

# CERTIFICADO DE NIVEL INTERMEDIO B1 DE INGLÉS

CONVOCATORIA ORDINARIA PARA POBLACIÓN  
ESCOLAR - CURSO 2022/2023

## PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS

CUMPLIMENTE LOS SIGUIENTES DATOS:

APELLIDOS: \_\_\_\_\_

NOMBRE: \_\_\_\_\_

CENTRO ESCOLAR: \_\_\_\_\_

### INSTRUCCIONES:

**DURACIÓN: 65 minutos**

- Esta prueba consta de dos tareas. Lea las instrucciones al principio de cada tarea y realícela según se indica.
- Las redacciones escritas a lápiz o en tinta roja 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: \_\_\_\_\_

**Tasks that do not follow the instructions will not be marked.**

**TASK 1 (5 marks)**

**Read the instructions below carefully and write a blog post of 70 - 90 words.**

In one of his recent videos, a famous YouTuber talks about being a teacher and how important teachers are in students' lives. He has asked his young followers to answer the following question:



Hi guys!  
My question today is:  
What are the best things about being a teacher?  
And the worst? Why?

Please, leave a comment!

**TASK 1**  
**Write your final version here:**

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APELLIDOS: \_\_\_\_\_ NOMBRE: \_\_\_\_\_

**Tasks that do not follow the instructions will not be marked.**

**TASK TWO (5 marks)**

**Read the instructions below carefully and write an article of 120-140 words.**

Your English teacher has asked you to write an article titled “*The Importance of Learning English*” for the school English magazine. Write an article of 120-140 words and include the answers to these questions:

- Why is English so important in today’s society?
- What are the best ways to practise English outside class?
- What can we change in schools for students to be better at English?

**TASK TWO**  
**Write your final version here.**

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**PRUEBA DE CERTIFICACIÓN DE INGLÉS NIVEL INTERMEDIO B1 PARA  
POBLACIÓN ESCOLAR  
CONVOCATORIA ORDINARIA – CURSO 2022/2023**

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

**TASK ONE (5 marks)**

**Read the instructions below carefully and write a blog post of 70- 90 words.**

In one of his recent videos, a famous YouTuber talks about being a teacher and how important are teachers in students' lives. He has asked his young followers to answer the following question:

Hi guys! My question today is: What are the best things about being a teacher? And the worst? Why? Please, leave a comment!"

<p><b>COMPETENCIA LÉXICA</b></p>	<ul style="list-style-type: none"> <li>• <b>Vocabulario variado sobre temas cotidianos, aunque con circunloquios y repeticiones.</b></li> <li>• <b>Su precisión léxica es alta en temas cotidianos, pero comete errores cuando intenta expresarse de manera más compleja.</b></li> <li>• <b>EJEMPLOS DE LÉXICO APROPIADO PARA EL NIVEL Y LA TAREA:</b> <i>long holidays, free weekends, marking, correct exams, high school, primary school, good relationship with students, have knowledge, open, shy, sociable, give/mark homework, strict, discipline, method, responsibility, important role, high/low salary, state/private schools, subjects, behaviour, change students' lives, deal with problems, rude parents, work non-stop, work at school and at home, students get bored, part of the community, paper work, some kids get difficult, encourage to, learn new things, punish the class, busy, timetable,</i></li> </ul>
<p><b>COMPETENCIA GRAMATICAL</b></p>	<ul style="list-style-type: none"> <li>• <b>Utiliza diversas estructuras simples y fórmulas habituales en situaciones cotidianas.</b></li> <li>• <b>Comete errores que no impiden la comunicación. Hay una influencia evidente de otras lenguas.</b></li> <li>• <b>EJEMPLOS DE GRAMÁTICA APROPIADA PARA EL NIVEL Y LA TAREA:</b> <ul style="list-style-type: none"> <li>○ <i>Correct use of the present simple: Teachers are usually approachable.</i></li> <li>○ <i>Correct use of modal verbs: must/can/should/ have to: Teachers have to mark exams every week.</i></li> <li>○ <i>Let/make: Most good teachers make students become interested in...</i></li> <li>○ <i>Gerunds: Teaching is a beautiful job.</i></li> <li>○ <i>Gerunds after prepositions: ...good at learning</i></li> <li>○ <i>Infinitive after certain verbs or adjectives: It's difficult to teach...</i></li> <li>○ <i>Infinitive of purpose: They prepare good lesson to help students with difficulties.</i></li> <li>○ <i>Comparative adjectives/adverbs: Their holidays are much longer than...</i></li> <li>○ <i>Relative clauses: That is the reason why most students get bored.</i></li> <li>○ <i>Most common phrasal verbs: Some teachers give up.</i></li> <li>○ <i>Passive forms: Difficult subjects are taught by...</i></li> <li>○ <i>Conditional sentences: If I were a teacher I would ...</i></li> <li>○ <i>-Ing/-ed adjectives: This job can be frustrating.</i></li> <li>○ <i>Adverbs: Teachers hardly ever have free weekends.</i></li> </ul> </li> </ul>

<p><b>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</b></p>	<ul style="list-style-type: none"> <li>• <b>Utiliza un número limitado de elementos de cohesión.</b></li> <li>• <b>Puntúa y usa la ortografía de forma correcta. Distribuye las ideas en párrafos lógicos y sencillos.</b> <ul style="list-style-type: none"> <li>◦ <i>A short tittle (optional)</i></li> <li>◦ <i>The best things about being a teacher and reasons</i></li> <li>◦ <i>The worst things about being a teacher and reasons</i></li> </ul> </li> <li>• <b>EJEMPLOS DE ELEMENTOS DE COHESIÓN:</b> <ul style="list-style-type: none"> <li>◦ <i>Conecting words: both...and, not only ... but also, either...or, but, because of, since, although, while, unless,</i></li> <li>◦ <i>Firstly, first, on the one hand, on the other hand, however, also, what's more..., in my opinion, as I see it, actually....,</i></li> </ul> </li> </ul>
<p><b>ADECUACIÓN DE LA TAREA</b></p>	<ul style="list-style-type: none"> <li>• <b>Se expresa con educación y un registro neutro. Se ajusta, en su mayoría, a la tipología textual propuesta.</b></li> <li>• <b>Desarrolla el contenido de la tarea propuesta aportando información relevante e inteligible.</b></li> </ul> <p><i>A blog is an online diary or journal where information as well as opinions on a single topic are regularly published and shared. Blog posts are entries written, normally in a neutral or informal style, addressed to readers who are interested in the given topic. A blog post about being a teacher and addressed to teenagers should be written in a informal language with the purpose of giving the young followers their opinion, about the best and the worst things about the teaching profession.</i></p> <p><i>Informal language: use of contractions, informal expressions, common and familiar language</i></p>

**TASK 2 (5 marks)**

**Read the instructions below carefully and write an article of 120-140 words**

Your English teacher has asked you to write an article titled “The Importance of Learning English” for the school English magazine. Write an article of 120-140 words and include the answers to these questions:

- Why is English so important in today’s society?
- What are the best ways to practise English outside class?
- What can we change in schools for students to be better at English?

<b>COMPETENCIA LÉXICA</b>	<ul style="list-style-type: none"> <li>• <b>Vocabulario variado sobre temas cotidianos, aunque con circunloquios y repeticiones.</b></li> <li>• <b>Su precisión léxica es alta en temas cotidianos, pero comete errores cuando intenta expresarse de manera más compleja.</b></li> <li>• <b>EJEMPLOS DE LÉXICO APROPIADO PARA EL NIVEL Y LA TAREA: (VOCABULARIO GENERAL RELACIONADO CON EL ESTUDIO Y APRENDIZAJE DE LA LENGUA EXTRANJERA-INGLÉS- NIVEL INTERMEDIO):</b> <i>learn, improve, keep on, search, practise, practice, meet, listening, writing, reading, repeat, connecting, series, films, lyrics, foreign, foreigner, tourist, write to, write about, going online, sing along, listen to, mind maps, take up, make friends with, online lessons, exchange conversation, native speakers, videos on youtube, summer courses in an English speaking country, etc.</i></li> </ul>
<b>COMPETENCIA GRAMATICAL</b>	<ul style="list-style-type: none"> <li>• <b>Utiliza diversas estructuras simples y fórmulas habituales en situaciones cotidianas.</b></li> <li>• <b>Comete errores que no impiden la comunicación. Hay una influencia evidente de otras lenguas.</b></li> <li>• <b>EJEMPLOS DE GRAMÁTICA APROPIADA PARA EL NIVEL Y LA TAREA</b> <ul style="list-style-type: none"> <li>○ <i>Correct use of the present simple: English helps you make new friends.</i></li> <li>○ <i>Correct use of modal verbs: must/can/should/ have to: You should see a movie in ..</i></li> <li>○ <i>Gerunds after prepositions: ...Some people are good at speaking in public.</i></li> <li>○ <i>Infinitive after certain verbs or adjectives: It’s easy to understand foreigners.</i></li> <li>○ <i>Infinitive of purpose: They prepare the lesson to help students with difficulties.</i></li> <li>○ <i>Comparative adjectives/adverbs: Writing is much easier than speaking.</i></li> <li>○ <i>Relative clauses: Those people who don’t have access to internet might find it ....</i></li> <li>○ <i>Most common phrasal verbs: Go trough your notes every day.</i></li> <li>○ <i>Passive forms: That language is spoken in different areas.</i></li> <li>○ <i>Conditional sentences: If I live in a foreign country I would move to ....</i></li> <li>○ <i>-Ing/-ed adjectives: This can be frustrating.</i></li> <li>○ <i>Adverbs: Young people hardly ever have problmes with understanding...</i></li> </ul> </li> </ul>
<b>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</b>	<ul style="list-style-type: none"> <li>• <b>Utiliza un número limitado de elementos de cohesión.</b></li> <li>• <b>Puntúa y usa la ortografía de forma correcta. Distribuye las ideas en párrafos lógicos y sencillos.</b> <b>Example:</b> <ul style="list-style-type: none"> <li>○ <i>Tittle</i></li> <li>○ <i>1<sup>st</sup> paragraph: Introduce the topic and address the target audience directly. We can include rhetorical questions to involve them.</i></li> <li>○ <i>2<sup>o</sup> Different paragraphs: Different ideas should be developed different paragraphs and use a personal style, not too formal, not too informal.</i></li> <li>○ <i>Conclusion: Final paragraph and short paragraph to conclude by making a summary of the previous ideas and may include some personal comment.</i></li> </ul> </li> <li>• <b>EJEMPLOS DE ELEMENTOS DE COHESIÓN.</b></li> <li>• <i>Show time: when, whenever, before, while, as soon as.</i></li> <li>• <i>List points or show sequence: first(ly), to start with, next, finally.</i></li> <li>• <i>Add more points: furthermore, moreover, in addition, and, also, what is more.</i></li> <li>• <i>Show cause or effect: because, since, as a result, so, therefore, consequently.</i></li> <li>• <i>Give examples: like, for instance, for example, such as, especially.</i></li> <li>• <i>Show contrast: although, however, on the other hand,</i> <i>Conclusion: all in all, to conclude, to sum up, finally.</i></li> </ul>

**ADECUACIÓN DE  
LA TAREA**

- **Se expresa con educación y un registro neutro. Se ajusta, en su mayoría, a la tipología textual propuesta.**
- **Desarrolla el contenido de la tarea propuesta aportando información relevante e inteligible.**

*The main purpose of an article is to give information or express opinions about a topic that is usually written for a magazine, newsletter, etc. The article should be written in a formal or neutral language, as well as informal depending on the audience, ( a school magazine is read by students and teachers and the language should be neutral) with the purpose of engaging the readers of the magazine about the topic 'The importance of learning English'. Students should avoid using simplistic adjectives (good, bad, nice) and try to use engaging language: it is worth the effort, essential for job promotion, make friends everywhere easily..... and answer the three questions given.*