difficulty of the mission.** *TRUE (lines 7-8) "On top of the enormous engineering problems, the project required cooperation among countries at a time of escalating global political tensions."*
5. **Egypt had enough resources to carry out the rescue operation.** *FALSE (lines 10-11) "(This was a major step, but) the project was doomed to fail without massive financial help from Western countries, particularly the United States."*
6. **Christiane and Jacqueline worked side by side.** *FALSE (line 14) "Ironically, the two women who played crucial roles in this landmark rescue apparently had no idea of each other's moves."*

7. FIND IN THE TEXT: (0.5 points)

- 7.1. ONE SYNONYM FOR: "**lamentable**" (adjective) *regrettable (line 3)*
7.2. ONE OPPOSITE FOR: "**gain**" (noun) *loss (line 5)*

8. FIND IN THE TEXT: (0.5 points)

- 8.1. ONE WORD MEANING: "**to make certain, guarantee.**" *ensure (line 13)*
8.2. ONE WORD MEANING: "**a person who rescues another person or a thing from danger or harm.**" *saviour (line 11)*



CRITERIOS ESPECÍFICOS DE CORRECCIÓN

TEXT 2: THE STRENGTH OF WEAK SOCIAL TIES **KEY**

- 1 I've been working as a psychotherapist since 1988. Through the years, I've dealt with hundreds of patients who come to my
2 practice because they feel lonely. Many report finding relief in brief, casual encounters. That's the case of Alice, who lived alone
3 for years after a divorce. Her family lived away from her, and she described feeling terribly lonesome, especially during the holidays.
4 One day, I asked her what helped cheer her up. "I love going to the library and chatting with Maria, the librarian, about historical
5 novels or cozy mysteries. I always leave feeling a warm connection with her."
6 Another patient, Sherry, gets great joy from her Sunday breakfasts at a local diner: "The manager's so nice. She calls me
7 'Sweety' and brings me extra whipped cream for my pancakes. I feel uplifted."
8 As for me, when I shop for groceries, I always go to a cashier I've chatted with for years. Our shared kindness and familiarity
9 give me a sense of community. What's more, even those we meet only once can leave a lasting impression. I'll never forget
10 discussing *Don Quixote* on an airplane with a well-read economics professor.
11 Relationships like these, generally referred to as "weak social ties", have been proved to be just as important to life satisfaction
12 as core or strong ties. When we feel blue or lonely, we tend to turn down social engagements, usually to avoid the imagined
13 embarrassment of being the only sad person in a group. But saying yes, despite the hesitation, offers an opportunity to feel less
14 isolated. Staying mindful of our strong and weak ties allows us to benefit from the comfort and the sense of community they provide.

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

9. **Alice...** (d)
(a) has been a client of the author's since 1988. (b) feels all alone when her family goes away on vacation.
(c) and her therapist go to the same library. (d) enjoys casual conversation about shared interests.
10. **The therapist...** (a)
(a) sticks to a routine when paying at the store. (b) feels lonely herself in her daily life.
(c) read a whole book during a flight. (d) recommends turning weak ties into strong ones.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT, OR USE YOUR OWN WORDS. (0.5 points each)

11. **Sherry receives special attention at her usual restaurant.** **TRUE** (lines 6-7) *"(The manager's so nice.) She calls me 'Sweety' and brings me extra whipped cream for my pancakes."*
12. **Casual encounters with strangers may be memorable.** **TRUE** (lines 9-10) *"(What's more,) even those we meet only once can leave a lasting impression. // I'll never forget discussing Don Quixote on an airplane with a well-read economics professor."*
13. **Short routine interactions are less rewarding than strong personal relationships.** **FALSE** (lines 11-12) *"Relationships like these, generally referred to as 'weak social ties', have been proved to be just as important to life satisfaction as core or strong ties."*
14. **People often refuse to mix with others if they are feeling low.** **TRUE** (lines 12-13) *"When we feel blue or lonely, we tend to turn down social engagements, usually to avoid the imagined embarrassment of being the only sad person in a group."*

15. FIND IN THE TEXT: (0.5 points)

- 15.1. ONE SYNONYM FOR: "awfully" (adverb) *terribly* (line 3)
15.2. ONE OPPOSITE FOR: "determination" (noun) *hesitation* (line 13)

16. FIND IN THE TEXT: (0.5 points)

- 16.1. ONE WORD MEANING: "someone whose job is to receive or pay out money in a shop." *cashier* (line 8)
16.2. ONE WORD MEANING: "food and other goods sold in a shop or at a supermarket." *groceries* (line 8)



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BLOQUE B (Uso de la lengua)

Puntuación máxima: 3 puntos

Debe responder a 6 de las 12 preguntas propuestas.

USE OF ENGLISH (3 points; 0.5 points each). CHOOSE AND ANSWER **ONLY 6** (SIX) QUESTIONS.

17. FILL IN THE GAPS WITH THE CORRECT FORM OF THE VERB IN BRACKETS:

17.1. "I **would rather you ... near me.**" (not smoke) *didn't smoke*

17.2. "I **wish I ... abroad last year.**" (travel) *had travel(l)ed*

18. FILL IN THE GAPS WITH THE CORRECT OPTION:

18.1. "**We suggested ... for an hour.**" gathering / to gather / to gathering / gather *gathering*

18.2. "**I can't remember the meaning of this word. I'll look it ... in the dictionary.**" down / up / for / out *up*

19. TURN THE FOLLOWING SENTENCE INTO THE ACTIVE VOICE: "**The burgers are going to be prepared by Joseph.**" *Joseph is going to prepare the burgers.*

20. TURN THE FOLLOWING SENTENCE INTO THE PASSIVE VOICE: "**Nobody has bought the decorations for the party yet.**" *The decorations for the party haven't been bought yet.*

21. GIVE A QUESTION FOR THE UNDERLINED WORDS: "**The professor** told the students to remain silent." *Who told the students to remain silent?*

22. JOIN THE FOLLOWING SENTENCES USING A RELATIVE. MAKE CHANGES IF NECESSARY: "**The Chemistry teacher was late for her class that day. She is usually on time.**" *The Chemistry teacher, who is usually on time, was late for her class that day.*

23. REWRITE THE FOLLOWING SENTENCE WITHOUT CHANGING ITS MEANING. BEGIN AS INDICATED: "**They spent a week repainting the kitchen.**" It took... *It took them a week to repaint the kitchen.*

24. COMPLETE THE FOLLOWING SENTENCE: "**We'll have to postpone the event so that...**" *subject + present simple // subject + can / may + infinitive*

25. THERE ARE TWO MISTAKES IN THE FOLLOWING SENTENCE. FIND THE MISTAKES AND REWRITE THE SENTENCE CORRECTLY: "**When King Charles arrived to the British Museum, everyone were waiting at the door.**" *When King Charles arrived at the British Museum, everyone was waiting at the door.*

26. TURN THE FOLLOWING SENTENCE INTO DIRECT SPEECH: "**Grace apologized to Will for having forgotten his birthday.**" *Grace said to / told Will, "I'm sorry I forgot/have forgotten your birthday." // Grace said, "Will, I'm sorry I forgot/have forgotten your birthday."*

27. TURN THE FOLLOWING SENTENCE INTO REPORTED SPEECH: "**Your exam will take place next week, Peter,**" the teacher said." *The teacher said to / told Peter that his exam would take place the following week.*

28. USE THE WORDS IN THE BOXES TO MAKE A MEANINGFUL SENTENCE. USE ALL AND ONLY THE WORDS IN THE BOXES WITHOUT CHANGING THEIR FORM: *My sister got her wedding dress designed by Armani.*

got	dress	my	Armani	wedding	designed	sister	by	her
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BLOQUE C (Redacción)

Puntuación máxima: 3 puntos

Deberá realizar una redacción de un mínimo de 120 palabras de UNO de los dos temas propuestos SOLAMENTE.

WRITING (3 points)

29. WRITE A COMPOSITION OF AT LEAST 120 WORDS ABOUT ONE OF THE TOPICS PROPOSED AND FOCUS ON IT. CHOOSE **ONE TOPIC** ONLY:

29.1. **Which places in the world do you find fascinating? Give reasons.**

29.2. **What makes a good friend for you? Explain.**