



Guia del candidat

Examen d'acreditació lingüística

Anglès C1

Característiques generals

Quin és l'objectiu de l'examen?

L'examen d'acreditació lingüística CLUC d'anglès C1 té com a objectiu avaluar si l'examinand té el nivell C1 en anglès segons es detalla en el Marc europeu comú per a les llengües (MECR). Per aconseguir aquest objectiu, l'examinand ha de superar un examen que consta de quatre parts que avaluen les quatre destreses lingüístiques: comprensió auditiva, comprensió lectora, expressió oral i expressió escrita.

Qui es pot presentar a l'examen?

L'examen és obert a tothom. L'edat mínima per presentar-se a l'examen és de 16 anys.

Quins temes puc trobar a l'examen?

Personal (informació personal, família, llocs d'interès, esdeveniments familiars, estil de vida, etc.)

Social (relacions personals i d'amistat, temps d'oci, excursions, etc.)

Públic (espais públics, institucions, càrrecs, etc.)

Acadèmic (estudis, intercanvis, projectes, classes, tesis, presentacions, entrevistes, etc.)

Professional (empreses, treballadors, reunions, congressos, gestions, etc.)

Quina durada té cada una de les proves?

La part escrita de la prova té una durada de 240 minuts: comprensió lectora (70 minuts), comprensió auditiva (60 minuts) i expressió escrita (90 minuts). Aquestes tres proves es realitzen en un mateix dia.

La part oral de la prova té una durada aproximada de 20 minuts. En funció del nombre de candidats inscrits a una convocatòria, algunes de les proves orals es poden oferir un dia diferent del de la part escrita.

Sistema d'avaluació

La nota final s'obté de la suma dels resultats de les quatre proves de què consta l'examen.

Cada prova té un pes del 25 % del total de l'examen. Cada prova té també un valor de 10 punts.

Tipus de certificació

Si se supera l'examen amb un mínim de 5 en cada una de les àrees i s'obté una nota global (mitjana de les quatre àrees) de 6, s'emet un certificat d'acreditació lingüística Cluc Anglès C1 CertAcles. Els exàmens CLUC (segell CertACles) són reconeguts a totes les universitats catalanes i espanyoles, a la majoria d'administracions i també tenen reconeixement europeu.

Descripció de l'examen

COMPRENSIÓ LECTORA / *READING*

Aquesta prova consta de tres tasques de comprensió lectora d'una llargada d'entre 600 i 1,000 paraules cadascuna. Cada tasca té entre 5 i 10 ítems i el total de la prova té entre 20 i 30 ítems. Les tasques poden ser de resposta múltiple, inserir frases o paràgrafs dins d'un text, relacionar (relació simple, relació múltiple, vocabulari) o completar frases.

Aquesta prova es corregeix a partir d'una clau de respostes i cada ítem té el mateix valor.

COMPRENSIÓ AUDITIVA / *LISTENING*

Aquesta prova consta de 3 tasques de comprensió oral d'una durada d'entre 2 i 6 minuts cadascuna. Cada tasca té entre 5 i 10 ítems i el total de la prova té entre 20 i 30 ítems. Hi haurà dues audicions de cada tasca. Les tasques poden ser de resposta múltiple, relacionar (simple, múltiple), o completar frases.

Aquesta prova es corregeix a partir d'una clau de respostes i cada ítem té el mateix valor.

EXPRESSIÓ ESCRITA / *WRITING*

Aquesta prova consta de dues tasques, cada una de les quals té un valor del 50 % d'aquesta àrea.

Tasca 1: text de caràcter transaccional o d'interacció d'entre 200 i 250 paraules en resposta a un input previ. L'escrit pot incloure una o més funcions lingüístiques, com per exemple: agraïment, informació, disculpa, queixa, consell, instruccions, descripció.

Tipus d'escrit de la tasca 1: correu electrònic o carta (semi)formal.

Tasca 2: text de caràcter descriptiu, narratiu o argumentatiu. Aquest escrit ha de tenir una extensió d'entre 250 i 350 paraules.

Tipus d'escrit de la tasca 2: entrada en un blog, experiència personal, narració, article, informe, crítica, text argumentatiu etc.

El tema d'ambdues opcions (Tasca 1 i Tasca 2) és diferent.

Aquesta prova es corregeix a partir dels criteris d'avaluació específics per a aquesta prova.

EXPRESSIÓ I INTERACCIÓ ORAL / *SPEAKING*

Aquesta prova es fa en parelles i consta de 4 tasques:

Tasca 1: Presentació personal (4-6 minuts). El candidat contesta preguntes de temes personals que se li plantegen.

Tasca 2: Interacció entre candidats (3-4 minuts). Els candidats han d'interactuar entre ells per tal de completar una tasca basada en un tema a partir dues preguntes i d'input.

Tasca 3: Monòleg sostingut (2 minuts) (temps total 5-6 minuts) a partir de una pregunta oberta amb tres idees que el candidat pot utilitzar per ajudar en contestar la pregunta. El candidat necessitarà donar la seva opinió amb els seus raons, tractar d'un tema abstracte i dona exemples. Cada candidat tindrà una pregunta diferent, però relacionada temàticament. Després de cada monòleg es farà una pregunta a l'altre candidat relacionada amb el tema.

Tasca 4: Interacció entre candidats (3-4 minuts). Als dos candidats se li formulen entre 2-4 preguntes sobre el tema tractat a la Part 3. Els candidats interaccionen i intercanvien opinions i experiències.

Aquesta prova es corregeix a partir dels criteris d'avaluació específics per a aquesta prova. La prova d'expressió oral serà gravada respectant la normativa vigent de protecció de dades.

Exemples de tasques

English C1. Reading Sample Tasks

Sample Task 1 (Multiple choice)

Read an article about the future of hydrogen powered cars. Decide which answer (a, b, c or d) is the most appropriate according to what you read. Write your answers in the spaces provided. An example (0) is given.

Beyond Electric Vehicles: how to make hydrogen the auto fuel of the future

At all the big 2019 car shows so far, there has been no disputing that electric vehicles (EVs) are the stars. One manufacturer after another has paraded shiny, sleek EVs and committed to all electric ranges in the coming years. But while EVs are finally starting to capture the public's imagination after years of being seen as the poor relation of conventional-engined cars, now some people believe another fuel – hydrogen – could be the long-term future of autos.

Hydrogen has long been mooted as a fuel source for vehicles - the first successful internal combustion engine in 1806 was powered by a mixture of hydrogen and oxygen, decades before petrol, diesel or electricity came on the scene. From an environmental pollution perspective, hydrogen looks ideal. So-called fuel cell powertrains combine hydrogen (the most abundant element on earth) and oxygen to produce electricity, with water being the only by-product. Hydrogen is also convenient: refuelling takes about five minutes compared to the several hours required by EVs.

Yet while EVs seem to be slowly overcoming many of their challenges – notably battery costs, charging time, infrastructure and range – fundamental doubts over hydrogen technology have remained. Tesla CEO Elon Musk, in characteristically blunt style, says that hydrogen fuel cells are “incredibly dumb” because they are so inefficient. One oft-cited analysis by fuel cell expert Ulf Bossel shows that the large amount of energy required to isolate hydrogen, compress or liquefy it for transportation, and then convert it to energy in a fuel cell, leaves around 25% for practical use. That makes battery-powered vehicles around three times more efficient than hydrogen fuel cells.

“With current technology, battery electric is simply significantly more efficient and cheaper than hydrogen fuel cells,” says Max Erich, economist at ING. “In addition, hydrogen would require the creation of a new infrastructure for distribution. There have been advances in hydrogen-powered vehicles, but the pace of change for EVs is currently greater, not least because there is much more investment in this technology. Within a few years EVs will be able to charge to 80% in less than 15 minutes. That will instantly eliminate one of the biggest advantages of hydrogen.”

So why is hydrogen technology now enjoying a moment in the sun? One reason is that auto manufacturers are seeking to position themselves, not just for next year's market, but also decades into the future. They have seen the lightning-fast switch away from diesel engines (sales of which have collapsed in the wake of emissions scandals and the imposition of bans or charges for urban use) and want to be prepared should regulations, or public opinion, change swiftly.

While no-one disputes that hydrogen is currently less efficient than battery-powered vehicles, lithium-ion battery production [for EVs] is very energy-intensive. EVs and hydrogen fuel cells are currently broadly comparable in terms of CO2 emissions over the lifetime of a vehicle. However, a development outside the world of car manufacturing could be set to change that equation completely

What's more, the good news keeps rolling in for hydrogen fuel cell development. In June last year, Hyundai said it is collaborating with the Volkswagen Group on the development of hydrogen fuel vehicles while in

December, Hyundai announced plans to invest more than €6 billion in developing hydrogen fuel cell technology. Mercedes has also reaffirmed its support for the technology and considers that hydrogen fuel cells are likely to be used in commercial vehicles, such as buses, before cars. Despite this, its India CEO recently said "by 2040, the whole world will be driving home hydrogen cars".

The technical barriers to widespread use of hydrogen fuel cells still appear formidable. Hydrogen is extremely explosive, so building a fuel tank which is both safe and trustworthy is very expensive currently. Issues relating to efficiency also still need to be overcome. And, while the Hydrogen Coalition envisages using the existing gas network for hydrogen "it is not that easy to simply add a hydrogen pump to a regular fuelling station". In other words, a new fuelling infrastructure may be required for such vehicles.

There is therefore no chance that hydrogen fuel cell-powered vehicles will replace internal combustion engines soon, given EVs' current momentum and governments' pressure on auto-makers to reduce emissions. However, it is at least possible that EVs won't be the only game in town in the automotive future. Certainly, after decades of stop-and-start research, and numerous setbacks, the technology associated with hydrogen – while still at an early stage of development – is evolving fast. A UK company called Kubagen has developed a material that means hydrogen fuel tanks can be smaller, cheaper and more energy-dense than existing hydrogen fuel technologies or battery-powered EVs, for instance.

Perhaps most importantly, the inexorable growth of renewables in Europe, and the drive to reduce carbon emissions to meet the below 2° Paris Agreement target, could provide the impetus for hydrogen to become a viable auto fuel as part of a broad shift to a hydrogen economy. "If – and it is a big if – there is a wholesale move towards hydrogen that enables it to be produced at scale and low cost using renewable power, and technical advances improve storage, then it just might become more competitive," says ING's Erich. "But we may have to wait decades to find out."

Source: *view.ingwb.com*

- 0.** Up to now electric cars (EVs) have...
- been considered inferior to the cars we have mostly used until now.
 - have suddenly become the most fashionable type of car to own.
 - become the main cars of all brands now.
 - already been supplanted by a more innovative car.
- Q1.** One of the great advantages of hydrogen-powered vehicles is that...
- the fuel they use is simply hydrogen.
 - they have already been used extensively in the past.
 - the waste created is not environmentally harmful.
 - they have already been tried out with a new type of train.
- Q2.** The problem with the hydrogen-powered cars is that...
- the company Tesla is against them.
 - the process of creating energy is very wasteful.
 - there is a shortage of resources needed to make them.
 - too much liquid is created when producing the energy.
- Q3.** The recent interest in hydrogen fuelled cars is a result of the...
- taxes imposed on petroleum fuelled cars.
 - slow sales for EVs.
 - diesel is becoming prohibitively expensive
 - changing perceptions of cars regarding their long-term future.
- Q4.** The success of hydrogen fuelled cars also will depend on...
- the extent to which all the car manufacturers collaborate together.
 - how the gasoline pumps can be adapted to these cars.

- c) whether it is practicable to install completely new systems.
- d) the technical problems that are still not solved with Electric Vehicles.

Q5. The author believes that if the hydrogen fuelled car ultimately becomes more successful it will be because of...

- a) the change in focus towards cleaner, less wasteful energies.
- b) its rapid development in the next few years.
- c) less competitive alternatives.
- d) the latest advances in technology.

KEY : Q1. c Q2. b Q3. d Q4. c Q5. a

Sample Task 2 (Insert phrases)

Read the following text which is an extract from an article about the future of technology in farming. Match the phrases (A-J with one of the gaps in the text (Q1-Q8). Write your answers in the spaces provided. There is ONE extra phrase that you should NOT USE. An example (0) is given.

Some want to keep the agriculture industry as close to existing practices as possible. This is true of the increasing number of corporate and financial actors who (0) F by developing new technologies. These technologies are envisaged as being part of what is being called the “fourth industrial revolution” (4IR). The “answer” here is thought to lie in a fusion of technologies that blurs the lines between physical, digital and biological domains.

For example, the World Economic Forum is currently supporting agricultural transitions in 21 countries through its “New Vision for Agriculture” initiative. This initiative supports “innovation ecosystems” to re-engineer food systems based on “12 transforming technologies”. In this imagined future, next generation biotechnologies (Q1) ___ to produce new products. Precision farming will optimise use of water and pesticides. Global food systems will rely on smart robots, blockchain and the internet of things to manufacture synthetic foods for personalised nutrition.

Like previous green revolution technologies in agriculture, this effort is designed by and for powerful agricultural giants. These technological innovations (Q2) ___ in the hands of a small number of corporations. Indeed, the latter have a growing monopoly control over the “12 transforming technologies” protected by patents.

Most notably, the spread of these technologies will expand the technosphere at the expense of the biosphere. Flying robots (Q3) ___. Automated machines will replace farmers’ work on soil preparation, seeding, weeding, fertility, pest control and harvesting of crops.

These hi-tech innovations radically depart from most farming practices. They are moving us towards an increasingly people-less food system. Yet they show a remarkable continuity with the logic of capitalist accumulation – hence their staying power despite their significant risks.

The spread of automated, de-localised and digitalised production and commercialisation of food is part of the “financialisation” of the global food system. Financial markets play an increasing role in controlling food systems from a distance. These factors (Q4) ___. For example, the significant growth in the sale and purchase of financial products linked to food commodities was one of the determining factors in the 2008 world food crisis.

But there is an alternative to this future. Agroecology involves the application of ecological principles for the design and management of sustainable agro-ecosystems and our research in agro-ecology (Q5) ___. Agro-ecology’s contribution to the Sustainable Development Goals is already recognised

In contrast to the technological vision described above, agroecological innovations promote circular systems that involve recycling, reuse and combining resources to reduce dependency on external inputs, in particular fossil fuels. They mimic natural cycles and the functional diversity of natural ecosystems.

Farming systems are designed in a way that is based on beneficial interactions between plants, animals and environments. Trees and shrubs might be planted amongst or around crops, say. Or two or more crops (Q6) _____. Agroecology reduces the dependence of food producers on expensive external inputs, distant commodity markets and patented technologies. This is achieved by relying on appropriate biodiversity to ward off pests and increase farm yields.

On a wider scale, agroecology involves circular systems that combine food and energy production with water and waste management. Pollution is minimised and the re-localisation of production and consumption within territories enhances local economic regeneration and sustainability.

Government, civil society and private sector representatives will soon meet in Rome at the United Nations Food and Agriculture Organization to discuss the future of farming and who controls the global governance of innovation (Q7) _____.

Deliberative and inclusive processes such as citizens' juries, peoples' assemblies and community-led participatory processes are urgently needed to decide priorities for food and agricultural innovations. Given the highly contested views on innovations for food and agriculture, it is vital that everyone (Q8) _____ on the future of their food supply. This is all the more important in today's context of rapid global change and uncertainty.

So, do you want to live in a world in which artificial food is produced by intelligent robots and corporations that put profits before people? Or one where agro-ecological innovations ensure we can nourish ourselves and our communities in a fair, ecologically regenerative, and culturally rich way?

Source: *theconversation.com*

A	might be grown in proximity
B	is able to exercise their right to have a say
C	can help to sustain populations
D	will be a hotly debated topic
E	reinforce the concentration of political and economic power
F	emphasise seek to solve the food crisis
G	will re-engineer plants and animals
H	is focused on food autonomy and democracy in its systems
I	will pollinate crops instead of living bees
J	generate huge social and human risks

KEY

0.	Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.	Q8.
F	G	E	I	J	H	A	D	B

Sample Task 3 (Multiple matching)

Read the five extracts (A-E) from an article reviewing crime novels on the website www.thetelegraph.com/review and match each of the ideas mentioned (Q1 - Q10) with one of the five extracts (A, B, C, D or E). The letters can be used between 1 and 3 times. Write your answers on the answer sheet provided. An example (0) is given.

“There’s nothing like a city for an atmospheric backdrop to a crime novel”, says John Banville. The urban wilderness lends itself with particular aptness to noir/crime fiction; from Los Angeles to foggy London, from Maigret’s Paris to Dostoevsky’s St Petersburg.

EXTRACT A

One of the finest examples of the big-city, bad-weather genre is Margery Allingham’s 1952 masterpiece, **The Tiger in the Smoke**. “In the shady ways of Britain today”, the author writes in a prefatory note, “it is customary to refer to the Metropolis of London as the Smoke.” Miss Allingham, among the vanguard of that splendid regiment of British female crime writers who dominated the first half of the 20th century – genteel ladies in flowered frocks with murder in their hearts – was a Londoner born and bred, and although she has spent much of her adult life in a half-timbered village in Essex, her best novels were set in the capital.

Consider this superb and justly famous evocation of place in the opening of the book: “The fog was like a saffron blanket soaked in ice-water. It had hung over London all day and at last was beginning to descend. The sky was yellow as a duster and the rest was a granular black, overprinted in grey and lightened by occasional slivers of bright fish colour as a policeman turned in his wet cape.”

The plot of the novel is, frankly, tosh and the style more than a little overwrought – there are too many heavy-handed melodramatic adjectives – but the scene painting is pure genius. The image here of the policeman in his fishy cape is particularly fine. Dickens could hardly have done London better.

EXTRACT B

Another classic English whodunit from the same period, Edmund Crispin’s **The Moving Toyshop**, is an exception to the predominant urban grime and crime setting. The unlikely protagonist, Richard Cadogan, is a poet reduced to making a living from writing song lyrics. He is based in London but delights in Oxford, and can’t understand why he doesn’t live there. “Out of the grey light came a gold morning. The leaves were beginning to fall from the trees in the Parks and in St Giles’, but they still made a brave show of bronze and yellow and malt-brown. The grey maze of Oxford – from the air, it resembles nothing so much as a maze – began to stir itself.”

The plot is gloriously ingenious, as good as anything Agatha Christie ever dreamt up. The book is set in the late Thirties, but was published in 1946, and its bubbling good humour – a bit too good, perhaps, and more than a bit too bubbly – is surely the by-product of post-war euphoria. Crispin’s silly-ass amateur sleuth, Gervase Fen, is quite irritating, but Crispin himself – real name Bruce Montgomery – was a fascinating figure. He was also a concert pianist and composer, notably of the music for the Carry On movies. What would English literature be without its eccentrics?

EXTRACT C

In “doing” a place, sometimes it takes an outsider really to capture the essence of a city. Raymond Chandler, born in Chicago, brought up in Croydon, of all places, and a past pupil, along with P G Wodehouse and C S Forester, of Dulwich College in south London, portrays Los Angeles and environs with an eye for the tarnished, melancholy beauty of the American scene.

His first and, many would claim, finest novel, **The Big Sleep**, opens with this superb evocation of the autumnal city and its ubiquitous, dream-blue hills: “It was about 11 o’clock in the morning, mid-October, with the sun not shining and a look of hard wet rain in the clearness of the foothills.” One might pause for a second at that “wet rain”, but without the adjective the sentence would lose its lovely rhythm.

EXTRACT D

One of the most insouciantly daring appropriations of a city is Martin Cruz Smith’s 1981 bestseller **Gorky Park**. Set in Moscow in winter, the book was universally praised for the authenticity of its portrait of the Cold War Russian capital. Cruz Smith’s effects are atmospheric rather than topographical, and all the more convincing for it: “The militia cafeteria was empty except for a table of girls from the private alarm room. Some people paid so many roubles a month for special burglar alarms. The girls were dead asleep, heads on their forearms. Arkady dropped change into a can for hard rolls and tea, ate one roll and left the rest.”

It was with some surprise, indeed with some consternation, that after the book was published, reviewers learnt that the author, an American, had never been to the city or even Europe. In fiction, reality imagined is often more real than reality itself; the novel is not only an excellent thriller, but a demonstration of the uncanny power of language to conjure the spirit of a place unfamiliar not only to the reader but even to the writer.

EXTRACT E

Michael Dibdin, who died in 2007 at the much too early age of 60, wrote a remarkable series of novels set in Italy, featuring the endearingly lugubrious Inspector Aurelio Zen. **Ratking** is the first of the series and one of the best. Zen is a Venetian exiled to Rome, but in *Ratking* he is dispatched to Perugia to investigate the kidnapping of a rich and powerful industrialist. It was a shrewd decision to set the novel in the provincial capital, a relatively tranquil backwater, where every evening what seems the entire population of the city comes out in promenade to see and be seen: “This broad, flat street,” Dibdin writes, “was the city’s living room, the one place where you didn’t need a reason for being.”

The book catches the frantic atmosphere of a nation in a time of acute crisis, and Dibdin’s Italy is a far, frightened cry from the tourist paradise peddled by the travel agencies. And be warned: if you have a strong aversion to rats, prepare yourself for the passage in which Zen has explained to him the meaning of the “ratking” of the title. It’s a perfect symbol of Italian political life at its verminous worst.

Source: *thetelegraph.com*

0.	The description of the city is well-known.	A
Q1.	The novel is set in a good place for there to be witnesses and suspects.	
Q2.	The novel in question is admired for something that is, in fact, fake.	
Q3.	The novel is set in a place where the author no longer lives.	
Q4.	A contrast in the novel between excessive use of language and specific brilliant passages.	
Q5.	A writer who was connected to other famous people when he/she was young.	
Q6.	A clever use of words which can make up for lack of real experience.	
Q7.	A writer whose odd characteristics are common in many books in the language.	
Q8.	The reader may have some doubts about certain expressions at first.	
Q9.	People whose outward appearance does not reflect what they are like.	
Q10.	The book owes its lighter aspects to the period it was written in.	

KEY

0.	Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.	Q8.	Q9.	Q10.
A	E	D	A	A	C	D	B	C	A	B

English C1. Listening Sample Tasks

Sample Task 1 (Multiple choice)

Listen an interview with Kathy Ryan American born Celtic singer, about the smallest county in Ireland, County Lough ("Love"). For questions (Q1 to Q6) choose the most appropriate answer (a, b, c or d), according to what you hear in the text. The first one (0) is done as an example.

[LINK to audio file](#)

- 0.** Kathy Ryan returned to live in Ireland because...
- a) she found a very good self-catering cottage.
 - b) she decided to have a family there.
 - c) she felt she had the freedom to choose where to live.
 - d) there weren't any American tourists there.
- Q1.** American tourists haven't been visiting Ireland because...
- a) there is too much traffic crossing the border nearby.
 - b) it is too far from the two airports.
 - c) it was principally known by British and Irish tourists.
 - d) it was difficult to get to from the North of Ireland.
- Q2.** In the evening in the town of Carlingford...
- a) you need to be careful as it is very expensive.
 - b) you may enjoy some musical entertainment.
 - c) there are great night clubs to visit.
 - d) you can go on tours around the town.
- Q3.** The presenter thinks that looking at the landscape around Carlingford...
- a) makes you want to sing.
 - b) was the typical entertainment before TV was invented.
 - c) is obligatory for everyone travelling there.
 - d) is difficult to do when you are driving.
- Q4.** According to both speakers, people ought to...
- a) try hitch-hiking around Ireland
 - b) make sure you see everything.
 - c) decide at the moment someone gives you good idea.
 - d) just take the Irish people as they are.
- Q5.** Kathy Ryan says that organising dinner is...
- a) is more complicated in New York.
 - b) is a communal event in Ireland.
 - c) is not usually done by email in Ireland.
 - d) are for fewer people Ireland.

Q6. Americans speak English, but they...

- a) can't understand Irish speakers well.
- b) feel Irish people are not really like Americans.
- c) feel they are speaking another language in Ireland.
- d) make friends with the Irish even though they are so different.

KEY

Q1.	Q2.	Q3.	Q4.	Q5.	Q6.
d	b	a	c	a	c

Sample Task 2 (Sentence completion)

Listen to an extract from a radio programme in which the presenter, Lea Alexander talks to linguist, Vyvyan Evans, and producer Ian Chambers, about Emojis. For question (Q1 to Q10) complete the sentences in the notes with between one and three words. The first gap (0) is completed for you as an example. You now have one minute to read the questions.

0. In her introduction the presenter says that images have been important when communicating with others since time immemorial .

Q1. Dr Evans says that the study of language and finding out how we communicate is a way of seeing into _____ .

Q2. It is interesting to compare differences and variations in languages _____ .

Q3. There are languages that are not necessarily _____ .
 For example, they can be signs or be visual representations.

Q4. One of the things that makes us different from other species is language which can be defined as the complexity of the interaction of _____ .

Q5. People often wonder if using social media like emojis is a backwards _____ .

Q6. Dr Evans says that when we speak to people in person, we often make the mistake of thinking that language itself carries the _____ .

Q7. In fact, we need to realise that we understand many things from the expression our faces and _____ .

Q8. Ian Chambers, the producer of the programme, receives some very common emojis and often asks himself: _____ .

Q9. He can't send emojis on his old phone, but he does admit that emojis can be used in _____ .

Q10. Also, he thinks that using emojis on your phone to sound less hard is a _____ .

KEY

Q1.	the human mind
Q2.	across the world
Q3.	spoken (in a particular medium)
Q4.	vocabulary with rules
Q5.	step
Q6.	meaning
Q7.	gesture (s)
Q8.	What's the point?
Q9.	(quite) creative ways
Q10.	really attractive

Sample Task 3 (Multiple matching)

In this task there are two sections. You should attempt both the tasks while you are listening to the tasks.

Listen to 5 extracts from interviews with 5 successful actors who are talking about their early careers. For questions (Q1 – Q4) match the actors (A - E) with the relevant ideas expressed about a key moment in their careers. The first one is done for you as an example.

For questions (Q5 to Q9) match the actors (A - E) with something the actors felt in their early careers. There is one speaker for each idea. You now have a minute to look at the questions.

IDEA ONE: *A key moment in their early career happened when he/she ...*

0. was given a minor role on television.	B
Q1. became aware of the audience's response.	
Q2. responded to a call to audition.	
Q3. more actors were needed at one point.	
Q4. was talent spotted in a student performance.	

IDEA TWO: *In relation to the career of acting the actor felt that...*

Q5. he only found out about the system of getting acting jobs after he got his first profession role.	
Q6. had little self-belief about his/her chances of becoming an actor.	
Q7. could now allow him/herself to follow their dream of becoming an actor/actress.	
Q8. was unlucky when he/she tried to get roles.	

Q9. somehow he/she would be able to manage.

KEY

Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.	Q8.	Q9.
E	C	D	A	C	E	A	B	D

English C1. Writing Sample Tasks

You must answer both task 1 and task 2

Task 1: Letter

You are on an Erasmus Exchange stay at a University College, Dublin and have seen the following advertisement in your university journal:

Visiting Erasmus Exchange Students

The University College Dublin is looking for Erasmus Exchange student volunteers to help blind students studying languages. Blind language students require texts for their studies to be read out and recorded in one of the following languages: Spanish, Catalan, French, German, Italian, Arabic or Chinese for their studies.

A recording studio is provided and students should be able to volunteer for at least 2 hours a week. Simply apply and you can arrange for your weekly volunteering time.

If you are interested in volunteering, please write a letter to the Student Services Coordinator and give some details about yourself, your languages and your motivation.

You are interested in volunteering to record texts in your language and decide to apply. Write a letter to the academic advisor in which you:

- **describe** your studies and say which language(s) you would be able to offer
- **justify why** you are a suitable candidate to record books in the language
- **outline** your motivation for volunteering for this service to blind students

Write your **email** in 200-250 words.

Task 2: Essay

You have read a newspaper article which maintains the following:

'The matter of environmental protection is of utmost urgency and, due to human activities, the threat of environmental disasters is becoming worse. Although we cannot undo some of the destruction, we still need to lessen the human impact on our environment as much as possible.'

Now write an essay on the problem of human activity and the damage caused to the environment.

In your essay you should:

- explain how the environment is being affected by human activity
- discuss two of the worst results of this behaviour
- suggest some ways in which people can help to improve the situation

Give a **title** to your essay. Write your **essay** in 250-350 words.

English C1. Speaking Sample Tasks

Part 1 (4 -6 minutes in total)

Personal presentation. Candidates answer questions individually.

(Examiner asks the candidates the following questions in turn)

Examiner: Good morning/Good Afternoon.

Can I see your identity card please?

Can I have your mark sheet please?

What is your name?

Where are you from..... (name of candidate)?

(Examiner asks the candidates, alternately, a minimum of two of the following questions)

Are you working or studying right now?

How long have you been ... in this job/university?

How much do you use English in your work/study?

Would you like to go abroad to work/study in your field?

Is there anything you would like to change about your life now?

What kind of live entertainment do you like? (Why?)

Do you enjoy sport in anyway? Why do you like that?/ Why not?

Describe the time you went to a live performance of music or theatre?

Have you any special goals that you are aiming for at the moment?

Examiner: Thank you

Part 2 (3 - 4 minutes in total)

Candidates are given four pictures on a theme discuss two questions in relation to the theme.

PART TWO (ENJOYING THE COUNTRYSIDE) INSTRUCTIONS

Interlocutor to both candidates: Now I would like you to talk together for about three minutes.

Here are some pictures which show people in the countryside.

What are these people enjoying about being outside in the natural environment?

What kind of activities do you like doing in the countryside? Why?

(Allow candidates a maximum of 10 seconds to look at the pictures)

Now you have about three minutes to answer the questions

(candidates discuss the photos and answer the questions)

What are these people enjoying about being outside in a natural environment?

What kind of activities do you like doing in the countryside? Why?



Part 3 (5-6 minutes in total)

Individual turn followed by follow up question.

Interlocutor: Now I would like you to talk on your own for about one and a half minutes.

I am going to give you a card with a question on it and some ideas to help you answer the question if you want to use them ...[Candidate B], please just listen. Afterwards I will ask you to comment briefly on what your partner has said.

..... [Candidate A], here is your card. You have about one and a half minutes to answer your question. I'll read the question:



How important is it to reach agreements with others?

CARD ONE

How important is it to reach agreements with others?

- at work
- with friends or family
- in society as a whole

(Gives 10 seconds to look at the card and then the candidate starts).

[Candidate A], would you like to start now? (prompt) (Candidate A speaks for about one minute 30 secs).

*Follow up question: **Are there situations in which you would stick to your principles and not find agreement?** (Addressed to Candidate B)*

(Give 30 seconds maximum response. Interlocutor retrieves the card).

Interlocutor: Thank you. Now it's your turn... [Candidate B] ... [Candidate A], please just listen. Afterwards I will ask you to comment briefly on what your partner has said. Candidate B... here is your card. You have one and a half minutes to answer your question. I'll read the question:

Can technology help you to make real friends?

CARD TWO

Can technology help you to make real friends?

- social web sites
- long distance contact
- superficial acquaintances

(Candidate B has 10 seconds to look at the card and then speaks for about one minute 30 secs).

Second follow up question to Candidate A: To what extent do you keep up with your friends via technological devices? (30 seconds maximum response) Interlocutor retrieves card.

Part 4 (3-4 minutes in total)

Candidates discuss their answers to a minimum of three questions.

Interlocutor finishes by asking these questions. The questions are addressed to both candidates and the interlocutor should indicate that the students should discuss the questions together.

- What do you think might be the advantages or disadvantages of meeting someone through a blind date?
- What other ways do you know of meeting a partner? Are they good or bad in your opinion?
- Do you think people should look for a partner with the same or similar interests to themselves?
- Have you ever hit it off with someone immediately and become instant friends? Who with?
- Would it be difficult for you to manage without a mobile phone?
- Would you enjoy a holiday away from it all with no telephone or computer?
- Which recent technology has caused the biggest changes in our lives in your opinion?

Interlocutor: Thank you that is the end of the test.