



**Castilla-La Mancha**

Consejería de Educación, Cultura y Deportes

# **PRUEBAS TERMINALES ESPECÍFICAS DE CERTIFICACIÓN DE NIVEL**

## **INGLÉS AVANZADO**

JUNIO 2018

### **LEER**

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

- **DURACIÓN:** 50 minutos.
- **PUNTUACIÓN:** La calificación de APTO se obtendrá con el 50% de respuestas correctas.
- A cada respuesta acertada le corresponderá un punto. Las respuestas erróneas no descontarán puntos.
- Esta parte consta de tres tareas.
- Lea las instrucciones al principio de cada tarea y realícela según se indica.
- Las respuestas escritas a lápiz no se calificarán.
- No está permitido el uso del diccionario.
- **NO ESCRIBA NADA EN LAS ÁREAS GRISES.**

#### **ESCRIBA A CONTINUACIÓN LOS SIGUIENTES DATOS:**

APELLIDOS:			
NOMBRE:			
DNI:			
GRUPO Y LETRA:	OFICIAL	LIBRE	

**CALIFICACIÓN:**

**TAREA 1**

You are going to read part of a newspaper article about street art. Six sentences (and an example) have been removed from the article. Choose from the sentences A-H the one which best fits each gap. There is one extra sentence which you do not need to use. When you have finished, transfer your answers to the ANSWER BOX. The example is at the beginning (0).

**STREET ART: NEW CULTURE OF THE CITIES**

Street Art is a very popular form of art that is spreading quickly all over the world. You can find it on buildings, pavements, street signs and rubbish bins from Tokyo to Paris, from Moscow to Cape Town. Street art has become a global culture and even art museums and galleries are collecting the work of street artists.

(0).....  
..... People often have different opinions about street art. Some think it is a crime and others think it is a very beautiful new form of culture.

(1).....  
..... Young adults sprayed words and other images on walls and trains. This colorful, energetic style of writing became known as graffiti. Graffiti art showed that young people wanted to rebel against society. They didn't want to accept rules and travelled around cities to create paintings that everyone could see. In many cases they had trouble with the police and the local government.

(2).....  
..... She cuts out paper images of people and puts them on walls and or sets them up on sidewalks. Swoon didn't start her career as a street artist. She studied art but, as time went on, got bored with the work she saw in museums and galleries. The people in New York enjoy Swoon's strong and imaginative style. Some museums have already bought some of her work.

(3).....  
..... The French artist uses small pieces of glass to make images of space creatures. He has been doing this for some years and the police have arrested him a few times. On his website (<http://www.space-invaders.com/>) you can see many other places where he has created this form of art.

(4).....  
..... Some of them do not like artists who make so much money in galleries and museums. They choose street art because it is closer to the people. Some artists try to express their political opinion in their work. They often want to protest against big firms and corporations. Others like to do things that are forbidden and hope they don't get caught.

(5).....  
..... The New York department store Saks Fifth Avenue recently used a street artist's design for their shop windows and shopping bags.

(6).....  
..... Artists can show their pictures to an audience all over the world. Many city residents, however, say that seeing a picture on the Internet is never as good as seeing it live. The street art movement lives with the energy and life of a big city. There it will continue to change and grow.

- A. Advertising companies also use street art in their ads because it gives you the impression of youth and energy.
- B. One well-known New York street artist is Swoon.
- ~~C. Street art started out very secretly because it is illegal to paint public and private property without permission.~~
- D. Street artists do their work for a reason.
- E. Polish artist Pawel Szymkowiak moved to New York in the hope of becoming a street artist.
- F. Art experts claim that the movement began in New York in the 1960s.
- G. In today's world the Internet has a big influence on street art.
- H. Many street corners in Paris show the work of Space Invader.

**ANSWER BOX**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>ANSWER</b>	<b>C</b>						

**Puntuación 1: \_\_\_\_\_/6**

**TAREA 2**

Read the text and choose the best option (A, B or C) to answer each question. When you have finished, transfer your answers to the ANSWER BOX. Only one answer is correct. Question 0 has been done as an example.

**WE SHOULD LIMIT OUR KIDS' TIME ON SMARTPHONES**

As children and young people spend an increasing amount of time with screens – more than six hours a day according to one US survey – parents have begun to wonder if spending this much time with screens is safe.

An increasing amount of research suggests it is not. Teenagers who spend five or more hours a day on electronic devices are 71% more likely to have a risk factor for suicide than those who spend less than an hour a day. Young people who use screens this much are also 52% more likely to sleep less than seven hours a night – a significant lack of sleep with potential consequences for both physical and mental health. The more time young adults spend on social media, the more likely they are to be depressed or lonely.

As I document in my book, *iGen* (about the post-millennial generation born after 1995), there are also troubling trends in teenagers' mental health. Between 2011 and 2015, rates of serious depression, self-injury (such as deliberately cutting oneself), and suicide all rose sharply among American teenagers.

By far the largest change in their lives between 2011 and 2016 was growing smartphone ownership; the percentage of Americans owning a smartphone has more than doubled in that time. *iGen* teens, the first to spend their entire adolescence with smartphones, are in the middle of the worst mental health crisis in decades.

Until now, the primary goal of parental controls on devices was content, often focused on limiting children and young people's access to pornography or violence. However, content is only part of the problem – the larger issue is teenagers spending nearly all of their leisure time on their phones.

Given the consequences of overuse, setting time limits is just as important as limiting access to content. For instance, parents could limit the amount of time certain apps are used, the number of hours of total phone use, or shut the phone down after bedtime (or, even better, an hour before bedtime to avoid overstimulation before sleep).

Limiting teenagers' phone use might sound like the beginning of a huge parent-child fight. However, it might not be as bad as you think. When I interviewed young people for *iGen*, I was surprised how many were aware of the negative effects of spending so much time on a phone. Several complained, just as adults do, that they hated it when their friends or parents were looking at their phones when they were talking.

Since then, I've spoken to several teachers who asked teenagers to put their phones away for an hour or two for a project, either in or out of class. All said that their reactions were much more characterised by relief than anger. Teenagers often feel constant pressure to respond instantly to texts and social media posts, and welcome a break.

Should we instead just take teenagers' phones away? The research suggests this is not a good idea. Young people who don't use smartphones or social media at all are less well-adjusted than teens who use them a little – perhaps because teen social life these days requires at least some digital media.

Mental health peaks at an hour a day of device use, with issues becoming more frequent among those using devices two, and especially three or more hours a day. My children (who are 11, eight and five) don't yet have smartphones, but when they do I plan to limit their use to 90 minutes a day and shut the phone down at 9pm. As they get older, these limits can be adjusted.

0. Researchers think parents' worries about their kids spending much time with screens are...
  - A. exaggerated.
  - B. nonexistent.
  - C. probably justified.
  
1. Scientists have found a relation between excessive smartphone use and ...
  - A. excessive partying.
  - B. sleep disorders.
  - C. street violence.
  
2. The post-millennial generation ...
  - A. do not have more mental health issues than their parents did.
  - B. has had access to smartphones since their early teens.
  - C. is now reaching middle age.
  
3. Traditionally, the main problem with screen devices was ...
  - A. accessing inappropriate materials online.
  - B. their excessive use.
  - C. wasting time with videogames.
  
4. Equally important today is ...
  - A. banning the use of smartphones at school.
  - B. limiting the time teenagers spend on their smartphones.
  - C. having only safe apps installed on teenagers' smartphones.
  
5. The author was shocked when he discovered that some teenagers ...
  - A. found continuous use of mobiles irritating.
  - B. got annoyed when told to stop using their mobiles.
  - C. had decided to stop using their mobiles at home.
  
6. Teenagers who never use a smartphone are ...
  - A. as sociable as teenagers whose use is below average.
  - B. less sociable than teenagers whose use is below average.
  - C. more sociable than teenagers whose use is below average.

**ANSWER BOX**

<b>QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>ANSWER</b>	<b>C</b>						

**Puntuación 2: \_\_\_\_\_/6**

**TAREA 3**

Read the text below and decide which answer (A, B or C) best fits each gap. Only one answer is correct. When you have finished, transfer your answers to the ANSWER BOX. There is an example at the beginning (0).

**MYTHS ABOUT LEADERSHIP**

People assume that (0) ..... you're a chief executive, a general or a president, you're not really a leader. (1) ..... , this is not true. If you run a team of any sort, even of only one (2) ..... person, you are a leader. Those who lead large groups of people just need better skills than most – the more people you lead, the (3) ..... it is.

(4) ..... surrounded by an aura not associated with other skills, leadership is really a simple idea: it is the ability to get the best out of your team in any (5) ..... situation.

Is there a difference (6) ..... leadership and management? Some say that leadership is part of being an effective manager and (7) ..... that management is part of being an effective leader. To help you think about the distinction, look at management as (8) ..... with the preparation, planning and decision-making aspects of a project, and leadership as getting the team to complete the project – the communication, motivation, delegation and supervision.

Adapted from Roebuck, C. (1999) *Effective Leadership* p. 13

- |               |                   |            |
|---------------|-------------------|------------|
| 0. A if       | B <u>unless</u>   | C whether  |
| 1. A However  | B On the one hand | C Moreover |
| 2. A another  | B each            | C other    |
| 3. A hard     | B harder          | C hardest  |
| 4. A Although | B Despite         | C In spite |
| 5. A done     | B given           | C taken    |
| 6. A between  | B from            | C than     |
| 7. A others   | B they            | C those    |
| 8. A dealing  | B handling        | C managing |

**ANSWER BOX**

<b>QUESTION</b>	<b>0</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>
<b>ANSWER</b>	<b>A</b>								

Puntuación 3: \_\_\_\_/8

<b>Puntuación 1</b>	<b>Puntuación 2</b>	<b>Puntuación 3</b>	<b>TOTAL</b>