

PRUEBA DE ACCESO A LA UNIVERSIDAD Y/O FASE VOLUNTARIA
UNIBERTSITATEAN SARTZEKO PROBA ETA/EDO BORONDATEZKO FASEA

ASIGNATURA/IRAKASGAIA

INGLÉS / INGELESA

THE MYTH OF A PERFECT TEEN SCHEDULE

In today's competitive world, teens are constantly seeking the perfect routine that balances university applications, social life, extracurricular activities, family expectations, and eight hours of sleep. Many turn to detailed planning as a way to solve their troubles, believing that there is one single "ideal" way to organize their time. Their quest for this is fueled by peer pressure and competitive college admissions.

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However, what seems achievable in theory often ends up becoming a pressure cooker in reality. A typical high schooler's day can stretch from 6 a.m. to 10 p.m. All this time is spent with the aim of securing a place at a good college. The first sacrifice on this path, along with many more to come, is rest. Struggling to balance everything, deadlines, test preparation, and sports events, under the pressure that every hour must be used "productively," teens leave little room for downtime, which takes a toll on their mental and physical health.

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A lot of the pressure comes from how much university entrance affects future opportunities, yet not every teen has the same resources to follow an ideal schedule that helps to get into a good institution. Finances, family circumstances, and heavy workloads make this goal achievable only for some. Access to private tutoring, quiet study spaces, or extra academic programs can make a significant difference, but these supports are not available to all students. Teens who have jobs or family responsibilities are often at a disadvantage, and their struggles frequently go unrecognized. For these underprivileged teens, failing to perform at their "best" can feel especially overwhelming, particularly when compared to peers with more advantages.

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A schedule that works effectively begins with identifying priorities, including non-negotiable activities such as school, homework, family responsibilities, commutes, and meals. It also requires paying attention to personal energy patterns, such as peak focus times and periods of fatigue, as well as being aware of which tasks require the most mental effort. This helps to organize the schedule efficiently by doing demanding work during high-energy hours and by leaving lighter tasks to be completed during lower-energy periods. Extracurricular activities should be kept manageable and include low-stress, enjoyable pastimes, such as music, walks, or socializing. Periods without obligations provide rest and help prevent burnout. Teenagers have different rhythms and each student should organize their time according to their own abilities and priorities.

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1. Answer these questions about the text in your own words (2 points, 1 each).

- a. Why is high school students' mental and physical health in danger?
- b. How do differences in resources and family circumstances affect a teen's ability to follow an "ideal schedule"?

2. Read the statements and decide whether they are true or false. Justify your answer by indicating the line and quoting evidence from the text (1 point, 0.5 each one).

- a. Many teenagers believe that carefully planning their schedules will not help them face their challenges.
- b. You should do challenging tasks when you feel less tired.

3. Find words or expressions in the text that mean the following (1 point, 0.25 each).

- a. Searching (Paragraph 1).
- b. Home-to-school trips (Paragraph 4).
- c. Easy to handle, reasonable (Paragraph 4).
- d. A state of physical, mental, and emotional fatigue (Paragraph 4).

4. Rephrase **FOUR** of the following sentences beginning as shown (2 points, 0.5 each).

a. "Please, don't skip rest," said the counselor.
The counselor begged the students.....

b. Teens study a lot and they also have very little free time.
Not only

c. The school requires students to manage their time carefully. (PASSIVE)
Students.....

d. "What strategies did you use to complete all the assignments?" asked the teacher.
The teacher asked the students

e. They started revising their work right after they received feedback.
As soon.....

f. Some teens didn't begin their revision early.
They ought.....

5. Write a composition of around 140-180 words on ONE of the following topics (4 points).

a. Write a **story** with the following title: The worst day of my life as a student.

b. Write a **formal complaint email** to your school principal about the excessive workload and pressure placed on students. Explain how it affects students' wellbeing and suggest changes that could make schedules more reasonable.

Los criterios de corrección y calificación de los exámenes pueden consultarse en la web:
<https://www.unavarra.es/sites/estudios/acceso-y-admision/evau-para-estudiantes.html>
Azterketak zuzentzeko eta kalifikatzeko irizpideak webgune honetan daude kontsultagai:
<https://www.unavarra.es/eu/sites/estudios/acceso-y-admision/evau-para-estudiantes.html>