

# Escuelas Oficiales de Idiomas de la Comunidad Autónoma de Aragón

## *Pruebas Unificadas de Idiomas*

INGLÉS	NIVEL INTERMEDIO B1
CONVOCATORIA 2020 - MODELO A	

A rellenar por el candidato

<b>Apellidos</b>			
<b>Nombre</b>			
<b>DNI</b>			
<b>Tipo de matrícula</b>	<input type="checkbox"/> Libre	<input type="checkbox"/> Oficial Profesor/a: Grupo/horario:	<input type="checkbox"/> <i>That's English!</i>

A rellenar por el corrector

	(Puntuación mínima para superar cada prueba: 10 puntos)		
<b>Comprensión de Textos Escritos</b>	/20	SÍ	NO
<b>Comprensión de Textos Orales</b>	/20	SÍ	NO
<b>Mediación</b>	/20	SÍ	NO
<b>Producción y Coproducción de Textos Escritos</b>	/20	SÍ	NO
<b>Producción y Coproducción de Textos Orales</b>	/20	SÍ	NO
<b>PUNTUACIÓN TOTAL DE LA PRUEBA</b> Puntuación mínima total para promocionar: 50 puntos Puntuación mínima total para certificar: 65 puntos	/ 100		

**APTO**

**CERTIFICA**

**NO APTO**

**PROMOCIONA**

# INSTRUCCIONES

## Instrucciones comunes a todo el examen:

1. Siga las instrucciones correspondientes a cada una de las tareas.
2. No olvide poner su nombre en las portadillas de cada una de las pruebas.
3. Utilice bolígrafo azul o negro INDELEBLE.
4. Puntuación máxima de cada prueba: 20 puntos.
5. Puntuación mínima para superar cada prueba: 10 puntos.
6. Podrá abandonar el examen cuando considere que ha terminado, pero siempre después de la realización de la Comprensión de Textos Orales.
7. Duración global del examen escrito: 2 horas y 50 minutos.
8. Mantenga su móvil apagado durante toda la sesión.

## Revisión de examen:

**Está terminantemente prohibido fotografiar el examen total o parcialmente.**

Una vez revisado su examen, firme aquí:

Firmado: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Escuelas Oficiales de Idiomas  
de la Comunidad Autónoma de Aragón**

*Pruebas Unificadas de Idiomas*

# COMPRENSIÓN DE TEXTOS ESCRITOS

**INGLÉS**

**NIVEL INTERMEDIO B1**

**CONVOCATORIA 2020 - MODELO A**

1. Esta prueba se compone de tres tareas.
2. Utilice bolígrafo azul o negro INDELEBLE.
3. Las respuestas erróneas no se penalizarán.
4. Duración de esta prueba: 50 minutos.
5. Puntuación máxima de la prueba: 20 puntos.
6. Puntuación mínima para superar la prueba: 10 puntos.

<b>TAREA 1</b>	<b>Charities, página 4</b>
<b>TAREA 2</b>	<b>Active holidays, página 6</b>
<b>TAREA 3</b>	<b>Making the right decision, página 8</b>

<b>Apellidos</b>	
<b>Nombre</b>	

**PUNTUACIÓN  
TOTAL**

**/ 20**

## COMPRENSIÓN DE TEXTOS ESCRITOS - TAREA 1 (1 x 7 = 7 puntos)

Read these short texts about charities and choose the best heading (A, B, C, etc) for each one. Write the letter in the corresponding box. Two of the headings do not correspond to any of the texts. Question 0 has been completed as an example.

### CHARITIES

**0.- Scope** was set in 1952 by a social worker, along with the parents of disabled children. Today, the charity works in England and Wales to create a fairer society for disabled people living across the UK. One of the ways it does this is through its charity shops, which raise money to provide advice and support to disabled people. It also provides volunteering opportunities.



**SCOPE**  
= Equality for disabled people

**1.- War Child** works in nine countries to protect, educate and stand up for children affected by war. It does this by recognizing the psychological effect that war has on children, and providing them with access to counseling and helplines. It supports families by raising money for essential supplies such as food, water and medicine. War Child also creates emergency education programmes, and bring school equipment in to enable learning in conflict areas.



**2.-** Every year, around 270,000 tonnes of food which is perfectly good to eat goes to waste in the UK. It is thrown away because of labeling errors, because too much has been grown or it has a short shelf life. **FareShare** aims to face this food-waste problem by redistributing the fresh, in-date, good food to charities and community groups who turn it into tasty meals for vulnerable people across the country. This includes homeless shelters, lunch clubs for older people and children's breakfast clubs.



**3.- Bravehound** supports veterans by providing them with companion dogs. Veterans are responsible for training, exercising and looking after their dogs, which gives them focus and helps them adjust back to civilian life. The charity supports the dog owners throughout their pets' lives, providing assistance with paying for the dog, its food and equipment.



**4.-** Since 1876, **Whitechapel Mission** has been serving the homeless in London. Today, the charity has a day centre, skills activity programmes and a specialist support service. Whitechapel Mission is run by volunteers who help with serving breakfast, sorting clothing or working one to one with people who are homeless.



**5.-** Since 1953, **Buttle UK** has helped thousands of children and young people in crisis across the country. It provides grants to families to help them pay for things that they would otherwise not be able to afford, such as a child's bed, or a laptop for a young person to help them begin their first college course.



**6.-** More than 800 volunteers of **Scottish Mountain Rescue** make up 23 mountain rescue teams placed around Scotland, which provide a civilian mountain search-and-rescue service to anyone in need or distress. The volunteers give up their free time to be sent out at the request of the police to a variety of incidents, quite often in extremely bad weather. The teams are available to help out 24 hours a day, 365 days a year.



7.- The civil war in Syria has caused a humanitarian crisis, affecting millions of people. **Syria Relief** was founded in 2011 to try and provide aid and support for what it thought would be a brief conflict. The charity provides medical care, food and education to those who need it, working with around 1,600 staff on the ground in Syria. So far it has distributed more than £35 million in aid, and helped more than 1.8 million people.



(From: *The Week Junior*)

<b>A</b>	A helping hand when you get lost in a storm
<b>B</b>	Dealing with the devastating consequences of armed conflict on mental health
<b>C</b>	Don't throw it away!
<b>D</b>	Guide dogs for the blind
<b>E</b>	Helping them make a start at university
<b>F</b>	<b><i>Helping those unable to use their body or mind normally</i></b>
<b>G</b>	Helping those without a roof over their heads
<b>H</b>	Its founders thought it wouldn't be needed for long
<b>I</b>	Keeping our lonely seniors company
<b>J</b>	They were in the Armed Forces during a war and need help.

<b>0</b>	1	2	3	4	5	6	7
<b>F</b>							
✓							

**COMPRENSIÓN DE TEXTOS ESCRITOS - TAREA 2 (1 x 7 = 7 puntos)**

Read the following text and choose the option (A, B or C) that best completes each statement. Write the letter in the corresponding box on the right. Question 0 has been completed as an example.

**ACTIVE HOLIDAYS**

In recent years the popularity of taking a holiday that includes an active element such as cycling, hiking or watersports has increased. Online searches for terms such as 'activity holidays' and 'sport holidays' are growing, but what is behind this growth in popularity?

We asked 2,000 people in the UK if they would choose a relaxed holiday with minimum activities or an active holiday with lots of activities. One in three millennials (aged 16-34) said they would choose an active holiday compared to less than one in ten baby boomers (aged 55+).

Why are millennials so attracted by active holidays? We asked Pip Tyler, our Overseas Director who has over 30 years' experience in the travel industry to explain.

"Traditionally a summer holiday was all about time on the beach, lazing in the sunshine all day with a cool drink and a good book. That hasn't completely gone away of course because that is still a great pleasure, but we've noticed that more and more people find it equally as relaxing to hire a bike and cycle into the mountains, practice kayaking or go for a long walk surrounded by beautiful scenery.

More people want spontaneous and immersive entertainment that says something unique about them, which they can talk about with their friends and followers. An active holiday offers that. It's become less about where you are and more about what you do with your time.

Over 8.5 million people each year are turning to the great outdoors for their exercise and with good reason. Outdoor activity results in a significantly greater improvement in mental wellbeing. Feeling more connected to nature, cleaner air, and getting more vitamin-D, means outdoor exercise, particularly ocean-based activities, can lead to improved mood, self-esteem and higher energy levels."

"It's beneficial to people both physically and mentally to either learn a new skill or to start again with a previously loved active hobby. It takes us back to happy memories of childhood when we were learning new things all the time. A study we ran back in 2016 discovered that people felt excited, proud and more confident when they tried a new activity.

An active holiday takes you out of your familiar world, and also physically creates the time and space to try something new, to exercise, to stimulate the brain and to learn new physical activities away from the everyday pressures and commitments that might get in the way at home."

A holiday isn't and shouldn't be about just switching off from day-to-day life, just as learning a new skill isn't just confined to your career. An active holiday offers people the opportunity to realise ambitions by learning new skills in a relaxed environment.

The brain is like a muscle which needs to be exercised to keep it in good condition. New experiences are a fundamental requirement for mental growth and the brain loves stimulation; it grows with use and it gets smaller with inactivity."

(From: <https://www.neilson.co.uk/beach/activities/articles/>)

**Example:**

**0. Many people inform themselves about active holidays ...**

- A at their travel agent's.**
- B chatting with their friends.**
- C on the internet.**

<b>C</b>	✓
----------	---

1. The group of people more interested in this kind of holiday are ...

- A over fifty.**
- B quite young.**
- C the baby boomers.**

--	--

2. The typical sun and beach holiday ...

- A continues to be enjoyable.**
- B is quickly losing popularity.**
- C is something of the past for some age groups.**

--	--

3. What an increasing number of people are looking for in a holiday is ...

- A organised activities.**
- B something they can discuss with other people.**
- C unique destinations.**

--	--

4. Ocean-based activities ...

- A are essential to get enough vitamin-D.**
- B give you more confidence.**
- C have improved a lot in recent times.**

--	--

5. Practising a hobby we did in the past makes us ...

- A feel a bit sad when we remember our lost childhood years.**
- B progress faster when we take it up again.**
- C reconnect with the child we once were.**

--	--

6. In general, your everyday life, ...

- A is an obstacle to trying something new.**
- B provides you with more opportunities to exercise than you may think.**
- C should include more varied routines.**

--	--

7. According to the text, your brain ...

- A should be trained more regularly than your muscles.**
- B will reduce its size if you don't make it work much.**
- C works better in a relaxed environment.**

--	--



## COMPREENSIÓN DE TEXTOS ESCRITOS – TAREA 3 (0,5 x 12 = 6 puntos)

You are going to read two stories about making decisions. Choose the option (A, B or C) that best fits in gaps 1 to 12. Write the letter in the corresponding box on the right. Question 0 has been completed as an example.

### MAKING THE RIGHT DECISION

#### The kid in the candy store

A kid walked into a candy store with his dad and was \_\_\_(0)\_\_\_ by the variety of treats on offer.

“What should I choose? What should I choose? What should I choose?” He asked himself.

“\_\_\_(1)\_\_\_, son, we don’t have all day,” his dad said.

“These are my favourites. No wait, these are my favourites.”

He walked along the aisles, picking up bags and putting them back. He \_\_\_(2)\_\_\_ couldn’t make up his mind.

“Quick, son, make up your mind, we have to go,” his impatient dad said.

Nervously, the boy ran \_\_\_(3)\_\_\_ the store, his eyes moving from one shelf to another, but all of the options looked so good that he \_\_\_(4)\_\_\_ make a decision.

Eventually, the dad had \_\_\_(5)\_\_\_, took his son by the hand and they walked out of the store empty-handed. The young boy had tears in his eyes. He wanted them all, but ended up with nothing because he couldn’t choose just one.

We’re all that boy. The world is that candy store. We have a variety of options available to us, but \_\_\_(6)\_\_\_ we don’t make a decision about our career, education, relationships, investments, church or other important issues, we end up empty-handed.

Sometimes we worry about making the wrong \_\_\_(7)\_\_\_. The bigger danger is that we make no decision at all and end up going nowhere and doing nothing.

#### The thief

Before the judge stood a man who was a thief. The judge offered him to choose between one of three possible punishments:

- either to pay one hundred gold coins,
- to be \_\_\_(8)\_\_\_ fifty times with a stick,
- or to eat three pounds of raw onions.

As he was very greedy, he decided that the best punishment was also the cheapest one: eating three pounds of raw onions. \_\_\_(9)\_\_\_, after finishing the second pound, he could no longer stand the sight of onions.

“Oh, high court,” – he begged – “please spare me from eating the last pound. I can’t eat any more onions. It \_\_\_(10)\_\_\_ better to endure the beating.”

“\_\_\_(11)\_\_\_ that punishment would save me money,” the convict thought to himself.

A moment later, he was placed on a bench. Every time they hit him, he cried from the bottom of his heart. On the tenth time, he gave up. He asked to be \_\_\_(12)\_\_\_ to pay the hundred gold coins.

The lesson: the greedy ones pay twice -and sometimes even three times.

*(From: Better life coaching blog)*



**Example:**

0.

- A *amused*
- B *attracted*
- C *frightened*

<b>B</b>	✓
----------	---

1.

- A Come on
- B Hang on
- C Look up

--	--

7.

- A choice
- B choose
- C pick

--	--

2.

- A just
- B only
- C rather

--	--

8.

- A found
- B hit
- C touched

--	--

3.

- A around
- B by
- C for

--	--

9.

- A Although
- B However
- C So

--	--

4.

- A couldn't
- B must
- C should

--	--

10.

- A had been
- B was
- C would be

--	--

5.

- A enough
- B much more
- C plenty

--	--

11.

- A Even
- B Really
- C Until

--	--

6.

- A although
- B even
- C if

--	--

12.

- A allowed
- B banned
- C ready

--	--



**Escuelas Oficiales de Idiomas  
de la Comunidad Autónoma de Aragón***Pruebas Unificadas de Idiomas***COMPRENSIÓN DE TEXTOS ORALES****INGLÉS****NIVEL INTERMEDIO B1****CONVOCATORIA 2020 - MODELO A**

1. Esta prueba se compone de tres tareas.
2. Utilice bolígrafo azul o negro INDELEBLE.
3. Cada texto se escuchará DOS VECES.
4. Dispone de tiempo al principio de cada tarea para leer las instrucciones y las preguntas. Después de escuchar un texto por primera vez dispondrá de 45 segundos para realizar la tarea. Tras escuchar el texto por segunda vez dispondrá de 45 segundos para completar la tarea.
5. Las respuestas erróneas no se penalizarán.
6. Duración de esta prueba: 30 minutos.
7. Puntuación máxima de la prueba: 20 puntos.
8. Puntuación mínima para superar la prueba: 10 puntos.

<b>TAREA 1</b>	<b>Facts about Tom, página 11</b>
<b>TAREA 2</b>	<b>Sisters, página 12</b>
<b>TAREA 3</b>	<b>A new teacher, página 13</b>

<b>Apellidos</b>	
<b>Nombre</b>	

**PUNTUACIÓN  
TOTAL****/ 20**

**COMPRENSIÓN DE TEXTOS ORALES – TAREA 1 (1 x 7 = 7 puntos)**

Listen to a man explaining some facts about himself. Match each extract (1 - 7) with the best heading (A - I) and write the letter in the appropriate box. One of the headings does not correspond to any of the extracts. The first extract is an example. You will hear the information twice. You have one minute to read the task.

**FACTS ABOUT TOM**

HEADING	EXTRACT	ANSWER
<b>A</b> A job he was really well prepared for	<i>EXAMPLE</i>	<i>E</i> ✓
<b>B</b> A minor job in the media	EXTRACT 1	
<b>C</b> His experience as an artist	EXTRACT 2	
<b>D</b> His ideal place to have a home	EXTRACT 3	
<b>E</b> <i>Learning more about him</i>	EXTRACT 4	
<b>F</b> People he feels well with	EXTRACT 5	
<b>G</b> The team he is a fan of	EXTRACT 6	
<b>H</b> What he is most afraid of	EXTRACT 7	
<b>I</b> Working around the world		

(From: Youtube)



**COMPRENSIÓN DE TEXTOS ORALES – TAREA 2 (1 x 8 = 8 puntos)**

Listen to two people talking about their sisters. For statements 1 to 8, choose the option (A, B or C) that best completes the statement. Write the letter in the corresponding box on the right. Question 0 has been completed as an example. You will hear the information twice. You have 90 seconds to read the task.

**SISTERS***Example:*0. *Richard is six years ...*A *older than his sister.*B *older than Jackie.*C *younger than his sister.*

C



1. Richard is ...

A as sociable as his sister.

B far less sociable than his sister.

C the most sociable person in his family.

--	--

2. Richard's sister loves ...

A eating out.

B gardening.

C the countryside.



--	--

3. Jackie's sister is ...

A her twin.

B two or three years older than her.

C younger than her.

--	--

4. Jackie's sister ...

A belongs to an athletics club.

B has swum in competitions in different countries.

C takes part in cycling races.

--	--

5. Jackie ...

A doesn't do much sport.

B is really keen on cycling.

C watches very little sport on TV.

--	--

6. Jackie's sister ...

A doesn't eat meat.

B enjoys eating.

C grows her own vegetables.

--	--

7. Jackie and her sister ...

A are fond of knitting.

B are very creative.

C design knitting patterns.

--	--

8. Jackie ...

A designs things for a website.

B finds knitting boring.

C is more creative than Richard.

--	--

(From: [www.podcastsinenglish.com](http://www.podcastsinenglish.com))

**COMPRENSIÓN DE TEXTOS ORALES – TAREA 3 (0,5 x 10 = 5 puntos)**

You are going to listen to a girl talking about the day she met a new teacher. Read the notes below and listen carefully to the recording. In each of the spaces provided, complete the information required with up to **THREE WORDS**. You will hear the information twice. You have 90 seconds to read the task.

**A NEW TEACHER**

*Example:*

**0. The speaker lives in ...SAN FRANCISCO ... .**

1. Both her brothers are studying to become .....
2. When she wanted a computer or ....., her father always bought them for her.
3. At home she had everything she wanted except .....
4. Talking about sport, the speaker says that she knows how to .....
5. When she went on holiday she could speak to ..... in their language.
6. Her father paid for private ..... on Wednesdays.
7. The weather on the day the girl is speaking about was .....
8. Tom was usually outside the college and sometimes Nina gave him a .....
9. Nina says that the new teacher was tall, looked ..... and was about 40.
10. The teacher informed the students that Mr Sims would be back by the end of .....

(From: *Midnight Rollers*, Ken Singleton, Teen Beat Audiobook, Eli)

**Escuelas Oficiales de Idiomas  
de la Comunidad Autónoma de Aragón***Pruebas Unificadas de Idiomas***MEDIACIÓN ESCRITA****INGLÉS****NIVEL INTERMEDIO B1****CONVOCATORIA 2020 - MODELO A**

1. Lea cuidadosamente las instrucciones de la tarea y respete la consigna.
2. Escriba con letra clara y respetando el uso de mayúsculas y minúsculas.
3. Utilice bolígrafo azul o negro INDELEBLE.
4. Duración de esta prueba: 30 minutos.
5. Puntuación total de la tarea de mediación escrita: 10 puntos.
6. Los puntos de esta tarea se sumarán a los de la tarea de mediación oral.

<b>Apellidos</b>	
<b>Nombre</b>	

<b>Puntuación por criterios</b>			
Eficacia comunicativa	Interpretación del contenido	Estrategias de mediación	Organización y corrección del texto
/ 2,5	/ 2,5	/ 2,5	/ 2,5

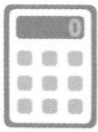
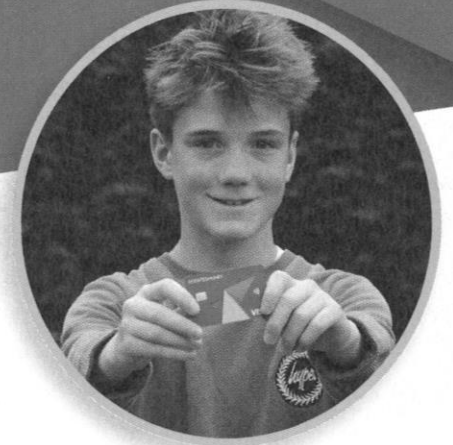
**PUNTUACIÓN  
TOTAL****/ 10**

## BUDGETING

A 16-year-old Turkish friend of yours is always short of money. You have seen the following information in a magazine and have decided to send him a text message with advice. You always communicate in English but his level is not very good, so keep the message simple. **Write 80-100 words.**

# The brilliant art of BUDGETING

**Get budgeting for the things you want to get!**  
**L**ooking after your money can be tricky. It's important to work out how much you can save and how much you can spend. Fortunately, the experts at RoosterMoney, a pocket money app, are here to help.



### Create your own budget

First, find out how much your dream item costs. Then calculate how much money you have and how much more you'll need to buy it.



### Reach your target

Now get earning! Make a note of jobs you could do and what you might get paid for doing each one. Then add them up to see how close to the target you are!



### Every penny counts

Stay focused on your target and avoid spending on things you don't really want. Every little purchase, whether it's for sweets or something else, will mean it will take longer to reach your goal!



### Practice makes perfect

If you go shopping with your parents, ask them what they need to buy, and what their budget is. Then see if you can find the items while staying under the budget.

**APELLIDOS** \_\_\_\_\_ **NOMBRE** \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

13 \_\_\_\_\_

14 \_\_\_\_\_

15 \_\_\_\_\_



**Escuelas Oficiales de Idiomas  
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*Pruebas Unificadas de Idiomas*

# **PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS**

## **INGLÉS**

**NIVEL INTERMEDIO B1**

**CONVOCATORIA 2020 - MODELO A**

1. Esta prueba se compone de dos tareas. Distribuya su tiempo para realizar ambas adecuadamente.
2. Utilice bolígrafo azul o negro INDELEBLE.
3. Debe ajustarse a los temas propuestos y respetar la extensión indicada.
4. Si desea escribir un borrador, se recomienda que sea de tipo esquemático, porque podría no tener tiempo de copiar todo el texto a limpio. El texto de borrador no será evaluado.
5. Escriba con letra clara y respetando el uso de mayúsculas y minúsculas.
6. Duración de esta prueba: 60 minutos.
7. Puntuación máxima de la prueba: 20 puntos.
8. Puntuación mínima para superar la prueba: 10 puntos.

<b>Apellidos</b>	
<b>Nombre</b>	

Puntuación por tareas		TOTAL
<b>TAREA 1</b>	<b>/ 10</b>	<b>/ 20</b>
<b>TAREA 2</b>	<b>/ 10</b>	

APELLIDOS \_\_\_\_\_ NOMBRE \_\_\_\_\_

Puntuación por criterios				TOTAL
Eficacia comunicativa	Organización del texto	Riqueza lingüística	Corrección lingüística	/ 10
/ 2,5	/ 2,5	/ 2,5	/ 2,5	

## PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS - TAREA 1



Your parents own a family house in a picturesque village where you only go for summer holidays. You decide to invite a group of friends to spend a long weekend there. **Write an email** to them explaining what the house is like, what clothes or other equipment they need to bring and what activities you could do there. **Write 100-110 words.**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

13 \_\_\_\_\_

14 \_\_\_\_\_

15 \_\_\_\_\_

APELLIDOS \_\_\_\_\_ NOMBRE \_\_\_\_\_

Puntuación por criterios				TOTAL
Eficacia comunicativa	Organización del texto	Riqueza lingüística	Corrección lingüística	/ 10
/ 2,5	/ 2,5	/ 2,5	/ 2,5	

## PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS - TAREA 2



In the last years more and more women are breaking barriers in all kinds of fields: politics, sports, business, etc. **Write an article** about a woman you admire. It can even be a woman you know well. Give a few biographical details, explain some of the achievements in her career and say why this woman should be remembered in the future. **Write 120-140 words.**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

13 \_\_\_\_\_

14 \_\_\_\_\_

15 \_\_\_\_\_

16 \_\_\_\_\_

17 \_\_\_\_\_

18 \_\_\_\_\_

19 \_\_\_\_\_

20 \_\_\_\_\_

## INGLÉS NIVEL B1 – MEDIACIÓN

### CÓMO LEVANTARSE TEMPRANO

You have just seen this graph. You are with an English-speaking friend, Ed, who usually finds it difficult to get up early. Explain the contents of the graph to him. YOU DON'T NEED TO TRANSLATE LITERALLY. You will have to speak for 2 minutes.

# LEVANTARSE TEMPRANO

traducción del trabajo realizado por Anna Vital

planea un **DESAYUNO** tan bueno que te motive a levantarte

agenda tus cosas mas **IMPORTANTES** por la mañana, así te levantarás con ganas

apaga el **TELÉFONO** (tu sabes por qué)

duerme en completa **OBSCURIDAD** la melatonina es la hormona del sueño y se produce en la oscuridad

**LEE** un poco antes de dormir (en papel, para que no te distraigas en otra cosa)

**BEBE** agua antes de ir a la cama, es hidratante y rejuvenecedor

elige una **COBIJA** arropadora, se duerme mejor entre los 16 y 21 °C

pon tu **DESPERTADOR** lejos de la cama, así tendrás que levantarte

**F&F Funders and Founders**

**YOU HAVE 3 MINUTES TO PREPARE THE MEDIATION**  
(FIVE MINUTES IF YOU ARE PREPARING THE MONOLOGUE TOO)

## INGLÉS NIVEL B1 – EXPOSICIÓN

### HEALTHY HABITS

You have to speak about **sleeping and good habits**. Use the questions below as a guide. **You will have to speak for 2 minutes.**



- What time do you normally get up? And go to bed?
- What are some of the advantages of getting up early?
- Is sleep important for our health?
- What do you do to lead a healthy life?
- Do you have any unhealthy habits? How could you change them?
- How can you manage stress?

**YOU HAVE 2 MINUTES TO PREPARE THE MONOLOGUE**  
(5 MINUTES IF YOU ARE PREPARING THE MEDIATION TASK TOO)

## INGLÉS NIVEL B1 – MEDIACIÓN

### BENEFICIOS DE LA BICICLETA

You have just seen the graph below. You are with an English-speaking friend, Sarah, who is a bike enthusiast and she feels curious about it. Explain the contents of the graph to her. YOU DON'T NEED TO TRANSLATE LITERALLY. You will have to speak for 2 minutes.

## Beneficios de la Bicicleta



**YOU HAVE 3 MINUTES TO PREPARE THE MEDIATION**

(FIVE MINUTES IF YOU ARE PREPARING THE MONOLOGUE TOO)

## INGLÉS NIVEL B1 – EXPOSICIÓN

### TRANSPORT

You have to speak about **transport**. Use the questions below as a guide. *You will have to speak for 2 minutes.*



- Do you enjoy cycling? Why? / Why not?
- What are some of the disadvantages of using bikes?
- Do you use a bicycle to move around in the place where you live?
- What is the best way to get around in your area? Explain why.
- What are the pros and the cons of using public transport?
- When you have to travel longer distances, which means of transport do you prefer?

**YOU HAVE 2 MINUTES TO PREPARE THE MONOLOGUE**  
(5 MINUTES IF YOU ARE PREPARING THE MEDIATION TASK TOO)



# CONVOCATORIA 2020

INGLÉS

B1 (MODELO A)

CLAVE DE RESPUESTAS

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## COMPRENSIÓN DE TEXTOS ESCRITOS

### TASK ONE – CHARITIES

1	2	3	4	5	6	7
B	C	J	G	E	A	H

### TASK TWO – ACTIVE HOLIDAYS

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

### TASK THREE – MAKING THE RIGHT DECISION

1	2	3	4	5	6	7	8	9	10	11	12
A	A	A	A	A	C	A	B	B	C	A	A

## COMPRENSIÓN DE TEXTOS ORALES

### TASK 1 – FACTS ABOUT TOM

1	2	3	4	5	6	7
B	I	D	C	G	H	F

### TASK 2 – SISTERS

1	2	3	4	5	6	7	8
B	A	C	C	A	A	A	A

### TASK 3 – A NEW TEACHER

1	LAWYERS
2	(NEW) CLOTHES
3	(HER) INDEPENDENCE
4	SWIM
5	WAITERS
6	PIANO LESSONS
7	(VERY) WINDY
8	COUPLE OF DOLLARS / TWO DOLLARS
9	(VERY) FIT

Para la corrección de las comprensiones orales de huecos se puntuará de la siguiente manera:

- A las palabras **reconocibles** se les otorgará **0,5 puntos**, aun cuando presenten faltas de ortografía o errores gramaticales. Por ejemplo, si un verbo es correcto, pero está en una forma incorrecta se considerará reconocible.
- Se podrá otorgar **0,25** en aquellos casos en los que hay dos (o tres) palabras en el hueco y una de ellas es reconocible pero la(s) otra(s) no.
- A las palabras **irreconocibles** se les otorgará **0 puntos**.
- En el caso de que haya dos huecos en un mismo ítem, cada hueco contabilizará como 0,25 de forma separada.

## TRANSCRIPCIONES

### TASK 1 – FACTS ABOUT TOM (A)

#### **Example – Learning more about him. (E)**

It's a special day today. It's my birthday. Today it's my thirty-fifth birthday. Wow! It's ok, it's fine. I'm ok with that. Because it's my birthday I wanted to do something slightly different because I wanted to share a little bit more about me and to help you guys get to know me better.

#### **Extract one – A minor job in the media. (B)**

After university I worked for the BBC. That's right. The British Broadcasting Corporation. I worked on a TV show called *What Not To Wear*. It was like a fashion show and I was the runner. So I was doing all the little things like driving the presenters to the studio or getting them their food or holding the sound boom. I kind of did everything. I enjoyed it but I decided that TV wasn't really my thing and so I became a teacher.

#### **Extract two – Working around the world. (I)**

My teaching has taken me to three countries so I lived in Spain for one year. I lived in San Sebastian in the north. I then moved to Argentina. I lived in Buenos Aires for one year. So between them I've picked up a little bit of Spanish. So I also lived in Hong Kong and I taught at the British Council there for three and a half years. Absolutely loved it. I loved all the countries that I lived in.

#### **Extract three – His ideal place to have a home. (D)**

My dream is to live by the sea. I think this is a dream that is shared with many many people. But, yeah, I would love to live by the sea. I'm not quite sure where but I love the idea of being by the beach, being able to go into the sea, hopefully with no sharks and see the horizon.

#### **Extract four– His experience as an artist. (C)**

I've been in two bands. Well, I say two bands. One was a group where we did like one terrible concert, we were singers, it was awful. And the second one was a punk band, again not very good, but we played one concert in the same venue that Coldplay had played so that's kind of cool. I've played in the same venue as Coldplay.

#### **Extract 5 – The team he is a fan of. (G)**

I support Tottenham Hotspur. Now the reason I support Tottenham ... well, there are many reasons. They are my local team so I grew up in North London and they are from North London. Also my great grandfather was one of the original founding members of Tottenham Hotspur. It was founded by a group of school boys and he was one of them so I kind of had to support Tottenham. It's in the family.

#### **Extract six – What he is most afraid of (H)**

I think my biggest fear is sharks! So when I was about five I went to Universal Studios in Los Angeles. There was a ride there with *Jaws* from the movie *Jaws*. You are in this tram and this shark just comes up and attacks you and I was really scared. Then, that evening we are, me and my sister are in the hotel swimming pool, we are swimming around and she says to me 'oh my gGod! Jaws! Jaws!' I start panicking. I'm like 'oh no!'

**Extract seven – People he feels well with. (F)**

And the most important is that I have a niece and nephew. My nephew is Stanley and my niece is Isla and they are awesome. I love hanging out with them, we do all kinds of fun things. So we play football, we do musical statues, we play Uno. They are much better than me at these games but I love playing with them, they are super fun.

**Distractor: A job he was really well prepared for. (A)**

Fuente: Youtube

**TASK 2 – SISTERS**

R: We are talking about our sisters. Now we both have one sister each.

J: Aha, now Richard, your sister, she is older than you.

R: Yes, she's six years older (0).

J: Ah, six, OK. And do you think, do you think that you and her are very similar?

R: Ha, ha, ha! No, not at all. We are very different.

J: So how is she different?

R: Mmmm, well, firstly she's much more sociable than me (1). Right, she has a lot of friends.

J: That's true.

R: And she sees them all the time and she goes out all the time, to restaurants especially (2).

J: So she likes to be with lots of people.

R: Yes.

J: So, do you think that's the only difference?

R: No, I think the other main difference is that she likes cities. She lives in a city.

J: Right. And you don't?

R: Not so much. I much prefer the countryside.

J: OK. So what does she like about the cities, then?

R: Well, meeting all her friends and going to restaurants (2).

J: Right.

R: Oh, and also she loves shopping.

J: OK, so cities are full of shops. What... what kind of things does she like shopping for?

R: Oh, all sorts of different kinds of shops. Of course, clothes shops, shoe shops.

J: Right, different to you.

R: Yes. Right, then Jackie. What about you and your sister?

J: Well, my sister is younger. She's 2 or 3 years younger than me (3).

R: Oh, yes, and do you think that you and her are very similar, then?

J: No, not at all.

R: Hah, hah, hah. So what's the main difference?

J: Well, I think the main difference is that she's much sportier than me.

R: OK.

J: She loves cycling, you know that. But serious cycling. She's a member of a cycling club that travels to different countries to race (4). And she loves running as well. She took part in the London marathon, remember. And swimming.

R: Mmmm, you are not very keen on sport, I know that (5).

J: I like watching it on the telly.

R: Yes, doing sport, but you're active, though, aren't you?

J: Walking.

R: Yes, but you do have a few things in common surely?

J: Yes, well, we do, we both like gardening and knitting and **we are both vegetarians (6)**.

R: Right, OK, but...?

J: I think I'm much more creative than her.

R: I hope she's not listening!

J: No, but I like to design things. **We both like knitting (7)** but I like to design the knitting patterns and I like drawing and painting too and she doesn't. And you know, Richard, **on the website I love designing the ... the worksheets and things like that (8)**.

R: Yes, that's certainly true. Interesting!

J: Mmmmm...

Fuente: [www.podcastsinenglish.com](http://www.podcastsinenglish.com)

### TASK 3 – A NEW TEACHER

First, I'll tell you a little about myself. I live in a very big house in an area called Pacific Heights **in San Francisco (0)**. I have two older brothers (who I argue with a lot). My parents are wealthy. My brothers and I all went to good schools. My brothers are now at Law school. **They both want to be lawyers (1)** and earn lots of money –just like my dad. But I want to be a photographer. I'm at college –studying photography, of course.

It was all very easy at home. I got whatever I wanted. **If I wanted a new computer, I got one. If I wanted new clothes, my dad bought them (2)**. My parents gave me everything. Well, not exactly everything. There was one thing they didn't give me: **my independence (3)**.

I thought I had talent (until a year ago). I'm a teenager, and all teenagers think they have some sort of talent. Some are very talented, of course. But I'm not – or I wasn't. I had the talent that money can buy. Okay, so **I can swim quite well (4)** and I can play the piano a bit and I can speak Spanish **to the waiters (5)** when we go on holiday to Mexico or Argentina. But I realize now that this isn't real talent. I didn't work hard to get it. My dad signed cheques, and hey presto, I had private swimming lessons on Mondays, **piano lessons on Wednesdays (6)** and Spanish with Miss María González on Fridays.

I was going to college on Friday, the last day of term. My bag was over my shoulder. **It was very windy (7)** –I remember that well.-

There was a young man outside the college entrance. "Hi, Tom!", I said. Tom was often standing outside the college. He asked people for money. **Sometimes I gave him a couple of dollars (8)**, but mostly I didn't. Tom looked tired, but he smiled a little and said: "Hi, Nina!" as I walked past.

My classroom was on the third floor of the college. As I walked up the stairs I thought about Tom. His life was very different from mine. He was homeless. I wondered what Tom's life was like. What was it like to have no money for food or clothes and nowhere to sleep? Nowhere really that was "home".

Five of my classmates were in the room when I arrived. I felt something was different as soon as I walked through the door. My friends all looked at me, but no-one smiled and no-one spoke. As I sat down next to Felix I heard a voice from the front of the room. "I'm Mr Crick," said the man behind the desk. He closed his book, put it on the desk and stood up. "Today and for next term I'm your new teacher."

I looked at my friends. Then I looked back at the man. He was about forty years old. **He was very tall and he looked very fit (9)**.

I wondered where our usual teacher, Mr Sims, was. But something stopped me from asking. "Where's Mr Sims?," asked Felix. "He's gone away," said Mr Crick. I wanted to ask "Where?" but Mr Crick continued. **He'll be back at the end of next term (10)**. Until then, you've got me."

From: Midnight Rollers, Ken Singleton, Beat Audiobook (Eli)