

**Examen d'acreditació
Cluc Anglès B2 CertAcles i
requisit d'anglès B2.1**

**Guia del
Candidat**

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Índex

Característiques generals	3
Sistema d'avaluació	3
Descripció de l'examen	4
Exemples de tasques	
Comprensió escrita - Reading	6
Comprensió oral - Listening	14
Expressió escrita - Writing	19
Expressió oral - Speaking	21

Característiques generals

Quin és l'objectiu de l'examen?

L'examen d'acreditació lingüística Cluc Anglès B2 CertAcles i requisit d'anglès B2.1 té com a objectiu avaluar si l'examinand té el nivell B2 o B2.1 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-se a l'examen és de 16 anys.

Quins temes puc trobar a l'examen?

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

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

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

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

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

Quina durada té cada una de les proves?

La part escrita de la prova: comprensió escrita (60 minuts), comprensió oral (40 minuts) i expressió escrita (90 minuts) té una durada de 190 minuts. Aquestes tres proves es realitzen en un mateix dia.

La part oral de la prova té una durada aproximada de 15-17 minuts. En funció del nombre de candidats inscrits a una convocatòria, algunes de les proves orals es poden oferir 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 % del 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 mínima (mitjana de les quatre àrees) de 6, s'expedeix el certificat d'acreditació lingüística Cluc Anglès B2 CertACles. Els exàmens CLUC (segell CertACles) són reconeguts a totes les universitats catalanes i espanyoles i 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'assoleix una nota global mínima de 6, però s'obté una nota global de 4,5 i un mínim de 4 en cada una de les àrees, s'expedeix el certificat acreditatiu de coneixements d'anglès B2.1. Aquest document acreditatiu és vàlid per al requisit de llengua de la convocatòria Erasmus de la UdG.
- Si la nota global és 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.

Descripció de l'examen

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

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

COMPENSIÓ 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 5 i 10 ítems i el total de la prova té entre 20 i 26 ítems. Les tasques poden ser de resposta múltiple, inserir frases o paràgrafs dins d'un text, relacionar (simple, múltiple, vocabulari), completar frases, contestar preguntes o seqüenciació.

Aquesta prova es corregeix a partir d'una clau de respostes i cada ítem té el mateix valor. No es resten punts per respostes incorrectes.

COMPENSIÓ ORAL / LISTENING

Aquesta prova consta de 3 tasques de comprensió oral d'una durada d'entre 2 i 5 minuts cada una. Cada tasca té entre 5 i 10 ítems i el total de la prova té entre 20 i 26 ítems. Les audicions es passaran 2 vegades. Les tasques poden ser de resposta múltiple, relacionar (simple, múltiple), completar frases o contestar preguntes.

Aquesta prova es corregeix a partir d'una clau de respostes i cada ítem té el mateix valor. No es resten punts per respostes incorrectes.

EXPRESSIÓ ESCRITA / WRITING

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

Tasca 1: text de caràcter transaccional o d'interacció d'entre 175 i 200 paraules 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.

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

Tasca 2: text de caràcter descriptiu, narratiu, argumentatiu, comparatiu, d'opinió, etc. Aquest escrit ha de tenir una extensió d'entre 200 i 250 paraules.

Tipus d'escrit: entrada en un blog, experiència personal, narració, article, informe, crítica ...

Aquesta prova es corregeix a partir dels criteris d'avaluació específics per a aquesta prova. Writing Assessment Criteria B2.

EXPRESSIÓ ORAL / SPEAKING

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

Tasca 1: Presentació personal (1-2 min/candidat). El candidat té l'oportunitat de mostrar la seva habilitat en l'ús del llenguatge social. El candidat es presenta a l'examinador i contesta preguntes que se li plantegen.

Tasca 2: Monòleg sostingut (3 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.

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'input (imatge o text).

Aquesta prova es corregeix a partir dels criteris d'avaluació específics per a aquesta prova. Speaking Assessment Criteria B2.

La prova d'expressió oral pot ser gravada seguint la normativa vigent de protecció de dades.

English B2

Reading Paper

IMPORTANT

- You have **60 minutes** to complete all **3** reading tasks; i.e., you have approximately 20 minutes for each exercise.
- All items carry **equal weight**. Each correct item counts as one point.
- All your answers must **be transferred** to the corresponding **Answer Sheet**.
- Write your answers in **black** or **blue ink**.
- Both the **Reading Paper** and its corresponding **Answer Sheet must be handed in together**.

Read the article about British Food. Match the sentences Q1 – Q8 to the letter of the corresponding text (A – F) in each of the spaces provided. An example (0) is given.

What Visitors to the UK Really Think of British Food

To figure out what went wrong with our national cuisine's reputation, we tracked down recent visitors to the UK — from students and backpackers to award-winning chefs, and asked what they really think of the culinary offerings in this green and pleasant land.

A. Vix Novak, student

"It's so weird how everything is frozen here. And rows and rows of cheddar cheese in the supermarket. I go anywhere that has fish and chips, but my British friends tell me there's nowhere really good to try them in London. For something nice, I go to this small Korean restaurant near Tottenham Court Road, the food there is amazing."

B. Curtis Stone, chef

"I first visited the UK when I was 22. I made my way to London, where I literally knocked on the back door of Marco Pierre White's restaurant and asked for a job. I started working for him that day and continued working there for eight years. Brits don't seem to have the best reputation for good food, but this is far from the truth. I have some very fond memories of dining in the UK. There was a great Indian restaurant above our local pub, The Warrington Hotel in Maida Vale. I've been lucky enough to eat at The Fat Duck and The Ledbury. There were a few places on Portobello Road I frequented as well—E&O and The Electric. I'm constantly cooking and eating British food that reminds me of my chef days there and that also just tastes downright delicious."

C. Briana Lewis, musician

"I grew up being told that lots of British food is boiled so I guess I think of British food as being hearty to combat the cold winters. I've had a few English breakfasts—breakfast is my favourite meal. I've also been to Nando's, a burrito place similar to Chipotle, and a Lebanese restaurant. Beans on toast seems strange to me. I just put jelly on my toast."

D. Line Darmon, film student

"British food for me is eggs and soldiers, Marmite, and Christmas dinner. And Come Dine With Me is my favourite show ever! When I visit the UK, it's usually to see family at Christmas so we have a big turkey dinner. I hate Christmas pudding though, Other than that, we'd go out for sushi or an Indian. It's not so easy to find a good Indian in Antwerp."

E. Kenji Lopez, restaurant manager

"I used to think of British food the same way that many Americans think of it: over-cooked beef, heavy pies, and vegetables that are cooked to mush. Now I think of amazing seafood, excellent Indian food, late-night doner kebabs, savoury pies, and pasties—why don't we have those in the US? I still don't think anyone in the UK knows how to make a proper hamburger, though. Also, the amount of toast and tea that's consumed is a little concerning to me."

F. Rosella Pisanu, MA student

"I think the British diet has a lot of meat and the first thing that comes to mind is the English breakfast. I prefer to go for meals out at Indian restaurants, they're cheaper. But if I was going for something British, I'd probably head for a pub."

Source: *munchies.vice.com*

Which visitor ...

eats special food at a specific time of the year?	0. <u> D </u>	
doesn't choose a restaurant to eat British food?	Q1. <u> </u>	
came with very specific ideas about how the food was cooked?	Q2. <u> </u>	Q3. <u> </u>
thinks the stereotype of local food in Britain is unjustified?	Q4. <u> </u>	Q5. <u> </u>
is surprised at the quantity of food that is not fresh?	Q6. <u> </u>	
has memories of living in the UK when enjoying British food?	Q7. <u> </u>	
enjoys a traditional dish in the UK that is not considered to be cooked well?	Q8. <u> </u>	

Read the article about teenage physical activity. Complete the sentences Q1-Q8. Write your answers in the spaces provided using a **MAXIMUM OF FIVE CONSECUTIVE** words taken from the text. Write your answers in the spaces provided. An example (0) is given.

If you are a teen, you need more exercise!

The adolescent years are when people's bodies are supposed to start the ascent to their physical peak. Teenagers are growing similar to beanstalks. Their hormones are raging. They're **eager for new experiences**. By all accounts, this should be among the most active periods in a person's lifetime.

Except it turns out it's not. In an eye-opening study involving 12,529 Americans ages 6 to 85, researchers mapped how physical activity changes throughout a lifetime. The participants, part of the 2003-04 and 2005-06 cycles of the National Health and Nutrition Examination Survey, wore accelerometers, devices that measure movement, for seven consecutive days. For the purposes of the analysis, researchers counted all types of movement, not just exercise.

The first thing to note about the results, published in the August issue of the journal of Preventive Medicine, is that physical activity appears to be at its highest at age 6. If you've ever seen a squirmy kindergarten class, that shouldn't be a surprise.

Vijay Varma, a National Institute of Aging researcher and lead author of the study, said there has been a belief that physical activity gradually declines across the entire lifespan. But according to the new data, there seems to be a sharper-than-expected decline during childhood — starting in elementary school and continuing through middle school and high school. By age 19, the average American is as sedentary as a 60-year-old.

"At 60-plus, many people have health issues that might cause a restriction in movement, but why is this happening at age 19? It suggests that the social structures in place may not be supporting physical activity," Varma said in an interview.

He theorized the modern school day, which requires sitting for large amounts of time and where recess is often compressed into 20 to 30 minutes per day, might be partly to blame. There's also the issue of early school bell times, which researchers have found leads to sleep deprivation. "The timing of school isn't consistent with biology of when kids wake up and go to sleep," he explained.

Varma and co-author Vadim Zipunnikov, assistant professor at the Johns Hopkins Bloomberg School of Public Health, point out the data shows school-age children were the most active between 2 and 6 p.m., or after school.

Another reason for the sedentary day is likely to be screen time. Studies about how long we spend parked in front of our TVs, laptops, tablets and phones tend to become outdated quickly because of the constant rollout of new technology, but the numbers have been consistently high — as much as seven to nine hours per day. While the American Academy of Pediatrics recently loosened its recommendations for screen time, almost everyone agrees too much leaves less time for physical activity, which can lead to a higher risk of obesity and depression.

Calling the end of adolescence a "high-risk time period for physical inactivity," the study confirms most children are not getting the minimum amount of activity — at least 60 minutes of a moderate-to-vigorous workout — recommended by the World Health Organization. Among 6 to 11 year-olds, 25 percent of

boys and 50 percent of girls were not meeting the target. For adolescents ages 12 to 19, the situation was even more dire, with 50 percent of males and 75 percent of females falling short, the study found.

The next surprise in the study involves people in their 20s. The data show activity levels go up during this period - and this is important because this is the only period when people are moving more. Varma believes this might be related to social factors. While the increase in activity was spread throughout the day there was a noticeable spike in the early morning as compared to teenagers.

According to the study, "emerging adulthood represent a period of multiple life transitions, including initiation of full-time work, increased household responsibilities and changes in family structure, including marriage and becoming a parent." As expected, physical activity starts to decline at about age 35 and that trend continues through midlife and beyond. That's consistent with previous studies and attributed to the wear and tear on our bodies as we age. The timing of physical activity showed that as children age, their physical activity moves later and later in the day until it flips after age 19 to more activity in the mornings.

source: adapted from *washingtonpost.com*

0.	Not only are teens getting bigger very quickly, they are also	eager for new experiences.
Q1.	The research study shows how being active	
Q2.	It is generally accepted that the amount of exercise	
Q3.	Like the older generation, some young people have wellness problems which can	
Q4.	It seems that starting classes early in the morning	
Q5.	There are several explanations for being inactive and one of them seems	
Q6.	When it comes to exercise goals, unfortunately young people	
Q7.	The increase in exercise which comes after our teens is perhaps	
Q8.	Once people have started a family, the amount of exercise they do	

Read the following fragment of an article about growing vegetables in a flat. Match the words written in bold in the text (Q1 - Q8) with their definition (A - K). Make sure the definition fits with the meaning in the context. There are 2 EXTRA definitions which you should NOT use. Write your answers in the spaces provided. An example (0) is given.

How to grow your own vegetables living in an apartment

For the five years I spent as a youth worker, I spent my days functioning as an advocate and running a gardening program called Grow. Grow was designed to reconnect kids with the process of planting, growing and **(0) harvesting** organic fruits and vegetables.

While bribing teenage boys to care about organic gardening was challenging, it also had unique rewards. I witnessed a 17-year-old kid discover how broccoli grows and watched as he idly picked snap peas right off the vine and declared with shock that they actually tasted good. These discoveries **(Q1) underlined** for me how disconnected many of us have become from our food.

Today, the farm-to-table movement has made many of us consider the origins of what we eat at restaurants. But at home it can be difficult to stay mindful. The simplest way to take on a proactive relationship with what you eat is to grow some of it yourself. It's a trend that seems to be **(Q2) taking off**.

In 2011, the UK reported that 5% of fruits and vegetables consumed were home-grown, up from 2.9% in 2008. As of 2014, the US **(Q3) boasted** 35% of households, or 42 million people, growing food at home or in a community garden, up 17% in five years.

The internet offers a wealth of resource guides distinct to your region's soil makeup, climate and growing season, making planting and troubleshooting a snap. So there's just not much standing in between you and your future garden.

If you live in a flat or a condo and lack the space for a garden of your own, you may still be able to access a plot of land through a community garden. Ask around to see if one exists near you.

When you do get started, veggies such as kale, peas and zucchini are easy to grow and can offer a confidence boost to novice gardeners, but the best guide for what to plant should be what you love to eat. **(Q4) Browse** through a seed catalogue and see what makes your mouth water – I've always loved West Coast Seeds for unique heritage seed varieties, but finding a seed supplier local to you will give you your best chance of success.

Fill the garden plot with your favourite veggies or those that tend to be more expensive to buy in grocery stores, such as cauliflower. **(Q5) Staggering** the planting of one-time harvest veggies such as broccoli or radishes by planting their seeds in several batches a few weeks apart means they won't ripen all at once and overload your garden (or your capacity to eat them).

Planting a few varieties of squash or pumpkin means you'll enjoy harvests all the way into late fall but make sure you have plenty of room for them, as their vines do like to wander.

If a ground-level garden is out of your reach, you can still **(Q6) tackle** gardening on a much smaller scale. Growing herbs on your countertop or windowsill allows you to replace dried old pantry staples with the real thing, and growing salad greens instead of succulents means you can enjoy a fresh salad every day, without the plastic packaging or the cost.

Secondhand stores often have plant pots for just a few dollars; fill them with spinach, arugula, radicchio and romaine lettuce for a great salad mix you can harvest as needed. Old teacups are the perfect size to hold a handful of herb staples such as basil, cilantro, oregano, and parsley (but unless you're experienced in **(Q7) drilling** ceramics, the cups won't have drainage, so be careful not to overwater).

Don't get suckered into buying a whole bunch of specialized gardening gear – you can do this on a fairly barebones budget and with repurposed items too. As long as it's not leaching anything toxic, your carrots aren't going to care what they grow in, promise.

It's incredible how much you can grow on a balcony: things such as chard, tomatoes and strawberries can **(Q8) thrive** in container gardens, depending on your growing season and the amount of light you get. You can even regrow some veggies right from the cuttings, without starting over from seed.

Finding a way to grow your own food connects you with what you're eating, and it also offers massive nutritional benefits too. Nutrient degradation occurs rapidly between when produce is picked and when it is eaten – green beans, for example, lose 77% of their vitamin C after seven days. The quicker you can eat your produce after it's been harvested, the better. Having a backyard or balcony full of fruits and veggies is a great reminder to do so.

Source: *theguardian.com*

0.	harvest
Q1.	underline
Q2.	take off
Q3.	boast
Q4.	browse
Q5.	stagger
Q6.	tackle
Q7.	drill
Q8.	thrive

A	try
B	emphasize
C	grow slowly
D	make a hole
E	be proud of
F	acquire something
G	develop vigorously
H	look at information
I	pick or collect plants
J	become popular
K	spread over a period of time

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

Reading Paper Answer Key - Sample

Task 1. *What visitors to the UK really think of British food*

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

Task 2. *If you are a teen, you need more exercise!*

Q1.	changes throughout a lifetime.
Q2.	declines across the entire lifespan. OR gradually declines
Q3.	cause a restriction in movement.
Q4.	leads to sleep deprivation. OR isn't consistent with biology
Q5.	(likely) to be screen time.
Q6.	were not meeting the target. OR are not getting the minimum
Q7.	related to social factors.
Q8.	starts to decline.

Task 3. *How to grow vegetables living in an apartment*

Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.	Q8.
B	J	E	H	K	A	D	G

English B2

Listening Paper

IMPORTANT

- You have approximately **30** minutes to complete **all 3** listening tasks.
- All items carry **equal weight**. Each correct item counts as one point.
- All your answers must **be transferred** to the corresponding **Answer Sheet**.
- Write your answers in **black** or **blue ink**.
- Both the **Listening Paper** and its corresponding **Answer Sheet must be handed in together**.

Listen to a dialogue of two men discussing working from home. 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. According to research, people who are able to work from home...

- a) are more systematic about their work.
- b) in general, do more work.
- c) communicate more effectively than other workers.

Q1. What concerns employers about letting their workers work from home is that...

- a) the distractions will affect the quality of their work.
- b) they are afraid they will spend their time looking for another job.
- c) they cannot be certain their employees are actually working.

Q2. When a company allows its workers to work from home, one important factor is to...

- a) establish an atmosphere of confidence.
- b) transform how people communicate when in the office.
- c) guarantee the idea is still profitable for the company.

Q3. One of the difficulties of employees working from home for small businesses can be...

- a) that working from home can be expensive.
- b) the relationship between boss and worker.
- c) there are not as many opportunities to work as a team.

Q4. More than half of small startup companies...

- a) wish more of their workers worked at home.
- b) prefer not to rent an office.
- c) are considered to be informal.

Q5. A study by *Working Families* states that...

- a) older workers are the group who prefer working in an office.
- b) home workers tend to make more money.
- c) working from home is easier nowadays.

Q6. Bosses seem to have difficulty...

- a) deciding where they should work.
- b) being confident in their employee's ability to work from home.
- c) allowing less experienced workers to work from home.

Q7. One important fact is that the...

- a) number of people working from home has increased.
- b) people who work full-time from home sometimes have difficulty finding another job.
- c) number of people who sometimes work from home will increase in the next five years.

Listen to someone talking about the history of the sandwich. Answer Q1 to Q8 using a **MAXIMUM OF FIVE (5) WORDS** based on the audio. Write your answers in the spaces provided. An example (0) is given.

You will hear the recording twice.

Now you have 45 seconds to read the items below.

0.	How long have we been eating sandwiches for?	thousands of years
Q1.	How much money is made in the UK from sandwiches?	
Q2.	What was John Montague doing when he first created the sandwich?	
Q3.	In what part of the world did he probably first see something like a sandwich?	
Q4.	When did the word <i>sandwich</i> become common?	
Q5.	Where did men often combine work with eating?	
Q6.	Where could workers easily buy a sandwich?	
Q7.	What ingredient was recommended to go with pork?	
Q8.	Who was Isabella Beaton's sandwich recommended for?	

Source: *Examination board*

Listen to a fragment about Mireya Mayor, a conservationist. Complete sentences Q1 to Q7 in the spaces provided, using a **MAXIMUM OF FIVE WORDS** based on the audio. An example (0) is given.

You will hear the recording twice.

Now you have 45 seconds to read the items below.

0.	Mireya wants to make sure that wildlife is well-preserved for	<i>generations to come.</i>
Q1.	Like most other mothers, she feels that her daily routine does not seem to	
Q2.	When Mireya is away working, she might not	
Q3.	Her daughters would love to travel with her and	
Q4.	Mireya wants her daughters to achieve their ambitions and she believes she's	
Q5.	Local people play an important role in whether endangered species	
Q6.	Being where help is needed is what will	
Q7.	When she's in an unfamiliar distant place, it often	

Source: *nationalgeographic.com*

Listening Paper Answer Key – Sample

Task 1. *Working from home*

Q1.	Q2.	Q3.	Q4.	Q5.	Q6.	Q7.
c	a	c	b	b	b	a

Task 2. *The history of the sandwich*

Q1.	8 billion (pounds a year)
Q2.	playing cards
Q3.	eastern Mediterranean
Q4.	1770s
Q5.	(at) coffee houses
Q6.	(every) factory (entrance)
Q7.	(Edible) flowers
Q8.	people who were ill OR people recovering from an illness

Task 3. *Mireya Mayor, a conservationist*

Q1.	get any easier
Q2.	have a way to communicate
Q3.	study animals OR go to the jungle
Q4.	setting that example (for them)
Q5.	survive or not
Q6.	do the trick OR help these places survive
Q7.	feels like home

English B2

Writing Paper

IMPORTANT

- You have **90** minutes to complete **2** writing tasks.
- All items carry **equal weight**.
- All your answers must **be transferred** to the corresponding Answer Sheet.
- Write your answers in **black ink preferably**.
- The **Writing Paper**, its corresponding **Answer Sheets** and any **rough paper** you may have used must be **handed in together**.

You must answer both task 1 and task 2.

Task 1: Email

You are thinking of spending a week in Cardiff, Wales, and you have seen an advertisement from a home-exchange cooperative on the Internet. You decide to write an email to Mr and Mrs Jones (a young couple from Wales interested in cultural activities) to stay in their house, while they come to your house.

Write an **email** to Mr and Mrs Jones in which you:

- **describe** your house/flat in detail
- **suggest** cultural activities to do and places to visit
- **advise** them on safety issues when visiting your area

Write your **email** in **175-200** words.

Note: Do NOT use your real name. Sign with the initials D.M..

Task 2: Blog post

Alex, an American friend of yours, has a blog for cinema lovers and wants to include blog entries about films from other countries. Alex has asked you to write a post about European films.

Write a **post** in which you:

- briefly **describe** the European film industry
- **suggest** a Spanish film that Americans may enjoy
- **comment** on the differences between Spanish and American films

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

Criteria – Writing test

	Unsatisfactory		Satisfactory		Very satisfactory	
Overall impression, register and task achievement	Can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.		Can write clear, detailed texts, evaluating information and making the relationship between ideas clear. Can highlight significant points and give details and examples, if appropriate. Overall positive effect on the reader.		Can express him/herself with clarity and precision using language effectively. Can create well-structured, developed texts, underlining the relevant issues, expanding and supporting points of view. Positive effect on the reader.	
	Can express him/herself in a neutral register.		Can use register and style consistently and appropriately.		Good awareness of register/style required for the task. Can use language effectively.	
	Task completed partially in an adequate manner but includes some irrelevant information or it is handled simplistically.		Good completion of task requirements with no significant omissions and few irrelevancies.		Task requirements are completely fulfilled and developed with no irrelevances.	
Cohesion, fluency and organization	Links a series of shorter, discrete simple elements into a connected, linear sequence of points.		Uses a variety of cohesive devices efficiently to clearly mark the relationship between ideas.		Controlled use of organizational patterns, connectors and cohesive devices throughout.	
	Produces continuous writing which is generally intelligible throughout.		Produces continuous writing, which is clearly intelligible.		Writes effortlessly with a natural smooth flow of language.	
	Layout, paragraphing and punctuation conventions are accurate enough most of the time.		Follows layout, paragraphing and punctuation conventions.		Layout, paragraphing and punctuation are consistent and helpful.	
Vocabulary range and control	Sufficient range of vocabulary on most topics pertinent to everyday life. Repetition and use of circumlocutions due to lexical limitations are apparent.		Good range of vocabulary for most general topics. Varies formulation to avoid frequent repetition. Lexical gaps can cause imprecision and circumlocution without much sign of having to restrict what he/she wants to say.		Broad range of language on any topic. Command of idiomatic expressions and colloquialisms. Lexical gaps can be readily overcome with little sign of avoidance strategies.	
	Good control of elementary vocabulary and its spelling. However, major errors still occur when expressing more complex thoughts or when dealing with unfamiliar topics and situations.		Lexical accuracy is generally high, though some confusion and incorrect word choice and spelling do occur, without hindering communication.		Occasional minor slips, but no significant vocabulary errors.	
Grammatical range and accuracy	Sentence structure is generally simple, with little variety. Only occasional use of more complex sentence structure.		Uses a range of complex sentence structures.		Uses a very good variety of complex structures.	
	Generally good control of basic structures with noticeable L1 influence.		Relatively high degree of grammatical control, with occasional slips or non-systematic errors.		High degree of grammatical accuracy. Errors are rare.	
Score	0	1	2	3	4	5

The evaluation of the writing test is based on four independent assessment criteria:

- Overall impression, register and task achievement
- Cohesion, fluency and organisation
- Vocabulary range and control
- Grammatical range and accuracy

These criteria are equally weighted and were developed adapting the following descriptors from scales and subscales of the Common European Framework of Reference for Languages (CEFR):

- Overall written production, p. 61
- Overall written interaction, p. 74
- Thematic development, p. 125
- Sociolinguistic appropriateness, p. 122
- Coherence and Cohesion, p. 125
- General Linguistic Range, p. 110
- Vocabulary Range, p. 112
- Vocabulary Control, p. 112
- Orthographic Control, p. 118
- Grammatical Accuracy, p. 114

NIF / Passaport _____

Exam ID _____

English B2

Speaking Paper

- What's the best place to spend a free afternoon in your town?
- How expensive is it to go out in the evening where you live?
- Could you tell me something about the area where you grew up?
- Could you describe your family home to me?
- Which area of your country would you like to get to know better?
- Tell us about a festival or celebration in [your home country].
- Tell us about a day you've really enjoyed recently.
- What did you do on your last birthday?
- Would you prefer to work for a big or small company? Why?
- Tell us about a film you really like.
- What sports do people play most in your country?
- How much exercise do you do a week?

You have 10 minutes to read the article. You can make brief notes that you may refer to in the interview. You **MUST NOT** read your notes aloud as a prepared text. In the interview you will be asked to do the following:

- summarize the content of the article,
- give your opinion on the article and
- relate the topic to a personal experience.

TOPIC: READING

Find the right books for your personality

One of our members suggested we ran a quiz on the way your personality influences the books you read, so we have done just that. We asked three famous authors - Jacqueline Wilson, Mike Rosen and Michelle Paver - what they liked as children and why:

Jacqueline Wilson liked reading realistic family stories where she could feel part of the fictional families. She was an only child and books like *Little Women* and *Ballet Shoes* by Noel Streatfeild gave her a chance to read about the brothers and sisters she longed for.

Michael Rosen, meanwhile, says he liked the idea of being in another world - one which he couldn't possibly travel to in real life, but that was close enough for him to believe he could. For that reason he loved historical fiction - he liked old castles and old places.

Like Jacqueline Wilson, he looked to his favourite characters for companionship. "When I was reading I liked to be in that other world; believing in it, believing that I was a companion to whoever I liked in the book," he says.

Michelle Paver had a taste for the wild and exciting. She read books set in the forests, mountains and islands of Finland and couldn't get enough of Greek, Norse and Ancient Egyptian myths, which she found "simply the most exciting, violent and beautiful stories I'd ever read".

Of course, there are no hard and fast rules linking personality and reading preference. Just because you are a bit of a dreamer you won't always enjoy a good romance. But, chances are that if you love history at school you will enjoy reading historical fiction and if you're a bit of a thrill seeker (the type who likes the ghost ride at fairs), you will enjoy a spine-tingling mystery novel.

Source: adapted from *theguardian.com*

Speaking - Part 3

SAMPLE

An international radio station is looking for people from various countries to discuss **organic food**. You and your partner have been asked to contribute to this programme. They'd like you to:

ORGANIC FOOD

- Discuss why organic food costs more
- Consider the effects on health

The evaluation of the speaking test is based on four independent assessment criteria:

- Fluency , coherence and interaction
- Vocabulary range and control
- Grammatical range and accuracy
- Pronunciation, intelligibility and intonation

These criteria are equally weighted and were developed adapting the following descriptors from the scales and subscales of the Common European Framework of Reference for Languages (CEFR):

- Overall oral production, p. 58
- Overall spoken interaction, p. 74
- Conversation, p. 76
- Informal discussion with friends, p. 77
- Formal discussion and meetings, p. 78
- Co-operating, p. 86
- Spoken fluency, p. 129
- Coherence and cohesion, p. 125
- General linguistic range, p. 110
- Vocabulary range, p. 112
- Vocabulary control, p. 112
- Grammatical accuracy, p. 114
- Phonological control, p. 117
- Turntaking, p. 86

Holistic Criteria - Speaking Test

		Unsatisfactory		Satisfactory		Very satisfactory
Overall impression		<p>Can reasonably fluently sustain a straightforward description of one of a variety of subjects, presenting it as a linear sequence of points. Can enter unprepared into conversation, express personal opinions and exchange information.</p>		<p>Can use the language fluently and communicate spontaneously, without many signs of having to restrict what he/she wants to say and without imposing strain on the listener.</p> <p>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting details.</p>		<p>Can express him/herself fluently and spontaneously, almost effortlessly. Can give clear, detailed descriptions and presentations on complex subjects, integrating sub- themes, developing particular points and rounding off with an appropriate conclusion.</p>
		<p>Can speak about topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Can exploit a wide range of simple language to deal with most everyday situations.</p> <p>Can be clearly understood, even if L1 patterns are noticeable. Occasional mispronunciations.</p>		<p>Can speak accurately and effectively on a wide range of general, academic, vocational or leisure topics.</p> <p>Can exploit a variety of complex structures and has a good grammatical control.</p> <p>Has acquired a clear, natural pronunciation and intonation.</p>		<p>Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions.</p> <p>Consistently maintains a high degree of grammatical accuracy and uses a very good variety of complex structures.</p> <p>Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.</p>
Score	0	1	2	3	4	5