



**Castilla-La Mancha**

Consejería de Educación, Cultura y Deportes

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

## **INGLÉS AVANZADO**

SEPTIEMBRE 2017

### **ESCUCHAR**

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

- **DURACIÓN: 40 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 dos tareas.
- Se escuchará cada grabación 3 veces. La primera, sin tener el ejercicio correspondiente delante.
- Leer las instrucciones al principio de cada tarea y realizarla según se indica.
- Las respuestas escritas a lápiz no se calificarán.
- No está permitido el uso del diccionario.
- **NO ESCRIBIR NADA EN LAS ÁREAS GRISES.**

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

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

**CALIFICACIÓN:**

**TAREA 1**

Listen to six answers given by a British professor of computer science when being interviewed in Australia about the influence of government and big businesses on the internet. Match interview answers 1-6 to interview questions A-I. There are two extra interview questions that you do not need to use. When you finish, transfer your answer to the ANSWER BOX. 0 is the example.

**INTERNET AND US**

**INTERVIEW QUESTIONS**

- A. Are governments and companies in favour of keeping internet open and free?
- B. Do people really know about what is being done with their personal data?
- C. How can we fight false information on the internet?
- D. Is online shopping safe enough?
- E. What kind of future do unskilled workers face when computers take over more and more jobs?
- F. What role will online learning play in people's lives?
- G. What was the spirit behind the internet pioneers?
- H. Will online learning replace teachers?
- ~~I. Why is the internet currently at a crossroads regarding data access and control?~~

*(Adapted from <http://www.abc.net.au>)*

**ANSWER BOX**

INTERVIEW QUESTION	0	1	2	3	4	5	6
INTERVIEW ANSWER	I						

**Puntuación 1: \_\_\_\_/6**

**TAREA 2**

Listen to a news report about a kind of shark. Fill in gaps 1-8 in this summary with a maximum of two words. Numbers must be written with figures, not in words. When you finish, transfer your answers to the ANSWER BOX. 0 is the example.

**GREENLAND SHARK: THE OLDEST VERTEBRATE ON EARTH**

The news item describes some research carried out on the longevity of the Greenland Shark. The habitat of the Greenland shark are the waters of the (0) \_\_\_\_\_. The Greenland shark differs physically from the great white shark but they both have the same (1) \_\_\_\_\_ and big teeth.

A team of researchers experimented on 28 female Greenland sharks that had been caught accidentally. They based their work on the following theory: If the annual growth for this shark had been suggested to be less than a centimeter and this animal can get to be more than (2) \_\_\_\_\_ long, this would mean that Greenland sharks had to live very long.

In order to calculate their approximate age, the researchers used (3) \_\_\_\_\_ techniques on the lenses of the sharks' eyes. The results showed that the oldest shark in the experiment could be (4) \_\_\_\_\_ years old. The percent certainty for the age estimate is (5) \_\_\_\_\_, i.e. between 272 and 512 years old. The longevity record in a vertebrate animal was previously held by the bowhead (6) \_\_\_\_\_, which has been estimated to have a maximum lifespan of at least 211 years.

Before this research, reports of very old fish and turtles had not been backed by scientific testing. Among invertebrates, another animal which has been proven to have an extreme longevity is a type of (7) \_\_\_\_\_, whose growth lines indicate that it can reach 500 years of age.

The key to reaching such an old age could be living in (8) \_\_\_\_\_.

*(Adapted from www.npr.org)*

**ANSWER BOX**

GAP	WORD(S)
0	<u>Arctic seas</u>
1	
2	
3	
4	
5	
6	
7	
8	

**Puntuación 2: \_\_\_\_\_/8**

TAREA 1	TAREA 2	PUNTUACIÓN TOTAL
		<b>/ 14</b>

**TAREA 1**

*INTERNET AND US*

*ANSWER BOX*

<b>INTERVIEW QUESTION</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>INTERVIEW ANSWER</b>	<b>I</b>	<b>G</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>E</b>	<b>F</b>

**TRANSCRIPTION** (*Internet and Us*)

**I. Why is the internet currently at a crossroads regarding data access and control?**  
**0.** There's so many pressures on it. What started off as something that was open and free for everyone to use has got a lot of pressures from commercial forces – not that there is anything wrong in making money on the internet, but companies have a different agenda to people: just us consumers. **Some governments want to use it to control. Some governments want to use it to protect and keep open, but at the same time are well aware of the threats that it poses.** And then you've got us, the people. It is ours, really. We make it. We put the content on. And it's because we use it that it grows.

**G. What was the spirit behind the internet pioneers?**  
**1.** It was started by Vint Cerf and Bob Kahn. And then Tim Berners-Lee built the web – the protocol for the web – on top of that. And they all had the same idea: that the standards and the protocols would be open and free and universal. And that is what has enabled it to grow, as it has grown across the world, because wherever you are in the world, you can use the same technical standards to access it, and you don't have to pay anybody a licence or buy any software to do that.

**A. Are government and companies in favour of keeping the internet open and free?**  
**2.** Well, if you take the example of Facebook: they don't want to keep the internet free and open. They would like everybody just to use Facebook, right? They don't really have a vested interest in keeping it open and free. **Some governments do have and other governments don't have.** And some companies do have. I mean, I would say Google, for example, really needs an open internet to work, because we all have to use their search engine for us ... for them to get information about us.

**B. Do people really know about what is being done with their personal data?**  
**3.** No, I think generally people don't. I'm not sure how much – what the feeling is in Australia. In the UK there is definitely a groundswell: that they worry about how much governments know about us and what data the governments store about us. But, actually, the commercial companies store even more and probably know more about us in their own silos. And we don't seem to question that at all. We use loyalty cards. We happily use our credit cards and our phones everywhere, buy anything everywhere. That's what we like about it.

**C. How can we fight false information in the Internet?**

4. The thing about the internet is: it reflects everything about society. So all the good and bad stuff in society is writ large in the internet. And it feels so dangerous because it seems to happen very quickly and it scales very quickly. But, actually, of course, **there's always been fake news**. There's always been propaganda. There's always been people that wanted to twist the news to their own ends. It's just that we've got a new way of doing that now. And it's partly **about education**. It's about ... it's **about questioning** where ... **the provenance of the information**. You know, who generated that video? Who generated that story? What is the provenance of the ... Where is the data that says that story is true? And that's what we gotta learn to check.

**E. What kind of future do unskilled workers face when computers take over more and more jobs?**

5. Yeah, this is a big issue. I think with all technological revolutions – and this is a huge one, there **will be loss of jobs**. But history tells us that more jobs will be created as a result. It's just that when you're going through it, there are gonna be **people who will lose the jobs they have today and they don't have the skills for the jobs that will be created**. And so it does all come back to **education**. And **this is where governments play a major part**. It's that very issue of: how ... where are the new jobs going to be? And how do we get people into a position where they can take advantage of new jobs?

**F. What role will online learning play in people's lives?**

6. Ever since computers have been invented, people have talked about how they can help us learn and that's what got me into computing in the first place. I do believe we're at a point where people **will be able to sit down and have customized learning programs**, where the machine actually **guides them through the information**. We're not quite there yet, but I do think that **more and more people will be able to learn online**.

**TAREA 2**

*GREENLAND SHARK: THE OLDEST VERTEBRATE ON EARTH*

ANSWER BOX

GAP	WORD(S)
0	<u>Arctic seas</u>
1	fins
2	16 / sixteen feet
3	radiocarbon dating
4	390
5	95%
6	whale
7	clam
8	the cold

**TRANSCRIPTION** (*Greenland shark: the oldest vertebrate on Earth*)

AUDIE CORNISH, HOST: Imagine what it would be like to live for centuries. That's the reality for a kind of shark. The Greenland shark swims in the dark, frigid waters of the **Arctic seas (0)**. And as NPR's Nell Greenfieldboyce reports, scientists say it could live for about 400 years or even longer.

NELL GREENFIELDBOYCE, BYLINE: The first time Julius Nielsen ever saw a Greenland shark, he was working on a research vessel that was studying other Arctic fish.

JULIUS NIELSEN: One day we - by accident - caught a Greenland shark. It was a really big one, and everyone went up and saw this interesting animal.

GREENFIELDBOYCE: It looked different than a great white shark, but it had the shark **fins (1)** and big teeth. Nielsen was intrigued.

NIELSEN: You don't really expect sharks to be swimming around between icebergs and things like that.

GREENFIELDBOYCE: He soon learned that scientists know almost nothing about the Greenland shark.

NIELSEN: Perhaps, the biggest of the mysteries was how old these apparently very slow-growing sharks get.

GREENFIELDBOYCE: Biologists had some hints that these sharks grow less than a centimeter a year, but adult sharks can be over **16 feet (2)** long. So if they were really slow-growing, they'd have to live a long time. To test that idea, Nielsen teamed up with some colleagues at the University of Copenhagen in Denmark where he works as well as researchers in other countries. They obtained 28 female Greenland sharks that were caught accidentally, and then they used **radiocarbon dating (3)** techniques on the lenses of the sharks' eyes. The results were astonishing. These sharks live longer than any other creature advanced enough to have a backbone.

NIELSEN: We only expected that the sharks might be very old. And it was, of course, a very big surprise to learn that it was actually the oldest vertebrate animal in the world.

GREENFIELDBOYCE: The most likely age of the biggest, oldest shark was about **390 (4)** years. But there is some uncertainty in that estimate.

NIELSEN: What we can say is that it was with **95 (5)** percent certainty between 272 and 512 years old.

GREENFIELDBOYCE: The results appear in the journal Science, and they impressed Steven Austad. He studies the biology of aging at the University of Alabama at Birmingham.

STEVEN AUSTAD: It's a fascinating paper, and it certainly moves back the vertebrate longevity record by a substantial amount.

GREENFIELDBOYCE: Until now, that record was held by the bowhead **whale (6)**. Austad says its maximum lifespan has been shown to be at least 211 years. And while you hear other tales of long lived turtles or fish, they're hard to verify.

AUSTAD: The reports are virtually all anecdotal.

GREENFIELDBOYCE: He says the Greenland shark age estimates are convincing. And if these sharks really can live as long as five centuries...

AUSTAD: That means the pilgrims, you know, may have been around the same time some shark that's swimming around now was born.

GREENFIELDBOYCE: Austad studies a kind of **clam (7)** that can live for more than 500 years. Scientists know that because its shell has annual growth lines that can be counted like the rings inside a tree. He notes that the oldest specimens of this clam have come from waters near Iceland, and the bowhead whale and Greenland shark also both live far up north.

AUSTAD: So there does seem to be something that's attributable to cold or living in **the cold (8)** that may confer longevity.

GREENFIELDBOYCE: He says it would be great to figure out what that icy secret is. Nell Greenfieldboyce, NPR News

*(Retrieved from <http://www.npr.org/templates/transcript/transcript.php?storyId=489229041> – 11/08/2016, adapt., 03:24)*