



## Junta de Andalucía

Consejería de Desarrollo Educativo y Formación Profesional

# Pruebas Específicas de Certificación 2022/2023

Comprensión de Textos Escritos

## Cuadernillo de textos

NIVEL B2 | INGLÉS

Apellidos: .....

Nombre: .....

Alumno/a OFICIAL del grupo: .....

Indica el nombre de tu profesor/a-tutor/a: .....

Alumno/a LIBRE.

### INSTRUCCIONES

- Duración máxima: 75 minutos.
- Esta prueba consta de tres tareas:
  - En la Tarea 1 tendrás que identificar las ideas generales del texto.
  - En la Tarea 2 tendrás que entender las ideas principales del texto.
  - En la Tarea 3 tendrás que comprender los detalles importantes de un texto.
- En cada tarea obtendrás: 1 punto por cada respuesta correcta; 0 puntos por cada respuesta incorrecta o no dada.
- Solo se admitirán respuestas escritas con bolígrafo azul o negro.
- Por favor, no escribas en los espacios sombreados destinados a la calificación de las tareas.



## TASK 1

### BOOK REVIEWS 2022

#### 0. **Fiona and Jane.** \_\_\_\_\_

Have you had one of those friendships that served you for many, many years but now exists only in the past tense? Fiona and Jane, Taiwanese girls living in Los Angeles, were best friends all throughout childhood, high school, and college. Then Fiona moves away, and like so many long friendships, theirs evaporates. Ten years later we meet them just in that tender, terrifying moment of reconnecting.

#### 1. **An Immense World.** \_\_\_\_\_

Ed Yong's book is filled with strange creatures and strange experiments. He is interested in what animals perceive, what they might communicate to us if they could. Humans see the world one way. Other species see it through very different eyes, and many don't see it at all. Attempting to exchange one world view for another may be frustrating, but, he argues, that's what makes the effort worthwhile. It reminds us that our world view is just one among millions. Some species of scallop, for instance, have dozens of eyes. We can learn a lot from the methods that animals use to sense their surroundings. And doing so can be, for us, mind-expanding.

#### 2. **Lessons.** \_\_\_\_\_

Ian McEwan's latest novel tracks one man's search for meaning in his relationships and in art, as his path intersects with historical events from the Cuban Missile Crisis to the covid-19 pandemic.

#### 3. **Strangers to Ourselves: Unsettled Minds and the Stories That Make Us.** \_\_\_\_\_

In this rich and nuanced book, Rachel Aviv writes about people in extreme distress, beginning with her own experience of being told she had anorexia when she was 6 years old. That personal history made her especially attuned to how stories can clarify as well as distort what a person is going through. What she does is hold space for empathy and uncertainty, exploring a multiplicity of stories instead of jumping at the impulse to explain them away.

#### 4. **Modern Pressure Cooking.** \_\_\_\_\_

Catherine Phipps is an utterly convincing advocate of pressure cookers. No doubt climate concerns helped, too: a book about something that cuts 70% from cooking times, using 70% less energy and considerably less water, is hard to ignore. I did approach the first batch of beans like a newly qualified vet approaching a wounded wild animal, and jumped when it hissed. But the reward was perfect beans



in a quarter of the usual time. Minestrone, stock, cream dal, rice and a four-minute pumpkin puree followed: a fraction of a book that feels as much a treatise on good cooking and eating as a guide to contemporary pressure cooking.

**5. The Facemaker.** \_\_\_\_\_

Lindsey Fitzharris, a medical historian, focuses on the work of Harold Gillies, the doctor who set up Britain's first maxillofacial unit and is considered the father of modern plastic surgery. Gillies worked in the early 20th century and wanted to deal with the devastating effects of the bombs and guns used in the First World War. These weapons not only killed millions of people, they maimed hundreds of thousands more. Doctors had never seen such disfiguring injuries before and Gillies helped to invent the techniques – reconstructive surgery, bone and skin grafts – to try to give soldiers back some of their dignity.

**6. Who Will Make the Pancakes.** \_\_\_\_\_

The five stories in Megan Kelso's book showcase a wonderful range of topics and styles. A pregnancy is overshadowed by Watergate, a child is raised by cats and a teenage camping trip turns sinister, while the artwork veers from black-and-white cartoons to perky watercolours. Kelso shows families stretching, fraying and holding on as children grow up too fast and adults yearn for what could have been in a dark, sharp feast of observation.



## TASK 2

### SECURITY MEASURES TO HELP IMPROVE SCHOOL SAFETY

School administrators consider safety a priority for the school’s students and staff. They ensure that students have a safe environment to grow, learn, and thrive. Similarly, [ 0 ] \_\_\_\_\_ G \_\_\_\_\_ . That’s because emergencies can happen in schools even during school hours.

Unfortunately, [ 1 ] \_\_\_\_\_ . As such, the best thing school administration officers can do is to implement stringent safety and security measures.

While it’s considered a standard to have security measures up in place in many learning institutions, [ 2 ] \_\_\_\_\_ . That said, here are some security measures you can consider:

#### STREAMLINE SCHOOL ACCESS PROCESS

[ 3 ] \_\_\_\_\_ , you must also ensure authorized individuals can quickly gain access to the premises. This means students, teachers, other school staff, and authorized visitors don’t need to jump through hoops just to enter or exit the school grounds. You can easily police the flow of people by limiting access to the designated entry and egress points.

For example, you can issue digital cards in personalized lanyards to authorized people so they have access to entry points or areas that need to be secure. These access control cards can also serve as school identification and can log students, staff, [ 4 ] \_\_\_\_\_ .

#### INSTALL A MONITORING SYSTEM

Aside from limiting access to only authorized individuals, it’s also a good idea to monitor all access points through security cameras. Installing security cameras in entry and exit points and secured areas provides you with visual references of who comes in and out of the building. Also, be mindful of the placement of security cameras [ 5 ] \_\_\_\_\_ .

Place the security cameras at all entry points to the school whether they’re high-traffic or low-traffic areas such as main entrances, fire exits, and other access points. Then, have a security staff member monitor the videos and keep the video recordings for at least 30 days. [ 6 ] \_\_\_\_\_ .

#### ENHANCE COMMUNICATION SYSTEM

Having a public address (PA) system in place is very useful for regular and emergency communications. It’s easier to call the attention of specific individuals during busy class hours as well as announce important reminders to everyone in school. During emergencies like fires and earthquakes, [ 7 ] \_\_\_\_\_ .



### KEEP THE SCHOOL’S EXTERIOR WELL-LIT

Another way to improve school security is keeping the exterior well-lit. It can maintain the visibility of students and school staff during school hours. [ 8 ] ----- . As such, it’s important to switch on basic exterior lights in the evening, especially at the different access points. It can help deter potential intruders and make them more identifiable in security videos should they do anything malicious.

### SECURE THE SCHOOL’S PERIMETER

One way to protect your students and staff is to secure the school’s perimeter. Install gates, fences, and screens around the school to secure the property from potential intruders. As an added security measure, consider installing security doors and windows. They can serve as a barrier against intruders, [ 9 ] ----- .

### TRAIN ABOUT EMERGENCY PROCEDURES

Another method to improve school safety is by educating students and school staff about the different emergency procedures you have in place. Informing them of plans for various scenarios such as earthquakes, fires, or in case of attacks can help everyone know what to do during such an event. School staff also become aware of their responsibilities should emergencies arise.

It’s also a good idea to conduct training and emergency drills so everyone can practice the necessary procedures and be more familiar with them. Additionally, regularly review the emergency plans and remind everyone. You can also choose to educate them at the start of each semester, [ 10 ] ----- .

Implementing security measures ensures that your school is a safe place for students and teachers alike. But you shouldn’t just stop there. Continuously look for improvements so you can be prepared for different emergencies and potential threats. Consider the suggestions mentioned above and prioritize the safety and welfare of every person inside its premises.



## TASK 3

### UNHEARD VOICES OF THE UK COST OF LIVING CRISIS

#### **Sarah Jade, 35, lives in Bristol with her two children.**

"I've been living in what I consider the effects of austerity for quite a while. Skipping meals in order to feed my children. I relied heavily on food banks for a long time. When I got back into work, it did get better. My income went up, but then my rent went up. My bills went up. Now we've got the cost of living crisis on top. One income certainly isn't enough to live on.

"I'll put candles on now instead of lamps, which just sounds ridiculous. It sounds like we're living in Victorian Britain, and a full-time working adult shouldn't be having to think like this. We can't live in our own homes safely without it costing an absolute fortune. I've already said to the kids, we're going to have to bring duvets down in the evening if you want to sit in the living room.

"It's the people we voted in, they're the ones controlling the situation and not doing anything for us. They're not the ones affected. They live off our tax money, their energy bills are paid for by us.

#### **Betty McDonald, 86, is a retired health assistant volunteering at the Senior Centre in Castlemilk, Glasgow.**

"I was living in a self-contained flat downstairs from my daughter, and then my daughter died. It was motor neurone disease. I had to get another flat. I've got a new flat just up here, close to the centre here. But I'm worried about the rent. I've only got my own pension. But it's worrying me sick in case I can't afford to take it.

"If I can't afford it, I'll just have to stay where I am. It's a really damp house. I've got arthritis in my feet, my hands, so I really need to keep warm, but it's really frightening.

"I think people need reassurance that they can put their heating on and they're going to get some help to pay it. Because that must be a worry for a lot of people in here. Because that's all they talk about – their bills.

#### **Alison Dunn, 52, is the chief executive of Citizens Advice Gateshead.**

"We were getting some fairly significant inquiries about energy problems in the summer months. On one of the hottest days of the summer we had 95 people contact us to say that they've been disconnected or that they'd self-disconnected. So we knew that if we were getting that sort of data in summer months, that the winter was going to be pretty brutal.

“We came up with the concept of warm spaces. I really wanted it to be a living room experience. If people come and choose to sit here, they’ll not be asked about whether they want services. I really wanted it to be a place where they could just sit and exist if they wanted”.

“For those that can get to the warm spaces, I hope that they feel that their community is lifting them up, is valuing them and sees them, if nothing else. This is almost an invisible problem, or [seen as] a problem that only relates to people who are poor, on benefits.

I’m also very concerned about the medium- and long-term implications, because that’s going to keep showing up for a generation.

**Derek Mackay 45, lives in Battlefield, Glasgow. In full-time employment, he is looking for ways to make savings as the rent has just gone up by 56%.**

“When I moved in, my gas and electric were on a meter, and I couldn’t change that. Electricity was a prepaid card meter. You top it up with a little key. So I’m paying more for my energy. Even if I don’t use any gas, I’m still paying £60 a quarter standing charge.

“People will freeze, old people will die, people will be miserable. People will stress themselves because they’re struggling to afford their bills. It’s not that this money is going to help our economy. The money that we’re paying in energy bills is not going to go back into our economy. It’s just making a few people richer and richer.

“Rishi Sunak has no idea of the effect this is having on the poorer people. Someone who’s so out of touch with reality and cares so little for the common person shouldn’t be making decisions like that. It’s a different world he lives in. People are working really hard doing extra hours, putting themselves through more stress, spending less time with their families, just so they can pay the bills.”

**Husband and wife John and Margret, 82 and 76, live in Glasgow.**

Margret says: “We started a food bank. One of the girls, Cathy, distributed to people in our street who couldn’t manage. One of them particularly, he couldn’t get out to shop and depended on his family coming just once a week. We were able to include everybody that needed it.

“This [the senior centre] is a place where you can get heat and a reasonably priced meal. And company, which is what older people really, really need. You get lots of outings, you have parties, and even just a wee chat. I’ll be truthful, this place saves lives, there’s no doubt about it.”

John says: “I’ve got a works pension on top of my state pension. That’s going to get totally swallowed up by increasing energy bills. There’s people here who just get the basic state pension and no more. A lot of the women here are widows. How are they going to cope?”

*guardian.com*



## Junta de Andalucía

Consejería de Desarrollo Educativo y Formación Profesional

# Pruebas Específicas de Certificación 2022/2023

## Comprensión de Textos Escritos

### Cuadernillo de respuestas

#### NIVEL B2 | INGLÉS

Apellidos: .....

Nombre: .....

Alumno/a OFICIAL del grupo: .....

Indica el nombre de tu profesor/a-tutor/a: .....

Alumno/a LIBRE.

#### INSTRUCCIONES

- Duración máxima: 75 minutos.
- Esta prueba consta de tres tareas:
  - En la Tarea 1 tendrás que identificar las ideas generales del texto.
  - En la Tarea 2 tendrás que entender las ideas principales del texto.
  - En la Tarea 3 tendrás que comprender los detalles importantes de un texto.
- En cada tarea obtendrás: 1 punto por cada respuesta correcta; 0 puntos por cada respuesta incorrecta o no dada.
- Solo se admitirán respuestas escritas con bolígrafo azul o negro.
- Por favor, no escribas en los espacios sombreados destinados a la calificación de las tareas.

| PUNTUACIÓN | NOTA FINAL | CALIFICACIÓN  |
|------------|------------|---|
| / 26       | / 10       | <input type="checkbox"/> Superado<br><input type="checkbox"/> No Superado |





## TASK 1

### BOOK REVIEWS 2022

Read the text book reviews. Choose the best heading for each text. There are two headings you do not need. You will get 1 point per correct answer.

|   | ANSWER   |   |
|---|----------|---|
| A. <del>A searching examination of Asian American lives</del> | <i>0</i> | ✓ |
| B. A surgeon's mending battle                                 |          |   |
| C. A variety of graphic stories                               |          |   |
| D. Adopting an unusual pet                                    |          |   |
| E. An exploration of mental illness                           |          |   |
| F. Broadening your horizons                                   |          |   |
| G. Environmentally friendly and adapted to the times          |          |   |
| H. Inspiring travelling stories                               |          |   |
| I. Looking for answers across generations                     |          |   |
| MARK  | / 6      |   |



## TASK 2

### SECURITY MEASURES TO HELP IMPROVE SCHOOL SAFETY

Read the text **Security Measures** and find the best sentence (A – L) for each gap (1 – 10). Number 0 is an example. There is one extra sentence. You will get 1 point per correct answer.

|   | ANSWER |      |
|---|--------|------|
| A . and visitors' attendance and the time they entered the premises                 |        |      |
| B . as this is the time you may have new students or staff joining                  |        |      |
| C . It can also help identify individuals who are on the school premises            |        |      |
| D . it can help guide staff and students on what to do                              |        |      |
| E . it's still worth taking a look at how else you can improve your school's safety |        |      |
| F . so you can fully take advantage of them   |        |      |
| G . <del>teachers must feel safe while at work</del> (example)                      | 0      | ✓    |
| H . there's no way one can predict when fires, earthquakes, or intrusions can occur |        |      |
| I . They can be reviewed in case of incidents                                       |        |      |
| J . while keeping a visual of what's going on outside                               |        |      |
| K . While you want to keep intruders out of the school                              |        |      |
| L . While you zoom out your camera  |        |      |
|   | MARK   | / 10 |



### TASK 3

#### UNHEARD VOICES OF THE UK COST OF LIVING CRISIS

Read the extracts from interviews with people who are in work or retired and struggling with the cost of living, or who help those struggling. For questions 1-10, choose person A, B, C, D or E. The people may be chosen more than once. Write your answers in the appropriate box. The first one (0) is an example. You will get 1 point per correct answer.

Which person (A, B, C, D or E)...

|     |  | ANSWER |      |
|-----|--|--------|------|
| 0.  | has experienced financial difficulty for a while already? <i>EXAMPLE</i>   | A      | ✓    |
| 1.  | affirms one salary may not be enough to live?                              |        |      |
| 2.  | anticipates more difficulties in colder periods of time?                   |        |      |
| 3.  | blames politicians for the current cost of living crisis?                  |        |      |
| 4.  | explains how much their bills have increased?                              |        |      |
| 5.  | is convinced the effects of the fuel crisis will still be felt in decades? |        |      |
| 6.  | may not be able to pay for a healthier household?                          |        |      |
| 7.  | mentions the extra effort people make because of higher bills?             |        |      |
| 8.  | refers to potential government funding to pay power bills?                 |        |      |
| 9.  | regrets the overcharging in power bills will only benefit the wealthy?     |        |      |
| 10. | works in order to offer a warm place to stay and a meal?                   |        |      |
|     |  | MARK   | / 10 |