
Inglés

PAU Andalucía, Ceuta, Melilla y Centros en Marruecos

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Resolución completa

Resolución paso a paso con explicaciones didácticas · *estudiante.plus*

Contenido de este documento:

- **Parte I · Acceso**———*Bloque A : textos **Young People's Screen Time** y **Charles Dickens** (se elige uno); 12 preguntas de gramática (se eligen 6)*
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Nota sobre el formato de esta convocatoria (2023-2024): a diferencia de convocatorias posteriores, el Bloque A ofrece **dos textos a elegir** (se resuelven ambos aquí como recurso completo de práctica) y el Bloque B plantea **12 preguntas de las que solo hay que responder 6** (se resuelven las 12). Bloque C: redacción de un tema de dos, mínimo 120 palabras. Duración: 1 hora y 30 minutos. No se permite diccionario.

PARTE I

Acceso · Textos: Young People's Screen Time / Charles Dickens

ACCESO · BLOQUE A · Comprehension · Text 1 (4 puntos)**TEXT 1: YOUNG PEOPLE'S SCREEN TIME**

As we can attest from firsthand experience, regular TV viewership has been decreasing as streaming services like Netflix are becoming increasingly popular. The amount of time kids and teens spend watching TV has dropped. In 2013, young people spent an average of 3 hours per day in front of the television screen; today, it's an hour and 12 minutes. So, have youth reduced their screen time? Not really. Studies show that they have rather traded the TV screen for their phone and laptop. Now the average youth watches 97 minutes of YouTube and 95 minutes of TikTok per day.

A few years ago, two Oxford researchers captured the media's attention by concluding that screen time was as bad for teen mental health as... potatoes! Their paper even stated that social media had no psychological negative effects. However, most evidence points to the contrary. Two Spanish researchers argued that the Oxford study's conclusions were "extremely misleading", after they found that the use of social media was strongly linked to mental health issues, while TV and gaming were only weakly related. Other studies confirmed this and added that the worst effects impacted girls 50% more than boys.

It's time to abandon the idea that screen time doesn't matter for mental health. It does. It's just that some screen time matters more than others. Social media seems the most problematic. For practical purposes, that's good news. Parents, policymakers, and teens themselves don't need to consider giving up technology; instead, they can focus on cutting back on social media time. There are other ways teens can stay in touch with friends virtually, like texting, gaming together or meeting on FaceTime or Zoom.

Resolución**1–2. Choose the correct option**

1. According to the text, young people today...

✓ (b) use multiple devices for entertainment.

Han sustituido la TV por YouTube y TikTok en el móvil/portátil.

2. The Oxford research on social media...

✓ (a) was contradicted by several researchers.

Los investigadores españoles calificaron sus conclusiones de "*extremely misleading*".

3–6. True or False

3. People watch less conventional TV than they used to.

✓ TRUE

"...regular TV viewership has been decreasing..." (líneas 1–2)

4. Spanish researchers studied the effect of videogames on young people.

✓ TRUE

"...while TV and gaming were only weakly related." (líneas 8–10)

5. The author is emphatic that screen devices have an unquestionable psychological

impact.

✓ **TRUE**

“It’s time to abandon the idea that screen time doesn’t matter for mental health. It does.”
(línea 11)

6. The author suggests that adolescents should avoid interacting with friends online.

✓ **FALSE**

“There are other ways teens can stay in touch with friends virtually. . . ” (línea 14)

7–8. Find in the text

7.1. Synonym for “**change**” (verb).

✓ **trade(d)** (línea 4)

7.2. Synonym for “**audience**” (noun).

✓ **viewership** (línea 1)

8.1. “someone responsible for making new rules, laws, etc.”

✓ **policymaker(s)** (línea 12)

8.2. “to send a message from one mobile phone to another.”

✓ **text(ing)** (línea 14)

ACCESO · BLOQUE A · Comprehension · Text 2 (4 puntos)**TEXT 2: CHARLES DICKENS**

Charles Dickens is one of the greatest writers in English literature. His stories such as *Great Expectations* and *Oliver Twist* continue to shape the way in which we understand nineteenth-century England.

Forget the idea that Dickens was always a rich, benevolent gentleman. His family moved around a lot in Dickens's youth, from Portsmouth to Kent, and from there to London. Dickens's father was getting deeper and deeper into debt, and the family were literally running away from their creditors. When he was 12, Dickens was sent to live with a family friend and to work at Warren's shoe polish factory. In his youth, Dickens thought of becoming an actor. However, he fell in love with a woman whose parents were middle-class and disapproved of her association with an aspiring actor—actors being seen as of a low social status at the time.

Once he was a famous writer, Dickens became a well-known philanthropist who committed himself to many charities, particularly focusing on issues of child poverty and education. On the same altruistic note, Dickens was also the editor of magazines that, at popular prices, brought literature to everybody. They featured stories by different writers, established novelists, including himself, and also women, like the first salaried female journalist, Eliza Lynn Linton.

Dickens wrote *A Christmas Carol* rapidly, taking just six weeks from beginning to end. He was forced to pay half the publication costs himself as his publishers failed to see the value of a Christmas story. Ironically, it's never been out of print since its publication in 1843 and it's been considered one of Dickens's finest literary achievements, as well as an inspiration for numerous films.

Resolución**9–10. Choose the correct option**

9. As an editor, Charles Dickens...

✓ (a) published some stories written by women.

"... also women, like the first salaried female journalist, Eliza Lynn Linton."

10. According to the text, *A Christmas Carol*...

✓ (c) had to be co-financed by Dickens himself.

"He was forced to pay half the publication costs himself..."

11–14. True or False

11. The Dickenses had a hard time due to the father's spending habits.

✓ TRUE

"Dickens's father was getting deeper and deeper into debt..." (líneas 4–5)

12. Dickens did not have experience as a manual worker.

✓ FALSE

“...Dickens was sent to...work at Warren’s shoe polish factory.” (líneas 5–6)

13. Actors were well regarded in Dickens’s times.

✓ FALSE

“...actors being seen as of a low social status at the time.” (líneas 6–7)

14. Dickens supported numerous good causes.

✓ TRUE

“Dickens became a well-known philanthropist who committed himself to many charities...” (líneas 8–9)

⇒ **Error común:** En Text 2, confundir la etapa **pobre** de juventud de Dickens con su etapa posterior de **filántropo** famoso: son dos momentos vitales opuestos y varias preguntas juegan con esa cronología.

15–16. Find in the text

15.1. Opposite for “consent” (verb).

✓ disapprove(d) (línea 7)

15.2. Opposite for “wealth” (noun).

✓ poverty (línea 9)

16.1. “something done successfully with effort, skill or courage.”

✓ achievement(s) (línea 14)

16.2. “a person to whom money is owed.”

✓ creditor(s) (línea 5)

ACCESO · BLOQUE B · Use of English (3 puntos · se eligen 6 de 12)

CHOOSE AND ANSWER ONLY 6 (SIX) QUESTIONS out of the 12 proposed. All 12 are resolved here as a complete practice bank.

Resolución

17.1. "Please, let me ... when you are coming." (know)

✓ know

17.2. "When you arrived, we ..." (already / leave)

✓ had already left

Pasado anterior a otro pasado → pluscuamperfecto.

18.1. "Neither Tom ... Claire came to the meeting."

✓ nor

Estructura correlativa *neither...nor*.

18.2. "You need to follow the recipe step ... step."

✓ by

Step by step = expresión fija.

19. "The accident has been caused by a driver using a mobile phone." → voz activa

✓ A driver using a mobile phone has caused the accident.

20. "Is somebody going to order the pizzas in the end?" → voz pasiva

✓ Are the pizzas going to be ordered in the end?

21. "They sold Anna's car in just one week." → pregunta

✓ Whose car did they sell in just one week?

Pregunta por posesión con *whose*.

22. "Detroit is the city. They lived there when they were young." → unir con relativo

✓ Detroit is the city where/in which they lived when they were young.

23. "I'd rather you didn't stay long at the party." (You had...)

✓ You had better not stay long at the party.

24. "Unless Jake finds a proper solution, ..." → completar condicional

✓ Unless Jake finds a proper solution, the problem will get worse.

Tipo 0/1: *unless* + presente, futuro/imperativo en la principal.

25. "Despite of the challenges, we managed completing the project on time."
→ 2 errores

✓ Despite the challenges, we managed to complete the project on time.

Errores: (1) *despite of* → *despite* (nunca lleva *of*); (2) *manage* + gerundio → *manage* + infinitivo.

26. "The policewoman asked to see my driving license." → estilo directo

✓ "Can/Could/May I see your driving license, please?" the policewoman asked (me).

27. "'I must return the car to my father next weekend,' Paul said." → estilo indirecto

✓ Paul said (that) he had to return the car to his father the following weekend.

28. Words: should, apple, for, be, the, everyone, bakery, enough, at, pie, there

✓ There should be enough apple pie for everyone at the bakery.

⇒ **Error común:** En la pregunta 25, corregir solo uno de los dos errores: el enunciado avisa explícitamente de que hay **dos**, y es fácil quedarse solo con el más evidente (*despite of*).

ACCESO · BLOQUE C · Writing (3 puntos)

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

29.1. What do you think about using mobile phones in schools? Give reasons.

29.2. “Young people do not read books anymore.” Discuss.

Resolución**Modelo de redacción resuelto (29.1)**

In my opinion, allowing mobile phones in schools does more harm than good, although banning them completely might not be the most realistic solution either.

On the one hand, phones are a constant source of distraction, making it harder for students to concentrate during lessons. Moreover, easy access to social media throughout the school day can increase anxiety and even facilitate cyberbullying among classmates. On the other hand, phones can be genuinely useful tools when used under supervision, for instance for research or educational apps that teachers might otherwise not have access to.

For this reason, rather than a complete ban, I believe schools should restrict phone use to specific, teacher-led moments, keeping them switched off or stored away for the rest of the day.

All in all, technology itself is not the problem; it is how and when it is used that truly matters.

Estructuras clave para nota máxima (nivel Bachillerato):

- Comparativo formal: “*does more harm than good*”
- Concesión con *although*: “*although banning them completely might not be...*”
- Gerundio como sujeto: “*making it harder for students...*”
- Estructura enfática *it is...that*: “*it is how and when it is used that truly matters*”
- Conector de propuesta: “*rather than a complete ban...*”
- Conector de cierre: “*all in all*”

⇒ **Error común:** Responder solo con una opinión tajante (“Phones are bad, full stop.”) sin matizar. El enunciado pide “give reasons”: una redacción de nivel alto reconoce ambos lados del argumento antes de concluir.

PARTE II

Admisión · Textos: La Catrina / The Disappearance of Michael Rockefeller

ADMISIÓN · BLOQUE A · Comprehension · Text 1 (4 puntos)**TEXT 1: LA CATRINA**

Mexicans have an exceptional relationship with death and the afterlife because they are quite unique in taking it good-humoredly and passionately. That doesn't mean that Mexicans don't grieve or miss those who have passed away—they just choose to remember them by celebrating their lives and memories. On November 2nd, the Day of the Dead, families gather in cemeteries to feast while they clean tombstones, sing songs, and talk to their ancestors. Parents might even introduce a baby to a grandparent who died before the baby was born.

One of the most recognizable symbols of the Day of the Dead celebrations is La Catrina, a female skeleton wearing a fancy hat. Her striking makeup has become trendy worldwide. The essence of La Catrina's story goes deep into Mexican roots as the Aztecs worshipped Mictecacihuatl, a goddess of death that protected and helped their departed loved ones into the next stages. However, the skull that we see today was created in the early 1900s by José Guadalupe Posada. This cartoonist drew *calaveras* in a satirical way to urge people to stop pretending to be something that they weren't, for they would all die someday.

Later, famous artist and husband of Frida Kahlo, Diego Rivera, immortalized Posada's Catrina in one of his murals. He painted her wearing sophisticated clothing and an extravagant hat with feathers, thus creating the multicolored look that she's well-known for today. From there, La Catrina became a powerful symbol for the numerous Day of the Dead events. Women use colorful makeup and wear lively outfits evoking the famous skeleton.

Tourists find La Catrina fascinating and many purchase Catrina figurines as souvenirs. La Catrina is definitely a Mexican icon!

Resolución**1–2. Choose the correct option**

1. According to the text, ...

✓ (a) **Mexicans don't have a frivolous attitude towards death.**

"...they are quite unique in taking it good-humoredly and passionately" — no es frivolidad, es una forma cultural de honrar la muerte.

2. According to the text, Posada...

✓ (c) **reminded people of the certainty of death.**

"...to urge people to stop pretending to be something that they weren't, for they would all die someday."

3–6. True or False

3. On the Day of the Dead, Mexican people take care of the graves of their departed loved ones.

✓ **TRUE**

"...they clean tombstones..." (líneas 3–4)

4. Mictecacihuatl was believed to safeguard the dead.

✓ **TRUE**

“... a goddess of death that protected and helped...” (líneas 7–8)

5. The Day of the Dead celebrations require a modest dress code.

✓ **FALSE**

“Women use colorful makeup and wear lively outfits...” (líneas 13–14)

6. Catrina dolls are regarded as sacred, and thus are not for sale.

✓ **FALSE**

“... many purchase Catrina figurines as souvenirs.” (línea 15)

7–8. Find in the text

7.1. Synonym for “**predecessor**” (noun).

✓ **ancestor(s)** (línea 4)

7.2. Synonym for “**phase**” (noun).

✓ **stage(s)** (línea 8)

8.1. “a hair-like structure that grows on the bodies of birds.”

✓ **feather(s)** (línea 12)

8.2. “to give a false appearance.”

✓ **pretend(ing)** (línea 10)

ADMISIÓN · BLOQUE A · Comprehension · Text 2 (4 puntos)**TEXT 2: THE DISAPPEARANCE OF MICHAEL ROCKEFELLER**

Michael Rockefeller, great-grandson of the founder of the wealthy Rockefeller dynasty, was deeply impressed when his father opened the Museum of Primitive Art in 1960. He decided there and then to devote his life to finding “primitive” art—a term no longer used today due to its implications that non-Western cultures are inferior. Within months of the museum launch, Michael went on an expedition trip to New Guinea—ruled by the Netherlands at the time—to collect art from the native Asmat people. Michael learned on arrival that Asmat warriors took the heads of their enemies in battle and that they practised cannibalism. He was fascinated by these people, who represented such an intriguing violation of the norms of Western society.

When Michael returned to the island one year later, his boat sank. The Rockefellers spent a small fortune supporting the Dutch’s search for Michael. Despite all efforts, the search was called off barely two weeks after the boating accident. Michael was never seen again. The official cause of death was filed as drowning, but the news and rumours about it spread like wildfire in tabloids and newspapers.

In 2014, reporter Carl Hoffman revealed in a book that the Netherlands’ inquiries into the matter had concluded, shortly after the disappearance, that the Asmat had killed Michael. But why would the Dutch bury those files? According to Hoffman, Michael couldn’t have arrived at a worst time: the Netherlands was losing the colony to Indonesia, and the scandal would have exposed their lack of control. So, they denied the murder rumours even to the Rockefellers, who to this day refuse to accept any other version of events than that Michael drowned.

Resolución**9–10. Choose the correct option**

9. According to the text, Michael Rockefeller travelled to New Guinea...

✓ (c) in search of articles of local art.

“...to collect art from the native Asmat people.”

10. According to the text, the Rockefellers...

✓ (c) were lied to about Michael’s death at the time.

Los archivos que probaban el asesinato se ocultaron incluso a la familia.

⇒ **Error común:** Marcar (b) en la pregunta 10: el texto dice que a día de hoy la familia se niega a aceptar otra versión, es decir, siguen creyendo que se ahogó; no que “no crean” esa versión.

11–14. True or False

11. Michael knew about the Asmats’ warfare practices before going to New Guinea.

✓ **FALSE**

“Michael learned on arrival that Asmat warriors took the heads of their enemies in battle...”
(línea 5)

Lo descubrió **al llegar**, no antes.

12. The mysterious disappearance of Michael Rockefeller was a media sensation.

✓ **TRUE**

“...the news and rumours about it spread like wildfire in tabloids and newspapers.” (líneas 9–10)

13. The Netherlands’ authorities have recently discovered that Michael never drowned.

✓ **FALSE**

“...the Netherlands’ inquiries into the matter had concluded, shortly after the disappearance, that the Asmat had killed Michael.” (líneas 11–12)

La conclusión es antigua (poco después de la desaparición) y se reveló en 2014 por un periodista, no un descubrimiento reciente de las autoridades.

14. The Netherlands was experiencing political problems in New Guinea at the time of Michael’s death.

✓ **TRUE**

“...the Netherlands was losing the colony to Indonesia...” (líneas 12–14)

15–16. Find in the text

15.1. Synonym for “**inauguration**” (noun).

✓ **launch** (línea 3)

15.2. Synonym for “**dedicate**” (verb).

✓ **devote** (línea 2)

16.1. “to govern people or a political unit.”

✓ **rule(d)** (línea 4)

16.2. “a powerful group or family that maintains its position for a considerable time.”

✓ **dynasty** (línea 1)

ADMISIÓN · BLOQUE B · Use of English (3 puntos · se eligen 6 de 12)

CHOOSE AND ANSWER ONLY 6 (SIX) QUESTIONS out of the 12 proposed. All 12 are resolved here as a complete practice bank.

Resolución

17.1. "Please, don't make me ... it again." (say)

✓ say

17.2. "By this time next year, I ... at Harvard University." (study)

✓ will be studying

Futuro continuo con *by this time next year*.

18.1. "Some thieves broke ... my house last night."

✓ into

Phrasal verb *break into* = entrar por la fuerza.

18.2. "The more you work out, the ... you feel."

✓ better

Estructura comparativa doble *the more...*, *the better...*

19. "The Prime Minister is said to be preparing a statement." → voz activa

✓ People/They say (that) the Prime Minister is preparing a statement.

20. "Somebody must have dropped my mobile phone in the pool." → voz pasiva

✓ My mobile phone must have been dropped in the pool.

21. "I'd rather go to the cinema tonight." → pregunta

✓ Where would you rather go tonight?

22. "I will never forget my daughter's graduation day. She gave a moving speech that day." → unir con relativo

✓ I will never forget my daughter's graduation day, when/in which she gave a moving speech.

23. "I had never read such a long book." (It was...)

✓ It was the longest book (that) I had ever read.

24. "If you had called me earlier, ..." → completar condicional

✓ If you had called me earlier, I would have picked you up.

3^{er} condicional (o mixto, según continuación).

25. "I am looking forward to go to Australia, which is my favorite country of the whole world." → 2 errores

✓ I am looking forward to going to Australia, which is my favorite country in the whole world.

Errores: (1) *look forward to* + infinitivo → *look forward to* + gerundio; (2) *country of the whole world* → *country in the whole world*.

26. "Sarah said she had lost her keys the night before." → estilo directo

✓ Sarah said, "I lost my keys last night."

27. "'We won't be able to attend your party today,' they told us." → estilo indirecto

✓ They told us (that) they wouldn't be able to attend our party that day.

28. Words: ?, inviting, to, evening, about, tomorrow, her, dinner, how

✓ How about inviting her to dinner tomorrow evening?

⇒ **Error común:** En la pregunta 21, olvidar que *rather* modifica al verbo principal y preguntar solo por el destino ("*To the cinema?*") en vez de reconstruir la pregunta completa con *would rather*.

ADMISIÓN · BLOQUE C · Writing (3 puntos)

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

29.1. Should we preserve our traditions and/or be open to new ones? Give reasons.

29.2. What would you like to do if you won the lottery? Explain.

Resolución**Modelo de redacción resuelto (29.1)**

I believe that preserving traditions and embracing new ones are not mutually exclusive; in fact, the healthiest societies manage to do both at the same time.

Traditions give us a sense of identity and continuity, connecting us to previous generations and reminding us where we come from. Losing them entirely would mean losing part of who we are as a community. At the same time, refusing to accept new customs or ideas can lead to isolation and prevent us from growing as individuals and as a society.

For example, my own family still celebrates certain regional festivities exactly as my grandparents did, yet we have also adopted traditions from other cultures we have encountered through travelling or friendships, enriching our lives without erasing our roots.

Therefore, rather than choosing one over the other, I think the key lies in finding a balance between honouring the past and remaining open to change.

Estructuras clave para nota máxima (nivel Bachillerato):

- Estructura enfática de negación: *“are not mutually exclusive”*
- Gerundio como sujeto: *“losing them entirely would mean...”*
- Oración de relativo con pluscuamperfecto: *“traditions ... we have encountered through travelling...”*
- Contraste formal: *“at the same time...”*
- Gerundio de resultado: *“enriching our lives without erasing our roots”*
- Conector de cierre argumentativo: *“therefore, rather than...”*

⇒ **Error común:** Limitarse a defender un solo lado del debate (solo tradición o solo cambio) cuando el enunciado plantea una disyuntiva con “and/or”. Reconocer que ambas posturas pueden convivir demuestra pensamiento crítico y suele valorarse mejor que una postura extrema.