



Apelidos e nome:

PROBA DE CERTIFICACIÓN DE NIVEL AVANZADO C1

Inglés

Comprensión de textos escritos

Puntuación e duración:

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

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 folla 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 |
|---|-------------|---------------------|
| Ex. 0. Teachers' absences shortchange students | A | ✓ |
| 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 |
|--------------|---|---|------------------|---------------------|
| Ex. 0 | X | | We all have some | ✓ |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |

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



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

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

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

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

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

| 5. | Michael Rosen, the author of <i>The Disappearance of Zola</i> ... | Examiner's use only |
|----|---|---------------------|
| | | |



| | | |
|-----------------------------|--|--|
| <input type="checkbox"/> a) | describes Zola as a methodic and overbearing individual. | |
| <input type="checkbox"/> b) | sheds new light on Zola's fears. | |
| <input type="checkbox"/> c) | shows the reader a hidden side of Zola's personality. | |

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

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

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

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