



Prueba de Evaluación de Bachillerato para el Acceso a la Universidad Curso 2023-2024

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

One of Europe's longest walls hidden in Spanish city.

Walled cities are not uncommon in Spain, however, one of its most impressive and arguably the longest in mainland Europe is hidden near the border with Portugal. So where exactly is it? The answer is not in famous sites like the walls of Lugo or Avila, but in the less well-known location of Badajoz, Extremadura. This city, with a long history of border wars with Portugal, is home to the continent's most extensive fortification.

Constructed between the 17th and 18th centuries, Badajoz's wall system symbolizes an era marked by military innovation. Influenced by the designs of French military engineer Sebastien Le Prestre, Marquis of Vauban, these fortifications are a continuation of earlier defensive structures.

The initial walls, dating back to the 9th and 11th centuries, were erected by prominent Muslim leaders, including Ibn Marwan. The Alcazaba, an integral part of these fortifications, was established in 1169 under Almohad rule, with the final Muslim renovations completed in the 13th century. The 17th century brought renewed focus on Badajoz's defenses, following Portugal's independence in 1640. The city's strategic position demanded an improved defensive system, leading to the construction of the 'Baluarted Wall'. This advanced structure was specifically designed to withstand attacks from all angles. Despite economic challenges, this wall incorporated existing fortifications, creating a formidable barrier that resisted various sieges throughout the centuries.

Visitors to Badajoz can explore numerous bastions and gates along the wall. Among them, the 16th-century Puerta de Merida and the 1680 Trinity Gate showcase classicist designs and royal emblems. Notable too are the 16th-century Puerta del Pilar and the 1460 Puerta de las Palmas, each displaying distinctive architectural elements. The wall's bastions highlight strategic points around the city. The wall's length and complexity, spanning approximately 5 kilometers, make it a remarkable and historically significant structure, second only to the wall of Pamplona in terms of perimeter.

(Euro Weekly News. January 2024. Adapted)

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 few cities in Spain have walls?
- According to the text, has Badajoz been a place of conflict historically?
- According to the text, were there money problems when the wall was renewed in the 17th century?
- Is the following statement true or false?

Badajoz's wall is the longest in Spain.

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):

- Find a synonym for *concealed, kept out of sight*.
- Find a word for this definition: *a person who designs, builds, and maintains complicated equipment*.
- The chess champion made a clever _____ move that led him to victory.
- Thanks to the panoramic camera system, you can look at the building from different _____.
- Find a word for this definition: (adj.) *having to do with the design and construction of buildings*.

Reading comprehension: Text 2

Students find Erasmus replacement scheme inadequate, analysis finds.

The British government's post-Brexit replacement for the EU's Erasmus+ student exchange programme (Turing scheme) is not going as planned. Some students did not go abroad because places were confirmed too late, while others did not receive funding until after their return, according to analysis. The first official analysis of the Turing scheme found that four out of five universities (79%) had difficulties with the application process, which was overly complex, repetitive and "tedious."

They also complained that the window for applications was too short and even after efforts were made to simplify the process, few thought there was any real improvement. The number of participants in the first year of the scheme fell short of the government target, partly because of the impact of Covid at the time.

The analysis by IFF Research, which focused on the first year of the programme, also found that inadequate funding and delays with delivery had a disproportionate impact on students with fewer resources, potentially creating barriers to participation. One of the government's key claims for the Turing scheme is that it will enable more students from lower-income backgrounds to take up international study placements, compared with the Erasmus programme. It is also global, rather than being confined to Europe.

According to the government, more than 40,000 students will benefit from the Turing scheme in the 2023-24 academic year. Robert Halfon, the minister for higher education, said: "The Turing scheme is a real change for students from disadvantaged backgrounds, empowering them with transformative opportunities abroad, a chance to experience other cultures and learn vital skills for life and work." Geoff Barton, the general secretary of the Association of School and College Leaders, said the benefits of studying abroad were not in doubt. "What is in question is whether the Turing scheme is offering better opportunities than the one it replaced – Erasmus+."

(The Guardian. January 2024. Adapted)

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

- According to the text, did the majority of British universities have problems with the Turing programme?
- When the Turing scheme started, was the number of students in it as high as the government expected?
- Is the following statement true or false?

The Government believed that the Turing scheme would benefit poor students.

- Does Geoff Barton believe that studying in a foreign country is a good thing?

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):

- If you want a job, first you send an _____ and then they may call you for an interview.
- Find a synonym for *goal, aim*.
- Find a synonym for *obstacles, obstructions*.
- Find a word for this definition: *with an international or worldwide scope*.
- Find a synonym for *abilities, aptitudes*.

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.

- Imagine that you are studying at a foreign university. Write a letter to your family describing your experience.
- Write a story that begins with the words: "The archaeologist found a secret door in the ancient wall, and it was open."
Remember that the 14 words in this sentence cannot be counted in the 100 words you must write.
- Do you think that governments should protect our architectural heritage? Why or why not? What can you do to help?

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 active voice. **Do not omit any part of it.**
This structure has been designed by a French engineer to withstand attacks.
- Rewrite the following sentence in the interrogative form of the conditional perfect.
Inadequate funding had a disproportionate impact on students.
- Complete the second sentence so that it means the same as the first one. **You must not change the initial word in any way or omit any element from the original sentence:**
Despite economic challenges, the wall created a formidable barrier.
Although
- Rewrite the following sentence as a third-type (impossible) conditional:
If you study abroad, you'll have a chance to experience other cultures.
- Rewrite the following sentences into a main clause and a non-defining relative clause.
Badajoz's wall was built in the 17th century. The wall was influenced by a French engineer.
- Rewrite the following sentence in the reported speech form, beginning "The Minister said..."
The Turing scheme has been a real change for disadvantaged students this year.