PRUEBA DE ACCESO A LA UNIVERSIDAD
Y PRUEBA DE ADMISIÓN
ANDALUCÍA, CEUTA, MELILLA y CENTROS en MARRUECOS
CURSO 2024-2025

LENGUA EXTRANJERA II
INGLÉS II

Instrucciones:
a) Duración: 1 hora y 30 minutos.
b) Todas las cuestiones deben responderse en el papel entregado para la realización del examen y nunca en los folios que contienen los enunciados.
c) Este examen consta de varios bloques. Debe responder a las preguntas que se indican en cada uno.
d) La puntuación está indicada en cada uno de los apartados.
e) No se permite el uso de diccionario.

El examen consta de 3 Bloques (A, B y C)

En cada bloque (**Comprehension, Use of English** y **Writing**) se plantean varias preguntas. Se deberá responder al número que se indica. En caso de aportar más de una respuesta, solo se tendrá en cuenta la que aparezca en primer lugar. Las preguntas han de ser respondidas en su totalidad: si la pregunta tiene dos secciones, hay que responder a ambas.

BLOQUE A (Comprensión lectora)
Puntuación máxima: 4 puntos
Debe responderse a las 8 preguntas del texto propuesto.

COMPREHENSION (4 points). READ THE TEXT AND ANSWER **ALL** THE QUESTIONS.

A PROPER HALLOWEEN

"What are you going as this Halloween?" The discussion at home starts in the spring, takes all the summer, and usually settles towards the end of September. This year we have been through John Lennon, a clown, and Pikachu. We have finally settled on Willy Wonka for my son and Snow White for me. As for my daughter, you can bet she will be wearing the same costume she wore last year. In a moment of weakness at an American shopping centre, I had bought her a $40 inflatable costume of a "dark spirit riding a dinosaur," and she loved it. She was really excited at the school's Halloween fair surrounded by kids disguised as sumo wrestlers, aliens, Wednesday Addamses or the occasional inanimate object, a popular subcategory of costume in the US.

This year is the first time in almost two decades that we will be in the UK for Halloween, and most people I talk to seem to suggest that Halloween preparations here are out of control. Current research proves that Halloween spending has tripled since 2013, with an average spend of £25 a person, rising to £43 in London. And while these increases are predominantly pushed by gen Z and millennials, the data suggests that their elders are being brought along to the party behind them.

However, Americans still take Halloween much more seriously than the British. Every year entire streets in our Manhattan neighbourhood are transformed, culminating in the Hollywood-level effects and decorations put into the houses on 69th Street, which annually draws crowds from across the city. As far as I can tell, Britain has not gone this far yet. Most houses aren't decorated, and it's common to see online warnings against knocking on houses without clear signs that the occupants are into Halloween. Also, the costumes in Britain are still based on the conventionally spooky rather than on funny or outrageous images that pop into your head and that you spend weeks trying to make wearable. Shops are another story: In the supermarkets pumpkin spice and similar products can be found everywhere.

My American children have no doubt about it: Halloween in Britain cannot compare yet. When I asked if they thought British Halloween had caught up with its American equivalent, my daughter gave me the same pitying look she used the day she asked me: "You really don't know what a meme is?"

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

A1. **According to the text, the author's family…**
(a) prefer not to buy costumes.
(b) will be dressed in matching costumes this Halloween.
(c) enjoy putting up Halloween decorations.
(d) give a lot of thought to their Halloween outfits.

A2. **According to the text, …**
(a) there is a lack of creativity in British Halloween costumes.
(b) British Halloween has surpassed American Halloween.
(c) British people love trick or treat.
(d) older generations in Britain don't care about Halloween.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT. (0.5 points each)

A3. **The author had planned to buy the dinosaur costume.**

A4. **On Halloween people gather in a certain area of Manhattan.**

A5. **There are British families who do not want to be disturbed on Halloween night.**

A6. **In Britain, Halloween is especially noticeable in commercial establishments.**

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LENGUA EXTRANJERA
INGLÉS II

A7. FIND IN THE TEXT: (0.5 points)
A7.1. ONE SYNONYM FOR: **"scary"** (adjective).
A7.2. ONE OPPOSITE FOR: **"living"** (adjective).

A8. FIND IN THE TEXT: (0.5 points)
A8.1. ONE WORD MEANING: **"an idea, image, video or piece of content that spreads very quickly on the Internet."**
A8.2. ONE WORD MEANING: **"an entertainer who makes people laugh by behaving in a playful or silly way."**

BLOQUE B (Uso de la lengua)
Puntuación máxima: 3 puntos
Debe responder a las 6 preguntas de la opción escogida.

USE OF ENGLISH (3 points; 0.5 points each). CHOOSE OPTION 1 OR OPTION 2 AND ANSWER **ALL** THE QUESTIONS FROM THAT OPTION **ONLY**.

OPTION 1
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.
- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

B1. **What a pity you couldn't come along to the theatre yesterday.**
(WISH)

B2. **Elena didn't have a driving license, so she couldn't get the job.**
If Elena...

B3. **Steven left early because he needed to pick up his son from nursery school.**
In order to...

B4. **It is possible that we will go to Isla Mágica tomorrow.**
We...

B5. **A lot of people fear spiders.**
(SCARED)

B6. **The environment shouldn't be polluted.**
We...

OPTION 2
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.
- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

B7. **All my friends have passed their driving test.**
None...

B8. **Is this sweater yours?**
(BELONG)

B9. **Bill's car broke down and he had to take a taxi.**
(WHOSE)

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LENGUA EXTRANJERA
INGLÉS II

B10. **'I'm sorry I dropped your tablet,' said Stephen to him.**
(APOLOGISED)

B11. **The last time Taylor Swift sang "Change" at a concert was five years ago.**
(FOR)

B12. **I regularly make financial decisions at work.**
I am used...

BLOQUE C (Redacción)
Puntuación máxima: 3 puntos
Deberá realizar una redacción de un mínimo de 120 palabras de SOLAMENTE 1 de los dos temas propuestos.

WRITING (3 points)

C. WRITE A COMPOSITION OF AT LEAST 120 WORDS ABOUT ONE OF THE TOPICS PROPOSED AND FOCUS ON IT. CHOOSE **ONE TOPIC** ONLY:

C1. **Share a memorable experience you've had during your favourite holiday or celebration.**

C2. **Holidays and festivities encourage us to spend more than we should. Discuss.**

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LENGUA EXTRANJERA II
INGLÉS

Instrucciones:
a) Duración: 1 hora y 30 minutos.
b) Todas las cuestiones deben responderse en el papel entregado para la realización del examen y nunca en los folios que contienen los enunciados.
c) Este examen consta de varios bloques. Debe responder a las preguntas que se indican en cada uno.
d) La puntuación está indicada en cada uno de los apartados.
e) No se permite el uso de diccionario.

El examen consta de 3 Bloques (A, B y C)

En cada bloque (**Comprehension, Use of English** y **Writing**) se plantean varias preguntas. Se deberá responder al número que se indica. En caso de aportar más de una respuesta, solo se tendrá en cuenta la que aparezca en primer lugar. Las preguntas han de ser respondidas en su totalidad: si la pregunta tiene dos secciones, hay que responder a ambas.

BLOQUE A (Comprensión lectora)
Puntuación máxima: 4 puntos
Debe responderse a las 8 preguntas del texto propuesto.

COMPREHENSION (4 points). READ THE TEXT AND ANSWER **ALL** THE QUESTIONS.

THE INGENIOUS STORY BEHIND MICHELIN STARS

If you made a reservation at a Michelin-starred restaurant, you might wonder why an elite restaurant guide has the same name as Michelin, a company that makes tires. The roots of what became an incredibly influential ranking system did not begin with the intent of recommending the highest-quality restaurants. Actually, it was a clever publicity campaign now legendary for its success.

The origin of the Michelin Star goes back to the early days of the automobile. French brothers André and Édouard Michelin founded their self-named tire company in 1889. It was a pioneering move considering that there were fewer than 3,000 automobiles in France at the time. Soon the brothers realized that if people drove more, the tires would eventually deteriorate, which would, as a result, increase Michelin's sales. So, much like bloggers do today, they launched the Michelin Guide in 1900 to achieve that goal.

The guide contained information that any motorist would need—a detailed map, a compendium of mechanics and fuel stations, instructions on how to replace a flat tire, and suitable restaurants and hotels to eat and stay while journeying across France. There was nothing quite like that in the market, so it became an instant hit.

In 1926, the Michelins introduced the concept of using a Michelin Star to rank restaurants. Most of this information came from the company's traveling salesmen, who spent much of their time on the roads and were, therefore, highly reliable sources. By the late 1920s, Michelin's restaurant recommendations had become so influential that the brothers started to use undercover reviewers, now known as inspectors, to determine if a restaurant was a fine dining establishment. The ratings put in place in the 1930s stand to this day—one star means the restaurant is "worth a stop," two means it's "worth taking a side trip," and three means it's "worth a special journey."

Any restaurant under consideration will have served multiple inspectors, who decide whether the establishment delivers a consistent experience in terms of product quality, mastery of cooking techniques and the personality of the chef. What's more, a restaurant can lose the stars if it doesn't maintain Michelin Star-worthy standards.

Surprisingly, there's no evidence that the Michelin Guide ever increased tire sales. However, the brothers made Michelin prestigious not only for tires but also for travel and gourmet cuisine.

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

A1. **At the beginning, the Michelin Guide...**
(a) aimed to increase the number of restaurants in France.
(b) highlighted restaurants and hotels that motorists shouldn't miss.
(c) was based on undercover reviews.
(d) aimed to promote French cuisine all over Europe.

A2. **According to the text, the Michelin Guide was born...**
(a) as a marketing strategy to stimulate sales.
(b) to meet Michelin salesmen's demands.
(c) to monitor Michelin salesmen's performance.
(d) as a plan to upgrade the French road network.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT. (0.5 points each)

A3. **The Michelin brothers failed in their first attempt to launch the guide.**

A4. **The star ranking system hasn't changed since the first half of the 20th century.**

A5. **A Michelin star is a permanent award.**

A6. **The Michelin Guide achieved the goal of boosting tire sales.**

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LENGUA EXTRANJERA
INGLÉS II

A7. FIND IN THE TEXT: (0.5 points)
A7.1. ONE SYNONYM FOR: **"trustworthy"** (adjective).
A7.2. ONE SYNONYM FOR: **"secret"** (adjective).

A8. FIND IN THE TEXT: (0.5 points)
A8.1. ONE WORD MEANING: **"not containing enough air."**
A8.2. ONE WORD MEANING: **"the features that form an individual's distinctive character."**

BLOQUE B (Uso de la lengua)
Puntuación máxima: 3 puntos
Debe responder a las 6 preguntas de la opción escogida.

USE OF ENGLISH (3 points; 0.5 points each). CHOOSE OPTION 1 OR OPTION 2 AND ANSWER **ALL** THE QUESTIONS FROM THAT OPTION **ONLY**.

OPTION 1
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.

- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

B1. **I hate it when you speak to your classmates like that.**
If only...

B2. **Carol runs faster than Sheryl.**
(AS)

B3. **Rose can't travel more because she has a very demanding job.**
If Rose...

B4. **In spite of the rain, they went to the concert.**
Although...

B5. **You mustn't record TikTok videos at school.**
Recording...

B6. **'As Mike has forgotten his wallet at home, he can't pay me back,' said Paul.**
Paul said that Mike...

OPTION 2
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.

- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

B7. **Producers all over the country are promoting the musical.**
The musical...

B8. **He trains a lot but he never loses weight.**
No matter how...

B9. **What is the price of that blue cardigan?**
(MUCH)

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LENGUA EXTRANJERA
INGLÉS II

B10. **The treatment known as NewFace reduces wrinkles in two weeks.**
NewFace is a...

B11. **I don't have much interest in abstract art.**
(INTERESTED)

B12. **I haven't had a Japanese meal for ages.**
It's been...

BLOQUE C (Redacción)
Puntuación máxima: 3 puntos
Deberá realizar una redacción de un mínimo de 120 palabras de SOLAMENTE 1 de los dos temas propuestos.

WRITING (3 points)

C. WRITE A COMPOSITION OF AT LEAST 120 WORDS ABOUT ONE OF THE TOPICS PROPOSED AND FOCUS ON IT. CHOOSE **ONE TOPIC** ONLY:

C1. **Describe a trip you would consider perfect: Where would you go, and what would you do?**

C2. **How does social media influence the preferences of people? Explain.**

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LENGUA EXTRANJERA II
INGLÉS

Instrucciones:
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El examen consta de 3 Bloques (A, B y C)

En cada bloque (**Comprehension, Use of English** y **Writing**) se plantean varias preguntas. Se deberá responder al número que se indica. En caso de aportar más de una respuesta, solo se tendrá en cuenta la que aparezca en primer lugar. Las preguntas han de ser respondidas en su totalidad: si la pregunta tiene dos secciones, hay que responder a ambas.

BLOQUE A (Comprensión lectora)
Puntuación máxima: 4 puntos
Debe responderse a las 8 preguntas del texto propuesto.

COMPREHENSION (4 points). READ THE TEXT AND ANSWER **ALL** THE QUESTIONS.

CONSPIRACY THEORIES

Conspiracy theories have existed throughout history, with some people more inclined to believe in them than others. A conspiracy theory is defined as an explanation that rejects the official narrative of an event, instead attributing it to a covert group or organization carrying out a secret plot. Since these theories often center on the idea that powerful groups are hiding their actions from the public, they can be extremely difficult to disprove. Conspiracy theorists may even see anyone who tries to refute their theory as part of the conspiracy themselves.

The success of conspiracy theories largely derives from the exploitation of fundamental aspects of the human mind, such as trying to make sense of the world and connect with other people. Their explanations about the world create a sense of security. However, these theories are false and can range from harmless rumors to, very frequently, dangerous beliefs that can cause people's deaths.

Take the rumors surrounding the 1969 moon landing, for example. Some people believe that humanity never actually went to the Moon, and that the iconic televised moment when Neil Armstrong set foot on the lunar surface never happened. Instead, conspiracy theorists believe the event was filmed on a studio. The theory originated with a former NASA engineer, Bill Kaysing, who published a book claiming the entire mission was fake. Those who believed in and promoted the theory pointed to the immense pressure that NASA faced to fulfill President Kennedy's mandate to reach the Moon by 1970. Over the years, many conspiracy theorists have continued to argue that there is "evidence" that the moon landing was fabricated and part of a misinformation campaign. However, scientists have disproved all these claims.

The Salem Witch Trials is one of the most well-known historical examples of how conspiratory theories can have lethal consequences. The trials began in 1692, when a group of women in Salem, Massachusetts, believed other women were demon-possessed and accused them of witchcraft. Soon, people became convinced that their neighbors were witches. The belief wasn't temporary—the trials continued for over a year. The supposed witches were put in front of a judge and jury, and thirty of them were sentenced to hanging. The witch trials serve as a clear example of the immense harm that can be caused by a group of people convinced that a more powerful group is conspiring with evil intentions.

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

A1. **According to the text, people subscribe conspiracy theories because...**
(a) these theories are secret. (b) they have access to privileged information.
(c) they think that these theories are simple. (d) they think that information is being kept from them.

A2. **According to the text, conspiracy theorists...**
(a) target people who doubt them. (b) back up their beliefs with scientific evidence.
(c) are rich and powerful people. (d) are skeptical about rumors.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT. (0.5 points each)

A3. **Conspiracy theories may help people link up to others with similar beliefs.**

A4. **It is still unclear how the moon landing conspiracy theory began.**

A5. **The Moon conspiracy theory was spread by people who thought it was a political strategy.**

A6. **It took a while to convince Salem villagers that there were witches living among them.**

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LENGUA EXTRANJERA
INGLÉS II

A7. FIND IN THE TEXT: (0.5 points)
A7.1. ONE SYNONYM FOR: **"gossip"** (noun).
A7.2. ONE SYNONYM FOR: **"whole"** (adjective).

A8. FIND IN THE TEXT: (0.5 points)
A8.1. ONE WORD MEANING: **"use of magic or supernatural powers to inflict harm or misfortune on others."**
A8.2. ONE WORD MEANING: **"the top layer of an area of water or land."**

BLOQUE B (Uso de la lengua)
Puntuación máxima: 3 puntos
Debe responder a las 6 preguntas de la opción escogida.

USE OF ENGLISH (3 points; 0.5 points each). CHOOSE OPTION 1 OR OPTION 2 AND ANSWER **ALL** THE QUESTIONS FROM THAT OPTION **ONLY**.

OPTION 1
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.
- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

B1. **I can't contact David because he doesn't have a phone.**
If...

B2. **Although Erika was really ill, she attended the meeting.**
Despite...

B3. **It may be cold later, so take a jacket with you.**
In case...

B4. **I am sure that he wasn't at home during the fire.**
(CAN'T)

B5. **You can already buy the tickets for the show.**
The tickets...

B6. **This olive oil company employs about 5,000 people and has announced plans to increase the number of factories.**
(WHICH)

OPTION 2
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.
- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

B7. **'Please, don't use AI to complete your project,' our teacher told us.**
(ASKED)

B8. **The bus was delayed as it was snowing heavily.**
(DUE)

B9. **I started doing lettering a year ago.**
(FOR)

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LENGUA EXTRANJERA
INGLÉS II

B10. **Electric scooters are much cheaper nowadays than a few years back.**
(USED)

B11. **I'm sorry I didn't pay attention to what you said.**
If only...

B12. **You and I have the same outfit.**
(AS)

BLOQUE C (Redacción)
Puntuación máxima: 3 puntos
Deberá realizar una redacción de un mínimo de 120 palabras de SOLAMENTE 1 de los dos temas propuestos.

WRITING (3 points)

C. WRITE A COMPOSITION OF AT LEAST 120 WORDS ABOUT ONE OF THE TOPICS PROPOSED AND FOCUS ON IT. CHOOSE **ONE TOPIC** ONLY:

C1. **Do you believe in supernatural things? Explain.**

C2. **Discuss the impact of fake news in our society or in the digital world.**

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LENGUA EXTRANJERA
INGLÉS (ACCESO)

Instrucciones:

a) Duración: 1 hora y 30 minutos.

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d) La puntuación está indicada en cada uno de los apartados.

e) No se permite el uso de diccionario.

El examen consta de 3 Bloques (A, B y C)

En cada bloque (**Comprehension, Use of English** y **Writing**) se plantean varias preguntas. Se deberá responder al número que se indica. En caso de aportar más de una respuesta, solo se tendrá en cuenta la que aparezca en primer lugar. Las preguntas han de ser respondidas en su totalidad: si la pregunta tiene dos secciones, hay que responder a ambas.

BLOQUE A (Comprensión lectora)
Puntuación máxima: 4 puntos
Debe responderse a las 8 preguntas del texto propuesto.

COMPREHENSION (4 points). READ THE TEXT AND ANSWER **ALL** THE QUESTIONS.

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.

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

A1. **According to the text, Dollar Princesses…**
(a) married against their parents' wishes. (b) saved their parents' fortunes.
(c) challenged their parents' authority. (d) improved their parents' prestige in social circles.

A2. **According to the text, after the wedding, Dollar Princesses…**
(a) were made fun of by their husbands. (b) were entirely on their own.
(c) used their fortunes to entertain themselves. (d) were held in high regard by the noble class.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT. (0.5 points each)

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

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

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

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

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LENGUA EXTRANJERA
INGLÉS (ACCESO)

A7. FIND IN THE TEXT: (0.5 points)
A7.1. ONE SYNONYM FOR: **"origin"** (noun).
A7.2. ONE SYNONYM FOR: **"ridicule"** (verb).

A8. FIND IN THE TEXT: (0.5 points)
A8.1. ONE WORD MEANING: **"change the structure or form of something, especially a building."**
A8.2. ONE WORD MEANING: **"the activity of betting money in a game."**

BLOQUE B (Uso de la lengua)
Puntuación máxima: 3 puntos
Debe responder a las 6 preguntas de la opción escogida.

USE OF ENGLISH (3 points; 0.5 points each). CHOOSE OPTION 1 OR OPTION 2 AND ANSWER **ALL** THE QUESTIONS FROM THAT OPTION **ONLY**.

OPTION 1
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.

- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

B1. **I didn't tell you because I wasn't sure.**
If…

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

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

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

B5. **I think they should go home.**
I think it's time…

B6. **They consider that Manuel is an expert on manga.**
Manuel…

OPTION 2
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.

- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

B7. **He wondered why Lisa was so curious about stick insects.**
'Why…

B8. **Let's go to Scotland next summer for a vacation.**
How…

B9. **Alice hasn't smoked for three months.**
Alice gave…

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LENGUA EXTRANJERA
INGLÉS (ACCESO)

B10. **Urban Flora sometimes delivers gardenia bouquets to Anna.**
Anna sometimes gets…

B11. **Alina cannot speak English as well as Dimitri.**
Dimitri…

B12. **Masha will be disappointed if she doesn't get top marks in the exam.**
Unless…

BLOQUE C (Redacción)
Puntuación máxima: 3 puntos
Deberá realizar una redacción de un mínimo de 120 palabras de SOLAMENTE 1 de los dos temas propuestos.

WRITING (3 points)

C. WRITE A COMPOSITION OF AT LEAST 120 WORDS ABOUT ONE OF THE TOPICS PROPOSED AND FOCUS ON IT. CHOOSE **ONE TOPIC** ONLY:

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?**

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LENGUA EXTRANJERA
INGLÉS (ACCESO)

Instrucciones:
a) Duración: 1 hora y 30 minutos.
b) Todas las cuestiones deben responderse en el papel entregado para la realización del examen y nunca en los folios que contienen los enunciados.
c) Este examen consta de varios bloques. Debe responder a las preguntas que se indican en cada uno.
d) La puntuación está indicada en cada uno de los apartados.
e) No se permite el uso de diccionario.

El examen consta de 3 Bloques (A, B y C)

En cada bloque (**Comprehension, Use of English** y **Writing**) se plantean varias preguntas. Se deberá responder al número que se indica. En caso de aportar más de una respuesta, solo se tendrá en cuenta la que aparezca en primer lugar. Las preguntas han de ser respondidas en su totalidad: si la pregunta tiene dos secciones, hay que responder a ambas.

BLOQUE A (Comprensión lectora)
Puntuación máxima: 4 puntos
Debe responderse a las 8 preguntas del texto propuesto.

COMPREHENSION (4 points). READ THE TEXT AND ANSWER **ALL** THE QUESTIONS.

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.

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

A1. **According to the text, Mrs. Rowth…**
(a) was found dead by her daughter.
(b) left her daughter unsupervised.
(c) told her daughter to go back to sleep.
(d) left in the morning.

A2. **According to the text, two-phase sleep…**
(a) was adopted for safety reasons.
(b) was not documented until Ekirch's study.
(c) did not affect family interaction.
(d) was affected by the Industrial Revolution.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT. (0.5 points each)

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

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

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

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

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LENGUA EXTRANJERA
INGLÉS (ACCESO)

A7. FIND IN THE TEXT: (0.5 points)
A7.1. ONE SYNONYM FOR: **"murmur"** (verb).
A7.2. ONE SYNONYM FOR: **"mate"** (noun).

A8. FIND IN THE TEXT: (0.5 points)
A8.1. ONE WORD MEANING: **"a formal statement or account given as evidence to support a fact or claim."**
A8.2. ONE WORD MEANING: **"to engage in informal conversation, typically in a relaxed or friendly manner."**

BLOQUE B (Uso de la lengua)
Puntuación máxima: 3 puntos
Debe responder a las 6 preguntas de la opción escogida.

USE OF ENGLISH (3 points; 0.5 points each). CHOOSE OPTION 1 OR OPTION 2 AND ANSWER **ALL** THE QUESTIONS FROM THAT OPTION **ONLY**.

OPTION 1
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.

- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

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

B2. **If he doesn't wear a hat, he'll get sunburned.**
Unless…

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

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

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

B6. **Vince's photographs are being shown at the exhibition.**
They…

OPTION 2
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.

- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
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B7. **If I were you, I would eat healthier food.**
You had…

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

B9. **I was promoted in 2021.**
2021 was the…

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LENGUA EXTRANJERA
INGLÉS (ACCESO)

B10. **My brother asked me if he could borrow $50 until the following Friday.**
'Can…

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

B12. **I wish you had met my Erasmus mates.**
It's a pity…

BLOQUE C (Redacción)
Puntuación máxima: 3 puntos
Deberá realizar una redacción de un mínimo de 120 palabras de SOLAMENTE 1 de los dos temas propuestos.

WRITING (3 points)
C. WRITE A COMPOSITION OF AT LEAST 120 WORDS ABOUT ONE OF THE TOPICS PROPOSED AND FOCUS ON IT. CHOOSE **ONE TOPIC** ONLY:

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

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

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LENGUA EXTRANJERA
INGLÉS (ADMISIÓN)

Instrucciones:
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c) Este examen consta de varios bloques. Debe responder a las preguntas que se indican en cada uno.
d) La puntuación está indicada en cada uno de los apartados.
e) No se permite el uso de diccionario.

El examen consta de 3 Bloques (A, B y C)

En cada bloque (**Comprehension, Use of English** y **Writing**) se plantean varias preguntas. Se deberá responder al número que se indica. En caso de aportar más de una respuesta, solo se tendrá en cuenta la que aparezca en primer lugar. Las preguntas han de ser respondidas en su totalidad: si la pregunta tiene dos secciones, hay que responder a ambas.

BLOQUE A (Comprensión lectora)
Puntuación máxima: 4 puntos
Debe responderse a las 8 preguntas del texto propuesto.

COMPREHENSION (4 points). READ THE TEXT AND ANSWER **ALL** THE QUESTIONS.

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.

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

A1. **According to the text, after the incident at the local library, Ron…**
(a) was reprimanded by his mother.
(b) had to get science books elsewhere.
(c) could become a regular borrower.
(d) had to resign himself to attending black libraries.

A2. **According to the text, Ron…**
(a) picked his university after receiving a brochure.
(b) got an excellent academic record.
(c) was encouraged to become an astronaut by his mother.
(d) was the first black astronaut.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT. (0.5 points each)

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

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

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

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

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LENGUA EXTRANJERA
INGLÉS (ADMISIÓN)

A7. FIND IN THE TEXT: (0.5 points)
A7.1. ONE SYNONYM FOR: **"obstacle"** (noun).
A7.2. ONE SYNONYM FOR: **"convince"** (verb).

A8. FIND IN THE TEXT: (0.5 points)
A8.1. ONE WORD MEANING: **"a group of people who work on and operate a ship, aircraft, etc."**
A8.2. ONE WORD MEANING: **"a small advertising booklet"**

BLOQUE B (Uso de la lengua)
Puntuación máxima: 3 puntos
Debe responder a las 6 preguntas de la opción escogida.

USE OF ENGLISH (3 points; 0.5 points each). CHOOSE OPTION 1 OR OPTION 2 AND ANSWER **ALL** THE QUESTIONS FROM THAT OPTION **ONLY**.

OPTION 1
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.

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B1. **I've never driven such an uncomfortable car before.**
(LEAST)

B2. **He will go with you provided that you don't drive fast.**
Unless…

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

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

B5. **Please don't touch my laptop.**
I'd rather…

B6. **Someone will take you to the train station in a fancy car.**
You…

OPTION 2
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.

- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

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

B8. **What time is the next bus to York?**
I would like to know…

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

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LENGUA EXTRANJERA
INGLÉS (ADMISIÓN)

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

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

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

BLOQUE C (Redacción)
Puntuación máxima: 3 puntos
Deberá realizar una redacción de un mínimo de 120 palabras de SOLAMENTE 1 de los dos temas propuestos.

WRITING (3 points)

C. WRITE A COMPOSITION OF AT LEAST 120 WORDS ABOUT ONE OF THE TOPICS PROPOSED AND FOCUS ON IT. CHOOSE **ONE TOPIC** ONLY:

C1. **Share a memorable story from your childhood.**

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

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LENGUA EXTRANJERA
INGLÉS (ADMISIÓN)

Instrucciones:
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El examen consta de 3 Bloques (A, B y C)

En cada bloque (**Comprehension, Use of English** y **Writing**) se plantean varias preguntas. Se deberá responder al número que se indica. En caso de aportar más de una respuesta, solo se tendrá en cuenta la que aparezca en primer lugar. Las preguntas han de ser respondidas en su totalidad: si la pregunta tiene dos secciones, hay que responder a ambas.

BLOQUE A (Comprensión lectora)
Puntuación máxima: 4 puntos
Debe responderse a las 8 preguntas del texto propuesto.

COMPREHENSION (4 points). READ THE TEXT AND ANSWER **ALL** THE QUESTIONS.

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.

CHOOSE AND WRITE THE CORRECT OPTION (A, B, C or D). (0.5 points each)

A1. **According to the text, Tan-Tan…**
(a) was cured of his speech problem by Dr. Broca.
(b) forgot his own name due to his language disability.
(c) lost the ability to speak after the surgery.
(d) used his body to assist in communicating with others.

A2. **According to the text, Broca…**
(a) met Auburtin through Tan-Tan's case.
(b) provided proof of the brain region responsible for language.
(c) disagreed with Auburtin's ideas at first.
(d) gave a talk to refute Auburtin's hypothesis.

ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY YOUR ANSWERS WITH THE PRECISE WORDS OR PHRASES FROM THE TEXT. (0.5 points each)

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

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

A5. **Tan-Tan maintained some mathematical skills.**

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

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LENGUA EXTRANJERA
INGLÉS (ADMISIÓN)

A7. FIND IN THE TEXT: (0.5 points)
A7.1. ONE SYNONYM FOR: **odd** (adjective)
A7.2. ONE SYNONYM FOR: **gathering** (noun)

A8. FIND IN THE TEXT: (0.5 points)
A8.1. ONE WORD MEANING: **"to give a familiar name to a person instead of their real name."**
A8.2. ONE WORD MEANING: **"to try to do something, especially something difficult."**

BLOQUE B (Uso de la lengua)
Puntuación máxima: 3 puntos
Debe responder a las 6 preguntas de la opción escogida.

USE OF ENGLISH (3 points; 0.5 points each). CHOOSE OPTION 1 OR OPTION 2 AND ANSWER **ALL** THE QUESTIONS FROM THAT OPTION **ONLY**.

OPTION 1
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.

- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

B1. **Adriana's performance wasn't as impressive as Julia's.**
Julia's performance...

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

B3. **I have arranged to have lunch with Joyce today.**
I am...

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

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

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

OPTION 2
REWRITE THE FOLLOWING SENTENCES WITHOUT CHANGING THE ORIGINAL MEANING. THE NEW SENTENCE MUST CLEARLY PRESENT A DIFFERENT LINGUISTIC STRUCTURE.

- BEGIN AS INDICATED OR USE THE WORD IN BRACKETS.
- THE WORDS PROVIDED MUST NOT BE CHANGED IN ANY WAY.

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

B8. **John is an only child.**
John hasn't...

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

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LENGUA EXTRANJERA
INGLÉS (ADMISIÓN)

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

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

B12. **Houdini was believed to be a fabulous magician.**
People...

BLOQUE C (Redacción)
Puntuación máxima: 3 puntos
Deberá realizar una redacción de un mínimo de 120 palabras de SOLAMENTE 1 de los dos temas propuestos.

WRITING (3 points)
C. WRITE A COMPOSITION OF AT LEAST 120 WORDS ABOUT ONE OF THE TOPICS PROPOSED AND FOCUS ON IT. CHOOSE **ONE TOPIC** ONLY:

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

C2. **Telepathy: What would you use it for?**