

Prova lliure per a l'obtenció del títol de graduat/ada en educació secundària obligatòria

Convocatòria 2/2023

Àmbit de la comunicació en llengua anglesa

Pauta de correcció

Criteris d'avaluació de l'àmbit de la comunicació

Perquè un alumne o alumna sigui considerat apte en l'àmbit de la comunicació ha d'obtenir una puntuació mínima de 150 sobre 300 com a nota global de les tres proves de l'àmbit.

A més, ha d'haver obtingut la nota mínima de 40 punts tant a la prova de llengua catalana com a la prova de llengua castellana. La prova de llengua estrangera no té nota mínima obligatòria.

Si un alumne o alumna té una nota global superior a 150 sobre 300, però no ha obtingut la nota mínima en alguna de les proves de català i/o castellà, es considera que té l'àmbit suspès.

Quadre resum de les puntuacions mínimes per aprovar:

	Puntuació mínima	Puntuació màxima
Llengua catalana	40	100
Llengua castellana	40	100
Llengua estrangera	-	100

Activity 1

[24 points]

You're going to listen to a presentation about using colours when you are organizing your homework.

1.1. Listen carefully and match the school subjects with the colours they refer to. One answer is already given, as an example. [8 points, two points for each answer]

Colour	School subject
Example 0. e) green	a) French
1. c) yellow	b) Geography
2. d) blue	c) PE (Physical Education)
3. b) black	d) History
4. a) pink	e) Maths

1.2. Listen carefully and decide if the following sentences are True or False. One answer is already given, as an example. [16 points, two points for each answer]

	TRUE	FALSE
Example: You need to buy some stationery to organize your homework like this.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The things you need are expensive.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The colour you choose should mean something to you.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
She keeps all her notes in the same folder.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PE (Physical Education) is yellow because she likes yellow.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
She uses red for geography notes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Her history teacher has a blue motorbike.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
She would like to visit the Black Sea.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
When she thinks of French, she thinks of her favourite song.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Audio from <<https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/using-colours-to-do-homework>> (12 gener 2023)

Activity 1

Activity 2

[25 points]

A thank-you note or a thank-you email.

In a lot of speaking English countries, thank-you notes or thank-you emails are very popular and people usually write and send them to their friends, relatives, workmates, neighbours, etc. They are types of correspondence in which the writer expresses gratitude for a gift, a service or an opportunity.

2.1. Here below you can read one of these thank-you emails. Fill in the gaps with the suitable words from the box; there are three extra words and one answer is already given, as an example. [5 points]

you	some	touch	Hello	English
	many	your	home	beautiful



From: Sophie Karlsoon

To: Sally Smith

Subject: Thank you!

(Example) Hello Sally,

I just wanted to write and say thank **(1) you** for everything.

You and **(2) your** family were amazing hosts. I had a great time at your house.

Thank you for making me feel at **(3) home**. I'm sure my English improved a lot because of all your help, too! Also, thank you for all the wonderful cooking you did. Now, I can tell everyone **(4) English** food is not as bad as they say!

If you ever come to Goteborg, I hope you will stay with me and I can show you my city, too.

Keep in **(5) touch**.

Sally

Icon from <<http://www.observatoriorh.com>>

Text adapted from <<http://www.britishcouncil.org>> (12 gener 2023)

2.2. Write a number from 1 to 6 in order to put the parts of the email in the correct order. [6 points]

- 4 Please, stay in touch and you are welcome in Dominican Republic any time!
- 6 Elisabeth
- 1 Dear Henry,
- 3 I had a really good time. Your parents were so nice and I have realized that I can speak English more fluently now. I also felt at home and I love visiting the city with you. Thank you so much!
- 2 I just wanted to say thank you for having me to stay in your house.
- 5 Talk to you soon!

2.3. Read the text and choose the correct answer. [14 points, two points for each answer]

The importance of saying Thank you

Thank you can be an incredibly powerful pair of **-1-**, especially if the person you're thanking needs to hear them. Dr. Laura Trice insists on the power of **-2-** thank you and reminds us why we should say it more often.

Dr. Trice hits two big points: first that most of us really want to hear someone thank us for the **-3-** that we do, even if it's something that we're supposed to be doing anyway. Being appreciated is one of those things that really motivates us, both at work and in our personal **-4-**, so if you can offer a genuine thank you when it's appropriate. Secondly, she notes that it's important in our relationships to make it clear when we want to be appreciated, because we can have the **-5-** of never hearing it. In other words, if you **-6-** underappreciated, make it clear to the people in your life that you feel in this **-7-**.

- | | | | |
|--------------------|------------------|------------------|----------------|
| 1. a) words | b) parts | c) years | d) letters |
| 2. a) offering | b) explaining | c) saying | d) asking |
| 3. a) clothes | b) things | c) objects | d) mountains |
| 4. a) life | b) house | c) car | d) character |
| 5. a) fact | b) disadvantage | c) advantage | d) risk |
| 6. a) feel | b) be | c) make | d) buy |
| 7. a) mania | b) way | c) problem | d) situation |

Text adapted from <https://www.ted.com/talks/laura_trice_remember_to_say_thank_you?referrer=playlist-give_thanks&autoplay=true> (12 gener 2023)

Activity 2

Activity 3

[26 points]

Read the following text.**The Weekly Mag**

Learning and having fun in English. That is the main goal of *The Weekly Mag*. The programme wants to have an approach to Anglo-Saxon culture. It will show how people live festivities such as Christmas or Sant Jordi, and their social habits. It sets a topic and talks about it. Weather, jobs, love, nature, family, technology and trips are some of the subjects of the first season. In order to learn idiomatic expressions related to the main topics, every programme will include tips, made in collaboration with International House Barcelona, so that spectators can improve their English and their understanding of language.

This entertainment magazine is addressed to people who have learnt English and it is based on conversations. They combine different kinds of conversations such as interviews, personal experience stories, short discussions, informal chats and other situations that spectators can experience while they speak in English. The wide range of content provides a lot of vocabulary and different situations to practise the language.

The Weekly Mag is a proposal of *La Xarxa de Comunicació Local* in order to open a window to learn English in the Catalan audiovisual system with an attractive and good-quality product, which can also be used as a didactic resource for schools and training centres. It is directed and presented by Marcela Topor.

Text from <<http://alacarta.cat/the-weekly-mag>> (12 gener 2023)**3.1. Answer the questions about the text. [12 points, two points for each answer]**a) What is the main objective or goal of *The Weekly Mag*?**The main objective or goal is learning and having fun in English.**b) Name five topics that *The Weekly Mag* is going to talk about in its first season.**Weather, jobs, love, nature, family, technology and trips.**c) Who is *The Weekly Mag* making a collaboration with?**The International House Barcelona is making a collaboration with *The Weekly Mag*.**

d) What is *The Weekly Mag* based on?

The Weekly Mag is based on conversations (interviews, short discussions, informal chats, etc.).

e) Who presents *The Weekly Mag*?

The Weekly Mag is presented by Marcela Topor.

f) This text is about.... Choose the right answer.

- travelling to English speaking countries.
- traditions and festivities from different countries.
- learning and improving English**
- watching an interesting TV programme.

3.2. Now you are going to read some tips for learning and improving English. Match the beginnings with the right endings. [14 points, two points for each answer]

Tips for learning English

- | | |
|--|---|
| Example 0) Try to be in contact | a) outside the classroom. |
| 1) Learners are here to play, so | b) and read subtitles in English. |
| 2) Find the adequate | c) with English native speakers |
| 3) Learn English | d) to help you to improve your English. |
| 4) Practising speaking | e) your diary in English. |
| 5) Watch TV series | f) they'll enjoy when they're learning new words. |
| 6) Use technology | g) learning activities according to the students. |
| 7) Try to write | h) through songs. |

Text adapted from <<http://cambridgeenglish.org/learning-english>>

Example 0	1	2	3	4	5	6	7
c	f	g	h	a	b	d	e

Activity 3

Activity 4

[25 points]

At the reading comprehension part of this exam, you have read tips for learning and improving your English. Now, imagine that you would like to learn a foreign language, so you will need to think about different situations and activities which can help you to learn and practice a foreign language. Don't focus it only on attending English lessons, think about other situations where you can learn a foreign language.

Here there are some ideas you can use for your writing:

- travelling and working abroad
- trying to use this language in your everyday life if you live abroad.
- watching films and TV series in this foreign language
- meeting people who speak this language
- listening to music in this language
- reading some magazines and newspapers in this language
- surfing on the Internet and trying to visit webpages in this language

The text should be about 75 words long. *[25 points]*

Activity 4

PUNTUACIÓ TOTAL
Puntuació màxima: 100 punts

criteris per corregir la redacció (sobre 25 punts)

Valoració global (coherència i adequació): 10 punts

- 8-10 punts:** El text respon al tema demanat i incorpora els requeriments que es demanen. Es desenvolupa de manera adequada, ordenada i comprensible.
- 6-7 punts:** El text respon a la tasca, però no incorpora tots els requeriments demanats. Es perceben idees desordenades, malgrat que el text és coherent.
- 6-5 punts:** El text respon a la tasca, però presenta problemes de coherència i adequació al registre, tot i que pot incorporar o no els requeriments demanats.
- 2-3 punts:** L'escrit no respon gaire a la tasca. Resulta difícil de llegir, presenta bastants problemes de coherència, adequació al registre i organització.
- 0-1 punts:** Text no avaluable, massa curt, no respon a la tasca i no incorpora cap dels requeriments que es demanen. Text incomprendible.

Riquesa lingüística: 5 punts.

- 4-5 punts:** Utilitza un ventall ampli d'estructures, vocabulari i connectors de manera adequada al context. S'arrisca per aconseguir la comunicació. S'admet algun error de lèxic.
- 2-3 punts:** Utilitza un ventall poc ampli d'estructures, vocabulari i connectors que es repeteixen.
- 0-1 punts:** El text presenta moltes interferències lingüístiques i/o errors. No hi ha puntuació.

Correcció lingüística (morfosintaxi i ortografia): 10 punts

Per cada errada ortogràfica o gramatical descomptarem 1 punt. Descomptarem 2 punts si l'errada és greu i dificulta la comprensió del text. No hi ha un màxim de punts a descomptar.

Observacions

Aquestes definicions només són orientatives, la qual cosa no implica que, obligatòriament, la puntuació final hagi de ser un nombre enter.