

INGLÉS

CERTIFICADO DE NIVEL AVANZADO C2

CONVOCATORIA EXTRAORDINARIA 2020

COMPRENSIÓN DE TEXTOS ORALES

APELLIDOS: _____ NOMBRE: _____

DNI/NIE: _____ EOI: _____

INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE:

DURACIÓN: 45 minutos

- Esta parte consta de tres tareas. Oirá las dos primeras tareas 2 veces y la última una sola 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.

IN C2 20 EX CTO

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

TASK 1 (7 x 1 mark = 7 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 and write it in the corresponding white box. Sentence 0 is an example. Now read the sentences.

MARK

HARVEY WEINSTEIN

A brief analysis of his devastating personality

0. The people they interviewed for the programme

- a) **got to know Weinstein well, directly or indirectly.**
- b) have written books about Weinstein and his power.
- c) were Weinstein's victims.

a



1. Reporter Ken Auletta

- a) has been writing about Weinstein's life for years.
- b) was kicked many times in the streets of Manhattan.
- c) went to an old school in New York City.

2. Harvey Weinstein's father, Max,

- a) had two equally clever sons.
- b) lived and worked in the Jewellery District.
- c) used to cut diamonds in Flushing, Queens.

3. In 1969, Harvey Weinstein went to college and he

- a) left without finishing his studies.
- b) looked then exactly the same as today.
- c) started a business after he finished his degree.

4. The music concert business he started with one of his roommates

- a) began when his father took him and his brother to the movies.
- b) was different from the business Weinstein had in mind.
- c) was one of the most successful businesses in New York City.

5. In 1979, Harvey and Bob started *Miramax*, which was

- a) established in the Buffalo area and then moved to New York.
- b) in need of script readers and deciders.
- c) named after their parents.

6. *Miramax* was located in New York because

- a) Harvey and Bob didn't like what was done in Hollywood.
- b) the Hollywood establishment refused to accept them.
- c) Weinstein could not find his place in Los Angeles.

7. Harvey Weinstein's strong personality

- a) comes from an early fear of dominance.
- b) made him throw things at people.
- c) was contested by his competitors.

TASK 2 (10 x 1 mark = 10 marks)

You will hear part of a programme. Read through the notes below and complete them by filling in the gaps with the exact words you hear (1 to 3 words). Gap 0 is an example. Now read the notes.

MARK

CHALLENGING NEGATIVE STEREOTYPES OF MILLENNIALS

Dr. Pat Bullen, from the University of Auckland, is painting a new picture with her research

The host of the program argues that young people are often stigmatized for being rude, lazy, ____ SELF-ENTITLED ____ [0] or risk-takers among other things.	<input checked="" type="checkbox"/>
Stereotypes of adolescence could be explained by the life stage people are in and thus _____ [8] of the generation.	<input type="checkbox"/>
Millennials and Gen Z are described as people who always ask why at work, they want promotions before they're _____ [9] or worry only about themselves.	<input type="checkbox"/>
Pat Bullen states that there is a difference in the way young people are viewing the world due to the context around them or _____ [10] around the future, for instance.	<input type="checkbox"/>
What is odd about the contradictory stereotypes is that people in their 20s and early 30s are proactive and can be thus compared to the _____ [11] of the 60s, according to the host.	<input type="checkbox"/>
Dr. Bullen also says that in a _____ [12], adolescence could be defined as the second decade of life.	<input type="checkbox"/>
According to the host, the full development of the adult brain may surprisingly not happen until the _____ [13] in some cases.	<input type="checkbox"/>
However, this development can also depend on your family order: whether you are a first-born or further _____ [14].	<input type="checkbox"/>
Pat Bullen believes brain development across-the-board is very much _____ - _____ [15].	<input type="checkbox"/>
In this context, she believes that progression through adolescence is allowed by their increasing ability to _____ [16].	<input type="checkbox"/>
Dr. Bullen agrees that not only does society influence adolescents' trajectories but also their _____ [17] of themselves, among other things.	<input type="checkbox"/>

TASK 3 (8 x 1 mark = 8 marks)

You will hear several people talking. After each extract, write the option (a, b or c) that best summarizes what you hear. **YOU WILL HEAR THE EXTRACTS JUST ONCE.** Extract 0 is an example. Now read the sentences.

MARK

We The Curious

Some experts share their historical and scientific knowledge

- | | | | |
|------|--|---|--|
| 0. | <i>Cocoa seeds in burial sites...</i> | a) represented the holiness of cocoa trees.
b) were placed in a bowl by the corpse's feet.
c) were provisions to enter the afterlife. | <div style="border: 1px solid black; padding: 2px; width: 40px; margin: 0 auto;"> C
 </div> |
| | | | |
| 1. | One of the earliest uses of coal was... | a) as a fashion accessory.
b) as a token for trade in Roman times.
c) to paint china vases. | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| (18) | | | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| | | | |
| 2. | Cotton has a secret, which is... | a) a magical connection with clouds.
b) a natural softener for underwear.
c) an organic drying mechanism. | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| (19) | | | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| | | | |
| 3. | We know honey and humans have a long history together because of... | a) amber drops with bee's DNA.
b) prehistoric art drawings depicting people trying to obtain honey.
c) well-preserved pots for honey storage found in excavations. | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| (20) | | | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| | | | |
| 4. | Perfume was made in France and... | a) affluent American women gave it international fame.
b) gave Parisian women more status than haut couture designs.
c) Parisian women bought it on luxury trips to New York. | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| (21) | | | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| | | | |
| 5. | We learn about Thomas De Quincy's literary work that... | a) he compares the use of opium to the use of paracetamol in it.
b) it is a humorous representation of opium use.
c) Turkey was the author's place of inspiration. | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| (22) | | | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| | | | |
| 6. | About pearls as the treasures of the seas, we learn that... | a) a friar narrated the encounter of divers and sea monsters.
b) pearl diving was more hazardous than gold mining.
c) pearl fisheries helped to integrate African slaves in the Americas. | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| (23) | | | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| | | | |
| 7. | About plastic and marketing strategies, we learn that... | a) a squishing sound is more marketable.
b) certain shopping choices go with certain sounds.
c) plastic packaging creates optical illusions of quality. | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| (24) | | | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| | | | |
| 8. | Sugar was a powerful commodity and the nobility... | a) exchanged sugar creations as a symbol of power.
b) impressed their guests with edible utensils.
c) served water in sugar-rimmed glasses. | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |
| (25) | | | <div style="border: 1px solid black; height: 20px; width: 40px; margin: 0 auto;"></div> |

TASK 1: HARVEY WEINSTEIN

EXTRACT	1	2	3	4	5	6	7
LETTER	A	A	A	B	C	A	B

TASK 2: CHALLENGING NEGATIVE STEREOTYPES OF MILLENIALS AND GEN Z

8	IRRESPECTIVE
9	DUE
10	UNCERTAINTIES
11	BOOMERS
12	BROAD SENSE
13	EARLY THIRTIES / 30S
14	DOWN THE CHAIN
15	CONTEXT-SPECIFIC
16	ENGAGE IN SOCIETY
17	INDIVIDUALISED NOTIONS

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

TASK 3: WE THE CURIOUS

	[18]	[19]	[20]	[21]	[22]	[23]	[24]	[25]
EXTRACT	1	2	3	4	5	6	7	8
HEADING	A	C	B	A	B	B	B	B

TRANSCRIPT:

TASK 1: HARVEY WEINSTEIN

Matthew Price, Host: Hello I'm Matthew Price, this is *Beyond Today* where we ask one big question about one big story. Today...What's the Harvey Weinstein's story? There are two people we spoke to for this episode...

Ursula Macfarlane: We sort of conceived it as a portrait of power...

Matthew Price: One who's become friends with the women that Harvey Weinstein sexually abused.

Ursula Macfarlane: ...and oversee the women were a really important, crucial part of that.

Matthew Price: ...and one who spent a lot of time with the man himself.

Ken Auletta: I was born on Coney Island so I know him pretty well...

Matthew Price: Almost had a fist fight with him...

Ken Auletta: My thirteenth book, this one's a biography of Harvey Weinstein.

Matthew Price: We all know how a powerful movie mogul, a beast of a man, raped and sexually abused women, and bullied and fought the men around him. We know how some of his victims found a way to speak out, how eventually they were listened to and believed. But few of us know as much about Harvey Weinstein as Ken Auletta does. He's one of those old school reporters that the tough streets of New York have kicked up over the years. He's investigated Weinstein for ages, he's got close to him, and he's been writing about him for the *New Yorker* magazine.

Ken Auletta: He and his younger brother, Bob, who's two years younger, grew up in Flushing, Queens. They lived in a rent-controlled apartment. Their father, Max, was a diamond cutter and worked in the jewellery district of Manhattan. The mother was a housewife, Marian. And Harvey was a very smart student. He skipped a grade as did his younger brother Bob. He went to the University of Buffalo for college in 1969. Harvey was not fat in high school or initially in college, he was thinner. He was not the Harvey we came to know, this vitriolic, larger than life presence.

After his junior, he dropped out of college and started a concert business with one of his roommates, Corky Berger. And it became a very successful music concert business in the Buffalo area. I mean they got Rolling Stones up there, they got the Grateful Dead, they got Frank Sinatra! And they... they started to make some real money. He was very successful. His father, Max, when they were young boys, had always taken them to the movies on Saturday, when the mother went to the hairdresser, and they fell in love with, particularly, with foreign films. So their dream was not to be in music business but to be in the... in the movie business. And so in 1979 they moved to New York, the brothers did... And he and his brother started Miramax. They named it after their... Marian and Max, their parents. Then Harvey began to display his talents which are...are real, he's...he's a great marketer. He was a great reader and decider of scripts, what scripts would work. He's a great believer in the written word. But Harvey then at... with success became more of a belligerent personality and he was fuelled by this anger at...at Hollywood. One of the reasons they established Miramax in New York rather than Los Angeles, which is the epicentre of the movie business, is they saw themselves, his brother and him, as challengers of the Hollywood establishment. In that sense he's very "Trumpian" in the sense that as Trump is opposed to what he calls "the deep state", you know, civil servants and other servants, Harvey and Bob really were angry and hated so much what the Hollywood establishment did and then in 1993, the Walt Disney company came along, this media giant, and bought them for a roughly eighty million dollars and suddenly the Weinstein brothers had money to produce, not just distribute movies.

But Harvey was this tempestuous personality and would get into fights with people, sometimes physical fights by the way, throwing ashtrays, marble ashtrays at the wall, at fellow executives, abusing women who work for him, I don't mean sexually. He did that too. It was so obvious that... the way he treated competitors and people who worked for him. It was a natural extension that goes from that dominance over people to his desire to sexually dominate women.

Adapted from ©radio4.bbc.co.uk

TASK 2: CHALLENGING NEGATIVE STEREOTYPES OF MILLENIALS

Host: Debunking youth stereotypes, our guest is a senior lecturer in youth development and youth mentoring at the University of Auckland. Pat Bullen says all too often young people are stigmatised and discriminated against by blanket acceptance that adolescents are rude, lazy, **self-entitled** risk-takers who need fixing. Dr. Bullen's ongoing research is painting a different picture. Pat Bullen is in the Auckland studio. Very good morning!

Pat Bullen: Good morning. How are you?

Host: Good, thank you. So we've been discussing Millennials born 1980 on, also Gen Y depending on your terminology. Gen Z kicks in around 1995, but the births from then on... But is what you're talking about a life stage, irrespective of which particular generation.

Pat Bullen: Absolutely. That's totally to the point ... is that it is **irrespective** of which generation we are referring to and it really is about how we talk about and think about adolescence and the challenges, as we often think about them and talk about them in very negative ways, without having it based in any evidence or facts.

Host: Are there comparisons on what you've heard from the millennial generation across to Gen Z? You know, the sort of the snowflake reference or, you know, always asking why in the workplace or wanting promotions before they're **due** or the "what about me"s? Do those kinds of stereotypes that I have just ticked off translate from one generation to the next or sometimes do they get attached to a particular generation?

Pat Bullen: I think that's a really interesting question, and I'm not sure I have a 100% of the answer. But I think in general, maybe, what we are seeing is perhaps a difference in the way young people may be viewing the world, perhaps because of the context in which they're developing, the **uncertainties** around the future, around climate change and issues around that. And there have been others that have looked at this and conducted research in this space and are really, perhaps, suggesting that many of our young people may be looking to a better world, a better future, and may be questioning the way things have been going. And is that necessarily a bad thing?

Host: Questioning and challenging. But the other thing that I find odd with the stereotypes that often contradict ... Let's talk about a generation that, say, is in its 20s now, maybe in its early 30s (for some it would be of one generation, some of another). The interesting thing is that they don't just talk about it –they're doing things.

Pat Bullen: Absolutely, absolutely. I would totally agree with that.

Host: Which takes us back to the **boomers** of the 60s, wouldn't that? Out doing marches and actively protesting and putting things into action.

Pat Bullen: Absolutely. Yeah.

Host: Let's talk about your definition of adolescence, then adolescence into early adulthood. What are the commonalities?

Pat Bullen: And I think that.. again is a really good question and a lot of people have different views around this, but I think if we think about it in a very **broad sense**, adolescence is the second decade of life. If we look at the Ministry for Youth Development and what they tend to define adolescence in New Zealand, it's young people between the ages of 12 and 24. And so that's a very broad age group to even think about the challenges that a 12-year-old may be experiencing versus the challenges of a 24-year-old and their life experiences, of course, are very different.

Host: However, we also know that the full development of the adult brain... People are putting the age back as far as the **early thirties** for some.

Pat Bullen: I know.

Host: But younger, and thinking of Nathan Wallace's always insightful work, if you're the first born girl you might be relatively mature in an adult sense by your late teens, early 20s. If you're further **down the chain** and male, you might be in your early 30s. So there's a lot of fluidity, I guess, in what we are talking about. But for you to develop mentally, what are you talking about?

Pat Bullen: So, I think the most important thing if we are thinking about development across-the-board, regardless of whether we're talking about our social development, or a cognitive development, including brain development, is that it very much is **context-specific**. And so you just indicated that for firstborn versus males or females, their developmental trajectory may be different.

Host: What's common, though? The fact that you are coming into adulthood, the fact that you are starting to take on more responsibilities, the fact that you're looking around you and having a vested interest, and decisions that are being made?

Pat Bullen: And I think it's all of those things. Absolutely! You know, so as we're seeing that as young people sort of progress through adolescence, their increasing ability to **engage in society**, particularly around their age, and that the brackets we put around, at what age they can engage in what particular activities. They're becoming more able to make decisions about their own lives, and their own directions that have significant implications in terms of what they do in the future and what they're able to achieve in the future. And so we see that society and socially, there's a lot of things that are influencing their trajectory in terms of their development. But embedded within that is also, sort of their individualized... Perhaps... What's the word I'm looking for? Their perhaps **individualised notions** of themselves, or their temperaments, or their family and the influences of the social environment.

Adapted from © rnz.co.nz 2019

TASK 3: WE, THE CURIOUS

EXTRACT 0: COCOA

Yes, there is a burial site that was excavated by Keith Prufer of a dead individual with a bowl which is inverted over his pelvic area and, under the bowl, Prufer found five preserved cocoa seeds. And these seeds were probably placed under the bowl to aid in the individual's rebirth to a new life. To this day in some modern Mayan communities, trees or maize plants are grown on the graves of the dead to help in their souls' rebirth. And there are many images during the classic period of individuals that are reborn as trees... (FADE)

EXTRACT 1: COAL

One of the first recorded uses of coal by humans? Well, surprisingly, one of the earliest uses, and this was in ancient China some 6,000 years ago or so, was carving. They found the coal to be very beautiful, and there is evidence that some archaeologists have found something they called Neolithic ear-piercing ornaments, and so they were carving the coal, they were wearing the coal, and this also happened in Britain during the Roman era. Coal became famous and was written about by the Romans as something that could be carved into jewelry.

EXTRACT 2: COTTON

What exactly was its appeal? Oh, well, it's because it's so soft and comforting, that's part of it. There are some cultures in the American Southwest that actually likened cotton, no surprise, to clouds, and it's important for that very reason, but it's... the secret really is that the actual fiber has a minute twist in it and so, when it gets damp, it actually turns, it swivels, so it has an in-built mini spin dryer. This means in any hot or humid climate it dries much more quickly because it's more comfortable to wear, and in a cold climate it's ideal for undergarments again, to wick perspiration away from the body. People absolutely treasured it.. FADE

EXTRACT 3: HONEY

Lucy, tell us, how long have humans been eating honey for? I think humans have been eating honey as long as humans have existed. So there actually have been archaeological finds on pottery shards and things of that sort that do show that people were eating and storing honey. One of the most fascinating examples, though, is a cave drawing on the eastern coast of Spain showing people climbing up a cliff to get honey and it actually shows bees that are flying around trying to attack. And that is about 8,000 years old from around 6,000 BC.

EXTRACT 4: PERFUME

Perfumes may have been made in France, but it was American women in particular, especially American women who had money, who really fueled the demand. And if you look at the beginning of the 20th c. onwards, there's a huge amount of luxury travel to Paris. And if you're going to be a woman of money who travels and wants to buy into Old Europe, the Old World, then you want to be wearing couture fashion from a Parisian designer, and it so happened that particularly in the 1920s, you also might buy a bottle of perfume when you're there, so really it was a sign of status and, you know, look what I've got, I've been on my travels and I just picked up this little thing.

EXTRACT 5: OPIUM

Well, it's very interesting. I think we don't appreciate today how much of a satirical work it was, and partly what Thomas De Quincey is having fun with, is this idea that opium might be seen as something exotic, you know, there's this idea of the opium eater who's normally a stereotype in romantic fiction, normally Turkish or Persian, who would spend his life sort of dreaming his dreams, and sinking into oblivion.. and Thomas De Quincey is sort of calling on this archetype and claiming to be an English version of it. But the joke really is that everybody used opium, it was very prosaic, you know, it would be rather as if someone wrote today a book about confessions of a paracetamol fiend, so what De Quincey is saying is that, oh, everybody takes opium all the time.

EXTRACT 6: PEARLS

(...) and the labor system that existed in the Caribbean pearl fisheries which was extraordinarily brutal and just so dangerous for the divers who were at first a mixture of indigenous divers, but also increasingly enslaved Africans who are forced to perform this very painful difficult labor. And their descriptions, one of them is by the famous Dominican friar and advocate for American indigenous rights Bartolomé de las Casas, who described the labor of pearl diving as harder than any other labor in the Americas, more dangerous, he said, even than gold mining. And he described the divers emerging from the water, their bodies gleaming and covered in salt, and he said that they looked not like men but like sea monsters.

EXTRACT 7: PLASTIC

One of the things that we associate particularly with food is the sounds that we get in our heads when we eat things, and so some things go kind of squish and other things go crunch. Plastics have often become integrated into that experience to prepare us for them, and so one thing that you should do is to go to the supermarket and go and look in the bread section, and go and take a look at what kind of packaging is used for different kinds of bread. If you're going to get really sort of soft bread, well, guess what?, the plastic is gonna be relatively soft and squidgy. On the other hand, if you're going to buy crunchy bread, well, the packaging makes a really wonderful inviting crackling [gonna rustle because it's fresh and freshly crusted baked bread] and that illusion is amazingly powerful.

EXTRACT 8: SUGAR

In fact, Elizabeth, you say that aristocracy would even use sugar as an expression of power. They did. It was conspicuous consumption of a commodity that nobody else had, and so how do you show everybody that you are very powerful and very wealthy? By serving them something absolutely spectacular. For example, they developed sugar sculptures, and it could be a life size sculpture, of a castle, of a tree, of a monster, of waves of the ocean, of fish and so on. Banquets would be held in which the plates and the cutlery and the glasses were all made of sugar so that after you've eaten, you could then just eat your plate, or your fork, or your spoon.

Adapted from ©npr.com