

Candidate nº	
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*A complimentar por el Centro*

APELLIDOS:	
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## PRUEBA DE CERTIFICACIÓN DE COMPETENCIA LINGÜÍSTICA

CERTIFICADO DE CICLO SUPERIOR C1

**INGLÉS C1**

**Fecha:** 15 de enero de 2013

Tiempo: 90 minutos

# Reading Comprehension

## Instructions

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- DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
- Write your name and surname in CAPITAL LETTERS within the space provided.
- Do NOT use pencil.
- Write your answers in the spaces provided in this booklet.
- When time expires, stop writing and hand in this booklet.

## Information

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This section consists of 3 tasks.

I have read and understood the instructions above

Signature:

**Absent**



UNIVERSITAT  
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ENGLISH C1  
2013





## **READING TASK 1 (Q1-7)**

- **Read this article about the use of social media in schools. Then answer questions (1-7) by choosing the correct answer A, B, C or D.**
- **The first one (0) has been done for you as an example.**
- **Write your answers in the space provided.**

### **Schools Still Struggling With Social Media**

Districts in every state continue to grapple with the “brave new world” of social media that isn’t really all that new anymore. Many schools, however, are slowly being granted more latitude – thanks in large part to pressure from educators, parents and others – to incorporate social media into classroom instruction, however cautiously. At least 40 school districts nationwide have approved social media policies. New York City, the nation’s largest school district, has been at work on a policy for more than a year and officials expect to unveil it soon.

In March, the Montclair district in New Jersey lifted certain restrictions on sites such as YouTube so they can be used as instructional tools in the classroom. Officials took this step without formulating a new policy designed specifically for social media platforms. Instead, the district merely uses its existing ‘Acceptable Use’ policy to guide teacher decision-making and student behavior. The YouTube for Schools portal, launched last December, which allows schools to select educational videos scrubbed of user comments and inappropriate “related” content, has given many districts the necessary assurances to unblock the site.

The more vexing issue for schools, however, continues to be teacher-student online interaction. In Pinellas County, Florida, teachers are not allowed to communicate with students through Facebook, Twitter or other private media. According to the policy, “such communication could cause the appearance of inappropriate association with students.”

Ditto the schools in the Terrebonne and Lafourche parishes in Louisiana, which recently approved new policies forbidding teachers from making any kind of electronic contact with students – unless they have express permission from a principal or other administrator. That includes not just Facebook, but also texts and emails.

“It creates the window, and sometimes it can be taken and twisted,” superintendent Phillip Martin told the *Thibodaux Daily Comet*. “An ounce of precaution is worth a pound of cure.”

That ounce of precaution can also lead to a ton of lost opportunities to engage students and facilitate 21st Century learning, according to Michelle Luhtala, a school librarian at New Canaan High School in Connecticut. A passionate advocate for free-range media, Luhtala believes educators should be allowed to use social media proactively with their students – and that includes professional interactions on Facebook.

“If it’s ok for teachers to work with students face-to-face throughout the day,” she asks, “then why do you need strict policies and regulations that suggest teachers are unqualified to interact with them online? It really makes no sense.”

Furthermore, Luhtala says, the time has come for school districts to stop vilifying social media. Doing so, she argues, gives students license to act inappropriately online because it’s expected.

“Taking the initiative and showing students how to use Twitter and Facebook responsibly debunks the myth and encourages appropriate use,” Luhtala explains.

Luhtala doesn’t “friend” students on her personal Facebook page but interacts with them on her professional account, where she, her students and her colleagues can interact and collaborate on school-related projects.

Luhtala and other free-range media advocates argue that districts don't need to tie themselves up in knots formulating new social media policies. Schools should already have a general conduct policy on the books that clearly defines unacceptable behavior or conduct by students and teachers.

Nonetheless, concocting new policies is the route many districts have chosen. Finding an acceptable professional space for teachers and students is the crux of a new policy recently adopted by the Nashua Board of Education in New Hampshire. Instead of discouraging or forbidding educators from interacting with students on social media, the policy greenlights online communication as long as it is "transparent, accessible and professional."

Drawing clear and distinct lines, says Brian Rappe, a teacher in Burnsville, Minnesota, will work for educators and their students.

"Social networking a powerful tool for communicating and should not be ignored or rejected by the education community. Districts should set up guidelines to protect their employees and the district. Teachers should have separate sites – one for work and one for personal use and the two should never cross paths.

**0. Social Media is new for schools and**

- A: has not yet been authorized for school use.
- B: a new policy has been introduced in all schools nationwide.
- C: is starting to be used for teaching purposes in some U.S. schools.
- D: a nationwide policy has been developed but has not yet been approved.

**Q1. The use of YouTube in schools has been allowed**

- A: in a new policy drafted solely for New Jersey.
- B: without any limitations in some areas of the United States.
- C: partly because of a new YouTube For Schools portal.
- D: at the discretion of teachers who make their own policies.

**Q2. Communication between teachers and students using social media is**

- A: now authorized in all schools throughout the US.
- B: a problem that has only recently been solved.
- C: considered too dangerous to be contemplated in all forms.
- D: allowed in some schools with the proper authorization.

**Q3. Michelle Luhtala suggests that**

- A: social media far too often causes students to miss out on learning opportunities in the classroom.
- B: using social media to interact is not very different from how teachers interact in the classroom.
- C: the use of social media can be advantageous for students but should be highly regulated.
- D: teachers don't have the proper qualifications to engage in these social media activities correctly.

**Q4. Luhtala believes that students should be taught how to use social media sites properly**

- A: because it would change people's current negative perception of social media sites.
- B: because there is now a myth that students are afraid to use the internet.
- C: because they currently have no idea about how to collaborate with other students online.
- D: because it would make it possible for teachers to befriend them on these sites.

**Q5. Luhtala is part of a group of people who believe that**

- A: social media has no place in the classroom whatsoever.
- B: there is no need to draft specific rules for social media use.
- C: social media sites would lead to behavior which is not acceptable.
- D: new school media policies are necessary to regulate conduct.

**Q6. According to one teacher, future policies should**

- A: be rejected by the school system on a whole.
- B: make safeguarding the school districts a priority.
- C: ignore guidelines written by schools in the past.
- D: make the way students behave online a priority.

**Q7. School districts are now**

- A: drafting policies which prevent teachers from interacting with students on social media.
- B: making rules which allow teacher-student interaction on social media but only during school hours.
- C: encouraging teachers to have separate social media profiles for their personal and professional life.
- D: developing their own social media spaces for students and teachers to interact.

**Write your answers here**

<b>O</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Q6</b>	<b>Q7</b>
<b>C</b>							

## READING TASK 2 (Q8-13)

- Read this text about downsizing.
- Answer the questions (8-13) in a maximum of **FOUR** words.
- The first one (0) has been done for you as an example.
- Write your answers in the space provided.

### Downsizing

by [James Surowiecki](#)



In an era of political polarization, Michael Bloomberg has the rare ability to come up with policies that enrage everyone. His latest pet project—banning large sodas, as a way of fighting obesity in New York—has been ridiculed by both Jon Stewart and John Boehner. And a recent Board of Health hearing on the plan saw Democratic and Republican politicians alike lining up to attack the idea, which would prohibit restaurants, delis, sports arenas, movie theatres, and food carts from selling any soft drinks larger than sixteen ounces. Critics dismiss the ban as yet another expression of Bloomberg’s nanny-state mentality and as a “feel-good placebo” that’s doomed to fail. They’re right that the ban is blatantly paternalist. But that doesn’t mean it won’t work.

It’s true that the ban will be easy to circumvent: if you want to drink thirty-two ounces, you can just buy two sixteen-ounce servings. But Bloomberg’s proposal makes clever use of what economists call “default bias.” If you offer a choice in which one option is seen as a default, most people go for that default option. People who are automatically enrolled in a retirement plan, for instance, are more likely to stay with their original plan than those who choose plans for themselves. In countries where people have to choose to be an organ donor, most people aren’t donors; in countries where people have to actively say they don’t want to be an organ donor, most are donors. The soda ban makes sixteen ounces or less the default option for soda drinkers; if they want more, they’ll have to make an extra effort.

An executive at the American Beverage Association has dismissed the plan, saying that “150 years of research finds that people consume what they want.” Actually, the research shows that what people “want” has a lot to do with how choices are framed. In one well-known study, researchers put a bowl of M&M’s on the concierge desk of an apartment building, with a scoop attached and a sign below that said “Eat Your Fill.” On alternating days, the experimenters changed the size of the scoop—from a tablespoon to a quarter-cup scoop, which was four times as big. If people really ate just “what they want,” the amount they ate should have remained roughly the same. But scoop size turned out to matter a lot: people consumed much more when the scoop was big. This suggests that most of us don’t have a fixed idea of how much we want; instead, we look to outside cues—like the size of a package or cup—to instruct us. And since the nineteen-seventies the portion sizes offered by food companies and restaurants have grown significantly larger. In 1974, the biggest drink McDonald’s offered was twenty-one ounces. Today, that’s roughly the size of a “small” drink at Burger King. In effect, the scoops have got bigger, and consumption has risen accordingly.

Of course, if you don't want the large soda, you needn't order it. Yet the mere existence of the supersize can change your idea of how much you want to drink. In a classic experiment by Itamar Simonson and Amos Tversky, people asked to choose between a cheap camera and a pricier one with more features were divided more or less equally between the two options. But when a third option—a fancy, very expensive camera—was added to the mix most people went for the mid-range camera. The very expensive camera made the middle one seem less extravagant. In the same way, the fact that a large soda is now forty ounces makes a twenty-ounce soda feel sensible. Bloomberg's ban is designed to flip this effect on its head: if the largest soda you can order is sixteen ounces, a can of Coke may start to seem like more than enough. Some food researchers doubt that this will work, since so many of us are used to the idea of large servings. But even our experience of feeling satiated is highly malleable. In one experiment, people ate meals of dramatically different sizes in the dark, and those who were given much less food did not feel hungrier than the others or rate their meals as much smaller. So once people have a few sixteen-ounce drinks they may find that sixteen ounces is plenty.

Many economists would say that, if we want to discourage soda consumption, taxing it—the way we do alcohol and tobacco—would be more efficient than a ban. Some European countries do have such taxes, but the idea has been a political non-starter in New York. In any case, perhaps the most cunning aspect of Bloomberg's proposed ban is that it would function as a kind of stealth tax on consumption, while leaving average-sized sodas untouched. Currently, on a per-ounce basis, large drinks are much cheaper than smaller ones—which encourages people to supersize. The soda ban should shift this. Two sixteen-ounce servings are bound to be more expensive than one thirty-two-ounce serving, which creates another disincentive to drink more.

If all this sounds as if New York's soda consumers were about to become the subjects of an elaborate social-science experiment designed to reshape their behavior and desires, well, that's kind of true. But then we've been the subject of just such an experiment, run by beverage and fast-food companies, for the past forty years. If Bloomberg has his way, we may start feeling like we're white rats in a maze, but at least there's a good chance we'll be thinner rats.

**Write your answers here**

<b>0</b> How did people react to Michael Bloomberg's project to ban large sized soft drinks?	<i>They were enraged / They ridiculed it.</i>
<b>Q8</b> What could people do to get around the ban on large-sized soft drinks?	
<b>Q9</b> What is staying with automatic retirement plans an example of?	
<b>Q10</b> What was found to have an influence on how much we choose to eat or drink?	
<b>Q11</b> According to research, what will make people choose neither the largest nor the smallest option?	
<b>Q12</b> What measure might economists propose to curb the excessive intake of carbonated beverages?	
<b>Q13</b> According to the author, what is the one positive result of experimenting on people by banning large-sized soda drinks?	

### **READING TASK 3 (Q14-20)**

- **Read this article about JK Rowling.**
- **Answer questions (14-20) by choosing the correct answer A, B, C or D.**
- **The first one (0) has been done for you as an example.**
- **Write your answers in the space provided.**

***JK Rowling: 'The worst that can happen is that everyone says, "That's shockingly bad."***

The story opens with the death of a parish councillor in the pretty West Country village of Pagford. Barry had grown up on a nearby council estate, the Fields, a squalid rural ghetto with which the more pious middle classes of Pagford have long lost patience. If they can fill his seat with one more councillor sympathetic to their disgust, they'll secure a majority vote to reassign responsibility for the Fields to a neighbouring council, and be rid of the wretched place for good.

The pompous chairman assumes the seat will go to his son, a solicitor. Pitted against him are a bitterly cold GP and a deputy headmaster crippled by irreconcilable ambivalence towards his son, an unnervingly self-possessed adolescent whose subversion takes the unusual but highly effective form of telling the truth. His preoccupation with "authenticity" develops into a fascination with the Fields and its most notorious family, the Weedons.

Terri Weedon is a prostitute, junkie and lifelong casualty of chilling abuse, struggling to stay clean to stop social services taking her three-year-old son, Robbie, into care. But methadone is a precarious substitute for heroin, and most of what passes for mothering falls to her teenage daughter, Krystal. Spirited and volatile, Krystal has known only one adult ally in her life – Barry – and his sudden death casts her dangerously adrift. When anonymous messages begin appearing on the parish council website, exposing villagers' secrets, Pagford unravels into a panic of paranoia, rage and tragedy.

Pagford will be appallingly recognisable to anyone who has ever lived in a West Country village, but its clever comedy can also be read as a parable about national politics. "I'm interested in that drive, that rush to judgment, that is so prevalent in our society," Rowling says. "We all know that pleasurable rush that comes from condemning, and in the short term it's quite a satisfying thing to do, isn't it?" But it requires obliviousness to the horrors suffered by a family such as the Weedons, and the book satirises the ignorance of elites who assume to know what's best for everyone else.

"How many of us are able to expand our minds beyond our own personal experience? So many people, certainly people who sit around the cabinet table, say, 'Well, it worked for me' or, 'This is how my father managed it' – these trite catchphrases – and the idea that other people might have had such a different life experience that their choices and beliefs and behaviours would be completely different from your own seems to escape a lot of otherwise intelligent people. The poor are discussed as this homogeneous mash, like porridge. The idea that they might be individuals, and be where they are for very different, diverse reasons, again seems to escape some people.

"They talk about feckless teenage mothers looking for a council flat. Well, how tragic is it that that's what someone regards as the height of security or safety? What would your life be like if that's the only possible path you can see for yourself? But I don't know if that's a question some people ask themselves. There has been a horribly familiar change of atmosphere [since the 2010 election], it feels to me a lot like it did in the early 90s, where there's been a bit of redistribution of benefits and suddenly lone-parent families are that little bit worse off. But it's not a 'little bit' when you're in that situation. Even a tenner a week can make such a vast, vast difference. So, yeah, it does feel familiar. Though I started writing this five years ago when we didn't have a coalition government, so it's become maybe more relevant as I've written."

Like so many British novels, *The Casual Vacancy* is inescapably about class. "We're a phenomenally snobby society," Rowling nods, "and it's such a rich seam. The middle class is so funny, it's the class I know best, and it's the class where you find the most pretension, so that's what makes the middle classes so funny." The book is so funny I was halfway through before noticing that every character is, to a varying degree, monstrous.

Written from multiple perspectives, the novel invites the reader into their heads, where internal logic helps make sense of what can look, from the outside, inexcusable. But Rowling waits a long time before leading us inside the Weedons' minds, to reveal unspeakable traumas. The delay serves to amplify the shock, but runs the risk of showing only their dysfunction for so long that the reader might start to laugh at them. "I was aware that a reader might think I was laughing at Krystal. And I'm not. At all. Not for a second," Suddenly she is intently serious. "One person who has read it said he found it very funny when Krystal told Robbie to eat his crisps before his Rolos. Well, I wasn't making a joke. At all. To me, that was quite a bleak moment. To me, it's heartbreaking. To me, that makes me want to cry.

"So I suppose you can never know. But then," and she starts to smile, "in some people's eyes, *Harry Potter* was a book of the occult and devil worship, so I do know that you can't legislate for what readers will find."

Someone else told Rowling they felt sorry for her daughter's friends, assuming they were the inspiration for *The Casual Vacancy*'s teenagers. "But I haven't laid *them* bare, I've laid *my* friends bare." Rowling grew up near the Forest of Dean in a community not unlike Pagford. "And this was very much me vividly remembering what it was like to be a teenager, and it wasn't a particularly happy time in my life. In fact, you couldn't give me anything to make me go back to being a teenager. Never. No, I hated it."

**0. Why do the people of Pagford want to assign The Fields to a different council?**

- A: Because one of their councilors has died.
- B: Because the Fields is closer to another council.
- C: Because the Fields is a very poor area.
- D: Because the new parish councilor has grown up there.

**Q14. What is the relationship between the solicitor son of the Chairman, the GP and the deputy Headmaster?**

- A: They all live in the Fields.
- B: They are all worried about the situation in the Fields.
- C: They are all competing for the same seat.
- D: They are all trying to get rid of the Fields.

**Q15. Which event leads to chaos in Pagford?**

- A: Barry's death.
- B: Private information disclosed on the internet.
- C: The intervention of social services.
- D: Paranoia amongst the villagers.

**Q16. Life in Pagford ...**

- A: can be compared to life in any other village.
- B: is similar to getting involved in national politics.
- C: is about a clash of social classes in a west country village.
- D: is governed by the elites.

**Q17. What can be concluded about lower classes?**

- A: They cannot be treated as individuals.
- B: They have always been ignored by the elites.
- C: They have unacceptable behaviour as individuals.
- D: They are treated as if they were all hopeless.

**Q18. Owning a council flat ...**

- A: is now possible again.
- B: is seen as the main goal in life for many people.
- C: is quicker and easier now than it was in the 90's.
- D: seems impossible to some people.

**Q19. The danger of focusing on the drama of a family for too long is that ...**

- A: people might not understand the jokes.
- B: readers can end up getting bored.
- C: it ends up being heartbreaking.
- D: it can make them laughable.

**Q20. What led Rowling to write this tale was ...**

- A: her own child's years as an adolescent.
- B: readers' misperceptions about Harry Potter.
- C: a period in her life that she looks upon sadly.
- D: her own memories about life in Pagford.

**Write your answers here:**

0	Q14	Q15	Q16	Q17	Q18	Q19	Q20
C							



