# *C2 ANGLÉS* / C2 INGLÉS
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| | **ANGLÉS C2** |
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| 1. | **English Listening Comprehension Test. C2 level. Valencian Community, June 2015.**<br>**Now you will hear the instructions for the listening test.**<br>**You will be given time to read the tasks. You will hear each task twice.**<br>**At the beginning of each listening you will hear this sound:** (BEEP)<br>**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.**<br>**Please, read the instructions for each task carefully.**<br>**If you have any questions, ask them now as you will not be allowed to speak during the test.** *(+ 30" de silenci) (ÉS L'ÚNIC MOMENT EN QUE ES POT PARAR L'AUDIO)* |
| 2. | ***Please, look at task 1.***<br>***You will listen to an interview with Dr McCabe. 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.** ***You will hear the recording twice.***<br><br>*(+ 1' 30" de silenci i BEEP)*<br>*We are all familiar with the idea of the tortured genius and science has begun to prove a link to this age-old belief. Doctor James McCabe of the Institute of Psychiatry, King's College London has found a link between high intelligence and psychiatric disorders.*<br>*Doctor McCabe conducted his research in Sweden, describing it as 'a paradise for epidemiologists' because of the detail in Swedish records linking a person's health and education records with their social security number. He found that individuals with excellent school performance had a nearly fourfold increased risk of having bipolar disorder compared to those with average grades. Interestingly students with the poorest grades were also moderately at risk of having the bipolar disorder.*<br>*Victor Ponsford: What are manic depression, bipolar and schizophrenia and what is the link between the three?*<br>*James McCabe: Well, manic depression actually is a kind of old term for bipolar disorder so they're essentially the same thing. The definition of the illness has slightly changed over time, but essentially it's the same thing. Interestingly, there are some people who suffer from what's now called bipolar disorder who actually prefer the term manic depression because they feel that it describes their disorder better because it emphasizes the fact that they suffer from depression for some of the time and from mania for other parts of the time.*<br>*VP: And presumably bipolar means that, if there was a spectrum, they're on polar opposites.*<br>*JMcC: That's right, the reason for the term bipolar is to refer to the two poles of the illness. So those are mania on the one hand, which is when your mood is very elated and you're often very creative and excited. Often people don't need to sleep very much when they're in that state, they'll often spend a lot of money; sometimes they can be aggressive when they're in that state.*<br>*Then at the other end of the scale is depression and we all think we know what it feels like to be depressed, but people with bipolar disorder or manic depression have a much more severe form of depression than most of us would be used to, with profound sleep disturbance, with loss of appetite and they feel they have no energy.* |

*And the third state is being of a level mood, somewhere in the middle, and so the goal of treatment for bipolar disorder is to try and maximize the amount of time that people spend in that middle range when most people find that they're functioning the best.*
*VP: Okay, and what about the third one, schizophrenia?*
*JMcC: Schizophrenia is a separate disorder from manic depression/bipolar disorder, but it is probably genetically related. Particularly, some of the more recent work has shown that there's quite an overlap genetically between the two disorders and so you can have families where there are some people with bipolar disorder and others with schizophrenia. The difference between bipolar and schizophrenia is that bipolar is primarily a mood disorder. In schizophrenia the person's mood is not usually affected or, if it is, it's not the primary problem.*
*The primary problem with schizophrenia is that the person suffers from delusions, which means that they have fixed false beliefs which are often of a paranoid nature, so people might believe that there are people following them, for example, people targeting them.*
*VP: How many people suffer from manic depression?*
*JMcC: The definition of manic depression, as I said earlier, has undergone some changes recently. Particularly in America, there's been a move recently to broaden out the criteria for bipolar disorder, thus including more people. But what's traditionally recognized in Europe as bipolar disorder affects about half a percent to one percent of the population.*
*The main type of bipolar, the core type, is sometimes called type I bipolar disorder and there's a newer sub-type of bipolar disorder, which is more commonly diagnosed in America, which is called type II bipolar disorder. That involves slightly less severe mood swings, and also a pre-distribution of depression.*
*VP: Who is susceptible to getting manic depression?*
*JMcC: Well, the biggest risk factor that we know of by quite a long way is having a family history of bipolar disorder, so that's how we know that bipolar disorder is to some extent a genetic disorder. If you have an identical twin who has bipolar disorder, then your chance of developing it is about 50%; if you have a non-identical twin, it goes down to about 10 or 12%; and if you have a brother or sister, again it's about 10%.*
*VP: So, your data has pointed towards both lower and higher achievers having an increased likelihood of developing manic depression. What differences are exhibited by each group?*
*JMcC: What we found was that people who were in the top five percent of the population (two standard deviations above the mean) are about four times more likely to develop bipolar disorder than the people with average grades; and, at the same time, we found that people that were two standard deviations below the mean – in other words they're in roughly the bottom percent of the population in their school grades – also had an increased risk of bipolar disorder; not quite as big, but about a doubling in risk.*
*So this suggests that there are potentially two different mechanisms operating here that are associated with high and low scores. One possibility is that this might reflect the mood state of the children when they were actually taking their exams; so if they had already begun to develop the disorder when they were taking their exams, then you might expect that those who were feeling depressed when they took their exams might have scored poorly while those who were elated might have done very well. When people get full-blown mania, they are often quite distractible and find it quite difficult to work constructively; but when people are in what we call a hypomanic state, they can often achieve very great things and I think that's one of the possibilities for this association we've found between getting high school grades and having bipolar disorder.*
*VP: How long can that state last for?*
*JMcC: You might think it would be great if people with bipolar disorder could be in that state all the time and of course people enjoy being in that state as well. The*

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| | *trouble is, it does tend to be rather transient and if somebody does go into a hypomanic state, what will often happen is that their mood will carry on getting higher and higher and they can then get into a fully manic state. Most people in retrospect realize this wasn't actually a very good thing for them because, when people are manic they're often quite reckless, often spend a lot of money; sometimes they do things that they later regret, for example being more promiscuous than usual; people often take large quantities of drugs and alcohol when they're in that state.*<br>*VP: Why is the link so prominent in the creative arts and not the sciences?*<br>*JMcC: Well, firstly, I don't think it's necessarily true that there isn't a link in the sciences. There are quite a few examples of people who are very accomplished in the sciences who've also had bipolar disorder. I mean one example would be the mathematician John Nash, who many people will have heard of because of the film Beautiful Mind. So he had some very odd beliefs and had a diagnosis of schizophrenia.*<br>*VP: Schizophrenia, not manic depression?*<br>*JMcK: No that's true, actually, he had a diagnosis of schizophrenia rather than manic depression, but there are examples of scientists with manic depression as well.* |
| 3. | **Now listen again.**(BEEP + 10" silenci )<br>**This is the end of task one. Now you have two minutes to check your answers.**<br>(+ 2' de silenci) |
| 4. | **Now, look at task 2.**<br><br>***You are going to listen to different women talking about being in top managerial positions. 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.***<br>(+1' de silenci i BEEP) |
| | ***<u>Speaker 0</u>***<br>***Being a woman, in a very senior position, and I don't think it matters what walk of life you're in, you are under a microscope of…eh… eh… that's much fiercer, much closer on you, I think, than most men and the language that we people use about women is much more derogatory. It's just as important to say, well the people who do get what I like doing are as valuable, if not more valuable, than the people who are criticising. And we are prone to thinking that criticism means so much more than praise.***<br><br><u>Speaker 1</u><br>*I think it's really important that when you leave a room someone says good things about you. Not that you're liked necessarily but that they respect the choices that you made and they feel like you have integrity. That's the absolute critical thing for me. You know, other than that, you know, you lose your integrity you lose everything. I grew up thinking that, you know, leave a situation always better than the way you found it, and so, in business negotiations and things, I… I guess I've not always gotten the best deal for the company, but I've made a deal that the other person felt that it was mutually beneficial. And then over time, that works to your advantage, because over time, people will come back and do business with you again.*<br><br><u>Speaker 2</u><br>*I could never be a mother and be a good artist. I couldn't do it. The, the, the emotional pull would be too much. My gynecologist said to me that I have to have a year out. And he said, "really, it's like a sort of sabbatical from life". And he said that a lot of women that are, that have these really strong careers have time out and it's when they have their children, or when they're pregnant. They'd have, they have every excuse, I can't go out, I can't do this, I can't go to work, I can't think about this now, oh, my brain is all in baby talk. And they have the terrific excuse not to do anything and it gives them this amazing down time and then they come back up again. A lot of women don't feel whole or complete unless they've had children. They feel like they've failed. Whereas I don't feel like that, and the older I get, the more successful I feel of not having children. I regret not having a* |

*companion; I would love to have a companion. Someone to do everything with, the really lovely things. But I have amazing friends, so I can swap my companions over whenever I want, yeah.*

*Speaker 3*
*The idea that I would have had to have chosen to not be passionate about either home or work would have been awful for me. And I think I've been myself at home and at work completely. So that if I had a baby on my lap and I was in a film edit, I could be, I wouldn't have to suddenly change personality or behaviour. And it's terrible that we should be asked to question these things at all. I mean, we have this huge brilliant gift of having wombs and holding babies in our tummies, but it also means that there is a certain amount of time where we have to sit at home and breastfeed, if that's what we choose to do. So the world can't just adjust its expectations slightly to allow us to do that? Of course it should. I don't see any reason why it shouldn't be possible to, to expect people to have the breadth of life, to be mothers, to be parents, to go back to work, to choose to take time off, to do things part-time for a while, to take a few to read books, to watch other people's films, to imagine, um, to dream. These are things that matter.*

*Speaker 4*
*When I had my son I was a Chief Executive at a start-up company and I remember telling my Board of Directors I was pregnant. First, it was really embarrassing, I don't know why, like, suddenly it was like, "oh dear". But when I told them I was pregnant they were really upset, like I could sense that they thought, "you know, we made a bet on a woman and now she's pregnant". It was, it was really, I could feel it. So, I put a lot of pressure on myself and I said, "well, I'm going to come back to work as quickly as possible". And I have to say that I missed a few things with my…, you know, being a new mother you really need that time with your child and you need to give yourself time to heal, you know, it's a big, it's a process, and it's discovering a new role in your life and connecting with this beautiful little human being, and I went back to work way too soon.*

*Speaker 5*
*Dress is a very, I think, it's quite… important part of our uniform, of how we try and send out our image in different situations and contexts, but I don't think you should just wear something smart because you think that's the way you're supposed to dress. Dressing in a way that's still about you, that sometimes you need those pair of high shoes, sometimes you need something that's incredibly, that you think it's making a statement about you. Do whatever it takes, I think, to make yourself feel, you know, I could stand tall in this room. Being authentic is absolutely core. If you try to pretend to be somebody that you're not, you'll be found out. So, understanding who you are, your own values, and bringing those into your work situation, and yes, learning the lessons from other women who may have gone before you and the pitfalls. But be yourself, I think it's the most important lesson I would convey to anybody out there.*

*Speaker 6*
*You know, sometimes no it's not a bad answer. I think no sometimes means not that way but another way and oftentimes a no has forced me to look at a problem or a challenge in a different way and to find a better way in the end to get around it. So I remember going to, you know, the Senior Executive and saying "I want to try for the sales role" and he actually laughed at me. And I thought to myself, you know, "really? Like you gotta be kidding me". I remember doing my first billion-dollar deal and I remember the guy saying to me, like, you know, "I really underestimated you" and admitting that and over time I became the president of that division and I ran that, that business going forward. And um, but I remember that original point, like I could have taken that advice from him, like, I could have taken the laugh and the "you can't do this" and moved on and, you know, continue doing what I was doing but I was determined to change my direction and my future and I was really happy I pursued it.*

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| 5. | **Now listen again.** (BEEP + 10" silenci )<br>**This is the end of task two. Now you have two minutes to check your answers.**<br>(+ 2' de silenci) |
| 6. | **Now look at task 3.**<br>***You are going to listen to a radio interview with the psychologist Walter Mischel, talking about the Marshmallow test. 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. You will hear the recording twice.***<br>(+1' 30" de silenci i BEEP) |
| | *PRESENTER: There was a famous experiment in child psychology back in the 60s that became known as the Marshmallow test. Take a four or five-year-old child, sit them in a room with no distractions, and put a marshmallow or biscuit on the table in front of them. Then give them a choice: they can have that treat now but if they wait for fifteen minutes then they can have two. A fifth of the children were able to resist temptation, a fifth could not hold off for even a minute. What was most startling, though, was what happened in the decades after, because the research has found those children able to delay gratification, were also the ones who did well in exams, who succeeded in relationships and who were less likely to have problems with drugs and alcohol. Many, many years later the experiment's inventor, Walter Mischel has now updated his research because he's convinced that self-control is not fixed, that it can be taught and in doing so you can radically alter a child's life chances. He talked to me about his latest book 'The Marshmallow Test' and the original research.*<br><br>*WM: When we began to look at the relationship between how long they waited for those two marshmallows and how well they were doing ten years later, as they began to enter adolescence, it turned out to be correlated for a whole range of things that varied from social competence, of how well they were doing in their relationships and of their cognitive competence. At this point we began to take it seriously and followed them again when they entered ages 27 to 32 and again found links to how well they were able to deal with frustration, how well they were able to deal with setbacks and even links with measures like their Body Mass Index scored negatively so that the longer they waited, the number of seconds they waited, seemed to be linked to how large their body mass index. So we then returned once again as they entered their forties and looked at differences in their brain scans and FMRI. What seemed to emerge was a link between self control and tendencies towards being unable to deal with hot, attractive, compelling temptations.*<br><br>*PRESENTER: Now the fact that you can make that link between the self control that a four-year old exhibits and that much later in life, almost suggests that it's in the genes, there's nothing you can do about it. But this is the revision to your work, isn't it, that actually you've come up with the idea that you can learn self control.*<br><br>*WM: There are really two facts that we have to deal with. One fact is that some children find it much harder to control themselves than others. The good news is that there are tactics and strategies that enable children to hugely improve their ability to control and handle negative emotions, their ability to deal with temptation in adaptive and constructive ways and that these are potentially teachable, relatively simple cognitive skills.*<br><br>*PRESENTER: So what is it whether you're a four year old or a forty year old, that you can do if you have a marshmallow or some…, let's use it as a metaphor, a marshmallow on the desk and you really want it, what do you do?*<br><br>*WM: the way in which we really began to learn a great deal about what you can do is* |

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| | *by very closely watching what the children do, who are able to wait. When you examine those strategies, you see that the first thing that kids are able to do, those who do it well, it's not because they're stoics or that they're Spartans but rather that they become able to strategically distract themselves. They turn around a sort of with a satan-get-the-behind-me attitude, they face away from the marshmallows, they pretend they're not there, some of them played on the toes as if they were piano keys, other children began to explore their nasal canals and their ear canals to see what they came up with. So strategic distraction from the temptation, is one of the most basic and earliest ways of dealing with it. As they get older they are also able to essentially cool the way they represent the object of desire. For example in one experiment that we did, we had children who were unable to wait for more than a minute, while looking at the marshmallows, while sitting by themselves, looking at the marshmallows and then I suggested to this same child if you want to, when you want to, you can make believe that it's just a picture. Do you know what a picture is? And the child would say 'Yes, it's something with a frame around it. And I'd say yes, you can just make believe it's a picture and put a frame around it in your head and we left the child alone and she could wait fifteen minutes. When I came back and asked her 'how did you manage that, when you couldn't wait at all?' And she said you can't eat a picture.*<br><br>*PRESENTER: What occurs to me, what seems significant, about your research, is that we can do what we want, we can control ourselves, anyone could have a successful life.*<br>*WM: I think the message of this research is definitely an optimistic message, it says we are not doomed by our DNA, we are not even doomed by our life circumstances into which we happen to be born and that there are a wide range of strategies that can be learnt, most easily early in life but essentially at any point in life that allows to us to change what we become, as we construct and make our lives.*<br><br>*PRESENTER: Professor Walter Mischel, thank you so much.*<br><br>*WM: Thank you* |
| 7. | **Now listen again.** (BEEP + 10" silenci )<br>**This is the end of task three. Now you have two minutes to check your answers.**<br>(+ 2' de silenci) |
| 8. | **This is the end of the English Listening Comprehension test, C2 level, Valencian Community, June 2015.** |