

Examen d'acreditació Anglès C1 CertAcles

Guia del candidat



UdGLlengües

Característiques generals

Quin és l'objectiu de l'examen?

L'examen d'acreditació lingüística Anglès C1 CertAcles té com a objectiu avaluar si l'examinand té el nivell C1 en anglès segons es detalla en el marc europeu comú per a les llengües. Per aconseguir aquest objectiu, l'examinand ha de superar un examen que consta de quatre parts que avaluen les quatre destreses lingüístiques: comprensió oral, comprensió escrita, expressió oral i expressió escrita.

Qui es pot presentar a l'examen?

L'examen és obert a tothom. L'edat mínima per presentar-s'hi és de 16 anys.

Sistema d'avaluació

- La nota final s'obté de la suma dels resultats de les quatre proves de què consta l'examen.
- Cada prova té un pes del 25 % en el total de l'examen. Cada prova té també un valor de 10 punts.

Tipus de certificació

- Si s'obté una nota global (mitjana de les quatre àrees) de 6 o superior i s'obté un mínim de 5 en cada una de les àrees, s'emet un certificat d'acreditació lingüística Anglès C1 CertAcles.

Descripció de l'examen

L'examen consta de 4 proves amb la durada següent:

- | | |
|--------------------------------|----------------------------------|
| • Comprensió oral / Listening | 40 minuts (aproximadament) |
| • Comprensió escrita / Reading | 90 minuts |
| • Expressió escrita / Writing | 90 minuts |
| • Expressió oral / Speaking | 15/20 minuts (per a 2 candidats) |

COMPRENSIÓ ORAL / LISTENING

Aquesta prova consta de 3 tasques de comprensió oral. Cada tasca té entre 6 i 10 ítems i el total de la prova té entre 20 i 25 ítems. Les audicions es passaran 2 vegades.

COMPRENSIÓ ESCRITA / READING

Aquesta prova consta de tres tasques de comprensió lectora d'una llargada d'entre 500 i 900 paraules cada una. Cada tasca té entre 6 i 10 ítems i el total de la prova té entre 20 i 25 ítems.

Aquestes dues proves es corregeixen a partir d'una clau de respostes i tots els ítems tenen el mateix valor. No es descompten punts per respostes errònies.

EXPRESSIÓ ESCRITA / WRITING

Aquesta prova consta de dues tasques, cada una de les quals té un valor del 50 % d'aquesta àrea.

El text de les tasques pot ser de caràcter transaccional, interacció, descriptiu, narratiu, argumentatiu, comparatiu, d'opinió, etc. en resposta a un input previ.

L'escrit pot tenir una o més funcions lingüístiques, com per exemple: agraïment, informació, disculpa, queixa, consell, instruccions, descripció o de caràcter

EXPRESSIÓ ORAL / SPEAKING

Aquesta prova es fa en parelles i consta de 3 tasques:

Tasca 1: Trenca gel (2 min/candidat). El candidat té l'oportunitat de mostrar la seva habilitat en l'ús del llenguatge social. El candidat contesta les preguntes que se li plantegen.

Tasca 2: Monòleg sostingut a partir d'unes imatges i una situació que es planteja al candidat. (2-4 min/candidat) i contestar a una pregunta sobre el tema de l'altre candidat.

Tasca 3: Interacció (5-6 min). Els candidats han d'interactuar entre ells per tal de completar una tasca basada en un tema a partir d'un input.

Exemples de tasques

Models de tasques de la Universitat Politècnica de València

Listening Paper Sample Tasks

[Click for audio file](#)



LISTENING TASK 1 (Q1-6)

- You will hear an interview with Lucy Beresford, the author of a book about relationships.
- Choose the answer A, B or C, which best fits the questions (1-6).
- The first one (0) has been done for you as an example.

You will hear an interview with Lucy, a writer.....

0 Why is Lucy being interviewed?

- A: She has written a new book.
B: She is a psychotherapist.
C: She has just returned from India.

Q1. What does Lucy think is ironic about relationships?

- A: That a trauma can also improve a relationship.
B: That they are important for us but they also cause stress.
C: That stress and trauma cause relationships to go wrong.

Q2. What should we do, according to Lucy, if we want to be honest?

- A: Realise that it is fine to complain about people who cause us stress.
B: Recognise our own faults.
C: Accept that a relationship is not working well.

Q3. Why are there so many self-esteem issues according to Lucy?

- A: Low self-esteem affects everybody and it influences our behaviour.
B: People are not courageous enough to boost their self-esteem.
C: Low self-worth prevents us from taking steps to improve our relationships.

Q4. According to Lucy, why should we reward ourselves each day?

- A: Because it stops us thinking negatively.
B: Because we do good things every day.
C: Because nobody will do it for you.

Q5. What point does Lucy make about her trips to India?

- A: There are many different ways of life there.
B: It was surprisingly different from Europe.
C: Deep down, people are the same.

Q6. What is Lucy's main piece of advice?

- A: Time spent on social media is time wasted.
B: Do not spend too much time thinking about your feelings.
C: Do not forget your real friends.

LISTENING TASK 2 (Q7-13)

- You will hear eight people speaking about tattoos.
- For questions (7-13) choose which opinion (A-J) corresponds to each speaker. There are two extra opinions which you do not need to use.
- The first one (0) has been done for you as an example.

SPEAKER	Opinions
0. Speaker 1 <u> J </u>	A) A life without risk is a life not lived.
Q7. Speaker 2 _____	B) I don't care what my family thinks.
Q8. Speaker 3 _____	C) I have tattoos because I appreciate art.
Q9. Speaker 4 _____	D) I care what people think about me.
Q10. Speaker 5 _____	E) Don't get one 'cos' you'll change your mind about having it.
Q11. Speaker 6 _____	F) People hate tattoos because they don't understand them.
Q12. Speaker 7 _____	G) People with tattoos are generally open people.
Q13. Speaker 8 _____	H) Tattoos are here to stay.
	I) Certain parts of the anatomy are avoided by tattoo artists.
	J) You need to think about it seriously before you get a tattoo.

LISTENING TASK 3 (Q14-20)

- You will hear an interview with David Shaw, an expert on beer.
- While listening, complete the sentences (14-20) in a maximum of **FOUR** words.
- The first one (0) has been done for you as an example.
- Write your answers in the space provided.

0. David Shaw has been working in the beer industry since he was a teenager . In his first job at the factory he had to make deliveries and drive the van.

Q14. After university he was employed in the _____ area of the brewing industry.

Q15. He sometimes works for national newspapers and _____ in a trade magazine.

Q16. People consider that traditional English beer _____ the colder months.

Q17. The popularity of lighter foreign beers has _____ in the market for summer ales.

Q18. Theakstons took over the Lightfoot brewery in 1919. They were not only linked by business, there was also a _____ .

Q19. David thinks having a summer ale after a long walk is the best _____ .

Q20. David says people's drinking habits _____ . Summer ales are just as good bottled as they are in a pub.

Listening Paper Answer Key - Sample

LISTENING TASK 1

0	Q1	Q2	Q3	Q4	Q5	Q6
A	B	B	A	B	C	C

LISTENING TASK 2

0	Q7	Q8	Q9	Q10	Q11	Q12	Q13
J	E	H	C	B	D	G	I

LISTENING TASK 3

0	<i>a teenager / in his teens</i>
Q14	public relations
Q15	has a regular article
Q16	goes better with / is better for
Q17	has been a revival / has brought a revival
Q18	family connection
Q19	time / moment (of the day)
Q20	have changed (lately)

Reading Paper Sample Tasks

READING TASK 1 (Q1-7)

- Read this article about the use of social media in schools. Then answer questions (1- 7) by choosing the correct answer A, B, C or D.
- The first one (0) has been done for you as an example.
- Write your answers in the space provided.

Schools Still Struggling With Social Media

Districts in every state continue to grapple with the “brave new world” of social media that isn’t really all that new anymore. Many schools, however, are slowly being granted more latitude – thanks in large part to pressure from educators, parents and others – to incorporate social media into classroom instruction, however cautiously. At least 40 school districts nationwide have approved social media policies. New York City, the nation’s largest school district, has been at work on a policy for more than a year and officials expect to unveil it soon.

In March, the Montclair district in New Jersey lifted certain restrictions on sites such as YouTube so they can be used as instructional tools in the classroom. Officials took this step without formulating a new policy designed specifically for social media platforms. Instead, the district merely uses its existing ‘Acceptable Use’ policy to guide teacher decision-making and student behavior. The YouTube for Schools portal, launched last December, which allows schools to select educational videos scrubbed of user comments and inappropriate “related” content, has given many districts the necessary assurances to unblock the site.

The more vexing issue for schools, however, continues to be teacher-student online interaction. In Pinellas County, Florida, teachers are not allowed to communicate with students through Facebook, Twitter or other private media. According to the policy, “such communication could cause the appearance of inappropriate association with students.”

Ditto the schools in the Terrebonne and Lafourche parishes in Louisiana, which recently approved new policies forbidding teachers from making any kind of electronic contact with students – unless they have express permission from a principal or other administrator. That includes not just Facebook, but also texts and emails.

“It creates the window, and sometimes it can be taken and twisted,” superintendent Phillip Martin told the *Thibodaux Daily Comet*. “An ounce of precaution is worth a pound of cure.”

That ounce of precaution can also lead to a ton of lost opportunities to engage students and facilitate 21st Century learning, according to Michelle Luhtala, a school librarian at New Canaan High School in Connecticut. A passionate advocate for free-range media, Luhtala believes educators should be allowed to use social media proactively with their students – and that includes professional interactions on Facebook.

“If it’s ok for teachers to work with students face-to-face throughout the day,” she asks, “then why do you need strict policies and regulations that suggest teachers are unqualified to interact with them online? It really makes no sense.”

Furthermore, Luhtala says, the time has come for school districts to stop vilifying social media. Doing so, she argues, gives students license to act inappropriately online because it's expected.

"Taking the initiative and showing students how to use Twitter and Facebook responsibly debunks the myth and encourages appropriate use," Luhtala explains.

Luhtala doesn't "friend" students on her personal Facebook page but interacts with them on her professional account, where she, her students and her colleagues can interact and collaborate on school-related projects.

Luhtala and other free-range media advocates argue that districts don't need to tie themselves up in knots formulating new social media policies. Schools should already have a general conduct policy on the books that clearly defines unacceptable behavior or conduct by students and teachers.

Nonetheless, concocting new policies is the route many districts have chosen. Finding an acceptable professional space for teachers and students is the crux of a new policy recently adopted by the Nashua Board of Education in New Hampshire. Instead of discouraging or forbidding educators from interacting with students on social media, the policy greenlights online communication as long as it is "transparent, accessible and professional."

Drawing clear and distinct lines, says Brian Rappe, a teacher in Burnsville, Minnesota, will work for educators and their students.

"Social networking a powerful tool for communicating and should not be ignored or rejected by the education community. Districts should set up guidelines to protect their employees and the district. Teachers should have separate sites – one for work and one for personal use and the two should never cross paths.

0. Social Media is new for schools and...

- A: has not yet been authorized for school use.
- B: a new policy has been introduced in all schools nationwide.
- C: is starting to be used for teaching purposes in some U.S. schools.
- D: a nationwide policy has been developed but has not yet been approved.

Q1. The use of YouTube in schools has been allowed...

- A: in a new policy drafted solely for New Jersey.
- B: without any limitations in some areas of the United States.
- C: partly because of a new YouTube For Schools portal.
- D: at the discretion of teachers who make their own policies.

Q2. Communication between teachers and students using social media is...

- A: now authorized in all schools throughout the US.
- B: a problem that has only recently been solved.
- C: considered too dangerous to be contemplated in all forms.
- D: allowed in some schools with the proper authorization.

Q3. Michelle Luhtala suggests that...

- A: social media far too often causes students to miss out on learning opportunities in the classroom.
- B: using social media to interact is not very different from how teachers interact in the classroom.
- C: the use of social media can be advantageous for students but should be highly regulated.
- D: teachers don't have the proper qualifications to engage in these social media activities correctly.

Q4. Luhtala believes that students should be taught how to use social media sites properly...

- A: because it would change people's current negative perception of social media sites.
- B: because there is now a myth that students are afraid to use the internet.
- C: because they currently have no idea about how to collaborate with other students online.
- D: because it would make it possible for teachers to befriend them on these sites.

Q5. Luhtala is part of a group of people who believe that...

- A: social media has no place in the classroom whatsoever.
- B: there is no need to draft specific rules for social media use.
- C: social media sites would lead to behavior which is not acceptable.
- D: new school media policies are necessary to regulate conduct.

Q6. According to one teacher, future policies should...

- A: be rejected by the school system on a whole.
- B: make safeguarding the school districts a priority.
- C: ignore guidelines written by schools in the past.
- D: make the way students behave online a priority.

Q7. School districts are now...

- A: drafting policies which prevent teachers from interacting with students on social media.
- B: making rules which allow teacher-student interaction on social media but only during school hours.
- C: encouraging teachers to have separate social media profiles for their personal and professional life.
- D: developing their own social media spaces for students and teachers to interact.

READING TASK 2 (Q8-13)

- Read this text about downsizing.
- Answer the questions (8-13) in a maximum of **FOUR** words.
- The first one (0) has been done for you as an example.

Downsizing

In an era of political polarization, Michael Bloomberg has the rare ability to come up with policies that enrage everyone. His latest pet project—banning large sodas, as a way of fighting obesity in New York—has been ridiculed by both Jon Stewart and John Boehner. And a recent Board of Health hearing on the plan saw Democratic and Republican politicians alike lining up to attack the idea, which would prohibit restaurants, delis, sports arenas, movie theatres, and food carts from selling any soft drinks larger than sixteen ounces. Critics dismiss the ban as yet another expression of Bloomberg’s nanny-state mentality and as a “feel-good placebo” that’s doomed to fail. They’re right that the ban is blatantly paternalist. But that doesn’t mean it won’t work.

It’s true that the ban will be easy to circumvent: if you want to drink thirty-two ounces, you can just buy two sixteen-ounce servings. But Bloomberg’s proposal makes clever use of what economists call “default bias.” If you offer a choice in which one option is seen as a default, most people go for that default option. People who are automatically enrolled in a retirement plan, for instance, are more likely to stay with their original plan than those who choose plans for themselves. In countries where people have to choose to be an organ donor, most people aren’t donors; in countries where people have to actively say they don’t want to be an organ donor, most are donors. The soda ban makes sixteen ounces or less the default option for soda drinkers; if they want more, they’ll have to make an extra effort.

An executive at the American Beverage Association has dismissed the plan, saying that “150 years of research finds that people consume what they want.” Actually, the research shows that what people “want” has a lot to do with how choices are framed. In one well-known study, researchers put a bowl of M&M’s on the concierge desk of an apartment building, with a scoop attached and a sign below that said “Eat Your Fill.” On alternating days, the experimenters changed the size of the scoop—from a tablespoon to a quarter-cup scoop, which was four times as big. If people really ate just “what they want,” the amount they ate should have remained roughly the same. But scoop size turned out to matter a lot: people consumed much more when the scoop was big. This suggests that most of us don’t have a fixed idea of how much we want; instead, we look to outside cues—like the size of a package or cup—to instruct us. And since the nineteen-seventies the portion sizes offered by food companies and restaurants have grown significantly larger. In 1974, the biggest drink McDonald’s offered was twenty-one ounces. Today, that’s roughly the size of a “small” drink at Burger King. In effect, the scoops have got bigger, and consumption has risen accordingly.

Of course, if you don’t want the large soda, you needn’t order it. Yet the mere existence of the supersize can change your idea of how much you want to drink. In a classic experiment by Itamar Simonson and Amos Tversky, people asked to choose between a cheap camera and a pricier one with more features were divided more or less equally between the two options. But when a third option—a fancy, very expensive camera—was added to the mix most people went for the mid-range camera. The very expensive camera made the middle one seem less extravagant. In the same way, the fact that a large soda is now forty ounces makes a twenty-ounce soda feel sensible. Bloomberg’s ban is designed to flip this effect on its head: if the largest soda you can order is sixteen ounces, a can of Coke may start to seem like more than enough. Some food researchers doubt that this will work, since so many of us are used to the idea of large servings. But even our experience of feeling satiated is highly malleable. In one experiment, people ate meals of dramatically different sizes in

the dark, and those who were given much less food did not feel hungrier than the others or rate their meals as much smaller. So once people have a few sixteen-ounce drinks they may find that sixteen ounces is plenty.

Many economists would say that, if we want to discourage soda consumption, taxing it—the way we do alcohol and tobacco—would be more efficient than a ban. Some European countries do have such taxes, but the idea has been a political non-starter in New York. In any case, perhaps the most cunning aspect of Bloomberg’s proposed ban is that it would function as a kind of stealth tax on consumption, while leaving average-sized sodas untouched. Currently, on a per-ounce basis, large drinks are much cheaper than smaller ones—which encourages people to supersize. The soda ban should shift this. Two sixteen-ounce servings are bound to be more expensive than one thirty-two-ounce serving, which creates another disincentive to drink more.

If all this sounds as if New York’s soda consumers were about to become the subjects of an elaborate social-science experiment designed to reshape their behavior and desires, well, that’s kind of true. But then we’ve been the subject of just such an experiment, run by beverage and fast-food companies, for the past forty years. If Bloomberg has his way, we may start feeling like we’re white rats in a maze, but at least there’s a good chance we’ll be thinner rats.

0 How did people react to Bloomberg’s project to ban large sized soft drinks?	<i>They ridiculed it.</i>
Q8 What could people do to get around the ban on large-sized soft drinks?	
Q9. What is staying with automatic retirement plans an example of?	
Q10. What was found to have an influence on how much we choose to eat or drink?	
Q11. According to research, what will make people choose neither the largest nor the smallest option?	
Q12. What measure might economists propose to curb the excessive intake of carbonated beverages?	
Q13 According to the author, what is the one positive result of experimenting on people by banning large-sized soda drinks?	

READING TASK 3 (Q14-20)

- Read this article about JK Rowling.
- Answer questions (14-20) by choosing the correct answer A, B, C or D.
- The first one (0) has been done for you as an example.

JK Rowling: 'The worst that can happen is that everyone says, "That's shockingly bad."

The story opens with the death of a parish councillor in the pretty West Country village of Pagford. Barry had grown up on a nearby council estate, the Fields, a squalid rural ghetto with which the more pious middle classes of Pagford have long lost patience. If they can fill his seat with one more councillor sympathetic to their disgust, they'll secure a majority vote to reassign responsibility for the Fields to a neighbouring council, and be rid of the wretched place for good.

The pompous chairman assumes the seat will go to his son, a solicitor. Pitted against him are a bitterly cold GP and a deputy headmaster crippled by irreconcilable ambivalence towards his son, an unnervingly self-possessed adolescent whose subversion takes the unusual but highly effective form of telling the truth. His preoccupation with "authenticity" develops into a fascination with the Fields and its most notorious family, the Weedons.

Terri Weedon is a prostitute, junkie and lifelong casualty of chilling abuse, struggling to stay clean to stop social services taking her three-year-old son, Robbie, into care. But methadone is a precarious substitute for heroin, and most of what passes for mothering falls to her teenage daughter, Krystal. Spirited and volatile, Krystal has known only one adult ally in her life – Barry – and his sudden death casts her dangerously adrift. When anonymous messages begin appearing on the parish council website, exposing villagers' secrets, Pagford unravels into a panic of paranoia, rage and tragedy.

Pagford will be appallingly recognisable to anyone who has ever lived in a West Country village, but its clever comedy can also be read as a parable about national politics. "I'm interested in that drive, that rush to judgment, that is so prevalent in our society," Rowling says. "We all know that pleasurable rush that comes from condemning, and in the short term it's quite a satisfying thing to do, isn't it?" But it requires obliviousness to the horrors suffered by a family such as the Weedons, and the book satirises the ignorance of elites who assume to know what's best for everyone else.

"How many of us are able to expand our minds beyond our own personal experience? So many people, certainly people who sit around the cabinet table, say, 'Well, it worked for me' or, 'This is how my father managed it' – these trite catchphrases – and the idea that other people might have had such a different life experience that their choices and beliefs and behaviours would be completely different from your own seems to escape a lot of otherwise intelligent people. The poor are discussed as this homogeneous mash, like porridge. The idea that they might be individuals, and be where they are for very different, diverse reasons, again seems to escape some people.

"They talk about feckless teenage mothers looking for a council flat. Well, how tragic is it that that's what someone regards as the height of security or safety? What would your life be like if that's the only possible path you can see for yourself? But I don't know if that's a question some people ask themselves. There has been a horribly familiar change of atmosphere [since the 2010 election], it feels to me a lot like it did in the early 90s, where there's been a bit of redistribution of benefits and suddenly lone-parent families are that little bit worse off. But it's not a 'little bit' when you're in that situation. Even a tenner a week can make such a vast, vast difference. So, yeah, it does feel familiar.

Though I started writing this five years ago when we didn't have a coalition government, so it's become maybe more relevant as I've written."

Like so many British novels, *The Casual Vacancy* is inescapably about class. "We're a phenomenally snobby society," Rowling nods, "and it's such a rich seam. The middle class is so funny, it's the class I know best, and it's the class where you find the most pretension, so that's what makes the middle classes so funny." The book is so funny I was halfway through before noticing that every character is, to a varying degree, monstrous.

Written from multiple perspectives, the novel invites the reader into their heads, where internal logic helps make sense of what can look, from the outside, inexcusable. But Rowling waits a long time before leading us inside the Weedons' minds, to reveal unspeakable traumas. The delay serves to amplify the shock, but runs the risk of showing only their dysfunction for so long that the reader might start to laugh at them. "I was aware that a reader might think I was laughing at Krystal. And I'm not. At all. Not for a second," Suddenly she is intently serious. "One person who has read it said he found it very funny when Krystal told Robbie to eat his crisps before his Rolos. Well, I wasn't making a joke. At all. To me, that was quite a bleak moment. To me, it's heartbreaking. To me, that makes me want to cry.

"So I suppose you can never know. But then," and she starts to smile, "in some people's eyes, Harry Potter was a book of the occult and devil worship, so I do know that you can't legislate for what readers will find."

Someone else told Rowling they felt sorry for her daughter's friends, assuming they were the inspiration for *The Casual Vacancy*'s teenagers. "But I haven't laid *them* bare, I've laid *my* friends bare." Rowling grew up near the Forest of Dean in a community not unlike Pagford. "And this was very much me vividly remembering what it was like to be a teenager, and it wasn't a particularly happy time in my life. In fact, you couldn't give me anything to make me go back to being a teenager. Never. No, I hated it."

0. Why do the people of Pagford want to assign The Fields to a different council?

- A: Because one of their councilors has died.
- B: Because the Fields is closer to another council.
- C: Because the Fields is a very poor area.
- D: Because the new parish councilor has grown up there.

Q14. What is the relationship between the solicitor son of the Chairman, the GP and the deputy Headmaster?

- A: They all live in the Fields.
- B: They are all worried about the situation in the Fields.
- C: They are all competing for the same seat.
- D: They are all trying to get rid of the Fields.

Q15. Which event leads to chaos in Pagford?

- A: Barry's death.
- B: Private information disclosed on the internet.
- C: The intervention of social services.
- D: Paranoia amongst the villagers.

Q16. Life in Pagford ...

- A: can be compared to life in any other village.
- B: is similar to getting involved in national politics.
- C: is about a clash of social classes in a west country village.
- D: is governed by the elites.

Q17. What can be concluded about lower classes?

- A: They cannot be treated as individuals.
- B: They have always been ignored by the elites.
- C: They have unacceptable behaviour as individuals.
- D: They are treated as if they were all hopeless.

Q18. Owning a council flat ...

- A: is now possible again.
- B: is seen as the main goal in life for many people.
- C: is quicker and easier now than it was in the 90's.
- D: seems impossible to some people.

Q19. The danger of focusing on the drama of a family for too long is that ...

- A: people might not understand the jokes.
- B: readers can end up getting bored.
- C: it ends up being heartbreaking.
- D: it can make them laughable.

Q20. What led Rowling to write this tale was ...

- A: her own child's years as an adolescent.
- B: readers' misperceptions about Harry Potter.
- C: a period in her life that she looks upon sadly.
- D: her own memories about life in Pagford.

Reading Paper Answer Key - Sample

READING TASK 1

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7
C	C	D	B	A	B	B	C

READING TASK 2

0	<i>They were enraged / they ridiculed it</i>
Q8	By buying double / buy two 16-ounce servings / double amount of smaller sodas / more smaller-sized sodas
Q9	Default bias
Q10	How choices are framed (presented) / the presentation of options
Q11	(Having) a third option
Q12	Implementing a tax / taxing it
Q13	Weight loss / Reshaping behaviour and desires

READING TASK 3

0	Q14	Q15	Q16	Q17	Q18	Q19	Q20
C	C	B	C	D	D	D	C

Writing Paper Sample Tasks

TASK 1

Read the message below and write a report about which of the restaurants would be the most suitable for your visitors.

Dear John,

Next week we are having a meeting with our partners from our offices abroad: China, France and England. Afterwards we are planning to invite them for lunch to celebrate the company's success worldwide. Please read the descriptions from the three restaurants below and prepare a report taking into account the nationalities of our guests and the fact that after lunch we need to continue the meeting as our partners from the USA are joining us via videoconference.

City Grill

Cuisine: European

Price Range: 50-60€

Working hours: 11:00-24:00

Popular dishes: "City Grill" steak, mushroom soup, fresh vegetable salad dressed with oil, beef roll with new potatoes, iced tea

Description: City Grill is a small and cosy restaurant with a simple design. One attractive feature of the interior is a great variety of bottles of sophisticated wine, stretching along the walls, as if in answer to the question "What shall we drink with dinner?" Various steaks take pride of place on the City Grill menu. The restaurant is situated in the very centre of the city, but the atmosphere is relaxed and it feels like an oasis of calm. During the summer, guests can sit out on the spacious, open terrace.

Music: background

Features: best steaks in the city, wide range of wines

Italiano Vero Restaurant

Cuisine: Italian

Price Range: 40-50€

Working hours: 11:00-23:00

Popular dishes: beef medallions with mushroom cream sauce, minestrone, grilled pike or perch

Description: Italiano Vero Restaurant is a light, spacious and comfortable Italian restaurant. The interior of the restaurant is discretely decorated in black and white. The classic colour scheme is supplemented by fresh flowers on each table. Another feature of the dining space is the extensive wine collection displayed in special cases.

Here you will enjoy nice background music and the worldwide renowned Italian cuisine. Polite staff are always on hand to help guests with their orders... Once you have tried the restaurant Italiano Vero, you will come back again and again.

Music: background

Features: Italian cuisine, wide range of wines, Wi-Fi

Ye Olde Chelsea Arms

Cuisine: English

Price Range: 25-35€

Working hours: 15:00-06:00

Popular dishes: Chelsea steak, salmon in a royal sauce, grilled chicken breast

Description: Ye Olde Chelsea Arms (usually just Chelsea) is a pub in the best English tradition. The exterior of the pub immediately catches your eye. Its gilded dark wood beams, clock tower and nearby red telephone box all recreate the atmosphere of foggy London Town.

The interior contains many more interesting details and rarities. The ceiling, decorated with typical hats and caps, deserves particular attention. The VIP zone with leather sofas, fireplace and antique typewriter is called the Churchill Room: Sir Winston himself wouldn't have looked out of place having a couple of drinks here.

Also, close to the pub, you'll find the Chelsea Organic Vegetable Boutique, where you can buy any fruit, vegetables, spices and marinades at any time of the day or night.

Features: interior decorated with rarities

In your report, you should:











- Compare the different options in terms of type of food, facilities and price.
- Suggest the best option for this occasion and justify it.

Write between 150 and 160 words.

TASK TWO

Social networks have changed the way people communicate and relate to each other.

The 5 most popular Twitter users

1	 Lady Gaga Twitter Stats (@ladygaga) When POP sucks the tits of ART. 	31,200,094 followers	137,072 following	2,322 tweets
2	 Justin Bieber Twitter Stats (@justinbieber) #BELIEVE is on ITUNES and in STORES WORLDWIDE! - SO MUCH LOVE FOR THE FANS...you are always there for me and I will always be there for you. MUCH LOVE. thanks 	30,169,776 followers	122,521 following	19,410 tweets
3	 Katy Perry Twitter Stats (@katyperry) Santa Barbara raised, California gal...doing stuff. Working on my mom-esque dance moves in my spare time. How embarrassing. 	28,946,015 followers	117 following	4,461 tweets
4	 Rihanna Twitter Stats (@rihanna) Pre-order Unapologetic, the new album, out Monday, Nov. 19 now: http://smarturl.it/UnapologeticDlx Download Diamonds: http://smarturl.it/diamondsit 	26,666,383 followers	890 following	6,951 tweets
5	 Barack Obama Twitter Stats (@BarackObama) This account is run by #Obama2012 campaign staff. Tweets from the President are signed -bo. 	23,255,794 followers	670,587 following	7,937 tweets

SERA, a European research group has invited users so submit their opinions on this issue through an online forum. You have decided to take part in the survey,

In your post, you should

- Discuss the kind of information you might expect from celebrity twitter users
- Analyse what the use of a social network can reveal about a person's character
- Argue to what extent social networks reflect our society today and speculate how social networking will influence our future

Write between 300 and 350 words

Speaking Paper Sample Tasks

Speaking - Part 1

3 minutes

Sample questions

- What's your idea of a perfect holiday?
- If you could travel round the world, what countries would you visit?
- Do you ever wish you were rich and famous? why/ why not?
- If you could have one wish for the future, what would it be?
- What is the most important day of the year for you? (why?)
- How do you usually celebrate a special occasion? Holidays

Speaking - Part 2

4 minutes

Candidate A: Your photos show different types of leisure time activities. Talk about the photos and say why people might prefer type of activity over the other.

Candidate B: Do you think free time is necessary?

Candidate A



Candidate B: Your pictures show people using different means of transport. I'd like you to talk about two of these photos and say why people might use one or another.

Candidate A: What are the most annoying driving habits in your country?



Speaking - - Part 3

5minutes

Your pictures show people working under very different conditions. Discuss them and then decide which aspects might have the greatest influence on a person's decision to accept a job. Talk together for about 5 minutes.

