

**C1 ANGLÈS / C1 INGLÉS**  
**COMPREENSIÓ ORAL/COMPRESIÓN ORAL**  
**GUIÓ/ GUIÓN**

	ANGLÈS C1
PISTA	
1.	<p>English Listening Comprehension Test. C1 level. Valencian Community, June 2014. Now you will hear the instructions for the listening test. You will be given time to read the tasks. You will hear each task twice. At the beginning of each listening you will hear this sound: (BEEP) You can take notes or write the answers while you are listening, but remember that you will also have time to write your answers at the end of each task. Please, read the instructions for each task carefully. If you have any questions, ask them now as you will not be allowed to speak during the test.</p> <p>(+ 30" de silenci) (ÉS L'ÚNIC MOMENT EN QUE ES POT PARAR EL CD)</p>
2.	<p>Please, look at task 1.</p> <p>You will listen to a news programme on how stereotypes can drive women to quit science. For questions 1-7, choose the correct answer A, B or C. Write your answers in the appropriate boxes below. Question 0 is an example. You have one and a half minutes to read the statements.</p> <p>(+ 1' 30" de silenci i BEEP)</p> <p>MELISSA BLOCK, HOST: From NPR News, this is ALL THINGS CONSIDERED. I'm Melissa Block. We're going to spend some time now finding out how preconceptions shape the way men and women communicate and work together. NPR's science correspondent Shankar Vedantam is going to tell us about that. And, Shankar, I understand you have a question for me, first off. SHANKAR VEDANTAM, BYLINE: I do, Melissa. Do you remember everything you did last week? BLOCK: I can't even remember what I did this morning much less last week. But thanks for asking. VEDANTAM: Well, so it turns out that most of us remember just the highlights of things that happen to us. We don't remember 90 percent of what actually goes on. And psychologists think that this 90 percent, this background stuff, is really important because it's the stuff of our lives. I went out to Tucson to talk with a psychologist who's developed a way to get at this background stuff. He's developed this audio recorder that turns itself on and off all day long. MATTHIAS MEHL: We program the device to record for 30 seconds every 12 minutes. That gives you about five sound bites per hour, or 70 sound bites per day. VEDANTAM: That's Matthias Mehl at the University of Arizona. The device captures the minute details of peoples' lives. Now, Mehl can share the recordings from studies because of research</p>

confidentiality. But I've seen how the device works. You get these disjointed audio fragments.

Mehl told me that when he studies them closely, patterns emerge. They challenge people's assumptions, like the stereotype about how much men and women like to talk.

MEHL: This stereotype transcends cultures. You find it here. I'm from Germany, we found it in Germany. My wife is from Mexico, we found it in Mexico.

VEDANTAM: In fact, the stereotype's so ubiquitous, it's generated numbers. Men supposedly speak only 7,000 words a day. Women supposedly speak 45,000 words a day. You've probably heard jokes about it. This one goes back to a time when most American women were housewives.

MEHL: Man comes home after work, the wife welcomes the man. And the man, at work, has used about 6,900 of those 7,000 available words. And the woman welcomes the man with the 45,000 words left over.

VEDANTAM: This is where it's powerful to study the details of how people talk. Mehl stuck his recorder on a large number of men and women. He counted the words they spoke. And...

MEHL: We found surprisingly there was zero difference.

VEDANTAM: The stereotype was wrong. Both men and women speak about 17,000 words a day, give or take a few hundred. Mehl recently decided to use the recorder to study a different aspect of sexism: The role of women in science.

Walk into most technology companies or college science departments, and you'll notice fewer women than men writing code and teaching math. The gender disparity in certain fields of science has long been a concern.

DR. SHIRLEY MALCOM: We don't have women choosing to go into fields such as physics, computer science and engineering.

VEDANTAM: That's Shirley Malcom, a biologist who heads education programs at the American Association for the Advancement of Science. On the Internet, along with jokes about how many words men and women speak each day, you'll find lots of explanations for the disparity: Women aren't interested in math, women drop out to have babies, or, as former Harvard President Larry Summers once suggested: women's brains are different from men's brains.

Mehl and a colleague, Toni Schmader at the University of British Columbia, honed in on one important aspect of the disparity. Schmader said it wasn't just that fewer women go into science, technology, engineering and math...

TONI SCHMADER: Once they're there, they tend to drop out at higher rates than their male peers. As women enter into careers, the levels of advancement aren't as steep for women as for men.

VEDANTAM: The psychologists decided to study why women, accomplished scientists at a top-tier university, often found themselves disengaged in their work. They had male and female scientists wear the audio recorders and go about their work. There was a pattern in the way professors talk to one another. When male scientists talk to other scientists about their research, it energized them. But it was a different story for women.

SCHMADER: For women, the pattern was just the opposite, specifically in their conversations with male colleagues. So the more women in their conversations with male colleagues were talking about research, the more disengaged they reported being in their work.

VEDANTAM: Disengagement predicts someone's at risk of dropping out. There was another sign of trouble. When female scientists talk to other female scientists, they sounded perfectly competent. But when they talk to male colleagues, they sounded less competent. One explanation was that the men were being nasty to their female colleagues, throwing them off their game.

Mehl and Schmader checked the tapes.

SCHMADER: We don't have any evidence that there is anything that men are saying to make this happen.

VEDANTAM: But there was a clue in the audiotapes about what was going on. When the male and female scientists were not talking about work, the women felt more engaged. For the psychologist, this was the smoking gun that an insidious psychological phenomenon was at work. It has a name.

SCHMADER: Stereotype Threat.

MEHL: Stereotype Threat.

VEDANTAM: Stereotype Threat's a phenomenon where people, worried about a stereotype, act in ways that make the stereotype self-fulfilling. Take the stereotype that girls aren't as good as boys at math. Remind children about that stereotype and girls will perform measurably worse on a math test. Schmader said the same psychological process was at work, when male and female scientists talked about their research.

SCHMADER: For a female scientist, particularly talking to a male colleague, if she thinks that it's

	<p>possible he might hold this stereotype, a piece of her mind is spent monitoring the conversation and monitoring what it is she is saying, and wondering whether or not she's saying the right thing, and wondering whether or not she's sounding competent, and wondering whether or not she's confirming the stereotype.</p> <p>VEDANTAM: All this is distracting. It uses up brainpower. The worst part...</p> <p>SCHMADER: By merely worrying about that more, one ends up sounding more incompetent.</p> <p>VEDANTAM: Mehl and Schmader think that when female scientists talked to male colleagues about research, it brings the stereotype about men, women in science to the surface. When the female scientists talk to men about leisure activities, it didn't activate the stereotype. It wasn't that women like to talk only about their weekends and personal lives. When the women talk to other women about science, the stereotype again wasn't activated.</p> <p>It was the combination: women talking to men and women and men talking about science that activated the Stereotype Threat. Now, if you tell most scientists about this, they'll say they don't believe the stereotype about women in science, so it won't affect them.</p> <p>But the psychological study show people are affected by Stereotype Threat regardless of whether they believe the stereotype. Take Mehl. He knows all about Stereotype Threat. He studies it for a living. It affects even him. Remember he told us he's German and that his wife is from Mexico? The stereotype that affects Mehl has to do with dancing.</p> <p>MEHL: When I go dancing in Mexico, the stereotype of Germans not being good dancers is very salient. So I find myself much more aware of the way I dance when I dance among a group of Latinos, compared to when I dance among a group of Germans.</p> <p>VEDANTAM: And you think that you dance less well in one context.</p> <p>MEHL: It's well possible that it undermines my performance.</p> <p>VEDANTAM: Mehl has tried to fight the stereotype.</p> <p>MEHL: What takes place is really mostly in my head. Guess what? The Latinos around me don't really care about how I dance.</p> <p>VEDANTAM: Mehl and Schmader's study suggest that gender disparity in science and technology may be a vicious cycle. When women look at tech companies and math departments, they see few women. This activates the stereotype that women aren't good at math. The stereotype, Toni Schmader says, makes it harder for women to enter those fields, to stay, to thrive.</p> <p>Shankar Vedantam, NPR News.</p>
3.	<p><b>Now listen again.</b></p> <p>(BEEP + 10" silenci + es torna a posar)</p> <p>MELISSA BLOCK, HOST:</p> <p>From NPR News, this is ALL THINGS CONSIDERED. I'm Melissa Block.</p> <p>We're going to spend some time now finding out how preconceptions shape the way men and women communicate and work together. NPR's science correspondent Shankar Vedantam is going to tell us about that.</p> <p>And, Shankar, I understand you have a question for me, first off.</p> <p>SHANKAR VEDANTAM, BYLINE: I do, Melissa. Do you remember everything you did last week?</p> <p>BLOCK: I can't even remember what I did this morning much less last week. But thanks for asking.</p> <p>VEDANTAM: Well, so it turns out that most of us remember just the highlights of things that happen to us. We don't remember 90 percent of what actually goes on. And psychologists think that this 90 percent, this background stuff, is really important because it's the stuff of our lives.</p> <p>I went out to Tucson to talk with a psychologist who's developed a way to get at this background stuff. He's developed this audio recorder that turns itself on and off all day long.</p> <p>MATTHIAS MEHL: We program the device to record for 30 seconds every 12 minutes. That gives you about five sound bites per hour, or 70 sound bites per day.</p> <p>VEDANTAM: That's Matthias Mehl at the University of Arizona. The device captures the minute details of peoples' lives. Now, Mehl can share the recordings from studies because of research confidentiality. But I've seen how the device works. You get these disjointed audio fragments.</p> <p>Mehl told me that when he studies them closely, patterns emerge. They challenge people's assumptions, like the stereotype about how much men and women like to talk.</p> <p>MEHL: This stereotype transcends cultures. You find it here. I'm from Germany, we found it in Germany. My wife is from Mexico, we found it in Mexico.</p>

VEDANTAM: In fact, the stereotype's so ubiquitous, it's generated numbers. Men supposedly speak only 7,000 words a day. Women supposedly speak 45,000 words a day. You've probably heard jokes about it. This one goes back to a time when most American women were housewives.

MEHL: Man comes home after work, the wife welcomes the man. And the man, at work, has used about 6,900 of those 7,000 available words. And the woman welcomes the man with the 45,000 words left over.

VEDANTAM: This is where it's powerful to study the details of how people talk. Mehl stuck his recorder on a large number of men and women. He counted the words they spoke. And...

MEHL: We found surprisingly there was zero difference.

VEDANTAM: The stereotype was wrong. Both men and women speak about 17,000 words a day, give or take a few hundred. Mehl recently decided to use the recorder to study a different aspect of sexism: The role of women in science.

Walk into most technology companies or college science departments, and you'll notice fewer women than men writing code and teaching math. The gender disparity in certain fields of science has long been a concern.

DR. SHIRLEY MALCOM: We don't have women choosing to go into fields such as physics, computer science and engineering.

VEDANTAM: That's Shirley Malcom, a biologist who heads education programs at the American Association for the Advancement of Science. On the Internet, along with jokes about how many words men and women speak each day, you'll find lots of explanations for the disparity: Women aren't interested in math, women drop out to have babies, or, as former Harvard President Larry Summers once suggested: women's brains are different from men's brains.

Mehl and a colleague, Toni Schmader at the University of British Columbia, honed in on one important aspect of the disparity. Schmader said it wasn't just that fewer women go into science, technology, engineering and math...

TONI SCHMADER: Once they're there, they tend to drop out at higher rates than their male peers. As women enter into careers, the levels of advancement aren't as steep for women as for men.

VEDANTAM: The psychologists decided to study why women, accomplished scientists at a top-tier university, often found themselves disengaged in their work. They had male and female scientists wear the audio recorders and go about their work. There was a pattern in the way professors talk to one another. When male scientists talk to other scientists about their research, it energized them. But it was a different story for women.

SCHMADER: For women, the pattern was just the opposite, specifically in their conversations with male colleagues. So the more women in their conversations with male colleagues were talking about research, the more disengaged they reported being in their work.

VEDANTAM: Disengagement predicts someone's at risk of dropping out. There was another sign of trouble. When female scientists talk to other female scientists, they sounded perfectly competent. But when they talk to male colleagues, they sounded less competent. One explanation was that the men were being nasty to their female colleagues, throwing them off their game.

Mehl and Schmader checked the tapes.

SCHMADER: We don't have any evidence that there is anything that men are saying to make this happen.

VEDANTAM: But there was a clue in the audiotapes about what was going on. When the male and female scientists were not talking about work, the women felt more engaged. For the psychologist, this was the smoking gun that an insidious psychological phenomenon was at work. It has a name.

SCHMADER: Stereotype Threat.

MEHL: Stereotype Threat.

VEDANTAM: Stereotype Threat's a phenomenon where people, worried about a stereotype, act in ways that make the stereotype self-fulfilling. Take the stereotype that girls aren't as good as boys at math. Remind children about that stereotype and girls will perform measurably worse on a math test. Schmader said the same psychological process was at work, when male and female scientists talked about their research.

SCHMADER: For a female scientist, particularly talking to a male colleague, if she thinks that it's possible he might hold this stereotype, a piece of her mind is spent monitoring the conversation and monitoring what it is she is saying, and wondering whether or not she's saying the right thing, and wondering whether or not she's sounding competent, and wondering whether or not she's confirming the stereotype.

VEDANTAM: All this is distracting. It uses up brainpower. The worst part...

	<p>SCHMADER: By merely worrying about that more, one ends up sounding more incompetent.</p> <p>VEDANTAM: Mehl and Schmader think that when female scientists talked to male colleagues about research, it brings the stereotype about men, women in science to the surface. When the female scientists talk to men about leisure activities, it didn't activate the stereotype. It wasn't that women like to talk only about their weekends and personal lives. When the women talk to other women about science, the stereotype again wasn't activated.</p> <p>It was the combination: women talking to men and women and men talking about science that activated the Stereotype Threat. Now, if you tell most scientists about this, they'll say they don't believe the stereotype about women in science, so it won't affect them.</p> <p>But the psychological study show people are affected by Stereotype Threat regardless of whether they believe the stereotype. Take Mehl. He knows all about Stereotype Threat. He studies it for a living. It affects even him. Remember he told us he's German and that his wife is from Mexico? The stereotype that affects Mehl has to do with dancing.</p> <p>MEHL: When I go dancing in Mexico, the stereotype of Germans not being good dancers is very salient. So I find myself much more aware of the way I dance when I dance among a group of Latinos, compared to when I dance among a group of Germans.</p> <p>VEDANTAM: And you think that you dance less well in one context.</p> <p>MEHL: It's well possible that it undermines my performance.</p> <p>VEDANTAM: Mehl has tried to fight the stereotype.</p> <p>MEHL: What takes place is really mostly in my head. Guess what? The Latinos around me don't really care about how I dance.</p> <p>VEDANTAM: Mehl and Schmader's study suggest that gender disparity in science and technology may be a vicious cycle. When women look at tech companies and math departments, they see few women. This activates the stereotype that women aren't good at math. The stereotype, Toni Schmader says, makes it harder for women to enter those fields, to stay, to thrive.</p> <p>Shankar Vedantam, NPR News.</p> <p><b>This is the end of task one. Now you have two minutes to check your answers.</b></p> <p>(+ 2' de silenci)</p>
4.	<p><b>Now, look at task 2.</b></p> <p><b>Listen to some extracts in which several people talk about bilingualism, and match extracts 1-6 to what they say (B-I). A is an example. There are two statements that do not correspond to any extracts. Write your answers in the boxes provided. You will hear the recording twice. You now have one minute to read the questions.</b></p> <p>(+1' 30" de silenci i BEEP)</p>
5.	<p><b>Extract 0 -EXAMPLE</b></p> <p>- You seem to think that a child growing up with two languages has a like a cognitive edge over children growing up with just one.</p> <p>- Oh they do. It's substantial. Kids who learn two languages young, as early as their first year of life, are better able to learn abstract rules and to reverse rules that they've already learned. They're less likely to be, to have difficulty choosing between conflicting possibilities when there are two possible responses that both present themselves. Interestingly, they're also better at figuring out what other people are thinking, which is probably because they have to choose which language to use every time they talk to somebody in order to communicate.</p> <p><b>EXTRACT 1.</b></p> <p>(Foreign language spoken)</p> <p>GRETCHEN CUDA-KROEN: Judy and Paul Szentkiralyi both grew up in the U.S. bilingual - speaking Hungarian with their families and English with their peers. And when they married</p>



they knew they wanted to raise their children speaking both languages. So their two daughters, Hannah and Julia, heard only Hungarian from mom and dad at home.

CUDA-KROEN: The Szentkiralyis say that people often asked them if their kids got confused or if they fell behind in school. Janet Werker has an answer for them. She's a psychologist at the University of British Columbia who studies language acquisition in bilingual babies. Werker says that the idea that children exposed to two languages from birth become confused or that they fall behind is a common misconception.

Ms. JANET WERKER (University of British Columbia): Growing up bilingual is just as natural as growing up monolingual. There is absolutely no evidence that bilingual acquisition leads to confusion and there is no evidence that bilingual acquisition leads to delay.

#### EXTRACT 2

Ellen Bialystok, a psychologist from York University in Toronto, says no matter what language a person is speaking at the moment, Bialystok says both languages are active in the brain.

Ms. ELLEN BIALYSTOK: The evidence is very dramatic. Even if you're in a context that's utterly monolingual where you think there's absolutely no reason to think about Chinese or Spanish or French, it is part of the activated network that's going on in your brain.

CUDA-KROEN: This means bilinguals have to do something that monolinguals don't do. They have to keep the two languages separate. Bialystok likens it to tuning into the right signal on the radio or television - the brain has to keep the two channels separate and pay attention to only one.

Ms. BIALYSTOK: The brain has a perfectly good system whose job it is to do just that - it's the executive control system. That's what it does. It focuses attention on what's important, and ignores misleading distraction. Therefore, for a bilingual, every time you open your mouth to speak, you recruit this executive control system. It's always used in every sentence you utter. That's what makes it strong.

#### EXTRACT 3

As you probably know, babies are prepared at birth to learn language or languages. And in previous work, we have shown that babies can discriminate languages just by watching silent talking faces. So they see a bilingual speaker, you turn the sound off, and they can tell when it changes from one language, English, to when the person stops speaking English and starts speaking French, even with no sound.

But we had shown in previous work that by seven or eight months of age, babies who are growing up monolingual in English can't do that anymore, whereas babies who are growing up bilingual in French and English can.

#### EXTRACT 4

GROSS: You know, parents are trying so hard to give like their children like the intellectual edge and the musical edge and the mathematical edge. Is there an age where it's really pointless to try to do that and just like relax about that?

SAM WANG: Well, generally speaking, children's brains are very much self-wiring and able to learn amazing kinds of things but there are windows of opportunity during which the ground is most fertile - these things that developmental biologists call sensitive periods, when it's really the best time to learn a particular thing. And it's important to keep, to be mindful of the fact that children become ready at different times for different things.

For example, language. Language is acquired quite well before the age of six. But on the other hand, trying to force your child to read say before the age of four is an effort that doesn't work very well because the brain is not very well equipped to say for instance, tell the letter B from the letter D and so on, things that older children do without very much effort at all.

#### EXTRACT 5

MARKELS: Some brain researchers say kids who learn a second language early on may have a leg up on those who learn only English.

Professor LAURA-ANN PETITO (Neuropsychology, Dartmouth College): They're smarter.

MARKELS: Laura-Ann Petito studies language acquisition at Dartmouth's Cognitive Neuroscience Laboratory.

Prof. PETITO: The joke in my laboratory is you definitely want a bilingual running your local

air traffic control tower, because there is a cognitive advantage that, for example, multi-tasking and switching between different types of knowledge.

#### EXTRACT 6

CUDA-KROEN: Bilingual speakers have been shown to perform better on a variety of cognitive tasks, and one study Bialystok did found that dementia set in 4-5 years later in people who spent their lives speaking two languages instead of one.

Ms. BIALYSTOK: They can get a little extra mileage out of these cognitive networks because they have been enhanced throughout life.

CUDA-KROEN: And the advantages of bilingualism may be due to more than just mental fitness. Bialystok says there's some preliminary evidence that being bilingual may physically remodel parts of the brain.

#### Now listen again

( BEEP+10'' silenci+ es torna a pasar)

#### Extract 0 -EXAMPLE

- You seem to think that a child growing up with two languages has a like a cognitive edge over children growing up with just one.

- Oh they do. It's substantial. Kids who learn two languages young, as early as their first year of life, are better able to learn abstract rules and to reverse rules that they've already learned. They're less likely to be, to have difficulty choosing between conflicting possibilities when there are two possible responses that both present themselves. Interestingly, they're also better at figuring out what other people are thinking, which is probably because they have to choose which language to use every time they talk to somebody in order to communicate.

#### EXTRACT 1

(Foreign language spoken)

GRETCHEN CUDA-KROEN: Judy and Paul Szentkiralyi both grew up in the U.S. bilingual - speaking Hungarian with their families and English with their peers. And when they married they knew they wanted to raise their children speaking both languages. So their two daughters, Hannah and Julia, heard only Hungarian from mom and dad at home.

CUDA-KROEN: The Szentkiralyis say that people often asked them if their kids got confused or if they fell behind in school. Janet Werker has an answer for them. She's a psychologist at the University of British Columbia who studies language acquisition in bilingual babies. Werker says that the idea that children exposed to two languages from birth become confused or that they fall behind is a common misconception.

Ms. JANET WERKER (University of British Columbia): Growing up bilingual is just as natural as growing up monolingual. There is absolutely no evidence that bilingual acquisition leads to confusion and there is no evidence that bilingual acquisition leads to delay.

#### EXTRACT 2

Ellen Bialystok, a psychologist from York University in Toronto, says no matter what language a person is speaking at the moment, Bialystok says both languages are active in the brain.

Ms. ELLEN BIALYSTOK: The evidence is very dramatic. Even if you're in a context that's utterly monolingual where you think there's absolutely no reason to think about Chinese or Spanish or French, it is part of the activated network that's going on in your brain.

CUDA-KROEN: This means bilinguals have to do something that monolinguals don't do. They have to keep the two languages separate. Bialystok likens it to tuning into the right signal on the radio or television - the brain has to keep the two channels separate and pay attention to only one.

Ms. BIALYSTOK: The brain has a perfectly good system whose job it is to do just that - it's the executive control system. That's what it does. It focuses attention on what's important, and ignores misleading distraction. Therefore, for a bilingual, every time you open your mouth to speak, you recruit this executive control system. It's always used in every sentence you utter. That's what makes it strong.

	<p><b>EXTRACT 3</b></p> <p>As you probably know, babies are prepared at birth to learn language or languages. And in previous work, we have shown that babies can discriminate languages just by watching silent talking faces. So they see a bilingual speaker, you turn the sound off, and they can tell when it changes from one language, English, to when the person stops speaking English and starts speaking French, even with no sound.</p> <p>But we had shown in previous work that by seven or eight months of age, babies who are growing up monolingual in English can't do that anymore, whereas babies who are growing up bilingual in French and English can.</p> <p><b>EXTRACT 4</b></p> <p>GROSS: You know, parents are trying so hard to give like their children like the intellectual edge and the musical edge and the mathematical edge. Is there an age where it's really pointless to try to do that and just like relax about that?</p> <p>SAM WANG: Well, generally speaking, children's brains are very much self-wiring and able to learn amazing kinds of things but there are windows of opportunity during which the ground is most fertile - these things that developmental biologists call sensitive periods, when it's really the best time to learn a particular thing. And it's important to keep, to be mindful of the fact that children become ready at different times for different things.</p> <p>For example, language. Language is acquired quite well before the age of six. But on the other hand, trying to force your child to read say before the age of four is an effort that doesn't work very well because the brain is not very well equipped to say for instance, tell the letter B from the letter D and so on, things that older children do without very much effort at all.</p> <p><b>EXTRACT 5</b></p> <p>MARKELS: Some brain researchers say kids who learn a second language early on may have a leg up on those who learn only English.</p> <p>Professor LAURA-ANN PETITO (Neuropsychology, Dartmouth College): They're smarter.</p> <p>MARKELS: Laura-Ann Petito studies language acquisition at Dartmouth's Cognitive Neuroscience Laboratory.</p> <p>Prof. PETITO: The joke in my laboratory is you definitely want a bilingual running your local air traffic control tower, because there is a cognitive advantage that, for example, multi-tasking and switching between different types of knowledge.</p> <p><b>EXTRACT 6</b></p> <p>CUDA-KROEN: Bilingual speakers have been shown to perform better on a variety of cognitive tasks, and one study Bialystok did found that dementia set in 4-5 years later in people who spent their lives speaking two languages instead of one.</p> <p>Ms. BIALYSTOK: They can get a little extra mileage out of these cognitive networks because they have been enhanced throughout life.</p> <p>CUDA-KROEN: And the advantages of bilingualism may be due to more than just mental fitness. Bialystok says there's some preliminary evidence that being bilingual may physically remodel parts of the brain.</p> <p><b>This is the end of task two. Now you have two minutes to check your answers.</b></p> <p>(+ 2' de silencio)</p>
6.	<p><b>Now look at task 3.</b></p> <p><b>You will hear a radio programme of various news stories. For questions 1-7, choose the correct answer A, B or C. Write your answers in the appropriate boxes below. You have one and a half minutes to read the statements.</b></p> <p>(+1' 30" de silenci i BEEP)</p>



7.

But First.

Now to the news that didn't make headlines, torn from the pages of real life. The twists and turns about outrageous fortune, sometimes strange, sometimes heart-warming, sometimes thought-provoking and very often so weird you wouldn't believe it if it wasn't true. Hello. I'm Sean Walker, from the rear vision mirror of the week that's just gone, let me take you on a journey to the very heart of the matter, of who we are, and what it's all about. But first...

Scotland's biggest city, Glasgow, has dropped its plan to lift up a celebrated statue, to stop jokers from putting traffic cones on its head after more than 10,000 people signed a petition in protest. Now the city council had planned to spend \$104,000 to lift the plinth on which the majestic Duke of Wellington stands, in a bid to stop a tradition that is said to give Glasgow a depressing image. Now erected in central Glasgow in 1844, the statue shows the 19th century British war hero sitting proudly on his horse but students and revelers regularly delight in placing bright orange traffic cones on his head. And the council said that by raising the plinth almost 2 metres it would deter all but the most determined of vandals. But with typical Glaswegian humour more than 10,000 people have signed an online petition, describing the practice of placing a cone on the Duke's head as a cherished cultural tradition. The petition goes on to say that raising the statue will only result in people injuring themselves attempting to put the cone on his head, so we request that the council not waste tens of thousands of pounds attempting to stop this proud Glaswegian tradition. And now the council has confirmed yep ... they have dropped their plan. By the way, it apparently costs around £100 to remove the cone from the Duke's head, each and every time one's placed there.

A thirteen-year-old Kansas boy in the United States says he was suspended for carrying a purse to Anderson County Senior Junior School. Skylark Davis said he'd been carrying the colourful fabric, Vera Bradley bag over his shoulder for some time and with no issues. The boy says- it expresses myself and I think everyone else can wear it, so I can wear it as well. Well, he was summoned to the assistant principal, Don Hillard's office after he wouldn't take it off and he was told he was suspended. The thirteen-year-old's mother, Lesley Willis, was called to pick up her son and admitted to being a little furious over the situation and is wondering about its timing, saying that her son's been carrying the purse since August. Willis says she examined her son's handbook and didn't see anything regarding purses nor bags. Still Skylark will remain on suspension until he takes the bag off, something he's refused to do. We'll keep you posted on any further developments.

South Korea's botched attempt to restore a burnt-out national treasure to its 600-year-old glory has triggered a bout of national hand-wringing over cultural mismanagement and the loss of traditional skills. The destruction of the 14th century Namdaemun gate in an arson attack in February 2008 was viewed as a national tragedy. The largely wooden structure, which had managed to survive the devastation of the 1950s Korea War, was listed as national treasure number one and was the source of fierce cultural pride. Although it was almost burnt to the ground, a decision was quickly made to rebuild it and from the outset the state cultural heritage administration stressed that the reconstruction should be carried out as faithfully to the original as possible. Well, some five years and 23 million dollars later, the restored gate was unveiled to great fanfare this year. And a mere five months later however, large cracks have appeared in some of the main pillars and the roof timbers and paint started peeling from a hand coloured decorative work. Well the damage was triggered, some extensive finger pointing with experts, bureaucrats and the media blaming over ambition, a rushed timeline and lack of money and knowledge of traditional techniques. And now the president, Park Geun-hye, became involved, calling for a thorough investigation into what she said was, "the shoddy restoration", warning that if anyone found to be involved in irregularities will be held to account.

A Connecticut rabbi, Noah Mirov, bought a desk that he found listed on Craig's list and ended up discovering a bag filled with \$98,000 in cash, stuffed inside the purchase. Rabbi Noah says that when he got the piece of office furniture home, the desk was a tiny bit too big for the room, so he and his wife unscrewed the top and they noticed something unusual. There it was, behind the drawers there was this plastic shopping bag and in that bag \$98,000 in cash. Naturally the Rabi wanted to return it to its owner. The original owner, identified only as Patty, was speechless on the other end of the phone, was only able to say when she was told 'Oh my Gosh! Oh my God!' It's been reported that Patty knew that she stored the money that she'd inherited inside the desk but she was unable to find it when it fell behind the desk's

drawer. Well she assumed that the money was somewhere else in the home and she couldn't locate it so she sold the desk, never thinking it still contained her nest egg. And that's what they call a happy ending.

Well that's another wrap on the week. I'm Sean Walker and I look forward to catching up with you again next week with another download or you can hear but first stories as they go to air on afternoons, on ABC news radio.

<http://www.abc.net.au/newsradio/content/s3891633.htm>

**Now listen again.**

BEEP+ 10" de silenci+ es torna a posar)

*But First.*

Now to the news that didn't make headlines, torn from the pages of real life. The twists and turns about outrageous fortune, sometimes strange, sometimes heart-warming, sometimes thought-provoking and very often so weird you wouldn't believe it if it wasn't true. Hello. I'm Sean Walker, from the rear vision mirror of the week that's just gone, let me take you on a journey to the very heart of the matter, of who we are, and what it's all about. But first...

Scotland's biggest city, Glasgow, has dropped its plan to lift up a celebrated statue, to stop jokers from putting traffic cones on its head after more than 10,000 people signed a petition in protest. Now the city council had planned to spend \$104,000 to lift the plinth on which the majestic Duke of Wellington stands, in a bid to stop a tradition that is said to give Glasgow a depressing image. Now erected in central Glasgow in 1844, the statue shows the 19<sup>th</sup> century British war hero sitting proudly on his horse but students and revelers regularly delight in placing bright orange traffic cones on his head. And the council said that by raising the plinth almost 2 metres it would deter all but the most determined of vandals. But with typical Glaswegian humour more than 10,000 people have signed an online petition, describing the practice of placing a cone on the Duke's head as a cherished cultural tradition. The petition goes on to say that raising the statue will only result in people injuring themselves attempting to put the cone on his head, so we request that the council not waste tens of thousands of pounds attempting to stop this proud Glaswegian tradition. And now the council has confirmed yep ... they have dropped their plan. By the way, it apparently costs around £100 to remove the cone from the Duke's head, each and every time one's placed there.

A thirteen-year-old Kansas boy in the United States says he was suspended for carrying a purse to Anderson County Senior Junior School. Skylark Davis said he'd been carrying the colourful fabric, Vera Bradley bag over his shoulder for some time and with no issues. The boy says- it expresses myself and I think everyone else can wear it, so I can wear it as well. Well, he was summoned to the assistant principal, Don Hillard's office after he wouldn't take it off and he was told he was suspended. The thirteen-year-old's mother, Lesley Willis, was called to pick up her son and admitted to being a little furious over the situation and is wondering about its timing, saying that her son's been carrying the purse since August. Willis says she examined her son's handbook and didn't see anything regarding purses nor bags. Still Skylark will remain on suspension until he takes the bag off, something he's refused to do. We'll keep you posted on any further developments.

South Korea's botched attempt to restore a burnt-out national treasure to its 600-year-old glory has triggered a bout of national hand-wringing over cultural mismanagement and the loss of traditional skills. The destruction of the 14<sup>th</sup> century Namdaemun gate in an arson attack in February 2008 was viewed as a national tragedy. The largely wooden structure, which had managed to survive the devastation of the 1950s Korea War, was listed as national treasure number one and was the source of fierce cultural pride. Although it was almost burnt to the ground, a decision was quickly made to rebuild it and from the outset the state cultural heritage administration stressed that the reconstruction should be carried out as faithfully to the original as possible. Well, some five years and 23 million dollars later, the restored gate was unveiled to great fanfare this year. And a mere five months later however, large cracks have appeared in some of the main pillars and the roof timbers and paint started peeling from a hand coloured decorative work. Well the damage was triggered, some extensive finger pointing with experts, bureaucrats and the media blaming over ambition, a rushed timeline and lack of money and knowledge of traditional techniques. And now the president, Park Geun-hye, became involved, calling for a thorough investigation into what she said was, "the shoddy restoration", warning that if anyone found to be involved in irregularities will be held to account.

A Connecticut rabbi, Noah Mirov, bought a desk that he found listed on Craig's list and ended up discovering a bag filled with \$98,000 in cash, stuffed inside the purchase. Rabbi Noah says that when he got the piece of office furniture home, the desk was a tiny bit too big for the room, so he and his wife unscrewed the top and they noticed something unusual. There it was, behind the drawers there was this plastic shopping bag and in that bag \$98,000 in cash. Naturally the Rabi

 <b>GENERALITAT VALENCIANA</b> <small>CONSELLERIA D'EDUCACIÓ, CULTURA I ESPORT</small>	DIRECCIÓ GENERAL DE FORMACIÓ PROFESSIONAL I ENSENYANCES DE RÈGIM ESPECIAL ESCOLES OFICIALS D'IDIOMES <b>PROVES DE CERTIFICACIÓ</b> 2013-2014	IN_C1_CO_GUIÓ_14
---	--	------------------

	<p>wanted to return it to its owner. The original owner, identified only as Patty, was speechless on the other end of the phone, was only able to say when she was told 'Oh my Gosh! Oh my God!' It's been reported that Patty knew that she stored the money that she'd inherited inside the desk but she was unable to find it when it fell behind the desk's drawer. Well she assumed that the money was somewhere else in the home and she couldn't locate it so she sold the desk, never thinking it still contained her nest egg. And that's what they call a happy ending.</p> <p>Well that's another wrap on the week. I'm Sean Walker and I look forward to catching up with you again next week with another download or you can hear but first stories as they go to air on afternoons, on ABC news radio.</p> <p><a href="http://www.abc.net.au/newsradio/content/s3891633.htm">http://www.abc.net.au/newsradio/content/s3891633.htm</a></p> <p><b>This is the end of task three. Now you have two minutes to check your answers.</b></p> <p>(+ 2' de silenci)</p>
8	<p><b>This is the end of the English Listening Comprehension test, C1 level, Valencian Community, June 2014</b></p>

