

CERTIFICADO DE NIVEL INTERMEDIO B2 DE INGLÉS

CONVOCATORIA ORDINARIA PARA POBLACIÓN ESCOLAR - CURSO 2023/24

MEDIACIÓN TAREA 1: MEDIACIÓN ESCRITA

CUMPLIMENTE LOS SIGUIENTES DATOS:

APELLIDOS: _____

NOMBRE: _____

CENTRO ESCOLAR: _____

INSTRUCCIONES PARA REALIZAR ESTA PRUEBA:

DURACIÓN: 35 minutos

- Esta prueba corresponde a la tarea 1 de la mediación. Lea las instrucciones al principio y realícelas 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 instrucciones de la tarea 1 el espacio para escribir la versión definitiva.**

Las tareas que no se ajusten a las instrucciones de la consigna no se calificarán.

	PUNTUACIÓN
TAREA 1: MEDIACIÓN ESCRITA	/5
TAREA 2: MEDIACIÓN ORAL	/5
	/10



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

TASK 1 (5 marks)

Read the instructions carefully and write a Whatsapp message of 60-70 words.

Your English friend Jessica is bilingual and is currently thinking about what to study after school. You have found this information about the job of an interpreter and you think she might be interested in a related degree. Select the most relevant points and send her a Whatsapp message explaining the main ideas.

A career as an interpreter

Interpreters work with live speech, not written texts as translators do. They usually work either as guides and escorts or as conference or court interpreters. Often, they also use their knowledge of cultural backgrounds to interpret the meaning of gestures and other non-verbal information such as body language in order to convey the full intended meaning of the communication.

Foreign Language Interpreters usually specialize in a particular language outside their mother tongue and may also specialize in a particular subject area, such as the legal, medical or technical fields. They may interpret consecutively, waiting for the speaker to pause to translate what has been said, or simultaneously, in which case they translate continuously while the speaker is talking. The latter is a more difficult type of interpreting, but it is required of court and international conference interpreters. It requires perfect knowledge of both the source language and the subject matter.

Adapted from: www.theteenagertoday.com

APELLIDOS: _____ NOMBRE: _____

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

TASK ONE

Write your final version here.

[illegible]

**CERTIFICADO DE NIVEL INTERMEDIO B2 DE INGLÉS PARA POBLACIÓN
ESCOLAR - CONVOCATORIA ORDINARIA – 2023/2024
MEDIACIÓN LINGÜÍSTICA
TAREA 1: MEDIACIÓN ESCRITA
MODELO DE ACTUACIÓN**

TASK 1 (5 marks)

Read the instructions carefully and write a Whatsapp message of 60-70 words.

Your English friend Jessica is bilingual and is currently thinking about what to study after school. You have found this information about the job of an interpreter and you think she might be interested in a related degree. Select the most relevant points and send her a Whatsapp message explaining the main ideas.

A career as an interpreter

Interpreters work with live speech, not written texts as translators do. They usually work either as guides and escorts or as conference or court interpreters. Often, they also use their knowledge of cultural backgrounds to interpret the meaning of gestures and other non-verbal information such as body language in order to convey the full intended meaning of the communication.

Foreign Language Interpreters usually specialize in a particular language outside their mother tongue and may also specialize in a particular subject area, such as the legal, medical or technical fields. They may interpret consecutively, waiting for the speaker to pause to translate what has been said, or simultaneously, in which case they translate continuously while the speaker is talking. The latter is a more difficult type of interpreting, but it is required of court and international conference interpreters. It requires perfect knowledge of both the source language and the subject matter.

Hi Jess!

I've just read what an interpreter does and I think it would be the ideal career for you. You need to speak two languages fluently, which is your case, and also have extensive knowledge of a specific field, such as medicine or law. Culture is important, too, as sometimes you have to understand and explain body language or gestures. So, how about a degree in interpreting?

See you!

(70 words)

NOTA

- El modelo de actuación es solo un ejemplo por lo que no se podrá penalizar si la alumna o alumno no escribe el texto de la misma forma o selecciona otras ideas.
- No se puede penalizar ni el formato ni la gramática y el vocabulario puesto que se está evaluando la capacidad de mediar de la persona aspirante.

SET 1 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your teacher has asked you and your partner (student B) to make a short presentation about the dangers of online shopping. You have found different texts on the subject. **Read** the text below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's ideas, **discuss** them and **select two** of the risks mentioned for your presentation. You start the conversation.

- Preparation time: 5 minutes
- Interaction time: 3-4 minutes
- You can make notes during the preparation time. You can only use these notes as a guideline.
- Preparation is individual.
- The test will be recorded.

ONLINE SHOPPING RISKS

Fake reviews

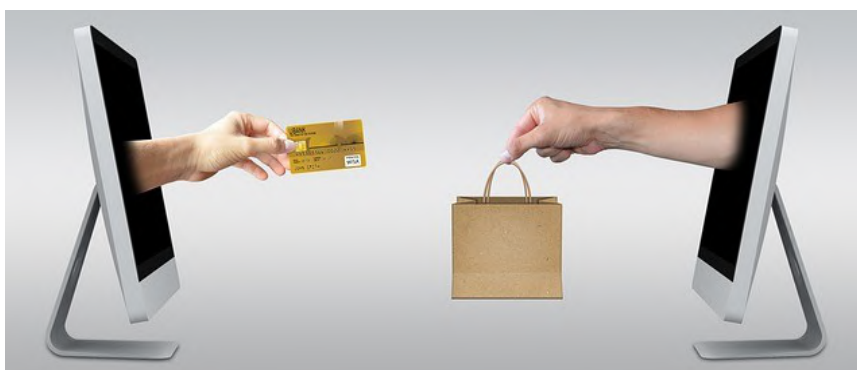
Many online shoppers read reviews before they buy. But be aware that not all online reviews are authentic. If a particular shop has a pattern of reviews that seem too good to be true or lack detail, try to check the source and listen to your instincts.

Fake apps

Many genuine online stores have their own apps. Cybercriminals sometimes try to mimic them by creating fake versions. They aim to harvest your personal information such as bank or credit card details, plus usernames and passwords.

Adware

Adware refers to ads that pop up on the screen when browsing the internet. Adware is a contraction of 'advertising software', and its purpose is to take you to malicious websites which try to obtain your personal information. Sometimes, closing the pop-up ad by clicking on the 'X' symbol can itself cause an infection.



SET 1 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your teacher has asked you and your partner (student A) to make a short presentation about the dangers of online shopping. You have found different texts on the subject. **Read** the text below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's ideas, **discuss** them and **select two** of the risks mentioned for your presentation. *Your partner starts the conversation.*

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

ONLINE SHOPPING RISKS

Identity theft

This usually involves cybercriminals hacking into e-commerce websites and stealing users' login or credit card details. It enables them to either impersonate users to make purchases or sell personal details to other criminals online.

Phishing

This involves sending fake emails which appear to be from a real store. The emails normally contain an attachment or a link designed to trick the receiver into clicking on them. Doing so usually launches a malware infection. On other occasions, the email might directly ask for personal information, such as passwords or bank details.

Fake online stores

Unfortunately, not all e-commerce sites are genuine. Cybercriminals may set up fake websites designed to look like established, genuine shops. They may offer popular clothing brands, jewelry, and electronics at low prices. Sometimes users receive the items they have paid for, but they are usually fake. Other times, users don't receive anything at all.



SET 2 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

You and your partner (student B) are going to an English speaking country for a summer course to improve your English. Your families have asked you to do some research and find the course that suits you best. **Read** the leaflet below and **explain** its main points to your partner in your own words. **Listen** to your partner's offer, **discuss** them both and **decide** which course you would rather do. You start the conversation.

- **Preparation time: 5 minutes**

- **Interaction time: 3-4 minutes**

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Summer courses for teens near London

Situated in beautiful countryside just two hours from London, Port Regis provides a safe, healthy summer location to enjoy a variety of supervised sports and activities combined with visits to the fascinating metropolis.

Facilities include a new academic building, three computer rooms, tennis and squash courts, a gymnasium, two performance halls, and a 25-metre indoor heated swimming pool.



On our English summer courses we divide pupils by age group to provide best for the needs of every child. Each age group has an excellent nationality mix and separate English lessons, activity and excursions programme.

During lessons, pupils are handed texts and shown videos that enable them to hold interesting conversations. They continue practising outside class by mixing together during sports, social activities and excursions and on our adventure camp. Every part of the day is an opportunity for real learning.

Source: www.countryschools.co.uk

SET 2 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

You and your partner (student A) are going to an English speaking country for a summer course this year. Your families have asked you to do some research and find the course that suits you best. **Read** the offer below and **explain** its main points to your partner in your own words. **Listen** to your partner's offer, **discuss** them both and **decide** which course you would rather do. Your partner starts the conversation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Summer courses for teens in Dublin

Our English course for teenagers is a well structured programme where students learn English through fun and interactive activities and challenging projects. The main focus is on helping them improve their communication skills in English. Classes revolve around a weekly topic combined with carefully selected grammar and vocabulary points. Students work towards an end-of-week project which is always presented on Friday.



Students learn and practise grammar and vocabulary by playing games, solving quizzes, acting in short plays and making posters and comic strips. Classes are run in small groups of max 10 students. At break time we provide soft drinks and biscuits free of charge.

On Saturdays we organise full-day trips which allow students to explore various tourist attractions in Ireland outside Dublin such as Kilkenny or Malahide. We also bring our students on various hiking trips in the Wicklow mountains.

Source: www.yourenglish.ie

SET 3 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your teacher has asked you and your partner (student B) to give a talk about slow and fast living in your English class. You have found some information about fast and slow fashion. **Read** the text below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's ideas, **discuss** them together and decide which information you and your partner think is the most relevant for your talk. You start the conversation.

- **Preparation time: 5 minutes**

- **Interaction time: 3-4 minutes**

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.



FAST FASHION

A business model of the fashion industry where as many collections as possible are brought to market in the shortest period as possible.

A lot of clothing is bought in a short time. But the purchased items are not worn for long, as they quickly go out of fashion.

Fast Fashion clothes are usually made of synthetic fibers (polyester, elastane, etc.)

Production typically takes place in developing countries where standards are not respected.



SLOW FASHION

Slow Fashion is a counter-movement, in which attention is paid to a sustainable and conscious approach to fashion.

Attention is paid to sustainable consumption, where only what is really necessary is bought. Value is placed on environmentally friendly materials and good production.

Slow Fashion clothes are made from natural fibers such as cotton or recycled fabrics.

Production takes place either in Western countries or in developing countries where human rights, standards and fair wages are respected.

SET 3 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your teacher has asked you and your partner (student A) to give a talk about slow and fast living in your English class. You have found some information about fast and slow food. **Read** the text below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's ideas, **discuss** them together and decide which information you and your partner think is the most relevant for your talk. Your partner starts the conversation.

- Preparation time: 5 minutes
- Interaction time: 3-4 minutes
- You can make notes during the preparation time. You can only use these notes as a guideline.
- Preparation is individual.
- The test will be recorded.

FAST versus SLOW food

FAST FOOD

- Fast food is mass-produced food designed for speed of service. It is meant to be produced and consumed quickly, often on-the-go via drive-throughs, delivery and take out.
- It's cheap and easy to eat, but not necessarily good for you or the planet.
- Fast food is synonymous with volume, pace and price value, not necessarily quality.



SLOW FOOD

- **Good:** delicious nutrition is an everyday right, create joyful community connections and advocate for diversity
- **Clean:** Protect natural resources, help people and the environment depend on each other and promote food that is local, seasonal and sustainably grown
- **Fair:** Build local and global collaboration, welcome to all and fight for dignity of labour
- The importance of knowing exactly where your food came from and how it got to your plate
- Direct relationship between farmers, producers and growers with their customers—both restaurants, chefs and customers.



SET 4 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

You and your partner (student B) want to organize a movie night for the whole class and now you have to choose the film. You have found reviews of two different movies. **Read** your review and **explain** its main points to your partner in your own words. **Listen** to your partner's movie review and then **discuss** them both to **decide** which one you are going to suggest. You start the conversation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

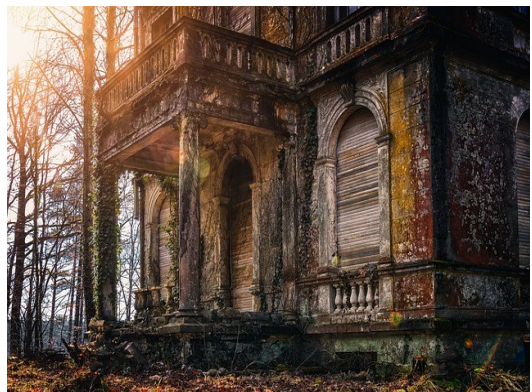
- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Malevolent (2018), by film critic Bryan Parry

A group of youngsters go around pretending to chase ghosts away from haunted houses much to the emotional comfort of their clients and the financial comfort of themselves. However, the fun and games stop when one of their clients' houses actually is haunted and our young cheaters discover a secret about themselves that they definitely hadn't expected.



Malevolent is a simple film: a haunted house in the country with hidden secrets and a group of unprepared teens who find themselves trapped inside it. The film is actually very linear and moves forward and concludes in a straight line. It left me wanting more, a little development. Nevertheless, it was entertaining, with convincing performances from rising star Florence Pugh and award-winning Celia Imrie.

Lots of scary moments that guarantee lots of little screams. Simple entertainment and actually more fitting for teenagers than an adult audience, in my humble opinion.

Source: www.moviereviewsblog.com

SET 4 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

You and your partner (student A) want to organize a movie night for the whole class and now you have to choose the film. You have found reviews of two different movies. **Read** your review and **explain** its main points to your partner in your own words. **Listen** to your partner's movie review and then **discuss** them both to **decide** which one you are going to suggest. Your partner starts the conversation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

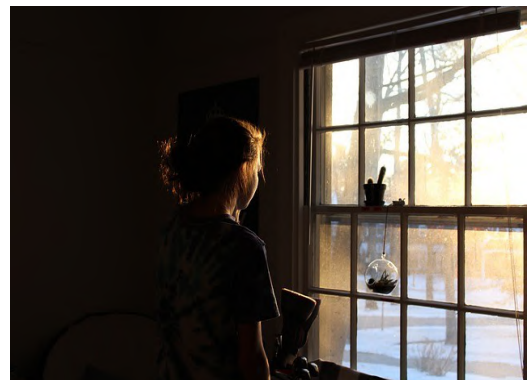
- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

The Woman in the Window (2021), by film critic Bryan Parry

Anna, a divorced woman suffering from agoraphobia, is increasingly losing touch with reality. Most of her days are spent staring out of her window and spying on her neighbours. But one day she witnesses her next door neighbour, and only friend, Jane, being murdered in her own house. However, when the police check it out, it turns out that her neighbour is well and alive, but is not the woman that Anna knows.



Is Anna crazy, or is there someone trying to cover up the crime? *The Woman in the Window* is a thrilling mystery crime drama. The performances are amazing and the direction makes the turn of events in the story even more unexpected.

On the whole, a really good psychological thriller with a surprising final reveal that keeps your mind working from beginning to end.

Source: www.moviereviewsblog.com

SET 5 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your class is going on a trip to London and your teacher has asked you and your partner (student B) to read about London museums and select one for a visit during your trip. **Read** the description below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's description of another museum and then **discuss** the two options together to **select** the one that you find more fitting for your school trip. You start the conversation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Science Museum

Our museum features seven floors of educational and entertaining exhibitions.

The **Medical History Gallery** in the museum's attic contains a substantial collection of medical history treasures.

Pattern Pod introduces young students to the importance of patterns in contemporary science.

Launch Pad is a popular hands-on gallery where students can explore basic scientific principles. Physics and chemistry lovers will find this absolutely fascinating.

The **Clockmakers' Collection** is the oldest display of clocks and watches in the world, with most of the 1250 objects dating from between 1600 and 1850. Here you can look back on some major events in universal history, always in connection with time measuring devices.

The museum's **in-house cinema** shows scientific films in 3D, allowing visitors to be surrounded by space or submerged in the depths of the ocean.

Ticket prices: £10 per individual ticket and £5 per person for groups of 10 or more.

Source: www.timeout.com



SET 5 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your class is going on a trip to London and your teacher has asked you and your partner (student A) to read about London museums and select one for a visit during your trip. **Read** the description below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's description of another museum and then **discuss** the two options together to **select** the one that you find more fitting for your school trip. Your partner starts the conversation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Natural History Museum

Discover the history of planet Earth in the Natural History Museum's galleries, which house a collection of more than 80 million objects covering 4.5 billion years.

As well as the permanent dinosaur exhibition, the Natural History Museum boasts a collection of the biggest, tallest and rarest animals in the world. Top things to see here include Hope, the huge blue whale skeleton, meteorites from outer space and a 40-million-year-old spider.

Current exhibitions include the annual Wildlife Photographer of the Year exhibition, which features stunning photography of the natural world.



With more than 20 galleries and spaces to enjoy, you can easily spend all day here, which makes the museum ideal for your school trip. Relax in the quiet Darwin Centre, browse the shops, or refuel at one of the museum's snack bars or picnic spots.

Entrance is free (£3 fee required for the photography exhibition).

Source: www.visitlondon.com

SET 6 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your English teacher has asked you and your partner (student B) to make a presentation on what teenagers think about electronic books. You have each done an online survey and obtained several responses. **Read** the responses below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's responses and then **discuss** the different opinions together to **select** two opinions in favour and two opinions against e-books to include in your presentation.

- **Preparation time: 5 minutes**

- **Interaction time: 3-4 minutes**

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

What do you think about electronic books?

"Most importantly, e-books don't end up as landfill waste. Trees are the lungs of the earth, so saving them is a good thing. It takes more energy to manufacture and ship a paper book than to download an e-book."

Lars, 17

"For those of us who stare at screens all day, electronic readers are just too much. I've heard that eye strain caused by screen time has become an actual health problem."

Elsa, 15



"You can carry tons of books with you, without having to make an effort, without even having to think about it. They are there with you on your device. An entire library at your fingertips!"

Katya, 14

"To begin with, you need a device. This leaves at least 15% of people out of the equation. That's how many US citizens don't own devices. That figure is similar or higher in most developed countries."

Fred, 18

Source: www.thgmwriters.com

SET 6 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your English teacher has asked you and your partner (student A) to make a presentation on what teenagers think about electronic books. You have each done an online survey and obtained several responses. **Read** the responses below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's responses and then **discuss** the different opinions together to **select** two opinions in favour and two opinions against e-books to include in your presentation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Drop your opinion about e-books here!

"You know how the glare of the sun makes a screen hard to read? Paper is still better at the beach, one of my all-time favourite settings for reading!"

Hanna, 14

"One thing that annoys me in novels is when I suddenly read a name that's been mentioned earlier and I can't remember the character. But e-books are searchable! You just type the name and get to the page you need to reread in order to refresh your memory."

Jake, 16

"If you have weak eyes or if you are tired, it's nice to be able to increase the size of the text. Printed books offer no such option!"

Lesley, 18

"I mean, e-books are great, but just for as long as the batteries are charged. And I've seen people run out of batteries quite often. Paper books don't run out of batteries."

Pam, 13



SET 7 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

As the exam period is getting closer, your classmates are getting more and more stressed. So your English teacher has asked you and your partner (student B) to prepare a presentation with some tips to help your classmates get good results in their final exams. **Read** the infographic below, **select** the most relevant information and **share** with your partner. **Decide** what information you could use for your presentation. *You start the conversation.*

- **Preparation time: 5 minutes**
- **Interaction time: 3-4 minutes**
- You can make notes during the preparation time. You can only use these notes as a guideline.
- Preparation is individual.
- The test will be recorded.

1. Create and stick to your study plan

Know the coverage of the test. After this, create a study plan and set aside time for your review. Schedule your tasks during your most productive time.



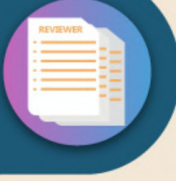
2. Evaluate your strengths and weaknesses

Assess the coverage of the test and divide the subjects based on your strength and weakness. Allocate more time on your weaknesses but don't neglect your strengths.



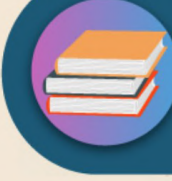
3. Plan your review strategy

There are various ways to study each lesson. Know your type of learning style for it will help you grasp your lessons faster.



4. Use relevant books only

The innumerable number of books you had since Grade 1 is overwhelming. Reviewing all of them will only consume your time and energy. Focus on more recent books but don't forget to browse your old notes.



5. Don't memorize — internalize

Memorization is not the best way to pass an exam; details will only vanish in no time. Thus, understand what you are reviewing.



SET 7 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

As the exam period is getting closer, your classmates are getting more and more stressed. So your English teacher has asked you and your partner (student A) to prepare a presentation with some tips to help your classmates get good results in their final exams. **Read** the infographic below, **select** the most relevant information and **share** with your partner. **Decide** what information you could use for your presentation. Your partner starts the conversation.

- **Preparation time: 5 minutes**

- **Interaction time: 3-4 minutes**

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

6. Answer previous year test papers
There's a great chance that previous questions from reviewers and tests will appear on your exam. So, don't forget to practice answering them within a time limit.

7. Be creative with your review strategy.
Use mnemonics, flashcards, and learn all the shortcuts to better understand and memorize the lessons. Maximize cutouts, photos, and videos on your review.

8. Eat healthy to think healthy
Keep yourself healthy. Eat fruits and vegetables and avoid junk foods. Bad eating habits make people less smart.

9. Practice and practice a lot more
70% of the preparation is practicing. After reading and taking notes, try to answer test papers over and over again. Having a group study session with your friends is a great idea, too!

10. Condition yourself for the upcoming exam
It's vital that your mind is more than ready for the exam. So, months before the exam, tell yourself, "You will ace the exam!" every single day.

SET 8 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your teacher has asked you and your partner (student B) to make a poster for your classroom with **three** useful tips on how to save money. You and your partner have found different texts on the subject. **Read** the text below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's ideas, then **discuss** them together to **decide** which three tips to include in the poster. You start the conversation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

How to save up

If you don't have a bank account yet, your parents' financial institutions may offer student and teen savings accounts to get you started. This is a great way to set aside your birthday money or part of your weekly pocket money. It's also safer than hiding your cash away in a drawer.

On the other hand, many people don't know exactly how much they're spending each month and on what (food, transportation, clothing). Knowing where your money goes is the first

step to being in control. By tracking each expense, you can make sure it's in line with your priorities and goals. It can also help you to identify places you could save money.

A lot of people are also unaware of student discounts. Many of your town's local restaurants, coffee shops and clothes shops surely offer such discounts, most of which extend to high school students as well.



Source: www.seventeen.com

SET 8 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your teacher has asked you and your partner (student A) to make a poster for your classroom with **three** useful tips on how to save money. You and your partner have found different texts on the subject. **Read** the text below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's ideas, then **discuss** them together to **decide** which three tips to include in the poster. Your partner starts the conversation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Top money-saving tips

It's very difficult to be motivated to save money without a goal in mind, while knowing that you're saving up for a bike or a holiday with friends makes all the difference. Setting a phone background or home screen that shows this goal will help constantly remind you why you're saving — even when things get tough.



One of the easiest ways to save more money is simply to make more money, so getting a part-time job is worth considering. If you're not yet old enough to get a proper job, ask your parents to ask around and see if anyone in your community is looking for a babysitter, a tutor, or a car-washer.

Have a friend join in on the money-saving fun. It's like having a gym buddy. Sharing that with a friend can be really motivating because you'll have the power of two looking for opportunities to save.

Source: www.seventeen.com

SET 9 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your school is involved in a European Commission project to educate teenagers and young adults in protecting the environment. Therefore, your English teacher has asked you and your partner (student B) to prepare a short presentation on environmental consciousness and each of you have found an infographic on the subject. **Read** the infographic below, **select** the most relevant information and **share** with your partner. **Decide** what information you could use for your presentation. You start the conversation.

- **Preparation time: 5 minutes**
- **Interaction time: 3-4 minutes**
- You can make notes during the preparation time. You can only use these notes as a guideline.
- Preparation is individual.
- The test will be recorded.

PROTECTING OUR PLANET STARTS WITH YOU



BIKE MORE DRIVE LESS



EDUCATE

When you further your own education, you can help others understand the importance and value of our natural resources.



Volunteer!

Volunteer for cleanups in your community. You can get involved in protecting your watershed too!



reduce REUSE recycle

Cut down on what you throw away. Follow the three "R's" to conserve natural resources and landfill space.

CONSERVE WATER



The less water you use, the less runoff and wastewater that eventually end up in the ocean.

choose sustainable



Learn how to make smart seafood choices at www.FishWatch.gov.



Buy less plastic and bring a reusable shopping bag.



Long-lasting light bulbs - ARE A - BRIGHT IDEA

Energy efficient light bulbs reduce greenhouse gas emissions. Also flip the light switch off when you leave the room!

Trees provide food and oxygen. They help save energy, clean the air, and help combat climate change.



PLANT A TREE



Don't send chemicals into our waterways.

Choose nontoxic chemicals in the home and office.



oceanservice.noaa.gov

SET 9 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

Your school is involved in a European Commission project to educate teenagers and young adults in protecting the environment. Therefore, your English teacher has asked you and your partner (student A) to prepare a short presentation on environmental consciousness and each of you have found an infographic on the subject. **Read** the infographic below, **select** the most relevant information and **share** with your partner. **Decide** what information you could use for your presentation. Your partner starts the conversation.

- Preparation time: 5 minutes
- Interaction time: 3-4 minutes
- You can make notes during the preparation time. You can only use these notes as a guideline.
- Preparation is individual.
- The test will be recorded.

TEN EASY WAYS TO
SAVE EARTH**1. USE FLUORESCENT BULBS**

You can save energy and money, too.

**2. TURN OFF YOUR COMPUTER AT NIGHT**

Save 40 watts a day.

**3. RECYCLE**

You'll help reduce pollution.

**4. GO VEGETARIAN**

It takes more water to produce one pound of beef.

**5. USE LESS TISSUES**

Or use half – do you really need one whole piece?

**6. USE BOTH SIDES OF PAPER**

Set your printer's default option to print double-sided.

**7. TAKE THE STAIRS**Healthier for you and kinder to the planet.
Why use the lift if it's only a few flights?**8. BE CREATIVE AND REUSE**

Things like bags, bows and paper can be turned into a present or something useful.

**9. TAKE SHORTER SHOWERS, SKIP BATHS**

You'll save water and electricity on heating.

**10. SWITCH OFF THE LIGHT**

Not just for Earth Hour but whenever you don't need it.

SET 10 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

You and your partner (student B) belong to a study group and you are soon going to start preparing for exams together. At your next meeting you would like to suggest trying a new studying technique. You have each found different texts on the subject. **Read** the text below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's ideas and then **discuss** them together to **decide** which technique to share with your study group. You start the conversation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Retrieval practice

Retrieval practice is based on the concept of remembering at a later time. Recalling an answer to a question improves learning more than looking for the answer in your textbook or reading a passage several times. If you practise retrieval, you are more likely to remember the information later on. Below are some ways you can implement the retrieval process into your study routine.



- Utilize practice tests: Use practice tests or questions to quiz yourself, without looking at your book or notes.
- Make your own questions: Be your own teacher and create questions you think would be on a test. If you're in a study group, encourage others to do the same, and trade questions.
- Use flashcards: Create flashcards, but make sure to practise your retrieval technique. Instead of flipping a card over too soon, write the answer down first and then check if you were right.

Source: www.usa.edu

SET 10 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

You and your partner (student A) belong to a study group and you are soon going to start preparing for exams together. At your next meeting you would like to suggest trying a new studying technique. You have each found different texts on the subject. **Read** the text below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's ideas and then **discuss** them together and **decide** which technique to share with your study group. Your partner starts the conversation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

The Feynman Technique

It is a method of learning a concept quickly by explaining it in plain and simple terms. It's based on the idea that when we attempt to explain a concept in our own words, we are likely to understand it a lot faster. How it works:

- Write the subject/concept you are studying at the top of a sheet of paper and underneath note down its basic points.
- Then, explain it in your own words as if you were teaching someone else.
- Review what you wrote and identify any areas where you were wrong. Once you have identified them, go back to your notes or reading material and figure out the correct answer.
- Lastly, if there are any areas in your writing where you used technical terms or complex language, go back and rewrite these sections in simpler terms, which are easier to remember.



Source: www.usa.edu

SET 11 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

As part of the student health project that is taking place in your school, you and your partner (student B) have decided to give your classmates some useful tips on how to keep healthy while preparing for exams. You have each found different articles on the subject. **Read** the text below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's ideas and then **discuss** them together to **decide which three** tips to share with your classmates. You start the conversation.

- Preparation time: 5 minutes

- Interaction time: 3-4 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Stay healthy while studying

Follow a balanced diet

Keep it varied, high in protein and low in carbs. Increase your fruit and vegetable intake and cut back on unhealthy meals as much as possible.

Take breaks

Do pleasing stuff during your breaks. You can really enhance your study performance by doing something unrelated to studying.

Keep a regular sleep schedule

Avoid stimuli before going to bed. Especially screen exposure at bedtime can badly affect your sleeping habits. Getting a good night's sleep will boost your concentration as well as your physical and emotional fitness.

Get some exercise

Physical exercise reduces stress and helps your brain process information. Try to exercise outdoors so as to get some fresh air.

Keep in touch

Scrolling through your social media feed is easy enough, but also try to meet up with friends, family or fellow students during your study breaks.



Source: www.kuleuven.be

SET 11 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

As part of the student health project that is taking place in your school, you and your partner (student A) have decided to give your classmates some useful tips on how to keep healthy while preparing for exams. You have each found different articles on the subject. **Read** the text below and **explain** the main ideas to your partner in your own words. **Listen** to your partner's ideas and then **discuss** them together to **decide which three** tips to share with your classmates. Your partner starts the conversation.

- **Preparation time: 5 minutes**

- **Interaction time: 3-4 minutes**

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Take good care of your body

As a student, you spend a lot of time behind your desk. Keep these tips in mind to avoid neck and back problems while studying:

Mind your position

Don't work on your laptop for too long as this keeps you in an unhealthy posture. Go for an ergonomic desk chair, even though it may cost a bit more, and search for videos on how to adjust it to your body.

**Keep moving**

Don't stay in the same position for too long. Getting up and stretching your legs every now and then will boost your concentration.

Keep your stress levels low

Stress may cause neck and back problems. Take some time for yourself or try some relaxation techniques. For instance, put on some soothing music, lie down and close your eyes. Breathe in, count to three, and breathe out. Repeat that several times until you feel calmer.

Source: www.kuleuven.be

SET 12 – STUDENT A

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

You and your partners (students B and C) are going on a student exchange programme to the UK for three months. You three would like to stay in the same place so you are currently looking at your accommodation options. You have each found information about a different type of accommodation. **Read** the text below and **explain** the main ideas to your partners in your own words. **Listen** to your partners' ideas and then **discuss** them together to **decide** which type of accommodation suits you best. You start the conversation.

- Preparation time: 5 minutes

- Interaction time: 4-5 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Homestay

Homestay is recommended for students who wish to experience the culture of a new country. Living with a host family offers a warm and secure way to immerse yourself in the daily life of the country you are visiting.

You will make quick progress in your language skills because you get to practise the language in a real-life situation after your classes end. You will pick up expressions with greater ease, and your accent will sound more authentic. Homestay families usually offer affordable meal plans that allow you to sample the local cuisine and save a significant amount of money.



Be aware that host families are sometimes couples without children or even singles who have a room to rent. The quality of the housing among host families can vary greatly. In some cases, students have to share rooms, so please read the description of the housing option carefully.

Source: www.languageinternational.com

SET 12 – STUDENT B

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

You and your partners (students A and C) are going on a student exchange programme to the UK for three months. You three would like to stay in the same place so you are currently looking at your accommodation options. You have each found information about a different type of accommodation. **Read** the text below and **explain** the main ideas to your partners in your own words. **Listen** to your partners' ideas and then **discuss** them together to **decide** which type of accommodation suits you best. Student A starts the conversation.

- Preparation time: 5 minutes

- Interaction time: 4-5 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

Student residence

Student residences are recommended for people who want some independence and more contact with other students during their stay. These include apartments or rooms and are located near the school. Usually you share common spaces like the bathroom and kitchen with about 3 to 6 other language students.

One problem with student residences is that students from the same country often connect with each other and tend to speak their common language. Some schools try to prevent this by pairing students with someone who is not from their country, but students should be aware of this language learning obstacle when considering a student residence.

Student residences very often do not include any meal plan, so you will likely have to buy your own meals. In cities with high cost of living, such as London and Edinburgh, food cost can be a significant portion of your budget.



Source: www.languageinternational.com

SET 12 – STUDENT C

TASK 2 - SPOKEN MEDIATION

INSTRUCTIONS

You and your partners (students A and B) are going on a student exchange programme to the UK for three months. You three would like to stay in the same place so you are currently looking at your accommodation options. You have each found information about a different type of accommodation. **Read** the text below and **explain** the main ideas to your partners in your own words. **Listen** to your partners' ideas and then **discuss** them together to **decide** which type of accommodation suits you best. Student A starts the conversation.

- Preparation time: 5 minutes

- Interaction time: 4-5 minutes

- You can make notes during the preparation time. You can only use these notes as a guideline.

- Preparation is individual.

- The test will be recorded.

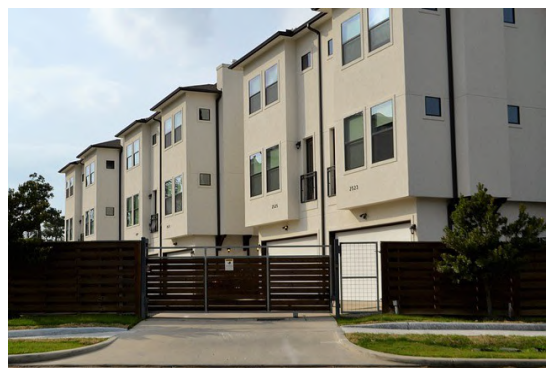
Private rented apartments and rooms

This is the most popular choice for those students who seek maximum independence. It is also by far the most expensive among the options available.

Private apartments and rooms are usually managed by agencies but sometimes also by the owners themselves. While it is possible to get a private apartment just for one person, students usually share them with a number of flatmates. This number depends on the size of the apartment, but tends to be somewhere between 3 and 7.

Such apartments are usually located in neighbourhoods with a high concentration of students but can also be part of more diverse areas. The quality can differ vastly and we recommend renting from agencies or owners that are accredited by your institution.

Visit the flat before you sign a contract as there have been cases of fake ads that have cost people time and money.



Source: www.studentpad.co.uk