

## COMPETENCIAS QUE SE DEBEN ACREDITAR PARA EL ACCESO AL MASTER DE SECUNDARIA (Especialidad: INGLES)

Competences to be reached for those students who want to register in the Master for Secondary and official Language school teachers according to the European Framework of Reference for Languages.

[http://www.coe.int/t/dg4/linguistic/cadre\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre_en.asp)

	Reception		Interaction		Production	
	<i>Listening</i> 20%	<i>Reading</i> 20%	<i>Spoken Interaction</i> *	<i>Written Interaction</i> **	<i>Speaking</i> (+ *) 20%	<i>Writing</i> (+**) 20%
<b>C1</b>	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand television programmes and films without too much effort.	Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to my field.	Can express myself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social and professional purposes. Can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers	Can express myself with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	Can express myself in clear, well-structured text, expressing points of view at some length. Can write detailed expositions of complex subjects in an essay or a report, underlining what it is considered to be the salient issues. Can write different kinds of texts in a style appropriate to the reader in mind.
<b>B2</b>	Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. Can understand most TV news and current affairs programmes. Can understand the majority of films in standard dialect.	Can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Can understand contemporary literary prose.	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	Can write letters highlighting the personal significance of events and experiences.	Can present clear, detailed descriptions on a wide range of subjects related to my field of interest. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can write clear, detailed text on a wide range of subjects related to my interests. Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

### USE OF ENGLISH (20%):

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
<b>C1</b>	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.



**EXAM TYPE:**

<b>B2</b>	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
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<b>I READING COMPREHENSION:</b>
<b>I.A exercise Level C1</b>
<b>I.B exercise Level B2</b>
<b>II.USE OF ENGLISH</b>
<b>II.A.Vocabulary Level C1</b>
<b>II.B. Grammar Level B2</b>
<b>III. WRITING</b>
<b>III. A. Level C1</b>
<b>III.B. Level B2</b>
<b>IV. LISTENING</b>
<b>IV.A. Level C1</b>
<b>IV.. B. Level B2</b>
<b>V. SPEAKING</b>
<b>V.A. Level C1</b>
<b>V.. B. Level B2</b>

**EXAM DURATION: 150 minutes**

**Reading: 45 minutes**

Shows you can deal confidently with different types of texts.

**Writing: 45 minutes**

Requires you to be able to write a variety of different items; such as essays, reports and reviews.

**Use of English: 30 minutes**

Tests your ability to use the right words and english structures in the right situation,

**Listening: 30 minutes**

Requires being able to follow and understand a range of spoken materials; such as lectures, speeches and interviews.

**Speaking: 15 minutes** Tests your ability to communicate effectively in face-to-face situations. You will take the test with one or two other candidates.

**EVALUATION :**

Candidates should achieve, at least, 2 C1 Levels of Competence in the **Skills**, allowing the remaining Level Skills being B2.

For example:   Listening and Reading    C1  
                          Speaking and Writing and Use of English    B2

Regarding the competence of **Use of English**, at least, in two they should get C1 and in the two remaining, B2.

For example: Range, and Fluency   C1  
                          Accuracy, Interaction and Coherence        B2