



**ESCUELA NACIONAL COLEGIO DE CIENCIAS Y HUMANIDADES  
DIRECCIÓN GENERAL**

**SECRETARÍA ACADÉMICA  
DEPARTAMENTO DE INGLÉS**

**EXAMEN DE CONOCIMIENTOS Y HABILIDADES DISCIPLINARIAS**

**INGLÉS I-IV**

**GUÍA DE ESTUDIO**

**Ciudad Universitaria, Cd. Mx., Noviembre de 2017.**

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## INTRODUCTION

Candidates applying for a position as a *Profesor de Asignatura Interino*, eligible to teach English I-IV at Escuela Nacional Colegio de Ciencias y Humanidades, must take the test *Examen de conocimientos y habilidades disciplinarias para la docencia*). A minimum grade of 8 is necessary to meet the requirements for the teacher's position.

The present document was written with the intention of offering the candidates a practice test, similar to the one they will encounter on the date scheduled for examination.

During the test each applicant is expected to demonstrate an English-language proficiency level between B2+ and C1, according to the Common European Framework of Reference for Languages.

The assessment consists of five sections, each measuring one of the basic language skills (while some tasks require integrating multiple skills) and all tasks focus on language used in an academic, higher-education environment.

The time limit to complete the whole exam is 3 hours. A suggested time is given for each section, so an efficient administration of time is highly recommended.

### **PARTS OF THE EXAM:**

Part A: Use of English (20 %). 40 minutes.

Part B: Reading Comprehension (20 %). 50 minutes.

Part C: Listening (20 %). 20 minutes.

Part D: Written Production skills (20 %).50 minutes.

Part E: Oral Interaction (20 %). 20 minutes. **This part of the test is to be administered at any time during the three-hour session.**

## CANDIDATE PERFORMANCE

### **PART A: USE OF ENGLISH (20%).**

In this section, candidates are asked to demonstrate their grammatical competence. Performance expected is equivalent to **C1**.

### **PART B: READING COMPREHENSION (20%).**

Applicants must have a sufficient level of competence, suitable for complex and academic texts as well as the ability to obtain ideas, opinions, and implicit meaning from specialized sources within their field, as well as from articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints<sup>1</sup>.

### **PART C: LISTENING (20 %).**

Candidates are expected to understand standard spoken language, live or broadcast, on both, familiar and unfamiliar topics, complex ideas including viewpoints and attitudes of the speaker<sup>2</sup>.

Be aware that during the real exam **the recording will be played only twice**.

### **Part D: WRITTEN PRODUCTION SKILLS (20%).**

In this section candidates develop a formal Essay, which must include features such as introduction, development and conclusion, among other aspects. It will include a minimum of 300 words. Passing on information or giving reasons in support of or against a particular point of view<sup>3</sup> is expected. Suggested aspects are included in the following list: a) cohesion and coherence, b) main ideas, c) use of appropriate vocabulary, d) punctuation, e) spelling, f) grammar and g) sentence linking.

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<sup>1</sup> *Common European Framework of Reference*, The DIALANG Scales, [http://www.coe.int/t/dg4/portfolio/?m=/main\\_pages/levels.html](http://www.coe.int/t/dg4/portfolio/?m=/main_pages/levels.html).

<sup>2</sup> *Idem*.

<sup>3</sup> CEFR, Global Scale.

## **PART E: ORAL INTERACTION (20 %).**

Candidates are expected to demonstrate a broad range of language, which allows fluent, spontaneous communication, through a good command of lexical repertoire.

### **ASPECTS TO CONSIDER DURING THE TEST:**

- **Cell phones must be turned off once in testing room.**
- **Dictionaries are not allowed during the test.**
- **A valid form of identification with photo is required.**

## PART A. USE OF ENGLISH (20/100)

### EXAMPLE 1

**DIRECTIONS:** READ THE TEXT AND THEN SELECT THE CORRECT ANSWER, A, B, C OR D. THERE IS AN EXAMPLE AT THE BEGINNING. **(5/20)**

#### The first people

From the arrival of the first modern humans to the beginning of recorded history is a **(0)** C of about 100 centuries, or 400 hundred generations. We know very little about what **(1)** \_\_\_\_\_ at this time because these ancient people left no written records of themselves. What we know about them comes from the evidence archaeologists have found at different **(2)** \_\_\_\_\_.

We know that throughout prehistoric times there were many small-scale societies, and a lot of different tribes living in the British Islands. These groups were often in **(3)** \_\_\_\_\_ with their neighbours and frequently attacked each other. They also had contact with peoples in other parts of Europe who they traded with. The many objects found in tombs and burial chambers prove this.

The first written accounts of Britain **(4)** \_\_\_\_\_ from the time when Julius Caesar invaded Britain just over two thousand years ago. The Romans did not colonise the islands of Britain to any significant extent. To a population of about three million, Caesar's army and administration **(5)** \_\_\_\_\_ only a few percent. The towns and villas of the new Roman province were nearly all built by wealthy people from the British Islands who later became Roman citizens.

- |               |              |                  |              |
|---------------|--------------|------------------|--------------|
| 0. A) spell   | B) term      | C) <b>period</b> | D) stretch   |
| 1. A) went on | B) past out  | C) went through  | D) passed by |
| 2. A) sites   | B) positions | C) settings      | D) grounds   |
| 3. A) contest | B) fight     | C) battle        | D) conflict  |
| 4. A) belong  | B) exist     | C) begin         | D) date      |
| 5. A) grow    | B) increased | C) added         | D) raised    |

## EXAMPLE 2

**DIRECTIONS:** QUESTIONS 6 - 10 ARE INCOMPLETE SENTENCES. BENEATH EACH SENTENCE YOU WILL SEE FOUR WORDS OR PHRASES, MARKED (A), (B), (C), AND (D). CHOOSE THE OPTION THAT BEST COMPLETES THE SENTENCE. **(5/20)**

0. She burst into   D   when she opened the letter.

- A) crying
- B) sadness
- C) misery
- D) **tears**

6. We were too far away to make \_\_\_\_\_ what the sign said.

- A) for
- B) into
- C) out
- D) up

7. I've \_\_\_\_\_ down on salt and fat in my diet because they're not good for me.

- A) cut
- B) put
- C) got
- D) gone

8. Mickey couldn't stand up so two men carried him off the football pitch on a \_\_\_\_\_ .

- A) trolley
- B) surgery
- C) ambulance
- D) stretcher

9. They were \_\_\_\_\_ free samples of cheese in the supermarket yesterday.

- A) handing back
- B) giving in
- C) handing out
- D) giving up

10. Older people often choose to live in a \_\_\_\_\_ because there are no stairs for them to worry about.

- A) villa
- B) cottage
- C) detached house
- D) bungalow

### EXAMPLE 3

**DIRECTIONS:** READ THE TEXT AND THEN USE THE WORD ON THE RIGHT **TO FORM A WORD** THAT FITS IN THE GAP. **(5/20)**

#### Food Production

<p>In the not-too-distant past farm animals were able to live (0) <u>NATURAL</u> lives in what we would now term 'free-range' conditions. Such farming methods however, were not able to supply the rapidly growing population of the world and the increasing demands on food (11) _____. In order to cope with this rising demand, factory farming methods were introduced along with the development of genetically engineered (12) _____ hormones, which resulted in a massive increase in food production. However, these developments in the use of factory farming and drug (13) _____ have led to a widespread feeling that animals are being caused a lot of distress and that the quality of the food itself suffers as a consequence. Certainly, many people (14) _____ with the idea of keeping animals in one building for their entire existence and argue that more emphasis should be given to (15) _____ farming methods.</p>	<p>0. NATURE</p> <p>11. CONSUME</p> <p>12. GROW</p> <p>13. TREAT</p> <p>14. AGREE</p> <p>15. ALTERNATE</p>
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#### EXAMPLE 4

**DIRECTIONS:** COMPLETE THE SECOND SENTENCE USING THE WORD GIVEN, SO THAT IT HAS A SIMILAR MEANING TO THE FIRST SENTENCE. **DO NOT CHANGE THE WORD GIVEN.** YOU MUST USE BETWEEN TWO AND FIVE WORDS, INCLUDING THE WORD GIVEN. **(5/20)**

0. She often gets angry for no reason.

**lose**

She tends \_\_\_\_\_ ***to lose her temper*** \_\_\_\_\_ for no reason.

16. If I could work in the media, that's what I would like to do.

**opportunity**

If I \_\_\_\_\_, I would like to work in the media

17. It has always been her ambition to write a successful novel.

**dreamt**

She \_\_\_\_\_ a successful novel.

18. Without tourism, this area wouldn't have much income.

**depends**

This area \_\_\_\_\_ its income.

19. Why are you against inviting Jackie to the party?

**objection**

What's \_\_\_\_\_ Jackie to the party?

20. Tony demanded to complain to the hotel manager personally.

**insisted**

Tony \_\_\_\_\_ his complaint to the hotel manager personally

## PART B. READING COMPREHENSION (20/100)

### Passage 1

**DIRECTIONS:** READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS BELOW. CHOOSE THE CORRECT ANSWER AND WRITE IT IN THE PARENTHESIS **(8/20)**.

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### Purpose

In 1997, a group of twenty British women made history. Working in five teams with four women in each team, they walked to the North Pole. Apart from one experienced female guide, the other women were all ordinary people who had never done anything like this in their lives before. They managed to survive in an environment which had defeated several very experienced men during the same few spring months of that year. Who were these women and how did they succeed where others failed?

In the summer of 1995, an advertisement was put in several British newspapers: "Adventurers are being sought for the formation of an all-women team to walk to the North Pole. Applications are invited from women of any age, background and occupation who are willing to put up with real pain and discomfort to achieve an important goal."

Nearly one hundred women took part in the first selection weekend and then, after several training expeditions designed to weed out unsuitable applicants, twenty women were chosen. The youngest of these was twenty-one and the oldest fifty-one. In the group there was a mother of triplets, a teacher, a flight attendant, a policewoman and even a film producer.

They were a very mixed bunch but they all really wanted to take part in the venture and make it a success. Each of the women agreed to raise the £ 2,500 needed for expenses and the airfare to Canada, where the expedition began. They also

committed themselves to following an intensive physical training programme before leaving the UK so that they were fit enough to take part in the expedition without endangering their own or others' lives.

The women set off as soon as they were ready. Once on the ice, each woman had to ski along while dragging a sledge weighing over 50 kilos. This would not have been too bad on a smooth surface, but for long stretches, the Arctic ice is pushed up into huge mounds two or three meters high and the sledges had to be hauled up one side and carefully let down the other so that they didn't smash. The temperature was always below freezing point and sometimes the strong winds made walking while pulling so much weight, almost impossible. It was also very difficult to put up their tents when they stopped each night.

In such conditions, the women were making good progress if they covered fourteen or fifteen kilometres a day. But there was another problem. Part of the journey was across a frozen sea with moving water underneath the ice. At some points the team would drift back more than five kilometres during the night. That meant that after walking in these very harsh conditions for ten hours per day, they had to spend part of the next day covering the same ground again. Furthermore, it would take three hours from waking up to setting off and another three hours every evening to set-up the camp and prepare the evening meal.

So, how did they manage to succeed? They realised that they were part of team. If any one of them didn't pull her sledge or get her job done, she would be jeopardising the success of the whole expedition. Any form of selfishness could result in the efforts of everyone else being completely wasted, so personal feelings had to be put to one side. At the end of their journey, the women agreed that it was mental effort far more than physical fitness that got them to the North Pole.

1. ( ) What was so extraordinary about the expedition?
- A) There was no one to lead it.
  - B) The women did not have any men with them.
  - C) It was a new experience for most of the women.
  - D) The women had not met one another before.
2. ( ) Why were the women who took part in the expedition chosen?
- A) They were the only ones who answered the advertisement.
  - B) They had done a weekend training course.
  - C) They were still in the group after others had been eliminated
  - D) They came from very diverse backgrounds.
3. ( ) What did the women who answered the advertisement have in common?
- A) They were about the same age.
  - B) They had all suffered pain and discomfort.
  - C) They all had plenty of money.
  - D) They all wanted to achieve a goal.
4. ( ) What does “these” refer to in paragraph 3?
- A) all the applicants
  - B) the training expeditions
  - C) the women who went on the trip.
  - D) the unsuitable applicants.
5. ( ) What did each woman have to do before the start of the expedition?
- A) visit Canada.
  - B) get fit.
  - C) learn to ski.
  - D) meet the other women.
6. ( ) On the expedition, the women had to be careful to avoid

- A) falling over on the ice.
- B) being left behind.
- C) damaging the sledges.
- D) getting too cold at night.

7. ( ) It was difficult for the women to cover 15 kilometres a day because

- A) they got too tired.
- B) the ice was moving.
- C) they kept getting lost.
- D) the temperatures were too low.

8. ( ) What is the main message of the text?

- A) Motivation and teamwork achieve goals.
- B) Women can do anything they want.
- C) It is sometimes good to experience difficult conditions.
- D) Arctic conditions are very harsh.

## Passage 2

**DIRECTIONS:** READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS BELOW. CHOOSE THE CORRECT ANSWER AND WRITE IT IN THE PARENTHESIS. **(7/20)**

### The Sahara Film Festival

After a bumpy 225km drive from a meagre airstrip in Tindouf, Southwestern Algeria, a sprawling single-story town begins to emerge from the desert's dust. As the sun climbs in the cloudless sky, visitors are rewarded with their first glimpse of Dakhla refugee camp. It isn't the most obvious setting for a film festival, but for seven years, just before the glitz and glamour of Cannes, the Sahrawi people of Dakhla have hosted actors and film-makers from around the world for this six-day event. This year, for the first time, direct flights were laid on from London, giving the opportunity for overseas visitors to play a part in this extraordinary occasion. But despite the

energy and excitement, the background to the film festival is a serious one, as the Sahrawi people have been living for thirty years in this isolated desert outpost, having been forced to flee their native Western Sahara.

Western Sahara, Africa's last colony, was taken over by Morocco when the Spanish withdrew in 1976, despite a ruling from the International Court of Justice. This was followed by a brutal 16-year war, during which time tens of thousands of Sahrawis fled across the Algerian border to refugee camps. In 1991, a ceasefire agreement was drawn up, in which a referendum on self-determination was promised to decide the fate of the country and its people. However, almost twenty years later, the gears of diplomacy have turned slowly and nothing has happened. Meanwhile, the refugees have been left stranded in five refugee camps dotted around the vast, inhospitable desert.

Dakhla, home to nearly 30,000 of these refugees, is the most remote of these camps, being located 175 km from the nearest city. Unlike its namesake, the beautiful coastal city in Western Sahara, this Dakhla has no paved roads and is entirely dependent on outside supplies for food and water. Temperatures regularly top 120 degrees, there is minimal vegetation and there are frequent sandstorms. Locally it is known as the Devil's Garden. Despite these obvious setbacks, the town is clean and well organised, with wide sandy streets. Houses and tents are grouped in neat family compounds. There are hospitals, funded by aid agencies, and a good standard of education. For the duration of the festival, an articulated lorry is parked in the central compound, and a multiplex-sized screen is mounted on its side. Around it are stalls and tents housing workshops and exhibitions.

The aim of the festival is to raise international awareness on the plight of the refugees. However, it also offers a rare chance for the refugees to go to the movies and experience some educational opportunities. It is hoped that it might foster a new generation of Sahrawi film-makers, especially as this year, the festival also celebrated the opening of a permanent film, radio and television school in a neighbouring camp.

The program of films for this year included over forty films from around the world. Films range from international blockbusters to various works on and by the Sahrawi people. The themes mostly centre on experiences of struggle and hope, but there were lighter moments, such as an animated film for the children and a flash of Rachel Weisz's naked bottom during the ancient Egyptian epic *Agora* which proved to be a highlight for many older boys. However, the runaway favourite was 'a Victime', a documentary about Ibrahim Leibeit, a 19-year-old Sahrawi who lost his leg to a land mine last year.

Films are screened at night, so the daytime is taken up with exhibitions, camel races and football matches. One afternoon the London-based charity 'Sandblast' put on a joint workshop with a film-maker, giving refugees the opportunity to learn about filmmaking and create their own video messages. These were put online so that their extended families in Western Sahara, from whom they have been separated for more than 33 years, could watch them. Helen Whitehead, a film-maker from London said, 'Working together really broke down language and cultural barriers. It was very rewarding, and we came across some real talent.'

More than 500 visitors flew into Tindouf on charter planes and braved the rough drive to the settlement. All the visitors to the festival stay with Sahrawi families, sharing their homes and partaking of their food. Living with these displaced people gives overseas participants an invaluable insight into the conditions in which the refugees live. Alongside the film buffs there are real celebrities such as actors Victoria Demayo and Helena Olano. They are mostly B and C listers from the Spanish film industry, although the real stars do take an interest. Director Javier Cardozo was a visitor last year, and Penelope Cruz is a long-term supporter, but pulled out of attending the festival this year at the last minute. Will the celebrity backing make a difference to the plight of the refugees? Possibly. Cardozo's suggestion that the Spanish, as the ex-colonial masters of Western Sahara, were responsible for the situation received significant coverage in the Spanish Media and put some pressure on the government to take some action. However, although the campaign in Spain

is growing steadily, the focus of attention cannot only be on the Spanish government.

On the final day of the gathering, there is a dusty red-carpet ceremony in which the White Camel award for best picture is presented to Jordi Ferrer and Paul Vidal for 'El Problema', their 2009 film about Western Sahara. Actors, activists and festival organisers gather on stage in high spirits to show their solidarity with the refugees. But as the stalls are dismantled and the trucks are driven away, the thoughts of the visitors turn to the people they are leaving behind. They may never get the chance to see the world or fulfil their dreams of becoming actors or film-makers. For them, there is nowhere to go. Dakhla is essentially a desert prison.

**9.** (    ) In the first paragraph, the writer emphasises:

- A) the enthusiasm that the festival instils.
- B) the sensational nature of the festival.
- C) the festival's increasing media attention.
- D) the festival's unlikely location.

**10.** (    ) According to the writer, the refugees have been in the desert for so long because:

- A) international agencies do not know they are there.
- B) the Moroccan government disagree with the UN.
- C) a proposed vote is yet to take place.
- D) there is a war in their home country.

11. ( ) What does the writer say about the original city of Dakhla?

- A) It is by the sea.
- B) It has good health and educational facilities.
- C) It does not have proper roads.
- D) It gets food and water from aid agencies.

12. ( ) What is said about the films shown at the festival?

- A) They mostly show the personal experiences of the Sahwari people.
- B) All of the films are serious in content.
- C) The variety of films suited a wide range of tastes.
- D) The international films were more popular than the local films.

13. ( ) What was the British visitors' response to the workshops?

- A) They were surprised by the refugee's film knowledge.
- B) The workshops enabled them to communicate with local people.
- C) The workshops taught the visitors a lot about local culture.
- D) They showed the local films to their families via the internet.

14. ( ) What point does the writer make about celebrity guests?

- A) The writer is disappointed that the more famous celebrities do not attend.
- B) The celebrities put too much blame on the Spanish Government.
- C) The celebrities' presence has succeeded in raising awareness already.
- D) Their actions are unlikely to put pressure on the decision-makers.

15. ( ) What point does the writer highlight in the final paragraph?

- A) There is a contrast between the visitors' freedom and the refugees' confinement.
- B) The film festival only gives the refugees unattainable dreams.
- C) The visitors only care about the refugees for the duration of the festival.
- D) The festival is a poor copy of the more famous film festivals.

### Passage 3

**DIRECTIONS:** YOU ARE GOING TO READ AN ARTICLE ABOUT THE MAKING OF AN UNUSUAL TELEVISION COMMERCIAL. SIX SENTENCES HAVE BEEN REMOVED FROM THE ARTICLE. CHOOSE FROM THE SENTENCES A-G THE ONE WHICH FITS EACH GAP. THERE IS ONE EXTRA SENTENCE WHICH YOU DO NOT NEED TO USE. (5/20)

- A Then the falling dominoes head out of the room into the streets, causing progressively larger objects to tumble.**
- B These were all chosen to suit the town and fit in with the people's way of life.**
- C Getting there involved driving along 48 kilometres of dirt roads and crossing twelve rivers.**
- D Iruya is situated 3000 metres above sea level and the film crew was not used to working in such conditions.**
- E The prop department constructed a small version on site, but most of the work was done in a studio in London.**
- F Added to this was the total of one hundred and thirty 'actors' who were recruited from five neighbouring towns.**
- G Setting up the dominoes on the table took a team of experts three days, but took just 14 seconds to topple.**

### **The Making of 'Tipping Point'**

Many of the most expensive commercials ever made are those in which an A-list celebrity flashes a beautiful smile at the cameras. Not so with the famous Irish drink company Guinness.

Their recent television advertisement, the most expensive in British history, cost ten million pounds, and it features, not the rich and famous, but villagers from the mountains of Argentina.

The advertisement features a game of dominoes. It begins in a darkened room where several thousand ordinary dominoes are set up on a specially-designed table.

0.   A   Dominoes knock over books, which in turn knock bigger household objects such as suitcases, tyres, pots of paint, oil drums and even cars. The final piece in the chain reaction is a huge tower of books. These flutter open to reveal a structure in the shape of a pint of Guinness.

The location chosen for the commercial was Iruya, a village high up in the mountains of Northwest Argentina. **16.** \_\_\_\_\_ The journey there could take up to ten hours. Asked why this remote destination was chosen for the shoot, the director said that even though it was the most difficult location they could have picked, it was perfect.

For one month, the village, with a population of one thousand, increased in size by almost thirty percent. One hundred and forty crew members descended on the village. These included the world record holders in domino toppling, Weijers Domino productions from the Netherlands. **17.** \_\_\_\_\_

Creating this film was no easy task. Preparations for filming took well over a month. Twenty-six truckloads of objects were brought in. **18.** \_\_\_\_\_ They included 10,000 books, 400 tyres, 75 mirrors, 50 fridges, 45 wardrobes and 6 cars. Setting the objects up took skill and patience. They needed to be arranged so they would fall over easily, and this involved balancing them on stones. Some of the sequences had to be reshot 15 times and 24 hours of footage was captured. However, the sequence in which six cars fell over was successfully shot in just one take.

Filming in this location was not without its difficulties. Firstly, being so isolated, it was hard to obtain resources at short notice. The second problem was the high altitude. **19.** \_\_\_\_\_ It was also hard working with the villagers who had no experience of film-making. Finally, setting and resetting the props caused a good deal of frustration.

These days when CGI is all the rage, it was surprising that so little of the work was done using computer effects. The only sequence that used computer graphics was the one in which the tower of books fluttered open to reveal a pint of Guinness. **20.** \_\_\_\_\_ Even so, this was no simple matter. They had to ensure that all the books in the tower had a different appearance.

Director Nicolai Fuglsig said about the project: 'Despite all the challenges, the cast was fantastic and it was a really amazing experience.' Whether or not the effort put into the advert pays off is another matter entirely.

## **PART C. LISTENING COMPREHENSION (20/100).**

### **LISTENING PART 1**

**DIRECTIONS:** YOU WILL HEAR PEOPLE TALKING IN DIFFERENT SITUATIONS. FOR QUESTIONS 1-7, CHOOSE THE CORRECT ANSWER (A, B OR C) AND WRITE IT IN THE PARENTHESIS. **(7/20)**.

Note: Each segment of the listening section was taken from different sources so, please follow the written directions and do not pay attention to further indications, such as page number or exercise.

0. ( C ) In a theater box office, you hear this conversation What does the man want to do?

- A) buy extra tickets for a different day
- B) get a refund on his friend's ticket

**C) exchange his tickets**

1. ( ) You hear someone talking on the radio. What is the programme about?

- A) saving the environment
- B) using energy
- C) studying natural history

2. ( ) You hear someone talking on the telephone. Who is she talking to?

- A) her accountant
- B) her secretary
- C) her new client

3. ( ) You hear someone talking in a café. What is the speaker doing?

- A) disagreeing with a point of view
- B) making a recommendation
- C) blaming someone for a mistake

4. ( ) You overhear two people talking. What are they talking about?

- A) a film
- B) a DVD
- C) a live concert

5. ( ) You hear a man talking about his plans for next year. What does he intend to do?

- A) go to university
- B) change his job
- C) travel abroad

6. ( ) You hear two people talking in a café. What is the relationship of the man to the woman?

- A) husband
- B) boss
- C) colleague

7. ( ) You hear a guide talking to a group of tourists. Where are they?

- A) in a museum
- B) in an amusement park
- C) in a library

## LISTENING PART 2

**DIRECTIONS:** YOU WILL HEAR PEOPLE TALKING IN DIFFERENT SITUATIONS. FOR QUESTIONS 8 - 15, CHOOSE THE CORRECT ANSWER (A, B OR C) AND WRITE IT IN THE PARENTHESIS. **(8/20)**

8. ( ) You hear a woman talking about making jewellery. What metal does she normally use?

- A) gold
- B) silver
- C) copper

9. ( ) You hear two friends talking about postcards. The woman is keen to collect postcards which:

- A) are in good condition.
- B) are from the 1930s.
- C) have with a printed message.

10. ( ) You hear a radio talk about wooden objects. What is unusual about the objects the woman describes?

- A) They were painted with beautiful designs.
- B) They were made from different types of wood.
- C) They were carved from a single piece.

11. ( ) You hear a man talking about his hobby. How does he spend his weekends?

- A) pretending to be a soldier
- B) doing a history course
- C) producing different plays

12. ( ) You hear a girl talking about collecting beads. Which kind of beads does she have most of?

- A) glass
- B) wooden
- C) plastic

13. ( ) You hear part of a conversation in a radio play. What is the man doing?

- A) complaining about some goods
- B) arranging to meet a journalist
- C) describing what kind of model kits he buys

14. ( ) You hear an interview with a girl who collects pebbles. She paints them

- A) to remind her of her holidays
- B) to improve her art technique.
- C) to make some pocket money.

15. ( ) You hear an interview with a boy whose hobby is slot-car racing. Who introduced him to it?

- A) his father
- B) his friend
- C) his cousin

**DIRECTIONS:** YOU WILL HEAR FIVE PEOPLE EXPLAINING WHAT THEY THINK ABOUT CRIME PREVENTION. FOR QUESTIONS 16-20, CHOOSE WHICH OF THE OPINIONS A-F EACH SPEAKER EXPRESSES AND WRITE IT IN THE PARENTHESIS. USE THE LETTERS ONLY ONCE. THERE IS ONE EXTRA LETTER YOU DO NOT NEED TO USE. **(5/20)**

A Police can't be expected to fight crime without support.	Speaker 1 ( ) <b>16</b>
B Some people have their priorities wrong when it comes to preventing crime.	Speaker 2 ( ) <b>17</b>
C Education can change people's chance of being victims of crime.	Speaker 3 ( ) <b>18</b>
D Not everyone knows what difficulties the police face.	Speaker 4 ( ) <b>19</b>
E People may not be aware of all the facilities that are available.	Speaker 5 ( ) <b>20</b>
F It's not really a serious problem.	

**PART D. WRITTEN PRODUCTION (20/100).**

**DIRECTIONS:** CHOOSE ONE OF THE FOLLOWING TOPICS AND WRITE AN ARGUMENTATIVE ESSAY (300-500 WORDS LONG, INCLUDING INTRODUCTION, DEVELOPMENT AND CONCLUSION) TO SUPPORT YOUR PERSONAL OPINION.

USE THE RUBRIC PROVIDED BELOW.

- 1) Should teachers be responsible for low test scores?
- 2) The increase in standardized testing has improved the educational achievements of graduates.

## WRITING RUBRIC

CONTENT	LANGUAGE STRUCTURE	ERRORS	ORGANIZATION	LANGUAGE CONVENTIONS
4 POINTS	4 POINTS	4 POINTS	4 POINTS	4 POINTS
All content points included with appropriate expansion	Wide range of structure and vocabulary within the task set.	Minimal errors, perhaps due to ambition; well/developed control of language.	Ideas effectively organized, with a variety of linking devices.	Demonstrates mastery of conventions- few errors of spelling, punctuation, capitalization, paragraphing
3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS
All major content points included; possible one or two minor omissions.	Good range of structure and vocabulary within the task set.	Generally accurate, errors occur mainly when attempting more complex language.	Ideas clearly organized, with suitable linking devices.	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
2 POINTS	2 POINTS	2 POINTS	2 POINTS	2 POINTS
Some major content points inadequately covered or omitted, and/or some irrelevant material.	Limited range of structure and vocabulary.	A number of errors, which distract the reader and may obscure communication at times.	Ideas inadequately organized; linking devices rarely used.	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

## **PART E. ORAL INTERACTION (20/100)**

### **PART 1. INTERVIEW**

**DIRECTIONS:** CANDIDATE WILL ANSWER A SERIES OF FOLLOW-UP QUESTIONS.

### **PART 2. SPEECH**

**DIRECTIONS:** CHOOSE ONE OF THE FOLLOWING TOPICS AND PREPARE A 5-7 MINUTES LONG SPEECH PROVIDING RELEVANT EXPLANATIONS, ARGUMENTS AND COMMENTS.

- 1) **More schools or better teachers?**
- 2) **Higher life expectancy is generally associated with higher healthcare spending per person.**

**TAKE THIS RUBRIC INTO ACCOUNT TO PREPARE YOUR INTERVIEW**

**GRADING SCALE:**

<b>PRONUNCIATION AND EXPRESSION</b>	<b>PHRASING</b>	<b>FLUENCY</b>	<b>GRAMMAR</b>	<b>INTERACTION</b>
4 POINTS	4 POINTS	4 POINTS	4 POINTS	4 POINTS
<p>The precision with which words are enunciated.                      The use of the tone, inflection, intonation and volume in oral production.</p> <p>All words are pronounced correctly, Miscues (additions, omissions, substitutions, etc.) not evident.</p> <p>Ability to speak in an expressive, engaging voice.</p> <p>Appropriate tone, inflection, intonation and volume</p>	<p>The grouping of words in meaningful phrases.</p>	<p>The flow and rhythm of the oral production demonstrated by the ease and speed with which the speaker delivers the message.</p>	<p>A wide range of structures and contents.</p>	<p>Listen and respond maintaining a fluent conversation.</p>
3 POINTS	3 POINTS	3 POINTS	3 POINTS	3 POINTS
<p>Almost all words are pronounced correctly. Miscues do not affect meaning.                      Self monitoring skills (re-reading, sounding out, substitutions, etc.) for accuracy and appropriateness.                      Ability to speak in an expressive, engaging voice</p> <p>Generally uses appropriate tone, inflection intonation, and volume.</p>	<p>Demonstrates ability to phrase words (e.g., liaisons and elisions are usually evident).</p>	<p>Flow and rhythm is generally maintained.</p> <p>Appropriate speed.</p>	<p>Few errors in sentence structures.</p>	<p>Contributions are adequately related to those of other speakers.</p> <p>Sufficiently active in development of conversation and quite flexible.</p>
2 POINTS	2 POINTS	2 POINTS	2 POINTS	2 POINTS
<p>Many words are pronounced incorrectly.                      Miscues may affect meaning.</p> <p>Few Self-monitoring skills are used.                      Limited ability to speak in an expressive, engaging voice.</p> <p>Limited ability to keep appropriate tone, inflection, intonation, and volume.</p>	<p>Limited ability to connect ideas (e.g., rarely, uses liaisons and elisions).</p>	<p>Flow and rhythm are seldom maintained.                      Rarely uses appropriate speed.</p>	<p>Frequent basic errors.</p> <p>Miscues frequently affect meaning.</p>	<p>Contributions are often unrelated to those of the other speakers.</p> <p>Sometimes passive in development of conversation and not flexible.</p>

## ANSWER KEY

### PART A. USE OF ENGLISH (20/100).

#### **EXAMPLE 1**

1. A) went on
2. A) sites
3. D) conflict
4. D) date
5. C) added

#### **EXAMPLE 2**

6. C) out
7. A) cut
8. D) stretcher
9. C) handing out
10. D) bungalow

#### **EXAMPLE 3**

11. consumption
12. growth
13. treatment(s)
14. disagree
15. alternative

#### **EXAMPLE 4**

16. had the/an opportunity to do
17. has always dreamt of writing
18. depends (largely/mostly) on tourism for
19. your objection to inviting/asking
20. insisted on making

## PART B READING COMPREHENSION (20/100)

### Passage 1

1. ( C ) What was so extraordinary about the expedition?  
C) It was a new experience for most of the women
2. ( D ) Why were the Women who took part in the expedition chosen?  
D) They came from very diverse backgrounds.
3. ( D ) What did the women who answered the advertisement have in common?  
D) They all wanted to achieve a goal.
4. ( C ) What does “these” refer to in paragraph 3?  
C) The women who went on the trip
5. ( B ) What did each woman have to do before the start of the expedition?  
B) get fit
6. ( C ) On the expedition the women had to be careful to avoid  
C) damaging the sledges
7. ( A ) It was Difficult for the women to cover 15 kilometers a day because  
A) they got too tired.
8. ( A ) What is the main message of the text?  
A) Motivation and teamwork achieve goals

### Passage 2

9. ( D ) In the first paragraph, the writer emphasises:  
D) the festival’s unlikely location
10. ( C ) According to the writer, the refugees have been in the desert for so long because:  
C) a proposed vote is yet to take place
11. ( A ) What does the writer say about the original city of Dakhla?  
A) It is by the sea.
12. ( C ) What is said about the films shown at the festival?  
C) The variety of films suited a wide range of tastes
13. ( B ) What was the British visitors’ response to the workshops?  
B) The workshops enabled them to communicate with local people.
14. ( C ) What point does the writer make about celebrity guests?  
C) The celebrities’ presence has succeeded in raising awareness already
15. ( A ) What point does the writer highlight in the final paragraph?  
A) There is a contrast between the visitors’ freedom and the refugees’ confinement

### Passage 3

1. C Getting there involved driving along 48 kilometres of dirt roads and crossing twelve rivers.
2. F Added to this was the total of one hundred and thirty 'actors' who were recruited from a five neighbouring towns.
3. B These were all chosen to suit the town and fit in with the people's way of life.
4. D Iruya is situated 3000 metres above sea level and the film crew was not used to working in such conditions.
5. E The prop department constructed a small version on site, but most of the work was done in a studio in London.

### PART C. LISTENING COMPREHENSION (20/100).

#### LISTENING PART 1

1. ( A ) You hear someone talking on the radio. What is the programme about?  
A) saving the environment
2. ( B ) You hear someone talking on the telephone. Who is she talking to?  
B) her secretary
3. ( B ) You hear someone talking in a café. What is the speaker doing?  
B) making a recommendation
4. ( C ) You overhear two people talking. What are they talking about?  
C) a live concert
5. ( A ) You hear a man talking about his plans for next year. What does he intend to do?  
A) go to university
6. ( C ) You hear two people talking in a café. What is the relationship of the man to the woman?  
C) colleague
7. ( A ) You hear a guide talking to a group of tourists Where are they?  
A) in a museum

#### LISTENING PART 2

8. ( B ) You hear a woman talking about making jewelry. What metal does she normally use?

- B) silver
9. ( C ) You hear two friends talking about postcards. The woman is keen to collect postcards which
- C) have with a printed message.
10. ( B ) You hear a radio talk about wooden objects. What is unusual about the objects the woman describes?
- B) They were made from different types of wood
11. ( A ) You hear a man talking about his hobby. How does he spend his weekends?
- A) pretending to be a soldier
12. ( A ) You hear a girl talking about collecting beads. Which kind of beads does she have most of?
- A) glass
13. ( A ) You hear part of a conversation in a radio play. What is the man doing?
- A) complaining about some goods
14. ( B ) You hear an interview with a girl who collects pebbles. She paints them
- B) to improve her art technique.
15. ( C ) You hear an interview with a boy whose hobby is slot-car racing. Who introduced him to it?
- C) his cousin

### **LISTENING PART 3**

- Speaker 1 ( F ) **16**
- Speaker 2 ( B ) **17**
- Speaker 3 ( D ) **18**
- Speaker 4 ( A ) **19**
- Speaker 5 ( C ) **20**

**PART D. WRITTEN PRODUCTION (20/100).**

**PART E. ORAL PRODUCTION (20/100).**

**GRADING SCALE:**

Full realization of the task set.	Good realization of the task set.	Reasonable achievement of the task set.	Task set attempted but not adequately achieved.
18-20	15-17	12-14	10-12

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