



**COLEGIO DE CIENCIAS Y HUMANIDADES
DIRECCION GENERAL
SECRETARIA ACADEMICA
DEPARTAMENTO DE INGLES**

EXAMEN DE CONOCIMIENTOS Y HABILIDADES DISCIPLINARIAS

**PROMOCIÓN XXXV
INGLÉS I-IV**

GUÍA DE ESTUDIO

Ciudad Universitaria, Distrito Federal, enero de 2014.

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STUDY GUIDE

INTRODUCTION

Candidates applying for a position as a *Profesor de Asignatura Interino*, eligible to teach English I-IV at Colegio de Ciencias y Humanidades, are to take the English Department teacher's screening 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 a B2+ English-language proficiency level¹, according to the Common European Reference Framework.

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. It is highly recommended an efficient administration of time, in order to finish the test on time.

PARTS OF THE EXAM:

Part A: Use of English (20 %).

Part B: Reading Comprehension (20 %).

Part C: Listening (20 %).

Part D: Written Production skills (20 %).

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

¹ Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

CANDIDATE PERFORMANCE

PART A: USE OF ENGLISH (20%).

In this section aspirants are asked to demonstrate their grammatical competence. Their use of English will be tested by tasks which show how well they can control grammar and vocabulary.

Grammar structures may vary from those included as examples in this Guide to the ones in the screen test hence, performance expected for **B2+** is highly recommended to be taken into account.

PART B: READING COMPREHENSION (20%).

Applicants demonstrate their ability to obtain ideas and opinions from specialized sources within their field, as well as understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints².

PART C: LISTENING (20 %).

Aspirants are expected to understand standard spoken language, live or broadcast, on both, familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Understanding main ideas and specific information, complex ideas and language, speaker's viewpoint and attitudes is required³

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

Part D: WRITTEN PRODUCTION SKILLS (20%).

In this section aspirants develop a formal Essay, which must include features such as introduction, development and conclusion, among other aspects. It will include as minimum 300 words. Passing on information or giving reasons in support of or against a particular point of view⁴ 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.

² *Common European Framework of Reference*, The DIALANG Scales,
http://www.coe.int/t/dg4/portfolio/?m=/main_pages/levels.html.

³ *Common European Framework of Reference*, The DIALANG Scales,
http://www.coe.int/t/dg4/portfolio/?m=/main_pages/levels.html.

⁴ CEFR, Global Scale.

PART E: ORAL INTERACTION (20 %).

Candidates are expected to demonstrate a range of communicative skills and meet some language requirements:

“Can give a clear, prepared presentation, giving reasons in support of a product and giving the advantages and disadvantages of various options.
Can take a series of follow up questions with a degree of fluency and spontaneity which pose no strain for either him/herself or the audience.
Can account for and sustain own opinions by providing relevant explanations, arguments and comments.”⁵

IMPORTANT INFORMATION TO TAKE INTO ACCOUNT:

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

⁵ British Council, EAQUALS.

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).

A love of travelling

For Mike Hamilton, a love of travelling began with what's (0) called a 'gap year'. In common with many other British teenagers, he chose to take a year off before (1) _____ to go to university. After doing various jobs to (2) _____ some money, he left home to gain some experience of life in different cultures, learning a lot about life in southern Africa and Asia. The more adventurous the young person, (3) _____ the challenge they are likely to (4) _____ themselves for the gap year, and for some, like Mike, it can (5) _____ in a thirst for adventure.

As well as doing some mountain climbing and other outdoor pursuits along the way, Mike hopes to pass on to the people he meets the environmental message that lies behind the whole.

0. A) **called** B) named C) referred D) known

1. A) setting down B) getting up C) taking over D) holding back

2. A) achieve B) raise C) advance D) win

3. A) stronger B) wider C) greater D) deeper

4. A) put B) set C) aim D) place

5. A) result B) induce C) cause D) create

EXAMPLE 2

DIRECTIONS: Questions 1-5 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. (5/20)

0. They agreed to lend him some money_ provided that _ he paid it back quickly.

- (A) even though
- (B) as far as
- (C) so that
- (D) **provided that**

6. The findings in this study_____ everything in the previous report.

- (A) conceive
- (B) predict
- (C) contradict
- (D) reside

7. They agreed to lend him some money_____ he paid it back quickly.

- (A) even though
- (B) as far as
- (C) so that
- (D) provided that

8. Could you _____me on Friday? I'll be away for the day on a course.

- (A) stand for
- (B) stand by
- (C) stand in for
- (D) stand up for

9. I didn't feel confident or ready for the race so I decided to_____

- (A) chill out
- (B) bottle out
- (C) stick it out
- (D) simmer down

10. I was ill on the weekend so I _____ the party.

- (A) caught up with
- (B) came up with
- (C) missed out on
- (D) took it out on

EXAMPLE 3

DIRECTIONS: use the word on the right to form a word that fits in the gap.
(5/20)

Family holidays

<p>Holiday Dreams Company offers a selection of family group vacations which explore some delightful hidden corners of Slovenia. There is something for everyone to enjoy on these holidays (0) <u>regardless</u> (regard) of age or level of (11) _____. The brochure includes various destinations for families. These range from sightseeing tours of (12) _____ cities to undemanding walking trips for the more (13) _____ traveler.</p> <p>But it would be to give the impression that these holidays are just about walking. According to the brochure, the (14) _____ of walking is often the thing that brings together a group of like-minded people, who share the (15) _____ of good companionship.</p>	<p>0. regard</p> <p>11. fit</p> <p>12. history</p> <p>13. adventure</p> <p>14. enjoy</p> <p>15. please</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)

9

16. She had to finish her homework before she went out.

until

She had to stay in _____ her homework.

17. In a work situation women generally ask more questions than men.

tend

Men _____ than women in a work situation.

18. Do you know the way to the Italian restaurant?' Julie asked Maria.

where

Julie asked Maria _____ the Italian restaurant was.

19. The lecture was cancelled because the professor was ill.

called

They _____ because the professor was ill.

20. It's difficult for me to decide which job to apply for.

mind

I can't _____ which job to apply for.

PART B. READING COMPREHENSION (20/100)

III. READING COMPREHENSION (Score: 20/100 points).

A. Passage 1 (5/20)

DIRECTIONS: Read the following passage and answer the questions below. Choose the correct answer and write it in the parenthesis.

IKEA

If you recently went shopping at IKEA for a Billy (a bookshelf) or Detolf (a glass cabinet), you had a lot of company: Over the last 60 years, the retail legend with unique product names has probably sold more furniture than any other company. Millions of customers worldwide have filled their homes with IKEA products, turning the Swedish chain into a multimillion-dollar giant.

IKEA's roots were far more humble. Founded in 1943 by Ingvar Kamprad, a 17-year-old Swede, the company started as a mail-order business. One might expect such a young entrepreneur to grow tired of the ins and outs of a daily business, but not Ingvar. Within four years, he went from selling pens, watches, and other odds and ends to hiring local craftspeople to build furniture for IKEA.

The 1950s were a momentous period for the company. Kamprad opened his first showroom in 1953. Two years later, the company started designing its own furniture. Shortly after that IKEA began selling items in "flat packages". That is, the products came in several pieces, packed in a box, and customers assembled the items at home. According to the company, this idea came from an IKEA employee who had to take apart a table to make it fit into a car.

Besides do-it-yourself furniture and "one-way" store layouts (IKEA stores are internationally designed to make you walk through every section before arriving at the cash register), IKEA is known for its emphasis on children. It sells many products designed especially for use by boys and girls. The company is also a big

supporter of children's rights, helping in efforts to eliminate child labor in developing countries.

With sales of \$28.9 billion in 2007, IKEA is firing on all cylinders. It now has more than 250 stores in over 30 countries (see table). As the world buys Billys and Detolfs by the thousands, Ingvar Kamprad (already one of the richest people) will continue to have a reason to smile. If there isn't an IKEA near you yet, that could change soon, as the retail legend grows and grows.

IKEA BY THE NUMBERS (2007)

Number of stores	278
Number of countries with IKEA stores	36
Number of employees	118,000
Number of products sold by IKEA	Over 9,500
Number of customers	522 million

1. () What does the article suggest is unique about Kamprad as a young man?

- A. Despite his age, he stayed focused on growing the company.
- B. He was able to sell odds and ends in the mail.
- C. Local craftspeople were willing to work for him, although he was young.
- D. He opened a business at a very young age.

2. () When did IKEA start selling the "flat packages"?

- A. 1943
- B. 1950
- C. 1953
- D. Around 1955

3. () Which of the following is true?

- A. IKEA sells close to 1000, 000 different products.
- B. More than half a billion people shopped at IKEA in 2007.
- C. IKEA had sales of \$28.9 million in 2007.
- D. The number of products IKEA sells is nearly 10 times larger than IKEA employees.

4. () What does the article suggests about IKEA's future?

- A. The company is happy with its current size.
- B. As IKEA already has stores in 200 countries, opening more will be hard.
- C. The company plans to keep expanding.
- D. Kamprad hopes to become the world's richest person.

5. () What is a synonym of "ins and outs"?

- A. Various items
- B. All the details, both small and large
- C. Put together
- D. Working successfully with full energy

6. () 'retail' in paragraph 1 is closest in meaning to:

- A. wholesale
- B. trader
- C. market
- D. sell

7. () According to the table, if the total amount of customers were distributed homogeneously among the total of countries with Ikea stores, how many customer would each country have?

- A. 4 million, five hundred thousand.
- B. 40 million, five thousand.
- C. 14 and a half million.
- D. 4 billion and five.

B. Passage 2 (10/20)

DIRECTIONS: Read the following passage and answer the questions below. Choose the correct answer and write it in the parenthesis.

THE CREATORS OF GRAMMAR

No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is - who created grammar?

At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually *formed*, the researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible.

Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a make-shift language called a *pidgin*. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. **[A]** Speakers need to use circumlocution in order to make their meaning understood. **[B]** Interestingly,

however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. **[C]** Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. **[D]** Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilize the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilized a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

Some linguists believe that many of the world's most established languages were creoles at first. The English past tense –ed ending may have evolved from the verb 'do'. 'It ended'mayonce have been'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

1. () In paragraph 1, Why does the writer include information about the Cherokee language?

- A. To show how simple, traditional cultures can have complicated grammar structures.
- B. To show how English grammar differs from Cherokee grammar.
- C. To prove that complex grammar structures were invented by the Cherokees.
- D. To demonstrate how difficult it is to learn the Cherokee language.

2. () What can be inferred about the slaves' pidgin language?

- A. It contained complex grammar.
- B. It was based on many different languages.
- C. It was difficult to understand, even among slaves.
- D. It was created by the land-owners.

3. () All the following sentences about Nicaraguan sign language are true EXCEPT:

- A. The language has been created since 1979.
- B. The language is based on speech and lip reading.
- C. The language incorporates signs which children used at home.
- D. The language was perfected by younger children.

4. () In paragraph 3, where can the following sentence be placed?

It included standardized word orders and grammatical markers that existed in neither the pidgin language, nor the language of the colonizers.

- A. [A]
- B. [B]
- C. [C]
- D. [D]

5. () 'From scratch' in paragraph 2 is closest in meaning to:

- A. from the very beginning
- B. in simple cultures
- C. by copying something else
- D. by using written information

6. () 'Make-shift' in paragraph 3 is closest in meaning to:

- A. complicated and expressive
- B. simple and temporary
- C. extensive and diverse
- D. private and personal

7. () Which sentence is closest in meaning to the highlighted sentence?

Grammar is universal and plays a part in every language, no matter how widespread it is.

- A. All languages, whether they are spoken by a few people or a lot of people, contain grammar.
- B. Some languages include a lot of grammar, whereas other languages contain a little.
- C. Languages which contain a lot of grammar are more common than languages that contain a little.
- D. The grammar of all languages is the same, no matter where the languages evolved.

8. () All of the following are features of the new Nicaraguan sign language EXCEPT:

- A. All children used the same gestures to show meaning.
- B. The meaning was clearer than the previous sign language.
- C. The hand movements were smoother and smaller.
- D. New gestures were created for everyday objects and activities.

9. () Which idea is presented in the final paragraph?

- A. English was probably once a creole.
- B. The English past tense system is inaccurate.
- C. Linguists have proven that English was created by children.
- D. Children say English past tenses differently from adults.

10. () Look at the word 'consistent' in paragraph 4. This word could best be replaced by which of the following?

- A. natural
- B. predictable
- C. imaginable
- D. uniform

11. () Which of the following terms is not mentioned in the text?

- A. Pidgin
- B. Creole
- C. Circumlocution
- D. Body Language

12. () Choose the option that is true.

- A. All foreign languages students find grammar difficult to learn, no matter the language it is.
- B. It is impossible to know who created grammar.
- C. Recent languages evolved because slaves learned each other's language.

D. Children lack of a grammar mechanism in their mind, but are able to create logical, complex structures.

13. () What does silent language consist of?

- A. Springs of words and grammar systems
- B. Gestures and grammatical devices
- C. Speech and lip reading
- D. Signs and sounds

PART C. LISTENING COMPREHENSION (20/100).

LISTENING PART 1

Instructions: you will hear people in thirteen different situations. For questions 1-13, underline the best answer (A, B or C).

1. A talk by a man who works for a tourist company. What is his role in the company?
 - a) He designs the advertisements.
 - b) He chooses the destinations.
 - c) He trains the guides.
2. Part of a program about music in the schools. Why are fewer children joining school choirs?
 - a) They are unwilling to song in public.
 - b) Their parents don't encourage them to sing.
 - c) Their teachers lack the necessary music skills.
3. A DJ who works in a club, talking about his job. What makes him unhappy?
 - a) Being asked to play old-fashioned types of music.
 - b) Being asked to play the same track more than once.
 - c) Being asked to play the bands which he dislikes most.
4. A woman recommending a campsite. Why does she recommend it?
 - a) It's close to tourist attractions.
 - b) It's in an area of natural beauty.
 - c) It has a wide range of facilities.

5. A woman talking about running in a marathon. Why did she decide to run?
 - a) She knew it would be good for her level of fitness.
 - b) She'd been wanting to do it since her schooldays.
 - c) She was too embarrassed to refuse to do it.
6. Two people talking about a new café. Why did they both approve?
 - a) The size of the portions.
 - b) The originality of the food.
 - c) The efficiency of the service.
7. A radio announcement about a job vacancy. What skill must you have if you want the job?
 - a) An ability to deal with complaints.
 - b) An ability to work with numbers.
 - c) An ability to write well.
8. Part of a talk about how to look fit and healthy. What is the speaker's advice?
 - a) Build up your muscles.
 - b) Avoid certain foods.
 - c) Check your weight regularly.
9. A young couple talking about moving to the country. Why does the man object to the idea?
 - a) He wouldn't be able to work there.
 - b) He'd miss the facilities of the city.
 - c) He wouldn't be near to his friends.
10. A politician talking about facilities for the young in the area. In her opinion, what is needed?
 - a) A library.
 - b) A leisure centre.
 - c) An Internet café.
11. You overhear a woman talking about the flat she lives in. Why is she thinking of selling it?
 - a) There's too little storage space.

- b) She's disturbed by street noise.
- c) It's a long way from her place of work.

12. A part of a talk by a young man who's just come back from a trip. What was the main benefit of the trip for him?

- a) He became more independent.
- b) He learnt a foreign language.
- c) He made new friends.

13. Two people talking about transport.

- a) She hopes the exercise will improve her health.
- b) She is concerned about the environment.
- c) She can no longer afford the cost.

A CERAMICIST

LISTENING PART 2

Instructions: you will hear an interview with David Shaw, who is a professional ceramicist, making pottery objects out of clay. For questions 1-7, choose the best answer (A, B or C).

14. What does David say is an absolute requirement for people considering a career in ceramics?

- d) They must feel a passion for it.
- e) They must be physically very fit.
- f) They must have enough patience.

15. David says it took him a long time to...

- a) Develop his own style.
- b) Make his business profitable.
- c) Decide to work at ceramics full-time.

16. What does David find most enjoyable about his job?

- d) The fact that the results are unpredictable.
- e) The feedback he gets from his customers.

f) The knowledge that he creates useful pieces.

17. What does David say he finds particularly difficult?

- d) Doing administrative tasks.
- e) Finding time to research new ideas.
- f) Finishing new commissions on time.

18. What reason does David give for his recent success as a ceramicist?

- a) He's been luckier than other ceramicists.
- b) He's put in more effort than in the past.
- c) He's started to follow certain fashions.

19. How does David feel about the possibility of teaching ceramics?

- d) He feels unprepared for it.
- e) He fears it might distract him.
- f) He's unsure about finding time.

20. David advises people who want a career in ceramics to...

- a) Talk to established ceramicists.
- b) Go to ceramics exhibitions.
- c) Attend a ceramics course.

PART D. WRITTEN PRODUCTION (20/100).

Choose one of the following topics and write an essay (300-500 words long) in order to give your personal point of view about it.

- You have been asked to write a short film review for a school/college magazine. Choose any film which you think might be of interest to your fellow students. The film can be in any language and it can be of any type: comedy, thriller, science fiction, romance, historical drama, etc.

Your brief is to include a clear description of the story/contents, to comment on what you think the most successful and least successful features are, and to give an overall recommendation.

- An American company is opening a new English language school in your town. Someone you have known for a long time has applied for the job of receptionist at the school, and has asked you to write a character reference. You should write a detailed reference, indicating how long and in what capacity you have known this person, include relevant information about their abilities and personality, and why you would support his/her application.

WRITING RUBRIC

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

TAKE THIS RUBRIC INTO ACCOUNT TO DEVELOP YOUR ESSAY

4 points	4 points	4 points	4 points	4	20
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	15
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	10
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 PRODUCTION (20/100)

In this section candidate will be interviewed in pairs. There will be two examiners, one of them gives the instructions and the other asks some questions if necessary. (Duration: 10 to 12 minutes).

First part: (3 minutes each)

1. Each candidate speaks briefly about himself/herself. Examiner A asks some “getting to know you” questions,

Examiner: Talk about yourself, for example:

Where do you work?

Where did you study?

Talk about an important decision you have made in your life

How do you feel working at CCH?

Second part: Test ability: Candidates will use language in social situations to describe, compare and contrast, hypothesize, summarize, report, explain or comment upon a topic.

a) Candidates are given two different photos and are asked to make up a story based on them. ***(2 minutes each)***

b) Then, candidates have a conversation comparing their stories (examiner asks some questions if necessary). ***(2 minutes)***

Note: Pictures can be very similar or very different. Some examples can be related to educational settings, roles of people in our lives, stressful jobs, differences between living in a small city or in a big town, natural disasters, important celebrations, etc.

TAKE THIS RUBRIC INTO ACCOUNT TO PREPARE YOUR INTERVIEW

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

Pronunciation and expression	Phrasing	Fluency	Grammar	Interaction
The precision with which words are enunciated. The use of the tone, inflection, intonation and volume in oral production.	The grouping of words in meaningful phrases.	The flow and rhythm of the oral production demonstrated by the ease and speed with which the speaker delivers the message.	A wide range of structures and contents.	Listen and respond maintaining a fluent conversation.

Pronunciation and expression	Phrasing	Fluency	Grammar	Interaction
4 points	4 points	4 points	4 points	4 points
All words are pronounced correctly, Miscues (additions, omissions, substitutions, etc.) not evident. Ability to speak in an expressive, engaging voice.	The grouping of words in meaningful phrases.	The flow and rhythm of the oral production demonstrated by the ease and speed with which the speaker delivers the	A wide range of structures and contents.	Listen and respond maintaining a fluent conversation.

Appropriate tone, inflection, intonation and volume.		message.		
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.</p> <p>Limited ability to</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</p>

speak in an expressive, engaging voice. Limited ability to keep appropriate tone, inflection, intonation, and volume.				conversation and not flexible.
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ANSWER KEY

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

EXAMPLE 1

- 1.- A
- 2.- B
- 3.- C
- 4.- B
- 5.- A

EXAMPLE 2

- 6.- C
- 7.- D
- 8.- C
- 9.- D
- 10.- C

EXAMPLE 3

- 11.- fitness
- 12.- historic/historical
- 13.- adventurous
- 14.- enjoyment
- 15.- pleasure(s)

EXAMPLE 4

- 16.-until she had finished
- 17.-tend to ask fewer questions
- 18.-if she knew where
- 19.-called off the lecture
- 20.-make up my mind/make my mind up

PART B READING COMPREHENSION (20/100)

Passage 1

27

Answer key

1. () What does the article suggest is unique about Kamprad as a young man?

A.- Despite his age, he stayed focused on growing the company.

2. () When did IKEA start selling the “flat packages”?

D. Around 1955

3. () Which of the following is true?

B. More than half a billion people shopped at IKEA in 2007.

4. () What does the article suggests about IKEA's future?

C. The company plans to keep expanding.

5. () What is a synonym of “ins and outs” (line...)?

B. All the details, both small and large

6. () 'retail' in paragraph 1 is closest in meaning to:

A. wholesale

7. () According to the table, if the total amount of customers were distributed homogeneously among the total of countries with Ikea stores, how many customers would each country have?

C. 14 and a half million.

Passage 2

1. () In paragraph 1, Why does the writer include information about the Cherokee language?

A. To show how simple, traditional cultures can have complicated grammar structures.

2. () What can be inferred about the slaves' pidgin language?

C. It was difficult to understand, even among slaves.

3. () All the following sentences about Nicaraguan sign language are true EXCEPT:

B. The language is based on speech and lip reading.

4. () In paragraph 3, where can the following sentence be placed?

D. [D]

5. () 'From scratch' in paragraph 2 is closest in meaning to:

A. from the very beginning

6. () 'Make-shift' in paragraph 3 is closest in meaning to:

B. simple and temporary

7. () Which sentence is closest in meaning to the highlighted sentence?

A. All languages, whether they are spoken by a few people or a lot of people, contain grammar.

8. () All of the following are features of the new Nicaraguan sign language EXCEPT:

D. New gestures were created for everyday objects and activities.

9. () Which idea is presented in the final paragraph?

A. English was probably once a creole.

10. () Look at the word 'consistent' in paragraph 4. This word could best be replaced by which of the following?

D. uniform

11. () Which of the following terms is not mentioned in the text?

D. Body Language

12. () Choose the option that is true.

A. All foreign languages students find grammar difficult to learn, no matter the language it is.

13. () What does silent language consist of?

B. Gestures and grammatical devices

PART C . LISTENIG COMPREHENSION (20/100).

LISTENING (20/20)					
PART ONE			PART TWO		
1. A	6.- B	11.- B	14.- C	19.- A	
2. C	7.- C	12.- A	15.- B	20.- C	
3. B	8.- A	13.- C	16.- A		
4. B	9.- B		17.- B		
5. C	10.- A		18.- A		

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