

Prueba de Acceso a la Universidad (PAU)

Universidad de Extremadura

Curso 2025-2026

Materia: **INGLÉS**

Tiempo máximo de la prueba: 1h 30 min

INSTRUCCIONES PARA REALIZAR EL EXAMEN

El estudiante deberá elegir UNO de los dos textos propuestos y responder a todas las preguntas de Comprensión únicamente del texto elegido (Preguntas 1-4). No podrán mezclarse preguntas de los dos textos. En la pregunta de Expresión (Pregunta 5), el estudiante deberá responder a una de las dos opciones propuestas, independientemente del texto elegido.

La calificación de la pregunta de Expresión (Redacción) será como sigue: a) Coherencia, cohesión y adecuación a la temática y estilo del texto propuesto: 1.5 puntos; b) Corrección gramatical, léxica y ortográfica del texto producido, así como su presentación: 1.5 puntos.

Text 1. Sofia Corradi: The Woman Behind Erasmus

Sofia Corradi, an Italian academic known as “Mamma Erasmus,” is the woman whose vision changed the lives of millions of European students. Long before the European Union launched its student exchange programme in 1987, Corradi had been fighting for the idea that young people should study abroad to understand each other better and build a peaceful Europe.

Her inspiration came from her own experience. In the 1950s, after graduating in law from Rome’s Sapienza University, Corradi received a Fulbright scholarship to study in the United States. When she returned to Italy, she was surprised to discover that her foreign studies were not officially recognised. This frustration became the starting point of her lifelong campaign to make academic mobility a right, not a privilege.

As an adviser at the Italian Ministry of Education and later as a professor of lifelong learning, Corradi spent years convincing politicians and university leaders that Europe needed a system to make study periods abroad easier to validate. Her persistence finally paid off when the Erasmus Programme was launched by the European Commission, named after the Renaissance humanist Erasmus of Rotterdam, symbol of learning and exchange.

Since then, more than 13 million students have taken part in Erasmus, studying or training in another European country. Corradi believed that education abroad was not only about improving language skills but also about shaping tolerant, open-minded citizens. “You come back different,” she often said, “because you have learned that diversity is not a threat, but a resource.”

Her work earned her many awards, including the European Citizen’s Prize, but her greatest legacy remains the generations of young people who discovered Europe — and themselves — through the programme she imagined.

Adapted from brusselstimes.com

Comprehension Questions

1. Are the following statements true (T) or false (F)? Quote the fragment from the text that justifies your answer. Marks: 2 points (0.5 points per correct answer).

A. Corradi’s campaign for student mobility began after she had problems having her studies abroad officially recognized.

B. Corradi did not technically initiate the Erasmus Program.

C. Corradi considered international education a tool for both personal transformation and social cohesion.

D. The success of the Erasmus Programme did not bring Corradi any public recognition during her lifetime.

2. Answer 2 of the following 3 questions with one or two sentences. Use your own words as far as possible. Marks: 2 points (1 point per correct answer).

A. Why did Sofia Corradi start her campaign for student mobility?

B. According to the text, what was the main goal of the Erasmus Programme, beyond academic learning?

C. What impact did Sofia Corradi’s work have on European education and young people’s lives?

3. Find words in the text to match these definitions. Use one word in each case. Marks: 1.5 points (0.5 points per correct answer).

A. Synonym for *persistent, everlasting, enduring*.

B. The manager insisted on _____ her team to adopt the newest EU sustainability plan.

C. Synonym for *modelling, forming*

4. Complete these sentences with one of the options given. Marks: 1.5 points (0.5 points per correct answer).

A. Corradi wanted the Europeans to go _____ they wanted

a. whatever b. whoever c. wherever d. whichever

B. Before going to the US, Corradi _____ in Rome

a. is being studied b. have studied c. was studied d. had been studying

C. Corradi, _____ first name was Sophia, worked a lot to expand international education

a. who b. whom c. which d. whose

Text 2. These robots can clean, exercise - and care for you in old age. Would you trust them to?

Hidden away in a lab in north-west London three black metal robotic hands move eerily on an engineering work bench. No claws, or pincers, but four fingers and a thumb opening and closing slowly, with joints in all the right places.

"We're not trying to build Terminator," jokes Rich Walker, director of Shadow Robot, the firm that made them. Bespectacled, with long hair and a beard and moustache, he seems more like a latter-day hippy than a tech whizz, and he is clearly proud as he shows me around his firm. "We set out to build the robot that helps you, that makes your life better, your general-purpose servant that can do anything around the home, do all the housework..."

But there's a deeper ambition: to address one of the UK's most pressing challenges—the escalating crisis in social care. There were 131,000 vacancies for adult care workers in England, a report by charity Skills for Care found last year. And in all, around two million people aged 65 and over in England are living with unmet care needs, according to Age UK. By 2050, one in four people in the UK is expected to be aged 65 or over, potentially putting more strain still on the care system. Which is where robots come in.

The previous government announced a £34m investment in developing robots that could potentially be used to give care. It went as far as saying, in 2019, that "within the next 20 years, autonomous systems like... robots will become a normal part of our lives, transforming the way we live, work and travel."

Could this 'techno-solutionism'—which sounds more like something out of a sci-fi film—really be the solution? And would you really trust your elderly relatives, or yourself when you're at your most vulnerable age with what is essentially a very strong machine? Dr. Wright, who observed the robots in Japan, has one final concern. That is, if they catch on, robots could end up making life worse for human carers. "The only way that economically you can make this work is to pay the care workers less and have much larger care homes, which are standardised to make it easy for robots to operate in," he argues.

"As a result, there would be more robots taking care of people, with care workers being paid a minimum wage to service the robots, which is the opposite of this vision that robots are going to give time back to care workers to spend quality time with residents, to talk."

Adapted from BBC News

Comprehension Questions

1. Are the following statements true (T) or false (F)? Quote the fragment from the text that justifies your answer. Marks: 2 points (0.5 points per correct answer).

- A. The 'Shadow Robot' company is located in central London.
- B. In the mid-21st century, half of the UK population will be over 65.
- C. The UK former administration promoted the creation of robots for daily life.
- D. Robots will also take care of care workers because workers will have less work to do.

2. Answer 2 of the following 3 questions with one or two sentences. Use your own words as far as possible. Marks: 2 points (1 point per correct answer).

- A. What is the main purpose of the robots, according to Rich Walker?
- B. Why is the UK considering using robots in social care?
- C. What concerns does Dr Wright express about the future use of robots in care homes?

3. Find words in the text to match these definitions. Use one word in each case. Marks: 1.5 points (0.5 points per correct answer).

- A. A synonym for *strangely, creepily*.
- B. Not satisfied, not addressed, or not provided as needed.
- C. Some workers rely on tips in addition to their basic _____.

4. Complete these sentences with one of the options given. Marks: 1.5 points (0.5 points per correct answer).

- A. If robots _____ cheaper, care homes would buy more of them.
a. are b. were c. will be d. have been
- B. The investment was announced _____ improve care services
a. so that b. for c. in order to d. because
- C. "Can robots understand emotions?" he asked. He asked _____ understand emotions
a. can robots b. could robots c. if could robots d. whether robots could

Written Expression

5. Write ONE of the following two compositions Write between 120-150 words. Marks: 3 points.

A. Write a formal letter requesting to participate in the Erasmus programme at your school. Give reasons and propose your dream destination

B. Write a story beginning with the following sentence: "The robot had been working perfectly... until that morning." Remember that these 9 words do not count towards your final word count.



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CRITERIOS ESPECÍFICOS DE CORRECCIÓN Y CALIFICACIÓN

PRIMER BLOQUE: COMPRENSIÓN LECTORA

Apartado 1:

El estudiante deberá responder con una formulación breve (True/False) y citar la parte del texto donde se encuentra la información pertinente para justificar la respuesta. Se otorgará la máxima puntuación (0.5 puntos por respuesta) a los estudiantes que ofrezcan alguna de las siguientes respuestas:

Texto 1.

A. True. "When she returned to Italy, she was surprised to discover that her foreign studies were not officially recognised. This frustration became the starting point of her lifelong campaign to make academic mobility a right, not a privilege."

B. True. "Her persistence finally paid off when the Erasmus Programme was launched by the European Commission,..."

C. True. "Corradi believed that education abroad was not only about improving language skills but also about shaping tolerant, open-minded citizens. "You come back different," she often said, "because you have learned that diversity is not a threat, but a resource."

D. False. "Her work earned her many awards, including the European Citizen's Prize."

Texto 2.

A. False. "Hidden away in a lab in north-west London"

B. False. "By 2050, one in four people in the UK is expected to be aged 65 or over"

C. True. "The previous government announced a £34m investment in developing robots that could potentially be used to give care."

D. False. "[...] with care workers being paid a minimum wage to service the robots"

Si el estudiante comienza con una respuesta incorrecta (True/False) pero cita la parte correcta del texto, se le puntuará con 0.25 puntos. Si la respuesta ofrece un inicio correcto, pero después este no se apoya en ninguna referencia al texto original o en una que no corresponda (esto es, si el alumno no demuestra haber entendido la pregunta), se otorgarán 0 puntos. Las respuestas en las que se cite un extracto mucho más largo de lo requerido o se dé una respuesta que evidencie que el estudiante no ha sabido localizar en los textos la información solicitada serán valoradas con 0 puntos.

Apartado 2:

El estudiante deberá responder con una o dos oraciones, utilizando sus palabras en la medida de lo posible. La respuesta deberá ceñirse a la información que se pide, si bien pueden ofrecerse menos datos de los posibles si hay muchos elementos que pueden citarse en la respuesta. Dada la naturaleza abierta de las preguntas, puede haber tantas respuestas acertadas como estudiantes. No obstante, de modo general, se valorará a partes iguales la corrección lingüística y la capacidad para localizar y parafrasear la información del texto (0.5 por las ideas reflejadas y 0.5 puntos por la expresión de las respuestas). Debajo se ofrecen modelos de respuesta correcta.

Texto 1.

A. She began her campaign because her studies in the United States were not recognised in Italy. This unfair experience made her realise that students should have the right to study abroad without losing their academic progress.

B. The Erasmus Programme aimed to promote tolerance and understanding among European students. Corradi believed that studying abroad helps young people become more open-minded and see diversity as something positive.

C. Her work made it possible for millions of students to study in other European countries through the Erasmus Programme. It changed the way young people see Europe, helping them feel part of a shared community and discover new cultures.

Texto 2.

A. Their purpose is to help people and improve their daily lives by doing tasks around the home, like housework as well as addressing the social care crisis.

B. Because there is a serious shortage of care workers and many elderly people have unmet care needs, and the problem is expected to grow in the future.

C. He worries that robots might make conditions worse for human carers by lowering salaries and creating large standardised care homes, where workers simply maintain the robots instead of spending quality time with residents.

Si el estudiante responde con información que no corresponde a la requerida por la pregunta, su respuesta se valorará con 0 puntos, independientemente de la corrección en la expresión.

Apartado 3:

Sólo se aceptarán las respuestas indicadas debajo (0.5 puntos). No obstante, si el estudiante comete un error que sea obviamente accidental al transcribir la palabra (una doble consonante por una simple, por ejemplo) escribe una forma que no sea la que se pide (e.g., un plural por un singular, una forma verbal distinta), se le otorgarán 0.25 puntos.

Texto 1.

A. Lifelong (2nd paragraph, 4th line)

B. Convincing (3rd paragraph, 2nd line)

C. Shaping (4th paragraph, 3rd line)

Texto 2.

A. Eerily (first paragraph, first line)

B. Unmet (third paragraph, fourth line)

C. Wage (sixth paragraph, second line)

Apartado 4:

Sólo se aceptarán las respuestas indicadas debajo (0.5 puntos). Si el estudiante cita más de una respuesta, se le calificará con 0 puntos, independientemente de su orden.

Texto 1.

A. c. wherever

B. d. had been studying

C. d. whose

Texto 2.

A. b. were

B. c. in order to

C. d. whether robots could

SEGUNDO BLOQUE: PRODUCCIÓN ESCRITA

Apartado 5:

Para obtener la calificación máxima de 3 puntos, la redacción reunirá las siguientes características: La exposición es clara y coherente y se aprecia un uso apropiado y discreto de conectores. El vocabulario empleado es suficiente para permitir el desarrollo completo de las ideas expresadas. La redacción no contiene errores gramaticales graves, aunque sí puede haber algún que otro error de poca importancia; y el manejo de las estructuras gramaticales es lo bastante flexible como para permitir una expresión cabal de las ideas. El uso de signos de puntuación es correcto, así como la división de los contenidos en párrafos, si los hubiera. La redacción no contiene errores ortográficos y la letra es clara y legible.

Para una calificación de 2 puntos, los siguientes rasgos estarán presentes en la redacción: La exposición es clara y coherente, aunque puede que se echen en falta algunos signos lingüísticos de cohesión o un uso excesivo -pero no incorrecto- de conectores en detrimento de la expresión de las ideas. El dominio del vocabulario es suficiente para expresar algunas ideas de forma aceptable. La presencia de algunos errores gramaticales no impide la expresión de las ideas y en todo caso no son el resultado de la traducción directa del español. A pesar de algunos errores ortográficos, el dominio de la puntuación y el uso de párrafos son correctos. La letra es completamente legible.

Para una calificación de 1 punto, se apreciará lo siguiente en la redacción: Los enunciados no constituyen un texto unido y coherente, no sólo por la ausencia de conectores sino por errores de concordancia y por la ausencia de párrafos que organicen el texto. El dominio del vocabulario no es suficiente para desarrollar el tema propuesto, aunque el texto resulta medianamente comprensible. Se aprecia la transferencia de formas y significados de la lengua materna. Los errores gramaticales impiden la comprensión de algunas ideas y son a menudo el resultado de la traducción directa del español. Las faltas de ortografía o una letra poco cuidada dificultan una lectura fluida del texto.

Para una calificación de 0 puntos, será patente la presencia de defectos como los siguientes: El número de palabras es muy inferior al solicitado. No se demuestra un dominio básico del vocabulario necesario para escribir sobre el tema propuesto. Se emplean palabras en español. Los errores graves de gramática y vocabulario hacen que el texto sea incomprensible. La letra es tan mala que la redacción es casi ilegible. La respuesta se aparta por completo de la pregunta planteada.

En caso de que la redacción no permitiese la aplicación exacta de estas puntuaciones, la nota se deberá ajustar añadiendo o quitando 0.25 ó 0.5 puntos a la nota correspondiente.

Además de lo anterior, habrá de tenerse en cuenta, con carácter general, lo siguiente:

- Serán objeto de penalización aquellas redacciones que evidencien un uso excesivo o injustificado de fórmulas y expresiones memorizadas, o de extensas porciones del texto original cuya presencia sustituya indebidamente las propias palabras del alumno. La sanción será proporcional a la cantidad y al carácter superfluo de dichas muletillas en el contexto de la respuesta.
- Se penalizará, de modo general, el sobrepasar o no alcanzar los límites de extensión superior e inferior, respectivamente. La penalización será de 0.25 puntos por cada quince palabras menos o treinta palabras de más.
- En los casos en que se proporciona al alumno la frase con que debe comenzar o terminar el texto solicitado, el uso indebido de la frase propuesta en una ubicación distinta a la indicada será penalizado con 0.5 puntos.

- Cuando el alumno opte por hacer más de una redacción, en vez de escoger una según se le indica, el corrector leerá y evaluará únicamente la primera que aparezca en la hoja de respuestas. La otra redacción quedará sin corregir y no sumará ni restará puntos, ni hará media aritmética con la primera.