



UNIVERSITY OF TARTU

EATE Autumn Seminar, Tartu, Miina Härma  
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# International examinations: Focus on C1 – C2 reading

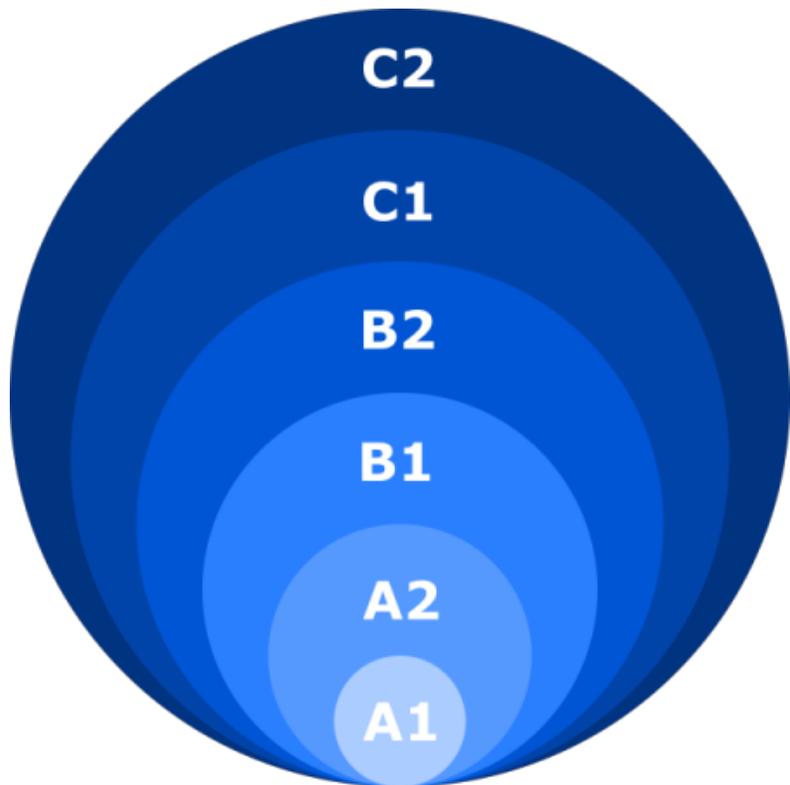
Ülle Türk



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Eesti tuleviku heaks



# What characterises reading comprehension at C1 and C2 levels?

How does C1 reading ability differ from B2 reading ability?

# How does reading comprehension differ at higher levels ?

	B2	C1	C2
What <b>types of text</b> the language user understands			
<b>What</b> the language user understands in these texts			
<b>How well</b> the language user understands it			
Conditions and limitations			

Using the descriptors on page 2 of the handout, try to fill in the table. Did you find the information for all the categories?



# Cambridge English Qualifications:

## General and higher education

Cambridge English  
**C1 Advanced**  
CEFR Level C1

Cambridge English  
**C2 Proficiency**  
CEFR Level C2

# Reading and Use of English

## • C1 Advanced

- 1 hour 30 minutes
- 8 parts
- 56 questions
- 3,000–3,500 words to read in total.
- Texts may be from newspapers and magazines, journals, books (fiction and non-fiction), promotional and informational materials.

## • C2 Proficiency

- 1 hour 30 minutes
- 7 parts
- 53 questions
- About 3,000 words to read in total.
- Texts may be from books (fiction and non-fiction), non-specialist articles from newspapers, magazines and the internet.

# C1 Advanced

- **Part 5** (four-option multiple choice)
  - Reading for detail, opinion, tone, purpose, main idea, implication, attitude.
  - 6 questions, 2 marks each.
- **Part 6** (cross-text multiple matching)
  - Understanding and comparing opinions and attitudes across texts.
  - 4 questions, 2 marks each.
- **Part 7** (gapped text)
  - Understanding of the structure and development of a text.
  - 6 questions, 2 marks each.
- **Part 8** (multiple matching)
  - Reading for specific information, detail, opinion and attitude.
  - 10 questions, 1 mark each.

# C2 Proficiency

- **Part 5** (four-option multiple choice)
  - Identifying detail, opinion, attitude, tone, purpose, main idea, implication and how a text is organised.
  - 6 questions, 2 marks each.
- **Part 6** (gapped text)
  - Understanding of cohesion, coherence, text structure, global meaning.
  - 7 questions, 2 marks each.
- **Part 7** (multiple matching)
  - Understanding of detail, opinion, attitude and specific information.
  - 10 questions, 1 mark each.



# Pearson Qualifications

## Resources

**PTE**

PEARSON TEST OF ENGLISH

General

# **Level 4 (Advanced) and Level 5 (Proficient)**

The overall timing for the written test at Level 4 is **2 hours and 30 minutes** and at Level 5 – **2 hours and 55 minutes**.

The written paper is divided into **nine sections** which are linked to a theme.

At Level 4 and Level 5, the theme tends to be quite abstract, such as global issues like pollution and conservation.

## **Reading: Sections 4-7**

**Section 4** – 5 score points

**Section 5** – 5 score points

**Section 6** – 8 score points

**Section 7** – 7 score points

# Reading: Sections 4 and 5

Section	Item type	Skill tested	Task	Authentic text types
Section 4	3-option multiple choice gap fill	Understanding the purpose, structure and main idea of short written texts	Five short texts, each containing a gap	Labels, instructions, signs, notices, menus, advertisements, announcements
Section 5	3-option multiple choice	Understanding the main ideas in an extended written text	Five questions or gaps address content, style, connotation, implication and inference	Newspaper articles, magazine articles, leaflets, brochures

# Reading: Sections 6 and 7

Section	Item type	Skill tested	Task	Authentic text types
Section 6	Open-ended question	Understanding the main points of short and extended written texts	Two texts with eight questions, which address content, style, connotation, implication and inference	Newspaper articles, magazine articles, leaflets, brochures and website articles
Section 7	Text, note completion	Extracting specific information from an extended written text	Use information from a text to fill seven gaps in a second incomplete text or notes	Newspaper, magazine and website articles or textbooks

# Keys to the activities in the handout

## Part 5 – C2 Proficiency

- 31. C
- 32. B
- 33. D
- 34. A
- 35. A
- 36. C

## Part 7 (Photography) – C2 Proficiency

- 44. C
- 45. A
- 46. B
- 47. D
- 48. A
- 49. B
- 50. D
- 51. A
- 52. A
- 53. C

## Part 7 (Scottish Wildcat) – C1 Advanced

- 41. G
- 42. D
- 43. A
- 44. F
- 45. C
- 46. E

## Part 8 – C1 Advanced

- 47. D
- 48. E
- 49. C
- 50. A
- 51. D
- 52. B
- 53. C
- 54. A
- 55. B
- 56. E

## Section 6 – Level 4 (Advanced)

- 32. quality
- 33. it generates tremendous publicity.
- 34. outrageous pieces/ clothes
- 35. luxury/ luxury kudos
- 36. They are just collections of anecdotes.
- 37. Harnessing the creativity of employees
- 38. day-to-day operations/ keeping things going
- 39. Innovation

## Section 7 – Level 5 (Proficient)

- 40. proactively
- 41. Charge
- 42. 3 months
- 43. a (web) link
- 44. a mailing list
- 45. mail order
- 46. remit



# Helping our students (and ourselves) to reach the C-levels

# Some tips

## Encourage reading for pleasure.

Based on research evidence, Stephen Krashen argues that free voluntary reading (FVR) “is the most powerful tool we have in language education, first and second.”

## Go beyond skimming and scanning.

By all means, ask the journalistic questions (Who? What? Where? When? Why? How?), but do not stop there. Devise tasks that encourage students to identify metaphors, distinguish fact from opinion, understand sarcasm and so on. Train them to go beyond meaning (*what* is said) and, from time to time, focus on form as well (*how* we’re saying what we’re saying).

## Do not teach unless you are sure that students do not know something.

Use the test-teach-test (TTT) approach: first give students a task to complete and then use their mistakes to show that there is still something for them to learn.

## Create a classroom culture where precision and complexity matter.

If you want your students to use more complex language, you should use more complex English yourself.

# Finding suitably difficult texts

## Texts for language learners

Advanced English reading texts - level C1 from Linguapress.

Reading – advanced C1 from the British Council (LearnEnglish).

Advanced C1 reading from the British Council (LearnEnglish Teens).

## Media texts

The Guardian – long reads, opinion pieces

The New Yorker



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Thank you.



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