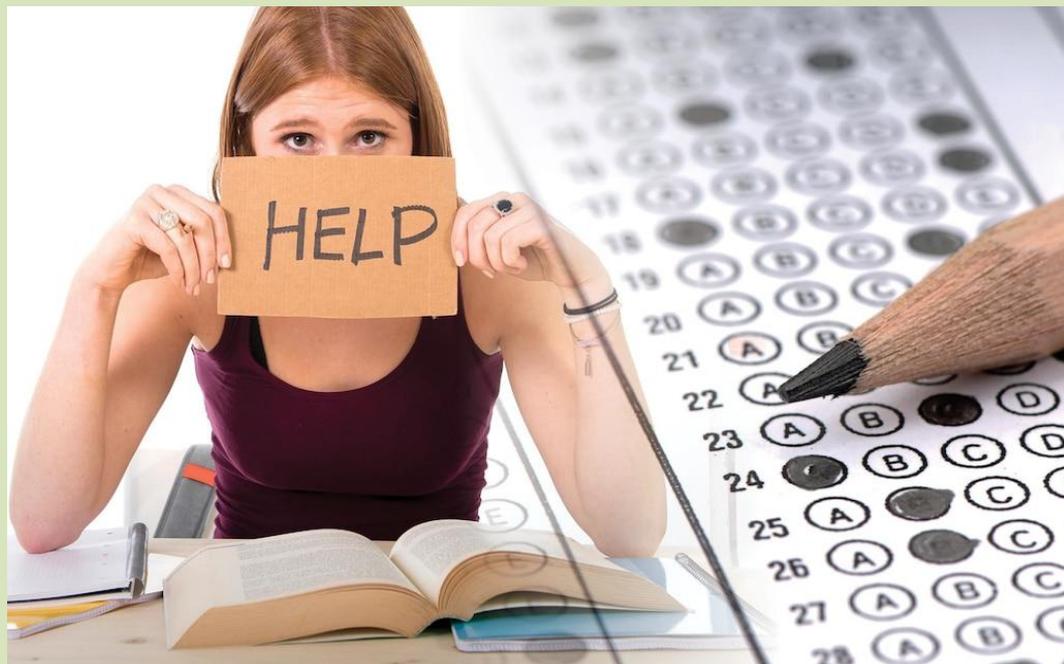


Concorso Primaria

PROVA di LINGUA INGLESE





What is the CEFR?

The **Common European Framework of Reference** (usually abbreviated CEFR or CEF) describes what language learners **can do** at different stages of their learning.

2001 - Official launch of the CEFR at the beginning of the European Year of Languages

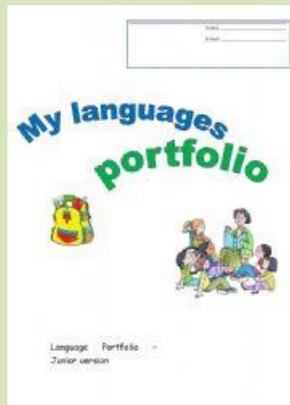
2018 - Publication of the *CEFR Companion Volume with new descriptors*.

It was designed to: - **enhance quality** and success in learning, teaching and assessment,
- **facilitate transparency in testing** and the comparability of certifications and
- **allow movement** between countries for work or study within the European Union.

The CEFR describes what learners can do across **four** language activities:

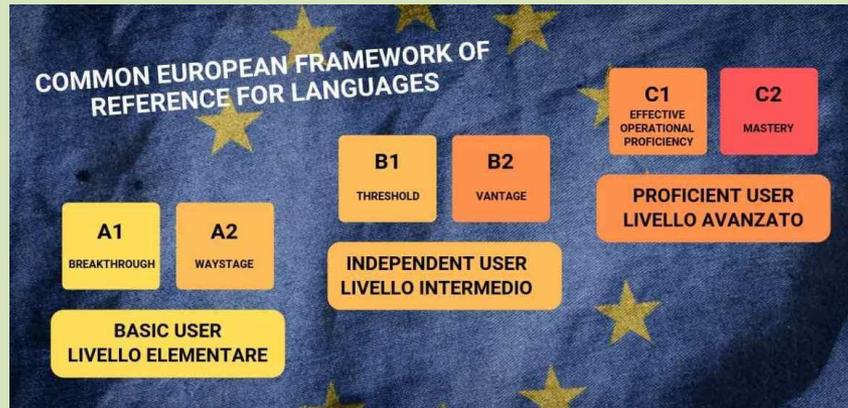
reception (listening and reading), **production** (spoken and written), **interaction** (spoken and written), and **mediation** (translating and interpreting).

The ELP is an instrument based on the CEFR with which individual learners can reflect upon their learning and record their progress.



Cambridge English: First (FCE)

- Level **B2** / Upper intermediate.
- **The Common European Framework of Reference for Languages (CEFR)** describes learners' language skills. Learners are classified in three distinct groups:



<http://www.flo-joe.co.uk/fce/students/test>

https://www.examenenglish.com/FCE/fce_reading_and_use_of_english_part5.htm

CEFR Companion Volume

The Companion Volume is the product of a project of the Education Policy Division (Language Policy Programme) of the Council of Europe carried out from 2014 to 2017.

The aim was to update the CEFR descriptors by:

- more fully **defining** 'plus levels' and a new 'Pre-A1' level;
- **responding** to demands for more elaborate description of listening and reading in existing scales, and for descriptors for other communicative activities such as online interaction, using telecommunications, expressing reactions to creative texts and literature;
- **enriching** the description at A1, and at the B levels.

Pre-A1 / A1 / A2 / A2+ / B1 / B1+ / B2 / B2+ / C1 / C2.

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Common European Framework of Reference for Languages (CEFR)

Launched in 2001, the CEFR marked a major turning point as it can be adapted and used for multiple contexts and applied for all languages.

INDEPENDENT USER

B2

Can understand the main ideas of a complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. **Can interact with a degree of fluency and spontaneity** that makes regular interaction with native speakers quite possible without strain for either party. **Can produce** clear, detailed texts on a **wide range** of subjects and **explain** a viewpoint on a topical issue giving the advantages and disadvantages of various options.

B1

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. **Can deal with** most situations likely to arise whilst travelling in an area where the language is spoken. **Can produce** simple connected text on topics which are familiar or of personal interest. **Can describe** experiences and events, dreams, hopes & ambitions and briefly **give reasons and explanations** for opinions and plans.

OVERALL READING COMPREHENSION +READING for ORIENTATION
B2 Level

Understanding

Reading

Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. Can understand specialised articles outside his/her field, provided s/he can use a dictionary occasionally to confirm his/her interpretation of terminology. Can **scan** quickly through long and complex texts, **locating** relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

Reading

I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Level B2 There are two new focuses

- being able to **understand in detail** what is said to him/her in the standard spoken language even in a **noisy** environment; **initiate discourse, take his/her turn** when appropriate and **end conversation** when he/she needs to, though he/she may not always do this elegantly; **interact with a degree of fluency and spontaneity** that makes regular interaction with **speakers of the target language** quite possible without imposing strain on either party, to **convey** degrees of emotion and highlight the personal significance of events and experiences
- a new degree of language awareness: **correct mistakes** if they have led to misunderstandings; make a note of "favourite mistakes" and consciously **monitor speech** for it/them; generally correct slips and errors if he becomes conscious of them.

HOW TO PREPARE

Read widely. The texts used in the Cambridge First can be: newspaper and magazine articles, reports, fiction, advertisements, correspondence, informational material (brochures, guides, etc.)

There is only one thing to succeed:

Practice, practice and practice even more.

How to tackle reading comprehension tests

SOME TIPS FOR YOU :

- read the entire passage quickly to get a general idea (**gist**) of what the text is about (**skimming**)

Having a clear idea of the entire structure of the passage allows you to answer general questions such as

“What is the tone of the author?” and “What is the main idea of the passage?”

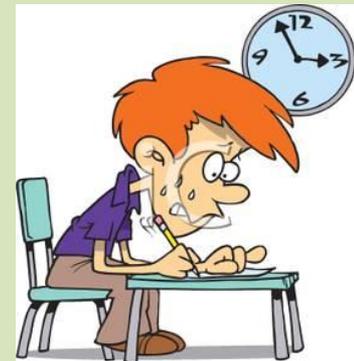
THEN

-read the first question, find where it is answered in the text, read that section carefully to find the answer(**scanning**). *Do the same for all questions.*

-the questions are in **chronological order**.

- don't spend too long to answer a question that you simply cannot answer. You can always come back.

Some questions ask you to read 'between the lines', that is, to infer meaning by applying some deductive logic and reasoning.



Read each question thoroughly and carefully.

If you are reading option **A**, don't bother about the other options. See if **A** fits as the answer, and if it does, select it. If it doesn't move to option **B**.

When reading option **B**, forget about the other choices, including **A**.
etc.

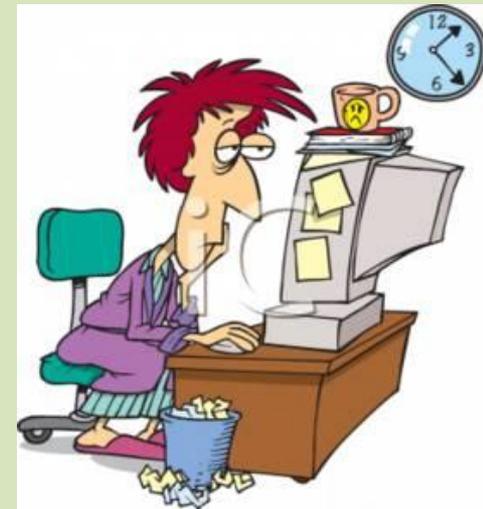
Two answer choices cannot be combined to form one answer, and hence you should treat them separately.

Don't expect to find exactly the same words!!!

The Best Time Saving Strategy

Assign options to each of your fingers, (**A** = thumb, **B** = forefinger, **C** = middle finger, **D** = ring finger) and fold fingers as you eliminate each of the options.

In this way you can keep your eyes on the screen!

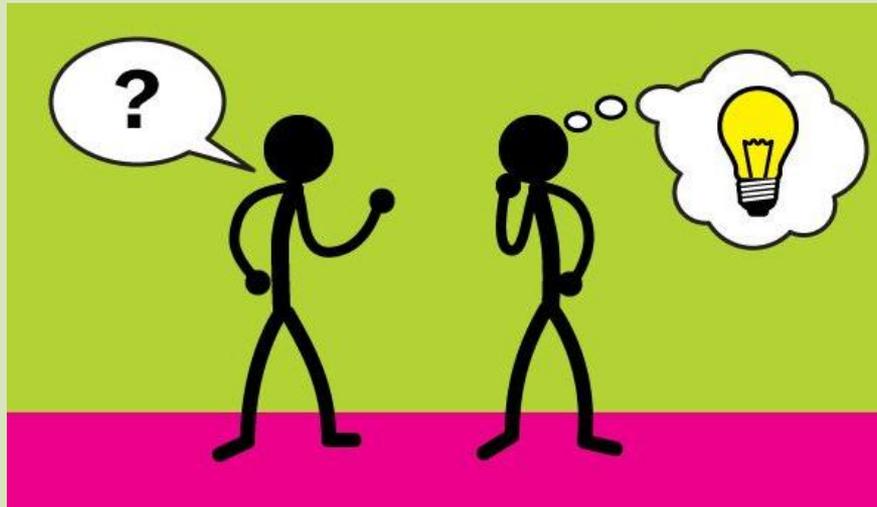


Different types of questions

Questions that refer to information directly stated in the text
(=**explicit** information)

Questions that refer to information implied in the text
(=**implicit** information)

General questions ,in order to answer them you need to have a clear idea of the entire structure of the passage .



Reading

- Read the sources, titles and subtitles of the texts where given;
- Read the questions carefully and check each option against the text before rejecting it .

DON'T

- try to answer any questions without referring carefully to the text.
- assume that if the same word appears in the text as well as in an option, this means you have located the answer.
- choose your answer before you have read all the options
- decide on your answer before reading the whole of a sentence

While reading pay attention to words like “First, second, third, furthermore, on the other hand, for example, namely, in addition, nevertheless, for these reasons, but, however, whether/if, according to, therefore, consequently, etc.

Connectors make the **text** coherent and harmonious. They also help the reader **understand** the logical relationships that exist between one part and the next.

- 1) Yesterday Susan had a temperature and a sore throat.
However,.....
- 2) Yesterday Susan had a temperature and a sore throat.
Therefore,.....
- 3) Yesterday Susan had a temperature and a sore throat,
besides ,

The main connectors that indicate **contrast** are:

Despite, In spite of/Although / However/ Nevertheless/Yet/On the contrary/ On the one hand, on the other hand/ Whereas

The main connectors that indicate **consequence** are:

Consequently/ As a consequence / As a result / As a result of /Therefore

The main connectors that indicate **addition** are:

Moreover/Furthermore/ In addition / Besides/What's more/ On top of that .

Read more at: <https://blog.abaenglish.com/paragraph-connectors-in-english/>

List of Health Problems

a backache: a prolonged pain in the back.

a cold: a common viral infection which causes mucus to run from the nose, gives a sore throat and often includes sneezing.

a cough: the act of expelling air from the lungs with a sudden sharp sound.

an earache: pain inside the ear.

a fever/a temperature: an abnormally high body temperature, usually accompanied by shivering and a headache.

the flu: flu is the common name for *influenza*. It is a contagious viral infection of the respiratory passages that causes fever and severe aching.

a headache: a continuous pain in the head.

(the) measles: an infectious viral disease causing fever and a red rash on the skin. It typically occurs in childhood.

a rash: a lot of small red spots on the skin that are usually itchy.

a sore throat: a condition of pain in the throat, typically caused by inflammation of it.

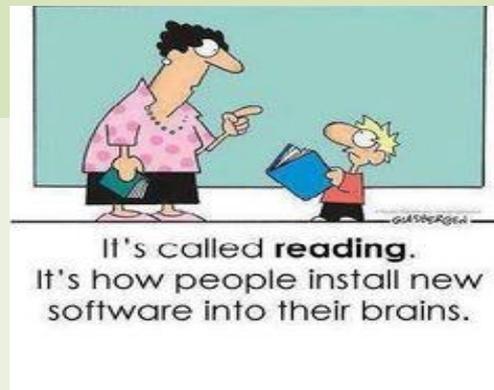
a stomachache (US) - stomach ache (Brit):

The pain in a person's belly.

a toothache: the pain in a tooth or teeth.



Practice reading techniques



skimming, scanning, intensive and extensive reading.

+ **Skimming:** you read the text quickly to get an idea of what it is about at its most basic level without reading it in full .

+ **Scanning:** You try to find a particular piece of information. You read from top to down of the text quickly to find the specific information you need to answer questions.

+ **Intensive reading:** You try to find the details of a specific information.
Example question: What does "intensive" in line 5 mean?

+**Reading between the lines**

+ **Extensive reading:** you read long texts or large quantities for general understanding, with the intention of enjoying them.

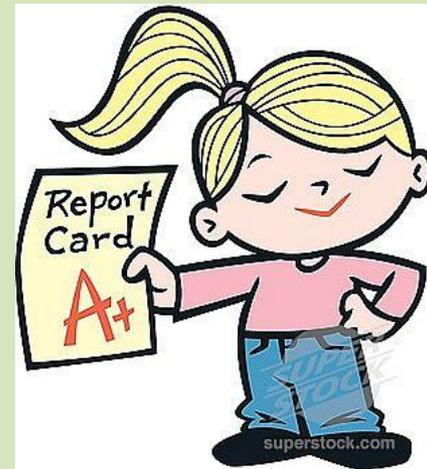
REMEMBER !!!!!!!

You will not lose marks if you give an incorrect answer. If you give a wrong answer, it is the same as giving no answer – you get no marks for that question.

If you're not sure about an answer, it is better to guess than to leave the question blank.

For more information about Cambridge English First, visit the website:

www.cambridgeenglish.org/exams/first



Concorso Scuola primaria PROVA di LINGUA INGLESE

