



Apelidos e nome:

## PROBA DE CERTIFICACIÓN DE NIVEL AVANZADO C1

**Inglés**

### Comprensión de textos escritos

**Puntuación e duración:**

			NON ESCRIBIR Espazo para a corrección
<b>Tarefa 1</b>	Aprox. 20 minutos	8 puntos	
<b>Tarefa 2</b>	Aprox. 20 minutos	8 puntos	
<b>Tarefa 3</b>	Aprox. 20 minutos	9 puntos	
		<b>TOTAL máx. 60 MINUTOS</b>	<b>TOTAL 25 PUNTOS</b>
			<b>..... /25</b>

**Materiais ou instrumentos que se poden empregar durante a proba:**

- Bolígrafo con tinta negra ou azul.

**Advertencias para a persoa candidata:**

- Os tempos son orientativos e non haberá ningunha pausa entre as distintas tarefas.
- Os teléfonos móbiles deben permanecer apagados durante a proba.
- As respostas deben marcarse na folia de respostas.
- Non se avaliará ningunha tarefa escrita con lapis ou emendada con líquidos ou cintas correctoras.
- Anularanse as respostas nas que se marque máis dunha opción, sempre que non se indique con suficiente claridade que se trata dun erro.
- En caso de erro, as persoas candidatas marcarán a nova resposta cun X rodeado por un círculo (X).
- Anularanse as respostas que non sexan claras e/ou lexibles e que non estean dentro dos espazos habilitados para tal fin.
- Deberá asinar a entrega desta proba no documento correspondente.



**ANSWER GRIDS**

**TASK 1 (...../8) – EDUCATION**

HEADINGS	Text letter	Examiner's use only
<b>Ex. 0.</b> Teachers' absences shortchange students	<b>A</b>	✓
1. Educational value of outings		
2. High scores at unexpected schools		
3. Improving quality through virtual schools		
4. Simplifying procedures		
5. Teacher brain drain		
6. Teachers' voices matter		
7. Turning education on its head		
8. Will low-income students graduate?		

**TASK 2 (...../8) – ADDICTION TO JUNK FOOD**

ITEM N°	T	F	FIRST FOUR WORDS	Examiner's use only
<b>Ex. 0</b>	<b>X</b>		We all have some	✓
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**TASK 3 (...../9) – THE DISAPPEARANCE OF ÉMILE ZOLA**



<b>Ex. 0.</b>	Zola's letter " <i>J'accuse</i> "...	<b>Examiner's use only</b>
<input checked="" type="checkbox"/> <b>a)</b>	denounced discrimination amongst the upper echelons of society.	✓
<input type="checkbox"/> <b>b)</b>	only became well known in later years.	
<input type="checkbox"/> <b>c)</b>	was a private letter to the president of France.	

<b>1.</b>	At the time of the Dreyfus Affair...	<b>Examiner's use only</b>
<input type="checkbox"/> <b>a)</b>	writers were generally looked down on.	
<input type="checkbox"/> <b>b)</b>	Zola was an almost unknown in Britain.	
<input type="checkbox"/> <b>c)</b>	Zola was an international figure.	

<b>2.</b>	Zola...	<b>Examiner's use only</b>
<input type="checkbox"/> <b>a)</b>	described the decrepit nature of high society.	
<input type="checkbox"/> <b>b)</b>	was the target of much criticism.	
<input type="checkbox"/> <b>c)</b>	was universally acclaimed as a great novelist.	

<b>3.</b>	Zola's letter " <i>J'accuse</i> "...	<b>Examiner's use only</b>
<input type="checkbox"/> <b>a)</b>	added fuel to pre-existent divisions in France.	
<input type="checkbox"/> <b>b)</b>	was censored by the political right.	
<input type="checkbox"/> <b>c)</b>	was generally praised by French society.	

<b>4.</b>	Zola's strategy in writing the letter " <i>J'accuse</i> "...	<b>Examiner's use only</b>
<input type="checkbox"/> <b>a)</b>	backfired on him.	
<input type="checkbox"/> <b>b)</b>	was to show his solidarity with Dreyfus.	
<input type="checkbox"/> <b>c)</b>	worked to perfection.	

<b>5.</b>	Michael Rosen, the author of <i>The Disappearance of Zola</i> ...	<b>Examiner's use only</b>
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<input type="checkbox"/> <b>a)</b>	describes Zola as a methodic and overbearing individual.	
<input type="checkbox"/> <b>b)</b>	sheds new light on Zola's fears.	
<input type="checkbox"/> <b>c)</b>	shows the reader a hidden side of Zola's personality.	

<b>6.</b>	During Zola's exile in England...	<b>Examiner's use only</b>
<input type="checkbox"/> <b>a)</b>	he became the toast of British society.	
<input type="checkbox"/> <b>b)</b>	the French press ignored him.	
<input type="checkbox"/> <b>c)</b>	Zola felt unwanted.	

<b>7.</b>	In writing <i>Les Quatre Évangiles</i> , Zola...	<b>Examiner's use only</b>
<input type="checkbox"/> <b>a)</b>	failed to achieve the success of <i>Les Rougon-Macquart</i> .	
<input type="checkbox"/> <b>b)</b>	wished to provoke indignation amongst the French.	
<input type="checkbox"/> <b>c)</b>	wished to tackle issues that had not been covered in <i>Les Rougon-Macquart</i> .	

<b>8.</b>	Zola...	<b>Examiner's use only</b>
<input type="checkbox"/> <b>a)</b>	championed equal rights for all.	
<input type="checkbox"/> <b>b)</b>	defended women's rights arduously.	
<input type="checkbox"/> <b>c)</b>	held traditional views on certain issues.	

<b>9.</b>	Prejudice in France...	<b>Examiner's use only</b>
<input type="checkbox"/> <b>a)</b>	declined thanks to Zola's brave efforts.	
<input type="checkbox"/> <b>b)</b>	reemerged despite Zola's efforts to restrain it.	
<input type="checkbox"/> <b>c)</b>	was stemmed thanks to Zola's courageous efforts.	