



**Castilla-La Mancha**

Consejería de Educación,  
Cultura y Deportes

APELLIDOS:

NOMBRE:

DNI:

COMISIÓN:

**CALIFICACIÓN:**

## **PRUEBAS ESPECÍFICAS DE CERTIFICACIÓN DE NIVEL**

### **INGLÉS INTERMEDIO B2**

CONVOCATORIA ORDINARIA 2020

#### **COMPRENSIÓN DE TEXTOS ORALES**

#### **INSTRUCCIONES PARA LA REALIZACIÓN DE ESTA PARTE:**

- **DURACIÓN:** 45 minutos.
- **PUNTUACIÓN:** Será necesario superar todas y cada una de las cinco actividades de lengua de las que constan las pruebas de certificación, con una puntuación mínima del 50% en cada una de ellas y una calificación global final igual o superior al 65%.
- 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.**

**TAREA 1**

Listen to the recording and fill in the gaps of the following summary. You can write up to a **MAXIMUM of 3 words**. When you have finished, transfer your answers to the answer box. Answer 0 is an example. (1 item = 0.8)

**LUPITA NYONG'O**

Lupita Nyong'o travels to Kenya to (0) \_\_\_\_\_ the story of the women behind the movie Black Panther.

Her first (1) \_\_\_\_\_ job was playing Juliet in Romeo and Juliet in Nairobi.

She accepted she wanted to be an actress when she was (2) \_\_\_\_\_.

Her parents didn't oppose her decision and, because of that, she thinks they were not (3) \_\_\_\_\_ African parents.

Besides, at the beginning of her career they were really (4) \_\_\_\_\_ and supportive as they were always by her side and helping her.

The opinion of the majority of society (5) \_\_\_\_\_ her and made it difficult for her to see the possible opportunities.

Seeing herself in the billboards made her feel happy about the fact that little children could normally see African women in the (6) \_\_\_\_\_.

As regards diversity, her present position in Hollywood makes her feel fortunate and she thinks that now it is the moment to do the (7) \_\_\_\_\_.

Realistically, the important people to bring about change are the ones holding the pen, the (8) \_\_\_\_\_ and the money because she says that the actors are the last ingredient in the production of a movie.

In summary, she has the impression that there is a movement – people are (9) \_\_\_\_\_ up and changing the story.

**ANSWER BOX**

<b>GAPS</b>	<b>WORDS</b>
<b>0</b>	<b><u>Uncover</u></b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	

*(Adapted from www.youtube.com)*

**Puntuación 1: \_\_\_\_\_/7,2**

**TAREA 2**

Listen to the recording and choose the best answer (A, B or C) for each question. Be careful! There is only ONE possible answer per question. When you have finished, transfer your answers to the answer box. Answer 0 is an example. (1 item = 0.8)

**SIR TIMOTHY BERNERS-LEE: THE WWW**

0. **The internet is used...**
  - A. Basically to substitute letters.
  - B. **For several purposes.**
  - C. Only to play online.
1. **According to the speaker, the World Wide Web (WWW)...**
  - A. Is as easy to use as writing emails.
  - B. Is one of the two most used online applications.
  - C. Is the easiest application to use today.
2. **The World Wide Web was created...**
  - A. At the university of Manchester.
  - B. By only one intelligent person.
  - C. By the Berners-Lee family working as a team.
3. **The idea behind the WWW came from...**
  - A. Doing school homework.
  - B. Reading a book about horses.
  - C. Something that happened at home.
4. **While studying at university, Sir Timothy...**
  - A. Built a new model of television using transistors.
  - B. Created a new computer from existing pieces.
  - C. Renewed an existing computer for the WWW.
5. **While working at CERN in Switzerland...**
  - A. He learnt to use a lot of new programmes and improved how they worked.
  - B. He was asked to create a new programme to substitute the old ones.
  - C. He was confused about how the programmes worked and invented one.
6. **The name of the new programme was ENQUIRE because...**
  - A. It could answer questions.
  - B. It worked like an encyclopaedia.
  - C. Of an old childhood novel.
7. **At the beginning, ENQUIRE...**
  - A. Was owned by CERN and used by all the European Union institutions.
  - B. Was published and used by all the European Union research institutions.
  - C. Was used only by CERN and not other European Union institutions.
8. **Sir Timothy Berners-Lee created the World Wide Web when he...**
  - A. Brought together people from different locations to research together.
  - B. Used an existing tool to carry out his idea of interconnection.
  - C. Went on to design a network to be able to interlink documents.

**ANSWER BOX**

QUESTION	0	1	2	3	4	5	6	7	8
ANSWER	B								

(Adapted from youtube.com)

**Puntuación 2: \_\_\_\_\_/6,4**

**TAREA 3**

Listen and match the sentences (A-K) with the speaker (1-6). Then, transfer your answers to the answer box. Be careful! **FOR SOME SPEAKERS THERE ARE TWO ANSWERS AND THERE ARE TWO EXTRA SENTENCES.** Answer 0 is an example. (1 item = 0.8).

**IRISH EDUCATORS ABROAD**

**SENTENCES**

- A. Her students commuted long distances to get to school.
- B. Her students could go back to school after a time of difficulties and wanted to start a new life.
- C. Her students learnt in their own environments and then visited the locals to apply what they had learnt.
- D. ~~She feels that it was an honor to do her job and learnt many things from the people she met.~~
- E. She had never considered teaching before arriving to St Anthony's.
- F. She had to leave school because of a war.
- G. She has enjoyed being with young people and seen education as a way to bring about changes.
- H. She hasn't spent all her life teaching.
- I. She thinks a good educator must care for students and be realistic.
- J. She thinks that being a good teacher involves knowing your student's level of education.
- K. There was a real interest in education but few good schools available.

**ANSWER BOX**

SPEAKER	0	1	2	3	4	5	6
SENTENCE	D						

(Adapted from epicchq.com)

**Puntuación 3: \_\_\_\_\_/6,4**

TAREA 1	TAREA 2	TAREA 3	PUNTUACIÓN TOTAL
			/ 20

TAREA 1  
LUPITA NYONG'O

ANSWER BOX

GAPS	WORDS
0	<u>Uncover</u>
1	Paid
2	Very young / 26
3	(Very) conventional
4	Encouraging
5	Blocked / Limited
6	Media / Billboards
7	Work
8	Power
9	Speaking

TRANSCRIPTION (*Lupita Nyong'O*)

**Yomi:** My name is Yomi Adegoke and I'm joined by Oscar award winning actress Lupita Ngong'O to discuss her upcoming Channel 4 documentary. **We follow her journey to uncover the hidden story of the highly-skilled female fighters who inspired the creation of the Dora Milaje in Black Panther (0).** So in terms of your acting career let's take it back a little bit. What was your first job and did you always want to act?

**Lupita:** My first job meaning my first paid job (1)?

**Yomi:** Yes

**Lupita:** I was 14 and I played Juliet in Romeo and Juliet in Nairobi at our Repertory Theater at the time which is called Phoenix players and I knew I wanted to be an actor from when **I was very young but I didn't really truly admit it out loud until I was about 26 (2).**

**Yomi:** Oh! Wow

**Lupita:** Yeah

**Yomi:** And there is also that kind of stereotype of African parents sort of think like lawyer, doctor, engineer. Did you experience any of that?

**Lupita:** Not at all actually, **I don't have very conventional African parents (3).** My parents raised us all to be like "What do you want to do? What are you interested in? Go out and do it!" you know and so, yeah, I didn't get any resistance from my family. My dad used to be an actor himself when he was in high school and college and so he was very **encouraging (4)** and he would always come and see

me perform at school. My mom too, she would drive me to rehearsals and wait for me to finish, drive me home; so they were extremely supportive but I think it's the thing **I was blocked or limited by what the largest Society said (5)**. You know? And the fact that I didn't see what it was I wanted to be so I didn't know it was possible for someone like me.

**Yomi:** All that rhymed a second talent that you have.... so just to sort of follow on about that, you are literally one of the most prominent black women in the acting industry right now. Going from, you know where you couldn't actually see yourself metaphorically speaking to sort of certainly seeing yourself almost everywhere that must be quite a big change.

**Lupita:** Yeah, it's really bizarre. It's bizarre, it's kind of an out of body experience when it happens, it doesn't make much sense. You know like when I was in Benin for this documentary, you know, we're driving along and there was a Black Panther billboard and, you know, they chose to use the African women in it and **it was with me and Danai on the billboard and I, I was like wow I've never been here and yet there I am. It's a very odd experience but also very encouraging to see that and to know that there are kids who are really little and that will be the norm- to see people like me in the media (6)**.

**Yomi:** Absolutely, thank you! So as one of the most prominent black actresses in Hollywood, what do you persons of make around the conversation that we're having about colorism? I guess there was an original point where, you know, we may be seeing more diversity within that diversity of black women so moved us from representation.

**Lupita:** So that's why I feel very fortunate to be in the position that I'm in **and I feel like this is not the time for coming to conclusions this is the time to do the work (7)** and so it's a time to actually see to it that we have that diversity that we have that inclusion and it's in who has the power to cast its in who is telling the story to begin with what is the origin of it because when **the people who know the experience are holding the pen, are holding the power and are holding the money (8)**, then we will see more of that trickle down to who's in front of the camera. You know, we are the last ingredient in that long conveyor belt of overproduction you know that the actor but you know I wrote a children's book to address this very issue and I just learned that Beyonce just released a song about colorism so I feel like there is, **there is a movement and there's people speaking up (9)** and changing the narrative.

*(Adapted from Channel 4, [https://www.youtube.com/watch?v=ztyjpJBLvmo&feature=emb\\_title](https://www.youtube.com/watch?v=ztyjpJBLvmo&feature=emb_title), 23/10/2019, 4:37)*

**TAREA 2**

**SIR TIMOTHY BERNERS LEE: THE WWW**

**ANSWER BOX**

QUESTION	0	1	2	3	4	5	6	7	8
ANSWER	B	B	B	C	B	C	B	C	B

**TRANSCRIPTION** *(Sir Timothy Berners Lee: the www)*

Surfing the internet has become a commonplace activity whether it's information, games or bank transaction; were talking about billions of data are sent, received or processed round the clock and today this Global Network is so easy to use. The technology behind it is **called The World Wide Web along with email it's the most frequently used internet application (1)**. Amazingly we owe this revolutionary technology first and foremost to **one brilliant programmer (2)**- Sir Timothy Berners-Lee was born in London on June 8th 1955 his parents were members of the team at Manchester University which developed the Mark1, one of the first stored program computers. **“When I came home from school one day” Berners-Lee remembers, “my father was reading a book on brain research he was looking for clues as to how computer might be told to establish links in the same way that the human brain does(3)”**. That's because the brain links things that have a common feature even if at first they appear totally unrelated, According to the dictionary is a perissodactyl animal but someone might also associate the word horse with the knight on a chessboard the piece of gymnastic equipment generations of schoolchildren have taken a tumble on.

When texts are linked together in this way we talk of hypertext. After the brief discussion with his father Berners-Lee says he got on with his homework but the idea of teaching a computer hypertext continued to preoccupy him in 1973 Berners-Lee went to study Physics at Oxford. **As a student he built his first computer using a soldering iron, transistors and an only microprocessor and an old television set (4).** After graduating Berners-Lee worked as a programmer, in 1980 he spent six months in Switzerland as an independent contractor which CERN, the European Center for particle physics, **at first he had no idea who was responsible for what at CERN and which computer programs they were using, to gain and he wrote his own program (5).** It compared documents on staff members, their projects and the software they were using. The program checked whether the documents contain certain keywords, if so, their locations in the documents were interlinked. **Remembering an old fashioned encyclopedia from his childhood Berners-Lee called his program (6)** Enquire. It was an apt name because with its cross references **the program functioned like an encyclopedia-(6)** many entries ended with the recommendation "see also". Enquire's links led to a list of other documents with the same key words. Since the program's links were based on the hypertext principle Berners-Lee called them hyperlinks. **His program only ran on the computer at CERN and was never published (7),** nevertheless it formed the basis for the World Wide Web when he developed later because Berners-Lee didn't just want to Interlink documents on one computer, he also wanted to Interlink documents on several computers at different locations..It was this concept that resulted in the creation of the World Wide Web - **an appropriate network of interconnected computers already existed in the form of the internet it was the ideal vehicle for the realization of Berners-Lee vision (8).**

(Adapted from <https://www.youtube.com/watch?v=0jXO6M--lu0>, 06/03/ 2016, 4:28)

**TAREA 3**

**IRISH EDUCATORS ABROAD**

**ANSWER BOX**

<b>SPEAKER</b>	<b>0</b>	<b>1</b>		<b>2</b>		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>SENTENCE</b>	<b>D</b>	<b>K</b>	<b>A</b>	<b>H</b>	<b>C</b>	<b>B</b>	<b>I</b>	<b>G</b>	<b>J</b>

**TRANSCRIPTION** (*Irish educators abroad*)

**Speaker 1:** I went to Borgsburg in 1998 an early post-apartheid period, and I found a very unequal society there and I also found that **there was a great thirst for education but quality education was hard to find (K)** these students were so anxious for Education that sometimes **they come in on two trains and the taxi to reach St. Anthony's (A)** so it was a great privilege to be there I always remember the words of Nelson Mandela who was an iconic figure down there and he said that education is the most powerful weapon that you can put into the hands of young people. I have been extremely lucky in my profession as an educator and in the young people I have met with and I miss him very much.

**Speaker 2:** I've worked in Africa for over 40 years in Uganda. Kenya and Zambia. **For over 20 years I worked on an HIV AIDS Ministry because I was a nurse midwife (H).** In Zambia in the 1980s it was estimated that 25% of the population had HIV infection and out of a population of 13 million there were 1 million orphans as a result of being infected by their mothers the hospital were overcrowded and they couldn't cope with all the sick people so **it was obvious that education and home nursing was essential so we set up a home-based care program and first we had to train local people from the shantytown and then they went to visit all the patients in their homes (C).** The carers who were volunteers went into the homes even bathed the patients and this helped to dispel the fears of many people. I felt it was a great privilege to work with these people who are very deprived and the people taught me so much by their resilience, their trust, their gratitude and above all their joy in simple lifestyle.

**Speaker 3:** I spend most of my time in Africa starting in Uganda, Kenya, Zimbabwe, South Africa what happened in South Africa after independence, **there was a great cry for literacy for those people who never had an opportunity there any kind of education.** I was assigned to Zimbabwe after their independence to reopen the secondary school there. My students were mostly ex-combatants and they called them the war commanders. The boys who'd been behind the scenes during the war and there were girls as well. **There was a great feeling among them- now we are free, we can do things and to get education to do the, what we call, Leaving Cert. They could now move on do fine for themselves (B).**

**Speaker 4:** I think a **love of people and seeing the need and taking the people from where they are, working from where they are and not to be expecting great things (I)** but to encourage even when they don't do well.

**Speaker 5:** I've been drawn to teaching like steel to a magnet really and I think **a great love for the young people I love for learning and the belief in the transforming power of education (G)** is what has kept me so happy to be an educator all my life.

**Speaker 6:** To be a good teacher we must know the level to who we are addressing, like **these people they have no background of higher education but they have good hearts and they have good potential so we had to take them where they were and empower them. It was wonderful to see people blossoming by using their potential even though they hadn't had much opportunity (J).**

*(Adapted from <https://epicchq.com/irish-educators-abroad-building-something-wonderful/>, 28/05/2019, 4:30)*