Examen d'acreditació CertAcles Cluc Anglès B2

i

Requisit anglès B2.1 UdG

Guia del candidat

CERTIFICAT DE LLENGÜES DE LES UNIVERSITATS DE CATALUNYA

acles asociación de centros de lenguas en la enseñanza superior

UdGLlengües

Índex

Característiques generals	3
Sistema d'avaluació	4
Descripció de l'examen	4 - 6
Exemples de tasques	
Comprensió escrita - Reading	7 -12
Comprensió escrita - Reading - Respostes	13
Comprensió oral - Listening	14 - 16
Comprensió oral - Listening - Respostes	17
Expressió escrita - Writing	18
Expressió oral - Speaking	19 - 20

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Característiques generals

Quin és l'objectiu de l'examen?

L'examen d'acreditació lingüística Anglès B2 té com a objectiu avaluar si l'examinand té el nivell B2 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 proves 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.

Quins temes poden sortir a l'examen?

Personal (informació personal, família, llocs d'interès, relacions personals, estil de vida...)

Social (relacions personals i d'amistat, temps d'oci, excursions...)

Públic (transport, vacances, compres, salut, restauració, béns i serveis, transaccions...)

Acadèmic (estudis, intercanvis, projectes, classes, tesis, presentacions, entrevistes...)

Professional (pràctiques, llocs de treball, entrevistes...)

Així com temes dels àmbits econòmic, social, medi ambiental, tecnològic, ciències de la salut, esport, lleure, ...

Quina durada té cada una de les proves?

La part escrita de la prova inclou les proves de comprensió escrita (60 minuts), comprensió oral (40 minuts, aproximadament) i expressió escrita (90 minuts). Aquestes tres proves es realitzen en una mateixa sessió amb una pausa de 30 minuts abans de la realització de la prova d'expressió escrita.

La part oral de la prova té una durada aproximada de 15-17 minuts (2 candidats). En funció del nombre de candidats inscrits en cada convocatòria, algunes de les proves orals poden tenir lloc un dia diferent del de la part escrita.

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 se supera l'examen amb un mínim de 5 en cada una de les àrees i s'obté una nota global (mitjana de les quatre àrees) de 6: certificat d'acreditació lingüística Cluc Anglès B2 CertAcles. Els exàmens CLUC (segell CertACles) són reconeguts a totes les universitats catalanes i espanyoles, a la majoria d'administracions i també tenen reconeixement europeu.
- Si no se supera l'examen amb un mínim de 5 en cada una de les àrees o no s'obté una nota global de 6 però es treu una nota global de 4.5 i un mínim de 4 en cada una de les àrees: acreditatiu de coneixements d'anglès B2.1. Aquest document acreditatiu és vàlid per al requisit de llengua per a la convocatòria Erasmus de la UdG.
- Si es treu una nota global inferior al 4.5 i/o no s'obté un mínim de 4 en cada una de les àrees no s'emet cap tipus de document o certificat.

  Els exàmens de l'ICE-SAID són reconeguts per la Generalitat de Catalunya (RESOLUCIÓ EMC/3414/2020) i acceptats per la majoria d'administracions de l'estat i també tenen reconeixement europeu.

Descripció de l'examen

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

- Comprensió escrita / *Reading* 60 minuts
- Comprensió oral / *Listening* 40 minuts (aproximadament)
- Expressió escrita / *Writing* 90 minuts
- Expressió oral / *Speaking* 15-17 minuts (2 candidats)

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.

La tasca 1 de la prova és de tipologia d'opció múltiple.

La tasca 2 de la prova és de tipologia de relació múltiple.

La tasca 3 de la prova és de tipologia inserir frases dins d'un text.

Aquesta prova es corregeix a partir d'una clau de respostes

Tots els ítems tenen el mateix valor.

No es descompten punts per respostes errònies.

COMPRENSIÓ ORAL / LISTENING

Aquesta prova consta de 3 tasques de comprensió oral d'una durada d'entre 3 i 5 minuts cada una. 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.

La tasca 1 de la prova és de tipologia d'opció múltiple.

La tasca 2 de la prova és de tipologia de relació múltiple.

La tasca 3 de la prova és de tipologia resposta curta.

Aquesta prova es corregeix a partir d'una clau de respostes

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 prova.

Tasca 1: Text de caràcter transaccional o d'interacció d'entre 175 i 200 paraules en resposta a un escenari. L'escrit pot tenir una o més funcions lingüístiques, com per exemple: agraïment, informació, disculpa, queixa, consell, instruccions o descripció.

Tipus d'escrit de la tasca 1: correu electrònic.

Tasca 2: Text de caràcter descriptiu, narratiu, argumentatiu, comparatiu, d'opinió, etc d'entre 200 i 250 paraules.

Tipus d'escrit de la tasca 2 : experiència personal narració , entrada blog o article.

Aquesta prova es corregeix a partir de criteris d'avaluació. (Veure *Writing Assessment Criteria*).

EXPRESSIÓ ORAL / SPEAKING

Aquesta prova es fa en parelles, o escepcionalmant en un grup de 3, i consta de 3 tasques:

Tasca 1: Presentació personal (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 li planteja examinador en el paper d'interlocutor.

Tasca 2: Monòleg sostingut (2,5 min/candidat). Abans de començar la prova d'expressió oral, el candidat té 10 minuts per preparar i prendre notes sobre un text (entre 200 i 300 paraules). El candidat ha de produir un monòleg sostingut sobre el text que ha llegit; es pot referir a les seves notes però no les pot llegir directament. En aquest monòleg i en 2,5 minuts, el candidat ha de resumir el text, donar la seva opinió sobre el tema del text i relacionar-ho amb una experiència personal (pròpia o d'algú altre) i/o especular sobre el futur.

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.

Aquesta prova la realitzen dos assessors, un en el rol d'interlocutor i l'altre en el rol d'assessor es corregeix a partir de criteris d'avaluació específics, analític i holístic respectivament. (Veure *Speaking Assessment Criteria*).

La prova d'expressió oral es grava (àudio) seguint la normativa vigent de protecció de dades.

Reading Paper Sample Tasks

Task 1 **SAMPLE**

Read the article below and decide which answer (A, B or C) is the most appropriate according to what you read. Write your answers in the spaces provided. An example (0) is given.

Electric transport

Transportation is going to change enormously during the 2020s. The electrification of vehicles large and small is opening up all kinds of possibilities. Electric vehicles (EVs) lend themselves very well to being connected vehicles and, by combining transport with apps, data and smart systems, we are provoking a total rethink of how we travel. The traditional transport system of trains, planes and automobiles is being upended by big data. Transport will soon be far more than the simple A to B and is already encompassing elements of the sharing economy, autonomous systems and cross-sector collaborations. A major driver behind electrification is the push for lower carbon emissions.

Transportation contributes close to a quarter of all global emissions and policy makers and the general public are demanding cleaner mobility. Another way to cut emissions and congestion – as well as to reduce costs – is to use our vehicles far more efficiently. Most cars spend the majority of their lifespan parked on a driveway or street, and there are comparable inefficiencies in larger vehicles, too. Laurence Weir, technology lead at the engineering company *Plextek*, is among a growing number of experts predicting the growth of vehicle leasing on a "per trip" basis. Few of us will own cars, he suggests. Instead, we will take advantage of smart platforms that will match our journey needs with the appropriate autonomous vehicles.

Autonomous vehicles would also be a real gamechanger for freight and haulage, Weir adds. "The haulage industry would be transformed. Currently, so much of the logistics and costs revolve around the driver and the availability of a vehicle large enough to make it efficient. Without the driver, goods could be moved around in smaller, discrete crates at the optimum time of day, therefore making the use of the road network much more efficient."

Artificial intelligence (AI) is already changing the way vehicles are designed, says Holger Hampf, president of the *BMW* subsidiary *Designworks*. "AI is more of an aid in efficiency rather than in the development of entirely new designs," he says. "The designer is becoming more like a conductor; setting directions and making decisions." Transport is moving away from being centred on ownership and is instead becoming a service you can access from your phone. The term "Mobility as a Service" (MaaS) is now an industry buzzword and is suggestive of how much tech and transport are overlapping.

Last year, the navigation app *Citymapper* unveiled a pass that enables users to pay for all London tubes, buses, bikes and even taxis via one payment card. Nearly everyone has a wallet and a phone and with those two items we'll soon all be able to rapidly access transport. Mark Hodgson, founder of *Co Cars* and *Co Bikes*, has embraced the all-electric theme with gusto, offering pedal power and engines to his club members. He describes short-term hire for an e-bike or electric car as a smart option. "Our experience shows that there's huge interest in zero-emission travel," says Hodgson, adding that electric cars are the most popular part of his fleet, perhaps suggesting that, given the choice, people will pick the cleaner option. Meanwhile, he describes e-bikes as a credible, "non-sweaty", alternative to driving.

Car manufacturers are investing heavily in electric vehicles. As well as having a range of 10 plug-in hybrid vehicles, often the first step for consumers towards a fully electric car, *BMW* is planning on building its *iNext* model from next year, describing it as "fully networked, fully electric". These "cars of the future", complete with a newly designed steering wheel, talking functions and increasing autonomy, are starting to resemble a certain car called Kitt, which for those old enough to remember was one of the stars of a 1980s TV show, Knight Rider.

There are big challenges ahead for electrification. Converting planes from jet fuel to a battery-powered solution still appears to be some way off. But rapidly growing economies such as India and China do seem to be embracing electrification where it makes sense to do so.

In India the ancient rickshaw is receiving an electric makeover. "India is purchasing about 11,000 new electric rickshaws every month – not because of government mandates or even sustainability goals but because they're cheaper than conventional rickshaws, which enables drivers to make more money," he says.
Meanwhile, at the other end of the scale, Mathias Lelievre, CEO of the sustainability consultancy *Engie Impact*, points to "mammoth momentum" in China, which is expected to have 200,000-450,000 e-buses by the end of 2020.

Source: *theguardian.com*

0. Electric vehicles…
- A. *are very suited to intelligent transport networks.*
- B. will soon take over from fuel vehicles.
- C. will require a lot of information.

Q1. A way of increasing private transport efficiency is by…
- A. making private ownership of vehicles unattractive.
- B. removing parked cars from the street.
- C. offering a car rental to suit your journey.

Q2. The transportation of goods, with self-driving vehicles would mean a…
- A. restriction on when vehicles could move along roads.
- B. reduction in size of vehicles.
- C. more extensive use of the roads.

Q3. The development of electric vehicles is…
- A. changing the role of the designer.
- B. now dominated by AI.
- C. is becoming more and more efficient.

Q4. The idea of mobility as a service…
- A. is a currently popular idea among consumers.
- B. makes a personal vehicle unnecessary.
- C. requires a high degree of technological competence.

Q5. The company *Co Car* and *Co Bikes* reports that people…
- A. prefer electric bikes over electric cars.
- B. don't like sweating or getting dirty.
- C. are changing their habits for the better.

Q6. The makers of automobiles …
- A. are putting more money into hybrid vehicles.
- B. will enter the aviation field very soon.
- C. are bringing fully electric vehicles onto the market.

Q7. In India, …
- A. they are adopting a fully electric policy for their transport system.
- B. electric transport makes economic sense to operators.
- C. government policy makes buying electric vehicles less costly.

Read a fragment of an article about board games. Answer the questions by writing the letter of the corresponding text (A-E) in each of the spaces provided. An example (0) is given.

Around the World in 5 Board Games

A. Trekking the National Parks

This game's board is a cheerful map of the United States dotted with stops for national parks. Naturally, the goal is to become the most experienced traveler by earning victory points through activities like being the first to visit a park. While playing, you can learn about the various parks thanks to "park cards" with glossy photos and facts, like the one that points out that the National Park of American Samoa is among the southernmost national parks, and another that says Haleakalā National Park in Hawaii "has more endangered species than any other site in the national park system." Players who are mainly familiar with national parks like Yellowstone and Grand Canyon can discover places such as Katmai National Park and Preserve in Alaska, Indiana Dunes National Park in Indiana and Dry Tortugas National Park in Florida.

B. Tokaido

This refined game takes place "in days of old" on Tokaido, the storied road connecting Kyoto and Edo (modern-day Tokyo). It is all about the pleasures and wonders of the journey. It's also a delightful way to learn some Japanese and the country traditions. Along the way, travelers do different activities like visiting hot springs making donations at temples; buying souvenirs such as wooden sandals, musical instruments (like the shamisen) and Ukiyo-e prints; enjoying countryside vistas; meeting new people and sampling local cuisine, in this way, players earn points for accumulating them. As in life, the player who ends up having the richest encounters wins. Lately, the game has been hard to find online in the United States, but a recent search turned up copies on eBay and some specialty game retailers.

C. Istanbul

Make stops around a bazaar in Istanbul using a merchant and assistants to acquire and sell goods such as fruit, spices and fabric. To be successful in this game, you need to obtain a certain number of jewels which may differ depending on the number of players. Even better, let the places you visit in this imaginary bazaar, which are created using game tiles arranged in a grid, provoke your interest in the real-life bazaars, mosques, palaces and teahouses of the Turkish city.

D. Yokohama

Set in Meiji Era Japan, players are merchants in the fishing village of Yokohama. The goal is to prove you are the most capable one by traveling through the city to places such as the silk mill, copper mine, fishing ground and tea plantation; completing orders; learning foreign technology; and building shops and trading houses. While this game may get you to explore a compelling time in history when the small village of Yokohama began developing into the major city and port that it is today, it's worth keeping in mind that setting up the many pieces takes time, as does learning the rules.

E. Lorenzo il Magnifico

With a board representing the sunny colors of Tuscan farmhouses and terra cotta roofs, each player in this game is the head of a noble family in Renaissance Florence. To win, members of your family must go into the city and thrive by gathering resources, conquering territories, gaining military strength and engaging in activities such as repairing the Cathedral and promoting sacred art, earning points along the way. The player with the most points wins.

Because this is a complex game, the makers suggest initially playing using the basic rules. When playing the full game with the advanced rules, you'll also be using "leader cards" featuring artists and other historical figures who players might want to further study long after the game is over: Michelangelo, Brunelleschi, Botticelli, da Vinci, Lucrezia Borgia and Lorenzo de' Medici among them.

Source: Adapted from *The New York Times*

What board game …?

will help you learn about the flora and fauna of a particular area	**0.** ~~A~~	
focuses on wealth of experiences	**Q1.** ___	
invites you to research more about its theme	**Q2.** ___	
rewards the most competent adventurer	**Q3.** ___	
makes it impossible to start playing immediately after opening the box	**Q4.** ___	
asks players to be resourceful and skilled in different areas to win	**Q5.** ___	**Q6.** ___
is ideal for history and language lovers	**Q7.** ___	
makes you want to visit the location it is set in	**Q8.** ___	
sets a particular quantity of pieces to win	**Q9.** ___	

Read the text below. Some sentences have been removed. Complete each gap with the appropriate sentence. There is ONE extra sentence that you should NOT use. Write your answers in the spaces provided. An example (0) is given.

Jeans from Blue to Green:
How Levi Strauss is Reducing its Water Consumption

You probably already know that you could save a lot of water (up to 40 litres!) if you just shortened your shower by two minutes. But did you know that your choice of denim could also have an effect on water consumption? **0.** **_ E _**. However, iconic jeans brand Levi Strauss is working to lower this number with its Water<Less process. Launched in 2011, Water<Less reduces water consumption in three main ways: cotton production, jeans manufacturing, and consumer care.

Cotton Production

Levi Strauss conducted a "lifecycle assessment" of its classic 501® jeans and found that more than two-thirds of a pair of jeans' lifetime water consumption is due to the fibre, or cotton production process. **Q1.** ____. Therefore, Levi Strauss helped establish the Better Cotton Initiative (BCI) to change how cotton is grown, both decreasing the environmental impact and improving labour standards and economic livelihoods for farmers. **Q2.** ____. In 2015, Levi Strauss sourced 12% of its cotton from BCI.

Jeans Manufacturing

Q3. ____. However, Water<Less jeans require far less; some styles only need 1.5 litres, relying heavily on rocks to the smoothing. When combined with water recycling and other water consumption savings in the process, this means that making a pair of Water<Less jeans uses up to 96% less water than a typical pair of jeans. Since 2011, Water<Less has reduced water consumption in the manufacturing process by more than 1 billion litres while creating over 75 million products.

Consumer Care

Given the typical lifetime and washing & drying frequency of a pair of jeans, consumers are responsible for the next greatest share of water consumption after cotton production. **Q4.** ____. In addition, the company has famously recommended that customers stick their jeans in the freezer to kill germs in lieu of tossing them in the washing machine. **Q5.** ____.

What's next?

Customers seem to like the Water<Less idea: in 2011, Levi Strauss claimed that its jeans marketed as less water-intensive sold better than their similarly priced but more traditional counterparts. **Q6.** ____ by 2020, up from almost 25% today.

Levi Strauss certainly deserves credit for designing an innovative process to conserve water during the jeans manufacturing process, and for encouraging more water conservation both upstream and downstream. However, the fact remains that it is fundamentally a jeans company, and selling as many jeans as possible is in its best interest. If the Water<Less products are functionally similar to Levi's traditional products, do customers really **Q7.** _____ ? Levi's may say they want customers to wash their jeans less frequently, but doing so would reduce the wear and tear, thereby lengthening the replacement time and hurting Levi's sales. **Q8.** _____ in stain- and smell-resistant denim. Such features could both allow Levi Strauss to charge a premium for their higher quality product and put customers more at ease over skipping their weekly laundry cycle to save some water.

Source:*rctom.hbs.org*

A	In order to better align incentives, perhaps Levi Strauss could spend some time exploring innovations in stain- and smell-resistant denim
B	Cotton is a water-intensive crop, and climate change and water scarcity are likely to strain the global production of cotton
C	Although the latter idea has been contested, both practices will reduce the consumer's water footprint.
D	An average pair of Levi's requires 42 litres of water during the finishing process to achieve the proper "worn-in" look
~~**E**~~	One pair of jeans – starting from its days as a cotton seed to its drop-off at Goodwill – can consume nearly 3,800 litres of water
F	So, Levi's created product care tags encouraging consumers to wash less and donate when no longer needed
G	If the Water<Less products are functionally similar to Levi's traditional products, do customers really have an incentive to treat them differently
H	Levi Strauss is pleased as well and intends to make 80% of Levi's products Water<Less by 2020, up from almost 25% today.
I	The most shocking part of this proposal is that Levi's never intended to make its jeans less sustainable in the first place
J	Using practices like drip irrigation, BCI farmers utilize up to 18% less water than their peers

0.	Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.	Q8.
E								

Reading Paper Answer Key - Sample

Task 1. ***Electric transport***

Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.
C	B	A	B	C	C	B

Task 2. Around the world in 6 board games

Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.	Q8.	Q9.
B	E	A	D	D	E	B	C	C

Task 3. ***Jeans from Blue to Green***

Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.	Q8.
B	J	D	F	C	H	G	A

Listening Paper Sample Tasks

Click for audio file 

Task 1 **SAMPLE**

Listen to woman talking about Paralympian horse rider Natasha Baker. Decide which answer (A, B or C) is the most appropriate according to what you hear. An example (0) is given.

You will hear the recording twice. Now you have 90 seconds to read the items below.

0. Natasha is upset because...
- A. she did not make the 2020 Olympic team.
- B. her chance to ride in the Olympics has been delayed.
- C. her horse has been affected by a change in plans.

Q1. She felt that a change in plans would…
- A. help her relationship with her horse.
- B. allow her to have more free time with her fiancé.
- C. require her to work even harder than before.

Q2. Natasha goes to her mother and father's home…
- A. accompanied by her fiancé Mark.
- B. located in the center of London.
- C. to spend time with her horses.

Q3. Natasha is known as the horse whisperer because she…
- A. talks to her horses.
- B. has physical limitations that normal riders do not have.
- C. has such a strong connection with her horse.

Q4. To be such a successful horse rider, Natasha…
- A. relies on the close connection she has with her horse.
- B. uses subtle voice commands only the horse can understand.
- C. trusts her horse to do everything correctly.

Q5. The affection she has for her horses…
- A. is more intense when she competes.
- B. began at a young age.
- C. comes from her mother.

Q6. Her horse-riding abilities were so good that people …
- A. started to think her disability would no longer be a problem.
- B. thought of her as an incredibly skilled horsewoman.
- C. believed she could be the best Paralympian rider ever.

Q7. To become an even better young rider, Natasha…
- A. went to an Olympic training facility.
- B. asked her parents for more help.
- C. concentrated on developing more physical power.

Q8. Natasha was happy with her London Olympics performance…

A. but she was especially pleased with her horse's performance.
B. because no one thought she would win the competition.
C. even though she suffered from depression.

Q9. After the London Olympics, Natasha and her horse…

A. travelled outside the country for competitions.
B. performed for the Queen.
C. spent a lot of time together.

Source: *UdG Examination board*

Task 2 **SAMPLE**

Listen to a man reviewing interesting podcasts. Match audio fragments A to F to the correct questions below. An example (0) is given.

You will hear the recording twice. Now you have 60 seconds to read the items below.

A	*Dear Me*
B	*Prison Break*
C	*The Missing*
D	*The Battersea Poltergeist*
E	*Slow Burn*
F	*Teach Me A Lesson*

This podcast…

reflects on how the presenters acted when they were younger.	**0.** ~~A~~	
requests help from its listeners.	**Q1.**	
explores opportunities the presenters lost when they were younger.	**Q2.**	
examines historical issues as a basis for its podcast.	**Q3.**	**Q4.**
describes people who ended up in a situation they did not anticipate.	**Q5.**	**Q6.**
encourages its visitors to tell their stories.	**Q7.**	
reconstructs situations that have happened in the past.	**Q8.**	

Source: Adapted from *Theguardian.com*

Listen to an extract of a man talking about Family Dinner Night, a group of neighbors who eat together once a week. Complete sentences Q1 to Q7. Write your answers in the spaces provided using a MAXIMUM OF FOUR (4) WORDS based on the audio. There is an example.

You will hear the recording twice. Now you have 90 seconds to read the items below.

0.	When did the first Family Dinner Night take place?	March of 2000.
Q1.	What kind of dinner is the Family Dinner?	
Q2.	Why were families spending less time together?	
Q3.	How often does a family have to organize Family Dinner Night?	
Q4.	When can people start eating dinner?	
Q5.	At what time do people attempt to finish Family Dinner Night?	
Q6.	Where do parents prefer their children to spend their time?	
Q7.	What must everyone spend time tidying before leaving?	

Source: Adapted from researchgate.net

Listening Paper Answer Key - Sample

Task 1. ***Horse rider Natasha Baker***

Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.	Q8.	Q9.
A	C	C	A	B	B	C	A	C

Task 2 ***Interesting podcasts***

Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.	Q8.
C	F	D / E		B / C		A	D

Task 3. ***Family night dinner***

Q1.	potluck dinner
Q2.	technology
Q3.	1 dinner a month
Q4.	8 o'clock
Q5.	11 pm
Q6.	outside
Q7.	the house

Writing Paper Sample Tasks

Writing **SAMPLE**

Task 1 : Email

You have seen this advertisement on your university notice board:

Earn 30€ an Hour

Working as a Candy Taste-Tester for an International Company

Are you passionate about candy and all things sweet? Do you have opinions about it? Are you looking for a job? If you answered "yes" to all three questions, we want YOU! Work just 15 hours a week, decide your own timetable and work from home!

Here are the skills necessary for the job:

- Good communication skills
- Interested in social media
- Good level of English

Send an email to Elizabeth Yuko at *candytester@info.com*

You have decided to apply. Write an **email** in which you:

- Express your interest: explain what attracts you to this job and why it appeals to you.
- Show your suitability: justify why you are a strong candidate for the role you have chosen.
- Highlight your strengths: argue which of your skills stands out.

Write your **email** in **175-200** words and sign yourself as ***D.M.***

Task 2: Blog post

The International Office at your university runs a monthly blog designed to support Erasmus students. Each month, the blog focuses on a different topic to help international students adapt to academic life and improve their skills. This month's theme is "*Using series to improve your language skills*."

To contribute to the discussion, you decide to write a blog post in which you:

- Recommend a series from your home country:
  explain why you think it is a good option.
- Show why an international audience would enjoy this series:
  consider aspects such as story, characters, or cultural interest.
- Explain how watching this series can help students improve their Catalan or Spanish:
  Focusing on language and/or cultural understanding.

Give a **title** to your post. Write your blog post in **200-250** words.

Speaking Paper Sample Tasks

Speaking - Part 1 SAMPLE

Sample A:

- Tell us about how the Internet can help people to learn new things.

- If you went abroad this summer, who would you like to travel with?
- What are the advantages of travelling alone?

Sample B:

- Tell us about the area where you grew up

- What would make a job interesting for you?
- Would you prefer to work for a big or small company? Why?

Speaking - Part 2 SAMPLE

You have 10 minutes to read the article. You can take brief notes that you may refer to in the interview. You MUST NOT read your notes as a prepared text.

In the interview, you will be asked to do the following:

- **summarize** the content of the article using your own words,
- **give your opinion** on the article, and
- **relate the topic** to your personal experience OR **speculate** about (what might happen in) the future.

What is a 4-Day Work Week?

A 4-day work week may seem like a radical idea, but we've gradually reduced the number of hours worked within a typical work week since the late 19th century. In 1890, the United States government estimated that a full-time employee within a manufacturing plant worked an average of 100 hours a week. By the mid-20th century, manufacturing employees only worked 40 hours a week. Reducing our current work week to 28 hours isn't nearly as radical.

What are the Benefits of a 4 Day Work Week?

Increased Productivity - An in-depth examination of the relationship and productivity conducted by Sanford University revealed a clear correlation between the two factors. Overworked employees are actually less productive than employees working an average or normal working week.

An Equal Workplace - Research on the Gender Pay Gap from the Government Equalities Office shows that roughly two million British people are not currently in employment due to childcare responsibilities and 89% of these people are women. A 4-day work week would promote an equal workplace as employees would be able to spend more time with their families and better juggle care and work commitments.

Better Employee Engagement - A 4-day week can lead to happier and more committed employees. Employees are less likely to be stressed or take sick leave as they have plenty of time to rest and recover. As a result, they return to work feeling ready to take on new challenges.

Speaking - Part 3 **SAMPLE**

Have a **conversation** about **studying foreign languages**

- Explore motivations:
  discuss the different reasons why people study a foreign language.
- Evaluate school choices:
  consider which foreign languages should be taught and why they might be beneficial.
- Propose learning strategies:
  suggest effective ways to learn a foreign language successfully.

Writing criteria

		Unsatisfactory		Satisfactory		Very satisfactory
Overall impression, register and task achievement		Does not achieve the effect on the intended reader or does so only partially. Register is appropriate for the task. Content is at times irrelevant, some points are not covered or are with hardly any content. The topic is not sufficiently developed, lacking attempts to highlight main point or evaluate ideas.		Partially achieves the effect on the intended reader. Register is generally appropriate for the task. The content is relevant but it does not cover all points required or some points are not fully developed. The topic is reasonably well-developed and significant points are highlighted with attempts to evaluate different ideas.		Fully achieves the effect on the intended reader. Register is appropriate for the task. The content is relevant and fully develops 100% of the points with original input The topic is developed coherently, highlighting significant points with supporting details and evaluating ideas.
Cohesion, and organization		The use of cohesive devices is inadequate or limited to very simple linking words. Lack of organization makes ideas difficult to follow. Layout, paragraphing and punctuation are accurate enough most of the time.		Uses a range of cohesive devices. The text lacks organization but the paragraphs are well structured so ideas are easy to follow. Follows standard layout, paragraphing and punctuation conventions.		Uses a variety of cohesive devices effectively. Uses some complex organizational patterns through a clearly organized overall structure. Layout, paragraphing and punctuation are used effectively.
Vocabulary range and control		Sufficient range of vocabulary on everyday life topics. Inadequate lexical choices cause misunderstandings. Frequent repetition. Control of elementary vocabulary and spelling. Major errors which impede understanding.		Good range of vocabulary for most general topics but lacks specific vocabulary for the purpose of the task. Some repetition. Lexical and spelling accuracy is reasonably accurate. Errors do not hinder communication.		A broad range of vocabulary for a variety of topics, specific vocabulary for the purpose of the task and some idiomatic expressions. Varies formulation to avoid repetition. Lexical and spelling accuracy is high. Few occasional slips.
Grammatical range and control		Limited range of structures. Reasonably good control of simple grammatical forms. Errors affect the reading process.		Uses a range of simple structures correctly and attempts to use complex structures. Good control of simple grammatical structures and complex ones with varied success. Errors do not lead to misunderstanding.		Uses a wide variety of simple structures and a range of complex ones. Complete control of simple structures. Fairly effective control of complex structures Occasional slips do not impede understanding.
Score	**0**	**0.5**	**1**	**1.5**	**2**	**2.5**

Analytic speaking criteria

		Unsatisfactory		Satisfactory		Very satisfactory
Fluency, coherence and interaction		Keeps going without help. Some problems with formulations may result in pauses. Links a series of shorter, discrete simple elements into a connected, linear sequence of points. Participates in a discussion using a limited set of phrases for turntaking.		Produces stretches of language with a fairly even pace. Searches for patterns and expressions, with few noticeably long pauses. Uses a limited number of cohesive devices. There might be some disconnected sentences in a long contribution. Initiates, maintains and ends discourse appropriately with effective turntaking.		Communicates spontaneously, with noticeable fluency. Ease of expression, in even longer complex stretches of speech Uses a variety of cohesive devices effectively to clearly mark the relationship between ideas. Initiates, maintains and ends discourse elegantly. Relates to the other speaker.
Vocabulary range and control		Sufficient range of vocabulary on everyday life topics. Inadequate lexical choices cause misunderstandings. Frequent repetition. Control of elementary vocabulary. Major errors which impede understanding.		Good range of vocabulary for most general topics but lacks specific vocabulary for the purpose of the task. Some repetition. Lexical accuracy is reasonably accurate. Errors do not hinder communication.		A broad range of vocabulary for a variety of topics, specific vocabulary for the purpose of the task and some idiomatic expressions. Varies formulation to avoid repetition. Lexical accuracy is high. Few occasional slips.
Grammatical range and control		Limited range of structures. Reasonably good control of simple grammatical forms. Errors affect understanding.		Uses a range of simple structures correctly and attempts to use complex structures. Good control of simple grammatical structures and uses complex ones with varied success. Errors do not lead to misunderstanding.		Uses a wide variety of simple structures and a range of complex ones. Complete control of simple structures. Fairly effective control of complex structures. Occasional errors don't impede understanding.
Pronunciation, intelligibility and intonation		Pronunciation is intelligible. Occasional use of stress and intonation to convey meaning and attitude. Some mispronunciations occur.		Pronunciation is clear and fairly natural. Some attempt to use stress and intonation to convey meaning and attitude. Occasional mispronunciations.		Pronunciation is very natural. Stress and intonation are used to emphasise meaning and attitude. Mispronunciations are rare.
Score	**0**	**0.5**	**1**	**1.5**	**2**	**2.5**

Holistic speaking criteria

	Unsatisfactory		Satisfactory		Very satisfactory
	Effect on the listener is not entirely positive.		Overall positive effect on the listener.		Very positive effect on the listener.
	Keeps the interaction going with little support despite hesitation.		Maintains and develops the interaction most of the time.		Maintains and develops the interaction effectively.
	Contributions are often relevant but there is repetition.		Contributions are mostly relevant but there is some repetition.		Contributions are relevant and there is a clear organization of ideas.
	Has a limited lexical range.		Has a varied lexical range on general topics.		Has a wide lexical range on a variety of topics.
	Uses basic grammatical forms correctly but is unsuccessful at using more complex ones.		Good control of a range of simple grammatical forms and attempts some complex forms.		Very good control of simple grammatical forms and some complex ones.
	Vocabulary and grammar errors sometimes impede understanding.		Vocabulary and grammar errors do not cause misunderstanding.		Vocabulary and grammar errors are rare and do not cause misunderstanding.
	Is mostly intelligible, but pronunciation mistakes sometimes impede understanding.		Pronunciation and intonation are generally accurate. L1 influence has little effect on intelligibility.		Pronunciation is mainly accurate and intonation is used effectively.
0	1 **2** 3	**4**	5 **6** 7	**8**	**9** **10**