



CLE CIL INGLÉS - Ejemplos de ítems y tareas

Comprensión Oral

Ejemplo 1

TEXT 1: Job opportunities (audio 2011)

You will listen to an interview with a representative of J.A.Y. – JOBS ABROAD FOR THE YOUNG – an organization that offers job opportunities in other countries for young people.

TASK 1: Choose the best option A, B or C. Write a ✓ next to it.

1) This interview...

☐
☐
☐

- A. is a repeat show on TV.
- B. goes live on the radio.
- C. goes live on TV.

2) Students can participate in the programme and study because...

☐
☐
☐

- A. they join the programme during the holidays.
- B. they continue their studies in another country.
- C. the jobs take up a few weeks.

3) To participate in the programme, candidates must...

☐
☐
☐

- A. never be absent.
- B. be regular students.
- C. get very good marks at school.

4) What information does the J.A.Y. organisation keep?

☐
☐
☐

- A. Only a list of candidate profiles.
- B. Only a list of jobs offered abroad.
- C. A list of candidates and another list of jobs on offer.

5) The interview stops because...

☐
☐
☐

- A. it's time for a commercial break in the programme.
- B. Tessie Meyers must leave.
- C. it is the end of the show.



Tapescript:

Introduction: Welcome to New Horizons, a TV show especially for young people. Like every Wednesday evening, here we are live – oh, yes // we are live! Do you want to know what time it is exactly? It's two minutes past eight and we are coming live on Discovery Channel with news that interests the teenage world. Today's topic is WORK. In today's world, young people finishing secondary school often find it difficult to get a job and this is often because they haven't got any experience in any field. But this is a contradiction because if they can't get work, how can they start getting experience? Fortunately, there are people who have seen this contradiction and are here with us today. // We have Tessie Meyers. Tessie Meyers is a representative of JOBS ABROAD FOR THE YOUNG, and she will tell us about a programme that tries to help these young starters to take their first steps in the world of work. I'm sure this will capture the attention of many of our viewers! Welcome Tessie Meyers!

Presenter: Hello, Tessie. Welcome to our show.

Tessie: Hello! Thank you very much for the invitation.

Presenter: So here is our first question: What is JOBS ABROAD FOR THE YOUNG?

Tessie: Many teenagers at the age of 18 want to find jobs when they finish secondary school. Some of them find a job, but many don't. And many students would love to travel abroad, but do not have the money for a trip. And very often, if they get a job after school, it is very difficult for them to get enough money to spend some time in another country before they start university.

Presenter: Absolutely! When you are young, money is a problem, and you need a lot of money to live in another country.

Tessie: That's right. So JOBS ABROAD FOR THE YOUNG is an organisation that was formed to meet these needs. We offer temporary work opportunities in different countries for people from 18 to 21, who have just finished secondary school or who are studying at university. Students can make money, and they can live in a different country!

Presenter: That is very convenient!. So the cost of the trip would not be a problem because they would have a job. But there is the problem of time. If the programme is for university students, how can they join the programme and take lessons at university at the same time?

Tessie: Well, you see, the experience is planned for the periods in the school year when students have finished their exams and they are not attending lessons.

Presenter: I see. And how do you know that participants are in fact attending university regularly?



- Tessie: That's a very good question. We really want young people to study. This is why the programme is open only to students who can prove they are studying. For example, // they have to show that they have been attending lessons regularly, and that they are going to continue their studies. That's why candidates must present some documentation like copies of their school reports or papers from their university.
- Presenter: So // let's see if I get it right: you offer temporary jobs in other countries, candidates must be between 18 and 21 years old, and they must be regular students.
- Tessie: That's right!
- Presenter: Now, what kind of jobs can the candidates apply for?
- Tessie: Well, we have to consider the needs of the communities in our destinations. These communities find it hard to get local people to do certain jobs. Also, many people in these communities like to train young people with no experience. So what do we do? We collect information about job openings and make a list of students who want to join the programme. With this information, we match candidates with jobs. The jobs usually required are shop assistants, receptionists at hotels, and educational assistants for children.
- Presenter: Do applicants need to speak a foreign language?
- Tessie: Well, it's not necessary. But, in fact, speaking a foreign language or doing sports and having computer skills are all additional advantages. If they know another language or are good at sports there are more possibilities. But it isn't an obstacle if they don't have these abilities. We can find jobs for people who want to improve their skills in a foreign language or we can also provide work in a country where their own language is spoken.
- Presenter: This all sounds very interesting indeed. But now, it's time for a few commercials. After that, we'll continue our interview with Tessie Meyers from JOBS ABROAD FOR THE YOUNG. So stay tuned – there is a lot more to learn! We'll be right back!



TEXT 2

You will hear five people talking about school.

TASK 2: Listen and choose the best option. Write a tick ✓ in the corresponding box

6) Speaker 1	A. hated maths	
	B. probably didn't do well at languages	
	C. wasn't good at geography	
7) When she was at school, speaker 2	A. had a talent for writing essays.	
	B. loved to write book reports	
	C. had to write summaries of books she liked	
8) Speaker 3	A. doesn't like maths or chemistry now	
	B. loved humanities at school	
	C. liked French and English at school	
9) Speaker 4 loved geography because	A. he had the same teacher for two years	
	B. the teacher was tall and big	
	C. he liked the teacher	
10) Speaker 5	A. thinks sports are difficult to learn and play	
	B. Was good at learning how to use computer programmes	
	C. probably had good grades in English	



Tapescript

Speaker 1

In school, when I was younger, I had a bunch of subjects, but my favorite subjects were probably languages and maths. I like numbers and I like learning languages. The subjects I was not very good at were history and geography, basically just because I didn't like them very much.

Speaker 2

My favorite school subject was always English. I loved to read and write so I used to really like getting to do essay assignments because I could write for hours. You know my friends would tease me because I would put my head down and write and write and write. I can write all the time and I love reading new books. When I finish one I already have the next one all set. The one thing I didn't like about the English class was that we had to do book reports. I really didn't like book reports because most of the time I ended up reading a book I was assigned and didn't really like, therefore it wasn't an enjoyable assignment.

Speaker 3

OK, my favorite subjects in school. Well, when I was in high school, I loved physics and math and chemistry but then I changed my mind quite drastically I came to love topics such as humanities, psychology, philosophy and subjects like those. The subjects that I hated the most were probably French language subjects, English language subjects, anything that dealt with language, I did not like at all.

Speaker 4

My favorite subject: my favorite subject is geography and I remember one year, I had a geography teacher named Mr. Hall and he was a great big tall man with a long grey beard and a great big belly and he looked like Santa Claus and it was lots of fun always learning about the world and the cities and the countries from Mr. Hall, so geography's my favorite subject.

Speaker 5

The subject I was good at at school was physical education, which I loved because we played a lot of sports all the time. I was also good at computers. I could pick up the programs very easily. Funnily enough, the one subject that I was not good at was English, even though I am an English speaker.



Comprensión Lectora

TEXT 1: Read these texts and do the exercises below.

How to Use a Telescope

<http://www.wikihow.com/Use-a-Telescope>

With telescopes, "bigger is better." Large mirrors and large objective lenses collect more light and provide the most spectacular viewing experiences. The excitement of viewing distant galaxies, brilliant stars, solar system planets and lunar characteristics is nearly indescribable.

Steps

1. Plan your viewing session.
2. A particular item of interest may only be visible for a short time after sunset.
3. Get the appropriate materials for the session.
4. Transport your telescope to the pre-selected viewing place.
5. Set up and align your telescope.
6. Aim your telescope at the first item on your list.
7. Focus the telescope.
8. Watch the wonders of the universe as they lie before your eyes.
9. Share your viewing enjoyment with a friend.
10. Aim your telescope at the next item on your viewing list.
11. Repeat steps 6 through 9 for the duration of your viewing session.





Tips

- Choose the largest aperture telescope you can buy and easily transport.
- The eyepiece controls the magnification of the telescope. At first, use the lowest power eyepiece (for example, 25 mm), to make it easier to locate objects.
- Familiarize yourself with telescope setup and operation. This is more easily done during the day in the comfort of your home.
- Good quality telescopes come with adequate instructions for setting up and aligning the telescope.
- Find the darkest possible location for viewing.
- Personal safety should be a primary consideration. Get permission from property owners. Also consider the local wildlife and take appropriate precautions to avoid disturbing it.
- Dress for success. Nights can be cold after sunset. Wear appropriate clothes to make your viewing session comfortable.



Warnings

NEVER AIM YOUR TELESCOPE AT THE SUN; YOU CAN SEVERELY DAMAGE YOUR VISION!!

Things You'll Need

- Star charts to help locate an item in the heavens
- The telescope and the necessary accessories
- Snacks and hot beverages on cool nights
- Warm clothes



TASK

Choose the best option. Write a ✓ in the corresponding box.

1) You may find this text	A. in a magazine.	
	B. in a geography book.	
	C. in a short story.	
2) The writer wants to	A. persuade you to buy a telescope.	
	B. teach you how to use a telescope.	
	C. tell you about his experience.	
3) In the first picture you can see	A. the most important element you need to enjoy a viewing session.	
	B. everything you need to enjoy a viewing session.	
	C. characteristics of the moon from a viewing session.	
4) You change the direction of the telescope to look at a second item	A. in step 11.	
	B. in step 8.	
	C. in step 10.	
5) The writer suggests you	A. do this alone.	
	B. go with a friend.	
	C. repeat the steps once.	
6) If you want to see where objects are more easily at first,	A. you should use the highest power eyepiece.	
	B. you should never use 25 mm.	
	C. you should use the lowest power eyepiece.	



TEXT 2

Sometimes acting quickly is not the best thing to do.... **Read this story and do the exercises below.**

A bump in the night

Last month, two brothers, sixteen-year-old Tom and eighteen-year-old Harry, were on their own at home one Saturday afternoon. Their parents were on a weekend trip with some friends in dad's car. Tom was bored and wanted to have an adventure. He wanted Harry to drive their mum's car to the city. Harry wasn't happy about **it**, but he was bored too, so, in the end, he agreed.

5 After much discussion before they finally took the decision, the boys arrived in the city centre and decided to go to the cinema first. Harry parked the car carefully outside the cinema. They watched a great film. After the film, they were feeling hungry. Harry was a bit happier now so he stopped at a café, and they ordered a big pizza. Harry wanted to go home, but Tom preferred to go to a nightclub. Harry was not sure at first, but once again he agreed in the end. After parking the car
10 carefully outside the biggest nightclub in town, they got out and they went in directly to the dance floor.

Tom and Harry stayed in the nightclub for a long time. It was very late when they walked back to the car. Then, they noticed something terrible. There was a big dent in the back of the car! Their mum's car was damaged! Mum was
15 a very careful driver and the dent looked very recent. What could they do now?



dent

They hurried home, and waited until 6 a.m. Then they phoned a garage and explained the situation. A mechanic repaired the car and the boys parked it outside the house just in time! A few minutes later their parents returned home. They were relaxed and happy after their short holiday.
20 The boys were too scared to say anything about the accident.

Later that day, their mother wanted to go out so she checked the car.

“Hey! Look at the car!” she shouted.

The boys waited nervously. Their mother continued:

“I can't believe it! A van crashed into my car last Thursday. There was a dent at the back but now
25 it's OK, you can't see the dent!”



TASK 1: Choose the best option A, B or C. Write a ✓ in the box next to it.

1) Tom and Harry's parents were...

- A. on a long holiday trip.
B. on a two-day business trip.
C. on a two-day holiday trip.

2) it (on line 4) refers to...

- A. being bored.
B. going to the cinema.
C. driving the car.

3) When he went out of the night club, Harry probably thought:

- A. "Mum crashed her car."
B. "We crashed Mum's car."
C. "Tom has crashed Mum's car."

4) The mechanic repaired the bump...

- A. before their parents arrived home
B. after their parents returned.
C. at the same time their parents arrived home

5) The boys _____ responsible for the bump.

- A. confessed they were
B. did not admit they were
C. were accused of being

6) Their mother was _____ when she saw the car.

- A. surprised but angry
B. angry and worried
C. surprised but happy

7) Harry and Tom don't always agree on what to do but in the story ...

- A. Harry agrees with Tom after some discussion.
B. Harry convinces Tom easily.
C. Tom convinces Harry easily.



Reconocimiento del Sistema Lingüístico

This is the first page from THE RED-HEADED LEAGUE, a story by Sir Arthur Conan Doyle, in which he narrates one of the adventures of the famous London detective, Sherlock Holmes. Read the text and underline the correct option.

I visited my friend, Mr. Sherlock Holmes, one day in the autumn of last year, and found him in deep conversation with a very strong, happy-faced elderly gentleman, with the reddest hair I've ever seen. They **(1) talked / were talking / talk** face to face in the living room when I opened the door. I apologized for my interruption, and I was about to **(2) leave / left / leaving** when Holmes pulled me into the room and closed the door behind **(3) me / I / my**.

"You have **(4) come / came / comes** at the perfect time, my dear Watson," he said, in a friendly voice.

"I thought **(5) why / what / that** you were busy", I said. "You have company."

"I am. Very busy really."

"Oh, I'm sorry. Then I **(6) should / mustn't / need to** wait in the next room until your visitor leaves the house."

...



Use of English

Look at this article. You can read it at www.strangebuttrue.com. It is about a lucky escape.

Read this text and circle the correct option



Simon Donnell, 17, escaped (1) **off** / **of** / **from** a shark attack yesterday. Simon was on holiday in Florida with a group of friends. He (2) **goes usually** / **usually goes** / **doesn't usually go** there because he loves the beach. One day they all got together and went out in a small boat to see sharks.

The sea was calm and for the first two hours they didn't see any sharks at all. They (3) **are laughing** / **were laughing** / **laughed** about their bad luck when suddenly everything changed: Simon looked at the water and (4) **could** / **had to** / **must** see four or five small sharks swimming around (5) **it** / **us** / **them**. He got up and went over to the side of the boat. The boat was moving quite slowly (6) **and** / **or** / **but** the water was clear. There was a splash and an enormous shark appeared! The shark was swimming fast and crashed into the boat. It was like in Spielberg's film *Jaws*. Most of Simon's friends were screaming or crying. Fortunately, the shark disappeared into the deep blue sea. It was a small boat and they were really lucky to get away from such a big and dangerous shark.

Later that day, Simon (7) **was interviewed** / **interviewed** / **was interviewing** on TV.

Reporter: "What (8) **you thought** / **did you think** / **do you think** at that moment?"

Simon: "We are going to die, a little voice in my head said."

Reporter: "How are you now?"

Simon: "I think I (9) **never was** / **have never been** / **would never be** so scared in my whole life!"



Producción Escrita

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The true story of John Clayton, Tarzan of the Apes

Interview by Linda Evans

Tarzan of the Apes, a story by Edgar Rice Burroughs, narrates the life of a man among the apes. He is adopted as a baby by the she-ape Kala. The apes call John Tarzan, "White Skin" in the ape language, and John grows up totally ignorant of his human origin. Some years later, English explorer Marcus Rochester finds him and takes him back to England, where he returns to human society. Today we have the great opportunity to know details about the incredible life of this unusual man.

Linda Evans: Tell me, John, when did explorer Marcus Rochester bring you to England?

John Clayton: (1) -----

Linda: What were you doing when Rochester saw you for the first time?

John Clayton: (2) -----

Linda: What was your life like among the apes?

John Clayton: (3) -----

Linda: How did people feel about you when you arrived in England?

John Clayton: (4) -----



Linda: Have you ever returned to Africa? Why / Why not?

John Clayton: (5) -----

Linda: Do you prefer life in Africa or in England? Why?

John Clayton: (6) -----

Linda: What is your life like now?

John Clayton: (7) -----

Linda: Thank you very much for your time, John.

John Clayton: Not at all, Linda. It's been a pleasure.



TASK 2

My First Date

There is a new American boy / girl in your class. You are good friends with him / her. He / She doesn't know the boy / girl you like. Write an email to your American friend describing last Saturday's date with your love. Complete the text in the email. Include information about:

- Description of the boy / girl (physical and personality).
- Description of the place/s where you went and what you did there.
- How you felt.
- Comments that some of your friends in the group made about him / her when you asked their opinion.
- Plans for a future date.

New Message - Outlook Express					
File	Edit	View	Tools	Message	Help
From:	f.fernandez@hotmail.com				
To:	m_averynnon@gmail.com				
Subject:	My first date!				
Hi, -----! How are you? You know something? Last Saturday ----- ----- ----- ----- ----- He / She is also ----- I ----- ----- because ----- Next weekend we ----- ----- What do you think? See you tomorrow at school. Bye					



TASK 1: *Your psychology teacher has asked you to answer the first part of a questionnaire which will help you decide what to study when you finish school.*



Answer the questions.

1) Where do you like studying? Why?

2) What subjects do you enjoy studying? Why?

3) Do you work better in a team or individually? Why?

4) What was the last work you did that you enjoyed?

5) Everybody has one thing they do not like about themselves. What would you like to change about your personality? Why?



Producción Oral

Ejemplo de tarea 2

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

Where was this photo taken?

- What can you see?
- What can people do in a place like this?
- Have you ever been to a square like this?
- What sorts of squares do you like going to?
- Where do you like going on rainy days? Why?



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.

You are trying to organise a study trip. Talk about the places you can visit and the activities you can do. Finally decide which would be a good place to go.

Possible destinations and activities

San Rafael Mendoza (Atuel Canyon, Nihuil Dam and the four hydroelectric power stations. Adventure activities: Trekking, horseback riding, white water rafting





Iguazu Falls (Brazilian and Argentinean sides- bird watching with park rangers -San Ignacio ruins/ Day excursion + dance at night – reservations in advance!! Visit to tea and yerba mate plantation. Danger: Dengue



Entre Ríos. Visit National Park-Palmar de Colon- Guided tour of Historical Museum San José Palace -Photo Safari (watching of fauna, especially birds)





Clave de Corrección

Comprensión Oral:

TEXT 1 - TASK 1

N° de ítem

- | | |
|----|---|
| 1) | C |
| 2) | A |
| 3) | B |
| 4) | C |
| 5) | A |

TEXT 2 – TASK 2

- 6) C
- 7) A
- 8) A
- 9) C
- 10) B

Comprensión Lectora:

TEXT 1

- 1) A. in a magazine.
- 2) B. teach you how to use a telescope.
- 3) A. the most important element you need to enjoy a viewing session.
- 4) C. in step 10.
- 5) B. go with a friend.
- 6) C. you should use the lowest power eyepiece.



TEXT 2

N° de item	
1)	C
2)	C
3)	B
4)	A
5)	B
6)	C
7)	A

Reconocimiento del Sistema Lingüístico:

- 1) talked / were talking / talk
- 2) leave / left / leaving
- 3) me / I / my.
- 4) come / came / comes .
- 5) why / what / that
- 6) should / mustn't / need to



Use of English

N° de item	
1)	from
2)	usually goes
3)	were laughing
4)	could
5)	them
6)	and
7)	was interviewed
8)	did you think
9)	have never been