

Titulaciones de Cambridge English

Con cada alumno en cada etapa de su aprendizaje

Jesús Angel González (CyL area manager)



Cambridge Assessment English

¿Quiénes somos?

Parte de la **Universidad de Cambridge**

Más de **100 años de experiencia** evaluando a candidatos por todo el mundo

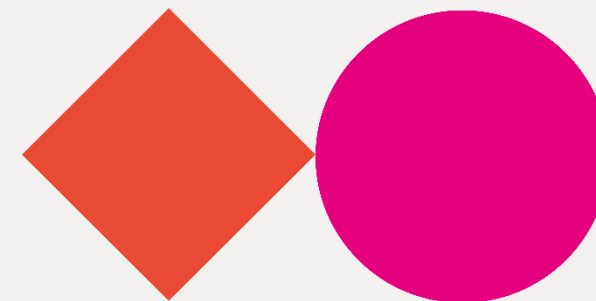
Más de **7.000.000 de candidatos anuales**

Ayudan a millones de personas a **aprender inglés y a demostrarlo** ante el mundo



Cambridge Assessment English

La gama de titulaciones líder en el mundo para alumnos y profesores de inglés



Más de

65 MILLONES

de exámenes y pruebas han tenido lugar hasta la fecha

Más de

60.000 colegios

utilizan las titulaciones todos los años

Dan apoyo a más de

25 MILLONES

de alumnos digitales

7 MILLONES

de exámenes tienen lugar cada año

Reconocidas por más de

25,000 ORGANIZACIONES

de todo el mundo

Se llevan a cabo exámenes y pruebas en más de **150 países**



El Marco Común Europeo de Referencia (MCER)

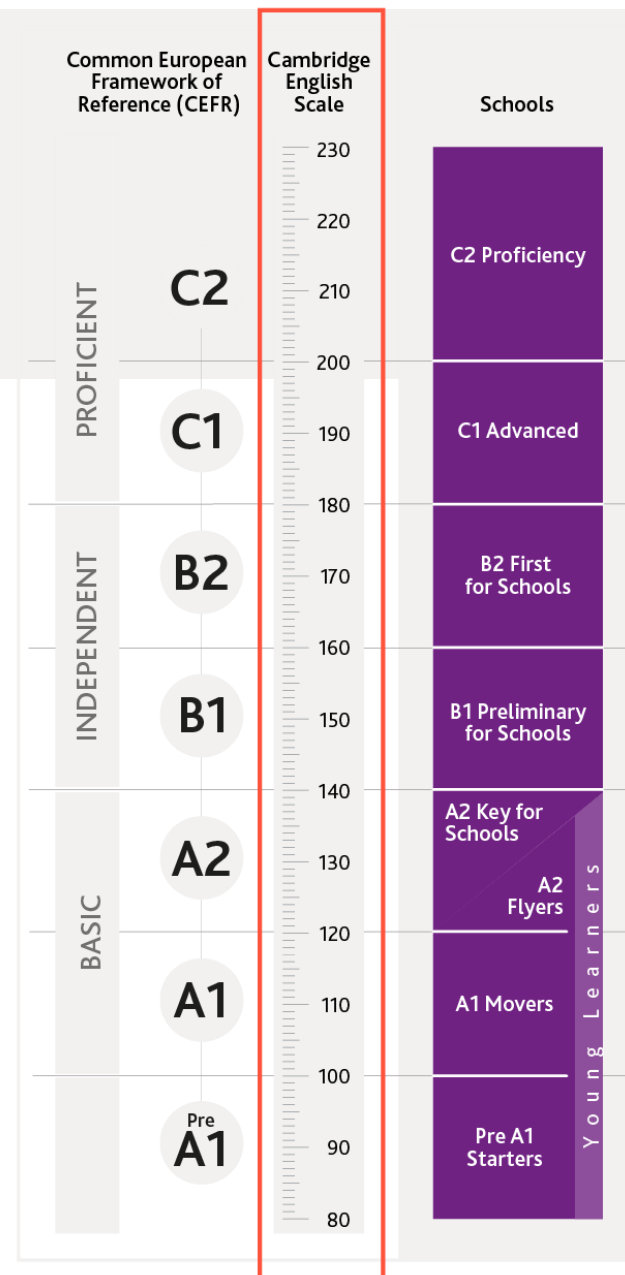
El MCER es el **estándar internacional** para describir las aptitudes lingüísticas

Comprende **seis niveles** desde A1 (básico) hasta C2 (experto)

Describe lo que los alumnos **pueden hacer** en cada nivel de aprendizaje de un idioma

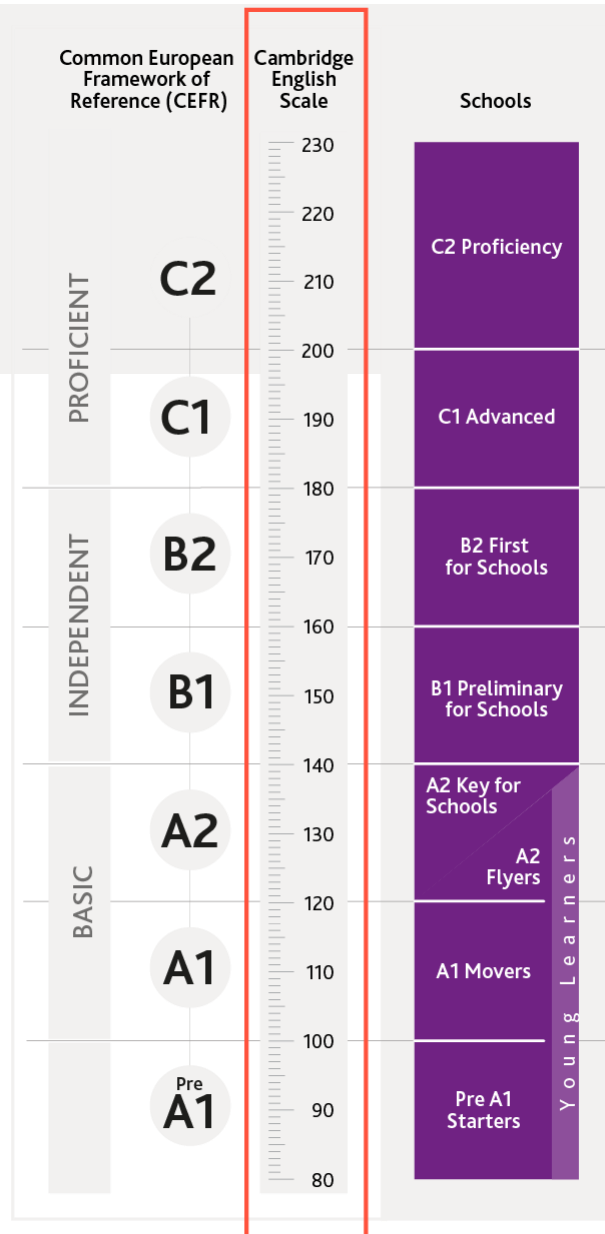
Abarca las **cuatro destrezas lingüísticas** fundamentales: comprensión de lectura, expresión escrita, expresión oral y comprensión auditiva

Cambridge Assessment English ha estado continuamente involucrada en la **investigación y desarrollo** del MCER



Cambridge English Scale

La **Cambridge English Scale** da una información más precisa del nivel de inglés de los candidatos, de forma general (media) y por habilidades.



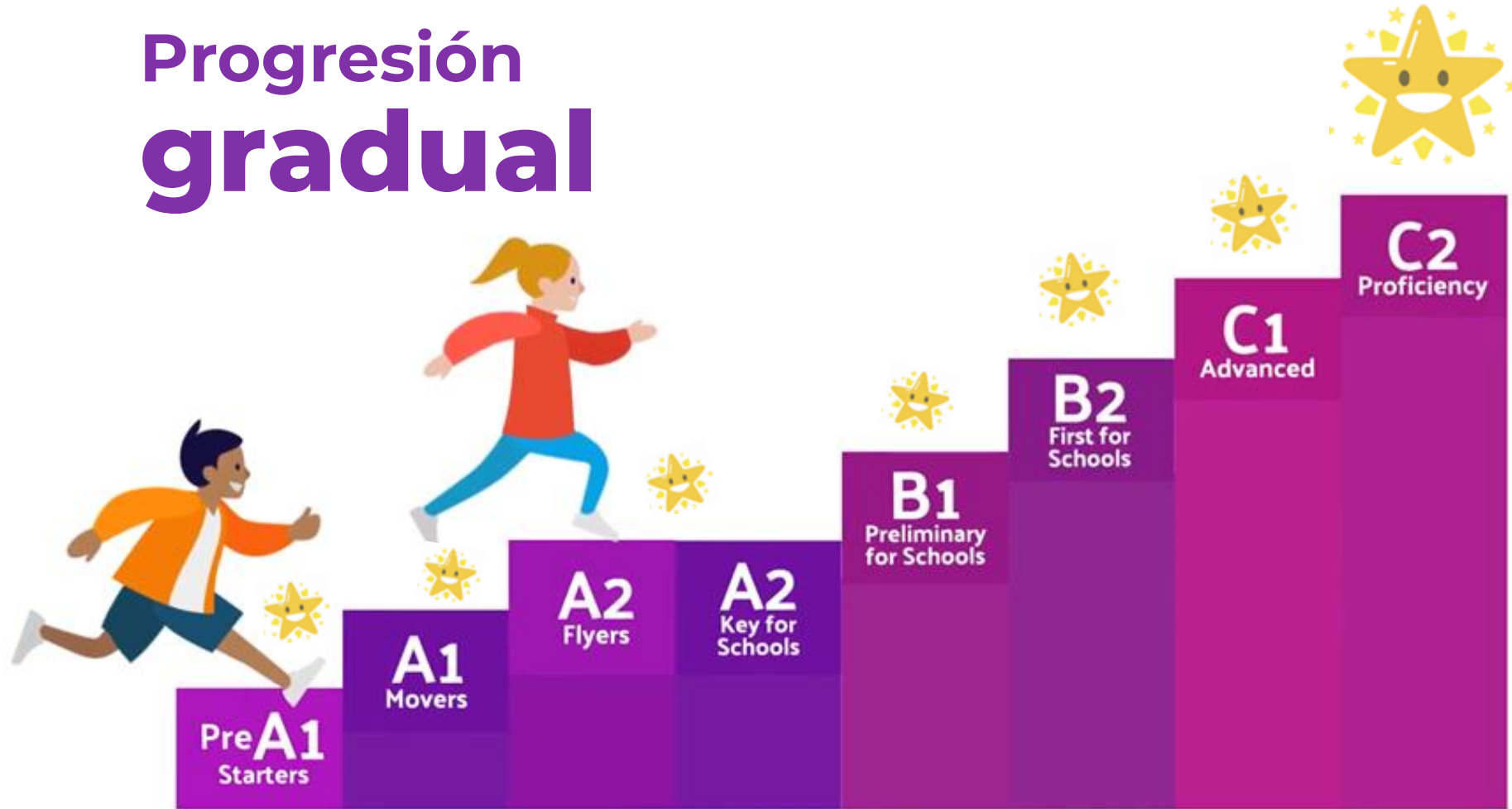
¿Cómo ayudan a tu hijo las titulaciones de Cambridge English?



¿Por qué las titulaciones de Cambridge English?

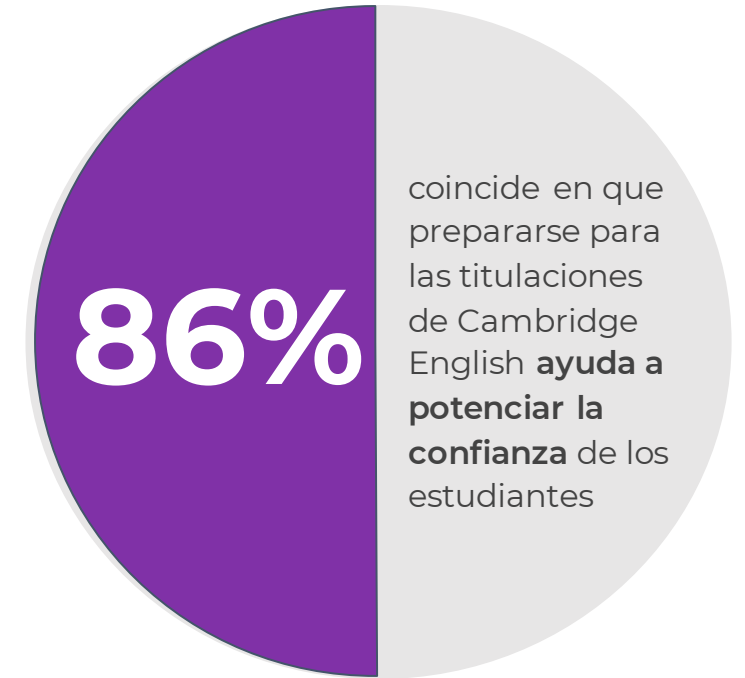
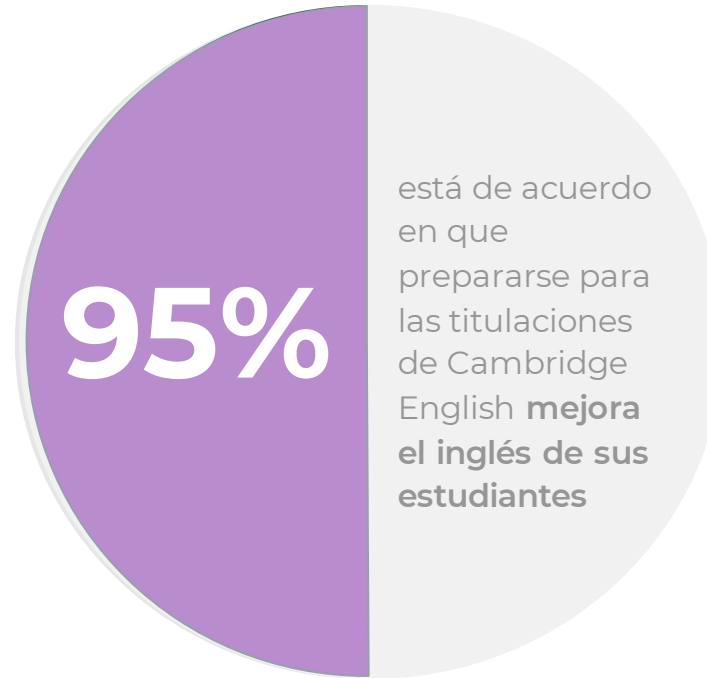
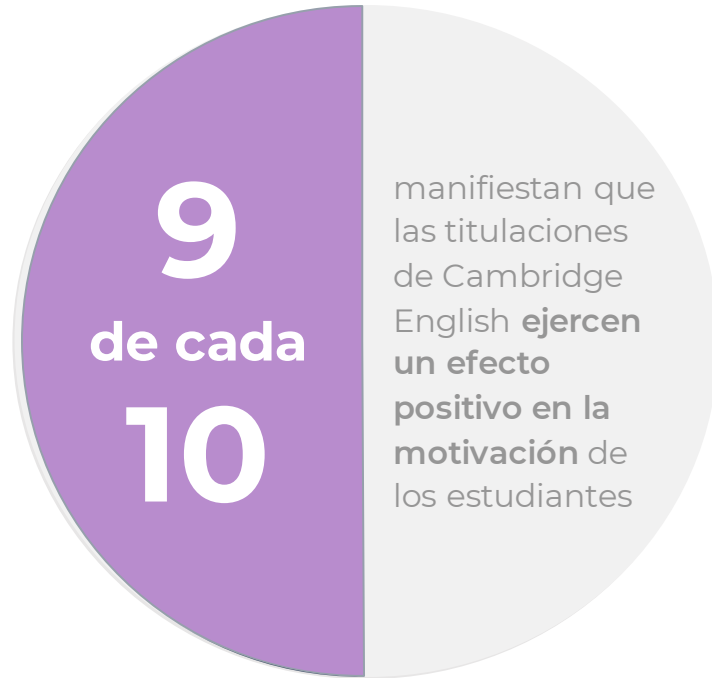


Progresión gradual



Lo que opinan de nosotros

los docentes y los responsables de centros educativos



Encuesta realizada en colegios sobre el impacto que ejercen las titulaciones de Cambridge English sobre el aprendizaje y la práctica docente (5.789 respuestas recibidas de 109 países).

Todo sobre las titulaciones



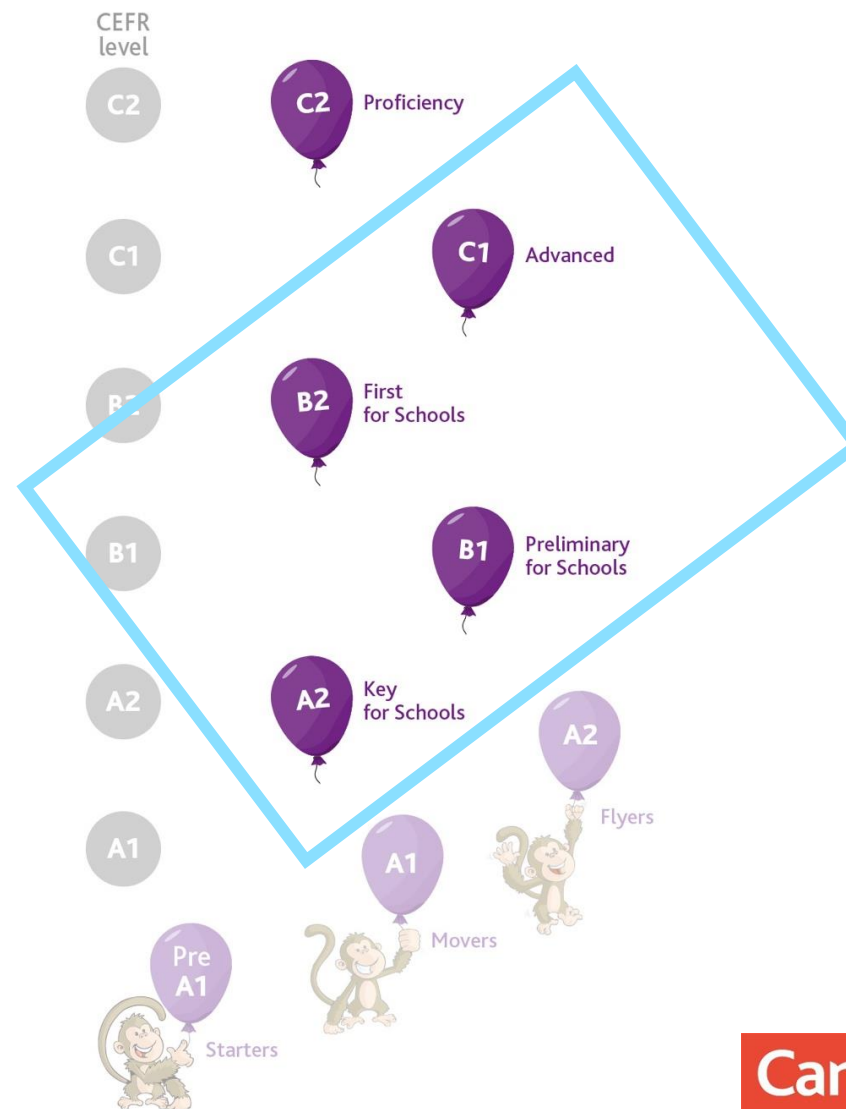
A2 Key for Schools, B1 Preliminary for Schools y B2 First for Schools, C1 Advanced, C2 Proficiency

Estos exámenes ayudan a los alumnos a mejorar su inglés paso a paso

Destrezas comunicativas de la vida real que pueden utilizarse en la vida cotidiana, viajes, estudios y trabajo

Los temas y tareas se centran en los intereses y experiencias de los alumnos en edad escolar y en vías de acceso a la educación superior

Amplia gama de materiales de preparación disponible



A2 Key for Schools

CEFR Level A2		
Comprensión lectora y Expresión escrita	60 mins	Pueden entender textos cortos y mensajes, y escribir sobre su vida diaria, hobbies, vacaciones, etc., con textos sencillos.
Comprensión auditiva	30 mins	Pueden entender preguntas e instrucciones sencillas
Expresión oral	8-10 mins	Pueden hablar sobre planes sencillos y expresar opiniones utilizando un lenguaje sencillo.
Duración total	98-100 mins	

A2 Key for Schools

Thanksgiving Day

Thanksgiving is an important day **(0)** the USA. It happens once a year on the first Thursday of November. It is a holiday, **(28)** no one goes to school or work. One of the best things about Thanksgiving is having time to **(29)** with the family. Many people live far from family members and travel a long way by car, train or plane to be with **(30)** other. Thanksgiving is the **(31)** day of the year to travel.



Example:

0 **A** at **B** in **C** on

28 **A** but **B** so **C** if

29 **A** spend **B** spending **C** spent

30 **A** one **B** the **C** each

31 **A** busy **B** busier **C** busiest

B1 Preliminary for Schools

CEFR Level B1



Comprensión de lectura

45 mins

Pueden comprender textos objetivos no muy complicados



Expresión escrita

45 mins

Pueden escribir sobre temas de su día a día



Comprensión auditiva

Approx. 35 mins

Pueden entender instrucciones, y los puntos más importantes de una conversación o programa de TV, en temas familiares



Expresión oral

10-12 mins

Pueden hablar sobre reacciones acerca de películas, música, etc., y dar y seguir instrucciones no demasiado complicadas

Duración total

135-137 mins

B1 Preliminary for schools

Question 1

Read this email from your English-speaking friend Charlie, and the notes you have made.

From:	Charlie
Hi,	
So that I can cycle into college, I've decided to buy myself a bike.	
What important things should I think about when buying a bike?	
Do you think it's better to buy a bike from the internet or from a shop in town?	
Are you free on Saturday to help me choose a bike? We can look online or go into town together.	

Great idea!

Tell Charlie...

Explain...

No, because...

Write your **email** to Charlie, using **all** your notes.
Write about 100 words.

2

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 the environment. Now, your English teacher has asked you to write an essay.

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



Every country in the world has problems with pollution and damage to the environment. Do you think these problems can be solved?

Notes

Write about:

1. transport
2. rivers and seas
3. (your own idea)

3

Part 2

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 separate answer sheet. Put the question number in the box at the top of the answer sheet.

- 2 You see this announcement in your college English-language magazine.

Book reviews wanted

Have you read a book in which the main character behaved in a surprising way?

Write us a review of the book, explaining what the main character did and why it was surprising. Tell us whether or not you would recommend this book to other people.

The best reviews will be published in the magazine.

Write your **review**.

- 3 You see this announcement on an English-language website.

Articles wanted

The most useful thing I have ever learned.

What is the most useful thing you have learned?

Who did you learn it from? Why is it useful?

Write us an article answering these questions.

We will publish the best articles on our website.

Write your **article**.

- 4 You have received this email from your English-speaking friend David.

From: David
Subject: touring holiday

Some college friends of mine are visiting your area soon for a week's touring holiday. They would like to travel around and learn about your local area and its history.





Can you tell me about some of the places they could visit? What's the best way to travel around – car, bike or coach?

Thanks,

David

Write your **email**.

B2 First for Schools

	Formato del examen		Ejemplos del MCER
	Comprensión de lectura	75 minutos	Encontrar información relevante en textos y tomar notas simples con fines de estudio
	Expresión escrita	80 minutos	Expresar sentimientos y opiniones de forma efectiva y aportar argumentos
	Comprensión auditiva	40 minutos	Comprender películas, programas de TV y noticias en inglés estándar a una velocidad normal
	Expresión oral	14 minutos	Comunicarse de forma eficaz en persona y expresar opiniones
	Nivel del MCER	B2	
	Formato del examen	En papel o por ordenador	
	Número de pruebas	4	
	Duración total del examen	209 minutos	

B2 First for Schools



4

Listening • Part 2

Questions 9 – 18

You will hear a student called Duncan keep talking about his recent trip to Iceland to study sea birds called puffins. For questions 9 – 18, complete the sentences with a word or short phrase.

Puffins

Duncan uses the word (9) to describe the puffin's appearance out of the water.

Duncan was surprised to learn a puffin's (10) can help it to change direction when flying.

Duncan explains that puffins create (11) as a place to make their nests.

Duncan agrees with people who think adult puffins make a noise like that of a (12)

Duncan was surprised to find out that young puffins are driven by (13) to leave their nests.

Duncan says that puffins leaving the nest at night have sleep, used (14) to guide them.

In town, (15) are the most dangerous places for young puffins to land.

Duncan was amazed to see someone using an open (16) to rescue young puffins.

Injured puffins are cared for in a (17) in the town.

Duncan's favourite souvenir of his trip is a puffin (18) which he says is really cute.

5

Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which people are talking about photography. For questions 19 – 23, choose from the list (A – H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

A Learning to use new photographic software is fun.

B I have found some useful advice online.

C Photography helps me to remember events.

D It's my goal to become an expert in photography.

E Doing photography means I go to new places.

F I can express original artistic ideas through photography.

G My friends have helped me to develop my skills.

H Taking photos gives me more confidence.

Speaker 1 19

Speaker 2 20

Speaker 3 21

Speaker 4 22

Speaker 5 23

Turn over ▶

6

Part 4

For questions 25 – 30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example: 0

Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Paula can't wait to hear the band's new album.

FORWARD

Paula is really the band's new album.

26 Buying a daily newspaper seems pointless to me.

POINT

I can't a daily newspaper.

27 Daniel thought the flight would be more expensive than it actually was.

NOT

The flight as Daniel thought it would be.

7

28 It's a shame I'm not able to come to your party on Saturday.

COULD

I to your party on Saturday.

29 There were no trainers left in Denzel's size anywhere on the website.

SOLD

The website had trainers in Denzel's size.

30 Gwenda deleted her sister's photographs by accident.

MEAN

Gwenda her sister's photographs.

Turn over ▶

C1 Advanced



	Formato del examen	Ejemplos del MCER
Comprensión de lectura	90 minutos	Comprender argumentos complejos con la rapidez necesaria para seguir un curso académico
Expresión escrita	90 minutos	Escribir informes, ensayos y artículos que comuniquen ideas complejas de forma eficaz
Comprensión auditiva	40 minutos	Seguir discusiones y argumentos sin necesidad de solicitar aclaraciones más que de forma ocasional
Expresión oral	15 minutos	Tener conversaciones extensas y debatir sobre temas abstractos con fluidez y variedad en el lenguaje
Nivel del MCER	C1	
Formato del examen	En papel o por ordenador	
Número de pruebas	4	
Duración total del examen	235 minutos	

C1 Advanced



Part 2

For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).
Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0

The origin of language

The truth (9) nobody really knows how language first began. Did we all start talking at around the same time (9) of the manner in which our brains had begun to develop?

Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in (10) a way that we are programmed for language from the moment of birth. In (11) words, language came about as a result of an evolutionary change in our brains at some stage.

Language (12) well be programmed into the brain but, (13) this, people still need stimulus from others around them. From studies, we know that (14) children are isolated from human contact and have not learnt to construct sentences before they are ten, it is doubtful they will ever do so. This research shows, if (15) else, that language is a social activity, not something invented (16) isolation.

Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).
Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0

Training sports champions

What are the abilities that a (9) sports person needs? To guarantee that opponents can be (17) speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive (18) regime and a highly nutritious diet are vital for top-level performance. It is carbohydrates, rather than proteins and fat, that provide athletes with the (19) they need to compete. This means that pasta is more (20) than eggs or meat. Such a diet enables them to move very energetically when required. Failure to follow a sensible diet can result in the (21) to maintain stamina.

Regular training to increase muscular (22) is also a vital part of a professional's regime, and this is (23) done by exercising with weights. Sports people are prone to injury but a quality training regime can ensure that the (24) of these can be minimised.

PROFESSION
COME
FIT
ENDURE
BENEFIT
ABLE
STRONG
TYPE
SEVERE

Part 7

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs A – G the one which fits each gap (41 – 46). There is one extra paragraph which you do not need to use.
Mark your answers on the separate answer sheet.

Scottish Wildcat

On my living-room wall I have a painting of a wildcat by John Holmes of which I am extremely fond. It depicts a snarling, spitting animal, teeth bared and back arched: a taut coiled spring ready to unleash some unknown fury.

41

However, the physical differences are tangible. The wildcat is a much larger animal, weighing in some cases up to seven kilos, the same as a typical male fox. The coat pattern is superficially similar to a domestic tabby cat but it is all stripes and no spots. The tail is thicker and blunter, with three to five black rings. The animal has an altogether heavier look.

The Scottish wildcat was originally distinguished as a separate subspecies in 1912, but it is now generally recognised that there is little difference between the Scottish and other European populations. According to an excellent report on the wildcat printed in 1991, the animals originally occurred in a variety of habitats throughout Europe.

42

It was during the nineteenth century, with the establishment of many estates used by landowners for hunting, that the wildcat became a nuisance and its rapid decline really began; 198 wildcats were killed in three years in the area of Glengarry, for example. However, things were later to improve for the species.

43

The future is by no means secure, though, and recent evidence suggests that the wildcat is particularly vulnerable to local eradication, especially in the remoter parts of northern and western Scotland. This is a cause for real concern, given that the animals in these areas have less contact with domestic cats and are therefore purer.

44

Part of the problem stems from the fact that the accepted physical description of the species originates from the selective nature of the examination process by the British Natural History Museum at the start of the century, and this has been used as the type-definition for the animal ever since. Animals that did not conform to that large blunt-tailed tabby description were discarded as not being wildcats. In other words, an artificial collection of specimens was built up, exhibiting the features considered typical of the wildcat.

The current research aims to resolve this potential problem. It is attempting to find out whether there are any physical features which characterise the so-called wild-living cats.

45

But what of his lifestyle? Wildcat kittens are usually born in May/June in a secluded den, secreted in a gap amongst boulders. Another favourite location is in the roots of a tree.

46

Rabbits are a favourite prey, and some of the best areas to see wildcats are at rabbit warrens close to the forest and moorland edge. Mice, small birds and even insects also form a large part of the diet, and the animal may occasionally take young deer.

The wildcat is one of the Scottish Highlands' most exciting animals. Catch a glimpse of one and the memory will linger forever.

A The recruitment of men to the armed forces during the conflict in Europe from 1914 to 1918 meant there was very little persecution, since gamekeepers went off to fight. As the number of gamekeepers decreased, the wildcat began to increase its range, recolonising many of its former haunts. Extinction was narrowly averted.

B The wildcat waits for a while in rapt concentration, ears twitching and eyes watching, seeing everything and hearing everything, trying to detect the tell-tale movement of a vole or a mouse. But there is nothing, and in another leap he disappears into the gloom.


C The results, which are expected shortly, will be fascinating. But anyone who has seen a wildcat will be in little doubt that there is indeed a unique and distinctive animal living in the Scottish Highlands, whatever his background.

D They probably used deciduous and coniferous woodland for shelter, particularly in winter, and hunted over more open areas such as forest edge, open woodland, thickets and scrub, grassy areas and marsh. The wildcat was probably driven into more mountainous areas by a combination of deforestation and persecution.

E As the animals emerge, their curiosity is aroused by every movement and rustle in the vegetation. Later they will accompany their mother on hunting trips, learning quickly, and soon become adept hunters themselves.

F This is what makes many people think that the wildcat is a species in its own right. Research currently being undertaken by Scottish Natural Heritage is investigating whether the wildcat really is distinct from its home-living cousin, or whether it is nothing more than a wild-living form of the domestic cat.

G It is a typical image most folk have of the beast, but it is very much a false one, for the wildcat is little more than a bigger version of the domestic cat, and probably shows his anger as often.



Expresión oral

Supporting
every learner



Cambridge English

585.000 suscriptores

INICIO

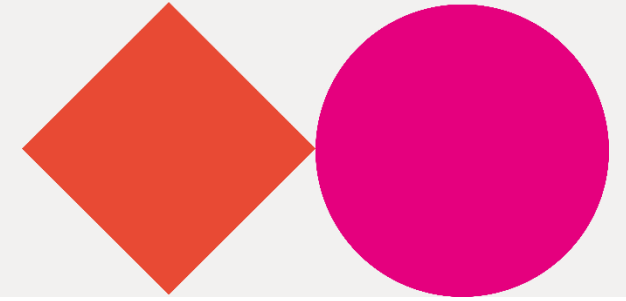
VÍDEOS

LISTAS DE REPRODUCCIÓN

COMUNIDAD

CANALES

MÁS INFORMACIÓN



 YouTube ^{ES}

Buscar



B2 First for Schools speaking test - Kok Wee and Chris | Cambridge English

¿Qué ocurre después de un examen? – calificaciones y progresión



A2 Key for Schools, B1 Preliminary for Schools y B2 First for Schools, C1 Advanced, C2 Proficiency

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 2011
Place of entry: Cambridge

Result	Overall Score	CEFR Level
Pass at Grade C	172	B2

CEFR Level	Cambridge English Scale	Reading	Use of English	Writing	Listening	Speaking
C1	180 - 190					
B2	170 - 180	171	179			179
B1	160 - 170			162	168	

Results

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

Other

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

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

Informe de calificación

Cambridge Assessment English

Cambridge English Level 3 Certificate in ESOL International (Proficiency)*

This is to certify that GB961 DUMMY has been awarded Grade C in the Certificate of Proficiency in English Council of Europe Level C

Overall Score	206
Reading	207
Use of English	205
Writing	209
Listening	206
Speaking	205

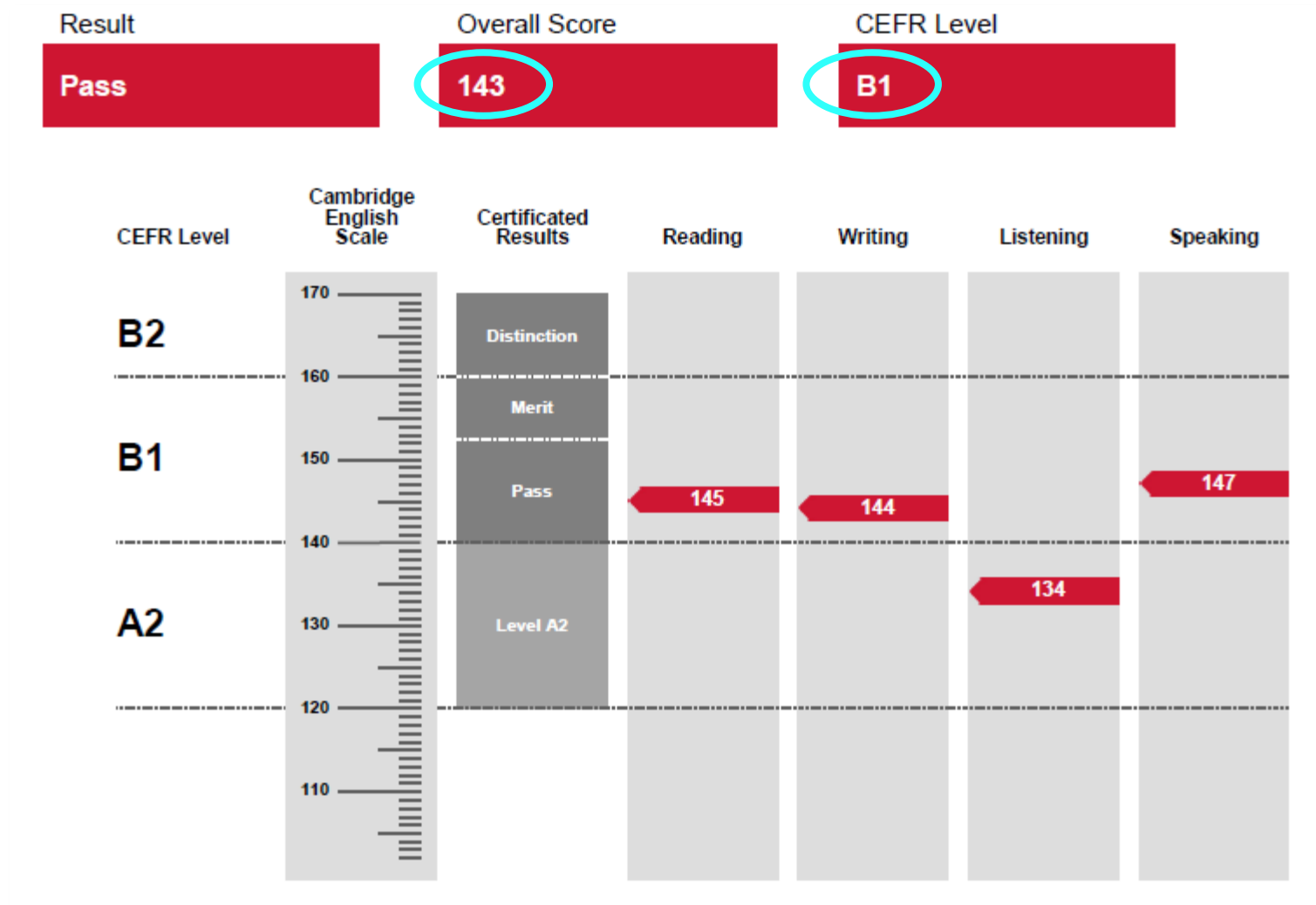
Date of Examination: MAY 1UP (AM1) 2016
Place of Entry: CAMBRIDGE
Reference Number: 185G9618001
Accreditation Number: 600/2429/2

Saul Nassif
Chief Executive

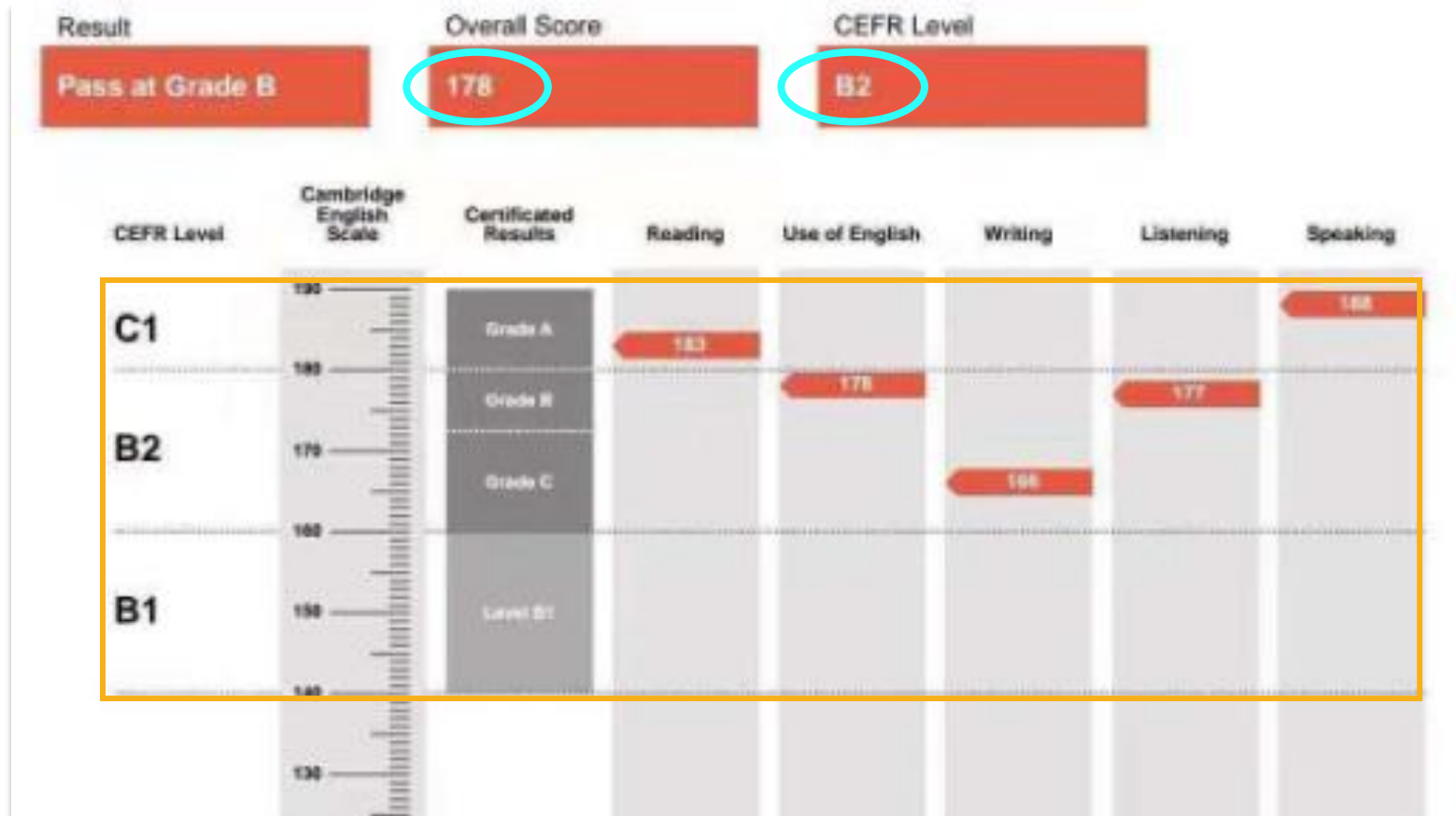
Ofqual
Date of issue: 25/04/15
Certificate Number: 0200303016

Certificado

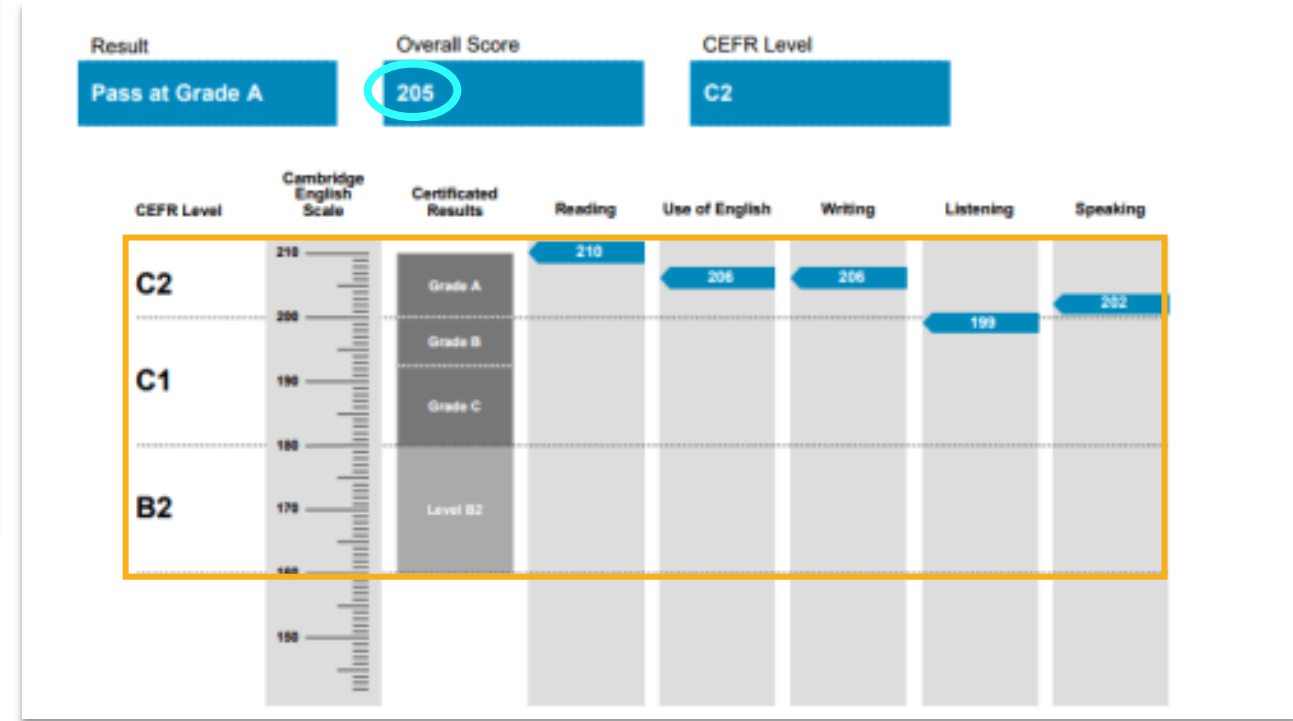
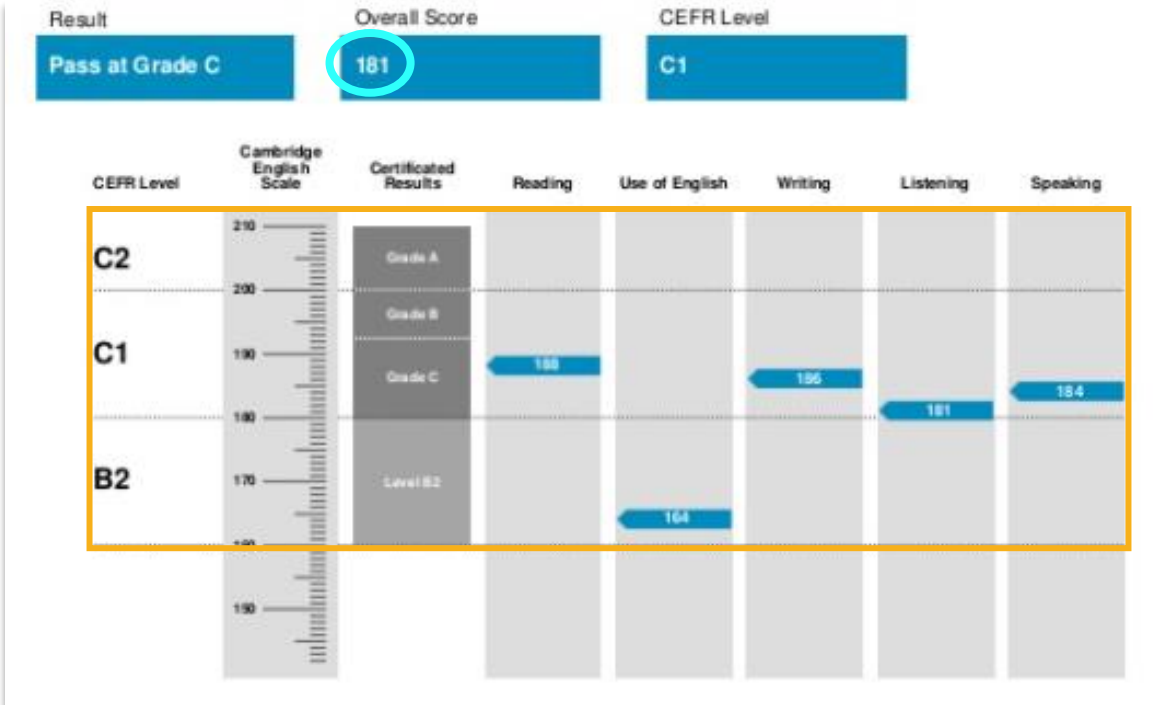
Informe de Resultados (detalle):



Informe de Resultados B2 First for schools (detalle):



Informe de Resultados C1 Advanced (detalle):



Cambridge para ti

 Recursos digitales

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mientras te diviertes con nuestros
recursos gratuitos

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PROFESORES

CERRAR FILTROS
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TITULACIONES DE CAMBRIDGE ENGLISH

Pre A1 Starters

A1 Movers

A2 Flyers

A2 Key for Schools

B1 Preliminary For Schools

B2 First For Schools

A2 Key

B1 Preliminary

B2 First

C1 Advanced

C2 Proficiency

DESTREZAS A PRACTICAR

Listening

Reading

Vocabulary

Writing

Grammar

Speaking

OTRAS PREFERENCIAS

Aplicaciones

