



GOBIERNO DE LA CIUDAD DE BUENOS AIRES

CLE CIL INGLÉS

CLE CIL (Ciclo de Idiomas Largo) es un examen de idioma que acredita los saberes y conocimientos en *lenguas extranjeras* de alumnos y alumnas a partir de los 15 años que estén cursando sus estudios secundarios en escuelas de la jurisdicción del GCBA. Esta certificación está diseñada para alumnos que han estudiado el idioma seleccionado al menos 300 horas reloj o cinco años aproximadamente.

El CLE CIL consta de cinco componentes: comprensión lectora, comprensión auditiva, producción escrita, reconocimiento del sistema lingüístico y producción oral. Los primeros cuatro componentes se evalúan a través de un examen escrito que dura 75 minutos; el último componente se evalúa en una examen oral que se rinde de a dos candidatos por vez y que dura aproximadamente 10 minutos.

Objetivos generales

Se espera que el candidato de CLE CIL logre:

- Comprender el sentido general y extraer información específica de textos vinculados con temas personales y de interés general.

- Producir, con un cierto grado de autonomía, textos orales y escritos relacionados con situaciones concretas y abstractas del ámbito personal y social.

Tipos de textos:

- Narrativo
- Descriptivo
- Dialogal
- Informativo
- Argumentativo
- Instructivo



Géneros de textos:

- Para la recepción: Historietas, dibujos humorísticos, revistas juveniles y textos escolares, e-mails, blogs, cuentos breves, crónicas, leyendas tradicionales, agenda personal, invitaciones, epígrafes, notitas, postales, cartas, cupón, encuesta, publicidades, sitios web, poemas, anuncios clasificados, recetas de cocina, canciones, reglamentos, noticias, biografías, artículos.
- Para la producción: Cartas, notas, *e mail*, artículos breves, relato

Áreas Temáticas:

- **Actividades cotidianas** (la casa, la escuela, los derechos y responsabilidades, los trabajos de casa/ de la escuela)
- **Vida personal** (amistad, noviazgo; sentimientos, opiniones y experiencias)
- **Comunicación** (Tecnologías de información y comunicación (TICs), los medios masivos de comunicación)
- **El mundo que nos rodea** (El barrio, espacios abiertos y cerrados de interés de los adolescentes, los servicios. Fiestas tradicionales. La Argentina en el contexto inter-regional e internacional. Personajes e instituciones nacionales e internacionales vinculadas con los derechos humanos, la paz, la salud, la educación, el deporte)
- **El mundo de la imaginación** (el cine, la música, la literatura)

Contenidos gramaticales:

Retoma los contenidos del CLE CIC y agrega

- **Nouns**

Singular and plural (regular and irregular forms)

Abstract nouns

Compound nouns

Noun phrases

Genitive: 's & s'

- **Pronouns**

Personal (subject, object, possessive)

Impersonal: it, there

Demonstrative: this, that, these, those

Quantitative: one, something, everybody, etc.



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Indefinite: some, any, something, one, etc.

Relative: who, which, that

▪ **Adjectives**

Colour, size, shape, quality, nationality

Predicative and attributive

Cardinal and ordinal numbers

Possessive: my, your, his, her, etc.

Demonstrative: this, that, these, those

Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.

Comparative and superlative forms (regular and irregular)

Participles as adjectives

▪ **Prepositions**

Time: for, since

Instrument: by, with

Miscellaneous: like, about, etc.

Prepositional phrases: at the end of, in front of, etc.

▪ **Verb forms**

Infinitives (with and without to) after verbs and adjectives

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

Short answers (No, he doesn't)

▪ **Verb Tenses**

Present Perfect (finished and unfinished use)

Past Continuous

▪ **Sentence Structure**

Subordinate clause following sure, certain, know, think, believe, hope

Subordinate clause following if, when, where, because

▪ **Modal verbs**

Could (ability, request), have to (obligation), need (necessity)

▪ **Adverbs**

Indefinite time: already, just, yet, etc.

Degree: very, too, rather, etc.



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Contenidos lexicales:

Ver áreas temáticas

Contenidos funcionales:

Retoma los contenidos del Nivel 1 del diseño curricular de la CABA y agrega

- Expresar gusto y preferencia, agrado y desagrado (utilizar adverbios y adjetivos, fórmulas corrientes)
- Hablar de sí mismo y de los demás
- Identificar, describir y comparar personas, objetos, animales (talla, formas, características generales...)
- Pedir ayuda (utilizar formas de cortesía, diferentes registros)
- Pedir una repetición, una explicación, una instrucción (utilizar formas de cortesía e imperativos, diferentes registros)
- Pedir permiso para hacer algo (utilizar formas de cortesía, diferentes registros)
- Preguntar significado, deletrear
- Proponer algo (sugerir un juego, invitar a alguien a hacer algo)
- Relatar a los demás una experiencia personal, el argumento de un cuento (encuentro, incidente, fiesta, etc... utilizando el pasado)
- Justificar una opinión/ acción, argumentar a favor o en contra de una posición, formular hipótesis.

Características del examen escrito

El *examen escrito* consta de cuatro componentes: comprensión lectora, comprensión auditiva, producción escrita y reconocimiento del sistema lingüístico. Su duración es de 75 minutos.

El componente *comprensión lectora* evalúa si el candidato comprende lo que lee y puede extraer información tanto explícita como implícita; incluye 2 textos escritos de alrededor de 280 palabras cada uno y resolución de 15 ítems en total, distribuidos entre 2 y 3 tareas. Dichos ítems pueden ser de emparejamiento (unir), opción múltiple (seleccionar la opción correcta entre varias dadas), o selección alternada (elegir entre dos posibilidades).



El componente *comprensión auditiva* evalúa la capacidad de comprender lo que se escucha en forma global y detallada mediante 2 textos orales grabados, escuchados dos veces, cuya duración varía entre 1'30'' a 2' cada uno, y la realización de hasta 3 tareas. Entre todas las tareas, el candidato deberá responder a 10 ítems, similares en cuanto a su formato a los utilizados en la comprensión lectora.

El componente *producción escrita* evalúa la capacidad del alumno para redactar textos de diferentes tipos y géneros. Consta de 2 tareas:

- La primera es una de las siguientes posibilidades:

- respuestas a preguntas contextualizadas,
- formulación de preguntas contextualizadas
- completamiento de textos cortos a partir de indicaciones específicas para cada espacio.

En esta tarea se presentarán entre 5 y 8 instancias a completar / formular.

- La segunda tarea es de producción abierta de alrededor de 10 líneas a partir de una guía o de una situación comunicativa.

El componente *reconocimiento del sistema lingüístico* evalúa el conocimiento que el candidato posee del funcionamiento de la lengua como sistema. La tarea propuesta consta de un texto de aproximadamente 200 palabras, en el cual se presenta un “cloze” con 10 ocasiones en los cuales los candidatos encuentran 3 palabras y deberán elegir sólo una, la correcta en ese contexto, a fin de que el texto recupere su coherencia y/o su cohesión.

Características del examen oral

El componente *producción oral* evalúa las posibilidades del candidato de interactuar en forma oral, en una entrevista entre dos candidatos y un examinador, quien lleva adelante la entrevista. Un segundo examinador (que no interfiere en la conversación) presencia el examen.

El examen oral tiene una duración de aproximadamente 10 minutos y consta de tres partes. La primera incluye preguntas personales y sobre el entorno a cada candidato en forma individual. La segunda se desarrolla a partir de una lámina para cada candidato como disparador, y se realizan preguntas de descripción e inferencia. La tercera parte consta de una interacción dialogada entre candidatos para resolver una situación comunicativa planteada por el examinador. En esta instancia el examinador no participa de la conversación entre candidatos.



Ejemplos de ítemes y tareas

Comprensión auditiva

🔊 Listening Text

Tapescript

What does a musician wear these days? Listen to Mariel, a guitarist, talking about clothes.

Todd: Before, musicians like you said used to wear ripped jeans. Jeans with big holes or rips in them.

Mariel: Oh, yeah, that was in the 80's.

Todd: OK, maybe that was my generation. So that's not popular anymore?

Mariel: Some people like to wear ripped jeans, yeah, still, but mainly the rips are quite neat, so they're usually ripped a little bit around the pockets or around the knees

Todd: OK, yeah. That sounds like designer jeans. Maybe then like.... are they specifically made just for that style?

Mariel: Well, yeah. Actually, quite often the jeans you buy in the store are already ripped or already worn so they look like they're old but they are brand new.

Todd: But designer jeans can be really expensive, right?

Mariel: Oh, they can be very expensive but people are happy to pay the money because they're designer jeans. They're cool.

Todd: Well, how much do you pay for jeans?

Mariel: I can pay up to 120 Euros for jeans.

Todd: A hundred and twenty Euros.

Mariel: Yeah.

Todd: That's a lot of money.

Mariel: It's a lot of money, yeah, especially because I'm a student but I'm happy to put the money into it if the jeans fit very well.

Todd: Just, finally about jeans, these days there are many different colours. You have the light blue jeans, or the darker blue jeans. Which colours do you like to wear?

Mariel: That depends on the time of the year actually. In the summer I like to wear light blue jeans and then in the winter I sometimes wear black jeans or really dark blue jeans.

Todd: Oh, that's interesting. So you change the colour by season?

Mariel: Yeah, generally I think I wear darker clothes in the winter.

Todd: Well, just off hand, how many jeans do you think you have? How many pairs do you have at home?

Mariel: I think I have about eight or nine pairs.



Todd: That's a lot.

Mariel: That's a lot but actually, I only use two pairs of them.

Todd: Your favourites?

Mariel: Yeah, my favourite jeans. And they're baggy.

Todd: OK, thanks Mariel.

Mariel: You're welcome. My pleasure.

Listening task

What does a musician wear these days?

Listen to Mariel, a guitarist, talking about clothes and decide if the sentences are true or false. Write a \checkmark in the corresponding column.



		True	False
1	In the 80's musicians wore jeans with no holes.		
2	New jeans are already ripped or worn out when you buy them.		
3	Designer jeans are very expensive but cool.		
4	Mariel paid 120 euros for a jacket.		
5	Mariel buys jeans that fit well.		
6	Jeans are only blue.		
7	Mariel wears light blue jeans in the summer.		
8	Mariel has got a lot of pairs of jeans and she wears them all.		



KEY

	True	False
1		X
2	X	
3	X	
4		X
5	X	
6		X
7	X	
8		X

Producción escrita

Ejemplo 1

A. Formulación de preguntas

Write the questionnaire.

You want to interview a New Yorker to get information about the city. Choose five of these words and write the questions.

How.....? Where? How often.....? How much? When? Have? Do

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?



Ejemplo 2

B. Respuesta abierta (breve/extensa) a preguntas contextualizadas.

Complete this interview

This is a programme about community helpers. The reporter is interviewing Mr Jackson, a fireman.

Reporter: Hello, Mr Jackson. When did you start working as a fireman?

Mr Jackson: _____

Reporter: Why do you like being a fireman?

Mr Jackson: _____

Reporter: How many people did you save last year?

Mr Jackson: _____

Reporter: What do you like doing in your free time?

Mr Jackson: _____

Reporter: What are you going to do next weekend?

Mr Jackson: _____

Reporter: Thank you, Mr Jackson.



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Reconocimiento del sistema lingüístico

Read this information from an encyclopedia and **circle** the correct option.
The first one is an example.

What Is Hip Hop?

From the Simple English Wikipedia, the free encyclopedia that anyone can change

Hip Hop is a type of music (**who** - **which** - **when**) started in the 1970s in African-American (also called "Black") communities in big cities of the United States. Hip hop (**used** - **use** - **uses**) a style of singing called rapping. Rapping comes (**from** - **of** - **in**) the Jamaican art form known as toasting. It is a style of singing in which (**an** - **a** - **two**) singer chants or says words with a rhythm and rhymes. The lyrics (words) of hip hop songs are often about the life of African-American people (**in** - **on** - **at**) the big cities. Some hip hop song lyrics (words) are about gangs, violence, and illegal drugs. Hip hop music (**too** - **never** - **also**) uses musical styles from pop music such as disco and reggae.

Hip Hop as a culture involves Hip-hop music as well as a style of dressing called "urban" clothes (rappers like (**wear** - **wearing** - **to wearing**) baggy pants, Timberland leather work boots, and very big shirts), an African-American dancing style called break dancing (**and** - **or** - **but**) "popping", and a type of street art in which people paint pictures or words on walls, which is called graffiti. Break dancing is an acrobatic style of dance and it (**originates** - **originated** - **originate**) in the African martial arts form known as capoeira a long time (**behind** - **back-** **ago**). This form of fighting was used by the slaves (**which** - **who** - **when**) were brought to Brazil.

In the 2000s, hip hop music and hip hop culture (**are** - **is** - **isn't**) very popular in the United States and Canada. Hip hop musicians usually use nicknames (made-up names). Many of the popular hip hop musicians from the 2000s use nicknames, such as Snoop Dogg, Jay-Z, and 50-Cent.

KEY

1. uses
2. from
3. a
4. in
5. also.
6. wearing
7. or
8. originated
9. ago
10. who
11. are



Comprensión lectora

 **Read this interview and do the exercises**



Interview with Christina Aguilera

Interviewer: Christina Maria Aguilera is the eldest of five children. She was born on December 18th 1980 in Staten Island, New York. Her father, Fausto Aguilera, is a military officer. Her mother, Shelly Kearns is a violinist, pianist and president of Christina's fan club. Christina is a singer and an actress. Tell me, Christina, how did you start your career?

Christina: I appeared on TV when I was 9 years old. There was a competition for talented children, but I didn't win. When I was a teenager, I recorded a song and sent a demo tape¹ to a producer.

Interviewer: He was amazed by your voice...

Christina: Well, apparently he was, he offered me a contract when I was only 15 years old! Around the same time I received a call from a friend who worked at Disney. **They** needed someone to sing "Reflection", the principal song in the Disney film "Mulan". Then I won my first Grammy Award in 2000.

Interviewer: Where do you get the inspiration for your songs?

Christina: Marilyn Monroe and Madonna inspire me a lot. I love rock & roll. Also, hip-hop has a big influence on me.

Interviewer: People say you are very much like Britney Spears...

Christina: It's frustrating to be compared with Britney because we are two very different artists...

Interviewer: Tell me about the "private" Christina...

Christina: I love doing normal things -- writing songs, spending time with friends, shopping, watching movies. I also love to go to art and history museums. I spend a lot of time with Chewy and Stinky, the two dogs that my ex boyfriend Jorge gave me. They're great company. Another thing, I'm not really religious but very spiritual. I give money to the fight against AIDS² and to a Women's Center for women and children who are victims of domestic violence.

¹ A CD with some of your songs

² SIDA



A. Emparejamiento

Find the right end to complete the sentences. Match the numbers and letters. Write the answers in the table below.

- | | |
|--|-----------------------------|
| 1) You can read this interview | a. from someone she loved. |
| 2) Aguilera sent a demo tape to a producer | b. to make her voice known. |
| 3) Aguilera sang a song in "Mulan" thanks | c. to the Disney Studios. |
| 4) " <u>They</u> " on line 9 refers | d. on the Internet. |
| 5) Aguilera's pets were a present | e. to someone she knew. |

1	
2	
3	
4	
5	

B. Selección alterna o binaria

Are the following sentences True or False? Write a ✓ in the corresponding column

- 6) Christina's fans may find this text interesting.
- 7) Christina's mother is very much in contact with her daughter's career.
- 8) Christina spends a lot of money when she goes out with friends.
- 9) The producer knew Christina before she sent him her demo tape.
- 10) Aguilera isn't furious or angry when the interviewer compares her with Britney Spears.

T	F



C. Opción múltiple

Read this letter and do the exercises

November 2007

Dear John,

Hi! How are you? I'm writing to you from Buenos Aires, a beautiful city. I'm studying Spanish in a school located in the centre of the city. Last week we had to work on a project about an Argentine band called Soda Stereo. We also went to their concert as part of the excursion programme. You loved the last concert by The Police so I'd like to tell you about the band, its music and the concert.

Soda Stereo started as a band in 1982 when Gustavo Cerati and Zeta Bosio (two of the members) were friends at university, two years after they began their careers. They decided to form a band similar to The Police, which they admired at that moment. The trio was formed with the addition of Charly Alberti.

In 1985 they recorded "Nada Personal," (Nothing Personal) which caused a great sensation across Latin America. They became very popular and toured all the region with great success.

In 1997, the group announced their separation, and they went on a final tour around Latin America which ended with two shows at River Plate stadium in Buenos Aires. That last concert finished with one of the most popular phrases in the history of Spanish-speaking rock: "¡Gracias... totales!" (Absolute Thanks!).

At the beginning of this year, after 10 years of their dissolution, rumours started that Soda Stereo would tour South America before the end of the year. A reunion tour was finally announced as the "Me Verás Volver" tour ("You'll See Me Return", referring to lyrics on *Doble Vida's* "Ciudad de la Furia", one of their hit songs). The tour started at the River Plate stadium, where they played "El Último Concierto" in 1997 and yesterday it was the last concert for this tour. There were fans of all ages and all the tickets were sold. The show was excellent and they played new and old songs. Unfortunately, they don't know if they will play together again.

I'm very happy because I am learning a lot of expressions and vocabulary with the lyrics apart from enjoying the music and having fun.

Love,
Mary



Choose the correct option

- 1) Mary is
 - a) visiting Argentina.
 - b) working on a project for an Argentine company.
 - c) learning Spanish.

- 2) “Nada personal”
 - a) was Soda Stereo’s first recording.
 - b) was a successful tour.
 - c) was a famous song.

- 3) In 1997, the band gave two concerts in River
 - a) before touring Latin America
 - b) after touring Latin America
 - c) before announcing their separation

- 4) “You’ll See Me Return” is
 - a) the new Soda Stereo album
 - b) the name of the 1997 tour
 - c) the name of Soda Stereo’s last tour

- 5) In the last concert Soda Stereo played
 - a) new songs
 - b) songs from the past and new ones
 - c) old songs



Producción Oral

Ejemplo de tarea 2

The examiner gives each candidate a different picture. Candidates answer some questions about their picture.



1. Why are the people standing there?
2. What are the police officers doing?
3. What must the police do when people protest on the streets? (or when people stop the traffic?)
4. Should people protest on the streets?
5. Do you think these people are from Buenos Aires? Why/not?
6. Do you ever protest on the streets?
7. When was the last time you saw a protest like this?

Ejemplo de tarea 3

El examinador plantea una situación comunicativa a resolver por los candidatos. Se entrega una tarjeta de información a cada uno con la información necesaria para resolver la interacción.

Ejemplo 1

a) You and your friend are on holiday near the sea. You invite your friend to go out with you, but he does not want to do that. Make another suggestion and agree on the place and time to meet.

b) You and your friend are on holiday near the sea. Your friend invites you out. You would like to see your friend but you don't want to go out. Make another suggestion and agree on the place and time to meet.

Ejemplo 2

a) You were in the street and saw this demonstration (the one of the picture above). It took you a long time to get home. When you finally get home, you tell your family about it.

b) You are at home, waiting for your brother/sister. It is very late and he isn't home. You are very worried. Finally, he arrives. You want to know what happened, and you want to know details!