



*Universidad de Buenos Aires*  
 FACULTAD DE FILOSOFÍA Y LETRAS  
 Laboratorio de Idiomas

**SPECIFICATIONS CILE 2**

<b>OVERVIEW OF EXAM FORMAT</b>			
	<b>CILE 1</b>	<b>CILE 2</b>	<b>CILE 3, 4, 5</b>
<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 200-230 words using two of the following genres:
- An informal letter or e-mail;
- A descriptive narrative, e.g. an anecdote, a travel account on a blog;
- An instructive text, e.g. tips to make the most of your visit to Argentina.

An example of an integrated task at this level:

Imagine you participated at the London flash mob described in the piece of news below. Narrate the experience from your point of view, taking into account the information in the text. You want your text to be posted on a weblog where everybody describes their participation. Include the following information as it is presented in the text:

- Where it took place
- What happened there
- Any unexpected problems

You should write 10-13 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 such as magazine and newspaper articles with a length of 450-650 words. They may find the following text types, information routines and content:

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

Topics: Lifestyles – people (hope, ambitions, success stories) – adventure – travelling – love – crime – shopping – beliefs – the supernatural – health – discoveries and inventions – historical events – society – science



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## **LISTENING SECTION**

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

### **Task 1**

In task 1, candidates will listen to a long excerpt (a dialogue or monologue) twice. They might encounter any of the following text types and content:

- Informal and formal conversations
- Announcements
- News
- Film reviews
- Narrative (news, personal accounts, storytelling, etc)

Length: 400-600 words

Topics: Lifestyles – people (hope, ambitions, success stories) – adventure – travelling – love – crime – shopping – beliefs – the supernatural – health– discoveries and inventions – historical events – society – science

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 (without justification), multiple choice questions.

### **Task 2**

In task 2, they will listen to 2 or 3 short conversations once.

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 candidates' 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). Candidates 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 role play based on an information gap activity. They will be provided with cards containing relevant information to accomplish the task.

#### **Topics:**

Daily routines- education - occupations and jobs- travelling - lifestyles - people (hope, ambitions, success stories) – adventure – travelling – love – shopping – beliefs - the supernatural – crime – health – society – science – discoveries and inventions – historical events

#### **Expected performance:**

Candidates can cope with a wider range of everyday situations and service encounters, not only focusing on basic facts, but also expressing opinions, attitudes and wishes. They are able to interact in conversations about predictable topics and understand instructions and questions in the same situation. In the workplace, they can exchange opinions with colleagues as long as the topic is predictable, pass on messages and offer advice to clients within their own area of expertise.



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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.

<b>Grammar items</b>	<b>Functions</b>
Present Simple and Continuous	Describe routines and actions in progress
Would like, Want, Prefer, Enjoy, Look forward to, Hope	Express likes, preferences, ambitions, expectations
Will, be going to, Present Continuous	Talk about future plans, intentions, arrangements and facts
Time clauses	Refer to past, present and future events
Conditionals I	Express present conditions and future results
Can, Could, May, Might	Express possibility
-ed and -ing adjectives	Describe feelings and characteristics
Comparatives and Superlatives	Describe people, places, and feelings
Present Perfect	Express experiences, recent past and unfinished past
Should, Must, (Don't) Have to	Express recommendation and (lack of) obligation
Can't, Mustn't	Express prohibition
Past Simple, Past Continuous, Past Perfect	Narrate past events
Passive voice (Simple Present, Simple Past, Will future)	Describe present, past and future events Describe processes
Used to	Express a past habit or state
Reported Speech (using say and tell)	
Conditionals II, would	Express unreal or improbable conditions and results
Quantifiers (a little, a few, lots of) and measure words (loaf, slice, can, carton, piece)	Express quantity



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<b>Grammar items</b>	<b>Functions</b>
Verb patterns (make, let, manage, decide, try, start, ask, tell, it + adjective + infinitive)	(depending on lexical item)
Defining and non-defining relative clauses	Identify, give additional information
Question formation (questions with a verb + preposition)	Ask for information
Connectors (When, while, although, however)	Link ideas and events
<b>Vocabulary</b>	
Word formation – Topics: personal identification – lifestyles – travel – adventure – hopes and ambitions – success stories – love – shopping – beliefs – crime – health – society – entertainment – science and future – discoveries – inventions – education – free time – food and drink – weather	