

Apelidos e nome da persoa candidata: .....

## PROBA DE CERTIFICACIÓN DE NIVEL INTERMEDIO

Inglés

### Comprensión oral

#### Puntuación e duración:

			NON ESCRIBIR Espazo para a corrección
<b>Tarefa 1</b>	Aprox. 8 minutos	5 puntos	
<b>Tarefa 2</b>	Aprox. 6 minutos	7 puntos	
<b>Tarefa 3</b>	Aprox. 8 minutos	6 puntos	
<b>Tarefa 4</b>	Aprox. 9 minutos	7 puntos	
	<b>TOTAL máx. 35 MINUTOS</b>	<b>TOTAL 25 PUNTOS</b>	..... /25

#### Materiais ou instrumentos que se poden empregar durante a proba:

- Bolígrafo con tinta negra ou azul.

#### Advertencias para a persoa candidata:

- Os teléfonos móbiles deben permanecer apagados durante a proba.
- Non se avaliará ningunha tarefa escrita con lapis ou emendada con líquidos ou cintas correctoras.
- Anularanse as respostas nas que se marque máis dunha opción, sempre que non se indique con suficiente claridade que se trata dun erro.
- En caso de erro, as persoas candidatas marcarán a nova resposta cun X rodeado por un círculo (X).
- Anularanse as respostas que non sexan claras e/ou lexibles e que non estean dentro dos espazos habilitados para tal fin.
- Deberá asinar a entrega desta proba no documento correspondente.
- Non se poderá abandonar a aula ata que remate a proba.



## GENERAL INSTRUCTIONS

- You will have 30 seconds to read the questions before each task.
- Every recording will be played twice, with a short pause in between.
- You will have 30 seconds to revise your answers after the second time the recording is played.
- A single beep will mark the beginning of the complete listening comprehension exercise.
- A double beep will mark the ending of the complete listening comprehension exercise.

**TASK 1**

(...../5)

You are going to hear a radio programme about global warming.

Read headings B-H carefully and listen to recordings 1-5. IN BLOCK CAPITALS, write the letter of the heading which goes with each recording in the space provided, as in example 0.

**There are two extra headings which do not go with any of the recordings.**

Answers must be based exclusively on the information in the recording.

**GLOBAL WARMING**

HEADINGS	
<b>Ex. A</b>	A man-made phenomenon
<b>B.</b>	Environmental campaigns to protect wildlife
<b>C.</b>	Governments agree on a common strategy
<b>D.</b>	Impact on the planet
<b>E.</b>	Natural disasters caused by global warming
<b>F.</b>	Our way of life should become greener
<b>G.</b>	Political failure to take real action
<b>H.</b>	The root of the problem

**ANSWER GRID**

AUDIO EXTRACT NUMBER	Ex.0	1	2	3	4	5
<b>MATCHING HEADING LETTER</b>	A					
Examiner's use only	√					

**TASK 2**

(...../7)

You are going to hear part of an audio book about the life of Sigmund Freud.

Read the notes below and listen carefully to the recordings. In the spaces provided, IN BLOCK CAPITALS, complete the information required with **one or two words**. Gap 0 is given as an example.

Use the exact words which appear in the recording.

**SIGMUND FREUD**

- Freud's mother, Amelie, was **0** **younger** than his father.
- Amelie was 21 when Freud **1** .
- Freud believed his **2** was due to being a Jew.
- By the time he left school, he had a complete **3** of different languages.
- He started studying in the University of Vienna in the **4** of 1873.
- He did **5** in the Physiological Institute of Ernest Brücke.
- He believed our **6** , feelings and fantasies were determined by cause and effect.
- In 1882, he got **7** to Martha Bernays.

**TASK 3**

(...../6)

You are going to listen to an interview with Julie Von Rosendaal talking about low-fat cooking.

Read statements 1-6 carefully and listen to the recording. Decide whether each statement is TRUE or FALSE. Mark the correct option (X) in the space provided, as in example 0.

Answers must be based exclusively on the information in the recording.

**LOW-FAT COOKING**

**ANSWER GRID**

STATEMENTS	T	F	Examiner's use only
<b>Ex. 0.</b> The colour of the stand mixer is olive green		<b>X</b>	√
1. Julie's father suffers from poor health			
2. Julie's father loves sweets			
3. Julie's mom never cooked desserts			
4. Julie chose the name for the chocolate cookies			
5. The cookies were so successful Julie opened a bakery			
6. After the cookies, Julie published a cookbook			

**TASK 4**

(...../7)

You are going to listen to a programme about figure skater Yasmin Siraj. Read statements 1-7 carefully and listen to the recording. Choose the option (a, b or c) that best completes each statement. Mark (X) the correct option in the space provided, as in example 0. Only one option is correct.

Answers must be based exclusively on the information in the recording.

**YASMIN SIRAJ**

**ANSWER GRID**

<b>Ex.0.</b>	Yasmin Siraj took second place in	Examiner's use only
<input type="checkbox"/> a)	the Russian championship	
<input checked="" type="checkbox"/> b)	the US Figure Skating Championships	√
<input type="checkbox"/> c)	the Winter Olympics	

<b>1.</b>	This year, Yasmin Siraj	Examiner's use only
<input type="checkbox"/> a)	attended the Vancouver Winter Olympics	
<input type="checkbox"/> b)	competed in the Vancouver Winter Olympics	
<input type="checkbox"/> c)	watched the Vancouver Winter Olympics on TV	

<b>2.</b>	Regarding skating, Yasmin	Examiner's use only
<input type="checkbox"/> a)	considers it a learning experience	
<input type="checkbox"/> b)	is really focused on winning	
<input type="checkbox"/> c)	talks about it all the time	

<b>3.</b>	Yasmin's parents	Examiner's use only
<input type="checkbox"/> a)	grew up in different places	
<input type="checkbox"/> b)	met while skating	
<input type="checkbox"/> c)	practised winter sports	

<b>4.</b>	Yasmin's sister Laila started skating to	Examiner's use only
<input type="checkbox"/> <b>a)</b>	improve her balance	
<input type="checkbox"/> <b>b)</b>	join her sister	
<input type="checkbox"/> <b>c)</b>	meet other kids	

<b>5.</b>	Living in Boston, Yasmin has	Examiner's use only
<input type="checkbox"/> <b>a)</b>	learnt to be on her own	
<input type="checkbox"/> <b>b)</b>	lost her mother tongue	
<input type="checkbox"/> <b>c)</b>	made friends from different cultures	

<b>6.</b>	During school days, Yasmin	Examiner's use only
<input type="checkbox"/> <b>a)</b>	follows the same timetable as other students	
<input type="checkbox"/> <b>b)</b>	has two periods of skating practice	
<input type="checkbox"/> <b>c)</b>	stays at the skating club practising	

<b>7.</b>	For Yasmin, piano-playing	Examiner's use only
<input type="checkbox"/> <b>a)</b>	has helped improve her skating skills	
<input type="checkbox"/> <b>b)</b>	is more important than skating	
<input type="checkbox"/> <b>c)</b>	relaxes her before a competition	



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## PROBA DE CERTIFICACIÓN DE NIVEL INTERMEDIO

**INGLÉS**

**SOLUCIONARIO**

- **COMPRENSIÓN ORAL**
-



**LISTENING COMPREHENSION**

**TASK 1 (...../7) GLOBAL WARMING**

<b>AUDIO EXTRACT NUMBER</b>	<b>Ex.0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>MATCHING HEADING LETTER</b>	<b>A</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>G</b>	<b>F</b>

**TASK 2 (...../7) SIGMUND FREUD**

<b>GAP NUMBER</b>	<b>WORD(S)</b>
<b>0</b>	<b>YOUNGER</b>
<b>1</b>	<b>WAS BORN</b>
<b>2</b>	<b>(LATER) SUCCESS</b>
<b>3</b>	<b>KNOWLEDGE</b>
<b>4</b>	<b>AUTUMN</b>
<b>5</b>	<b>RESEARCH</b>
<b>6</b>	<b>THOUGHTS</b>
<b>7</b>	<b>ENGAGED</b>

**TASK 3 (...../5) LOW-FAT COOKING**

<b>STATEMENT NUMBER</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>OPTION</b>	<b>F</b>	<b>F</b>	<b>T</b>	<b>F</b>	<b>F</b>	<b>T</b>	<b>T</b>

**TASK 4 (...../7) – YASMIN SIRAJ**

<b>STATEMENT NUMBER</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>OPTION</b>	<b>B</b>	<b>C</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>C</b>	<b>B</b>	<b>A</b>

**Transcripts:**

**TASK 1 – GLOBAL WARMING**

**0. A man-made phenomenon**

The earth has never been hotter. Its average temperature is now the highest since scientists began measuring it 600 years ago. Since the middle of the 19th century, global temperatures have risen by 0.5 degrees Celsius. The earth has seen major changes in climate before. But most scientists agree this period is different. Many believe the present changes are caused by our own activities, by the way we live. If that doesn't change, many forms of life on our planet may not survive.

**1. The root of the problem**

We know the earth is a hotter place. And it's caused by the build-up of greenhouse gases like carbon monoxide and methane. Like the glass on a greenhouse, these gases let in the sun's heat but they stop it from getting out. So the surface of the earth slowly becomes warmer. These gases have always existed naturally in the earth's atmosphere. But we are now burning more and more fossil fuels – we're using more oil and coal, and wood too as we cut down more trees.

**2. Natural disasters caused by global warming**

Global warming is the steady increase in the earth's temperature. More and more scientists believe that is what's causing chaotic weather around the world – the hurricanes, droughts, storms, high tides that are striking more and more countries.

**3. Impact on the planet**

As the earth gets warmer, all of the natural world is affected. Birds and animals are migrating northwards and native plants seed and start to grow elsewhere.

Mosquitoes which carry the malaria virus are living longer than expected. Mountain glaciers and ice caps at the North and South Poles are melting, threatening the lives of communities, marine life and aquatic birds like the penguins. And as oceans warm, sea levels rise and threaten to flood some low lying countries.

**4. Political failure to take real action**

After Kyoto, many governments refused to ratify the Protocol, complaining that it wasn't clear how the rules on emission reductions would be implemented, nor how much the necessary changes to industry and agriculture would cost. Those details should be formalised at this year's conference in The Hague - and after that, environmental campaigners hope that individual governments will go ahead with ratification. But Friends of the Earth spokeswoman Rhoda Verheyen says the Protocol as it stands won't be enough to keep the world's temperatures down.

**5. Our way of life should become greener**

Environmental campaigners believe cuts aren't enough. They're calling for drastic changes in our lifestyles, especially in the richer nations. This would include switching away from fossil fuels to sources of energy which are less harmful to the environment, like solar power, or fuels made from plants known

as biofuels. This is especially important in the industrialised nations which are the biggest consumers of energy and therefore the biggest polluters.

*Adapted from [http://www.bbc.co.uk/webcast/tae\\_insight\\_archive](http://www.bbc.co.uk/webcast/tae_insight_archive)*

## TASK 2 – SIGMUND FREUD

Sigmund Freud was born on 6th May 1856 in the Moravian town of Freiberg, in the Czech Republic. His mother Amalie was the third wife of Jacob Freud, a Jewish wool merchant, some 20 years younger than her husband. In 1859, when Sigmund Freud was 3 years old, the family moved to Vienna. Freud's mother, a vivacious and charming lady, who survived until the age of 95, was only 21 when Freud was born. She went on to bear 7 other children, but Sigmund remained her indisputable favourite. One circumstance to which Freud attributed his inner confidence.

Freud also believed that his later success was directly related to his being a Jew. As a boy, Freud was intellectually precocious and extremely hard-worker. For 6 successive years, Freud was first in his class at school and by the time he left, had not only obtained a thorough knowledge of Greek, Latin, German and Hebrew, but had learned French and English and had also taught himself the rudiments of Spanish and Italian.

Freud enrolled in the medical department of the University of Vienna in the autumn of 1873, but did not graduate until 30th March 1881. His initial interest was in zoological research. From 1876 to 1882, he carried out research in the Physiological Institute of Ernst Brücke, Freud remained a determinist throughout his life believing that thoughts, feelings and fantasies, are rigidly determined by the principle of cause and effect.

Freud was reluctant to practice medicine and would have been content to spend his life in research, but in 1882, he fell in love and became engaged to Martha Bernays. Since there was no possibility of his earning enough to support a wife and family if he remained in Brücke's laboratory, Freud reluctantly abandoned his research career.

*Adapted from [Freud: A Very Short Introduction](#)*

## TASK 3 – LOW-FAT COOKING

PRESENTER: And I'm very excited to have Julie Von Rosendaal in the All-you-can-eat test kitchen with me today, because Julie is here with her *One Smart Cookie* cookbook and we're also here with my new Hamilton Beach stand-mixer and we're gonna use it to make cookies today. And, do you like my new mixer?

J. VON ROSENDAAL: It's beautiful! I covet your mixer, I love the color.

P: The color is apple green.

J: It's, yeah, it is, it's apple green. I was gonna say, it's not quite olive, it's apple.

P: Not olive, not avocado.

J: It's Granny, Granny Smith green.

P: Granny Smith apple green.

P: So, we're gonna use that to whip up some cookies, and take me back, though, before we get started, how *One Smart Cookie* came about.

J: How did it come to be? Well, I started making low-fat cookies for my dad who was a doctor, he was a gastroenterologist, very conscious, he was very healthy, you know, in great shape, but he has a history of high cholesterol in his family, and so he's very careful with his saturated fat intake but he has a huge sweet tooth, he's a ravenous chocaholic and so, you know, my mom was making him healthy desserts and, you know, low-fat pudding, and meringues, and fruit stuff, and it just wasn't cutting it, you know, and, in fact, at the time, there was this new, sort of, insurgence of low-fat cookbooks but, there were no low-fat cookies, low-fat brownies, there was the odd oatmeal and applesauce cookie, the prune puree brownie, you can't mask prunes in a brownie! You know, there's no... prunes have no business being in a brownie.

P: Actually not.

J: And so, I started working on a recipe for a low-fat chocolate cookie for him, because I wanted to be the favourite daughter, really, that was the motivation, and it worked, and so, I

devote these cookies that my nephew named Chokolava cookies, that only had 2 grams of fat, they were really dense chocolatey cookies. And people liked them so much that I decided to open a bakery. So I opened a bakery in Calgary and started cranking out these cookies to about 50 restaurants and coffee shops in Calgary and people just went crazy for them so I started making low-fat chocolate-chip cookies and made some low-fat oatmeal raisin cookies, and eventually got tired of getting up at 1 o'clock in the morning to crank out cookies every day and decided to write a cookbook because, you know, during this time, I'd started working on other recipes I figured, 'If I can make this really fantastic low-fat chocolate-chip cookies, and chokolava cookies, what else can I make?' and I just...

*Adapted from <http://blip.tv/file/>*

#### **TASK 4 – YASMIN SIRAJ**

Yasmin Siraj is 13 years old and already she's one of the best young US figure skaters. She took second place in the junior division of the U.S. Figure Skating Championships this year. Now she is preparing for her first international meet, in April in Italy.

Yasmin watched the Winter Olympics in Vancouver Canada on television this year and she knows that when the Winter Olympics open four years from now in the Russian resort city of Sochi, she will be the same age that the top U.S. skaters are today.

But Yasmin is not training for the Olympics. In fact, she says she doesn't really think about it that much. She has other things on her mind: playing piano, doing homework, listening to music, hanging out with her friends when she gets the chance. What's more, her mother said, the goal of figure skating for Yasmin and her 15-year-old sister, Layla, has been to learn and to have fun, not to win medals.

For Yasmin's parents the idea of ice skating was really quite exotic. Her father, Ra'ad A. Siraj, grew up as the son of a Saudi diplomat, and Makarechian lived in Iran until she was a teenager. The two met in the United States as graduate students.

When she was a little girl, Yasmin's sister Layla was very tall for her age and Yvonne thought that ice skating might help her with balance. Yasmin wanted to skate too, and the club eventually changed its minimum age for skaters so that she could. As a result Yasmin has been skating since she was 3 years old.

The community around Boston, Massachusetts in which Yasmin and her family live is important part of their lives. People from a remarkable array of nationalities have become the children's friends and teachers. She has taken Persian language classes to learn about Persian language. She also plays piano in part to balance the skating.

Yasmin goes to regular public school but squeezes an hour of skating practice into the middle of the day, while other students have a study period, lunch and recess, and gets another hour at the rink after school.

Yasmin says she loves the speed, the spins and the jumps in skating. She also says that piano-playing helps her with her skating because both of her passions have made her more disciplined. For Yasmin the artistic expression of each has helped enrich the other.

*Adapted from <http://www.america.gov>*