Junta de Andalucía

Consejería de Educación y Deporte

Pruebas Específicas de Certificación

Comprensión de Textos Orales

NIVEL B2 | INGLÉS

Apellidos: ....……………………..........

Nombre: ....

☐ Alumno/a OFICIAL del grupo: ....

Indica el nombre de tu profesor/a-tutor/a: ....……………..................

☐ Alumno/a LIBRE.

INSTRUCCIONES

- Duración máxima: 45 minutos.
- Este prueba consta de tres tareas:
  - En la Tarea 1 tendrás que identificar las ideas generales del texto.
  - En la Tarea 2 tendrás que entender las ideas principales del texto.
  - En la Tarea 3 tendrás que comprender los detalles importantes de un texto.
- En cada tarea obtendrás: 1 punto por cada respuesta correcta; 0 puntos por cada respuesta incorrecta o no dada.
- Solo se admitirán respuestas escritas con bolígrafo azul o negro.
- Por favor, no escribas en los espacios sombreados destinados a la calificación de las tareas.

PUNTUACIÓN	NOTA FINAL	CALIFICACIÓN
		☐ Superado
/ 26	/ 10	☐ No Superado

TASK 1

You will hear some tips to raise young students' consciousness about their consumption and reduce the amount of trash generated in the classroom. Match the headings below (A-I) with one of the extracts (1-6) you hear. There are TWO headings which you do not need to use. Extract 0 is an example. You must write only ONE number in each of the boxes. You will get 1 point per correct answer. You will hear the recording TWICE.

			EXTRACT	
A.	Re-use the back side of photocopies for printing.			
B.	Replace cleaning chemicals with abrasive products.			
C.	Ask parents for classroom supply money and purchase greener options.			
D.	Find creative ways of making paper durable and avoid laminating.			
E.	Explore different topics about plastic pollution and resource extraction.			
F.	Do a waste inventory to see where you can make changes.			
G.	Find quick, easy things that can change your students' mindset.		*0*	✓
H.	Buy a set of non-disposable class dishes and utensils for parties.			
I.	Change from disposable wipes to multi-surface cleaner and washcloths.			

MARK | / 6

Source: https://thecornerstoneforteachers.com

TASK 2

You will hear 10 extracts about the fashion industry. Match the topics below (A-M) with one of the extracts (1-10) you hear. There are TWO extra headings which you do not need to use. Extract 0 is an example. You must write only ONE number in each of the boxes. You will get 1 point per correct answer. You will hear the recording TWICE.

		EXTRACT	
A.	First becoming interested in sustainable fashion.	*0*	✔
B.	Natural crops and organic textiles.		
C.	Polluting to create more modern jeans.		
D.	Clothes made of reused plastics.		
E.	Centuries for synthetic materials to decompose.		
F.	Vintage clothing is trendy and sustainable.		
G.	Overbuying and underusing clothes.		
H.	Not buying clothes that have an impact on the environment.		
I.	Workers' rights in developing countries.		
J.	Wildlife preservation in remote environments.		
K.	The role of big companies in changing things.		
L.	Adjustments in everyday life		
M.	Using clothes for longer periods is recommended		

MARK   / 10

TASK 3

You will hear a podcast about buses with talking technology. Choose the best option (a, b or c) to complete the following sentences. Write your answers in the boxes. Number 0 is given as an example. You will get 1 point per correct answer. You will hear the recording TWICE.

TALKING BUSES

ANSWER

	ANSWER	
0. The UK government's inclusive transport strategy aims to... A. improve accessibility for disabled passengers. B. unite all means of transport under one ministry. C. build a larger public transport network.	*A*	✓
1. Journeys made by bus account for... A. almost one third of all public transport. B. nearly forty per cent of all public transport. C. over half of all public transport.		
2. The reporter who is riding the bus equipped with talking technology feels... A. at ease for the first time. B. nervous about the novelty. C. unimpressed about the improvement.		
3. The main advantage of this equipment for the visually impaired is... A. it tells you where you are and when your stop is coming. B. it gives alerts for roadblocks and traffic congestion. C. it provides an estimated time of arrival based on traffic conditions.		
4. The cost per bus of the kit is... A. £800 to £1,400. B. £800 to £4,000. C. over £4,000.		
5. According to Victoria Garcia, buses which aren't accessible for disabled people are no longer viable because... A. everybody will have an accessibility requirement during their lifetime. B. elderly people are the main users of public buses in the UK. C. twenty-five per cent of people in the UK have some form of disability.		
6. Victoria thinks that, in reduced visibility conditions, "talking buses" are helpful for... A. people with sight impairment. B. tourists and foreigners. C. all passengers.		
7. The transport minister, Nus Ghani, explains that the government will put up £2 million... A. to replace old buses with accessible vehicles in most major cities. B. to help small bus companies to have audio visual equipment installed. C. to launch a campaign to inform passengers about the new equipment.		

8. According to Nus, a law enforcing the installation of audio visual equipment...
   A. might be needed if bus companies don't cooperate.
   B. is an immediate priority of her mandate.
   C. will be passed next year for train companies.

9. Keith Richards considers that bus technology is available...
   A. on most buses in the UK.
   B. only in London, Bristol and Brighton.
   C. on a small percentage of buses.

10. Keith's opinion about the money offered by the government is that...
   A. it is enough to bring most buses up to a standard.
   B. it should be given to the larger bus operators instead.
   C. it is insufficient to modernize the whole sector.

MARK   / 10

Fuente: BBC in Touch radio podcast