
Inglés

PAU Andalucía, Ceuta, Melilla y Centros en Marruecos

Acceso + Admisión · Curso 2024-2025

Resolución completa

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

Contenido de este documento:

- **Parte I** · *Acceso* — — — *texto* *Dollar Princesses*
- **Parte II** · *Admisión* — — — *texto* *Beyond the Stars*

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: Dollar Princesses

ACCESO · BLOQUE A · Comprehension (4 puntos)**DOLLAR PRINCESSES**

During the late 1800s, a period also known as The Gilded Age, the US experienced rapid economic growth following the Civil War. Although some American families became insanely wealthy, they still considered themselves “commoners”, lacking the exquisite titles of European aristocracy, such as Dukes, Barons, and the like. This became unacceptable to many of them who wanted an aristocratic identity to accompany their newfound fortunes.

Meanwhile, British noblemen represented “old world charm” on the other side of the Atlantic. They were sophisticated, cultured, and aristocratic, with noble titles passed down through their family legacies. However, they were desperate for cash due to economic pressures mostly caused by rural populations moving to the cities and the costly maintenance of their aging mansions.

The answer to the problems of the American millionaires and the British aristocracy can be summed up in two words: dollar princesses. *Dollar Princess* was a term referring to an American heiress, a woman from a newly wealthy family. The fathers of these “princesses” believed that a title would provide a shortcut to social acceptance. Since the American Constitution forbade the government from giving out titles of nobility, they “sold” their daughters to British aristocrats in exchange for titles.

In a short time, more than \$25 billion was sent to Britain, rejuvenating dying aristocratic families and boosting the European economy. If these marriages seem like cold, hard contractual negotiations, it’s because they were. Very often, the future husbands were complete strangers to the young heiresses, who led hopeless and miserable lives with no support.

Once in Britain, most dollar princesses found their majestic homes terribly dark and cold, as they were in desperate need of repair. Soon, the new wives remodeled their homes, but they were often judged, and even mocked, for doing so. To make matters worse, they were marginalized by high society for their non-aristocratic roots.

In 1880, railway heiress Frances Ellen Work married the future Baron Fermoy. Like many dollar-princess matches, it was an unhappy one. The baron blew Frances’s \$2.5 million fortune on gambling, and the couple divorced in 1891. Frances’s story might suggest that dollar princesses were but an anecdote in the history of Britain. However, just over a century after she traded her money for aristocracy, her great-granddaughter Diana Spencer became the Princess of Wales—and later, the mother of Prince William, now first in line to the British throne.

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

A1. According to the text, Dollar Princesses...

✓ (d) improved their parents’ prestige in social circles.

Los padres “vendían” a sus hijas a cambio de títulos porque un título aportaba prestigio social inmediato a la familia.

A2. According to the text, after the wedding, Dollar Princesses...

✓ (b) were entirely on their own.

El texto dice que llevaban vidas “*hopeless and miserable... with no support*” y que la alta sociedad las marginaba.

⇒ **Error común:** Confundir A1 y A2 porque ambas mencionan la aristocracia. Hay que fijarse en el marcador temporal (*antes / after the wedding*) para saber a qué momento se refiere cada pregunta.

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

A3. The British nobles were unable to bear the expense of preserving their residences.

✓ **TRUE**

“...they were desperate for cash due to economic pressures... and the costly maintenance of their aging mansions.” (líneas 6–7)

A4. The American Government granted aristocratic titles to rich families.

✓ **FALSE**

“...the American Constitution forbade the government from giving out titles of nobility...” (líneas 10–11)

A5. The brides used to date their husbands-to-be before the wedding.

✓ **FALSE**

“...the future husbands were complete strangers to the young heiresses...” (líneas 13–14)

A6. Traces of the dollar princesses' legacy can be seen in today's British royal family.

✓ **TRUE**

“...her great-granddaughter Diana Spencer became the Princess of Wales... now first in line to the British throne.” (líneas 20–22)

⇒ **Error común:** En las preguntas V/F, citar una frase que “suena parecida” pero no demuestra exactamente el enunciado. La cita debe justificar la respuesta de forma inequívoca, no solo tocar el mismo tema.

A7. Find in the text

A7.1. One synonym for “**origin**” (noun).

✓ **roots** (línea 17)

A7.2. One synonym for “**ridicule**” (verb).

✓ **mock(ed)** (línea 16)

A8. Find in the text

A8.1. One word meaning: “*change the structure or form of something, especially a building.*”

✓ **remodel(ed)** (línea 16)

A8.2. One word meaning: “*the activity of betting money in a game.*”

✓ gambling (línea 19)

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 didn't tell you because I wasn't sure. (If...)

✓ **If I had been sure, I would have told you.**

Causa en pasado no cumplida $\Rightarrow$ 3^{er} condicional (*if* + pluscuamperfecto, *would have* + participio).

B2. The laundry is too wet to be taken off the clothesline. (The laundry isn't...)

✓ **The laundry isn't dry enough to be taken off the clothesline.**

Estructura *too* + adjetivo $\leftrightarrow$ *not* + adjetivo + *enough*, con el adjetivo de significado opuesto (*wet* $\rightarrow$ *dry*).

B3. I would prefer not to go on the field trip. (RATHER)

✓ **I would rather not go on the field trip.**

Would prefer not to equivale a *would rather not* + infinitivo sin *to*.

B4. They can't leave the class unless the teacher gives them permission. (ALLOWED)

✓ **They aren't allowed to leave the class unless the teacher gives them permission.**

Voz pasiva con *be allowed to*; se mantiene *unless* del enunciado original para no alterar el significado.

B5. I think they should go home. (I think it's time...)

✓ **I think it's time they went home.**

Estructura *it's time* + sujeto + pasado simple, con valor de presente/futuro (no es un tiempo real de pasado).

B6. They consider that Manuel is an expert on manga. (Manuel...)

✓ **Manuel is considered (to be) an expert on manga.**

Pasiva con verbos de opinión: *consider that* + sujeto $\rightarrow$ sujeto + *is considered to be*.

$\Rightarrow$ **Error común:** Cambiar el significado original al forzar la estructura pedida (por ejemplo, usar 2^o condicional en B1 en vez de 3^{er} condicional, cuando la acción ya ocurrió en el pasado).

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

B7. He wondered why Lisa was so curious about stick insects.
(‘Why...’)

✓ ‘Why are you so curious about stick insects?’ he wondered.

Estilo indirecto → directo: se recupera el tiempo verbal y el pronombre originales (*was* → *are*, *Lisa* → *you*).

B8. Let’s go to Scotland next summer for a vacation. (How...)

✓ How about going to Scotland next summer for a vacation?

Sugerencia con *how about* + gerundio.

B9. Alice hasn’t smoked for three months. (Alice gave...)

✓ Alice gave up smoking three months ago.

Present perfect negativo de duración → *give up* + gerundio en pasado simple + *ago*.

B10. Urban Flora sometimes delivers gardenia bouquets to Anna.
(Anna sometimes gets...)

✓ Anna sometimes gets gardenia bouquets delivered by Urban Flora.

Pasiva con *get* + participio, muy habitual para servicios (entregas, reparaciones).

B11. Alina cannot speak English as well as Dimitri. (Dimitri...)

✓ Dimitri speaks English better than Alina.

Comparativo de igualdad negativo (*not as... as*) → comparativo de superioridad (*better than*).

B12. Masha will be disappointed if she doesn’t get top marks in the exam.
(Unless...)

✓ Unless she gets top marks in the exam, Masha will be disappointed.

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

⇒ **Error común:** En B11, añadir un auxiliar innecesario (*“Dimitri can speak...”*) cuando el enunciado original no lo pide. Cuanto más literal y limpia sea la transformación, mayor puntuación.

ACCESO · BLOQUE C · Writing (3 puntos)

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

C1. What are the advantages and disadvantages of using apps to meet other people?

C2. The importance of listening to your parents. Should we always listen?

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

Nowadays, meeting people through apps is becoming increasingly common among young people, and this trend brings both benefits and drawbacks.

On the one hand, apps allow users, who might otherwise never cross paths, to connect based on shared interests, regardless of the distance that separates them. Furthermore, if someone is naturally shy, chatting online can help them build confidence before meeting face to face. Personal information can also be exchanged gradually, which reduces the initial awkwardness that is often felt at a first encounter.

On the other hand, profiles are not always accurate, so people occasionally end up meeting someone who bears little resemblance to what had been expected. There is also a safety risk, since users' identities cannot always be verified. Provided that appropriate precautions are taken, however, most of these risks can be minimised.

All things considered, apps can be extremely useful, as long as they are not allowed to replace real-life interaction altogether.

Estructuras clave para nota máxima (nivel Bachillerato):

- Oración de relativo explicativa: *"users, who might otherwise never cross paths,..."*
- 1^{er} condicional: *"if someone is naturally shy, chatting online can help..."*
- Voz pasiva: *"information can also be exchanged..."*, *"identities cannot always be verified"*
- Pluscuamperfecto tras relativo: *"what had been expected"*
- Conector formal de condición: *"provided that..."*
- Conector de cierre argumentativo: *"all things considered"*

⇒ **Error común:** Escribir frases cortas y desconectadas ("Apps are good. But they are also bad. People can lie."). El examen premia la subordinación: relativos, condicionales y conectores variados demuestran mayor dominio del idioma que la simple yuxtaposición de ideas simples.

PARTE II

Admisión · Texto: Beyond the Stars

ADMISIÓN · BLOQUE A · Comprehension (4 puntos)**BEYOND THE STARS**

There is more than one way to lead a successful life. Ronald McNair succeeded despite racism. He became an accidental revolutionary as a kid, when he broke the color barrier in Lake City, South Carolina. His act of rebelliousness would set the course for his relatively short but full life, which culminated in his career as an astronaut.

Ronald McNair was born in 1950. Although the family was poor, Ron grew up surrounded by books, music, and the strong support of his mother, who nurtured his love of reading. From a young age, he was obsessed with space.

When Ron first went into the public library in 1959, he found out that the library was segregated and that, unlike white boys, he wasn't allowed to check a book out. Nine-year-old Ron didn't give up: he simply refused to leave the library without his science books. The librarian called the cops, who immediately called his mother. Pearl McNair proudly stood by her son in the matter, persuading the librarian to let him borrow the books. From that day on, Ron was allowed to check out books whenever he wanted.

Despite his high grades, Ron couldn't just apply to any college he liked. After earning his degree from the nearest college offering physics to Afro-American students, Ron got a brochure in the mail from NASA one day. They were looking for mission specialist candidates. He enthusiastically applied and was accepted from a pool of 10,000 applicants.

Ron spent six years in astronaut training before his first mission on the Space Shuttle Challenger in 1984. The mission's goal was to put a satellite into orbit, but Ron had another, secret objective: playing the saxophone in space. By blowing a solo performance of "What the World Needs Now Is Love," Ron McNair became the first person to play a saxophone in space.

Two years later, Ron was scheduled to return to space on the unfortunate 1986 Challenger mission. He lost his life along with six other crew members when the shuttle broke apart during launch on January 28th.

Since the tragedy, many institutional buildings have been named in honor of the seven men and women whose lives were cut short that day. In 2011, Lake City Library was turned into Ronald E. McNair Life History Center. Anywhere a kid can be found trying to rise above their circumstances, Ron's spirit lives on.

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

A1. According to the text, after the incident at the local library, Ron...

✓ (c) could become a regular borrower.

"From that day on, Ron was allowed to check out books whenever he wanted."

A2. According to the text, Ron...

✓ (b) got an excellent academic record.

Se deduce de "despite his high grades": sus notas eran altas pese a las limitaciones de acceso a la universidad por su raza.

⇒ **Error común:** Marcar (d) “was the first black astronaut”. El texto nunca afirma esto explícitamente; no hay que dar por válida información que no esté confirmada literalmente en el texto, por muy plausible que parezca.

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

A3. While in college, Ron was selected by NASA to participate in one of their programs.

✓ **FALSE**

“After earning his degree from the nearest college offering physics to Afro-American students, Ron got a brochure in the mail from NASA one day.” (líneas 10–11)

La selección ocurre **después** de graduarse, no durante la carrera.

A4. Besides being part of a NASA mission, Ron wished to achieve a personal challenge.

✓ **TRUE**

“Ron had another, secret objective: playing the saxophone in space.” (líneas 13–14)

A5. Ron died tragically in the course of a mission.

✓ **TRUE**

“He lost his life along with six other crew members when the shuttle broke apart during launch on January 28th.” (líneas 16–17)

A6. Ron’s hometown still hasn’t paid tribute to him.

✓ **FALSE**

“In 2011, Lake City Library was turned into Ronald E. McNair Life History Center.” (línea 19)

A7. Find in the text

A7.1. One synonym for “**obstacle**” (noun).

✓ **barrier** (línea 2)

A7.2. One synonym for “**convince**” (verb).

✓ **persuade(ing)** (línea 9)

A8. Find in the text

A8.1. One word meaning: “a group of people who work on and operate a ship, aircraft, etc.”

✓ **crew** (línea 17)

A8.2. One word meaning: “a small advertising booklet”

✓ brochure (línea 11)

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. I've never driven such an uncomfortable car before. (LEAST)**

✓ This is the least comfortable car I've ever driven.

Superlativo negativo con *least* + adjetivo; equivale al matiz de “nunca antes” del original.

B2. He will go with you provided that you don't drive fast. (Unless...)

✓ Unless you drive slowly, he will not go with you.

Provided that + negativo ↔ *unless* + afirmativo. Al invertir la conjunción hay que invertir también la polaridad del adjetivo/adverbio (*fast* → *slowly*) y del verbo principal (*will go* → *will not go*) para no cambiar el significado.

B3. Although she is a good lawyer, she doesn't always win her cases. (Despite...)

✓ Despite being a good lawyer, she doesn't always win her cases.

Although + oración ↔ *despite* + gerundio (o *despite the fact that* + oración).

B4. Claudia may know the right answer. (LIKELY)

✓ Claudia is likely to know the right answer.

May + infinitivo ↔ *be likely to* + infinitivo, misma idea de probabilidad.

B5. Please don't touch my laptop. (I'd rather...)

✓ I'd rather you didn't touch my laptop.

I'd rather + sujeto distinto + pasado simple: petición/deseo sobre la acción de otra persona.

B6. Someone will take you to the train station in a fancy car. (You...)

✓ You will be taken to the train station in a fancy car.

Voz pasiva de futuro simple (*will be* + participio).

⇒ **Error común:** En B2, cambiar solo la conjunción (*unless*) sin invertir la polaridad del resto de la frase. El error más común es escribir “*He will go with you unless you drive fast*”: aunque suene similar, no reproduce exactamente la misma condición lógica que *provided that* exigía en el original.

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

B7. It was a cold evening, so we decided to stay indoors.
(SUCH)

✓ **It was such a cold evening that we decided to stay indoors.**

Estructura consecutiva *such a* + adjetivo + sustantivo + *that* + consecuencia.

B8. What time is the next bus to York?
(I would like to know...)

✓ **I would like to know what time the next bus to York is.**

Pregunta directa → indirecta: orden sujeto-verbo, sin inversión ni auxiliar.

B9. I gave her a watch, but it stopped working two days later.
(WHICH)

✓ **I gave her a watch, which stopped working two days later.**

Oración de relativo explicativa (con coma) introducida por *which*, que sustituye a *but it*.

B10. 'Don't leave the door unlocked,' his mother told Peter.
(WARNED)

✓ **His mother warned Peter not to leave the door unlocked.**

Estilo indirecto con verbo de advertencia: *warn* + objeto + *not to* + infinitivo.

B11. We'll get to the theatre after the beginning of the play.
(By the time...)

✓ **By the time we get to the theatre, the play will have begun.**

By the time + presente en la subordinada, futuro perfecto en la principal.

B12. My sister ate a lot of sweets when she was a child.
(USED)

✓ **My sister used to eat a lot of sweets when she was a child.**

Pasado habitual con *used to* + infinitivo, para acciones repetidas que ya no ocurren.

⇒ **Error común:** En B9, olvidar la coma antes de *which*. Sin ella, la oración de relativo pasaría a ser especificativa y cambiaría ligeramente el matiz de significado (relativo explicativo = información adicional; especificativo = información necesaria para identificar el sustantivo).

ADMISIÓN · BLOQUE C · Writing (3 puntos)

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

C1. Share a memorable story from your childhood.

C2. Do you think everyone has the same opportunities for education and self-improvement? Discuss.

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

One of the most vivid memories I have from my childhood dates back to a family trip to the mountains, when I was about eight years old.

My parents, who had spent weeks planning a simple hiking route, had not anticipated that we would end up lost on an unfamiliar trail for almost three hours. At first, I felt genuinely frightened, but my older brother, whose imagination never seemed to run out, turned the situation into an adventure by inventing stories about treasure supposedly hidden behind every rock we passed.

Eventually, we found our way back by following a small stream downhill, which was exactly the route my father had suggested from the very beginning, although nobody had listened to him at the time.

That afternoon taught me something I have never forgotten: no matter how stressful a situation may seem, staying calm and working together can transform it into an unforgettable memory. Whenever I feel overwhelmed nowadays, I think back to that day in the mountains.

Estructuras clave para nota máxima (nivel Bachillerato):

- Pluscuamperfecto para acciones anteriores a otro pasado: *“had spent”, “had not anticipated”, “had suggested”, “had listened”*
- Oraciones de relativo variadas: *“who had spent...”, “whose imagination...”, “which was exactly...”*
- Concesión con *although*: *“although nobody had listened to him”*
- Estructura enfática *no matter how* + adjetivo + *may* + verbo
- Present perfect para experiencia vital: *“something I have never forgotten”*
- Conectores temporales y de secuencia: *eventually, whenever, at first*

⇒ **Error común:** Narrar toda la historia en un único tiempo verbal (pasado simple todo el rato). Combinar pasado simple con pluscuamperfecto permite mostrar qué ocurrió **antes** de otro momento pasado, lo cual es un rasgo típico de redacciones de nivel alto en la PAU.