



Castilla-La Mancha

Consejería de
Educación, Cultura
y Deportes

PRUEBAS TERMINALES ESPECÍFICAS DE CERTIFICACIÓN DE NIVEL

INGLÉS AVANZADO

JUNIO 2016

LEER

INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE:

- **DURACIÓN: 50 minutos.**
- **PUNTUACIÓN:** La calificación de APTO se obtendrá con el 50% de respuestas correctas.
- A cada respuesta acertada le corresponderá un punto. Las respuestas erróneas no descontarán puntos.
- Esta parte consta de dos 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.**

ESCRIBIR A CONTINUACIÓN LOS SIGUIENTES DATOS:

APELLIDOS:			
NOMBRE:			
DNI:			
GRUPO Y LETRA:	OFICIAL		LIBRE

CALIFICACIÓN:

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TAREA 1

Read the text and choose the best option (A, B or C) to complete each sentence. When you have finished, transfer your answers to the ANSWER BOX. Only one answer is correct. Gap 0 has been done as an example.

How the Power of Music Helped One Syrian Refugee Start Over In the U.S.

One August evening in 2013, Professor Carolyn Suda was walking around Monmouth College, a small liberal arts school in Illinois. Out of the corner of her eye, she spotted a young, dark-haired woman carrying a violin case. "We're a small school, and I know everyone, so I thought, *Who is that?*" recalls Carolyn. "Then I realized, *Oh my God, it's Mariela!*" Carolyn ran up and embraced Mariela, whom she'd never met. "Something happened when I saw her eyes and she saw mine. The connection was immediate."

Not long before, Mariela Shaker, then 23, was teaching violin in her hometown of Aleppo, Syria. Mariela had to hurry through streets with bombs detonating nearby to get to her students. But in March 2013, Carolyn, who directs the college's chamber orchestra, saw Mariela performing on a YouTube video sent to her by the head of the school's international recruitment department. That's when she made it her mission to bring Mariela to the United States. After watching Mariela play two difficult pieces with admirable skill, "I could tell that her affinity for the violin would be a major benefit to our orchestra," says Carolyn. "I was aware, too, of the tragedy occurring in her country—we all felt so powerless and knew we wanted to help her."

The daughter of an English teacher father and a mother who worked as a medical lab assistant, Mariela dreamed of becoming a professional musician before the Syrian civil war, which began four years ago. By the time Carolyn and Mariela began emailing, Aleppo was quickly becoming a devastated area in the conflict, which has claimed 250,000 lives. "I would be in the classroom and a bomb would go off 100 feet away, and we'd have to dive under a table," Mariela remembers. "My house was bombed two or three times—windows broken, door destroyed."

The two women emailed for weeks and grew close. Because Mariela was so talented, Monmouth offered her a scholarship; Carolyn helped her acquire a student visa. Finally, in July, Mariela, her mom, Salwa, and brother Karam took a bus from Aleppo to Beirut. "It was the first day of Ramadan, and no one was allowed food or water. It was incredibly hot, with no air conditioning," Mariela recalls. "We hit 40 or 50 checkpoints, and the soldiers were so suspicious of my violin case that I often had to open it to prove there was no gun." The 185-mile trip took 17 hours.

The trio then waited at the Beirut airport, talking until Mariela's flight was called. Confident until then, Mariela turned to her mother and said, "I don't know if I should take this risk." "I'm not worried about you at all," Salwa replied. "Be strong—you will do great." So Mariela hugged her mom one last time and flew to the U.S. alone. Two days later, three buses traveling the same route out of Aleppo came under fire. Mariela heard that several civilians were killed. After they met on campus, Mariela and Carolyn quickly became inseparable. "Our bond was enormous right away," says Carolyn. "I admired her so much. Here's this girl who doesn't know if she'll ever see her parents again—she has to make it. She doesn't assume for one minute that anything will happen for her."

Mariela threw herself into her studies, and Carolyn was there to help her acclimate. She became the orchestra concertmaster—the person who is the lead violinist and assistant conductor—and practiced 8 hours a day. In the evenings, Carolyn helped her with her English and schoolwork, or took her on long walks along Lake Michigan). Mariela, now 25, has learned to love much about American life, although she's not a fan of turkey, stuffing or ham. "I really miss my mom's kibbe—ground meat with wheat and spices," she says, "but I do like Chinese fried rice with vegetables."

In 2014, Mariela was granted asylum in the U.S. She's now working toward her Master of Music Performance at DePaul University. The reality is that Mariela may never see her biological family again. It's nearly impossible to get a visa to come to the U.S. But she hopes her story will inspire young people struggling in Syria to never give up.

0. **The first paragraph of the text says that Carolyn and Mariela...**
 - A. have a very special relationship.
 - B. were happy to meet again.
 - C. work in the same school in Illinois.

1. **What happened in March 2013?**
 - A. Carolyn saw Mariela around Monmouth College.
 - B. Mariela recorded a video and sent it to Carolyn.
 - C. Someone saw Mariela play and informed Carolyn.

2. **When Carolyn saw Mariela play, she...**
 - A. hired her right away.
 - B. thought she was an excellent player.
 - C. wanted to help her play better.

3. **When Carolyn and Mariela first got in touch, ...**
 - A. Mariela's school was bombed.
 - B. Mariela was a professional musician.
 - C. the war had already started.

4. **One of the problems Mariela found while travelling to Beirut was...**
 - A. she couldn't travel with her family.
 - B. she was searched many times.
 - C. the soldiers attacked her bus.

5. **At the airport, Mariela's mother felt...**
 - A. a bit worried.
 - B. absolutely confident.
 - C. Shocked.

6. **Mariela got a job in the orchestra...**
 - A. and also taught the violin.
 - B. performing in the evenings.
 - C. while she was studying.

7. **Something Mariela likes about food in America is...**
 - A. ground meat with spices.
 - B. meat in general.
 - C. some Asian dishes.

8. **In the future, Mariela is very likely to...**
 - A. be given permission to stay in the country.
 - B. finish her university studies.
 - C. see her family.

ANSWER BOX

SENTENCE	0	1	2	3	4	5	6	7	8
ANSWER	A								

TAREA 2

Read the following text and choose the appropriate sentence (A, B, C...) from the box below to complete each of the gaps (1, 2, 3...). Gap 0 has been done as an example. When you have finished, transfer your answers to the ANSWER BOX.

HISTORY OF SCHOOL INTEGRATION IN THE U.S.

In its decision, published May 17, 1954, the U.S. Supreme Court stated that segregation of America's public schools was unconstitutional. **(0)** I. Opposition to the law was so widespread that the court published a second decision in 1955 ordering school districts to integrate "with all deliberate speed." In response to the Brown decisions and pressure from the local National Association for the Advancement of Colored People (NAACP), the Little Rock school board adopted a plan for gradual integration of its schools. The first institutions to integrate would be the high schools, beginning in September 1957. **(1)** _____.

THE LITTLE ROCK NINE

Despite the opposition, nine students signed on to be the first African Americans to attend Central High School, which opened in 1927. They had been gathered by Daisy Gaston Bates, president of the Arkansas NAACP and co-publisher of the Arkansas State Press, an influential African-American newspaper. **(2)** _____. In the weeks previous to the start of the new school year, the students took part in intensive training sessions guiding them on what to expect once classes began and how to respond to anticipated unwelcoming situations. The group came to be known as the Little Rock Nine.

On September 2, 1957, The Governor announced that he would call in the Arkansas National Guard to prevent the African-American students' entry to Central High, claiming this action was for the students' own protection. **(3)** _____. That same day, Judge Richard Davies decided that desegregation would continue as planned the next day.

STUDENTS TURNED AWAY BY STATE TROOPS

The Little Rock Nine arrived for the first day of school at Central High on September 4, 1957. Eight arrived together, driven by Bates. Eckford's family, however, did not have a telephone, and Bates could not reach her to let her know of the plans. Therefore, Eckford arrived alone. The Arkansas National Guard ultimately prevented any of the Little Rock Nine from entering Central High. **(4)** _____. It was printed and broadcast widely, bringing the Little Rock controversy to national and international attention. In the following weeks, Judge Davies began legal proceedings against Governor Faubus, and President Dwight D. Eisenhower attempted to persuade Faubus to remove the National Guard and let the Little Rock Nine enter the school. **(5)** _____. The police escorted the nine African-American students into the school on September 23, through an angry crowd of some 1,000 white protesters gathered outside. Finally, the police removed the nine students.

On September 24, The President sent in 1,200 members of the U.S. troops and placed them in charge of the 10,000 National Guardsmen on duty. **(6)** _____. Although several of the black students had positive experiences on their first day of school, according to a September 25, 1957, report in The New York Times, they experienced harassment and even violence throughout the rest of the year. **(7)** _____. Brown was expelled from Central High in February 1958 for retaliating against the attacks. The 101st Airborne and the National Guard remained at Central High for the duration of the year. **(8)** _____.

MISSING SENTENCES

- A. Daisy Bates and others from the Arkansas NAACP carefully selected the group of students and determined they all showed the strength and determination to face the struggle they would encounter
- B. Davies ordered the Guard removed on September 20, and the Little Rock Police Department took over to maintain order
- C. Escorted by the troops, the Little Rock Nine attended their first full day of classes on September 25.
- D. In a televised speech, he insisted that violence might break out if black students were allowed to enter the school.
- E. On May 25, 1958, Green, the only senior among the Little Rock Nine, became the first African-American graduate of Central High
- F. One of the most enduring images from this day is a photograph of Eckford, notebook in hand, approaching the school as a crowd of aggressive and screaming white students and adults surround her
- G. Patillo, for instance, was kicked, beaten and had acid thrown in her face, and at one point white students burned an African-American and the Little Rock Nine were banned from participating in extracurricular activities.
- H. Two pro-segregation groups formed to oppose the plan.
- ~~I. **Until the court's decision, many states across the nation had segregation laws, requiring African-American and Caucasian children to attend separate schools.**~~

ANSWER BOX

GAP	0	1	2	3	4	5	6	7	8
SENTENCE	I								

Puntuación 2: _____/8

TAREA 1	TAREA 2	PUNTUACIÓN TOTAL
		/ 16

TAREA 1

HOW THE POWER OF MUSIC HELPED ONE SYRIAN REFUGEE START OVER IN THE U.S.

ANSWER BOX

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

TEXTO (*How the Power of Music Helped One Syrian Refugee Start Over In the U.S.*)

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Not long before, Mariela Shaker, then 23, was teaching violin in her hometown of Aleppo, Syria. Mariela had to hurry through streets with bombs detonating nearby to get to her students. **(SENTENCE 1) But in March 2013, Carolyn, who directs the college's chamber orchestra, saw Mariela performing on a YouTube video sent to her by the head of the school's international recruitment department.** That's when she made it her mission to bring Mariela to the United States. **(SENTENCE 2) After watching Mariela play two difficult pieces with admirable skill, "I could tell that her affinity for the violin would be a major benefit to our orchestra,"** says Carolyn. "I was aware, too, of the tragedy occurring in her country—we all felt so powerless and knew we wanted to help her."

The daughter of an English teacher father and a mother who worked as a medical lab assistant, Mariela dreamed of becoming a professional musician before the Syrian civil war, which began four years ago. **(SENTENCE 3) By the time Carolyn and Mariela began emailing, Aleppo was quickly becoming a devastated area in the conflict,** which has claimed 250,000 lives. "I would be in the classroom and a bomb would go off 100 feet away, and we'd have to dive under a table," Mariela remembers. "My house was bombed two or three times—windows broken, door destroyed."

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Mariela threw herself into her studies, and Carolyn was there to help her acclimate. **(SENTENCE 6) She became the orchestra concertmaster—the person who is the lead violinist and assistant conductor—and practiced 8 hours a day. In the evenings, Carolyn helped her with her English and schoolwork,** or took her on long walks along Lake Michigan). Mariela, now 25, has learned to love much about American life, although she's not a fan of turkey, stuffing or ham. "I really miss my mom's kibbe—ground meat with wheat and spices," she says, **(SENTENCE 7) "but I do like Chinese fried rice with vegetables."**

In 2014, Mariela was granted asylum in the U.S. **(SENTENCE 8) She's now working toward her Master of Music Performance at DePaul University.** The reality is that Mariela may never see her biological family again. It's nearly impossible to get a visa to come to the U.S. But she hopes her story will inspire young people struggling in Syria to never give up.

(Adapted from www.womansday.com, (<http://goo.gl/eNvNnL>), 29th February 2016, 717 words)

TAREA 2

HISTORY OF SCHOOL INTEGRATION IN THE U.S.

ANSWER BOX

GAP	0	1	2	3	4	5	6	7	8
SENTENCE	I	H	A	D	F	B	C	G	E

TEXTO (*History of school integration in the US*)

In its decision, published May 17, 1954, the U.S. Supreme Court stated that segregation of America's public schools was unconstitutional. **(GAP 0) Until the court's decision, many states across the nation had segregation laws, requiring African-American and Caucasian children to attend separate schools.** Opposition to the law was so widespread that the court published a second decision in 1955 ordering school districts to integrate "with all deliberate speed." In response to the Brown decisions and pressure from the local National Association for the Advancement of Colored People (NAACP), the Little Rock school board adopted a plan for gradual integration of its schools. The first institutions to integrate would be the high schools, beginning in September 1957. **(GAP 1) Two pro-segregation groups formed to oppose the plan.**

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