



SEPTIEMBRE 2015

## COMPRENSIÓN DE LECTURA

Apellidos: .....

Nombre: .....

**Marca con una X lo que corresponda:**

- Alumno/a **OFICIAL** (Indica el nombre de tu profesor/a tutor/a durante el curso 2014-2015: .....)
- Alumno/a **LIBRE** Grupo: .....

**INSTRUCCIONES PARA LA REALIZACIÓN DE ESTE EJERCICIO:**

- Duración: **75 minutos**
- Este ejercicio consta de **dos tareas**. Deberás realizar las dos.
  - En la tarea 1 deberás leer el texto de la página 3 y **completarlo con los enunciados que aparecen en la página 2**. Escribe la letra correspondiente a cada enunciado en el cuadro de respuestas.  
**Obtienes: 1 punto** por cada respuesta correcta; **0 puntos** por cada respuesta incorrecta o no dada.
  - En la tarea 2 deberás leer el texto de la página 5 y **elegir la opción correcta (A, B o C)** para cada pregunta de la página 4.  
**Obtienes: 2 puntos** por cada respuesta correcta; **0 puntos** por cada respuesta incorrecta o no dada.
- **Muy importante: al final, comprueba que has elegido una sola opción (como en el ejemplo); si eliges dos opciones, se anula la respuesta a esa pregunta.**
- **No escribas en los cuadros** destinados a la calificación de las tareas.
- Sólo se admiten respuestas escritas con **bolígrafo azul o negro**.

**NO ESCRIBAS AQUÍ**

PUNTUACIÓN DEL EJERCICIO: \_\_\_\_ / 30

CALIFICACIÓN:  Superado  No Superado

PRUEBAS UNIFICADAS DE CERTIFICACIÓN

NIVEL AVANZADO

INGLÉS



**TAREA 1 - 14 puntos:** Read the text on page 3. For gaps 1-14, choose the correct option from the list below. Note that capital letters and punctuation marks have been removed. There are 2 extra options you do not need to use. The first gap (0) is an example. Use the box provided.

A. after construction got underway
B. burned to the ground
C. but remains visible in the newest additions
D. fell to the wrecking ball
E. for the long term
F. in the city's cleared-out downtown
G. just as the first Chicago school innovated with steel beams
H. loosely termed the Chicago School
I. <del>may no longer be standing</del>
J. set fire to many public buildings
K. still-standing and still-striking early skyscraper
L. supported not just by steel
M. to claim the steel-framed high-rise
N. to complete the construction
O. unlike its predecessors
P. upward, rather than outward
Q. which upon completion

GAP	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
ANSWER	/														
	✓														

PUNTOS: / 14

### The world's first skyscraper

Chicago's Home Insurance Building (0), but it utterly changed the way we design cities, in ways that were previously unthinkable

Source: [www.theguardian.com](http://www.theguardian.com)

It won't surprise anybody to learn that the very first skyscraper went up in the United States, but it will surprise some to learn that it went up in Chicago. While it didn't take Manhattan long (1) as its own, the skyscraper boom began in the capital of the American Midwest in 1885 with William Le Baron Jenney's Home Insurance Building, which rose to its then-impressive height of 10 storeys (and, after an 1890 addition, 12) by means of metal, rather than just masonry. This opened a new chapter in the history of towers, helped by the Great Chicago Fire (in which more than three square miles of the mostly wooden central city (2) in 1871), and by Chicago's surging 1880s economy.

For obvious reasons, when the New York Home Insurance Company wanted a new Chicago headquarters (3), they wanted it fireproofed – but they also wanted it tall, accommodating “a maximum number of small offices above the bank floor”. Jenney's metal-framed design won their open contest, not only thanks to the relative fire-resistance of its materials, but to the additional protection offered by its outer iron columns, covered in stone. (4), it weighed only a third as much in iron and steel as it would have in stone.

Not everybody immediately accepted the soundness of Jenney's design. (5), the Home Insurance Company and the City of Chicago temporarily halted the project in order to investigate further whether the building could really stand up on its own. Soon after, Jenney got the idea to switch from an iron frame to an exotic new material, steel. This aroused yet more skepticism. But in the event, not only did the Home Insurance Building stand up, it came to stand for an entire architectural movement, (6), which gave built form to the proud, square-shouldered, technologically forward American ambition that drove the country forward in the late 19th and early 20th century.

Though aesthetically unified only by what some historians term the “commercial style”, the architects of the Chicago School shared an interest in creating innovative tall buildings, an effort (7) but by the electricity needed to keep the lights on and the elevators running. The group included architects Dankmar Adler and Louis Sullivan, whose firm would give Frank Lloyd Wright his start, and Daniel Burnham, who in 1902 would design New York City's (8), the Flatiron Building.

By developing and refining the concept of the skyscraper, the Chicago School's influence not only changed the way we built cities in the 20th century, ushering in previously unthinkable densities, (9) to major skylines today. Jenney's design gave Chicago's modestly sized central business district – now known as the Loop – a way to expand (10). It was a concept whose limits New York, and later other world capitals, would keep pushing over the following century.

The 1940s saw the emergence of a “second Chicago School”, which took the pioneering work in new directions – upward, for the most part. This movement gained momentum during German modernist Ludwig Mies van der Rohe's time at Chicago's Illinois Institute of Technology, innovating with 3D “tube” structures, (11). Bangladeshi engineer Fazlur Khan made the boldest initial steps with tube structures, using them to design the city's John Hancock and Sears (now Willis) Tower.

These tube structures have continued to make possible the kind of skyscrapers that set world records and shape their cities' identities – buildings like New York's World Trade Center, Kuala Lumpur's Petronas Towers and even Jeddah's Kingdom Tower, (12) will, at 167 storeys, be the world's tallest building. Even though the skyscraper itself counts as a quintessentially American invention, the most daring examples now appear mainly outside the US.

Jenney believed in designing buildings (13), so future generations could “read the feelings and aspirations of those who erected them”. Alas, his masterpiece (14) in 1931 to make way for another skyscraper, the Field Building (now the LaSalle Bank Building). But its legacy lives on in every major city, places we simply cannot imagine without the far taller, sleeker skyscrapers built over the past 130 years, each and every one of which owes something to the Home Insurance Building.

**TAREA 2 - 16 puntos:** Read the text on page 5. Choose the correct option (A, B, or C) to complete each sentence. The first one (0) is an example.

<b>Aiming for Equality in Education</b>		<b>ANSWER</b>
<p><i>Ex.: 0. The American education system...</i></p> <p>A. ...is financed by the wealthiest people.</p> <p><b>B. ...lacks equity among students from different backgrounds.</b></p> <p>C. ...offers the same opportunities to all citizens.</p>	<b>B</b>	<b>✓</b>
<p><b>1. There have been different attempts to...</b></p> <p>A. ...create controversy in the media.</p> <p>B. ...promote teachers' commitment.</p> <p>C. ...remedy the education crisis.</p>		
<p><b>2. High-school leavers may find it difficult to...</b></p> <p>A. ...do well in their studies after the summer period.</p> <p>B. ...find out information about college.</p> <p>C. ...request a grant for the following academic year.</p>		
<p><b>3. Castleman and Page's system...</b></p> <p>A. ...prevented students from abandoning their studies.</p> <p>B. ...was based on an app to help fill in forms online.</p> <p>C. ...was designed with the help of academic advisors.</p>		
<p><b>4. The students who took part in the trials were...</b></p> <p>A. ...a homogeneous group.</p> <p>B. ...chosen arbitrarily.</p> <p>C. ...sent the same information.</p>		
<p><b>5. The advantage of the text messaging programmes is that...</b></p> <p>A. ...counsellors can focus on particular cases that need their attention.</p> <p>B. ...free therapy can be provided for students in need.</p> <p>C. ...they constitute a global solution whatever the problem may be.</p>		
<p><b>6. The counselling programmed developed at Stanford University...</b></p> <p>A. ...encouraged students to attend adult literacy classes.</p> <p>B. ...has been proved ineffective with certain students.</p> <p>C. ...turned out to be a lifelong learning tool for participants.</p>		
<p><b>7. An experiment carried out at a school in Los Angeles...</b></p> <p>A. ...allowed parents to get more involved.</p> <p>B. ...hardly changed academic results</p> <p>C. ...highlighted the parents' lack of commitment.</p>		
<p><b>8. These measures are not more widespread because...</b></p> <p>A. ...there is no political or economic interest.</p> <p>B. ...they cannot solve every problem.</p> <p>C. ...they lack government funding.</p>		

**PUNTOS:**     / 16



Apellidos y Nombre: .....

**Aiming for Equality in Education**

Source: [www.nytimes.com](http://www.nytimes.com)

There are enormous inequalities in education in the United States. A child born into a poor family has only a 9 percent chance of getting a college degree, but the odds are 54 percent for a child in a high-income family.

How can we close these gaps? Ambitious reforms of the education system crowd the headlines. The debate is heated and sometimes impolite. Yet as these debates rage, researchers have been finding small, effective ways to improve education. These measures are cheap, so schools or nonprofits could use them immediately.

At college, low-income students are more likely to stumble on the path to higher education. Even the summer after high school is a perilous time, with 20 percent of those who plan to attend college not actually enrolling. Bureaucratic barriers, like the labyrinthine process of applying for financial aid, explain some of the drop-off.

While they were graduate students at Harvard, two young professors designed and tested a program to help students stick to their college plans. Benjamin L. Castleman and Lindsay C. Page, set up a system of automatic, personalized text messages that reminded high school students about their college deadlines. The texts included links to required forms and live counselors. The result? Students who received the texts were more likely to enrol in college: 70 percent, compared with 63 percent of those who did not get them. Seven percentage points is a big increase in this field, similar to the gains produced by scholarships that cost thousands of dollars. Yet this program cost only \$7 per student.

The same researchers also tested a texting program to keep students from dropping out of college. The problem is important because the graduation rate of low-income college students is dismally low; two-thirds leave without a degree. Community college students received texts reminding them to complete their re-enrolment forms, particularly aid applications.

We know these programs worked because they were evaluated using a randomized, controlled trial. Students were randomly assigned to receive texts or not receive them. Because the two groups were randomly defined, they were basically indistinguishable at the start of the study. They diverged as the texts altered the behavior of those who got them compared with those who did not.

Text messaging won't help everyone get through college, and cheap interventions won't solve every problem. But they solve some problems for some students, freeing up time and financial resources for those who need other kinds of help. Some students need personal counseling to help them balance the demands of school, family and work. Unfortunately, counselors are stretched thin, often carrying caseloads of thousands of students.

Two researchers at Stanford University analyzed an innovative counseling program in which a professional academic coach calls at-risk students to talk about time management and study skills. The coach might help a student plan how much time to spend on each class in the days approaching finals, for example. The results are impressive, with coached students more likely to stay in college and graduate. This program is more expensive than texting — \$500 per student, per semester — but the effects persist for years after the coaching has ended.

Can nudges help younger children? Susanna Loeb and Benjamin N. York, both also at Stanford, developed a literacy program for preschool children in San Francisco. They sent parents texts describing simple activities that develop literacy skills. The parents receiving the texts spent more time with their children on these activities and their children were more likely to know the alphabet and the sounds of letters. It cost just a few dollars per family.

Researchers are also testing the effect of giving parents more information about their children's efforts in school. A school in Los Angeles, in collaboration with Peter Bergman of Columbia University, sent personalized text messages to parents of middle and high school students. The texts told parents when their children did not hand in homework assignments, listing page numbers and specific problems for students to complete. The parents and students responded: completed homework went up 25 percent and grades and test scores rose.

Why aren't schools, districts and states rushing to set up these measures? Maybe because the programs have no natural constituency. They are not labor- or capital-intensive, so they don't create lots of jobs or lucrative contracts. They don't create a big, expensive initiative that a politician can point to in a stump speech. They just do their job, effectively and cheaply.