



## **COMPRENSIÓN DE TEXTOS ESCRITOS**

### **DATOS**

**Apellidos:** .....

**Nombre:** .....

**DNI / NIE:** .....

**Señale lo que corresponda:**

Enseñanza **LIBRE**  / **OFICIAL**

**Grupo / Profesor:** .....

### **INSTRUCCIONES PARA LA REALIZACIÓN DE LA ACTIVIDAD**

- Duración: **60 minutos**.
- Apague su **dispositivo móvil**.
- Escriba sólo con **bolígrafo azul o negro**.
- No olvide realizar **todas** las tareas.
- Escriba sus respuestas en **las hojas de respuestas**.
- Al finalizar, entregue **todas las hojas** utilizadas.

<b>PUNTUACIÓN TOTAL : ..... / 20</b>
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## HOJA DE RESPUESTAS CTE

<b>TASK 1</b>	<b><u>SOME OF THE BEST HOTELS IN THE WORLD</u></b>	<b>..... / 6.4 MARKS</b>
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- A. For outgoing people looking for fun.
- B. Located in a pedestrian area, it combines the traditional and the modern.
- C. Part of the original building still remains.
- D. Perfect for people who love sport.
- E. The building wasn't always a hotel.
- F. The celebrities who visit this hotel try not to be recognized.
- G. The owner shows visitors his art collection.
- ~~H. The scenery you can see from there is magnificent.~~
- I. This hotel doesn't look from the outside the way it actually is on the inside.
- J. This hotel is located at the seaside near a big city.
- K. You can share a room with unknown people if you are short of money.

<b>0</b> <i>(Example)</i>	<b>H</b>	
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		

Excerpts from "The Best Hotels in the World: 2021 Readers' Choice Awards". © Condé Nast Traveler, 5 October 2021.

<https://www.cntraveler.com/gallery/the-best-hotels-in-the-world>



<b>TASK 2</b>	<b><u>THE N-WORD</u></b>	<b>..... / 6.4 MARKS</b>
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<b>0.</b>	<b>(Example) How is Laurie Sheck introduced? This woman...</b> <b>a. has had problems at work.</b> <b>b. has published in magazines.</b> <b>c. has won the Pulitzer Prize.</b> <b>d. teaches children.</b>	<b>A</b>	
<b>9.</b>	<b>What started the controversy surrounding Sheck?</b> <b>a.</b> She asked students why a James Baldwin quote was changed for the title of a documentary. <b>b.</b> She, a white person, was advised against giving a seminar on James Baldwin, a black writer. <b>c.</b> She showed students a James Baldwin documentary that contained the word “nigger”. <b>d.</b> She used the word “nigger” to refer to James Baldwin in a seminar.		
<b>10.</b>	<b>Why does the author think Sheck’s was “good teaching” (paragraph 3)? Sheck wanted students to...</b> <b>a.</b> connect the essay they had read to their personal experience. <b>b.</b> get into the historical context of Baldwin’s life. <b>c.</b> tell her what they thought of the essay they had read. <b>d.</b> watch a documentary and learn about Baldwin from there.		
<b>11.</b>	<b>What was the official response from the school to the Sheck case? The school...</b> <b>a.</b> asked her not to discuss taboo issues. <b>b.</b> cleared her of the accusations. <b>c.</b> considered Sheck’s apologies to be insufficient. <b>d.</b> was dissatisfied with her teaching.		
<b>12.</b>	<b>What “complicates matters” about the N-word, according to the author (paragraph 6)? The fact that...</b> <b>a.</b> black people use it as a term of endearment. <b>b.</b> the word has more than one meaning. <b>c.</b> the word is used in contexts of violence. <b>d.</b> white people want to use the word.		
<b>13.</b>	<b>What idea “borders on taboo” (paragraph 7)? The idea that white people...</b> <b>a.</b> always use the N-word to insult people. <b>b.</b> are not allowed by black people to use the N-word. <b>c.</b> should never mention the N-word for any reason whatever. <b>d.</b> should never use the N-word to refer to anybody.		
<b>14.</b>	<b>What is most remarkable about the author’s first media interview?</b> <b>a.</b> The author was the only black person in the talk show. <b>b.</b> The host asked the participants to use the euphemism “the N-word”. <b>c.</b> The other guest disagreed with the author about the N-word. <b>d.</b> The participants used the word “nigger” and nothing happened.		
<b>15.</b>	<b>What does “no such thing” (end of paragraph 10) refer to?</b> <b>a.</b> Criticizing Spike Lee’s film. <b>b.</b> Playing a film in theaters. <b>c.</b> Reporting Sheck to the authorities. <b>d.</b> Uttering the N-word.		
<b>16.</b>	<b>Why would the author feel “inferior” (paragraph 11)? Because he would...</b> <b>a.</b> be too hypersensitive to be able to follow the discussion. <b>b.</b> give his classmates the impression of being unsympathetic. <b>c.</b> overreact to injury even when there was actually no injury. <b>d.</b> take Sheck’s mention of Baldwin’s meaning of “nigger” personally.		



<b>TASK 3</b>	<b><u>SURPRISING FACTS ABOUT EDUCATION 50 YEARS AGO</u></b>	<b>..... / 7.2 MARKS</b>
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- A. AS A RESULT, WOMEN HAVE SECURED LEADING ROLES IN BIG CORPORATIONS
- B. DUE TO THE ADMIRATION THEY HAD FOR THEM
- C. EVERY DAY, THE STUDENTS WOULD READ
- D. IT IS IN THAT AGE GAP WHERE THE CHANGE IS NOT THAT OBVIOUS, THOUGH
- ~~E. IT MAY BE NOT SO MUCH LIKE WE WOULD HAVE EXPECTED~~
- F. MORE THAN THEY BELIEVE WHAT TEACHERS TELL THEM
- G. SINCE 50 YEARS LATER SCHOOLS HAVE KIDS FROM ALL WALKS OF LIFE
- H. STUDENTS WERE REQUIRED TO MEMORIZE WHAT THEY HAD LEARNED
- I. THE TEACHER WOULD START THE CLASS BY SINGING RELIGIOUS HYMNS
- J. UNLIKE TODAY, PARENTS WERE LESS INTERESTED IN THEIR CHILDREN'S EDUCATION
- K. WHICH HAS MADE THEM MORE CONFIDENT TO TACKLE THE WORLD HEAD-ON
- L. WHO DID NOT UNDERSTAND EVERYTHING EASILY

0.	17.	18.	19.	20.	21.	22.	23.	24.	25.
<b>E</b>									

Excerpts from Jake Lester, "Surprising Facts about Education 50 Years Ago". © Gift of College, 28 June 2018.  
<https://www.giftofcollege.com/blog/2018/6/28/surprising-facts-about-education-50-years-ago/>



**TEXTOS CTE**

**TASK 1 (8 items x 0.8 marks)**

Read the following short reviews of hotels (1-8), then match them with the sentences on the answer sheet (A-L). **There are two sentences you must not use.** Item 0 is an example and it is already matched to sentence H. You do not need to use sentence H again. **Write your answers in the white spaces provided on the answer sheet. Do not write in the grey spaces.**

\_\_\_ / 6.4  
**MARKS**

**SOME OF THE BEST HOTELS IN THE WORLD** (672 words)

**0. Santa Caterina — Amalfi, Italy**

*According to one patron, “there is nothing that does not dazzle” at the Santa Caterina, hewn from a cliffside off the staggeringly stunning Amalfi Coast [...]. Terraces cleaved from natural rock formations and sprinkled with citrus groves and assorted gardens appear with astonishing regularity around every turn, ready to lend themselves to a quiet moment. The interiors are vaguely reminiscent of one of the island’s little Catholic churches—white walls, white linens, vaulted ceilings, gold-hued curtains, little baroque wooden chairs, and tiled floors decked out in primary colors.*

**1. The Langham, Shanghai, Xintiandi**

Xintiandi is Shanghai’s car-free entertainment district, built in and around a series of 19th-century shikumen (or “stone gate”) houses. Perfectly fitting in with that old-meets-new vibe is this 357-room luxury hotel, which occupies a contemporary granite-and-glass tower inspired by Chinese latticework. Inside, at the Chuan Spa, personalized treatments incorporate the five elements of wuxing philosophy: wood, earth, water, fire, and metal.

**2. Ellerman House — Cape Town**

Twenty-six years on, Ellerman House is still everybody’s fantasy bolthole in Cape Town: minutes from the best beaches, but close enough to the city and its dynamic food, art, and design scene. [...]. Owner Paul Harris takes enormous pride in his country—his impressive collection of South African art spans original works from the turn of the last century to current contemporary art. An informal tour of the collection with one of the in-house art experts is a fascinating lesson in the country’s socio-political history.

**3. The Inn at Rancho Santa Fe, a Tribute Portfolio Resort & Spa — San Diego**

Pioneering female architect Lilian J. Rice drew on Spanish, Cuban, and Mexican adobe inspirations when designing the original 1923 guesthouse in the hills outside San Diego; in the intervening 90-plus years, the property has expanded into a 21-acre country retreat with new cottages, a spa, “coastal ranch” cuisine, and a whiskey bar [...]. Guests can hit the tennis courts, join a yoga class, book a spa treatment, or play a round at the Rancho Santa Fe Golf Club, which opened in 1929.

**4. The Gwen, a Luxury Collection Hotel, Michigan Avenue Chicago**

The Gwen is named for Gwen Lux, a Chicago-born, pioneering female sculptor of the 20th century, and a fitting icon for the Chicago installment of Marriott’s Luxury Collection. The Gwen, located on the city’s famed Magnificent Mile and in the landmark McGraw-Hill building—with its 1928 facade wholly preserved—does just that. Art deco interiors with taupe- and gold-hued rooms emanate old-fashioned glamour and chic modernity all at once.

**5. Park Hyatt Vienna**

After a three-year renovation, the former Austrian Hungarian Monarchy Bank headquarters located in Vienna’s Goldenes Quartier was transformed into the first Hyatt hotel in Austria. The 143 rooms are some of the largest in Vienna, and the location—within walking distance of St. Stephen’s Cathedral and surrounded by some of Vienna’s best shopping—makes this a luxury hotel that guests can certainly bank on.

**6. Freehand Miami**

The Freehand is a “luxury” hostel, and it rents a range of private rooms, which means you won’t have to share a bunk bed with a stranger—at least if you don’t want to (shared rooms that sleep four or eight, and are either co-ed or all-female, are available at about a quarter of the price). Still, the decision to stay here goes beyond budget; there’s a deep feeling of kinship among the (largely millennial) guests, and it’s that sense of community that seems to be the Freehand’s greatest asset.

**7. Hotel Matilda — San Miguel de Allende, Mexico**

This 32-room hotel may appear traditional thanks to its colonial facade, but guests know that the sleek Hotel Matilda is anything but: there’s a crazy video installation installed behind the front desk, and the hallways are lined with contemporary artwork. Once you get to your room, you’ll discover crisp white beds dressed with Egyptian cotton linens and adorned slate gray accents, and marble-clad bathrooms

**8. Hotel SP34 — Copenhagen**

Located in the Latin Quarter, this 118-room property comprises three townhouses. A playground for creative types who have a penchant for relaxed luxury, Hotel SP34 offers so much social stimulation that you never have to leave to find a good time. Guest rooms range from cozy solo accommodations and spacious doubles to skylit penthouse suites, all done with Nordic flair.



**TASK 2 (8 items x 0.8 marks)**

**“The N-word” (nigger) is a very insulting word to call a black person. The author of this article about the use of this word is a black linguist. Read the article, then read the questions on the answer sheet (9-16) and answer them by choosing the correct option (A, B, C or D), according to the text. The paragraphs in the text are numbered. Item 0 is an example. Write your answers in the white spaces provided on the answer sheet. Do not write in the grey spaces.**

     / 6.4  
**MARKS**

**THE N-WORD** (720 words)

1. Laurie Sheck is a professor of creative writing at the New School in New York, a decades-long veteran of the classroom, a widely published novelist and essayist, and a Pulitzer nominee. She’s also spent the summer in trouble with her bosses for possibly being a racist.
2. Her offense? You may not have known that despite the resonance of the title of the renowned 2016 documentary on James Baldwin, *I Am Not Your Negro*, Baldwin’s actual statement, during a 1963 appearance on public television, was “I’m not a nigger.” Early last spring semester, Sheck, who is white, was teaching a graduate seminar on Baldwin, and one of the questions she posed for discussion was why the documentary title had substituted “Negro” for “nigger.”
3. That’s good teaching. She was evoking a word with one of the richest, nastiest, and most complex ranges of meaning in the English language. What did Baldwin mean by summoning it in 1963? Why, today, did the creators of that documentary substitute “Negro”? And having answered those questions, then we might examine the particular resonances of that word. The indifferent teacher asks things like “What did you think of the essay?” or “Does the essay reflect any of your personal experiences?” A special one tries to get the students into the head of the creator, into his times.
4. Sheck was doing that—but in posing her question, she indeed used the word as Baldwin had, rather than euphemizing it as “the N-word.”
5. A white student in the class objected to Sheck’s having uttered the word. And administrators were apparently dissatisfied with Sheck’s attempt to defend herself, because the school put her under investigation. This month the school determined that Sheck had committed no offense. But the fact that smart, busy people felt it necessary to investigate Sheck for mouthing the word when referring to it—not directing it at someone—suggests a preoccupation less with matters of morality than with matters of taboo. [...]
6. It’s one thing to ban a word because it is a pitiless slur often used amid physical violence. That black people use it—and have forever—as a term of endearment among one another complicates matters somewhat, but whites who ask “Why can’t we use it if they do?” have always struck me as disingenuous. It isn’t rocket science to understand that words can have more than one meaning, and a sensible rule is that blacks can use the word but whites can’t.
7. However, since the 1990s whites are not only not supposed to level the word as a slur, but are also not supposed to even refer to it. That idea has been entrenched for long enough now that it is coming to feel normal, but then normal is not always normal. It borders on taboo.
8. Many of us still harbor a small collection of cassettes. One of mine is the first media interview I ever did, a radio talk-show episode on the N-word, in 1995. The host was white, the other guest was as well, and we had a discussion about the origins and current usage of that word, except that we used the real one.
9. The idea that we would euphemize the word as “the N-word” when we were talking about it rather than using it would not have occurred to any of us. It was a perfectly ordinary interview of the period. [...]
10. But a white student so horrified at Sheck’s uttering the N-word within the context of its usage by a black, crusading anti-racist figure such as James Baldwin that the student reports her to the authorities? It surely felt like Doing the Right Thing—but the problem is that when Spike Lee’s film of (more or less) that title was playing in theaters, graduate students would have done no such thing. [...]
11. Baldwin told America, “I’m not a nigger.” I suspect that in Sheck’s seminar it came out that the slur referred to someone inferior, and even exploitable. If I were angry with Sheck for uttering the word in a sympathetic and sensitive discussion, that would make me seem, in being so hypersensitive to injury so abstract, inferior indeed. Furthermore, if nonblacks embrace this hypersensitivity as a way of showing that they are good people, they make me feel exploited.



**TASK 3 (9 items x 0.8 marks)**

You will read a text about how education has changed in the last decades. 10 sentences have been extracted from it. Decide in which gap in the text (17-25) each of the sentences (A-L) should be placed. Write your answers in the white spaces provided on the answer sheet. Do not write in the grey spaces. Item 0 is an example and sentence E has already been used for it. There are two extra sentences you must not use.

     / 7.2  
**MARKS**

**SURPRISING FACTS ABOUT EDUCATION 50 YEARS AGO** 415 words

Over the last 50 years, education has experienced some changes. ...0... , but in surprising ways, a lot of things have become different.

**Students Had More Respect for Teachers**

One survey done by Marybeth Harrison shows that respect for the teachers from students has dropped from 79% to 31% in the last 50 years. Parents nowadays take sides of their kids ...17... . This is very different from before where parents used to listen to the tutors more. Students also were less likely to get bored by their teachers during studies ...18... .

...19... . Today they play an active role in their kids' education, i.e., by being available, restricting the use of TV and mobiles gadgets during study time, etc.

**The Education System**

Teachers strived to give students instructions for assignments. Even the lessons taught were different from what's being taught today. ...20... and recited it in front of the classroom [...]. It was mandatory for students to wear a uniform in earlier school days, different from these days where most schools don't require a uniform. School uniform was meant to make the students feel equal in classrooms. Schools also did not offer transport since the few schools available were built 4 to 5 miles from where the students lived. That distance was considered close enough to walk.

**Very Few Women Were Educated**

Girls and women in earlier years were only taught how to read but not how to write. Their confidence levels were low as a result. Today, women are more educated, ...21... . They are fighting for gender equality and human rights as well as pay equality. [...] According to Pew Social Trends, 38% more women have a degree compared to 31% men. This is high compared to 50 years ago where the number of women with college degrees compared to men was lower. It is very evident, especially between the ages of 25 and 35 years. ...22... . In the present day, we have women running for presidential elections from small countries to superpower nations.

**Religion Was a Daily Routine**

Christianity, which was the major religion of the student's population in schools, was brought about by most schools being run by the churches. ...23... something from the Bible and have a word of prayer before starting the day. The Bible in early education was used as a primary text. Frederick A. Packard, an educator, says in his book 'The daily public school in the United States' that the Bible was used as a devotional or a reading book. Today, however, schools have removed that as a day to day [*sic*] part of their system due to fear of discrimination and conflicts in school. This is also hard for public schools, ...24... and religions, e.g. Muslims, Hindus, Christians, etc. The diversity leads to letting the main purpose of schools be education only.

**Student's Responsibilities**

About 50 years ago, students were more responsible; they assisted their teachers. Tutors would give the elder students instructions to teach the younger ones ...25... . This is so different from today where students depend more on teachers.

**Conclusion**

It might seem like education has not changed that much, but from the above read, it is pretty evident.



## COMPRENSIÓN DE TEXTOS ORALES

**PRUEBA DE CERTIFICACIÓN**

### DATOS

Apellidos: .....

Nombre: .....

DNI / NIE: .....

Señale lo que corresponda:

Enseñanza LIBRE  / OFICIAL

Grupo / Profesor: .....

### INSTRUCCIONES PARA LA REALIZACIÓN DE LA ACTIVIDAD

- Duración: **45 minutos**.
- Apague su **dispositivo móvil**.
- Escriba con **bolígrafo azul o negro**.
- Cada tarea se escuchará **dos veces**.
- Para cada una, el procedimiento será el siguiente:
  - **dos minutos** para leer el enunciado y la tarea
  - **primera escucha** del documento
  - **un minuto** para responder
  - **segunda escucha** del documento
  - **un minuto** para revisar las respuestas y anotarlas en la **hoja de respuestas** (reverso de esta página)
- Al finalizar, entregue **todas las hojas** utilizadas.

<b>PUNTUACIÓN TOTAL : ..... / 20</b>
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## HOJA DE RESPUESTAS CTO

<p><b>TASK 1: 5 TIPS FOR DEALING WITH MEETING OVERLOAD</b> (9 items x 0.8 marks)</p> <p>Leadership expert Cindy Solomon gives 5 tips in order to maximize working time at companies. Read the sentences below, then listen to the speech.</p> <p>For each sentence, circle the tip it refers to (1, 2, 3, 4 or 5). <u>There are three sentences that don't refer to any of the tips: do not write anything there.</u></p> <p>Please write your final answers in the <u>white</u> space provided. <u>Do not write in the grey spaces.</u></p> <p>Sentence 0 is an example and the answer is Tip number 1. You will need to use Tip 1 again to do the task.</p>	<p>___ / 7.2 MARKS</p>
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0.	<i>(EXAMPLE) In almost 50% of the cases, a meeting is not necessary.</i>	0. Tip: ① 2 3 4 5	
1.	An agenda is not necessary when calling a meeting.	1. Tip: 1 2 3 4 5	
2.	An hour is too long for a meeting.	2. Tip: 1 2 3 4 5	
3.	Ask yourself if you are absolutely necessary at the meeting.	3. Tip: 1 2 3 4 5	
4.	At times when you work best, do not let anyone distract you from your work.	4. Tip: 1 2 3 4 5	
5.	Be honest to the person who has called the meeting.	5. Tip: 1 2 3 4 5	
6.	Call the meeting if you can write an action verb in the subject of an e-mail.	6. Tip: 1 2 3 4 5	
7.	Call the people you can't do without in order to reach your goal.	7. Tip: 1 2 3 4 5	
8.	It is a good idea to call a meeting to review things.	8. Tip: 1 2 3 4 5	
9.	Make the people in the company feel involved in decision making.	9. Tip: 1 2 3 4 5	
10.	More than eight people at a meeting makes it unproductive.	10. Tip: 1 2 3 4 5	
11.	Tell someone who you think is more efficient to go to the meeting instead of you.	11. Tip: 1 2 3 4 5	
12.	You should attend a meeting if you're afraid of missing something important.	12. Tip: 1 2 3 4 5	

Excerpts from Cindy Solomon, "5 Tips for Dealing with Meeting Overload", licensed under Creative Commons BY NC ND 4.0 International. TED, October 2021. [https://www.ted.com/talks/cindy\\_solomon\\_5\\_tips\\_for\\_dealing\\_with\\_meeting\\_overload/](https://www.ted.com/talks/cindy_solomon_5_tips_for_dealing_with_meeting_overload/)



<p><b>TASK 2: <u>THE TWO MOST REMOTE LOCATIONS TO LIVE</u></b> (8 items x 0,8 mark = 6,4 marks)</p> <p>Listen to a recording about the two most remote locations to live (Fiordland, New Zealand and Barrow, Alaska). For questions 13-20 choose the correct option, a, b or c, according to what you hear. Please write your final answers in the <u>white</u> space provided. <b><u>Do not write in the grey spaces.</u></b> Item 0 is an example.</p>	<p>___/6.4 <b>MARKS</b></p>
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<b>FIORDLAND, NEW ZEALAND</b>			
<b>0.</b>	<p><b>(EXAMPLE) If you want to access Fiordland, taking the boat is...</b></p> <p>a. a difficult option. b. as safe as walking is. c. the right option.</p>	<b>A</b>	
<b>13.</b>	<p><b>When the weather is fine, what do the people who live in Fiordland do? They...</b></p> <p>a. get drinking water. b. go hunting or fishing. c. put their food in a freezer.</p>		
<b>14.</b>	<p><b>What effects do the harsh environment and the isolation have on the people of Fiordland? They...</b></p> <p>a. bring about a desire to travel to a different area. b. enhance the sense of belonging to a group. c. make it a problem to meet like-minded people.</p>		
<b>15.</b>	<p><b>In connection with being in the green, Warrick Mitchell, the man who is interviewed, says...</b></p> <p>a. being in the green is a bonus you must enjoy while you live there. b. being in the green is the only thing that should matter when you're there. c. when in the green, you need to be careful not to break anything.</p>		
<b>16.</b>	<p><b>What does Warrick show visitors to the area?</b></p> <p>a. An unchanged natural environment. b. Some over 200-year-old forests. c. The oldest trees in New Zealand.</p>		
<b>BARROW, ALASKA</b>			
<b>17.</b>	<p><b>How is Barrow described as a town? It is...</b></p> <p>a. the second most populated in Alaska. b. the second northernmost in the planet. c. the smallest within the Arctic Circle.</p>		
<b>18.</b>	<p><b>How does most food come to Barrow?</b></p> <p>a. by plane. b. by road transport. c. through the port.</p>		
<b>19.</b>	<p><b>Most of Barrow's inhabitants live there because...</b></p> <p>a. their ancestors lived there too. b. they work for the North Slope Borough. c. they work for the oil industry.</p>		
<b>20.</b>	<p><b>What is said about Barrow's oil deposit? It is...</b></p> <p>a. larger than any other in the area. b. scarce in quantity. c. the main employer in town.</p>		



<p><b>TASK 3: <u>AN INTERVIEW WITH GLORIA GAYNOR</u></b> (8 items x 0.8 marks)</p> <p>Read the sentences below (21-28) about Gloria Gaynor, famous for her hit song “I Will Survive”.</p> <p>All of the sentences contain false information. Watch the video (or listen) and say <i>briefly</i> (10 words maximum) why the information in each sentence is false, according to what you hear.</p> <p>Please write your final answers in the <u>white</u> space provided. <b><u>Do not write in the grey spaces.</u></b> Sentence 0 is an example.</p>	<p>___ / 6.4 <b>MARKS</b></p>
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0.	<i>(EXAMPLE) Gloria Gaynor doesn't sing "I Will Survive" any more.</i>	<i>She still sings it.</i>	
21.	Gaynor wanted to record “I Will Survive”.		
22.	“I will survive” had just been composed for Gaynor.		
23.	Gaynor had had an accident and broken her leg before she read the lyrics of the song.		
24.	At the time Gaynor read the lyrics, her mother was going through a toxic relationship.		
25.	Gaynor believes rock fans reacted spontaneously against disco.		
26.	Gaynor remembers that the disco scene was restricted to the dance floor.		
27.	According to the interviewer, you could only enjoy disco if you were fit enough to dance.		
28.	Gaynor's new album contains disco music with inspirational lyrics.		



## MEDIACIÓN ESCRITA

### DATOS

**Apellidos:** .....

**Nombre:** .....

**DNI / NIE:** .....

**Señale lo que corresponda:**

Enseñanza **LIBRE**  / **OFICIAL**

**Grupo / Profesor:** .....

### INSTRUCCIONES PARA LA REALIZACIÓN DE LA ACTIVIDAD

- Duración: **30 minutos**.
- Apague su **dispositivo móvil**.
- Escriba con **bolígrafo azul o negro**.
- Recuerde: **si no cumple la tarea**, la calificación será 0.
- Escriba su texto en **la hoja que se le facilita**.
- Al finalizar, entregue **todas las hojas** utilizadas.

<b>PUNTUACIÓN MEDIACIÓN ESCRITA : ..... / 10</b>
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<b>PUNTUACIÓN MEDIACIÓN ORAL : ..... / 10</b>
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<b>PUNTUACIÓN TOTAL MEDIACIÓN : ..... / 20</b>
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**PRUEBA DE CERTIFICACIÓN**



You are living and working in the south of France. Laurent, your boss, is an educated 50-year-old Frenchman with a C1 level of English, but he does not speak any Spanish. He likes Romanesque architecture, very prominent in his region. He also likes religious celebrations and hiking. He has been told Castile and León could be a good destination for him for a holiday, according to his likes. He has found some information in English online, but he does not have time to read it thoroughly, he has a lot of work and is stressed, so, as you two get along well and you are Spanish, he has sent you the link and asked you to read the text and summarize it for him, as a favour.

..... / 10 MARKS

Complete the e-mail you are sending Laurent summarizing the text in your own words (100-150 words). Do not copy words or phrases from the original text unless they are indispensable. Give Laurent a very brief introduction on Castile and León followed by recommendations on what areas to visit there according to his specific interests and needs, together with some final suggestions on what else he could see and how he could get to Castile and León. Your relationship with Laurent is friendly but formal, he is your boss. Use appropriate language, considering your relationship and his English level.

Castile and León

Castile and León is an autonomous region of Spain, taking its name from the many medieval castles that it is home to. Castile and León is the largest subnational political division in the European Union. [...]

There are eight World Heritage Sites, which makes it the region with most in the world. Tourists are also drawn to it by the natural and scenic attractiveness of its various mountain ranges. [...]

It is very mountainous in its borders being the most remarkable mountains the Picos de Europa in the provinces of León and Palencia, Gredos in Ávila and Guadarrama in Segovia. There are two national parks (Picos de Europa and Guadarrama) and seven natural parks, in the provinces of Burgos (2 parks), Palencia, Salamanca, Segovia, Soria and Zamora (2 parks). All of them plenty of hiking routes. [...]

Castile and León hosts Holy Week celebrations, considered to be of International Tourist Interest, being the most renowned in Zamora, León and Valladolid.

Cities

- **Ávila** — Spectacularly ringed by ancient walls, a UNESCO World Heritage Site.
• **Burgos** — Its gothic cathedral is a UNESCO World Heritage Site.
• **León** — With one of the best gothic cathedrals in Spain.
• **Palencia** — Offers many well-preserved Romanesque monuments.
• **Salamanca** — With Romanesque, Gothic, Moorish, Renaissance and Baroque monuments.
• **Segovia** — Known for its Roman aqueduct, its cathedral, and the castle, one of the templates for Walt Disney's Cinderella castle.
• **Soria** — Known for its cultural heritage.
• **Valladolid** — with some interesting buildings in its historic centre.
• **Zamora** — It holds the highest concentration of Romanesque architecture in the world.

The most important airport for the region is Madrid-Barajas in the neighbouring region of Madrid. High-speed trains connect Madrid with Segovia, Valladolid, Zamora and León.

From France, the shortest route is via Hendaye and Irún. From there, trains to Burgos, Palencia, or Valladolid are in regular service.

298 words





## **PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS**

# **PRUEBA DE CERTIFICACIÓN**

### **DATOS**

**Apellidos:** .....

**Nombre:** .....

**DNI / NIE:** .....

**Señale lo que corresponda:**

Enseñanza **LIBRE**  / **OFICIAL**

**Grupo / Profesor:** .....

### **INSTRUCCIONES PARA LA REALIZACIÓN DE LA ACTIVIDAD**

- Duración: **75 minutos**.
- Apague su **dispositivo móvil**.
- Escriba sólo con **bolígrafo azul o negro**.
- No olvide realizar **las dos tareas**.
- Recuerde: **si no cumple la tarea**, la calificación será 0.
- Escriba sus textos en **las hojas que se le facilitan**.
- Al finalizar, entregue **todas las hojas** utilizadas.

<b>PUNTUACIÓN TOTAL : ..... / 20</b>
--------------------------------------



**TASK 1:** Your local library publishes a monthly magazine in English on current affairs. Each month, the magazine asks readers to send in their views about a topic, and then publishes the readers' contributions in the following issue. This month, the topic is:

“Is war avoidable?”

Write an article with your opinion of the topic above (about 175 words), to be published in your local library's magazine. Give arguments to support your opinion.

..... /  
10  
MARKS

**TASK 2:** You are working as a Spanish teacher in a secondary school in the UK. You have recently organized a 2-week Spanish course in Salamanca, staying in a student hall of residence with full board and organized extra activities in the afternoons. Back in the UK, your head teacher has sent you the following email:

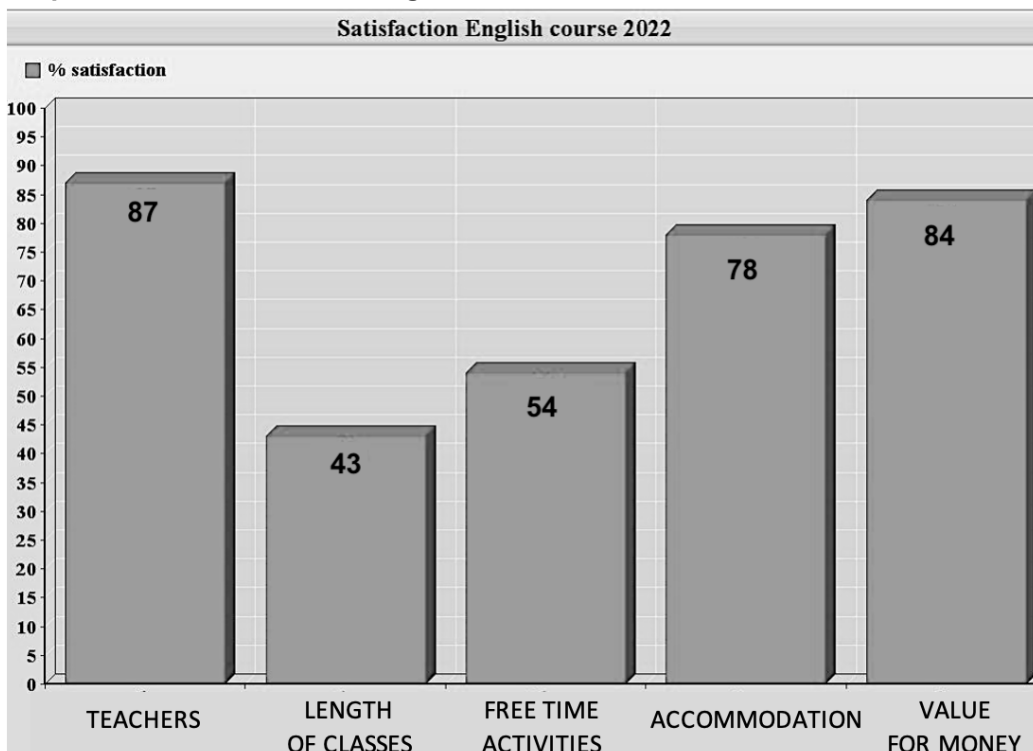
Dear teacher,

Now that we are back home, it is time to look into the feedback on the course in Spain that we have got from the students, in order to draw conclusions. As the teacher in charge of the trip's organization, I would like to ask you to write a report in order to identify possible areas for improvement, in case we decide to organize another course next year. Please look at the attached student satisfaction survey and the selected students' comments and send me your report in about 175 words ASAP.

Yours sincerely,

The head teacher.

Reply to the head teacher's email by writing a report on the course in about 175 words, suggesting areas for improvement in the end, basing on the data and the feedback.



Fuente: Elaboración propia con [www.generadordegraficos.com](http://www.generadordegraficos.com)

..... /  
10  
MARKS

The course was interesting, although the classes were too long, from my point of view. 5 hours in the morning and 2 in the afternoon is just too much.

The teachers were great but the classes were long. The extra activities weren't very "Spanish" and there wasn't much choice, but the rooms were OK, though.

We had a good time sightseeing with the organised tours, but apart from that they only offered a couple of sports, which I didn't like. My room in the hall of residence was basic but nice.

I think I learnt a lot of Spanish, but the offer for extra activities was narrow, just paintballing and horse riding, which I think could be dangerous, that's why I didn't do any of those.





**Junta de  
Castilla y León**

Consejería de Educación

**ESCUELAS OFICIALES DE IDIOMAS DE CASTILLA Y LEÓN**

**INGLÉS - NIVEL AVANZADO C1 - ORDINARIA 2022**

**PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS**

**NOMBRE Y APELLIDOS:** .....

**TASK 1**

Empty space for writing the answer to Task 1, bounded by vertical lines on the left and right.





**CLAVES DE RESPUESTA**

**COMPRENSIÓN DE TEXTOS ESCRITOS**

**TASK 1: SOME OF THE BEST HOTELS IN THE WORLD (8 items x 0.8 marks)**

<i>0</i> <i>(Example)</i>	<i>H</i>
1	B
2	J
3	D
4	C
5	E
6	K
7	I
8	A

**Distractors: F, G**

**TASK 2: THE N-WORD (8 items x 0.8 marks)**

<i>0.</i> <i>(Example)</i>	<i>A</i>
9.	A
10.	B
11.	B
12.	A
13.	C
14.	D
15.	C
16.	C

**TASK 3: SURPRISING FACTS ABOUT EDUCATION 50 YEARS AGO (9 items x 0.8 marks)**

<i>0.</i>	17.	18.	19.	20.	21.	22.	23.	24.	25.
<i>E</i>	F	B	J	H	K	A	C	G	L

**Distractors: D, I**



**CLAVES DE RESPUESTA**

**COMPRENSIÓN DE TEXTOS ORALES**

**TASK 1: 5 TIPS FOR DEALING WITH MEETING OVERLOAD**

(9 items x 0.8 marks)

**0. Tip 1**

<b>1. Tip <u>1</u></b>
<b>2. Tip <u>3</u></b>
<b>3. Tip <u>4</u></b>
<b>4. Tip <u>5</u></b>
<b>5. Tip <u>4</u></b>
<b>6. Tip <u>1</u></b>
<b>7. Tip <u>2</u></b>
<b>8. (distractor)</b>
<b>9. (distractor)</b>
<b>10. Tip <u>2</u></b>
<b>11. Tip <u>4</u></b>
<b>12. (distractor)</b>

**TASK 2: THE TWO MOST REMOTE LOCATIONS TO LIVE**

(8 items x 0,8 mark = 6,4 marks)

<b>0.</b>	<b>A</b>
<b>13.</b>	<b>B</b>
<b>14.</b>	<b>B</b>
<b>15.</b>	<b>B</b>
<b>16.</b>	<b>A</b>
<b>17.</b>	<b>B</b>
<b>18.</b>	<b>A</b>
<b>19.</b>	<b>A</b>
<b>20.</b>	<b>B</b>



**TASK 3: AN INTERVIEW WITH GLORIA GAYNOR** (8 items x 0.8 marks)

Siendo esta tarea de respuesta abierta, se aceptarán como válidas aquellas respuestas que, aunque no coincidan literalmente con la clave, sí coincidan en significado, indicando comprensión del texto oral. Se indican con guiones varias posibles respuestas correctas. Las palabras entre paréntesis en esta clave no son imprescindibles para considerar correcta la respuesta.

<b>0.</b>	<b><i>Gloria Gaynor doesn't sing "I Will Survive" any more.</i></b>	<b>She still sings it.</b>	
<b>21.</b>	Gaynor wanted to record "I Will Survive".	<b>-The record company (wanted her to record "I Will Survive") (as a B-side). -The record company (wanted her to record another song).</b>	
<b>22.</b>	"I will survive" had just been composed for Gaynor.	<b>-Two / 2 years before. -It wasn't for Gaynor. -It had been composed-written (by the record company) two / 2 years before, not for Gaynor (they had been waiting for a singer since they wrote the song).</b>	
<b>23.</b>	Gaynor had had an accident and broken her leg before she read the lyrics of the song.	<b>She was paralyzed / She had surgery on her spine / She had to wear a back brace / It affected her back / She broke her spine. / Respuestas que incluyan "paralyzed", "spine" o "back" y expliquen lo sucedido.</b>	
<b>24.</b>	At the time Gaynor read the lyrics, her mother was going through a toxic relationship.	<b>She had (just / recently) died / passed away.</b>	
<b>25.</b>	Gaynor believes rock fans reacted spontaneously against disco.	<b>It was orchestrated / planned (by rock labels / record companies / the rock industry / otros sinónimos).</b>	
<b>26.</b>	Gaynor remembers that the disco scene was restricted to the dance floor.	<b>It happened on and off the dance floor / in cities and communities all around the world.</b>	
<b>27.</b>	According to the interviewer, you could only enjoy disco if you were fit enough to dance.	<b>If you got / were high; if you took drugs and alcohol / Otras respuestas que lo expliquen e incluyan "excess", "getting high", "drugs" o "alcohol".</b>	
<b>28.</b>	Gaynor's new album contains disco music with inspirational lyrics.	<b>Christian music.</b>	



## **TRANSCRIPCIONES**

### **TASK 1: 5 TIPS FOR DEALING WITH MEETING OVERLOAD**

Excerpts from Cindy Solomon, "5 Tips for Dealing with Meeting Overload", licensed under Creative Commons BY NC ND 4.0 International. TED, October 2021. [https://www.ted.com/talks/cindy\\_solomon\\_5\\_tips\\_for\\_dealing\\_with\\_meeting\\_overload/](https://www.ted.com/talks/cindy_solomon_5_tips_for_dealing_with_meeting_overload/)

**CINDY SOLOMON, AUTHOR AND LEADERSHIP EXPERT:** Have you ever reached the end of what feels like a grueling workday only to realize you didn't actually accomplish anything? That it was just meeting after meeting after meeting after meeting after meeting.

I've come up with five, easy-to-implement steps that can take your calendar from working against you to working for you. And they really work. We worked with a big global company and asked some of their leaders to put these tips into practice while others didn't. And guess what? The leaders who used these steps saw significant hours open up on their calendars for, you know, actual work.

**Tip number one:** Ask yourself, "Do you really need the meeting?" We're under the illusion that we need a meeting for everything. We think "I need to make sure so-and-so is OK with this so I'll book time." Or "I've got a quick question on process, I'll grab a meeting." The reality is for almost half of the meetings we schedule, we could simply pick up the phone or shoot a text for a quick answer.

A trick to stop this: when you're thinking of calling a meeting, write the invitation first. And if you can't start with a subject line with an action verb, you shouldn't have the meeting. "Decide, finalize, create next steps." Those are reasons to call a meeting. "Review," on the other hand, isn't an action verb. [...]

Related to that action verb, if you're going to call a meeting you should be able to create a clear purpose statement. "In this meeting we're going to decide boom, boom, boom. Come prepared." You don't need a whole agenda; nobody's going to read it anyway. But that purpose statement is enough so that when you start, everybody is sitting up, paying attention and focused on the goal.

**Tip number two:** invite the least number of people possible. Let's be honest, most of us invite people to meetings defensively. We know that Raco's the one we need but if Dion doesn't feel like he's involved, he's going to be cranky, so you invite him and then Shannon and then Jane. And now we're wasting all of these people's time instead of just going directly to the decision maker. It's time to let go of those grade-school fears and just invite the people who are necessary for the objective. Everyone else can be informed later.

Let's also agree it's OK if we're not invited to everything. Research has found that the optimal size of a decision-making meeting is around five to eight people. Any time you're inviting more, you're making it less likely you'll achieve your goal.

**Tip number three:** make your meetings shorter. If you want your time back, ditch the hour-long meeting. I schedule 30- and 45-minute meetings. That's it, period. Full stop. That gives people time to digest, figure out next steps, then take a breath and maybe, I don't know, go to the bathroom. It stops that horrible snowball of lateness that rolls downhill over the course of a day.

**Tip number four:** say no to other's people's meetings. We're in the habit of saying yes to every meeting we're invited to. Often we show up out of fear of missing out, or worse yet, ego. Neither of those is a reason to spend your precious time in a meeting. A better way to decide: Ask yourself, "Is my opinion absolutely vital to the purpose of this meeting?" Even better, "Does this meeting move my goals, my team's goals or my customers' goals forward?" If not, just say no.

Now I know what you're thinking: it's hard to say no to a meeting. But it really isn't. Simply tell the organizer the truth. You know that they've got this, and if they need you, simply give you a ring. You can



also use the opportunity to delegate the meeting to a high performer or subject matter expert who may be a better choice anyway. You can even simply let them know you have other priorities that week and ask if your attendance is necessary. All you need to do is communicate with honesty and clarity.

**Tip number five:** be ruthless with your time. As any flight attendant will tell you, you have to put your own oxygen mask on first. It's the only way you can be at your best for others, so give yourself time to do the things you need to in order to feel like a human being. That includes <sup>4</sup>scheduling blocks of uninterrupted time to focus on your own work. If you have a project that's going to take you 10 hours of really focused time and effort, schedule that time in your calendar. <sup>4</sup>Try putting in "no-fly zones" two hours a day, a few days a week, at whatever time you're at your most productive.

You don't have to make these changes in a vacuum, like it's some kind of secret. You can tell people that you're trying something new and taking control of your calendar. And you do not have to do everything at once. Simply pick one idea and try it.

4'27"

## TASK 2: THE TWO MOST REMOTE LOCATIONS TO LIVE

Excerpts from the videos:

- Great Big Story, "Living Off the Grid in Paradise", © CNN, 1 February 2017, <https://www.youtube.com/watch?v=7YNPbY6deQ0>.

- Wendover Productions, "Why the Northernmost Town in America Exists", 20 June 2017.  
<https://www.youtube.com/watch?v=MP1OAm7Pzps>.

### FIORDLAND, NEW ZEALAND

We're a four days walk from the nearest road. The landscape's vast, the wilderness is almost unlimited. The access is by aircraft, on foot, or on the right day, <sup>0A</sup>you can boat it, but it's a challenge in itself. Really, we are at the mercy of the weather and the tides in our day-to-day life. It's difficult living out here, but if you do, what's needed and everything comes together, it's a really rewarding place to be.

*Warrick Mitchell lives in Fiordland, New Zealand's oldest and largest national park.*

We have solar panel for power, lighting, and our satellite communications. We have a quad bike, we have two boats for fishing and diving, and we have the freezer which keeps our food and our produce cold.

We rely on rainwater for drinking water, so that's not too hard with seven meters of rainfall annually. We largely live off the land. <sup>13B</sup>When you're living off the land, you're really at the mercy of the weather and the elements, so there's certain times that will allow you to go out and harvest a deer or catch a fish, capture the menu.

Living in the wilderness doesn't mean you're living in isolation from people. We certainly couldn't be doing what we do if it wasn't for the pilots and our neighbours and our friends.

<sup>14B</sup>Whether it's the harshness of the environment and being so isolated that brings people together or the fact that the people that are willing to travel this far have like-minded passion for the environment and the outdoors, one thing's for sure over the years is that <sup>14B</sup>the community's become really tight knit.

When things break or things don't go your way, it's always really important to remember you're in the green. <sup>15B</sup>The experience is being out here and enjoying being out here. Everything else is a bonus, so you can't get too serious if one thing breaks.

I don't know too many places in the world where you can stand on a boat looking back and you can just see ocean leading into forest, leading into massive snow-capped mountains and glacier-shaped bays with



pristine rivers and clear water. The trees are as they were 200 years ago, and <sup>16A</sup>the people that I bring out here, they get to experience this nature as it was and as it should be, and we try to keep the area and the environment pristine in this little corner of New Zealand.

**BARROW, ALASKA**

3500 miles from Washington DC, where the sun sets for months in the winter and stays up for months in the summer lies America's northernmost town Barrow.

Barrow is a bit unique. <sup>17B</sup>It's not a small town at least by Arctic Standards, just as many people live in Barrow as in the entire rest of northern Alaska. There's only one town on Earth larger than and further north than Barrow.

On the ground Barrow is desolate. It's bounded on one side by the flat Arctic tundra, and on the other by the often frozen Arctic Ocean. <sup>18A</sup>With no roads or port, with little exception, every ounce of food flies into Barrow. Increasingly nowadays, however, Barrow can be supplied by boat. For just a few months of the year the ice breaks up enough that a barge can come to shore and bring all the goods to Barrow, that won't fit in a plane.

So why do people live in Barrow? Why have 5000 people chosen to live their lives as close to the North Pole as to their own state capital? Well, <sup>19A</sup>for many residents it's been their home for thousands of years. Barrow is the Cultural Center of the Inupiaq tribe. One of the dozens of native Alaskan tribes. <sup>19A</sup>There's evidence that the Inupiaq people have lived in the same spot as Barrow for more than 1500 years, making it one of the oldest permanently inhabited settlements in North America. <sup>19A</sup>That's why over 60% of the residents in the city are Alaskan native, mostly from the Inupiat tribe. The answer to why the other 40% is there, as it often is, is oil.

Barrow is the administrative center of the North Slope Borough, the equivalent of a county or region. The area is larger than the entire United Kingdom, yet less than 10,000 people live within its borders.

<sup>20B</sup>Barrow itself doesn't have a significant amount of oil, but nearby Prudhoe Bay has the single largest oil deposit in North America. Some people go from Barrow to Prudhoe Bay to work the drills, but there's also good work within Barrow as it serves as the home of the borough's government, the primary employers in the area are the city, borough, state and federal government and in fact you can make some decent money in Barrow.

The beach of America's northernmost town presents one of the rarest views in the world, thousands of miles of civilization, free ice, water and nothingness. Nowhere feels closer to the end of the Earth than Barrow, Alaska.

5'10"

**TASK 3: AN INTERVIEW WITH GLORIA GAYNOR**

Excerpt from "Gloria Gaynor reveals story behind I Will Survive". New Day, © CNN, 13 August 2015.  
<https://edition.cnn.com/videos/tv/2015/08/13/gaynor-seventies-interview-newday.cnn>

VIDEO PLAYING: GLORIA GAYNOR SINGING "I WILL SURVIVE"

CHRIS CUOMO, CNN, "NEW DAY": The tune, the 'tude. I should have changed that stupid lock. I should have made you leave your key, and now I've got the one and only Gloria Gaynor sitting across from me. That's why I don't write songs. What a pleasure to have you here.

GLORIA GAYNOR, SINGER: Thank you. Great to be here.

CUOMO: Such a big part of a moment in culture, a moment in time. Do you know that?





GAYNOR: I think so.

CUOMO: When you hear the song -- Now <sup>01</sup>I know you still play it whenever you're going to perform, I know it's part of how you see your musical history -- But what does the song mean to you now?

GAYNOR: It means a lot to me because I've found that it is the foundation for my purpose.

CUOMO: Foundation for your purpose. You called the song to me a "divine appointment."

GAYNOR: A divine appointment. Right.

CUOMO: How so?

GAYNOR: Well, <sup>21</sup>I was asked by the record company to record another song and when I went to the producers, they made a deal with the record company to write the B side. I said, well, so what's the B side? They said, well, what do you want it to be? What do you like to sing? What kind of emotions? All that. After that conversation they said <sup>22</sup>you're the one we've been waiting for to record this song we wrote two years ago.

CUOMO: And they use the word "anthem" for this song, you know, something that is about purpose, that is about perseverance.

GAYNOR: Right.

CUOMO: What did you take from it early on?

GAYNOR: Exactly that. When I read the lyrics, <sup>23</sup>I was standing there in a back brace after having had surgery on my spine. I had a performance at the Beacon Theater in New York, fell down, and went out to breakfast, woke up the next morning paralyzed from the waist down. So I'd had surgery on my spine, I'm standing there in a back brace reading these lyrics, relating that situation to this, that I will survive this ordeal, and the fact that <sup>24</sup>my mother had recently passed away, something I never thought I'd survive. So if I'm relating these things to this song that's really about unrequited love. Other people would do the same thing, I thought.

CUOMO: Is it disco, this song?

GAYNOR: It's set to disco music.

CUOMO: It's set to disco music. Disco is kind of a dirty word, isn't it? But it was the disco era and people always want to put stink on disco and yet, one of our most famous songs of empowerment - not just some catchy, you know, not just some catchy tune - is disco. Does that fit?

GAYNOR: Not at all. First of all, <sup>25</sup>I've always believed that the backlash on disco was orchestrated.

CUOMO: Oh.

GAYNOR: By someone whose bottom line was being negatively affected by the advancements and popularity of disco music.

CUOMO: So you buy into the whole Chicago White Sox, that night that disco supposedly died, that the rock labels had paid DJs and people to bad-mouth disco - you buy it.

GAYNOR: Absolutely. For one simple reason. I'm analytical enough to have looked at that situation and thought, if they hated disco music, why did they have all those records to burn?



CUOMO: What pops out to you about what you want to remember about the '70s in a good way and in a not-so-good way?

GAYNOR: What stands out to me, what I want to remember in a good way is that there was camaraderie and <sup>26</sup>we had a coming together of people on the dance floor and then off the dance floor and then in the cities and communities around the world. What stands out to me that I don't want to remember is that we got caught up in a sort of pseudo-innocence and started doing things that were not good for us, overindulging in alcohol and drugs.

CUOMO: Well, that's part of the stink, that <sup>27</sup>disco music, you could only enjoy it if you were high, you know, that it was about excess, it was about Studio 54 and the drugs and --

GAYNOR: Those things were attached to the music. So those people were doing -- listening to disco music and they did that, that wasn't a fault of the music.

CUOMO: So when you're thinking back, who did you love back then?

GAYNOR: I loved Thelma Houston with "Don't Leave Me This Way." I loved Donna Summer's "MacArthur Park." My all-time favorite song to dance to was "Brick House."

CUOMO: Oh. What a song. Right?

GAYNOR: Yeah.

CUOMO: Mighty, mighty. And do you feel satisfied - By the way, you should know, fans out there, Gloria is getting ready to record a new album. You're doing <sup>28</sup>Christian music, though, now?

GAYNOR: Yes. Yes.

CUOMO: And that's closer to your heart and your passion -

GAYNOR: You know, it's definitely <sup>28</sup>Christian music, it's definitely Christian based, but the sound, the lyrics are inspirational, can apply to anyone. Of course, Christ applies to anyone if they want him. But --

CUOMO: You don't have to be a Christian to like the music.

GAYNOR: You don't have to be a Christian to like the music.

CUOMO: Because it's coming out of you and you've got a beautiful voice and you accept that you have a place in history, the '70s and beyond.

GAYNOR: Absolutely.

CUOMO: Thank you for the gift of something that makes us feel in our heart and our head that we can overcome.

4'56"



**PAUTAS DE CORRECCIÓN**  
**MEDIACIÓN ESCRITA**

El corrector debe ponerse en el papel del destinatario, teniendo en cuenta su necesidad.

Por otra parte, en función de las instrucciones específicas, el texto mediado debe contener:

**1. las acciones a realizar:**

- Transmitir información específica: Seleccionar e interpretar información relevante: Breve introducción sobre Castilla y León. Las provincias que mejor se adaptan a sus intereses según el texto son Zamora, León y Palencia. Las demás provincias también merecen visita. La mejor manera para llegar desde el sur de Francia es en tren.
- Resumir y explicar información: Resumir el texto parafraseando.

**2. las características del texto:**

- género: descripción.
- tipo: correo electrónico.
- formato: texto escrito.
- soporte: digital.

**3. la/s lengua/s, variedades y modalidades que el mediador puede/debe utilizar:** lengua estándar formal.

**4. la información que el texto que produzca el mediador debe contener:** cantidad (solo la que se indique en las instrucciones); tipo (descripción)

**5. la extensión:** 100-150 palabras.

**Ejemplo orientativo:**

Castile and León is the biggest region in Europe and the one with the highest number of World Heritage Sites worldwide. The origin of its name is the significant amount of castles it is home to.

Knowing your interests, the most recommendable provinces to visit would be Zamora, León and Palencia, due to their numerous hiking routes. Furthermore, Zamora and Palencia hold a considerable quantity of Romanesque architecture. Zamora does not only have the highest number of Romanesque buildings in the world, but it is also home to the most notable Holy Week celebration in the region, together with León's and Valladolid's.

Nevertheless, you can also hike in the provinces of Ávila, Segovia, Burgos, Salamanca and Soria. Moreover, their capital cities possess monuments of great importance worth a visit, some of them being UNESCO World Heritage Sites.

The best way to get there from France is by train via Hendaye.

(150 words)



**PAUTAS DE CORRECCIÓN**

**PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS**

<b>TASK 1</b>	<b>Tipo de texto</b>	Artículo de opinión.
	<b>Destinatario</b>	Público en general.
	<b>Registro</b>	Neutro o semiformal. Evitar lenguaje agresivo o malsonante. Evitar ponerse muy personal. Mantener una distancia. No mezclar registros a no ser que haya una justificación.
	<b>Funciones comunicativas</b>	<ul style="list-style-type: none"> <li>• Introducir un tema.</li> <li>• Expresar opiniones.</li> <li>• Argumentar, rebatir, dar ejemplos, corroborar.</li> <li>• Formular hipótesis.</li> <li>• Mostrar distancia.</li> <li>• Concluir.</li> </ul>
	<b>Organización</b>	<ul style="list-style-type: none"> <li>• Introducción del tema.</li> <li>• Opinión.</li> <li>• Argumentos en que se sustenta la opinión.</li> <li>• Conclusión.</li> </ul>
	<b>Lenguaje que se espera</b>	<ul style="list-style-type: none"> <li>• Para expresar opiniones.</li> <li>• Vocabulario: guerra, relaciones internacionales (política, economía...)</li> <li>• Conectores (causa, consecuencia, contraste, ejemplos...)</li> <li>• Para formular hipótesis (condicionales, modales de probabilidad y posibilidad)</li> <li>• "Hedging" (it seems that, it is said that...)</li> <li>• Probablemente, lenguaje para enfatizar (inversiones, "cleft sentences", "emphatic auxiliaries"...)</li> </ul>

<b>TASK 2</b>	<b>Tipo de texto</b>	Informe.
	<b>Destinatario</b>	Director de una escuela.
	<b>Registro</b>	Formal.
	<b>Funciones comunicativas</b>	<ul style="list-style-type: none"> <li>• Afirmar; atribuir; describir; confirmar la veracidad de un hecho; conjeturar.</li> <li>• Sugerir.</li> <li>• Recomendar.</li> </ul>
	<b>Organización</b>	Se espera el uso de encabezamientos, numeración o viñetas. Posibilidades de organización: <ul style="list-style-type: none"> <li>• Introducción + aspectos más destacables del viaje ordenados por secciones + conclusión con sugerencias de mejora.</li> <li>• Introducción + aspectos positivos + aspectos negativos + conclusión con sugerencias de mejora.</li> <li>• Introducción + aspectos negativos + aspectos positivos + conclusión con sugerencias de mejora.</li> </ul>
	<b>Lenguaje que se espera</b>	<ul style="list-style-type: none"> <li>• Lenguaje formal, objetivo y descriptivo.</li> <li>• Ausencia de contracciones.</li> <li>• "Hedging/distancing" (it seems that, it is said that...)</li> <li>• Conectores de causa y consecuencia: (since, consequently...)</li> <li>• Conectores de contrast/concession (yet, whereas, despite, in spite of...)</li> <li>• Comparación: (decidedly/significantly/considerably longer than expected...).</li> <li>• Lenguaje para enfatizar (inversiones, "cleft sentences", "emphatic auxiliaries"...)</li> <li>• Lenguaje para sugerir.</li> </ul>



## **PRUEBA DE CERTIFICACIÓN DE C1 – BLOQUE B**

### **MEDIACIÓN DE TEXTOS ORALES**

Read and summarise the following text in your own words

#### **Gentrification is a global problem. It's time we found a better solution**

Gentrification is a slippery and divisive word, vilified by many for the displacement of the poor, the influx of speculative investors, the proliferation of chain stores, the destruction of neighbourhood authenticity; praised by others for the improvement in school standards and public safety, the fall in crime rates, and the arrival of bike lanes, street markets and better parks.

For years, gentrification boosters have argued it is the formula for urban regeneration. Blighted neighbourhoods could be miraculously transformed by incentivising the arrival of the “creative class” of artists, gay couples and brave bohemians.

The “urban renaissance” of the past two decades set out to revitalise decaying inner city cores, and make cities happier, healthier, safer places to live and work. Rather than escaping to the suburbs, successful young professionals would be lured back into the city to activate new urban spaces.

There have been many upsides. But the consequences of the rate and scale of change, the displacement of poor by rich, the loss of workspace and the hollowing out of neighbourhoods is now frightening even the most ardent promoters of regeneration.

At present, when gentrification increases the value of an area, the windfall is to the landowners. The community group that gets together to revive a street market or establish an urban garden, or the penniless artists who turn a leaky warehouse into a gallery, are indirectly responsible for catalysing the very forces they are usually determined to prevent.

Such amenities increase the value of properties in the area, attracting buy-to-let investors, land speculators and estate agents who feature these very community assets in their glossy brochures.

### **PRODUCCIÓN DE TEXTOS ORALES (MONÓLOGO)**

TALK ABOUT:

How has the development of technology affected learning? Will technology transform education?



## **COPRODUCCIÓN DE TEXTOS ORALES (DIÁLOGO)**

### **STUDENT A**

Discuss the advantages and disadvantages of giving international aid to poor countries.

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- 1. Find out what your partner's ideas are.
  - 2. Share your personal experiences on this subject.
  - 3. Discuss what you believe is people's general attitude to poverty and international aid.
  - 4. Try to reach an agreement

### **STUDENT B**

Discuss the advantages and disadvantages of giving international aid to poor countries.

- 1. Find out what your partner's ideas are.
- 2. Share your personal experiences on this subject.
- 3. Discuss what you believe is people's general attitude to poverty and international aid.
- 4. Try to reach an agreement