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**SPECIFICATIONS CILE 4**

OVERVIEW OF EXAM FORMAT			
	CILE 1	CILE 2	CILE 3, 4, 5
<b>READING AND WRITING (100 points) Time: 90-120 minutes</b>			
Task 1 (50 pts)	Reading & writing	Reading & writing	Reading & writing
Task 2 (50 pts)	Reading & writing	Reading & writing	Reading & writing
<b>LISTENING (30 points) Time: 20 minutes</b>			
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
<b>SPEAKING (70 points) Time: 15 minutes</b>			
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 **350-380** words using two of the following genres:

- A formal letter; e.g. a letter of request, complaint or apology; a letter of application, a letter asking for information;
- A news article;
- A descriptive narrative e.g. a personal experience on a blog, a crime story, a news item, the presentation of a typical product, the presentation of an organisation in a home page;
- An informative text; e.g a review;
- A persuasive text, e.g. an ad;
- An opinion piece, e.g. a letter to the editor, a comment on a blog, an opinion essay.
- An argumentative piece

An example of an integrated task at this level:

Imagine you are the father of a student of Clayton Valley High School. You have read the article below and you do not agree with the points mentioned. Write a comment:

- Describe the situation at school before the deal with ZapMe! was made.
- Explain the deal with ZapMe!
- Encourage other schools to do business with ZapMe!

Your comment will be posted on an educational internet forum, where parents, teachers and students share experiences and opinions.

**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 800-1200 words. They may find the following text types, information routines and content:



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- Informative/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 and opinion essays

Information routines that may appear within texts: cause and effect, comparison and contrast, process description

Topics: science and technology – health and fitness – relationships – personal experience – ethics – psychology – mass media – music and art – society – history – lifestyles – sports – cooking – environmental issues – business – crime and punishment – clothing



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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

Topics: science and technology – health and fitness – relationships – personal experience – psychology – mass media – music and art – society – history – lifestyles – sports – cooking – environmental issues – business – ethics – crime and punishment – clothing

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: e.g. Complete a chart, label a diagram with short phrases. 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, 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 – education – occupations and jobs – travelling – science and technology – health and fitness – relationships – personal experience – psychology – mass media – music and art – society – history – lifestyles – sports – cooking – environmental issues – business – ethics – crime and punishment – clothing

### *Expected performance*

At this level, users are expected to be able to use the structures of the language with ease and fluency. They can interact in formal and informal situations, taking part in casual conversations and complex or abstract discussions.

If studying, users can use appropriate register and style.

In the workplace, they can perform professional and management activities.



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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 by this stage.

Grammar Items	Functions
Narrative tenses: Past Simple, Past Continuous, Past Perfect and Past Perfect Continuous	Describing main events in the past, actions in progress, events happening before the main event in the past, emphasising durations
The continuous aspect. Present Continuous, Present Perfect Continuous, Future Continuous, Future Perfect Continuous. State and action verbs.	Emphasising that an action lasts for some time or is repeated. Describing an action in progress at a particular time Describing a situation which is temporary. Referring to something which will be happening in the future or something that will continue for some time before a future point in time
The perfect aspect: Present, Past and Future Perfect Time expressions associated with these tenses	Describing actions which started in the past and continue in the present, that refer to unfinished periods of time, to recent past, to undefined past., to an action that happened before another action in the past. Emphasising duration, continuity or repetition. Linking two future times
Future : going to, will, Present Continuous, Present Simple Future clauses: if, when, in case. Verbs +infinitive(aim, arrange, expect, hope, intend, plan, prepare) Future Continuous Future Perfect Modals, adverbs and phrases( may, almost certainly, is likely to be, there's a good chance that, it's bound to, is about to, is to)	Plans and decisions in the future Predictions Near future Official future arrangements Actions in progress or resulting from arrangements or routines, polite requests
Reporting verbs (deny, agree, warn, suggest, insist, accuse, remind)	Reporting what someone has said, asked , or thought
Zero, first, second and third type conditionals, mixed conditionals Wish, if only	Expressing hypothetical or imaginary situations in the present or the past.
The active and the passive. Past Perfect, going to future, used to. Passive + (think, believe, consider, say, expect)+ infinitive- have + part participle Causative have	Expressing formality. Newspaper reports. Avoid mentioning the agent. Describing processes and scientific experiments. Emphasising information. Describing what people think or do for us.
Used to, would, be used to, get used to	Describing past habits, states, and conditions. Talking about what we are-were or became accustomed to doing
Modal Verbs: Can, could, may, must, ought to, would rather (Past modals)	Expressing obligation, necessity, different degrees of probability, possibility, permission. Arriving to conclusions, expressing criticism
Gerunds - Present Participle ( as part of continuous verbs, as adjectives, after prepositional phrases, as subjects, as objects, after certain verbs) and Infinitives( of purpose, after verbs, after objects, after modals)	Depending on lexical item



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Grammar Items	Functions
Use and non-use of definite and indefinite articles	
Defining and non-defining relative clauses with prepositions (who, which, that, where, whose, why, when) omission of the relative pronoun	Adding essential and non-essential information
Adjectives and Adverbs- Participle Adjectives- Adjectives and preposition combinations ( capable of, enthusiastic about, fed up with, interested in, etc)- Comparatives and Superlatives-so, such- unlike, the same as, different to-from	Describing people, things, places, activities. Talking about similarities and differences
Vocabulary	
Phrasal verbs – word formation – Words easily confused(e.g. win, beat, gain-lose ,missed, failed-raise, rise-lay-lie) Topics: science and technology – fitness – relationships – personal experience – facts – myths – psychology – mass media – music and art – society – history – lifestyles – living conditions – sports – cooking – important events, festivals, celebrations – environmental issues – business – ethics – crime and punishment – personality – clothing	