



# INGLÉS

## CERTIFICADO DE NIVEL AVANZADO

SEPTIEMBRE 2014

### COMPRENSIÓN ORAL

APELLIDOS: \_\_\_\_\_ NOMBRE: \_\_\_\_\_

DNI: \_\_\_\_\_ EOI: \_\_\_\_\_

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

DURACIÓN: 40 minutos

- Esta parte consta de tres tareas. Las grabaciones de las dos primeras tareas se oirán dos veces, la de la **tercera solo una vez**.
- Escuche y lea las instrucciones al principio de cada tarea y realícela según se indica.
- Las respuestas escritas a lápiz o en rojo no se calificarán.
- No escriba en los recuadros sombreados.

|        | TAREA 1 | TAREA 2 | TAREA 3 |
|--------|---------|---------|---------|
| PUNTOS |         |         |         |

PUNTUACIÓN TOTAL:  **/ 25**

**TASK ONE (9 x 1 mark = 9 marks)**

You will hear part of a programme. Read through the sentences before listening. According to what you hear, write the option (a, b or c) which best completes them in the corresponding white box. Sentence 0 has been completed as an example. Now read the sentences.

**MARK**

**LOW-INCOME STUDENTS AT TOP UNIVERSITIES**

*Caroline Hoxby talks about college opportunities for low-income students.*

**0. Caroline Hoxby intended to find out why**

- a) high-achieving students often have low incomes.
- b) high-income students apply to top colleges more often.**
- c) top universities often select high-income students.

**B**

✓

**1. Caroline created a tool kit to demonstrate that low-income children**

- a) can attend good schools anywhere in the country.
- b) can get help from guidance counsellors.
- c) cannot afford selective schools.

**2. Caroline talked to the students to know the reason why they**

- a) choose neighbouring universities.
- b) decide to go to whatever college.
- c) feel frightened to live on their own.

**3. A lot of the students didn't really know**

- a) how to find out about available colleges.
- b) the real cost of the best universities.
- c) why colleges choose different students.

**4. The interviewer would like to know**

- a) how Caroline worked.
- b) how the tool kit helps the students.
- c) what information the students were missing.

**5. Caroline says the tool kits offer information**

- a) just about selective universities in Oklahoma.
- b) similar to what we find in university brochures.
- c) that helps each student individually.

**6. The students can use the tool kit to know**

- a) how to get a student loan.
- b) their own marks when they graduate.
- c) universities throughout the country.

**7. The kits caused more students to apply to colleges which**

- a) had a higher number of students.
- b) matched their own capacities.
- c) offered them a higher number of degrees.

**8. They found that the students enrolling more selective universities**

- a) did as well as any other students.
- b) did not manage to do well.
- c) got better grades.

**9. Some very selective universities such as Princeton or Stanford may be**

- a) fully free for low-income students.
- b) too expensive for low-income students.
- c) without charge for high-achieving students.

**TASK TWO (9 x 1 mark = 9 marks)**

You will hear part of a programme. Read through the notes below and complete them by filling in the gaps according to what you hear. Gap 0 has been completed as an example. Now read the notes.

**MARK**



**DECODING BODY LANGUAGE**

*An interview with Joe Navarro, a FBI agent and expert on non-verbal communication.*

Joe Navarro's job involved decoding the non-verbal communication of spies and OTHER CRIMINALS [0].

Navarro made us think of the times we nod, \_\_\_\_\_ [10] or cross our legs or arms.

Covering your eyes with your fingers and rubbing them is a \_\_\_\_\_ [11] behaviour.

Children who are \_\_\_\_\_ [12] usually cover their eyes if they hear something they don't like.

When the flight Joe Navarro is taking is cancelled, he bites his lip or puts his hands on his \_\_\_\_\_ [13].

He explains all these gestures are driven by a part of our brain which is very \_\_\_\_\_ [14] and accurate.

A lack of confidence may be shown by people's shoulders rising \_\_\_\_\_ [15].

Joe says he went through a \_\_\_\_\_ [16] whether he should teach his skills to poker players.

Surgeons also invited him to go to Baylor University \_\_\_\_\_ [17].

When patients touch their neck, this indicates there's something they \_\_\_\_\_ [18] about.

**TASK THREE (7 x 1 mark = 7 marks)**

**YOU WILL LISTEN TO THIS TASK JUST ONCE.** You will hear some extracts. Read through the headings before listening. For each extract, choose the heading that best matches the information you have heard. Then write the letter in the corresponding white box. There are two headings you will not need and an introductory extract as an example. Now read the headings.

**MARK**



*New novels recommended by our experts*

- A A GHOST STORY
- B A TEACHER AND STUDENT STORY
- C FEMINISM TODAY
- D FIRST PERSON NARRATIVE ON WAR
- E FOCUSING AGAIN ON WOMEN'S QUESTIONS
- F PRESERVING THE ENVIRONMENT
- G SEQUEL TO A SCARY NOVEL
- H *SPY REPORTER WRITES A THRILLER***
- I TRAGEDY CAUSED BY POSITIVE SELF-IMAGE
- J USEFUL CONTRIBUTION TO CHILD CARE

| EXTRACT |          | [19] | [20] | [21] | [22] | [23] | [24] | [25] |
|---------|----------|------|------|------|------|------|------|------|
|         | <i>0</i> | 1    | 2    | 3    | 4    | 5    | 6    | 7    |
| HEADING | <b>H</b> |      |      |      |      |      |      |      |

|   |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|
| ✓ |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|



**TASK ONE: LOW INCOME STUDENTS AT TOP UNIVERSITIES**

|                 |          |          |          |          |          |          |          |          |          |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>QUESTION</b> | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        |
| <b>LETTER</b>   | <b>A</b> | <b>A</b> | <b>B</b> | <b>B</b> | <b>C</b> | <b>C</b> | <b>B</b> | <b>A</b> | <b>A</b> |

**TASK TWO: DECODING BODY LANGUAGE**

10. BLINK
11. BLOCKING
12. (BORN) BLIND
13. HIPS
14. PRIMITIVE
15. TOWARDS THEIR EAR
16. STRUGGLE
17. SCHOOL OF MEDICINE
18. FEEL UNCOMFORTABLE/ ARE CONCERNED

**TASK THREE: BOOK REVIEW**

|                |          |          |          |          |          |          |          |
|----------------|----------|----------|----------|----------|----------|----------|----------|
| <b>EXTRACT</b> | 19       | 20       | 21       | 22       | 23       | 24       | 25       |
| <b>LETTER</b>  | <b>E</b> | <b>F</b> | <b>J</b> | <b>B</b> | <b>D</b> | <b>I</b> | <b>G</b> |

**TAPESCRIPT**

**TASK 1: LOW INCOME STUDENTS AT TOP UNIVERSITIES**

AUDIE CORNISH, HOST: Why do high-achieving, low-income students not apply to top colleges and universities as often as high-achieving, high-income students? That's the question Stanford University economics professor Caroline Hoxby set out to answer in a recent study. She and her colleagues created a special packet - a tool kit - for some 40,000

low-income kids. The tool kit made clear what perhaps their parents or guidance counselors hadn't; that they can get into good schools - some nearby, others across the country - and that in many cases, the more the selective the school, the cheaper it would be for them to attend.

I spoke with Hoxby earlier today, and she said one key to reaching these students was dispelling some myths about why many don't apply to highly selective schools.

CAROLINE HOXBY: People often say that the reason why low-income students just attend whatever college is closest to them is that they want to live at home or that they're afraid to leave their neighborhood, or something like that. We really did not see evidence of that - and we have surveyed the students so we know what they, themselves, say.

In fact, what we saw was that a lot of low-income, high-achieving students really wanted to go to the best college or university available to them, but they didn't understand the net costs of very selective colleges and universities. They thought they were beyond their reach. And they didn't understand all of the differences among colleges.

CORNISH: So you came up with these intervention kits, which - I guess it was your way of giving the students this missing information. What was in the kit? How did it work?

HOXBY: Well, the kits are very unique. Unlike your typical college brochure, for instance, they are customized. We built a vast database behind these kits so that every student could receive information that was specifically relevant to him or her. So imagine a student who's living in eastern Oklahoma. He or she would have received specific information about eastern Oklahoma colleges and universities - about Oklahoma State, about the University of Oklahoma, about the more selective private universities in Oklahoma. And then, all of that would have been put in the context of a national range of colleges and universities; and he would have been easily able to compare their graduation rates, their net costs, their curriculum... We really wanted it to be customized and yet we wanted students to be able to make this kind of comparisons that would be very helpful for their college-making decisions.

CORNISH: So how did students, in effect, react to the kits? How did this change the way they went about the application process?

HOXBY: Well, they really did change their application and enrollment behavior. For instance, they were 53 percent more likely to apply to a peer college or university - whereby peer, we mean a place where most of the other students have the same level of incoming preparation as these low-income, high-achieving students. And they were 78 percent more likely to be admitted to a peer institution and about 50 percent more likely to enroll in one. So that's one way of looking at the results. Another way of thinking about it is that the students who got the intervention were more likely to enroll in institutions with high graduation rates and higher instructional resources. And another interesting thing is that once we saw these low-income, high-achieving students enroll in more selective colleges and universities, we weren't sure how well they would do. Well, what we found was that they were doing just as well, in terms of their grades and staying in college and staying on track to a degree, as students who enrolled in much less selective colleges in the United States.

CORNISH: Are students' fears about the costs related to these schools founded or unfounded? I mean, it... this seems like a very kind of valid concern that any hardworking kid would have about the burden of college expense on their families.

HOXBY: That's right. If a low-income family looks at the so-called "sticker price" of a selective college or university, I think the family is often intimidated. It - it's sometimes more than the entire family makes in a year. On the other hand, if you are a student who

is a low-income student in the United States or even a lot of middle to low-income students in the United States, you may pay none of that sticker price. A place like Princeton has a comprehensive cost that's quite high, but the cost for a low-income student is zero. And the same thing is true of Stanford and Yale and Harvard and Brown University, and a whole bunch of others. We see low-income students today often paying more to go to a college that has one-tenth of the resources of the colleges that would be glad to admit him.

CORNISH: Caroline Hoxby, thank you so much for speaking with us.

HOXBY: It's been a pleasure, Audie. Thank you.

CORNISH: That's economics professor at Stanford University Caroline Hoxby. We spoke to her about her study about expanding college opportunities for low-income students.

(SOUNDBITE OF MUSIC)

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## TASK 2: DECODING BODY LANGUAGE

SEABROOK: For 25 years, FBI agent Joe Navarro helped decode the non-verbal communication of spies and other criminals, not to mention his colleagues, his friends, his friends' wives. In a piece this week in the Washington Post, Navarro wrote that for him observing human behavior is like having software running in the background doing its job.

It got us thinking about all the times we nod or **blink** or cross our legs or arms. So, we called Joe Navarro; we asked him to come into our member station in Tampa and tell us what some of those non-verbal gestures mean.

Mr. JOE NAVARRO (FBI Agent): Here's one that most people miss. Somebody says to you, say, Andrea, how about helping me move this weekend. You immediately cover your eyes with your fingers and your rub them. That wasn't what you wanted to do this weekend and you'll help them, but it's a **blocking** behavior that is demonstrative of how you really feel. Now, here's what's interesting: children who are **born blind**, they will cover their eyes when they hear things they don't like. So, that's how hardwired that is in us.

SEABROOK: So, as a body language expert, Joe Navarro, are you constantly aware of your own body language?

Mr. NAVARRO: Actually, no. Those who have traveled with me will see me at the airport. As soon as a flight is cancelled, I'm biting my lip, which is a pacifier, or my hands go on my **hips**, arms akimbo, which is, you know, hey, there's issues here, this type of thing. You know, I really don't try to block it. I think it takes too much time. People who know me, when I'm happy, they see it in my face... and when I'm not they'll also see it in my face.

SEABROOK: Could you fake it, though? I mean, if you know these signals that well couldn't you manipulate them?

Mr. NAVARRO: It's difficult to. It's difficult for me because the kinds of tells that I talk about are those driven by the limbic part of our brain - this very **primitive** area of the brain that's very accurate because it deals with emotions and it deals with our survival.

And so for instance if I lack confidence it's very difficult for me to act truly confident. I mean, I may be able to stand in front of an audience and so forth but somewhere with my feet or with my hands, my lack of confidence will show.

And speaking of that, here's one we often miss when someone is lacking confidence and they're making a statement. Sometimes their shoulder will come up **towards their ear**. And I have found myself, you know, when I'm asked, well, you know, how sure are you of this? And I find myself rising towards my ear. And I have to say to myself, well, actually, not that very sure.

(Soundbite of laughter)

SEABROOK: These behaviors that you describe, are they universal? Do unconscious gestures mean the same thing in every culture?

Mr. NAVARRO: It depends. The ones that I talk about specifically are what we call limbically-derived behaviors. And things that have to do with emotions -positive, negative - are fairly much universal.

SEABROOK: So, after many years of catching criminals, you now teach these skills, I understand, to university students, corporate executives, and even people trying to improve their poker game. Are there things you won't teach people?

Mr. NAVARRO: Well, I'll tell you, you know, I went through a **struggle** whether I wanted to teach poker players because of my reputation and so forth. And so I said, you know what it really doesn't matter because I'm not teaching them to use this for evil or to rob a bank or something. I'm teaching them to understand when they're sitting at a table and they see a player who, for instance, maybe the nose wings - the sides of the nose - are dilated and moving. It means that this person is going to take some physical action.

Well, I used to teach that to police officers, and say, you know, if you pull somebody over and you see the person looking down but you see the nose wings start to dilate, move back because chances are they're oxygenating and they're going to hit you.

So, to me, it's no different. It's an educational process and incredibly I've had surgeons who have attended there and then invited me to, for instance, go to Baylor University **School of Medicine**, and then businesses started to ask me to come and teach for them.

SEABROOK: What would a surgeon want with this?

Mr. NAVARRO: Well, one of the things that they're up against is before surgery they're interviewing the patient and so forth and a lot of times patients aren't forthcoming with concerns and issues. So, one of the things that I teach them is when you're asking your patient about any issues or anything that they may **be concerned** about, see if they touch their neck at all. If they begin to touch their neck, this is usually a very good indicator that there is some issue there, there is something that they **feel uncomfortable** about and that they should perhaps pursue. And this is a very accurate indicator. And the beauty of it is that you see it in real time.

SEABROOK: Wow, cool.

Mr. NAVARRO: And by the way, Andrea, you just changed your posture a minute ago.

SEABROOK: I did. I was flaring my nose wings at my producer (soundbite of laughter).



Mr. NAVARRO: Yeah, and I could tell from your breathing rate.

SEABROOK: Joe Navarro is a retired FBI special agent and author of the book, "What Every Body is Saying." He joined us from member station WUSF in Tampa, Florida. Joe Navarro, thanks very much for speaking with us.

Mr. NAVARRO: Great talking to you, Andrea.

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### **TASK 3: BOOK REVIEW**

#### **EXAMPLE: SPY REPORTER WRITES A THRILLER**

OK, a new novel begins with the focus on a young man on the campus of Harvard University. He's high in a tower at Harvard, a tower from which he tumbles down. Alexandra James, the reporter who's called upon to cover that story, gradually discovers the young man's connections to the White House and to a mysterious man from Pakistan, who in turn is connected to a nuclear bomb plot.

The red-haired reporter uncovering the story is the creation of Mary Louise Kelly. She was an NPR correspondent covering intelligence agencies and the Pentagon. She left her job to say in fiction the things she could not say as a journalist.

#### **EXTRACT 1: FOCUSING AGAIN ON WOMEN'S QUESTIONS**

2012 has seen a revival of interest in women's issues, if we measure that by the interest that media has taken in the subject. Part of it was obviously because of the role women have played in the presidential and congressional elections last November and even if that was primarily a reaction to the statements made by congressional candidates about rape, women and conception, I think it may have signaled that America is again looking at women's place.

Sheryl Sandberg has been an important voice in this new discussion and it's her book that I'm reviewing today "*Lean In. Women, work and the will to lead*".

#### **EXTRACT 2: PRESERVING THE ENVIRONMENT**

In a world besieged by climate change, the animals and plants that contribute to the biodiversity of our ecosystems are facing unprecedented danger. Each year more species are becoming threatened. If nothing is done to reverse the trend, we may soon lose many of them forever.

That's actually the premise of a new book "*The Spine of the Continent: the most ambitious wildlife conservation project ever undertaken*", written by today's guest, Mary Ellen Hannibal.

"The Spine of the Continent" focuses on the science behind an ambitious wildlife conservation effort to create linked protected wilderness series extending from the Yukon all the way south to Mexico.

#### **EXTRACT 3: USEFUL CONTRIBUTION TO CHILD CARE**

On this Father's Day, we turn now to a man who's helped change the way we think about and care for our children from the time they take their first breaths.

For the better part of a century, Dr. T. Berry Brazelton has been studying babies and sharing his knowledge. He hosted the long-running TV show "What Every Baby Knows," and he's written more than 30 books on child development. Hospitals worldwide rely on his newborn assessment known as the Brazelton scale.

And at age 95, the renowned pediatrician is still going strong. His latest book is called "*Learning to Listen: A Life Caring for Children*."

#### **EXTRACT 4: A TEACHER AND STUDENT STORY**

"*The Sweet Girl*" is a new novel that carries us back to the world of Aristotle and his student, Alexander the Great. It's by Anabel Lyon, the sequel to her 2011 novel "*The Golden Mean*." Alan Cheuse has our review.

ALAN CHEUSE, BYLINE: I loved Lyon's earlier book about Aristotle and his everyday world and I was really eager to see where "The Sweet Girl" would take us. The Macedonian-born Alexander has just died from battle wounds in Asia as the novel opens. Alexander's Macedonian teacher, Aristotle, has aged and he's ready to turn over his academy to a successor and devote himself to his own studies and to teaching about the natural world to his adolescent daughter Pythias, the sweet girl, of the book's title.

#### **EXTRACT 5: FIRST PERSON NARRATIVE ON WAR**

Few citizens are more honored than military veterans. Our guest, journalist Charles Glass, has written about the largely untold story of the nearly 50,000 American soldiers who deserted the front lines during the Second World War.

Charles Glass has spent years in international reporting, much of it in the Middle East. He was wounded by artillery fire in Lebanon in 1976 and was later kidnapped and held captive for two months. He's the author of four previous books.

#### **EXTRACT 6: TRAGEDY CAUSED BY POSITIVE SELF-IMAGE**

You know, we live in a culture that prizes self-confidence. We are encouraged to believe in ourselves and act like we belong, even when we don't have the slightest idea what's going on.

The writer Leah Hager Cohen argues that it takes a special kind of self-confidence to express doubt, to admit you have something to learn. She's written a book called "I Don't Know," and she gives the famous example of an airline pilot preparing to take off from Washington in 1982. The plane crashed, killing 78 people, because the pilot did not know the plane was in no shape to take off and did not want to admit it. He dismissed the warning of the co-pilot sitting beside him.

#### **EXTRACT 7: SEQUEL TO A SCARY NOVEL**

ROBERT SIEGEL, HOST:

Steven King has been scaring us to death for more than four decades and in his latest effort, he revisits one of his best, most terrifying novels which also inspired this film classic (*SOUNDBITE FROM FILM "THE SHINING"*)

JACK NICHOLSON: (As Jack) Here's Johnny!

SIEGEL: That, of course, is Jack Nicholson in "The Shining." The novel came out back in 1977. And King's newest book, "Doctor Sleep," is a sequel. Our reviewer, Alan Cheuse, says it was worth the wait.

ALAN CHEUSE, BYLINE: "Doctor Sleep," the sequel to "The Shining," gives us the story of Danny - now Dan - Torrance's adult life; his wrestling match with alcohol, and his struggle to find stability and use his power, the shining, for good purposes.

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