

**Prova lliure per a l'obtenció del títol de graduat/ada
en educació secundària obligatòria**

Convocatòria 04/2017

Àmbit de la comunicació en llengua anglesa

Pauta de correcció

Activity 1*[25 points]***1. Listen to the text and choose the correct answer.*****(Podeu consultar la transcripció del text oral al final del document.)***a) What item is the woman interested in? *[2 points]*

- A shirt.
- A T-shirt.**
- A coat.
- Sneakers.

b) What size does she need? *[2 points]*

- Large.
- Small.
- Medium.**
- Minimum.

c) Which colours are available in her size? *[2 points]*

- Black and red.**
- Only purple.
- White, black and red.
- White, black, red and purple.

d) She's specially interested in... *[2 points]*

- mustard.
- apple.
- taupe.
- purple.**

e) In the end, she chooses the item in... *[2 points]*

- beige.
- yellow.
- red.**
- black.

f) What else does she ask for? *[2 points]*

- She needs a pair of jeans.
- She wants to try it on.**
- She asks for a scarf.
- She needs to go to the toilet.

g) Does she get the item, in the end? [2 points]

- Yes, she does.**
 Yes, she gets two.
 Yes, she gets a jersey.
 No, she doesn't.

h) What's the final price? [2 points]

- £1.95
 £10.95
 £7.95
 £95

i) How does she pay her purchase? [2 points]

- She doesn't have enough money.
 She doesn't want to pay.
 She pays with cash.
 She pays by credit card.

j) What's the last thing the woman is given? [2 points]

- Her change.
 Her purchase.
 A receipt.
 A recipe.

2. Circle the 5 expressions that you could hear in the text. [5 points]

Here's twenty

Have a nice day!

No, I'm sorry

Thanks. Bye

You're welcome

Yes, of course

Yes, it's great!

Is it OK?

See you soon

Don't know

Here you are

Can I help you?

Activity 1



Activity 2

[25 points]

1. Read the text and answer the questions.***Foreign Language Is in the House*****Teaching students a dialect during downtime**

As the U.S. academic year begins, some students are moving into foreign-language houses on or near campuses; these are homes whose residents commit to speaking exclusively in a non-English language.

About 2,300 students were living in such foreign-language houses last year, according to a study by the Modern Language Association. The students who choose this option benefit from foreign-language conversation, not just classroom instruction. Native speakers, usually teaching assistants in language-study courses or international students, often live in the houses alongside U.S. undergraduates.

The first student housing to provide this immersive environment for practising a language was established in the United States in 1914. Today, there are at least 19 languages spoken in foreign-language houses. French and Spanish are the most popular, followed by German, Japanese, Chinese, Italian, Russian and Arabic.

Today, foreign-language houses are available on many U.S. campuses and also at some schools in Canada, but they are unique to North America.

Middlebury College in Vermont and Oberlin College in Ohio are well known for their language programs and foreign-language houses, according to Rosemary Feal, director of the Modern Language Association.

Food as Teacher

At Oberlin's French House, teaching assistants Julia Contentin and Cécile Thivolle-Cazat —both from France— encourage their housemates to take advantage of in-house French film screenings, French meals, Christmas and Mardi Gras parties, nail-polish and French sessions for female residents, and an Easter party during which residents put labels on the furniture to help them learn vocabulary.

But a favourite for house residents is their preparation of French delicacies for a "Top Chef" baking competition. "Food is the key to success," Contentin said.

Adapted from the text by Lauren Mosen «Foreign Language Is in the House» in *ejournal usa* [on line] (August 2013)

a) Where do some students move into when the academic year begins? [2 points]

Some students are moving into foreign-language houses on or near campuses.

b) What do residents promise to do? [2 points]

They commit to speaking exclusively in a non-English language.

c) What are the advantages for students? [2 points]

They benefit from foreign-language conversation, not just classroom instruction.

d) Is this the first year the foreign-language houses exist? [2 points]

No, they exist since 1914.

e) Which are the most requested languages in foreign-language houses? [2 points]

French and Spanish.

f) Are foreign-language houses exclusive from the USA? [2 points]

No, they also exist in Canada.

g) What do Julia and Cécile recommend their housemates to do? [2 points]

They encourage their housemates to take advantage of in-house French film screenings, French meals, Christmas and Mardi Gras parties, nail-polish and French sessions for female residents.

h) When do they put labels on the furniture? [2 points]

They put labels on the furniture during an Easter party.

i) Why? [2 points]

To help students learn vocabulary.

j) What is the most popular activity for house residents? [2 points]

Their preparation of French delicacies for a "Top Chef" baking competition.

2. Find in the text the words that correspond to the following definitions. [5 points]

Example:

<i>House</i>	<i>A building that people, usually one family, live in.</i>
--------------	-------------------------------------------------------------

Word	Definition
Commit	To promise to do something.
Instruction	The teaching of a particular skill or subject. Knowledge or information imparted.
Environment	The conditions that you live or work in and the way that they influence how you feel or how effectively you can work.
Well-known	Known by many people or by the people involved in a particular situation.
Screening	The showing of a motion picture.

Activity 2



Activity 3

[25 points]

1. Complete the following text with the words in the box. There is one extra word which you do not need to use. [20 points]

key – of – solving – how – services – to – confirming – from – early – skills – for – any –
by – degree – each – likely – challenges – useful – about – seeker – language

Job interview tips: expert advice for graduates

We asked a panel of career advisers **how** graduates can ensure they shine during job interviews and convince recruiters they're the one **for** them.

1. You might find it **useful** think of your interview as a performance. It might not always be practical to learn your answers like an actor learns lines, but you should certainly have considered the rough outlines of how you will answer **any** given type of question. You need therefore to write down the questions you expect to be asked and then an effective answer for **each**.
2. Three-quarters of interviews are failed within three minutes of entering the room. Interviewers are put off **by** weak handshakes, a lack of eye contact, poor body **language**, poor posture (slumped shoulders suggest a lack of confidence) and a grim demeanour. Many recruiters make **early** judgements about your trustworthiness, likeability, competitiveness and professionalism and spend the rest of the interview **confirming** these opinions.
3. Preparation for the big day is essential and **key**. Before the interview, take the time to re-read your application and CV and identify what it is about you that makes you a great potential employee. Convince the employer that you are not just another job **seeker** by pinpointing the gems in your experience and creating a clear match between your goals and the employer's goals.
4. Ask a hundred recruiters what disappoints them most **about** the people they interview and I can safely predict the top answer: lack of knowledge of their organisation. And for lack of knowledge, they read lack of interest. Interview over. Any **degree** develops research skills, so apply them to your job hunting. Find out how the organisation has developed in recent years, how its products or **services** have changed, etc. Then use that information intelligently. You need to demonstrate an understanding of what it all means for you as a prospective employee, what the **challenges** would be and the skills and attributes you'll need to make a positive contribution.

5. Most employers are looking for applicants to demonstrate a specific set of **skills** and competencies which they believe are essential **to** the job role, for example team work, communication, problem **solving** and time management. At interview, you are **likely** to be asked to give specific examples of times when you have demonstrated those competencies. Employers recognise that you might not have lots of directly relevant work experience, so when they ask these questions they will usually be happy for you to provide examples **from** any aspect of your life, such as your studies, part-time work, volunteering, interests or extra-curricular activities.

Adapted from *The Guardian* [online] (21 July 2011)

[1 punt per cada paraula encertada]

2. Choose the most suitable heading from the list A-F for each paragraph (1-5) of the text. There is one extra heading which you do not need to use. [5 points]

A	Fail to prepare, prepare to fail.
B	Clarify your strengths and values.
C	Show willingness to learn.
D	Competency-based questions.
E	First impressions are very important.
F	Don't forget, practice makes perfect.

Paragraph	Letter
1	F
2	E
3	B
4	A
5	D

Activity 4

[25 points]

After reading the text “Foreign Language Is in the House», in activity 2, write an e-mail applying for a place in a foreign-language house.

Explain why you are interested in this experience, why you think you can take advantage of it, your interests, etc. (about 70 words)

Criteria per corregir la redacció (sobre 25 punts)

Valoració global (coherència i adequació): 10 punts

10-8 punts: El text respon al tema demanat i incorpora els requeriments que es demanen. Es desenvolupa de manera adequada, ordenada i comprensible.

7 o 6 punts: El text respon a la tasca, però no incorpora tots els requeriments demanats. Es perceben idees desordenades, malgrat que el text és coherent.

5 o 4 punts: El text respon a la tasca, però presenta problemes de coherència i adequació al registre, tot i que pot incorporar o no els requeriments demanats.

3 o 2 punts: L'escrit no respon gaire a la tasca. Resulta difícil de llegir, presenta bastants problemes de coherència, adequació al registre i organització.

1 o 0 punts: Text no avaluable, massa curt, no respon a la tasca i no incorpora cap dels requeriments que es demanen. Text incompreensible.

Riquesa lingüística: 5 punts.

4-5 punts: Utilitza un ventall ampli d'estructures, vocabulari i connectors de manera adequada al context. S'arrisca per aconseguir la comunicació. S'admet algun error de lèxic.

2-3 punts: Utilitza un ventall poc ampli d'estructures, vocabulari i connectors que es repeteixen.

0-1 punts: El text presenta moltes interferències lingüístiques i/o errors. No hi ha puntuació.

Correcció lingüística (morfosintaxi i ortografia): 10 punts

Per cada errada ortogràfica o gramatical descomptarem 1 punt. Descomptarem 2 punts si l'errada és greu i dificulta la comprensió del text. No hi ha un màxim de punts a descomptar.

Observacions

Aquestes definicions només són orientatives, la qual cosa no implica que, obligatòriament, la puntuació final hagi de ser un nombre enter.

Activity 4

PUNTUACIÓ TOTAL

Puntuació màxima: 100 punts

Transcripció dels textos orals

Aquesta prova consta d'un sol àudio que s'haurà de passar dos cops en l'exercici 1 i dos cops més en l'exercici 2.

Shopping for clothes

Shop assistant: Can I help you?

Customer: Yes, have you got this T-shirt in other colours?

Shop assistant: We've got it in white, black, red and purple. What size do you want?

Customer: Medium.

Shop assistant: OK, in medium we've got black and red.

Customer: And in purple?

Shop assistant: No, just black and red.

Customer: OK, red. Can I try it on?

Shop assistant: Yes, of course. The changing rooms are over there.

(pause)

Shop assistant: Is it OK?

Customer: Yes, I'll take it.

Shop assistant: That's £10.95. Would you like to pay by credit card or with cash?

Customer: Cash please. Here's twenty.

Shop assistant: OK, thanks, that's nine pounds, 5 p change and here's your receipt.

Customer: Thanks. Bye.

Adapted from <<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/shopping-clothes#sthash.Pram7HYL.dpuf>>