

# INGLÉS

## CERTIFICADO DE NIVEL INTERMEDIO B2

CONVOCATORIA EXTRAORDINARIA 2020

### COMPRENSIÓN DE TEXTOS ORALES

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

DNI:/NIE: \_\_\_\_\_ EOI: \_\_\_\_\_

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

DURACIÓN: 40 minutos

- Esta parte consta de tres tareas. Las grabaciones se oirán dos veces.
- 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.

IN B2 20 EX CTO

	TAREA 1	TAREA 2	TAREA 3	TOTAL	CALIFICACIÓN
PUNTOS				/ 25	/ 10

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

You will hear some extracts. 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. Extract 0 is an example. Now read the headings.

<b>MARK</b>

***ACTORS' OBITUARIES***

*The term "actor" may be used for both men and women*

- A. This actor combined film and theatre
- B. This actor started his/her career as a very young child
- C. This actor suffered a lot as a child
- D. This actor was a successful singer and fought for animal rights
- E. This actor was born into a family of actors
- F. This actor was said to have killed himself / herself
- G. This actor was the first one to get paid \$2 million for a film
- H. ~~This comedian addressed social issues throughout his/her life~~
- I. This comedian formed a successful comedy duo with a singer
- J. This voice actor worked in animated films

<b>EXTRACT</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>HEADING</b>	<b>H</b>							
	✓							

**TASK 2 (9 x 1=9 marks)**

You will hear part of a programme. Choose the option (a, b or c) that best completes the sentences according to what you hear. Sentence 0 is an example. Now read the sentences.

MARK

**HOW TO QUIT YOUR JOB**

An interview about the main points or "takeaways"\* to bear in mind when you leave your job

- 0. The host says that ...**  
a) being unemployed can affect your life.  
b) emotions must always be expressed.  
c) **we have to think twice before leaving a job.**
- 8. According to the host, when we talk about quitting a job, ...**  
a) it depends on the kind of job you have.  
b) there are different reasons to do so.  
c) there is no general advice we can get.
- 9. O'Donnell, a career counsellor, thinks people ...**  
a) are always late for work.  
b) plan to leave months in advance.  
c) usually wait too long before quitting.
- 10. The host says that, throughout the years, she has learnt ...**  
a) how to control her emotions at work.  
b) that people really leave their bosses.  
c) the reasons why there was a recession.
- 11. What O'Donnell is really saying is that quitting your job ...**  
a) is unusual.  
b) requires you to consider several aspects.  
c) usually causes mental problems.
- 12. The second takeaway\*, having a plan, works great but O'Donnell says..**  
a) a good reference is unnecessary.  
b) first you need to rewrite your resume.  
c) there are some situations where you cannot plan.
- 13. The third takeaway will require you to ...**  
a) apply for a maximum of 10 different jobs.  
b) have a house.  
c) save money in advance.
- 14. The fourth takeaway is that you ...**  
a) may want to come back to the job that you are leaving.  
b) will inevitably leave a bad impression when you leave.  
c) will soon be forgotten by your previous company.
- 15. The fifth takeaway is that you should ...**  
a) leave your job without losing your relationships.  
b) take your clients with you.  
c) take your family photos with you.
- 16. When you leave a job, the biggest loss is ...**  
a) the promises your colleagues made.  
b) the time you wasted training for that job.  
c) your colleagues.

\*Takeaway = main point

**TASK 3 (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 (1 or 2 words). Gap 0 is an example. Now read the notes.

**MARK**

***CHANGING THE ROLES OF STUDENTS AND TEACHERS***

*Katherine Cadwell explains what is wrong with traditional teaching*

Katherine used to love her profession until 5 years ago, when she became <b><i>DISILLUSIONED</i></b> [0].	✓
She noticed her students were becoming _____ [17].	
She then decided to change her methodology for the benefit of the students and the health of our _____ [18].	
She thinks students addicted to technological devices are more distractable and less able to _____ [19].	
Prolonged use of screen devices may promote anti-social behaviour, depression and _____ [20].	
Teachers and parents say the screen is the enemy of _____ [21] thinking and social interaction.	
In her classroom now, the students need to solve difficult _____ [22].	
By the month of April, her students feel a little _____ [23] by the "no cell phones" rule.	
She had to teach her students how to use _____ [24] and active listening.	
She says she is no longer disillusioned and she now has more _____ [25] than ever before.	

**TASK 1: ACTORS' OBITUARIES**

<b>EXTRACT</b>	1	2	3	4	5	6	7
<b>HEADING</b>	<b>B</b>	<b>D</b>	<b>J</b>	<b>E</b>	<b>A</b>	<b>I</b>	<b>F</b>

**TASK 2: HOW TO QUIT YOUR JOB**

<b>QUESTION</b>	8	9	10	11	12	13	14	15	16
<b>LETTER</b>	<b>B</b>	<b>C</b>	<b>B</b>	<b>B</b>	<b>C</b>	<b>C</b>	<b>A</b>	<b>A</b>	<b>C</b>

**TASK 3: CHANGING THE ROLES OF STUDENTS AND TEACHERS**

17	<b>LESS CURIOUS</b>
18	<b>DEMOCRACY</b>
19	<b>FOCUS</b>
20	<b>LONELINESS</b>
21	<b>CRITICAL</b>
22	<b>CHALLENGES</b>
23	<b>IRRITATED</b>
24	<b>EYE CONTACT</b>
25	<b>FUN</b>

*\* No se penalizarán los errores de ortografía que no alteren esencialmente el significado de la palabra, frase o expresión requeridas.*

## TRANSCRIPT:

### TASK 1: ACTORS' OBITUARIES

#### **EXAMPLE: THIS COMEDIAN ADDRESSED SEVERAL SOCIAL ISSUES THROUGHOUT HIS/HER CAREER [H]**

*Civil rights activist and comedian Dick Gregory has died. He was 84 years old. Gregory was known for using humor, particularly satire, to help bridge racial divides. He was a crossover comedian popular with black and white audiences during the 1960s, which was a rarity at the time. Later in life, he spoke out on issues including police brutality, sexism and animal rights. Gregory died Saturday in Washington DC.*

#### **EXTRACT 1: THIS ACTOR STARTED HIS/HER CAREER AS A VERY YOUNG CHILD [B]**

Actress Rose Marie died Thursday at the age of 94. She was best known for her role on "The Dick Van Dyke Show," where she played comedy writer Sally Rogers. Her career began when she was 3 years old and spanned several decades. A documentary about her titled "Wait for Your Laugh" came out in November of 2017.

#### **EXTRACT 2: THIS ACTOR WAS A SUCCESSFUL SINGER AND FOUGHT FOR ANIMAL RIGHTS [D]**

Actress Doris Day has died at age 97. Day got her start singing on the radio. She recorded her first big hit, "Sentimental Journey," in 1945 and she reportedly was the highest-paid female singer in the world a year later. She went on to be a huge box office draw in the 1950s and '60s. After retiring from acting in the '70s, Day dedicated much of her time to the welfare of animals.

#### **EXTRACT 3: THIS VOICE ACTOR WORKED IN ANIMATED FILMS [J]**

Russi Taylor — an iconic voice actor and Disney legend — died on Friday at the age of 75. She voiced Minnie Mouse for over 30 years, in hundreds of Disney projects spanning from movies to TV to theme parks. Taylor was born in Cambridge, Massachusetts in 1944, and wanted to work for Disney since childhood. Decades later, she beat out 200 other voice actors in her audition for Minnie Mouse. She was also known for her roles in many animated projects including "The Flintstones," "The Simpsons" and "DuckTales."

#### **EXTRACT 4: THIS ACTOR WAS BORN INTO A FAMILY OF ACTORS [E]**

Peter Fonda, the co-writer and star of the 1960s counter-culture film "Easy Rider" has died. He was 79. Born in 1940, Fonda was the son of Hollywood star Henry Fonda. He would go on to become a film star in his own right, rising to prominence as a result of co-writing and acting in the seminal 1969 film "Easy Rider". He would eventually be nominated for the Academy Award for Best Actor in 1997 for his role in "Ulee's Gold". Fonda is survived by his wife, sister and children.

#### **EXTRACT 5: THIS ACTOR COMBINED FILM AND THEATRE [A]**

Award-winning actor and playwright Sam Shepard has died. He first gained prominence writing plays and performing in off-Broadway productions. In 1979, he took the Pulitzer Prize for writing "Buried Child". Shepard gained wider fame as an actor when he appeared in 1983's "The Right Stuff". He continued appearing on stage and on screen. More recently, he acted in Netflix's "Bloodline". Shepard is survived by his three children.

**EXTRACT 6: THIS ACTOR FORMED A SUCCESSFUL COMEDY DUO WITH A SINGER [I]**

The dynamic and controversial actor and comedian Jerry Lewis has died. Lewis was known as a legendary physical comedian and longtime comic partner to singer Dean Martin. The two began performing together in the mid-1940s and became one of the most successful duos in show business. In his later years, Lewis took up the cause of muscular dystrophy awareness. He hosted annual telethons wherein he raised over \$2 billion to fight the disease, earning him a Nobel Peace Prize nomination. In the last ... (fade).

**EXTRACT 7: THIS ACTOR WAS SAID TO HAVE KILLED HIMSELF / HERSELF [F]**

Former "Glee" star Mark Salling was found dead, according to TMZ. The outlet reports his body was found near a river in Sunland, California. Salling starred in Fox's "Glee" for all six seasons as Noah Puckerman, better known as "Puck" on the show. TMZ is reporting he died of an apparent suicide. But the cause of death has not been confirmed. Salling was weeks away from his sentencing on child pornography possession charges. He pleaded guilty to the charges late last year. Authorities discovered ... (fade).

Adapted from ©[www.newsly.com](http://www.newsly.com)

**TASK 2: HOW TO QUIT YOUR JOB**

**YUKI NOGUCHI, HOST:** When you're working in a job that isn't working for you, it tends to affect a lot of other aspects of life. It's hard not to get emotional about problems at work, crying or yelling... There's a lot more to leaving a job than you might think. Don't act on impulse. Don't throw it all away before you listen to this life kit, because it might help you navigate that transition smoother.

(SOUNDBITE OF MUSIC)

**HOST:** So, we're talking about how to quit a job. Let's say you work at a dog grooming salon or at a big law firm. No matter what your industry, there are some universal things about leaving jobs. And these are tips relevant to just about anyone. Maybe you feel unmotivated. Or maybe there's no future where you work. Pay close attention, that's probably an early warning sign. O'Donnell is a long-time career counsellor and guru on how to leave jobs. She founded *Work It Daily*, a career advice site and this is her first bit of important advice. Pay attention to your feelings about work before you get too emotional, that's our first takeaway. She says most people start planning when it's way too late. The toxicity has gotten so bad, people are fed up, bitter or need months off to recover.

(SOUNDBITE OF MUSIC)

**HOST:** It's not always easy to keep emotions in check. I've covered workplace issues for years. I've covered lousy job markets, like the year following the Great Recession and good ones where it seems like anyone with a pulse can land a job. But when it comes to quitting a job, there's something I hear all the time. Workers don't leave jobs, they leave managers. But O'Donnell is not ready to take sides about who's in the wrong.

**O'DONNELL:** I don't think there are bad managers or bad employees, I think there are bad fits.

**HOST:** Really? That seems debatable to me. But what O'Donnell's really saying is that you need to reframe the problems you have at work. Think practically, not out of anger. People leave jobs all the time, it's no big deal. Keep calm. Carry on.

**O'DONNELL:** Step back and think about who you are and what you want and what kind of environment you need in to be successful, what kind of value you want to provide on the job. That takes a lot of mental work.

**O'DONNELL:** You never want to quit a job without having a plan.

**HOST:** One that takes your finances, career goals and reputation into consideration. And that, it turns out, is our second takeaway: have a plan before you quit. Having a plan works great, when things go to plan, but they don't always. And O'Donnell recognizes there are situations that demand an immediate exit, like workplace assault or sexual harassment or when the stress is so high it's causing medical problems. Outside of those instances, where you're physically unsafe, she says most people can buy a little time to plan. O'Donnell says, ideally, you want a written offer in hand before you leave because employers look down on gaps in resumes. And most likely, you'll need a reference from your old job in order to get a new one.

Once you've resolved to leave, you need to think about the third takeaway - get your financial house in order. This is the practical and logistical part of the plan. Things like making sure you have some form of health insurance and some savings - actually, a lot of savings, more than you might think - more than might be possible, at least if you take O'Donnell's advice. She says that's because it takes the average job seeker nine months and 10 interviews to get a new job.

Up until now, we've been talking about everything you do before saying a word to anyone at work about quitting. But at some point, word has to come out, which brings us to our fourth takeaway - get your story straight. The reason that's so important is that your story will continue to reverberate long after you leave. It's your last and lasting impression. Leaving with integrity keeps your good name intact and, ideally, leaves the doors open should you ever wish to come back. Assume you'll be working with or for these individuals again, because that happens all the time.

Even on your way out, there are ways to ensure your colleagues will speak highly of you, which is basically to leave a good legacy. And that's our fifth and final takeaway - a graceful exit is all about preserving relationships.

Now, what if you have clients? Most likely, you'll have to leave them behind. Saying goodbye to them can be tough, especially if you've cut their hair, photographed their families or helped design their marketing plan. But trying to take them with you can hurt your reputation.

But for most of us, at least on a personal level, the biggest loss we suffer in leaving a job is our work friends, people close enough to call your work spouse, because some of these people you've spent more time with than your actual spouse. Doing right by them means helping the next person coming into your role. Make the transition easy, maybe even offer to train the incoming person. And, O'Donnell says, don't leave with vague promises of keeping in touch. Who knows? They might return the favour ... (fade).

Adapted from ©npr.com

### **TASK 3: CHANGING THE ROLES OF STUDENTS AND TEACHERS**

**Katherine Cadwell:** I have the best job in the world. Why? 'Cause I get paid to learn. I've been teaching high school since 1981. And every day my students teach me something new. I've always been excited to get up and go to work in the morning. Until about 5 years ago, when I became extremely *disillusioned* with this profession that I love.



It seemed to me that my high school students were becoming **less curious**, so I made a decision that I was going to radically change my teaching practice, for the benefit of my students but also for the health of our **democracy**.

Despite recent efforts at school redesign, many high school students are in classrooms where they are being asked to absorb massive amounts of information and then regurgitate it back on a test. Technology has had untold benefits for our profession of education. Yet, teens' addiction to their devices may be significantly altering the way their brains are wired, making them more distractible, less able to **focus** and less likely to complete tasks.

Recent research on smart phone and screen use indicates that prolonged use of these devices by teenagers may promote anti-social behavior, depression and **loneliness**. Ask any high school teacher or any parent of a teenager and they will tell you that the enemy of **critical** thinking and social interaction is the screen.

I began to think – “what if I grounded my teaching in questions rather than answers?” So I decided to do something radical – I turned my classroom over to my students. In my classroom, students sit around an oval table. They read difficult primary source materials and they solve difficult **challenges** that I put before them. They may not merely write down what I say, because I am not talking. In my classroom there are no cell phones allowed. My students actually asked for this rule at the beginning of school. But now it's April 5th and they're a little **irritated** at me because I'm still enforcing this rule. But in my classroom students aren't looking at screens. They are looking at each other when I challenge them to engage in their own conversations.

At the beginning, I had to start by teaching the skills of civil discourse – how does one use **eye contact**, active listening and how do you demonstrate respect and tolerance for someone else who has a completely different opinion than you do. The most difficult task was teaching my young students how to ask questions.

I am no longer disillusioned with my job. In fact I'm re-energized and I'm having more **fun** than ever, because I'm watching my students re-learn how to be curious, how to find their own voice and how to drive their own learning.

Adapted from © [www.youtube.com/watch?v=gzQhiB2EOVE&t](http://www.youtube.com/watch?v=gzQhiB2EOVE&t)