



Junta de Andalucía
Consejería de Educación y Deporte

Pruebas Específicas de Certificación 2020/2021

Comprensión de Textos Escritos

NIVEL C1 | INGLÉS

Apellidos:

Nombre:

☐ Alumno/a OFICIAL del grupo:

Indica el nombre de tu profesor/a-tutor/a:

☐ Alumno/a LIBRE.

INSTRUCCIONES

- Duración máxima: 75 minutos.
- Este prueba consta de tres tareas:
 - En la Tarea 1 tendrás que identificar las ideas generales del texto.
 - En la Tarea 2 tendrás que entender las ideas principales del texto.
 - En la Tarea 3 tendrás que comprender los detalles importantes de un texto.
- En cada tarea obtendrás: 1 punto por cada respuesta correcta; 0 puntos por cada respuesta incorrecta o no dada.
- Solo se admitirán respuestas escritas con bolígrafo azul o negro.
- Por favor, no escribas en los espacios sombreados destinados a la calificación de las tareas.

PUNTUACIÓN

/ 26

NOTA FINAL

/ 10

CALIFICACIÓN

☐ Superado

☐ No Superado

TASK 1

Read the following article about top discoveries in 2018. For statements A to H (on page 2), choose the paragraph (1 to 6) that best summarises the idea of the statement. There are two extra statements that you will not need. You will get 1 point per correct answer. The extra statements will not score.

MOST BIZARRE SCIENTIFIC DISCOVERIES OF 2018

By Adam Mann - Live Science Contributor December 26, 2018

There's no question that science is full of explanations that defy our commonsense expectations. And every year, researchers find ever more mystifying discoveries about the universe we live in. From disgusting medical anomalies to blueberry planets to giant tadpoles, here are the most bizarre findings of 2018.

1. Karate-kicking cockroaches avoid zombification

Parasitic wasps are among the most diverse of all animals, with nearly one species for every other known insect, according to research published this year in BMC Ecology. One particular fiend, known as the emerald jewel wasp, preys on cockroaches. After delivering a paralyzing sting to the victim's legs, the wasp then stings its brain and floods it with neurotoxins that hijack the cockroach's nervous system, turning the lowly crawler in a mind-controlled zombie. The cockroaches were once thought to have no defense against this gruesome attack, but new research shows that the prey can knock away their parasitic predator with a karate kick to the head that sends the wasps searching for an easier target.

2. A long-standing lump in the throat

Some people are born with a silver spoon in their mouth. Others swallow them on a dare. That was the case for a patient known only as "Mr. Zhang" who arrived at Xinjiang Meikuang General Hospital in China in October. The spoon — which was actually made of steel — had become lodged in the man's esophagus a year earlier and was apparently not causing him much suffering until he began having pains after being punched in the chest. (Mr. Zhang sounds like he lives an interesting life.) Three doctors removed the 8-inch (20 centimeters) object during a procedure that lasted 2 hours. "I was very surprised," Dr. Xiwu, the hospital's director of ear, nose and throat ailments, said in a statement. "I have never encountered a similar patient." [...]

3. A tadpole as long as your face

At first, they thought it was a fish. But once volunteers aiming to remove invasive bullfrogs (*Lithobates catesbeianus*) from Arizona looked closer, they realized they'd come across a monstrous pollywog. In a blog post, herpetologist Earyn McGee described the discovery, naming it Goliath, and speculating that the tadpole, which is much larger than the average bullfrog young, was suffering some kind of hormonal imbalance, as Live Science previously reported. Goliath is larger than a soda can, nearly as long as a banana, and definitely big enough to rest comfortably across a human face. Oh, yes, he's still alive and growing.

4. Dog licks man, man requires amputation

Dog owners tell themselves their pets would never do anything to intentionally harm them. Unfortunately, a Wisconsin man named Greg Manteufel learned the hard way that he probably shouldn't have let his best friend lick him too much. After being admitted to a hospital, Manteufel was found to be suffering from an infection by a bacteria called *Capnocytophaga*, which led to the amputation of his legs and parts of his arms. The bacteria live in most household pets without causing problems, but if they get passed



to a human via a bite or scratch and spread through a person's bloodstream, they can cause deadly consequences. Dr. Silvia Munoz-Price, an infectious-disease specialist told Live Science that the case is extremely rare. "More than 99 percent of the people that have dogs will never have this issue. It's just chance," she said. [...]

5. Toad found with no face

In the forests of Connecticut, herpetologist Jill Fleming spotted an unusual sight. An American toad (*Anaxyrus americanus*) appeared to be lacking its entire face and "kept hopping into things," she tweeted. The finding, which occurred two years ago, still has no full explanation and so Fleming turned to the social media site to see if the collective scientific hive-mind might come up with ideas. The most likely explanation seemed to be that the unfortunate toad had gone into hibernation and been attacked by a flesh-eating toad fly larvae, which ate its face, but left the rest of its body well enough to jump around.

6. Suppressed sneeze causes ruptured throat

Let this be a warning: Do not stifle a sneeze! After a 34-year-old man in England tried holding his nose and shutting his mouth to prevent someone having to tell him 'Gesundheit,' he felt a terrible popping sensation in his neck. Doctors found an array of air bubbles trapped under his skin, mostly in his neck region, determining that the suppressed sneeze had torn a hole in the bottom part of his pharynx, or throat. The man survived and eventually healed. Two months later, he had no further health problems. But the harrowing incident led researchers to understatedly report in January that "halting a sneeze via blocking nostrils and mouth is a dangerous maneuver and should be avoided." [...]

ANSWER		
A. A new species tricked the experts.		
B. Before an accident this extraordinary situation was not paid attention to.		
C. The reason behind this strange behaviour is yet to be discovered.		
D. Studies have given a new perspective to what was previously accepted.		
E. The discovery got the subject killed.		
F. The discovery helped professionals to send a word of caution.		
G. The eccentricity is based on mutation.		
H. What happened is very possible but very improbable.		

MARK

/ 6



TASK 2

Read the article about how art has depicted plagues throughout history on pages 4 and 5. Note that paragraphs are numbered (0 to 10). Match the statements (A to L) with the paragraph they correspond to. Letter I is an example. There is one extra statement that you will not need. You will get 1 point per correct answer. The extra statement will not score.

		ANSWER	
A.	Art aiming at influencing behaviour.		
B.	Art can represent visual conceptions of health and illness.		
C.	Art conveying the consequences of breaking the moral values of the time.		
D.	Art helps artists to control their sickness.		
E.	Art imagery becomes more shocking and powerful.		
F.	Artistic manifestations are to be explained.		
G.	Artistic manifestations link their author and receptor.		
H.	Artists express their sicknesses and life anguish.		
I.	Artists reflect their contemporary situation upon their work.	0	✓
J.	Art reminding everyone of their mortality.		
K.	Art trying to provoke empathy.		
L.	The placebo effect of Art.		

MARK / 10

TASK 2

Read the following article about how art has depicted plagues throughout history and answer the questions on page X.

WHAT PLAGUE ART TELLS US ABOUT TODAY

By Emily Kasriel. 18th May 2020

How have artists portrayed epidemics over the centuries – and what can the artworks tell us about then and now? Emily Kasriel explores the art of plague from the Black Death to current times.

[0]

As their communities grappled with an invisible enemy, artists have often tried to make sense of the random destruction brought by plagues. Their interpretation of the horrors they witnessed has changed radically over time, but what has remained constant is the artists' desire to capture the essence of an epidemic. [...] Today, at a time of Covid-19, [...] historical images offer us a chance to reflect on these questions, and to ask our own.

[1]

At a time when few people could read, dramatic images with a compelling storyline were created to captivate people, and impress them with the immensity of God's power to punish disobedience. Dying of the plague was seen not only as God's punishment for wickedness but as a sign that the victim would endure an eternity of suffering in the world to come. [...] Australian art historian Dr Louise Marshall argues that, in illustrations like this, devils are subcontracted by God to castigate humanity for their sins. [...]

[2]

Artworks created during times of plague reminded even the most powerful that their life was fragile, temporary and provisional. In many plague paintings there is an emphasis on the suddenness of death. The image of the *danse macabre* is repeated, where everyone is encouraged by the personification of death to dance to their grave. There is also extensive use of the hourglass to warn believers that they had only limited time to get their affairs and souls in order before the plague might cut them off without warning.

[3]

There was a dramatic development in plague art with the creation of Il Morbetto (The Plague), engraved by Marcantonio Raimondi in the early 16th Century, based on a work by Raphael. According to US plague art historian, Dr Sheila Barker, "what is significant about this tiny image is its focus on a few individuals, distinguished by their age and gender". These characters have become humanised, compelling us to feel compassion for their suffering. We see the sick being given such tender care that we feel we too must act to relieve their pain. [...]

[4]

This shift in plague art coincided with a new understanding of public health. All members of society deserved to be protected, not just the wealthy who could escape to their country villas. Doctors who fled the city for their own safety were to be punished. This [...] was further developed in the 17th and 18th Centuries, with the closer alignment of the Catholic Church with a public-health agenda. Plague art began to be displayed inside churches and monasteries. Sufferers of the plague were now associated with Christ himself. Dr Barker argues that the purpose behind this identification was "to convince the friars to overcome their fear of the putrid smell of the dying body and the immensity of death by learning to love the contagious victims of the plague". [...]

[5]

In the 17th Century, many people believed that imagination had the power to harm or heal. The French artist Nicolas Poussin painted *The Plague of Ashdod* (1630-1631) in the middle of a plague outbreak in Italy. In a recreation of a faraway tragic biblical scene, which provokes feelings of horror and despair, Dr Barker believes that “the artist wanted to protect the viewer against the very disease the painting depicts”. By arousing powerful emotions for a distant sorrow, viewers would experience a cathartic purge, inoculating themselves against the anguish that surrounds them.

[6]

The plague of smallpox devastated Japan over many centuries. An artwork created in 1892 depicts the mythical Samurai warrior Minamoto no Tametomo resisting the two smallpox gods, variola major and variola minor. The warrior, known for his endurance and fortitude, is portrayed as strong and confident, clothed with viscerally red ornate garments and armed with swords and a quiver full of arrows. In contrast, the fleeing, frightened, colourless smallpox gods are squeezed helplessly into the corner of the image.

[7]

[...] When the Spanish Flu hit Europe just after World War One, Norwegian artist Edvard Munch became one of its victims. While his body was still grappling with the flu, he painted his trauma – pale, exhausted and lonely, with an open mouth. The gaping mouth echoes his most famous work, *The Scream*, and perhaps depicts Munch’s difficulty breathing at the time. There is a strong sense of disorientation and disintegration, with the figure and furniture blending together in a delirium of perception. The artist’s sheet looks like a corpse or a fitful sleeper, tossing and turning in the night. Unlike some of Munch’s previous depictions of illness, in which he portrays the sick person’s loved ones waiting with anxiety and fear, the artist here portrays himself as the victim, who has to endure this plague isolated and alone.

[8]

US academic Dr Elizabeth Outka tells BBC Culture: “Munch is not just holding a mirror to nature, but also exercising some control through reimagining it.” Outka believes that art serves as a coping mechanism here for both the artist and viewer. “The viewer may feel a profound sense of recognition and compassion for Munch’s suffering, which can in some way help to heal their distress.” [...]

[9]

David Wojnarowicz was a US artist who created a body of Aids-activist work, passionately critical of the US government and the Catholic Church for failing to promote safe-sex information. In a deeply personal, untitled self-portrait, he reflects upon his own mortality. About six months before he died of Aids, Wojnarowicz was driving through Death Valley in California and asked his travelling companion Marion Scemama to stop. He got out of the car and furiously started to scrape the earth with his bare hands, before burying himself. As in the self-portrait by a flu-stricken Munch, Dr Fiona Johnstone, a contemporary art historian from the UK, sees this work as David Wojnarowicz attempting to assert agency. [...]

[10]

Today’s digital platforms are enabling artists to respond to the Covid-19 crisis by expressing and sharing in real time. The Irish-born artist Michael Craig-Martin has created a *Thank You NHS* flower poster. We are encouraged to co-create the artwork by downloading it, colouring it in, and then collaborating by displaying it in our window. In countries across the world, artists are slowly making sense of the coronavirus and the self-isolating response in countries across the world. Contemporary art historians will be eagerly awaiting their work. [...]

TASK 3

Read the following text and answer the questions on page 8.

ONE GIANT ... LIE? WHY SO MANY PEOPLE STILL THINK THE MOON LANDINGS WERE FAKED

It took 400,000 NASA employees and contractors to put Neil Armstrong and Buzz Aldrin on the moon in 1969 – but only one man to spread the idea that it was all a hoax. His name was Bill Kaysing.

It began as “a hunch, an intuition”, before turning into “a true conviction” – that the US lacked the technical prowess to make it to the moon (or, at least, to the moon and back). Kaysing had actually contributed to the US space programme, albeit tenuously: between 1956 and 1963, he was an employee of Rocketdyne, a company that helped to design the Saturn V rocket engines. In 1976, he self-published a pamphlet called *We Never Went to the Moon: America’s Thirty Billion Dollar Swindle*, which sought evidence for his conviction by means of grainy photocopies and ludicrous theories. Yet somehow, he established a few perennials that are kept alive to this day in Hollywood movies and Fox News documentaries, Reddit forums and YouTube channels.

Despite the extraordinary volume of evidence (including 382kg of moon rock collected across six missions; corroboration from Russia, Japan and China; and images from the NASA Lunar Reconnaissance Orbiter showing the tracks made by the astronauts in the moondust), belief in the moon-hoax conspiracy has blossomed since 1969. Among 9/11 truthers, anti-vaxxers, chemtrailers, flat-Earthers, Holocaust deniers and Sandy Hook conspiracists, the idea that the moon landings were faked isn’t even a source of anger any more – it is just a given fact.

“The reality is, the Internet has made it possible for people to say whatever the hell they like to a broader number of people than ever before,” sighs Roger Launius, a former chief historian of NASA. “And the truth is, Americans love conspiracy theories. Every time something big happens, somebody has a counter-explanation.”

It turns out British people love conspiracy theories, too. Last year, the daytime TV show *This Morning* welcomed a guest who argued that no one could have walked on the moon as the moon is made of light. Martin Kenny claimed: “In the past, you saw the moon landings and there was no way to check any of it. Now, in the age of technology, a lot of young people are now investigating for themselves.” A recent YouGov poll found that one in six British people agreed with the statement: “The moon landings were staged.” Four per cent believed the hoax theory was “definitely true”, 12% that it was “probably true”, with a further 9% registering as don’t know. Moon hoaxism was more prevalent among the young: 21% of 24- to 35-year-olds agreed that the moon landings were staged, compared with 13% of over-55s.

Kaysing’s original queries are fuelling this. One is the fact that no stars are visible in the pictures; another is the lack of a blast crater under the landing module; a third is to do with the way the shadows fall. People who know what they are talking about have wasted hours explaining such “anomalies” (they are to do with, respectively, camera-exposure times, the way thrust works in a vacuum and the reflective qualities of moondust). Yet until his death in 2005, Kaysing maintained that the whole thing was a fraud,



filmed in a TV studio. "It's well documented that NASA was often badly managed and had poor quality control," he told Wired in 1994. "But as of 1969, we could suddenly perform manned flight upon manned flight? With complete success? It's just against all statistical odds."

He was right about that at least. When the Soviets launched Sputnik 1 in October 1957 (followed one month later by Sputnik 2, containing Laika the dog), the US space programme was all but non-existent. NASA was founded in 1958 and managed to launch Alan Shepard into space in May 1961 – but when John F Kennedy announced that the US "should commit itself to achieve the goal, before this decade is out, of landing a man on the moon and returning him safely to the Earth", it seemed a stretch. By the mid-60s, NASA was consuming more than 4% of the US federal budget, but while the Soviets were achieving more firsts – the first woman in space (1963), the first extra-vehicular activity, ie spacewalk (1965) – the Americans experienced various setbacks, including a launchpad fire that killed all three Apollo 1 astronauts.

That is until you compare it with the difficulty of maintaining a lie to the entire world for five decades without a single slip from any NASA employee. You would also have to imagine that 2019-era special effects were available to NASA in 1969 and not one of the 600 million TV viewers noticed anything amiss. Stanley Kubrick's 2001: A Space Odyssey (1968) is a decent indication of what Hollywood special effects could do at the time – and it's extremely shonky. It genuinely was simpler to film on location.

Oliver Morton, the author of *The Moon: A History for the Future*, believes the persistence of the moon hoax isn't surprising. Given an implausible event for which there is lots of evidence (Apollo 11) and a plausible event for which there is zero evidence (the moon hoax), some people will opt for the latter. "The point of Apollo was to show how powerful the American government was in terms of actually doing things," he says. "The point of moon-hoax theory is to show how powerful the American government was in terms of making people believe things that weren't true."

We have less faith in ourselves these days. Most moon conspiracists treat the whole thing as a joke, a rabbit hole to go down from time to time. Still, you could see the persistence of the moon conspiracy as a compliment to the Apollo scientists. "In a way, the moon hoaxers are taking the Apollo missions far more seriously than most people do."

Source: www.the-guardian.com



TASK 3

Read the text on pages 6 and 7 and choose the best option (A, B, or C) to complete each sentence. Write your answer in the box provided. Only one of the answers is correct. The first one (0) is an example. You will get 1 point per correct answer.

	RESPUESTA	
0. According to the text, the idea of the moon conspiracy was ... A. triggered by Bill Kaysing. B. refuted by Bill Kaysing. C. neglected by Bill Kaysing.	A	✓
1. Concerning the lunar process, Kaysing had ... A. thoroughly collaborated in it. B. intervened in it temporarily. C. been opposed to taking part in it.		
2. Kaysing's ideas and theories ... A. have lingered up to now. B. have not been proven until today. C. have vanished into thin air.		
3. The moon-hoax conspiracy ... A. would have spread but for the scarcity of evidence. B. is widely approved thanks to the evidence. C. has been supported notwithstanding the shortage of evidence.		
4. In a recent TV programme, the moon landing was refused by a person alluding to ... A. the element of which the moon is composed. B. the samples extracted from tests. C. the elements inexistent in the moon components.		
5. According to the recent YouGov poll, youngsters ... A. represent a big mass of the moon-hoax detractors. B. have not surpassed the percentage of adults who are moon-hoax believers. C. are prone to backing the conspiracy theories.		
6. One of Kaysing's theories is based on the ... A. experts' public explanations. B. nonexistent tracks left on the moon by the spaceship. C. proportion of the size of stars.		
7. John F Kennedy's announcement about the lunar goal was considered to be ... A. a logical idea. B. an exaggeration. C. impossible due to a lack of budget.		
8. In relation to the international space programme of the Soviets and the US ... A. the American spacewalk was completely ignored. B. the Americans stood out when it came to safety. C. the Soviets proved to be better trailblazers.		
9. When comparing both recordings from NASA and Hollywood films, one can ... A. notice the poor quality of NASA filming. B. state that NASA footage could be real. C. discard the fake as special effects in films were better.		
10. The text concludes affirming that moon conspiracists consider the landing as ... A. something weird. B. a taboo. C. a money spinner.		
	MARK	/ 10



Junta de Andalucía
Consejería de Educación y Deporte

Pruebas Específicas de Certificación 2020/2021

Comprensión de Textos Orales

NIVEL C1 | INGLÉS

Apellidos:

Nombre:

☐ Alumno/a OFICIAL del grupo:

Indica el nombre de tu profesor/a-tutor/a:

☐ Alumno/a LIBRE.

INSTRUCCIONES

- Duración máxima: 45 minutos.
- Esta prueba consta de tres tareas:
 - En la Tarea 1 tendrás que identificar las ideas generales del texto.
 - En la Tarea 2 tendrás que entender las ideas principales del texto.
 - En la Tarea 3 tendrás que comprender los detalles importantes de un texto.
- En cada tarea obtendrás: 1 punto por cada respuesta correcta; 0 puntos por cada respuesta incorrecta o no dada.
- Solo se admitirán respuestas escritas con bolígrafo azul o negro.
- Por favor, no escribas en los espacios sombreados destinados a la calificación de las tareas.

PUNTUACIÓN

/ 26

NOTA FINAL

/ 10

CALIFICACIÓN

☐ Superado

☐ No Superado



TASK 1

You are going to hear 6 extracts of a documentary about current dieting habits. Match the headings (A-G) that best summarise the extracts (1-6). Number 0 is an example. You will get 1 point per correct answer. You will hear the recording TWICE.

PROTEIN MANIA: THE RICH WORLD'S NEW DIET OBSESSION

		EXTRACT	
A.	Protein has become a trendy nutrient.	0	✓
B.	Protein is not the only key element in our diets.		
C.	Too much protein consumption may lead to health problems.		
D.	It is financially beneficial to include protein in any product.		
E.	Avoiding carbohydrates makes us consume unhealthy, but protein-enriched food.		
F.	In developed countries the population experience a surplus of protein.		
G.	People are misled when consuming "healthy" high-in-protein products.		
MARK		/ 6	



TASK 2

You are going to listen to a short documentary about the rise and fall of fast food restaurant Subway. Match each statement (A-K) with each extract (1-10). Extract 0 is an example and you will not need to use statement C again. You will get 1 point per correct answer. You will hear the recording TWICE.

THE RISE AND FALL OF SUBWAY

		EXTRACT	
A.	New promotions made Subway earn a lot of money when others couldn't.		
B.	Competitors' better frequency for ingredients delivery.		
C.	It's ranked as the first in number of stores worldwide.	0	✓
D.	It was the first food chain to show its cooking area and the ingredients.		
E.	Sales plummeted due to a negative brand association.		
F.	Subway facilities are being improved.		
G.	The chain is working with other companies to develop new products.		
H.	The concentration of stores was bad for the franchises but not for the company.		
I.	Their sales boosted due to a shocking ad.		
J.	The minimum costs caused a lot of franchise openings.		
K.	The original owners shortened the name of the company.		

MARK

/ 10



TASK 3

You will hear part of a documentary talking about the sport psychology behind Olympic games. For statements 1 to 10, fill in the gaps with the words you hear. Each gap should be completed with one word. Number 0 is an example. You will get 1 point per correct answer. You will hear the recording TWICE.

SPORT PSYCHOLOGY

		ANSWER	
0.	It's a dressing room like any other; white walls, a few benches and coat [...] .	<i>HOOKS</i>	✓
1.	It is here that athletes perform the highly [...] routines designed to take them into the zone.		
2.	In many ways, this is one of the most [...] places in sport but also, perhaps, one of the most fascinating.		
3.	You're alone with your thoughts, or perhaps your demons, but in many sports [...] is impossible.		
4.	That type of athlete will not see pressure as a problem. They will [...] it as a privilege.		
5.	You're already under a tremendous amount of pressure in knowing the [...] of the moment.		
6.	Sort of ironic, now as I've lost my faith. But my faith, I think, gave me perspective to somehow, to a degree, [...] myself from the outcome.		
7.	Superstitions can do the same kind of thing. They provide reassurance and [...] self-belief.		
8.	A similar kind of thing happens in the field of Medicine. A sugar pill with no [...] whatsoever can have incredible effects reducing pain and anxiety, even eliminating nausea.		
9.	As Jonathan Edwards put it in a slightly different context, any belief can have astonishingly powerful effects providing it is [...] the sufficient conviction.		
10.	Maybe that's the key here: you need to find something that works for you. Every athlete is an individual. And you can, you can take out the [...] manual, you can take out the sport psychology book...		

MARK

/ 10



Junta de Andalucía
Consejería de Educación y Deporte

Pruebas Específicas de Certificación 2020/2021

Mediación

NIVEL C1 | INGLÉS

Apellidos:

Nombre:

☐ Alumno/a OFICIAL del grupo:

Indica el nombre de tu profesor/a-tutor/a:

☐ Alumno/a LIBRE.

INSTRUCCIONES

- Duración máxima: 50 minutos.
- Este prueba consta de dos tareas. En cada una deberás leer un texto, comprender la situación que se explica y reformular las ideas del mismo adaptadas a dicha situación y, sobre todo, a la persona que necesita de tu intervención.
- En cada tarea obtendrás 40 puntos como máximo por cada corrector, en función de la rúbrica de calificación.
- Recuerda que debes utilizar estrategias de mediación adecuadas, así como estructuras gramaticales, léxicas y funcionales propias del nivel para expresarte con tus propias palabras. Evita reproducir literalmente partes del texto dado.
- Solo se admitirán respuestas escritas con bolígrafo azul o negro.
- Por favor, no escribas en los espacios sombreados destinados a la calificación de las tareas.

PUNTUACIÓN

/ 160

NOTA FINAL

/ 10

CALIFICACIÓN

☐ Superado

☐ No Superado



TASK 1

Your English-speaking friend is concerned about his/her child's failing Maths. Some of the tests are aimed at proving the student's memory about certain aspects and, even though the child is able to do things with numbers, your friend believes there is a serious cognitive problem and asks about your opinion.

You found the following extract as part of a larger text:

Mathematics facts are important but the memorization of math facts through times table repetition, practice and timed testing is unnecessary and damaging. The English minister's mistake when he was asked 7×8 prompted calls for more memorization. This was ironic as his mistake revealed the limitations of memorization without 'number sense'. People with number sense are those who can use numbers flexibly. When asked to solve 7×8 someone with number sense may have memorized 56 but they would also be able to work out that 7×7 is 49 and then add 7 to make 56, or they may work out ten 7's and subtract two 7's ($70-14$). They would not have to rely on a distant memory. Math facts, themselves, are a small part of mathematics and they are best learned through the use of numbers in different ways and situations. Unfortunately many classrooms focus on math facts in unproductive ways, giving students the impression that math facts are the essence of mathematics, and, even worse that the fast recall of math facts is what it means to be a strong mathematics student. Both of these ideas are wrong and it is critical that we remove them from classrooms, as they play a large role in the production of math anxious and disaffected students.

Instead of sending the link to the long online document, you think that summarising the main idea(s) will make it easier for your friend to adopt a more relaxed perspective. Write a 70-80-word text message to calm him/her down.

Choose the best pieces of information in support of your argument(s) and paraphrase them briefly.

Remember to use the grammatical, lexical and functional structures to show the level.

*Note: Mediation exercises require you to write a short text that goes to the point. **Try not to reproduce exact sentences from the input text.** Do not go over the word limit.*

Write between 70 and 80 words.

Hi!

MARK / 80

TASK 2

Your American friend has been diagnosed with a cardiac problem due to his being overweight and he is a bit depressed as he is very young. He doesn't like doing sports because he feels ridiculous and observed. Besides, he claims to be very busy with work and even doing house chores seems a waste of time for him -though he does them.

You found the following infographics below and decide to cheer him up and persuade him to do some physical activity by highlighting the benefits of it. Your friend is very stubborn so instead of sending the images, you decide to write him a 70-80-word text message.





MAKE EVERY MOVE COUNT

When you Move More every day, you can reach some pretty big goals over time. With motivation, dedication and great foot support, your small daily steps can add up to huge strides. Let your feet take you places you never thought possible!



Source: <http://www.purdue.edu/walktothemoon/activities.html>

EAT SMART ADD COLOR **MOVE MORE** BE WELL

For more ways to add activity to your life, visit
HEART.ORG/MOVEMORE

From both images, choose the pieces of information that you will need to support your argument(s) and explain them.

Remember to use the grammatical, lexical and functional structures to show the level.

*Note: Mediation exercises require you to write a short text that goes to the point. **Try not to reproduce exact sentences from the input text.** Do not go over the word limit.*

Write between 70 and 80 words.

MARK / 80



Junta de Andalucía
Consejería de Educación y Deporte

Pruebas Específicas de Certificación 2020/2021

Producción y Coproducción de Textos Escritos

NIVEL C1 | INGLÉS

Apellidos:

Nombre:

☐ Alumno/a OFICIAL del grupo:

Indica el nombre de tu profesor/a-tutor/a:

☐ Alumno/a LIBRE.

INSTRUCCIONES

- Duración máxima: 90 minutos.
- Este prueba consta de dos tareas:
 - En la Tarea 1 tendrás que producir un escrito en base a unas directrices relacionadas con un tema.
 - En la Tarea 2 tendrás que coproducir un escrito en contestación a un texto que te planteará un tema concreto.
- En cada tarea obtendrás 40 puntos como máximo por cada corrector, en función a la rúbrica de calificación.
- Recuerda que debes utilizar estructuras gramaticales, léxicas y funcionales propias del nivel ya que lo que importa no es tanto lo que dices sino cómo lo dices.
- Solo se admitirán respuestas escritas con bolígrafo azul o negro.
- Por favor, no escribas en los espacios sombreados destinados a la calificación de las tareas.

PUNTUACIÓN	NOTA FINAL	CALIFICACIÓN
/ 160	/ 10	<input type="checkbox"/> Superado <input type="checkbox"/> No Superado

MARK / 80

TASK 2

You came across the following post on the Internet:

From: Alex_97

Subject: Can't save enough money – HELP!

I am a single parent and always on a tight budget. Since Lu's arrival, I find it hard to make ends meet. Little Tessa is approaching that age when a soon-to-be teen requires new clothes and electronic gadgets... and baby Lu needs what a toddler does, u know. Their* my biscuits so whatever they want, they have it!

With my £450 pension in freaking-pricey London I'm bloody struggling and all this is stressing me out. Fortunately, I can relax at nights, when the pumpkins are in bed, by watching Netflix or searching for clothes online. Every once in a while I need to enjoy a night out with my friends -and new ones if you know what I mean, so yeah. I know all of it sounds super-lavish but if I cut down these what's left to live anyway?

I dunno what to do so I thought that somebody here could clue me in case I'm running out of ideas...

Well, that's all for now. Whatever, thanx anyway.

XOXO

-A.

* 'Their' is a misspelled form of 'They are'.

Write your reply (150-175 words) where you calm Alex down, share at least three pieces of advice and give your opinion about this situation.



Area for writing the response, consisting of multiple horizontal dashed lines.

MARK 3 / 80



Junta de Andalucía
Consejería de Educación y Deporte

Pruebas Específicas de Certificación

Producción y Coproducción de Textos Orales

NIVEL C1

INSTRUCCIONES PARA 2 PERSONAS CANDIDATAS

- Este prueba consta de dos tareas:
 - En la Tarea 1 tendrás que producir un monólogo en base a unas directrices relacionadas con un tema. Deberás hablar entre unos 3 y 4 minutos.
 - En la Tarea 2 tendrás que intervenir en una conversación sobre un tema concreto con tu compañero/a. Deberá durar alrededor de unos 5 minutos.
- Duración máxima: 30 minutos, a distribuir en dos fases:
 - Preparación: 15 minutos como máximo para preparar ambas tareas siguiendo las indicaciones de una tarjeta que facilitará el profesorado examinador. No podrás comunicarte con tu compañero/a durante esta fase.
 - Realización: 15 minutos como máximo para llevar a cabo ambas tareas.
- Se te facilitará papel en blanco para que puedas tomar notas que te ayuden durante tu exposición y diálogo. No escribas frases completas sino ideas o conceptos, estructuras sintácticas, palabras o expresiones concretas, etc.
- Recuerda que debes utilizar estructuras gramaticales, léxicas y funcionales propias del nivel ya que lo que importa no es tanto lo que dices sino cómo lo dices.
- En cada tarea obtendrás 50 puntos como máximo por cada examinador, en función de la rúbrica de calificación. La puntuación total de la prueba es de 200 puntos.
- Por favor, no escribas en estas instrucciones ni en la tarjeta.

TARJETA 1A

TAREA DE PRODUCCIÓN

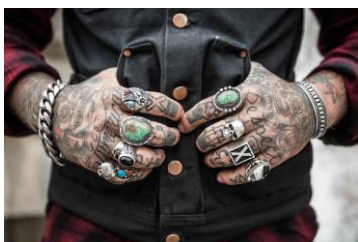
EXPRESSING YOUR IDENTITY

"Personal identity consists of the things that make you stand out in a crowd — for example your massive biceps and athletic prowess. According to psychologist Buss, the personal identity is comprised of a public self and a private self, each with its own components. Three important aspects make up the public self: appearance, style and personality. The private self consists of characteristics that are difficult for others to see and observe— your thoughts, feelings, and daydreams and fantasies."

Talk about how identity can be expressed. Give your opinion and arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. How does the text reflect on how you express yourself?
2. What is the power of appearance in making others understand your identity?
3. Is psychology the best way to get to know a person's insights?

These images are here to help you but you do not need to interpret them or use them to accomplish this task:



You are the first one to speak.

TAREA DE COPRODUCCIÓN

BEST PLACES TO GO ON HOLIDAY

The beach, a small town in the mountains, a foreign city... What are the best places to go on holiday? You are going to converse with your partner about the pros and cons of different holiday plans and places. You are free to choose the holiday style, the setting, the company, etc. but remember to give feedback about your partner's ideas.

Make sure you meet the following requirements:

- Choose two ideal places to go on holiday. Explain why they are the best options.
- Support your opinion. Give arguments and examples.
- React to your partner's ideas and arguments, and express your agreement or disagreement.

You begin the dialogue.

TARJETA 1B

TAREA DE PRODUCCIÓN

PROS AND CONS OF CAPITALISM

"Most economists take a nuanced approach to capitalism. Supporting broad principles of free market, but concerned with abuses of free markets, such as monopoly, inequality and externalities."

Talk about capitalism. Express your opinion and give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. Are you in favour of capitalism? Why (not)?
2. What are the pros and cons of capitalism?
3. What implications does the quote above have for freedom and equality?

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Your partner is the first to speak.

TAREA DE COPRODUCCIÓN

BEST PLACES TO GO ON HOLIDAY

The beach, a small town in the mountains, a foreign city... What are the best places to go on holiday? You are going to converse with your partner about the pros and cons of different holiday plans and places. You are free to choose the holiday style, the setting, the company, etc. but remember to give feedback about your partner's ideas.

Make sure you meet the following requirements:

- Choose two ideal places to go on holiday. Explain why they are the best options.
- Support your opinion. Give arguments and examples.
- React to your partner's ideas and arguments, and express your agreement or disagreement.

Your partner begins the dialogue.

TARJETA 2A

TAREA DE PRODUCCIÓN

JOBS

"And then, almost like magic (well, actually there's a lot of work behind it all) your profile starts to be seen by thousands of companies that are interested in you. They see your profile, and if they think you're a valid candidate, they'll invite you to participate in their selection process. Forget about applying, it's the companies of your dreams who will be looking for you. This time your big opportunity in the ideal job really has arrived."

Give your opinion about the quote above. Give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. What makes your ideal job?
2. What are the pros and cons of recruitment apps?
3. Is it possible to have an algorithm choose your ideal job for you?

These images are here to help you but you do not need to interpret them or use them to accomplish this task.



You are the first one to speak.

TAREA DE COPRODUCCIÓN

DEATH PENALTY

Capital punishment is a state-sanctioned punishment to kill a person for a crime: murdering children, cases of terrorism, sedition or drug dealing, among others. You are going to coverse with your partner about the pros and cons of this penalty. Ask your partner for their ideas.

Make sure you meet the following requirements:

- Discuss about the cases stated above. Support your arguments. Give examples.
- Express your agreement or disagreement with your partner's ideas.
- Suggest alternatives for your partner's opinions.

You begin the dialogue.

TARJETA 2B

TAREA DE PRODUCCIÓN

EATING HEALTHY

"When it comes to eating, we have strong habits. Some are good ("I always eat breakfast"), and some are not so good ("I always clean my plate"). Although many of our eating habits were established during childhood, it doesn't mean it's too late to change them."

Talk about eating healthily. Express your opinion and give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. What are your good and bad eating habits? Give examples.
2. How do you think people can improve their eating habits?
3. What are the implications of healthy eating habits for the environment and the healthcare system?

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Your partner is the first to speak.

TAREA DE COPRODUCCIÓN

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- Express your agreement or disagreement with your partner's ideas.
- Suggest alternatives for your partner's opinions.

Your partner begins the dialogue.

TARJETA 3A

TAREA DE PRODUCCIÓN

SPORTS AND COUNTRY

"The feeling of nationalism is indispensable to the idea of nation-building. Apart from religion (which has been aptly described as "opium of the masses" by Karl Marx), sports is the only common thread that binds people together and helps in developing a feeling of patriotism and unity that can counter regional factionalism and sinister design of various separatist forces."

Talk about what sports say about countries. Express your opinion and give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. What's the most important sport in your country and what does it say about your nation?
2. Do you agree with the quote above?
3. Can sports prevent conflict among nations?

These images are here to help you but you do not need to interpret them or use them to accomplish this task:



You are the first one to speak.

TAREA DE COPRODUCCIÓN

BEST WAYS TO LEARN A FOREIGN LANGUAGE

Living abroad? Using memory for grammar and vocabulary? What is the best way to learn a language? Does it depend on the person? How? You are going to converse with your partner about this. Ask your partner about their ideas.

Make sure you meet the following requirements:

- Express your opinions about the topic.
- Support your opinions. Give arguments and examples.
- React to your partner's ideas and express your agreement or disagreement with what (s)he says.

You begin the dialogue.

TARJETA 3B

TAREA DE PRODUCCIÓN

GIRLS AND SCIENCE

"Women remain underrepresented in science, technology, engineering and mathematics, or STEM. In the field of engineering, for example, women earned fewer than 20 percent of doctorates in 2014."

Talk about girls and science. Express your concerns about their underrepresentation and give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. Do you know any famous woman related to science? What were/are her achievements?
2. How can we promote scientific girls?
3. Is there a glass ceiling when it comes to women and science? Why (not)?

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Your partner is the first to speak.

TAREA DE COPRODUCCIÓN

BEST WAYS TO LEARN A FOREIGN LANGUAGE

Living abroad? Using memory for grammar and vocabulary? What is the best way to learn a language? Does it depend on the person? How? You are going to converse with your partner about this. Ask your partner about their ideas.

Make sure you meet the following requirements:

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- Support your opinions. Give arguments and examples.
- React to your partner's ideas and express your agreement or disagreement with what (s)he says.

Your partner begins the dialogue.

TARJETA 4A

TAREA DE PRODUCCIÓN

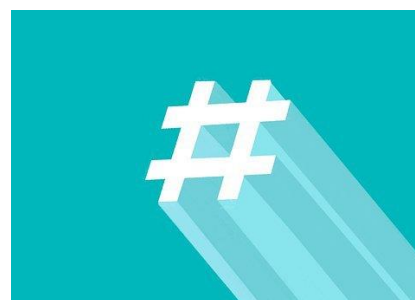
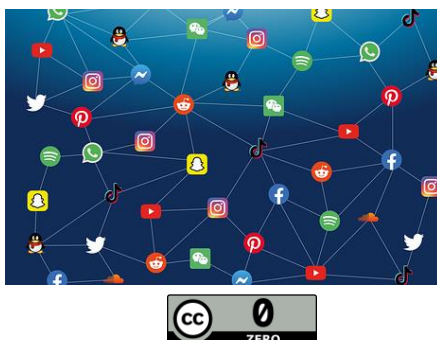
DANGEROUS TRENDS IN TIKTOK

"TikTok, a video sharing social network similar to Instagram, hit the headlines after a viral trend saw some children being hospitalised because they accidentally swallowed some magnetic balls. Another trend consisted of pretending to be missing on purpose for 48h."

You are going to talk about dangerous trends in social networks. Give your opinion and arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. Do you think that children and teenagers should be banned from using social media?
2. Is social media surveillance necessary for governments to control society?
3. Have you ever gone viral? How important do you think going viral is for some people?

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You are the first one to speak.

TAREA DE COPRODUCCIÓN

CAFFEINE ADDICTION

You and your partner are concerned about your friend Josh, who is totally addicted to caffeine. He's been told to cut it out several times but, although he is having sleep deprivation and tachycardia, he keeps drinking coffee, cola and tea. Talk with your partner about this by considering the following:

- Propose some strategies to approach your mutual friend and help him change his mind.
- Provide some alternatives and advice about his sleep deprivation.

You begin the dialogue.

TARJETA 4B

TAREA DE PRODUCCIÓN

GENDERED CLOTHES AND FASHION

"According to some fashion magazines, extremely short shorts are trendy next spring to such an extent that the question posed could be: are we ready for this much male flesh?"

You are going to talk about gendered clothes and fashion. Express your ideas and use arguments and examples to justify your opinion. Use the following questions as a help to prepare your monologue, but do not answer them directly:

1. Do you consider that clothes or accessories are obligatorily associated to men or women?
2. Do you think the rise of unisex clothing is helpful or hurtful to the fashion industry?
3. Do you usually follow trends? Do you think you are a fashion victim?

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Your partner is the first to speak.

TAREA DE COPRODUCCIÓN

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- Provide some alternatives and advice about his sleep deprivation.

Your partner begins the dialogue.

TARJETA 5A

TAREA DE PRODUCCIÓN

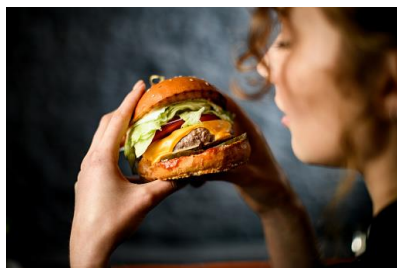
VEGETARIANS GOING BACK TO EATING MEAT

"According to *Health* magazine, a new study finds that more than 80% of vegetarians and vegans end up going back to their omnivorous ways."

You are going to talk about vegetarian and vegan people going back to eating meat. Express your ideas and use arguments and examples to justify your opinion:

1. Do you think that vegetarian and vegan diets are hard to sustain? Why? Why not?
2. Have you struggled to maintain a vegan lifestyle? Do you have any anecdotes?
3. What advice would you give to people trying to stay vegan?

These images are here to help you but you do not need to interpret them or use them to accomplish this task.



You are the first one to speak.

TAREA DE COPRODUCCIÓN

COMING OUT OF THE CLOSET

You are going to talk about how coming out of the closet and telling your parents or friends that you are gay has changed throughout the years. Talk with your partner about this by considering the following:

- Compare the current situation with the past.
- How to react when someone opens up to you and tells you they are gay.
- What advice would you give to someone who wanted to come out to their beloved ones?

You begin the dialogue.

TARJETA 5B

TAREA DE PRODUCCIÓN

MICROPLASTICS IN OUR OCEANS

"Our world is saturated with plastic, and the oceans are no different. It's estimated that eight million tons of plastic enters the ocean every year, according to a news release, and it poses a threat to marine life and ecosystems."

You are going to talk about microplastics. Express your ideas and use arguments and examples to justify your opinion. Use the following questions as a help to prepare your monologue, but do not answer them directly:

1. What are the most dangerous pollutants for the environment and what are their biggest sources?
2. How would you try to solve the issue if you were a politician?
3. Are there any policies in your country in order to reduce the overuse of plastic?

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Your partner is the first to speak.

TAREA DE COPRODUCCIÓN

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- Compare the current situation with the past.
- How to react when someone opens up to you and tells you they are gay.
- What advice would you give to someone who wanted to come out to their beloved ones?

Your partner begins the dialogue.



Junta de Andalucía
Consejería de Educación y Deporte

Pruebas Específicas de Certificación 2020/2021

Producción y Coproducción de Textos Orales

NIVEL C1 | INGLÉS

INSTRUCCIONES PARA 3 PERSONAS CANDIDATAS

- Este prueba consta de dos tareas:
 - En la Tarea 1 tendrás que producir un monólogo en base a unas directrices relacionadas con un tema. Deberás hablar entre unos 3 y 4 minutos.
 - En la Tarea 2 tendrás que intervenir en una conversación sobre un tema concreto con tu compañero/a. Deberá durar alrededor de unos 7 minutos.
- Duración máxima: 35 minutos, a distribuir en dos fases:
 - Preparación: 15 minutos como máximo para preparar ambas tareas siguiendo las indicaciones de una tarjeta que facilitará el profesorado examinador. No podrás comunicarte con tu compañero/a durante esta fase.
 - Realización: 15 minutos como máximo para llevar a cabo ambas tareas.
- Se te facilitará papel en blanco para que puedas tomar notas que te ayuden durante tu exposición y diálogo. No escribas frases completas sino ideas o conceptos, estructuras sintácticas, palabras o expresiones concretas, etc.
- Recuerda que debes utilizar estructuras gramaticales, léxicas y funcionales propias del nivel ya que lo que importa no es tanto lo que dices sino cómo lo dices.
- En cada tarea obtendrás 50 puntos como máximo por cada examinador, en función de la rúbrica de calificación. La puntuación total de la prueba es de 200 puntos.
- Por favor, no escribas en estas instrucciones ni en la tarjeta.

TARJETA 6A

TAREA DE PRODUCCIÓN

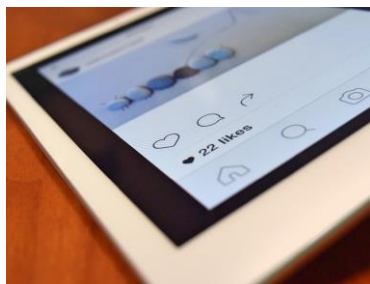
TRIPADVISOR AND LOCAL RESTAURANTS

"A Valencia restaurant group is suing TripAdvisor for €660,000 in moral damages for allowing three "slandorous" reviews about their restaurants to be posted by users. Representatives of travel and restaurant review portal TripAdvisor appeared at a Commercial Court in Barcelona on Friday to defend the company in a case which brings the saying *don't shoot the messenger* to mind"

Talk about the impact of social networks on small companies. Express your opinion and give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. Have you ever noted a local business online? Which one? What did you say?
2. What is the impact of social networks on local businesses' profits?
3. Should opinions on online companies like Tripadvisor be regulated? Why (not)?

These images are here to help you but you do not need to interpret them or use them to accomplish this task:



You are the first one to speak.

TAREA DE COPRODUCCIÓN

SQUATTERS

There are people who take over homes in the absence of their owners. You are going to converse with your partners about this topic. Express your opinion and give feedback about your partners' responses to the topic.

Make sure you meet the following requirements:

- Discuss about owners' and squatters' rights in terms of lodging.
- Support your position by giving arguments and examples.
- React to your partners' ideas by expressing agreement or disagreement.

You begin the dialogue.

TARJETA 6B

TAREA DE PRODUCCIÓN

MOTIVATION AT WORK

“Successfully motivating your employees will help you achieve and maintain business goals. Ultimately, you want to create an environment that allows your employees to meet or exceed expectations, do their best and feel valued. While employees are clearly motivated by tangible rewards such as salary and promotion, there are more intangible factors such as mentoring, personal and professional growth and the ability to work on independent projects.”

Talk about motivation at work. Express your opinion and give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. What motivates you at work? Do you agree with the quote above?
2. What are the pros and cons of motivated employees at work?
3. Is it ethical to motivate employees at work for profit instead of carrying out a human-driven measure?

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Candidate A is the first one to speak. You are second.

TAREA DE COPRODUCCIÓN

SQUATTERS

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Make sure you meet the following requirements:

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- React to your partners' ideas by expressing agreement or disagreement.

Candidate A begins the dialogue.

TARJETA 6C

TAREA DE PRODUCCIÓN

ARTS AND SCHOOLS

"Art does not solve problems, but makes us aware of their existence," sculptor Magdalena Abakanowicz has said. "Arts education, on the other hand, does solve problems"

Talk about the importance of arts education in schools. Express your opinion and give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. How do you think Arts can improve education? What are the pros and cons?
2. How can Arts prepare our children for the labour market?
3. Should the government promote Arts in the school curriculum? Why (not)?

These images are here to help you but you do not need to interpret them or use them to accomplish this task:



You are the last one to speak.

TAREA DE COPRODUCCIÓN

SQUATTERS

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Make sure you meet the following requirements:

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Candidate A begins the dialogue.

TARJETA 7A

TAREA DE PRODUCCIÓN

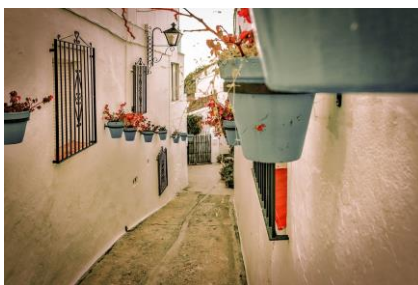
PROTECTING ENDANGERED CULTURES

"For us, as an indigenous community, it is important to get the right to develop the resources on the land that was historically taken from us," says Carwyn Jones, a member of the Māori nation Ngāti Kahungunu in New Zealand. "We want to be part of the decision-making process, to have a say in how the natural environment is managed."

Talk about how to protect endangered cultures. Express your opinion and give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. Does your country have endangered cultures? If not, can you think of other countries'?
2. What are the threats for these cultures? How can governments protect them?
3. What is the social and human impact of losing an endangered culture?

These images are here to help you but you do not need to interpret them or use them to accomplish this task:



You are the first one to speak.

TAREA DE COPRODUCCIÓN

PLASTIC TAX

There are some governments that have just begun taxing plastic: bags, packaging, tools... You are going to converse with your partners about this topic. Express your opinion and give feedback about your partners' responses to the topic.

Make sure you meet the following requirements:

- Discuss about the pros and cons of taxing plastic-made things.
- Support your position by giving arguments and examples.
- React to your partners' ideas by expressing agreement or disagreement.

You begin the dialogue.

TARJETA 7B

TAREA DE PRODUCCIÓN

FREE PLAY

"Unstructured, free play is the best type of play for young children. This is play that just happens, depending on what takes your child's interest at the time. Free play isn't planned and lets your child use his/her imagination and move at his own pace."

Talk about the importance of play in children. Express your opinion and give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. Are you concerned when you see children playing by themselves? Why (not)?
2. What do you think the pros and cons are of free play in children?
3. Should nurseries and primary schools prioritize free play over teaching classes? Why (not)?

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Candidate A is the first one to speak. You are second.

TAREA DE COPRODUCCIÓN

PLASTIC TAX

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- Support your position by giving arguments and examples.
- React to your partners' ideas by expressing agreement or disagreement.

Candidate A begins the dialogue.

TARJETA 7C

TAREA DE PRODUCCIÓN

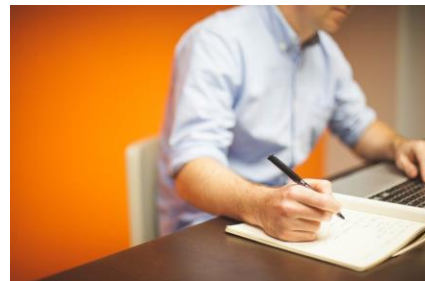
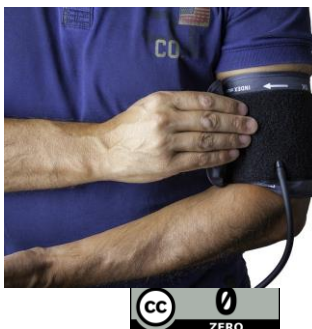
MUSIC AND HEALTH

"Music is a fundamental attribute of the human species. Virtually all cultures, from the most primitive to the most advanced, make music. It's been true through history, and it's true throughout an individual's lifespan. In tune or not, we humans sing and hum; in time or not, we clap and sway; in step or not, we dance and bounce. The human brain and nervous system are hard-wired to distinguish music from noise and to respond to rhythm and repetition, tones and tunes. Is this a biologic accident, or does it serve a purpose? It's not possible to say. Still, a varied group of studies suggests that music may enhance human health and performance."

Talk about the relationship between music and health. Express your opinion and give arguments to support your ideas. Use the following questions to help you guide your monologue but avoid answering them directly:

1. How do you feel when you listen to music you really like? What type of music do you listen to when sad?
2. Can music heal? Why (not)?
3. Should traditional medicine explore new ways to study the impact of music on our health? How?

These images are here to help you but you do not need to interpret them or use them to accomplish this task:



You are the last one to speak.

TAREA DE COPRODUCCIÓN

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- Support your position by giving arguments and examples.
- React to your partners' ideas by expressing agreement or disagreement.

Candidate A begins the dialogue.

2. DESCRIPCIÓN Y PUNTUACIÓN

Este capítulo de la Guía de Corrección se especifica la puntuación en cada Prueba y Tarea.

De acuerdo al Real Decreto 1/2019, de 11 de enero y a la Orden de 25 de junio, es necesario recordar lo siguiente:

- Para certificar:
 - La nota global de la PEC debe ser igual o superior al 65%.
 - La nota global se obtiene realizando la media aritmética entre las 5 actividades de lengua, teniendo en cuenta la conversión a escala 10 de la puntuación y que cada actividad de lengua corresponde a un 20% del total de la prueba.
 - Debe superarse cada actividad de lengua con un mínimo del 50%.
 - obtener una puntuación inferior al 50% en alguna de las actividades de lengua, supone la calificación de NO APTO en la PEC.

Para el Nivel B1 en este idioma se especifica la siguiente distribución de puntuación:

		Puntuación		Puntuación mínima para Superado (50%)
		Por Tarea	Total	
COMTE	Tarea 1	6	26	13
	Tarea 2	10		
	Tarea 3	10		
COMTO	Tarea 1	6	26	13
	Tarea 2	10		
	Tarea 3	10		
MED	Tarea 1	80 (40 por cada corrector/a)	160	80
	Tarea 2	80 (40 por cada corrector/a)		
PROCOTE	Tarea 1	80 (40 por cada corrector/a)	160	80
	Tarea 2	80 (40 por cada corrector/a)		
PROCOTO	Tarea 1	100 (50 por cada corrector/a)	200	100
	Tarea 2	100 (50 por cada corrector/a)		

3. COMTE Y COMTO

3.1. Criterios de corrección y baremo de puntuación

Este capítulo de la Guía de Corrección ofrece las soluciones para la COMTE y la COMTO así como las siguientes indicaciones para las Tareas en cada Prueba:

- Se marcará como correcta la respuesta que coincida con la incluida en esta Guía de Corrección.
- Se marcará como incorrecta la respuesta que no permita una identificación clara de la opción marcada o escrita por la persona candidata (por ejemplo, por sobreescritura, tachones, etc.).
- Se otorgará **1 punto** por cada ítem bien contestado; **0 puntos** por cada ítem sin contestar o mal contestado. En ningún caso se otorgarán fracciones de puntos.
- No se penalizarán los errores ortográficos que permitan identificar la respuesta correcta.

3.2. Clave de respuestas para COMTE

Tarea 1	Tarea 2	Tarea 3
A. - B. 2 C. 5 D. 1 E. - F. 6 G. 3 H. 4	A. 4 B. 6 C. 1 D. 9 E. - F. 10 G. 8 H. 7 I. 0 (Example) J. 2 K. 3 L. 5	0. A (Example) 1. B 2. A 3. C 4. A 5. C 6. B 7. B 8. A 9. B 10. A

3.3. Clave de respuestas para COMTO

Tarea 1	Tarea 2	Tarea 3
A. 0 (Example) B. 2 C. 4 D. 1 E. 5 F. 3 G. 6	A. 5 B. 6 C. 0 (Example) D. 2 E. 8 F. 9 G. 10 H. 7 I. 4 J. 3 K. 1	1. SECRETIVE 2. SURREAL 3. SOLITUDE 4. PERCEIVE 5. SIGNIFICANCE 6. DISASSOCIATE 7. BOOST 8. PHARMACOLOGY 9. HELD 10. TRAINING