



Govern de les Illes Balears

Conselleria d'Educació
i Universitats

Escoles Oficials d'Idiomes de les Illes Balears

MOSTRA
PROVA DE CERTIFICACIÓ
NIVELL AVANÇAT C1
ANGLÈS

Prova escrita

CTE	COMPENSIÓ DE TEXTOS ESCRITS	80 minuts aprox.
CTO	COMPENSIÓ DE TEXTOS ORALS	40 minuts aprox.
PCTE	PRODUCCIÓ I COPRODUCCIÓ DE TEXTOS ESCRITS	85 minuts aprox.
MLE	MEDIACIÓ LINGÜÍSTICA ESCRITA	45 minuts aprox.

Prova oral

PCTO	PRODUCCIÓ I COPRODUCCIÓ DE TEXTOS ORALS	23 minuts aprox.
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CTE COMPRESIÓ DE TEXTOS ESCRITS 80 minuts aprox.

PART 1. MULTIPLE CHOICE. Read the following text about Alan Turing and Cambridge's queer history. For questions 1-5, choose the most appropriate option (A, B, or C). The activity begins with an example (0). Write your answers on the ANSWER SHEET. The task is worth a total of 10 marks.

Alan Turing: Insights from Cambridge's Queer History

When Alan Turing reported a burglary in 1952, he made a surprising statement: he admitted to being in a relationship with another man. At the time, this was a criminal offence, and his voluntary disclosure led directly to his prosecution for 'gross indecency', a legal term then used to criminalise sexual relationships between men. He was later subjected to chemical castration and barred from continuing his work at Government Communications Headquarters (GCHQ), the UK's intelligence and cybersecurity agency. Two years later, he died by suicide. Historians have long puzzled over why someone so brilliant would reveal something so dangerous.

New research by Simon Goldhill, professor of classics at King's College, Cambridge, offers a plausible answer. Turing had spent his formative years as an undergraduate and later as a lecturer at King's, where homosexuality — though illegal — was widely accepted within its community. Goldhill's findings suggest that this environment shaped Turing's attitude toward openness and honesty.

In the 1930s, King's was an all-male institution at the heart of the British establishment. But it also housed a distinct gay culture: many senior fellows and even college principals were openly homosexual. "It was a very camp environment," Goldhill explains, referring to the exaggerated, theatrical atmosphere often associated with queer identity at the time. "They were openly involved with men and spoke constantly about their lives with them." This stood in contrast to the usual narrative of gay life as hidden, shameful or dangerous.

Turing arrived at the college aged 18, after a same-sex relationship during his school years had caused concern among teachers. At King's, however, he found a space where men like him were not just tolerated but often admired and intellectually valued. This shift allowed him to develop confidence in his identity. "He wasn't ashamed of it. It was who he was," Goldhill says. "He thought he had the perfect right to be gay." So, when the police questioned him in 1952, Turing simply explained that the burglary suspect was connected to his lover — without hesitation or concealment.

Goldhill argues that this response reflected not naivety but moral clarity. "He believed it was important not to lie, not to conceal. He thought society should deal with it." Such openness was exceptional at the time, even among gay men. It showed a form of political awareness, rooted in the sense of dignity and freedom he had experienced at King's.

Turing was not alone in this. Other well-known King's figures — like economist John Maynard Keynes, writer EM Forster and poet Rupert Brooke — were part of the same open culture. Keynes, for example, meticulously recorded his sexual encounters in personal journals, a habit Goldhill sees not as secretive but characteristically precise. "He was an economist, and economists count things."

Virginia Woolf, who was close to many of these men, famously said that “the word buggery—a now outdated legal term for male homosexual acts — was never far from our lips,” capturing the candidness of that intellectual circle.

The roots of this culture may lie in a statute signed by Henry VI in 1443, which required King’s to admit only students from Eton College. These boys had already lived together and formed tight-knit communities, often tolerant of emotional and sexual bonds between them. Even after the rule was abolished in the 1860s, teachers at other elite schools began recommending gay students to King’s, where they would likely feel safer and more accepted.

This intergenerational continuity helped create an environment unlike the tragic or secretive stories often found in queer history. At King’s, gay men could sustain relationships over time, from youth to adulthood, sometimes becoming fellows themselves and mentoring the next generation. As Goldhill puts it, there was “a sense of moving through different stages of relationships as a gay man.”

Today, that legacy endures. King’s LGBTQ+ officer Ainoa Cernohorsky notes that the college continues to support queer students actively and visibly. The grounds feature a statue of Turing by Antony Gormley, while portraits of Keynes, Forster and other queer fellows hang prominently in the dining hall. “These people are present in my mind,” she says. “They left their mark on the atmosphere at King’s.”

Source: adapted from *The Guardian*

0. What event marked the beginning of the legal case against Turing in 1952?

- ☐ A. His decision to report a burglary involving someone connected to his private life.
- ☒ **B. His admission to police of his relationship with another man.**
- ☐ C. An internal review at GCHQ that questioned his loyalty.

1. What stood out at King’s in the 1930s, according to Goldhill?

- ☐ A. Its status as a traditional all-male college of the British elite.
- ☐ B. The openly gay environment among senior members.
- ☐ C. The presence of coded communication and secrecy among gay students.

2. How did Turing’s identity evolve during his time at King’s College?

- ☐ A. He felt reassured straight after a troubling same-sex relationship.
- ☐ B. He felt accepted and intellectually valued in a way that helped him gain confidence.
- ☐ C. He came to believe that being openly gay was socially acceptable at the time.

3. According to Goldhill, why did Turing tell the police about his relationship?

- ☐ A. He was used to being open and saw no reason to hide it.
- ☐ B. He believed it was wrong to lie and conceal the truth.
- ☐ C. He didn’t realise how dangerous it was to speak openly.

4. Why does the text mention figures like Keynes, Forster, and Brooke?

- ☐ A. To show that Turing was part of a broader community at King's.
- ☐ B. To note Keynes's specific habit of meticulously recording encounters.
- ☐ C. To include Woolf's remark on their candid talk about homosexuality.

5. What is the main historical outcome regarding King's College and its queer identity, according to the text?

- ☐ A. Its early ties to Eton helped shape a culture of acceptance.
- ☐ B. Its legacy lives on through visible, though dormant, LGBTQ+ support.
- ☐ C. It created space for lasting queer relationships and generational continuity.

PART 2. WORD FORMATION. For questions 1-10, read the text below. Use the word given to form a word that fits in the space. The activity begins with an example (0). Write your answers on the ANSWER SHEET. The task is worth a total of 10 marks.

The Diana Effect

(0. COMMEMORATE) Commemorating the 28th anniversary of her death, a specific image of Princess Diana comes to mind — the “people’s princess” who walked through landmines, embraced an AIDS patient, revealed the tabloid press’s **(1. TENACIOUS)**, and embodied 1980s fashion. However, beneath this poised **(2. APPEAR)**, she was privately battling bulimia and feelings of **(3. WORTH)**. In candid interviews, Diana openly described her eating **(4. ORDER)** as a “symptom” of her troubled marriage and low self-esteem. This rare level of **(5. CLOSE)** helped reduce the stigma surrounding mental health and encouraged others to speak out — a phenomenon later known as the “Diana Effect.”

Although mental health **(6. AWARE)** and open dialogue have increased in the years since, many people still hesitate to seek treatment due to fear and shame. At the time, Diana’s openness was **(7. PRECEDE)** among public figures. Today, her sons William and Harry continue that legacy by sharing their own mental health experiences and promoting the gradual **(8. NORMAL)** of open, supportive conversations. Diana’s **(9. VULNERABLE)** and honesty resonated deeply with the public, making her a powerful advocate. Her impact remains **(10. DENY)**, inspiring ongoing efforts to address these issues with compassion and clarity.

Source: adapted from *TIME Magazine*

PART 3. OPEN CLOZE. Read the following text and fill in the blanks with ONE word. The activity begins with an example (0). Write your answers on the ANSWER SHEET. The task is worth a total of 8 marks.

American Bulk

We guiltily watch Amazon boxes pile --(0)-- up on the porch, wade through endless reviews to find the perfect product, and crave the comforting indulgence --(1)-- a chain restaurant. There’s a particular calm that comes --(2)-- clicking “Place Order” — a brief, synthetic satisfaction, like we’ve solved something. Solved what, exactly, is never clear. Loneliness? Boredom? The gnawing sense

that life is passing us --(3)-- and we still haven't figured it out? A pair of noise-cancelling headphones or a set of minimalist kitchen jars won't fix any of that, but for a moment, they whisper: maybe.

And then the box arrives. We slice it open, fingers eager, plastic wrapping discarded --(4)-- thought. The item sits on the table for a while, admired and forgotten in equal measure. Sometimes we return it. Sometimes we never use it. It is this rhythm — of clicking, waiting, opening — that keeps us going. A small loop of gratification that feels like progress.

We know it's a problem. We've read the articles. We've shared infographics from fast fashion to warehouse workers and even the carbon cost of overnight shipping. But somehow, --(5)-- of it feels as real as the itch we're trying to scratch — the quiet longing we don't know how to name.

It's not really about the stuff. Let's be honest — it never --(6)-- in the first place. It's about feeling in control, about curating a version of ourselves that looks organized, relaxed, stylish. --(7)-- of how often we repeat it, the questions remain unanswered. --(8)-- once the rush has faded will we come to realise how little any of it really mattered.

Source: adapted from *American Bulk: Essays on Excess* by Emily Mester

PART 4. VERB FORM GAP FILL. Read the following text and fill in the gaps with the verb that best fits each space using the correct verb form of the verbs below. There are TWO extra verbs you will not need. The activity begins with an example (0). The task is worth a total of 7 marks.

fail	be	observe	expand	suppress	require
	adopt	<u>launch</u>	influence	tackle	

Alcohol Monitoring for Offenders in England and Wales

To reduce alcohol-related crime during the holidays, authorities in England and Wales --(0)-- have launched a strict monitoring scheme. Offenders --(1)-- to wear "sobriety tags" that sample perspiration every 30 minutes. Adopting such a rigorous approach reflects the government's commitment to --(2)-- recidivism through technological innovation.

If the government --(3)-- such technology earlier, thousands of alcohol-fueled incidents might have been avoided. Not only do the tags monitor intake, but they also act as a powerful deterrent. It is rare for such a large-scale surveillance project to meet with such high expectations. Many legal experts claim --(4)-- a significant shift in how probation services manage high-risk individuals.

Critics argue that if the system --(5)-- so expensive, more regions would have implemented it by now. However, officials insist that the benefits outweigh the costs. If an offender --(6)-- to stay sober, the tag alerts the probation service immediately. Provided that the program proves successful this winter, it is likely --(7)-- nationwide. The authorities appear to be prioritizing public safety over the initial fiscal concerns associated with the rollout.

PART 5. KEY WORD TRANSFORMATIONS. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between 3 and 8 words. The activity starts with an example (0). Write your answers to the activity on the ANSWER SHEET. The task is worth a total of 5 marks.

***You will find the sentences in the ANSWER SHEET.**

CTE ANSWER SHEET
STUDENTS SHOULD NOT WRITE IN THE SHADED AREAS

PART 1. MULTIPLE CHOICE. Alan Turing: Insights from Cambridge's Queer History

0.	<u>B</u>		2.			4.		
1.			3.			5.		

PART 2. WORD FORMATION. The Diana Effect

0.	<u>Commemorating</u>		4.			8.		
1.			5.			9.		
2.			6.			10.		
3.			7.					

PART 3. OPEN CLOZE. American Bulk

0.	<u>up</u>		3.			6.		
1.			4.			7.		
2.			5.			8.		

PART 4. VERB FORM GAP FILL. Alcohol Monitoring for Offenders in England and Wales

0.	<u>have launched</u>		3.			6.		
1.			4.			7.		
2.			5.					

PART 5. KEY WORD TRANSFORMATIONS.

0. The whole crew sighed with relief as soon as the plane landed on the island.

SOONER

No SOONER had the plane landed than the whole crew sighed with relief.

1. I can't seem to get this recipe right, even though I have put a lot of effort into it.

MATTER

_____ effort I put into it, I can't seem to get this recipe right.

2. If he had not warned me about the hurricane, I wouldn't have left the mall.

HAD

I wouldn't have left the mall _____ for his warning.

3. "Congratulations for joining the symphony orchestra", he said warmly.

CONGRATULATED

He _____ joining the symphony orchestra in a warm manner.

4. The Prime Minister should have stepped down months ago.

TIME

It _____ that the Prime Minister stepped down.

5. All the evidence is pointing at the 27 year old player as the author of the crime.

PRESUMED

The 27 year old player _____ author of the crime, according to the evidence.

CTO COMPRESIÓ DE TEXTOS ORALS 40 minuts aprox.

PART 1. MULTIPLE CHOICE. You will hear part of an interview with Olly Alexander discussing Polari, a secret slang language and his experiences in the TV show *It's a Sin*. Choose the option (A, B or C) which best answers the questions according to what you hear. You will hear the recording twice. You have ONE AND A HALF minutes to read the questions. The activity begins with an example (0). The task is worth a total of 6 marks.

Olly Alexander on Polari, Gay History, and *It's a Sin***0. How did the interviewer learn about Polari?**

- ☐ A. From an educated guess on the topic.
- ☐ B. By reading someone's post on Instagram.
- ☒ **C. From Olly's own post on Instagram.**

1. What does Olly Alexander say about the origins of Polari?

- ☐ A. It originated as a form of Cockney rhyming slang in the 19th century.
- ☐ B. It had evolved from a mixture of different languages and dialects.
- ☐ C. It is a modern slang drawing exclusively from German and Italian elements.

2. Who originally used Polari?

- ☐ A. Marginalised communities in various professions.
- ☐ B. The gay community seeking a form of secret communication.
- ☐ C. Individuals who were trying to avoid being arrested.

3. By the 1960s, Polari...

- ☐ A. had suffered a decline in popularity.
- ☐ B. had continued to thrive within its users.
- ☐ C. had become exclusive to drag performers.

4. What aspect of Polari does Olly Alexander find most inspiring for his music?

- ☐ A. Its connection to culture and language.
- ☐ B. Its ability to create a sense of unity and belonging.
- ☐ C. Its role in preserving friendships.

5. How did Olly Alexander feel about researching gay history before his role in *It's a Sin*?

- ☐ A. He had always been interested in 80s gay history.
- ☐ B. He found it difficult to relate to his own identity.
- ☐ C. He was initially hesitant to explore it.

6. How did people who lived through the HIV/AIDS crisis respond to *It's a Sin*?

- ☐ A. They felt the show captured the spirit of the crisis.
- ☐ B. They thought it exaggerated the stigma of that time.
- ☐ C. They considered it focused only on the hardships.

PART 2. SENTENCE SELECTION. You will hear a news report about the climate crisis in Antarctica. Decide which sentences are TRUE (✓) and which are FALSE (X) according to what you hear. You will hear the recording twice. You have ONE minute to read the sentences. The activity begins with an example (0). The task is worth a total of 9 marks.

Antarctica in Crisis

	TRUE ✓	FALSE X
0. <i>Thousands of polar researchers attended the conference.</i>		X
1. The conference has been the first one to be held in over a decade.		
2. The conference was aimed to discuss the gradual shifts in Antarctic climate patterns.		
3. Experts have classified the low sea ice levels as a rare occurrence.		
4. Experts noted that uncertainties in sea level projections are equally distributed across multiple regions.		
5. The impact of rising sea levels is expected to affect Australia's rural areas.		
6. Scientists at the conference were caught off guard by the severity of the recent environmental changes in Antarctica.		
7. The researcher discusses that using the term 'emergency' may be exaggerated.		
8. Researchers are calling for immediate action and further research to mitigate long-term risks.		
9. The researchers' position implies that decisive intervention on climate change, with a focus on Antarctica, is now imperative.		

Source: adapted from ABC News Australia

PART 3. SENTENCE COMPLETION. You will hear a podcast about learning as an adult. Complete each sentence with one or two words you hear in the recording. You will hear the recording twice. You have ONE AND A HALF minutes to read the sentences. The activity begins with an example (0). The task is worth a total of 10 marks.

It's Never Too Late to Learn

- The presenter states that learning new things is important (0) no / matter how old you are.
- The reporter is visiting a fitness centre that is (1) _____ / (2) _____ and absolutely buzzing.
- As the kids' classes start (3) _____ / _____, an adult beginner gymnastics class takes their place.
- Once warmed up, the class moves onto a trampoline that runs nearly (4) _____ / (5) _____ the gym.
- The supervisor says that some of the exercises can be both uncomfortable and (6) _____ for adults at first.
- Research shows that adults may have a(n) (7) _____ / (8) _____ when they struggle to learn new skills.
- Adult learning may increase people's (9) _____ / (10) _____ as well as their attention and memory.

Source: adapted from *NPR News*

PCTE PRODUCCIÓ I COPRODUCCIÓ DE TEXTOS ESCRITS 85 minuts aprox.

You must do **PART 1** and choose **ONE** option from **PART 2**. Make sure you follow the instructions for each task carefully and include all the information required. Write your compositions in the space provided. Each task is worth a total of 10 marks.

PART 1

You recently flew with Aerovia Express. You were charged extra for your hand luggage and when you asked about the charge, the staff were rude and dismissive.

You have decided to write to the customer service team to:

- complain about these issues
- request appropriate compensation

Write a formal **email** in an appropriate style. Use **150 words** approximately.

PART 2

Write about **ONE** of the following topics. Use **230 words** approximately.

Option A

You recently attended a digital detox retreat aimed at disconnecting from devices and reconnecting with nature. A renowned magazine has asked for a detailed review of your experience.

Your review should:

- provide the retreat's name, location, background, and atmosphere
- describe the activities and evaluate how effective they were
- compare it to other wellness retreats, highlighting its unique approach

Write your **review** in an appropriate style.

Option B

You are contributing to a study on the role of AI in recruitment processes. A professional working group has asked you to write a report outlining:

- current uses of AI in hiring and candidate screening
- potential challenges or risks (e.g. bias, transparency, privacy)
- recommendations to promote fairness and accountability

Write your **report** in an appropriate style.

MLE MEDIACIÓ LINGÜÍSTICA ESCRITA 45 minuts aprox.

This test consists of two tasks. You must complete **BOTH** tasks using the information given. Use your own words as far as possible. Write your compositions in the space provided. Each task is worth a total of 10 marks.

TASK 1

CONTEXT: You work for the Ministry of Education's International Scholarship Office, which supports international students preparing to study in Spain. Every year, your team sends a welcome email with useful information about student life in Spain.

TASK: Using the infographic below, write a **short welcome email** to help new students understand what to expect from academic life in Spain. Use **100 words** approx.

STUDENT LIFE IN SPAIN - QUICK FACTS



Academic year:
Oct–June



Assessment
Final exams + continuous assessment



Class style
Participation encouraged, large lectures common



Breaks
Winter + spring (2 weeks), long summer



Class times
Start late (9–10 am), may run till evening



Housing Shared flats popular, some student halls



Teacher contact
Email, formal tone



Culture Coffee, long lunches, social life matters



National students: Grants from the Spanish Ministry of Education must be applied for by mid-September

TASK 2

CONTEXT: Many new international students — especially from non-EU countries — are unsure of what to do should they require medical care. After receiving several messages, you have decided to write a short forum post with practical information.

TASK: Write a **forum post** that clearly summarises what non-EU students need to know about accessing healthcare in Spain taking into consideration the official information provided by your office below. Use **100 words** approx.

Healthcare Access for Non-EU Students

Non-EU exchange students are not automatically entitled to public healthcare in Spain via the European Health Insurance Card (EHIC), as this is limited to EU citizens.

Accordingly, incoming students are strongly advised to arrange private health insurance prior to arrival, ensuring that it covers both emergency and routine medical care for the entire duration of their academic stay.

Although registration with a local public health centre is generally not available to non-EU students upon initial entry, emergency care will be provided when necessary. In such cases, students may be required to cover the cost upfront and later seek reimbursement through their insurer, depending on their policy terms.

After obtaining a Foreigner Identity Number (NIE) and enrolling at their host institution, students may become eligible to apply for public healthcare coverage by paying a monthly fee. It should be noted that prescribed medication under this arrangement is not subsidised.

Students are encouraged to carry physical proof of insurance and official documentation of participation in a recognised academic mobility programme at all times.

PRODUCCIÓ I COPRODUCCIÓ DE TEXTOS ORALS

There are **TWO** parts in this test. You must do **BOTH**.

PART 1: You have **1** minute to read the statements and begin the conversation. The task is worth a total of 10 marks.

PART 2: You have **5** minutes to prepare your monologue. The task is worth a total of 10 marks.

TOPIC: PHYSICAL & MENTAL HEALTH



PART 1. CONVERSATION (7 minutes approx.)

Talk to each other about some or all of the following.

1. How lifestyle choices influence overall health.
2. Your opinion on the health care system in your country.
3. The use of traditional versus alternative medicine.
4. Future developments in medicine.

PART 2. Monologue (4 minutes approx.)

Preparation time: 5 minutes

Talk about at least two of the following ideas. You may make some notes for your talk (5 lines max.). The examiner may ask you further questions about the topic.

Candidate A

- The problem with doing too much or too little exercise.
- Cosmetic surgery as a means of enhancing your looks.
- The ethics behind creating artificial organs.

Candidate B

- Your tips for good mental health.
- Your views on veganism and vegetarianism.
- Are there enough doctors and nurses in your area?

FULL DE RESPOSTES

CTE COMPRENSIÓ DE TEXTOS ESCRITS

PART 1. MULTIPLE CHOICE. Alan Turing: Insights from Cambridge's Queer History

0.	<u>B</u>		2.	B		4.	A	
1.	B		3.	B		5.	C	

PART 2. WORD FORMATION. The Diana Effect

0.	<u>Commemorating</u>		4.	disorder		8.	normalisation	
1.	tenacity		5.	disclosure / closeness		9.	vulnerability	
2.	appearance		6.	awareness		10.	undeniable	
3.	worthlessness / unworthiness		7.	unprecedented				

PART 3. OPEN CLOZE. American Bulk

0.	<u>up</u>		3.	by		6.	was	
1.	of		4.	without		7.	Regardless	
2.	from / after / with		5.	none		8.	Only	

PART 4. VERB FORM GAP FILL. Alcohol Monitoring for Offenders in England and Wales

0.	<u>have launched</u>		3.	had adopted		6.	fails	
1.	are required		4.	to have observed		7.	to be expanded	
2.	tackling		5.	wasn't / weren't				

PART 5. KEY WORD TRANSFORMATIONS

1. I can't seem to get this recipe right, even though I have put a lot of effort into it.

MATTER

NO MATTER HOW MUCH effort I put into it, I can't seem to get this recipe right.

2. If he had not warned me about the hurricane, I wouldn't have left the mall.

HAD

I wouldn't have left the mall **HAD IT NOT BEEN/IF IT HAD NOT BEEN** for his warning.

3. "Congratulations for joining the symphony orchestra", he said warmly.

CONGRATULATED

He **CONGRATULATED ME ON** joining the symphony orchestra in a warm manner.

4. The Prime Minister should have stepped down months ago.

TIME

It **WAS ABOUT TIME/HIGH TIME** that the Prime Minister stepped down.

5. All the evidence is pointing at the 27 year old player as the author of the crime.

PRESUMED

The 27 year old player **IS THE PRESUMED/PRESUMED TO BE** author of the crime, according to the evidence.

CTO. COMPRENSIÓ DE TEXTOS ORALS

PART 1. MULTIPLE CHOICE. Olly Alexander on Polari, Gay History, and *It's a Sin*

0.	<u>C</u>
1.	B
2.	A
3.	A
4.	B
5.	C
6.	A

PART 2. SENTENCE SELECTION. Antarctica in Crisis

	✓	X
0.		X
1.	✓	
2.		X
3.	✓	
4.		X
5.		X
6.	✓	
7.		X
8.	✓	
9.	✓	

PART 3. SENTENCE COMPLETION. It's Never Too Late to Learn

0.	<u>no matter</u>	4.	halfway	8.	mindset
1.	brightly	5.	across	9.	cognitive
2.	lit	6.	jarring	10.	abilities
3.	winding down	7.	fixed		