Junta de Castilla y León
Consejería de Educación

PREMIO EXTRAORDINARIO DE ESO 2025-2026

PRUEBA DE **LENGUA INGLESA**

Criterios generales de calificación:

1. **Comprensión escrita:** Se valorará la capacidad para:
   - Identificar ideas generales y específicas del texto propuesto.
   - Adecuar el contenido de las respuestas a las preguntas que se formulan.
   - Valerse del contexto para determinar el significado del léxico.
2. **English In Use**:Se valorará la capacidad para aplicar correctamente estructuras gramaticales propias del nivel.
3. **Expresión escrita:** Además del contenido se valorará:
   - La organización del texto y su coherencia textual y discursiva: uso correcto de conectores lógicos y elementos de cohesión textual, correcta distribución estructural del contenido, etc.
   - La propiedad, precisión y riqueza del léxico utilizado.
   - La corrección sintáctica, morfológica y ortográfica.

Criterios de calificación específicos de la materia:

El ejercicio se valorará con un máximo de 10 puntos, distribuidos del siguiente modo:

Task 1: Vocabulary (1 point)
Se obtendrán 0,20 puntos por cada respuesta correcta; 0,2 x 5 = 1 punto.
Task 2: True / False / Not Mentioned (1.5 points)
Se obtendrán 0,3 puntos por cada respuesta correcta; 0,3 x 5 = 1,5 puntos. NO se obtendrán puntos si no se cita el fragmento del texto en el que se fundamenta la selección, o la cita apuntada no justifica la respuesta.
Task 3: Short answer (1.5 points)
Se obtendrán 0,75 por cada respuesta correcta; 0,75 x 2 = 1,5 puntos.
Task 4: Transformation (2 points)
Se obtendrán 0,5 por cada respuesta correcta; 0,5 x 4 = 2 puntos.
Task 5: Use of English (1 point)
Se obtendrán 0,2 por cada respuesta correcta: 0,2 x 5 = 1 punto
Task 6: Written Expression (3 points)
La obtención de los 3 puntos posibles se distribuirá de la siguiente manera:
- Contenido y léxico: hasta 1 punto
- Corrección ortográfica, morfológica y sintáctica: hasta 1 punto
- Calidad de la estructura formal: hasta 1 punto

No se calificará la redacción si el contenido de la misma no se ajusta al tema solicitado. Se penalizará con 1 punto en el caso de que el número de palabras sea inferior o superior al número solicitado.

Especificaciones para la realización del ejercicio

- Las respuestas se escribirán en las hojas que contienen el enunciado del examen.
- No se permite el uso de diccionarios.
- No se permite el uso ni la tenencia de dispositivos electrónicos (teléfono móvil, reloj inteligente, auriculares, etc.) durante la realización de la prueba. Su utilización o mera posesión supondrá la anulación del examen y su calificación con un 0.

COMPRENSIÓN ESCRITA

AI is reshaping the teenage brain — and an Oxford study says it is making students faster, but shallower thinkers (Adapted from *Business Insider*)

Artificial Intelligence is changing how a generation learns, and Oxford researchers say it could also be changing how they think.

A new report from Oxford University Press, which surveyed 2,000 UK students ages 13 to 18 in August, found that eight in 10 of the teenagers interviewed use AI tools for their schoolwork, and nearly as many turn to them for homework help. Many students said these tools are helping them "think faster" and "solve difficult questions," but experts warn that this new fluency may come at a cost.

"Today's students are beginning to think alongside machines — gaining fluency and speed in processing ideas, yet sometimes losing the depth that comes from pausing, questioning, and thinking independently," said Erika Galea, Director of the Educational Neuroscience Hub Europe and coauthor of the report.

"The true challenge ahead is not mastering technology but safeguarding the depth of human thought in an age of synthetic cognition and artificial intelligence," she added.

That "synthetic cognition," as Oxford researchers call it, reflects a new kind of thinking emerging among what they dub the “AI-native generation” — teenagers who have grown up learning side by side with algorithms.

While over 90% of students said AI has helped them develop at least one academic skill, six in 10 also said it was harming their abilities in other ways: a quarter said it has made learning "too easy," one in 10 said it has limited creativity and reduced the need for critical thinking.

One 13-year-old boy said he had become "dependent on it now" and teachers share similar concerns.

One in three students said their teachers aren't confident using AI in lessons, and 51% wanted clearer guidance from schools on when to use the tools responsibly. Oxford researchers argued that education systems must evolve to teach with AI without letting students think like it. "AI has changed how we learn, but it hasn't changed why we learn," Olga Sayer, teacher and coauthor of "Generation Alpha in the Classroom," said in the report.

"The ultimate goal of education remains the same," she added, "to think independently and creatively, and to grow as a person." The Oxford researchers called for schools to embed AI literacy, metacognitive training, and teacher support to help students balance speed with reflection — ensuring they don't just learn faster, but smarter.

In the age of ChatGPT and instant answers, the next generation of learners may be fluent in AI, but unless guided carefully, they risk becoming what the Oxford researchers call "synthetic" thinkers: fast, efficient, and impressively capable but missing the depth that true learning demands.

TASK 1 – Vocabulary (1 point)
Find a word or words in the text that mean:
a) ability to do something easily and quickly (paragraph 2)
_____
b) have a negative effect (paragraph 2)
_____
c) ability to think carefully and form opinions (paragraph 6)
_____
d) to develop or change gradually (paragraph 8)
_____
e) to insert or fix firmly (paragraph 9)
_____

TASK 2 – True / False / Not Mentioned (1.5 points)
Read and choose T / F / NM. Copy the *evidence from the text*. No points are given without proper evidence:
1. Most teenagers use AI only for entertainment.
T / F / NM
Evidence: _____

2. AI helps students work faster.
T / F / NM
Evidence: _____

3. All teachers are confident using AI.
T / F / NM
Evidence: _____

4. AI only has negative effects.
T / F / NM
Evidence: _____

5. Schools already have clear AI rules.
T / F / NM
Evidence: _____

TASK 3 – Short Answer (1.5 points)
Answer in 1–2 lines:
1. Why are experts worried about AI?
_____
_____

2. What do students want from schools?
_____
_____

ENGLISH IN USE

TASK 4 – Transformation (2 points)
Transform the following sentences using the words given between brackets or starting by the words given, so that their meaning does not change.

1. Many teenagers say AI helps them "think faster", but experts warn it may reduce the depth of their thinking.
Although _____
_____

2. Oxford University Press surveyed 2,000 students about their use of AI.
2,000 students _____
_____

3. Teenagers use AI tools every day. They belong to what researchers call the "AI-native generation". **(who)**
_____
_____

4. Students don't always think independently. They rely too much on AI tools.
If students didn't_____
_____

TASK 5 – Use of English (1 point)
Fill in the gaps of the following text with the most appropriate option (A, B, C or D).

Artificial Intelligence in Education
Artificial intelligence is becoming increasingly common in schools. Many students (1) _____ AI tools every day, as it helps them complete homework more quickly and efficiently. Some students believe that AI (2) _____ them understand difficult concepts, especially when they are studying on their own.
However, experts warn that if students rely (3) _____ these tools too much, they may lose the ability to think independently. It is important that schools provide guidance so that students know how to use AI responsibly and (4) _____ a balance between technology and critical thinking.
In the future, AI will probably become even more important, but education systems must ensure that students continue (5) _____ their own ideas and creativity.

1. A) are using	B) have used	C) use	D) used
2. A) help	B) helps	C) helping	D) helped
3. A) on	B) in	C) at	D) for
4. A) maintain	B) maintaining	C) to maintain	D) maintained
5. A) develop	B) developing	C) developed	D) develops

EXPRESIÓN ESCRITA

TASK 6 – Written Expression (3 points)

Choose ONE option (100–120 words):
1. Do you think students should use AI for schoolwork?
2. Write an article about the advantages and disadvantages of AI in education.