

УРОВЕНЬ В 2 – ЗНАЧИТЕЛЬНЫЙ ШАГ К УСПЕХУ.

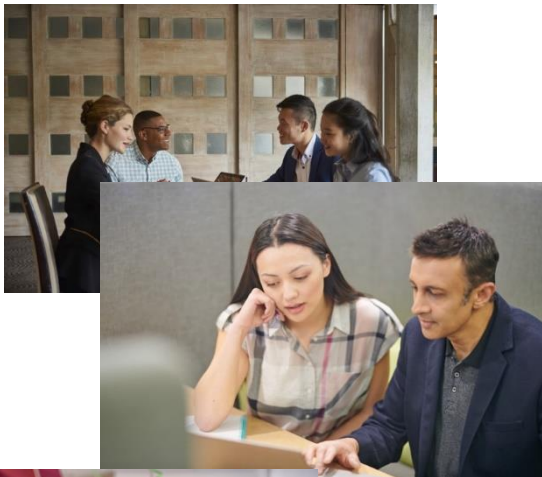
**КРИТЕРИИ ОЦЕНКИ УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ,
ПРАКТИЧЕСКИЕ ИДЕИ ПРИ ОРГАНИЗАЦИИ
ОБУЧЕНИЯ ЯЗЫКУ**

Preparation for Higher Education



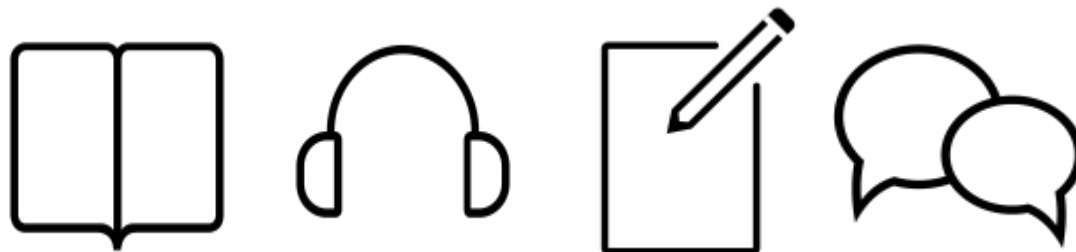
- Understand and take notes at lectures
- Write essays and reports, developing an argument and structuring ideas
- Do research and understand textbooks
- Deliver presentations and take part in discussions, presenting an argument
- Develop conversation and social skills to enjoy life outside the classroom
- Become autonomous as a learner by developing independent study skills and good time management
- Develop confidence in taking exams.

Preparation for the workplace



- Understand and take notes at meetings and on teleconferences
- Read and write reports, developing an argument and structuring ideas
- Read and write emails
- Deliver presentations and take part in discussions, presenting an argument
- Develop conversation and social skills for interaction with customers and colleagues in other countries

4 skills

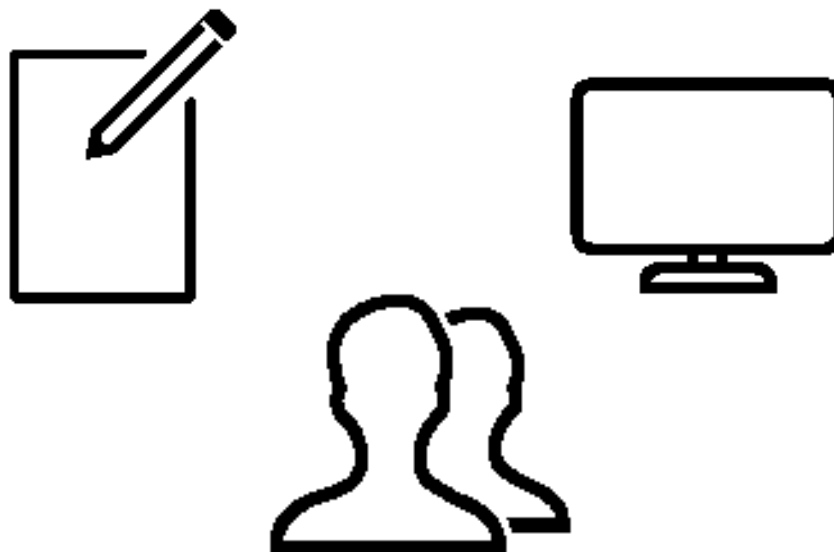


B2 First / First for Schools

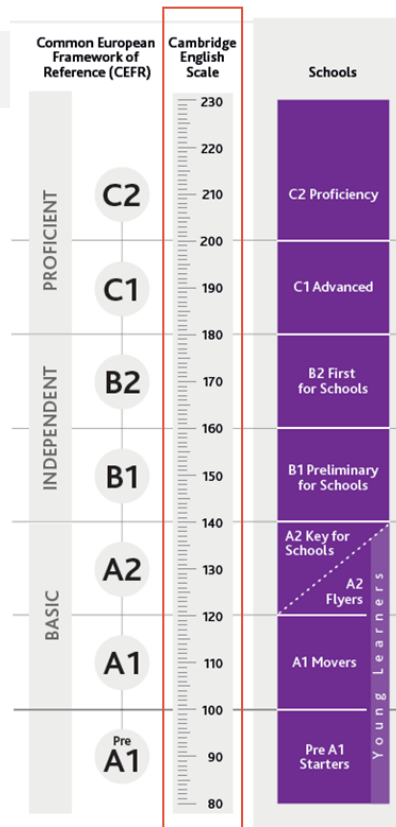
CEFR Level B2

Reading and Use of English	75 mins	Can understand factual texts on topics that are not familiar, with the help of a dictionary.
Writing (140-190 words x 2)	80 mins	Can present an argument and opinions in writing.
Listening	Approx. 40 mins	Can identify the expression of feelings and attitudes, such as criticism, disapproval, agreement, etc.
Speaking	14 mins	Can keep up a conversation on a fairly wide range of topics, expressing opinions and presenting arguments.
Total exam length	About 3.5 hours	

Paper-based or computer-based



Understanding results



Results reporting

Cambridge Assessment English

Reference No.
15BGB9615003
To be quoted on all Correspondence

First Certificate in English

Statement of Results

Candidate name
An Example

Session
November (F2) 2018

Place of entry
Cambridge

Result	Overall Score	CEFR Level
Pass at Grade C	172	B2

CEFR Level	Cambridge English Scale	Certified Results	Reading	Use of English	Writing	Listening	Speaking
C1	180	Grade A		179			179
B2	170	Grade B	175		162	168	
B1	160	Level B1					

First is an examination targeted at Level B2 in the Council of Europe's Common European Framework of Reference.

Candidates achieving Grade A (between 180 and 190 on the Cambridge English Scale) receive a certificate stating that they have demonstrated ability at Level C1. Candidates achieving Grade B or Grade C (between 160 and 179 on the Cambridge English Scale) receive a certificate at Level B2.

Candidates whose performance is below Level B2, but falls within Level B1 (between 140 and 159 on the Cambridge English Scale), receive a certificate stating that they have demonstrated ability at Level B1.

Examination results can be quickly and securely verified online at: www.cambridgeenglish.org/verifiers

THIS IS NOT A CERTIFICATE
Cambridge Assessment English reserves the right to amend the information given below the basis of verification to successful candidates.

Results

Score

Pass at Grade A 180 – 190
Pass at Grade B 173 – 179
Pass at Grade C 160 – 172
Level B1 140 – 159

Candidates who take First and score between 122 and 139 on the Cambridge English Scale do not receive a result, CEFR level or certificate.

Cambridge English Scale scores below 122 are not reported for this examination.

Other

X - the candidate was absent from part of the examination
Z - the candidate was absent from all parts of the examination
Pending - a result cannot be issued at present, but will follow in due course
Withdrawal - the candidate should contact their centre for information
Exampt - the candidate was not required to sit this part of the examination

Cambridge Assessment English

**** TEST PRINT ONLY ****

Cambridge English Level 1 Certificate in ESOL International (First)*

This is to certify that
GB961 PREGRADING ONE
has been awarded
Grade C
in the
First Certificate in English
Council of Europe Level B2

Overall Score 170

Reading 170
Use of English 170
Writing 170
Listening 172
Speaking 170

Date of Examination MARCH (F2) 2018
Place of Entry CAMBRIDGE
Reference Number 183GB9610001
Accreditation Number 600/2795/0

Sami Nani
Sami Nani
Chief Executive

*This level refers to the UK National Qualifications Framework

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Printed by
Ofqual
The Qualifications and Curriculum Framework for England

Date of Issue 23/04/18
Certificate Number 000046460

Cambridge English Scale
170
170
170
172
170

Cambridge English Scale
170
170
170
172
170

Cambridge English Scale
170
170
170
172
170

PAPER 1. Reading and Use of English

Use of English

- Part 1: Multiple-choice cloze (mainly vocabulary)
- Part 2: Open cloze (mainly grammar)
- Part 3: Word formation (mainly vocabulary)
- Part 4: Key word transformation
(equal focus on grammar and lexis)

General strategies

- Skim the whole text first to have a better idea of what it is about.
- Analyse the language before and after the gap.
- Read the whole text to check that it is logical and grammatically correct.

Effective readers

- think about why they are reading and keep their purpose or aim in mind.
- read a text the first time very quickly to get an overall idea of the meaning, the gist of the text (skimming).
- read a text quickly with the purpose of finding specific information or words (scanning).
- read in detail the relevant parts of the text.
- ignore irrelevant information and sections.
- read complicated parts of the text again.
- guess unknown words and phrases from context.

Reading (2200-2500 words)

Part 5. Multiple choice, 4-option questions (Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features (exemplification, reference)

Part 6. Gapped text (Cohesion, coherence, text structure)

Part 7. Multiple matching (Detail, opinion, specific information, implication)

How to teach to read attentively?

- Use your pencil while reading (both texts and tasks) – it's a must!
- While checking the answers, ask your students to prove them with the text (the correct answers as well)

Some common and persistent problems

- reading too slowly
- word-spotting
- running out of time
- being unable to find an answer /choosing the wrong answer
- panicking when they see an unknown word
- failing to understand large pieces of text
- getting lost in a text and not seeing or not using the cohesive devices which could guide them
- being unable to distinguish between essential and supplementary information

What can you do to help your learners overcome these problems?

- Vary the texts – some learners will prefer reading certain types of text (factual, imaginative, etc.) and the type of language varies for each type of text.
- Learners who have a good vocabulary are at an advantage, so do regular vocabulary work on topic areas.
- Give learners a lot of practice in deducing meaning from context so that they can deal with words they don't recognise.
- Instead of giving learners the answers at an end of a task, underline the clues to each answer, adding the question number next to the relevant piece of text.

PAPER 2. Writing

Part 1 Compulsory task – the essay

The input and rubric provide the:

- word count: 140–190 words
- context
- the essay title
- notes with two ideas to include
- the candidate has to include one idea of their own.

Writing • Part 1

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

- 1 In your English class you have been talking about education. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.



Some parents teach their children at home rather than sending them to school.
Is this a good or a bad thing for the children?

Notes

Write about:

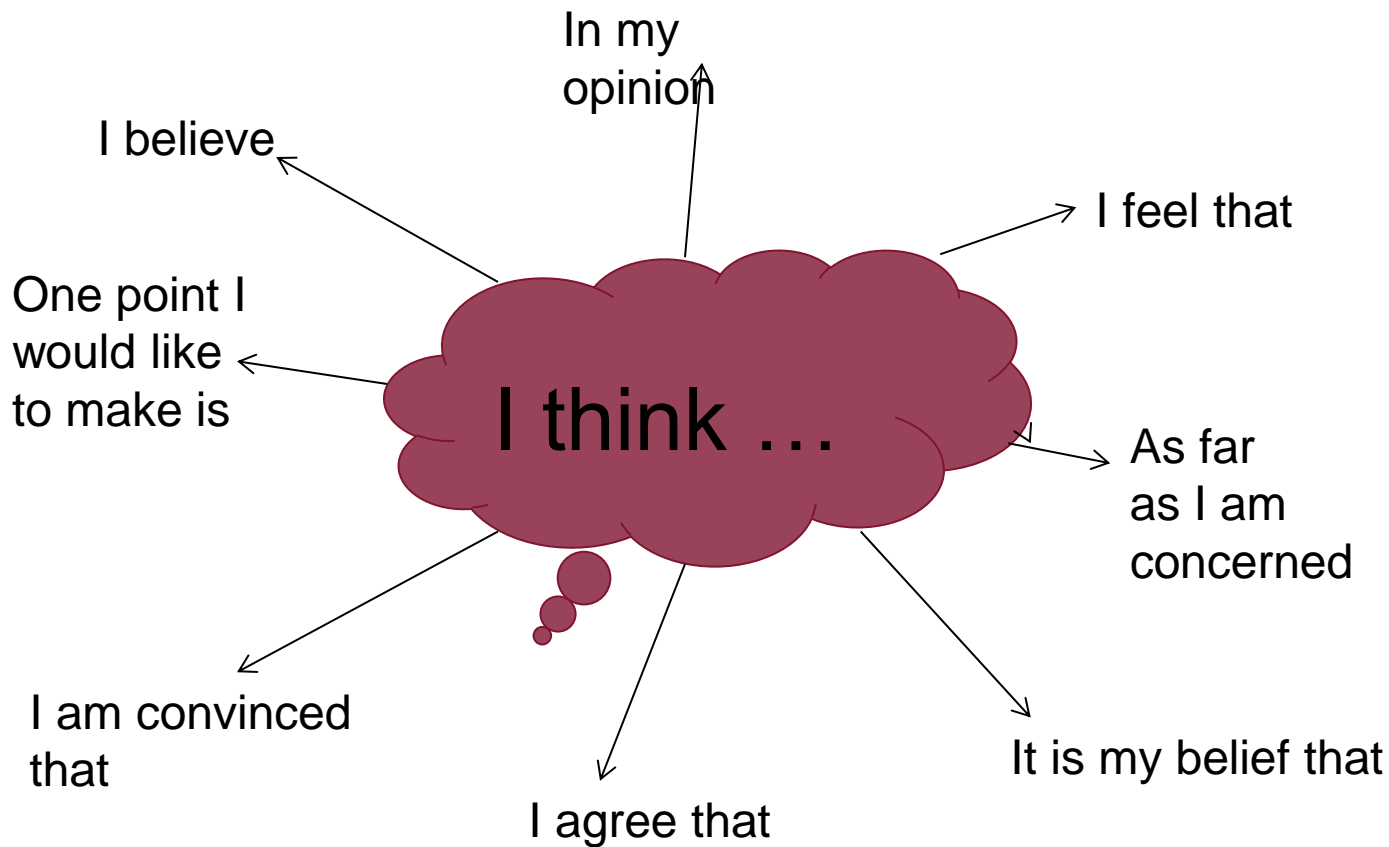
1. having a parent as a teacher
2. making friends
3. (your own idea)

ESSAY: skills to be developed

- ✓ plan effectively
- ✓ give opinions and agree or disagree in a formal or neutral way
- ✓ paragraph appropriately
- ✓ use linking words or phrases appropriately and effectively
- ✓ write appropriate opening (don't copy the topic, set the same problem in different words. Be sure that the topic is the same!) and concluding (summarise your opinion) paragraphs.

LINKING WORDS AND EXPRESSIONS

FUNCTION	
Adding information	both ... and, not only ... but, moreover, as well, in addition to, furthermore, further, not to mention the fact that, besides
Contrasting	but, not ... but, although, while, whereas, in contrast, however, (and) yet, in contrast, at the same time
Emphasising	besides, but ... also, as well, what is more, in fact, to tell you the truth, actually, indeed, let alone
Listing points/events	beginning: initially, first ..., at first, to start/begin with continuing: secondly, after this/that, afterwards concluding: finally, eventually, lastly, last but not lest



Write an answer to one of the questions 2 – 4 in this part. Write your answer in 140 – 190 words in an appropriate style on the opposite page. Put the question number in the box at the top of the page.

- 2 You have seen the following announcement in an international music magazine:

Music lovers! Can you help us?

Write an article about the best music concert you've ever seen.

We will publish the best articles next month.

Send us **your** article, and you could see your name in print!

Write your article.

- 3 Your English teacher has asked you to write a report on the leisure facilities in your area. You should explain what the most popular leisure facilities in your area are and say why you think they are popular.

Write your report.

- 4 You have received a letter from your Australian friend, Tim. Read this part of the letter and then write your letter to Tim.

I leave school in June and I want to come to your country. First I'd like to spend some time travelling. Then I'd like to find a job for a few months. Can you give me some advice on travelling and working in your country?

*Thanks,
Tim*

Write your letter.

Part 2 task

topic

context

3 You see this advert in an international fashion magazine:

Reviews Wanted

Teenage Clothes Shop

We are looking for reviews of a clothes shop for teenagers where you live. Your review should include information about what the shop looks like, the kind of clothes it sells and the shop assistants. Would you recommend this shop to other people your age?

The best reviews will be published in next month's magazine.

target reader

purpose

Write your **review**.

Writing paper: how do we assess learners?

CONTENT

All content is
relevant

Target reader is fully
informed

COMMUNICATIVE ACHIEVEMENT

Uses simple ideas

Uses complex ideas

Holds attention of
reader

Follows conventions

ORGANISATION

Well organised

Coherent – ideas flow
appropriately using
cohesive devices at text
level

Cohesive – sentences link
logically using linking
words

LANGUAGE

Uses a range of
accurate
vocabulary

Uses simple and
complex grammar
with control and
flexibility

Very occasional
errors that don't
block
communication

Common learner problems

- **Content**

Not writing enough words/ writing too many words (necessary/ unnecessary information)

- **Communicative Achievement**

Being too formal or too informal

Not expressing ideas clearly enough

Not answering the question correctly

- **Organisation**

Not using appropriate cohesive devices

Not using paragraphs

- **Language**

Using only simple vocabulary and/or only simple grammatical structures

Repeating the same words or phrases several times in the answer

Not checking the answer at the end to correct mistakes

Writing: Self/peer-correction checklist

Have you followed the instructions for:

- length?
- the kind of text you are supposed to write?
- points to include?

How do you think someone reading your letter/essay, etc. would react?

- Very well / Quite well / OK / Not very well / Badly

Check your work for mistakes with the following (mostly for self correction):

- spelling?
- basic grammar?
- punctuation?

Paper 3. Listening

	Part 1	Part 2	Part 3	Part 4
Number of speakers	1 or more	1	1	2
Type of questions	Multiple choice	Sentence completion	Multiple matching	Multiple choice
What the task tests	Genre, topic, attitude, opinion, gist, detail	Detail, specific information, stated opinion	Gist, detail, attitude, opinion	Gist, detail, specific information, opinion, attitude

Part 2

You will hear a scientist called Marie Bachmann giving a talk to a school about her work as an oceanographer. For questions 9 – 18, complete the sentences with a word or short phrase.

Oceanographer

The country where Marie spent her childhood was 9 .

Marie was most successful in the sport of 10 when she was young.

The subject Marie eventually studied at university was 11 .

Marie feels that university helped her to become a 12 person.

Marie was happy with her role as a 13
on the video she made at university.

Marie finds it better for her research if there is a 14 at sea.

On her trip to Greenland, Marie found the constant 15
difficult to cope with.

Marie says the 16
were the main focus of the expedition's work in Greenland.

Marie uses the example of 17
to show how people can harm wildlife.

Marie hopes to have her work accepted by a 18
in the near future.

Part 3

You will hear five short extracts in which people are talking about their visit to a city. For questions 19 – 23, choose from the list (A – H) what each speaker liked most about the city they visited. Use the letters only once. There are three extra letters which you do not need to use.

A the efficiency of the public transport system

B the natural beauty of the scenery

C the variety of goods in the markets

D the style of the architecture

E the well-designed plan of the city

F the helpfulness of the people

G the range of leisure opportunities

H the standard of the accommodation

Speaker 1 19

Speaker 2 20

Speaker 3 21

Speaker 4 22

Speaker 5 23

When preparing for ANY listening task, use

AUDIO SCRIPTS !!!

PART 4. Speaking

What constitutes a B2 level speaker?

The kind of situations the speaker is in (predictable / familiar / unfamiliar / unexpected)	Able to handle communication in familiar situations
Grammatical accuracy	Generally accurate but some inaccuracies and inappropriate usage occur
Ability to organise discourse	Able to organise extended discourse but occasionally produces utterances that lack coherence
Hesitation	Maintains a flow of language, although hesitation may occur when searching for language
Pronunciation	Although pronunciation is easily understood, L1 features may be intrusive
Command of the spoken language	Generally effective command of the spoken language

Test format and testing Focus

Part	Test Format	Testing focus	Timing
1	Conversation between interlocutor and each candidate	Social language, general interaction	2 minutes
2	Individual 'long turn'; each candidate speaks for 1 minute on a pair of photos, and second candidate responds	Comparing, describing, expressing opinions	4 minutes
3	Candidates talk together: a discussion and decision-making task based on written stimuli	Exchanging ideas, expressing and justifying opinions, agreeing / disagreeing, suggesting, speculating, reaching a decision through negotiating	4 minutes
4	Discussion with interlocutor and both candidates on topics related to the Part 3 task	Expressing and justifying opinions, agreeing, disagreeing, speculating	4 minutes

Part 1 Speaking skills assessed

- Talking about a range of familiar topics
- Understanding a range of questions and responding to them
- Using appropriate language to expand on responses
- Giving personal information
- Talking about present circumstances, past experiences and future plans
- Expressing opinions

Part 2: sample task

What might be difficult for the people about trying
to win in these situations?

1



Part 2 Speaking skills assessed

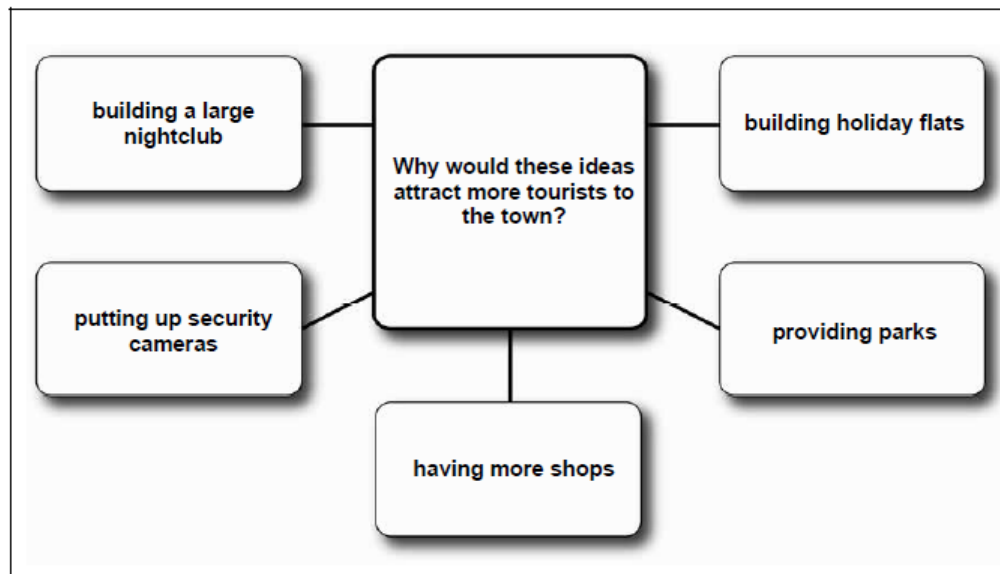
Sustaining a long turn:

- Describing
- Giving information
- Comparing
- Expressing opinions

Managing discourse:

- Coherence
- Organisation of language and ideas
- Accuracy and appropriacy of linguistic resources
- Clarity of message

Part 3 Speaking



Part 3 Speaking skills assessed



Part 4 Speaking skills assessed

- **exchanging ideas/opinions**
- comparing
- **agreeing/disagreeing**
- **responding appropriately to questions**
- **speculating**
- negotiating
- **expressing and justifying opinions**
- suggesting
- reaching a decision
- describing
- **developing topics**
- giving information

ASSESSING SPEAKING

Analytical scale

- Grammar and Vocabulary (control, range, appropriacy)
- Pronunciation (intonation, stress, individual sounds)
- Interactive Communication (initiating, responding, development)
- Discourse Management (extent, relevance, coherence, cohesion)



Global Achievement scale (overall effectiveness)

Discourse Management

B2 level – band 3

- **Extent**
 - Produces **extended** stretches of language despite some **hesitation**.
- **Relevance**
 - Contributions are **relevant** and there is very little **repetition**.
- **Coherence** and **Cohesion**
 - Uses a range of **cohesive devices**.

Interactive Communication

- **Initiating and responding**

- Initiates and responds appropriately. (Band 3)
- Initiates and responds appropriately, **linking contributions to those of other speakers** (Band 5)

- **Development of the interaction**

- Maintains and develops the interaction and negotiates towards an outcome **with very little support**. (Band 3)
- Maintains and develops the interaction and negotiates towards an outcome. (Band 5)

Pronunciation

B2 level – Band 3

- Is **intelligible**
- **Intonation** is generally appropriate
- **Sentence** and **word stress** is generally accurately placed
- **Individual sounds** are generally articulated clearly

Getting started

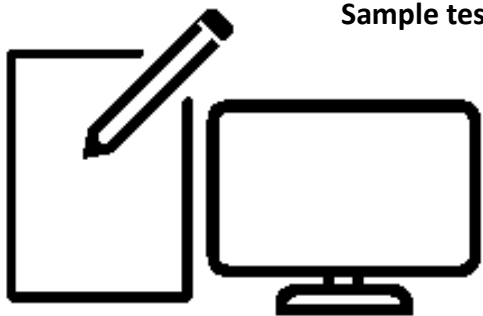
Candidate experience video



Speaking test videos with
examiner comment and scores



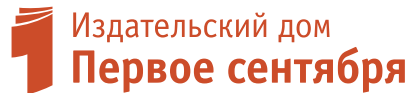
Sample tests



Teacher handbook



QUESTIONS?



Наши социальные сети

