

EJEMPLO
 PRUEBA DE ACREDITACIÓN DE IDIOMAS
 INGLÉS C1
 Duración de la prueba: 230 minutos

Comprensión de Lectura	Puntuación
<p>Tres textos de diferente tipología (por ejemplo, textos narrativos, descriptivos, de opinión, informativos, etc.) con focalizaciones distintas (por ejemplo, ideas principales y detalles secundarios, comprensión global, selectiva, etc): dos tareas de opción múltiple, y una de emparejamiento múltiple.</p> <p>Tarea A: Se trata de una tarea de opción múltiple en la cual el candidato debe elegir la palabra o expresión correcta de entre cuatro opciones. En todos los casos, sólo una opción es correcta.</p> <p>Tarea B: Una tarea de emparejamiento múltiple en la cual el candidato debe volver a insertar en los espacios señalados de un texto aquellas oraciones previamente seleccionadas y eliminadas. Entre la lista de oraciones a colocar, habrá una o dos que NO proceden. En todos los casos sólo hay una respuesta correcta.</p> <p>Tarea C: Una tarea de opción múltiple de preguntas de comprensión lectora. Cada ítem consta del comienzo de un enunciado que versa sobre el texto y que el candidato debe completar mediante una de las cuatro opciones. En todos los casos sólo hay una respuesta correcta.</p> <p>Duración de la prueba: aproximadamente 70 minutos</p>	<p>La prueba consta de tres tareas de entre 6 y un y 10 ítems.</p> <p>Cada ítem 1 punto, hasta un máximo de 20-25 puntos.</p> <p>Ejemplo: $(6+7+7 = / 20 \div 2 = */10)$ Total = 10</p>
Comprensión Auditiva	Puntuación
<p>Cuatro tareas con focalizaciones distintas (ideas principales y detalles secundarios, comprensión global, selectiva, etc.) y formatos distintos. Los audios se escucharán dos veces, EXCEPTO en la tarea tipo 4 en la que se escuchará una vez.</p> <p>Tipo 1 y Tipo 2: Tareas de opción múltiple en las cuales el candidato debe elegir una respuesta correcta de entre tres opciones. Cada tipo cuenta con formato (diálogo, monólogo, reportaje, etc.) y/o focalización distintos.</p> <p>Tipo 3: Una tarea de emparejamiento múltiple en la cual el candidato tiene que emparejar cada uno de entre 7 – 10 enunciados con uno de 6 – 9 grabaciones cortas. Hay uno o dos enunciados extras que no son válidos.</p> <p>Tipo 4: Una tarea de rellenar espacios en la cual el candidato tiene que completar cada frase con la/s palabra/s (entre una y cuatro) según el texto.</p> <p>Duración de la prueba: aproximadamente 40 minutos.</p>	<p>La prueba consta de cuatro tareas de entre 6 y 10 ítems.</p> <p>Cada ítem 1 punto, hasta un máximo de 26-32 puntos.</p> <p>Ejemplo:$6+7+7+8 = / 28 \div 2.8 = */10)$ Total = 10</p>

Expresión Escrita	Puntuación
<p>Redacción de dos textos de distinta tipología (por ejemplo, carta o correo electrónico formal, artículo, informe, ensayo, reseña, narración etc.) de aproximadamente 225-275 palabras. La primera tarea es obligatoria y en la segunda el candidato tiene que elegir una opción de entre dos, siempre de diferente tipología.</p> <p>Cada redacción tiene una puntuación máxima de 10 puntos y los aspectos evaluados son:</p> <ul style="list-style-type: none"> • Adecuación a la tarea • Cohesión y coherencia • Alcance y Control gramatical • Alcance y Control del Vocabulario y de Estructuras • Adecuación del Registro <p>Duración de la prueba: 105 minutos.</p>	<p>Cada redacción se evaluará sobre una puntuación máxima de 10.</p> <p>$10+10 = */ 20 \div 2 = */10$) Total = 10</p>
Evaluación	
<p>La puntuación obtenida en cada destreza se ajusta a una nota sobre 100. Cada una de las destrezas tiene la misma ponderación en relación al total de los puntos de la prueba y hay que obtener un resultado igual o superior al 50% en cada una de las destrezas.</p>	

1. READING COMPREHENSION (NUMBERS 1-24)

Task A: Read the text and choose the option—a, b, c, or d—which best fits in each gap (1-10). There is an example at the beginning.

Is Reading on the Way Out?

I want to question the (Ex) a —whether gloomy or faintly gloating—that books are on the way out. I think they're here to stay. It's just that not all that (1) _____ people ever did read them. Why should we think everybody ought to now?

For most of human history, most people could not read at all. Literacy was (2) _____ a demarcator between the powerful and the powerless; it was power itself. Pleasure was not an issue. The ability to maintain and understand commercial records, the ability to communicate across distance and in code, the ability to keep the word of God to yourself and transmit it only at your own will and in your own time—these are formidable means of control over others and aggrandizement of self. Every literate society began with literacy as a constitutive prerogative of the (male) ruling class.

Writing-and-reading very gradually filtered downward, becoming less sacred as it became less secret, less directly potent as it became more popular. The Romans (3) _____ up letting slaves, women, and such rabble read and write, but they got their comeuppance from the religion-based society that succeeded them. In the Dark Ages, a Christian priest could read (4) _____ a little, but most laymen didn't, and many women couldn't—not only didn't but couldn't: reading was considered an inappropriate activity for women, as in some Muslim societies today.

In Europe, one can perceive through the Middle Ages a slow broadening of the light of the written word, which brightens into the Renaissance and shines out with Gutenberg. Then, before you know it, slaves are reading, and revolutions are made with pieces of paper called Declarations of this and that, and teachers (5) _____ cowboys all across the Wild West, and people are mobbing the steamer delivering the latest (6) _____ of a new novel to New York, crying, "Is Little Nell dead? Is she dead?"

I see a high point of reading in the United States from around 1850 to about 1950—call it the century of the book—the high point (7) _____ the doomsayers see us declining. As the public school came to be considered fundamental to democracy, and as libraries went public and flourished, reading was assumed to be something we shared in common. Teaching from first grade up centered on "English," not only because immigrants wanted their children to be fluent in it (8) _____ because literature—fiction, scientific works, history, poetry—was a major form of social currency.

To look at schoolbooks from 1890 or 1910 can be scary; the level of literacy and general cultural knowledge (9) _____ of a ten-year-old is rather awesome. Such texts, and lists of the novels kids were required to read in high school up to the 1960s, lead one to believe that Americans really wanted their children not only to be *able* to read but to do it, and not to fall asleep doing it.

Literacy was not only the front door to any kind of individual economic and class advancement; it was an important social activity. The shared experience of books was a genuine (10) _____. A person reading *seems* to be cut off from everything around them, almost as much as someone shouting banalities into a cell phone as they ram their car into your car—that’s the private aspect of reading. But there is a large public element, too, which consists in what you and others *have read*. This public element creates a book-based bank of human experience.

Source: www.harpers.org

- | | | | |
|---------------------------------|---------------|----------------|--------------|
| Ex. a) <u>assumption</u> | b) readers | c) audience | d) topic |
| 1. a) often | b) many | c) type | d) numerous |
| 2. a) nevertheless | b) just | c) however | d) not only |
| 3. a) took | b) made | c) ended | d) came |
| 4. a) merely | b) upwards of | c) often | d) at least |
| 5. a) replace | b) take down | c) relocate | d) turn in |
| 6. a) episode | b) farcical | c) installment | d) print |
| 7. a) into what | b) from which | c) down from | d) whenever |
| 8. a) but | b) and | c) just | d) or |
| 9. a) insisted | b) encouraged | c) sought | d) expected |
| 10. a) truth | b) pastime | c) bond | d) community |

Task B: You are going to read an article from an online magazine. Seven sentences have been removed from the article. Read the article and decide which of the sentences (A – J) best fits in each of the gaps (11 – 17). There are two extra sentences that you do not need to use. There is an example in the first paragraph.

The Wisconsin City that’s Actually A Surfing Mecca

I once pulled an in-flight magazine out of the back pocket of the seat in front of me and settled in to read about some exotic spots while I flew off to a boring work event. (Ex.) (D) ***Imagine my surprise and how loud I laughed when I turned the page to see an ad touting Sheboygan as “The Malibu of the Midwest”.*** The picture featured surfers on what was meant to be Lake Michigan, but my eyes really couldn’t believe what they were seeing.

It turns out that this blue-collar, industrial town about an hour north of Milwaukee wasn’t joking around. The Bratwurst Capital of the World is also home to a surfing culture that’s been growing and thriving for 50 years. (11) _____ And now it’s a bucket-list destination for surfers from all over the world.

Back in the 1960s, local Sheboygan kids who were obsessed with surf culture but couldn't afford to travel to California, Hawaii and beyond realized that there were surfable waves right here in their backyard. These days, run into surfers most anywhere in the world and they'll not only have heard of Sheboygan, but it's on their bucket list as a place they want to surf before they die. (12) _____ But the folks who love to surf Lake Michigan and call this area home have helped cultivate a totally unique and amazing mystique out of the idea of surfing in Wisconsin.

Sure, there won't be 40-foot swells like you might find in places much further south, but the waves here aren't just tiny little kid-friendly ones, either. (13) _____ There are dangerous rip tides and swells can

get higher than 10 feet. The unsalted water makes it less buoyant and the waves can be more unpredictable. This part of the state juts out into Lake Michigan just a bit, exposing it to so much more of the elements. (14) _____ They say there are 22 breaks right here in this area. The ideal surfing conditions happen to be the coldest because that cold air meets with the warmer water to create the best waves. October to April tends to bring the best swells. That means you're likely to find folks surfing while there's snow on the ground, which will totally mess with your mind. (15) _____

Two local brothers, Larry "Longboard" Williams and his twin Lee "Water Flea" Williams, are responsible for putting Great Lakes surfing on the map. Featured in a book called "Some Like it Cold: A Sheboygan Surfin' Safari" and in surfing films "Step into Liquid" and "Unsalted," these two are legends among surfing communities across the world. (16) _____ There's now a Wisconsin surfing contest - the Dairyland Surf Classic - every September. Those who are willing to brave the cold make a pilgrimage to Sheboygan to cross another iconic surfing venue off their personal bucket list.

Most Wisconsinites wouldn't go near the waters of Lake Michigan any time in the fall or winter, except maybe to take a quick dunk with a New Year's Polar Bear Plunge. (17) _____ The smaller waves make it the perfect place for young folks to learn the basics of surfing. The less hearty world-wide surfers who want to say they've surfed Sheboygan come during this time of year, as well. Surfers like to say they've surfed all the corners of the world, but savvy surfers ask if they've been to Sheboygan. You probably never thought much of surfing unless you were headed to Hawaii or somewhere else tropical, but it turns out we've got some pretty amazing waves right here on Lake Michigan. Who thought growing up in Wisconsin that surfing was a thing you could learn and... learn to love?

Source: www.onlyinyourstate.com

A.	As such, Sheboygan gets winds from pretty much all directions.
B.	Moreover, beginners should swim in the summer when waves are smaller and the water is warmer.
C.	For locals, seeing a blue-collar spot like Sheboygan touted as the Malibu of the Midwest is laughable.
D.	Imagine my surprise and how loud I laughed when I turned the page to see an ad touting Sheboygan as "The Malibu of the Midwest."
E.	Its unique location on the lake has put Sheboygan on the map.
F.	In warmer months, however, you'll find plenty of people on surfboards, long boards, paddle boards and more filling up the waters here in Sheboygan.
G.	Now you can mention those two to most any surfer and they'll instantly light up, talking about the idea of surfing Sheboygan.
H.	Surfers have full bodysuits that even cover their heads and ears as they head out into some icy cold waters to catch some waves.
I.	Surfing itself comes with a series of risks, but surfing Lake Michigan can be particularly brutal and those not familiar with the way the lake acts and reacts have to be careful.
J.	You'll find surfers of all kind of abilities on Lake Michigan's waves and that's part of the fun.

Task C: Read the following texts and choose the option – a, b, c, or d – which best completes the sentences (18 – 24) according to the text. There is an example at the beginning.

Cultural Taboos Around Food Are Powerful – Could Vegans Change Ours?

Yesterday marked the end of “Veganuary”, the campaign to encourage people to try a vegan lifestyle for a month. Year on year the trend has grown. Might those one-month vegans change the habits of the rest of us - by changing what an animal is?

Vegans shun all animal-derived products – meat, fish and leather obviously, but also eggs, dairy products, honey and wool. Beers refined using isinglass (derived from fish guts) are out, as would the new UK £5 and £10 notes, if they could be. The term itself was coined back in 1944, bringing together the start and end of the word VEGETARIAN, as the next step on.

There are three areas of concern for most vegans: health, the environment and ethics. There is indeed causal evidence linking a diet high in processed meats (ham, bacon, chicken burgers and the like) and bowel cancer. The reports in 2015 about them being as “dangerous as smoking” are nonsense though – the risks aren’t equal. Tobacco causes 19% of all cancers (86% of lung cancers), processed and red meat cause 3% of all cancers. Overall poor diet (low in fruit, veg, fibre and variety, high in fats and sugars, or too much of everything) along with a sedentary lifestyle are much greater risk factors. But for most people, meat as part of a balanced diet is a healthy option.

The environmental impact of raising animals for dairy, egg and meat exploitation is also significant. The livestock industry contributes around 15% of global greenhouse gas emissions. But around the world, unless there are cultural or religious restrictions on its consumption, people like meat and if they can afford it, they buy it. With growing affluence in developing nations, global meat consumption is expected to reach 460m tonnes per year by 2050, more than double the 216m tonnes consumed in 2009. The west hit “peak meat” in the 1990s and has now plateaued. But even with improved environmental performance in the livestock industry, it’s unsustainable for the rest of the world to join us on that meat feast plateau.

Again, there’s no binary fix. Current intensive crop production systems aren’t sustainable either, and cause considerable damage to the environment. We have to eat something – and whatever it is, it has an environmental cost. In many places, a sustainable mixed agricultural economy may well involve a small number of animals – grazing on marginal land, feeding on agricultural waste, and helping to naturally fertilise land with their manure and urine. In some areas, where the native ruminants have gone (bison on the American plain, for example), low densities of cow-type-animals could help restore a more natural and biodiverse landscape.

What really fascinates me, though, are the ethics – and how that’s predicated on our understanding and categorisation of what kind of a thing animals are. Yes, we have solid evidence that the animals we typically eat have emotional lives and can experience pain. But are all beasts equal? And – crucially – does the fact of their sentience mean we shouldn’t eat them?

While making a recent BBC radio documentary on vegans, my producer headed up to the fifth floor of the BBC, where the global language services journalists sit. “Is there a word for ‘vegan’ in Urdu/Swahili/Arabic?”, we wanted to know. Many people didn’t have one word – the Chinese team suggested that you could say you’re vegetarian (‘no meat’) but then you’d have to list the other foods singly – milk, eggs, honey and the like. The Bengali team laughed: Vegan? The one word for that is “poor”. What other reason is there for not eating animal products?

Cross-culturally, there's no immediate understanding of "animal-derived products" as one coherent group. Don't eat meat? Well, have some chicken instead. Don't eat animal products? But this is honey! It's not, as we might first assume, a question of looking harder in the English-French dictionary. This is conceptual misunderstanding, not conversational.

British anthropologist Edmund Leach described how humans make categories of things in order to create social logic. Although the animal species around us form a continuum (of which we, *Homo sapiens*, are a part), we name, categorise, and then treat those animals differently according to separate logic that applies to each category. Where the distinctions are unclear, or transgressed, they're troubling and become taboo. English people (Leach's example from his 1964 paper) have a binary of edible-inedible. But also a tripartite categorisation: beyond SELF comes PET – LIVESTOCK – WILD ANIMAL. Pets get names, they share emotional moments with us and we definitely don't eat them – they become a sacred category. If you name your Christmas turkey, or get too close to the school farm's pigs, expect a taboo-breaking backlash.

We don't eat dogs, but that's not because they're clever (they're as clever as pigs, of whom we eat plenty). It's because we're used to it, and because they're in the wrong category. Would I personally eat dog? Yes, if I thought the meat was safe and the dog hadn't been butchered alive (I've also eaten horse, dolphin, rabbit and camel - my version of ethical meat-eating is that I shouldn't show favouritism – just because I like horses and have a pet labrador doesn't mean I shouldn't eat their pals).

The growing vegan movement is pushing for a change to the categories of the west. And if they can succeed in pushing some – or all – of our edible species closer to Self, then the west will be won. Eating creatures that are like me? Come on now, we're not animals.

Source: www.theguardian.com

Example: The one-month vegans ____.

- a) influence the habits of others
- b) increase in number each year**
- c) remain vegans after the campaign
- d) change what an animal is

18. High consumption of processed meats is ____.

- a) potentially as hazardous as tobacco
- b) less detrimental to health than other aspects of diet
- c) a greater risk than not doing exercise
- d) generally considered a good choice

19. Meat consumption ____.

- a) is widespread in most parts of the world
- b) has decreased in the west since the 1990s
- c) will nearly double in developing nations by 2050
- d) is solely dependent on the wealth of nations

20. A partial solution to the environmental impact of raising livestock could be to ____.

- a) reintroduce endangered species to the wild
- b) further extend high-productivity agriculture
- c) enrich the ground with animal compost
- d) stop eating products that harm our habitat

21. The BBC's Global Language Services informed the producer that ____.
- a) they did not know the word for "vegan" in Urdu
 - b) the Bengali word for "vegan" means "poor"
 - c) some Chinese vegans eat dairy products
 - d) many languages cannot express "vegan" concisely
22. The problem with the expression "animal-derived products" is that it ____.
- a) cannot possibly include chicken
 - b) does not include foodstuffs made by bees
 - c) means different things to different people
 - d) cannot be found in the dictionary
23. Confusion regarding our attitude towards eating different animals arises because ____.
- a) of the grey areas in our system of classification
 - b) the animals are on the same continuum as our species
 - c) we consider each animal species using different criteria
 - d) pets effectively become members of the family
24. We consider an animal edible or not depending on ____.
- a) whether it is capable of feelings
 - b) how we classify the animal
 - c) if it can feel physical discomfort
 - d) whether it is equal or not to other animals

2. LISTENING COMPREHENSION (NUMBERS 25-57)

Task A: You are going to hear part of a radio programme about *The Green Book*, a travel guide for black Americans. For items 25-31, listen and choose the best answer – a, b, or c. There is an example at the beginning. You will hear the recording twice, with a short pause in between.

Source: www.vox.com/culture

The Green Book

Example: Segregation was common practice ____.

- a) just in southern states
- b) throughout the country**
- c) only prior to 1954

25. When travelling along Route 66, black families ____.

- a) had over 100 motels where they could stay
- b) had very few choices in accommodation
- c) could only stay in one hotel in Albuquerque

26. The road trip ____.

- a) was only possible for rich white Americans
- b) became popular at the beginning of the 20th century
- c) was the most popular way to travel around the country

27. Sundown towns ____.

- a) required travellers to be inside before dark
- b) had strict rules only for black motorists
- c) demanded more money from black tourists

28. When travelling, black motorists had to ____.

- a) carefully plan their itinerary
- b) provide their own sheets
- c) bring their own prepared coffee

29. Victor Hugo Green's guide book ____.

- a) was initially only available in New York City
- b) was primarily written for postal workers
- c) eventually gave information about every state

30. Later editions of *The Green Book* ____.

- a) got longer over time
- b) had fewer advertisements
- c) were published by Esso

31. *The Green Book* ____.

- a) went out of print in the mid-1960s
- b) was quoted in one of Dr. King's speeches
- c) was mentioned in the Civil Rights Act

Task B: You will hear a text about the founding of AirBnB. For items 32-39, choose the best answer – a, b or c– according to what you hear. You will hear the recording twice. There is an example at the beginning.

Source: <https://one.npr.org>

The Founding of AirBnB

Example: Spending the night in a stranger's house _____.

a) used to be considered a peculiar idea

b) is what celebrities prefer when travelling

c) isn't as unusual as it might seem nowadays

32. Joe Gebbia and Brian Chesky's training was in _____.

a) basketball

b) fine art

c) technology

33. Joe wanted Brian to _____.

a) relocate to San Francisco

b) join him to live out west

c) start a book design business

34. Their first week together was spent _____.

a) answering letters

b) giving parties

c) brainstorming

35. What inspired them to find innovative ways to make money was that _____.

a) their landlord did something illegal

b) they were both fired from their jobs

c) they could hardly pay for their apartment

36. When Joe was in Providence selling all his possessions _____.

a) he sold a work of art he had

b) he offered to help a homeless guy

c) he invited a math teacher to stay

37. Later, he came up with an idea when _____.

a) San Francisco residents complained their rents were too high

b) there wasn't lodging for designers coming to a conference

c) he realized there was space for extra bedrooms in his apartment

38. Joe and Brian publicized their business idea by _____.

a) creating an Internet site for just that one occasion

b) putting up a webpage renting airbeds to vacationers

c) telling people what they were offering on Internet ads

39. People reacted to their idea by _____.

a) seeking a room in Joe and Brian's apartment

b) applying for jobs to work with Joe and Brian

c) agreeing to pay \$80 a night to be their guests

Task C: You are going to hear BBC journalist Daniel Rosney and gender and media expert Sophie Bishop answer questions about the video-sharing website YouTube. Match the questions (A-K) to the speakers' answers, items 40-47. Use each question only once. An example—question E—has been provided for you. There are two extra questions that you do not need to use. You will hear the recording twice.

Source: www.bbc.co.uk

Interview about YouTube

QUESTION
A. Give us a definition of a “vlogger”.
B. How do male and female vloggers differ in the content they upload?
C. What sets YouTubers apart from other wealthy famous people?
D. How has YouTube encouraged imagination and ingenuity in new artists?
E. Early YouTube videos were of poor technical caliber. Is that still true today?
F. Why do many vloggers stay away from controversial opinions and content?
G. For youngsters, what’s appealing about YouTubers’ lifestyles?
H. What makes a vlogger or YouTuber a top moneymaker?
I. How did YouTube’s design make it the most popular video-sharing site?
J. What do YouTube’s community guidelines consist of?
K. What did the public think of YouTube when it first came out?

ITEM	QUESTION
Example	E
40.	
41.	
42.	
43.	
44.	
45.	
46.	
47.	

Task D: You will hear a radio interview with the historian Jane Robinson talking about her new book about the Suffragists. Fill in the blanks (48 - 57) with the exact word or words you hear in the recording. Use from one to three words in each blank. You will hear the recording only once. There is an example at the beginning.

Source: www.bbc.co.uk

Suffragists

Example: The Great Suffragist Pilgrimage took place in 1913.

48. The Suffragists were _____ campaigners for the vote.
49. They were going to get together in a _____ in Hyde Park in London.
50. Washerwomen marched alongside _____ in a big, social mix.
51. The suffragists wanted to show the country that giving women the vote was not a _____ idea.
52. They were saying that women could be _____ with the vote.
53. The women travelled in _____, on horseback and by bicycle.
54. Their public meetings sometimes received a tremendous _____.
55. Some of the Suffragists carried banners saying “ _____ ”.
56. Among other things, people threw dead _____ and rocks at the women.
57. One of the problems of the march was that the _____ always tried to get ahead of the Suffragists.

Please do not write in this space.

Written Expression	Composition I (___/10) + Composition II (___/10) =	___ /20 ÷ 2 =	
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3. WRITTEN EXPRESSION

COMPOSITIONS

Part I. Write 225-275 words in an appropriate style on the following topic.

Essay: Cheating on a university exam should be recorded permanently on the student's academic record. Do you agree?

In your composition you must:

- explain how serious you consider cheating to be and why
- give your opinion about the suggested punishment
- say what else could be done to discourage people from cheating

Part II. 225-275 words in an appropriate style on ONE of the following topics.

A. Letter of complaint:

On a recent visit to London you were asked to leave a restaurant after other diners commented on the behaviour of your young children. Write a letter of complaint to the restaurant about the treatment you received.

In your composition you must:

- explain what happened
- say why you think you were treated unfairly
- ask for an apology and appropriate compensation

B. Article: You've been asked to write an article on the following topic:

What Older People can Learn from Young People

In your composition you must:

- mention ways in which young people today are different from previous generations
- describe how younger people can give older people a different perspective on life
- include one or more examples from your own experience

