



**Castilla-La Mancha**

Consejería de Educación,  
Cultura y Deportes

APELLIDOS:

NOMBRE:

DNI:

COMISIÓN:

OFICIAL

LIBRE

**CALIFICACIÓN:**

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

### **INGLÉS INTERMEDIO B2**

JUNIO 2019

#### **COMPRENSIÓN DE TEXTOS ORALES**

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

- **DURACIÓN:** 45 minutos.
- **PUNTUACIÓN:** La calificación de APTO se obtendrá con el 50% de respuestas correctas.
- A cada respuesta acertada le corresponderá un punto. Las respuestas erróneas no descontarán puntos.
- Esta parte consta de 3 tareas.
- 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 a radio programme about how university students who come to Britain should cope with English language. Read statements A-H before you listen. Match TWO statements to each speaker. There are TWO extra statements you will not need to use. When you have finished, transfer your answers to the ANSWER BOX. Statement 0 has been done as an example.

**ENGLISH FOR FOREIGN STUDENTS AT UNI**

Which speaker mentions or advises the following?

- 0. 1 Gives the definition of an acronym
- A. \_\_\_\_\_ Advises not to just focus on each single element
- B. \_\_\_\_\_ Advises students to go to the doctor
- C. \_\_\_\_\_ Advises to pay attention to the subject, headlines, summaries, etc.
- D. \_\_\_\_\_ Claims that colloquial English may also cause trouble
- E. \_\_\_\_\_ Claims that students should get some training in taking notes
- F. \_\_\_\_\_ Predicts that at uni some personal problems may appear
- G. \_\_\_\_\_ Says that students will find class talks a bit difficult to follow at first
- H. \_\_\_\_\_ Suggests checking out some written materials

*Adapted from www.bbc.co.uk*

**ANSWER BOX**

| <b>SPEAKER</b>   | <b>1</b> |  |  | <b>2</b> |  | <b>3</b> |  |
|------------------|----------|--|--|----------|--|----------|--|
| <b>STATEMENT</b> | <b>0</b> |  |  |          |  |          |  |

**Puntuación : \_\_\_\_/6**

**TAREA 2**

Listen to a radio programme about Julia Child, a popular American chef. Choose the best answer (A, B or C) to complete sentences 1-8. When you have finished, transfer your answers to the ANSWER BOX. Only ONE answer is correct. Sentence 0 has been done as an example.

**JULIA CHILD'S KITCHEN AT THE SMITHSONIAN MUSEUM**

- 0. The exhibits the narrator visited were shown at
  - A. Inventions at play
  - B. Science in American life
  - C. the Smithsonian's National Museum
  
- 1. The narrator ...
  - A. didn't like either of the exhibits much
  - B. loved both exhibits
  - C. preferred the one about birth control pills
  
- 2. Julia Child's kitchen was ...
  - A. only made up of pans and cookbooks
  - B. set up in Cambridge, Massachusetts
  - C. the original one
  
- 3. She made \_\_\_\_\_ popular
  - A. dinners
  - B. French cuisine
  - C. meat
  
- 4. She first became popular because...
  - A. her husband was sent to World War II
  - B. she visited Paris
  - C. she wrote a book
  
- 5. She appeared on television...
  - A. many times
  - B. once to cook an omelette
  - C. twice
  
- 6. In 1963 she...
  - A. became a chef
  - B. first appeared on local tv
  - C. won an award
  
- 7. Her recommendation about low-calorie cooking was...
  - A. not to pay any attention to it
  - B. to cook low-calorie products
  - C. to eat less
  
- 8. She has inspired...
  - A. both men and women
  - B. more women than men
  - C. successful women

*Adapted from www.houstonpublicmedia.org*

**ANSWER BOX**

|                 |          |          |          |          |          |          |          |          |          |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>QUESTION</b> | <b>0</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>ANSWER</b>   | <b>A</b> |          |          |          |          |          |          |          |          |

Puntuación: \_\_\_\_\_/8

**TAREA 3**

Listen to a journalist giving advice on how to write news. Complete statements 1-6 using information from the recording. You may **ONLY** use **ONE** or **TWO** words per gap. When you have finished, transfer your answers to the ANSWER BOX. Statement 0 has been done as an example.

| <b>WRITING NEWS</b>              |  |   |
|----------------------------------|--|---|
| <b>BEFORE YOU START WRITING:</b> | <ul style="list-style-type: none"> <li>• (0) <u>Gather</u> everything you need.</li> <li>• For TV or radio, you need a (1)_____.</li> <li>• Ask yourself what the (2)_____ of the story is.</li> </ul>                                 |   |
| <b>YOUR REPORT:</b>              | <ul style="list-style-type: none"> <li>• Beginning: if unsure, tell the story to a friend.</li> <li>• Middle: choose the best (3)_____ from your interviews.</li> <li>• Ending: your audience will leave with this (4)_____</li> </ul> |   |
| <b>THE 3 Cs OF NEWS WRITING:</b> | CLEAR  | <ul style="list-style-type: none"> <li>• Use simple, understandable language.</li> </ul>                    |
|                                  | CONCISE  | <ul style="list-style-type: none"> <li>• If your report is too long, your audience will (5)_____</li> </ul> |
|                                  | CORRECT  | <ul style="list-style-type: none"> <li>• Some of the BBC news values are accuracy and (6)_____</li> </ul>   |

*Adapted from www.bbc.co.uk*

**ANSWER BOX**

|                  |    |
|------------------|----|
| 0. <i>Gather</i> | 4. |
| 1.               | 5. |
| 2.               | 6. |
| 3.               |    |

Puntuación : \_\_\_\_/6

| TAREA 1 | TAREA 2 | TAREA 3 | PUNTUACIÓN TOTAL |
|---------|---------|---------|------------------|
|         |         |         | <b>/ 20</b>      |

TAREA 1

ENGLISH FOR FOREIGN STUDENTS AT UNI

Adapted from *www.bbc.co.uk*, 2:34'

ANSWER BOX

| SPEAKER   | 1 |   |   | 2 |   | 3 |   |
|-----------|---|---|---|---|---|---|---|
| STATEMENT | 0 | D | C | G | F | A | H |

TRANSCRIPT

**SPEAKER 1.** In this first programme, we focus on a special kind of English course, designed to prepare students for their studies. **(0) It's called EAP. English for Academic purposes** is a particular kind of English – used by a particular group of people. (...) During your university course, you'll lead a double life. On duty: as a student grappling with academic ideas in academic English... and off-duty, in everyday situations, **(D) using less formal English. It's not unusual to have problems in both areas.** (...) We've already said that preparation is important. Simple things like looking up specialist vocabulary, reading the course outline, **(C) looking at the title of a lecture, for example, they can all help you predict its language and content.**

**SPEAKER 2. (G) Initially** the problems they face are probably of an academic nature, for example **they go to lectures and they find that they can't understand, or they can't take notes very quickly.** They have quite a lot of reading to do and don't know how to cope with it. On top of that it could be their first experience of living in another country, so they're unfamiliar with some of the systems that we have here, like registering with a doctor, **(F) and then just basically making friends - they could feel incredibly lonely and isolated. These are the problems they'll face when starting university.**

**SPEAKER 3.** The sort of problems that some non-native speakers might have are summed up in one word, and that's "overload". **(A) The listener is paying so much attention to decoding words that they recognise and phrases that they recognise – it's almost like trying to do a word-by-word translation. You can't translate in that way. You have to get a global picture,** as well as looking at individual items. The student pays so much attention to the language that they miss out on the content. They're looking at the vehicle, rather than what the vehicle contains. (...) **(H) Get hold of some texts, perhaps over the internet, or through a library, or through journals or magazines that might be available in newsagents, or through friends, and then study recurring specialist words in those texts;** but also look at the kind of structures the kinds of organisation used, because different subjects typically use different organisation or genres to put things together.

TAREA 2

JULIA CHILD'S KITCHEN AT THE SMITHSONIAN MUSEUM

Adapted from [www.houstonpublicmedia.org](http://www.houstonpublicmedia.org), 3:10'

ANSWER BOX

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

TRANSCRIPT

I couldn't tell if the irony was intentional or accidental. But there it was, situated between **(0) the two exhibits I'd made a special trip to see at the Smithsonian's National Museum of American History**. One was *Inventions at Play*; the other, *Science in American Life*. They were both a little disappointing. I'd hoped to see a celebration of American inventors and scientists. Instead, I learned that invention was fun, and that America played an important role in developing the atomic bomb and birth control pills. **(1) Interesting, but not what I'd expected.**

So I was pleasantly surprised to find, right there in the middle of it all, none other than **(2) Julia Child's Kitchen. The real thing —a donation** from her Cambridge, Massachusetts home. Pans. Well worn cookbooks. Stove. Cabinets. It's set up just as she'd worked and entertained in it for decades. By kitchen standards it's unremarkable, but that's part of the charm. For me, there was a special attachment since, as graduate students, my wife and I lived in an attic apartment across the street from the Childs. We never ate there, but she was as genuine in person as you'd expect from her television appearances.

**(3) Child popularized fancy French cooking** at a time when America was serving up canned meat and TV dinners. She was drawn to French cuisine when her husband Paul was assigned by the U.S. Foreign Service to a position in Paris following World War 2. **(4) Her initial success came from co-authoring the immensely popular, critically acclaimed cookbook, *Mastering the Art of French Cooking***. But it was an appearance on a book review program that opened the door to the world of television. Child made an omelette, and viewers fell in love. **(5) She was invited back to the station, this time on a permanent basis.**

Child never set out to change the television landscape. It just happened. **(6) *The French Chef* debuted locally in 1963**, but quickly developed a national audience. Awards, notoriety, and good-natured satire soon followed.

At six feet two inches, Child was tall. She wasn't heavy, but she wasn't skinny, either. **(7) She never quite came to terms with low-calorie cooking; her answer was to "eat smaller portions."** And there's never been a voice that's quite the same.

Julia Child was funny. Not "funny" funny, but endearingly so; the aunt you always wanted — warm, ready to wrap you in her arms, and just a bit nutty. She was American comfort food, even as she prepared grand French meals. And **(8) she remains a truly inspirational figure to women and men alike** — someone who found success in life simply by enjoying it. Everything else was just icing on the cake.

**TAREA 3**

*WRITING NEWS*

*Adapted from www.bbc.co.uk, 2:10'*

**ANSWER BOX**

|                      |                           |
|----------------------|---------------------------|
| <b>0. Gather</b>     | <b>4. final thought</b>   |
| <b>1. script</b>     | <b>5. get bored</b>       |
| <b>2. main point</b> | <b>6. truth / honesty</b> |
| <b>3. content</b>    |                           |

**TRANSCRIPT**

Hello. **(0) Once a journalist has gathered all the ingredients they need** to produce their report it's time to start writing. **(1) If you're writing for television or radio**, your words are going to be read out loud, **you'll need to write a script** which might include audio or video clips. If you're writing a text-based online story think about how the words and the pictures will appear on the screen.

But, **(2) before you start writing anything, ask yourself what is the main point of the story?** If you're not sure, tell the story to a friend, what's the first thing you say to them? This will become the beginning of your report.

**(4) The middle of the report contains the best content from your interviews**, for example. So review the material you have. Look at the best answers. Which answer is the most interesting? Where's the most interesting opinion? Which quote would balance it all for you?

You'll also need to plan an ending to the report. Think **(5) what final thought you want to leave the audience with.**

So you already know about the 5 Ws of news-gathering, so there are also 3Cs of news-writing: Be CLEAR, Be CONCISE and be CORRECT

Clear: Well, write as if you were telling the story to one person. You use simple language that everyone will understand. Never use a long word where a short one will do.

Concise: Well that means short. **(6) Make your report too long and your audience will get a little bit bored maybe.** So stick to the key facts rather than overloading the story with information.

And then correct: Be sure to get the facts right. Get your grammar and punctuation right. And it's also about being truthful. You can't just copy things word for word, you have to be honest and spell out where the information came from. **(7) Truth** and accuracy are two of the BBC News core news values.

Check out our master classes for more help. In the meantime good luck making those news reports.