



PRUEBAS DE ACCESO A LA UNIVERSIDAD
303- INGLÉS
PAU2025 - JULIO

NOTA IMPORTANTE

La *Section I Reading Comprehension* contiene un único texto con tres tareas (*Task 1, Task 2, Task 3*). Es necesario responder todas las cuestiones incluidas en esas tres tareas. La *Section II Use of English* contiene dos tareas (*Task 4 y Task 5*). En la *Task 4* se responden todas las cuestiones y, en la *Task 5*, se responden sólo tres de las cinco cuestiones propuestas. En la *Section III Writing* se incluye sólo una tarea (*Task 6*). En esta tarea, se elegirá sólo una de las dos opciones propuestas. En las tareas que corresponda, si se responde a un número de cuestiones superior al requerido, se corregirán sólo las primeras respuestas hasta llegar al número indicado.

SECTION I: READING COMPREHENSION [30 MARKS]

1. Read the text and, for items 1.1 and 1.2, choose the best option (A, B, or C) and copy the corresponding letter onto your answer sheet. Then, decide whether statements 1.3 and 1.4 are true or false and find a text fragment which confirms your answer in either case. Write "TRUE" or "FALSE" plus the fragment (one or two lines maximum) on your answer sheet. [Score: 4 items x 4 marks = 16 marks] [This text is made up of 8 paragraphs.]

Volunteerism

Volunteering brings happiness and a sense of achievement to those involved. It helps acquire unique skills and boost self-confidence, potentially opening new career opportunities. A 2018 study on ResearchGate supports this, finding that volunteering improves self-worth and life satisfaction over time. Kate Edwards, director of one of the British voluntary associations, states: "Volunteering is a great way of standing out from the crowd. By demonstrating that you take part in meaningful activities in your spare time, you will show an employer that you are a well-rounded person with some interesting life experience." Numerous volunteering opportunities exist for young people.

Education without borders. There are countless opportunities to volunteer as a teacher, both locally and internationally. Volunteering in education involves taking on responsibilities similar to those of a teacher and a principal, including organising lesson plans, assignments, or tests. Opportunities can be found in online teaching platforms, local schools, or educational programs in developing countries. Additionally, teaching children or young adults can provide invaluable experience for future careers in education, teamwork, or charitable work.

Learning through giving. Individuals interested in volunteering to help the elderly can collaborate with local nursing homes or offer assistance directly to seniors in their community to shop for groceries, prepare meals, or assist with household chores. Alternatively, they could commit to making regular check-in calls to elderly individuals. The opportunities to volunteer with seniors are vast and become more apparent with further exploration.

If there is uncertainty about volunteering, joining a team that assists the elderly for a few hours each week could be a worthwhile option. This involvement provides a firsthand experience of how such efforts can bring personal achievement while also making the elderly feel appreciated and important.

Empathy in action. Animal shelters frequently seek volunteers for tasks such as cleaning cages, feeding, training animals, or walking dogs and playing with cats. Animal enthusiasts also have the chance to adopt, care for, or train pets at their homes. Volunteers can also assist in rescuing and caring for injured animals, including birds, dogs, and turtles. This may necessitate a volunteer with a vehicle to locate and transport these animals to a veterinarian.

How to choose the right volunteer roles. When exploring volunteer opportunities, it is essential to take the time to find the best fit. It is also advisable to carefully consider activities that align with

personal preferences, such as working with groups or individuals, caring for children or the elderly, and interests in environmental or animal welfare causes.

Reflecting on motivations for volunteering (whether it is to expand one's network, enhance communication skills, or explore new places) is also important. Moreover, evaluating personal skills and interests helps ensure they align with the chosen volunteer work and the time available for commitment.

Last but not least, it is necessary to verify the reputation of the organisation and confirm that its mission upholds strong values. Additionally, volunteers should assess the types of support offered to them by the involved parties, including training and administrative assistance, to ensure a high-quality volunteer experience.

1.1. Volunteers

- a) will find jobs very easily in the future because of their higher self-confidence.
- b) can do their volunteering work more easily with children than with adults or seniors.
- c) learn to do things that they might not learn to do if they did not volunteer.

1.2. In education, volunteers

- a) can only collaborate with teachers and principals in schools located in developing countries.
- b) can plan lessons, assignments, and exams for online or onsite (i.e., physical schools) use.
- c) must also do what is known as teamwork and charitable work with children and young adults.

1.3. To do volunteer work with animals, volunteers need a driving license.

1.4. To ensure the best experience, volunteers should consider their reasons to do volunteer work.

2. Complete each sentence with information from the text but using your own words (about 10-15 words of your own per sentence). **DO NOT COPY LITERALLY** from the text nor from the items in Task 1 (1.1-1.4). Write the two sentences on your answer sheet. [Score: 2 items x 5 marks = 10 marks]

2.1. Seniors can be _____.

2.2. Volunteers should _____.

3. Find in the text words that match definitions 3.1 to 3.4 below. Copy the words from the text onto your answer sheet. [Score: 4 items x 1 mark = 4 marks]

3.1. PARAGRAPH #1

Definition: Something very good and difficult that you have succeeded in doing.

Text word? (Noun) _____.

3.2. PARAGRAPH #1

Definition: Having or providing experience and knowledge in a number of different areas.

Text word? (Adjective) _____.

3.3. PARAGRAPH #3

Definition: Work or activities that may be boring but need to be done regularly.

Text word? (Noun) _____.

3.4. PARAGRAPH #5

Definition: Search for or look for something.

Text word? (Verb) _____.



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SECTION II: OVERALL LANGUAGE ABILITY (USE OF ENGLISH) (30 marks)

4. Complete the text choosing the best option (A, B, or C) for each gap (1-15). On your answer sheet, draw a table like the one below and, for each gap (1-15), copy the letter that corresponds to your answer (A, B, or C). Use CAPITAL LETTERS. [Score: 15 items x 1 mark = 15 marks]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

As *TikTok* faces a nationwide prohibition, families across the U.S. are left wondering (1) ___ it will affect them. For (2) ___ children and teens, *TikTok* is a very important part of their lives, (3) ___ them to create and share content and connect with friends. According to the PEW Research Center, approximately 63% of young people aged 13 to 17 reported using *TikTok*, with 17% indicating they are on *TikTok* (4) ___ constantly. As the deadline approaches, here's what parents need to know about the reasons behind the prohibition, how (5) ___ their children adjust, and what alternatives they (6) ___ explore.

Why is *TikTok* (7) ___ prohibited? U.S. lawmakers are concerned that *TikTok*'s parent company, *ByteDance*, could be forced to share American (8) ___ data with the Chinese government, posing a national security risk. (9) ___ threat, they claim, is double. First, because of the data it could get from the phones of the American people, and, second, because the Chinese government (10) ___ *TikTok*'s algorithm to influence American thought.

"What could my child replace *TikTok* with?" (11) ___ *TikTok* is prohibited, there are alternatives that children can explore (12) ___ offer similar engagement, such as *YouTube Shorts*, *Instagram*, *Dubsmash*, and *Snapchat Spotlight*. Social media experts claim that *Instagram* reels are bound to become the (13) ___ best thing for kids. "Many of the videos on the platform are often copies of (14) ___ shared on *TikTok* anyway; plus, many of the trending sounds and topics on *TikTok* eventually make it to *Instagram*, (15) ___ it'll most likely be the main alternative for children," he said.

- | | | |
|-------------------------|---------------|---------------------|
| 1. a) how | b) what | c) like |
| 2. a) much | b) lots | c) many |
| 3. a) enable | b) enabling | c) to enable |
| 4. a) even | b) almost | c) hardly |
| 5. a) helping | b) to help | c) help |
| 6. a) can | b) would | c) ought |
| 7. a) yet | b) being | c) not |
| 8. a) user's | b) users | c) users' |
| 9. a) -- | b) The | c) A |
| 10. a) could manipulate | b) manipulate | c) have manipulated |
| 11. a) Although | b) Unless | c) If |
| 12. a) or | b) that | c) to |
| 13. a) next | b) last | c) only |
| 14. a) the | b) the ones | c) theirs |
| 15. a) since | b) so | c) because |

5. Complete **THREE** of the following sentences so that each sentence keeps the meaning of the sentence printed before it and includes a clear change of linguistic structure. COPY THE COMPLETE SENTENCES (including the beginnings already given to you) onto your answer sheet. [Score: 3 items x 5 marks = 15 marks]

1. Someone had found my wallet and left it at reception.
My _____ and left at reception.

2. 'Do you have any experience working with dogs?', the veterinarian asked the applicant.
The veterinarian wanted _____ any experience working with dogs.

3. I did not go to Mallorca with my high school friends because I did not have enough money.
If I _____ to Mallorca with my high school friends.

4. I almost never see my father, as he's working all the time.
I _____ so I could see him more often.

5. This exercise is easier than the last one.
This exercise _____ the last one.

SECTION III: WRITING (40 marks)

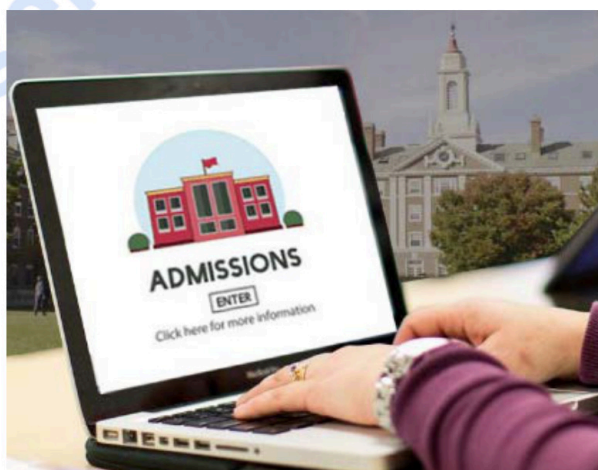
6. Choose **ONE** of the two options below (a or b) and write the corresponding text (150-175 words). Write your answer on your answer sheet. [Score: 1 item x 40 marks = 40 marks]

a) **For-and-against writing.** *Influencer culture is harmful to adolescents' self-esteem.*

WRITE A FOR-AND-AGAINST TEXT. Make sure you include arguments in favor of and against this statement and provide a balanced discussion.

b) **Formal email writing.** *Applying to university.*

WRITE A FORMAL EMAIL BASED ON THE FOLLOWING SITUATION:



You are about to finish high school and would like to do a university degree in the United States. Write a formal email to the admissions committee of that university, applying for admission to your desired degree. In your email, be sure to a) introduce yourself and state the degree you are applying for; b) explain why you are interested in this particular degree and university; c) highlight your academic achievements, extracurricular activities, and any experiences that make you a strong candidate for admission; and d) express your enthusiasm and gratitude for the opportunity to apply.



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