



TASK 1

(...../8)

Here are some extracts from different articles in a magazine entitled *Education Next*. Read texts B-K and headings 1-8 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:

There are two texts which do not go with any of the headings.

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

EDUCATION

A.

My son had a degree and a nine-month unpaid gap in his training as a Marine Corps lieutenant. Please don't fill it with a job at a liquor warehouse, I asked. Instead, he became a substitute teacher. In the town where he was living, an astonishing 47 percent of the school district's 721 teachers were absent more than 10 days during the school year. That number rose to 61 percent in an elementary school with one of the district's highest percentages of low-income children. U.S. teachers take off an average of 9.4 days each during a typical 180-day school year. By that estimate, the average child has substitute teachers for more than six months of his school career.

B.

The C in linguistics proved to Rebecca Mercado that college was going to be different. Mercado was a strong student dating all the way back to her days in middle school. Perhaps as a result, she was a little more cocky than she should have been when arriving on campus for freshman year. Like many freshmen, Mercado experienced the distraction of being on her own for the first time, which took a toll on her grades. Low-income black and Hispanic students are by far the least likely U.S. students to graduate from high school and attend a four-year college.

C.

For almost as long as there have been institutions dedicated to the preparation of new teachers, the endeavor has come in for criticism. Teacher education has long struggled both to professionalize and to fully integrate itself into mainstream academia. At the core of this struggle was a perception that there was no need for specialized knowledge for teaching that justified specialized training. Over the last few decades, criticism of teacher preparation has shifted away from a largely academic debate to the troubling performance of American students.

D.

Only 35 percent of U.S. 8th graders were identified as proficient in math by the 2011 National Assessment of Educational Progress. According to the most recent calculations, the U. S. stands at the 32nd rank in math among nations in the industrialized world. In reading, The U.S. ranks 17th in the world. The low performance of U.S. students has been attributed to low expectations set by states under the 2002 federal law. In this, we compare the proficiency standards set by each state to those set by NAEP, which has established its proficiency bar at levels comparable to those of international student assessments.



E.

The flipped classroom was the innovation of the year 2012. Several authors resorted to old-fashioned books to discuss flipping, but we don't know about the number of teachers who actually flipped their classrooms. The flipped classroom is a form of blended learning in which students learn online while attending a brick-and-mortar school. Either at home or during a homework period at school, students view lessons online. Instruction online gives students the opportunity to hit rewind and view again a section they don't understand or fast-forward through material they have already mastered. Students decide what to watch and when, which gives them greater ownership over their learning.

F.

While U.S. schools struggled to reach an average score on a key international exam for 15-year-olds in 2012, a modest, ethnically diverse school in Arizona, outperformed every country in the world.

How did that happen? I asked some of the school's 9th graders, who variously sport braces and multiple ear studs; whose parents range from truck driver to epidemiologist; who talk of careers as a cardiovascular surgeon and a hedge-fund manager. And the students just answered: "We do an incredible amount of work". "We push each other." "We are always thinking about college."

G.

The school field trip has a long history in American public education. For decades, students have piled into yellow buses to visit a variety of cultural institutions. Schools endured the expense and disruption of providing field trips because they saw these experiences as central to their educational mission: school exists not only to provide economically useful skills in numeracy and literacy, but also to produce civilized young men and women who would appreciate culture. With field trips, public schools viewed themselves as the great equalizer in terms of access to our cultural heritage.

H.

In June 2012, Boston teachers packed into their union hall to vote on a procedural change that would allow them to cast ballots by mail in biennial elections of officers. At the time, the Boston Teachers Union required its members to show up in person on a school day to vote at the South Boston union hall, which had the effect of ensuring a low turnout. Only 13 percent of the union's members had voted in the previous election. The proposal to change that practice fell five votes short of the two-thirds majority it needed to pass. A Boston teacher wrote on his blog: "We can, and must, do better in our own union to make our professional organization accessible to, and responsive to, ALL of us."

I.

The quality of the teacher workforce in the U.S. is of considerable concern to education stakeholders and policymakers. Numerous studies show that student academic success depends in no small part on access to high-quality teachers. Many pundits point to the fact that in the U.S, teachers tend not to be drawn from the top of the academic-performance distribution. And the evidence on the importance of teacher academic proficiency generally suggests that effectiveness in raising student test scores is associated with strong cognitive skills as measured by SAT or licensure test scores, or the competitiveness of the college from which teachers graduate.



J.

Families certainly have more education options for their children than they did 20 years ago, but the growth of high-quality alternatives to the neighborhood school has often been constrained by geography. The potential to eliminate such geographic constraints on school choice at both the course and school levels may lie in digital learning. A student at a small high school that does not have enough students to justify offering an Advanced Placement course in physics can now take a course through an online provider if her school permits and funds such opportunities.

K.

In 2003 the New York district was having a hard time getting principals to provide honest assessments of low-performing teachers. Each negative piece of feedback was subject to a three-step grievance and arbitration process and the final two steps were a big deal, because principals had to leave the building and go downtown, which could take hours. So we came up with a solution. Why not attend the hearings by phone? It was a small thing, but it showed principals that we cared, that we understood this was very burdensome and we were trying to make their lives easier.

Adapted from Education Next (by Education Next 10/23/2013)

TASK 2

(...../8)

You are going to read an article about addiction to junk food. Read the text and the statements carefully. Decide whether statements 1-8 are TRUE or FALSE and mark the correct option (X) on the answer sheet. You must also write the FIRST FOUR WORDS of the sentence which justifies your answer on the answer sheet. The first four words of each sentence have been underlined. You must write these four underlined words on the answer sheet, as in example 0. There may be more than one correct answer for the justification.

Only answers in which both the TRUE/FALSE and the FIRST FOUR WORDS of the sentence which justifies your choice are correct will be considered valid.

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

ADDICTION TO JUNK FOOD

We all have some guilty-pleasure junk foods: French fries, pizza, sweets. Sometimes, it can be hard to cut these unhealthy treats from our diets, and now, new research out of the University of Michigan might suggest why that's the case. Quitting highly processed junk food can result in symptoms of deprivation that are a lot like those experienced by people who are addicted to drugs. It is believed to be the first study of its kind that examines the withdrawal symptoms people experience when they stop digging into these foods as a part of their regular diet.

The kinds of processed items we think of that fall under "junk food" are usually high in four addictive things — salt, fat, caffeine, and sugar. Sugar, for instance, generates dopamine, a neurotransmitter that delivers messages to the "rewards center" in the brain. Think of dopamine as handing your brain a reminder that it needs to repeat the pleasurable activity that just gave it a boost. The problem with modern junk foods is that



they can cause a reward that is way more powerful than anything you can get from whole foods. Whereas eating an apple or piece of steak might cause a moderate release of dopamine, eating a Ben & Jerry's ice cream is so incredibly rewarding that it releases a massive amount.

The signal sent out by the dopamine when you consume sugar tricks your brain into thinking that it needs to seek out the cause of pleasure — in this case, a sugary tasty treat — over other, healthier activities. This is why you start eating more and more to get the same pleasurable feeling you had before. Yet if you are concerned about the temptation unhealthy food options in your supermarket pose and want to know how to cast them out from your life, consult your physician and nutritionist if you have one.

If the new study shows anything, it's that the first few weeks of axing junk food from your life will be hard because you are trying to regulate your blood sugar levels, balancing the insulin levels that we are thinking causes the addiction. It may be advisable to start in the morning with foods that are high in protein to level out your blood glucose; that way you won't be craving sugar throughout the day.

This is one of the first studies to examine specifically which foods may be implicated in "food addiction," which has become of growing interest to scientists and consumers in light of the obesity epidemic.

Previous studies in animals conclude that highly processed foods, or foods with added fat or refined carbohydrates (like white flour and sugar), may be capable of triggering addictive-like eating behaviour. Clinical studies in humans have observed that some individuals meet the criteria for substance dependence when the substance is food.

We have to work on those overall lifestyle factors that aren't always directly related to the food to help manage the stress of changing your dietary patterns.

Luckily enough, humans have something that rats don't. A brain capable of making intelligent decisions. And the intelligent decision is to limit junk foods even if this presents a challenge.

Adapted from www.foxnews.com and bigthink.com

| ITEM NUMBER | STATEMENTS |
|-------------|--|
| Ex.0. | Everybody has some type of food craving. |
| 1. | Giving up junk food causes withdrawals like drug addiction. |
| 2. | Modern junk food is very addictive. |
| 3. | Insulin plays a key role in the addiction process. |
| 4. | A morning intake of protein helps overcome an urge for sugar. |
| 5. | Studies in food addiction led to the discovery of an obesity epidemic. |
| 6. | It is proven that food addiction cannot occur in animals. |
| 7. | Working on lifestyle is as important as diet. |
| 8. | Animals and humans can confront the problem in the same way. |



TASK 3

(...../9)

Here is a review of Michael Rosen's latest book entitled *The Disappearance of Émile Zola*. Read the text carefully. For statements 1-9 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.

THE DISAPPEARANCE OF ÉMILE ZOLA

On 13 January 1898, the Parisian daily L'Aurore carried what quickly became one of the most celebrated letters in literary and political history. Written by Émile Zola, "*J'Accuse*" was an immensely long open letter addressed to the president, in which he not only accused the French establishment, and particularly the highest levels of the army, of obstruction of justice and anti-semitism, but named those generals he considered most culpable. What had prompted the outburst was the recent guilty verdict for treason handed down to a Jewish artillery officer, [Captain Alfred Dreyfus](#), accused of passing military secrets to the German embassy. Zola maintained that Dreyfus had been convicted on the basis of forged documents, and that the real culprit was another officer, [Major Esterhazy](#).

In the modern age of celebrity it is easy to forget the heightened public attention once enjoyed by bestselling writers. Zola was then at the peak of his popularity, feted not only in France but in the English-speaking world for his long-running saga of novels entitled *Les Rougon-Macquart*, in which he chronicled the lives of several generations of one family. But Zola was also controversial, and not everyone admired his earthy portrayals of the poor and the downtrodden in French society. Insulting attacks on him filled the papers. The Dreyfus affair had already split France into two warring camps: nationalists, Catholics and monarchists on one side, liberals, socialists and republicans on the other. Zola's letter stoked the fire.

In writing "*J'Accuse*", Zola's intention was to be prosecuted for libel, so that new evidence to exonerate Dreyfus and inculpate Esterhazy could be made public. His plan failed. Zola was indeed prosecuted but Dreyfus's case was not reviewed.

Found guilty, liable to be fined and sentenced to a year in prison, [Zola fled to England](#). It is this brief period, from February 1898 to the summer of 1899 – during which time Dreyfus's guilty verdict was overturned and the end of Zola's own trial was postponed, so he was able to return to France – that Michael Rosen explores in his book, *The Disappearance of Émile Zola*. It is both a lively picture of a disputatious literary age, and a portrait of an orderly, controlling middle-aged man.

When Zola reached Victoria station he was 58. The scandal of the Dreyfus affair and his part in it was such that his whereabouts were a constant source of interest to the newspapers on both sides of the Channel. He took a room at the Grosvenor hotel before moving to a suite in a hotel in Norwood, fretting that the French authorities would track him down. It was all a far cry from an earlier visit to London, when he had been sumptuously housed and dined with the leading literary figures of the day. He felt an outcast.



Zola had made his way up through publishing and political journalism before embarking on his prolific career as a novelist. He was married to Alexandrine, and was also living with Jeanne, the mother of his two children. While the liaison had threatened to break up his childless marriage, Alexandrine proved accommodating and the two co-existed.

Zola was a man of fastidious habits. The unpredictability of exile was abhorrent. We know much about his daily routine because he was an assiduous letter writer to both of the women he called his wives. Predictably, Zola loathed English food.

Soon after arriving in England, having written no fiction for eleven months, Zola embarked on a new series of novels, *Les Quatre Évangiles*. It was to be another intimate saga of French life, extolling free thinking and republicanism. As in his earlier novels, he drew on recent sociological data about the declining birth rate, the depopulation of France, and contraception, hoping once again to stir up public outrage and thus transform French society.

In France, the socialist leader [Jean Jaurès](#) took up Dreyfus's cause and Esterhazy confessed. A new court martial overturned the guilty verdict, and though pardoned rather than declared innocent, Dreyfus was able to return home. Zola too now went back home. His political liberality did not, however, extend to women: ever insistent that his son should excel at school, he was content that his daughter become a "good little wife".

And there his orderly if unconventional life might have continued. But on 29 September 1902 Zola and Alexandrine were poisoned by carbon monoxide from a blocked flue in their bedroom. There was talk of murder, but nothing was ever proved.

Zola's gesture was undoubtedly brave and it brought to the forefront long simmering questions about prejudice and persecution in France. But anti-semitism did not cease. Rather, it went underground, only to flourish vigorously again in the 1930s.

Adapted from: <https://www.theguardian.com>



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. | |