



Castilla-La Mancha

Consejería de Educación,
Cultura y Deportes

PRUEBAS DE CERTIFICACIÓN

INGLÉS / C1

COMPRENSIÓN DE TEXTOS ESCRITOS

SESIÓN ORDINARIA 2025

INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE

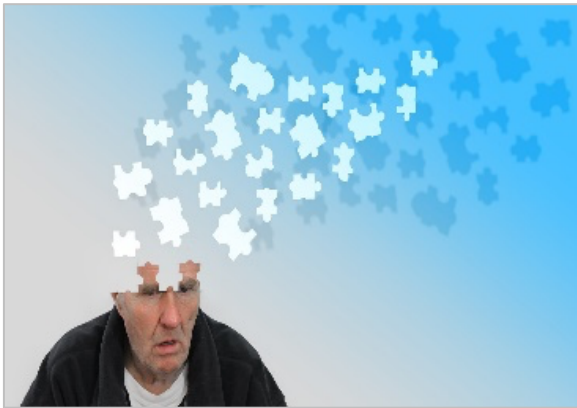
- **DURACIÓN: 55 minutos.**
- **PUNTUACIÓN:** A efectos de **certificación**, será necesario superar todas y cada una de las cinco actividades de lengua con una puntuación mínima del 50% en cada una de ellas y una calificación global final igual o superior al 65%. A efectos de **promoción**, será necesario obtener una puntuación mínima del 50% en todas y cada una de las cinco actividades de lengua.
- Las respuestas erróneas no descontarán puntos.
- Esta parte consta de TRES tareas.
- Leer las instrucciones al principio de cada tarea y realizarla según se indica.
- Las respuestas escritas a lápiz no se calificarán.
- No está permitido el uso del diccionario.
- **NO ESCRIBIR NADA EN LAS ÁREAS GRISES.**

DATOS DEL CANDIDATO

APELLIDOS:		
NOMBRE:	DNI:	
COMISIÓN:	OFICIAL <input type="checkbox"/>	LIBRE <input type="checkbox"/>
CALIFICACIÓN:		

TASK 1

Read the following text and choose the best answer (A, B or C) for each question (1-8). Question (0) is an example. Write your answers in the ANSWER BOX (1 item = 0.8).



WHY WE'RE ALL FORGETTING THINGS RIGHT NOW

Short, temporary instances of forgetfulness—those ‘senior moments’—are happening to more of us more often these days, memory experts say. We’re finding it difficult to recall simple things: names of friends and co-workers we haven’t seen in a while, words that should come easily, even how to perform routine acts that once seemed like second nature.

We’re living in yet another moment of big change as we return to offices, create new routines and find our footing in yet another new normal. All this change consumes cognitive energy, often much more than we think, neuroscientists say. It’s no wonder we can’t remember what we had for breakfast. Our minds are struggling with transition moments.

“Our brains are like computers with so many tabs open right now,” says Sara C. Mednick, a neuroscientist and professor of cognitive science at the University of California, Irvine. “This slows down our processing power, and memory is one of the areas that falters.”

The chronic and cumulative stress of the past two years has taken its toll, too. Research led by Dr. Shields shows that people who have experienced recent life stressors have impaired memory. Stress negatively affects our attention span and sleep, which also impact memory. And chronic stress can damage the brain, causing further memory problems, says Dr. Shields, an assistant professor in the department of psychological science at the University of Arkansas.

The deluge of information coming at us on multiple channels is cluttering our brains, too. We’re terrible at paying attention, constantly scrolling our phones while we’re doing other things, which neuroscientists say makes it hard to encode memories in the first place. And it can be hard to remember something out of context, such as the name of the co-worker suddenly talking to us in person, rather than on Zoom.

Then there’s the sameness of our lives during the pandemic. How are we supposed to remember a specific event when each day was exactly the same as every other?

“Memory benefits from novelty,” says Zachariah Reagh, a cognitive neuroscientist and assistant professor of psychological and brain sciences at Washington University in St. Louis. “When all of our experiences blend together, it’s hard to remember any of them as distinct.”

Here’s what experts recommend for boosting your memory. Don’t force it. Forcing yourself to try to remember something is counterproductive. You’ll become frustrated, and that frustration allows the emotional part of your brain to override the parts of your brain that retrieve memories. Let it go for a bit; take some deep breaths to calm your brain and try again later.

Stop multitasking. It’s tough to recall something, or to commit something to memory in the first place, when you’re doing two things at once, Dr. Kilkus says. So put your phone away. (This will help cut back on information overload, too.) Try doing one thing at a time. Pay attention to small tasks you typically do on autopilot, such as brushing your teeth. “When you practice paying attention in those moments when it doesn’t matter, it will become easier in those moments when it does,” Dr. Kilkus says.

Help your brain calm. Dr. Mednick recommends daily meditation, yoga, or simply slow deep breathing for at least 10 minutes a day. Take a walk, preferably in nature. Connect with a loved one—have a long chat, give a hug, have sex. Intimacy reduces stress by making you feel safe and cared for, Dr. Mednick says. And get some sleep. This clears out toxins in your brain that can clog your mental processing, she says.

Be socially present. Give your full attention to people when you talk with them. Doing so will help you better recall what you want to say in the conversation—because your brain won’t be distracted or overtaxed—and remember what was said, says Jeanine Turner, professor of communication at Georgetown University. Put down your phone. Turn off the TV. And truly pay attention to what your loved one is saying; don’t just wait for your turn to respond. “We need to approach each conversation intentionally,” Dr. Turner says. “If we don’t have a deep connection, how can we ever expect to remember what happened?”

(Adapted from: theaustralian.com)

0. Lapses in short term memory...
- A. are more common than previously thought.
 - B. have been on the rise in recent years.
 - C. occur mainly with elderly people.
1. Mednick compares brains to computers to show how...
- A. a computer has a greater memory capacity than a human.
 - B. our ability to remember things can be diminished.
 - C. we essentially process information in a similar way.
2. In a study, Dr. Shields aimed to show...
- A. how sleep impacts our ability to remember things.
 - B. the consequences of being under constant pressure.
 - C. the way our brains cope with stressful situations.
3. The author uses an example of a Zoom meeting to...
- A. demonstrate the difficulty of recalling information at particular times.
 - B. highlight the problem of processing vast amounts of information.
 - C. show how our ability to maintain focus is limited due to technology.
4. The pandemic is mentioned as an example of...
- A. a time when people benefited from learning new things.
 - B. how routine enhances our ability to retain information.
 - C. the difficulty in distinguishing between time periods.
5. Experts assert that as you become more frustrated...
- A. you start trying to force yourself to remember things.
 - B. your breathing rate changes making you more anxious.
 - C. your mind gets blocked limiting its ability to function.
6. Teeth brushing is used as an example activity as a means to...
- A. boost our ability to focus at specific times.
 - B. help us remember information better.
 - C. improve our memorization skills.
7. In terms of reducing stress, Dr. Mednick highlights the need to...
- A. ensure you're well rested.
 - B. increase your circle of friends.
 - C. remain physically active.
8. Jeanine Turner's main point is that...
- A. it's important to respond to the person you're communicating with.
 - B. limiting our distractions will contribute to strengthening our friendships.
 - C. staying engaged enables us to remember and recall information better.

ANSWER BOX

QUESTION	0	1	2	3	4	5	6	7	8
ANSWER	B								

TASK 2

Read the text and complete each numbered space (9-16) with the SENTENCE (A-L) that fits best from the sentence box. There are **THREE** extra sentences. Answer (0) is an example. Write your answers in the ANSWER BOX. (1 item= 0.8)

SUSTAINABLE FASHION

The issue of global environmental pollution is exacerbated by unsustainable consumer practices, such as the excessive or one-time acquisition of clothing items. (0) _____ exceeding 100 million tons and an annual disposal of roughly 26 million tons of used clothing, projected to rise to around 50 million tons by 2030, with a recycling rate of less than 1%.

(9) _____, which necessitates collaboration between the fashion industry and the general public. One of the key strategies in this context is the adoption of second-hand consumption. (10) _____, curbing the need for new items, conserving energy and resources, and significantly reducing the environmental impact tied to consumer behavior, emphasizing the crucial role of sustainable consumption.

Despite certain advancements in the industry, it is noteworthy that China's volume of second-hand goods transactions amounted to just over half of that seen in the United States. (11) _____ compared to the European market.

Given China's influence on traditional social hierarchy thinking, Chinese individuals tend to prioritize identity and status, which may lead to more rigid perspectives on second-hand items. (12) _____, and may display some reluctance towards items from unfamiliar sources. Nevertheless, with the global consensus on sustainable development the sharing economy has gained increasing prominence among Chinese youth.

With its vast population and status as the world's largest clothing consumer, it underscores the untapped opportunities within China's second-hand clothing market and its potential for sustained expansion. (13) _____ and identify the factors influencing consumption, enabling them to align with the right developmental trajectory.

Previous research has examined how mainstream consumers feel about and choose sustainable fashions. Environmental concerns and social norms (SN) are the main reasons why people buy sustainable fashion. (14) _____, leading to a greater inclination to purchase eco-friendly products, including fast fashion items, second-hand apparel, reduced clothing consumption, and clothing recycling practices.

Other studies have found that some eco-conscious consumers prefer to buy sustainable fashion by purchasing eco-friendly brands or buying used clothing, and recycling, reusing, renting, or swapping clothing. (15) _____ regarding the use and disposal of fashion products.

The majority of individuals are unaware of what happens to donated used apparel when it has reached the end of its useful life. Therefore, little attention has been paid to encouraging sustainable fashion consumption (SFC) through policy interventions or learning about how consumers reuse second-hand clothing. (16) _____, and how they feel about reusing second-hand clothes.



(Adapted from: ncbi.nlm.nih.gov)

SENTENCE BANK

A.	China, the world's largest textile manufacturing nation, grapples with textile and garment production waste
B.	China's economy heavily relies on the textile industry
C.	Chinese people often tend to be conservative, placing a premium on privacy
D.	Conversely, recent research indicates an increased environmental consciousness among individuals
E.	Despite a link between people's causes and ways of throwing away clothes, practitioners and policymakers know that expectations and reality are not the same
F.	In response to these challenges, China, along with other countries, has committed to achieving "net-zero carbon emissions" by 2050
G.	Reintroducing pre-owned items extends product lifecycles
H.	Similarly, the second-hand clothing-sharing market in China is still in an exploratory stage
I.	Sustainable fashion has become a niche trend, attracting only a small portion of consumers worldwide
J.	The textile and garment industry is notorious for its environmental impact
K.	Therefore, platforms must evaluate present consumer considerations
L.	Thus, it is becoming increasingly important to understand what makes people want to buy sustainable fashion

ANSWER BOX

GAP	0	9	10	11	12	13	14	15	16
SENTENCE	A								

TASK 3

Read the text. Match each question (17-25) to the paragraph (A-E) that it refers to. Each paragraph may be used more than once. Question (0) is an example. Write your answers in the ANSWER BOX (1 item = 0.8).

ATTITUDES AND USAGE OF CHATGPT

- A. The rapid advancements in artificial intelligence (AI) and its adoption for teaching and educational purposes could mark a new era of innovation in academia. The successful adoption of AI in higher education could pave the way for transformative changes with the potential to reshape the traditional pedagogical methods. One of the latest AI-based advancements is ChatGPT—a large language model (LLM) developed by OpenAI—which emerged as a paradigm-shifting innovation for acquisition of information.
- B. While AI-based tools could present promising possibilities to reform the teaching and learning processes, these tools are also faced with skepticism and are a subject of ongoing debate due to multiple concerns including ethical issues, factual issues, risk of misinformation spread, copyright issues, among other valid concerns. Currently, several challenges are encountered by university students including the issues of rising costs, information overload, the continuous need to acquire and develop new skills, and the limited timeframes for achieving the intended learning outcomes. Therefore, novel AI tools like ChatGPT can be valuable to encounter such challenges through increasing efficiency of the learning process with minimal costs and improve the acquisition of new skills by providing a personalized educational experience. Consequently, the need to improve AI literacy among university students appears of paramount importance for competent, ethical, and responsible use of these tools.
- C. Multiple studies underlined the significant potential of LLMs such as ChatGPT in higher educational settings. For example, ChatGPT can substantially enrich medical education by providing in-depth knowledge on a variety of medical conditions and treatments. ChatGPT can be advantageous in healthcare education when used under proper academic supervision, especially in refining communication skills. The ease of access of such AI models also presents an opportunity in healthcare education, promoting personalized interaction and thereby encouraging autonomous learning. Additionally, ChatGPT can enhance information accessibility, facilitate personalized learning experiences, and reduce teaching burdens, thus streamlining key educational tasks and processes.
- D. On the other hand, valid concerns arise in light of the possible challenges of AI implementation in higher education including the prospect of overreliance on AI assistance which could be associated with compromising the critical thinking and reasoning and decline in the analytical capabilities. This appears as a major issue considering the aim of higher education to enhance cognitive abilities, which could be compromised by excessive dependency on technological tools including the AI-based tools. Additionally, the quality of AI-generated information is another major concern considering the reported factual concerns associated with the use of AI-based tools including ChatGPT. Moreover, the quality of training datasets used in LLM development could result in the generation of biased content. Finally, the unequal accessibility to AI-based tools in various societies and regions could deepen the inequity in education with subsequent psychological and socioecological issues.
- E. The successful integration and acceptance of innovative tools such as ChatGPT within educational settings can be influenced by a variety of factors among both the students and instructors. For example, an important factor precluding the use of ChatGPT can be the perception of possible risks (e.g., security risks, privacy concerns, unreliability of information, risk of accusation of plagiarism and violation of academic policies). Thus, the perceived risk of ChatGPT use can be a decisive factor for its adoption in



the teaching and learning processes. Another important factor is the perceived ease of use, which is an important factor driving the acceptance of this novel tool in education. Additionally, the perceived usefulness can be a significant driving factor in the adoption of ChatGPT in the learning process through facilitating academic activities and assignments while saving time. Furthermore, a complex array of cognitive and behavioral determinants as well as the perceived enjoyment, social influence and attitude towards technology in general can be viewed as important determinants for the acceptance of a novel technology such as ChatGPT.

(Adapted from: nature.com)

IN WHICH SECTION DOES THE WRITER TALK ABOUT ...?	
0.	a decrease in the ability to evaluate information
17.	barriers affecting the use of AI in schools
18.	doubts, distrust and potential problems about AI use
19.	enhancing effectiveness on a budget
20.	how one's experience can be improved through guidance
21.	major shifts in the educational landscape being on the horizon
22.	seeing AI as a means for simple pleasure
23.	the arrival of tools transforming how knowledge is gained
24.	the facilitation of self-study
25.	the imbalance in the availability of resources

ANSWER BOX										
QUESTION	0	17	18	19	20	21	22	23	24	25
SECTION	D									

Marks 3: ____/7.2

TASK 1	TASK 2	TASK 3	TOTAL
			____/20

TASK 1
WHY WE'RE ALL FORGETTING THINGS RIGHT NOW

ANSWER BOX									
QUESTION	0	1	2	3	4	5	6	7	8
ANSWER	B	B	B	A	C	C	A	A	C

TEXT

Short, temporary instances of forgetfulness—those ‘senior moments’—are happening to more of us more often these days (0), memory experts say. We’re finding it difficult to recall simple things: names of friends and co-workers we haven’t seen in a while, words that should come easily, even how to perform routine acts that once seemed like second nature.

We’re living in yet another moment of big change as we return to offices, create new routines and find our footing in yet another new normal. All this change consumes cognitive energy, often much more than we think, neuroscientists say. It’s no wonder we can’t remember what we had for breakfast. Our minds are struggling with transition moments.

“Our brains are like computers with so many tabs open right now,” says Sara C. Mednick, a neuroscientist and professor of cognitive science at the University of California, Irvine. “This slows down our processing power, and memory is one of the areas that falters (1).”

The chronic and cumulative stress of the past two years has taken its toll, too. Research led by Dr. Shields shows that people who have experienced recent life stressors have impaired memory. Stress negatively affects our attention span and sleep, which also impact memory. **And chronic stress can damage the brain, causing further memory problems, says Dr. Shields (2),** an assistant professor in the department of psychological science at the University of Arkansas.

The deluge of information coming at us on multiple channels is cluttering our brains, too. We’re terrible at paying attention, constantly scrolling our phones while we’re doing other things, which neuroscientists say makes it hard to encode memories in the first place. **And it can be hard to remember something out of context, such as the name of the co-worker suddenly talking to us in person, rather than on Zoom (3).**

Then there’s the sameness of our lives during the pandemic. **How are we supposed to remember a specific event when each day was exactly the same as every other (4)?**

“Memory benefits from novelty,” says Zachariah Reagh, a cognitive neuroscientist and assistant professor of psychological and brain sciences at Washington University in St. Louis. “When all of our experiences blend together, it’s hard to remember any of them as distinct.”

Here’s what experts recommend for boosting your memory. Don’t force it. Forcing yourself to try to remember something is counterproductive. **You’ll become frustrated, and that frustration allows the emotional part of your brain to override the parts of your brain that retrieve memories (5).** Let it go for a bit; take some deep breaths to calm your brain and try again later.

Stop multitasking. It’s tough to recall something, or to commit something to memory in the first place, when you’re doing two things at once, Dr. Kilkus says. So put your phone away. (This will help cut back on information overload, too.) Try doing one thing at a time. **Pay attention to small tasks you typically do on autopilot, such as brushing your teeth (6).** “When you practice paying attention in those moments when it doesn’t matter, it will become easier in those moments when it does,” Dr. Kilkus says.

Help your brain calm. Dr. Mednick recommends daily meditation, yoga, or simply slow deep breathing for at least 10 minutes a day. Take a walk, preferably in nature. Connect with a loved one—have a long chat, give a hug, have sex. Intimacy reduces stress by making you feel safe and cared for, **Dr. Mednick says. And get some sleep (7).** This clears out toxins in your brain that can clog your mental processing, she says. **Be socially present. Give your full attention to people when you talk with them. Doing so will help you better recall what you want to say in the conversation (8)**—because your brain won’t be distracted or overtaxed—and remember what was said, says Jeanine Turner, professor of communication at Georgetown University. Put down your phone. Turn off the TV. And truly pay attention to what your loved one is saying;

don't just wait for your turn to respond. "We need to approach each conversation intentionally," Dr. Turner says. "If we don't have a deep connection, how can we ever expect to remember what happened?"

(theaustralian.com.au, adapted, 698 words)

TASK 2
SUSTAINABLE FASHION

ANSWER BOX									
GAP	0	9	10	11	12	13	14	15	16
SENTENCE	A	F	G	H	C	K	D	E	L

Distractors: B, I and J

TEXT

The issue of global environmental pollution is exacerbated by unsustainable consumer practices, such as the excessive or one-time acquisition of clothing items. **China, the world's largest textile manufacturing nation, grapples with textile and garment production waste (0)** exceeding 100 million tons and an annual disposal of roughly 26 million tons of used clothing, projected to rise to around 50 million tons by 2030, with a recycling rate of less than 1%.

In response to these challenges, China, along with other countries, has committed to achieving "net-zero carbon emissions" by 2050 (9), which necessitates collaboration between the fashion industry and the general public. One of the key strategies in this context is the adoption of second-hand consumption. **Reintroducing pre-owned items extends product lifecycles (10)**, curbing the need for new items, conserving energy and resources, and significantly reducing the environmental impact tied to consumer behavior, emphasizing the crucial role of sustainable consumption.

Despite certain advancements in the industry, it is noteworthy that China's volume of second-hand goods transactions amounted to just over half of that seen in the United States. **Similarly, the second-hand clothing-sharing market in China is still in an exploratory stage (11)** compared to the European market.

Given China's influence on traditional social hierarchy thinking, Chinese individuals tend to prioritize identity and status, which may lead to more rigid perspectives on second-hand items. **Chinese people often tend to be conservative, placing a premium on privacy (12)**, and may display some reluctance towards items from unfamiliar sources. Nevertheless, with the global consensus on sustainable development, the sharing economy has gained increasing prominence among Chinese youth.

With its vast population and status as the world's largest clothing consumer, it underscores the untapped opportunities within China's second-hand clothing market and its potential for sustained expansion. **Therefore, platforms must evaluate present consumer considerations (13)** and identify the factors influencing consumption, enabling them to align with the right developmental trajectory.

Previous research has examined how mainstream consumers feel about and choose sustainable fashions. Environmental concerns and social norms (SN) are the main reasons why people buy sustainable fashion. **Conversely, recent research indicates an increased environmental consciousness among individuals (14)**, leading to a greater inclination to purchase eco-friendly products, including fast fashion items, second-hand apparel, reduced clothing consumption, and clothing recycling practices.

Other studies have found that some eco-conscious consumers prefer to buy sustainable fashion by purchasing eco-friendly brands or buying used clothing, and recycling, reusing, renting, or swapping clothing. **Despite a link between people's causes and ways of throwing away clothes, practitioners and policymakers know that expectations and reality are not the same (15)** regarding the use and disposal of fashion products.

The majority of individuals are unaware of what happens to donated used apparel when it has reached the end of its useful life. Therefore, little attention has been paid to encouraging sustainable fashion consumption (SFC) through policy interventions or learning about how consumers reuse second-hand clothing. **Thus, it is becoming increasingly important to understand what makes people want to buy sustainable fashion (16)**, and how they feel about reusing second-hand clothes.

(ncbi.nlm.nih.gov/pmc/articles/PMC10799023/, 19/01/2024,506 words)

TASK 3
ATTITUDES AND USAGE OF CHATGPT

ANSWER BOX										
QUESTION	0	17	18	19	20	21	22	23	24	25
SECTION	D	E	B	B	C	A	E	A	C	D

TEXT

- A. The rapid advancements in artificial intelligence (AI) and its adoption for teaching and educational purposes could mark a new era of innovation in academia. The successful adoption of AI in higher education could pave the way for transformative changes with **the potential to reshape the traditional pedagogical methods (21)**. One of the latest AI-based advancements is ChatGPT—a large language model (LLM) developed by OpenAI—which emerged as a **paradigm-shifting innovation for acquisition of information (23)**.
- B. While AI-based tools could present promising possibilities to reform the teaching and learning processes, **these tools are also faced with skepticism and are a subject of ongoing debate due to multiple concerns (18)** including ethical issues, factual issues, risk of misinformation spread, copyright issues, among other valid concerns. Currently, several challenges are encountered by university students including the issues of rising costs, information overload, the continuous need to acquire and develop new skills, and the limited timeframes for achieving the intended learning outcomes. Therefore, **novel AI tools like ChatGPT can be valuable to encounter such challenges through increasing efficiency of the learning process with minimal costs (19)** and improve the acquisition of new skills by providing a personalized educational experience. Consequently, the need to improve AI literacy among university students appears of paramount importance for competent, ethical, and responsible use of these tools.
- C. Multiple studies underlined the significant potential of LLMs such as ChatGPT in higher educational settings. For example, ChatGPT can substantially enrich medical education by providing in-depth knowledge on a variety of medical conditions and treatments. **ChatGPT can be advantageous in healthcare education when used under proper academic supervision, especially in refining communication skills (20)**. The ease of access of such AI models also presents an opportunity in healthcare education, promoting personalized interaction and thereby **encouraging autonomous learning (24)**. Additionally, ChatGPT can enhance information accessibility, facilitate personalized learning experiences, and reduce teaching burdens, thus streamlining key educational tasks and processes.
- D. On the other hand, valid concerns arise in light of the possible challenges of AI implementation in higher education including the prospect of overreliance on AI assistance which could be associated with **compromising the critical thinking and reasoning and decline in the analytical capabilities (0)**. This appears as a major issue considering the aim of higher education to enhance cognitive abilities, which could be compromised by excessive dependency on technological tools including the AI-based tools. Additionally, the quality of AI-generated information is another major concern considering the reported factual concerns associated with the use of AI-based tools including ChatGPT. Moreover, the quality of training datasets used in LLM development could result in the generation of biased content.

Finally, the **unequal accessibility to AI-based tools (25)** in various societies and regions, could deepen the inequity in education with subsequent psychological and socioecological issues.

- E. The successful integration and acceptance of innovative tools such as ChatGPT **within educational settings** can be influenced by a variety of factors among both the students and instructors. For example, **an important factor precluding the use of ChatGPT can be the perception of possible risks (e.g., security risks, privacy concerns, unreliability of information, risk of accusation of plagiarism and violation of academic policies) (17)**. Thus, the perceived risk of ChatGPT use can be a decisive factor for its adoption in the teaching and learning processes. Another important factor is the perceived ease of use, which is an important factor driving the acceptance of this novel tool in education. Additionally, the perceived usefulness can be a significant driving factor in the adoption of ChatGPT in the learning process through facilitating academic activities and assignments while saving time. Furthermore, a complex array of cognitive and behavioral determinants as well as **the perceived enjoyment (22)**, social influence and attitude towards technology in general can be viewed as important determinants for the acceptance of a novel technology such as ChatGPT.

(nature.com, adapted, 23/01/2024, 635 words)