



EVALUACIÓN DE BACHILLERATO PARA EL ACCESO A LA UNIVERSIDAD  
PAU 2025\_INGLÉS (MODELO)

**SECTION I: READING COMPREHENSION (30 marks)**

The education system is already very demanding and, outside of the curriculum, there isn't enough time in the day to teach everything that's needed. As a result, life skills from financial education to writing a CV often get missed. With some polls showing that two-thirds of people believe the education system fails to teach kids the right skills, here are some things to teach your kids so they don't miss out on <sup>1</sup> essential knowledge.

*Budgeting.* Kids need to learn how to budget as it's a core life skill that shows them how to manage their money effectively. This in turn can help them avoid debt and save for their future goals. It also teaches them about the importance of making wise <sup>2</sup> financial decisions. By learning how to track <sup>3</sup> their incoming and outgoing money, and set weekly limits on their expenses, they'll be able to make choices that are good for their financial future.

*The basics of personal finance.* Personal finance is the process of managing your money to meet your financial goals. It includes budgeting, saving, investing, and managing debt. Managing money effectively demands a sophisticated set of skills ranging from basic mathematical skills to budgeting, an understanding of how interest works, or emotional regulation to avoid splurging <sup>4</sup>.

*Cooking.* Cooking is taught to some extent in years 7 to 9 <sup>5</sup>, but to give your child more extensive cooking skills, involve them in making everyday meals. As they get older, empower them to make their breakfast and lunch and cook alongside you for evening meals.

*DIY.* DIY skills can teach kids important life skills, such as problem-solving, creativity, and patience. These skills can also help them save money by allowing them to fix things around the house themselves, rather than hiring someone else. They can start practicing with simple things, such as changing light bulbs, fixing a broken toy, or painting walls.

*Environmental awareness.* While there are modules on environmental issues within Geography or Science at school, it's not always in-depth. According to UNESCO, there are three reasons to provide children with a strong ecological education: (i) to make them more aware of environmental problems; (ii) to boost their interest in caring for and improving the environment, and (iii) to enhance their ability to learn about their surroundings. **(The text would be a bit longer than this one: about 450-500 words)**

<sup>1</sup>**miss out on something:** not to take advantage of or not to experience it // <sup>2</sup>**wise:** sensible, well-informed, smart  
<sup>3</sup>**track:** record progress of something over a period // <sup>4</sup>**splurge:** spend a lot of money on buying things, especially expensive things // <sup>5</sup>**years 7 to 9:** (American school system) 1<sup>st</sup> to 3<sup>rd</sup> year Spanish ESO

**1. Read the text and answer the FOUR questions included in Part 1 and Part 2 below. Copy your answers onto your answer sheet. [Score: 4 items x 4 marks = 16 marks]**

*Part 1. Decide whether statements 1.1 and 1.2 are true or false. Then, find a text fragment which confirms your answer in either case. On your answer sheet, write "TRUE" or "FALSE" (not T or F) plus the fragment (one or two lines maximum).*

1.1. Learning budgeting can teach children how not to get into debt and how to save money.  
TRUE/FALSE? \_\_\_\_\_ Evidence? \_\_\_\_\_

1.2. Effective money management basically consists of learning a set of mathematical skills.  
TRUE/FALSE? \_\_\_\_\_ Evidence? \_\_\_\_\_

*Part 2. For items 1.3 and 1.4, choose the best option (A, B, or C). Copy the corresponding letter for each item onto your answer sheet.*

1.3. Adolescents should be ...

- A. ... encouraged to prepare their own breakfast and help cooking other meals.
- B. ... forced to do the house chores for their parents.
- C. ... told to wait until they get older to start cooking breakfast and other meals.



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1.4. Environmental issues ...

- A. ... are sufficiently dealt with in school subjects such as Geography or Science.
B. ... are the concern of UNESCO, not schools.
C. ... need more in-depth treatment within the school curriculum.

2. Complete the TWO sentences below 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. Life skills, such as problem-solving, creativity, and patience
2.2. Children should be

3. Find in the text FOUR words or expressions that match definitions 3.1 to 3.4 below. Copy the words or expressions exactly as they appear in the text onto your answer sheet. [Score: 4 items x 1 mark = 4 marks]

Paragraph 1

3.1. Definition: Needing a lot of time, attention, or energy. Text word? (Adj)

Paragraph 2

3.2. Definition: To plan how much money you will spend on something. Text word? (Vb)

Paragraph 5

3.3. Definition: To repair something. Text word? (Vb)

Paragraph 6

3.4. Definition: Knowledge that something exists. Text word? (Noun)

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

4. Complete the text by 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]

Table with 15 columns numbered 1 to 15 and empty rows for answers.

Goofy: Dog or cow?

I can't tell you how many times people have asked: "Is Goofy a dog or a cow?" I am not sure (1) \_\_\_ people are questioning the character's species, but we can clear this up once and for all.

Why (2) \_\_\_ people think Goofy is a cow? Disney is very clear: Mickey is a mouse, Donald is a duck, and Pluto most certainly is a dog. And (3) \_\_\_ Mickey and Donald have human-like qualities, Pluto does (4) \_\_\_\_. Perhaps that is the reason for people to think Goofy (5) \_\_\_ be a dog and that he must be a cow. I mean, (6) \_\_\_ Disney create two dogs, giving only one human-like quality? The second cause (7) \_\_\_ Goofy is a cow comes from his love interest. Throughout Disney movies and cartoons featuring (8) \_\_\_ loveable character, we are (9) \_\_\_ that Goofy's love interest is Clarabelle Cow. This probably leads people to (10) \_\_\_ believe that Goofy is a cow.

Why may people think Goofy is a dog? (11) \_\_\_ you look into the history of Goofy, you will find that Disney originally created Dippy Dawg (12) \_\_\_ 1932. You can find him in Mickey's Revue, sitting (13) \_\_\_ what appears to be an early version of Clarabelle Cow. (14) \_\_\_ that same year, Dippy Dawg seems to transform into a younger version renamed Goofy in the cartoon Orphan's Benefit. The final word on whether Goofy is a cow or a dog. Bill Farmer, (15) \_\_\_ has been the voice of Goofy since 1987, clears up the misconception: "Goofy ... is just Goofy!"



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|-----|----|---------------|----|--------------|----|------------------|
| 1.  | a) | how           | b) | because      | c) | why              |
| 2.  | a) | do            | b) | --           | c) | does             |
| 3.  | a) | while         | b) | unless       | c) | however          |
| 4.  | a) | too           | b) | not          | c) | so               |
| 5.  | a) | wouldn't      | b) | shouldn't    | c) | can't            |
| 6.  | a) | will          | b) | would        | c) | should           |
| 7.  | a) | for believing | b) | to believing | c) | to have believed |
| 8.  | a) | her           | b) | a            | c) | the              |
| 9.  | a) | showing       | b) | showed       | c) | shown            |
| 10. | a) | one more      | b) | once again   | c) | each time more   |
| 11. | a) | If            | b) | Since        | c) | Whether          |
| 12. | a) | on            | b) | back in      | c) | since            |
| 13. | a) | beside        | b) | next         | c) | near to          |
| 14. | a) | Later on      | b) | After in     | c) | Before of        |
| 15. | a) | which         | b) | whom         | c) | who              |

5. Complete **THREE** of the following five 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]

5.1. I did not get up early to review for the exam because I knew the material very well.

If I \_\_\_\_\_ to review for the exam.

5.2. Chef Ramsey: "I worked as a pot washer in an Indian restaurant where my sister was a waitress." Chef Ramsey said that \_\_\_\_\_ was a waitress.

5.3. I don't know of any food that is as unhealthy as fast food.

Fast food is \_\_\_\_\_ ever known.

5.4. If only people in this country were less unfriendly!

I \_\_\_\_\_ friendlier.

5.5. I warn you: I hope to find your room clean and tidy when I'm back.

You \_\_\_\_\_ to find your room clean and tidy when I'm back.

**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) **Opinion writing.** *In small doses, boredom (i.e., the state of being bored) can be beneficial for children. Do you agree?*

**Remember: In your answer, you must adopt a position and then provide the necessary arguments to convince your reader.**

b) **Informal email writing.** *Your email pal from Canada, with whom you practice your English, suggested in his/her last message that he/she does not have many plans for the summer.*

**In your answer, you must find out what his/her plans are and invite him/her to come and spend some time with you if he/she has the time. Make sure your invitation includes a detailed plan of the activities you will do and the places you will visit during his/her stay here.**