

Apelidos e nome da persoa candidata: .....

## PROBA DE CERTIFICACIÓN DE NIVEL AVANZADO

Inglés

### Comprensión de lectura

#### Puntuación e duración:

			NON ESCRIBIR Espazo para a corrección
Tarefa 1	Aprox. 10 minutos	5 puntos	
Tarefa 2	Aprox. 15 minutos	7 puntos	
Tarefa 3	Aprox. 10 minutos	5 puntos	
Tarefa 4	Aprox. 20 minutos	8 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 pausa algunha entre as distintas tarefas.
- Os teléfonos móbiles deben permanecer apagados durante a proba.
- 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.

**TASK 1**

(...../5)

The British government has recently published a report on social class in the UK. Read texts B-H about this report and headings 1-5 carefully. IN BLOCK CAPITALS, write the letter of the text next to the corresponding heading in the space provided, as in example 0. Notice that:

- each heading goes with only one text
- there are more texts than headings

Answers must be based exclusively on the information in the texts.

**HAS THE DIVIDE BETWEEN BRITAIN'S SOCIAL CLASSES REALLY NARROWED?**

<b>A.</b> <b>Ex.</b>	The Government has published a document which makes the startling claim that, after a long period of social stagnation, British society has become socially mobile again. For 30 years there was no appreciable movement between social classes, although society as a whole became better off. Children born in relative poverty left school with fewer qualifications than children from more comfortable homes, and went into low-paid work. But since 2000, the Government claims, that general pattern has changed for the better.
-------------------------	---

<b>B.</b>	It is well known that a child's chances of achieving the benchmark of five good GCSEs, including maths and English, are heavily influenced by social background. Children brought up in low-income households are much less likely to succeed than the children of successful, financially secure parents. But studies that compare GCSE results achieved by children born in 1970 and children born in 1990 show the gap has closed to a significant degree.
-----------	---

<b>C.</b>	It is too early to judge what the social impact of these findings will be because children born in 1990 are still teenagers. Who can tell what jobs will be available for them in a few years? Abigail McKnight, co-author of the report, warned: "How this is going to play out, we don't know. Obviously, you need a very long run of data, so we will see what the recession brings."
-----------	--

<b>D.</b>	The very rich just go on getting richer. However, that is a separate issue. New Labour has never claimed that it was going to stop people from becoming very rich. What it did promise was that it would remove the obstacles which prevent people at the bottom of the ladder from climbing any higher. This report is their evidence that the Government have made a start.
-----------	---

**E.** As Bernard Shaw wittily pointed out in his play Pygmalion, a person's class could be immediately deduced from the way they spoke. A dropped "h" or shortened vowel sounds were sure signs of a lower-class background. Even when the flower girl in Shaw's play has learnt to pronounce words with an upper-class accent and to dress and sit like a lady, she gives herself away by exclaiming "not bloody likely" – albeit in a cut-glass accent.

**F.** Britain's class structure loosened after the Second World War. The landed aristocracy became relatively poorer, the number of people in manual work decreased, and the 1944 Education Act opened universities to more children whose parents could not afford private education. Television knocked down some of the cultural barriers between classes.

**G.** In the 1960s, the famous Frost Report sketch satirised the way people dressed and spoke according to how they perceived their social status. But even as that sketch was broadcast, the social stigma attached to speaking with a working-class or regional accent was breaking down. Middle-class teenagers were swept up in Beatlemania just as much as their working-class contemporaries.

**H.** The class system may be better concealed than it used to be, but it is alive and well. It persists in the mind, as anyone who watched the recent BBC2 series, Prescott: The Class System And Me, will have seen. John Prescott rose to the second-highest political office in the land and yet, as he freely admits, he never shed the sense of inferiority that came from being an 11-plus failure and a ship's waiter.

*Adapted for this test from www.independent.co.uk*

**ANSWER GRID**

HEADINGS	Text letter	Examiner's use only
<b>0.</b> A government report claims there are now fewer differences between social classes	<b>A</b>	✓
<b>1.</b> Important events which have shaped British society		
<b>2.</b> Pupils' academic results are a clear indicator of their social class		
<b>3.</b> Socially defined speech patterns no longer have negative associations		
<b>4.</b> The effects of the changes described in the report are unclear		
<b>5.</b> The government's policies have apparently had an effect on Britain's social structure		

## TASK 2

(...../7)

Here are some texts about about famous trial movies. Read texts A-D and statements 1-7 carefully. IN BLOCK CAPITALS, write the letter of the text which provides the information required in the space provided, as in example 0. Notice that:

- all statements have a matching text
- each text can go with more than one statement
- each statement only goes with one text

Answers must be based exclusively on the information in the text

### TRIAL MOVIES

#### A. *M* (1931)

The trial in *M* takes place not in a courtroom before a judge and jury but in a warehouse before the city's crime syndicate leaders and subterranean elements. Still, it is one of the most effective trials ever filmed, questioning our notions of justice and revenge, mob rule and order, power and responsibility. Our social orientation is flip-flopped. Criminals become judges (wear long leather coats as robes), the killer becomes the victim, and the forces of order rely on chance.

If we sympathize with anyone, it is with the psychopathic child killer Hans Becker (played with bug-eyed brilliance by Peter Lorre) who is caught between the underworld and the established order and is made a scapegoat by both. An impervious crime boss/judge chillingly echoes Nazi propaganda when he says, "The beast has no right to exist." *M* is a stinging expression of just how elusive and complicated justice really is.

#### B. *Twelve Angry Men* (1957)

No Hollywood film took a close look at the American justice system until the late 1950s, and yet many of the most memorable trial films were made in the 10 years that followed. (It is no coincidence that these years led up to the civil-rights and liberties revolution of the 1960s). Curiously, this film, which opened the floodgates, examined the system not through lawyers or the other traditional cinematic trappings, but through its very heart - the jury.

Twelve men are put in a hot, crowded room and asked to decide the fate of an accused murderer. In doing so they also return a verdict on the system itself. The script is fluid, the direction taut, and the ensemble cast (led by Henry Ford) remarkable, filling the screen emotionally and also physically. "The weak have got to have somebody to fight for them." No film has made that point quite so vividly as *Twelve Angry Men*.

**C. Paths of Glory (1958)**

Banned in France (where it takes place) for 15 years, this film is among the best anti-war films. It presents a bleak vision of violence and hypocrisy while asking if "military justice" isn't just a contradiction in terms. Samuel Johnson's observation, "Patriotism is the last refuge of a scoundrel," is quoted in this film, which examines the power gained by the scoundrel through making the powerless into scapegoats.

Kirk Douglas plays Colonel Dax, a front-line officer who defends three of his men on a charge of cowardice when they retreat from a futile mission. The geometrical arrangement of the courtroom shows the hierarchy of power and provides an appropriate arena for Dax's condemnation of a legal system that is itself a crime. Perhaps in the extreme circumstances of war, there can be no justice, there are no heroes, and words like "glory" can only be used with irony.

**D. To Kill a Mockingbird (1963)**

Racial injustice is often viewed as the core of this film, but its real power is in its narrative viewpoint through the eyes of a child. We see the children of the dignified and noble lawyer Atticus Finch learning a sense of social right and wrong, justice and injustice, the cruelty of the world, and how to be courageous in the face of it all.

Robert Mulligan directed the movie and deserves much of the credit for eliciting naturalistic performances from two non-professional child actors. Horton Foote's Academy Award-winning script follows Harper Lee's novel faithfully. But by far the greatest delight of the movie is Gregory Peck's performance as Atticus Finch, for which he also won an Oscar. This movie gives you the feel of what it is like to be a small-town lawyer and to be a child awakening to the problems of justice in an often unjust world.

*Adapted for this test from [www.supremecourt.ne.gov](http://www.supremecourt.ne.gov)*

**ANSWER GRID**

STATEMENTS	Text letter	Examiner's use only
0. A movie which shows an unconventional trial.	A	✓
1. A movie which makes spectators feel sorry for the murderer.		
2. A movie in which the role of the lawyer is essential.		
3. A movie which was forbidden for quite a long time.		
4. A movie in which the typical roles in trials are reversed.		
5. A movie which deals with a case of discrimination.		
6. A movie which makes a strong criticism of justice in times of armed conflict.		
7. A movie which was the first to look into the justice system.		

### TASK 3

Here is an article about Viking women. Read the text carefully. Then read statements 1-5, decide whether they are TRUE or FALSE and mark the correct option (X) in the space provided, as in example 0.

Answers must be based exclusively on the information in the text.

### VIKING WOMEN

Could women be Vikings? Strictly speaking, they could not. The Old Norse word *vikingar* is exclusively applied to men, usually those who sailed from Scandinavia in groups to engage in the activities of raiding and trading in Britain, Europe and the East. But some Vikings stayed behind in these regions, and Scandinavian colonies were also established in the North Atlantic. Women could and did play a part in this process of settlement - there is evidence that Scandinavian women reached most parts of the Viking world, from Russia in the east to Newfoundland in the west.

Place names and language suggest that there was considerable Scandinavian immigration into those areas of England controlled by the Viking invaders. Although the nature and extent of the Scandinavian immigration is contested by scholars, the most convincing explanation of the evidence is that there was a peaceful migration of Scandinavian families to parts of the north and east of England throughout the tenth century. Recent finds of large numbers of low-grade, Scandinavian-style female jewellery, particularly in Lincolnshire, have been taken to show the presence of Scandinavian women there in the tenth century. These finds correlate well with the distribution of Scandinavian place names in the same region: taken together, the evidence does suggest a significant Scandinavian presence.

Most women's lives were bounded by hearth and home, but the Christianisation of Scandinavia in the 11th century gave women new roles, and some women made their mark through exceptional status or achievement. Queen Emma was one of them, and she sums up the cultural connections of the Viking Age.

Emma lived at the tail end of a period that dismissively became known as the Dark Ages, because it was considered a benighted time of warfare with a corresponding lack of learning and cultural activity. The paucity of surviving documentary records contributed to this image. In England, conventional history has ignored the era. Yet the so-called Dark Ages was a vast period roughly spanning the departure of the Romans in about 410 to the arrival of the Norman conquerors in 1066. Between those two momentous events were others of equal, if not greater, significance: the migration of the Saxons to England; their conversion to Christianity; and the invasions of the Vikings. It was the era of the Anglo-Saxon kings under whom England gradually became a united entity.

Recently, 'Dark Ages' has become an unfashionable term and much of the period has been relabelled 'Early Medieval'. The rehabilitation has much justification. That bulging lump of 650-odd years swept untidily under the carpet is the root of Englishness, the Anglo-Saxon stock. And Queen Emma, at the end of the era, was the formidable catalyst for the country's immutable change into a Norman state.

By birth Emma herself was Norman. But she effectively became the wife, mother and aunt of England. She married, and outlived, two English kings, saw two of her sons crowned and enthroned and was the great-aunt of William the Conqueror. And in 1066, fourteen years after her death, this blood connection gave the Norman invader a greater right to the throne of England than the encumbent Harold.

*Adapted for this test from [bbc.co.uk/history](http://bbc.co.uk/history) and Queen Emma and the Vikings*

### ANSWER GRID

STATEMENTS	T	F	Examiner's use only
0. Women were not Vikings in the strict sense of the word.	X		✓
1. Historians know the exact extent of Scandinavian immigration in the British Isles thanks to place names.			
2. Archaeological discoveries and linguistic evidence point to the same conclusions regarding the Viking occupation of the British Isles.			
3. There are many original records from the Early Medieval Period which refer to wars.			
4. The Early Medieval period was the time when England started to become what it is today.			
5. Queen Emma played a major role in the Norman conquest of England.			

**TASK 4**

(...../8)

Here are two extracts from two reviews of *The Sacred Cow and the Abominable Pig*, a book by anthropologist Marvin Harris. Read the two texts carefully. For statements 1-8 choose the option (a, b or c) that best completes them. Mark (X) the correct option in the space provided, as in example 0. Only one option is correct.

Answers must be based exclusively on the information in the text.

**WHY DON'T WE EAT BUGS?**

**A.**

In *The Sacred Cow and the Abominable Pig*, Marvin Harris suggests that all food preferences and avoidances are based on a calculus of costs and benefits. Westerners, for example, regard a stick full of crawling ants or termites - a big favorite among certain Amazonian tribes - as a bad lunch because they think bugs are disgusting. But their disgust originated because it made no sense for them to waste their energy rounding up enough insects when there were so many other foods.

Or take what Harris calls "the most famous of all irrational foodways, the ban on the slaughter of cattle and the consumption of beef." "Cow protection was not always the central fact of Hinduism," Harris writes. "In fact in Vedic times the Brahman caste's religious duties centered not on protecting cows but on slaughtering them." That practice came into question only in the middle of the first millennium B.C., when population growth made grazing herds of cattle impractical, and every available bit of land was needed to grow food for people. More and more of the cattle that once would have been slaughtered were used to pull plows. Since Indian cattle are bred to endure hunger, "have great stamina, and literally work until they drop dead," writes Harris, it became more cost-effective to keep them than eat them. Consequently, Hindus co-opted a bit of Buddha's refusal to kill any living thing, and began protecting cattle.

The origin of the Moslem and Jewish ban on eating pork is also rational. "In condemning the pig as the dirtiest of animals," writes Harris, "Jews and Moslems left unexplained their more tolerant attitude toward other dung-eating domesticated species" - chickens, goats, and dogs. And in banning its consumption because it's a disease carrier, they ignored the fact that cattle, goats, and sheep transmit brucellosis and anthrax.

Harris's explanation is that pigs require shade, water, and rich, forest-floor foodstuffs like acorns. And for a time they got it: pigs were commonly raised in the Middle East until the beginning of the Christian era, when forests were cut down to make way for agriculture, and areas suitable for raising pigs shrank.

*Adapted for this test from www.findarticles.com*



**B.**

Some of *The Sacred Cow and the Abominable Pig* is a little depressing, since it is about eating insects and human beings. If you can get past that, it's fascinating.

"Warfare cannibalism" is a concept encountered here. That's what the Aztecs practiced. Before the rise of the state, the bands and village societies had not the bureaucracy nor the technology to take advantage of the labor of prisoners and slaves, so it was more cost-effective to eat them. And they did. Before reading Harris I used to think the Conquistadors were horrible and I despised the Spanish state and all of Christendom; however now that I know the nature of the savages of America, it's six of one and half a dozen of the other.

Harris shows how the Europeans learned from the Asiatic to use the horse as an instrument of war. Horses were bred much larger to hold a man and a hundred pounds of armor, and to pull wagons and plows. They were only eaten after the horse was too old to work. It became a clear status symbol to own horses, and so eating horseflesh became something the upper classes would never do, but something the lower classes were sometimes reduced to.

Meat hunger and fat hunger have been facts of life for humans for the millennia. Our populations have always increased to the point that meat and fat became hard to get for the poorer people, and in many cases, impossible. Reading Harris makes one believe that the single most important detriment to human well-being is overpopulation. Again and again humans have overwhelmed their resources.

*Adapted for this test from www.amazon.com*

**TEXT A - ANSWER GRID**

<b>0.</b>	Marvin Harris thinks our choice of food is determined by	Examiner's use only
<input checked="" type="checkbox"/> <b>a)</b>	economy	✓
<input type="checkbox"/> <b>b)</b>	preference	
<input type="checkbox"/> <b>c)</b>	prejudice	

<b>1.</b>	The real reason why we do not find insects appetizing is that	Examiner's use only
<input type="checkbox"/> <b>a)</b>	it requires too much effort to get them	
<input type="checkbox"/> <b>b)</b>	there are too many of them around	
<input type="checkbox"/> <b>c)</b>	they look too disgusting to be attractive	

<b>2.</b>	Harris says that killing cows was forbidden	Examiner's use only
<input type="checkbox"/> <b>a)</b>	and they became sacred as a result	
<input type="checkbox"/> <b>b)</b>	because they were considered to be sacred	
<input type="checkbox"/> <b>c)</b>	so that they could be properly worshipped	

<b>3.</b>	Cows started to be protected because	Examiner's use only
<input type="checkbox"/> a)	Hindus had always followed Buddhist principles about preserving life	
<input type="checkbox"/> b)	they were increasingly necessary for plowing grazing land	
<input type="checkbox"/> c)	using cattle for work became more worthwhile than eating it	

<b>4.</b>	According to Harris, Jews and Moslems' ban on eating pork was	Examiner's use only
<input type="checkbox"/> a)	backed by the knowledge of all the diseases they carried	
<input type="checkbox"/> b)	difficult to explain as it did not extend to other species	
<input type="checkbox"/> c)	logical because pigs were the only animals perceived as dirty	

**TEXT B – ANSWER GRID**

<b>5.</b>	The Aztecs practised cannibalism because	Examiner's use only
<input type="checkbox"/> a)	eating prisoners was a need in times of war	
<input type="checkbox"/> b)	it was a rite of band and village societies	
<input type="checkbox"/> c)	they lacked the organisation to use slaves	

<b>6.</b>	After reading Harris, the reviewer thinks that	Examiner's use only
<input type="checkbox"/> a)	neither the Conquistadors nor the natives were really likeable	
<input type="checkbox"/> b)	the Spanish conquest of America was despicable	
<input type="checkbox"/> c)	the Spanish were justified by the savagery of the natives	

<b>7.</b>	In Europe horses were only eaten	Examiner's use only
<input type="checkbox"/> a)	by the warlords who could afford to own them	
<input type="checkbox"/> b)	if they were large ones and had grown old	
<input type="checkbox"/> c)	when people had no other choice but to do so	

<b>8.</b>	The impossibility to provide meat and fat for everybody has always	Examiner's use only
<input type="checkbox"/> a)	affected all levels of society	
<input type="checkbox"/> b)	been a result of overpopulation	
<input type="checkbox"/> c)	caused a decrease in resources	



---

## PROBA DE CERTIFICACIÓN DE NIVEL AVANZADO

Inglés

Solucionario da comprensión de lectura

---

**TASK 1** (...../5)

**HAS THE DIVIDE BETWEEN BRITAIN'S SOCIAL CLASSES REALLY NARROWED?**

HEADING	TEXT LETTER
0.	A
1.	F
2.	B
3.	G
4.	C
5.	D

**TASK 2** (...../7)

**TRIAL MOVIES**

STATEMENT	TEXT LETTER
0.	A
1.	A
2.	D
3.	C
4.	A
5.	D
6.	C
7.	B

**TASK 3** (...../5)

**VIKING WOMEN**

STATEMENT	T	F
0.	X	
1.		X
2.	X	
3.		X
4.	X	
5.	X	

**TASK 4**

(...../8)

**WHY DON'T WE EAT BUGS?**

0.	
a)	<input checked="" type="checkbox"/>
b)	<input type="checkbox"/>
c)	<input type="checkbox"/>

5.	
a)	<input type="checkbox"/>
b)	<input type="checkbox"/>
c)	<input checked="" type="checkbox"/>

1.	
a)	<input checked="" type="checkbox"/>
b)	<input type="checkbox"/>
c)	<input type="checkbox"/>

6.	
a)	<input checked="" type="checkbox"/>
b)	<input type="checkbox"/>
c)	<input type="checkbox"/>

2.	
a)	<input checked="" type="checkbox"/>
b)	<input type="checkbox"/>
c)	<input type="checkbox"/>

7.	
a)	<input type="checkbox"/>
b)	<input type="checkbox"/>
c)	<input checked="" type="checkbox"/>

3.	
a)	<input type="checkbox"/>
b)	<input type="checkbox"/>
c)	<input checked="" type="checkbox"/>

8.	
a)	<input type="checkbox"/>
b)	<input checked="" type="checkbox"/>
c)	<input type="checkbox"/>

4.	
a)	<input type="checkbox"/>
b)	<input checked="" type="checkbox"/>
c)	<input type="checkbox"/>