

CERTIFICADO DE NIVEL AVANZADO C2

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 below carefully and write a letter of apology of 120-150 words.

You work for CyberDream, a software company. As witnessed by user reactions, clients are complaining about the delay in the release date of the latest instalment in the “Manor Murder” series, your company’s flagship game. As the QA manager of CyberDream, write a letter of apology to be published on *Edge Magazine*. Your letter of apology should include:

- The reasons for the delay
- Information to update a tentative release date
- Some compensation

 New Video! Please Share 

Manor Murder has been DELAYED AGAIN! This is 24 hours after promising customers in WRITING no more delays! Their Discord is on fire, they have SHUT DOWN voice chat & people are 😡. Enough is enough! WE DESERVE AN ANSWER. YOU THERE CYBERDREAM??? 
Watch & Share 

TASK TWO (5 marks)

Read the instructions below carefully and write an assessment report of 250-300 words.

As the director of a public library that has been seriously damaged by recent wildfires in the area, you decide to visit some facilities in the neighbourhood to find a place for users to have access to the service. The town hall owns an unused office building which meets all the requirements. Write a report assessing the suitability of the building. Your report should include:

- Location and access
- Facilities and availability
- Recommendation for some minor remodels

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



Use this space for your notes.

**PRUEBA DE CERTIFICACIÓN DE INGLÉS NIVEL AVANZADO C2
CONVOCATORIA ORDINARIA - 2023**



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

TASK ONE (5 marks)

Read the instructions below carefully and write a letter of apology of 120-150 words.

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Watch & Share 🔥

COMPETENCIA LÉXICA	<ul style="list-style-type: none"> • Utiliza un repertorio de vocabulario muy amplio incluyendo expresiones idiomáticas y coloquialismos, y aporta matices y connotaciones de significado. • Su precisión léxica es apropiada y correcta en todo momento. • Opening remarks: <i>I am writing to apologise for... / offer my apologies for...; Please accept my/our sincere/profuse apologies for (the unavoidable delay, etc.); I must/would like to apologise for (the unfortunate confusion, etc.)</i> • To introduce new points: <i>With regard to / As regards...; As far as... is / are concerned...; Firstly / First of all / Secondly / Finally...; etc.</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 make amends: <i>Please allow me to offer / suggest... as compensation (for...); I insist on (+ing) to make up for your loss/inconvenience; etc.</i> • Closing remarks: <i>Once again, my / our sincere(st) apologies for the inconvenience caused; I hope that you will accept my apologies / that my apologies will be accepted; I hope that you can forgive / overlook this regrettable error; etc.</i> • SUGGESTED VOCABULARY: <i>poor requirement definition, sudden change in specification, project, plan, leverage, tally with, timing, fizzle out, development team, software developer, project delay, error, bug, expertise, experience, coding, allocation of resources, task, IT project, environment set-up, testing, process, strategy, roadmap, detail, estimate, deadline, stakeholder, eagerness,</i>
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	<p><i>project manager, unpredictable situation, stage of production, deployment, delivery on time, skill, work overflow, pitfall, software vendor, back-up, back-up plan, partner, contractor, absentee, small team, big team, multitasking, call the shots, green light, keep ear to the ground, paramount, decision, close tab, correspondence, approval, availability, keep running, non-stop, 24/7, delegate, bridge the gap, bottleneck, third-party, gridlock, glitch, integration, challenging, adopted technology, tool, interfacing, hardware, operating system, hitch, troubleshoot, analyst, know one's salt, risk, precariousness, highlight, budget, assessment, QA, pressure, drive to shelve, postpone, software localisation, software globalisation, buy time, cycle of test, testing, professional standards, approach, lose focus, track, waving, etc.</i></p>
<p>COMPETENCIA GRAMATICAL</p>	<ul style="list-style-type: none"> • Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad. • No se aprecian errores. • Variety of verb tenses. • Participle structures: <i>having said that...</i> • Inversions: <i>No sooner had you...</i> • Emphatic forms: <i>Intensifiers (absolutely, so, totally, utterly); collocations with intensifiers e.g. radically rethink; auxiliary verbs such as 'do/does' cleft sentences (The thing I hate most.../ what I would like to emphasize is...)</i> • Relative clauses with prepositions (to whom); quantifier + relative pronoun (both of which); superlative + relative pronoun (the worst service that...) • Introductory IT: <i>it is crucial to...</i> • Modals in the present and in the past: <i>you should have noticed...</i> • Passive sentences • Impersonal structures: <i>There seems to be some...</i> • Gerunds and infinitives • Conditional sentences (mixed conditionals, 3rd conditional). <i>Should you need...</i>
<p>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</p>	<ul style="list-style-type: none"> • Se expresa de modo natural, produciendo un texto organizado y coherente. Hace un uso íntegro y apropiado de estructuras organizativas y de una variedad de mecanismos de cohesión. • Puntuación y usa párrafos correctamente. La ortografía está libre de errores. • INTRODUCTION) Paragraph 1: <i>State reason for writing</i> • (MAIN BODY) Paragraphs 2-3: <i>Give explanations</i> • (MAIN BODY) Paragraph 4: <i>Suggest compensation</i> • (CONCLUSION) Final paragraph: <i>Closing remarks</i> • Full name • Cohesive devices (the list is not exhaustive and is only an indication of ways the candidate can connect ideas and avoid repetition): • Connectors. <i>Apart from the standard connectors for listing, addition, concluding etc., here are some examples of more advanced connectors:</i> <ul style="list-style-type: none"> - <u>Purpose:</u> <i>in order that/(for), so as to-infinitive, etc.</i> - <u>Conditional connectors:</u> <i>whether, providing, as long as, supposing ...</i> - <u>Result and reason:</u> <i>as a result of, owing to, due to...</i>

	<ul style="list-style-type: none"> - <u>Contrast</u>: despite/ in spite of... (the fact that)/ nevertheless, whereas... - <u>To list points</u>: not only + inversion... but also - <u>Concession</u>: Even though..., Whatever you do,... <p>Other cohesive devices:</p> <ul style="list-style-type: none"> - <u>Cause, reason and result</u>: 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...) - <u>To compare</u>: Similarly, likewise, just as/like... - <u>To emphasize</u>: Undoubtedly, indeed, obviously, generally, admittedly, in fact, in particular, especially, clearly etc. - <u>Textual referents</u>: As for..., the former, the latter, - <u>Synonyms</u> to avoid repetition - <u>Substitution</u>: e.g. Otherwise...
<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 eficacia el lenguaje para el contexto de la tarea aportando matices sutiles de significado. • Desarrolla ideas complejas con detalle y precisión, aportando puntos secundarios, argumentos y ejemplos relevantes para la tarea propuesta. • <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>All guiding points have been fully covered.</i> • <i>Formal style: Impersonal way of expressing ideas (e.g. passive); no contractions; formal expressions.</i>

TASK TWO (5marks)

Read the instructions below carefully and write an assessment report of 250-300 words.

As the director of a public library that has been seriously damaged by recent wildfires in the area, you decide to visit some facilities in the neighbourhood to find a place for users to have access to the service. The town hall owns an unused office building which meets all the requirements. Write a report assessing the suitability of the building. Your report should include:

- Location and access
- Facilities and availability
- Recommendation for some minor remodels

<p>COMPETENCIA LÉXICA</p>	<ul style="list-style-type: none"> • Utiliza un repertorio de vocabulario muy amplio incluyendo expresiones idiomáticas y coloquialismos, y aporta matices y connotaciones de significado. • Su precisión léxica es apropiada y correcta en todo momento. • To begin reports: The purpose/aim/intention of this report is to examine/assess/evaluate the suitability of... for.../the advisability of (+ ing)/the performance of...; As requested, this is a report concerning/regarding the matter/subject of...; This report contains the assessment of... which you requested/asked for; This report outlines the advantages and disadvantages of... • To end reports: Summarising: To conclude/To sum up/In conclusion...; On the basis of the points mentioned above/On the whole, it would seem that...; The only/obvious conclusion to be drawn from these facts is that... • Recommending: It is (therefore) felt/believed/apparent/obvious (that)... would be ideal for...; It would (not) be advisable/advantageous/practical/wise to...; I (strongly) recommend/would suggest (that)...; My/Our recommendation is that... should be...; I recommend that the best course of action would be... • SUGGESTED VOCABULARY: attend classes, meet deadlines, keep up with studies, reduce dropout, rate, term, mature student, work one's way through, sit exams, prepare exams, higher education, experience, IT room, fall behind with one's studies, face-to-face classes, academic subjects, academic year, achievement, approach of exams, college, assignment, attention span, canteen, car parking facilities, coursework, distinction, drawback to, end-of-year exams, essay, flexible, hands-on experience, instruments, interactive whiteboard, learning difficulties, learning disorders, lecture hall, lifelong learning, location, mentor, merit, motivation for, peer group, practical expertise, qualification, range of subjects, reputation, results, marks, self-study room, social life, staff, janitor, talent for, teamwork, test, vast knowledge, willpower, work-related training, work cooperatively, promote, etc.
<p>COMPETENCIA GRAMATICAL</p>	<ul style="list-style-type: none"> • Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad. • No se aprecian errores. • Variety of past verb tenses • Future perfect/continuous: By 2050 there will have been...; In 30 years' time we will be living... • Participle structures: Having said that... • Inversions: No sooner had they... • Emphatic forms: Intensifiers (absolutely, so, totally, utterly); collocations with

	<p><i>intensifiers</i> (e.g. radically rethink); auxiliary verbs such as 'do/does'; cleft sentences (It is the invention of AI that... / what we should emphasize is...)</p> <ul style="list-style-type: none"> • Relative clauses with prepositions (to whom); quantifier + relative pronoun (both of which); superlative + relative pronoun (the most advanced technology that...) • Introductory IT: it is crucial to... • Modals in the present and in the past: it must have been... • Passive sentences • Passive verbs of reporting: It is said that.; There are thought to be...; It has been reported that... • Impersonal structures: There seems to be some... • Gerunds and infinitives • Conditional sentences (mixed conditionals, 3rd conditional) • Alternative conditionals: As long as...; Provided/Providing that...; Suppose/Supposing that...; Had there been...
<p>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</p>	<ul style="list-style-type: none"> • Se expresa de modo natural, produciendo un texto organizado y coherente. Hace un uso íntegro y apropiado de estructuras organizativas y de una variedad de mecanismos de cohesión. • Puntuación y usa párrafos correctamente. La ortografía está libre de errores. • (INTRODUCTION) Paragraph 1: State the purpose and content of the report • (MAIN BODY) Paragraphs 2-3-4*: Present each aspect of the subject under sub-headings (positive/negative points of each aspect are presented in the same paragraph) • (CONCLUSION) Final paragraph: General assessment/or opinion/recommendation <p><i>*The exact number and division of paragraphs will depend on the specific instructions for each report task.</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): • Connectors. Apart from the standard connectors for listing, addition, concluding etc.: <ul style="list-style-type: none"> - Purpose: in order that/(for), so as to-infinitive etc. - Conditional connectors: whether, providing, as long as, supposing ... - Result and reason: as a result of, owing to, due to ... - Contrast: despite/ in spite of... (the fact that)/ nevertheless, notwithstanding, whereas... - To list points: not only + inversion... but also - Concession: Even though..., albeit... • Other cohesive devices: <ul style="list-style-type: none"> - Cause, reason and result: 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... - To compare: Similarly, likewise, just as/like... - To emphasize: Undoubtedly, indeed, obviously, generally, admittedly, in fact, in particular, especially, clearly etc. - Textual referents: As for..., the former, the latter, - Synonyms to avoid repetition - Ellipsis: e.g. Students will be learning while having fun.

<p>ADECUACIÓN DE LA TAREA</p>	<ul style="list-style-type: none">• <i>Se expresa con educación, diplomacia y se adapta sin esfuerzo al registro del contexto propuesto. Adapta con eficacia el lenguaje para el contexto de la tarea aportando matices sutiles de significado.</i>• <i>Desarrolla ideas complejas con detalle y precisión, aportando puntos secundarios, argumentos y ejemplos relevantes para la tarea propuesta.</i> • <i>A brief and appropriate title</i>• <i>All points have been fully covered and sufficient detail is given.</i>• <i>Information presented lineally to aid understanding.</i>• <i>Is consistent with the formal throughout the whole text: reports should be written in a formal style (complex sentences, non-colloquial English, frequent use of the passive, linking words/phrases)</i>
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