

CERTIFICADO DE NIVEL INTERMEDIO B2

IDIOMA: INGLÉS

CONVOCATORIA ORDINARIA - 2024

PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS

CUMPLIMENTE LOS SIGUIENTES DATOS:

APELLIDOS: _____		
NOMBRE: _____		
ASPIRANTE: Libre ☐	Escolarizado ☐	Grupo: _____
(Marque con una X la respuesta que corresponda)		

INSTRUCCIONES PARA REALIZAR ESTA PARTE:

DURACIÓN: 90 minutos

- Esta prueba consta de dos tareas. Lea las instrucciones al principio de cada tarea y realícela según se indica.
- Sólo 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: _____

[illegible]

APELLIDOS: _____ NOMBRE: _____

[illegible]

**PRUEBA DE CERTIFICACIÓN DE INGLÉS NIVEL INTERMEDIO B2
CONVOCATORIA ORDINARIA - 2024**

**PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS
TABLA DE CORRECCIÓN**

TASK ONE (5 marks)

Read the instructions below carefully and write a formal email of 100-120 words.

The school where you study English would like to organise more after-school activities where students can practise the language in a more casual context. You have been asked to send in your ideas. Answer the email below. Include the following points:

- different types of activities
- convenient schedule.

Dear students,

This year we would like to organise more activities where our students can practise the language they are learning while they also get to know each other and feel part of a larger community. That is why we are asking all of our students to send in their suggestions. This programme can include a wide range of activities.

We would love to hear your ideas, so please, send us an email before July 1st.

COMPETENCIA LÉXICA	• Utiliza un vocabulario amplio y evita la repetición mediante reformulaciones • Su precisión léxica es generalmente alta, aunque tenga alguna confusión o cometa alguna incorrección al seleccionar las palabras, sin que afecte a la comunicación. SUGGESTED VOCABULARY: <i>engaging, fun, educational, busy, flexible schedule, enjoyable, practise in a variety of situations and settings, board games, card games, movie nights, group discussions, visits to nearby attractions, to ensure engagement, schedule activities at convenient times, to be available, encourage students to use their vocabulary, help students become more fluent, interact with each other, complete tasks, become more confident and comfortable, an informal setting, etc. Suggested lexis related to ...:</i>
COMPETENCIA GRAMATICAL	• Utiliza diversas estructuras simples con un alto grado de control e incorpora estructuras más complejas, aunque a veces falte naturalidad. • Comete errores solo al utilizar estructuras más complejas, pero sin que afecte a la comunicación. SUGGESTED STRUCTURES: - Use of could or would: <i>...activities that could help students practise...; This could include things like...; These activities would help students improve...</i> - Comparatives: <i>the + comparative, the + comparative: the more varied, the better; more engaging, less stressful, more fluent, etc.</i> - Verb -ing form used as nouns: <i>Using the language in a different context can...</i>

	- Quantifiers: plenty of, neither, both: The school must offer students plenty of opportunities to practise... - Relative clauses: ...ensure students are motivated, which is essential if they are to succeed. - Too + adjective + infinitive: Lessons are too academic - Structures with wish: I wish all students were given this opportunity. - Zero and first conditional: If the activities are engaging, everybody enjoys them. - Be likely, be certain + infinitive: If you feel part of a group, you are less likely to drop out. - Dependent prepositions: be good at, afraid of, anxious about, etc. - Verbs + Gerund and infinitives: Many students would rather visit an exhibition. - Anticipatory it: It is important to be given this kind of opportunity. - Passive sentences: I'm grateful to be given the chance to participate. - Too + adjective + infinitive: too shy to interact in class - Use of so, such + adjective: such a great opportunity
COMPETENCIA DISCURSIVA Y ORGANIZATIVA	• Produce un texto organizado y coherente usando diversos mecanismos de cohesión. • Puntuación y usa la ortografía de manera correcta, aunque puede evidenciarse cierta influencia de otra lengua. En textos largos, distribuye las ideas en párrafos lógicos y claros. The email should be organized into paragraphs: SUGGESTED TEXT ORGANISATION: Greeting: Dear Mr X / Ms X Paragraph 1: Introduction: e.g. I am writing to suggest some after school activities for your English language students. Paragraphs 2+3: Ideas for both indoor and outdoor activities; convenient schedule Paragraph 4: e.g. I hope my ideas prove to be useful. I look forward to hearing your comments and suggestions. Closing: Yours sincerely, etc. SUGGESTED LINKING DEVICES: - Listing: Firstly, in addition, finally, such as, etc. - Opinion: In my opinion, in my view, I believe, Personally, etc. - Contrast: but, instead of, however, while, where, etc. - Giving examples: For example, for instance, such a, etc. - Expressing concession and contrast: despite, in spite of, although, as opposed to, etc. - Concluding: in conclusion, to sum up, all in all, all things considered, etc.
ADECUACIÓN DE LA TAREA	• Se expresa con educación y elige el registro adecuado. Para ello utiliza expresiones lingüísticas apropiadas para el contexto. Se ajusta a la tipología textual propuesta. • Desarrolla las ideas principales con detalle y de manera inteligible, aportando contenido relevante y ejemplificando, si es necesario, para la tarea propuesta. Registro: Saludo y despedida apropiados. Propuestas de actividades tanto para el aula como para actividades fuera de ella que resulten motivadoras, argumentadas. Propuesta de horario flexible/ compatible.

TASK TWO (5 marks)

Read the instructions carefully and write an article of 230-275 words.

Your teacher has asked you to write an article for the school magazine about ways in which individual citizens can try to reduce their carbon footprint. Include the following ideas:

- changing our diets
- rethinking our travel habits
- reducing energy waste.

COMPETENCIA LÉXICA	• Utiliza un vocabulario amplio y evita la repetición mediante reformulaciones • Su precisión léxica es generalmente alta, aunque tenga alguna confusión o cometa alguna incorrección al seleccionar las palabras, sin que afecte a la comunicación. Suggested lexis: <i>climate change, reduce gas emissions, greenhouse gases, carbon dioxide, vegetarian, vegan, meat consumption, extensive farming, carbon footprint, air travel, public transport, environmentally friendly, carbon neutral, carbon negative, carbon tax, eco-friendly, cut down on, cut out, renewable energy, electric car, take responsibility, make a difference, plant-based diet, our consumption of processed foods, waste of water, use of land, eating locally grown foods, carpooling, or biking to work or school, cut down on the number of flights, opt for train travel, reduce our waste by recycling and composting, reduce our energy consumption, energy-efficient appliances, do our part, etc.</i>
COMPETENCIA GRAMATICAL	• Utiliza diversas estructuras simples con un alto grado de control e incorpora estructuras más complejas, aunque a veces falte naturalidad. • Comete errores solo al utilizar estructuras más complejas, pero sin que afecte a la comunicación. Suggested structures: - Variety of modal verbs: <i>Every contribution can make a difference; We should use public transport; etc.</i> - Relative clauses: <i>..., which can significantly reduce emissions.</i> - Phrasal verbs: <i>cut down on, cut out, etc.</i> - Emphatic forms: intensifiers: <i>a huge impact, significantly reduce, a vast amount, a real difference, etc.</i> - Comparatives and superlatives: <i>one of the most sustainable forms of transport; one of the most effective ways, if our journeys are too far way; eating less meat and dairy can...; etc.</i> - Gerunds: <i>Eating more plant-based food; Cutting down on the amount of meat, etc.</i> - Second conditionals: <i>If more people were vegetarian, the amount of methane released would be reduced.</i> - Anticipatory it: <i>It is crucial to address this issue now.</i> - Collocations: <i>make a difference; have an impact; make a contribution; etc.</i> - Verbs + Gerund and infinitives: <i>Many people would rather take their car than the bus.</i> - Dependent prepositions: <i>Cars are responsible for roughly 20% of...</i> - Used to, be used to, get used to: <i>We are used to getting around by car.</i> - Passive verbs of reporting: <i>Livestock are said to be the largest emitters of methane.</i>
	• Produce un texto organizado y coherente usando diversos mecanismos de cohesión. • Puntúa y usa la ortografía de manera correcta, aunque puede evidenciarse cierta influencia de otra lenguas. En textos largos, distribuye las ideas en párrafos lógicos y claros.

COMPETENCIA DISCURSIVA Y ORGANIZATIVA	The article should be divided into clear and different paragraphs: Title: <i>Making a difference: reducing our carbon footprint (Example)</i> Paragraph 1: <i>Introduction: every contribution can make a difference</i> Paragraphs 2+3 +4 : <i>Rethinking our diets, changing our travel habits and reducing energy waste</i> Paragraph 5: <i>Conclusion</i> Connectors: • Listing: <i>The first and perhaps most important way, firstly, in addition, also, finally, in conclusion, to sum up, etc.</i> • Contrast: <i>but, instead of, however, while, where, etc.</i> • Giving examples: <i>For example, for instance, such a, etc.</i> • Expressing result: <i>as a result, as, since, consequently, etc.</i> • Expressing opinion: <i>In my view, as far as I'm concerned, if you ask me, etc.</i> • Expressing concession and contrast: <i>despite, in spite of, although, as opposed to, etc.</i> • Concluding: <i>in conclusion, to sum up, all in all, all things considered, etc.</i>
ADECUACIÓN DE LA TAREA	• Se expresa con educación y elige el registro adecuado. Para ello utiliza expresiones lingüísticas apropiadas para el contexto. Se ajusta a la tipología textual propuesta. • Desarrolla las ideas principales con detalle y de manera inteligible, aportando contenido relevante y ejemplificando, si es necesario, para la tarea propuesta. El texto está redactado en registro formal, sin contracciones. Puede incluir un título y está estructurado según los puntos guía. Además de las ideas sugeridas (dieta y viajes) incluye también una idea propia, que desarrolla y ejemplifica. El texto incluye un párrafo de introducción y otro de conclusión.