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 (<u>about</u> 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: <u>2</u> 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: <u>4</u> 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) _____.

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: <u>15</u> 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 <u>THREE</u> of the following sentences so that each sentence keeps the meaning of the sentence printed before it and includes <u>a clear change of linguistic structure</u>. COPY THE COMPLETE SENTENCES (including the beginnings already given to you) onto your answer sheet. [Score: <u>3</u> 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 <u>ONE</u> of the two options below (a or b) and write the corresponding text (150-175 words). Write your answer on your answer sheet. [Score: <u>1</u> item x 40 marks = 40 marks]

a) <u>For-and-against writing</u>. *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) <u>Formal email writing.</u> *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.

PRUEBAS DE ACCESO A LA UNIVERSIDAD
PAU 2025_INGLÉS

CRITERIOS DE CORRECCIÓN Y EVALUACIÓN_GENERAL

SECTION I: READING COMPREHENSION	(3 marks)

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).

- ▪ 4 marks for a complete and correct answer (i.e., an answer which includes either "True" or "False" and the fragment from the text that evidences comprehension).
- - 0 marks for an incomplete answer: answer includes either "True" or "False" but misses fragment from text evidencing comprehension or includes fragment from text but does not include "True" or "False".
- - 0 marks for an incorrect answer: answer marked as "True" when the correct answer is "False", or vice versa, even if it includes correct fragment from text evidencing comprehension; answer correctly marked as "True" or "False" but includes incorrect fragment from text or fragment does not clearly evidence comprehension; or answer correctly marked as "True" or "False" but includes reference to the part of the text evidencing comprehension instead of the actual literal words from the text (e.g., "True", line 15; "True", 2nd paragraph, or the like).
- - 0 marks for a blank answer.

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.

- ▪ 4 marks for a correct answer
- ▪ 0 marks for an incorrect, blanck, or illegible answer

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]

➢ Linguistic accuracy: 2 marks per item
   - 2 marks = answer free of relevant grammatical, lexical, or mechanical (incl. spell.) errors
   - 1.5 marks = answer has one relevant grammatical, lexical, or mechanical (incl. spell.) error
   - 1 marks = answer has two relevant grammatical, lexical, or mechanical (incl. spell.) errors
   - 0.5 marks = answer has three relevant grammatical, lexical, or mechanical (incl. spell.) errors
   - 0 marks = answer has more than three relevant grammatical, lexical, or mechanical (incl. spell.) errors

NOTE that, in this task, up to 2 marks can be taken off per item (2.1 and 2.2) for spelling errors. The first spelling error will not be penalized.

➢ Comprehension: 3 marks per item
   - 3 marks = full comprehension
   - 1.5 marks = incomplete or partly inaccurate comprehension
   - 0 marks = total lack of comprehension

SECTION II: OVERALL LANGUAGE ABILITY (USE OF ENGLISH)   **(3   marks)**

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: <u>4</u> items x 1 mark = 4 marks]

- 1 marks for a correct answer
- 0 marks for an incorrect, blank, or illegible answer

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: <u>15</u> items x 1 mark = 15 marks]

- marks per correct answer. Thus, 15 items x 1 marks = 15 marks.
- 0 marks for an incorrect answer, a blank answer, or an illegible answer.

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

- 5 marks for a completely correct answer (i.e., the candidate changes the structure in the sentence given and demonstrates accurate knowledge of and ability to use the L2 form(s) assessed in the item).
- 2.5 marks for a partially correct answer (i.e., the candidate has attempted to use the L2 form(s) assessed in the item, but with some inaccuracy/ies).
- 0 marks for an incorrect answer (i.e., it is clear that the candidate does not know the L2 forms assessed in the item or does not know how to use them correctly; or uses the same structure of the sentence given with a different arrangement of words).

NOTE that, in this exercise, up to 1 of 5 marks can be taken off per item for spelling errors. Every spelling error will be penalized with 0.5 marks off. A maximum of two spelling errors can be penalized per item (therefore, a maximum of six spelling errors can be penalized in the whole exercise). The first spelling error will not be penalized.

SECTION III: WRITING   **(4   marks)**

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

➢ Criteria:
- Content selection and organization: 15 marks for answers containing between175 and 150 words; 12 marks for answers containing between 150 and 120 words; 8 marks for answers shorter than 120 words)
- Use of English (i.e., grammar & vocab): 20 marks for answers containing between 175 and 150 words; 15 marks for answers containing between 150 and 120 words; 10 marks for answers shorter than 120 words)
- "Mechanics" (i.e., spelling, punctuation, and capitalization): 5 marks for answers containing between 175 and 150 words; 3 marks for answers containing between 150 and 120 words; 2 marks for answers shorter than 120 words)

➢ Summary of maximum marks granted for the three criteria (a, b, and c) for each type of answer:
- Between 175 and 150 words: 40 marks (15 for CS&O + 20 for UoE + 5 for Mechs)
- Between 150 and 120 words: 30 marks (12 for CS&O + 15 for UoE + 3 for Mechs)
- Fewer than 120 words: 20 marks (8 for CS&O + 10 for UoE + 2 for Mechs)

➢ Summary of maximum scores for each block of the scoring rubric for each of the three scoring possibilities indicated above (175-150 / 150-120 / fewer than 120 words):

- **175 - 150 words / 4 marks:** [As in the scoring rubric]
- Content selection…: 1.5 marks (i.e., 0.45 + 0.6 +0.45) +
- Use of English: 2 marks (i.e., 1+1) +
- Mechanics: 0.5 marks (i.e., 0.3+0.1+0.1)

- **150 - 120 words / 3 marks:**
- Content selection…: 1.2 marks (i.e., 0.36 + 0.48 + 0.36) +
- Use of English: 1.5 marks (i.e., 0.75 + 0.75) +
- Mechanics: 0.3 marks (i.e., 0.18 + 0.06 + 0.06)

- **Fewer than 120 words / 2 marks:**
- Content selection…: 0.8 marks (i.e., 0.24 + 0.32 + 0.24) +
- Use of English: 1 mark (i.e., 0.5 + 0.5) +
- Mechanics: 0.2 marks (i.e., 0.12 + 0.04 + 0.04)

IMPORTANTE NOTE 1: Exams will be assessed following the criteria in the updated versions of the scoring rubrics.

IMPORTANT NOTE 2: Answers <u>longer than</u> 175 words will be corrected and marked normally up to the first end-of-sentence after the 175 words. The exceeding part of the answer will not be considered by the rater for UoE or Mechs (i.e., no penalization regarding these two criteria).

IMPORTANT NOTE 3: If the candidate makes the same (grammatical, lexical, or mechanical) error two or more times, it will only be penalized one time.

IMPORTANT NOTE 4: Maximum penalization for spelling errors across the exam: 10%.

NOTA IMPORTANTE
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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

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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

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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.
FALSE. Evidence: This may necessitate a volunteer with a vehicle to locate and transport these animals to a veterinarian.

1.4. To ensure the best experience, volunteers should consider their reasons to do volunteer work.
TRUE. Evidence: Reflecting on motivations for volunteering (whether it is to expand one's network, enhance communication skills, or explore new places) is also important.

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) _____. **ACHIEVEMENT**
3.2. PARAGRAPH #1
Definition: Having or providing experience and knowledge in a number of different areas.
Text word? (Adjective) _____. **WELL-ROUNDED**
3.3. PARAGRAPH #3

Definition: Work or activities that may be boring but need to be done regularly.
Text word? (Noun) _____. **CHORES**

3.4. PARAGRAPH #5
Definition: Search for or look for something.
Text word? (Verb) _____. **SEEK**

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
A	C	B	B	B	A	B	C	B	A	C	B	A	B	B

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

1. Someone had found my wallet and left it at reception.
My _____ and left at reception. **WALLET HAD BEEN FOUND**

2. 'Do you have any experience working with dogs?', the veterinarian asked the applicant.
The veterinarian wanted _____ any experience working with dogs. **TO KNOW IF/WHETHER THE APPLICANT HAD**

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. **HAD HAD ENOUGH MONEY, I WOULD HAVE GONE**

4. I almost never see my father, as he's working all the time.
I _____ so I could see him more often. **WISH MY FATHER WASN'T WORKING/DIDN'T WORK ALL THE TIME** or **WISH MY FATHER WORKED LESS/WORKED FEWER HOURS**

5. This exercise is easier than the last one.
This exercise _____ the last one. **IS NOT AS DIFFICULT/HARD AS** or **IS LESS DIFFICULT/LESS HARD THAN**

SECTION III: WRITING (40 marks)

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

a) <u>For-and-against writing</u>. *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) <u>Formal email writing.</u> *Applying to university*.
WRITE A FORMAL APPLICATION 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.