



# INGLÉS

## CERTIFICADO DE NIVEL AVANZADO C1

CONVOCATORIA EXTRAORDINARIA 2021

### COMPRENSIÓN DE TEXTOS ESCRITOS

APELLIDOS: \_\_\_\_\_ NOMBRE: \_\_\_\_\_

DNI/NIE: \_\_\_\_\_ EOI: \_\_\_\_\_

#### INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE:

DURACIÓN: 75 minutos

- Esta parte consta de tres tareas.
- Lea las instrucciones al principio de cada tarea y realícela según se indica.
- Las respuestas escritas a lápiz o en rojo no se calificarán.
- No escriba en los recuadros sombreados.
- No está permitido el uso de diccionarios.

IN C1 21 EX CTE

	TAREA 1	TAREA 2	TAREA 3	TOTAL
PUNTOS				/ 25

CALIFICACIÓN
/ 10

**TASK ONE (7 X 1 mark = 7 marks)**

**Read the following text and insert the missing sentences you will find at the end (A to I) into the most appropriate gap in the text. Each paragraph can only be used ONCE. There is one extra paragraph you will not need to use. Paragraph 0 is an example.**

**MARK**

***DISCOVER THE SECRETS OF LONDON'S OLDEST ROMAN ROAD***

In the British capital, a street can have many names—and surprises—if it's been around for almost 2,000 years.

Roads are like people: you can never presume to know all the stories simmering beneath the surface. British historians tend not to shout about invaders marching up through the centre of London, but the street known on highway signs as the A10 is a route with Roman roots.

**0** *E*

This road's story begins almost 2,000 years ago, when the Romans marked their arrival in Londinium with a wooden bridge over a narrow stretch of the Thames River. Up the north bank, they built a colonnade, and before it, a lively wharf where they'd unload olive oil, wine, and fish sauce from the old country—anything to make the local food palatable.

**1**

My stretch of the road, which runs behind my northeast London house, is unusually neighbourly for the British capital. Most mornings you can find me buying bananas from the Bengali grocery.

**2**

I may pick up a paper from the Egyptian newsagent, who has placed a sign in the window proudly proclaiming his establishment “porn free”. I recognise the old rockers outside the pub who used to play the basement clubs—and know me as “the American”, though I'm Canadian and have lived in this neighbourhood for more than a decade.

**3**

Yes, a road can be a destination, the point of travel itself. People have been drawn here from all over, leaving their mark and rebuilding ever since the Romans left. By the Middle Ages, Londoners were starting from scratch.

**4**

If there's anything that keeps London visitors on their toes, it's the tendency of these ancient roads to change names every few blocks. North of Fish Street Hill, just as I get used to the road becoming Gracechurch Street, it abruptly morphs into Bishopsgate, named for an entry into the old walled city.

**5**

My own exploits on the road began on the scrappy section continuing from Norton Folgate, where it turns into Shoreditch High Street. When I started going out in the area nearly 20 years ago as a young newly married expat we'd arrive by Tube and enjoy ourselves in bars in former factory spaces. We were preoccupied with the road that was reinventing itself there and then. When an American

Apparel boutique popped up, we jeered: this was no place for manufactured hipster grit. But then our priorities changed.

<b>6</b>	
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Up here, the artisanal gin joint Original Sin and the wig shop Afro World, where you can pick up a cherry-red synthetic hairpiece for £18, operate next to betting shops and bike mechanics. Meanwhile Cypriots and Pakistanis, Bajans and Hasidic Jews coexist in that aloof way that in London passes for harmony.

<b>7</b>	
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My neighbours and I like to talk about how charmingly multicultural the road is. Except multiculturalism here is not new—it's influenced this route since the time of togas. I succeed generations of gentrifiers, from the Huguenot exiles weaving silk outside the old walls in the 17th century to the Hasidim building synagogues a century later.

Adapted from © <https://www.nationalgeographic.co.uk/>

**A** But these Londoners are keeping calm. The road has seen as bad or worse. Even the Romans knew their stone ramparts wouldn't stop the flow of outsiders for long. Sometimes you have to look back to move forward.

**B** Canadians too, of course. And though I'm not like that, my earnest otherness hasn't stopped my assimilation. Yet I still approach the road in the manner of a tourist. When the walk to the bus stop offers a portal to other cultures and eras, it's hard not to.

**C** Ever sturdier versions of London Bridge were built, ultimately shifting a hundred feet west of the original. The new thoroughfare headed farther uptown. The blocks they left behind became the quaint-sounding Fish Street Hill.

**D** I'll get my almond milk latte from the Italian barista with the twisty moustache in a café where stripped-back walls reveal tilework from the butcher shop that operated on this site 100 years ago.

***E In a span of some 90 miles, it stretches from London Bridge to Cambridge and beyond, linking everything from glassy skyscrapers to grassy pastures before branching out to ancient settlements in Norfolk and Yorkshire.***

**F** Our baby arrived and parenthood forced us to seek out our narrow Victorian row house further north near Regent's Canal.

**G** Pounding this pavement all this time with the curiosity of a foreigner has helped me to picture it not as a channel carrying people north and south, but as an attraction, drawing them from west and east.

**H** The resulting road terraced up a gentle hill to a great forum, likely about half the size of Rome's. The road then breached the defensive stone ramparts that surrounded Londinium, before taking a straight shot north.

**I** Then, for two blocks, it becomes Norton Folgate. According to Elizabethan lore, this stretch is where playwright Christopher Marlowe used to go out drinking and fighting.

<b>GAP</b>	<i>0</i>	1	2	3	4	5	6	7
<b>PARAGRAPH</b>	<b><i>E</i></b>							
	✓							

**TASK TWO (9 x 1 marks = 9 marks)**

**You are going to read 10 pieces of news about a recent exam scandal in Great Britain. For statements 8-16, match the statement to the paragraphs A-J. You will have to choose one paragraph twice and one of them will not be needed. Statement 0 has been done as an example. This paragraph cannot be chosen again.**

<b>MARK</b>

***THE EXAM SCANDAL IN GREAT BRITAIN***

***The A-level and GCSE marks were downgraded by a controversial algorithm, benefiting students from private schools***

- A. You only have to see the heartbroken teenagers posting on social media to understand the pain of these past few days: working-class young people who had their dream future in front of them only to lose it because they live in the wrong postcode. These pupils deserved a fair treatment and the government is right to fix the system in England. The scandal is simply a blown-up version of the reality we've long known: working-class kids work hard and too often get tossed away, while private-school families buy their way in.
- B. Concern over the disproportionate impact sparked calls from school and college leaders for the government to investigate Ofqual's methods and to consider alternative measures. The headteachers of the Haberdashers' Aske's boys' and girls' schools in Hertfordshire said they had written to Gavin Williamson, the education secretary, outlining their criticisms of this year's results, and said it was "difficult to see how anything less can now be fairer than following Scotland in using teacher-assessed grade."
- C. During the pandemic, nearly two-thirds of private schools already had platforms for online learning in place before lockdown, compared with just a quarter of the most poorly funded state schools. While the wealthy have had laptops and reliable broadband to keep learning, the poorest children haven't even had breakfast. Therefore, it would be a mistake to treat this debacle as a one-off mistake that can be solved with a better grade calculator.
- D. The problem has never simply been that England has a broken education system that confers unjust benefits to the 7% who go to private school, but also that the other 93% are fully aware of it. Yet, somehow, we accept it, even when it penalises our own children or goes against our own children's interest. We do not do anything against it. We put it down as "one of those things". It is not one of those things. It is a choice, and one we have every chance to wake up to.
- E. Private schools increased the proportion of students achieving top grades—A\* and A—twice as much as pupils at comprehensives, official data showed. According to some, this is due to better teaching methods at these schools and highly motivated teachers who spend more time working individually with their students than teachers at comprehensives do. In other words, it has nothing to do with the statistical model used to replace exams in England, Scotland, Wales and Northern Ireland.
- F. There have been huge concerns that universities have been allocating hundreds of thousands of places based on standardised grades. The government says they will be able to swap back now, but there's no guarantee the universities will take them. Students face a terrible choice: accept the hand they've been dealt by a flawed and apparently discriminatory computer system, attend a worse university or give up on attaining a degree altogether; or appeal against the downgrade and potentially wait a year to get onto their course which may already be fully booked.
- G. David Hughes, the chief executive of the Association of Colleges, representing further education and sixth form colleges, has written to Williamson and Sally Collier, the head of

Ofqual, demanding an “urgent technical review” of Ofqual’s decisions. “If colleges and subsequently many disadvantaged students have been hit by an unfair or inconsistent process, then this needs to be investigated immediately and adjustments made quickly. This should not be left to individual colleges or students having to use the appeals process,” Hughes said.

H. On Thursday 20 August, students in England, Wales and Northern Ireland received their GCSE results. For most, it was an enormous relief that the Government abandoned the algorithmic system, but many remain confused and unconvinced about the accuracy of the process. Heather, 16, who attends a girls’ school in Manchester said: “I was feeling extremely nervous at first, but when I found out that they have changed the way we get our grades, I didn’t feel as scared because the teachers know our abilities so much more than the government!”

**I.** *The UK government is under pressure to reconsider cancelling exams in England next summer after Wales called off end-of-year GCSE and A-level tests for its students. The Welsh education minister, Kirsty Williams, said that instead of exams the Labour-controlled government would work with schools and colleges to put in place teacher-managed assessments. She said this was the fairest way given that the time students spend in school or college could vary greatly, adding: “It is impossible to guarantee a level playing field for exams to take place.”*

J. Williams said some of the assessments would be set and marked externally but delivered within classrooms under teacher supervision. There would be an “agreed national approach” to provide consistency across Wales. However, Boris Johnson’s spokesman said there were no plans for England to follow Wales. He said: “There’s no change in our own position in relation to exams. We’ve set out that they will take place slightly later this year, to give students more time to prepare. We continue to think that exams are the fairest way of judging a student’s performance.”

Adapted from © Welsh move to cancel GCSE and A-level exams puts pressure on No 10 | UK news | TheGuardian

### **Match the statements below to the paragraphs above:**

**Example: Statement 0 (Wales has cancelled standardised exams)- Paragraph I**

**0. *Wales has cancelled standardised exams.***

8. Institutions demand a government U-turn.
9. Many students are relieved, but some doubts still remain.
10. Students are caught in a dilemma.
11. People are aware of the unjust system but do nothing to fight it.
12. School administrators insist on teacher assessment.
13. Students trust their teacher assessment more than the government’s algorithm.
14. The exam results were a clear-cut matter of class injustice.
15. The GCSE and A-level exams will not be called off in England.
16. There was a huge gap between the poor and rich students during the lockdown.

<b>STATEMENT</b>	<i>0</i>	8	9	10	11	12	13	14	15	16
<b>PARAGRAPH</b>	<i>I</i>									
	✓									

**TASK THREE (9 x 1 mark = 9 marks)**

Read the text and complete each gap with the most suitable word from the options provided. Please, write your answers in the boxes. Gap 0 is an example.

**MARK**

***NO VISIBLE BRUISES REVIEW***

*Denouncing the male culture that fosters domestic violence in the US*

What do we talk about when we talk about domestic violence? We talk about, as the American journalist and author Rachel Louise Snyder puts it, “the unfortunate fate of the unlucky few”. We talk about the victims’ tragic pattern of filing charges and **DROPPING [0]** them, making complaints and frequently retracting, greeting him with hugs and kisses and a hot dinner the day he gets out of jail.

We also talk about the more recent remedies of restraining orders and the need for safe shelters for abused women and their children.

Snyder tells us, in her clear, smooth and accessible style (holding herself so as not to \_\_\_[17]\_\_\_ us with painful details), what we have misunderstood.

The most dangerous place for an American woman to be—on the whole Earth—is in her own home. Snyder uses the case of a Montana family, the Mosures, to create a strong narrative spine that runs \_\_\_[18]\_\_\_ the book (much praised in the US, and described as a book that will “save lives” by the Washington Post). She interviews everyone who can be heard, from family and attorneys to police officers.

There is a river of shame and grief in this book, and even the most well-meaning wade in it. Even those who seem to \_\_\_[19]\_\_\_ responsibility (for instance uncooperative witnesses) do also seem to know better and to regret, genuinely, all the things that went wrong.

The violence problem is related to power: most men who abuse are not consumed with constant \_\_\_[20]\_\_\_; they are consumed with the need to be treated the way they believe men deserve. Served, at the head of the table; respected, above all, in their own homes, and by respected they mean \_\_\_[21]\_\_\_. Once you read Snyder’s book it is impossible not to see a whole culture of women fetching, soothing and placating.

It’s \_\_\_[22]\_\_\_ understandable that most people don’t wish to see those connections in their everyday lives. Even if abusers in TV programs often do come to see that they are coercive and manipulative in their relationships with women and that since childhood they have been fed a line of what it is to be a man, including \_\_\_[23]\_\_\_ of blame, combat, denial of responsibility and resentment. Their life testimonies are classic reports of disappointed narcissists – often charming and quite rational.

Snyder sums up in the most \_\_\_[24]\_\_\_ way possible that there are key traits that require our careful attention, which, if attended, could decrease domestic violence crimes. For example, police officers and clinics should be aware of the fact that strangulation is a very reliable red flag for domestic homicide, much more than a slap or a kick. Moreover, if a \_\_\_[25]\_\_\_ of activities (threats, stalking, choking, breaking restraining orders) was registered and shared among police

and courts across the country, domestic violence could be predicted and, if not stopped dramatically, at least permanently limited.

Adaptado de © The Guardian, 2019

### ***NO VISIBLE BRUISES REVIEW***

*Denouncing the male culture that fosters domestic violence in the US*

0.	<b>A DROPPING</b>	B FREEING	C LETTING	D RELEASING
17.	A DRENCH	B OVERSTATE	C OVERWHELM	D UNDERWHELM
18.	A ACROSS	B ALONG	C OVER	D THROUGH
19.	A BYPASS	B DECLINE	C IMPEDE	D REFUSE
20.	A ADDICTION	B BOLDNESS	C FRAUD	D RAGE
21.	A COMPLIED	B DISDAINED	C OBEYED	D RULED
22.	A CERTAINLY	B HARDLY	C POSITIVELY	D SINCERELY
23.	A BUNCHES	B COATS	C HERDS	D LOADS
24.	A ENTWINED	B MESMERIZED	C STRAIGHTFORWARD	D RHETORICAL
25.	A DEPLOYMENT	B PACKAGE	C TIMELINE	D VEIL

<b>GAP</b>	0	17	18	19	20	21	22	23	24	25
<b>LETTER</b>	<b>A</b>									
	✓									