

**Escuelas Oficiales de Idiomas
de la Comunidad Autónoma de Aragón**

Pruebas Unificadas de Idiomas

COMPRENSIÓN DE TEXTOS ESCRITOS

INGLÉS

**NIVEL AVANZADO C1 MODELO D
CONVOCATORIA EXTRAORDINARIA 2021**

1. Esta prueba se compone de tres tareas.
2. Las respuestas erróneas no se penalizarán.
3. Deberá transferir sus respuestas a la hoja de respuestas.
4. Utilice bolígrafo azul o negro INDELEBLE.
5. Duración de esta prueba: 60 minutos.
6. Puntuación máxima de la prueba: 20 puntos.
7. Puntuación mínima para superar la prueba: 10 puntos.

TAREA 1	High Heels in History (pág 4)
TAREA 2	Exercise Pill (pág 6)
TAREA 3	Dunbar's Number (pág 8)

Apellidos	
Nombre	

**PUNTUACIÓN
TOTAL**

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COMPRENSIÓN DE TEXTOS ESCRITOS - TAREA 1 (7 x 1 = 7 puntos)

You are going to read part of an article about the history of high-heeled shoes. Eight phrases have been removed from it. Choose the best phrase (A, B, C, etc) for each gap (1 - 7). Two of the sentences do not correspond to any of the blanks. Question 0 has been completed as an example. **WRITE YOUR ANSWERS IN THE CORRESPONDING BOX ON THE ANSWER SHEET PROVIDED.**

HIGH HEELS IN HISTORY

The first high heel wearers ____ (0) ____ Persian horseback warriors sometime around the ninth century. The extended heel was reportedly developed specifically for riding, to keep the rider's foot from slipping out of the stirrups. It also helped to hold the rider steady when standing up the stirrups and shooting arrows.

A group of Persian diplomats visited Europe in 1599 to recruit allies to help Persia defeat the Ottoman Empire. A craze for Persian culture developed as a result and Persian-style high heeled shoes were adopted enthusiastically by Western European aristocrats. The shoes became a status symbol and the heels were extended to make the men look even taller. (This is ____ (1) ____ "well-heeled", meaning "wealthy" originally came from.)

Just as the 1980s had notorious shoe collector Imelda Marcos, the 1600s had a rabid shoe collector and trend setter in Louis XIV of France. While he was a powerful leader, his height ____ (2) ____ at five feet, four inches tall (1.62 m), which was slightly below average in his day.

A king being slightly shorter than average wasn't ideal for his ego, so Louis took measures to make himself look taller, sporting four-inch heels, often decorated with elaborate battle scenes. Eventually, he switched to ____ (3) ____ and decreed that only the upper echelons of society could have matching red heels. It became a simple matter of looking at the color of a man's heels to see if he was in the king's inner circle.

Not to be outdone, women of the 1600s started wearing heels as a way of showing their equality. Elizabeth Semmelhack, curator of the Bata Shoe Museum in Toronto and author of *Heights of Fashion, a History of the Elevated Shoe*, says the rage of that period in parts of Europe was for women to act and dress like a man: "You had women cutting their hair, adding epaulettes to their outfits. They would smoke pipes, they would wear hats that were very masculine. And this is why women adopted the heel – it was in an effort to masculinise their outfits."

As usually happens, high fashion is ____ (4) ____ the less fortunate. The lower classes started to wear high heels. The elite responded by making their heels increasingly higher to maintain the distinction of being upper class – the higher the heel, the more expensive the shoe typically was. They also began to differentiate heels into two kinds – fat heels for men and skinny for women.

Eventually, men got away from the heel almost completely to show their distinction from women. Since the late 18th century, men's shoes have had primarily low heels, except for cowboy boots and some shoes worn by rock stars, who occasionally have a propensity to wear effeminate garb similar to before the "Great Male Renunciation", when men switched from ____ (5) ____ to drab, darker colored simple clothing.

For a time, women also drifted away from the heel as it truly wasn't practical, particularly on old muddy or cobblestone style streets where heels were nearly impossible to walk in. They weren't gone long, though. The heel came back into fashion in the mid-19th century with the advent of photography. Why? As ____ (6) ____, pornographers are always among the first to take advantage and they were among the first to embrace photography. This pertains to high heels in that they often dressed models for risqué postcards and other photographs in nothing but a "modern" (for that time) version of the high heel.

Since then, high heels have come in and out of fashion repeatedly, except for in the porn trade, where they're seemingly a constant. Lower heels were preferred during the late 1960s and early 70s. In the 1980s and 90s, high heels made a popular comeback. Various styles of heels have (7) , such as the block heel of the 70s, the mule and the famous stiletto that's been popular in the 50s, 80s and today.

Source: www.todayifoundout.com

A	adapted into more affordable versions and filters down to
(B)	<i>are believed to have been GAP 0 ✓</i>
C	having red heels on all his shoes
D	left something to be desired
E	replace the old heels on all royal shoes with more trendy ones
F	seems to happen often when new technologies are introduced
G	taken their turns on the runways as well
H	thought by many etymologists to be where the term
I	too expensive and therefore out of the reach of
J	wearing jewellery and elaborate outfits with highly decorated cloth



COMPRENSIÓN DE TEXTOS ESCRITOS - TAREA 2 (7 x 1 = 7 puntos)

Read the following text and choose the option (A, B or C) that best completes each statement. Question 0 has been completed as an example. **WRITE YOUR ANSWERS IN THE CORRESPONDING BOX ON THE ANSWER SHEET PROVIDED.**

A PILL TO MAKE EXERCISE OBSOLETE

What if a drug could give you all the benefits of a workout?



It was late summer, and the gray towers of the Salk Institute, in San Diego, shaded seamlessly into ocean fog. The austere, marble-paved central courtyard was silent and deserted. The south lawn, a peaceful retreat often used for Tai Chi and yoga classes, was likewise devoid of life, but through vents built into its concrete border one could detect a slight ammoniac whiff from more than two thousand cages of laboratory rodents below. In a teak-lined office overlooking the ocean, the biologist Ron Evans introduced me to two specimens: Couch Potato Mouse and Lance Armstrong Mouse.

Couch Potato Mouse had been raised to serve as a proxy for the average American. Its daily exercise was limited to an occasional waddle toward a bowl brimming with pellets of laboratory standard “Western Diet,” which consists almost entirely of fat and sugar and is said to taste like cookie dough. The mouse was lethargic, lolling in a fresh layer of bedding, rolls of fat visible beneath thinning, greasy-looking fur. Lance Armstrong Mouse had been raised under exactly the same conditions, yet, despite its poor diet and lack of exercise, it was lean and taut, its eyes and coat shiny as it snuffled around its cage. The secret to its healthy appearance and youthful energy, Evans explained, lay in a daily dose of GW501516: a drug that confers the beneficial effects of exercise without the need to move a muscle.

Exercise has its discomforts, after all: as we sat down to talk, Evans, a trim sixty-something in a striped polo shirt, removed a knee brace from a coffee table, making room for a mug of peppermint tea; he was trying to soothe his stomach, having picked up a bug while hiking in the Andes. Evans began experimenting with 516, as the drug is commonly known, in 2007. He hoped that it might offer clues about how the genes that control human metabolism are switched on and off, a question that has occupied him for most of his career.

Mice love to run, Evans told me, and when he puts an exercise wheel in their cage they typically log several miles a night. These nocturnal drills are not simply a way of dealing with the stress of laboratory life, as scientists from Leiden University, in the Netherlands, demonstrated in a charming experiment conducted a few years ago. They left a small cage-like structure containing a training wheel in a quiet corner of an urban park, under the surveillance of a motion-activated night-vision camera. The resulting footage showed that the wheel was in near-constant use by wild mice. Despite the fact that their daily activities—foraging for food, searching for mates, avoiding predators—provided a more than adequate workout, the mice voluntarily chose to run, spending up to eighteen minutes at a time on the wheel, and returning for repeat sessions. (Several frogs and slugs also made use of the amenity, possibly by accident.)

Still, as the example of Lance Armstrong Human makes clear, sometimes exercise alone is not enough. When Evans began giving 516 to laboratory mice that regularly used an exercise wheel, he found that, after just four weeks on the drug, they had increased their endurance—how far they could run, and for how long—by as much as seventy-five per cent. Meanwhile, their waistlines (“the cross-sectional area,” in scientific parlance) and their body-fat percentage shrank; their insulin resistance came down; and their muscle-composition ratio shifted toward so-called slow-twitch fibres, which tire slowly and burn fat, and which predominate in long-distance runners.

The drug works by mimicking the effect of endurance exercise on one particular gene: PPAR-delta. Like all genes, PPAR-delta issues instructions in the form of chemicals—protein-based signals that tell cells what to be, what to burn for fuel, which waste products to excrete, and so on. 516 alters in a way the messages the gene sends—boosting the signal to break down and burn fat and simultaneously suppressing instructions related to breaking down and burning sugar. Evans’s doped mice ran farther, in part because their muscles had been told to burn fat and save carbohydrates,

which meant that they took longer to “hit the wall”—the painful sensation encountered when muscles exhaust their glucose store.

Evans published his initial results in the journal *Cell*, in 2008. This year, he showed that, if his cookie-dough-scarfing mice were allowed to exercise, the ones that had been given 516 for eight weeks could run for nearly an hour and half longer than their drug-free peers. “We can replace training with a drug,” he said.

Source: *The New Yorker*

Example:

0. *It was summer and outside the buildings of the Salk Institute ...*

A *it was very shady.*

B *there was nobody.* ✓

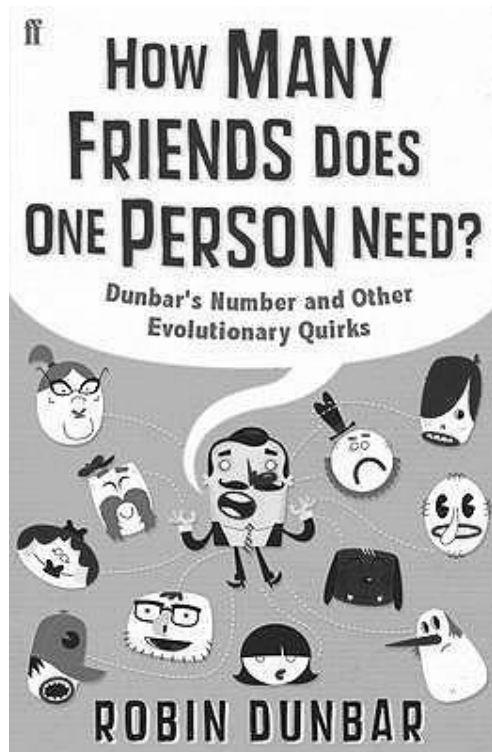
C *you could see a marble monument.*

1. In the green area at the south ...
 - A a peculiar smell could be noticed.
 - B some people had retreated in search of peace and quiet.
 - C the laboratory rodents could be heard.
2. The Couch Potato Mouse ...
 - A didn't even need to move to feed.
 - B had unhealthy-looking fur.
 - C slept on a soiled bed.
3. The Lance Armstrong Mouse ... the other one.
 - A benefited from exercise more than
 - B looked more fibrous than
 - C was not fed as often as
4. Ron Evans ...
 - A has the typical ailments of his age.
 - B is currently getting over an infection.
 - C sprained a knee during his hiking in the Andes.
5. An experiment carried out in a park showed that ...
 - A the novelty of the wheel wore off soon.
 - B the training wheel seemed to allure wild mice.
 - C wild mice rivalled to use the wheel at night.
6. After four weeks on the drug the laboratory mice ...
 - A doubled the distance they were able to run.
 - B had more stamina.
 - C were more muscular.
7. As a result of using drug 516 ...
 - A all fat was quickly burnt for fuel.
 - B the glucose store lasted longer.
 - C waste was secreted faster.

COMPRENSIÓN DE TEXTOS ESCRITOS - TAREA 3 (12 x 0,5 = 6 puntos)

Read the following text and choose the option (A, B or C) that best fits in gaps 1 to 12. Question 0 has been completed as an example. **WRITE YOUR ANSWERS IN THE CORRESPONDING BOX ON THE ANSWER SHEET PROVIDED.**

DUNBAR'S NUMBER



Few ideas from social science have _____ (0) their way into the public imagination like Dunbar's Number, the famous finding that we humans can't _____ (1) a social circle much larger than 150 people. It's little surprise that it's proven so captivating. As Maria Konnikova explained recently in a New Yorker profile of the anthropologist Robin Dunbar, the way this number pops up unbidden in wildly different contexts is almost _____ (2). The average size of modern hunter-gatherer communities, it's been calculated, is 148.8. The average size of army companies through history, from the Romans to the USSR, hovers around 150. And the average number of people to whom Britons send Christmas cards, according to a 2003 study, if you count every member of each household receiving a card? 153.5. _____ (3) so many panic-merchants worry that online social networks will destroy society. To accumulate 1,000 Facebook friends, Dunbar's Number suggests, is to _____ (4) a law as old as humanity itself.

Judging by the research, the panic merchants are wrong: social networks don't replace offline friendships, or turn users into basement-dwelling zombies, unable to converse face-to-face. _____ (5), Dunbar's work does suggest something troubling about modern friendship. For centuries – and especially since the Industrial Revolution – we've been _____ (6) ourselves from the communities in which we were born. But until recently, on arriving in a new place, you'd inevitably lose your ties with the one you'd left; you'd be forced to invest fully in a new social circle. These days, thanks to motorways and airliners, email and Skype, you need never cut those ties. You never leave your old life behind, so your emotional investments are scattered. Ironically (and as a British transplant to New York, I speak from experience), it's precisely your continuing _____ (7) with the people you've loved for longest that risk leaving you feeling alienated where you are.

One consequence is that the people in your circle of 150 are far less likely to know each other. Or, as Dunbar writes, "Our social networks are no longer as densely interconnected as they once were." Anyone who's ever fled small-town life might respond: thank God for that. After all, "dense interconnectedness" in villages is what explains that claustrophobic sense that everyone's always _____ (8) on your business. Yet it turns out that when close friends know each other, good things happen. For example, Dunbar's research shows that people are more _____ (9) towards each other in dense social networks. Clarence and Lucretia might be firm friends – but all else being equal, they're _____ (10) to help each other out if they have no other firm friends in common.

Why are densely linked friends better friends? The motives involved aren't necessarily _____ (11) virtuous. Maybe they just feel more social pressure, and worry that mutual friends will judge them if they're not nice. Even so, the effect is that in a dense network, an

act of friendship is two things at once: an expression of an individual bond, and another _____ (12) in a bigger social fabric. At the very least, it's an argument for getting over your embarrassment about introducing your friends to each other. True, they'll probably gossip about you at some point, but then that strengthens the social fabric, too.

Source: *The Week*

Example:

0.

- | | |
|----------|-------------------|
| A | <i>boosted</i> |
| B | <i>burrowed ✓</i> |
| C | <i>undermined</i> |

1.

- | | |
|----------|-----------|
| A | cope with |
| B | fit |
| C | rule |

7.

- | | |
|----------|-------------|
| A | bonds |
| B | detachments |
| C | hang-ups |

2.

- | | |
|----------|------------|
| A | gross |
| B | outrageous |
| C | spooky |

8.

- | | |
|----------|----------|
| A | bugging |
| B | leaking |
| C | snooping |

3.

- | | |
|----------|-----------|
| A | No less |
| B | No way |
| C | No wonder |

9.

- | | |
|----------|------------|
| A | altruistic |
| B | eager |
| C | willing |

4.

- | | |
|----------|------------|
| A | fulfill |
| B | perpetrate |
| C | violate |

10.

- | | |
|----------|-------------|
| A | about |
| B | less likely |
| C | prone |

5.

- | | |
|----------|--------------|
| A | Nevertheless |
| B | Therefore |
| C | Though |

11.

- | | |
|----------|----------|
| A | all that |
| B | hardly |
| C | sheer |

6.

- | | |
|----------|------------|
| A | unsettling |
| B | uprooting |
| C | upsetting |

12.

- | | |
|----------|--------|
| A | breach |
| B | leap |
| C | stitch |

HOJA DE RESPUESTAS. NIVEL C1. MODELO D. 2021.

POR FAVOR, TRANSFIERA A ESTA HOJA LAS RESPUESTAS DE LA COMPRENSIÓN DE TEXTOS ESCRITOS Y LA COMPRENSIÓN DE TEXTOS ORALES.

Apellidos			
Nombre		DNI	

COMPRENSIÓN DE TEXTOS ESCRITOS

TOTAL CTE	
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TAREA 1: HIGH HEELS IN HISTORY (7 X 1 = 7 PUNTOS)

0	1	2	3	4	5	6	7
B							
✓							

TAREA 2: EXERCISE PILL (7 X 1 = 7 PUNTOS)

0	1	2	3	4	5	6	7
B							
✓							

TAREA 3: DUNBAR'S NUMBER (12 X 0,5 = 6 PUNTOS)

0.	1	2	3	4	5	6
B						
✓						
	7	8	9	10	11	12

COMPRENSIÓN DE TEXTOS ORALES

TOTAL CTO	
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TAREA 1: LONELINESS (7 X 1 = 7 PUNTOS)

0	1	2	3	4	5	6	7
F							
✓							

TAREA 2: THE WALKMAN (8 X 1 = 8 PUNTOS)

0	1	2	3	4	5	6	7	8
A								
✓								

TAREA 3: TECHNOLOGY AND HOW WE FALL IN LOVE (10 X 0,5 = 5 PUNTOS)

0	MILLENNIAL	✓
1		6
2		7
3		8
4		9
5		10