

Escuelas Oficiales de Idiomas de la Comunidad Autónoma de Aragón

Pruebas unificadas de idiomas

**INGLÉS
NIVEL INTERMEDIO
JUNIO 2015**

Rellenar por el candidato

Apellidos			
Nombre			
DNI			
Nº de expediente			
Tipo de matrícula	<input type="checkbox"/> Libre	<input type="checkbox"/> Oficial Profesor: Grupo/horario:	<input type="checkbox"/> <i>That's English!</i>

Rellenar por el corrector

	Puntuación obtenida	¿Supera la prueba?	
Comprensión de Lectura	/20	SI	NO
Comprensión Oral	/20	SI	NO
Expresión e Interacción Escrita	/20	SI	NO
Expresión e Interacción Oral	/20	SI	NO

(Puntuación mínima para superar cada prueba: 10 puntos)

APTO GLOBAL

NO APTO GLOBAL

INSTRUCCIONES PARA LA REALIZACIÓN DE LAS DISTINTAS PRUEBAS QUE COMPONEN EL EXAMEN

Instrucciones comunes a todo el examen:

1. Siga las instrucciones correspondientes a cada una de las tareas.
2. Utilice bolígrafo azul o negro. No escriba en las zonas sombreadas.
3. Puntuación máxima de cada prueba: 20 puntos.
4. Puntuación mínima para superar cada prueba: 10 puntos.
5. Los candidatos podrán abandonar el examen cuando consideren que han terminado, pero siempre después de la realización de la Comprensión Oral.
6. Duración global del examen: 2 horas y 45 minutos.

Instrucciones para la Comprensión de Lectura

1. Esta prueba se compone de dos o tres tareas.
2. Las respuestas erróneas no se penalizarán.
3. Duración de esta prueba: 60 minutos.

Instrucciones para la Comprensión Oral

1. Esta prueba se compone de varios textos orales.
2. Cada texto se escuchará DOS VECES.
3. Dispone de 1 minuto y medio 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.
4. Las respuestas erróneas no se penalizarán.
5. Duración de esta prueba: 35 minutos.

Instrucciones para la Expresión e Interacción Escrita

1. Esta prueba se compone de dos tareas. Distribuya su tiempo para realizar ambas adecuadamente.
2. Debe ajustarse a los temas propuestos y respetar la extensión indicada.
3. Si desea escribir un borrador, se recomienda que sea de tipo esquemático, porque no habrá tiempo de copiar todo el texto a limpio. En todo caso, esas anotaciones no serán evaluadas.
4. Escriba con letra clara y respetando el uso de mayúsculas y minúsculas.
5. Duración de esta prueba: 70 minutos.

COMPRESIÓN DE LECTURA - TASK 1 (1 x 7 = 7 marks)

Read this text and choose the best sentence (A - J) for each gap. Write the letter in the corresponding box. TWO of the sentences do not correspond to any of the blanks. Question 0 has been completed as an example.

MISSING CAT

The owner of a missing cat is asking for help. "My baby has been missing for over a month now, and I want him back so badly," said Mrs. Brown, a 56-year-old woman. Mrs. Brown lives ___(0)___ in a trailer park near Clovis. She said that Clyde, her 7-year-old cat, didn't come home for dinner more than a month ago. The next morning he didn't appear for breakfast either. After ___(1)___, she called the police.

When the policeman asked her to describe Clyde, she told him that Clyde had beautiful green eyes, had all his teeth but was missing half of his left ear, and was seven years old and completely white. She then told the officer that ___(2)___.

___(3)___ "Is Clyde your child or your pet?" the officer suspiciously asked. "Well, he's my cat, of course," Mrs. Brown replied. "Lady, you're supposed to report missing PERSONS, not missing CATS," said the irritated policeman. "Well, who can I report this to?" she asked. "You can't. You have to ask around your neighborhood or put up flyers," replied the officer.

Mrs. Brown figured that ___(4)___ an 8"x11" piece of paper on a telephone pole. There was an empty billboard at the end of her street just off the interstate highway. The billboard had a phone number on it. She called that number, and they told her they could blow up a picture of Clyde (from Mrs. Brown's family album) and put it on ___(5)___.

"But how can people see it when they whiz by on the interstate?" she asked. "Oh, don't worry, ma'am, they only whiz by between 2 a.m. and 5:30 a.m. The rest of the day, the interstate is so full of commuters that no one moves." They told her ___(6)___ So she took most of the money out of her savings account and rented it for a month.

The month has passed, but Clyde has not appeared. Because she has almost no money in savings, Mrs. Brown called the local newspaper to see if anyone could help her rent ___(7)___ She is waiting but, so far, no one has stepped forward.

A	A bell went off
B	a billboard would work a lot better than
C	<i>by herself</i>
D	Clyde missed an extra-special lunch
E	Clyde was about a foot high
F	It finished its Sunday lunch
G	the billboard for all to see
H	the billboard for just one more month
I	the billboard would cost only \$3,000 a month
J	The policeman asked her

0	1	2	3	4	5	6	7
C							



COMPRESIÓN DE LECTURA - TASK 2 (1 x 7 = 7 marks)

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.

WHY I LIKE GOING GROCERY SHOPPING WITH MY KID

I love going grocery shopping. I'm a foodie at heart and love lingering in the baking aisle, browsing through all of the new ingredients. The grocery store is my learning laboratory and source of inspiration for my recipes.

Once I had my son, Liam, I knew I had to make sure he also enjoyed grocery shopping. Liam is almost two years old now, and we go grocery shopping together at least twice a week. The trips have evolved over time, as illustrated below.

Newborn: My goal was to plan shopping trips during his naps. That way, he was asleep, and I could enjoy my shopping.

Holding Head Up: I would carry him in a front-facing baby carrier, and he would happily walk with me for as long as we were at the supermarket. He loved taking in all the new sights and sounds at the grocery store.

Sitting Up: I always came prepared with all of his favorite toys and snacks. Sometimes, I'd even bring a bottle when we were shopping in Target. I'd go over to the home section, find the softest pillow money could buy, lay Liam in the cart and let him drink his bottle. Instant quiet shopping.

Speaking: Lights and wheels have always mesmerized Liam. The grocery store is full of lights and carts with wheels, so we were good to go. As long as I had snacks at the ready and had something to point out to him at all times, it was a great trip.

Walking: When he first learned to walk, and I could actually keep up with him, I'd let the little explorer roam the aisles. This was a fun way to show him different fruits and vegetables and even how cans roll when you put them on their sides.

Running: Shopping with a running toddler who occasionally loses his temper is tricky — but manageable. Bypassing the tempting aisles with junk food, we go for the aisles with the learning opportunities. I like to show and say every food we put in our cart. That way, we can have a little vocabulary lesson on the go. Also, some of the grocery stores we go to have the carts that look like cars, with fake steering wheels and everything. It's like he gets to play with a new toy when we go to the grocery store.

As Liam gets older, I'm looking forward to giving him secret grocery store missions, allowing him to be the spy who grabs the last bag of semi-sweet chocolate chips and the most beautiful strawberries available. Then those items will mysteriously "appear" in our cart. We'll make it a fun scavenger hunt and learning experience! It's not exactly farm to table, but I also hope that learning about nutritious foods and how to turn them into delicious dishes will make him more inclined to eat healthy and enjoy the dishes we prepare together.

Example:**0. The author....****A** *experiments with food in a laboratory.***B** *is a keen cook.***C** *probably works as a baker.* **B**

1. When he was a newborn baby ...

A his mother didn't usually take him grocery shopping.**B** his mother took advantage of his siestas.**C** Liam often fell asleep in the supermarket.

2. When Liam was already sitting up, ... while she was shopping.

A he used to bother his mother**B** his mother did anything to help him fall asleep**C** his mother usually bought him toys to keep him entertained

3. When Liam started walking, ...

A he was not allowed to walk along the aisles on his own.**B** he was taught how dangerous falling cans could be.**C** the supermarket was a source of knowledge for him.

4. Liam ... gets angry now.

A hardly ever**B** often**C** sometimes

5. In how many of her son's 6 development stages does she mention she had something ready for Liam to eat?

A In 2**B** In 3**C** In 4

6. Mother and son ... the areas of the store where unhealthy food is.

A are often attracted to**B** avoid**C** tend to limit their visits to

7. She hopes that what she has done will help him

A be kept on cooking.**B** develop good eating habits.**C** eat more home-cooked dishes.

COMPRESIÓN DE LECTURA - TASK 3 (1 x 6 = 6 marks)

Read the following text and choose the option (A, B or C) that best fits in gaps 1 to 6. Write the letter in the corresponding box on the right. Question 0 has been completed as an example.

WHY SELFIES ARE IMPORTANT

We're living in the digital age where almost every person has access to a camera within seconds. Selfies are popping up on social media every day, (0) from your daughter or the latest popular celebrity. No matter the age, every generation has a different reason for taking selfies. Let's break them down.

Toddlers: Selfies offer a great deal of self discovery at this age and act as a mirror that can freeze time. Through selfies, the youngsters begin realizing that when they move their mouths, they can make silly faces. They're also growing very knowledgeable when it comes to electronics. My two-year-old knows more about my iPhone than I did the entire first year after I purchased it. Selfies can be a great learning tool at this age or a great distraction (1) the latest outburst of temper.

But like any other fun thing kids get obsessed with, too much of it can be bad. Parents should make sure some photos show the child with other family members or friends. Parents can also sit with kids and narrate the photo or video (2) a bedtime story.

Teenagers: Self-expression is important for teenagers. There's more pressure than ever for them to show their best selves and (3) who they are. While the multitude of selfies at this age can be overdone and become a little self-obsessed, they can still be a good way for teens to share their unique sides with the world.

Historically, adolescents have gone through a sometimes trial and error process of becoming who they are – and it gets bizarre sometimes. This process of forming an identity often means (4) many different versions of who they might become in order to see what fits.

Adults: Fairly new to the selfie, adults sometimes exploit the power of selfies in a more ... (5) way. They use selfies to boost self-esteem or body image potential. From showing off your new figure and tracking weight loss to showing off a new style or pregnancy, selfies can have a positive impact on adulthood.

And who doesn't like a good mommy and me selfie? It's a great bonding moment between parent and child, where your faces are cheek-to-cheek and all smiles. If you're a little (6) when it comes to taking selfies with your kids, try finding the angle that works best for getting the both of you in the shot, say a good joke or make a silly face, and snap that selfie!

Example:

0.

- A** both
B even
C whether

C

1.

- A** because of
B before
C during

--	--

4.

- A** achieving
B proving
C trying on

--	--

2.

- A** as if it were
B pretending
C rather than

--	--

5.

- A** aggressive
B fashionable
C productive

--	--

3.

- A** acquire
B figure out
C regard

--	--

6.

- A** challenged
B confident
C keen

--	--



COMPRESIÓN ORAL – TASK 1 (1 x 6 = 6 marks)

Listen to 6 short extracts giving advice to children going to a new school and to their parents. Match each extract (1 - 6) with the best heading (A - H) and write the letter in the appropriate box. ONE of the headings does not correspond to any extract. The first extract is an example. You will hear the information twice.

ADAPTING TO A NEW SCHOOL

HEADING

A Making friends outside the classroom.

B Making as many friends as possible.

C *The earlier the better.*

D Advantages of being new.

E Be selective.

F The school can also help.

G Previous experiences with your child.

H Getting used to the new things.

EXTRACT

ANSWER

EXTRACT	ANSWER	
<i>EXAMPLE</i>	C	
EXTRACT 1		
EXTRACT 2		
EXTRACT 3		
EXTRACT 4		
EXTRACT 5		
EXTRACT 6		



COMPRENSIÓN ORAL – TASK 2 (1 x 7 = 7 marks)

You are going to listen to a woman interviewing a man about a memorable trip he went on. Read statements 1 – 7 carefully and listen to the recording. 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. You will hear the information twice.

A TRAVEL STORY**Example:**

0. *The man was travelling through Europe ...*

A *by bicycle.*

B *with a friend.*

C *with his girlfriend.*

C	
---	--

1. They visited a friend who was...

A an Art student.

B German.

C working in Berlin.

--	--

2. He especially remembers ... to Teufelsberg.

A cycling

B driving

C hiking

--	--

3. Teufelsberg is ... mountain.

A an artificial

B an isolated

C quite a high

--	--

4. There is an old Nazi college ... the hill.

A on the way to

B on top of

C underneath

--	--

5. The American communication station ... the Cold War.

A has kept being used after

B was built in East Berlin during

C was used as a spy station during

--	--

6. What surprised him inside the building on the hill was ...

A how easy it had been to enter.

B the amount of people there.

C the quality of the sound.

--	--

7. Teufelsberg seemed to be ...

A a meeting place for young people.

B full of nasty graffiti.

C quite far from Berlin.

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COMPRENSIÓN ORAL –TASK 3 (1 x 7 = 7 marks)

You will listen to a man talking about mid-life crisis. 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**. Gap 0 is given as an example. You will hear the information twice.

MID-LIFE CRISIS

Example:
0. The speaker considers that middle-aged people are ...40 YEARS OLD...or older.

1. The speaker says that middle-aged people no longer own they used to have some years before.
2. According to the speaker, middle-aged people's kids leave on the floor of their parents' cars.
3. Middle-aged people feel their jobs are not
4. Middle-aged men with a mid-life crisis may start to wear clothes like those worn by
5. They sometimes leave their wives and kids and their secretaries.
6. Some other men, however, deal with their mid-life crises in a way.
7. They say to themselves that "middle age" is



JUNIO 2015
MODELO A

INGLÉS

NIVEL INTERMEDIO

OFICIALES Y LIBRES

CLAVE DE RESPUESTAS

COMPRENSIÓN DE LECTURA

TASK 1 É MISSING CAT

1 D	2 E	3 A	4 B	5 G	6 I	7 H
-----	-----	-----	-----	-----	-----	-----

TASK 2 É SHOPPING WITH KID

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

TASK 3 É SELFIES

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

COMPRENSIÓN ORAL

TASK 1 - ADAPTING TO A NEW SCHOOL

1 F	2 H	3 E	4 D	5 A	6 G
-----	-----	-----	-----	-----	-----

TASK 2 - A TRAVEL STORY (EUROPE)

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

TASK 3 - MID-LIFE CRISIS

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

- A las palabras **reconocibles** se les otorgará **1 punto**, aun cuando presenten faltas de ortografía o errores gramaticales. Ejemplo, si un verbo es correcto, pero esté en una forma incorrecta se considerará reconocible.
- Se podrá otorgar **medio punto** en aquellos casos en los que hay dos palabras en el hueco y una de ellas es reconocible pero la otra no.
- A las palabras **irreconocibles** se les otorgará **0 puntos**.

1	THE MOTORBIK
2	EMPTY CRISP PACKETS (EMPTY) CRISP PACKETS EMPTY (CRISP) PACKETS
3	EXCITING / WORTHWHILE
4	TEENAGERS
5	MOVE IN WITH (0,5 si falta 'in' or 'with')
6	(MORE) CONSTRUCTIVE
7	(ALL) IN THE MIND (0,5 si falta 'in' o 'the')

TASK 1 - ADAPTING TO A NEW SCHOOL

EXAMPLE (The earlier the better)

Your child will face less disruption if they start the new school at the beginning of the academic year. This is a time of change anyway and all the other children will have to go through a period of adjustment as well.

Extract 1 (The school can also help)

Maybe they can take you around, maybe the school will give you a tour. The other thing you can do is — your parents to ask the new school if they can provide you with someone to look after you when you get there, like a mentor. There's lots of things just like that you can do to make it less scary for you when you start.

Extract 2 (Getting used to new things)

Be informed and prepared and give them time to make their own preparations. Give them time perhaps to practise the journey to school. Things like trying on the new school uniform are fun, but also take out some of the newness and strangeness of a different school context.

Extract 3 (Be selective)

Anything you do that increases their sense of self, their sense of positive self esteem is going to equip them well to go and interact with other people they don't know yet. Remind them that they don't have to be everybody's friend but that it's a good thing to be friendly with everybody and then remind them that they can take time to choose the people they want to be closest to.

Extract 4 (Advantages of being new)

Once you've started at the school the most important thing to remember is that most people are really interested in meeting somebody new because they might be bored of the people they already know and you're a bit of a novelty so they'll probably really want to get to know you. So don't feel that just because you are the new person means that no one is interested in you because that's probably completely wrong.

Extract 5 (Making friends outside the classroom)

Your child will also adjust and make friends more easily if they take part in extracurricular activities, so encourage them to join in in clubs and sports at the new school. Remember a school move is challenging for children but your son or daughter is very likely to be able to adapt and flourish in the new school environment.

Extract 6 (Previous experiences with your child)

You should be reassured you are the parent, the best possible person to do this work. You're positioned in such a way that you've been through periods of change with your child many times since birth and you understand how they in particular deal with coping with losses and also looking forward to gains.

TASK 2 - A TRAVEL STORY (EUROPE)

Woman: So, tell us where your story takes place.

Man: Sure. Well, this story begins in Germany when I was travelling through Europe in, I think it was 2010, a couple of years ago.

W: OK cool. And where were you in Germany?

M: I was in Berlin. I had the chance to be in Berlin for a week, I was travelling with my girlfriend and we were actually visiting our friend, who is a Canadian, but was studying in Berlin at the time going to Art College.

W: OKcool. So, what did you get up to when you were there? What makes this memorable?

M: Well, I did a lot of really cool things in Germany and had a great time, but the thing that I remember the most is a biking trip that I took, and we actually rented bikes and we went and visited this mountain called Teufelsberg and, I'm probably saying this wrong, but yeah, that's what I remember it being called, Teufelsberg.

W: OKI've never heard of this place. Can you tell us a little bit about what it is?

M: Sure. And when I say it's a mountain, it's more like a hill, but Berlin is very flat, so it does stick out a little bit. But it's in an interesting place because it's actually a man-made mountain, it's not natural. And, I guess, after World War II, there was a lot of debris all over the place in Berlin, and so this little man-made mountain started appearing just as people were piling up the debris. Underneath this particular hill, Teufelsberg is actually an old Nazi college that after the War they tried to blow up but were unable to, so buried underneath this hill is a really old college, which is kind of weird.

W:Pretty crazy. I've never, ever heard of this place.

M: Right. So, what makes this hill unique is, during the Cold War, the Americans built a communication station on top of this hill, so they could look down into East Berlin and check out what was going on down there. They could listen in. And after the Cold War was finished, this spy station was abandoned, and now there's this old American spy station that's left standing on this hill. So, we biked out there on a very beautiful day and climbed up the hill and checked out this old, abandoned American base and it was really cool.

W: So, were you able to go inside?

M: Yeah, it's actually, I don't think you're allowed to go inside, so I apologise to the German government if you're listening, but I went inside and it was really neat. We have to put up a picture up, for the listeners, so they can check it out, but there's these big domes that are part of the building, and when you get inside, the acoustics are very different and you can hear a lot of sounds echoing around and there's actually some people in there playing guitar which sounded really, really cool and, yeah, I'm also a music guy, so I was really into the sound that was present in these domes.

W: Cool. I imagine there's no electricity, so, was it really dark inside? Were you underground?

M: No, it's like, it's up on the hill, so it's outside, and actually there's amazing, amazing graffiti inside there, too. I guess this is a popular hangout spot for a lot of teenagers. The view is great as well, because you can see the whole city, cos like I said, Berlin is flat, so if you get a little bit elevated, you can see, yeah, the whole city out there, it's really great.

W: And, do you remember how you heard about this place?

M: This was just my friend that was living there. She recommended that we go and it took us maybe an hour and a half to bike out there. It was a really beautiful day and we biked through the German forest. Yeah, it was nice

TASK 3 - MID-LIFE CRISIS

Do you know what I mean when I say that someone is 'middle-aged'? If you are 'middle-aged' you are probably **40 years old (0)** or older. You have stopped being interested in pop music. You don't go to night clubs any more. You have sold **the motor-bike (1)** which you drove all around Europe a few years ago. You no longer share a flat with six of your student friends.

Instead, you are married, with children. You have bought a house in the suburbs. You lie awake at night worrying about the mortgage. You own a boring but practical car – a Ford Focus perhaps. The car is full of the children's things. They have left sticky sweets on the seats and **empty crisp packets (2)** on the floor. You now play golf instead of going to football matches. Worst of all, your hair is going grey, and you have started to put on weight. ('To put on weight' is a polite way of saying that you are getting fat!).

Some people, particularly men, reach middle age and become unhappy and dissatisfied with their lives. The years seem to go by more and more quickly. Life has become boring. Yes, you have a well-paid job, but it does not feel like an **exciting or worthwhile (3)** job. You have too many responsibilities. You want to be young and free again.

If you feel like that when you are middle-aged, we say that you are suffering from a 'mid-life crisis'.

So, our imaginary man with a mid-life crisis sells his Ford Focus and buys a sports car. He uses hair-dye to hide his grey hairs. He starts to wear the sort of clothes that **teenagers (4)** wear, and he goes to clubs and dances Gangnam Style (If you don't know what Gangnam Style is, you really are middle-aged!) He leaves his wife and children and **moves in with (5)** his secretary. After a few weeks, his secretary is fed up with him. She chucks him out, and he moves back with his wife and children.

Or perhaps our mid-life crisis man deals with his mid-life crisis in a **more constructive (6)** way. He finds a new job which pays less but which is more useful to society and which gives him more free time. He loses weight by jogging and going to the gym. He decides that grey hair is a good thing, because it makes him look mature and interesting. He says to himself that 'middle age' is all **in the mind (7)**. If you have a young mind, you are still a young man.