

CERTIFICADO DE NIVEL AVANZADO C2

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 en este documento no se corregirán.
- Las tareas que no cumplan la consigna no se calificarán.

TASKS

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

Your local English-language newspaper has published a story about plans to develop a colossal shopping centre in the only green area in your neighbourhood. You decide to send a letter to the editor of the newspaper expressing your concerns and the effects this development will have on the community.

TASK TWO (5 marks)

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

You work for a local environmental committee which is concerned about the effect that mass tourism is having on your region. The management team have asked you to write a report on the growth of tourism and its environmental impact. Your report should include the effects of mass tourism, the economic impact, the environmental effects, the social-cultural effects and a conclusion.

If you do not follow the instructions, your work will not be assessed.

Use the space below for your notes.

PRUEBA DE CERTIFICACIÓN DE INGLÉS NIVEL AVANZADO C2
CONVOCATORIA ORDINARIA- 2022

PRODUCCIÓN Y COPRODUCCIÓN DE TEXTOS ESCRITOS
TABLA DE CORRECCIÓN

TAREA UNO: Read the instructions below carefully and write a LETTER TO THE EDITOR of 120-150 words.

Your local English-language newspaper has published a story about plans to develop a colossal shopping centre in the only green area in your neighborhood. You decide to send a letter to the editor of the newspaper expressing your concerns and the effects this development will have on the community.

<p>COMPETENCIA LÉXICA</p>	<p>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.</p> <p>To begin the letter</p> <ul style="list-style-type: none"> <i>I am writing to.../bring...to your attention.../you on behalf of .../you in my capacity as .../express my disapproval of/protest about...</i> <p>To state your opinion</p> <ul style="list-style-type: none"> <i>In my opinion/view, I feel/believe/think, It seems to me that, I tend to think that, I am totally opposed to, It is my firm opinion /belief/conviction that, I am convinced that...</i> <p>To express cause</p> <ul style="list-style-type: none"> <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> <p>To express effect</p> <ul style="list-style-type: none"> <i>Thus, / therefore, / so / consequently, / as a result, / as a consequence, / for this reason</i> <p>To end letters</p> <ul style="list-style-type: none"> <i>I look forward to hearing from you.</i> <i>I hope you will give this matter your urgent consideration/attention.</i> <i>I hope (that) you will give this matter careful/further consideration</i>
<p>COMPETENCIA GRAMATICAL</p>	<p>Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad. No se aprecian errores.</p> <ul style="list-style-type: none"> <i>Variety of verb tenses.</i> <i>Participle structures: having said that...</i> <i>Inversions: No sooner had you...</i> <i>Emphatic forms: 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> <i>Relative clauses with prepositions (to whom); quantifier + relative pronoun (both of which); superlative + relative pronoun (the worst service that...)</i> <i>Introductory IT: it is crucial to...</i> <i>Modals in the present and in the past: you should have noticed...</i> <i>Passive sentences</i> <i>Impersonal structures: There seems to be some...</i> <i>Gerunds and infinitives</i> <i>Conditional sentences (mixed conditionals, 3rd conditionals).</i>
<p>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</p>	<p>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. Puntúa y usa párrafos correctamente. La ortografía está libre de errores.</p>

	<ul style="list-style-type: none"> • Organizes ideas in paragraphs: • Introduction: Paragraph 1: State reasons for writing. • Body: 2/3 paragraphs. Describe the problem(s) and consequences. • Conclusion: Final paragraph: Closing remarks • Full name <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): <p>Connectors. Apart from the standard connectors for listing, addition, concluding etc., here are some examples of more advanced connectors:</p> <ul style="list-style-type: none"> - <u>Purpose:</u> in order that/(for), so as to-infinitive etc. - <u>Conditional connectors:</u> whether, providing, as long as, supposing ... - <u>Result and reason:</u> as a result of, owing to, due to ... - <u>Contrast:</u> despite/ in spite of... (the fact that)/ nevertheless, notwithstanding, whereas... - <u>To list points:</u> not only + inversion... but also - <u>Concession:</u> Even though ..., albeit... <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>Ellipsis:</u> e.g. The course relies on traditional material while claiming to be innovative. - <u>Substitution:</u> e.g. Otherwise; The course does not offer anything new, but <u>if it did</u>...
<p>ADECUACIÓN DE LA TAREA</p>	<p>Se expresa con educación, diplomacia y se adapta con habilidad al registro del contexto propuesto. Adapta con eficacia el lenguaje para el contexto de la tare aportando matices sutiles de significado. Desarrolla ideas complejas con detalle y precisión, aportando puntos secundarios, argumentos y ejemplos relevantes para la tarea propuesta.</p> <ul style="list-style-type: none"> • All guiding points have been fully covered. • Formal greeting and closing: (e.g: Dear Sir/Madam, To whom it may concern, I look forward to hearing from you, Yours faithfully, etc.) • Is consistent with the formal register throughout the whole text. • Formal style: Impersonal way of expressing ideas (e.g. passive); no contractions; formal expressions.

TAREA DOS: Read the instructions below carefully and write a REPORT of 250-300 words.

You work for a local environmental committee which is concerned about the effect that mass tourism is having on your region. The management team have asked you to write a report on the growth of tourism and its environmental impact. Your report should include the effects of mass tourism, the economic impact, the environmental effects, the social-cultural effects and a conclusion

<p>COMPETENCIA LÉXICA</p>	<p>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.</p> <p>To begin reports:</p> <ul style="list-style-type: none"> • <i>The purpose/aim/ intention of this report...</i> • <i>As requested, this is a report concerning/regarding....</i> • <i>This report, etc contains/ outlines/examines/assesses</i> <p>To end reports</p> <ul style="list-style-type: none"> • <i>To conclude/to sum up/ In conclusion/on the whole ...</i> • <i>On the basis of the points mentioned above, it would seem that...</i> • <i>It is (therefore) felt/ believed/ apparent/ obvious (that) ...</i> • <i>I/We conclude / recommend / would suggest (that) ...</i> • <i>My/Our recommendation is that ... should be ...</i> <ul style="list-style-type: none"> • <i>The environment e.g. conservancy/conservation, ecoterrorism, ecotourism, biodiversity, pollution, devastating, microclimate etc.</i> • <i>Adjectives (e.g. distress, sustainable, exponential, touristy, attributable, eco-friendly, low-impact, expanding, incalculable, alarming, long-term, predictable, lurking, higher-than-average, significant, herd-like, unregulated, self-sustaining, pollution-free, non-threatening, relentless, ruthless, soaring, ever-increasing, stagnant, bulging, teeming etc.)</i> • <i>Nouns: hordes of, overtourism, impact, trend, invasion, tourist trap, high season, domino effect, trigger, after-effect.</i>
<p>COMPETENCIA GRAMATICAL</p>	<p>Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad. No se aprecian errores.</p> <ul style="list-style-type: none"> • <i>Variety of past verb tenses</i> • <i>Future perfect/continuous: By 2050 there will have been...; In 30 years' time we will be living...</i> • <i>Participle structures: Having said that...</i> • <i>Inversions: No sooner had they...</i> • <i>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 invention of AI that... / what we should emphasize is...)</i> • <i>Relative clauses with prepositions (to whom); quantifier + relative pronoun (both of which); superlative + relative pronoun (the most advanced technology that...)</i> • <i>Introductory IT: it is crucial to...</i> • <i>Modals in the present and in the past: it must have been...</i> • <i>Passive sentences</i> • <i>Passive verbs of reporting: It is said that.; There are thought to be...; It has been reported that...</i> • <i>Impersonal structures: There seems to be some...</i> • <i>Gerunds and infinitives</i> • <i>Conditional sentences (mixed conditionals, 3rd conditionals)</i> • <i>Alternative conditionals: As long as...; Provided/Providing that...; Suppose/Supposing that...; Had there been...</i>

<p>COMPETENCIA DISCURSIVA Y ORGANIZATIVA</p>	<p>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.</p> <p>Puntúa y usa párrafos correctamente. La ortografía está libre de errores</p> <ul style="list-style-type: none"> • Organizes ideas in paragraphs: <ul style="list-style-type: none"> - Paragraph 1 : states the purpose and content of your report - A main body: Paragraphs 2-3-4: presents each aspect of the subject under sub-headings (positive/negative points of each aspect) - A conclusion: Final paragraph: general assessment/or opinion/recommendation <p>Cohesive devices (the list is not exhaustive and is only an indication of ways the candidate can connect ideas and avoid repetition):</p> <ul style="list-style-type: none"> • Connectors. Apart from the standard connectors for listing, addition, concluding etc., here are some examples of more advanced connectors: <ul style="list-style-type: none"> - <u>Purpose:</u> in order that/(for), so as to-infinitive etc. - <u>Conditional connectors:</u> whether, providing, as long as, supposing ... - <u>Result and reason:</u> as a result of, owing to, due to ... - <u>Contrast:</u> despite/ in spite of... (the fact that)/ nevertheless, notwithstanding, whereas... - <u>To list points:</u> not only + inversion... but also - <u>Concession:</u> Even though..., albeit... • Other cohesive devices: <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 rapid are the changes that...; such is the level of ... 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>Ellipsis:</u> e.g. Mass tourism is ... while destroying ... - <u>Substitution:</u> e.g. Mass tourism has not ... but if it had...; Otherwise...
<p>ADECUACIÓN DE LA TAREA</p>	<p>Se expresa con educación, diplomacia y se adapta con habilidad 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.</p> <ul style="list-style-type: none"> • A brief and appropriate title • All points have been fully covered and sufficient detail is given. • Information presented lineally to aid understanding. • 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)