

Cambridge English

Обучение письменной речи для подготовки к ЕГЭ, олимпиадам и международным экзаменам по английскому языку

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6 European levels

C Proficient User

C2 Mastery

C1 Competent User

B Independent User

B2 Vantage

B1 Threshold

A Basic User

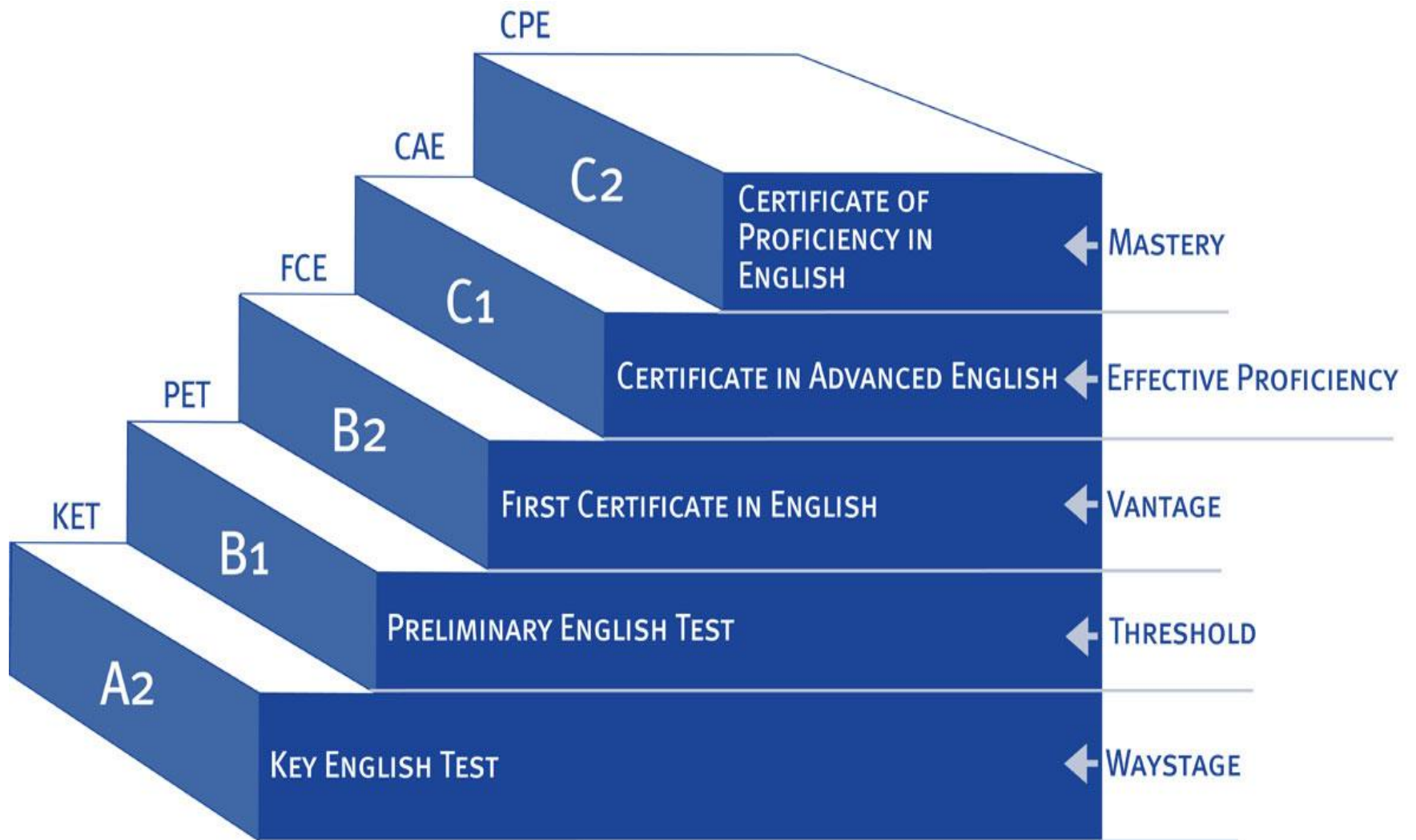
A2 Waystage

A1 Breakthrough



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Common European Framework of Reference (CEFR)



“Can-do”
statements as
descriptors of
competences



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How long is it to go from FCE to CAE?

The number of hours you need depends on many different factors but Cambridge ESOL has given some guidelines for exam candidates

Guided Learning Hours	CEF levels
Approx. 1000 – 1200 hours	C2
Approx. 700 – 800 hours	C1
Approx. 500 – 600 hours	B2
Approx. 350 – 400 hours	B1
Approx. 180 – 200 hours	A2
Approx. 90 – 100 hours	A1

Source:

CEF and Cambridge ESOL recommended guidelines from <http://www.cambridgeesol.org/exams/cef.htm>



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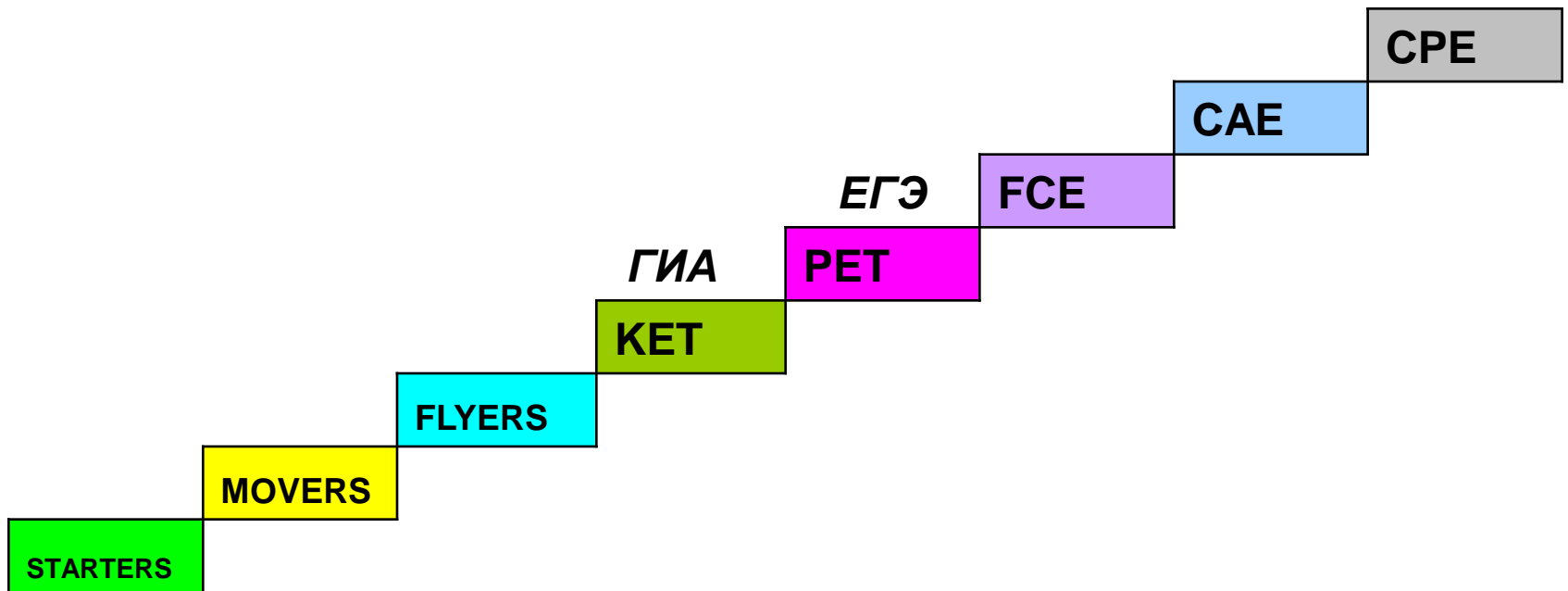
A short quiz on the history of English language testing in Europe

- When did the first Cambridge Certificate appear as an English exam for foreign speakers?
(2000, 1913, 1975)
- What exam was it?
(First Certificate, KET, Proficiency)
- Who were the first candidates (their ages, professions)?
- What level is the Russian State Exam?



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for Schools



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Stages of teaching writing

- **Familiarization**-learners are taught certain grammar and vocabulary through a text (reading, listening, speaking)
- **Controlled writing**- learners manipulate fixed patterns, often from substitution tables
- **Guided writing**: learners imitate model texts.
- **Free writing**: learners use the patterns they have developed to write an essay, letter, etc.



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Questions to ask yourself before you start writing and some useful tips:

- Who are you writing to?
- Why are you writing?
- What style should you write in: formal, semi-formal or informal?

Select the right information:

- Include all the relevant points
- Do not fill the letter/essay with unimportant information
- Keep to the facts



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Do Cambridge Exams and Russian State Exam consist of 5 parts?

- ✓ Reading
- ✓ Writing
- Use of English*
- ✓ Listening
- ✓ Speaking



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Five chapters = Five papers of the exam:

Listening

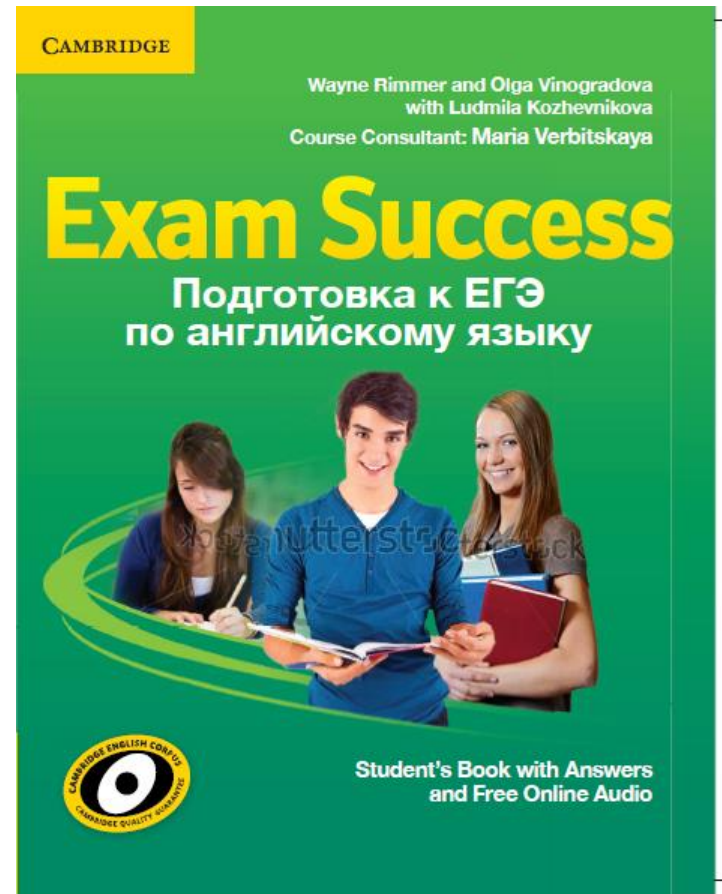
Reading

Use of English

Writing

+

SPEAKING



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f) Russia-specific materials



Exercise B5

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4–B10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B4–B10.

RUSSIAN BANYA

- The banya (steam bath) is very important to Russians and it's just as popular in the summer as in the winter. For centuries the banya a big part in the culture of Russia. There is often a banya in or next to country houses, but plenty can be found in towns and too. The banya used to be a very practical solution to the tough conditions Russians faced. If you in Russia even a century ago, the communal banya would have been the warmest and cleanest place around. It is not surprising then that the banya was once the place where babies ! With the arrival of modern conveniences, the banya today is more about fun and relaxation than yourself clean. But it is also a healthy use of your leisure time. What could be than drinking tea with lemon after a hot banya and exchanging the latest gossip with your friends? Therefore, it is not surprising that there are millions of banyas in Russia. Big and small, new and old, they continue a very important tradition. A lot more could be said about the banya, but you should really go and check it out for !
- B4 PLAY
B5 CITY
B6 LIVE
B7 BEAR
B8 KEEP
B9 GOOD
B10 YOU



Exercise B8

Прочитайте текст и заполните пропуски **A–F** частями предложений, обозначенными цифрами **1–7**. Одна из частей в списке **1–7** лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

The Perm Triangle



Katya was wandering through some meadows near her home village of Molebka when she was joined by a very unusual companion, a green man little more than a metre tall. They walked side by side for a while until her new friend suddenly disappeared. Strange indeed, **A**, the paranormal centre of Russia.

The Perm Triangle covers an area of about 70 square kilometres located roughly halfway between Perm and Ekaterinburg. Since 1989, **B**, there have been recordings of many unusual occurrences, ranging from UFO sightings to miracle cures.

Perhaps the most common, **C**, are of sound hallucinations, that is, people hearing sounds which have no identifiable source. One man once heard ancient Russian choral music in a completely deserted stretch of land.

For all its spookiness, no one to date has been physically harmed in the Perm Triangle, **D**, Whatever is out there does not seem to have any evil intentions.

The local people seem to accept the notoriety of the Perm Triangle and have even got used to all the tourists and researchers **E**, They probably get tired of the media exposure, but it is also a source of income.

With the advance of technology and greater openness in Russia, the big question is **F**, Because of the size of the area and range of phenomena observed, this is as unlikely as finding out the secret of its namesake, the Bermuda Triangle. The riddle of the Perm Triangle continues.

- 1 whether the mystery of the Perm Triangle will ever be solved
- 2 but just another story from the enigma that is the Perm Triangle
- 3 wanting to experience this very special atmosphere for themselves
- 4 although it is definitely not a place for the faint of heart
- 5 if that can be the right word in a case like this
- 6 which accounts for much of the so-called paranormal activity
- 7 when the authorities allowed the area to be officially investigated

A	B	C	D	E	F

Section B ends up with exam- type exercise



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Get it right!

Russian learners often confuse *At first* with *First/Firstly* and *At last* with *Finally*.

First(ly) and *Finally* are used when putting points in order.

At first is used to show what happens or how you feel early on. It is often followed by *then*, *next*, *but*, etc.

At last is used to show that something happened which you had hoped a long time for.

~~At first~~ **First**, I would like to thank you for letting me stay in your flat for a week while you were away.

~~Firstly~~ **At first** Sasha was quite friendly to me, but then ...

And ~~at last~~ **finally**, I'd like to know as much as possible about the evening courses.

~~Finally~~ **At last** I've saved enough money to buy some new skis!

Corpus-informed
means:

exercises helping
students overcome
common mistakes
made by **Russian**
students in Writing



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Common Russian errors: Spelling

1. comfortable
2. clothes
3. restaurant
4. accommodation
5. loose / lose
6. rise / raise
7. economic / economical



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Problem areas in Writing for Russian State Exam

- Phrasal Verbs
- Word families
- False friends:
 - *'Actual' in Russian ...?*
 - *Реальный, подлинный*
 - *Актуальный?*
 - *important, topical*



Common mistakes made by Russian learners

Translate the following words:

- 1 head
- 2 dislikes
- 3 hands



How to deal with them: look at the context

- 1 Who is going to head the government enquiry? (Verb)
- 2 As a child Tanya had so many dislikes that I never knew what to give her to eat (Noun)
- 3 I love that bit in the film where Kevin hands the teacher a dead rat (Verb)



Other common mistakes of Russian students revealed by Corpus

Suggest: *suggested him to...

Recommend: I would *recommend to speak to the director

Other/Another: Compared with *another hotels...

These/Those:

-Do you want these glasses?

-No, I need those *ones



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Skill focus and format

Writing

- *audience, register, tone, word choice, detail*
- *informal/formal letter; essay, review, article; report, proposal; story (situation-based)*



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What are 'can-do' statements for writing at B2?

What do you need to be able to do with writing at level B2?

Writing

- I can produce a range of formal and informal correspondence.
- I can produce texts of varying lengths and adapt my style of writing as appropriate to the subject and readers.



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Writing

B2

I can write **clear and detailed texts** (compositions, reports etc) on various topics related to my field of interest.

I can **develop an argument systematically** in a composition or report, **emphasising** decisive points and **including supporting details**.

C1

I can express myself in writing on **a wide range** of general or professional topics in **a clear and user-friendly** manner.

I can present points of view in a comment on a topic or an event, **underlining the main ideas** and supporting my reasoning with **detailed examples**.

I can write texts which show a high degree of **grammatical correctness** and **vary my vocabulary and style** according to the addressee, the kind of text and the topic.

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New names of Cambridge Exams

- YLE Starters Cambridge English: Starters
- YLE Movers Cambridge English: Movers
- YLE Flyers Cambridge English: Flyers
- PET Cambridge English: Key
- PET Cambridge English: Preliminary
- FCE Cambridge English: First
- CAE Cambridge English: Advanced
- CPE Cambridge English: Proficiency



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Школьные версии Кембриджских экзаменов

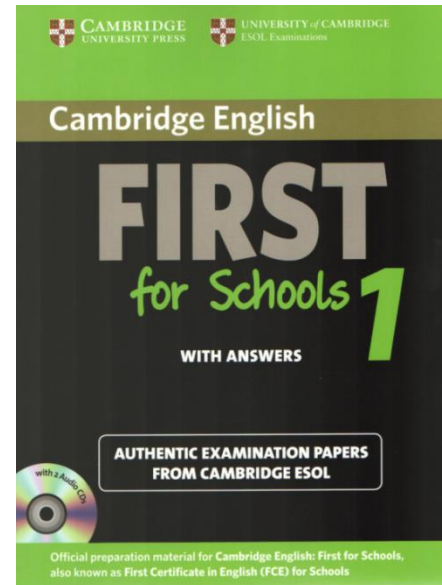
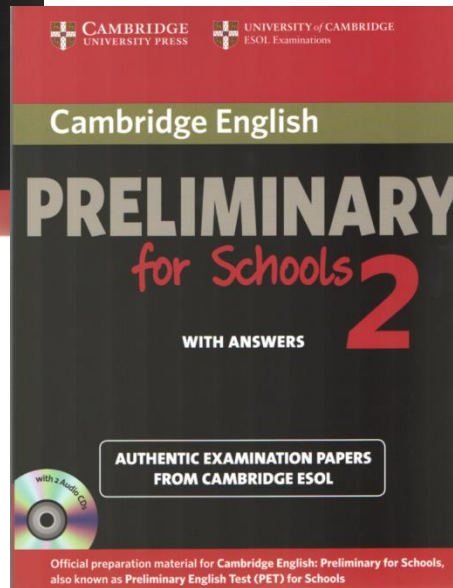
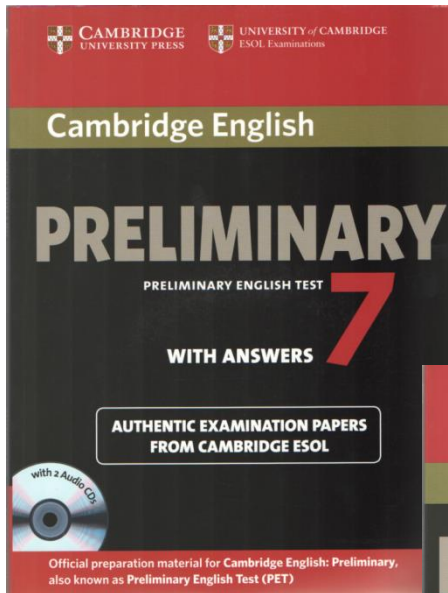
- Cambridge English: Key for Schools
KET for Schools
- Cambridge English: Preliminary for Schools
PET for Schools
- Cambridge English: First for Schools
- FCE for Schools



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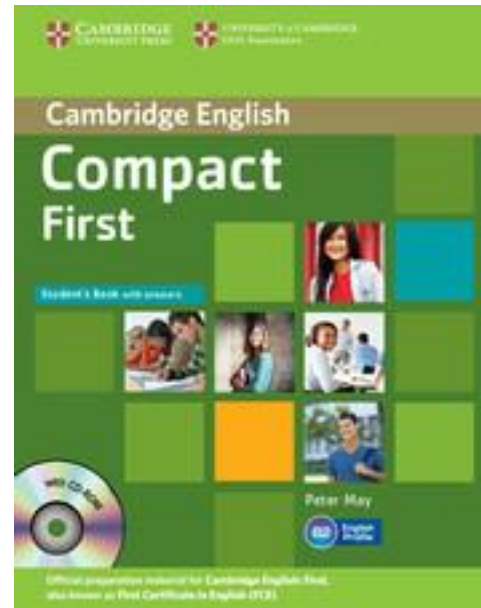
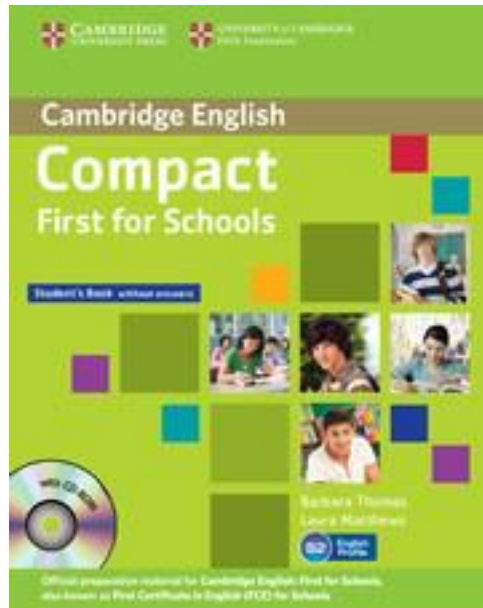
Real past papers



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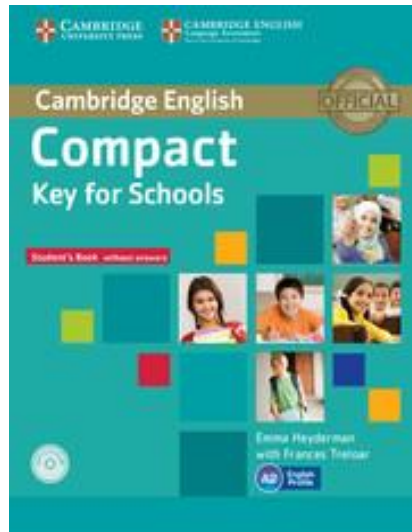
New FCE courses for intensive preparation
(50-60 hours)



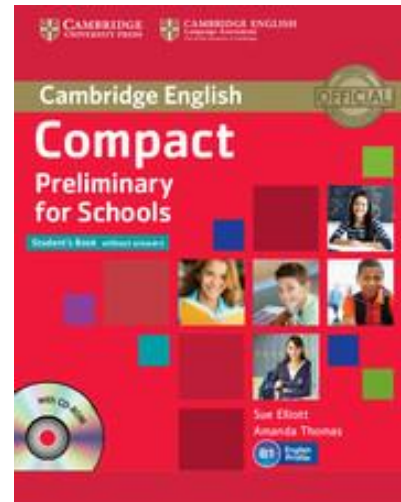
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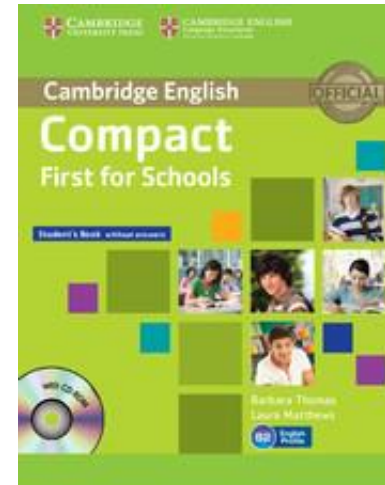
“Compact” 50-60 hours



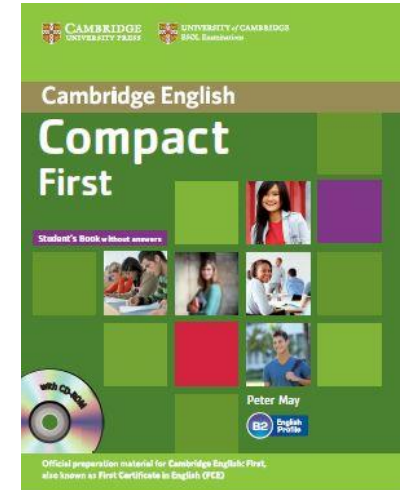
Age 9-11



Age 11-14



Age 12-16

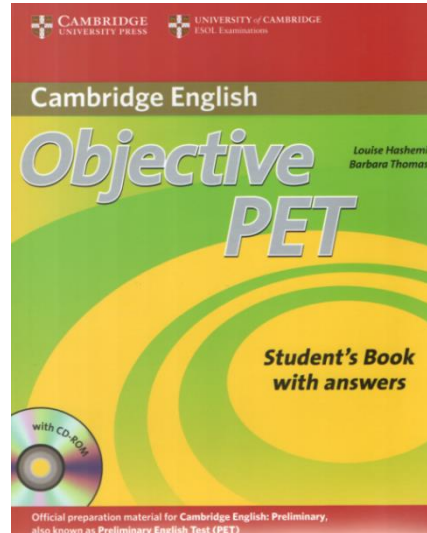
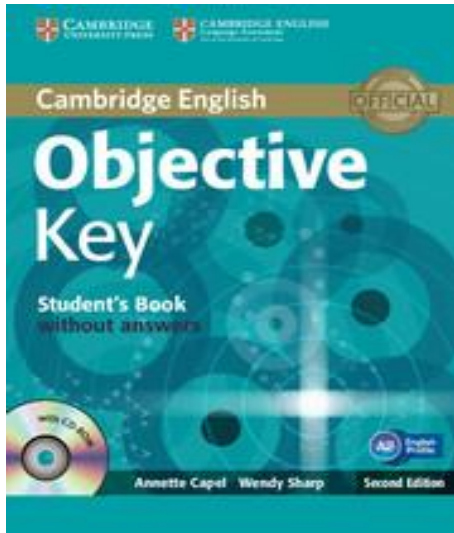


Age 17+

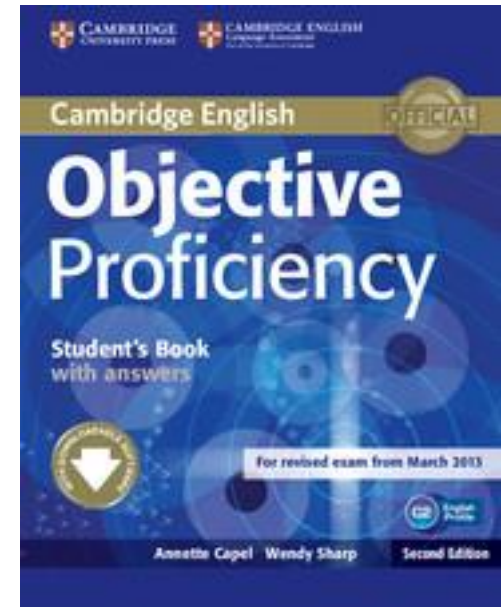
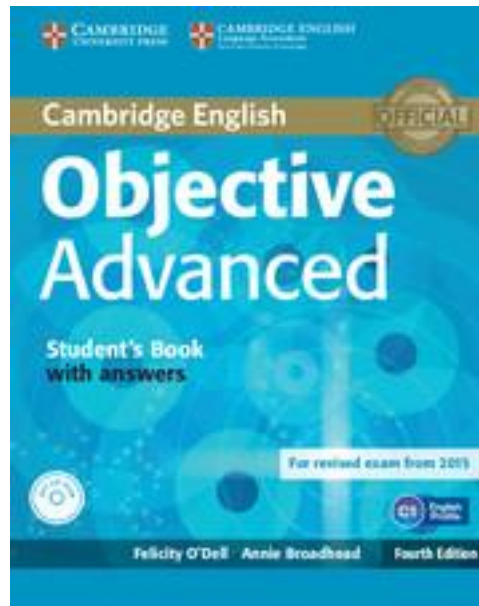
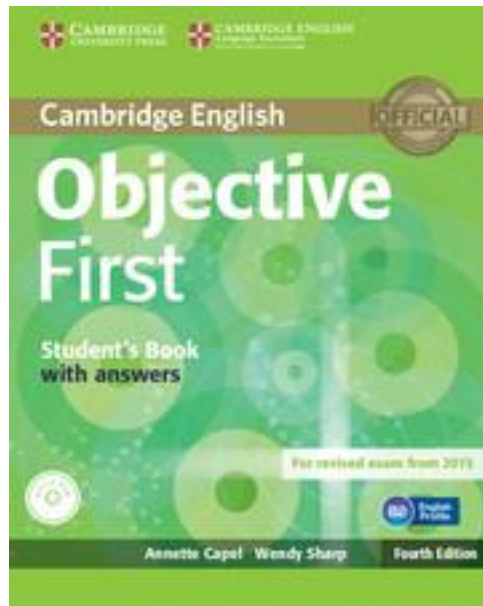


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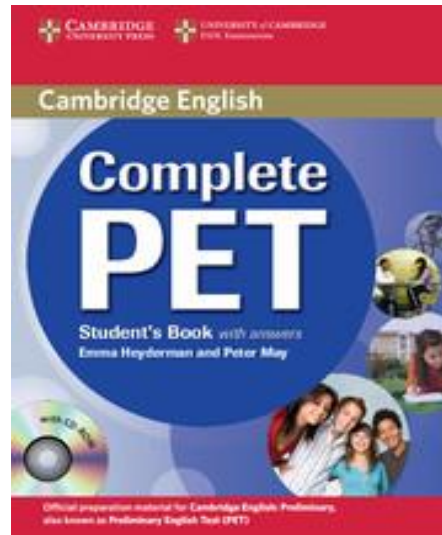
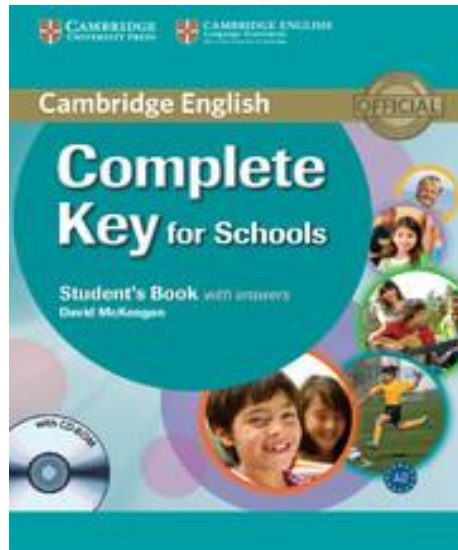


“Objective”
70-90 hours



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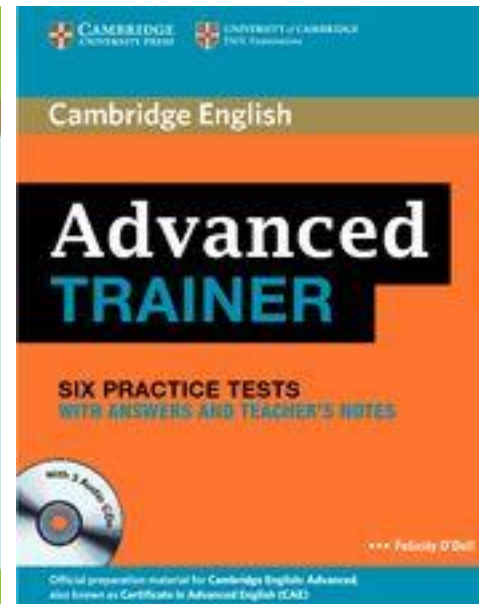
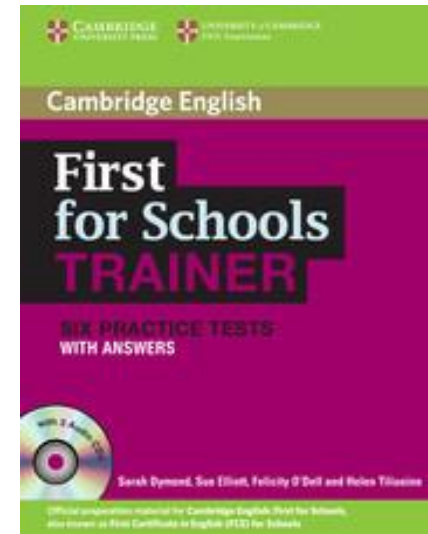
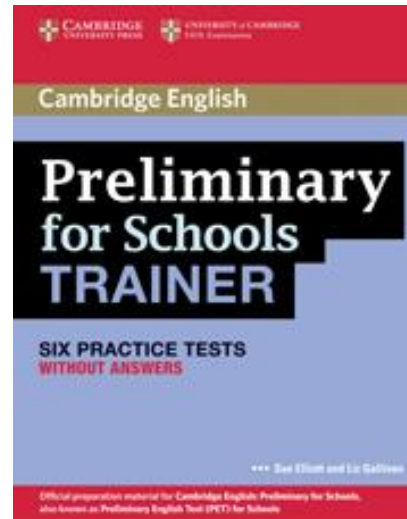
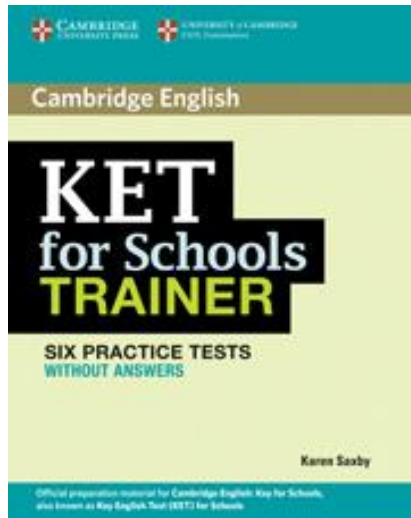
**“Complete”
100-120 hours**



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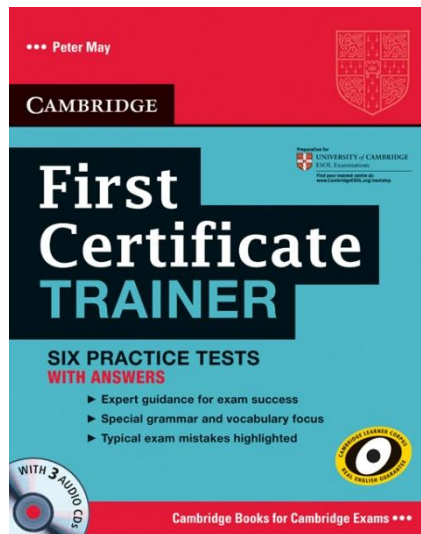
“Trainers”



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Self-preparation books of B2 and C1 levels



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Online Practice Tests

- Unique online version of print product
- Available for ESOL examinations:
 - Cambridge English: Preliminary & Preliminary for schools
 - Cambridge English: Key & Key for schools
 - Cambridge English: First
 - Cambridge English: Advanced
 - IELTS (Academic & General)
- Additional features over print material



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CEF Levels	IELTS band (approximate)
C2	7.5+
C1	6.5 – 7
B2	5 – 6
B1	3.5 – 4.5
A2	3
A1	1 – 2



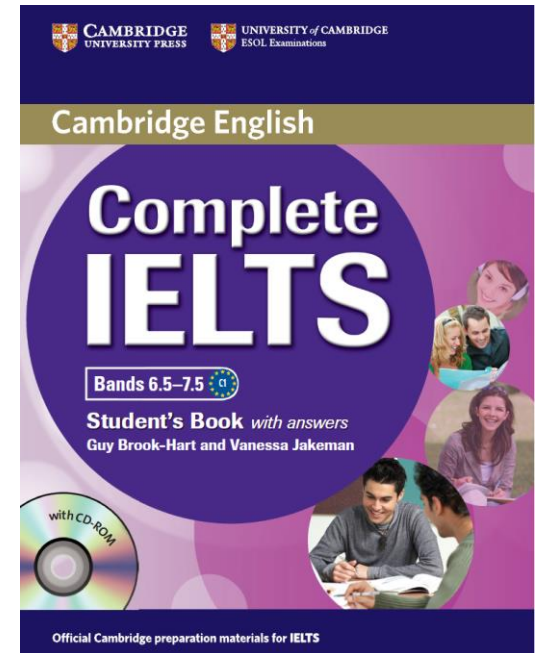
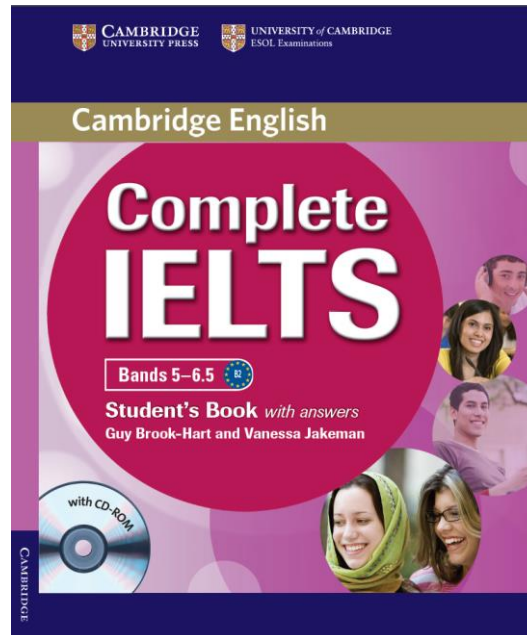
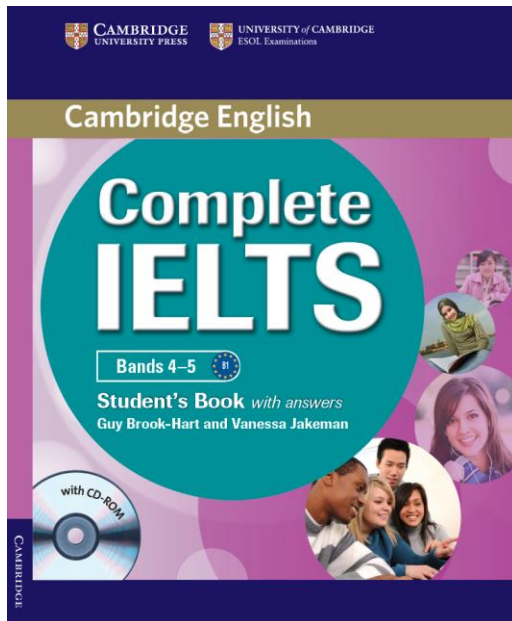
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Complete IELTS

Band 4 – 5

Bands 5 – 6.5

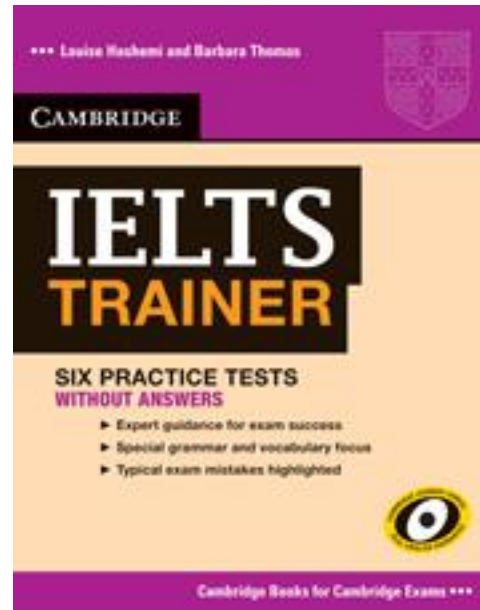
Bands 6.5 – 7.5



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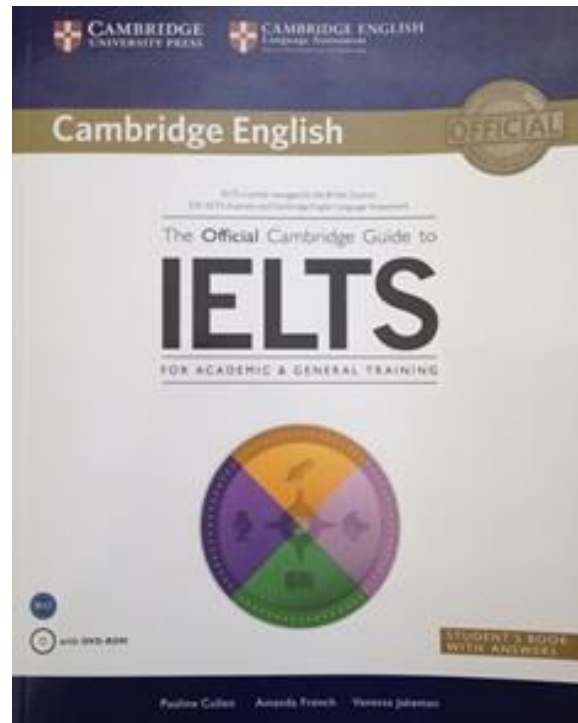
New type of IELTS preparation material: six Practice Tests with detailed analysis, model answers and practice activities



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The Official Cambridge Guide to IELTS



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Writing for IELTS

- **Time: 60 minutes** 2 tasks
- Task 1 (20 mins): 150 words, descriptive report of a table or a diagram
- Task 2 (40 mins): 250 words, essay in response to an opinion or a problem

You will lose marks if you write less than the required number of words



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WRITING TASK 1

You should spend about 20 minutes on this task.

The table below gives information on consumer spending on different items in five different countries in 2002.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Percentage of national consumer expenditure by category – 2002

Country	Food/Drinks/Tobacco	Clothing/Footwear	Leisure/Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%



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This is an answer written by a candidate who achieved a **Band 5.5** score. Here is the examiner's comment:

This answer focuses on the key features of the information, clearly grouping the countries, using supporting figures and presenting an overview. However, there is no clear reference to what the percentages represent and key comparisons need more expansion.

Information is organised with clear signalling and some effective referencing and linking, although not all ideas are clearly linked and the overall progression is achieved by repetition in the final section.

The range of vocabulary is rather narrow and just sufficient for the task. The attempt to paraphrase the rubric shows limited flexibility. There are several spelling and word form errors, and quite a lot of repetition. Similarly, the range of sentence forms is not wide, with few examples of complex structures. However, apart from one or two errors in basic grammar, simple structures are accurate and easily understood.

Different countries' consumer spendings are quite different. The table shows the vary consumer spending on a seires of intems in the five countries, namely, the Ireland, Italy, Span, Sweden and Turkey in 2002.

Food, drinks and tobacco were in the most important position on consumer spending in all of the five countries, and in a different percentage. In Ireland and turkey. they were near 30%, while in the other three countries they are under 20%.

Clothing and footwear were the second important consumer spending in these countries. In Italy, they got 9%, and in Sweden, they were 5.4%. In the other three countries, the figure were very similar, all were near 6.5%.

The last consumer spending were leisure and education. In Turkey, they were 4.35%, and in the other four countries the figure were under 4%.

In conclusion, it can be said that in 2002, food, drinks and tabacoo were the most important consumer spending in the five countries, and the different countries' consumer spending were quite different.



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Task 2

- Task 2 (40 minutes, 250 words)
 - a point of view or argument or problem.
 - Present and justify an opinion
 - Compare and contrast evidence, opinions and implications
 - Evaluate and challenge ideas, evidence or an argument

Consider: Task response, coherence and cohesion, range of vocabulary, style and accuracy.

Task 2 contributes twice as much as Task 1 to the overall test score



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You should spend about 40 minutes on this task.

Write about the following topic:

The number of overweight children in developed countries is increasing. Some people think this is due to problems such as the growing number of fast food outlets. Others believe that parents are to blame for not looking after their children's health.

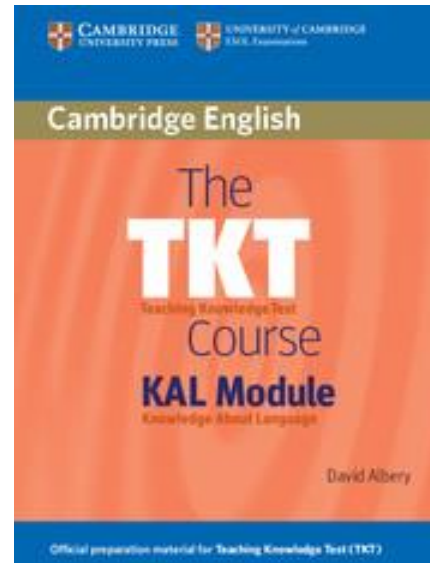
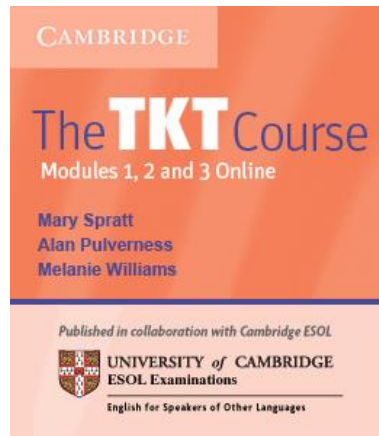
To what extent do you agree with these views?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.



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Thank you!

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