

CERTIFICADO DE NIVEL INTERMEDIO B2 DE INGLÉS

CONVOCATORIA ORDINARIA PARA POBLACIÓN
ESCOLAR - CURSO 2022/23

PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS

CUMPLIMENTE LOS SIGUIENTES DATOS:

APELLIDOS: _____

NOMBRE: _____

CENTRO ESCOLAR: _____

INSTRUCCIONES:

DURACIÓN: 75 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 ONE (5 marks)

Read the instructions carefully and write an e-mail of 90-110 words.

Your English friend Mark has been studying at The University of Manchester since last September and he has sent you the e-mail below. Reply to Mark's e-mail, give your friend some advice and tell him what you think about his possible decision. Write an e-mail of 90-110 words. You can include the following ideas:

- Keep busy: meet new people.
- Explore your new surroundings.

Hi there!

How are you? I must say I'm not so fine... After all this time living in Manchester I still feel homesick and bored. I miss my friends so much, and my family, and the sea... I'm seriously thinking about going back home to Southampton and giving up...☹☹☹

Big hugs,

Mark

TASK ONE
Write your final version here.



APELLIDOS: _____ NOMBRE: _____

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

TASK TWO (5 marks)

Read the instructions below and write an opinion essay of 170-190 words.

Write an opinion essay for your school magazine about the following topic: **Most people post pictures on social networks of the amazing things they do. Does it have negative effects on young people's lives?** You can use the following ideas to help you:

- Unrealistic expectations of happiness.
- Positive and motivating role models.
- Effects on people's self-confidence.

TASK TWO
Write your final version here.

TABLA DE CORRECCIÓN – PCTE NIVEL INTERMEDIO B2 DE INGLÉS – PCEI PARA POBLACIÓN ESCOLAR – CONVOCATORIA ORDINARIA - CURSO 2022/23

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Big hugs,
Mark

COMPETENCIA LÉXICA	<ul style="list-style-type: none"> • 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. <p>- Lexis related to student life and friends: <i>great education, get to know people from all kinds of backgrounds, the chance of a lifetime, great chance to socialize, it's a challenge, struggle to, personal growth, regret later in life, it's/it's not worth the effort, the university is overrated, job opportunities, as long as you feel..., give up, lasting friendship, value your family, comfort zone, push yourself, make up for something, get involved in, take an active part in,</i></p> <p>- Lexis related to 'new surroundings': <i>look at reliable reviews, follow local blogs, take advantage of the local media, good spots to eat or hang out, stay away from, learn about the new place, get to browse community bulletin boards, find local landmarks</i></p> <p>- Lexis related to advice-giving: <i>move on, get over it, make a decision, have you thought about...? If I were you..., make sure you (don't)..., if it was me, I'd..., f I were you I..., your best option is..., you should..., you might..., you could..., something you could, might, try is..., why don't you try + verb-ing, how about verb-ing..., you may want to try + verb-ing, how about + verb-ing, I recommend that..., it'd be better for you ..., you'd better...</i></p> <p>- Lexis related to opinion-giving: <i>I don't think you..., I don't think it's a good idea to..., I might be wrong but..., if you ask my opinion..., I'd say..., it seems to me that..., as for me, I reckon..., I don't think I'm the best person to ask, but...</i></p>
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<p>COMPETENCIA GRAMATICAL</p>	<ul style="list-style-type: none"> • Utiliza diversas estructuras simples con un alto grado de control e incorpora estructuras más complejas, aunque a veces falte naturalidad. • Comete errores solo al utilizar estructuras más complejas, pero sin que afecte a la comunicación <ul style="list-style-type: none"> • Zero and first conditionals: <i>If you want to..., you need...</i> • <i>Regret + ing</i> • Wish for past regrets • Wish for present/future regrets • Narrative tenses: past simple, past continuous, past perfect, past perfect continuous • Clauses of contrast: <i>although, though</i> • Clause of purpose: <i>to, so as to...</i> • The position of adverbs and adverbial phrases • Passive forms • Uncountable, plural and collective nouns: <i>happiness, friendship,</i> • Quantifiers: <i>Neither...nor..., either of them, most</i> • <i>You'd better..</i> • Comparative and superlatives: qualifying comparatives adjectives: <i>...much better than</i> • Adjective + <i>enough + to</i> infinitive: • Relative clauses • <i>So and such</i> • <i>Be likely to</i> • Imperative (giving advice) • Giving advice: modal verbs: <i>should/shouldn't, don't have to, have to...</i> • Giving advice: Second conditional : <i>If I were you ... I'd ...</i> • Useful language giving advice: <i>Don't forget to.../Remember to...Make sure you...</i>
<p>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</p>	<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 otras lenguas. En textos largos, distribuye las ideas en párrafos lógicos y claros. <p>Ideas are clearly organized into paragraphs/sections:</p> <ul style="list-style-type: none"> • Introduction: Saying hello and introductory sentence that shows the purpose of the e-mail • Main Body: one paragraph for advice / another paragraph to express your opinion • Closing paragraph: Closing sentences/ saying goodbye <p>Connectors:</p> <ul style="list-style-type: none"> • Listing ideas/tips: <i>the main ..., then, also, as well, one more thing</i> • Giving examples: <i>for example, such as...</i> • Giving reasons: <i>because, because of, in case, so (that)</i> • Expressing contrasting ideas: <i>whereas, although, however, unless</i>
<p>ADECUACIÓN DE LA TAREA</p>	<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>This e-mail to a friend should be written in informal style with the purpose of giving the reader some advice on what decision to make and expressing the writer's opinion on the issue.</p> <ul style="list-style-type: none"> • Tips on what to do • The writer's opinion and reasons • Informal language: use of contractions, informal expressions, engaging language

TASK 2 (5 marks)

Read the instructions below and write an opinion essay of 170-190 words.

Write an opinion essay for your school magazine about the following topic: **Most people post pictures on social networks of the amazing things they do. Does it have negative effects on young people's lives?** You can use the following ideas to help you:

- Unrealistic expectations of happiness
- Positive and motivating role models
- Effects on people's self-confidence

COMPETENCIA LÉXICA	<ul style="list-style-type: none"> • 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. • Lexis related to social media: <i>blogs, apps, trends, memes, streaming, trending topic, influencers, haters, vloggers, go viral, followers, mass scale, troll, campaign, YouTuber, community, tools, share, social networking site, content site, interact with, platform, follow the trends,</i> • Lexis related to role models or life expectations: <i>set standards, appearance, impossible to achieve, beauty standard, personal appearance, tendency to, body perception, idea of perfection, price to pay, eating disorders, psychological issues, body dissatisfaction, physical appearance, successful, social pressure, value oneself, make someone feel good-bad, focus on, positive qualities, bring happiness, reliable, uncommon behaviour, inspirational, harmful to, expose to/as, like-minded, risk of addiction, earn good profits, it allows people to connect with, live away from reality, promote good habits, encourage, life is updated on social media, feel ashamed of yourself</i> <p>Lexis and language to express opinions: <i>As I see it, In my view, I have come to the conclusion that, I've always thought that, I'm (absolutely) convinced that, It seems clear to me that, not everyone will/would agree with me but, the way I see it (is), as far as I'm concerned, I am of the opinion that, my position on this (issue) (is clear and) is that...</i></p>
COMPETENCIA GRAMATICAL	<ul style="list-style-type: none"> • Utiliza diversas estructuras simples con un alto grado de control e incorpora estructuras más complejas, aunque a veces falte naturalidad. • Comete errores solo al utilizar estructuras más complejas, pero sin que afecte a la comunicación. • <i>Habitual actions: Present simple, tend to,</i> • <i>Variety of verbs tenses</i> • <i>Gerund and infinitives: They'd rather go to the gym,</i> • <i>Used to, be used to: Teenagers are used to comparing themselves with....</i> • <i>The passive: Teenagers need to be taught how to value themselves ...</i> • <i>The passive and verbs with prepositions: Teenagers need to be listened to.</i> • <i>Passive with reporting verbs: Influencers are said to be ...</i> • <i>Zero and first conditional: If you accept yourself, you will not need to follow the trends.</i> • <i>Unreal conditionals: If kids grew with..., they wouldAdjective + enough + infinitive: Teenagers are mature enough to understand...</i> • <i>Too + adjective + infinitive: Some kids are too embarrassed to talk about their image</i> • <i>Modal verbs, present and past certainty: Young people might need help to accept their bodies.</i> • <i>Be likely, be certain + infinitive: Women are more likely to ...</i> • <i>Make + infinitive without to: It makes young people react...</i> • <i>Too + adjective + infinitive: Parents are too busy to look after...</i> • <i>Modal verbs, present and past certainty: Young people might need help.</i>

	<ul style="list-style-type: none"> • <i>Be likely, be certain + infinitive: Young people are more likely to become...</i> • <i>-ing form used as nouns: Being a teenager can be a challenge in today's...</i> • <i>Comparative and superlatives: qualifying comparatives adjectives: far more intelligent...</i> • <i>Uncountable nouns: behaviour, health, insecurity, attitude,</i> • <i>Quantifiers: both, all: Both boys and girls are....</i> • <i>Each other, one another: We should respect each other.</i> • <i>Clauses of concession: In spite of/Despite, although, even though,</i> • <i>Clauses of purpose: so as not to, in order to...</i> • <i>Phrasal verbs: get on with, put up with</i> • <i>Adverbs and adverbial phrases: They hardly ever speak fondly of their own bodies.</i> • <i>Intensifiers: absolutely exhausting,</i> • <i>Relative clauses: Children who are extremely worried by their self-image can develop...</i>
<p>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</p>	<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 otras lenguas. En textos largos, distribuye las ideas en párrafos lógicos y claros. <p>The essay should be divided into clear and different paragraphs:</p> <ul style="list-style-type: none"> • An introduction: A short paragraph introducing the topic. (Optional) This introduction can state the writer's personal opinion. • A main body: Two/three paragraphs expressing the writer's opinion and giving reasons for the opinion provided. (Optional) One paragraph refuting the opposite viewpoint. • A conclusion: A summarizing paragraph that can include the writer's personal opinion <p>Connectors:</p> <ul style="list-style-type: none"> • To list points: <i>First of all, On the one hand... Secondly, In addition</i> • Giving examples: <i>For example, for instance, such as...</i> • Showing contrast: <i>However, On the other hand,</i> • Showing purpose: <i>in order to, so as not to...</i> • Result and reason: <i>As a result, since, consequently...</i> • Concession: <i>Although, even though</i> • Summing up: <i>In conclusion, to sum up..., all in all</i>
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