

Apelidos e nome da persoa candidata: .....

## PROBA DE CERTIFICACIÓN DE NIVEL INTERMEDIO

Inglés

### Comprensión oral

#### Puntuación e duración:

			NON ESCRIBIR Espazo para a corrección
<b>Tarefa 1</b>	Aprox. 8 minutos	5 puntos	
<b>Tarefa 2</b>	Aprox. 6 minutos	7 puntos	
<b>Tarefa 3</b>	Aprox. 8 minutos	6 puntos	
<b>Tarefa 4</b>	Aprox. 9 minutos	7 puntos	
	<b>TOTAL máx. 35 MINUTOS</b>	<b>TOTAL 25 PUNTOS</b>	..... /25

#### Materiais ou instrumentos que se poden empregar durante a proba:

- Bolígrafo con tinta negra ou azul.

#### Advertencias para a persoa candidata:

- Os teléfonos móbiles deben permanecer apagados durante a proba.
- Non se avaliará ningunha tarefa escrita con lapis ou emendada con líquidos ou cintas correctoras.
- Anularanse as respostas nas que se marque máis dunha opción, sempre que non se indique con suficiente claridade que se trata dun erro.
- En caso de erro, as persoas candidatas marcarán a nova resposta cun X rodeado por un círculo (X).
- Anularanse as respostas que non sexan claras e/ou lexibles e que non estean dentro dos espazos habilitados para tal fin.
- Deberá asinar a entrega desta proba no documento correspondente.
- Non se poderá abandonar a aula ata que remate a proba.



## GENERAL INSTRUCTIONS

- You will have 30 seconds to read the questions before each task.
- Every recording will be played twice, with a short pause in between.
- You will have 30 seconds to revise your answers after the second time the recording is played.
- A single beep will mark the beginning of the complete listening comprehension exercise.
- A double beep will mark the ending of the complete listening comprehension exercise.

**TASK 1**

(...../5)

You are going to hear a radio programme about global warming.

Read headings B-H carefully and listen to recordings 1-5. IN BLOCK CAPITALS, write the letter of the heading which goes with each recording in the space provided, as in example 0.

**There are two extra headings which do not go with any of the recordings.**

Answers must be based exclusively on the information in the recording.

**GLOBAL WARMING**

HEADINGS	
<b>Ex. A</b>	A man-made phenomenon
<b>B.</b>	Environmental campaigns to protect wildlife
<b>C.</b>	Governments agree on a common strategy
<b>D.</b>	Impact on the planet
<b>E.</b>	Natural disasters caused by global warming
<b>F.</b>	Our way of life should become greener
<b>G.</b>	Political failure to take real action
<b>H.</b>	The root of the problem

**ANSWER GRID**

AUDIO EXTRACT NUMBER	Ex.0	1	2	3	4	5
<b>MATCHING HEADING LETTER</b>	<b>A</b>					
Examiner's use only	√					

**TASK 2**

(...../7)

You are going to hear part of an audio book about the life of Sigmund Freud.

Read the notes below and listen carefully to the recordings. In the spaces provided, IN BLOCK CAPITALS, complete the information required with **one or two words**. Gap 0 is given as an example.

Use the exact words which appear in the recording.

**SIGMUND FREUD**

- Freud's mother, Amelie, was **0** **younger** than his father.
- Amelie was 21 when Freud **1** .
- Freud believed his **2** was due to being a Jew.
- By the time he left school, he had a complete **3** of different languages.
- He started studying in the University of Vienna in the **4** of 1873.
- He did **5** in the Physiological Institute of Ernest Brücke.
- He believed our **6** , feelings and fantasies were determined by cause and effect.
- In 1882, he got **7** to Martha Bernays.

**TASK 3**

(...../6)

You are going to listen to an interview with Julie Von Rosendaal talking about low-fat cooking.

Read statements 1-6 carefully and listen to the recording. Decide whether each statement is TRUE or FALSE. Mark the correct option (X) in the space provided, as in example 0.

Answers must be based exclusively on the information in the recording.

**LOW-FAT COOKING**

**ANSWER GRID**

STATEMENTS	T	F	Examiner's use only
<b>Ex. 0.</b> The colour of the stand mixer is olive green		<b>X</b>	√
1. Julie's father suffers from poor health			
2. Julie's father loves sweets			
3. Julie's mom never cooked desserts			
4. Julie chose the name for the chocolate cookies			
5. The cookies were so successful Julie opened a bakery			
6. After the cookies, Julie published a cookbook			

**TASK 4**

(...../7)

You are going to listen to a programme about figure skater Yasmin Siraj. Read statements 1-7 carefully and listen to the recording. Choose the option (a, b or c) that best completes each statement. Mark (X) the correct option in the space provided, as in example 0. Only one option is correct.

Answers must be based exclusively on the information in the recording.

**YASMIN SIRAJ**

**ANSWER GRID**

<b>Ex.0.</b>	Yasmin Siraj took second place in	Examiner's use only
<input type="checkbox"/> a)	the Russian championship	
<input checked="" type="checkbox"/> b)	the US Figure Skating Championships	√
<input type="checkbox"/> c)	the Winter Olympics	

<b>1.</b>	This year, Yasmin Siraj	Examiner's use only
<input type="checkbox"/> a)	attended the Vancouver Winter Olympics	
<input type="checkbox"/> b)	competed in the Vancouver Winter Olympics	
<input type="checkbox"/> c)	watched the Vancouver Winter Olympics on TV	

<b>2.</b>	Regarding skating, Yasmin	Examiner's use only
<input type="checkbox"/> a)	considers it a learning experience	
<input type="checkbox"/> b)	is really focused on winning	
<input type="checkbox"/> c)	talks about it all the time	

<b>3.</b>	Yasmin's parents	Examiner's use only
<input type="checkbox"/> a)	grew up in different places	
<input type="checkbox"/> b)	met while skating	
<input type="checkbox"/> c)	practised winter sports	

<b>4.</b>	Yasmin's sister Laila started skating to	Examiner's use only
<input type="checkbox"/> <b>a)</b>	improve her balance	
<input type="checkbox"/> <b>b)</b>	join her sister	
<input type="checkbox"/> <b>c)</b>	meet other kids	

<b>5.</b>	Living in Boston, Yasmin has	Examiner's use only
<input type="checkbox"/> <b>a)</b>	learnt to be on her own	
<input type="checkbox"/> <b>b)</b>	lost her mother tongue	
<input type="checkbox"/> <b>c)</b>	made friends from different cultures	

<b>6.</b>	During school days, Yasmin	Examiner's use only
<input type="checkbox"/> <b>a)</b>	follows the same timetable as other students	
<input type="checkbox"/> <b>b)</b>	has two periods of skating practice	
<input type="checkbox"/> <b>c)</b>	stays at the skating club practising	

<b>7.</b>	For Yasmin, piano-playing	Examiner's use only
<input type="checkbox"/> <b>a)</b>	has helped improve her skating skills	
<input type="checkbox"/> <b>b)</b>	is more important than skating	
<input type="checkbox"/> <b>c)</b>	relaxes her before a competition	