
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* — — — *texto* *The Theft of the Century*
- **Parte II** · *Admisión* — — — *texto* *Potlatch*

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, entre 140 y 180 palabras (3 puntos). Duración: 1 hora y 30 minutos. No se permite diccionario.

PARTE I

Acceso · Texto: The Theft of the Century

ACCESO · BLOQUE A · Comprehension (4 puntos)**THE THEFT OF THE CENTURY**

Last October, as the sun rose over Paris and visitors began queueing through the Louvre Museum's corridors, one of the most shocking thefts in recent memory took place. Within eight minutes, a gang of thieves sped away from the heart of the French capital with some of the nation's most valuable treasures.

According to French authorities, the gang that broke into the Apollo Gallery, just a short walk from the Mona Lisa, was clearly professional. They knew exactly what they were after. Parking a lorry equipped with an elevating platform like those used by removal companies, they lifted themselves to a first-floor balcony and used a disc cutter to gain entry to the gallery.

The thieves did not target world-famous paintings that could never be displayed or sold. Instead, they went for items that could be converted into cash. They made straight for two display cases containing what remains of the French crown jewels, taking eight items worth an estimated €88 million, including diadems, necklaces, earrings, and brooches. During the escape, there was a moment of carelessness: they dropped Empress Eugénie's exquisite 19th-century crown.

In spite of their historical and cultural value, the jewels—officially described as priceless—can be broken up and sold piece by piece. Even large, famous diamonds can be recut. The final price of the stolen jewels may be smaller, but it would still be considerable.

Despite its 230-year history, there have been relatively few thefts at the Louvre, which houses thousands of artworks famous around the world. This low number of thefts is largely due to the museum's tight security. Reflecting on the incident, a gallery attendant on duty said, "For us, it was heartbreaking to see the display cases broken." And she added, "Never for a moment did we think there was such a risk; nobody can be prepared for that." She was right: the only real precedent was the notorious 1911 disappearance of Leonardo da Vinci's *La Joconde*, better known as the *Mona Lisa*. The thief hid in a closet overnight, removed the painting from its frame, wrapped it in his jacket, tucked it under his arm, and simply walked out. He turned out to be an Italian nationalist who believed da Vinci's masterpiece belonged in Italy. The painting was recovered three years later and returned to the Louvre.

Since the October incident, security measures have been reinforced across France's cultural institutions. The Louvre has transferred some of its most precious jewels to the Bank of France following the theft, which has been generally regarded as a source of embarrassment for the French government.

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

A1. According to the text, the thieves...

✓ (d) failed to escape with all the jewels.

Dejaron caer la corona de la Emperatriz Eugenia durante la huida.

A2. According to the text, the thief who stole the *Mona Lisa*...

✓ (b) was the Louvre's first major thief.

El robo de 1911 fue "*the only real precedent*": el único caso comparable anterior, por eso el ladrón de la Mona Lisa fue el primer gran ladrón del Louvre.

⇒ **Error común:** Marcar (d) en A2 confundiendo al ladrón de la Mona Lisa (un nacionalista italiano aficionado) con la banda profesional de 2025: son dos robos y dos perfiles completamente distintos.

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

A3. The Louvre thieves remained hidden in the city centre after the theft.

✓ **FALSE**

“Within eight minutes, a gang of thieves sped away from the heart of the French capital...”
(líneas 2–3)

Huyeron de inmediato, no se escondieron en el centro.

A4. The value of the French crown jewels can depreciate once they are dismantled.

✓ **TRUE**

“The final price of the stolen jewels may be smaller, but it would still be considerable.” (líneas 12–13)

A5. The museum staff had been expecting a theft for some time.

✓ **FALSE**

“Never for a moment did we think there was such a risk; nobody can be prepared for that.”
(líneas 16–17)

A6. The French government has faced widespread criticism over the theft.

✓ **TRUE**

“... which has been generally regarded as a source of embarrassment for the French government.”
(líneas 22–24)

⇒ **Error común:** Confiar en una lectura superficial de A5: el texto no dice que no hubiera medidas de seguridad, sino que **nadie esperaba** un robo de esa magnitud. Hay que localizar la cita exacta antes de decidir V/F.

A7. Find in the text

A7.1. One synonym for “**exhibit**” (verb).

✓ **display(ed)** (línea 7)

A7.2. One opposite for “**loose**” (adjective).

✓ **tight** (línea 15)

A8. Find in the text

A8.1. One word meaning: “*a small, enclosed space used for storing things.*”

✓ closet (línea 18)

A8.2. One word meaning: *“to cover something in material, usually in order to protect it.”*

✓ wrap(ped) (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 have never seen a more interesting documentary.
(That's...)

✓ That's the most interesting documentary I have (ever) seen.

Comparativo negativo con *never* → superlativo.

B2. Unlike my parents, who enjoy watching movies in the sitting room, I like to stream them in bed. (Whereas...)

✓ Whereas my parents enjoy watching movies in the sitting room, I like to stream them in bed.

Unlike + sustantivo/relativo ↔ *whereas* + oración, para expresar contraste.

B3. My neighbour doesn't like parties very much. (FOND)

✓ My neighbour is not (very) fond of parties.

Not like very much ↔ *not be (very) fond of*.

B4. Security knows the number of people inside the building at every time.
(MANY)

✓ Security knows how many people (there) are inside the building at every time.

Pregunta indirecta con *how many* insertada como objeto de *knows*.

B5. Tim founded an advertising firm, but it has recently gone bankrupt.
(WHICH)

✓ Tim founded an advertising firm which has recently gone bankrupt.

Oración de relativo especificativa que sustituye a *but it*.

B6. Clara invited Nigel to dance. ("Would you...")

✓ "Would you like to dance (with me)?" Clara asked Nigel.

Estilo indirecto → directo: recuperar la invitación tal como se formuló.

⇒ **Error común:** En B4, olvidar el orden sujeto-verbo propio de preguntas indirectas y escribir "*how many people are there*" en vez de "*how many people there are*".

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

B7. It is known that some influencers buy their Instagram followers. (Some influencers...)

✓ **Some influencers are known to buy their Instagram followers.**

Pasiva con verbo de opinión/conocimiento: *it is known that* + oración → sujeto + *is known to* + infinitivo.

B8. It's a pity I can't afford to travel abroad next summer. (WISH)

✓ **I wish I could (afford to) travel abroad next summer.**

It's a pity + presente negativo ↔ *wish* + pasado simple (deseo no cumplido en presente).

B9. Google Maps and some snacks are the only things you need for a good hike. (All...)

✓ **All you need for a good hike is Google Maps and some snacks.**

Estructura enfática con *all* + oración de relativo.

B10. Someone is looking after the baby while the couple are out for the evening. (HAVING)

✓ **The couple are having the(ir) baby looked after while they are out for the evening.**

Causativo *have something done*: encargar un servicio a otra persona.

B11. I'm sure that Joe stayed up gaming all night, because he looks very tired. (MUST)

✓ **Joe must have stayed up gaming all night, because he looks very tired.**

Must have + participio: deducción lógica sobre el pasado.

B12. You can reduce stress significantly by doing yoga. (As long...)

✓ **As long as you do yoga, you can reduce stress significantly.**

By + gerundio (medio) → *as long as* + oración (condición).

⇒ **Error común:** En B10, escribir “*having looked after*” en vez de separar correctamente el objeto: el causativo coloca *the baby* entre el verbo *have* y el participio (*having the baby looked after*).

ACCESO · BLOQUE C · Writing (3 puntos)

Write a composition of 140–180 words about ONE of the topics proposed:

C1. What is the role of music or art in your life? Explain.

C2. What kind of TV series do you like best? Give reasons.

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

Music has played a fundamental role in my life for as long as I can remember, shaping both my mood and my sense of identity.

Whenever I feel overwhelmed by exams or personal problems, listening to music is what allows me to disconnect, if only for a few minutes. Were it not for this outlet, I honestly believe I would find it much harder to manage stress on a daily basis. Moreover, discovering new genres has broadened my perspective in ways I would never have expected, exposing me to cultures and emotions I might otherwise never have encountered.

Beyond its personal value, music also brings people together. Concerts and shared playlists have helped me form some of my closest friendships, proving that music is as much a social bridge as it is a private refuge.

All things considered, I cannot imagine my life without it. Whether I am studying, travelling, or simply relaxing, music is always there, quietly shaping who I am.

Estructuras clave para nota máxima (nivel Bachillerato):

- Inversión condicional formal: “*Were it not for this outlet, I would find...*” (equivale a *if it were not for...*)
- Oración de relativo con pluscuamperfecto modal: “*ways I would never have expected*”
- Gerundio como sujeto: “*discovering new genres has broadened...*”
- Comparativa correlativa: “*as much... as it is...*”
- Estructura concesiva con *whether*: “*whether I am studying, travelling, or simply relaxing...*”
- Conector de cierre argumentativo: “*all things considered*”

⇒ **Error común:** Usar *if*-condicionales estándar en todo el texto sin variar la estructura. Recursos como la inversión (*Were it not for...*) demuestran un dominio gramatical superior y suelen valorarse muy positivamente en la corrección.

PARTE II

Admisión · Texto: Potlatch

ADMISIÓN · BLOQUE A · Comprehension (4 puntos)**POTLATCH**

The word *potlatch* comes from a Nootkan term meaning “to give.” Among the Indigenous peoples of the Northwest Coast of North America, it refers to a grand ceremonial feast marking major life events such as births, marriages, or deaths. The name reflects the central custom of these gatherings, in which hosts distribute their wealth to guests as a means of reinforcing social status and community ties.

The details of organizing and carrying out a potlatch varied from one regional group to another. Preparations could take months or even years. Potlatches were held in a ceremonial Big House, whose size reflected the host’s status within the village. Chiefs with the largest Big Houses often invited hundreds of guests from neighboring Indigenous communities. Guests traveled to the potlatch by canoe and, upon arrival, announced themselves and their home villages by calling out to the host on shore. Sometimes so many canoes arrived that there was hardly any space left along the beach. Each invited guest was fed, housed, and entertained, and often received many valuable gifts throughout the event, which could last from several days to several weeks, depending on the hosts’ status and the size of their community.

Beyond being a celebration, the potlatch played a vital role in community life by affirming social hierarchy and status through the generous distribution of wealth among guests. To maintain their honor after receiving gifts, guests were expected to host their own potlatch and present offerings of even greater value than those they had received.

Early European colonizers seeking to promote the fur trade with local tribes also took part in potlatches, distributing items such as blankets, jewelry, musical instruments, clothing, furniture, and sacks of flour. In time, however, both colonizers and Christian missionaries came to condemn the potlatch as wasteful and incompatible with Western values that associated wealth with success. Seeing it as an obstacle to the cultural assimilation and economic progress of Indigenous peoples, the Canadian government forbade the practice in 1884. From an Indigenous perspective, the ban prevented communities from performing essential social and spiritual obligations.

Despite the prohibition, potlatches continued in secret, often masked as other gatherings or held in remote villages. In 1886, a Tsimshian chief hosted a potlatch in British Columbia. The goods to be given away were hidden behind a partition in the house. The pile of goods was so high that the roof boards were removed to accommodate it. Similar acts of quiet disobedience occurred everywhere along the coast, as communities found creative ways to preserve their traditions under the ban.

After the ban was lifted in 1951, the ceremony regained visibility and strength. Today, the potlatch endures as a symbol of cultural identity, resistance, and continuity among the Indigenous peoples of the Northwest Coast.

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

A1. According to the text, potlatches...

✓ **(b) strengthened the bonds among tribal families.**

“...hosts distribute their wealth to guests as a means of reinforcing social status and community ties.”

A2. According to the text, the celebrations...

✓ (a) were prepared long in advance.

“Preparations could take months or even years.” (línea 5)

⇒ **Error común:** Marcar (d) en A2: el texto dice que la duración dependía del estatus del anfitrión y el tamaño de su comunidad, no directamente del número de invitados.

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

A3. Potlatch guests stayed on the beach throughout the duration of the event.

✓ FALSE

“Each invited guest was fed, housed, and entertained...” (líneas 9–11)

Se alojaban en la casa del anfitrión, no permanecían en la playa.

A4. It was customary for guests to later repay their hosts by inviting them to a new potlatch.

✓ TRUE

“... guests were expected to host their own potlatch and present offerings of even greater value than those they had received.” (líneas 13–14)

A5. Non-Indigenous religious groups regarded potlatches as an excessive and unjustified use of resources.

✓ TRUE

“... Christian missionaries came to condemn the potlatch as wasteful...” (líneas 16–17)

A6. The ceremony was sometimes relocated to avoid detection by government officials.

✓ TRUE

“... potlatches continued in secret, often masked as other gatherings or held in remote villages.” (línea 21)

⇒ **Error común:** No confundir la **prohibición** (impuesta por el gobierno canadiense) con la **condena moral** de los misioneros (A5): son dos agentes distintos con posturas relacionadas pero diferentes.

A7. Find in the text

A7.1. One opposite for “departure” (noun).

✓ arrival (línea 8)

A7.2. One opposite for “failure” (noun).

✓ success (línea 17)

A8. Find in the text

A8.1. One word meaning: “*a large cover used especially to keep people warm while sleeping.*”

✓ blanket(s) (línea 16)

A8.2. One word meaning: “*the activity of buying and selling goods.*”

✓ trade (línea 15)

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 wish we had access to streaming platforms at the hotel. (PITY)

✓ **It's a pity (that) we don't have access to streaming platforms at the hotel.**

Wish + pasado simple $\leftrightarrow$ *it's a pity that* + presente negativo.

B2. He called a moment ago to cancel the appointment. (He has...)

✓ **He has just called to cancel the appointment.**

Pasado simple con *a moment ago* $\rightarrow$ present perfect con *just*.

B3. "Why did they cancel Kendrick Lamar's concert yesterday?" he asked. (He asked why...)

✓ **He asked why they had canceled Kendrick Lamar's concert the day before.**

Estilo indirecto: retroceso de tiempos verbales (*did cancel* $\rightarrow$ *had canceled*) y del marcador temporal (*yesterday* $\rightarrow$ *the day before*).

B4. The whole school is talking about our viral video, but it got deleted for no reason. (Our viral video, about...)

✓ **Our viral video, about which the whole school is talking, got deleted for no reason.**

Oración de relativo explicativa con preposición + *which*.

B5. They had spent years avoiding the issue, but they finally talked about what had happened. (After years...)

✓ **After years (of) avoiding the issue, they finally talked about what had happened.**

Pluscuamperfecto $\rightarrow$ estructura nominal con *after* + gerundio.

B6. I look forward to visiting Tokyo. (WAIT)

✓ **I can't wait to visit Tokyo.**

Look forward to + gerundio $\leftrightarrow$ *can't wait to* + infinitivo, mismo matiz de impaciencia positiva.

⇒ **Error común:** En B3, olvidar cambiar *yesterday* al pasar a estilo indirecto: al narrar en un momento posterior, hay que ajustar todas las referencias temporales, no solo los tiempos verbales.

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

B7. I didn't have an umbrella with me, so I got soaked when it started to rain. (I wouldn't...)

✓ I wouldn't have got soaked if I had had an umbrella with me.

3^{er} condicional: causa-efecto pasado no cumplido.

B8. I can't speak Italian as well as Sue. (Sue can...)

✓ Sue can speak Italian better than me.

Comparativo de igualdad negativo → comparativo de superioridad.

B9. You'd better not abuse fast food. (OUGHT)

✓ You ought not to abuse fast food.

Had better not ↔ *ought not to*, mismo valor de consejo/advertencia.

B10. Nobody warned her about the consequences. (She...)

✓ She was not warned about the consequences.

Activa con sujeto indefinido negativo → pasiva.

B11. You still haven't updated your phone. (It's time...)

✓ It's time you updated your phone.

It's time + sujeto + pasado simple, con valor de presente/urgencia.

B12. The firefighters ran out of the warehouse so that they wouldn't get trapped. (So as not...)

✓ So as not to get trapped, the firefighters ran out of the warehouse.

So that... wouldn't ↔ *so as not to* + infinitivo, para expresar finalidad negativa.

⇒ **Error común:** En B7, olvidar el pluscuamperfecto en la condición (*if I had had an umbrella*) y dejar solo pasado simple: sin él, la oración pierde el valor de hipótesis contraria al pasado.

ADMISIÓN · BLOQUE C · Writing (3 puntos)

Write a composition of 140–180 words about ONE of the topics proposed:

C1. What is your favorite celebration? Give reasons.

C2. Is it important to preserve cultural heritage? Explain.

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

If I had to pick my favourite celebration, I would choose Christmas Eve, since it is the one occasion when my entire family, including relatives who rarely see each other throughout the year, comes together under one roof.

What makes this celebration so special is not so much the food or the presents, but rather the sense of continuity it brings. Every year, we repeat the same rituals—my grandmother's recipes, the same old songs, the same jokes—which makes me feel connected to generations that came before me. Had it not been for these traditions, I doubt our extended family would stay half as close as it does.

Besides the emotional side, Christmas Eve also gives me a much-needed pause from the pressures of school and everyday responsibilities, allowing me to reconnect with what truly matters.

For all these reasons, no other celebration compares to it in my eyes.

Estructuras clave para nota máxima (nivel Bachillerato):

- 1^{er} condicional formal invertido: *“if I had to pick... , I would choose...”*
- Oración de relativo especificativa: *“relatives who rarely see each other...”*
- Estructura enfática *what makes...*: *“what makes this celebration so special is...”*
- Inversión condicional en 3^{er} condicional: *“Had it not been for these traditions, I doubt...”*
- Comparativo con *half as... as*: *“stay half as close as it does”*
- Conector de cierre enfático: *“for all these reasons...”*

⇒ **Error común:** Describir la celebración de forma puramente descriptiva sin explicar **por qué** es la favorita. El enunciado pide “give reasons”: cada párrafo debe justificar la elección, no limitarse a narrar qué ocurre durante la celebración.