



GOBIERNO DEL PRINCIPADO DE ASTURIAS

CONSEJERÍA DE EDUCACIÓN Y CULTURA

ESCUELAS OFICIALES DE IDIOMAS DEL PRINCIPADO DE ASTURIAS

## PRUEBA ESPECÍFICA DE CERTIFICACIÓN DE NIVEL AVANZADO C1 DE INGLÉS. SEPTIEMBRE 2019

Comisión de Evaluación de la EOI de

### COMPRENSIÓN DE TEXTOS ESCRITOS

Puntuación total	/20 puntos
Calificación	/10 puntos

Apellidos: \_\_\_\_\_  
Nombre: \_\_\_\_\_  
DNI/NIE: \_\_\_\_\_

#### LEA LAS SIGUIENTES INSTRUCCIONES

A continuación va a realizar una prueba que contiene **tres ejercicios de comprensión de textos escritos**.

Los ejercicios tienen la siguiente estructura: se presentan unos textos y se especifican unas tareas que deberá realizar en relación a dichos textos. Las tareas o preguntas serán del siguiente tipo:

- **Opción múltiple: preguntas o frases incompletas**, seguidas de una serie de respuestas posibles o de frases que las completan. En este caso deberá **elegir la respuesta correcta** rodeando con un círculo la letra de su opción en la **HOJA DE RESPUESTAS. Sólo una de las opciones es correcta.**

Ejemplo:

1	<input checked="" type="radio"/> A	B	C
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Si se confunde, tache la respuesta equivocada y rodee la opción que crea verdadera.

1	<input checked="" type="checkbox"/> A	B	<input checked="" type="checkbox"/> C
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- **Pregunta de completar**. Se presenta un texto con 10 huecos (numerados del 1 al 10) en los que faltan 10 palabras. Se proporcionan cuatro opciones para completar cada hueco del texto (A, B, C o D). Deberá elegir la opción correcta rodeando con un círculo la letra de su elección en la **HOJA DE RESPUESTAS**. Solo una de las tres opciones es correcta.

Ejemplo:

1	<input checked="" type="radio"/> A	B	C	D
---	------------------------------------	---	---	---

Si se confunde, tache la respuesta equivocada y rodee la opción que crea verdadera

1	<input checked="" type="checkbox"/> A	B	<input checked="" type="checkbox"/> C	D
---	---------------------------------------	---	---------------------------------------	---

- **Pregunta de Verdadero / Falso**. Se presentan una serie de **preguntas y se deberá decidir si la información facilitada es verdadera o falsa**.

Ejemplo:

1	<input checked="" type="radio"/> True	False
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Si se confunde, tache la respuesta equivocada y rodee la opción que crea verdadera.

1	<input checked="" type="checkbox"/> True	<input checked="" type="checkbox"/> False
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En total, deberá contestar a **25 preguntas**. Cada una de ellas vale **0,8 puntos sobre una puntuación total de 20**. La calificación se obtendrá al dividir la puntuación total entre dos y redondear el resultado a la unidad. Antes de responder a las preguntas, lea atentamente las instrucciones de cada ejercicio.

Dispone de **60 minutos** para responder todas las preguntas de los ejercicios que componen la prueba.

Utilice únicamente **bolígrafo azul o negro** y asegúrese de que su **teléfono móvil** y **dispositivos electrónicos** estén **desconectados** durante toda la prueba.

Trabaje concentradamente, **no hable ni se levante** de la silla. Si tiene alguna duda, levante la mano y espere en silencio a que el/la profesor/a **se acerque a su mesa. Espere a que le indiquen que PUEDE EMPEZAR**.

## HOJA DE RESPUESTAS

### EJERCICIO 1: THE WAY YOU WORK

					Espacio reservado para la persona correctora
1	A	B	C	D	
2	A	B	C	D	
3	A	B	C	D	
4	A	B	C	D	
5	A	B	C	D	
6	A	B	C	D	
7	A	B	C	D	
8	A	B	C	D	
9	A	B	C	D	
10	A	B	C	D	

### EJERCICIO 2: PROJECT HABBAKUK

				Espacio reservado para la persona correctora
1	A	B	C	
2	A	B	C	
3	A	B	C	
4	A	B	C	
5	A	B	C	
6	A	B	C	
7	A	B	C	
8	A	B	C	
9	A	B	C	
10	A	B	C	

### EJERCICIO 3: SOCIAL MEDIA SPYING

			Espacio reservado para la persona correctora
1	TRUE	FALSE	
2	TRUE	FALSE	
3	TRUE	FALSE	
4	TRUE	FALSE	
5	TRUE	FALSE	

**EJERCICIO 1****THE WAY YOU WORK***Adapted from www.weforum.org*

**You are going to read an article about technological advances. You have to choose the right option for each gap (A, B, C or D) as in example 0. Only ONE answer is correct. DON'T FORGET TO TRANSFER ALL YOUR ANSWERS TO THE ANSWER SHEET**

**The forces that will (0) \_\_\_change\_\_\_ the way you work**

Technological and social forces are transforming how work gets done, who does it, and even what work looks like. And while technology can make workers more productive, there will be significant turbulence as organizations (1) \_\_\_\_\_ with the complexity and unpredictability of a changing workforce.

Research by Deloitte Consulting shows that there are powerful disruptors reshaping work as we know it. In order to address these disruptors, business leaders need to engage (2) \_\_\_\_\_ transformative thinking that will not only re-design but re-imagine the way work gets done in their organizations. They need to think big, start small, become more agile, and—ultimately—move faster than the new realities of work.

**Are organizations ready for Industry 4.0?**

Deloitte's Readiness Report explores senior executives' (3) \_\_\_\_\_ on the impact of Industry 4.0, that is, the industrial change associated with automation and digital technologies. According to the report, business leaders are uncertain they have the right talent to be successful in this new era of technological advancement. Only 25% are highly confident that their workforce has the skill sets needed for the future. Only 14% are highly confident in their ability to harness the changes associated with Industry 4.0. Yet 86% of business leaders think they are doing all they can to build the right workforce. Even more surprising, less than 20% of business leaders regard talent and HR issues as a high priority. In a (4) \_\_\_\_\_, leaders don't seem to think radical change is needed to get them where they need to go.

(5) \_\_\_\_\_ radical change is needed. Consider the impact of automation. It's been estimated that 57% of all jobs are at (6) \_\_\_\_\_ of being automated within the next 5 years. Emerging economies in the ASEAN region (the Association of Southeast Asian Nations) are the most vulnerable to job automation. But developed economies will be impacted as well. In Singapore, for example, workplace automation is expected to double in the next three years.

To be sure, the likelihood of an entire profession disappearing due to automation is low. It is far more (7) \_\_\_\_\_ that parts of an occupation will be replaced by technology. Human talent will be working alongside artificial intelligence, machine learning, natural language processing—or anything that can replace tasks in a business process and make them quicker, more accurate, and

less (8) \_\_\_\_\_. In this scenario, the most suitable resource, be it technological or human, can now be matched to deliver the most productive outcome.

From the workers' perspective, such augmentation through technology means people can now decide where best to work, whether it's from an office or at home, in a satellite space, or in shared workspace. This fits the Millennial and Gen Z value of flexibility in the workplace—a key finding from the Deloitte Millennial Survey 2018. For these workers, the gig economy's increased income potential and flexibility hold great appeal. According to the survey, a clear majority have already taken on such roles or would consider doing so.

### **Remaining relevant in the future of work**

The half-life of a skill has dropped from 30 years to an average of 6 years. This holds true even for fresh university (9) \_\_\_\_\_. This means that the model of "learn at school" and "do at work" is no longer sustainable and constant reskilling and lifelong learning will be a way of life at work. According to the World Economic Forum's Future of Jobs report, reskilling is the top priority for organizations looking at their future workforce strategy. And with working lives getting longer, reskilling is important for all workers, not just the young.

Business leaders can no longer be passive consumers of ready-made human capital. They need to put talent development and workforce strategy front and (10) \_\_\_\_\_ in their growth plans. This requires a new mindset to understand the challenges workers face and evolve talent programmes and models that unlock their potential.

## **EJERCICIO 2**

### **PROJECT HABBAKUK**

*Adapted from edition.cnn.com*

**You are going to read an article about a warship military project during World War II. For questions 1 – 10, choose the most suitable option (A, B or C) as in example 0. Only ONE answer is correct. DON'T FORGET TO TRANSFER ALL YOUR ANSWERS TO THE ANSWER SHEET.**

### **Project Habbakuk: Britain's secret attempt to build an ice warship**

The dark depths of Lake Patricia in Canada still hide a secret that was once poised to change the course of World War II. To gain the upper hand against the deadly German U-boats, the British had come up with a strange idea: make aircraft carriers out of giant icebergs.

In 1942, at a branch of the British War Office, an eccentric scientist named Geoffrey Pyke was trying to figure out how to protect Allied ships in the "U-boat alley," an area of the Atlantic Ocean where Nazi submarines, out of the range of Allied warplanes, ruled the day. With building materials like steel in short supply, he thought, why not take a chunk of ice from the Arctic and tow it south to land planes on it?

He decided to call the ambitious design HMS Habbakuk, a misspelling of the name of prophet Habakkuk, who, in the Old Testament, wrote: "...be utterly amazed, for I am going to do something in your days that you would not believe, even if you were told."

The proposed warship would be the largest ever built: 2,000 feet long and 200 feet wide -- more than twice as big as the Titanic -- with a weight of over 2 million tons and enough space for 300 aircraft. It would sail the seas at a speed of 7 knots (8 miles per hour) and withstand waves of 50 feet, giving Churchill his secret weapon against the U-boats.

Britain now needed ice, so it turned to Canada for help. Lake Patricia in the Jasper National Park in Alberta was chosen as the test site due to the availability of an ironic source of free labour nearby: a camp of conscientious objectors. They were never told what it was. They called it 'Noah's Ark.' They knew it was something for the war effort, but they didn't know what exactly.

In early 1943, a 60-foot long prototype vessel was built with walls and floors of wood, tar, refrigeration pipes and a massive chunk of ice from the lake. It was like a big shoe box, with a giant ice cube in the middle and the refrigeration piping running around it like a rib cage. Frozen into the middle of the ice was a smaller rectangle, where the refrigeration unit was. A roof was put to protect it from the elements and disguise it as a boat house.

It worked, but it wasn't all smooth sailing. Some of the piping arrived damaged, so water couldn't be used for the cooling system and air was pumped through instead. There were doubts about the strength of the ice and the viability of the structure itself; although a better building material called "pykrete" (from Pyke and concrete) was developed around this time by adding wood pulp to the ice mix, it wasn't used in the prototype, and manufacturing it in the huge quantities needed for the Habbakuk seemed impractical. Notwithstanding the drawbacks, the test had shown that the ice ship wasn't pure fantasy. But by mid-1943, the project started to sink. Its demise was a combination of three factors. First, Iceland could be used as a permanent base in the North Atlantic. Second, newer planes that could patrol for longer were introduced. And finally, the development of the centimetric radar helped track U-boats more accurately.

Once the project was abandoned, the refrigeration machinery was removed and the model was just left there, before subsiding into the lake. Although most people in the area had a rough idea of what had been going on, some mystique started to grow around it.

The wreckage sits on a diagonal, with the deepest corner at the 100-foot depth. To help identify the wreckage, an underwater commemorative plaque was installed in 1988 in its proximity. It's at the shallowest corner, so if you can dive to 85 feet, which is what most divers can do, you can go and have a look at it. It might be wise to hurry up, though, because not much is left.

**EJERCICIO 3****SOCIAL MEDIA SPYING***Adapted from The Guardian*

**You are going to read an article about social media spying. For statements 1-5 you have to decide if they are TRUE or FALSE as in example 0. DON'T FORGET TO TRANSFER ALL YOUR ANSWERS TO THE ANSWER SHEET.**

**Social media spying is turning us into a stalking society**

Have you ever brought up an ex's Instagram profile in a moment of weakness, and pawed sadly through photos of them looking happy with someone else? I'll admit it: I have, in my early 20s, after three pints. I think anyone who has ever been caught in the web of social media would be lying if they said they had never indulged in a bit of harmless "research".

Social media has normalised the kind of behaviour that would have been called stalking in any previous era. Think about the lengths you'd have to go to stare at your ex with someone else in the 90s; you'd have to actually follow them around, perhaps disguised as a hedge, or break into their house to steal photographs in a Mission Impossible-style caper. It is easy to imagine how, for a dangerous minority of people, it could be an easy step from "normal" social media stalking to, say, downloading a covert phone app that listens to their conversations or tracks their movements. There has been a spike in technology-related stalking activities reported to the National Stalking Helpline.

Bugging and GPS-tracking used to be so expensive that they were only used by governments and private investigators, but a quick Amazon search offers up a hidden car-tracking device for \$27 and a spy cam disguised as a USB charger for \$52. These items are marketed as a "real-time teen-driving coach", nanny cams or parental control software, but there is nothing to stop them being used for nefarious purposes. Meanwhile, law enforcement struggles to keep up: victims of stalking or online harassment are frequently told simply to stop going online, which for a 19-year-old in 2018 is like being told not to breathe air.

It is comforting to suppose that there is a massive difference between harmless social media stalking and the kind that crosses over into criminal behaviour, but the gap between the two is not as big as we like to think. Twitter, Facebook and Instagram have normalised the idea of having access to people whenever we want, and slowly eroded the concept of personal privacy. People have become comfortable with the idea of being tracked by governments and companies through their phones, only balking when they realise the full extent of the surveillance. In using these services, even if we lock down every privacy setting we're given (and many people don't), we give people unnatural access to our lives.

Social media companies don't tend to think too hard about what happens when things go bad. When Facebook unveiled its "timeline" feature in 2011, it cheerfully framed the idea of making your entire Facebook history browsable by any new acquaintance as "chronicling your life story", illustrating the concept with a video tracking a happy couple from meeting to marrying to procreating via Facebook photos and status updates. What happens if they get divorced? Facebook offered no solution for this besides painstakingly deleting or untagging old posts, one by one.

Is Twitter responsible for the use of its platform to harass? Is Instagram responsible when someone uses it to stalk an ex? These are all questions that need to be re-examined. Doubtless, governments, which are currently subjecting the tech companies to scrutiny, will pursue that. But they should be alive to the role they have played in bringing us to this point. The technologies now being used for private stalking were often themselves developed and deployed by governments for espionage or public surveillance.

Even if we are now attuned to trading our privacy for the limited joys and usefulness of social media platforms and, the platforms themselves must take responsibility. Since 2016, fuelled by the revelations about the spread of fake news and the disastrous effect social media is having on our politics and public discourse, a "techlash" has been building. The tech industry's short-sightedness when it comes to the social and moral implications of its products is largely behind it.

## EJERCICIO 1

### THE WAY YOU WORK

- |    |                 |             |            |                        |
|----|-----------------|-------------|------------|------------------------|
| 0  | A Exchange      | B organise  | C distort  | D <b><u>change</u></b> |
| 1  | A consider      | B grapple   | C manage   | D plan                 |
| 2  | A about         | B by        | C in       | D to                   |
| 3  | A approach      | B attitude  | C response | D views                |
| 4  | A nutshell      | B shortly   | C summary  | D resume               |
| 5  | A Although      | B However   | C Through  | D But                  |
| 6  | A danger        | B stakes    | C brink    | D risk                 |
| 7  | A believably    | B possibly  | C probably | D likely               |
| 8  | A inexpensively | B cheaply   | C wealthy  | D costly               |
| 9  | A qualifiers    | B graduates | C careers  | D entries              |
| 10 | A foremost      | B center    | C front    | D back                 |

## EJERCICIO 2

### PROJECT HABBAKUK

- 0 The article describes ...  
 A **a failed project**  
 B a temporary setback  
 C a major breakthrough
- 1 The British warship was designed to ...  
 A transport planes  
 B fight German U-boats  
 C transport large amounts of ice
- 2 In the Atlantic Ocean Nazi submarines ...  
 A remained unbeatable  
 B were most dangerous in the daytime  
 C were more numerous than Allied boats

**3 The design of the warship ...**

- A was to be absolutely amazing
- B was named after a biblical character
- C was based on a prophecy in the Old Testament

**4 Huge waves ...**

- A might set the project at risk
- B could be borne by the boat
- C were expected in the Atlantic Ocean

**5 The Canadian workers ...**

- A were politically aware
- B used to make ironic remarks
- C carried out the task conscientiously

**6 The prototype boat ...**

- A was kept in a cage
- B was meant to be used as a house
- C was kept frozen through a system of hollow tubes

**7 Although the prototype worked ...**

- A it could not sail easily
- B it faced new hazards
- C a new material had to be used

**8 In 1943...**

- A the warship went underwater
- B Iceland was HMS Habbakuk's new location
- C Nazi submarines could be spotted by new technologies

**9 The construction of the warship ...**

- A was shrouded in mystery
- B has been recently discovered
- C was known precisely by the local people

**10 The remains of the warship ...**

- A are lying deep in the lake
- B can be reached by most divers
- C are likely to stay in the lake for a long time

### EJERCICIO 3

#### SOCIAL MEDIA SPYING

0.	Any social media user has sometime tried to hurt someone online	TRUE	<b>FALSE</b>
1.	In the 90s seeing an ex-partner with another person would have involved trespassing	TRUE	FALSE
2.	Stalked teenagers are reluctant to change their online habits	TRUE	FALSE
3.	Social media stalking and illegal actions are neatly set apart	TRUE	FALSE
4.	Facebook 'timeline' feature made it difficult to eliminate information	TRUE	FALSE
5.	The 'techlash' had been foreseen by tech companies	TRUE	FALSE

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