
Inglés

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Ambos exámenes siguen la misma estructura: Bloque A, Comprehension (4 puntos) + Bloque B, Use of English, una opción de dos (3 puntos) + Bloque C, Writing, un tema de dos (3 puntos). Duración: 1 hora y 30 minutos. No se permite diccionario.

PARTE I

Acceso · Texto: The Forgotten Habit of Two Sleeps

ACCESO · BLOQUE A · Comprehension (4 puntos)**THE FORGOTTEN HABIT OF TWO SLEEPS**

For millennia, people slept in two shifts between nightfall and dawn. But why did this habit disappear?

On 13 April 1699, in northern England, nine-year-old Jane Rowth and her mother woke up from their first sleep of the evening, just before two men came to their window. Mrs. Rowth whispered to Jane to stay quiet and promised to return in the morning, but she never came back; she was later found murdered. This story struck historian Roger Ekirch when he discovered Jane's testimony in the judicial archives in the early 1990s, where she casually referenced her "first sleep."

Intrigued, Ekirch researched the phenomenon of biphasic sleep, finding that it was widely practiced throughout the preindustrial world. References to first and second sleeps appeared in various texts, including Chaucer's *The Canterbury Tales* and works by notable figures such as Plutarch and Virgil. The habit was not limited to England; it appeared in cultures across Africa, South America, and Asia. The system of two sleeps was around for centuries, with the first mention dating back to the 8th century BC in Homer's *Odyssey*. Evidence of biphasic sleep can be found throughout history. For example, Christian monks adopted it for prayers in the 6th century.

In the 17th century, a typical night involved going to bed from 9:00 to 11:00 pm, with people sleeping in shared spaces. Then, they would naturally wake up for a period known as *the watch*, which lasted until about 1:00 am. The watch was used for various activities, including household chores, socializing, and even sexual intimacy. This interval was also often a time for reflection, prayer, or simply chatting with bed companions.

Ekirch's research reached a crucial moment in 1995 when he read about a sleep experiment by Thomas Wehr. The study involved men who, after weeks of limited light exposure, reverted to biphasic sleep, confirming Ekirch's hypothesis about the biological basis for this practice. More recent studies, including one in Madagascar, found that certain communities still follow biphasic sleep patterns.

The shift away from this natural rhythm began with the Industrial Revolution, which introduced artificial lighting and altered diurnal rhythms, leading to the consolidation of sleep into a single uninterrupted period. Although we may have lost the social and philosophical aspects of biphasic sleep, modern conditions provide a different but arguably healthier sleeping experience.

Resolución**A1–A2. Choose the correct option**

A1. According to the text, Mrs. Rowth...

✓ **(b) left her daughter unsupervised.**

Prometió volver por la mañana pero nunca lo hizo, dejando a Jane sola toda la noche.

A2. According to the text, two-phase sleep...

✓ **(d) was affected by the Industrial Revolution.**

El último párrafo explica que la Revolución Industrial, con la luz artificial, acabó con este hábito.

⇒ **Error común:** Marcar (b) en A2. El texto no dice que el sueño bifásico “no estuviera documentado” hasta Ekirch, sino que Ekirch lo **investigó** al tropezarse con el testimonio de Jane. Documentado ya estaba desde Homero, Chaucer, etc.

A3–A6. True or False, justificando con palabras del texto

A3. Ekirch found Jane’s testimony while he tried to prove his theory of two sleeps.

✓ **FALSE**

“This story struck historian Roger Ekirch when he discovered Jane’s testimony in the judicial archives in the early 1990s...” (líneas 4–5)

El hallazgo fue casual, no buscado: el testimonio fue lo que **originó** su investigación, no una prueba que buscara a posteriori.

A4. The two-phase sleep facilitated the performance of monastic duties.

✓ **TRUE**

“Christian monks adopted it for prayers in the 6th century.” (líneas 10–11)

A5. The first period of sleep was commonly referred to as *the watch*.

✓ **FALSE**

“...they would naturally wake up for a period known as *the watch*...” (líneas 12–13)

The watch es el periodo **intermedio** de vigilia, no el primer sueño.

A6. The two-phase sleep required domestic tasks to be done after sunrise.

✓ **FALSE**

“The watch was used for various activities, including household chores...” (líneas 13–14)

Las tareas domésticas se hacían durante *the watch* (de madrugada), no después del amanecer.

⇒ **Error común:** En las preguntas V/F, copiar una frase del texto sin comprobar que responde exactamente a lo que pregunta el enunciado (sujeto, momento temporal, orden de los hechos).

A7. Find in the text

A7.1. One synonym for “murmur” (verb).

✓ **whisper(ed)** (línea 3)

A7.2. One synonym for “mate” (noun).

✓ **companion(s)** (línea 15)

A8. Find in the text

A8.1. One word meaning: “a formal statement or account given as evidence to support a fact or claim.”

✓ **testimony** (línea 4)

A8.2. One word meaning: *“to engage in informal conversation, typically in a relaxed or friendly manner.”*

✓ **chat(ting)** (línea 15)

ACCESO · BLOQUE B · Use of English · Opción 1 (3 puntos)

Rewrite the following sentences without changing the original meaning. Begin as indicated or use the word in brackets. The words provided must not be changed in any way.

Resolución

B1. I've never been to a more interesting city than London.
(The most...)

✓ The most interesting city I've (ever) been to is London.

Superlativo a partir de un comparativo negativo con *never*.

B2. If he doesn't wear a hat, he'll get sunburned. (Unless...)

✓ Unless he wears a hat, he will get sunburned.

If...not equivale a *unless* + afirmativo.

B3. Even though he had a good job, he wasn't happy.
(In spite of...)

✓ In spite of having a good job, he wasn't happy.

Even though + oración ↔ *in spite of* + gerundio.

B4. No foreign languages are required for this job. (NEEDN'T)

✓ You needn't speak a foreign language for this job.

Ausencia de obligación con *needn't* + infinitivo.

B5. When I dance flamenco, I feel happy. (MAKES)

✓ Dancing flamenco makes me (feel) happy.

Gerundio como sujeto + *make* + objeto + (infinitivo sin *to*).

B6. Vince's photographs are being shown at the exhibition.
(They...)

✓ They are showing Vince's photographs at the exhibition.

Pasiva de presente continuo → activa.

⇒ **Error común:** En B4, usar *mustn't* en vez de *needn't*: confundir prohibición con ausencia de obligación es uno de los errores más frecuentes en Use of English.

ACCESO · BLOQUE B · Use of English · Opción 2 (3 puntos)**Resolución**

B7. If I were you, I would eat healthier food. (You had...)

✓ **You had better eat healthier food.**

Had better + infinitivo sin *to*, para consejo enfático.

B8. The groom didn't buy the engagement ring because it was really expensive. (SUCH)

✓ **It was such an expensive engagement ring that the groom didn't buy it.**

Consecutiva con *such a* + adjetivo + sustantivo + *that*.

B9. I was promoted in 2021. (2021 was the...)

✓ **2021 was the year (when) I was promoted.**

Estructura enfática con oración de relativo temporal.

B10. My brother asked me if he could borrow \$50 until the following Friday. ('Can...)

✓ **'Can I borrow \$50 until next Friday?' my brother asked me.**

Estilo indirecto → directo: recuperar la pregunta original y ajustar las referencias temporales (*the following Friday* → *next Friday*).

B11. My parents will celebrate their twenty-fifth wedding anniversary in November. (By the end of the year, ...)

✓ **By the end of the year, my parents will have celebrated their twenty-fifth wedding anniversary.**

Futuro perfecto con *by the end of*...

B12. I wish you had met my Erasmus mates. (It's a pity...)

✓ **It's a pity (that) you didn't meet my Erasmus mates.**

Wish + pluscuamperfecto (deseo no cumplido en pasado) ↔ *it's a pity that* + pasado simple.

⇒ **Error común:** En B10, olvidar cambiar *the following Friday* a *next Friday* al pasar a estilo directo. El discurso directo se sitúa en el momento real del habla, no en el de quien lo relata.

ACCESO · BLOQUE C · Writing (3 puntos)

Write a composition of at least 120 words about ONE of the topics proposed:

C1. How do you balance work and rest in your daily routine?

C2. Do you think young people sleep enough nowadays? Discuss.

Resolución**Modelo de redacción resuelto (C1)**

Balancing work and rest is something I have struggled with ever since I started juggling my studies with extracurricular activities, but over time I have developed a routine that works reasonably well for me.

During the week, I try to stick to a fixed schedule: mornings are dedicated to studying, whereas afternoons are reserved for sports or hobbies, which helps me switch off mentally. If I didn't set these boundaries, I would probably end up working non-stop, which would only make me less productive in the long run. Moreover, taking short breaks throughout the day, however brief they may be, allows me to return to my tasks with renewed focus.

That said, weekends are when I truly rest, since it is then that I catch up on sleep and spend time with people who matter to me. Having tried both extremes—working excessively and doing too little—I have come to realise that consistency, rather than intensity, is what ultimately keeps me both productive and sane.

Estructuras clave para nota máxima (nivel Bachillerato):

- Present perfect continuo de experiencia: *"something I have struggled with ever since..."*
- 2º condicional: *"if I didn't set these boundaries, I would probably end up..."*
- Oración de relativo con valor concesivo: *"however brief they may be"*
- Estructura enfática con *it is...that*: *"it is then that I catch up..."*
- Gerundio como sujeto en contraste: *"working excessively and doing too little"*
- Conector formal de cierre: *"rather than..."*, *"ultimately"*

⇒ **Error común:** Limitarse a enumerar hábitos sin conectarlos gramaticalmente ("I study in the morning. I do sports in the afternoon. I rest on weekends."). La subordinación y los conectores variados son lo que distingue una redacción de nivel alto de una simplemente correcta.

PARTE II

Admisión · Texto: Monsieur Tan-Tan

ADMISIÓN · BLOQUE A · Comprehension (4 puntos)**MONSIEUR TAN-TAN**

In 1840, Monsieur Leborgne arrived at the Bicêtre Hospital in Paris. He was a twenty-one-year-old man who exhibited an unusual linguistic problem: whenever he was asked a question, he would always answer by saying one syllable twice, *tan tan*, in conjunction with quite varied intonation and expressive gestures. For this reason, the patient was nicknamed Tan-Tan. He spent the rest of his life hospitalized. Through the years, his condition deteriorated until, eventually, the limbs on his right side were paralyzed. On April 12, 1861, he was transferred to the surgery ward to be treated for gangrene. It was then that Pierre Paul Broca, a doctor who worked at the hospital, met him.

One week earlier, Broca had participated in a meeting of the Anthropological Society. During this meeting, another doctor, Ernest Auburtin, presented some interesting studies about the possibility of identifying the location of language in the human brain. Auburtin was attempting to support the hypothesis that the brain did not work as a homogenous mass, at least when it came to higher functions such as language. However, many scientists opposed the idea fiercely.

It did not take long for Broca to realize that the case he had come across constituted strong evidence to resolve the scientific controversy. Although it was hard to determine exactly how much Tan-Tan understood, he clearly was able to interpret most of what he heard. He could count and understand time. And neither his tongue nor his facial muscles had been affected by the paralysis. In other words, Tan-Tan did not lack the cognitive or motor skills necessary for talking. His problem must have been, therefore, a language-specific disability.

Tan-Tan died on April 17, 1861, and Broca did an autopsy of his brain. After careful examination, he concluded that a lesion in Tan-Tan's left frontal lobe must have been the cause of his loss of language. Broca had just discovered the first anatomic evidence for the localization of a specific brain function. Shortly thereafter, he gave a talk at the Anthropological Society that would change our conception of how the brain works. Although not all of Broca's colleagues accepted his conclusions, the road to studying the biological basis of language had already been taken. Modern neuroimaging techniques have shown that what is now known as Broca's area is critically involved in grammar processing, sentence construction, and the coordination of language-related functions.

Resolución**A1–A2. Choose the correct option**

A1. According to the text, Tan-Tan...

✓ (d) used his body to assist in communicating with others.

“...in conjunction with quite varied intonation and expressive gestures” — usaba gestos y entonación junto con la única sílaba que podía pronunciar.

A2. According to the text, Broca...

✓ (b) provided proof of the brain region responsible for language.

Su autopsia y el hallazgo de la lesión en el lóbulo frontal izquierdo constituyeron la primera evidencia anatómica.

⇒ **Error común:** Marcar (a) en A2. Broca conoció a Auburtin en la reunión de la Sociedad Antropológica, **no** a través del caso de Tan-Tan; el orden cronológico es al revés (primero la reunión, después conoce a Tan-Tan).

A3–A6. True or False, justificando con palabras del texto

A3. Tan-Tan was often in and out of the hospital until his death.

✓ **FALSE**

“He spent the rest of his life hospitalized.” (líneas 3–4)

Permaneció ingresado de forma continua, no con entradas y salidas.

A4. Auburtin claimed that the brain as a whole is responsible for verbal ability.

✓ **FALSE**

“Auburtin was attempting to support the hypothesis that the brain did not work as a homogeneous mass...” (líneas 9–10)

Defendía justo lo contrario: que el cerebro **no** funciona como una masa uniforme.

A5. Tan-Tan maintained some mathematical skills.

✓ **TRUE**

“He could count (and understand time).” (línea 13)

A6. At the time, the entire scientific community embraced Broca’s ideas.

✓ **FALSE**

“Although not all of Broca’s colleagues accepted his conclusions...” (líneas 19–20)

⇒ **Error común:** No distinguir entre lo que un personaje **defiende o afirma** y lo que el texto **confirma como cierto**. Auburtin y Broca no siempre coinciden, y hay que atribuir cada idea a la persona correcta.

A7. Find in the text

A7.1. One synonym for “odd” (adjective).

✓ **unusual** (línea 2)

A7.2. One synonym for “gathering” (noun).

✓ **meeting** (línea 7)

A8. Find in the text

A8.1. One word meaning: “to give a familiar name to a person instead of their real name.”

✓ **nickname(d)** (línea 3)

A8.2. One word meaning: “*to try to do something, especially something difficult.*”

✓ attempt(ing) (línea 9)

ADMISIÓN · BLOQUE B · Use of English · Opción 1 (3 puntos)

Rewrite the following sentences without changing the original meaning. Begin as indicated or use the word in brackets. The words provided must not be changed in any way.

Resolución

B1. Adriana's performance wasn't as impressive as Julia's.
(Julia's performance...)

✓ **Julia's performance was more impressive than Adriana's.**

Comparativo de igualdad negativo → comparativo de superioridad.

B2. Mike is so unfit because he never does any exercise.
(If Mike...)

✓ **If Mike did some exercise, he wouldn't be so unfit.**

2º condicional: situación hipotética presente que invierte la causa-efecto real.

B3. I have arranged to have lunch with Joyce today.
(I am...)

✓ **I am having lunch with Joyce today.**

Present perfect de organización previa → presente continuo con valor de futuro planificado.

B4. The babysitter takes care of Tommy in the afternoon. (LOOKS)

✓ **The babysitter looks after Tommy in the afternoon.**

Phrasal verb equivalente: *take care of* = *look after*.

B5. They were painting the house while we were away on holiday. (PAINTED)

✓ **The house was being painted while we were away on holiday.**

Pasiva de pasado continuo.

B6. You've been laughing at Sam's little brother.
(The person whom...)

✓ **The person whom you have been laughing at is Sam's little brother.**

Oración de relativo especificativa con *whom* (objeto de preposición).

⇒ **Error común:** En B3, usar *going to* en vez de presente continuo: cuando ya existe un plan concreto y acordado con otra persona (quedar con Joyce), el presente continuo es más preciso que *going to*.

ADMISIÓN · BLOQUE B · Use of English · Opción 2 (3 puntos)**Resolución**

B7. 'I must hide Jane's birthday present before she gets home,' Karen said. (HAD)

✓ Karen said that she had to hide Jane's birthday present before she got home.

Estilo indirecto: *must* → *had to*; *gets* → *got* (retroceso de tiempos verbales).

B8. John is an only child. (John hasn't...)

✓ John hasn't got any siblings.

Reformulación léxica con *have got*.

B9. The microwave was so heavy that I needed help to carry it. (It was...)

✓ It was such a heavy microwave that I needed help to carry it.

So + adjetivo ↔ *such a* + adjetivo + sustantivo.

B10. The six o'clock train to Brighton couldn't leave because there was a storm. (DUE)

✓ The six o'clock train to Brighton couldn't leave due to a storm.

Because + oración ↔ *due to* + sustantivo.

B11. Perhaps they didn't hear the good news last night. (MIGHT)

✓ They might not have heard the good news last night.

Might have + participio: posibilidad sobre el pasado.

B12. Houdini was believed to be a fabulous magician. (People...)

✓ People believed that Houdini was a fabulous magician.

Pasiva con verbo de creencia → activa con *that*.

⇒ **Error común:** En B10, escribir "*due to there was a storm*". *Due to* va seguido de un **sustantivo**, no de una oración completa; hay que convertir *there was a storm* en *a storm*.

ADMISIÓN · BLOQUE C · Writing (3 puntos)

Write a composition of at least 120 words about ONE of the topics proposed:

C1. In your opinion, what is the most revolutionary scientific innovation in history? Explain.

C2. Telepathy: What would you use it for?

Resolución**Modelo de redacción resuelto (C1)**

If I had to choose the most revolutionary scientific innovation in history, I would undoubtedly pick the internet, since few inventions have transformed the way we live, work and communicate as radically as it has.

Before the internet existed, information that is now available within seconds used to take days, or even weeks, to reach people. Nowadays, however, anyone with a connection can access knowledge that would once have been reserved for a privileged few, which has arguably done more to democratise education than any other technology. Furthermore, the internet has made it possible for people who live thousands of kilometres apart to collaborate as if they were in the same room, something that would have seemed like science fiction only a century ago.

Naturally, this innovation has also brought challenges, such as misinformation and an increasing dependence on screens, which cannot be ignored. Even so, provided that it continues to be used responsibly, I believe the internet's overall impact on humanity will keep being overwhelmingly positive.

Estructuras clave para nota máxima (nivel Bachillerato):

- 3^{er} condicional mixto: *"if I had to choose... , I would undoubtedly pick..."*
- Oración de relativo explicativa: *"anyone with a connection can access knowledge that would once have been reserved..."*
- Comparativo con *as... as*: *"as radically as it has"*
- Estructura hipotética *as if* + pluscuamperfecto: *"as if they were in the same room"*
- Conector formal de condición: *"provided that..."*
- Conectores de contraste y concesión: *"even so", "naturally"*

⇒ **Error común:** Dar una opinión sin argumentarla ("I think the internet is the best invention."). El examen premia justificar la opinión con ejemplos concretos y reconocer, aunque sea brevemente, una perspectiva contraria (aquí: los riesgos del internet), lo cual demuestra pensamiento crítico.