



**Castilla-La Mancha**

Consejería de Educación,  
Cultura y Deportes

PRUEBAS DE CERTIFICACIÓN

**INGLÉS / C2**

**COMPRENSIÓN DE TEXTOS ORALES**

SESIÓN ORDINARIA 2022

**INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE**

- **DURACIÓN: 55 minutos.**
- **PUNTUACIÓN:** A efectos de **certificación**, será necesario superar todas y cada una de las cinco actividades de lengua con una puntuación mínima del 50% en cada una de ellas y una calificación global final igual o superior al 65%. A efectos de **promoción**, será necesario obtener una puntuación mínima del 50% en todas y cada una de las cinco actividades de lengua.
- Las respuestas erróneas no descontarán puntos.
- Esta parte consta de TRES tareas.
- Se escuchará cada grabación 2 veces.
- 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.**

**DATOS DEL CANDIDATO**

APELLIDOS:		
NOMBRE:	DNI:	
COMISIÓN:	OFICIAL <input type="checkbox"/>	LIBRE <input type="checkbox"/>
CALIFICACIÓN:		

TASK 1

Listen to the interview. For questions 1-8, choose the best answer (A, B or C). There is only ONE correct answer. Write your answers in the ANSWER BOX. Answer 0 is an example. (1 item = 0.8).

CLIMATE CHANGE SKEPTICISM

0. The interviewer states that there is a debate over global warming because some people think ...  
A. many people don't embrace the concept.  
B. that what they are being told is untrue.  
C. there is a lack of convincing evidence.
1. Anthony Watts believes that the uncertainty over climate change stems from ...  
A. a presentation to the government.  
B. inaccurate data from studies.  
C. overly exaggerated information.
2. Watts uses the term *Noble Cause Corruption* to ...  
A. highlight biases people have toward climate change.  
B. propose various solutions to the climate change problem.  
C. show that advocates tend to have a narrow perspective.
3. Watts mentions the heat sink effect ...  
A. to cast doubt over the source of rising temperatures.  
B. to demonstrate that temperature data is inaccurate.  
C. to explain how objects transfer heat into the atmosphere.
4. Watts says that Dr. Mueller's conclusion is flawed because in the past ...  
A. the instruments used to measure temperature were different.  
B. the placement of thermometers affected the accuracy of the data.  
C. the process used to record temperatures varied greatly.
5. Watts thinks the downward trend in opinion polls is due to ...  
A. a decline in political interest.  
B. the release of a film about global warming.  
C. the types of questions that are asked.
6. With regards to possible solutions, Watts feels that ...  
A. some solutions might not be realistic.  
B. strategies to frighten people are highly effective.  
C. there is an urgency to solve the problem.
7. Watts considers himself a pragmatic skeptic because, despite his apprehension, ...  
A. he agrees with the message of climate change advocates.  
B. he still tries to make a difference in his personal life.  
C. he thinks technology to combat climate change will improve.
8. In the future, Watts fears that ...  
A. different aspects of the problem will be exaggerated.  
B. more people will prefer an increase in regulations.  
C. policies that lack a scientific basis will be implemented.

ANSWER BOX

QUESTION	0	1	2	3	4	5	6	7	8
ANSWER	B								

(Adapted from: youtube.com)

Marks 1: \_\_\_\_/6.4

TASK 2

Listen to the recording and complete the sentences (9-17) with no more than FOUR words. Sentence (0) is an example. Write your answers in the ANSWER BOX. (1 item=0.8)

ON BERNSTEIN

- The fact that Bernstein (0) \_\_\_\_\_ too much was a point of contention for the opening speaker.
- According to Bernstein, it's when he has a (9) \_\_\_\_\_ that he is most likely to agree with his critics.
- Apart from composing, being exceptional (10) \_\_\_\_\_ is something that Bernstein and Mozart had in common.
- Due to the wide (11) \_\_\_\_\_, Bernstein can be considered a truly American composer.
- Copeland was surprised when Bernstein performed (12) \_\_\_\_\_.
- It is said that Bernstein's (13) \_\_\_\_\_ compositions are less popular than his other styles.
- Virgil Thompson says that Bernstein was more comfortable with (14) \_\_\_\_\_ than other styles.
- According to Thompson, Bernstein has (15) \_\_\_\_\_ in emulating the works of other composers.
- Robert Cushman feels that Bernstein particularly falters when he is looking to use a (16) \_\_\_\_\_.
- Despite its flaws, Cushman reckons that *West Side Story* proves to be really (17) \_\_\_\_\_ as a theatrical production.

ANSWER BOX

<input type="checkbox"/> 0.	<b>SMOKES</b>
<input type="checkbox"/> 9.	
<input type="checkbox"/> 10.	
<input type="checkbox"/> 11.	
<input type="checkbox"/> 12.	
<input type="checkbox"/> 13.	
<input type="checkbox"/> 14.	
<input type="checkbox"/> 15.	
<input type="checkbox"/> 16.	
<input type="checkbox"/> 17.	

(Adapted from: youtube.com)

**TASK 3**

Listen to the four speakers and match the statements (A-L) to each speaker in the numbered spaces (18-25), there are two answers for each speaker. There are **THREE EXTRA statements**. Write your answers in the ANSWER BOX. (1 item = 0.8).

**MY BEST TEACHER**

<b>A.</b>	<del>Being challenged helps foster independence.</del>
<b>B.</b>	Gestures of kindness can be impactful.
<b>C.</b>	Give opportunities to explore the unknown.
<b>D.</b>	I had a lot of independence.
<b>E.</b>	I often got into trouble.
<b>F.</b>	I was an honors student.
<b>G.</b>	I was apathetic in my studies.
<b>H.</b>	It's important to give awards to good students.
<b>I.</b>	My surroundings piqued my curiosity.
<b>J.</b>	Never disappoint your students.
<b>K.</b>	Replicate your teacher's ideology.
<b>L.</b>	Every student has something to offer.

**ANSWER BOX**

SPEAKERS	Speaker 0	Speaker 1		Speaker 2		Speaker 3		Speaker 4	
	0	18	19	20	21	22	23	24	25
STATEMENT	A	_____ + _____		_____ + _____		_____ + _____		_____ + _____	

(Adapted from: youtube.com)

**Marks 3:** \_\_\_\_\_/6.4

TASK 1	TASK 2	TASK 3	TOTAL MARKS
			_____/20

TASK 1  
CLIMATE CHANGE SKEPTICISM

ANSWER BOX									
QUESTION	0	1	2	3	4	5	6	7	8
ANSWER	B	C	C	A	B	A	A	B	C

TRANSCRIPT

Interviewer

So, let's start out with the basic idea that there's this debate in this country over global warming. There's **some people who call it a complete hoax (0)**, and there are some people who completely embrace it. Where do you stand in that spectrum?

Watts

Well, I at one time was very much embracing the whole concept that we had a real problem. We had to do something about it. Back in 1988, James Hansen actually was the impetus for that for me in his presentation before Congress. But as I learned more and more about the issue, **I discovered that maybe it's not as bad as it's made out to be. Some of it is hype, but there's also some data that has not been explored, and there's been some investigations that need to be done that haven't been done (1)**. And so now I'm in the camp of we have some global warming, no doubt about it. But it may not be as bad as we originally thought because there are other contributing factors.

Interviewer

What?

Watts

There's a term that was used. It's called "noble cause corruption". And actually, **I was a victim of that at one time where you're so fervent in your belief that you have to do something, you're saving the planet, you're making a difference, you're making things better, that you're so focused on this goal of fixing it or changing that you kind of forget to look along the path to make sure that you haven't missed some things (2)**. I started looking into the idea that **our urbanization affected the temperature (3-a)**. And over the last 100 years, our country, in fact, the world has changed.

We've gone from having mostly a rural agrarian society to one that is more urban and city based. And as a result, the infrastructure has increased. We've got more freeways, you know, more airports, all these things. Those are all heat sinks. During the day, solar insolation hits these objects and these surfaces, and it stores heat in these objects at night, it releases that heat. Now, if you are measuring temperature in a city that went from having maybe 10% of non-permeable surface to, you know, maybe 90% over 100 years. **That's a heatsink effect, and that should show up in the records (3-b)**. The problem is that it's been such a slow, subtle change over the last 100 years; it's not easy to detect. And that's been the challenge. And that's what I've been working on.

Interviewer

Essentially, you're saying that the records they're using for documenting the temperature at any given time aren't exactly accurate?

Watts

I'm saying that the data might be biased by these influences to a percentage. Yes, we have some global warming. It's clear the temperature has gone up in the last 100 years, but **what percentage of that is from carbon dioxide and what percentage of that is from changes in the local and measurement environment? (3-c)**

**Interviewer**

You say that there are people invested in promoting the concern about global warming. Dr. Mueller at the University of California at Berkeley had similar concerns, went back and looked at the data, and concluded there is global warming, and it comes from carbon dioxide, which is made by man. Do you buy that?

**Watts**

Unfortunately, he has not succeeded in terms of how science views, you know, a successful inquiry. His papers have not passed peer review. They have some problems. For example, he goes much further back, back to about 1750 in terms of temperature. Well, from my own studies, I know that temperature really wasn't validated and homogenized, where everything was measured the same way until the Weather Bureau came into being about 1890. Prior to that, **thermometers were exposed to the atmosphere in all kinds of different ways (4-a)**. Some were hung under the shade of trees some were on the north side of houses. Some are out in the open in the sun. And so, the temperature fluctuations that we got from those readings prior to 1890 was quite broad, and I don't believe they provide a representative signal because the exposure is all wrong. And **Dr. Mueller did not take any of that into account (4-b)**.

**Interviewer**

I want to ask you a little bit about attitudes toward this among the public. We talked to a public opinion specialist at Stanford who says there's been 80% belief in global warming and manmade global warming throughout this country for the last 15 years. Do you buy that?

**Watts**

Well, I looked at a number of opinion polls. You'll find a lot of them on my blog. And depending on how you ask the question will sometimes give you a different answer. My view is that the view of global warming peaked about the time that Al Gore came out with his movie *An Inconvenient Truth*. But ever since then, other factors have kicked in, and it has become less of an issue. **In fact, you hardly see politicians talking about it anymore or pushing it as an issue (5)**. And so, people, I believe, based on the polls I've seen, aren't quite as believing as they used to be. And I think the trend is downward.

**Interviewer**

Should the Congress, should the American public say, you know, nothing's been proven yet we should wait, or should we go ahead with trying to solve what many people consider a really scary problem?

**Watts**

You mentioned a really scary problem, and I think that's part of the issue. Some people don't respond well to scare tactics, and there has been some scare tactics used by some of the proponents on the other side of the issue. And that's where the overselling of it comes in. But this is a slow problem, and it requires a slow solution, I believe. For example, our infrastructure for electricity and so forth and highways didn't happen in five years or ten years. It happened over a century. **We can't just rip all that up or change it in the space of 5, 10 or 15 years because it will be catastrophic to our economy (6)**.

**Interviewer**

Do you consider yourself a skeptic on global warming?

**Watts**

I would call myself a pragmatic skeptic, Yes, we need to make some changes in our energy technology. **More efficient technology is a good thing. For example, I have done energy reductions in my office and in my home to make things more efficient (7)**. So, I think those are good things those are good messages that we should be embracing. But at the same time, I think that some of the issues have been oversold and they've been oversold because they allow for more regulation to take place. And so, as a result, **we might be getting more regulation and more taxes that really aren't rooted in science, but more in politics (8)**.

([youtube.com/watch?v=UmlJCGQzCiU](https://youtube.com/watch?v=UmlJCGQzCiU), adapted, 20/03/22, 5.58 min)

TASK 2  
ON BERNSTEIN

ANSWER BOX

0. <b>SMOKES</b>
9. moment of weakness
10. pianists
11. his <i>Variations</i> (for him)
12. variety of his talent
13. concert and operatic
14. (the) popular format/music
15. no hesitation
16. romantic voice
17. effective

TRANSCRIPT

Opening Speaker

Leonard Bernstein is, in my opinion, a lunatic. I hate him because he **smokes (0)** like a chimney. And he's a lunatic because no one could possibly live long with the kind of schedule that he imposes upon himself.

Bernstein

In my highly advanced years now, I'm beginning to feel the strain. And I think, well, maybe some of those pestiferous critics who complained all through the years that I was a Jack of all trades and master of none or whatever it was. Sometimes I have a **moment of weakness (9)** which I say, well, maybe they're beginning to be right. Maybe it's time that I stopped all this nonsense and once and for all settled down and wrote music.

John Amis

This is John Amis with a "Talking About Music" specially devoted to Leonard Bernstein. I must say working and smoking too much or not, he has, thank goodness, lived almost twice as long as Mozart. And come to think of it, Mozart was also a composer who wrote for theatre, church, concert and ball room. He didn't go around conducting other people's music like Bernstein, but both were prodigious **pianists (10)**. There was popular music in Mozart's time, but nothing quite like the musical of today and the jazz world. Okay, Bernstein is no Mozart, but he is a quite phenomenal musician. And as a composer, in some ways **he's even more American than Gershwin or Copeland because of the sheer variety of his talent (11)**, from jazz to musicals to concert music to operas to liturgical music of a personal Jewish kind. Boston born of religious Jewish parents, the young Lenny graduated from Harvard in 1939, and he studied conducting with Fritz Reiner and Sergei Koussevitzky. Aaron Copeland was another one who made a great impression on the young Lenny.

Bernstein

I had fallen in love with the recording he had made of his Piano Variations. It seemed so um stark and prophetic and unlike anything else that I knew. And when the moment came when I met Aaron Copland, it was his birthday; there was a party to which I was invited, and in the course of it, I was invited to play the piano. And I played **his Variations for him, which astonished him (12)** because he didn't know that young

people, hicks. provincials from Boston, could play his very difficult Piano Variations at parties. Anyway, we remained lifelong friends from that day to this.

### John Amis

Where Bernstein's own compositions are concerned, **public and critics agree to prefer his cinema, ballet and Broadway style to his concert and operatic one (13)**. Born way back in 1896, critic and composer Virgil Thompson crystallizes in his typically sharp way a generally accepted view of his younger colleague.

### Virgil Thompson

As a composer of serious music, there's nothing wrong with it. **The popular music, however, or the popular format (14)** is one where it always seems to me, he is the most at home and the most natural. His popular music is of a quite unusual intellectual content based on and quite evidently through acquaintance with and **no hesitation (15)** about imitating the music of Darius Mio and Igor Stravinsky. Popular music seldom has that high intellectual substratum.

### John Amis

On the Town, Candide, Wonderful Town, West Side Story and the ballets, too, have this substratum Virgil Thompson was talking about plus a super stratum of warmth, brilliance and idiosyncratic tunes. Robert Cushman is a great expert on American musicals so I asked him what he considers Bernstein has brought to the popular theatre.

### Robert Cushman

I think primarily a great mastery of pastiche. I don't think he's a great original melodist and oddly enough, the score of his that most people are most familiar with, West Side Story, is the one I would rate lowest. I think it's when Bernstein tries to find his own voice, especially when it's a **romantic voice (16)**, I think it's where he falls down. I actually think that songs like Maria and One Hand, One Heart and, to a lesser extent, Tonight are awfully soapy or soupy not melodically very strong but I suppose they're really in the Rogers and Hammerstein tradition and not as good as the best of the Rogers and Hammerstein songs. I think what's good about West Side Story is the jazzy or Stravinskian mixture of the two, music for many good dance sequences for songs like Cool and The Rumble. It's when he actually gets to grips with Romeo and Juliet's story that I think the score begins to decline. On the other hand, it is an awfully **effective (17)** show in the theatre.

*(youtube.com/watch?v=acZoqwFDYWw, adapted, 10/3/2022, 4.57min)*



**TASK 3**  
**MY BEST TEACHER**

**ANSWER BOX**

SPEAKERS	Speaker 0	Speaker 1		Speaker 2		Speaker 3		Speaker 4	
	0	18	19	20	21	22	23	24	25
STATEMENT	A	E + L		C + I		D + K		B + G	

**TRANSCRIPT**

**Speaker 0**

Yes, I was saying that my scientific father if I had one was my biological father. He taught me to read when I was 5 or so and when he saw I was interested in biology, we had innumerable conversations as I was growing up. I began working in his lab at the age of 14 and as I matured and became an independent scientist these conversations continued. **The only problem with having a father like that, I would say, is that you're supposed to surpass your teachers, that was a little bit difficult for me to do (A)**, it was psychologically difficult even for me to beat him in a game of chess because I was so much in awe of him although that day did come and then we were more or less evenly matched.

**Speaker 1**

I really pondered this one because I was a terrible student **I went to many schools and was kicked out of every single one (E)** but and every point in my life there was one teacher who said there's something special about you. And in high school, Mrs. Lippmann nominated me for the biggest award at our high school, an international award, after I was kicked out of the school. I was grateful to her but it's taken me many years to really understand what that meant institutionally for a teacher to put her faith in somebody who was in that much trouble and who had done so many bad things over more typical straight-A honors students, you know and that's kind of an amazing thing and I think we all have that in our lives, **the teacher who saw something in us when no one else did (L)**.

**Speaker 2**

I grew up on a farm and as a small kid, I think, **nature around me was probably my best teacher. That is where it all started when I asked endless questions to my father and mother (I)**. And on the farm, you know, there is so much to discover. How is it possible that from such a tiny seed a big sunflower grows? And then, of course, when I was at the University and I became a chemist, I think I have to mention one person, Professor Hans Winberg. He was American and he stimulated us so much to discover my own molecules, to make my own molecules. And that opened for me a completely new world, to be able to go beyond Mother Nature, to design molecules of my own that never existed before. That was absolutely a teaching experience. You know, **to do experiments in the lab and to discover something completely unexpected (C)**. I think that was the best teacher of all.

**Speaker 3**

Well, actually, my first best teacher is my family in a way, because they have been very supportive in a way that they left me to do what I wanted and **to exercise all the freedom I could have (D)**. And since I was extremely curious, I can't tell you I did a lot of experimental set up in my home and in my house and in the garden. This is really the first one. The second one is I think I had a long series of teachers. I cannot really point to a specific one, but what they did is something really crucial to me. I think they just managed to convince me that learning is fun and always that is feeling, and **I'm always trying to give that to the others (K)**. I mean, learning is so much fun and you can do so much when you're learning. So these are, to me, my kind of most impactful event. Of course, there's a lot of books and people I can name, but that's exactly this kind of surrounding that makes me, I think, what I am.

**Speaker 4**

Well, like it's already been said, I had a lot of really good teachers, so it's hard to pick. I'll just give a couple of examples. In high school, my grade nine science teacher, and she was also my grade 13 chemistry teacher. Her husband was a chemistry professor at the University. And so she would bring in little experiments to do in front of us. And she was all about the wonder and all about the excitement of it and all about that. She also the one time I was on a high school band trip and had to miss the test and bunch of us did. **She brought in chocolate bars for all of us after class when we were doing it after hours, you can't think great on an empty stomach. And she made sure we all had our chocolate bar, which I thought was so cute and sweet of her (B).** But on the other hand, unlike all of my colleagues here in high school science, **I was sometimes very lazy (G).** And we had to do some kind of science fair project. And I don't even remember what I did, but I didn't put my heart and soul in it.

And I've been asked a lot, especially as a woman, you know, did I get encouragement, even if I was a girl and I had a male physics teacher. And he sat me down and went, Don, I'm so disappointed in you, for heaven's sake. I know you are so much better than this. It's not acceptable. You should be doing so much more. So, I've had teachers on both sides.

*(youtube.com/watch?v=MJYEjj3Gvzg & youtube.com/watch?v=78c08bQ6dxg, adapted, 18/03/22, 4.57 min)*