

CERTIFICADO DE NIVEL AVANZADO C1

IDIOMA: INGLÉS

CONVOCATORIA ORDINARIA - 2023

PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS

INSTRUCCIONES PARA REALIZAR ESTA PARTE:

DURACIÓN: 95 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 instrucciones para las dos tareas y el espacio para las anotaciones. Utilice este documento únicamente para anotaciones. Las tareas escritas en este documento no se corregirán.**
- **Las tareas que no cumplan la consigna no se calificarán.**



TASKS

Please only use this document for your notes. Write your final version on the answer sheet.
Tasks written on this paper will not be marked

TASK 1 (5 marks)

Read the instructions carefully and write an email of 120-150 words.

You are the president of your neighbours' association and have received the following email from one of the neighbours. Write a response to the neighbour explaining how you would solve the problem. You should include the following ideas:

- Measures to be taken by the association
- Recommendations for the affected neighbour

Dear President,

I am writing to you to express my concern over the noise that is coming from our neighbours' property. I have repeatedly tried to speak to them but the situation has not improved. I am raising this matter with you in hope you can help both parties to enjoy our homes and prevent issues in the future.

*Yours sincerely,
Peter Jones.
Apartment 8B*

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



TASK TWO (5 marks)

Read the instructions below carefully and write a discursive essay of 250-300 words.

You are taking a master's degree to obtain your teaching certificate. One of your lecturers has asked you to write an essay considering the advantages and disadvantages of using technology at the early stages of education. You should include the following ideas:

- Technology as an asset for learning
- When children should start using technology
- Teachers' computer literacy

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

Use this space for your notes.

**PRUEBA DE CERTIFICACIÓN DE INGLÉS NIVEL AVANZADO C1
CONVOCATORIA ORDINARIA - 2023**

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

TASK ONE

Read the instructions below carefully and write an email of 120-150 words.

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*Dear President,
I am writing to you to express my concern over the noise that is coming from our neighbours' property. I have repeatedly tried to speak to them but the situation has not improved.
I am raising this matter with you in hope you can help both parties to enjoy our homes and prevent issues in the future.
Yours sincerely,
Peter Jones.
Apartment 8B*

COMPETENCIA LÉXICA	<ul style="list-style-type: none"> • Utiliza un repertorio de vocabulario amplio incluyendo algunas palabras menos comunes. Utiliza expresiones idiomáticas y coloquialismos. • Su precisión léxica es alta, con algún error ocasional, pero no significativo. • To begin the letter: I am writing with regard to...; On behalf of the residents' association...; thank you for your letter...; I am writing in reply to your letter...; I am sorry to hear about your recurring problem... • To express possibility/probability: It can/could/may/might...; It is possible/likely/foreseeable/certain that...; ... is (un)likely to/bound to/possible/probable... • To give advice: If I were you,; I would advise you...; If it were up to me...; Have you considered / tried...?; One of your options is to...; Your only option now is to...; It might be a good idea to...; I hope this will be of help... • To make suggestions / recommendations: May I suggest...; I would suggest...; I would venture to suggest...; Please allow me to suggest... • To offer reassurance: I can assure you that...; Rest assured...; The association is always here for the neighbours... • To end letters: I will give this matter urgent attention; I will give this matter careful / further consideration... • SUGGESTED VOCABULARY: resident, noise complaint, living nightmare, tough, hell, scream, volume, wee hours, early hours, sleeping pattern, earplugs, complain, complaint, dispute, move out, nuisance, volume limit, disturbance, recurring, advice, recommendation, soundproofing, insulation measure, dwelling, frustrating, solvable, health, statutory nuisance, reminder, remind, loud, loudly, promise, annoying, sleepless nights, deafening, inconsiderate, etc. • Utiliza de manera consistente diversas estructuras complejas con precisión
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<p>COMPETENCIA GRAMATICAL</p>	<p>y naturalidad.</p> <ul style="list-style-type: none"> • Comete, de manera ocasional, errores difíciles de detectar. <ul style="list-style-type: none"> • Variety of verb tenses • Future perfect/continuous: <i>I will be contacting you again in a week...</i> • Participle structures: <i>Having said that...</i> • Inversions: <i>No sooner had they...</i> • Emphatic forms: <i>Intensifiers (absolutely, so, totally, utterly); collocations with intensifiers (e.g. radically rethink; strictly forbidden); auxiliary verbs such as 'do/does'; cleft sentences (What concerns me the most is...)</i> • Quantifier + relative pronoun (both of which) • Introductory IT: <i>It is necessary to...</i> • Modals in the present and in the past: <i>The situation must have been...</i> • Passive sentences • Passive verbs of reporting: <i>It is said that...; There are thought to be...; It has been reported that...</i> • Impersonal structures: <i>There seems to be some...</i> • Gerunds and infinitives • Conditional sentences (mixed conditionals, 3rd conditional) • Alternative conditionals: <i>As long as...; Provided/Providing that...; Suppose/Supposing that...; Had there been...</i>
<p>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</p>	<ul style="list-style-type: none"> • Se expresa de modo natural, produciendo un texto organizado y coherente. Usa una variedad de mecanismos de cohesión sin necesidad de reformular. • Puntúa y usa párrafos correctamente de manera que el texto es fácil de seguir. Usa la ortografía de manera correcta aunque puede que haya algún lapsus. • INTRODUCTION) Paragraph 1: <i>State reason(s) for writing and opinion</i> • (MAIN BODY) Paragraphs 2: <i>Suggest solutions / measures to be taken</i> • (MAIN BODY) Paragraphs 3: <i>Give recommendations to the neighbour</i> • (CONCLUSION) Final paragraph: <i>Closing remarks</i> <p>Cohesive devices (the list is not exhaustive and is only an indication of ways the candidate can connect ideas and avoid repetition):</p> <p>Connectors. <i>Apart from the standard connectors for listing, addition, concluding etc., here are some examples of more advanced connectors:</i></p> <ul style="list-style-type: none"> - Conditional connectors: <i>whether, providing, as long as, supposing ...</i> - Contrast: <i>despite/ in spite of... (the fact that)/ nevertheless, whereas...</i> - To list points: <i>not only + inversion... but also</i> - Concession: <i>Even though..., Whatever you do,...</i> <p>Other cohesive devices:</p> <ul style="list-style-type: none"> - Cause, reason and result: <i>so+adj+that; such+adj+noun+that; so/such + inversion (e.g. so disorganised is the course that...; such is the lack of motivating material that...)</i> - To compare: <i>Similarly, likewise, just as/like...</i> - To emphasize: <i>Undoubtedly, indeed, obviously, generally, admittedly, in fact, in particular, especially, clearly etc.</i> - Textual referents: <i>As for..., the former, the latter,</i> - Synonyms to avoid repetition - Substitution: <i>e.g. Otherwise...</i>
	<ul style="list-style-type: none"> • Se expresa con educación, diplomacia y se adapta sin esfuerzo al registro

<p>ADECUACIÓN DE LA TAREA</p>	<p><i>del contexto propuesto. Adapta con flexibilidad y eficacia el lenguaje para el contexto de la tarea. Se ajusta a la tipología textual propuesta.</i></p> <ul style="list-style-type: none">• <i>Desarrolla las ideas complejas con detalle, aportando puntos secundarios, argumentos y ejemplos relevantes para la tarea propuesta.</i>• <i>Formal register: no abbreviations, etc....</i>• <i>Formal greeting and closing: (e.g: Dear Mr./Mrs. XXX, I look forward to hearing from you, Yours Sincerely, etc.)</i>• <i>Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.</i>• <i>Formal style: Impersonal way of expressing ideas (e.g. passive); no contractions; formal expressions.</i>
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TASK TWO

Read the instructions below carefully and write an discursive essay of 250-300 words.

You are taking a master's degree to obtain your teaching certificate. One of your lecturers has asked you to write an essay considering the advantages and disadvantages of using technology at the early stages of education. Include the following ideas:

- Technology as an asset for learning
- When children should start using technology
- Teachers' computer literacy

<p>COMPETENCIA LÉXICA</p>	<ul style="list-style-type: none"> • Utiliza un repertorio de vocabulario amplio incluyendo algunas palabras menos comunes. Utiliza expresiones idiomáticas y coloquialismos. • Su precisión léxica es alta, con algún error ocasional, pero no significativo. • To introduce ideas and new points: <i>With regard to / As regards...; Firstly / First of all / Secondly / Finally...; In today's world, / In recent times, it is a well-known fact that...</i> • To emphasise what you say: <i>Clearly; Obviously; Needless to say...; etc.</i> • To express reality: <i>In fact; As a matter of fact; Actually; Indeed; etc.</i> • To state your opinion: <i>In my opinion / view; I feel / believe; It seems to me that; I tend to think that; I am totally opposed to / in favour of; It is my firm belief that; I am convinced that; I'm 100% certain/sure that...; I would say...; If you ask me, ...; To be frank...; To my mind...</i> • To express cause: <i>Because / Owing to the fact that; due to the fact that; on the grounds that; since / as; In view of; Because of; Owing to; For this reason; Seeing that...</i> • To introduce arguments: <i>Most people / Many people / Some people / The vast majority of people argue/feel that.../It is often said... / It's common knowledge that.../ It is widely believed that .../ It is generally agreed that .../ According to experts/researchers, .../ It could be argued / often claimed / suggested that.../ It is widely argued maintained / generally felt / believed / held that.../ Some / many / most people / experts / scientist / sceptics / critics ... claim / suggest / argue / feel that/maintain / believe / point out / agree / hold that.../ are in favour of / against.../are of the opinion that / convinced that...</i> • To add more points to the same topic: <i>There is another side to the issue / question / argument of...; Moreover, ...; Furthermore, ...; What is more...</i> • To make contrasting points: <i>It may be said / argued / claimed that...; Others / many people oppose this viewpoint / strongly disagree...; claim / feel / believe this argument is incorrect / misguided; Opponents of ... argue / believe / claim that...; The fact that... contradicts the belief / idea that...; While it is true to say that... in fact...; While / Although... it cannot be denied that...</i> • To introduce examples: <i>This is (clearly) illustrated / shown by the fact that...; One / A clear / A striking / A typical example of (this)...; The fact that... shows / illustrates that...</i> • To conclude: <i>To conclude, ...; On balance,...; All things considered,...; Taking everything into account,...; Taking everything into consideration,...; All in all, ... it can be said/claimed that.../... it seems/appears that.../... it would seem that.../... it is likely/unlikely that.../... it is clear/obvious that.../... there is no/little doubt that.../... it is true to say that.../... although it must be said that.../... it may be concluded/said that...</i>
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	<ul style="list-style-type: none"> • SUGGESTED VOCABULARY: <i>hyperconnected, devices, gadgets, netiquette, tech-savvy, software, internet safety, innovation, progress, motivation, distraction, obsolete, ICTs, revolutionary, breakthrough, cutting-edge, state-of-the-art, impact, computer literate, word processing, addicted, hooked on, distance learning, face-to-face, digital native, digital classroom, engagement, gamification, etc.</i>
<p>COMPETENCIA GRAMATICAL</p>	<ul style="list-style-type: none"> • Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad. • Comete, de manera ocasional, errores difíciles de detectar. • Recommended structures: <ul style="list-style-type: none"> • Variety of verb tenses • Future perfect/continuous: <i>By 2030 children will have been using devices...; In 30 years' time children will be completely hyperconnected...</i> • Participle structures: <i>Having said that...</i> • Emphatic forms: <i>Intensifiers (absolutely, so, totally, utterly); collocations with intensifiers (e.g. radically rethink; strictly forbidden); auxiliary verbs such as 'do/does'; cleft sentences (It is the teachers who should control.../ What we should emphasize is...)</i> • Relative clauses with prepositions (<i>to whom</i>); quantifier + relative pronoun (<i>both of which</i>); superlative + relative pronoun (<i>the most fashionable celebrity that...</i>) • Introductory IT: <i>It is crucial to...</i> • Modals in the present and in the past: <i>It must have been...</i> • Passive sentences • Passive verbs of reporting: <i>It is said that...; There are thought to be...; It has been reported that...</i> • Impersonal structures: <i>There seems to be some...</i> • Gerunds and infinitives • Conditional sentences (<i>mixed conditionals, 3rd conditionals</i>) <ul style="list-style-type: none"> • Alternative conditionals: <i>As long as...; Provided/Providing that...; Suppose/Supposing that...;</i> • Rhetorical questions
<p>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</p>	<ul style="list-style-type: none"> • Se expresa de modo natural, produciendo un texto organizado y coherente. Usa una variedad de mecanismos de cohesión sin necesidad de reformular. • Puntúa y usa párrafos correctamente de manera que el texto es fácil de seguir. Usa la ortografía de manera correcta aunque puede que haya algún lapsus. <p>PARAGRAPH 1: <i>Introduction</i> PARAGRAPHS 2 AND 3 (<i>you might include a 4th one if necessary</i>) → <i>Develop ideas for and against and different points of view regarding:</i></p> <ul style="list-style-type: none"> • <i>technology as an asset for learning</i> • <i>when children should start using technology</i> • <i>teachers' computer literacy</i> <p>LAST PARAGRAPH: <i>Conclusion</i></p> <ul style="list-style-type: none"> • Cohesive devices (the list is not exhaustive and is only an indication of ways the candidate can connect ideas and avoid repetition):

	<ul style="list-style-type: none"> • Connectors. <i>Apart from the standard connectors for listing, addition, concluding etc.:</i> <ul style="list-style-type: none"> - Purpose: <i>in order that/(for), so as to-infinitive etc.</i> - Conditional connectors: <i>whether, providing, as long as, supposing ...</i> - Result and reason: <i>as a result of, owing to, due to ...</i> - Contrast: <i>despite/ in spite of... (the fact that)/ nevertheless, notwithstanding, whereas...</i> - To list points: <i>not only + inversion... but also</i> - Concession: <i>Even though..., albeit...</i> • Other cohesive devices: <ul style="list-style-type: none"> - Cause, reason and result: <i>so+adj+that; such+adj+noun+that; so/such + inversion (e.g. so nonsensical is the fact we have to follow trends that...; such is the pressure of the fashion industry...</i> - To compare: <i>Similarly, likewise, just as/like...</i> - To emphasize: <i>Undoubtedly, indeed, obviously, generally, admittedly, in fact, in particular, especially, clearly etc.</i> - Textual referents: <i>As for..., the former, the latter,</i> - Synonyms to avoid repetition - Ellipsis: <i>e.g. Students will be learning while having fun.</i>
<p>ADECUACIÓN DE LA TAREA</p>	<ul style="list-style-type: none"> • Se expresa con educación, diplomacia y se adapta sin esfuerzo al registro del contexto propuesto. Adapta con flexibilidad y eficacia el lenguaje para el contexto de la tarea. Se ajusta a la tipología textual propuesta. • Desarrolla las ideas complejas con detalle, aportando puntos secundarios, argumentos y ejemplos relevantes para la tarea propuesta. • <i>Registro formal: sin contracciones</i> • <i>Incluye título</i>