

CERTIFICADO DE NIVEL INTERMEDIO B2 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: 75 minutos

- Esta prueba consta de dos tareas. Lea las instrucciones al principio de cada tarea 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 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 90-110 words.

You have received an e-mail from an Irish exchange student who is coming to stay with you for two weeks in October. Read his e-mail below and write an e-mail in response to his questions. Include the following points:

- things to do after school in your town
- suggest something for your friend to get to know your school.

Hello there,

My name's Sean and, as you probably know, I'll be staying with you and your family for two weeks next month. I can't wait to meet you and, of course, visit your wonderful island! Could you tell me a couple of things about it? What do you usually do with your friends over there? Any suggestions for the first couple of days at your school?

Looking forward to meeting you in person.

Lots of love,

Sean

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 extend across the width of the page. There are no margins, text, or other markings on the paper.



TASK TWO (5 marks)

An international education blog is asking students from different European countries to think over how technology is used in the classroom by both teachers and students. Write an essay with arguments for and against of the use of technology in the classroom. Include the following ideas:

- TASK TWO**
Write your final version here.

[illegible]

[illegible]

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TABLA DE CORRECCIÓN

TASK ONE (5 marks)

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You have received an e-mail from an Irish exchange student who is coming to stay with you for two weeks in October. Read his e-mail below and write an e-mail in response to his questions. Include the following points:

- things to do after school in your town
- suggest something for your friend to get to know your school.

Hello there,

My name's Sean and, as you probably know, I'll be staying with you and your family for two weeks next month. I can't wait to meet you and, of course, visit your wonderful island! Could you tell me a couple of things about it? What do you usually do with your friends over there? Any suggestions for the first couple of days at your school?

Looking forward to meeting you in person.

Lots of love,

Sean

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: to play sports, to go cycling/swimming/surfing, to hang out with friends, to work out in the park/gym, to have a chat, to have a gathering, a barbecue, a get-together, to throw a party, to go for a walk/stroll, to sunbathe, to lie in the sun, to spend the day on the beach, to play video games, board games, to ride one's bicycle, to go hiking/trekking/camping, to be in touch with nature, to go on an excursion, to visit a museum, to watch the sunset, to meet up with friends, to socialize, to chill out, to go to the movies, to have some drinks, to go bowling/shopping, to go dancing/clubbing, to get some food, to grab a bite, give a short speech, a presentation, a school get-together, an interview for the school magazine, the old town, the city centre, tree-lined avenues, a crowded shopping mall, the town hall, an amusement park, historic buildings, narrow lanes, a picturesque village, cliffs, a valley, a steep path, high mountains, landscape, scenery, breathtaking views, surrounded by, located in, situated in, a stream, a waterfall, a lake, a dam, sandy/rocky beaches, on the coast



COMPETENCIA GRAMATICAL	<ul style="list-style-type: none">• <i>Utiliza diversas estructuras simples con un alto grado de control e incorpora estructuras más complejas, aunque a veces falte naturalidad.</i>• <i>Comete errores solo al utilizar estructuras más complejas, pero sin que afecte a la comunicación.</i> <p>SUGGESTED STRUCTURES:</p> <ul style="list-style-type: none">- Conditionals: <i>If you want to..., we could..., If we had more time, we would...</i>- Present and future tenses (simple, perfect and continuous): <i>We're going to see, I'm taking you to, every day we hang out</i>- Time clauses: <i>when you're here, as soon as we leave the school, by the time you arrive, while we're in class</i>- Clauses and prepositions of contrast: <i>although this is a small island, though it's usually sunny, despite/in spite of the limited choice</i>- Clauses of purpose: <i>to meet people, in order to see the island, so as not to get bored</i>- The position of adverbs and adverbial phrases: <i>We usually hang out, I hardly ever go to the movies</i>- Passive forms: <i>the town hall was built in, I've been told that</i>- Uncountable and plural nouns: <i>some information, several museums</i>- Quantifiers: <i>Neither empty nor crowded, either of these beaches, most monuments</i>- Comparative and superlatives: <i>qualifying comparatives adjectives: it's much warmer than in..., the most beautiful town, the more you stay, the better</i>- too and enough: <i>too expensive, not enough restaurants, too many tourists</i>- Relative clauses: <i>a friend who comes from, one activity (that) we could do, a place where I would like to take you.</i>- So and such: <i>So far away that we can't, such amazing views.</i>- Be likely to: <i>It isn't likely to rain.</i>- Imperative (giving advice): <i>Don't forget to bring, let me know when...</i>- Making suggestions: <i>We could spend the afternoon at, I'll show you around, Let's cycle around town</i>- Giving advice: modal verbs: <i>you should visit this place, you shouldn't pack too many things, you must go snorkelling in...; second conditional: If I were you, I'd bring some warm clothes, too</i>- Useful language to give advice: <i>Don't forget to.../Remember to...Make sure you...</i>
COMPETENCIA DISCURSIVA Y ORGANIZATIVA	<ul style="list-style-type: none">• <i>Produce un texto organizado y coherente usando diversos mecanismos de cohesión.</i>• <i>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.</i> <p><i>The e-mail should be divided into clear and well differentiated paragraphs:</i></p> <p>SUGGESTED TEXT ORGANIZATION:</p> <p>Paragraph 1: <i>Introduction - Saying hello and how you have been / how happy you are to hear from Sean</i></p> <p>Paragraphs 2 + 3: <i>One paragraph for afters-school activities and suggestions for getting to know the school</i></p> <p>Paragraph 4: <i>Closing sentences / wishing to meet him soon</i></p>



	<p>SUGGESTED COHESION DEVICES</p> <ul style="list-style-type: none">- Listing points: <i>first of all, to begin with, for starters, secondly, finally, last but not least...</i>- Adding points: <i>what is more, also, aside from, apart from, in addition, another thing that comes to mind...</i>- Giving examples: <i>for example, for instance, such as...</i>- Expressing opinion: <i>in my view, as I see it, as far as I'm concerned, if you ask me...</i>- Showing contrast: <i>however, nevertheless, on the other hand, despite that, in spite of this, (and) yet...</i>- Showing purpose: <i>in order to, so as (not) to, so that...</i>- Expressing result/consequence: <i>so, as a result, therefore, consequently...</i>- Comparing: <i>whereas, while...</i>- Expressing reason/cause: <i>because, because of, since, as, due to, for this reason...</i>- Concluding: <i>in conclusion, to sum up, all in all, all things considered, on the whole</i>
ADECUACIÓN DE LA TAREA	<ul style="list-style-type: none">• 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. <p>El texto requerido es un correo informal, organizado en párrafos claros. El registro puede ser informal o neutro (puesto que las personas implicadas aún no se conocen).</p>



TASK TWO (5 marks)

Read the instructions carefully and a for and against essay of 170-190 words.

An international education blog is asking students from different European countries to think over how technology is used in the classroom by both teachers and students. Write an essay with arguments for and against of the use of technology in the classroom. Include the following ideas:

- preparation for the digital age,
- digital inequality,
- privacy and security concerns.

COMPETENCIA LÉXICA	<ul style="list-style-type: none">• <i>Utiliza un vocabulario amplio y evita la repetición mediante reformulaciones</i>• <i>Su precisión léxica es generalmente alta, aunque tenga alguna confusión o cometa alguna incorrección al seleccionar las palabras, sin que afecte a la comunicación.</i> <p>SUGGESTED LEXIS RELATED TO EDUCATION & TECHNOLOGY: classroom activities, to give/set homework, demanding, grades, marks, scores, learning styles, a (digital) board, browser, laptop, projector, screen, monitor, cyberspace, cyberbully, username, password, virus, spam, digital divide, interactive software, digital world, software, to encourage teamwork, to take part in, to participate in, a wide range of, a variety of, communication skills, lack of attention, data misuse,</p>
COMPETENCIA GRAMATICAL	<ul style="list-style-type: none">• <i>Utiliza diversas estructuras simples con un alto grado de control e incorpora estructuras más complejas, aunque a veces falte naturalidad.</i>• <i>Comete errores solo al utilizar estructuras más complejas, pero sin que afecte a la comunicación.</i> <p>SUGGESTED STRUCTURES: Present tenses (simple present, present perfect (continuous) for descriptions and actions: there is/are, the school has/offers, I have been using apps here for/since, it consists of, it is focused on Clauses and prepositions of contrast: although most of technology developed is meant to be..., even though there are only a few websites to choose from... Clause of purpose: to revise for exams, in order to learn how to, so as to understand the contents... The position of adverbs and adverbial phrases: Basically, digital boards are used to..., Teachers usually begin the class by... Passive forms: Different activities are offered, Students are not allowed to... Quantifiers: Neither the students nor the teachers, either of them, most websites... Comparative and superlatives: qualifying comparatives adjectives: ..much better than, the greatest thing about educational apps... Adjective + enough + to/for infinitive vs too + adjective + to/for: the laptops are convenient enough to..., the website is too confusing for students to... Relative clauses: the teacher who is in charge of..., the digital divide which can be found in... So and such: we have such a great time Be likely to: our school is likely to ...</p>



COMPETENCIA DISCURSIVA Y ORGANIZATIVA	<ul style="list-style-type: none">• 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. <p><i>The story should be divided into clear and well differentiated paragraphs:</i></p> <p>SUGGESTED TEXT ORGANIZATION: The essay should be divided into clear and well differentiated paragraphs: Paragraph 1: An introduction outlining the main ideas Paragraphs 2 + 3: One paragraph for advantages and another for disadvantages with explanation. Paragraph 4: Summary of key points / stating opinion</p> <p>SUGGESTED COHESION DEVICES:</p> <ul style="list-style-type: none">- Listing points: first of all, to begin with, for starters, secondly, finally, last but not least...- Adding points: what is more, moreover, also, aside from, apart from, in addition, another point to consider, another thing that comes to mind...- Giving examples: for example, for instance, such as...- Expressing opinion: in my view, as I see it, as far as I'm concerned, from my point of view, if you ask me...- Showing contrast: however, as opposed to the above ideas, nevertheless, by contrast, on the other hand, despite that, in spite of this, (and) yet...- Showing purpose: in order to, so as (not) to, so that...- Expressing result/consequence: so, as a result, therefore, consequently...- Comparing: whereas, while...- Expressing reason/cause: because, because of, since, as, due to, owing to, for this reason...- Concluding: in conclusion, to sum up, all in all, all things considered, on the whole, on balance
ADECUACIÓN DE LA TAREA	<ul style="list-style-type: none">• 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. <p>Un ensayo de pros y contras consiste en presentar las ventajas y desventajas de una idea, realidad o práctica. Las ideas expuestas deben ser apoyadas por argumentos y ejemplos.</p> <p>Características:</p> <p>Título</p> <p>Texto organizado en párrafos claros.</p> <p>Registro formal o neutro.</p>