

# **CERTIFICADO DE NIVEL INTERMEDIO B2**

## **IDIOMA: INGLÉS**

**CONVOCATORIA DE INCIDENCIAS - 2021**

### **PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS**

#### **INSTRUCCIONES PARA REALIZAR ESTA PARTE:**

**DURACIÓN: 90 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 en este documento no se corregirán.
- **Las tareas que no cumplan la consigna no se calificarán.**

## TAREAS

Por favor, utilice este documento únicamente para anotaciones. Escriba su versión definitiva en la hoja de respuestas. Las tareas escritas en este documento no se corregirán.

### TASK ONE (5 marks)

#### Read the instructions and write an email (100-120 words).

Write an application email in response to the following job offer by *Software Company*. Remember to include the following information:

- Qualifications and experience to support your application.
- Reasons why you think you would be a good candidate.

#### PROGRAMMER WANTED

Smith Software Development is looking to augment its team with software engineers.

We require PC knowledge, excellent spoken and written English, flexibility and reliability.

We can offer work with a young team in a pleasant non-smoking environment. Salary negotiable depending on experience and qualification. Position available immediately.

Responses including CV should be sent to the following address: [assistant@softwarecompany.com](mailto:assistant@softwarecompany.com) within 14 days from the date of this advertisement. Call 02 581 391 for further details.

Las tareas que no cumplan la consigna no se calificarán.

## **TASK TWO (5 marks)**

**Read the instructions carefully and write an opinion entry to be posted on a newspaper website (230-275 words).**

The opinion section in *the Guardian* has asked their readers to post their opinion about the quotation below:

*“Despite all changes in the 20<sup>th</sup> century there is still a world of difference between men and women. Women have battled society repeatedly since the start of human existence. They have been labelled as the ‘Inferior Gender’, born to clean, to rear children, and to serve dinner to their weary husbands back from a hard day’s work.”*

Write your own post expressing your opinion. You may use the following as suggestions:

- Has this issue changed significantly in the last few decades?
- Differences among countries.
- Your own experience (family, friends, ...).

**Las tareas que no cumplan la consigna no se calificarán.**

**Use the space below for your notes.**

## PRUEBA DE CERTIFICACIÓN DE INGLÉS NIVEL INTERMEDIO B2 CONVOCATORIA DE INCIDENCIAS - 2021

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

#### TAREA UNO

Lea las instrucciones con atención y escriba un email de 100-120 palabras.

Write an application email in response to the following job offer by *Software Company*. Remember to include the following information:

- Qualifications and experience to support your application.
- Reasons why you think you would be a good candidate.

#### PROGRAMMER WANTED

Smith Software Development is looking to augment its team with software engineers. We require PC knowledge, excellent spoken and written English, flexibility and reliability. We can offer work with a young team in a pleasant non-smoking environment. Salary negotiable depending on experience and qualification. Position available immediately.

Responses including CV should be sent to the following address:

[assistant@softwarecompany.com](mailto:assistant@softwarecompany.com) within 14 days from the date of this advertisement. Call 02 581 391 for further details.

<b>COMPETENCIA LÉXICA</b>	<ul style="list-style-type: none"> <li>• <b>Utiliza un vocabulario amplio y evita la repetición mediante reformulaciones.</b></li> <li>• <b>Su precisión léxica es generalmente alta, aunque tenga alguna confusión o cometa alguna incorrección al seleccionar las palabras, sin que afecte a la comunicación.</b></li> <li>• <b>Ejemplos de léxico apropiado para el nivel y la tarea:</b>  <i>Opening remarks: I am writing to apply for the / with regard to ...</i>  <i>Experience/qualifications: I am currently ..., At present I am employed / working as..., I was employed as ... by ... from ... to ..., during this time, I held the position of..., I was responsible for..., my duties included..., I have received training in..., my qualifications include..., I am presently studying/attending a course ..., I am due to take my final examinations in ..., enthusiasm (-astic/-ally), energetic, engage, rely(-iable) on, commit(ment), undertake, become involved, delegate, lead, persuade, inspire, spur, responsive, approachable.</i>  <i>Closing remark: I attach my CV/references from..., I would appreciate a reply at your earliest convenience, I look forward to hearing from you in due course, please contact me regarding any queries you may have, please contact me should you have any further questions or queries, I would be glad to attend an interview at any time convenient for you, I would be available for an interview at any time.</i> </li> </ul>
<b>COMPETENCIA GRAMATICAL</b>	<ul style="list-style-type: none"> <li>• <b>Utiliza diversas estructuras simples con un alto grado de control e incorpora estructuras más complejas, aunque a veces falte naturalidad.</b></li> <li>• <b>Comete errores solo al utilizar estructuras más complejas, pero sin que afecte a la comunicación.</b></li> <li>• <b>Ejemplos de gramática apropiada para el nivel y la tarea:</b>  <i>Verb tenses: past simple, present perfect simple or continuous, past perfect simple or continuous, future perfect, future continuous and other future forms (be about to, be due to, be on the verge of, be bound to...).</i> </li> </ul>

	<p><i>Advanced relative clauses.</i> <i>Use of modal verbs appropriate to the level.</i> <i>Purpose clauses.</i> <i>Time expressions (over the past few years; since I've been working,...) + past simple or present perfect simple or continuous.</i> <i>Conditional sentences (mixed and 3<sup>rd</sup> type).</i> <i>Impersonal structures.</i> <i>Participle clauses (Having done so; speaking of which; encouraged by this, ...)</i></p>
<b>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</b>	<ul style="list-style-type: none"> <li>• <b>Produce un texto organizado y coherente usando diversos mecanismos de cohesión.</b></li> <li>• <b>Puntúa y usa la ortografía de manera correcta, aunque puede evidenciarse cierta influencia de otra lenguas. En textos largos, distribuye las ideas en párrafos lógicos y claros.</b></li> <li>• <b>Ejemplos de elementos de cohesión apropiados para el nivel y la tarea:</b> <i>whether, providing, as long as, however, although, even though, despite, furthermore, as well as, in addition to, what's more, nevertheless, therefore, finally, as my references show, in order to, so as to + infinitive, as a matter of fact, with regard to, regardless, ...</i></li> </ul>
<b>ADECUACIÓN DE LA TAREA</b>	<ul style="list-style-type: none"> <li>• <b>Se expresa con educación y elige el registro adecuado. Para ello utiliza expresiones lingüísticas apropiadas para el contexto. Se ajusta a la tipología textual propuesta.</b></li> <li>• <b>Desarrolla las ideas principales con detalle y de manera inteligible, aportando contenido relevante y ejemplificando, si es necesario, para la tarea propuesta.</b></li> <li>• <b>En cuanto al formato, se deben observar las especificaciones propias de un email formal:</b> <i>From: / To: / Subject:</i> <i>Formal greeting: Dear Sir/Madam,</i> <i>Introduction with opening remarks (reasons for writing).</i> <i>Main body, one or two paragraphs -qualification(s)/degree, knowledge (English, computers, ...)-, previous experience, personal qualities.</i> <i>Conclusion (sum up, express wish to get an interview or similar).</i> <i>Yours faithfully, + [Signature] Name + surname</i> <i>Paragraphs are visually clear.</i></li> <li>• <b>El registro debe ser formal, lo cual debe reflejarse en el uso del léxico, la gramática y la sintaxis. No se deben utilizar contracciones.</b></li> <li>• <b>Utiliza un número adecuado de palabras sin quedarse muy corto/a ni excederse en demasía.</b></li> </ul>

## TAREA DOS

Lea las instrucciones con atención y escriba una entrada de opinión en una página web de 230-275 palabras.

The opinion section in *the Guardian* has asked their readers to post their opinion about the quotation below:

*“Despite all changes in the 20<sup>th</sup> century there is still a world of difference between men and women. Women have battled society repeatedly since the start of human existence. They have been labelled as the ‘Inferior Gender’, born to clean, to rear children, and to serve dinner to their weary husbands back from a hard day’s work.”*

Write your own post expressing your opinion. You may use the following as suggestions:

- Has this issue changed significantly in the last few decades?
- Differences among countries.
- Your own experience (family, friends, ...).

<p><b>COMPETENCIA LÉXICA</b></p>	<ul style="list-style-type: none"> <li>• <b>Utiliza un vocabulario amplio y evita la repetición mediante reformulaciones</b></li> <li>• <b>Su precisión léxica es generalmente alta, aunque tenga alguna confusión o cometa alguna incorrección al seleccionar las palabras, sin que afecte a la comunicación.</b></li> <li>• <b>Ejemplos de léxico apropiado para el nivel y la tarea:</b> <i>abuse, bear, claim, controversy, demand, despise, dissension, egalitarianism, endorse, endure, equal rights, equality, equitability, ethical, evolve, fairness, issue, justness, lawful, oppress(-ion/-ive), principle, privilege, push for, regard, request, struggle.</i> <i>Expressing opinion</i> (I strongly/definitely believe that ..., The way I see it ..., It seems to me that ..., It strikes me that ... <i>Intensifying adverbs</i> (extremely annoyed, absolutely amazing).</li> </ul>
<p><b>COMPETENCIA GRAMATICAL</b></p>	<ul style="list-style-type: none"> <li>• <b>Utiliza diversas estructuras simples con un alto grado de control e incorpora estructuras más complejas, aunque a veces falte naturalidad.</b></li> <li>• <b>Comete errores solo al utilizar estructuras más complejas, pero sin que afecte a la comunicación.</b></li> <li>• <b>Ejemplos de gramática apropiada para el nivel y la tarea:</b> <i>Verb tenses: present simple &amp; continuous, present perfect simple &amp; continuous, past forms with present or future meaning (it’s time we all accepted...), future seen from the past (would, was/were supposed to), future perfect &amp; future continuous.</i> <i>Comparatives &amp; superlatives (also used with adverbs: significantly more controlled...)</i> <i>Use of modals appropriate to the level.</i> <i>Conditional sentences (mixed conditional, 3<sup>rd</sup> conditional).</i> <i>Passive sentences.</i> <i>Purpose clauses.</i> <i>Introductory ‘it’ as subject or object (‘it concerns me how men/women behave nowadays’, ‘I consider it a mistake that...’).</i> <i>Impersonal structures (‘it was said that...’, ‘they’re known to have spent...’).</i> <i>Advanced relative clauses</i></li> </ul>
<p><b>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</b></p>	<ul style="list-style-type: none"> <li>• <b>Produce un texto organizado y coherente usando diversos mecanismos de cohesión.</b></li> <li>• <b>Puntúa y usa la ortografía de manera correcta, aunque puede evidenciarse cierta influencia de otra lenguas. Distribuye las ideas en párrafos lógicos y claros.</b></li> <li>• <b>Ejemplos de elementos de cohesión apropiados para el nivel y la tarea:</b> <i>whether, providing, as long as, however, although, even though, despite, furthermore, as well as, in addition to, what’s more, nevertheless, therefore, in order to, so as to + infinitive, as a matter of fact, with regard to, regardless, given the fact that, all in all, all things considered, to</i></li> </ul>

	<i>put it mildly, ...</i>
<b>ADECUACIÓN DE LA TAREA</b>	<ul style="list-style-type: none"> <li>• <b>Se expresa con educación y elige el registro adecuado. Para ello utiliza expresiones lingüísticas apropiadas para el contexto. Se ajusta a la tipología textual propuesta.</b></li> <li>• <b>Desarrolla las ideas principales con detalle y de manera inteligible, aportando contenido relevante y ejemplificando, si es necesario, para la tarea propuesta.</b></li> <li>• <b>No incluye generalizaciones excesivas o información irrelevante.</b></li> <li>• <b>Utiliza técnicas como dirigirse al lector directamente, formular preguntas retóricas, incluir citas, plantear al lector algo sobre lo que pensar, ...</b></li> <li>• <b>El formato debe ser el propio de un texto argumentativo:</b>  <i>Title optional.</i>  <i>Introduction: states topic and opinion.</i>  <i>Two or three paragraphs offering different viewpoints/arguments.</i>  <i>Conclusion: restates opinion using different words.</i>  <i>Paragraphs are visually clear.</i>  <i>Each paragraph includes a point of view supported by argumentations.</i> </li> <li>• <b>El registro debe ser formal, lo cual debe reflejarse en el uso del léxico, la gramática y la sintaxis. No se deben utilizar contracciones.</b></li> <li>• <b>Utiliza un número adecuado de palabras sin quedarse muy corto/a ni excederse en demasía.</b></li> </ul>