

CERTIFICADO DE NIVEL INTERMEDIO B1 DE INGLÉS

CONVOCATORIA ORDINARIA PARA POBLACIÓN ESCOLAR - CURSO 2023/24

PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS

CUMPLIMENTE LOS SIGUIENTES DATOS:

APELLIDOS: _____

NOMBRE: _____

CENTRO ESCOLAR: _____

INSTRUCCIONES PARA REALIZAR ESTA PRUEBA:

DURACIÓN: 65 minutos

- Esta prueba consta de dos tareas. Lea las instrucciones al principio de cada tarea y realícelas según se indica.
- Solo se admitirán respuestas en tinta negra o azul. Las tareas escritas a lápiz no se calificarán.
- No está permitido el uso del diccionario.
- El uso de cualquier dispositivo electrónico queda prohibido durante toda la prueba. El móvil tendrá que permanecer apagado y guardado.
- **Atención:** Este documento contiene las dos tareas y el espacio para escribir la versión definitiva.

Las tareas que no se ajusten a las instrucciones no se calificarán.

PUNTUACIÓN: / 10

APELLIDOS: _____ NOMBRE: _____

LAS TAREAS QUE NO SE AJUSTEN A LAS INSTRUCCIONES NO SE CALIFICARÁN.

TASK ONE (5 marks)

Read the instructions below carefully and write an e-mail of 70-90 words.

Read this e-mail from your classmate, Sam. Send him another e-mail answering his questions. Include the following information:

- reasons why the place is perfect for the party
- an idea for a present.

Hi there!

How is it going? Our English teacher assistant, Fred, is leaving our school next term and I was thinking we could organize a party to thank him for everything he has done for us. Since you are great at organizing parties, could you help me out? Where is a good place to celebrate it? Any other advice would be really helpful! Thanks so much!

Love,
Sam

TASK ONE

Write your final version here.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APELLIDOS: _____ NOMBRE: _____

LAS TAREAS QUE NO SE AJUSTEN A LAS INSTRUCCIONES NO SE CALIFICARÁN.

TASK TWO (5 marks)

Read the instructions carefully and write a blog entry of 120-140 words.

You have recently been on a school trip with your classmates and your English teacher has asked you to write about this experience on the school blog. Include the following ideas:

- where you went and what you did
- something that happened during the trip.

TASK TWO

Write your final version here.

[illegible]

APELLIDOS: _____ NOMBRE: _____

LAS TAREAS QUE NO SE AJUSTEN A LAS INSTRUCCIONES NO SE CALIFICARÁN.

[illegible]

**CERTIFICADO DE NIVEL INTERMEDIO B1 DE INGLÉS PARA POBLACIÓN
ESCOLAR - CONVOCATORIA ORDINARIA – 2023/2024
PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS**

TABLA DE CORRECCIÓN

TASK ONE (5 marks)

Read the instructions below carefully and write an e-mail of 70-90 words.

Read this e-mail from your classmate, Sam. Send him another e-mail answering his questions. Include the following information:

- reasons why the place is perfect for the party
- an idea for a present.

Hi there!

How is it going? Our English teacher assistant, Fred, is leaving our school next term and I was thinking we could organize a party to thank him for everything he has done for us. Since you are great at organizing parties, could you help me out? Where is a good place to celebrate it? Any other advice would be really helpful!

Thanks so much!

Love,
Sam

COMPETENCIA LÉXICA	• Vocabulario variado sobre temas cotidianos, aunque con circunloquios y repeticiones. • Su precisión léxica es alta en temas cotidianos, pero comete errores cuando intenta expresarse de manera más compleja. SUGGESTED VOCABULARY: barbecue, coffee, cup, knife, curry, sandwich, sauce, box, delicious, lunch, sausage, dessert, main course, slice, dinner, meal, snack, meat, burger, beach, camp, camping, campsite, DVD (player), facilities, fan, festival, gallery, go out, go shopping, guitar, hang out, hire, hike, hobby, holidays, jogging, join in, keen on, music, musician, nightlife, opening hours, paint, painting park, picnic, playground, quiz, rope, sculpture, sightseeing, sunbathe, tent, torch, afraid, alone, amazed, amazing, amusing, awesome, awful, beautiful, delighted, depressed, different, difficult, disappointed, disappointing, easy, embarrassed, embarrassing, enjoyable, excellent, excited, exciting, famous, fantastic, favourite, friendly, funny, generous, old-fashioned, ordinary, original, patient, relaxed, etc.
COMPETENCIA GRAMATICAL	• Utiliza diversas estructuras simples y fórmulas habituales en situaciones cotidianas. • Comete errores que no impiden la comunicación. Hay una influencia evidente de otras lenguas. SUGGESTED STRUCTURES: - Zero and first conditionals: If you don't like picnics, we can hang out at the café near the school. - Clauses of contrast: Although/even though he has lots of accessories, we could buy him some sunglasses, or some headphones. - Future tenses: You will love it. You are going to love the music there... - Modal verbs: We can hire a DJ, we could buy meat and make a barbecue... - Comparative and superlatives: That restaurant is more comfortable than the café.

	- Relative clauses: <i>The campsite, which has everything we need for the barbecue, is just..</i> - Giving advice: <i>Second conditional: If I were you, I'd buy him a present.</i> - Suggestions: <i>What if we buy lots of cupcakes for dessert? How about we order some pizzas?</i>
COMPETENCIA DISCURSIVA Y ORGANIZATIVA	• Utiliza un número limitado de elementos de cohesión. • Puntúa y usa la ortografía de forma correcta. Distribuye las ideas en párrafos lógicos y sencillos. SUGGESTED TEXT ORGANIZATION: Paragraph 1: <i>Greeting and reacting to the news.</i> Paragraphs 2+3: <i>Where the party could be celebrated, reasons, advice for the party and any other ideas for a present.</i> Paragraph 4: <i>Closing expressions.</i> SUGGESTED COHESION DEVICES - Listing ideas/tips: <i>the main problem, firstly, secondly, after that, then,</i> - Giving examples: <i>for example, for instance, such as...</i> - Giving reasons: <i>because, because of...</i> - Expressing contrasting ideas: <i>although, however, what is more, besides, apart from that...</i>
ADECUACIÓN DE LA TAREA	• Se expresa con educación y un registro neutro. Se ajusta, en su mayoría, a la tipología textual propuesta. • Desarrolla el contenido de la tarea propuesta aportando información relevante e inteligible. Uso correcto del registro informal teniendo en cuenta el grado de confianza con una compañera personalmente. Uso de contracciones, abreviaturas, lenguaje informal.

TASK TWO (5 marks)

Read the instructions carefully and write a blog entry of 120-140 words.

You have recently been on a school trip with your classmates and your English teacher has asked you to write about this experience on the school blog. Include the following ideas:

- where you went and what you did
- something that happened during the trip.

COMPETENCIA LÉXICA	• Vocabulario variado sobre temas cotidianos, aunque con circunloquios y repeticiones. • Su precisión léxica es alta en temas cotidianos, pero comete errores cuando intenta expresarse de manera más compleja. SUGGESTED VOCABULARY: beach, campsite, cruise, dancing, facilities, fan, festival, fiction, gallery, go hang out, hire, museum, music, opening hours, backpack, go with/together, put on, raincoat, take off, undress, uniform, wallet, watch, wear, wool(len), bottle, bank, prohibited, public transport, farm, countryside, field, forest, island, lake, land, mountain, ocean, path, rainforest, region, river, rock, sand, scenery, sea, seaside, sky, stream, valley, village, waterfall, wood, air, animal, autumn, fall (Am Eng), beach, bee, bird, butterfly, coast, country, countryside, desert, explore(r), fish, flower, forest, mosquito, mouse/mice, nature, north, sand, animals, etc.
COMPETENCIA GRAMATICAL	• Utiliza diversas estructuras simples y fórmulas habituales en situaciones cotidianas. • Comete errores que no impiden la comunicación. Hay una influencia evidente de otras lenguas. SUGGESTED STRUCTURES: - Modal verbs: may, might, could, should... - Gerund or infinitive: It was easy to find the way. - Reported speech: She told me she had seen a snake ... - Narrative tenses: past simple, past continuous, past perfect.: When I got there she had left... - Comparative and superlative adjectives: The furthest place I've ever... - Comparative adverbs: Mary walked carefully to ... - Relative pronouns: That place, where nobody wanted to go... - Passive voices: The rubbish was left by the class that visited last week.

COMPETENCIA DISCURSIVA Y ORGANIZATIVA	• <i>Utiliza un número limitado de elementos de cohesión.</i> • <i>Puntúa y usa la ortografía de forma correcta. Distribuye las ideas en párrafos lógicos y sencillos.</i> SUGGESTED TEXT ORGANIZATION: <i>Paragraph 1: Introduction</i> <i>Paragraphs 2+3: Explain where they went and what they did.</i> <i>Paragraph 4: Explains one or two ideas about something that happened during the trip.</i> SUGGESTED COHESION DEVICES: - <i>Time Phrases: As soon as, when, once, afterwards, some time later, then;</i> - <i>Creating suspense: At first, suddenly, unexpectedly, all of a sudden;</i> - <i>Resolution/Finishing the story: In the end, eventually, finally, it all ended when/with;</i> - <i>Expressing contrasting ideas: Although, instead of, however.</i>
ADECUACIÓN DE LA TAREA	• <i>Se expresa con educación y un registro neutro. Se ajusta, en su mayoría, a la tipología textual propuesta.</i> • <i>Desarrolla el contenido de la tarea propuesta aportando información relevante e inteligible.</i> Evita el uso de contracciones y expresiones excesivamente coloquiales. Emplea variedad de adjetivos descriptivos y expresiones que despierten el interés del lector. Uso correcto del registro semi-formal teniendo en cuenta la situación de la comunicación, el mensaje a transmitir y los receptores del texto.