



Euroopa Liit
Euroopa Sotsiaalfond



Eesti
tuleviku heaks

INTERNATIONAL PROFICIENCY EXAMS IN ENGLISH

CAMBRIDGE ASSESSMENT
ENGLISH : FCE, CAE AND CPE
IELTS

ETTEKANNE TOIMUB ESF
PROJEKT „ RAHVUSVAHELINE
KEELEEKSAM“NR 2014-
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Ene Alas, Ph. D., TLU
Ene Peterson, EAFLT
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PRESENTATION FOCUS



- CEFR levels and Cambridge Exams
- Cambridge Proficiency Speaking
- CP Speaking Assessment Criteria
- IELTS and its Speaking Test
- Exam Differences Revisited

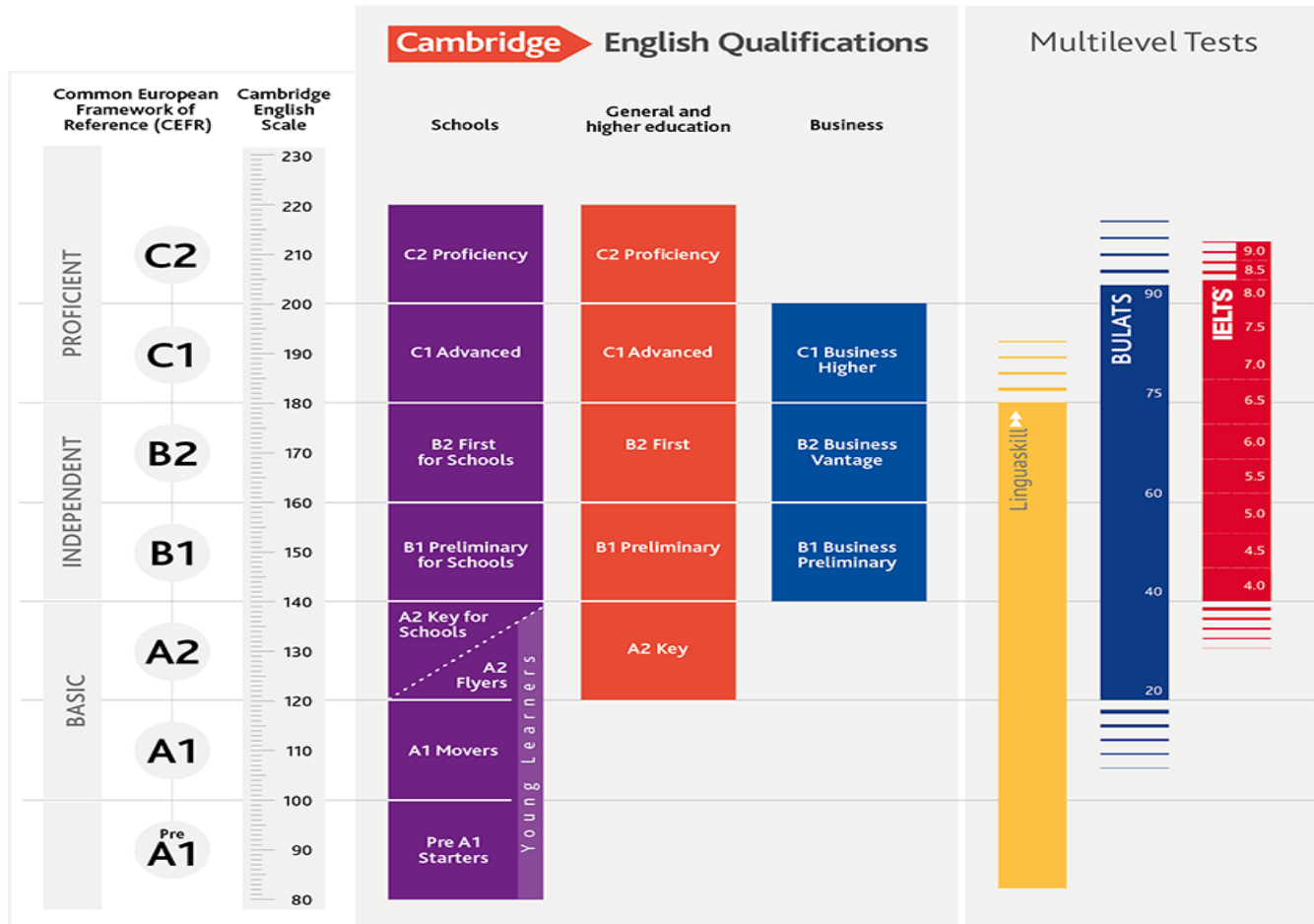


WHAT ARE THE MAIN DIFFERENCES BETWEEN THE EXAMS?

- Level?
- Time required to complete the test?
- Number of parts?
- Number of texts and tasks?
- Types of tasks?
- Mode of administration, e.g. the number of examiners, the number of times you hear a recording, etc.?
- Reporting the results?



CEFR LEVELS AND CAMBRIDGE EXAMS



KEY FEATURES OF CAMBRIDGE ENGLISH EXAMS:

- Based on realistic tasks and situations - preparing for the exam gives learners real-life language skills.
- Test all four language skills accurately and consistently.
- Encourage positive learning experiences.
- Seek to achieve a positive impact on teaching.
- As fair as possible to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

(CAE handbook for Teachers 2016)



BEFORE YOU CHOOSE:

- Estimate your English proficiency level yourself by completing a free on-line test.
- To do this, go to one of the following sites,
 - <http://www.cambridgeenglish.org/test-your-english/>
 - <https://learnenglish.britishcouncil.org/en/content>



CAMBRIDGE ENGLISH: FIRST (B2)



- Originally offered in 1939.
- It is targeted at Level B2 on the CEFR.
- Either a paper-based or a computer-based exam.
- Recognised by more than 20,000 institutions and employers around the world as proof of upper-intermediate level English skills for study purposes, and for industrial, administrative and service-based employment.



CAMBRIDGE ENGLISH: ADVANCED (C1)



- Originally introduced in 1991.
- Targeted at Level C1 on the CEFR.
- Either a paper-based or a computer-based exam.
- Accepted by more than 6000 organisations, employers and governments around the world, including universities in the UK, USA, Canada, Australia, Europe and beyond.



CAMBRIDGE ENGLISH: PROFICIENCY (C2)



- Originally introduced in 1913.
- Targeted at Level C2 on the CEFR.
- Either a paper-based or a computer-based exam.
- Accepted by more than 12,500 organisations, employers and governments around the world, including universities in the UK, USA, Canada, Australia, Europe and beyond.
- A qualification demonstrating an exceptional level of English.



PREPARATION FOR CAMBRIDGE EXAMS

- **Free: Paper-based sample test**
- [Download sample paper 1 for Cambridge English: First/Advanced/Proficiency](#)
[Download sample paper 2 for Cambridge English: First/Advanced/Proficiency](#)
- **Free: Computer-based sample tests**
- [Watch this tutorial](#) before you start.
- Check your answers as you do the test. Once the test has finished you will not be able to check them.
- [Reading and Use of English sample test](#)
- [Listening sample test](#)
- [Writing sample test](#)
- **Answer keys:**
- [Reading and Use of English answer key](#)
- [Listening answer key](#)
- There is no answer key for the Writing paper, but there are sample answers and examiner comments on the [relevant pages of the Cambridge English: First / \(Advanced/ Proficiency\) handbook](#).



EXAM FORMATS COMPARED

	Time	Content
Reading and Use of English		
First	1 hour 15 min	7 parts 52 items
Advanced	1 hour 30 min	8/56
Proficiency	1 hour 30 min	7/53
Writing		
First	1 hour 20 min	2
Advanced	1 hour 30 min	2
Proficiency	1 hour 30 min	2
Listening		
First/Advanced/Proficiency	40 min	4/ 30
Speaking		
First	14 min	4 parts
Advanced	15 min	4 parts

READING TASK TYPES COMPARED

	Time
Reading and Use of English	Task Types
First	Multiple-choice cloze, open cloze, word formation, key word transformation, multiple choice, gapped text, multiple matching.
Advanced	Multiple choice cloze, open cloze, word formation, multiple choice, cross-text multiple matching, gapped text, multiple matching.
Proficiency	Multiple-choice cloze, open cloze, word formation, key word transformation, multiple matching, gapped text, multiple choice.



WRITING TASK TYPES COMPARED

	Time
Writing	Task Types
First	an article, an email, an essay, a letter, a report, a review, 140 – 190 words
Advanced	essay, letter/email, proposal, report, review; 220 – 260 words;
Proficiency	article, essay, letter, report, review; 220 – 260 words;



LISTENING TASK TYPES COMPARED

	Time
Listening	Task Types
First	Multiple choice, sentence completion, multiple matching. Each part is heard twice.
Advanced	Multiple choice, sentence completion, multiple matching. Each part is heard twice.
Proficiency	Multiple choice, sentence completion, multiple matching. Each part is heard twice.



SPEAKING TASK TYPES COMPARED

	Time
Speaking	Task Types
First	2 candidates and 2 examiners Short exchanges with the interlocutor and with the other candidate; a 1-minute individual 'long turn'; a collaborative task involving the two candidates; a discussion.
Advanced	2 candidates and 2 examiners Short exchanges with the interlocutor and with the other candidate; a 1-minute individual 'long turn'; a collaborative task involving the two candidates; a discussion.
Proficiency	2 candidates and 2 examiners Short exchanges with the examiner; a collaborative task involving the two candidates; a 2-minute individual 'long turn'; a follow-up discussion.



WATCH THE INTERVIEW AND DECIDE

- What sort of questions/ tasks are set at each stage of the interview?
- What are the criteria for success, i.e. what subskills should you display during the interaction?



SAMPLE PROFICIENCY INTERVIEW

https://www.youtube.com/watch?v=Z-zh_rPNaqU



What sort of questions/ tasks are set at each stage of the interview?



- Personal information.
- Individual opinions.
- Compare 2 pictures.
- Decision making.
- Comment on an issue (respond to a question with suggested aspects).
- Listen to the partner's response.
- Comment on the partner's question.



WHAT ARE THE CRITERIA FOR SUCCESS, I.E., SUBSKILLS TO BE DISPLAYED DURING THE INTERVIEW?



- Grammatical Resource.
- Lexical Resource.
- Discourse Management.
- Pronunciation.
- Interactive Communication.
- From 0 to 5.



C 2	Grammar	Lexis	Discourse	Pronunciation	Interaction
5	Maintains control of a wide range of grammatical forms and uses them with flexibility.	Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.

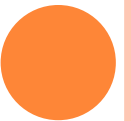


SAMPLE CP SPEAKING TASK 2

YOU NEED A PARTNER FOR THIS

- *First, I'd like you to look at photograph one (top left) and discuss if you think the people are enjoying themselves and why.*
 - *[Candidates speak for about one minute.]*
- *Thank you.*





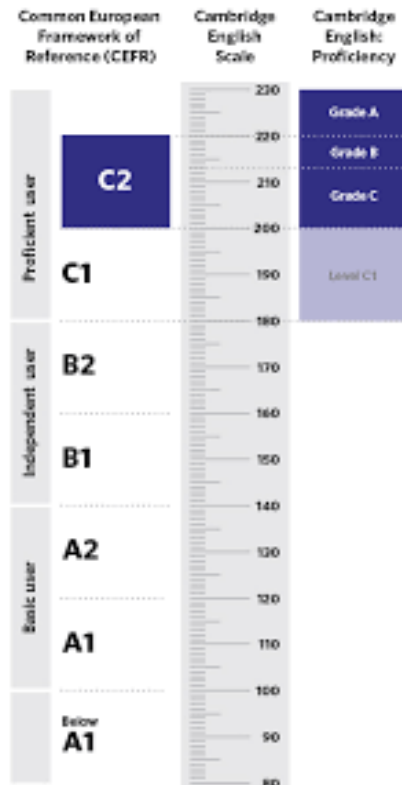
SAMPLE CP SPEAKING TASK 2

- *Now look at all the photographs.*
- *I'd like you to imagine that these photographs are being considered for a book, "Fitness For The Over-60s". Discuss together whether you think each photograph is appropriate or not and which photographs you would include in the book.*
- *You have about three minutes for this, so don't worry if I interrupt you.*





MARKS AND RESULTS (C2 PROFICIENCY)



- All candidates receive a **Statement of Results**.
- Candidates whose performance ranges between CEFR Level C1 and C2 also receive a **Certificate**.
- Grade A, B or C: Scores of 200 – 230. Ability at level C2.
- CEFR Level C1: Scores of 180 – 199.

(CPE Handbook for Teachers 2016)

CERTIFICATE



Cambridge English Level 2 Certificate in ESOL International*

This is to certify that

AN EXAMPLE

has been awarded

Grade C

in the

Certificate in Advanced English

Council of Europe Level C1

Overall Score 182

Reading	177
Use of English	171
Writing	183
Listening	187
Speaking	181

Date of Examination **NOVEMBER (CAE1) 2013**
Place of Entry **CAMBRIDGE**
Reference Number **13BGB9615003**
Accreditation Number **5002598/3**

Saul Nassé

Saul Nassé
Chief Executive

*This level refers to the UK National Qualifications Framework

Date of issue 27/11/13
Certificate number 0042349350

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- Grade
- Skills' results
- CEFR level



IELTS= INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

IELTS Academic

- is for people applying for higher education or professional registration in an English speaking environment;
- reflects some of the features of academic language and assesses whether you are ready to begin studying or training.

ELTS General Training

- is for those who are going to English speaking countries for secondary education, work experience or training programs;
- is a requirement for migration to Australia, Canada, New Zealand and the UK. The test focuses on basic survival skills in broad social and workplace contexts.



IELTS= INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

- 4 Modules:
 - Listening – 30 minutes
 - Reading – 60 minutes
 - Writing – 60 minutes
 - Speaking – 11 – 14 minutes
- The Listening, Reading and Writing components of all IELTS tests are completed on the same day, with no breaks in between them.
- The Speaking component, however, can be completed up to a week before or after the other tests.
- The total test time is 2 hours and 45 minutes.



IELTS: LISTENING (30 MINUTES)

You will listen to four recordings of native English speakers and write your answers to a series of questions.

Recording 1 – a conversation between two people set in an everyday social context.

Recording 2 - a monologue set in an everyday social context, e.g. a speech about local facilities.

Recording 3 – a conversation between up to four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment.

Recording 4 - a monologue on an academic subject, e.g. a university lecture.

Assessors will be looking for evidence of the ability to understand:

- the main ideas;
- detailed factual information;
- the opinions and attitudes of speakers;
- the purpose of an utterance;
- evidence of your ability to follow the development of ideas.



IELTS: READING (60 MINUTES)

IELTS Academic test includes

- 3 long texts which range from the descriptive and factual to the discursive and analytical, followed by 40 questions.
- The texts come from books, journals, magazines and newspapers.
- The texts are for a non-specialist audience **but** are appropriate for people entering university courses or seeking professional registration.

Assessors will be looking for evidence of the ability to:

- read for gist;
- read for main ideas;
- read for detail;
- skim;
- understand logical argument;
- recognise writers' opinions, attitudes and purpose.



IELTS: WRITING (60 MINUTES)

Writing tasks are either

- **academic** – assess the language skills necessary for academic study or professional recognition.
- **general training** – assess basic survival skills in a broad social or educational context.




WRITING TASKS: ACADEMIC

Task 1

- Asks you to write **150** words.
- Gives you **20 minutes** to do it.
- Is based on a diagram, table, chart or a graph.
- Asks you to describe, summarise or explain the information in your own words.
- **The expected addressee is a university lecturer.**
- Asks you to describe and explain data, describe the stages in a process, how something works or describe an object or event.

Task 2

- Asks you to write **250** words.
 - Gives you **40 minutes** to do so.
 - Asks you to write an **argumentative essay**.
 - The addressee is an educated reader but not a specialist.
 - Tells you to use your own ideas and experience.
 - Requires support with **examples**.
- 

IELTS: SPEAKING (11 – 14 MINUTES)

- **Part 1** - general questions about yourself and a range of familiar topics, such as home, family, work, studies and interests. 4 – 5 minutes.
- **Part 2** - a card with a particular topic. 1 minute to prepare + speaking for up to 2 minutes. 1 or 2 questions on the same topic.
- **Part 3** - further questions about the topic in Part 2. An opportunity to discuss more abstract ideas and issues. 4 – 5 minutes.



A SAMPLE SPEAKING TASK 2

PARTNER: KEEP TIME – 2 MINUTES EXACTLY.

Describe something you own which is very important to you.

You should say:

where you got it from

how long you have had it

what you use it for

and explain why it is important to you.



A SAMPLE SPEAKING TASK 2

PARTNER: KEEP TIME – 2 MINUTES EXACTLY.

Describe a place that you visit to keep fit.

You should say:

what this place is

how often you go there

what you do there

and explain why you like it.



IELTS™

**IELTS
9-Band
Scale**

9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

well-documented phenomenon of second language loss or 'attrition'.



IELTS: GETTING YOUR TEST RESULTS

- IELTS Test Report Form will be available 13 days after you complete the test.
- You will receive one copy of the form, or two copies if you are applying to Citizenship and Immigration Canada (CIC).
- You can arrange for your test centre to post this to you, or you can pick it up in person.



TO RECAP: THE MAIN EXAM DIFFERENCES

- Level?
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OFFICIAL CAMBRIDGE ENGLISH EXAM PREPARATION MATERIALS

- <http://www.cambridgeenglish.org/learning-english/exam-preparation/>
- <https://www.ielts.org/>
- <https://www.ielts.org/about-the-test/sample-test-questions>



CAMBRIDGE ENGLISH EXAMS COMPARED

<https://www.examenglish.com/examscomparison.php>



