MODELO DE EXAMEN. INGLÉS B1

-Parte 1. Comprensión lectora
-Parte 2. Comprensión auditiva
-Parte 3. Expresión e interacción escritas
-Parte 4. Expresión e interacción orales. Materiales para los candidatos (A y B)
PART 1: READING COMPREHENSION

TIME: 60 minutes
Instructions

-In this booklet you will find three texts, their set tasks and examples for each one. Read all of them carefully and complete the tasks as required.

-Incorrect answers are not deducted from the final mark for the assessment of this part of the exam.

You have **60 minutes** to complete this part of the exam. All exam materials will then be collected and additional time is not permitted. Please manage your time well.

-You may use this booklet to make notes. However, it should be noted that any answers **will not be assessed under any circumstances**.

-Write your answers on **Answer Sheet 1**.
Task 1

Instructions
- Read the following text from which 7 titles have been removed from the paragraphs.
- Read the 8 titles on the next page (A-H) and match them with their corresponding gaps (1-7).
- Decide which sentence does not fit in any of the gaps.
- Write your answers on Answer Sheet 1 (Task 1).

Beat Exam Stress

0. Don’t leave revision to the last minute and don’t forget that there is life beyond revisión and exams. But especially don’t cram ALL night before an exam.

1. Have your own revision timetable – start planning well before exams begin. Your teacher should be able to help. Also, make your books, notes and essays user-friendly. Use headings, highlighting and revision cards, and get tips on other revision techniques from teachers and friends with experience of exams. And finally take notes of the important points when revising. Try to answer the questions of past exam papers – explain answers to tricky questions to someone else.

2. Remember it’s important to eat and sleep well. This is an important time for you so try to talk to your family about how they can make studying a little easier for you – for example, by agreeing times when you can have your own space, when they will try to be a little quieter around the house and when you’d rather not be disturbed. Don’t revise all the time, make sure you give yourself time each day to relax, taking breaks to do something you enjoy.

3. Have a good breakfast if you can. Make sure you know where the exam is being held and what time it starts. Give yourself plenty of time to get there. Take all the equipment you need for each exam, including extra pens and pencils. Go to the loo beforehand! If you feel really anxious, breathe slowly and deeply while waiting for the exam to start.

4. Read the instructions before starting the exam. Read through all the questions before starting writing. If there is a choice, start by answering the question you feel you can answer best. If you are stuck on a question, go on to the next. You can always come back to it later. Leave time to read through and check your answers before the exam finishes. Plan how much time you’ll need for each question.

5. Knowing that you’ve done your best may help you overcome feelings of letting anyone down. Don’t go through the answers afterwards with your friends if it is only going to make you more worried. Try to put the last exam out of your mind and look ahead to the next one. You’re you, so you can only do the best you can on the day.

6. Exams over? Pat yourself on the back – it’s time to relax and forget about them. If you did well – congratulations! But remember, there’s life beyond exam results. Disappointing grades are not the end of the world, even if it does feel that way at the time. You might decide to resit, and in any case, there will be lots of other opportunities to express yourself and succeed later on in life.

Adapted from http://www.childline.org.uk/SiteCollectionDocuments/BeatExamStressPDF_wdf56569.pdf
Titles

Title C is an example

A  Put yourself first
B  Have a look!
C  What to avoid
D  Phew!
E  Plan ahead
F  Perform as well as you can
G  Prepare for the big day
H  Pace yourself
Task 2

Instructions
- Read the following text carefully and answer the questions 7-13 on the next page.
- Choose the best option from A-C.
- Write your answers on Answer Sheet 1 (Task 2).

How To Live Without Social Media

I’ll admit it. I have a Facebook account....and a Twitter account.....and a LinkedIn account. Shamefully, I also had a MySpace account at one time, before it became "weird." But I have lived without these things, voluntarily, in the past. I’ve shut down my social media accounts before for various different reasons; however, I started them back up a few years ago, and created a LinkedIn account recently for career reasons. I understand their benefits for networking and keeping in touch with out-of-town friends and family; however, I also know that I can shut them all off tomorrow and go on about my business without any negative effects. I also know how to keep my profile private from people that I don’t know. So, how do we live without social media? Um, well, the same way we did before it was created. We use phones, e-mail, mail, and in-person contact with each other to stay in touch and keep up-to-date. I understand phone calls, Internet access, stamps, and gas all are rising, so depending on your budget, one or all of these may be out of the question. However, if they are all out of the question, you’re living without the social media anyways.

So, what about those who you've lost the phone numbers for? If they’re not listed in your local phone book, or you don’t know where they’ve run off to, you can try whitepages.com. Be careful here, though, the records with phone numbers visible immediately after the search are typically free; however, they are mixed in with paid results where you have to pay to access the number, and the free results can be hard to distinguish from the paid results. You could also try talking to mutual friends and see if they know that person (Hey, this is kind of like using Facebook’s "mutual friends" feature in the physical world)!

If you have a Facebook account and you’re getting ready to deactivate it for one reason or another, go into each person’s "About" feature and see if they’ve left a phone number. Yes, I discourage everyone from putting their phone number on their about me page, but some people will inevitably do this inviting all sorts of phone calls, especially if their pages aren’t set to private. But, this can help you keep some information on your real-world rolodex if you're going "dark."

One note: When I went without social media, I didn’t really experience any setbacks. The people’s whose numbers I really needed were already in my address book, and the others, well, they were friends, but not real close friends. They were mostly just classmates of mine that I wanted to keep in contact with every now and then.

If you’re getting ready to live without social media, follow my advice above, and I think you’ll be just fine. You shouldn’t suffer too many ill effects, hopefully...

http://www.examiner.com/article/how-to-live-without-social-media
Questions
Question 0 is an example.

0. **The writer feels ........about his personal MySpace account.**
   a) confused.
   b) strange.
   ✓ c) embarrassed.

7. The writer decided to open a Linkedin account...
   a) for university purposes.
   b) for work-related matters.
   c) for several reasons.

8. If the writer closes out his social network accounts...
   a) there may be bad consequences.
   b) he can keep working in his business.
   c) there might be advantages.

9. Depending on the person, traditional means of communication...
   a) are quite limited in selection.
   b) might be too expensive.
   c) cannot fully be considered.

10. When using whitepages.com...
    a) you need to pay for results you are looking for.
    b) the results you are looking for aren’t usually free.
    c) it is not easy to know what you must pay for.

11. Another suggestion for finding lost phone numbers includes...
    a) asking other people in general for information.
    b) not using a characteristic similar to Facebook.
    c) finding friends in common to inform you.

12. Revealing a phone number on “About” pages...
    a) is not recommended.
    b) is done by invitation.
    c) might not be useful.

13. The example used in the text of going “dark” refers to...
    a) considering the situation of not using social media.
    b) starting the process of not using social media.
    c) completing the procedure of not using social media.
Task 3

Instructions
- Read the following text carefully and answer the questions 14-20 on the next page.
- Choose the best option from A-C.
- Write your answers on Answer Sheet 1 (Task 3).

A TOUR THAT SUITS YOU

THE LEGENDS TOUR
Always popular, the Legend Tours give an amazing insight into the world of Chelsea FC from the eyes of a true Chelsea legend. Discover how it feels to be a Chelsea player and hear the always interesting and often amusing stories of Chelsea FC both on and off the pitch. There will be plenty of autograph and photo opportunities and time to find out the answer to those questions you have always wanted to ask. All Legends tours include lunch.

GROUP TOURS
We can cater for large groups of visitors. Our team of highly trained tour guides can provide entertaining and informative tours to groups of all ages and nationalities. We have an extensive choice of dates and times available for private groups and upon booking you will be entitled to our group discount rate. We are also able to organise foreign language tours to enhance your experience, though these are subject to availability.

PLATINUM TOURS
Distance yourself from the crowds and enjoy a private tour with family and friends. Platinum tours give that personal touch with your own tour guide, giving you the opportunity to ask plenty of questions. We can cater for groups between 2 and 10 people. This package also includes lunch at Frankie’s Sports Bar and Grill.

THE BUSINESS OF FOOTBALL AT CHELSEA FC
The Business of Football Tour is specifically designed for GCSE and vocational business students (level 2, ages 14-19) who wish to understand the workings of a professional football club. The tour provides an exciting insight into the match day and non match day operations of the club whilst simultaneously providing excellent access to Stamford Bridge. Teachers receive a pre-visit CD-rom and students will receive an education workbook to complete during and after the work-based visit to the stadium. This is a great resource for coursework and revision which students of sport, leisure, tourism and marketing may all find informative.

BOOKINGS
Book your stadium tour online at www.chelseafc.com/tours or call 0871 984 1955 during office hours. All Tours and photo opportunities are subject to availability, alteration or cancellation without prior notice. Stadium Tours and Museum will be closed on all home Matchdays and the day before home Champions League games.

Questions
Question 0 is an example.

0. In the Legends tour visitors...
   a. learn about legends that happened at Chelsea FC.
   b. are guided throughout the stadium by a player.
   ✔ c. will experience what playing for the team is.

14. Visitors who book the Legends tour...
   a. can take lots of pictures during the tour.
   b. are asked some questions at the end.
   c. must bring their own lunch to the tour.

15. Group tours are suitable for...
   a. adult visitors mainly.
   b. someone looking for fun.
   c. loads of people.

16. At group tours, people have the possibility to...
   a. book the tour whenever they want.
   b. follow the tour in their own language.
   c. obtain some free tour tickets.

17. Platinum tours are specifically designed for...
   a. small groups of people.
   b. families mainly.
   c. private individuals.

18. At the Business of Football tour visitors will learn...
   a. how Chelsea does business with other teams.
   b. the way Chelsea FC is managed.
   c. tactics used by the team during matches.

19. The Business of Football tour offers...
   a. job opportunities for students.
   b. free tickets to certain matches.
   c. material for teachers and students.

20. All tour bookings...
   a. are available at all times.
   b. can’t be modified or cancelled.
   c. are made on the phone or the Internet.
PART 2: LISTENING COMPREHENSION

TIME: approximately 30 minutes
Instructions

- You will hear three recordings.

- You will hear each one twice. Listen to them carefully and complete the tasks as required.

- Before listening for the first time, you will have time to read the questions that correspond to each recording.

- Incorrect answers are not deducted from the final mark for the assessment of this part of the exam.

- Once you have heard the last recording, you will have time to complete the answer sheet. Once this time has finished, all exam materials will be collected and additional time will not be permitted.

- Write your answers on Answer Sheet 2.

- You may use this booklet to make notes. However, it should be noted that any answers written in the booklet will not be assessed under any circumstances.
Task 1

You will hear a woman talking about 5 important scientists and their influence on the world.

Instructions

- Listen carefully and match the statements below (A-F) with the correct extract.
- The statements will use different words to what the speaker actually says.
- There is one extra statement.
- Write your answers on Answer Sheet 2 (Task 1).

Adapted from: https://www.youtube.com/watch?v=3Bhq5c6LoZo

A  He is the father of modern scientific subjects like psychology.
B  Modern computers base their designs on his invention.
C  His ideas conflicted with religious beliefs.
D  It has been proven that not all of his designs work.
E  Although a lot of people like him, he is mostly famous for his theories.
F  Many of his inventions were not made.

Statement

1  Extract 1  _______
2  Extract 2  _______
3  Extract 3  _______
4  Extract 4  _______
5  Extract 5  _______
Task 2

You will hear Wendy Freedman giving a talk on the new Giant Magellan Telescope.

Instructions

- Answer the following questions (6-13) according to what the speaker says.
- You must choose one answer from the three options given for each question.
- The options may use different words to what the speaker actually says.
- Write your answers on Answer Sheet 2 (Task 2).

Adapted from: https://www.ted.com/talks/wendy_freedman

6. What did Wendy choose to do in a science class at high school?
   a) Follow her teacher’s advice.
   b) Ignore her teacher’s comment.
   c) Stopped going to the classes.

7. How does Wendy describe the mountain in the Andes?
   a) A place with very little light.
   b) It’s full of dangerous animals.
   c) It’s a very green area.

8. According to Wendy why do astronomers go to distant mountain tops?
   a) So that they can get closer to the sky.
   b) The technological equipment is excellent.
   c) To get away from urban luminosity.

9. Why will the Southern Hemisphere be so important for astronomy in the future?
   a) There is less radiation interference in the Andes.
   b) Bigger and more modern telescopes will be set up.
   c) Telescopes will be replaced by new radios.

10. What telescope will be sent into space in 2018?
    a) The James Webb telescope.
    b) The new GMT.
    c) The new Hubble telescope.

11. How long has Wendy been leading a group that will build the biggest telescope?
    a) 5 years.
    b) 10 years.
    c) 15 years.

12. How large will the Giant Magellan telescope be approximately?
    a) More or less the size of the Statue of Liberty.
    b) Slightly smaller than the statue of the Giant Christ.
    c) Half the size of the Giza Pyramid of Egypt.

13. How many times more sensitive to the human eye will the GMT be?
    a) At least twenty.
    b) Over a thousand.
    c) Millions.
Task 3

You will hear a conversation between a travel agent (Sharon) and a client (Greg).

Instructions

- Answer the following questions (14-20) according to what the speakers say.
- You must choose one answer from the three options given for each question.
- The options may use different words to what the speakers actually say.
- Write your answers on Answer Sheet 2 (Task 3).

14. Who is paying for the Barbados Turtle Island wedding package?
   a) The bride’s parents.
   b) The groom’s parents.
   c) The bride and groom.

15. How long are the bride and groom going to stay in Barbados?
   a) For over a week.
   b) For just two nights
   c) For just under a week.

16. Why does Sharon recommend the Barbados Excelsior Hotel?
   a) Because it has got a private beach.
   b) Because it has got a large swimming pool.
   c) Because it offers newlyweds a lot of things to do.

17. What does Sharon say about the legal requirements and fees?
   a) They need to be handled in person in Barbados.
   b) They are taken care of by the agency.
   c) They are not included in the wedding package.

18. What kind of package holiday does Greg prefer for his family?
   a) Everything included.
   b) Accommodation and breakfast only.
   c) Accommodation and all meals.

19. What has Greg extended?
   a) His daughter’s wedding package by two nights.
   b) His family’s stay to up to a week.
   c) The reception to include the buffet dinner.

20. What will the final price of the holiday depend on?
   a) The number of guests.
   b) The hotel meals.
   c) The plane tickets.
PART 3: WRITING

**Time:** 70 minutes
Instructions

-This part of the exam consists of two tasks.

-Please read the instructions for each task.

-You have 70 minutes to complete this part of the exam. All exam materials will then be collected and additional time is not permitted. Please manage your time well.

-You may use this booklet to make notes and drafts. However, it should be noted that these notes and drafts will not be assessed under any circumstances.

-Use Answer Sheet 3 for your final drafts.
Task 1

Instructions

-You have seen this advert on an online newspaper and you have decided to start taking cooking classes. Write an e-mail to a friend describing the new activity that you have started and invite him to join you on this activity.

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COOK VLC
COOKING CLASSES
for adults and kids

PARTIES & EVENTS

www.cookvlc.com
43 West Park Avenue, Valencia

-Use between 100 and 120 words following the instructions that are indicated.

-Use Answer Sheet 3 for your final draft.

Please include the following information:

- A short description of the activity.
- How often you do this activity.
- How long you have been doing it/ when you started doing it.
- Talk about how it is affecting your lifestyle.
Task 2

Instructions

-Read both of the options below.
-You must write a text between **150 and 180 words** following the instructions indicated below.
-Choose **ONE** option.
-Use **Answer Sheet 3** for your final draft. Do not forget to mark your chosen option A) or B) in the space indicated.

Option A

**Argumentative essay**

Your university magazine has a section for international students and after returning from your Erasmus year abroad they want you to write an argumentative essay on the following topic:

*Living and studying abroad is better.*

Please include the following information:
- introduce the topic to catch the readers’ attention
- mention advantages of living and studying abroad versus studying and living in your own country
- mention disadvantages of living and studying abroad versus studying and living in your own country
- make a conclusion and state your opinion

Option B

**Narrative**

Tripadvisor has started a blog that allows its readers to tell their experiences when travelling and you want to contribute with a trip you made. Write an essay about a funny or unusual anecdote that you experienced during a trip or holiday.

Please include:
- begin with: “I will never forget that holiday/trip of ______ (e.g. 2011). It all started when...
- use narrative tenses: past simple, past continuous, past perfect, past perfect continuous
- use appropriate time expressions and vocabulary
- use an informal style
PART 4: SPEAKING

INSTRUCTION SET FOR CANDIDATE A
Task 1. Monologue. (3 minutes)

INSTRUCTIONS
Choose 2 or 3 of the following open-ended questions to create a 3-minute monologue. One question is recommended to be included. You will have a few minutes to prepare in advance and you will be provided with a blank sheet of paper in which you may write some ideas. However, full sentences or long phrases are not permitted.

Please submit your notes to the examiners on completion of the oral exam.

Teachers

→ Are teachers in primary schools more worried about their students than those in secondary schools?
→ Which teacher has made the biggest impact on you? *(recommended)
→ Are students today worse behaved than those 20 years ago?
→ Do you think teachers in the past were stricter than nowadays?
→ Are they better prepared now in terms of knowledge?
→ Do you agree? “Some teachers choose this career because of the summer holidays.”
Task 2. Interaction. (5 minutes)

INSTRUCTIONS
- In this section of the exam, you will have 5 minutes to work together with your partner to discuss the following task using the visual aids provided below.

Using the pictures below, please discuss the problems we find in big cities and what can be done to solve them.
PART 4: SPEAKING

INSTRUCTION SET FOR CANDIDATE B
Task 1. Monologue. (3 minutes)

INSTRUCTIONS
Choose 2 or 3 of the following open-ended questions to create a 3-minute monologue. One question is recommended to be included. You will have a few minutes to prepare in advance and you will be provided with a blank sheet of paper in which you may write some ideas. However, full sentences or long phrases are not permitted. Please submit your notes to the examiners on completion of the oral exam.

School uniforms

→ Do you think school uniforms are too expensive?
→ Is it positive for kids because they do not argue over brand clothes?
→ Are school uniforms used not to divide children by their social status? *(recommended)*
→ Do uniforms prevent children from expressing themselves?
→ Are they a good way to teach children discipline?
→ Do you agree? “They make the school look smart and tell public that children are proud to be a member of that school.”
Task 2. Interaction. (5 minutes)

**INSTRUCTIONS**
- In this section of the exam, you will have **5 minutes** to work together with your partner to discuss the following task using the visual aids provided below.

Using the pictures below, please discuss the problems we find in big cities and what can be done to solve them.