



IES N°28. “Olga Cossettini”- Profesorado de Inglés.

## MATERIAL ORIENTADOR PARA LA ACTIVIDAD DIAGNÓSTICA OBLIGATORIA ESCRITA

THIS IS AN EXAMPLE OF THE WRITTEN TASK. ESTIMATED TIME LIMIT: 1 hr- 1.15

### Reading and Use of English

Intermediate / upper-intermediate level

#### 1. Reading comprehension.

**Read some tips for spotting fake news to practise and improve your reading skills**

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Every time you're online, you are bombarded by pictures, articles, links and videos trying to tell their story. Unfortunately, not all of these stories are true. Sometimes they want you to click on another story or advertisement at their own site, other times they want to upset people for political reasons. These days it's so easy to share information. These stories circulate quickly, and the result is ... fake news. There is a range of fake news: from crazy stories which people easily recognise to more subtle types of misinformation. Experts in media studies and online psychology have been examining the fake news phenomenon. Read these tips, and don't get fooled!

##### 1. Check the source

Look at the website where the story comes from. Does it look real? Is the text well written? Are there a variety of other stories or is it just one story? Fake news websites often use addresses that sound like real newspapers, but don't have many real stories about other topics. If you aren't sure, click on the 'About' page and look for a clear description of the organisation.

##### 2. Watch out for fake photos

Many fake news stories use images that are Photoshopped or taken from an unrelated site. Sometimes, if you just look closely at an image, you can see if it has been changed. Or use a tool like Google Reverse Image search. It will show you if the same image has been used in other contexts.

##### 3. Check the story is in other places

Look to see if the story you are reading is on other news sites that you know and trust. If you do find it on many other sites, then it probably isn't fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story.



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**4. Look for other signs**

There are other techniques that fake news uses. These include using ALL CAPS and lots of ads that pop up when you click on a link. Also, think about how the story makes you feel. If the news story makes you angry, it's probably designed to make you angry.

If you know these things about online news, and can apply them in your everyday life, then you have the control over what to read, what to believe and most importantly what to share. If you find a news story that you know is fake, the most important advice is: don't share it!

**TASK A. Circle the best title for the text.**

- a. Experts share dangers of fake news
- b. Experts share top tips for resisting fake news
- c. How to create fake news: a guide
- d. Tips on how to read the news online

**TASK B. Circle the correct answers: a, b or c.**

**1. Which reason is NOT given for an online fake news story?**

- a. To convince people of a political view
- b. To make people angry or sad
- c. To plant a virus in your computer

**2. The text says some fake news ...**

- a. is easy to recognise as fake.
- b. is funny.
- c. comes from the political right.

**3. Which of these may mean that a news site should not be trusted?**

- a. The text is well written.
- b. The site has a variety of other stories.
- c. The site's 'About' page does not clearly describe the organisation.

**4. Some images on fake news ...**

- a. are real images, but come from a different website.
- b. are images that have been changed.
- c. both the above



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**5. Fake news stories ...**

- a. are usually only on fake news sites or social media.
- b. are not on any websites, only on social media.
- c. are often hidden on real news sites.

**6. Many fake news stories are written ...**

- a. without capital letters and with terrible spelling.
- b. in a way that makes people upset.
- c. inside of advertisements that pop up on your screen.

**7. What should you do with fake news?**

- a. Report it to the police
- b. Make a note of it for reference
- c. Not show it to other people online

**8. What is the purpose of this article?**

- a. To complain
- b. To inform
- c. To entertain

**2. Cloze Test.**

**Read the text and fill in the blanks with ONE suitable word.**

**How do you manage your money?**

How 0) do young people manage their money? A recent survey asked teenagers 1) ... their money comes from and about their spending habits. Just over 80% of the teenagers surveyed received regular pocket money 2) ..... their parents. About half of these had to 3) ..... housework in return for their pocket money. Just under 10% received no money but said that their parents bought 4) .... essential items, such as clothes. A further 12% chose 5) .... get a part-time job. Reasons 6) ... seeking employment included having more money to spend, saving up for a large purchase such 7) .... a car and wanting to be financially independent; that is to say, to make their own money. When asked about 8).... speaking habits, about half of the teenagers surveyed said that they spent all their money each month. a quarter opened a bank account and saved a set amount each month and 10% set a monthly budget.



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**3. Key-word Transformation.**

**Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given in brackets. Do not change it. Use between 2 to 5 words.**

1. My boyfriend really likes football and never misses a match. (CRAZY)  
My boyfriend \_\_\_\_\_ football and never misses a match.
2. The beach is close to the hotel so we can walk there. (FOOT)  
The beach is close to the hotel so we can \_\_\_\_\_.
3. I hope you find a solution to the problem. (SUCCEED)  
I hope you \_\_\_\_\_ a solution to the problem.
4. I enjoyed myself at your birthday party. (FUN)  
I \_\_\_\_\_ at your birthday party.
5. We will drive to Southampton this weekend. (CAR)  
We will \_\_\_\_\_ this weekend.
6. After the play, they introduced us to the actors. (WE)  
After the play, \_\_\_\_\_ to the actors.
7. Nobody can do all that work in a single day. (CAPABLE)  
Nobody \_\_\_\_\_ all that work in a single day.
8. I played hockey all day when I was young. (USED)  
I \_\_\_\_\_ hockey all day when I was young.
9. I like to watch the planes leave the ground. (OFF)  
I like to watch the planes \_\_\_\_\_.
10. I am not interested in what you are thinking. (CARE)  
I \_\_\_\_\_ what you are thinking.
11. Young children love watching animated films. (POPULAR)  
Animated films \_\_\_\_\_ young children.
12. Maria couldn't eat her soup because it was very hot. (TOO)  
The soup \_\_\_\_\_ Maria to eat.



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## **ANSWER KEYS**

### **1.READING**

Task A. b

Task B 1. c 2. a 3. c 4. c 5. a 6. b 7. c 8. b

### **3.CLOZE TEST**

1. where
2. from
3. do
4. some
5. to
6. for
7. as
8. their

### **3.KEY-WORD TRANSFORMATION**

[Key Word Transformation - PDF Vocabulary Worksheet - B1 - KWT009](#)

## **SOURCES**

Cambridge University Press. (2023). *Complete First for Schools* (2nd ed.). Cambridge, UK.

Flo-Joe. (n.d.). *Cambridge English: First – FCE key word transformation*. Retrieved from [https://www.flo-joe.co.uk/fce/students/strategy/fce\\_key\\_word\\_transformation.htm](https://www.flo-joe.co.uk/fce/students/strategy/fce_key_word_transformation.htm)



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## **MATERIAL ORIENTADOR PARA LA ACTIVIDAD DIAGNÓSTICA OBLIGATORIA ORAL**

**THIS IS AN EXAMPLE OF THE ORAL TASK. ESTIMATED TIME LIMIT: 12 MINUTES.**

**PLEASE CONSIDER TIMING.**

The compulsory speaking activity will have three parts:

### **PART 1: INTERVIEW**

#### **THE TASK**

- This part tests the candidate's ability to use social and interactional language.
- Part 1 gives candidates the opportunity to show their ability to use general social and interactional language and to give basic personal information about themselves. **The questions which are asked relate to the candidates' own lives and focus on areas such as work, leisure time and future plans.** Candidates are expected to respond to the interlocutor's questions, and to listen to what their partner has to say.
- The candidates are **not** actively invited to talk to each other in this part of the test.

#### **HOW TO APPROACH THE TASK**

- In this part of the test, students will benefit from finding opportunities to practise talking about themselves. Interlocutors will ask candidates a range of questions about their everyday lives, for example sports they enjoy, travel and holidays, work experience and so on. Students are encouraged to respond promptly, with answers which are complete and spontaneous. Rehearsed speeches should be avoided as these might be inappropriate for the question asked.
- Students could brainstorm possible questions from the categories below. The different groups could then answer each other's questions.



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**Likes and dislikes**

- How do you like to spend your evenings? ..... (What do you do?) ..... (Why?)
- Do you prefer to spend time on your own or with other people? ..... (Why?)
- Tell us about a film you really like.
- Do you like cooking? ..... (What sort of things do you cook?)

**Special occasions**

- Do you normally celebrate special occasions with friends or family? ..... (Why?)
- Tell us about a festival or celebration in (*candidate's country*).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? ..... (Where are you going to go?) ..... (What are you going to do?)

**Media**

- How much TV do you watch in a week? ..... (Would you prefer to watch more TV than that or less?) ..... (Why?)
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? ..... (Why? / Why not?)
- Do you ever listen to the radio? ..... (What programmes do you like?) ..... (Why?)

**PART 2: DISCUSSION**

**THE TASK**

This part tests the candidates' ability to engage in a discussion and to work towards a negotiated outcome of the task set.

- In Part 2, candidates are asked to respond to a written stimulus which forms the basis for a discussion. They are given a discussion question, together with five written prompts designed to help candidates by providing ideas for their discussion. Candidates are expected to answer the question by exploring the different prompts. Candidates can choose which prompts to discuss — they are not expected to discuss all five prompts in the time available but should continue their discussion until asked to stop by the interlocutor. Candidates are expected to express and justify their opinions and speculate in order to



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have a conversation which answers the discussion question. The interlocutor will then ask candidates a second question designed to encourage them to summarise their discussion and to work towards a negotiated decision. Candidates are not penalised if they fail to reach a negotiated decision. They are assessed on their ability to hold a conversation, to turn-take appropriately, and to use the language of negotiation and collaboration while doing this.

- The task is opinion based and there is no right or wrong answer. The task gives candidates the opportunity to show their range of language and their ability to invite the opinions and ideas of their partner. Candidates are expected to share the interaction in this way and to initiate and respond appropriately.

### **HOW TO APPROACH THE TASK**

- In this part of the test the interlocutor will give candidates a question to discuss. Students are encouraged to use the written prompts as fully as possible. The interlocutor will then ask a question encouraging candidates to reach a decision by agreeing or disagreeing with each other. Students should not be afraid to disagree with each other politely and that they will not lose marks if they fail to reach a decision.

- It is very important for candidates to interact with each other when they carry out the task. All classroom discussion in pairs and small groups, therefore, provides excellent preparation.

- Students are expected to make positive contributions to move the discussion forward. They should be encouraged to respond to each other's contributions by agreeing, disagreeing and questioning each other, rather than just giving information about the task.

- It may also be useful to focus on accurate production of functional language likely to be useful in this type of discussion. This may include ways of managing the discussion, e.g. Shall we start with this one? What do you think? Shall we move on to ...? Ways of expressing and justifying opinions, and agreeing and disagreeing (politely) are also likely to be useful.





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### **PART 3: COLLABORATIVE TASK**

This part tests the candidates' ability to engage in a discussion and to work towards a negotiated outcome of the task set. In Part 3, the interlocutor directs the interaction by asking questions which encourage the candidates to discuss further about the short stories **provided during the introductory course.**

- This part of the test gives candidates an opportunity to show that they are capable of discussing issues in depth

### **HOW TO APPROACH THE TASK**

- Students are encouraged to give full answers to the questions asked. They can do this by keeping useful question words in their heads, e.g. Why?, How?, When?, Where?. If, when answering a question, students also respond to related question words like these, they will give full contributions. The question Why? is useful for nearly all Part 3 questions and the interlocutor will often ask this question if students fail to give more than a minimal response.
- Candidates may be asked individual questions, or the question may be directed to engage both candidates in the discussion.
- Students should remember that there are no right answers to the questions and candidates will not be judged on their opinions, only on the language they use to express their opinions. It is quite acceptable for candidates to admit to not knowing much about a particular question, but they should be taught to expand on their views wherever possible and should be discouraged from making responses such as I don't know, I'm not sure or I haven't thought about that.



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### Setting

- Analyze **where and when** the story takes place, and how that influences the mood or themes.
- Setting can include **time period, location, weather, or social environment**.
- Ask: *How does the setting contribute to the atmosphere or conflict?*

### Plot and Structure

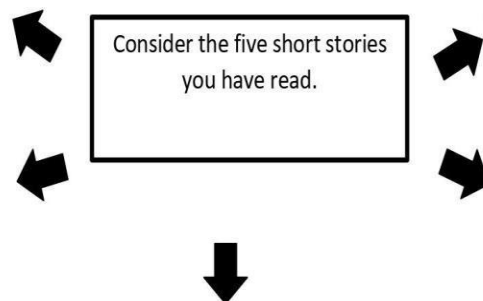
- Look at **what happens** in the story — the sequence of events and how they are organized.
- Identify the **exposition, rising action, climax, falling action, and resolution**.
- Ask: *How does the author build tension or create surprises? Is the structure linear or non-linear?*

### Themes and Symbols

- Identify the **central ideas or messages** the story explores (e.g., love, identity, power, freedom, loss).
- Look for **symbols or recurring images** that carry deeper meanings.
- Ask: *What is the author saying about human nature or society?*

### Characters and Characterization

- Examine the **main and secondary characters** — their personalities, motivations, and development.
- Look at **how** the author reveals character: through actions, dialogue, inner thoughts, or description.
- Ask: *What do the characters represent? Do they change or stay the same?*



### Narrative Style and Point of View

- Pay attention to **who tells the story** (first person, third person, omniscient, limited, etc.).
- Notice the **tone, language, and style** — are they formal, poetic, ironic, humorous?
- Ask: *How does the narrator's perspective shape your understanding of events?*

### SOURCE

Cambridge University Press & Assessment. (2025). *B2 First: Handbook for teachers* (ENG/04485-56/V6/JUL25). Cambridge University Press & Assessment.

<https://www.cambridgeenglish.org/Images/167791-b2-first-handbook.pdf>