

Examen d'acreditació Cluc Anglès B2 CertAcles

Guia del candidat

Curs acadèmic 2021-2022



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Característiques generals

Quin és l'objectiu de l'examen?

L'examen d'acreditació lingüística Cluc Anglès B2 CertAcles 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 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.

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...)

Quina durada té cada una de les proves?

La part escrita de la prova: comprensió escrita (60 minuts), comprensió oral (40 minuts, aproximadament) 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 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 o superior, s'emet un 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.

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 (per a 2 candidats) |

COMPRESIÓ 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. Les tasques poden ser de resposta múltiple, inserir frases o paràgrafs dins d'un text, relacionar (simple, múltiple, vocabulari), completar frases o contestar preguntes.

COMPRESIÓ 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. Les tasques poden ser de resposta múltiple, relacionar (simple, múltiple), completar frases o contestar preguntes.

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.

Tasca 1: Text de caràcter transaccional o d'interacció (correu electrònic) 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 de criteris d'avaluació específics (Writing Assessment Criteria B2).

EXPRESSIÓ ORAL / SPEAKING

Aquesta prova es fa en parelles 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 es presenta a l'examinador i contesta les preguntes que se li plantegen.

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.

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 es corregeix a partir de criteris d'avaluació específics (Speaking Assessment Criteria B2).

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

Exemples de tasques

Reading Paper Sample Tasks

Task 1

SAMPLE

Read the article about a new way of making jeans. Some sentences in the article are incomplete. Choose the most appropriate phrase (A to J) to complete the spaces (Q1 to Q8). There is ONE extra phrase 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? One pair of jeans – starting from its days as a cotton seed to its drop-off at Goodwill – can (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. Cotton is a water-intensive crop, and climate change and water scarcity are likely to (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. Using practices like drip irrigation, BCI farmers (Q2) _____. In 2015, Levi Strauss sourced 12% of its cotton from BCI.

Jeans Manufacturing

While an average pair of Levi’s requires 42 litres of water during the finishing process to (Q3) _____, Water<Less jeans require far less; some styles only need 1.5 litres, relying heavily on rocks to do 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. So, Levi's created product care tags encouraging consumers to **(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. Although the latter idea has been contested, both practices will **(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. Levi Strauss is pleased as well and intends to **(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. In order to better align incentives, perhaps Levi Strauss could **(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	spend some time exploring innovations
B	strain the global production of cotton
C	reduce the consumer's water footprint
D	achieve the proper "worn-in" look
E	consume nearly 3,800 litres of water
F	wash less and donate when no longer needed
G	have an incentive to treat them differently
H	make 80% of Levi's products Water<Less
I	make jeans less sustainable
J	utilize up to 18% less water than their peers

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

Read a fragment of an article about board games. Answer Questions Q1 to Q9 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

Like good books, travel-themed board games take your eyes off your screen and your mind far away.

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 *New York Times.com*

What board game ...?

will help you learn about the flora and fauna of a particular area	0. <u>A</u>	
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 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	make an effort to deal with something difficult
B	give special importance to something
C	grow or be successful slowly
D	make a hole in something using a special tool
E	be or speak proudly and happily about something you have done
F	be proud of something achieved after hard work
G	develop vigorously, strong and healthy
H	look at information quickly without taking all of it in
I	pick or collect crops or plants to eat
J	suddenly start to be successful or become popular
K	arrange things so that they happen at different times

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

Reading Paper Answer Key - Sample

Task 1. *Jeans from Blue to Green*

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

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. *How to grow vegetables living in an apartment*

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

Listening Paper Sample Tasks

Click for audio file



Task 1

SAMPLE

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.

Source: *bbc.co.uk*

Listen to English Israeli chef Yotam Ottolenghi talking about his cooking habits. Match audio fragments A to I to the correct questions Q1 to Q8 below. An example (0) is given.

You will hear the recording twice.

Now you have 60 seconds to read the items below.

What autumn vegetable do you like to cook with the most?	0. A
Why do some of your vegetarian dishes have 'meaty' names?	Q1. ___
You like to use strange ingredients. How did the lockdown change your cooking style?	Q2. ___
What was it like being at home all the time?	Q3. ___
How have you got through this rather extraordinary year?	Q4. ___
Would you ever become vegetarian or vegan?	Q5. ___
What else did you bake besides banana bread?	Q6. ___
Do you cultivate your own veggies?	Q7. ___
What ingredient encourages you to be creative?	Q8. ___

Source: *UdG 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. *Chef Yotam Ottolenghi*

Q1. G
Q2. E
Q3. C
Q4. B
Q5. H
Q6. D
Q7. I
Q8. F

Task 3. *Mireya Mayor, a conservationist*

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

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:

- **say what** attracts you to this job,
- **justify why** you are a suitable candidate and
- **argue** which one of the skills is your best strength.

Write your **email** in **175-200** words and sign yourself as **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:

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

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

Speaking Paper Sample Tasks

Speaking - Part 1

SAMPLE

- Tell us about a festival or celebration in [your home country].
 - Tell us about a day you've really enjoyed recently.
 - Tell us about a film you really like.
 - Tell us about the area where you grew up
-
- 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 describe your family home to me?
 - Which area of your country would you like to get to know better?
 - What did you do on your last birthday?
 - Would you prefer to work for a big or small company? Why?
 - What sports do people play most in your country?
 - How much exercise do you do a week?

Speaking - Part 2

SAMPLE

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**.

Housesitting:

Travel the world, stay at someone else's home for free

Thanks to new technologies and emerging trends like the so-called sharing economy, the way we travel and work has changed drastically in the last decade or so. For a growing number of people, gone are the days where they had to be chained to their office cubicles, and then allowed time to travel only for a few weeks a year, staying at conventional chain hotels when they do. While it's not all roses and sunshine, technology is nevertheless now allowing more people to work remotely from any place in the world, live and work full-time on the road, and stay at strangers' homes at prices cheaper than a hotel.

Another alternative to add to this growing list is housesitting, where travellers can offer to take care of an absent homeowner's property, in exchange for free accommodation - all facilitated by a growing number of websites. A housesitter's duties might include looking after pets, maintaining a garden, keeping the house tidy, and so on.

It's a great fit for travelling families needing a bigger place to stay in a relaxed fashion, or for those looking to travel slow and cheap for a longer period of time, and to visit off-the-radar places that they may have never considered or afforded. Dalene and Pete Heck write over on Hecktic Travels that while this "career path" isn't for everyone, housesitting does have its advantages:

The lifestyle that house sitting provides is perfect for us. We can explore different parts of the world on a very slim budget. We get to enjoy a slow pace of travel, and become involved in each community that we visit. And the home owner gets a valuable service in return – two responsible people to care and maintain for their property, their pets, and whatever else needs attending to.

Source: Adapted from trehugger.com

Speaking - Part 3

SAMPLE

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

- Discuss why people decide to study a foreign language.
- Consider which foreign languages should be studied at school.
- Suggest ways to learn a foreign language successfully.

Writing criteria

	Unsatisfactory	Satisfactory	Very satisfactory
Overall impression, register and task achievement	Effect on the reader is not entirely positive.	Overall positive effect on the reader.	Very positive effect on the reader.
	Shows little command over register.	Shows some command over appropriate register.	Shows good command of appropriate register.
	Writes straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.	Writes detailed texts, evaluating information, making the relationship between ideas clear, highlighting significant points and giving details and examples, if appropriate.	Writes well-structured texts, integrating sub-themes, developing particular points and giving reasons and relevant examples, if appropriate.
	Task completed partially, with irrelevant information or it is handled simplistically.	Good completion of task requirements with no significant omissions and/or few irrelevancies.	Task requirements are completely fulfilled and developed with no irrelevancies.
Cohesion, fluency and organization	Links a series of short and simple sentences with basic cohesive devices.	Uses a range of cohesive devices. There are some disconnected sentences.	Uses a variety of cohesive devices effectively.
	Produces continuous writing which is generally intelligible.	Produces continuous writing, which is clearly intelligible.	Writes effortlessly with a natural smooth flow of language.
	Layout, paragraphing and punctuation are accurate enough most of the time.	Follows standard layout, paragraphing and punctuation conventions.	Layout, paragraphing and punctuation are used effectively.
Vocabulary range and control	Sufficient range of vocabulary on most everyday life topics.	Good range of vocabulary for most general topics. Varies formulation to avoid repetition.	A broad range of vocabulary for a variety of topics. Use of idiomatic expressions.
	Good control of elementary vocabulary and spelling.	Lexical accuracy is generally high and spelling is reasonably accurate.	Lexical accuracy is high and spelling is accurate.
	Major errors still occur.	Errors do not hinder communication.	Few occasional slips.
Grammatical range and control	Structure is generally simple, with little variety, occasional use of complex forms.	Uses some variety of structures and some complex structures.	Uses a wide variety of structures and a range of complex structures.
	Good control of frequently used structures.	Generally good grammatical control.	Very good grammatical control.
	Errors occur but do not obscure meaning.	Mistakes do not lead to misunderstanding.	Occasional slips or non-systematic errors.
Score	0	1	2
	0.5	1.5	2.5

Analytical speaking criteria

	Unsatisfactory	Satisfactory	Very satisfactory
Fluency, coherence and interaction	Keeps going without help.	Produces stretches of language with a fairly even pace.	Communicates spontaneously, with noticeable fluency.
	Some problems with formulations may result in pauses.	Searches for patterns and expressions, with few noticeably long pauses.	Ease of expression, in even longer complex stretches of speech
	Links a series of shorter, discrete simple elements into a connected, linear sequence of points.	Uses a limited number of cohesive devices. There might be some disconnected sentences in a long contribution.	Uses a variety of cohesive devices effectively to clearly mark the relationship between ideas.
	Participates in a discussion using a limited set of phrases for turntaking.	Initiates, maintains and ends discourse appropriately with effective turntaking.	Initiates, maintains and ends discourse elegantly. Relates to the other speaker.
Vocabulary range and control	Sufficient range of vocabulary on most everyday life topics.	Good range of vocabulary for most general topics. Varies formulation to avoid repetition.	A broad range of vocabulary for a variety of topics. Use of idiomatic expressions.
	Good control of elementary vocabulary.	Lexical accuracy is generally high.	Lexical accuracy is high.
	Major errors still occur.	Errors do not hinder communication.	Few occasional slips.
Grammatical range and control	Structure is generally simple, with little variety, occasional use of complex forms.	Uses some variety of structures and some complex structures.	Uses a wide variety of structures and a range of complex structures.
	Good control of frequently used structures.	Generally good grammatical control.	Very good grammatical control.
	Errors occur but do not obscure meaning.	Mistakes do not lead to misunderstanding.	Occasional slips or non-systematic errors.
Pronunciation, intelligibility and intonation	Pronunciation is intelligible.	Pronunciation is clear and fairly natural.	Pronunciation is very natural.
	Occasional use of stress and intonation to convey meaning and attitude.	Some attempt to use stress and intonation to convey meaning and attitude.	Stress and intonation are used to emphasise meaning and attitude.
	Some mispronunciations occur.	Occasional mispronunciations.	Mispronunciations are rare.
Score	0	1	2
	0.5	1.5	2.5

Holistic speaking criteria

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