



INSTITUTO DE IDIOMAS

**EJEMPLO**

**PRUEBA DE ACREDITACIÓN DE IDIOMAS**

**INGLÉS B2**

**Duración de la prueba: 180 minutos**

<b>Contenido de la prueba escrita - Inglés B2</b>	
<b>Comprensión de Lectura</b>	<b>Puntuación</b>
<p>Tres textos de diferente tipología (por ejemplo, textos narrativos, descriptivos, de opinión, informativos, etc.) con focalizaciones distintas (por ejemplo, ideas principales y detalles secundarios, comprensión global, selectiva, etc.); una tarea de entre 6 y 10 ítems de opción múltiple, y dos de entre 6 y 10 ítems de emparejamiento múltiple.</p> <p><b>Tarea A:</b> Una tarea de opción múltiple en la cual el candidato debe elegir una respuesta correcta de entre tres opciones. En todos los casos, sólo una es correcta.</p> <p><b>Tarea B:</b> Una tarea de emparejamiento múltiple en la cual el candidato tiene que emparejar cada uno de entre 6-10 títulos con uno de 6-10 párrafos. En todos los casos sólo hay una respuesta correcta y hay dos títulos extras que no son válidos.</p> <p><b>Tarea C:</b> Una segunda tarea de emparejamiento múltiple en la cual el candidato tiene que emparejar cada uno de entre 6 a 10 enunciados con uno de 4-5 párrafos. En todos los casos sólo hay una respuesta correcta.</p>	<p>Tres textos de 6-10 ítems cada texto, cada ítem 1 punto hasta un total de 20 a 26;</p> <p>Ejemplo:  <math>(6+7+7 = / 20 \div 2 = */10)</math>            Total = 10</p>
<b>Comprensión Auditiva</b>	<b>Puntuación</b>
<p>Tres tareas con focalizaciones distintas (ideas principales y detalles secundarios, comprensión global, selectiva, etc.) y formatos distintos.</p> <p><b>Tareas A y C:</b> Tareas de opción múltiple en las cuales el candidato debe elegir una respuesta correcta de entre tres opciones. En todos los casos, sólo una es correcta. Cada tipo cuenta con formato (diálogo, monólogo, reportaje, etc.,) y focalización distintos.</p> <p><b>Tarea B:</b> Una tarea de emparejamiento múltiple en la cual el candidato tiene que emparejar cada uno de entre 6-10 enunciados con uno de 6-10 grabaciones cortas. En todos los casos sólo hay una respuesta correcta y hay uno o dos enunciados extras que no son válidos.</p>	<p>Tres tareas de 6-10 ítems cada tarea, cada ítem 1 punto hasta un total de 20 a 26;</p> <p>Ejemplo:  <math>(6+7+7 = / 20 \div 2 = */10)</math>            Total = 10</p>
<b>Expresión Escrita</b>	<b>Puntuación</b>
<p>Redacción de dos textos obligatorios de 150 a 180 palabras cada uno. La primera es un correo electrónico, formal o informal, que responde a un input (un anuncio, parte de un correo, etc.) y la segunda es de distinta tipología como, por ejemplo, artículo, informe, ensayo, reseña, narración etc.</p> <p>Cada redacción tiene una puntuación máxima de 10 puntos y los aspectos evaluados son:</p> <ul style="list-style-type: none"> <li>• Adecuación a la tarea</li> <li>• Cohesión y coherencia</li> <li>• Corrección gramatical y ortográfica.</li> <li>• Riqueza del léxico y las estructuras usados</li> </ul>	<p><math>10+10 = */ 20 \div 2 = */10)</math></p> <p>Total = 10</p>
<b>Evaluación</b>	
<p>La puntuación obtenida en cada destreza se ajusta a una nota sobre 100. Cada una de las destrezas tiene la misma ponderación en relación al total de los puntos de la prueba y hay que obtener un resultado igual o superior al 50% en cada una de las destrezas.</p>	

**IMPORTANT:**

Correct answer	= 1 point
No answer	= 0 points
Incorrect answer	= 0 points

**Your answers for Section I, Reading Comprehension and Section II, Listening Comprehension must be transferred onto the answer sheet. For Section III, Written Expression, write your compositions in the space provided on this exam.**

**I. READING COMPREHENSION. (NUMBERS 1 - 20)**

**Task A.** Read the following text and clearly indicate the option – A, B, or C – which best completes the sentence according to the text.

**Wojtek the Bear movie to hit the screens?**

A beer-guzzling bear who saw action in World War II could be in line to be the subject of a Hollywood film. Wojtek – dubbed the "Soldier Bear" – was rescued as a young cub in Iran in 1943. He was bought by Polish troops passing through the country on their way west after their release from the Russian concentration camps. He travelled with the soldiers and famously helped them carry ammunition at the critical Battle of Monte Cassino in southern Italy. After the war he lived in Berwickshire, in the south of Scotland, before ending his days in Edinburgh Zoo.

The Polish soldiers adopted the bear and as he grew he was trained to carry heavy mortar rounds. When their forces were sent from Palestine to Europe, they realized that they couldn't take him with them unless he was "enlisted" as if he were an ordinary soldier. So he was given a name, rank and number and took part in the Italian campaign.

At the end of the war Wojtek – who had also learned how to smoke and drink beer – was sent to live at a Polish army camp in the Scottish Borders. When the Polish soldiers returned to civilian life, he was taken to Edinburgh Zoo, where he eventually died in 1963.

Irish writer and film director Brendan Foley has bought the rights to the bear's "remarkable story". He said plans to bring the story to the big screen were still at an "early stage". "After the script is written we will discuss the financial side and the production possibilities both in Europe and Hollywood in more detail. We already have early interest from both sides of the Atlantic, but it will all depend on the script, which I hope to have finished to show around to producers at Cannes 2019. Personally, I'd love to shoot some of the film in Scotland, as long as funding permits. But it will also depend on where else we are filming."

Aileen Orr, author of the best-selling *Wojtek the Bear*, who sold the rights to Mr Foley, discovered the story while growing up in Berwickshire and by visiting Edinburgh Zoo. She is part of a trust raising funds to create a statue of Wojtek with a Polish soldier who was his minder. When the financial target has been reached, they want the statue to be displayed in the Scottish capital.

Ms Orr said: "I want this statue to reflect what the bear did here in the Scottish Borders. The villagers would see him running around in the countryside. He was humanised and had no idea he was a bear; he thought he was a soldier, and so he could just wander down the road with one of the men and as villagers stopped to speak, he would stop and follow the conversation. After a while this was no longer considered out of the ordinary, as everyone got used to seeing him."

Edinburgh resident and zoologist Marysia Taterkowska said: "Not only had all the kids of Polish ex-soldiers been to the zoo to see him at least once by 1963, but all our classmates loved him too."

**1. Wojtek's itinerary was**

- a) Iran → Palestine → Italy → Scotland
- b) Poland → Russia → Italy → Scotland
- c) Palestine → Italy → Poland → Scotland

**2. The bear was "enlisted"**

- a) because he couldn't have travelled to Europe otherwise.
- b) because it was the only way to get beer and cigarettes for him.
- c) because it was the only way to get food for him.

**3. The film script**

- a) is already finished.
- b) depends on financing.
- c) will be written by Brendan Foley.

**4. According to the text,**

- a) the film will not be ready to be shown at the 2019 Cannes Festival.
- b) there is now enough money to have a statue made and erected.
- c) the film will be produced and shot in Scotland.

**5. In the Berwickshire village, Wojtek**

- a) was always kept in the camp.
- b) moved with a considerable degree of freedom.
- c) always surprised local people by his presence.

**Task B.** Read the following tips for dealing with difficult co-workers. The heading for each paragraph has been removed. Choose the best heading (B-J) for each paragraph (6-12) and write the letter in the gap. There is only **ONE** correct option for each item and there are two extra headings that you do not need to use. The first heading has been provided for you as an example.

Headings:

**0. Example: A. *Count to ten first***

**A. ~~Count to ten first~~**

**B. Don't make it a habit**

**C. Ignore the troublemakers**

**D. Keep your eyes open**

**E. Try to become their friend**

**F. Don't let things get worse**

**G. Make the most of it**

**H. Keep it confidential**

**I. Make the first move**

**J. You're better than that**

### *Tips for dealing with difficult co-workers*

#### **0. A**

Your first reaction may be shock at the way you're being treated. At work, you expect others to act professionally — not an unreasonable request — and it can be difficult to discover co-workers or clients who behave in a childish or hostile way. Take time to let the shock wear off, then try to evaluate what's going on.

#### **6. \_\_\_\_\_**

Know how to spot the problem people in your organization. They show a variety of symptoms: Some are serial chatters and won't let you get a word in edgewise. Others dodge blame. Some fail to turn in work on time, no matter how much leeway you give them, forcing you to pick up the slack. Some may gossip about others behind their backs. And then there's the toxic co-worker who just *never* has anything nice to say about your work. Toxic co-workers can take many forms, and your first line of defense is to identify them.

#### **7. \_\_\_\_\_**

If you're dealing with a problem person at work — especially one who bullies or undermines you personally — you probably need to take action. If you don't, there's a good chance the situation will deteriorate even more, not to mention that the stress of dealing with a bully could take its toll on you and your work. You need to let the offending co-worker know you're aware of their behavior and are willing to take it to someone higher in the chain of command if needed.

#### **8. \_\_\_\_\_**

No matter how tempting it may be, avoid complaining to others on a regular basis. Otherwise you risk earning a reputation as a whiner, and higher-ups may question why you're unable to fight your own battles (even if they should be fighting them for you, or at least leading the charge). By constantly complaining, you might be branded as a troublemaker, and you could even be blamed for other office conflicts.

#### **9. \_\_\_\_\_**

No matter how despicable the person's behavior may be, keep your cool. There's a whole range of immature, toxic behavior you may be tempted to try. Avoid trash-talking or getting personal. And if you think those notes taped in the communal kitchen saying, "Wash your own dishes!!! This means YOU!" are annoying, realize that leaving unsigned notes on your co-worker's desk is sinking to a whole new level.

#### **10. \_\_\_\_\_**

Don't go public with your grievances. More important, don't engage with the problem person in front of co-workers, your boss, or clients. Keeping your issues with the person private will make it easier to leave the conflict behind you once it's been resolved.

#### **11. \_\_\_\_\_**

Take the initiative in repairing your relationship with the toxic co-worker. Think positively, and act as if they are as enthusiastic about resolving the conflict as you are. Start the discussion by saying something like, "I may be wrong about this," or "I apologize for doing anything that might have hurt you."

#### **12. \_\_\_\_\_**

In the end, you may not agree with the problem person. But even if you don't like them, you can still learn from them. Use your discussion as a way to find out more about their point of view. If possible, comment on something you value in them. It may help them to see you in a more positive light. It's unlikely you'll become best friends, but try to use this situation to understand more about where they're coming from. This will make working with them easier in the future.

**Task C. Read an article which gives advice to first-time interns. For items 13-20, choose from the paragraphs A-E. The paragraphs may be chosen more than once, but there is only ONE correct option for each item.**

**Work placement coming up? Here's what you need to know.**

The attitude with which you approach your internship determines whether your internship is a success or not. Follow these guidelines and you should be well on your way not only to a successful internship, but to a successful career.

- A.** While some internships are very structured, others are not, so you need to spend some time before you start the internship identifying your objectives. Maybe it's deciding on what area within marketing you want to specialize in, or learning new skills, or building your network. Whatever your aims, you will feel a greater sense of accomplishment once you achieve them. Always remember that an internship is a learning experience for you. While the employer expects to get a certain level of work from you, you are not expected to know everything. Seek advice and raise questions whenever you encounter something that is not familiar to you. Be open-minded about new ideas and procedures -- remember that you don't know everything and that your professors didn't teach you everything.
- B.** In just about every company, the new hire/intern is going to have to "pay his or her dues." You will undoubtedly be given some grunt work to do, such as making photocopies, but the key is to complete all your work assignments with the same level of enthusiasm and professionalism. You might also consider working extra hours (beyond the required number for the internship) to show your work ethic to your supervisor(s). One of your reasons for doing any internship is to leave it with something to put on your resumé. Maybe you developed a brochure, computerized an inventory system, organized a sales conference, met with clients, tracked industry trends, etc. Keeping a journal may help you remember all the things you accomplished on your internship.
- C.** Take every opportunity presented to you to attend company or industry meetings, conferences, and events; participate in training workshops; and read all company materials. Meetings may appear (and actually be) boring to you, but they can often offer a good chance to increase your knowledge, network, and build relationships. Build professional relationships with your supervisor(s) and other managers in the organization. These people are also a good source for getting other job-hunting advice and tips from their years of experience. Even if you have a bad experience on an internship, never burn your bridges because you never know when it could come back and hurt you. Always leave on a positive note.
- D.** Some of the best internships rotate you among departments and supervisors, but if yours doesn't, don't let that stop you from taking on new tasks, meeting people outside your department, and attending company social events. The more you are exposed to new ideas and new people, the more you'll understand the company. Joining the company softball team (or other informal group) is a great opportunity to meet new people in a relaxed and informal environment. Most internships are great experiences, so make sure you enjoy yourself while you're working and learning. Don't be so uptight that you are perceived as something you're not. Just make sure you don't overdo the fun -- and avoid office romances.
- E.** Employers love employees who dive into tackling tough problems and who think "outside the box" in finding solutions. Just make sure you work with your supervisor(s) so you don't overstep your authority -- and make sure you share success with him/her. However, you may get a supervisor who never schedules meetings with you or travels quite a bit. It may be tricky, but it is essential to get together periodically to share experiences and lessons learned -- both good and bad -- as well as give progress reports.

**Which paragraph advises interns to...**

**0 = example**

expect to have to do some boring, repetitive tasks?	<b>0</b>	<b>B</b>
use company contacts to help find future employment?	<b>13.</b>	
recognize your supervisor's contribution when things go well?	<b>14.</b>	
show a positive attitude and be prepared to do extra work?	<b>15.</b>	
socialize with colleagues outside the office?	<b>16.</b>	
make sure they know what their goals are?	<b>17.</b>	
solve problems confidently and using imagination?	<b>18.</b>	
end their internship on good terms?	<b>19.</b>	
ask questions if they don't understand something?	<b>20.</b>	

**II. LISTENING COMPREHENSION. (NUMBERS 21 – 40)**

**Listening Task A and Listening Task C**

**Example:**

You will hear an excerpt from the BBC radio programme *Letter from New York*, in which the presenter deals with some stories related to Christmas. For items 21-27, choose the best answer – A, B or C – according to what you hear. An example has been provided for you. You will hear the recording twice with a short pause in between. You have 1 minute to read the items.

**Example: 0. *Letter from New York***

- a) **can be heard on the radio every month.**
- b) is going to look at Thanksgiving next month.
- c) looked at Halloween for the first time recently.

**21. The presenter's neighbor**

- a) complained to him about the noise at night.
- b) invited him in to chat with her family.
- c) wanted him to give her some advice.

**22. The children of the presenter's neighbor**

- a) are having doubts about the existence of Father Christmas.
- b) don't believe in the existence of Father Christmas any more.
- c) still firmly believe in the existence of Father Christmas.

**23. The presenter**

- a) has written a new book about Christmas.
- b) can recommend a recent book to his listeners.
- c) thinks a recent book defends some strange ideas.

**24. The first trees associated with this time of winter**

- a) came from 19<sup>th</sup> century Germany.
- b) were known in ancient Babylon.
- c) were originally given to friends as presents.

**25. Men study at 'the school up the Hudson' because they want to**

- a) learn a lot about psychology.
- b) work during the Christmas period.
- c) improve their physical appearance.

**26. The 'old nun'**

- a) asked shoppers for money for good causes.
- b) looked after shoppers' children for them.
- c) was involved in some illegal activity.

**27. The people in northern Siberia**

- a) were not aware of recent political events.
- b) had appeared on television once before.
- c) could no longer live from their animals.

**Listening Task B** Click here to see an example: [Task B](#)

You will hear five different people talking about their attitudes to friendship. Match each speaker [1-5] with ONE statement from the list. Use each statement only once. There is one extra sentence which you do not need to use.

**III. WRITTEN EXPRESSION:** You must complete Part I and Part II of this section.

<i>Please do not write in this space</i>		
<u>Part I</u>	<u>Part II</u>	<u>TOTAL</u>
/10	/10	/20

**Part I.** Write 150-180 words in an appropriate style. Count the words and indicate the number of words you have written at the end of the composition, e.g. (165).

You have received this email from a friend. Write a reply.

Hi Cristine,

You'll never believe it, but I've been offered a job! The only thing is it's in Brazil! It would be great work experience, but I'm a bit worried about moving there. You hear all kinds of things in the news and I wonder if it would be safe and how easy it would be to communicate and things like that. Anyway, I have to decide by next week. What do you think I should do?

If you have an evening free, maybe I could meet you somewhere and tell you more about it.

Sarah

In your email you must

- say if you think it is or isn't a good idea for your friend to accept the job
- refer to the job, the way of life, safety and the language
- give some advice and suggest a meeting

**Part II. Write 150-180 words in an appropriate style. Count the words and indicate the number of words you have written at the end of the composition, e.g. (165).**

You have decided to enter a short story competition. The competition rules state that the story must begin with the words:

*The day that changed my life started extremely early.*

Write this sentence and continue your story (the sentence is not part of the word count).

In your story you must

- mention what your life was like previously
- describe the events that took place
- explain how that day changed your life