Final Evaluation of Oral Comprehension Skills / Avaluació final comprensió oral.

PIMEC B2A · MOCK FINAL EXAMINATION

▶ 0:00 / 3:43 ◀))

Listen to the original Todd and Julia recording, then select one answer for each question.

Datos del test		
Nº de preguntas:	Nº de realizaciones:	Tiempo realización:
10	0/1	Sin límite

Sistema de calificación		
Preguntas acertadas	Preguntas falladas	Sin contestar
+1 punto	No restan	No restan

1. What does Julia say about the tribe's diet?
- A. They mainly eat imported food.
- B. They follow a high-protein diet.
- C. They have a very simple, frugal diet.
- D. They eat special meals before running.

2. How does Julia describe running 100 miles for the tribe?
- A. Like a walk in the park.
- B. As an almost impossible challenge.
- C. As something they only do in competitions.
- D. As an activity requiring professional training.

3. What was a major challenge for the journalist writing the book?
- A. Learning the tribe's language.
- B. Taking part in their competitions.
- C. Getting permission to photograph them.
- D. Finding and meeting the tribe.

4. Why does Todd question whether running for days is possible?
- A. He thinks the tribe is exaggerating.
- B. The body needs water, food and rest.
- C. Nobody has ever run a marathon.
- D. The mountains are too dangerous.

5. According to Julia, what can limit human abilities?
- A. The type of shoes people wear.
- B. The weather during training.
- C. People's beliefs about what is possible.
- D. The number of races they enter.

6. What does Julia suggest about expensive running shoes?
- A. They are essential for running long distances.
- B. They are only useful for younger runners.
- C. They prevent people from getting injured.
- D. People do not necessarily need them to run.

7. What does Julia say about running with dogs?
- A. Dogs cannot run as far as humans.
- B. Dogs can run for more days than humans.
- C. Dogs sweat more efficiently than people.
- D. Dogs are better at endurance running.

8. Why can humans eventually catch antelopes, according to Julia?
- A. Antelopes cannot run at high speeds.
- B. Antelopes always stop when they see humans.
- C. Antelopes can only sprint in short bursts.
- D. Antelopes are slower than humans in a sprint.

9. What would Julia like to develop before attempting an ultramarathon?
- A. Her ability to run short distances faster.
- B. Her stamina for very long distances.
- C. Her knowledge of competitive rules.
- D. Her skill at climbing mountains.

10. Which qualities does Julia associate with getting older?
- A. Concentration and discipline.
- B. Speed and physical strength.
- C. A stronger desire to compete.
- D. A greater need for rest.

LIVEWORKSHEETS

Final Assessment Oral Expression and Interaction / Avaluació final Expressió i interacció oral.

PIMEC B2A · MOCK FINAL EXAMINATION

On the day of the exam, you will be asked ONE of the 10 speaking questions.

Speak for 2–3 minutes without stopping. Prepare all questions in advance.

IMPORTANT
In this area, write ONLY the question you were asked — NOT YOUR ANSWER.

Enunciado:

Oral-response question assigned by the teacher during the videoconference

Su respuesta (Obligatorio)

Aa B I U ≡ •••

Write the question here (do not write your spoken answer).

This section is assessed orally by your teacher.

ENVIAR SOLUCIÓN

LIVEWORKSHEETS

Final Examination: Written Comprehension / Evaluación final Comprensión escrita.

PIMEC B2A · MOCK FINAL EXAMINATION

Read this text carefully and select the correct answer for each question.

Datos del test		
Nº de preguntas:	Nº de realizaciones:	Tiempo realización:
10	**0/1**	**Sin límite**

Sistema de calificación		
Preguntas acertadas	Preguntas falladas	Sin contestar
+1 punto	**No restan**	**No restan**

A Garden That Changed a Neighborhood

In many large cities, empty spaces between buildings are often forgotten. They become places where people leave rubbish, and residents rarely pay attention to them. However, in the fictional city of Riverton, one abandoned piece of land has become an example of how a community can work together to improve its surroundings. What was once an unattractive empty space is now a beautiful garden where neighbors meet, grow vegetables and organize activities.

The project began fifteen years ago when a local teacher named Sarah Mitchell noticed that children in her neighborhood had very few safe places to play. She suggested turning the abandoned land into a community garden. At first, only a handful of residents were interested. Some people even believed the project would fail because nobody had enough experience in gardening. Nevertheless, Sarah managed to persuade a group of volunteers to help clear the rubbish and prepare the soil. Within a few months, the first flowers and vegetables were growing.

The garden soon became much more than a place to grow food. Young people learned practical skills from older residents, while families from different cultural backgrounds began sharing traditional recipes and gardening techniques. Volunteers also organized workshops to teach children about healthy eating and environmental protection. One unexpected benefit was that elderly residents who had previously felt lonely started spending more time outdoors and making new friends.

Today, the garden attracts visitors from other neighborhoods, and several nearby communities have started similar projects. Although the garden still depends on volunteers and donations, its success has demonstrated that even a small local initiative can make a significant difference to people's quality of life.

1. What was the condition of the land before the project?

- A. It was a popular playground.
- B. It was used for organized sporting events.
- C. It was a successful vegetable garden.
- D. It was neglected and used for dumping rubbish.

2. Who originally suggested creating the community garden?

- A. A local business owner.
- B. A teacher named Sarah Mitchell.
- C. A group of professional gardeners.
- D. The city council.

3. Why did some residents think the project might fail?

- A. They believed nobody had enough gardening experience.
- B. They thought vegetables were too expensive.
- C. They wanted to build a school instead.
- D. They were worried about tourists.

4. What did volunteers do at the beginning of the project?

- A. They sold the vegetables.
- B. They organized cooking competitions.
- C. They cleared rubbish and prepared the soil.
- D. They built houses around the garden.

5. What did young people learn from older residents?

- A. How to organize large festivals.
- B. How to manage a business.
- C. How to apply for government funding.
- D. Practical skills related to gardening.

6. How did the project encourage cultural exchange?

- A. By organizing trips to other countries.
- B. By allowing families to share recipes and gardening techniques.
- C. By offering free foreign-language lessons.
- D. By teaching local history.

7. What did the children's workshops focus on?

- A. Healthy eating and environmental protection.
- B. Professional sports and competition.
- C. Music and traditional dancing.
- D. Technology and computer skills.

8. What unexpected benefit did the garden provide for older residents?

- A. They received financial rewards.
- B. They moved to new neighborhoods.
- C. They stopped participating in community activities.
- D. They became less lonely and made new friends.

9. How did the project's success influence other communities?

- A. They decided to close their existing gardens.
- B. They stopped relying on volunteers.
- C. They started similar projects.
- D. They organized international competitions.

10. What does the garden still depend on today?

- A. Entrance fees from tourists.
- B. Volunteers and donations.
- C. Money from professional athletes.
- D. Profits from local supermarkets.

LIVEWORKSHEETS

Final Assessment Written Expression / Evaluación final Expresión escrita.

PIMEC B2A · MOCK FINAL EXAMINATION

Read the writing task carefully. Write approximately 10 lines. Use complete sentences, clear organiization and appropriate linking words.

Datos del test		
Nº de preguntas:	Nº de realizaciones:	Tiempo realización:
1	**0/1**	**Sin límite**

Sistema de calificación		
Content	Grammar	Vocabulary / Structure
3 puntos	**3 puntos**	**4 puntos**

Writing Task

Nowadays, mobile phones are an essential part of our daily lives. However, many people spend too much time using them, which can have negative effects on their health, relationships and everyday activities.

Write approximately 10 lines about the problems caused by excessive mobile phone use.

In your writing, you should:

- explain why people spend so much time on their phones;
- describe at least two negative consequences of excessive phone use;
- suggest ways to reduce phone use;
- give your personal opinion about this problem.

LIVEWORKSHEETS