

Pruebas para la obtención del título de Técnico Superior en Administración y Finanzas

Convocatoria correspondiente al curso 2022-2023

((Resolución de 3 de diciembre de 2021 de la Dirección General de Educación Secundaria, Formación Profesional y Régimen Especial))

DATOS DEL ASPIRANTE			FIRMA
Apellidos:			
Nombre:	DNI, NIE o Pasaporte	Fecha:	
Código del ciclo: ADGS02	Denominación completa del título: Técnico superior en Administración y Finanzas		
Código del módulo: 0179	Denominación completa del módulo profesional: INGLÉS		

INSTRUCCIONES GENERALES PARA LA REALIZACIÓN DE LA PRUEBA

- Cumplimentar los datos del aspirante antes del examen y firmar en todas las hojas que se entreguen.
- Tener disponible el DNI en la mesa.
- Señalar y escribir con tinta indeleble, que no sea roja, las respuestas y su desarrollo.
- Si se ha de rectificar una respuesta, trazar un aspa o tachar con una línea horizontal. No utilizar líquido corrector.
- Utilizar solamente el papel facilitado por el examinador (con el sello y formato correspondiente).
- La prueba se realizará necesariamente con bolígrafo azul o negro (no se permite lápiz).
 - Las respuestas se contestarán en la hoja de respuestas. Solo se tendrán en cuenta las respuestas marcadas en esa tabla.
 - En caso de que aparezcan varias opciones marcadas no se tendrá en cuenta ninguna de ellas.

CRITERIOS DE CALIFICACIÓN Y VALORACIÓN

Se evaluará en base a los resultados de aprendizaje y criterios de evaluación expresados en el RD 1584/2011 y Decreto 92/2012. En concreto los siguientes:

I. COMPRENSIÓN ORAL:

Se han identificado los puntos de vista y las actitudes del hablante.

Se ha extraído información de grabaciones en lengua estándar, relacionadas con la vida social, profesional o académica.

Se ha comprendido con todo detalle lo que se le dice en lengua estándar, incluso en un ambiente con ruido de fondo.

II & III RECURSOS GRAMATICALES Y LINGÜÍSTICOS

IV. COMPRENSIÓN ESCRITA:

Interpreta información profesional contenida en textos escritos complejos, analizando de forma comprensiva sus contenidos.

Se ha interpretado la correspondencia relativa a su especialidad, captando fácilmente el significado esencial.

Se han interpretado, con todo detalle, textos extensos y de relativa complejidad, relacionados o no con su especialidad, pudiendo releer las secciones más difíciles de los mismos.

V. EMISIÓN DE TEXTOS ESCRITOS:

Elabora documentos e informes propios de la actividad profesional o de la vida académica y cotidiana, relacionando los recursos lingüísticos con el propósito del escrito.

Se han utilizado las fórmulas de cortesía propias del documento que se ha de elaborar.

Se han aplicado las fórmulas establecidas y el vocabulario específico en la cumplimentación de documentos.

Se han redactado informes, destacando los aspectos significativos y ofreciendo detalles relevantes que sirvan de apoyo.

Se ha organizado la información con corrección, precisión y coherencia, solicitando y/o facilitando información de tipo general o detallada

VI. PRODUCCIÓN ORAL

Emite mensajes orales claros y bien estructurados, analizando el contenido de la situación y adaptándose al registro lingüístico del interlocutor.

Se ha expresado con fluidez, precisión y eficacia sobre una amplia serie de temas generales, académicos, profesionales o de ocio, marcando con claridad la relación entre las ideas.

Se ha solicitado la reformulación del discurso o parte del mismo cuando se ha considerado necesario.

CALIFICACIÓN

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1. LISTENING

1. Listen to a meeting between the HR director and the CEO of a company. Choose the correct option a, b or c.

1 What is happening in Singapore?

- a The local staff want to recruit a new General Manager.
- b The company is going to open a new office.
- c Current staffing levels are not high enough.

2 The Office Manager needs HR experience because they

- a have to look after the staff.
- b need to recruit local staff.
- c will lead the management team.

3 Other duties of the Office Manager will include

- a doing the accounts.
- b organising the budgets.
- c buying all the supplies.

4 What can't the speakers agree on at first about the IT post?

- a the need for experience
- b offering work placements
- c the choice of new technologies

5 The Customer Services Manager needs to

- a be very happy and calm.
- b speak at least three languages.
- c maintain the company reputation.

6 What do the speakers decide about training?

- a to offer courses for new staff in Singapore
- b to offer incentives to staff for training
- c to bring new staff to the UK for training

7 What do they decide to do about Simon Novak?

- a ask him if he's worked in Singapore before
- b offer him the General Manager position
- c promote him to Regional Manager

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2. Listen to information and fill in the gaps

Look at the order form below. You will hear a man placing an order. Complete the missing information using a word, numbers or letters.

PRODUCT ORDER FORM Anderby Office Supplies

Company name: BEWT
Customer name: Dan ¹
Customer email: ²@bewt.com

Item description	Unit price	Quantity	Total
Workstations WS244	\$ ³	12	\$7,800
Hiback ⁴ HB76	\$375	⁵	\$5,250
Total			\$13,050
⁶ agreed			8%
Invoice total			\$12,006

Shipping address:
Unit 53 ⁷ Industrial Estate
EAST BEACH SA 6041, Australia
⁸ address: same as for shipping

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2. GRAMMAR

1. Put the verbs in brackets in the correct passive form.

At a board meeting last week it ¹ (decide) that a fleet of self-driving lorries ² (should/buy) by the company. The decision ³ (announce) yesterday by the CEO. However, recently the use of driverless vehicles ⁴ (criticise) by many drivers who believe that computerised systems are too easy to hack into and that deliveries ⁵ (might/interrupt) if this happens. Furthermore, routes ⁶ (could/change) by hackers, which would lead to total chaos. The trucks' manufacturers advertise that their systems are very safe and ⁷ (cannot/easily/hack). Drivers are worried about losing their jobs but the company says that routes still ⁸ (have to/plan) and shipping documents processed. A dozen of these trucks ⁹ (already/purchase) and another twelve ¹⁰ (yet/order).

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2. **Modal verbs: rewrite the following sentences with an appropriate modal verb**

DON'T HAVE TO	HAVE TO	MUST NOT	MUST	SHOULD
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1.If you want to be an effective salesperson, *it is necessary* to know how to deal with people.
If you want to be an effective salesperson,youknow how to deal with people.

2.*It is a good idea* for retailers to dispatch orders quickly.
Retailers.....

3.One of the good things about malls is that *it is not necessary* to walk a lot from one shop to another.
One of the good things about malls is that.....to walk a lot from one shop to another.

4.This deal is very important for all of us, so no mistakes please!
This deal is very important so we.....!

5.It is against the law to sell these medicines to anyone who hasn't got a prescription.
You.....a prescription if you want to buy these medicines.

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3. **Complete the second sentence with reported speech. Make all the necessary changes.**

- 1 'What changes will the company make next year?', he asked
.....'
- 2 'We've had a few problems with the new products.', they mentioned
.....'
- 3 'I don't understand why we can't meet tomorrow.', she told me
.....'
- 4 'We had a meeting with the investor yesterday.' the partners said
.....'
- 5 'Did you borrow my laptop this morning?', he asked
.....'
- 6 'We are going to speak to the staff later today.' they said.
.....'
- 7 'Will you need to look for further investment?', she asked
.....'
- 8 'When are you planning to build the factory?', he asked
.....'

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3. VOCABULARY

1 Circle the correct option a, b or c.

I'm looking for a new job. Currently I am ¹ for selling insurance to new customers and because I'm a very ² person, I meet and sometimes exceed my monthly sales targets. However, I don't enjoy selling directly to customers anymore and am going to apply ³ a job as a Customer Services Manager. I've ⁴ a lot of experience over the last year working here and feel that the skills I've acquired will transfer well to customer services. My boss says that I come ⁵ well on the phone and that customers respond positively to me. My greatest strength is ⁶ out problems quickly and ensuring that the client is happy with what they have bought. When I was at university I did a six-month ⁷ with a major retailer and I would like to find a job in retail now.

I worked on my CV over the weekend and I think that it will ⁸ out from those of other ⁹ when I send it to potential ¹⁰

- | | | |
|-----------------|---------------|---------------|
| 1 a in charge | b responsible | c head |
| 2 a competitive | b responsible | c clichéd |
| 3 a to | b for | c with |
| 4 a earned | b received | c gained |
| 5 a from | b across | c out |
| 6 a dealing | b solving | c sorting |
| 7 a internship | b placing | c appointment |
| 8 a stand | b make | c present |
| 9 a characters | b employees | c jobseekers |
| 10 a candidates | b employers | c positions |

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2. Leadership: complete each sentence with the correct form of a verb from the box.(there are extra words)

be carry come deal take get hand put stand
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1. I have too much to do already, so I can't possibly.....on any extra work.
2. Over the last two years, the government's economic policies have..... in for a lot of criticism.
3. The new manager has promised to.....the issue of gender discrimination.
4. Rick was a ruthless boss who caused several employees to..... in their resignation.
5. He had only been two weeks in the job when he realised he.....not up to it.
6. A number of controversial reform proposals were.....forward at the meeting.

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3.Human Resources: complete the sentences with items from the box

applicant permanent resume a covering letter shortlist a vacancy a headhunter a probationary period a reference

1. The usual American English Word for "CV" is.....
2. Exlon has hired.....to attract talented executives from rival companies.
3. We ask all our new employees to work.....of between one and three months.
4. The starting salary of the successful.....will be decided on the basis of qualifications and experience.
5. The panel will.....candidates for interview and contact them by the end of the week.
6. Please send.....together with your CV.
7. Our company has.....for a graduate in economics.
8. When you apply for a job, you can ask your previous employer for.....
9. A survey showed that most temporary workers were hoping to be offered apost

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4. READING COMPREHENSION

The new leadership

A I asked a group of senior leaders – men and women who hold or have held senior positions in the military, business, science, academia and the arts – and a group of ‘next-generation’ leaders in their early twenties what ‘leadership’ meant to them. Increasingly, they suggest, influence is more important than power and position, networks more than hierarchies, and intelligence more than force. Sir Jeremy Greenstock, former UK Ambassador to the United Nations and Chairman of geopolitical advisory group Gatehouse Advisory Partners, says leaders must find a balance ‘between leading and listening, between top-down and bottom-up, between short-term and long-term.’

Dame Athene Donald, Professor of Physics and Master of Churchill College (University of Cambridge), says that leaders today have to give people reasons why they should do something, rather than give them orders. She links this development to the rise of more women to leadership roles.

Harriet Green, former Chief Executive of travel group Thomas Cook and now head of three IBM business divisions, says that just being the oldest, longest-serving or next in line is no longer good enough to be a leader.

Organisations are starting to develop the more collaborative approach that Sir Nicholas Kenyon, Managing Director of the Barbican arts centre, calls ‘responsive leadership’: in other words, a good leader is one who ‘listens to the audience’ and can feel in advance the kind of things they might be interested to discover.

B The next generation has the ambition – and the tools – to make these changes happen more quickly. They want to work in organisations that have a far flatter structure, in which leaders really ‘care about the people who are following’ them, according to Fatima Islam, who is studying war and psychiatry at King’s College, London, and already leads 200 people in the university’s Officers’ Training Corps.

Members of the next generation say they will expect leaders to create a culture based more on trust, fairness and honesty, to offer clearer feedback, and to be able to justify their decisions to their followers. Titles will be less important, but influence over wider networks of people will be more important.

C Clearly sooner or later the ambition and idealism of the next generation of leaders will come face to face with the complex realities of our world. They will meet a world in which leadership failures have caused global financial and economic crises and wars in various regions. For this reason, it is not impossible that at some point a crisis leader of the more traditional type will be needed again. Despite the younger generation’s optimism, hierarchies and relationships based on power may lose influence for some time, but then – as they usually do – come back again stronger than before. I have met – though not in this group – young leaders who are not willing to take on positions of power, even when it seems clear that a more assertive style is what is needed. Finally, and very sadly, two things may destroy the younger generation’s dreams and ambitions. On the one hand, there is the growing number of responsibilities that they will have; on the other hand, there is the fact that existing leadership models are so difficult to stop or even to change.

But since the senior leaders I interviewed all made clear they had to lead differently from how their predecessors led, it seems likely that the next ten or twenty years will see even greater transformation. As Lawrence Baker, who works at a consultancy developing novel medical devices, says: ‘It’s about, “This is what this place might look like – how should we get there?”’

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1. Read the article and choose the sentence which best summarises it.

- 1 Interviews with senior leaders and future leaders show that leadership styles haven't changed much over the past ten years and are not likely to change much in the future.
- 2 In this article, various senior and future business leaders explain why they believe a top-down style of leadership is best, although the relationship between leaders and followers is changing quickly.
- 3 Influence rather than titles and position; collaboration rather than hierarchy; dialogue rather than authority – this is what 'leadership' means for both senior and younger leaders today.

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2. Read sections A and B again. Decide if these statements are true (T) or false (F).

- 4 The author found that both senior and younger leaders hold similar views about the future of leadership. _____
- 5 According to Dame Athene Donald, female leaders today usually lead by giving orders. _____
- 6 The author found that the new generation of leaders is in fact still in favour of hierarchical structures. _____
- 7 Members of the next generation do not think it is important for leaders to be willing to explain their actions or to be criticised for them. _____
- 8 It seems that in future people will think that someone's networks are more important than their position. _____

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3. Read section C again. Choose the option (a, b or c) which best completes each sentence.

- 9 According to the author, the next generation of leaders
 - a are too ambitious and idealistic.
 - b will probably be unable to deal effectively with economic and financial crises.
 - c might feel the need to go back to a more traditional style of leadership.
- 10 The author believes that hierarchical structures will probably come back because
 - a the younger generation is not optimistic enough.
 - b such structures usually come back even if they disappear for a while.
 - c too many organisations have a weak leader.

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- 11 Some of the young leaders the author met
- a were not keen to adopt an assertive style even when necessary.
 - b worried about having too many responsibilities if they were in a position of power.
 - c had already had their dreams destroyed by inflexible organisations.
- 12 The author suggests that
- a today's senior leaders would like to use the same leadership style as their predecessors'.
 - b today's young leaders will probably bring about a lot of changes over the next decade.
 - c leaders generally lack a clear vision of what they want to achieve.

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5. DIALOGUES – SPEAKING

WHAT WOULD YOU SAY? WRITE A DIALOGUE ACCORDING TO THE FOLLOWING SITUATIONS.

TASK 1. Se ha roto la fotocopiadora de la oficina. Llame a su compañía de mantenimiento y explique que necesitan repararla urgentemente para terminar de fotocopiar documentos para la hora de comer y son las 8:30.

TASK 2. Tiene que enviar unos documentos a la oficina de Barcelona. Llame a la empresa de reparto y explíquele que recojan el pedido por la tarde y lo envíen esa misma tarde. Pida precio final y condiciones de envío y llegada.

TASK 3 Usted es el secretario de la directiva de su empresa. Lllaman para hablar con ella pero está ausente. Recoja toda la información necesaria de la llamada entrante para contactar más tarde cuando su jefa esté disponible.

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6. WRITING

Your office has had problems with some supplies. Look at the notes below.

- 5 laptops – 3 days late
- 2 desks damaged – some items broken
- supplier cannot be contacted
- some previous problems (make them up)
- possible solution: review contract?

Write a complaint e-mail to the supplier .Write about 120–180 words.

Contact: John Brown , megacitysupplies@gmail.uk

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