

CERTIFICADO DE NIVEL AVANZADO C2

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

Prueba de Certificación de Nivel **Avanzado C2** de **Inglés**
Producción y Coproducción de Textos Escritos - Convocatoria Ordinaria 2024

[illegible]

Prueba de Certificación de Nivel **Avanzado C2** de **Inglés**
Producción y Coproducción de Textos Escritos - Convocatoria Ordinaria 2024

PRUEBA DE CERTIFICACIÓN DE INGLÉS NIVEL AVANZADO C2 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 student representative at a language school in Michigan and have received the following e-mail from a student. Write an e-mail to the student addressing their request. Include the following ideas:

- state your concern about the situation
- explain the measures you plan to take
- encourage students' ideas and participation.

Dear Student Representative,

I am writing on behalf of a large group of students to request that you take action to eradicate the presence of advertising of private and non-educational activities on the pinboards of our school. As you know, these advertisements can be distracting in an educational environment. I believe that we can find a solution to this problem by working together. Could you please come up with a course of action that we can take to address this issue?

Thank you for your attention to this matter.

*Sincerely,
John Doe*

COMPETENCIA LÉXICA	• 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. SUGGESTED VOCABULARY: <i>School board, union, government, budget, balance, prevent, cut, shield, drastic, advertising, ads, fundraiser, commercial evil, deal with, appear, sponsorship, venue, accepted practice, school newspaper, yearbook, individual, avoid, ignore, daily school life, crop up, spread, slate for, lockers, cafeteria, canteen, prominent, presence, stave off cuts, franchising, proponent, easy cash, patron, cut-back, captive audience, exploit, purchasing power, day-to-day basis, vulnerable, commercialism, inundate, threat, slippery slope, etc.</i>
COMPETENCIA GRAMATICAL	• Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad. • No se aprecian errores. SUGGESTED STRUCTURES: - <i>Variety of verb tenses</i> - <i>Participle structures: Having presented the results...</i>

	- Inversions: Only by limiting advertising could we control... - Emphatic forms: Intensifiers: This foretells an utterly unsustainable situation...; Collocations with intensifiers: The board should radically rethink...; Auxiliary verbs: Students do claim that...; Cleft sentences: What I would like to emphasise is... - Relative clauses: With prepositions: The student at whom...; Quantifier + relative pronoun: Most of which introduce...; Superlative + relative pronoun: The worst case scenario that... - Introductory 'it': It is crucial to... - Modals in the present and in the past: The principal should have noticed... - Passive sentences - Impersonal structures: There seems to be some... - Gerunds and infinitives - Mixed conditional: If we had banned ads, we would be in a better situation. - Subjunctive: The board suggests that you be present at the meeting.
COMPETENCIA DISCURSIVA Y ORGANIZATIVA	• 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. SUGGESTED STRUCTURE: Salutation Opening paragraph: respond to any greeting and state concern about the situation. Next paragraphs: address the purpose of the email by explaining measures to take. Closing paragraph: encourage students' participation and invite sender to contact you for any clarifications. Closing remark: short phrase that precedes signature. Signature / Full name SUGGESTED COHESION DEVICES: - Purpose: in order that/(for), so as to-infinitive, etc. - Conditional connectors: whether, providing, as long as, supposing, etc. - Result and reason: as a result of, owing to, due to, etc. - Contrast: despite/ in spite of... (the fact that)/ nevertheless, whereas, etc. - To list points: not only + inversion... but also, etc. - Concession: Even though..., Whatever you do, etc. - Cause, reason, result: such+adj+noun+that; so/such + inversion; etc. - To compare: Similarly, likewise, just as/like, etc. - To emphasize: Undoubtedly, indeed, obviously, generally, admittedly, in fact, in particular, especially, clearly, etc. - Textual referents: As for..., the former, the latter, etc. - Substitution: e.g. Otherwise
ADECUACIÓN DE LA TAREA	• 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. Registro neutro o formal, consistente a lo largo del texto (saludo y despedida). Se permite el uso de contracciones pero no de vocabulario informal ni vulgar. No se desvía del tema propuesto y presenta una respuesta adecuada a la situación presentada en la tarea.

TASK TWO (5 marks)

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

The European Commission has launched an initiative to promote sustainable tourism in the EU. Its Communication Department welcomes proposals for a more sustainable tourism sector in the Canary Islands. Write a proposal in which you suggest improvements or changes that could make tourism more beneficial for:

- the local culture
- the protection of nature
- the local economy.

COMPETENCIA LÉXICA	• 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. SUGGESTED VOCABULARY: <i>mass tourism, sustainable development, ecotourism, environmental impact, irreparable damage, well-being of local communities, nature reserves, nature trails, protection of the coastline, recreational boats, a halt on new construction, overcrowding, swarms of tourists, tourist influx, depletion of resources, detrimental effects, to harness, to put a limit/stop to, to halt, to curb, to disallow, to ban practices, to set criteria, to fight speculation, pledge to, vow to, measures aimed at, holiday rental, extortionate prices, clean vehicles, alternative fuels, urban congestion, to revise legislation, to strengthen controls, to boost the local economy, to provide incentives, to reduce the carbon footprint, to diversify the cultural offer, steeped in culture/history, to stimulate cultural exchange, to ensure long-term preservation, to revive traditions, to create employment opportunities, to foster entrepreneurship, to tap into local talent, to prevent brain drain</i>
COMPETENCIA GRAMATICAL	• Utiliza de manera consistente diversas estructuras complejas con precisión y naturalidad. • No se aprecian errores. SUGGESTED STRUCTURES: - Variety of verb tenses - Participle structures: <i>Having consulted a number of residents...</i> - Inversions: <i>Only by regulating tourist activities can we ensure long-term preservation of...</i> - Emphatic forms: Intensifiers: <i>This foretells an utterly unsustainable situation...;</i> - Collocations with intensifiers: <i>Politicians should radically rethink...;</i> Auxiliary verbs: <i>People do claim that...</i> - Cleft sentences: <i>What I would like to suggest is...</i> - Relative clauses: With prepositions: <i>The tourists to whom this regulation would apply...;</i> Quantifier + relative pronoun: <i>Most of which introduce...;</i> Superlative + relative pronoun: <i>The best example that comes to mind...</i> - Introductory 'it': <i>It is crucial to...</i> - Modals in the present and in the past: <i>The passing of related legislation should have begun...</i> - Passive sentences: <i>This proposal is intended to...; Among the measures to be taken...</i> - Impersonal structures: <i>There seems to be some...</i> - Gerunds and infinitives - Mixed conditional: <i>Had a law been passed, we could now easily prevent such...</i> - Subjunctive: <i>The situation demands that measures be taken.</i>

COMPETENCIA DISCURSIVA Y ORGANIZATIVA	• 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. SUGGESTED STRUCTURE: Opening paragraph: state the purpose and content of the proposal report. Next paragraphs: present each aspect (separate subheadings for each paragraph are optional). Closing paragraph: summarise all mentioned points and, if necessary, express general assessment / conclusion / opinion. SUGGESTED COHESION DEVICES: - Purpose: in order that/(for), so as to-infinitive, etc. - Conditional connectors: whether, providing, as long as, supposing, etc. - Result and reason: as a result of, owing to, due to, etc. - Contrast: despite/ in spite of... (the fact that)/ nevertheless, whereas, etc. - To list points: not only + inversion... but also, etc. - Concession: Even though..., Whatever you do, etc. - Cause, reason, result: such+adj+noun+that; so/such + inversion; etc. - To compare: Similarly, likewise, just as/like, etc. - To emphasise: Undoubtedly, indeed, obviously, generally, admittedly, in fact, in particular, especially, clearly, etc. - Textual referents: As for..., the former, the latter, etc. - Substitution: e.g. Otherwise
ADECUACIÓN DE LA TAREA	• 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. Registro formal, consistente a lo largo del texto. No se permite el uso de contracciones ni de vocabulario informal o vulgar. No se desvía del tema propuesto y presenta un texto adecuado a la situación presentada en la tarea.