



Región de Murcia
Consejería de Educación

Dirección General de Formación Profesional
e Innovación

INGLÉS B2

CUADERNO DE CLAVES

**COMPRENSIÓN DE TEXTOS ORALES,
COMPRENSIÓN DE TEXTOS ESCRITOS**

Y

MEDIACIÓN ESCRITA

**CONVOCATORIA
EXTRAORDINARIA 2022**



COMPRENSIÓN DE TEXTOS ORALES

ITEM	RESPUESTA
De la 1 a la 7	(Tarea 1)* (El orden de las respuestas es indiferente) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">A E I</div> <div style="text-align: center;">C H K M</div> </div>
8	(Tarea 2) CAPABLE
9	THOUGHTS
10	PROMOTE
11	TALENTS
12	GROWTH
13	PRACTICE
14	REJECTED
15	CONSTRUCTIVE
16	ACCEPT
17	(Tarea 3) C
18	C
19	C
20	A
21	B
22	B
23	A
24	B
25	B
26	A

COMPRENSIÓN DE TEXTOS ESCRITOS

ITEM	RESPUESTA
1	(Tarea 1) B
2	J
3	C
4	D
5	L
6	H
7	I
8	M
9	(Tarea 2) E
10	C
11	I
12	K
13	G
14	J
15	B
16	H
17	(Tarea 3) D
18	D
19	B
20	C
21	D
22	D
23	A
24	D
25	B
26	C

MEDIACIÓN

RESPUESTA MODELO:

Hello Charlotte!

I've found some tips that you may find useful now that you're planning to start an online business.

First, get to know your customer. You should do some research in order to create a customer profile and, then, find out their favourite websites.

Second, study your competition. You'll have to compete for prices but you can offer something customers value for reasons other than the price.

Third, the purchase must be done in 3 clicks at most. Otherwise, the person may not continue with their shopping.

Finally, make a list of key words related to your business. They are the ones people will google to look for the services you're going to offer.

Hope this helps! Let me know how it goes.

Cheers!

CTO TASK 1. CHINA (ARTIFICIAL INTELLIGENCE IN CLASSROOMS).

TRANSCRIPT:

(EXAMPLE) Teachers at this primary school in China know exactly when someone isn't paying attention. These headbands measure each student's level of concentration. The information is then directly sent to the teacher's computer and to parents.

China has big plans to become a global leader in artificial intelligence. It has enabled a cashless economy, where people make purchases with their faces. A giant network of surveillance cameras with facial recognition helps police monitor citizens.

Meanwhile, some schools offer glimpses of what the future of high-tech education in the country might look like. Classrooms have robots that analyse students' health and engagement levels. Students wear uniforms with chips that track their locations. There are even surveillance cameras that monitor how often students check their phones or yawn during classes. These gadgets have alarmed Chinese netizens.

But schools say it wasn't hard for them getting parental consent to enrol kids into what is one of the world's largest experiments in AI education. A program that's supposed to boost students' grades while also feeding powerful algorithms. The government has poured billions of dollars into the project. Bringing together tech giants, start-ups and schools.

We got exclusive access to a primary school a few hours outside of Shanghai. To see first-hand how AI tech is being used in the classroom. For this fifth-grade class, the day begins with putting on a brain wave sensing gadget. Students then practice meditating.

The device is made in China and has three electrodes, two behind the ears and one on the forehead. These sensors pick up electrical signals sent by neurons in the brain. The neural data is then sent in real time to the teacher's computer, so while students are solving math problems, a teacher can quickly find out who's paying attention and who's not.

A report is then generated that shows how well the class was paying attention. It even details each student's concentration level at 10-minute intervals. It's then sent to a chat group for parents. The reports are detailed, but whether these devices really work and what they exactly measure isn't as clear.

We were curious if the headbands could actually measure concentration. So, one of our reporters tried on the device.

This is a new technology with, still, fairly little research behind it.

Despite the chances for false readings, teachers told us the headbands have forced students to become more disciplined. Teachers say the students now pay better attention during class and that has made them study harder and achieve higher scores.

Experts and citizens alike are sounding alarms about various aspects of the country's huge push into artificial intelligence. These classrooms are laboratories for future generations and while these new tools may potentially help some two hundred million students raise their grades, just how this all works out won't be apparent until they become adult citizens.

CTO TASK 2. CONFIDENCE.

TRANSCRIPT:

When faced with a big challenge where potential failure seems to lurk at every corner, maybe you've heard this advice before: be more **confident**. And most likely this is what you think when you hear it: "if only it were that simple...".

But what is confidence? Take the belief that you are valuable, worthwhile and **(8) capable**, also known as self-esteem. Add in the optimism that comes when you are certain of your abilities and then, empowered by these, act courageously to face a challenge head-on. This is confidence. It turns **(9) thoughts** into action.

Tip 1: A quick fix. There are a few tricks that can give you an immediate confidence boost in the short-term. Picture your success when you're beginning a difficult task, something as simple as listening to music with deep bass. It can **(10) promote** feelings of power. You can even strike a powerful pose or give yourself a pep talk.

Tip 2: Believe in your ability to improve. If you're looking for a long-term change, consider the way you think about your abilities and **(11) talents**. Do you think they are fixed at birth or that they can be developed like a muscle? These beliefs matter because they can influence how you act when you're faced with setbacks.

If you have a fixed mindset, meaning that you think your talents are locked in place, you might give up assuming you've discovered something you're not very good at. But if you have a **(12) growth** mindset and think your abilities can improve, a challenge is an opportunity to learn and grow.

Neuroscience supports the growth mindset, the connections in your brain do get stronger and grow with study and **(13) practice**. It also turns out, on average, people who have a growth mindset are more successful getting better grades and doing better in the face of challenges.

Tip 3: Practice failure, face it. You're going to fail sometimes, everyone does. JK Rowling was **(14) rejected** by 12 different publishers before one picked up Harry Potter. The Wright brothers built on history's failed attempts at flight, including some of their own before designing a successful airplane.

Studies show that those who fail regularly and keep trying anyway are better equipped to respond to challenges and setbacks in a **(15) constructive** way. They learn how to try different strategies, ask others for advice and persevere. So, think of a challenge you want to take on, realize it's not going to be easy, **(16) accept** that you'll make mistakes and be kind to yourself when you do. Give yourself a pep talk, stand up and go for it.

The excitement you'll feel knowing that whatever the result, you'll have gained greater knowledge and understanding. This is confidence.

CTO TASK 3. EDUCATION IN FINLAND.

TRANSCRIPT:

Finnish people place great value on Education. **(EXAMPLE)** Equal opportunities, professional teachers and a student-centered approach lie at the heart of learning. The school network is regionally extensive.

(17) Basic Education is completely free of charge, including instruction, school materials, school meals, health care, dental care, commuting, special needs education and remedial teaching.

The **(18)** gap between the top and bottom performing schools in Finland is one of the narrowest in the world.

Academically qualified professional teachers at all levels of education support and encourage students to succeed in school. **(19)** Teachers are required to have a master's degree, including pedagogical studies and teaching practice.

Since the teaching profession is very popular in Finland, universities can select the most motivated and talented applicants.

(20) Teachers are highly respected professionals, work independently and enjoy professional autonomy.

The education system is flexible and its administration is strongly based on school autonomy and support.

Centralized steering takes place by means of objectives specified in legislation and by means of the national core curriculum.

(21) Local authorities are responsible for organizing and implementing education and the national objectives. Beyond that, schools and teachers have wide autonomy in how they provide instruction and what its contents are.

The average class size in basic education is 20 pupils. And pupils and **(22)** students are given fewer hours of instruction than in other countries. Moreover, good learning outcomes are achieved at just average expense.

(23) Students take an active role in designing their own learning activities. Students work collaboratively in teams and actively engage with their teachers and their learning environment. Students are offered educational guidance in choosing their school paths in education.

There are no national authorities for testing learning outcomes nor are there any ranking lists. **(24)** Evaluation of learning outcomes is based on national surveys. The aim is to produce information that helps both schools and students to develop.

To secure strong support for development measures, education authorities work in close cooperation with teachers, organizations and associations and with school leadership organizations.

(25) Student performance in finished primary and lower secondary schools is one of the best in the world. Finnish students' proficiency in reading, mathematics and science in the international Pisa assessments has ranked among the best from year to year.

(26) The Pisa assessment organised by the OECD evaluates how well 15-year-olds master the skills and knowledge they will need in society and in working life and to safeguard their development and a good quality of life. The Pisa assessment evaluates students' knowledge and skills in situations that reflect ordinary real-life experiences as closely as possible.

CTE TASK 1. THE UNLUCKY THEATRE.

For many years there was a theatre in London which was regarded as unlucky **(EXAMPLE)** because for a very long time no play produced in it was a success. It was called The Mohawk, and it had changed its name many times. Originally, at the beginning of the last century, it was called The Cascade. Later, it was known in turn as The Black Hawk, The Beehive, The White Vane and a great many other names, **(1)** but none of them brought it any good luck. Moreover, people believed that it was visited by ghosts, and this gave it an even worse reputation.

When my old friend Con Fernaghan heard this, he was very eager to spend a night in the theatre. He came from an old Irish family **(2)** which had, for many centuries, taken an interest in the ways and behavior of ghosts.

He asked me if I knew who owned the theatre, and I told him that I believed the owner was Peter Lindsey. Lindsey spent a great deal of time abroad, but it so happened that just then he was staying in his house in Chelsea, and Fernaghan soon went to see him. **(3)** He asked if he could keep watch in the theatre for a night, and Lindsey agreed on condition that he did not tell the newspapers, and that whatever happened was kept a secret. It was arranged that Fernaghan should go to the stage door at eleven o'clock on a Monday night in June, and that he would be admitted when he rang three times. Fernaghan was looking forward eagerly to the night, and at last it arrived. **(4)** He went to The Mohawk at the correct hour, rang the stage door bell three times, and was let in by the night-watchman, John Ward. On this particular occasion Ward was given a free night, and Fernaghan took his place. Ward showed him round the building, explained to him what to do if there was a fire, and left him alone in the theatre. The place seemed uncomfortably lonely, and after Ward had gone, there was an uneasy stillness, **(5)** which was broken only by occasional sharp noises such as one hears in old, empty buildings at night. Fernaghan had never imagined that a theatre could be so quiet.

He wandered up and down stairs and along the passages on various floors, looked into the boxes and then went round behind the stage. The dust lay thick on the boards, and there were signs of long neglect everywhere.

Fernaghan was looking at the remains of a large black insect, and hoping that there were no more live ones still about, when he heard a movement in the nearest dressing room. He cautiously opened the door of it and looked in. A man was doing something to a stage sword. When he heard the door open, he turned round and saw Fernaghan. **(6)** There was a guilty, surprised look in his eyes, and Fernaghan wondered who he was and by what right he was there. Ward had told him that there was nobody in the building. There was something strange about the man. His clothes had long been out of fashion and somehow he did not seem quite real.

"Who are you," Fernaghan asked, "and what are you doing to that sword?"

He took a step towards the man, who suddenly and without explanation melted away. **(7)** This gave Fernaghan a shock but he gradually calmed himself, and although his thoughts were still rather shaken, he continued to wander round the dusty old place.

When it was nearly one o'clock by his watch he thought that it was time to have something to eat. He had brought some food with him, so he sat below the stage, ate some cold chicken and drank some coffee. **(8)** While he was drinking, he had the feeling that someone was watching him. He looked around him and got such a fright that he almost dropped his cup.

CTE TASK 2. BENEFITS TO DAYDREAMING!

Daydreaming, according to Merriam-Webster, is “a pleasant visionary usually wishful creation of the imagination,” and by that definition, it is proving to be like a mini-vacation that carries with it more than just a handful of scientifically proven benefits!

(EXAMPLE). YOU CAN GIVE DIFFERENT PARTS OF YOUR BRAIN A BREAK. There are two main systems in your brain: the decision-making analytic part and the relatable empathetic part. When you get really involved in one, there isn't much room for the other to play. Daydreaming allows for a natural and fluid, almost cyclical movement between these two parts of your brain, turning one on and the other on and off as it imagines.

9. It may expand your creativity. A lot of celebrities, including Woody Allen and JK Rowling, credit daydreaming with their best ideas. This is because when you daydream, your mind travels through different parts of your brain and collects bits of information that it may then be able to connect! These connections often end up being the beginnings of new ideas!

10. It could improve the way you relate to others. Like being able to remember the past or think into the future, your ability to imagine someone else's perspective, as far as people know so far, is unique to humans. A person spends up to half of their waking hours daydreaming. If you could practice spending just a portion of that time to contemplate what someone else might be thinking or feeling, it could change your interactions with people and create great opportunities for improved communication and connections.

11. You can feel closer to your nearest and dearest. Research has shown that certain kind of daydreams—namely the “approach-oriented” social kind involving loved ones with whom you have a significant relationship—results in more “happiness, love, and connection” in relation to those people. “Approach-oriented” just means that the daydream is associated with attaining something positive instead of avoiding something negative which would be “avoidance-oriented.”

12. You will retain information more easily. Working memory is your brain's ability to store and then recall information in the face of distractions. Recent research out of the University of Wisconsin and the Max Planck Institute for Human Cognitive and Brain Science shows a correlation between high levels of this particular kind of memory and daydreaming!

13. It will probably help you do things better. A Cornell study showed “improved performance” with daydreaming, and Bar-Ilan University found that “spontaneous, self-directed thoughts and associations,” how they defined daydreaming, “have a positive, simultaneous effect on task performance.” There are even more examples that prove that the assumptions of your elementary school teachers were wrong when they thought that your little lapses in attention were detrimental.

14. You may find it easier to relax. Research has proven that daydreaming is kind of like a low-level self-hypnosis. In doing so, you may find that you experience lower levels of stress, translating to a physiologically healthier you. Another way to lower stress with the use of daydreaming is to practice in advance. If you have a new experience coming up (perhaps a presentation at work) you can go through it in your mind and be better prepared for the actual event. Daydreaming can also help you sleep better, provided your dreams aren't too structured and serious.

15. It can help you reach your targets. It is easy to see how you can have an easier time achieving your goals with the help of daydreams. But there is research that proves this as well! When you let yourself slip off to la-la land, your brain's problem-solving network is actually more active than when you are focused on routine tasks. So, set your goals, make plans to achieve them, and let your brain help you when you run into obstacles!

16. You can be more cheerful. With all of the benefits of daydreaming, it's little surprise that you can find yourself happier by letting yourself indulge in a little mental play. Another reason for this correlation is that hope and anticipation are both strongly related to joy and tend to be by-products of mind wandering.

CTE TASK 3. A CAPE COD DIVER WAS JUST SWALLOWED – AND SPIT OUT – BY A HUMPBACK WHALE.

In this story, a man was swallowed by a whale. And no — it didn't take place in the pages of the Old Testament to a man named Jonah. It **-EXAMPLE- happened** to a lobster diver named Michael Packard off the coast of Provincetown, Massachusetts.

Packard had set off early in the morning on Friday, June 11 to dive for lobsters with his fishing partner, Josiah Mayo. After a(n) **-17- disappointing** first haul*, Packard dove under the water to try again just before 8 a.m.

But as he scoured the sandy bottom of Herring Beach Cove, something suddenly struck him from behind. "All of a sudden, I felt this huge shove and the next thing I knew it was completely black," Packard later recalled.

From the surface, Mayo watched as Packard's air bubbles suddenly vanished. But he couldn't have **18- possibly guessed** what had happened to his partner below the waves. A humpback whale had accidentally swallowed Packard in one huge gulp.

"Everything went **-19- dark**," Packard said. "I was like, 'Oh, my God, did I just get bit by a shark?' Then I felt around and I realized there was no teeth and I had felt, really, no great pain. "And then I realized, 'Oh my God, I'm in a whale's mouth. I'm in a whale's mouth, and he's trying to swallow me.'"

For a terrifying stretch of 30-40 seconds, Packard struggled in the darkness. Questions raced through his head. He still had his breathing apparatus on — would he be stuck in the whale's mouth until he **20- ran out of** air? What would happen to his wife and teenage children?

"I thought to myself, 'OK, this is it... I'm going to die,' And I thought about my kids and my wife. There was no getting out of there." Packard said, recalling that he could feel the whale squeezing the muscles of its mouth. But, then, the whale started to shake its head. Packard felt himself zoom **-21- toward** the surface. And, like that, he was free.

From their ship, Mayo saw a burst of white water. Then he spotted Packard — soaring through the air. "I was inside it. I was inside its mouth," Packard gasped once they had him aboard. "It tried to eat me."

Although Mayo **-22- worried** that his fishing partner had suffered broken bones or an embolism — which can happen when a diver surfaces too quickly — Packard miraculously survived with few injuries. That's in part because whales aren't generally **-23- aggressive** toward humans. The whale who swallowed Packard likely did so by accident while trying to feed.

According to Jooke Robbins, the director of Humpback Whale Studies at the Center for Coastal Studies in Provincetown, when a humpback whale opens its mouth to eat, its mouth expands like a parachute. "When they do that, they don't necessarily see everything," she said.

-24- Thus, a whale can swallow something by mistake — like a lobster diver. But experts say that what happened to Packard is extremely, extremely rare. "It's a very unusual accident," said Peter Corkeron, a senior scientist at the New England Aquarium. "This is a one in a — goodness knows what — trillion chance. He was just unlucky enough to be in the wrong place at the wrong time."

As for Packard, he's not hanging up his diving gear anytime soon. **-25- In addition to** his encounter with the whale, Packard has survived a plane crash, confrontations with great white sharks, and almost getting lost at sea. In other words, he's not too shaken by nearly getting swallowed. Packard says he'll **-26- get back** to diving as soon as he's fully healed.