

CERTIFICADO DE NIVEL AVANZADO C1

IDIOMA: INGLÉS

CONVOCATORIA ORDINARIA - 2024

PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS

CUMPLIMENTE LOS SIGUIENTES DATOS:

APELLIDOS: _____

NOMBRE: _____

ASPIRANTE: Libre ☐

Escolarizado ☐

Grupo: _____

(Marque con una X la respuesta que corresponda)

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.
- Sólo se admitirán respuestas en tinta negra o azul, las tareas escritas a lápiz 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 dos tareas y el espacio para escribir la versión definitiva.**
- **Las tareas que no se ajusten a las instrucciones no se calificarán.**

PUNTUACIÓN:

/ 10

APELLIDOS: _____ NOMBRE: _____

[illegible]

APELLIDOS: _____ NOMBRE: _____

[illegible]

PRUEBA DE CERTIFICACIÓN DE INGLÉS NIVEL AVANZADO C1 CONVOCATORIA ORDINARIA - 2024

PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS TABLA DE CORRECCIÓN

TASK ONE (5 marks)

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

You are the head of the HR department of your company and have received the letter below. Unfortunately, you are not interested in recruiting the candidate. Write an e-mail explaining why you are not considering him for the post. Include the following ideas:

- express gratitude for the offer
- reasons not to recruit the candidate
- invitation to keep in touch.

To whom it may concern,

I wish to apply for the position of computer programmer published on your website. The role and the responsibilities listed in the job description match my interests and skills. Therefore, I believe that I am a good candidate for this position.

I have attached my résumé and cover letter for your perusal. I hope they can help you learn more about my background, my qualifications, and my experience.

Thank you for your valuable time. I am optimistic that you will consider me for this role.

I look forward to hearing from you about this job opportunity.

*Best regards,
Robert Smith*

COMPETENCIA LÉXICA	• 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. SUGGESTED VOCABULARY: <i>regrettably, sadly, appreciate, value, thank you for your time, grateful, appreciative, show enthusiasm for the position, background, career history, impressive, work experience, employment, hire, job advert, demonstrate, relevant skills, valuable, tough decision, based on, ponder, give thought to, even so, yet, notwithstanding, eligible, select, decline, resolve, etc.</i>
COMPETENCIA GRAMATICAL	• Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad. • Comete, de manera ocasional, errores difíciles de detectar. SUGGESTED STRUCTURES: - Variety of verb tenses - Participle structures: <i>Having said that, we would like to thank you..., Given the fact that your resume...</i> - Emphatic forms: intensifiers (<i>absolutely, so, totally, utterly</i>); collocations with

	intensifiers (deeply regret, fully recognise, positively encourage); auxiliary verbs such as 'do/does'; cleft sentences (The reason why we cannot accept your application.../ What we are actually looking for is...); inversion (Not only do we thank you for your application, but we will consider you for future offers.) - Introductory IT: It is crucial to have experience in the field. - Passive sentences: You will be considered in the future. - Impersonal structures: You seem to be the ideal candidate... - Conditional sentences: mixed conditionals (We would have chosen you provided you had any experience.); alternative conditionals: (As long as...; Provided/Providing that...; Suppose/Supposing that...).
COMPETENCIA DISCURSIVA Y ORGANIZATIVA	• 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 sea fácil de seguir. Usa la ortografía de manera correcta aunque puede que haya algún lapsus. SUGGESTED STRUCTURE: Greeting: Dear Mr. Smith, Paragraph 1: An introduction: Thanks for your application letter. Paragraphs 2 + 3: Reasons to reject the candidate. Paragraph 4: Thank candidate again; future action. Closing: Kind regards, / Sincerely, / etc. SUGGESTED COHESION DEVICES: Apart from the standard connectors for listing, addition, concluding etc.: - 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... - Cause, reason and result: so+adj+that; such+adj+noun+that; so/such + inversion (Such is the company's view...), 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... - To compare: similarly, likewise, just as/like... - To emphasize: undoubtedly, indeed, obviously, generally, admittedly, in fact, in particular, especially, clearly, needless to say...; etc. - To express reality: In fact; As a matter of fact; Actually; Indeed; etc. - To apologize: We regret to inform you that..., Our sincerest apologies...
ADECUACIÓN DE LA TAREA	• 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. Registro formal en todo el texto: sin contracciones, expresiones formales, saludo y despedida apropiados. Explicaciones dadas de manera clara argumentando ideas complejas.

TASK TWO (5 marks)

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

The school where you study English has been publishing a monthly magazine for more than 20 years. However, there are plans now to offer it digitally. You are a member of the school council and have been asked to state your opinion in the last paper issue. Include the following ideas:

- environmental issues
- cost and quality
- impact on readers: reach, participation, etc.

COMPETENCIA LÉXICA	• 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. SUGGESTED VOCABULARY: innovation, progress, motivation, obsolete, ICTs, impact, digital native, digital transformation, online magazine, update, up-to-date, tradition, printed version, print magazine, download, convenience, convenient, page flip, mobile support, tablet, computer, laptop, interactivity, reach bigger audience, environmentally-friendly, cheaper, save money, read anywhere, easy-to-use, social networks, distribution, etc.
COMPETENCIA GRAMATICAL	• Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad. • Comete, de manera ocasional, errores difíciles de detectar. SUGGESTED STRUCTURES - Variety of verb tenses - Future perfect/continuous: The digital magazine will be reaching not only students but anyone interested in the school. - Participle structures: Having said that... - Emphatic forms: intensifiers (absolutely, so, totally, utterly); collocations with intensifiers (e.g. radically rethink); auxiliary verbs such as 'do/does'; cleft sentences (What would be more beneficial for the readers is...) - Relative clauses with prepositions (to whom); quantifier + relative pronoun (both of which). - Introductory IT: It is crucial to update our school magazine. - Modals in the present and in the past: It could have been the best way to communicate with students but is now obsolete. - Passive sentences: Online newspapers and magazines are now considered the main source of information. - Passive verbs of reporting: It is said that...; There are thought to be...; It has been reported that... - Impersonal structures: There seem to be some members of the faculty who might be reluctant to the digital version. - Conditional sentences with alternative connectors: As long as...; Provided/Providing that...; Suppose/Supposing that...; - Rhetorical questions
	• 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. SUGGESTED STRUCTURE:

COMPETENCIA DISCURSIVA Y ORGANIZATIVA	Headline Paragraph 1: state the topic and catch the readers' attention Paragraphs 2 + 3 (you might include a 4th one if necessary) → Develop ideas regarding: • environmental issues • cost and quality • impact on readers: reach, participation, etc. Last Paragraph: conclusion where candidate reaffirms his / her opinion but, importantly, does not add new information. SUGGESTED COHESION DEVICES: - To introduce ideas and new points: With regard to / As regards...; In today's world... - To emphasise what you say: Clearly; Obviously; Needless to say...; etc. - To express reality: In fact; As a matter of fact; Actually; Indeed; etc. - To state your opinion: 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...; If you ask me, ...; To be frank...; ... - To express cause: 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...; so+adj+that; such+adj+noun+that; so/such + inversion (e.g. so nonsensical is the fact the school still prints a magazine every month that...) - To introduce arguments: It is widely believed that ... Some / many / most people / students / readers ... claim / suggest / feel / believe / point out / are of the opinion that / convinced that... - To add more points to the same topic: There is another side to the issue / argument of...; Moreover, ...; Furthermore, ...; What is more... - To make contrasting points: It may be said / argued / claimed that...; Others / many people oppose this viewpoint / strongly disagree / claim / feel / believe; While it is true to say that... in fact...; While / Although... it cannot be denied that... - To introduce examples: This is (clearly) illustrated / shown by the fact that...; One / A clear / A striking / A typical example of (this)... - To suggest ideas: One way to do this is by... / An alternative could be... / I would suggest... / a great idea could be to... / May I suggest that you.. / I would venture to suggest... - 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... - To compare: Similarly, likewise, just as/like... - To conclude: On balance,...; All things considered,...; All in all; It may be concluded/said that...
ADECUACIÓN DE LA TAREA	• 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. Registro neutro, consistente a lo largo del texto. Puede utilizar contracciones pero no vocabulario informal. Se centra en la publicación digital de la revista y no en el uso de las tecnologías en el centro, por ejemplo.