

Titulaciones de Cambridge English

Con cada alumno en cada etapa de su aprendizaje

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Cambridge → English Qualifications
General and higher education

INTEGRACIÓN
CURRICULAR

PARAESCOLARES
SCHOOL OF
LANGUAGES



PRÓXIMA CONVOCATORIA PARA HACER LOS EXÁMENES EN EL CENTRO

21 de JUNIO DE 2021

Aquellas personas que estén interesadas en presentarse en esta convocatoria, deberán contactar con la coordinación Cambridge del colegio en la siguiente dirección de correo electrónico:

margaritasb@sanestanislao.net



¿Qué es Cambridge Assessment English?



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

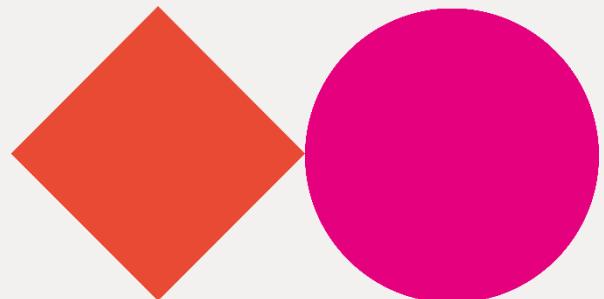


Ayudan a millones de personas a aprender inglés y a demostrarlo ante el mundo



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

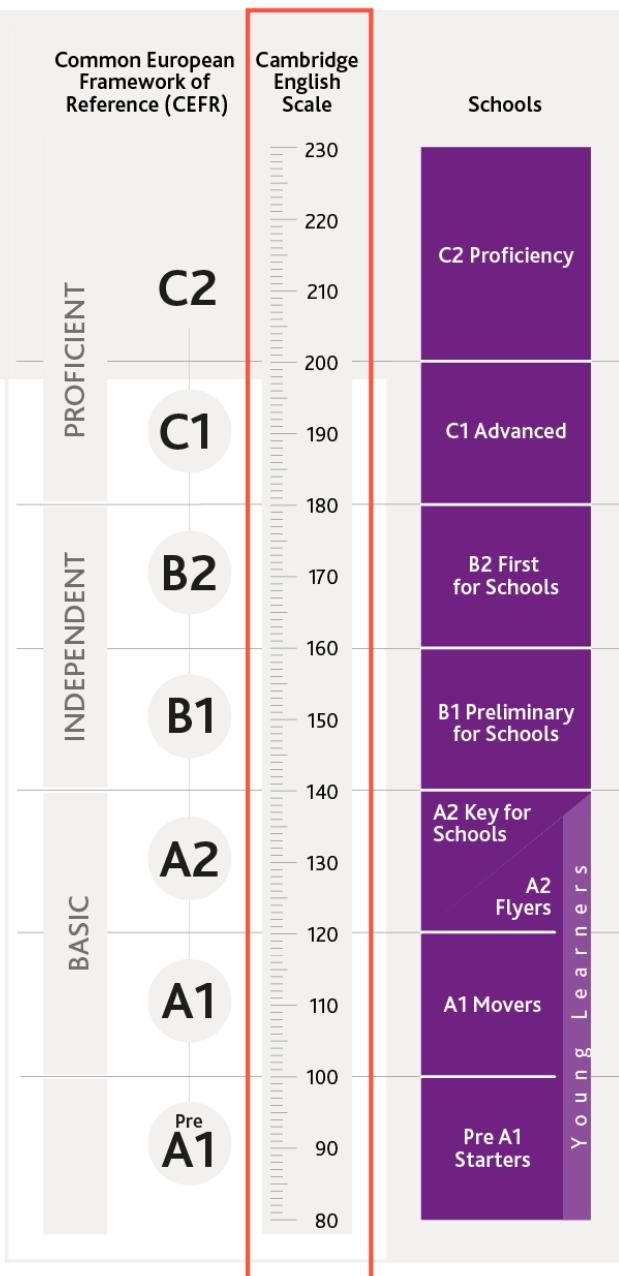


¿Por qué las titulaciones de Cambridge English?



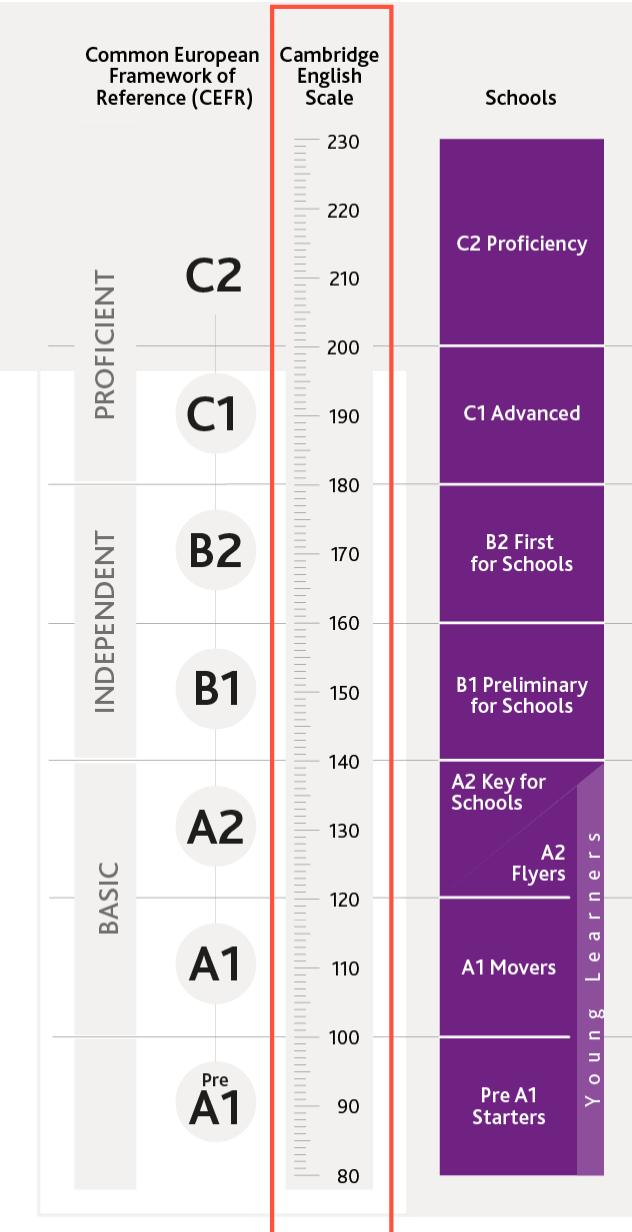
El Marco Común Europeo de Referencia (MCER)

- 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
- Cada titulación de Cambridge English se centra en un nivel concreto del MCER y **proporciona un enfoque claro para los programas de estudio**

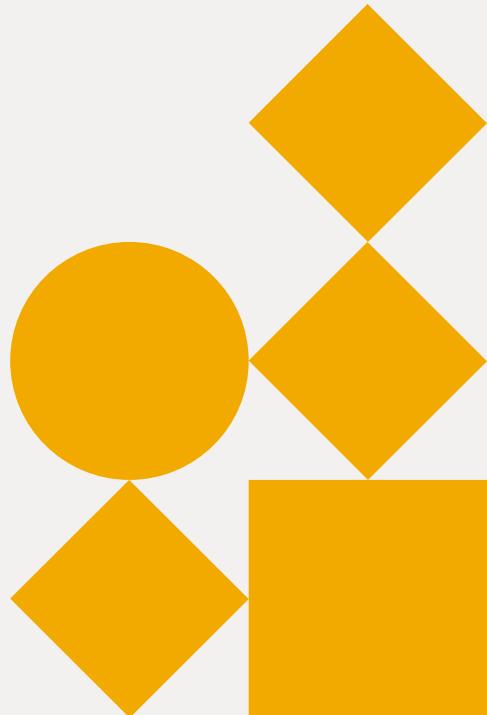


Cambridge English Scale

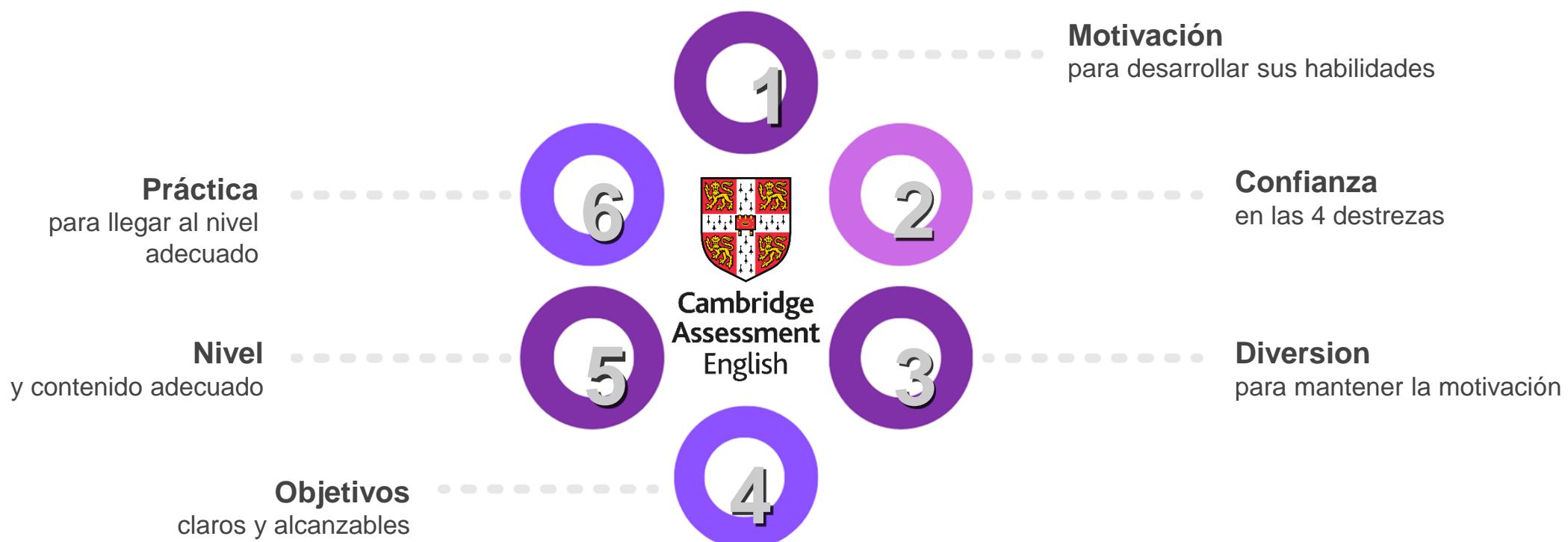
La **Cambridge English Scale** da una información más precisa del nivel de inglés de los candidatos, de forma general (media) y por habilidades.



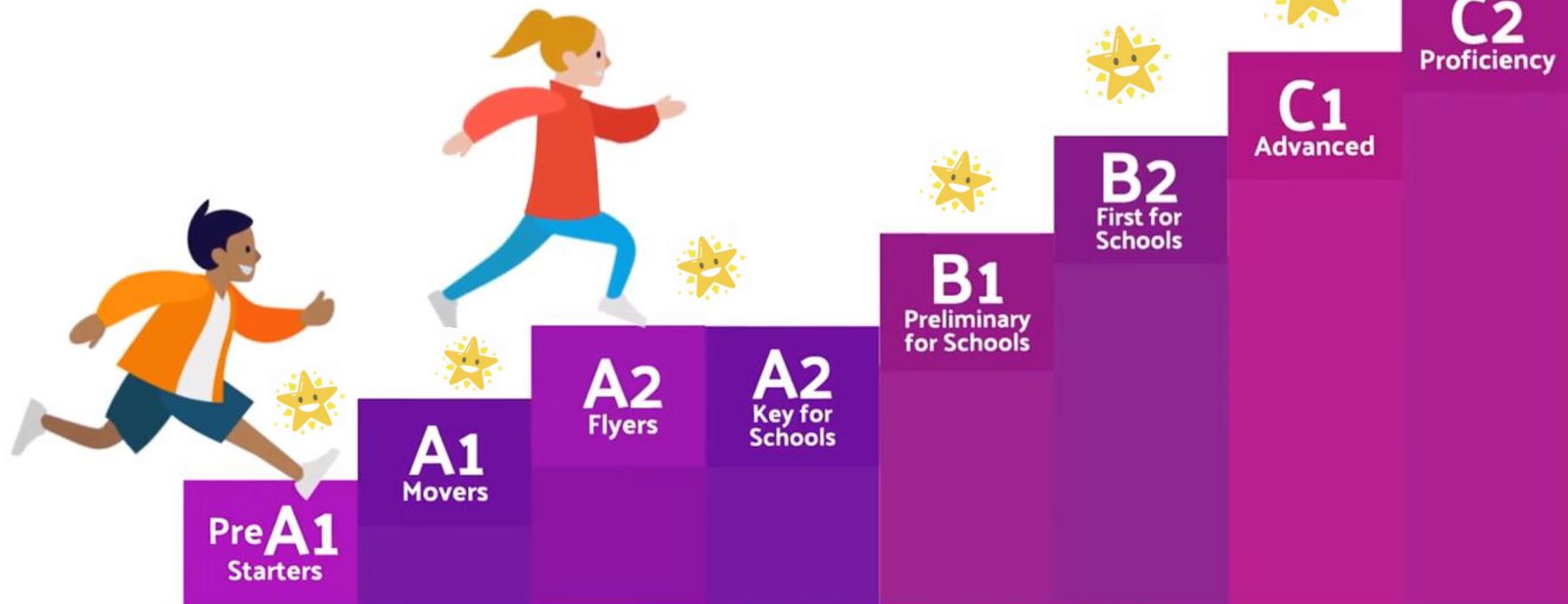
**¿Cómo ayudan a tu hijo las
titulaciones de Cambridge
English?**



El aprendizaje de un idioma requiere

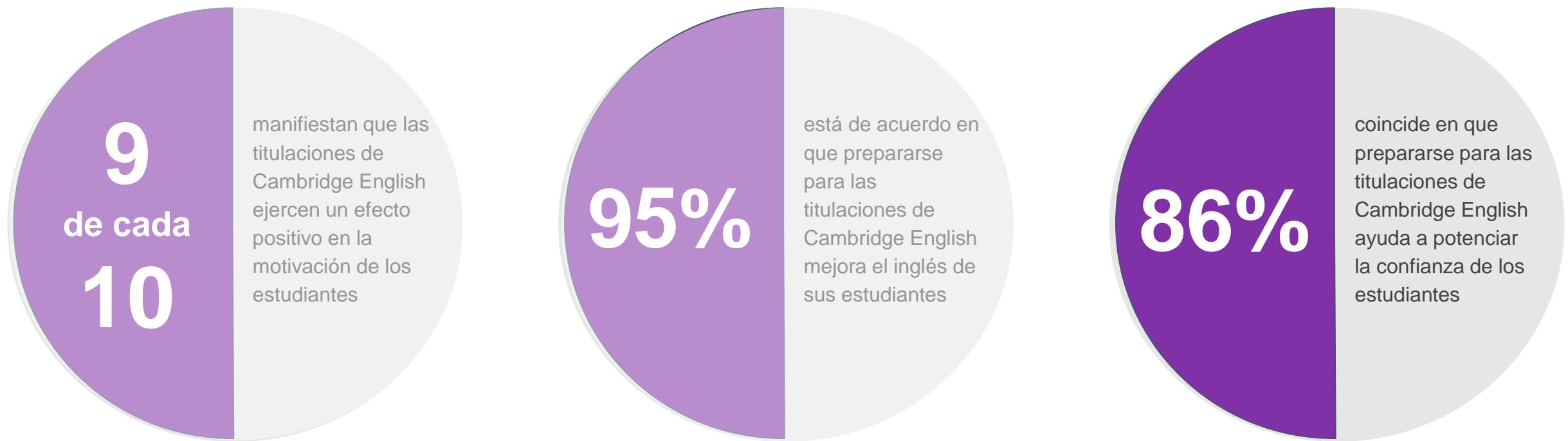


Progresión gradual



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



Titulaciones de Cambridge English para alumnos de 6 a 12 años

**Pre A1
Starters**

**A1
Movers**

A2 Flyers



Pre A1 Starters, A1 Movers, A2 Flyers

Proporcionan una medición **fiable** y **coherente** de sus **progresos** en las **4 habilidades** del idioma



Comprensión
de lectura
(Reading)



Comprensión
auditiva
(Listening)



Expresión oral
(Speaking)



Expresión
escrita
(Writing)

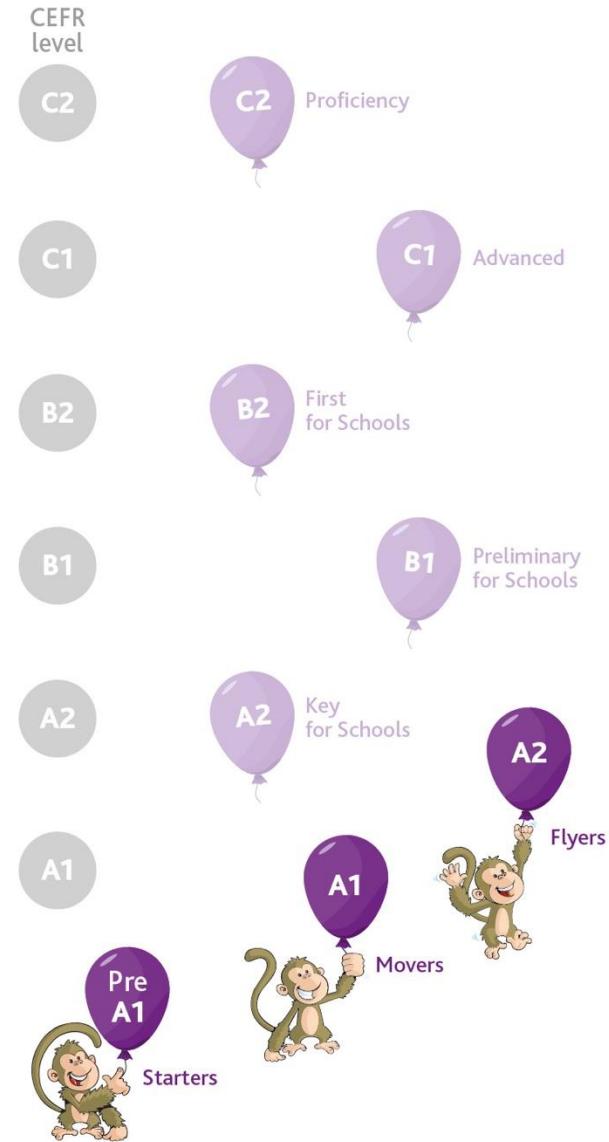
Duración de cada parte en cada nivel

Skills	Pre A1 Starters	A1 Movers	A2 Flyers
Comprensión auditiva	20min	25min	25min
Expresión oral	3 - 5min	5 - 7min	7 - 9min
Comprensión de lectura y expresión escrita	20min	30min	40min

Pre-A1 Starters, A1 Movers y A2 Flyers

Están diseñados para motivar a los alumnos de primaria y hacer que adquieran soltura paso a paso

- Diseñados para **alumnos de primaria** de 6–12 años aproximadamente.
- Destrezas prácticas para el mundo real.
- No hay aprobado ni suspenso: **todos los niños obtienen un certificado** que celebra sus logros.
- Materiales de examen **divertidos y llenos de color**.



Pre A1 Starters

comprensión auditiva

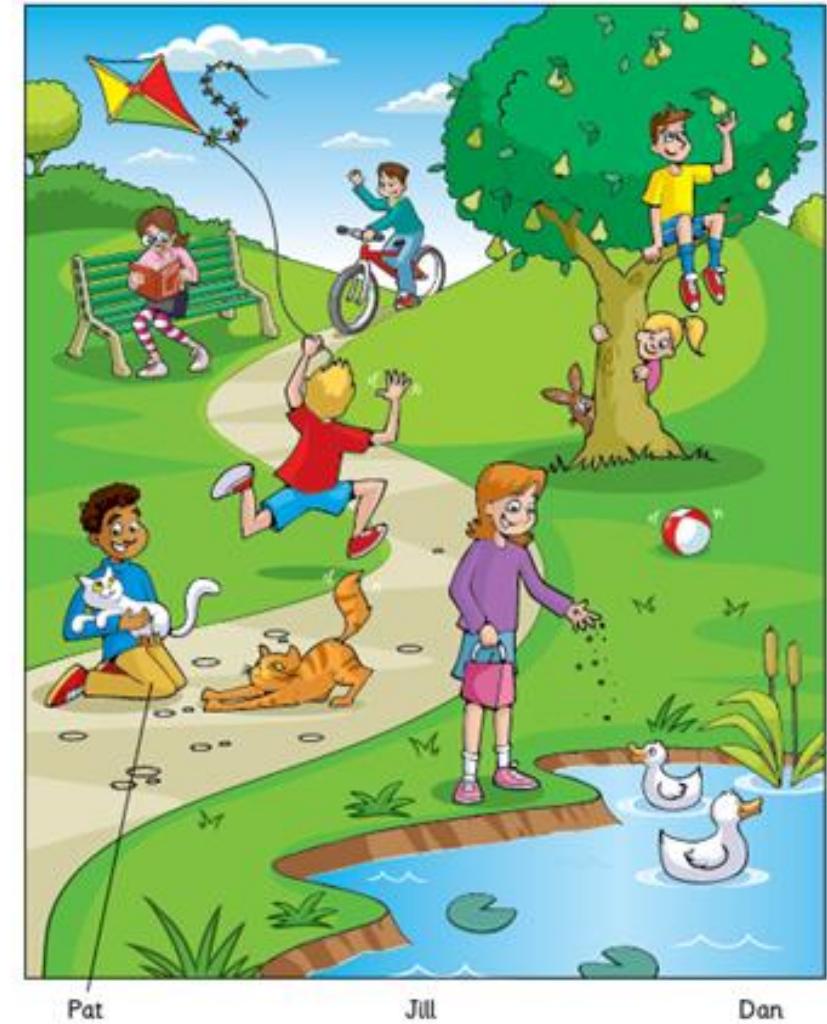


Estas tareas son típicas de la prueba, ya que utilizan imágenes coloridas para respaldar la tarea y están diseñadas para ser divertidas.

Part 1 – 5 questions –

Listen and draw lines. There is one example.

Sue Ann Lucy Nick



A1 Movers

comprensión de lectura expresión escrita



En A1 Movers, los alumnos comienzan a leer y escribir más. Por ejemplo, en esta tarea, tienen que completar oraciones, responder preguntas y escribir oraciones.

Part 3

– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Lucy and Matt's mum is a doctor. The children and their dad were at home last Monday evening when Mum phoned She said, 'I have to do some more work here at the (1) Ask Dad to make your dinner.'

'Oh no!' said Matt. 'Dad can't (2) !'

The family looked for some food in the kitchen cupboards. They found some onions, potatoes and carrots. 'What can we make with these?' asked Matt. 'I'm very (3) !' Then Lucy said, 'I know! We can make soup.' Matt was not happy. He said, 'I don't like soup. I want pasta and meatballs!' 'Sorry, Matt,' Dad said. 'We haven't got any pasta or meatballs. We only have these (4) to eat for dinner.'

Lucy and Dad made the soup. Then the three of them sat down and started eating. Lucy asked Matt, 'So, what do you think?' 'It's fantastic! I love it!' Matt answered. 'Can I have another (5) of soup, please?' And they all laughed.

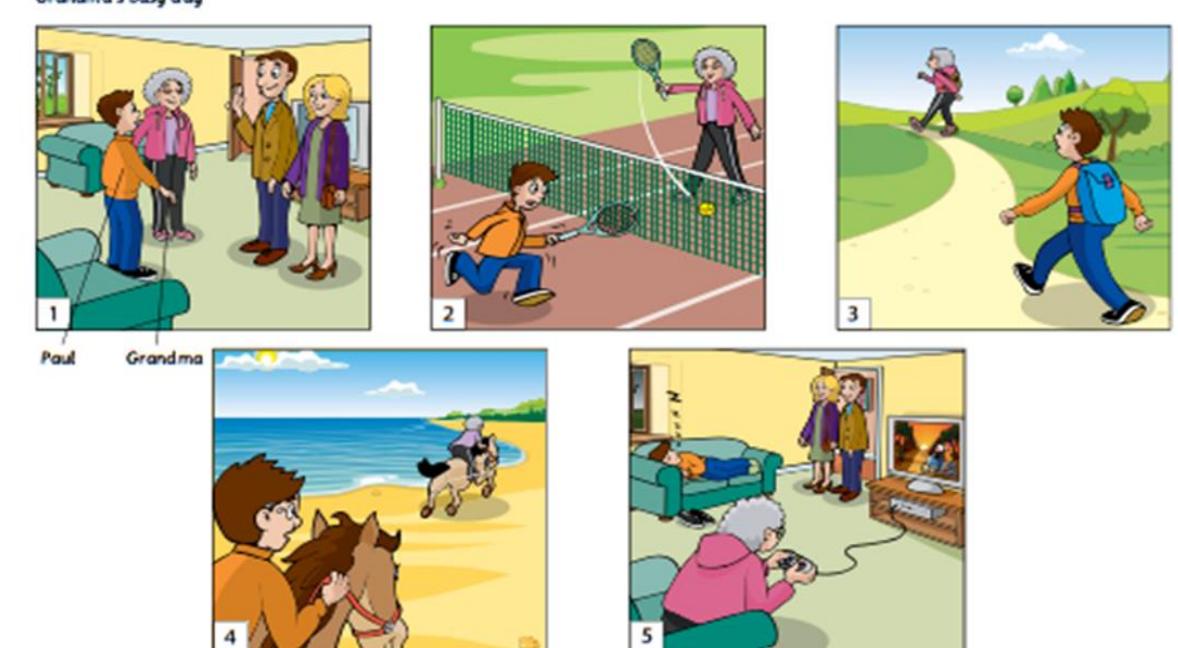
A2 Flyers

expresión oral



Al igual que en la parte escrita, donde los niños tienen que escribir una historia sobre unas imágenes, en la parte oral son ayudados por dibujos.

Grandma's busy day



1 2 3 4 5

Paul Grandma

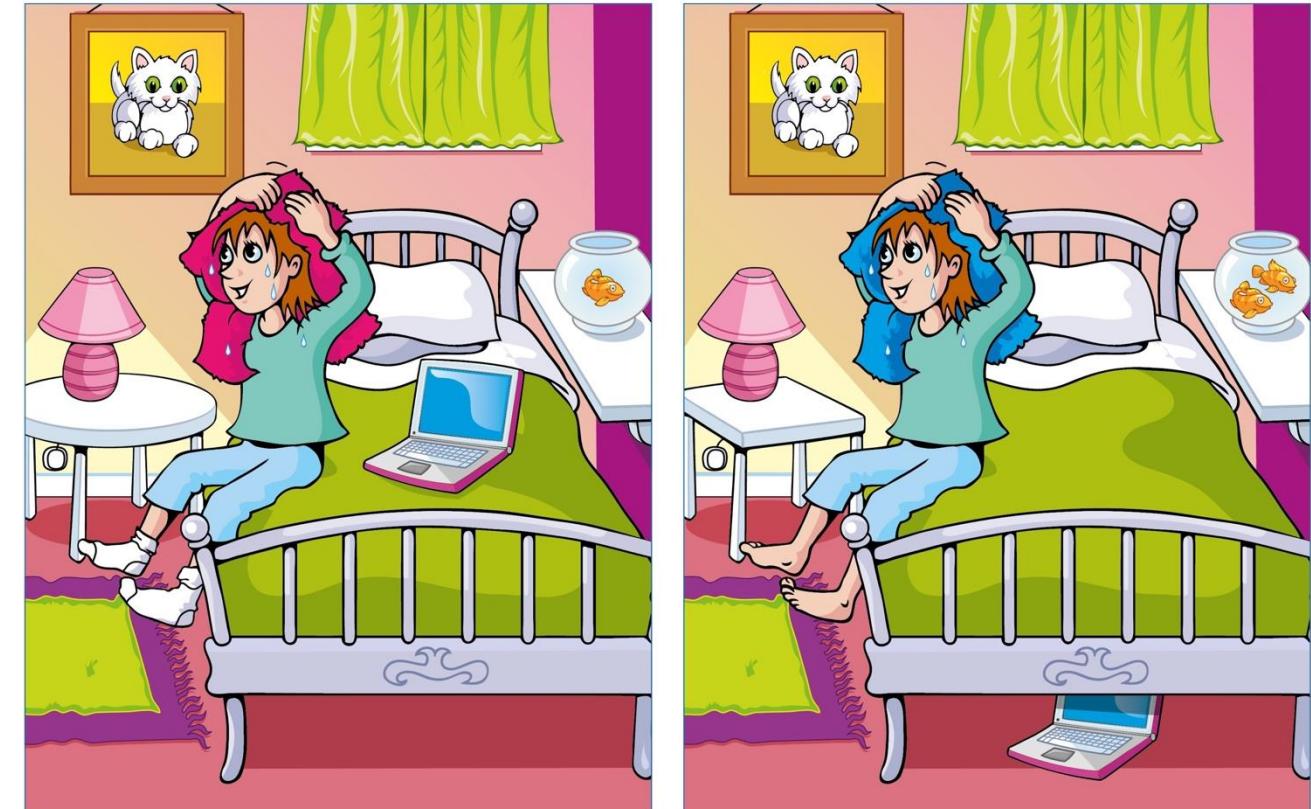
FLYERS SPEAKING. Picture Story

TEST ONE

“

“Me alegro de que tenga imágenes, te ayudan si no entiendes algo.”

Alumno, Turquía



Formato de la prueba de expresión oral

Los examinadores formados garantizan una evaluación imparcial

El examinador puede aportar seguridad

El objetivo es que el niño muestre lo que sabe, no juzgarlo



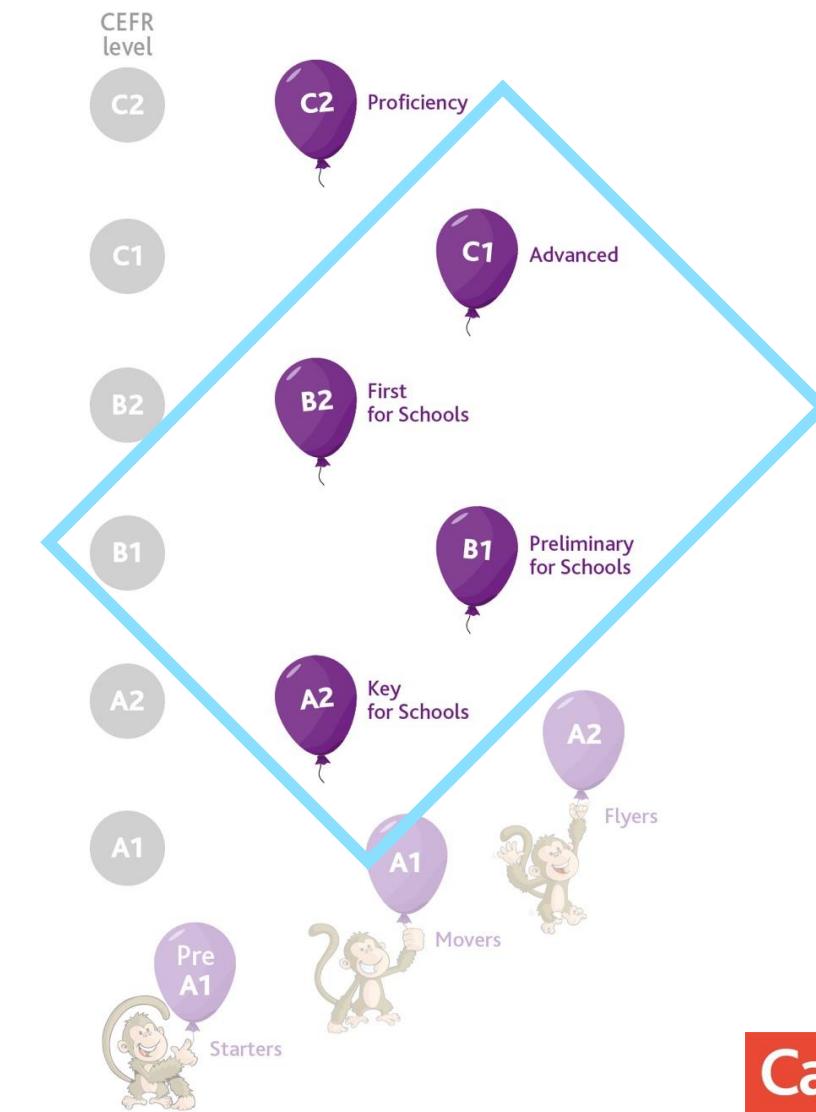
A2 Key for Schools, B1 Preliminary for Schools y B2 First for Schools, C1 Advanced, C2 Proficiency

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:

- B** in **C** on

- 30 A one B the C each

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

Great idea!

Tell Charlie...

Explain...

No, because...

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

B2 First for Schools

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.



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 Heap 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 always used (14) to guide them.

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

Duncan was amused 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 WERE DRIVEN INTO TOWN BY

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.

Turn over ►

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 (9).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: **9** **PORTESFERIONA**

The origin of language

The truth (9) nobody really knows how language first began. Did we all start talking at around the same time (10) 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 (11) a way that we are programmed for language from the moment of birth. In (12) words, language came about as a result of an evolutionary change in our brains at some stage.

Language (13) well be programmed into the brain but, (14) this, people still need stimulus from others around them. From studies, we know that (15) children are isolated from human contact and have not learnt to construe sentences before they are ten, it is doubtful they will ever do so. This research shows, if (16) else, that language is a social activity, not something invented (17) 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 (17).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: **17** **PORTESFERIONA**

Training sports champions

What are the abilities that a (18) sports person needs? To guarantee that opponents can be (19) speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive (20) 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 (21) they need to compete. This means that pasta is more (22) 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 (23) to maintain stamina.

Regular training to increase muscular (24) is also a vital part of a professional's regime, and this is (25) done by exercising with weights. Sports people are prone to injury but a quality training regime can ensure that the (26) of these can be minimised.

PROFESSION	COME
FIT	ENDURE
ABLE	BENEFIT
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 animal 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 considered 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 out to fight. As the number of gamekeepers increased, the wildcat began to increase its range, colonising 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 its 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.

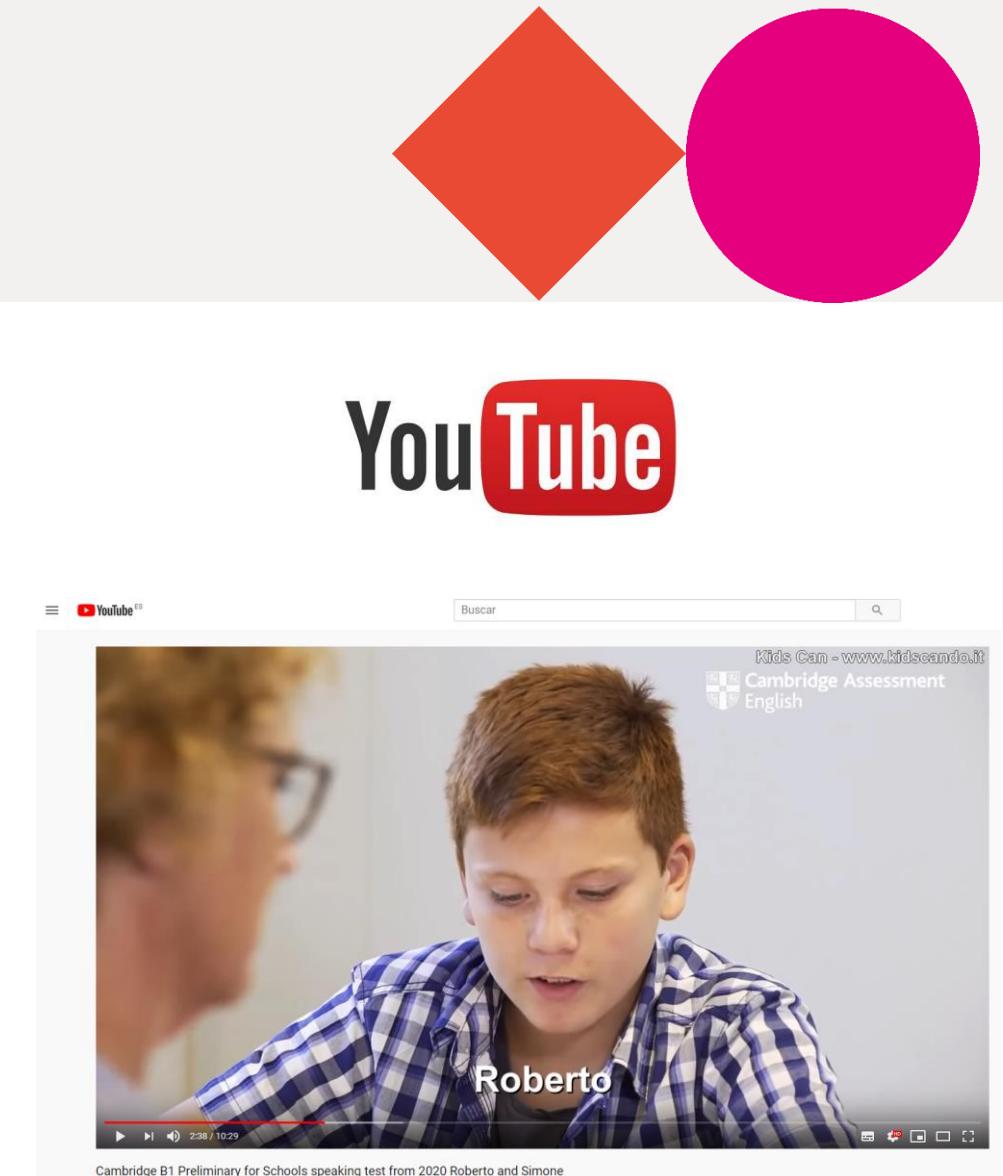
E As the animals emerge, their curiosity is aroused by every movement and rustle in the vegetation. Later they will accompany their mother on hunting trips, learning quickly, and soon become adept hunters themselves.

F This is what makes many people think that the wildcat is a species in its own right. Research is currently being undertaken by Scottish Natural Heritage to investigate whether the wildcat really is distinct from its home-loving 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.

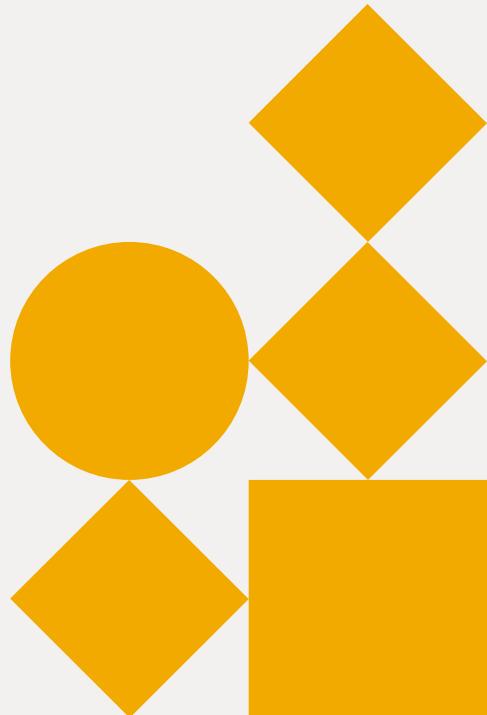


Expresión oral

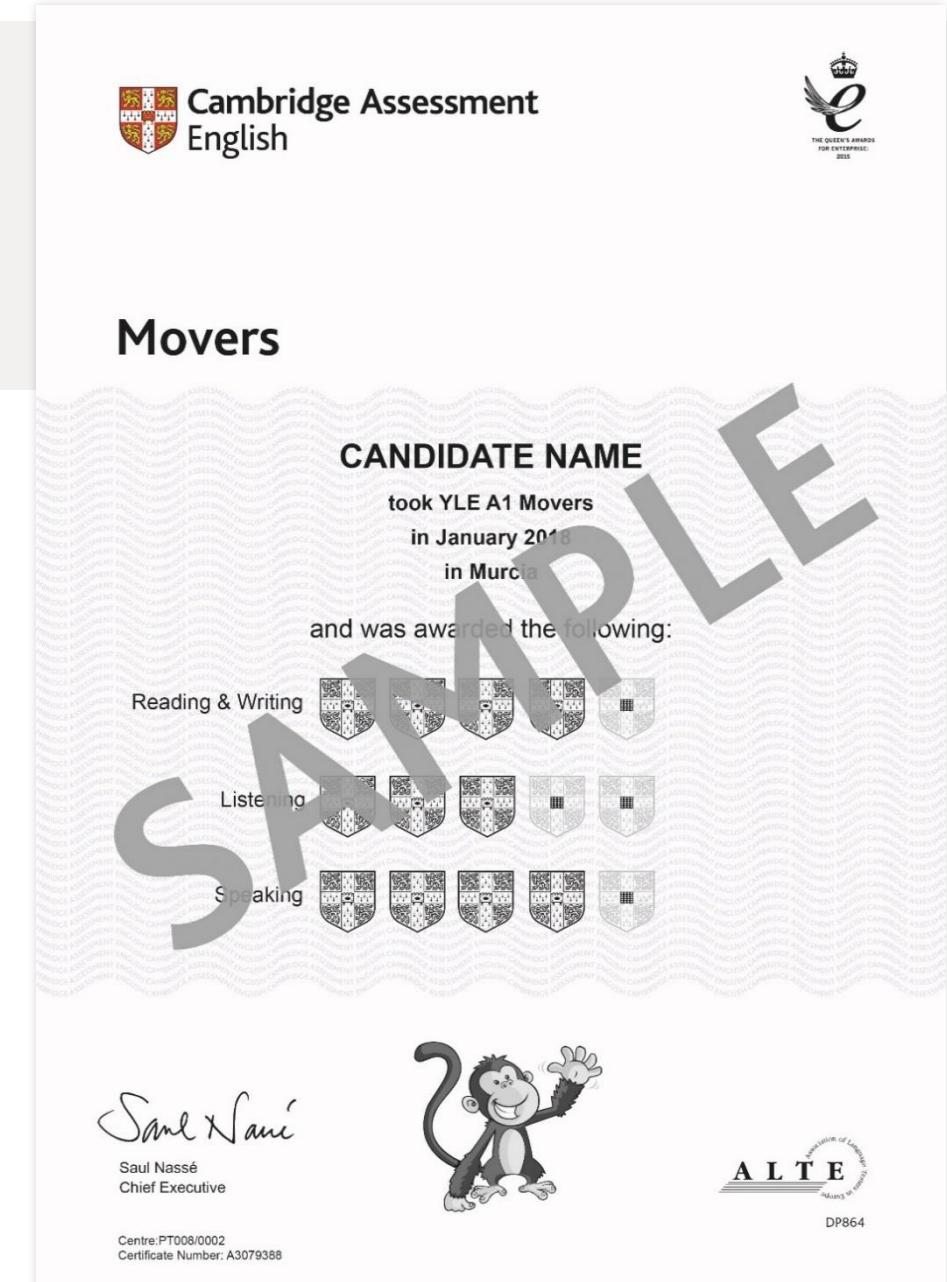
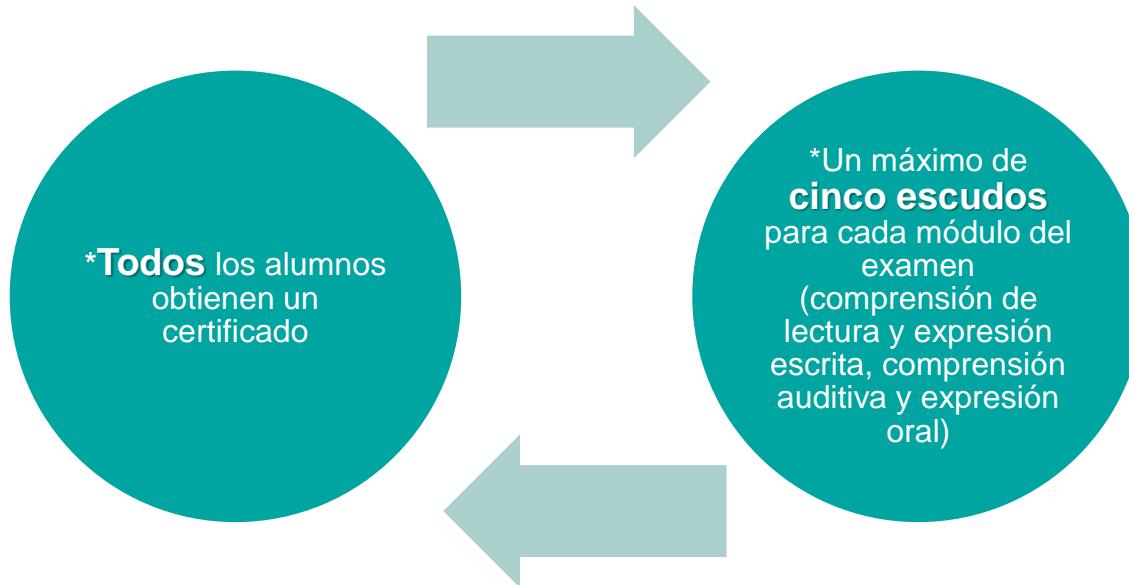


The image shows a YouTube video player interface. At the top, there is a large red diamond and a magenta circle. Below them is the YouTube logo. The video frame itself shows a young boy with short brown hair, wearing a blue and white checkered shirt, looking down and speaking. A woman with glasses is visible in profile behind him. The video player includes standard controls like play/pause, volume, and a progress bar indicating 2:38 / 10:29. In the top right corner of the video frame, there is text that reads "Kids Can - www.kidscando.it" and "Cambridge Assessment English". The name "Roberto" is overlaid in white text at the bottom right of the video frame. The entire video player is set against a light gray background.

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



Pre-A1 Starters, A1 Movers y A2 Flyers



Compreensión de los progresos

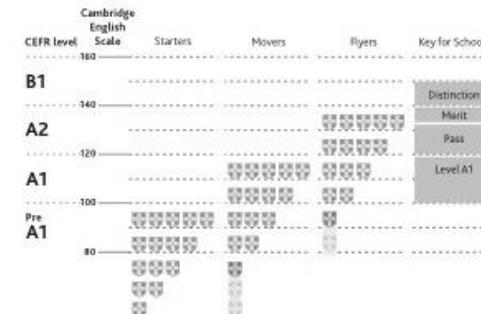
En el reverso del certificado se explican las competencias requeridas para cada nivel (Pre A1, A1 y A2), y la correspondencia de la puntuación por escudos con estos niveles.

Starters, Movers and Flyers

Starters, Movers and Flyers exams are designed to help children achieve internationally recognised standards of English. The three exams are aligned to the Council of Europe's Common European Framework of Reference (CEFR) at Levels Pre A1, A1 and A2.

Results for the exams are mapped to the Cambridge English Scale. The Cambridge English Scale is designed to complement the CEFR.

There is no pass or fail in Starters, Movers and Flyers. All children receive a certificate which shows how many shields they receive in each skill (speaking, reading & writing and listening). The maximum score is five shields.

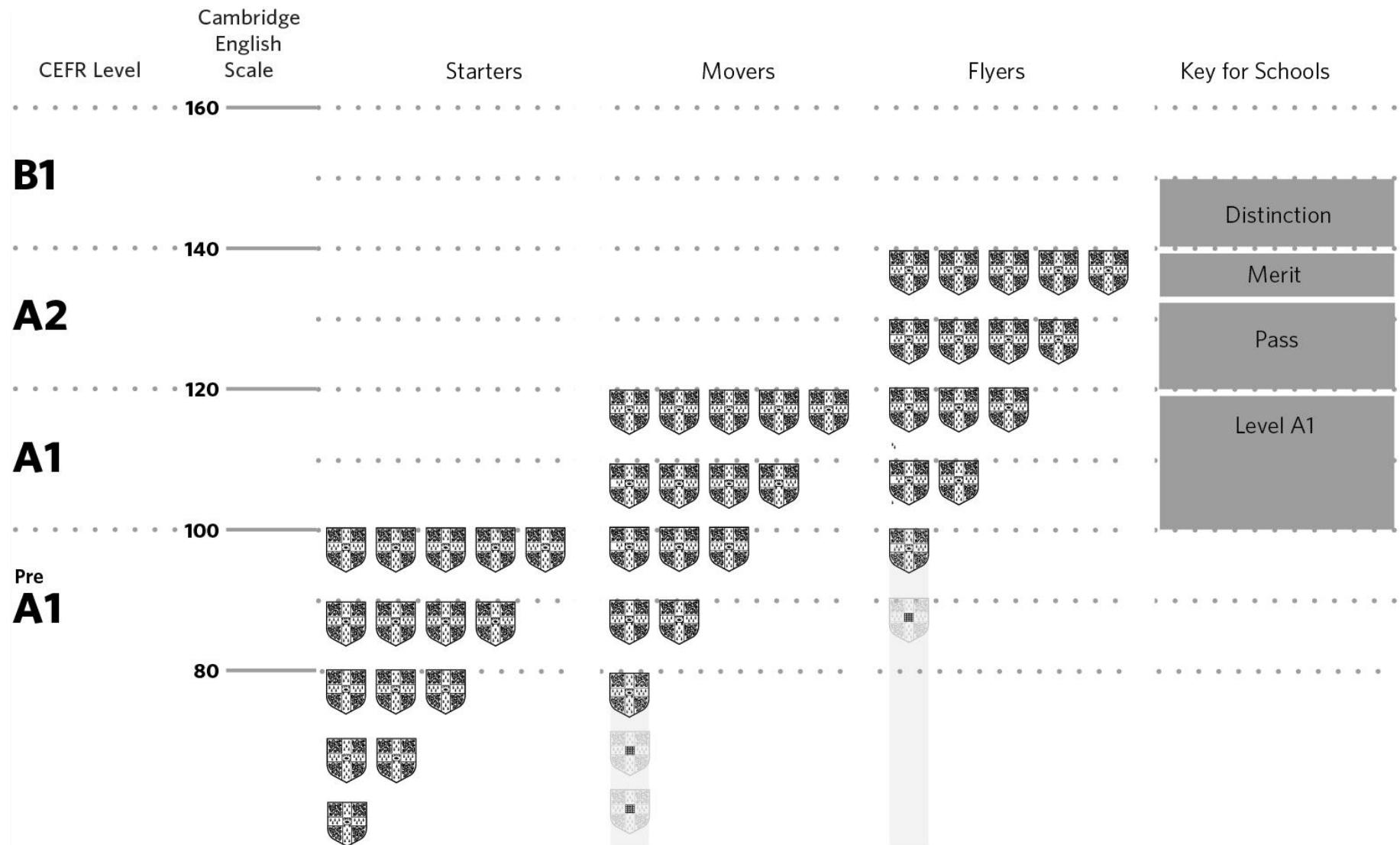


The table below provides examples of young learners' typical English language abilities at the Pre A1 to A2 levels of the CEFR:

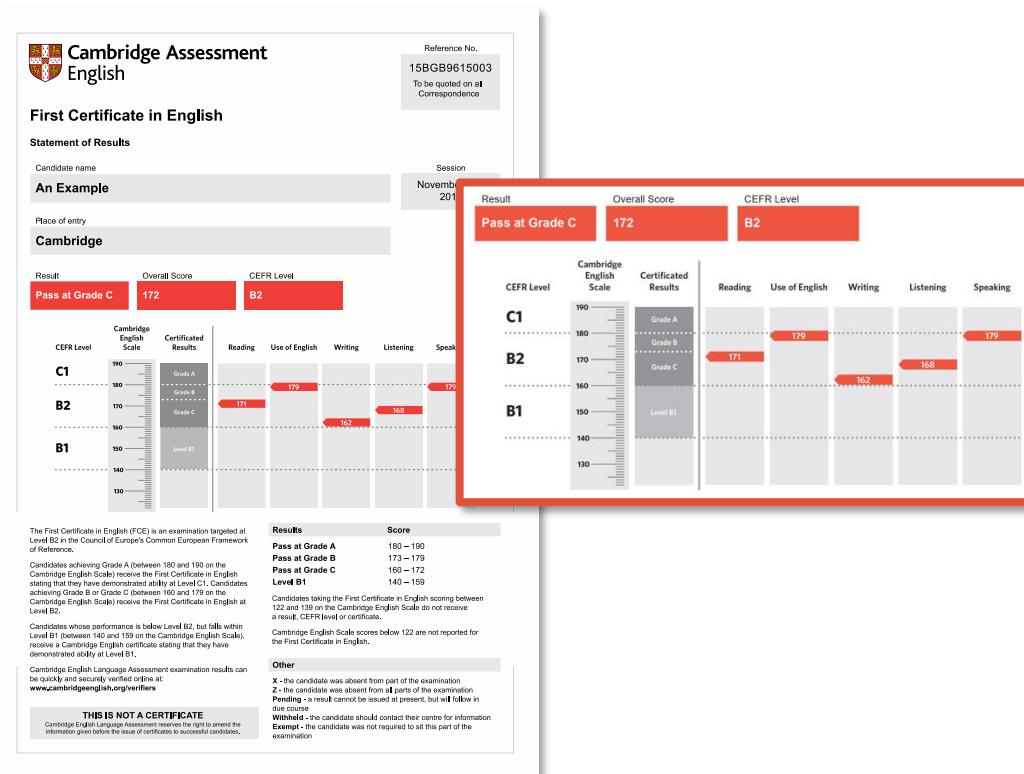
	Listening and Speaking	Reading and Writing
A2 120–139	<p>CAN understand instructions given in more than one sentence. CAN understand simple spoken descriptions of objects, people and events. CAN understand simple conversations on everyday topics. CAN ask basic questions about everyday topics. CAN tell short, simple stories using pictures or own ideas. CAN give simple descriptions of objects, pictures and actions. CAN talk briefly about activities done in the past.</p>	<p>CAN understand simple written descriptions of objects, people and events. CAN understand simple, short stories containing narrative tenses. CAN read and understand short texts, even if some words are unknown. CAN link phrases or sentences with connectors like 'and', 'because' and 'then'. CAN write simple descriptions of objects, pictures and actions. CAN write a short, simple story using pictures or own ideas.</p>
A1 100–119	<p>CAN understand very simple spoken dialogues about familiar topics with the help of pictures. CAN understand very simple spoken descriptions about people and objects. CAN express agreement or disagreement with someone using short, simple phrases. CAN respond to questions on familiar topics with simple phrases and sentences. CAN give simple descriptions of objects, pictures and actions. CAN tell a very simple story with the help of pictures. CAN ask someone how they are and ask simple questions about habits and preferences.</p>	<p>CAN understand some simple signs and notices. CAN read and understand some short factual texts with the help of pictures. CAN read and understand some short, simple stories about familiar topics with the help of pictures. CAN write short, simple phrases and sentences about pictures and familiar topics. CAN write simple sentences giving personal details. CAN write short, simple sentences about likes and dislikes.</p>
Pre A1 Below 100	<p>CAN understand letters of the English alphabet when heard. CAN understand some simple spoken instructions given in short, simple phrases. CAN understand some simple spoken questions about self – such as name, age, favourite things or daily routine. CAN understand some very simple spoken descriptions of people – such as name, gender, age, mood, appearance or what they are doing. CAN understand some very simple spoken descriptions of everyday objects – such as how many, colour, size or location. CAN understand some very short conversations that use familiar questions and answers. CAN name some familiar people or things – such as family, animals, and school or household objects. CAN give very basic descriptions of some objects and animals – such as how many, colour, size or location. CAN respond to very simple questions with single words or a 'yes/no' response.</p>	<p>CAN read and understand some simple sentences, including questions. CAN follow some very short stories written in very simple language. CAN write the letters of the English alphabet. CAN write name using the English alphabet. CAN copy words, phrases and short sentences. CAN spell some very simple words correctly.</p>

We are Cambridge Assessment English. Part of the University of Cambridge, we help people learn English and prove their skills to the world.

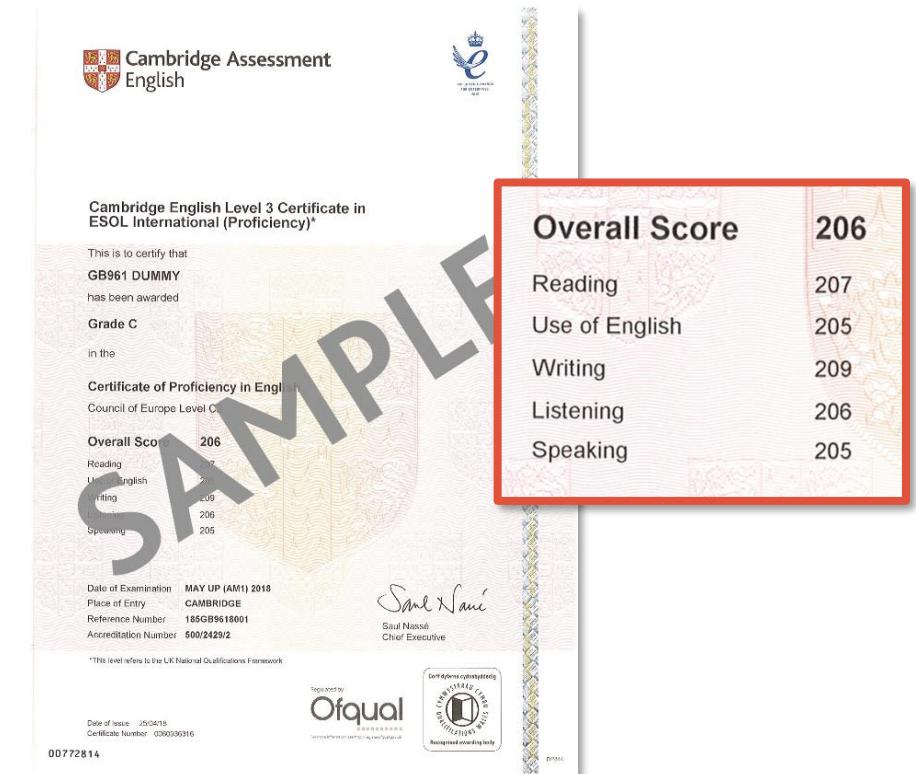
Comprensión de los progresos



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

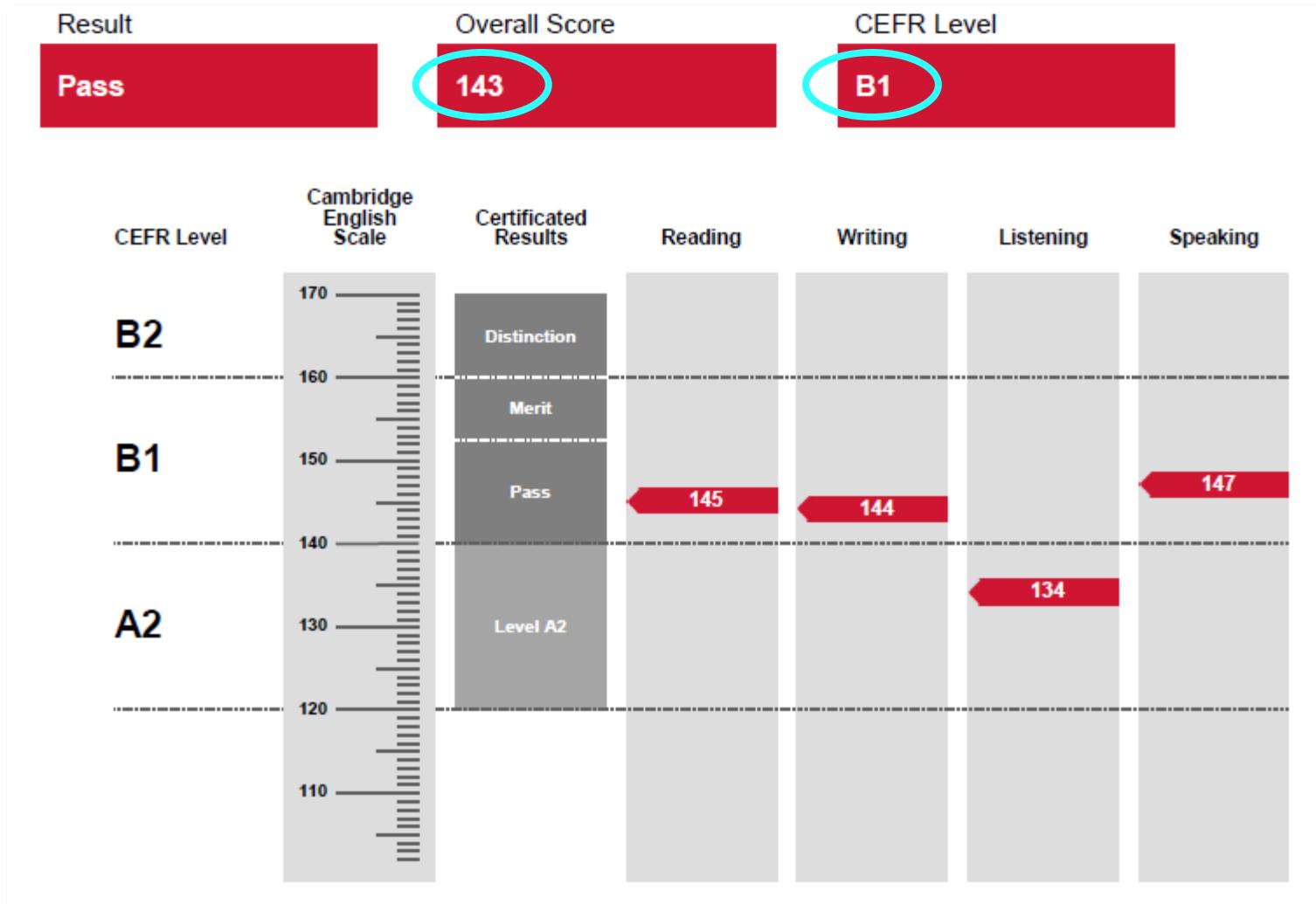


Informe de calificación

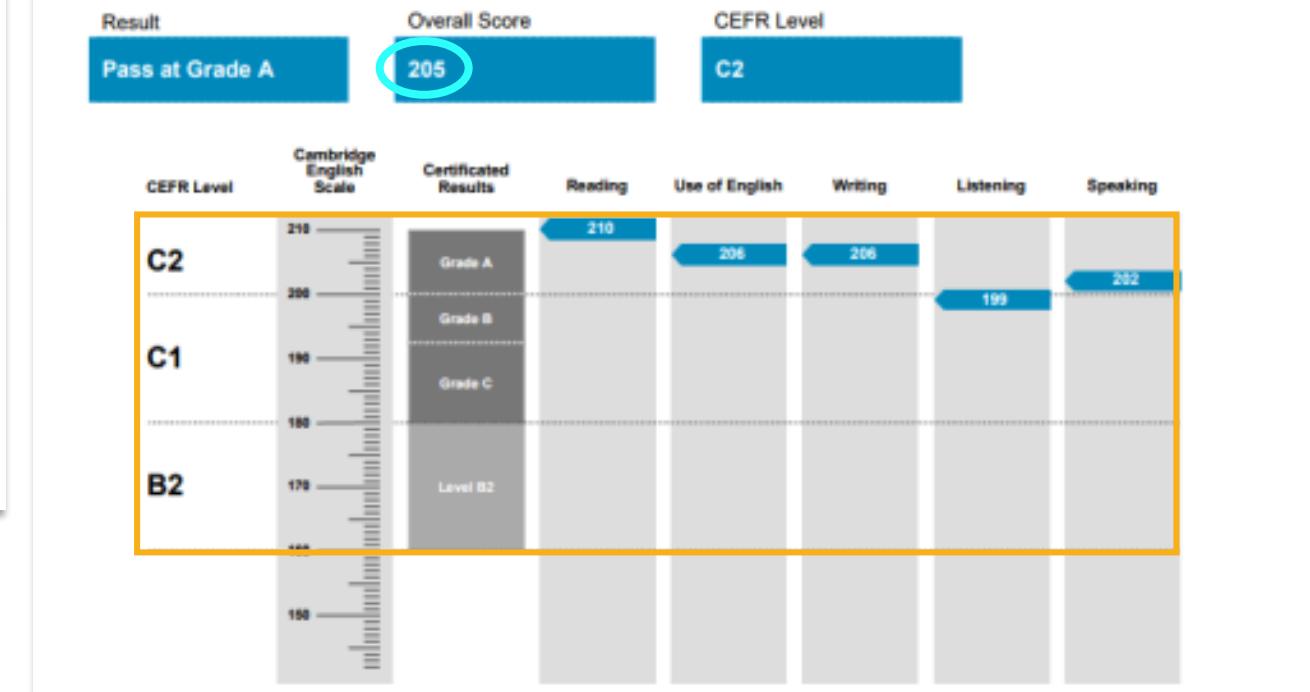
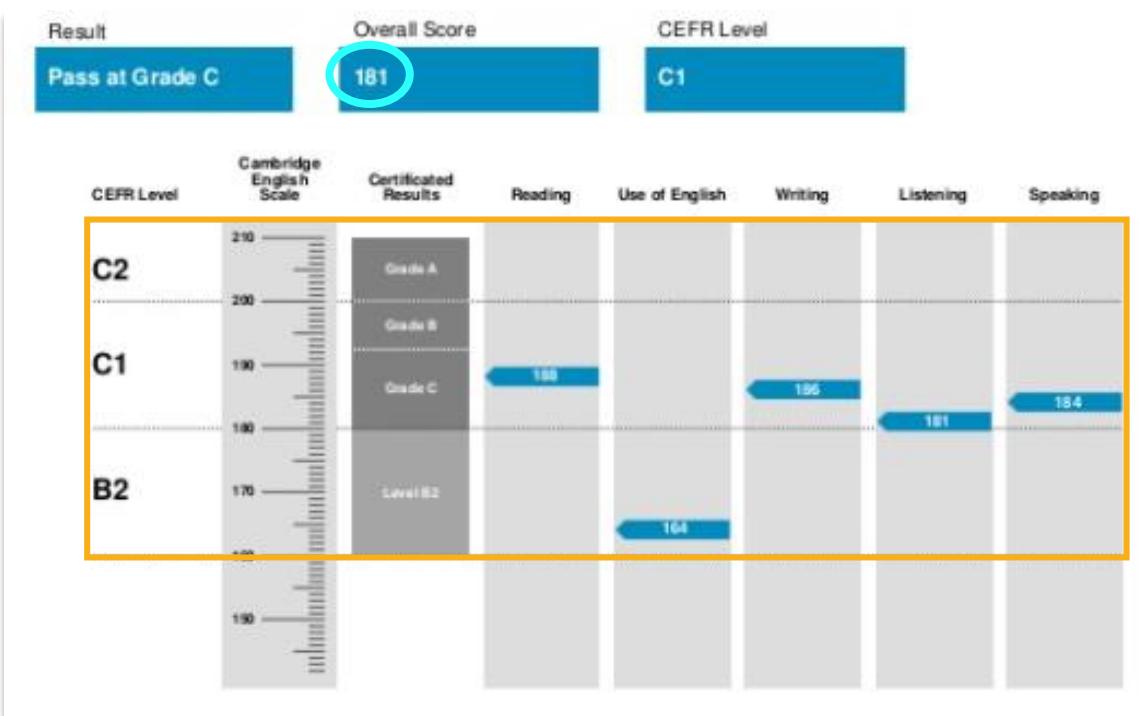


Certificado

Informe de Resultados (detalle):



Informe de Resultados (detalle):





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ESTUDIANTES

Te ayudamos a aprender inglés
mientras te diviertes con nuestros
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Mira el video

ESTUDIANTES

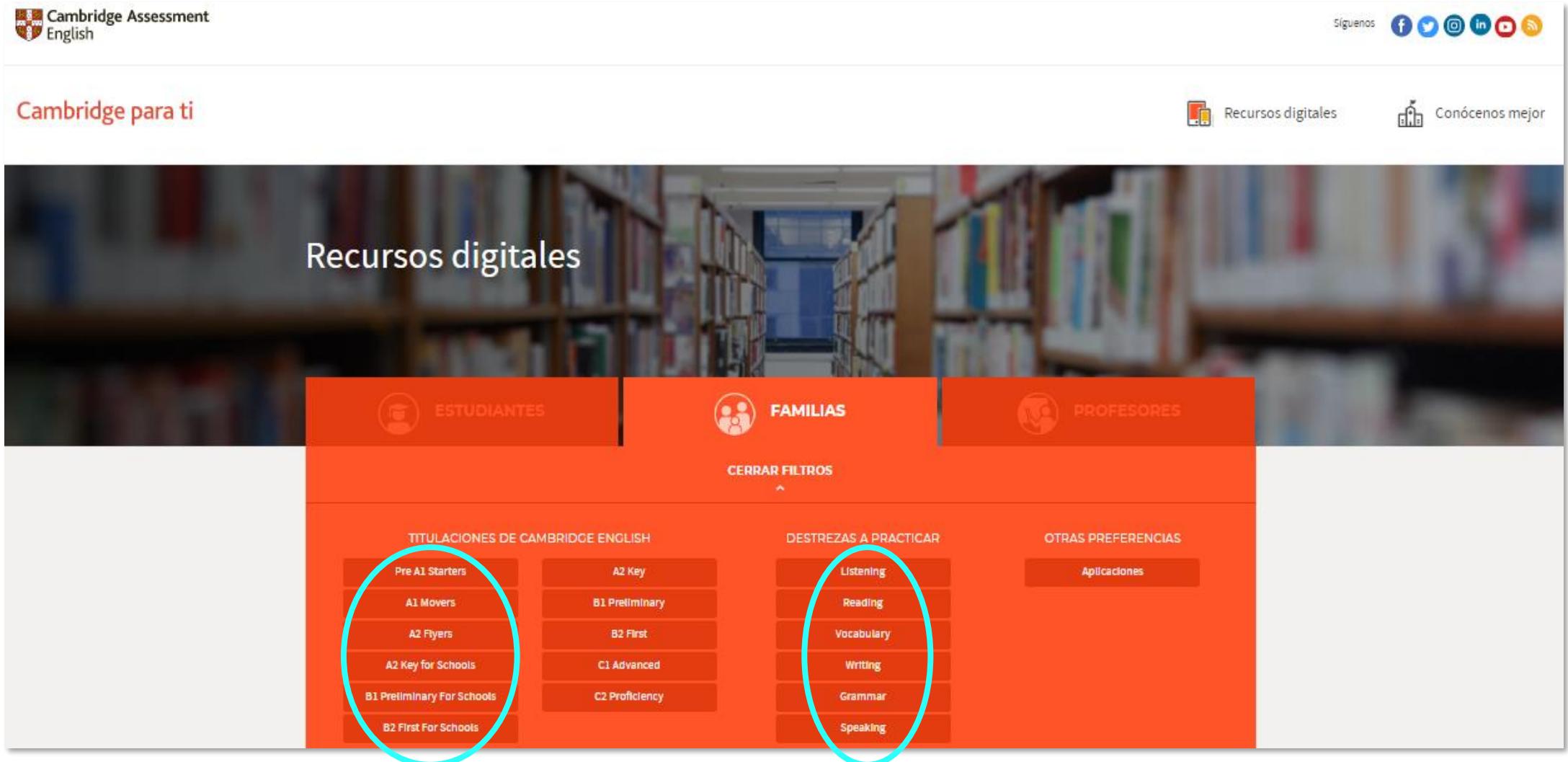
FAMILIAS

PROFESORES

Síguenos

Recursos digitales

Conócenos mejor



The screenshot shows the Cambridge Assessment English website's digital resources section. The background features a blurred image of a library or bookstore. At the top, there are links for "Síguenos" (Follow us) with icons for Facebook, Twitter, Instagram, LinkedIn, YouTube, and RSS, and buttons for "Recursos digitales" (Digital resources) and "Conócenos mejor" (Get to know us better).

The main content area is titled "Recursos digitales". It includes three tabs: "ESTUDIANTES" (Students), "FAMILIAS" (Families), and "PROFESORES" (Teachers). Below these tabs is a "CERRAR FILTROS" (Close filters) button.

The "ESTUDIANTES" tab displays a grid of Cambridge English titles:

TITULACIONES DE CAMBRIDGE ENGLISH
Pre A1 Starters
A1 Movers
A2 Flyers
A2 Key for Schools
B1 Preliminary For Schools
B2 First For Schools

The "FAMILIAS" tab displays a grid of levels:

DESTREZAS A PRACTICAR
A2 Key
B1 Preliminary
B2 First
C1 Advanced
C2 Proficiency

The "PROFESORES" tab displays a grid of skills:

OTRAS PREFERENCIAS
Listening
Reading
Vocabulary
Writing
Grammar
Speaking

Two sections of the student grid are circled in blue: "A2 Key for Schools" and "B1 Preliminary For Schools". Two sections of the teacher grid are also circled in blue: "Listening" and "Speaking".

