

La tabella in basso mostra come gli esami Cambridge si inseriscano nel contesto del sistema scolastico italiano e evidenzia la loro aderenza alla Scala di Competenze Linguistiche.

Sito UCLES: www.cambridgeesol.org/italia

| | 1 ^a lingua Livelli | 2 ^a lingua Livelli | Esami di Cambridge |
|--|--|--|--|
| Materna | 100 ore "propedeutico" | | |
| Elementare | 300 ore Breakthrough A1 | | Movers Starters |
| Media | 300 ore Waystage o Threshold A2/B1 Livello ALTE 1 o 2 | 240 ore Breakthrough o Waystage A1/A2 Livello ALTE 1 | Preliminary English Test (PET) Key English Test (KET) Flyers |
| Biennio, triennio professionale e istituti d'arte | 200 ore Threshold o Vantage B1/B2 Livello ALTE 2 o 3 | 200 ore Waystage o Threshold A2/B1 Livello ALTE 1 o 2 | First Certificate in English (FCE) Preliminary English Test (PET) Key English Test (KET) |

CAMBRIDGE EXAMINATION CHART

| YLE | CELS | BEC | MAIN SUITE | COUNCIL OF EUROPE |
|----------|---------|---------|------------|---|
| | | | CPE | C2 MASTERY |
| | HIGHER | HIGHER | CAE | C1 EFFECTIVE OPERATIONAL PROFICIENCY |
| | VANTAGE | VANTAGE | FCE | B2 VANTAGE |
| | PRELIM | PRELIM | PET | B1 THRESHOLD |
| FLYERS | | | KET | A2 WAYSTAGE |
| MOVERS | | | | A1 BREAKTHROUGH |
| STARTERS | | | | |

OVERALL COMMON EUROPEAN FRAMEWORK GUIDELINES

| OVERALL ORAL PRODUCTION | OVERALL WRITTEN PRODUCTION | OVERALL LISTENING COMPREHENSION |
|---|--|---|
| <p>A1 Can produce simple mainly isolated phrases about people and places.</p> <p>A2 Can give a simple description or presentation of people, living or working conditions, daily routines, likes /dislikes, etc. as a short series of simple phrases and sentences linked into a list.</p> <p>B1 Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p> <p>B2 low Can give clear, detailed descriptions and presentations on a wide variety of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</p> <p>B2 Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p> <p>C1 Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p> <p>C2 Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</p> | <p>A1 Can write simple isolated phrases and sentences.</p> <p>A2 Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</p> <p>B1 Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p>B2 low Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can develop an argument, giving reasons in support of or against a particular point of view and explaining the advantages or disadvantages of various options.</p> <p>B2 Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.</p> <p>C1 Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</p> <p>C2 Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</p> | <p>A1 Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</p> <p>A2 Can understand enough to be able to meet needs of a concrete type related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p> <p>B1 Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific detail, provided speech is clearly articulated in a generally familiar accent.</p> <p>B2 low Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.</p> <p>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</p> <p>B2 Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.</p> <p>C1 Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled openly.</p> <p>C2 Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</p> |