

CERTIFICADO DE NIVEL INTERMEDIO (B1) DE INGLÉS

CONVOCATORIA PARA POBLACIÓN ESCOLAR 2017

EXPRESIÓN E INTERACCIÓN ESCRITA

CUMPLIMENTE LOS SIGUIENTES DATOS:

APELLIDOS: _____

NOMBRE: _____

INSTRUCCIONES PARA REALIZAR ESTA PARTE:

DURACIÓN: **65 minutos**

- Esta parte consta de dos tareas. Lea las instrucciones al principio de cada tarea y realícela según se indica.
- Hay una parte para anotaciones/borrador y otra para la tarea definitiva.
- Escriba su nombre al principio de cada una de las páginas.
- Las respuestas escritas a lápiz o en tinta roja no se calificarán.
- No está permitido el uso del diccionario.
- El uso del teléfono móvil queda prohibido durante toda la prueba y tendrá que permanecer apagado y guardado.
- **Atención:** No escriba en los recuadros sombreados; son espacios reservados para la calificación de las tareas.

PUNTUACIÓN: / 10



NOMBRE Y APELLIDOS: _____

TASK ONE: (4 MARKS)

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

Your English friend is coming to visit you in August. She/he likes running and asks you whether she/he could go running in your town. Write an e-mail and inform her/him about the following:

- where you can go running in your town.
- if you would go running with her/him (why/why not).
- what sports you like (why).
- what other sports your town offers (e.g. swimming, tennis, etc.).

Use this space for your notes



NOMBRE Y APELLIDOS: _____

TASK TWO: (6 MARKS)

Read the instructions below carefully and write an essay of about 120-140 words.

In the English class you have been talking about school days and teen years. Now you have to write an essay with the title: The happiest days of our lives?

Use this space for your notes

NOMBRE Y APELLIDOS: _____

TASK ONE

Write your final version here

[illegible]



Write your final version here

[illegible]

NOMBRE Y APELLIDOS: _____



TASK ONE: (4 MARKS)

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

Your English friend is coming to visit you in August. She/he likes running and asks you whether she/he could go running in your town. Write an e-mail and inform her/him about the following:

- where you can go running in your town.
- if you would go running with her/him (why/why not).
- what sports you like (why).
- what other sports your town offers (e.g. swimming, tennis, etc.).

MARK

/ 40

CONSIGNA 4 / 3 / 2 / 1 / 0	<ul style="list-style-type: none"> • Can write an informal email. • Number of words: 70-90. • Includes all the points suggested: where you can go running in your town /if you would go running with her/him (why/why not)/ what sports you like? (why) / what other sports your town offers.
FORMATO 4 / 3 / 2 / 1 / 0	<ul style="list-style-type: none"> • Standard email layout: <ul style="list-style-type: none"> ◦ from/to/subject (optional). ◦ greeting: Hi/hello ◦ opening remarks: asking how she/he is, telling him/her how you are, showing you are pleased with his/her visit. ◦ main body: (one or two paragraphs). Suggestions of run training places/routes, tells him/her he/she is/isn't going running with him and why or why not, talks about the sports he/she likes and about other sports that can also be practised. ◦ closing remarks: See you soon, write soon, etc. ◦ signing off: Love, XXX, etc.
ORGANIZACIÓN Y COHESIÓN 6 / 5 / 3 / 1 / 0	<ul style="list-style-type: none"> • Can produce clearly intelligible continuous writing, which follows standard paragraphing conventions. • Organizes ideas into clear paragraphs: <ul style="list-style-type: none"> ◦ greeting ◦ paragraph 1: opening remarks ◦ body paragraphs: suggestions, information about his/her plans, sports he/she likes and other sporting activities to do in town. ◦ final paragraph: closing remarks. • The text is coherent (it's clear) and cohesive, uses a variety of linking words efficiently: and, but, because, although, so, first, then, later, also, for example, unlike, etc. • Correct punctuation.
LÉXICO 10 / 7 / 5 / 3 / 0	<ul style="list-style-type: none"> • Has a good range of vocabulary for the task and level. • Does not simply copy the vocabulary used in the description of the task. • Can rephrase without repeating the vocabulary. • Intensifying adverbs (very, really, quite, a little, etc.). • Adjectives and nouns: fantastic, fine, great, best, outdoor, indoor, different, popular, various, field, popular, equipment, trails, swimming, tennis, basketball, badminton, skateboarding, karate, pilates, cycling, squash, gym, running shoes, etc. • Verbs and modals: visit, try, go swimming/running, play, do exercise, practise, train, like, love, enjoy, hate, tired, be trained, can, might, could. • Prepositions: near, next to, on (the right/left) in (the corner), between, etc.



ORTOGRAFÍA 4 / 3 / 2 / 1 / 0	<ul style="list-style-type: none">• Correct spelling.
GRAMÁTICA 10 / 7 / 5 / 3 / 0	<ul style="list-style-type: none">• Shows a good command of B1 level structures.• Does not make mistakes that lead to misunderstanding.• The following constructions are suggested:<ul style="list-style-type: none">◦ present simple: I'm happy to tell you, I usually go swimming/running, I never do exercise, I like/love+ ing, etc.◦ future: I'll/won't go running with you, I'm afraid I won't be able to, etc.◦ present perfect: I have always practised..I have never tried, etc.◦ simple past and used to: last month I found a new place, I used to go, etc.◦ comparatives & superlatives: when I was younger, the best places for running, swimming is easier than, the equipment is cheaper, etc.◦ demonstratives: there is, there are, these are, that is, etc.◦ suggestions: how about? why don't we...?, etc.• Modal verbs: can, could, should, might, have to, etc.• Conditional sentences: if I were a good tennis player I'd, etc.• Passive structures: several sports can be practised, some routes are used by, etc.
REGISTRO Y CONVENCIONES 2 / 1 / 0	<ul style="list-style-type: none">• Can express himself/herself confidently, clearly in an informal register, appropriate to the situation and person concerned.• Informal style throughout the whole mail:<ul style="list-style-type: none">◦ uses contractions: I've, You'll, We'll, etc.◦ uses informal social expressions and a friendly tone: Hi, hello, hey, stay in touch, it's up to you, hope to hear from you soon, etc.



TASK TWO: (6 MARKS)

Read the instructions below carefully and write an essay of about 120-140 words.

In the English class you have been talking about school days and teen years. Now you have to write an essay with the title: The happiest days of our lives?

MARK

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CONSIGNA 6 / 5 / 3 / 1 / 0	<ul style="list-style-type: none">• Can write an expository essay giving his/her personal response to the title.• Does not wander from his/her topic and makes his/her point.• Number of words: 120-140
FORMATO 6 / 5 / 3 / 1 / 0	<ul style="list-style-type: none">• Standard essay layout and conventions:<ul style="list-style-type: none">◦ introduction: thesis statement, states what his reaction to the title is, answers to the question.◦ body: two or more paragraphs providing evidence of what he/she said in the introduction, making his/her point and supporting his/her position.◦ conclusion: there's a definite ending, not only an over-statement of body paragraphs.
ORGANIZACIÓN Y COHESIÓN 8 / 6 / 4 / 2 / 0	<ul style="list-style-type: none">• Can produce clearly intelligible continuous writing, which follows standard paragraphing conventions.• Organizes ideas in paragraphs:<ul style="list-style-type: none">◦ Introduction: (1st paragraph) thesis statement. Introduces his reaction to the title and point of view.◦ body: (2-4 paragraphs) Backs up what he/she said in the introduction, provides evidence, uses real-life examples and talks about personal experiences.◦ conclusion: (final paragraph) final commentary on the topic that leaves the reader thinking about the topic.• The text is cohesive: the text is detailed and uses a wide variety of linking words efficiently: for example, for instance, also, besides, therefore, moreover, in fact, as an example of this, firstly, unfortunately, to tell you the truth, to be honest, these days, in the past, indeed, thus, fortunately, sadly, in contrast, actually, obviously, personally, etc.• The text is coherent: it is clear and ideas are orderly presented.• Punctuation marks are accurate.
LÉXICO 14 / 10 / 7 / 4 / 0	<ul style="list-style-type: none">• Has a good range of vocabulary for matters connected to the topic.• Can vary formulation to avoid frequent repetition• informal-neutral vocabulary and expressions related to:<ul style="list-style-type: none">◦ school days: exciting, boring, exams, routines, homework, lessons, classmates, rules, uniforms, learning, teaching, academic, anxiety, choices, dress code, language, arts, science, tests, grades, groups, bullying, etc.◦ feelings: self-esteem, confidence, calm, peaceful, positive, optimistic, happy, free, impulsive, strong, sensitive, confused, irritated, disappointed, etc.◦ family: brothers, sisters, step-brother, step-mother/father, separated, divorced, son, grandchild, etc.◦ teen years: dating, friends, discipline, adolescent, drugs, social media, smart phones, gossip, eating disorders, crisis, etc.



ORTOGRAFÍA 8 / 6 / 4 / 2 / 0	<ul style="list-style-type: none">• Accurate spelling.
GRAMÁTICA 14 / 10 / 7 / 4 / 0	<ul style="list-style-type: none">• Shows a good command of B1 level structures.• Mistakes do not lead to misunderstanding.• Suggested structures:<ul style="list-style-type: none">◦ variety of verb tenses: simple present, present continuous, present perfect, simple past, past perfect, etc.◦ emphatic forms: absolutely, so, what I like most, the things I hate most, etc.◦ comparatives and superlatives: these are the best/worst days of our lives, the most important moments, in the past things were easier/more difficult, etc.◦ passive structures: teens nowadays are given many opportunities, etc.◦ relative clauses: boys that like/hate studying, the reasons why, teenagers who/whose, etc.◦ conditionals: If we had less pressure, we'd be happier, etc.◦ gerunds and infinitives.
REGISTRO Y CONVENCIONES 4 / 2 / 0	<ul style="list-style-type: none">• Can express himself/herself confidently, clearly in a neutral register. He/she is consistent with the register throughout the whole text.