



G CONSELLERIA  
O EDUCACIÓ  
I I FORMACIÓ  
B PROFESSIONAL  
/ DIRECCIÓ GENERAL  
PLANIFICACIÓ,  
ORDENACIÓ I CENTRES

Escoles Oficials d'Idiomes de les Illes Balears

**MOSTRA**  
**PROVA DE CERTIFICACIÓ**  
**NIVELL INTERMEDI B2**  
**ANGLÈS**

**Prova escrita**

|             |   |                  |
|-------------|---|------------------|
| <b>CTE</b>  | COMPENSIÓ DE TEXTOS ESCRITS               | 70 minuts aprox. |
| <b>CTO</b>  | COMPENSIÓ DE TEXTOS ORALS                 | 40 minuts aprox. |
| <b>PCTE</b> | PRODUCCIÓ I COPRODUCCIÓ DE TEXTOS ESCRITS | 70 minuts aprox. |
| <b>ML</b>   | MEDIACIÓ LINGÜÍSTICA                      | 45 minuts aprox. |

**Prova oral**

**PCTO** PRODUCCIÓ I COPRODUCCIÓ DE TEXTOS ORALS

**PROVES DE NIVELL D'ANGLÈS**

**SOLUCIONS A LES MOSTRES DE PROVES DE NIVELL (KEYS)**

**NIVELL INTERMEDI B2**

**1. COMPRESIÓ DE TEXTOS ESCRITS. READING COMPREHENSION**

**PART 1. MULTIPLE CHOICE**

**Native American Tribe Reclaims Slice of the Hamptons after Court Victory.**

|          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|
| <b>0</b> | <b>C</b> | <b>3</b> | <b>A</b> | <b>6</b> | <b>B</b> |
| <b>1</b> | <b>A</b> | <b>4</b> | <b>B</b> | <b>7</b> | <b>C</b> |
| <b>2</b> | <b>B</b> | <b>5</b> | <b>A</b> | <b>8</b> | <b>C</b> |

**PART 2. MULTIPLE MATCHING**

**Young Future Talent**

|          |          |           |          |          |           |          |          |           |           |          |           |           |          |           |
|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|
| <b>0</b> | <b>A</b> | <b>--</b> | <b>3</b> | <b>D</b> | <b>--</b> | <b>6</b> | <b>A</b> | <b>--</b> | <b>9</b>  | <b>C</b> | <b>--</b> | <b>12</b> | <b>B</b> | <b>--</b> |
| <b>1</b> | <b>B</b> | <b>--</b> | <b>4</b> | <b>C</b> | <b>--</b> | <b>7</b> | <b>D</b> | <b>--</b> | <b>10</b> | <b>B</b> | <b>--</b> |           |          |           |
| <b>2</b> | <b>C</b> | <b>--</b> | <b>5</b> | <b>C</b> | <b>D</b>  | <b>8</b> | <b>A</b> | <b>D</b>  | <b>11</b> | <b>A</b> | <b>--</b> |           |          |           |

**PART 3. OPEN CLOZE TEST**

**Guns Under Fire**

|          |                   |          |  |          |            |           |           |
|----------|-------------------|----------|--|----------|------------|-----------|-----------|
| <b>0</b> | <b><i>its</i></b> | <b>3</b> | <b>BEEN</b>                                      | <b>6</b> | <b>ANY</b> | <b>9</b>  | <b>IT</b> |
| <b>1</b> | <b>SINCE</b>      | <b>4</b> | <b>OVER/ABOUT/<br/>CONCERNING/<br/>REGARDING</b> | <b>7</b> | <b>TO</b>  | <b>10</b> | <b>OF</b> |
| <b>2</b> | <b>SO</b>         | <b>5</b> | <b>FOR/ON /IN</b>                                | <b>8</b> | <b>IT</b>  |           |           |

**PART 4. MULTIPLE CHOICE LEXICAL CLOZE**

**Louis Vuitton Takes an NGO Worker to Court**

|          |          |          |          |          |          |           |          |
|----------|----------|----------|----------|----------|----------|-----------|----------|
| <b>0</b> | <b>A</b> | <b>3</b> | <b>C</b> | <b>6</b> | <b>C</b> | <b>9</b>  | <b>D</b> |
| <b>1</b> | <b>B</b> | <b>4</b> | <b>A</b> | <b>7</b> | <b>C</b> | <b>10</b> | <b>B</b> |
| <b>2</b> | <b>B</b> | <b>5</b> | <b>D</b> | <b>8</b> | <b>A</b> |           |          |

## PART 5. WORD BUILDING

### How We Produce Our Food

|          |                 |          |              |          |             |           |             |
|----------|-----------------|----------|--------------|----------|-------------|-----------|-------------|
| <b>0</b> | <b>FARMYARD</b> | <b>3</b> | GROWTH       | <b>6</b> | DISAGREE    | <b>9</b>  | ECONOMICAL  |
| <b>1</b> | UNABLE          | <b>4</b> | PRODUCTION   | <b>7</b> | EXISTENCE   | <b>10</b> | ORGANICALLY |
| <b>2</b> | INCREASING      | <b>5</b> | TREATMENT(S) | <b>8</b> | ALTERNATIVE |           |             |

## 2. COMPRESIÓ DE TEXTOS ORALS. LISTENING COMPREHENSION

### PART 1. MULTIPLE CHOICE. Alcohol Abuse

0. In her first question, the interviewer asks ...
  - a. **for a definition of binge drinking.**
  - b. if Damian has heard similar programmes about the same issue.
  - c. why the issue of binge drinking is constantly in the public eye.
1. The British Medical Association states that...
  - a. binge drinkers are unable to carry out their normal life.
  - b. this kind of drinking is the same today as it was some years ago.
  - c. **there is no general agreement on the meaning of the term.**
2. Ann imagines binge drinkers to be ...
  - a. people who should not be drinking at all.
  - b. young people who drink a lot over a long period.
  - c. **people who drink a lot and get drunk very quickly.**
3. Which of the following is true of present day binge drinkers?
  - a. They drink huge quantities of alcohol in a short period of time.
  - b. **They drink in large groups with the sole purpose of getting drunk.**
  - c. They are young teenagers who are solitary drinkers.
4. How does the UK feel about binge drinking?
  - a. **It is seen as a significant social problem which needs tackling.**
  - b. They think it is much worse in the UK than in other countries.
  - c. It is seen as something which has always happened in the UK.
5. Damian feels that the UK should be very concerned about binge drinking because ...
  - a. in the future it will cost the UK government a lot of money.
  - b. the Emergency Services are overloaded with calls every day.
  - c. **too many resources are dedicated to incidents resulting from drinking.**
6. British pubs used to close at 11 pm. Why is this significant to attitudes to drinking alcohol in the UK versus other societies?
  - a. Because with the restriction people in the UK drank less and more slowly.
  - b. Because in other countries people have always drunk as much as they like without any kind of restriction.
  - c. **Because, as a result, drinking is not perceived in the same way in the UK as in mainland Europe.**
7. Where is being drunk seen as socially acceptable?
  - a. In most European countries.
  - b. In the UK in general.
  - c. **In some contexts in the UK.**

**PART 2. SENTENCE SELECTION.**

**Collecting**

|  | True<br>✓ | False<br>X |
|--|-----------|------------|
| <b>0. <u>David decided to buy a fountain pen in order to see if his handwriting would improve.</u></b> | ✓         |            |
| 1. When he went to Paris he fell for a pen and had to buy it at once.                                  |           | X          |
| 2. The engaging part of buying vintage pens was that he was not limited to shops.                      | ✓         |            |
| 3. He never shows his pens to people who visit him as he is quite disorganized.                        |           | X          |
| 4. About ukuleles, David says that they were first taken to Hawaii by Portuguese sailors.              | ✓         |            |
| 5. David is learning how to play the ukulele but is still at a medium level.                           |           | X          |
| 6. He likes it when people go to his house and learn how to play some chords.                          | ✓         |            |

**PART 3. SENTENCE COMPLETION**

**The Future of English**

Over the last few years it has not been **(0)** ...*uncommon*... to see speakers of other languages using English as a **(1)** .....*means/language*..... of .....*communication*..... .

Not knowing English can lead to exclusion from many fields but particularly from the world of **(2)** .....*technological* ..... *advances* ..... .

The speaker believes that English is in the process of becoming the second language of the world and although she cannot predict how long this will take, she is convinced it's going to happen **(3)** .....*sooner*..... *rather*..... than later.

It is predicted that English will become a compulsory subject on every **(4)** ...*school*.....  
.....*curriculum*..... throughout the world.

By the year 2010 it is predicted that English will be spoken by approximately **(5)** .....*two*..... *billion*..... people – a third of the world's population.

The speaker cites the example of the Eurovision Song Contest in which countries can **(6)** .....*opt*..... to sing in English. Last year, fourteen of the twenty-five

**(7)** .....*competing*..... countries argued that singing in their own language was not advantageous for them.

The speaker states that native speakers of English are already in a minority and that soon non-native English speakers will **(8)** .....*outnumber*..... native speakers by four to one.

The two most important Englishes will be Native and Majority English and native speakers will be **(9) .....handicapped.....** as they will be the only people in the world who can speak only one language.

There will be very little reason for native speakers to learn another language and so they will be the **(10) .....disadvantaged.....** .

As majority speakers become more competent, they will control the English **(11) .....resources.....** being produced and have influence on what goes into them. Although this idea could seem far-fetched, there is evidence that the process has already begun.

Swedish music exports, which are predominantly in English, **(12) .....account for.....** around a third of its exports and this exported English is **(13) .....bound.....** .....**to.....** have an effect on the language in general.