



# PRUEBA DE ACCESO A LA UNIVERSIDAD Y PRUEBA DE ADMISIÓN

ANDALUCÍA, CEUTA, MELILLA y CENTROS en MARRUECOS  
CURSO 2025-2026

LENGUA EXTRANJERA  
INGLÉS (ADMISIÓN)

- 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.

### **POTLATCH**

- 1 The word *potlatch* comes from a Nootkan term meaning “to give.” Among the Indigenous peoples of the Northwest Coast of  
2 North America, it refers to a grand ceremonial feast marking major life events such as births, marriages, or deaths. The name  
3 reflects the central custom of these gatherings, in which hosts distribute their wealth to guests as a means of reinforcing social  
4 status and community ties.
- 5 The details of organizing and carrying out a potlatch varied from one regional group to another. Preparations could take months  
6 or even years. Potlatches were held in a ceremonial Big House, whose size reflected the host’s status within the village. Chiefs  
7 with the largest Big Houses often invited hundreds of guests from neighboring Indigenous communities. Guests traveled to the  
8 potlatch by canoe and, upon arrival, announced themselves and their home villages by calling out to the host on shore. Sometimes  
9 so many canoes arrived that there was hardly any space left along the beach. Each invited guest was fed, housed, and entertained,  
10 and often received many valuable gifts throughout the event, which could last from several days to several weeks, depending on  
11 the hosts’ status and the size of their community.
- 12 Beyond being a celebration, the potlatch played a vital role in community life by affirming social hierarchy and status through  
13 the generous distribution of wealth among guests. To maintain their honor after receiving gifts, guests were expected to host their  
14 own potlatch and present offerings of even greater value than those they had received.
- 15 Early European colonizers seeking to promote the fur trade with local tribes also took part in potlatches, distributing items such  
16 as blankets, jewelry, musical instruments, clothing, furniture, and sacks of flour. In time, however, both colonizers and Christian  
17 missionaries came to condemn the potlatch as wasteful and incompatible with Western values that associated wealth with success.  
18 Seeing it as an obstacle to the cultural assimilation and economic progress of Indigenous peoples, the Canadian government  
19 forbade the practice in 1884. From an Indigenous perspective, the ban prevented communities from performing essential social  
20 and spiritual obligations.
- 21 Despite the prohibition, potlatches continued in secret, often masked as other gatherings or held in remote villages. In 1886, a  
22 Tsimshian chief hosted a potlatch in British Columbia. The goods to be given away were hidden behind a partition in the house.  
23 The pile of goods was so high that the roof boards were removed to accommodate it. Similar acts of quiet disobedience occurred  
24 everywhere along the coast, as communities found creative ways to preserve their traditions under the ban.
- 25 After the ban was lifted in 1951, the ceremony regained visibility and strength. Today, the potlatch endures as a symbol of  
26 cultural identity, resistance, and continuity among the Indigenous peoples of the Northwest Coast.

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

#### **A1. According to the text, potlatches...**

- (a) were held every year.
- (b) strengthened the bonds among tribal families.
- (c) disappeared after they were banned.
- (d) were held when a new chief was appointed.

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

- (a) were prepared long in advance.
- (b) were reserved for a privileged few.
- (c) included goodbye rituals.
- (d) lasted longer when more guests attended.



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

- A3. **Potlatch guests stayed on the beach throughout the duration of the event.**
- A4. **It was customary for guests to later repay their hosts by inviting them to a new potlatch.**
- A5. **Non-Indigenous religious groups regarded potlatches as an excessive and unjustified use of resources.**
- A6. **The ceremony was sometimes relocated to avoid detection by government officials.**
- A7. FIND IN THE TEXT: (0.5 points)
- A7.1. ONE OPPOSITE FOR: “**departure**” (noun).
- A7.2. ONE OPPOSITE FOR: “**failure**” (noun).
- A8. FIND IN THE TEXT: (0.5 points)
- A8.1. ONE WORD MEANING: “**a large cover used especially to keep people warm while sleeping.**”
- A8.2. ONE WORD MEANING: “**the activity of buying and selling goods.**”

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

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

B3. **“Why did they cancel Kendrick Lamar’s concert yesterday?” he asked.**  
He asked why...

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

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

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



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

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

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

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

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

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

BLOQUE C (Redacción)

**Puntuación máxima: 3 puntos**

Deberá realizar una redacción de entre 140 y 180 palabras de UNO SOLO de los dos temas propuestos.

**WRITING (3 points)**

C. WRITE A COMPOSITION OF 140-180 WORDS ABOUT ONE OF THE TOPICS PROPOSED AND FOCUS ON IT. CHOOSE **ONE** **TOPIC** ONLY:

- C1. What is your favorite celebration? Give reasons.
- C2. Is it important to preserve cultural heritage? Explain.