Universidad de Buenos Aires

FACULTAD DE FILOSOFÍA Y LETRAS

Laboratorio de Idiomas

SPECIFICATIONS CILE 3

OVERVIEW OF EXAM FORMAT			
	CILE 1	CILE 2	CILE 3, 4, 5
READING AND WRITING (100 points) Time: 90-120 minutes			
Task 1 (50 pts)	Reading & writing	Reading & writing	Reading & writing
Task 2 (50 pts)	Reading & writing	Reading & writing	Reading & writing
LISTENING (30 points) Time: 20 minutes			
Task 1	One long excerpt with two renderings	One long excerpt with two renderings	One long authentic excerpt with two renderings
Task 2	Two or three short dialogues with one rendering	Two or three short dialogues with one rendering	Two or three authentic short dialogues, news items or ads with one rendering
SPEAKING (70 points) Time: 15 minutes			
Task 1	Interview	Short presentation & interview based on a topic presented in pictures, graphics and/or short texts	Short presentation & interview based on a topic presented in pictures, graphics and/or short texts
Task 2	Role play based on information gap material	Role play based on information gap material	Problem-solving situation

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READING AND WRITING SECTION

In the two tasks in this section candidates will be expected to write a text on the basis of the input provided by an authentic text. Successful completion of each task will require candidates to select, summarize or comment on relevant information from the text and transfer this information to the requested written text guided by the writing purpose and following conventions of genre, information routines and register.

Candidates will write a total of **300-340** words using two of the following genres:

☐ An informal e-mail or formal letter, e.g. a simple letter of advice, request, complaint or apology, a letter of application, a letter asking for information;

☐ A descriptive narrative, e.g. a crime story, a shocking experience, a news item, the presentation of a typical product, the presentation of an organisation in a home page;

☐ An instructive text, e.g. a guide for safe travelling;

☐ An opinion piece, e.g. a comment on a blog.

An example of an integrated task at this level:

> Read the following short story by Ambrose Bierce. As a journalist, write a news item taking into account the information in the story. The news item will be published in an American newspaper under the following headline: SPOUSE´S GHOST SENDS MESSAGE AT 11:20.
>
> Write 10-15 lines.
>
> REMEMBER to use the information in the text whenever necessary.

Written texts will be graded according to: relevance and adequacy of content with respect to reading input and writing purpose, organisation and cohesion, vocabulary, grammatical range and accuracy, and punctuation and spelling

Candidates will have to read authentic texts from different sources ranging from magazine and newspaper articles to excerpts from academic texts with a length of 600-900 words. They may find the following text types, information routines and content:

☐ Narrative (Reports: biographical notes, news, historical accounts, newspaper articles; short stories)
☐ Descriptive (impressionistic descriptions, e.g. travel accounts)
☐ Expository (broader accounts of esp. abstract phenomena, e.g. newspaper articles, excerpt from educational materials)
☐ Argumentative

Information routines: cause and effect, comparison and contrast, process description

Topics: Science and technology – health – relationships – personal experience - psychology – travelling – entertainment – mass media – society – history – lifestyles – environmental issues – business

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LISTENING SECTION

This section will assess students´ ability to understand different types of authentic aural texts of a British or American variety by showing understanding of gist, detailed information or specific information.

Task 1

In task one they will listen to a long excerpt (a dialogue or monologue) twice. They might encounter any of the following authentic text types and content:

- Film/book reviews
- Presentation of a topic
- Narrative (news, personal accounts, storytelling, etc)
- News reports
- Interviews

Length: 500-700 words

Topics: science and technology - health –relationships - personal experience - psychology – travelling – entertainment – mass media – society – history – lifestyles – business – environmental issues

Candidates will have to perform any of the following skills:
- Identifying main ideas
- Identifying supporting details

Most test methods will be of an open-ended type -e.g. short-answer questions, information-transfer techniques (complete chart, label diagram with short phrases, form / chart completion). Some objective type items may also be included: e.g. true/false statements, multiple choice questions.

Task 2

In task two they will listen to 2 or 3 short excerpts once. These excerpts may be: authentic radio ads, conversations or news items.

 Candidates will mainly have to perform any of the following skills:

- Identifying the major topic
- Inferring the role of the participants in a situation
- Identifying specific information

Test methods used might include short answers, multiple choice questions or true/false statements.

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SPEAKING SECTION

This section aims to assess students´ ability to use spoken English in a wide range of interactions and monologues.

The board will be made up of two examiners, of which one will lead the interaction with the student(s). Students will be paired up if possible to interact with each other.

Part I:

Examiners will ask questions on topics related to work, school, and leisure time to help candidates feel at ease. Then candidates will be given a sheet with printed input and guiding questions to prepare a brief presentation on the topic. After a short talk, they will be asked further questions on the topic related to their own experience and opinions.

Part II:

In pairs candidates will be presented with a problem. They will be invited to interact and cooperate to reach a decision.

Topics:

Daily routines- occupations and jobs – travelling – lifestyles – free time activities – science and technology – health –relationships – personal experience – psychology – travelling – entertainment – mass media – society – history – lifestyles – business – environmental issues

Expected performance

Users at this level are expected to be able to handle the main structures of the language with some confidence and accuracy. They demonstrate knowledge of a wide range of vocabulary in different situations. They can interact expressing hypothetical meaning about the past, present and future as well as support their opinion and argue for and against a topic, yet they may do so inaccurately. If studying, students can exchange opinions, ask questions and make brief presentations.

In the workplace, the student can perform office tasks, can exchange opinions and interact in various situations.

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LANGUAGE SPECIFICATIONS

Candidates at this level tend to use the following structures, functions and vocabulary with a certain level of accuracy since many of these language items have been acquired at this stage. Language items from previous stages tend to be used with a higher level of accuracy and fluency.

G r a m m a r I t e m s	F u n c t i o n s
Present Simple and Continuous	Describe routines and actions in progress
Past Simple, Past Continuous and Past Perfect	Narrate past events
Comparatives, Superlatives and intensifiers	Describe people, places, and feelings
Present Perfect Simple and Continuous	Express experience, recent past, and unfinished past action Present result of past activity or action
Present Continuous, Future Simple, Going To	Talk about the future, plans, and intentions
Passive Voice (modals, going to, Present Perfect, Present Continuous, Past Continuous)	Describe processes, present, past and future events
Used to	Express a past habit or state
Reported Speech (statements, commands, questions, reporting verbs: order, refuse, advise, offer, agree, decide, promise, explain, add)	Report speech using frequently used reporting verbs
Ought to	Express obligation and advice
Be allowed to, Be supposed to	Express permission, prohibition, expectations
Could, Be able to	Express ability or achievement in the past
Would rather, would prefer	Express preference
Should have, could have	Express regret and advisability
Conditionals II	Express unreal and improbable condition and result
Conditionals III	Express impossible actions
Defining and non-defining relative clauses	Identify, give additional information

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G r a m m a r I t e m s	F u n c t i o n s
Verb patterns (gerund, to infinitive, bare infinitive)	(Depending on lexical item)
Quantifiers (enough, plenty of, loads of, several, a couple, few, little, a bit)	Express quantity
Connectives of concession, result, cause, condition	Relate ideas

V o c a b u l a r y
Word formation – phrasal verbs – Topics: science and technology – health and fitness – relationships – personal experience – psychology – travelling – entertainment – mass media – society – history – lifestyles – environmental issues – business – cooking – work – crime