



COMPRENSIÓN DE TEXTOS ORALES
SESIÓN EXTRAORDINARIA 2023

INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE

- **DURACIÓN: 50 minutos.**
- **PUNTUACIÓN:** A efectos de **certificación**, será necesario superar todas y cada una de las cinco actividades de lengua con una puntuación mínima del 50% en cada una de ellas y una calificación global final igual o superior al 65%. A efectos de **promoción**, será necesario obtener una puntuación mínima del 50% en todas y cada una de las cinco actividades de lengua.
- Las respuestas erróneas no descontarán puntos.
- Esta parte consta de TRES tareas.
- Se escuchará cada grabación 2 veces.
- Leer las instrucciones al principio de cada tarea y realizarla según se indica.
- Las respuestas escritas a lápiz no se calificarán.
- No está permitido el uso del diccionario.
- **NO ESCRIBIR NADA EN LAS ÁREAS GRISES.**

DATOS DEL CANDIDATO

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

TASK 1

The statements below show information from different extracts. Listen to the recording and match the statements (A-M) to the extracts (1-9). There are **THREE STATEMENTS** you do not need. Answer (0) is an example. Write your answers in the Answer Box (1 item = 0.8)

HOW TO END A CONVERSATION POLITELY

0.	A.	APOLOGIZE IF YOU OFFEND THE OTHER PERSON
	B.	BE FIRM, BUT POLITE
1.	C.	BODY LANGUAGE CAN PROMPT THE END OF THE CONVERSATION
2.	D.	COMMUNICATION IS A BIDIRECTIONAL PROCESS
3.	E.	DISCUSSING YOUR PLANS WILL HELP YOU END THE CONVERSATION
4.	F.	LET THEM KNOW HOW LONG IT SHOULD BE
5.	G.	REALLY, IT'S NOT YOU; IT'S ME
6.	H.	REMIND PEOPLE THAT YOU ARE NOT BEING IMPOLITE
7.	I.	SET THE KINDS OF LIMITS YOU NEED TO
8.	J.	SHOW THEM SOME GENUINE KINDNESS
9.	K.	TIPS TO FINISH CONVERSATIONS NICELY
	L.	USE EXPRESSIONS TO ROUND OFF THE CONVERSATION
	M.	YOU ARE NOT BEING TACTLESS BY DOING THIS

(Adapted from: youtube.com)

ANSWER BOX

EXTRACTS	0	1	2	3	4	5	6	7	8	9
STATEMENTS	K									

Marks 1: _____ /7.2

TASK 2

Listen to the recording and complete the missing information in each numbered space (1-8) with words that you hear from the recording. Use **NO MORE THAN THREE WORDS** for each space. Answer (0) is an example. Write your answers in the Answer Box. (1 item = 0.8)

YOUR IDENTITY IS YOUR SUPERPOWER

- She was tested for a role for the first time when (0) **SHE WAS 15**.
- Speaking (10) _____ is what “sounding more latina” seemed to mean.
- The challenges she faced in getting a job were due to (11)_____.
- She tried to change her image in order to have (12) _____ at getting better roles.
- She didn’t get a part in a movie because, in order to receive funding, (13)_____ needed to be chosen.
- She realized that the reason why she was hurting was not due to (14)_____.
- She felt she had (15) _____ than others after hearing what so many people had been saying about her.
- In order for change to occur, one needs to have the (16) _____ what they believe.
- She no longer sees who she is as a challenge, but rather as a (17) _____ .

(Adapted from: youtube.com)

ANSWER BOX

<input type="checkbox"/> 0.	she was 15
<input type="checkbox"/> 10.	
<input type="checkbox"/> 11.	
<input type="checkbox"/> 12.	
<input type="checkbox"/> 13.	
<input type="checkbox"/> 14.	
<input type="checkbox"/> 15.	
<input type="checkbox"/> 16.	
<input type="checkbox"/> 17.	

TASK 3

Listen to the recording and choose the best answer (A, B or C) for each question (18-25). Question (0) is an example. Write your answers in the Answer Box. (1 item = 0.8)

THE POWER OF THE ENGLISH CROWN

- 0. People may be unaware of...
 - A. the benefits of the Monarchy.
 - B. the ceremonial role of the crown.
 - C. the power of the King.
- 18. The British monarchy can...
 - A. cancel an election.
 - B. decide on the Prime Minister.
 - C. inherit taxes from estates.
- 19. The foundation of the British political system is that...
 - A. personal interests are never discussed.
 - B. the Monarch will not have any legal privileges.
 - C. the Parliament is autonomous from the Crown.
- 20. Queen's or King's consent allows monarchs to...
 - A. propose amendments to the draft laws if it suits them.
 - B. reject laws that affect their private and personal assets.
 - C. view draft laws after representatives have seen them.
- 21. The Queen's household requested to be exempted from the Race Relations Act...
 - A. because no jobs were offered in their lands.
 - B. since high-level positions weren't publicly announced.
 - C. with the reasons being explained in public documents.
- 22. Complaints about this exemption would be...
 - A. dealt with by the diplomatic service.
 - B. handled by a government official.
 - C. taken up in a court of law.
- 23. John Major was pushed to...
 - A. enforce a privilege granted to the royal family.
 - B. pass a law to expand the rights of home leasers.
 - C. resolve a disagreement with a village owner.
- 24. Prince Charles's intervention...
 - A. forced government to establish purchasing rights.
 - B. resulted in a standoff between him and government.
 - C. was initially kept from public knowledge.
- 25. According to the speaker...
 - A. Britons have little awareness of their monarch's legislative influence.
 - B. elected officials are constitutionally required to behave ethically.
 - C. parliament needs to play a greater role in monitoring the monarchy.

(Adapted from: youtube.com)

ANSWER BOX

QUESTION	0	18	19	20	21	22	23	24	25
ANSWER	A								

Marks 3: _____/6.4

TASK 1	TASK 2	TASK 3	TOTAL MARK
			_____/20

TASK 1
HOW TO END A CONVERSATION POLITELY

ANSWER BOX

EXTRACTS	0	1	2	3	4	5	6	7	8	9
STATEMENTS	K	D	F	C	M	G	J	L	B	I

TRANSCRIPT

K. TIPS TO FINISH CONVERSATIONS NICELY

0. So we're gonna' to talk about **ways that you can end these conversations politely.**

D. COMMUNICATION IS A BIDIRECTIONAL PROCESS

1. Number one, you have to end on your turn. So, in a conversation, **there's a back and forth dynamic to communication.** And when you want to end the conversation, you do it when you're already talking. You can't interrupt the other person because that will not come across as polite, that's an interruption. So, you fight for some talking turn, say what you have to say, and then during that talking turn, you signal that you're ending the conversation. You have to end on your turn. All the rest of the tips flow from this concept.

F. LET THEM KNOW HOW LONG IT SHOULD BE

2. Tip number two, set a time limit. **Somewhere in the conversation, you have to indicate how much time you have to talk.** You may do it at the very beginning of the conversation and say, "hey, it's good to see you, Steve, I've got about 5 minutes to talk, what's up?" Or you can do it somewhere in the middle of the conversation. You might say something along the lines of, "I have about one more minute before I have to go but let me finish with this thought." And somewhere in there, you're signaling the time. And then they hear, "oh, okay, this conversation is going to end". And that's the way normal people do this. They let you know that they have about a certain amount of time, and then they end the conversations. This is going to be familiar to people.

C. BODY LANGUAGE CAN PROMPT THE END OF THE CONVERSATION

3. The third thing you want to do is like a little secret technique. You pack up your stuff. This is a non-verbal way to show them that you are leaving and moving on to the next thing. So, you start putting things in your bag. You get your keys out, you put your coat on. This shows them, "oh, something's changing here, Alex is about to leave." So **that's a non-verbal signal that shows, it's reinforcing the fact that you're leaving verbally.** You already said you're going to leave, you have about a minute left or so and then you put your stuff on, you're committing to this non-verbally. By the way, these are called "leave-taking behaviors", and this is what we all do naturally when we're about to go. And so, these cues are really powerful to most people. They will pick up on them.

M. YOU ARE NOT BEING TACTLESS BY DOING THIS

4. The fourth thing you want to do is tell them that you have to go. So, you have to use phrases that they're used to hearing, like, "I've got to run," "I've got to get going." Those are phrases that signal once again that you're going to go. **A lot of times people even feel like just saying that feels rude, but I assure you this is just common phrases** that, wrapped into the other tips, they're going to understand that this means you're gonna' go.

G. REALLY, IT'S NOT YOU; IT'S ME

5. The next tip you want to do is tell them what you're about to do next. And you don't want to be too specific. Keep it nice and concise. But if you say things like, "I have a meeting to go to," or "I have some projects that I've got to get back on," or "I'm a little behind on some work," then they'll know that "oh, **he's not just abandoning my, this conversation because he doesn't like me, he's going because he has something else to do.**"

J. SHOW THEM SOME GENUINE KINDNESS

6. So, the tip after that is to use politeness. This is what we do when we like a conversation with someone, when we're happy that we've seen them. We say toward the end of it, "it was really great catching up," "I'm so glad I

bumped into you.” “This is a great conversation.” Now, of course, you want to be honest, but **pick something that is honest and is true to who you are and express that politeness to them**, because that shows them a little bit of respect.

L. USE EXPRESSIONS TO ROUND OFF THE CONVERSATION

7. Also, this is the way we signal that we're wrapping up normally, so, again, it will be familiar to them and it'll set off those cues for them: “oh, I guess we're wrapping up.” Like if somebody says, “it was so great catching up with you,” “I'm so glad I bumped into you,” **we don't normally say that at the beginning of the conversation, we say it toward the end. And so that'll let them know, yet another way, that the conversation is ending.**

B. BE FIRM BUT POLITE

8. And the last thing you want to do is to apologize and repeat. Now, you wanna' say, **if they're stubborn and they're not breaking off, you wanna' say, “I'm really sorry, but I do have to get going” or “I apologize, but I've got to go to my meeting now.”** A lot of times people need that little extra reinforcement toward the end. And by the way, saying you're sorry real quickly or apologize, you don't want to drag it out, make too a big a deal of it. But this is the way people talk in a normal kind of polite conversation. They say little phrases like that. It doesn't mean you've actually done something wrong that you need to apologize for. It's just a way, once again, to signal that you're trying to be respectful to that person.

I. SET THE KINDS OF LIMITS YOU NEED TO

9. Now let me reassure you that if you do these techniques or even some of these techniques, you will come across as polite. A lot of times when we're maintaining a boundary, we feel like just maintaining a boundary around our time, around our energy and our focus, that's impolite. But **the truth is that only you can maintain your boundaries.** Other people are not going to do that for you. And if you're routinely getting painted into a corner in a conversation by somebody, they need a reminder of where that boundary is. And if you do it politely, they should respect it, their feelings are not going to be hurt if you handle it this way.

(Adapted from: youtu.be/LgRf1WU3li4, 15/12/22, 5:04 minutes)

TASK 2 YOUR IDENTITY IS YOUR SUPERPOWER

ANSWER BOX

0.	she was 15
10.	in broken English
11.	her identity
12.	a chance
13.	a/the white role
14.	losing a job
15.	less value
16.	courage to question
17.	superpower

TRANSCRIPT

When I was 15, I got my first professional audition (0). It was a commercial for cable subscriptions or bail bonds, I don't really remember, but what I do remember is that the casting director asked me, could you do that again? But just this time, sound more Latina. It took me most of the car ride home to realize **that by sound more Latina she was asking me to speak in broken English (10)**, and I couldn't figure out why, the fact that I was an actual, real life, authentic Latina didn't really seem to matter.

Anyway, I didn't get the job, I didn't get a lot of the jobs people were willing to see me for. The gangbanger's girlfriend, the sassy shoplifter, pregnant, chola number two. These were the kinds of roles that existed for someone like me, someone they looked at and saw as too brown, too fat, too poor, too unsophisticated. I kept receiving the same message again and again and again **that my identity was an obstacle I had to overcome (11)**. And so, I thought, "come at me obstacle" I'm an American. My name is America. I trained my whole life for this. I'll just follow the playbook. I'll work harder. I stayed out of the sun so that my skin wouldn't get too brown. I straightened my curls into submission. I constantly tried to lose weight. I bought fancier and more expensive clothes also, that when people looked at me, they wouldn't see a too fat, too brown, too poor Latina. They would see what I was capable of and, maybe, **they would give me a chance (12)**. Just a few years ago, my agent called to explain to me why I wasn't getting a role in a movie. He said "they love you and they really, really do want to cast diversely, **but the movie isn't financeable until they cast the white role first.**" (13)

I went through this process for years of accepting the failure as my own and then feeling deep shame that I couldn't overcome the obstacles. **But this time I heard a new voice, a voice that understood my tears and my pain were not about losing a job (14)**. They were about what was actually being said about me, what had been said about me my whole life by executives and producers and directors and writers and agents and managers and teachers and friends and family, **that I was a person of less value (15)**. I couldn't change what a system believed about me while I believed what the system believed about me. And I did. I, like everyone around me, believed that it wasn't possible for me to exist in my dream as I was. And I went about trying to make myself invisible.

What this revealed to me was that it is possible to be the person who genuinely wants to see change while also being the person whose actions keep things the way they are. **Change will come when each of us has the courage to question our own fundamental values and beliefs (16)** and then see to it that our actions lead to our best intentions.

I am just one of millions of people who have been told that in order to fulfill my dreams, in order to contribute my talents to the world, I have to resist the truth of who I am. My identity is not my obstacle. **My identity is my superpower (17)**. I, for one, am ready to stop resisting and to start existing as my full and authentic self.

(Adapted from: youtu.be/XQJhRDbsDzI, 15/12/2022, 4:17 minutes)

TASK 3
THE POWER OF THE ENGLISH CROWN

ANSWER BOX

QUESTIONS	0	18	19	20	21	22	23	24	25
ANSWERS	A	B	C	A	B	B	A	C	A

TRANSCRIPT

The passing of Queen Elizabeth II has brought the British monarchy into focus. And while most people are familiar with the fanfare that surrounds the monarch ceremonial role, **what you might not know is the extent of some of the perks and powers that come with it (0)**. There are some odd ones, such as not needing a passport or a driver's license and the fact that they can't be prosecuted under civil or criminal law. There are some unfair ones, like not having to pay inheritance tax, even on an estate valued at tens of millions of pounds. And then there are those that sound unlikely to be used, such as to call an election or

even to choose the Prime Minister (18). There's also the fact that the monarch signs in all new laws, but the Crown doesn't have any real power, right?

The Crown does not meddle in the affairs of Parliament. That is the cornerstone of Britain's system of constitutional monarchy (19), or at least it's supposed to be. Many people are unaware, but the monarch and their heir have the right to see all draft laws that might affect their personal interests, sometimes even before our elected representatives have seen them. So, this can include anything that might affect any of the private assets owned by the royal family, such as the Duchy of Lancaster or the Duchy of Cornwall, a portfolio of lands, properties and assets with a combined worth valued over 1.6 billion.

Under Queen Elizabeth II, this right was called Queen's consent. It will now be known as King's Consent. But this consent goes further than simply viewing draft laws. **The monarch can request that the government change parts of the laws that might affect them (20).**

In 1968, the palace negotiated controversial clauses in the Race Relations Act, exempting the Queen and her household from laws that prevent race discrimination. The palace argued in confidential documents that **as senior posts within the Duchy of Lancaster and Cornwall were not advertised, they would therefore be outside the scope of the bill (21),** and that in clerical and office posts it was not the practice to appoint colored immigrants or foreigners. The palace achieved its goal before the bill even reached its second reading in Parliament. It had gained an exemption which grouped it, with the diplomatic service, in such a way that it wouldn't appear it was trying to make itself a special case. Furthermore, complaints would not go to court, but **would be privately dealt with by the Home Secretary (22).** This exemption extended to later acts, including the Equal Pay Act of 1970 and the Sex Discrimination Act of 1975.

Consent was also used in 1992 by the then Prince Charles to pressure John Major's government (23) into exempting the village of Newton St. Louis from a leaseholder reform Housing and Urban Development Bill. The Duchy of Cornwall owned the village, and the bill would have given tenants the right to buy their homes. Prince Charles was against the idea, and a government memo stated: "it has been made clear to me that if the government wishes to press ahead on this issue, The Prince will wish to discuss it at the highest levels." The government was keen to avoid a standoff with The Prince and to keep his interjections out of the public eye. Ultimately, government ministers backed down and Newton St. Louis was exempted, thus barring the tenants from the right to buy their own homes. **The prince's interference in the law only came to light in 2020 (24).**

Britain prides itself on its parliamentary democracy, delivering the will of the people. And yet, at the heart of power, **the monarch and their heir are able to pressure governments into changing legislation without the knowledge of the people (25)** or their elected representatives. This is reinforced by the fact that the royal household has an exemption from the Freedom of Information Act. Since Britain doesn't have a written constitution, it relies on those in power to merely act above board and to not exploit political conventions for personal gain. As things stand, The Monarch has a lot more power than their subjects realize.

(Adapted from: youtu.be/pbixAzhDLrU, 15/12/2022, 4:14 minutes)