

# **CERTIFICADO DE NIVEL AVANZADO C1**

## **IDIOMA: INGLÉS**

**CONVOCATORIA ORDINARIA - 2022**

### **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 corrected.**

## **TASK ONE (5 points)**

**Read the instructions carefully and write a short report of 120-150 words.**

You work for Greenpeace, the environmental charity, and have been asked by the Head Office in London to provide details about how the Canary Islands are affected by climate change. Write a short informative report to outline the problems (e.g. fire, floods, rising sea level, etc.) with the relevant headings.

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

## **TASK TWO (5 points)**

**Read the instructions below carefully and write an opinion article of 250-300 words.**

By 2050 another 3 billion people will need to be housed. As megacities grow in number, their infrastructure will be dangerously under threat. Write an opinion article for your language school magazine about the problems caused by overpopulation and possible solutions.

**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 - 2022

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

**TASK ONE: Read the instructions below carefully and write a short report of 120-150 words.**

You work for Greenpeace, the environmental charity, and have been asked by the Head Office in London to provide details about how the Canaries is affected by climate change. Write a short report to outline the problems and local issues with the relevant headings.

<b>COMPETENCIA LÉXICA</b>	<ul style="list-style-type: none"> <li>• <b>Utiliza un repertorio de vocabulario amplio incluyendo algunas palabras menos comunes. Utiliza expresiones idiomáticas y coloquialismos.</b></li> <li>• <b>Su precisión léxica es alta, con algún error ocasional, pero no significativo.</b></li> <li>• <b>Suggested lexis related to climate change:</b> e.g. emissions, fossil fuels, rise in sea-level, renewable energy, solar panels, wind turbines/farms, carbon dioxide, sewage, pollution, chemical spillage, forest fires, solar radiation, extinction, ecosystems, the greenhouse effect, global warming, deforestation, human activity, overfishing, sustainable, thriving animal population, dwindling/declining animal species, endemic species etc.</li> </ul>
<b>COMPETENCIA GRAMATICAL</b>	<ul style="list-style-type: none"> <li>• <b>Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad.</b></li> <li>• <b>Comete, de manera ocasional, errores difíciles de detectar.</b></li> <li>• <b>Suggested grammatical structures of the level:</b> <ul style="list-style-type: none"> <li>• Participle structures: Having said that...</li> <li>• Inversions: No sooner had it...</li> <li>• Emphatic forms: Intensifiers (absolutely, so, totally, utterly); collocations with intensifiers (e.g. radically rethink); auxiliary verbs such as 'do/does' cleft sentences (It is the factories that.../What we should emphasize is...)</li> <li>• Relative clauses with prepositions (to whom); quantifier + relative pronoun (both of which); superlative + relative pronoun (the most polluted river that...)</li> <li>• Introductory IT: It is crucial to...</li> <li>• Modals in the present and in the past: It must have been...</li> <li>• Passive sentences</li> <li>• Impersonal structures: There seems to be some...</li> <li>• Gerunds and infinitives</li> <li>• Conditional sentences (mixed conditionals, 3rd conditionals)</li> <li>• Alternative conditionals: As long as...; Provided/Providing that...; Suppose/Supposing that...; Had there been...</li> </ul> </li> </ul>
<b>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</b>	<ul style="list-style-type: none"> <li>• <b>Se expresa de modo natural, produciendo un texto organizado y coherente. Usa una variedad de mecanismos de cohesión sin necesidad de reformular.</b></li> <li>• <b>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.</b></li> <li>• <b>Organizes ideas in sections:</b> <ul style="list-style-type: none"> <li>• - <u>Introduction</u>: States purpose and content of report.</li> <li>• - <u>Body</u>: Relevant information is presented in detail under <u>suitable sub-headings</u></li> <li>• - <u>Conclusion</u>: Summarises information and may include an opinion and/or suggestion/recommendation</li> </ul> </li> <li>• <b>Cohesive devices (the list is not exhaustive and is only an indication of ways the</b></li> </ul>

	<p><b>candidate can connect ideas and avoid repetition):</b></p> <ul style="list-style-type: none"> <li>• <b>Connectors.</b> Apart from the standard connectors for listing, addition, concluding etc., here are some examples of more advanced connectors:</li> <li>•</li> <li>• - <u>Purpose</u>: in order that/(for), so as to-infinitive etc.</li> <li>• - <u>Conditional connectors</u>: whether, providing, as long as, supposing...</li> <li>• - <u>Result and reason</u>: as a result of, owing to, due to...</li> <li>• - <u>Contrast</u>: despite/ in spite of... (the fact that)/ nevertheless, notwithstanding, whereas...</li> <li>• - <u>To list points</u>: not only + inversion... but also</li> <li>• - <u>Concession</u>: Even though..., albeit...</li> <li>•</li> <li>• <b>Other cohesive devices:</b></li> <li>• - <u>Cause, reason and result</u>: so+adj+that; such+adj+noun+that; so/such + inversion (e.g. so barren is the landscape that; such is the extent of overfishing that...</li> <li>• - <u>To compare</u>: Similarly, likewise, just as/like...</li> <li>• - <u>To emphasize</u>: Undoubtedly, indeed, obviously, generally, admittedly, in fact, in particular, especially, clearly etc.</li> <li>• - <u>Textual referents</u>: As for..., the former, the latter,</li> <li>• - <u>Synonyms to avoid repetition</u></li> <li>• - <u>Ellipsis</u>: e.g. Industries are destroying the environment while increasing their profit margins.</li> <li>•</li> </ul>
<p><b>ADECUACIÓN DE LA TAREA</b></p>	<ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>Desarrolla las ideas complejas con detalle, aportando puntos secundarios, argumentos y ejemplos relevantes para la tarea propuesta.</b></li> <li>• A brief title</li> <li>• Sufficient and relevant detail.</li> <li>• Formal register: Impersonal way of expressing ideas (e.g. passive); no contractions; formal expressions.</li> <li>• Consistent with the formal register throughout the whole text.</li> </ul>

**TASK TWO: Read the instructions below carefully and write an opinion article of 250-300 words.**

*By 2050 another 3 billion people will need to be housed. As megacities grow in number, their infrastructure will be dangerously under threat. Write an article for your language school magazine about the problems caused by overpopulation and possible solutions.*

<p><b>COMPETENCIA LÉXICA</b></p>	<ul style="list-style-type: none"> <li>• <b>Utiliza un repertorio de vocabulario amplio incluyendo algunas palabras menos comunes. Utiliza expresiones idiomáticas y coloquialismos.</b></li> <li>• <b>Su precisión léxica es alta, con algún error ocasional, pero no significativo.</b></li> <li>• <u>Suggested lexis:</u></li> <li>• <i>Lexis related to cities: e.g. megacities, megalopolis, metropolitan, facilities, services (health, leisure, essential...), town planning, drains, rubbish tip/dump...</i></li> <li>• <i>Lexis related to problems: below the poverty line/ the poverty threshold, sewage, pollution, traffic congestion/fumes, , overcrowding, natural resources, pandemic, epidemic, malnutrition, starvation, slum/shanty town/favela, mass unemployment, redundancy, rising debt, in debt (up to the eyeballs), demographic pressure, environmental damage, sustainability, poor living/housing conditions...</i></li> <li>• <i>Lexis related to buildings: e.g. skyscrapers, charity accommodation, hostels, squats (squatters), micro-apartments, properties, speculation, dwelling...</i></li> </ul>
<p><b>COMPETENCIA GRAMATICAL</b></p>	<ul style="list-style-type: none"> <li>• <b>Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad.</b></li> <li>• <b>Comete, de manera ocasional, errores difíciles de detectar.</b></li> <li>• <u>Recommended structures:</u></li> <li>• <i>Variety of verb tenses</i></li> <li>• <i>Future perfect/continuous: By 2050 there will have been...; In 30 years time we will be living...</i></li> <li>• <i>Participle structures: Having said that...</i></li> <li>• <i>Inversions: No sooner had they...</i></li> <li>• <i>Emphatic forms: Intensifiers (absolutely, so, totally, utterly); collocations with intensifiers (e.g. radically rethink; strictly forbidden); auxiliary verbs such as 'do/does'; cleft sentences</i> <ul style="list-style-type: none"> <li>• <i>(It is the rising population that.../ What we should emphasize is...)</i></li> </ul> </li> <li>• <i>Relative clauses with prepositions (to whom); quantifier + relative pronoun (both of which); superlative + relative pronoun (the most overcrowded place that...)</i></li> <li>• <i>Introductory IT: It is crucial to...</i></li> <li>• <i>Modals in the present and in the past: It must have been...</i></li> <li>• <i>Passive sentences</i></li> <li>• <i>Passive verbs of reporting: It is said that...; There are thought to be...; It has been reported that...</i></li> <li>• <i>Impersonal structures: There seems to be some...</i></li> <li>• <i>Gerunds and infinitives</i></li> <li>• <i>Conditional sentences (mixed conditionals, 3rd conditionals)</i></li> <li>• <i>Alternative conditionals: As long as...; Provided/Providing that...; Suppose/Supposing that...; Had there been...</i></li> <li>• <i>Rhetorical questions</i></li> </ul>
<p><b>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</b></p>	<ul style="list-style-type: none"> <li>• <b>Se expresa de modo natural, produciendo un texto organizado y coherente. Usa una variedad de mecanismos de cohesión sin necesidad de reformular.</b></li> <li>• <b>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.</b></li> <li>• <b>Text divided in paragraphs:</b> <i>An introduction: introduce the topic and give opinion.</i></li> </ul>

	<p><u>A main body:</u> Different paragraphs expressing viewpoints and giving reasons; one paragraph showing opposing viewpoint with reason/example and arguing against it. <u>A conclusion:</u> a summarising paragraph with an impressive final sentence.</p> <ul style="list-style-type: none"> <li>• <b><u>Cohesive devices (the list is not exhaustive and is only an indication of ways the candidate can connect ideas and avoid repetition):</u></b></li> <li>• <b>Connectors.</b> Apart from the standard connectors for listing, addition, concluding etc., here are some examples of more advanced connectors: <ul style="list-style-type: none"> <li>• - <u>Purpose:</u> in order that/(for), so as to-infinitive etc.</li> <li>• - <u>Conditional connectors:</u> whether, providing, as long as, supposing ...</li> <li>• - <u>Result and reason:</u> as a result of, owing to, due to ...</li> <li>• - <u>Contrast:</u> despite/ in spite of... (the fact that)/ nevertheless, notwithstanding, whereas...</li> <li>• - <u>To list points:</u> not only + inversion... but also</li> <li>• - <u>Concession:</u> Even though..., albeit...</li> </ul> </li> <li>• <b>Other cohesive devices:</b> <ul style="list-style-type: none"> <li>• - <u>Cause, reason and result:</u> so+adj+that; such+adj+noun+that; so/such + inversion (e.g. so overcrowded was the city that; such is the size of the population that...</li> <li>• - <u>To compare:</u> Similarly, likewise, just as/like...</li> <li>• - <u>To emphasize:</u> Undoubtedly, indeed, obviously, generally, admittedly, in fact, in particular, especially, clearly etc.</li> <li>• - <u>Textual referents:</u> As for..., the former, the latter,</li> <li>• - <u>Synonyms</u> to avoid repetition</li> <li>• - <u>Ellipsis:</u> e.g. Cities are becoming more overcrowded while offering fewer quality services.</li> </ul> </li> </ul>
<p><b>ADECUACIÓN DE LA TAREA</b></p>	<ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>Desarrolla las ideas complejas con detalle, aportando puntos secundarios, argumentos y ejemplos relevantes para la tarea propuesta.</b></li> <li>• A brief title</li> <li>• All points are relevant with sufficient detail.</li> <li>• Points of view are clearly expressed with convincing reasons and relevant facts or examples.</li> <li>• Is consistent with the formal <u>or</u> semi-formal register throughout the whole text.</li> <li>• -Formal style: Impersonal way of expressing ideas (e.g. passive); no contractions; formal expressions; longer complex sentences.</li> <li>• -Semi-formal style: contractions; personal/ anecdotal; controlled use of idioms; phrasal verbs; sentences beginning with coordinators "And.../ But..."</li> </ul>