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**INTERNATIONAL EXAMS AND TESTS OF
ENGLISH AS A FOREIGN LANGUAGE**

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ

до практичних занять та самостійної роботи
з навчальної дисципліни «Міжнародні іспити та тести
з англійської мови» для здобувачів вищої освіти
першого (бакалаврського) рівня спеціальності В11
Філологія спеціалізації В11.041 Германські мови та
літератури (переклад включно), перша – англійська

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I-69 **International** exams and tests of English as a foreign language : метод. рекомендації до практичних занять та самостійної роботи з навчальної дисципліни «Міжнародні іспити та тести з англійської мови» для здобувачів вищої освіти першого (бакалаврського) рівня спеціальності В11 Філологія спеціалізації В11.041 Германські мови та літератури (переклад включно), перша – англійська / уклад. А. В. Матієнко-Сільницька. Одеса : Букаєв Вадим Вікторович, 2025. 43 с.

Розробка ставить собі завдання сформувати знання здобувачів освіти щодо стратегій складання міжнародних іспитів та тестів.

У методичних рекомендаціях надається загальна характеристика рівнів володіння іноземною мовою, критерії оцінювання міжнародних іспитів, структура, ефективні стратегії та нові підходи до розвитку необхідних навичок для виконання завдань таких міжнародних іспитів та тестів, як TOEFL, IELTS та Cambridge English Qualifications.

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ПЕРЕДМОВА

Методичні рекомендації «International Exams and Tests of English as a Foreign Language» пропонуються для навчальної вибіркової дисципліни «Міжнародні іспити та тести з англійської мови» для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності В11 Філологія спеціалізації В11.041 Германські мови та літератури (переклад включно), перша – англійська.

Метою пропонованих методичних рекомендацій є надання здобувачам вищої освіти вичерпної інформації про структуру, ефективні стратегії та нові підходи до розвитку необхідних навичок для виконання завдань таких міжнародних іспитів та тестів, як TOEFL, IELTS та Cambridge English Qualifications.

Методичні рекомендації «International Exams and Tests of English as a Foreign Language» складаються з передмови, семи частин, рекомендованої літератури та додатків.

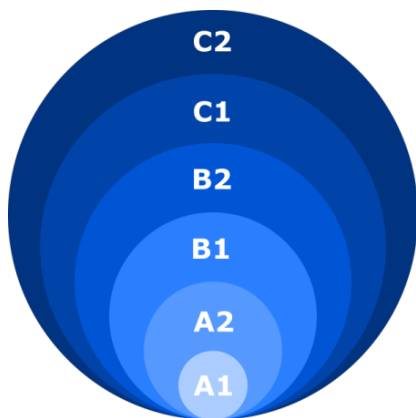
Основні завдання курсу: 1. Надати здобувачам вищої освіти вичерпну інформацію про рівні володіння іноземною мовою; 2. Розглянути структуру та критерії оцінювання міжнародних іспитів; 3. Проаналізувати типові завдання кожного міжнародного іспиту.

У результаті вивчення навчальної дисципліни здобувач повинен *знати*: основні дескриптори CEFR, структуру міжнародних екзаменів, ефективні стратегії та нові підходи до розвитку необхідних навичок для виконання завдань таких міжнародних іспитів та тестів, як TOEFL, IELTS та кембриджських іспитів.

вміти: аналізувати іноземні джерела інформації, необхідні для виконання професійних завдань; орієнтуватися в міжнародних положеннях щодо оцінювання рівня володіння іноземною мовою; виконувати всі типи завдань міжнародних іспитів та тестів, а саме: Pre-A1 Starters, A1 Movers, A2 Flyers, A2 Key for Schools, B1 Preliminary for Schools, B2 First for Schools, Key (KET), Preliminary (PET), First (FCE), Advanced (CAE), Proficiency (CPE), IELTS, TOEFL.

PART I. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT.

Some of the instruments produced within the Council of Europe have played a decisive role in the teaching of so-called “foreign” languages by promoting methodological innovations and new approaches to designing teaching programmes, notably the development of a communicative approach. They have facilitated a fresh approach to communicating these teaching methods in a manner potentially more conducive to operational appropriation of unknown languages. By thus identifying language needs, they were able to pinpoint the knowledge and know-how required for attaining this communication “threshold.



The CEFR organises language proficiency in six levels, A1 to C2, which can be regrouped into three broad levels: Basic User, Independent User and Proficient User, and that can be further subdivided according to the needs of the local context.

The first specification of this “threshold level” was formulated for the English language (*Threshold level*, 1975), quickly followed by French (*Un Niveau Seuil*, 1976). These two instruments have been used de facto as models for the same type of reference instruments that were produced subsequently for other languages, but they were adapted to suit the peculiar features of each language.

In order to meet the teaching and certification requirements, the level concept as defined was extended to cover specification of levels lying

immediately below and above the threshold level. In the light of the developments in this field, particularly as regards the CEFR, other levels were developed for a number of languages. These proficiency levels constitute one of the origins of the six-level scale of the 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.

The CEFR is based on all these achievements and has developed a description of the process of mastering an unknown language by type of competence and sub-competence, using descriptors for each competence or sub-competence, on which we shall not go into further detail here. These descriptors were created without reference to any specific language, which guarantees their relevance and across-the-board applicability. The descriptors specify progressive mastery of each skill, which is graded on a six-level scale (A1, A2, B1, B2, C1, C2).

However, for textbook authors, teachers and other professionals, the specification set out in the CEFR may appear excessively broad, particularly since individual languages are not addressed.

PART II. CAMBRIDGE ENGLISH QUALIFICATIONS: PRE-A1 STARTERS, A1 MOVERS, A2 FLYERS.

Cambridge English Qualifications for young learners—Pre-A1 Starters, A1 Movers, and A2 Flyers—constitute a sequence of internationally recognised examinations designed to assess and develop children’s ability to use English in everyday communicative situations. These examinations form a progressive testing framework aimed at building learners’ confidence, motivating steady language development, and fostering positive early experiences of language assessment.

The tests are based on familiar contexts and age-appropriate themes, and they evaluate all four fundamental language skills: **listening, speaking, reading,**

and writing. Each examination consists of three papers—**Reading and Writing, Listening, and Speaking**—which together provide a comprehensive evaluation of the learner’s level in accordance with the CEFR.

2.1. Structure and Purpose of Cambridge English Qualifications for Young Learners

The Young Learners English (YLE) tests focus primarily on assessing practical communication abilities. They promote:

- **positive washback** by encouraging meaningful language use in the classroom;
- **incremental skill development**, as each level expands upon the previous one;
- **learner autonomy and confidence**, helping children understand what they can already do in English.

All three examinations are **paper-based**, with tasks intentionally designed to be engaging, visually appealing, and non-threatening. Colourful illustrations, simple instructions, and interactive speaking tasks help create a supportive environment that reduces exam-related anxiety.

2.2. Examination Components

Reading and Writing

This paper evaluates the learner’s ability to read, understand, and respond to simple written English. Activities include picture–sentence matching, gap-filling, copying words, and writing short sentences based on visual prompts.

- At **Pre-A1 Starters**, learners demonstrate comprehension of short descriptions by writing *yes* or *no* based on a picture.
- At **A1 Movers**, the texts are slightly longer and tasks require producing individual words and simple sentences.
- At **A2 Flyers**, learners work with short narratives and informational texts, showing a higher degree of reading comprehension and control of basic grammar.

Listening

The Listening paper assesses the learner's capacity to recognise familiar words, phrases, and simple grammatical structures in spoken English.

- Tasks typically include selecting the correct picture, matching names to people, and identifying items mentioned in a short conversation.
- As learners progress from Pre-A1 to A2 levels, the recordings become slightly longer and require understanding a wider range of vocabulary and topics.

Speaking

Speaking tasks are conducted individually with a trained examiner. The format is interactive and encourages spontaneous communication.

- At all levels, children describe pictures, answer questions about familiar topics, and engage in simple exchanges.
- At **A1 Movers** and **A2 Flyers**, tasks may include describing differences, telling short stories from picture sequences, or giving personal information.
- Examiners are trained to provide encouragement and help learners demonstrate their abilities without feeling pressured.

2.3. Key Characteristics of Each Level

Pre-A1 Starters

Formerly known as Cambridge English: Starters (YLE Starters)

- **CEFR level:** Pre-A1
- **Test format:** Paper-based
- **Number of papers:** 3
- **Total duration:** ~45 minutes
- **Focus:** Recognition of basic vocabulary, understanding very simple sentences, introduction to English through enjoyable, low-stress tasks.

A1 Movers

Formerly known as Cambridge English: Movers (YLE Movers)

- **CEFR level:** A1
- **Test format:** Paper-based
- **Number of papers:** 3
- **Total duration:** ~60 minutes
- **Focus:** Comprehension of short texts, ability to respond in simple sentences, understanding everyday topics, increased independence in communication.

A2 Flyers

Formerly known as Cambridge English: Flyers (YLE Flyers)

- **CEFR level:** A2
- **Test format:** Paper-based
- **Number of papers:** 3
- **Total duration:** ~75 minutes
- **Focus:** Understanding and producing short connected texts, expressing basic opinions, narrating simple stories, functioning in routine social interactions.

2.4. Pedagogical Implications for Teaching

In preparing young learners for these examinations, instructors should consider the following methodological principles:

- **Communicative orientation:** Lessons should prioritise meaningful language use aligned with exam task types.
- **Multimodal input:** Visuals, gestures, and classroom objects help reinforce comprehension, especially at the Pre-A1 and A1 levels.

- **Task-based approach:** Incorporating exam-style activities (such as picture description or matching tasks) promotes familiarity and reduces stress.
- **Gradual vocabulary expansion:** Introduce lexical sets progressively, ensuring recycling and context-based learning.
- **Positive reinforcement:** Since YLE exams do not assign pass/fail grades, maintaining motivation and highlighting progress is essential.

2.5. Role of Assessment in Early Language Learning

Young learners experience assessment differently from older students; therefore, constructing a supportive and engaging learning environment is vital.

YLE tests are intended not merely to measure proficiency but also to:

- reinforce learners' sense of achievement;
- guide teachers in adjusting instruction;
- provide parents with clear indicators of progress;
- support long-term language development in accordance with CEFR principles.

PART III. CAMBRIDGE ENGLISH QUALIFICATIONS: A2 KEY FOR SCHOOLS, B1 PRELIMINARY FOR SCHOOLS, B2 FIRST FOR SCHOOLS, C1 ADVANCED, C2 PROFICIENCY.

3.1. Introduction to Cambridge for Schools Exams

Cambridge English Qualifications for Schools are international examinations developed specifically for school-aged learners. While they correspond directly to the CEFR levels and maintain the same scoring standards as adult versions, the Schools variants incorporate age-appropriate topics, visual materials, and contextual scenarios suitable for adolescents. Their purpose is to provide a clear progression route from basic to advanced proficiency, promote

learner motivation, and support educational institutions in assessing language competences reliably.

These exams emphasize functional language use in real-life situations. They also promote communicative language teaching by mirroring typical classroom objectives, which allows teachers to integrate exam preparation naturally into everyday lessons.

3.2. Target Candidates and Age-Specific Adaptations

Candidates are typically aged 11–18, although there are no strict age limits. The content is tailored to align with the interests, experiences, and cognitive development of young learners. This includes:

- **vocabulary** related to school life, hobbies, technology, family, and social interactions;
- **texts** that reflect teenage life—magazine articles, messages, blogs, and short narratives;
- **speaking tasks** involving pair interactions rather than single monologues to reduce stress and encourage cooperation;
- **visual prompts** designed to be engaging and relatable.

Age-specific adaptations help young learners feel more confident and reduce anxiety associated with exam settings while ensuring validity and reliability of assessment.

3.3. Exam Structure and Skills Assessed

All Cambridge for Schools exams assess the following competences:

- **Reading:** comprehension of texts of increasing length and complexity.
- **Writing:** ability to produce coherent messages, notes, narratives, and essays.
- **Listening:** understanding spoken English in various contexts (dialogues, announcements, interviews).
- **Speaking:** demonstrating interactive communication, fluency, and accuracy.

- **Use of English:** (starting from B2) testing grammar and vocabulary in context.

Each subsequent level increases the cognitive load, linguistic expectations, and communicative demands placed on the candidate.

3.4. A2 Key for Schools

A2 Key for Schools evaluates basic ability to communicate in everyday situations. It is suitable for learners who have acquired elementary vocabulary and simple structures.

Key Features

- Candidates understand short, simple texts and follow basic instructions.
- They can introduce themselves, ask and answer simple questions, and write short messages.

Exam Papers

- **Reading and Writing (70 min):** matching tasks, multiple choice, completing forms, short message writing.
- **Listening (30 min):** understanding keywords in everyday conversations.
- **Speaking (8–10 min):** interacting with another candidate, answering personal questions.

Focused Skills

- basic grammatical accuracy;
- recognition of familiar words and phrases;
- simple transactional communication.

3.5. B1 Preliminary for Schools

B1 Preliminary for Schools confirms that learners can use English independently in most everyday situations.

Key Features

- Candidates can read factual texts, informal emails, and short stories.
- They can write simple connected texts and express personal opinions.

Exam Papers

- **Reading (45 min):** semi-authentic texts, narrative extracts, factual information, multiple choice, matching.
- **Writing (45 min):** writing emails, articles, and short essays (approximately 100 words).
- **Listening (30 min):** longer dialogues, monologues with specific information.
- **Speaking (10–12 min):** collaborative task in pairs, describing pictures, discussing preferences.

Focused Skills

- expressing preferences and opinions;
- using a wider range of vocabulary and structures;
- participating in extended conversations.

3.6. B2 First for Schools

B2 First for Schools assesses the ability to communicate confidently in both academic and social environments.

Key Features

- Candidates read complex texts and identify detailed meaning.
- They write structured essays, reports, and reviews.
- They demonstrate developed spoken fluency.

Exam Papers

- **Reading and Use of English (75 min):** cloze tests, transformations, multiple-choice items, semi-academic texts.
- **Writing (80 min):** essays, reviews, articles, reports (140–190 words).
- **Listening (40 min):** authentic-style interviews, lectures, discussions.
- **Speaking (14 min):** collaborative problem-solving, comparing photographs, interactive discussion.

Focused Skills

- synthesizing information from multiple sources;

- constructing logical arguments;
- understanding implied meanings.

3.7. C1 Advanced

C1 Advanced certifies high-level English mastery enabling learners to participate in demanding academic programmes and professional environments.

Key Features

- Candidates understand texts of high complexity and implicit meaning.
- They can produce well-structured, detailed writing with clear argumentation.
- Speaking skills include fluency, accuracy, and flexibility.

Exam Papers

- **Reading and Use of English (90 min):** academic texts, advanced grammar and vocabulary tasks.
- **Writing (90 min):** essays, proposals, reviews, reports (220–260 words).
- **Listening (40 min):** lectures, debates, academic discussions.
- **Speaking (15 min):** abstract discussion, analytical comparison of visual prompts.

Focused Skills

- accurate use of advanced structures;
- cohesive academic writing;
- interpreting stylistic and pragmatic nuances;
- engaging critically in extended discussions.

3.8. C2 Proficiency

C2 Proficiency represents near-native mastery of English.

Key Features

- Candidates understand highly abstract, subtle, and linguistically dense material.
- They produce complex academic and professional texts with precision.

Exam Papers

- **Reading and Use of English (90 min):** analyzing complex, layered texts.
- **Writing (90 min):** producing sophisticated written arguments.
- **Listening (40 min):** understanding multi-layered, nuanced spoken material.
- **Speaking (15–17 min):** maintaining advanced discussion with ease and subtlety.

Focused Skills

- full control of idiomatic language;
- sensitivity to register, tone, and discourse conventions;
- advanced critical analysis.

3.9. Pedagogical Recommendations

To effectively prepare learners for Cambridge for Schools exams, teachers should:

- Integrate **explicit skill-building** across all communicative competences.
- Use **authentic and semi-authentic materials**, including past papers and model tasks.
- Conduct **regular formative assessment** to track improvement and tailor instruction.
- Teach **exam strategies**, such as time management, task analysis, and planning written responses.
- Encourage **collaborative activities** for speaking practice.

- Implement **lexical and grammar recycling techniques** to promote long-term retention.
- Provide **age-appropriate scaffolding**, especially for writing and listening tasks.
- Maintain a supportive learning environment to reduce test anxiety and build learner confidence.

PART IV. CAMBRIDGE ENGLISH QUALIFICATIONS: KEY (KET), PRELIMINARY (PET), FIRST (FCE).

4.1. General Overview

Cambridge English Qualifications at levels A2, B1, and B2—namely **A2 Key (KET)**, **B1 Preliminary (PET)**, and **B2 First (FCE)**—constitute a progressive examination system aimed at evaluating learners’ communicative competence in English according to CEFR standards. These exams are internationally recognized and widely used for academic placement, language certification, and confirmation of practical language proficiency.

The suite provides a clear learning pathway that reflects increasing linguistic complexity:

- **A2 Key** confirms basic survival communication skills.
- **B1 Preliminary** certifies ability to manage everyday communication independently.
- **B2 First** demonstrates upper-intermediate proficiency enabling successful academic and professional interaction.

All exams assess Reading, Writing, Listening, and Speaking skills, as well as vocabulary and grammar mastery. Assessment is conducted through standardized formats ensuring fairness, reliability, and alignment with CEFR descriptors.

4.2. Comparison with “for Schools” Versions

Although the general and the “for Schools” versions correspond to the same CEFR levels and have identical scoring criteria, several methodological differences distinguish them:

Content Adaptation

- **General versions** include topics relevant to adult learners (workplace communication, travel, current affairs).
- **For Schools versions** prioritise school-related themes (study habits, hobbies, peer interaction, youth-oriented narratives).

Text Selection

- General exams may include semi-specialized or adult-oriented texts.
- School versions rely on accessible narratives and topics suitable for adolescent cognitive development.

Communicative Focus

- General versions anticipate a broader range of communicative contexts, including professional scenarios.
- School versions emphasize everyday communication, school activities, and social interactions typical for teenagers.

Practical Implications for Teachers

- Both versions maintain the same level of difficulty.
- Preparation materials differ in thematic relevance rather than linguistic complexity.

4.3. Structure of Each Exam

All three Cambridge exams follow the standard assessment model, which includes:

A2 Key (KET)

- Reading and Writing (combined paper)
- Listening
- Speaking (pair format)

B1 Preliminary (PET)

- Reading
- Writing
- Listening
- Speaking (pair format)

B2 First (FCE)

- Reading and Use of English (combined paper)
- Writing
- Listening
- Speaking (pair format with collaborative task)

Each component includes task types that assess both global comprehension and detailed understanding, along with productive skills that test organization, accuracy, and communicative effectiveness.

4.4. Key (KET) Overview

Purpose and Level

A2 Key certifies foundational English language skills for simple and routine communication. It is appropriate for learners who can understand everyday expressions and engage in basic transactions.

Exam Format

Reading & Writing (70 minutes)

- Multiple-choice comprehension tasks based on short texts.
- Matching descriptions to people or objects.
- Completing forms and writing short messages (25–35 words).

Listening (30 minutes)

- Identifying factual information from simple dialogues.
- Selecting pictures that correspond to spoken descriptions.

Speaking (8–10 minutes)

- Personal questions.
- Describing objects or pictures.

- Simple interactive exchanges.

Skills Developed

- Recognition of high-frequency vocabulary.
- Understanding the main message in short texts.
- Basic written communication.
- Simple spoken interaction with limited repertoire.

Pedagogical Focus

Teachers should reinforce routine expressions, controlled grammar structures, and targeted vocabulary sets that recur frequently in everyday contexts.

4.5. Preliminary (PET) Overview

Purpose and Level

B1 Preliminary certifies the ability to cope with daily communication needs. Learners at this level can express opinions, write coherent messages, and understand longer spoken and written materials.

Exam Format

Reading (45 minutes)

- Comprehension of articles, narratives, announcements.
- Matching, multiple choice, gap-filling.

Writing (45 minutes)

- Producing an email or message (approx. 100 words).
- Longer writing piece: story or essay (approx. 100 words).

Listening (30 minutes)

- Understanding everyday conversations.
- Extracting specific information from monologues.

Speaking (10–12 minutes)

- Interview and collaborative task with a partner.
- Discussing preferences, comparing pictures, agreeing and disagreeing.

Skills Developed

- Producing coherent paragraphs.
- Understanding the main idea and specific details.
- Managing interactive conversations.
- Using functional grammar accurately in predictable situations.

Pedagogical Focus

Instruction should prioritize controlled and freer speaking activities, structured writing practice, and exposure to semi-authentic audio materials.

4.6. First (FCE) Overview

Purpose and Level

B2 First certifies upper-intermediate proficiency suitable for academic study, international mobility, and professional communication. Candidates demonstrate the ability to engage with complex texts, express detailed arguments, and use English flexibly.

Exam Format

Reading and Use of English (75 minutes)

- Cloze exercises testing grammar and vocabulary.
- Multiple-choice comprehension.
- Word formation and sentence transformation.
- Reading semi-academic and contemporary texts.

Writing (80 minutes)

- Essay (compulsory).
- One of several options: report, review, article, or email (140–190 words).

Listening (approx. 40 minutes)

- Interviews, discussions, lectures.
- Extracting global meaning, specific detail, and speaker attitude.

Speaking (14 minutes)

- Comparing photos.
- Collaborative task and problem-solving.

- Expressing opinions and justifying decisions.

Skills Developed

- Understanding extended arguments.
- Producing structured academic writing.
- Using a wide lexical range.
- Achieving conversational fluency and coherence.

Pedagogical Focus

Teachers should incorporate exam strategies, extensive reading, structured writing instruction, and communicative speaking tasks.

4.7. Classroom Strategies for Exam Preparation

Effective exam preparation requires a systematic, learner-centered, and skills-integrated approach. Recommended strategies include:

1. Integration of CEFR-based Skill Development

- Align activities with the specific level descriptors.
- Ensure progression from controlled tasks to freer production.

2. Regular Use of Past Papers

- Familiarize learners with exam flow, timing, and rubric language.
- Identify patterns in task types for strategic preparation.

3. Development of Exam Techniques

- Skimming and scanning for reading comprehension.
- Note-taking strategies for listening.
- Planning and structuring writing tasks.
- Managing speaking turn-taking and interactive functions.

4. Vocabulary Expansion and Recycling

- Thematic vocabulary sets.
- Lexical chunks and collocations.
- Spaced repetition systems.

5. Integrated Skill Tasks

- Combining listening with speaking, reading with writing.

- Project-based learning to simulate real-life communication.

6. Feedback and Error Correction

- Focus on formative assessment.
- Develop learner autonomy through self- and peer-assessment.

7. Motivational Support

- Highlight real-world applicability.
- Provide positive reinforcement through visible progress tracking.

PART V. CAMBRIDGE ENGLISH QUALIFICATIONS: ADVANCED (CAE), PROFICIENCY (CPE).

5.1. Advanced-Level Cambridge Exams

Cambridge English Qualifications at the advanced levels—**C1 Advanced (CAE)** and **C2 Proficiency (CPE)**—represent the highest tiers of English language assessment within the Cambridge system. These examinations are internationally recognized as benchmarks of high-level communicative competence aligned with the Common European Framework of Reference for Languages (CEFR).

The examinations aim to validate candidates' ability to operate effectively in academic, professional, and social environments where English is the primary language of interaction. They demand not only linguistic accuracy and a broad lexical repertoire but also the capacity for sophisticated argumentation, critical reading, and advanced discourse management.

For instructors, these levels require refined pedagogical strategies focusing on near-native comprehension, advanced text production, genre awareness, and functional language use appropriate to complex communicative contexts.

5.2. Structure and Content of C1 Advanced

The **C1 Advanced** examination assesses the candidate's capacity to function independently and efficiently in high-level academic and professional settings. The structure includes:

1. Reading and Use of English (1 hour 30 minutes)

- Multiple-choice and open cloze tasks
- Transformation exercises
- Word formation tasks
- Reading comprehension including academic texts, reports, editorials, and essays

Focus is on processing complex texts, recognizing implicit meaning, and applying advanced grammatical and lexical structures.

2. Writing (1 hour 30 minutes)

- Part 1: Mandatory essay evaluating input texts
- Part 2: Choice of text types: letter/email, report, review, proposal
Assessment emphasizes logical organization, register control, argumentation, and coherence across extended texts of approximately 220–260 words.

3. Listening (Approximately 40 minutes)

- Lectures, interviews, radio broadcasts
Candidates must comprehend detailed information, attitudes, opinions, and implied meaning.

4. Speaking (15 minutes per pair of candidates)

- Personal monologue
- Collaborative task
- Discussion

The speaking component evaluates discourse management, pronunciation, interaction, and communicative sophistication.

5.3. Structure and Content of C2 Proficiency

The **C2 Proficiency** examination reflects mastery-level English competence comparable to that of highly educated native speakers. It assesses the ability to understand and produce nuanced, stylistically varied language across a wide spectrum of contexts.

1. Reading and Use of English (1 hour 30 minutes)

- Advanced cloze tasks
- Lexico-grammatical transformations
- Detailed text analysis and inference

Texts include academic articles, literary extracts, and high-level opinion pieces requiring critical interpretation.

2. Writing (1 hour 30 minutes)

- Part 1: Discursive essay synthesizing multiple input sources.
- Part 2: Choice among article, report, review, or letter
Responses must demonstrate stylistic flexibility, precise lexical choice, and the ability to develop complex arguments at 240–280 words.

3. Listening (Approximately 40 minutes)

- Extracts from academic lectures, documentaries, professional dialogues
Candidates must decode subtle meaning, evaluate speaker intention, and process high-density information.

4. Speaking (16 minutes per pair of candidates)

- Long turn presentations
- Analytical discussion
- Collaborative problem-solving

This component stresses fluency, lexical richness, and critical engagement with abstract topics.

5.4. Skills Assessed and Performance Expectations

Both C1 Advanced and C2 Proficiency assess a wide range of advanced communicative competencies, including:

Linguistic Skills

- Extensive vocabulary, including idiomatic and culturally embedded expressions
- Accurate command of complex grammatical structures
- Stylistic appropriateness across genres

Cognitive and Academic Skills

- Critical reading and evaluation of arguments
- Synthesis of information from multiple sources
- Construction of logically organized, coherent extended texts

Communicative Competencies

- Presentation and defense of complex ideas
- Nuanced interpretation of implicit attitudes and rhetorical devices
- Interaction requiring negotiation, persuasion, and critical questioning

Performance expectations at these levels are high: candidates must operate with both accuracy and sophistication, demonstrating near-native linguistic intuition and flexibility.

5.5. Preparation Strategies for High-Proficiency Learners

Instruction at the advanced levels should blend linguistic refinement with academic literacy development. Key pedagogical approaches include:

1. Textual Immersion

- Exposure to authentic academic literature, editorial commentary, and specialized texts
- Engagement with extended reading assignments to build stamina and analytical skill

2. Advanced Writing Practice

- Instruction in argumentative structure, cohesion devices, and genre conventions
- Peer review and iterative revision cycles
- Practice in synthesizing sources and constructing evidence-based arguments

3. Lexical Development

- Thematic vocabulary expansion
- Work with collocations, multi-word verbs, and fixed expressions
- Activities targeting precision and register sensitivity

4. Listening Enhancement

- Regular use of lectures, debates, and podcasts
- Note-taking strategies
- Tasks requiring inference, prediction, and recognition of register shifts

5. Speaking Skills Refinement

- Seminars, debates, and academic discussions
- Pronunciation work focusing on intonation, emphasis, and subtle prosodic cues
- Extended speaking tasks simulating exam conditions

6. Exam-Oriented Preparation

- Practice with sample papers
- Time management training
- Reflection on assessment criteria using examiner reports

PART VI. MULTILEVEL TESTS: IELTS.

6.1. Overview of IELTS as a Multilevel Examination

The **International English Language Testing System (IELTS)** is a globally recognized multilevel assessment designed to measure English language proficiency for academic, professional, and migration purposes. Unlike Cambridge English Qualifications, IELTS does not correspond to a single CEFR level; instead, it provides a **band score from 1.0 to 9.0**, representing a continuum of proficiency levels.

IELTS assesses the candidate's ability to use English in real-world communicative contexts and places strong emphasis on authenticity, task relevance, and practical communicative performance. It is jointly administered by the British Council, IDP: IELTS Australia, and Cambridge Assessment English.

IELTS exists in two formats:

- **IELTS Academic** – oriented toward higher education and professional registration.
- **IELTS General Training** – focused on workplace and immigration needs.

Both formats assess the same four skills but differ in the content and complexity of the Reading and Writing sections.

6.2. Structure and Components of IELTS

IELTS consists of four components, administered either on paper or computer (Speaking remains face-to-face):

1. Listening (30 minutes + transfer time)

- Four audio sections
 - Mixture of monologues and conversations
 - Increasing complexity from everyday contexts to academic lectures
- Skills assessed: comprehension of detail, inference, attitude, purpose, and gist.

2. Reading (60 minutes)

- Academic: three long texts from books, journals, periodicals
- General Training: a progression from everyday texts to workplace and general-interest texts

Skills assessed: skimming, scanning, detailed comprehension, recognizing attitudes and opinions, identifying main ideas, understanding textual organization.

3. Writing (60 minutes)

- Academic:
 - Task 1: data description (charts, graphs, processes)
 - Task 2: analytical essay
- General Training:
 - Task 1: formal/informal letter

- Task 2: discursive essay
Skills assessed: coherence and cohesion, lexical resource, grammatical range and accuracy, task achievement/response.

4. Speaking (11–14 minutes)

- Personal interview
- Long turn (1–2 minutes)
- Interactive discussion
Skills assessed: fluency, lexical variety, grammatical accuracy, pronunciation, interactive communication.

6.3. Scoring and CEFR Alignment

IELTS uses a **9-band scale**, with half-band increments (e.g., 6.5, 7.5). Scores reflect the candidate’s communicative ability across all four sections and may be reported separately or as an overall average.

General CEFR alignment (approximate):

- **C2:** 8.5–9
- **C1:** 7–8
- **B2:** 5.5–6.5
- **B1:** 4–5
- **A2 or below:** 3.5 and lower

The bands correspond to qualitative descriptors outlining strengths and typical errors, guiding both learners and instructors in identifying areas for improvement.

6.4. Skills Assessed and Candidate Expectations

IELTS evaluates a wide spectrum of communicative competencies, including:

Linguistic Skills

- Wide range of vocabulary (Academic IELTS requires discipline-specific and abstract terminology)
- Accurate grammar use across written and oral tasks
- Comprehension of rapid, accented, or complex listening materials

Communicative Skills

- Clear transmission of ideas in formal academic writing
- Ability to interpret complex texts and extract specific or implied information
- Management of extended spoken discourse with coherence and fluency

Cognitive Demands

- Synthesizing information from multiple sources
- Evaluating arguments and supporting a viewpoint under time constraints
- Adapting tone, style, and register for different communicative purposes

6.5. Preparation Strategies for IELTS

Effective preparation requires a balanced approach combining skill development and familiarity with exam format.

1. Reading Strategies

- Regular practice with long, complex texts
- Development of higher-speed reading
- Training in recognizing text organization and argumentation
- Systematic vocabulary expansion in academic topics

2. Writing Strategies

- Mastery of essay structure and argumentation
- Understanding criteria such as coherence, cohesion, and lexical range
- Practice with Academic Task 1 data interpretation and General Training letter formats
- Timed writing to build fluency under exam conditions

3. Listening Strategies

- Exposure to diverse accents (British, Australian, North American)
- Active listening tasks (prediction, inference, recognition of stance)
- Note-taking and information extraction techniques

4. Speaking Strategies

- Structured development of long-turn speaking

- Pronunciation practice focusing on natural pacing, linking, and intonation
- Development of strategies for elaboration, justification, and speculation

5. Exam Technique and Time Management

- Familiarization with question types
- Training in avoiding distractors in Listening
- Systematic approaches to True/False/Not Given and matching tasks
- Regular full-length mock testing

6.6. Pedagogical Recommendations

Instructors should adopt a **task-based, skill-integrated** approach to IELTS preparation, emphasizing real-life communicative tasks and extensive practice with authentic materials. Formative assessment, individualized feedback, and explicit instruction on exam strategies are crucial.

A balanced syllabus should include:

- scaffolded development of the four macro-skills
- critical thinking training
- controlled, semi-controlled, and free production activities
- ongoing assessment aligned with IELTS band descriptors

Such an approach ensures both exam readiness and transferable communicative competence.

PART VII. MULTILEVEL TESTS: TOEFL.

7.1. TOEFL iBT Overview

The **Test of English as a Foreign Language (TOEFL iBT)** is an internationally recognized multilevel examination administered by ETS (Educational Testing Service). It assesses an individual's ability to use and comprehend English in academic contexts and is widely accepted by universities, colleges, and professional organizations across the world. Unlike fixed-level examinations, TOEFL provides a **scale-based score** reflecting the test-taker's proficiency across a continuum rather than matching a specific CEFR level.

The TOEFL iBT is specifically designed to evaluate readiness for academic study in English-speaking environments. It emphasizes integrated skills performance, requiring candidates to combine reading, listening, writing, and speaking competencies within a single task—mirroring authentic academic communication.

7.2. Test Format and Scoring

The current TOEFL iBT consists of four mandatory sections delivered online at authorized test centers or at home under proctored conditions. The structure is as follows:

1. Reading (35 minutes)

- 2 academic texts
- Approximately 20 questions
- Tasks include factual detail questions, inference, vocabulary, sentence insertion, and completing tables or charts.

2. Listening (36 minutes)

- Academic lectures and conversations
- Approximately 28 questions
- Tasks evaluate comprehension of main ideas, supporting details, speaker attitude, and organization.

3. Speaking (16 minutes)

- 4 tasks:
 - 1 independent task (personal opinion)
 - 3 integrated tasks (read–listen–speak or listen–speak)
- Candidates record responses via microphone; scoring is based on delivery, language use, and topic development.

4. Writing (29 minutes)

- 2 tasks:
 - Integrated Writing Task (read + listen + write)
 - Independent Essay (opinion-based)

- Evaluated using analytical criteria (organization, development, grammar, and vocabulary sophistication).

Scoring

Each section is scored from **0 to 30**, giving a total score of **0–120**. Performance descriptions outline linguistic and cognitive abilities associated with each score band, enabling institutions to set minimum score thresholds aligned with academic requirements.

7.3. Skills Tested (Reading, Listening, Speaking, Writing)

TOEFL evaluates both discrete and integrated skills necessary for functioning in academic settings.

Reading Skills

- Comprehension of dense academic texts
- Ability to identify relationships within and across paragraphs
- Understanding rhetorical purpose and argument structure
- Inferring meaning and distinguishing essential vs. non-essential information

Listening Skills

- Interpreting academic lectures and discussions
- Identifying stance, opinion, agreement, or disagreement
- Recognizing structural markers and organizational patterns
- Synthesizing information presented orally

Speaking Skills

- Producing clear, organized, and well-supported oral responses
- Integrating input from reading and listening sources
- Demonstrating fluency, pronunciation clarity, and academic register
- Paraphrasing and summarizing effectively

Writing Skills

- Structuring essays with coherent argumentation

- Integrating sources to produce a unified written response
- Demonstrating lexical range and syntactic variety
- Maintaining formality and precision required in academic writing

TOEFL places particularly strong emphasis on **integrated performance**, which differentiates it from many other standardized language tests.

7.4. CEFR Correspondence

TOEFL iBT scores do not map directly to CEFR levels; however, ETS provides approximate equivalencies widely recognized in academic contexts:

- **C2:** 115–120
- **C1:** 95–114
- **B2:** 72–94
- **B1:** 42–71
- **A2:** 32–41
- **Below A2:** < 32

These ranges reflect overall communicative competence demonstrated across all four sections rather than individual skill mastery. Institutions may also set section-specific requirements (e.g., minimum writing score).

7.5. Instructional Approaches for TOEFL Preparation

Effective preparation for the TOEFL iBT requires a combination of academic skill development, test strategy training, and extensive practice with authentic materials.

1. Academic Reading Development

- Exposure to university-level texts across disciplines
- Practice identifying argument structure, classification, comparison, and cause-effect relationships
- Training in high-speed reading and strategic scanning

- Expansion of academic vocabulary through corpus-informed lists (e.g., AWL)

2. Listening Skill Enhancement

- Regular listening to academic lectures, seminars, and campus dialogues
- Instruction on note-taking techniques using symbols, abbreviations, and hierarchical structuring
- Practice recognizing discourse markers indicating transitions, contrasts, and digressions

3. Speaking Preparation

- Intensive practice with independent and integrated task formats
- Training in structuring responses using templates (without memorization)
- Pronunciation work targeting stress, rhythm, and intelligibility
- Development of paraphrasing skills essential for integrated tasks

4. Writing Preparation

- Teaching students to synthesize information from reading and listening sources
- Guiding learners in essay organization, thesis formulation, and argument development
- Practicing time-managed writing to simulate exam conditions
- Providing detailed analytic feedback aligned with ETS scoring rubrics

5. Test Strategy and Time Management

- Familiarization with task types and scoring criteria
- Guided practice with full-length practice tests
- Techniques for handling unfamiliar topics
- Development of self-monitoring strategies to reduce errors and maintain coherence

Conclusion

A comprehensive, skill-integrated, and academically oriented instructional approach best supports learners in achieving high performance on the TOEFL iBT. Emphasis on source-based skills, critical thinking, and genre-appropriate language use ensures not only test success but long-term academic readiness.

ДОДАТКИ
ТЕМИ ПРАКТИЧНИХ ЗАНЯТЬ

№ з/п	Назва теми	Кількість годин	
		<i>очна форма навчання</i>	<i>заочна форма навчання</i>
1	Тема 1. History of CEFR. The CEFR illustrative descriptor scales.	3	1
2	Тема 2. Cambridge English Qualifications designed for young learners.	3	-
3	Тема 3. Cambridge English Qualifications Exams for Schools: B1 Preliminary for Schools, B2 First for Schools, C1 Advanced, C2 Proficiency.	2	1
4	Тема 4. The basic-level qualification for adults: B1 Preliminary and B2 First.	2	-
5	Тема 5. The high-level qualification for adults: Advanced (CAE), Proficiency (CPE).	2	1
6	Тема 6. International English Language Testing System.	2	-
7	Тема 7. Test of English as a Foreign Language.	2	1
Разом:		16	4

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ

№ з/п	Назва теми	Кількість годин	
		<i>очна форма навчання</i>	<i>заочна форма навчання</i>
1	Тема 1. Plurilingual and pluricultural competence. Підготовка до дискусії.	7	10

2	Тема 2. Cambridge English Qualifications designed for young learners. Реферат.	7	12
3	Тема 3. Fulfilling the tasks of the B1 Preliminary for Schools, B2 First for Schools, C1 Advanced, C2 Proficiency. Письмова робота.	8	12
4	Тема 4. Fulfilling the tasks of the basic-level qualification tests for adults: B1 Preliminary and B2 First B1 Preliminary and B2 First. Письмова робота.	8	12
5	Тема 5. Fulfilling the tasks of the high-level qualification tests for adults: Advanced (CAE), Proficiency (CPE). Письмова робота.	8	12
6	Тема 6. Fulfilling the tasks of IELTS: reading, listening, speaking та writing. Письмова робота.	8	12
7	Тема 7. Fulfilling the tasks of TOEFL: reading, listening, speaking та writing. Письмова робота.	8	10
Разом:		54	80

ПИТАННЯ ДЛЯ ПОТОЧНОГО КОНТРОЛЮ

1. Dwell upon Common European Framework of Reference for Languages: learning, teaching, assessment.
2. Discuss the criteria for establishing the level of foreign language proficiency.
3. Describe the structure and the assessment criteria for Pre-A1 Starters exams.
4. Describe the structure and the assessment criteria for A1 Movers exam.
5. Describe the structure and the assessment criteria for A2 Flyers exam.
6. Describe the structure and the assessment criteria for B1 Preliminary for Schools exam.
7. Describe the structure and the assessment criteria for B2 First for Schools exam.
8. Describe the structure and the assessment criteria for C1 Advanced for Schools exam.
9. Describe the structure and the assessment criteria for C2 Proficiency for Schools exam.
10. Describe the structure and the assessment criteria for A2 Key exam.
11. Describe the structure and the assessment criteria for B2 Preliminary exam.
12. Describe the structure and the assessment criteria for B2 First exam.
13. Describe the structure and the assessment criteria for C1 Advanced exam.
14. Describe the structure and the assessment criteria for C2 Proficiency exam.

15. Explain all the task types for IELTS.
16. Explain all the task types for TOEFL.
17. Explain all the task types for A2 Key.
18. Explain all the task types for B1 Preliminary.
19. Explain all the task types for B2 First.
20. Explain all the task types for C1 Advanced.
21. Explain all the task types C2 Proficiency.
22. Describe the structure and the assessment criteria for IELTS.
23. Describe the structure and the assessment criteria for TOEFL.
24. Tell about the peculiarities of IELTS (General Module): Part: Listening.
25. Tell about the peculiarities of IELTS (General Module): Part: Reading.
26. Tell about the peculiarities of IELTS (General Module): Part: Writing: Task 1.
27. Tell about the peculiarities of IELTS (General Module): Part: Writing: Task 2.
28. Tell about the peculiarities of IELTS (Academic Module): Part: Listening.
29. Tell about the peculiarities of IELTS (Academic Module): Part: Reading.
30. Tell about the peculiarities of IELTS (Academic Module): Part: Writing: Task 1.
31. Tell about the peculiarities of IELTS (Academic Module): Part: Writing: Task 2.

Шкала оцінювання: національна та ects

Сума балів за всі види навчальної діяльності	Оцінка ECTS	Оцінка за національною шкалою	
		для екзамену, курсового проекту (роботи), практики	для заліку
90 – 100	A	відмінно	Зараховано
85-89	B	добре	
75-84	C		
70-74	D	задовільно	
60-69	E		
35-59	FX	незадовільно з можливістю повторного складання	не зараховано з можливістю повторного складання
0-34	F	незадовільно з обов'язковим повторним вивченням дисципліни	не зараховано з обов'язковим повторним вивченням дисципліни

Очна та заочна форма навчання

Поточний контроль										Підсумковий контроль тестова робота	Загальна оцінка
Змістовий модуль №1					Змістовий модуль № 2						
T1	T2	T3	T4	T5	T6	T7	T8	T9	T 10	100	100
100	100	100	100	100	100	100	100	100	100		

T1, T2 ... T10 – теми змістових модулів

Загальна оцінка – це середнє арифметичне від суми балів за поточний контроль.

Здобувач вищої освіти отримує підсумкову оцінку за залікову навчальну дисципліну, якщо за результатами поточного контролю він набрав 60 і більше балів.

Якщо за результатами поточного контролю здобувач вищої освіти набрав менше 60 балів, він повинен виконати залікове завдання і з урахуванням його результатів одержати відповідну кількість залікових балів із дисципліни.

Якщо за результатами поточного контролю здобувач вищої освіти набрав 60 і більше балів, проте хоче поліпшити свій підсумковий результат, він також може виконати залікове завдання і з урахуванням його результатів підвищити свою підсумкову оцінку з дисципліни.

Критерії оцінювання результатів навчання **Критерії та шкала оцінювання: національна та ECTS**

Оцінка за національною шкалою	100 бальна шкала / Оцінка ECTS	Теоретична підготовка	Практична підготовка
Зараховано	90 –100 / A	Здобувач у повному обсязі володіє навчальним матеріалом, вільно, розгорнуто, обґрунтовано та аргументовано його викладає під час усних виступів та письмових відповідей. Здобувач демонструє чітке знання відповідних категорій, їх змісту, розуміння їх взаємозв'язку, правильно формулює тлумачення відповідних понять, демонструє знання змісту передбачених програмою нормативно-правових актів, робить самостійні висновки. Здобувач вміє виявляти причинно-наслідкові зв'язки, самостійно знаходити додаткову інформацію та використовувати її для реалізації поставлених завдань, вільно використовує нові інформаційні технології для поповнення знань.	Здобувач може аргументовано обрати раціональний спосіб виконання практичних завдань, виконує практичні завдання не передбачені навчальною програмою, вільно використовує набуті теоретичні знання при аналізі практичного матеріалу, проявляє творчий підхід до виконання індивідуальних та колективних завдань при самостійній роботі.

Зараховано	85 – 89 / В	Здобувач достатньо повно володіє навчальним матеріалом, обґрунтовано його викладає під час усних виступів та письмових відповідей, використовуючи при цьому нормативну та обов'язкову літературу, застосовує знання для розв'язання стандартних ситуацій, самостійно аналізує, узагальнює і систематизує навчальну інформацію, але допускає неточності, які не є суттєвими для характеристики предмету питання та не впливають істотно на загальну характеристику того чи іншого явища (поняття).	Здобувач має стійкі навички виконання практичних завдань, правильно вирішує більшість практичних завдань.
	75 – 84 / С	Здобувач виявляє загалом високий рівень знань щодо всієї програми навчальної дисципліни, на достатньому рівні володіє навчальним матеріалом, застосовує знання для розв'язання стандартних ситуацій, але не вміє самостійно аналізувати деякі питання, не повністю переконливо аргументувати свої відповіді, допускає незначні неточності.	Здобувач за зразком самостійно виконує практичні завдання, передбачені програмою навчальної дисципліни.
Зараховано	70 – 74 / D	Здобувач володіє навчальним матеріалом на репродуктивному рівні або відтворює певну частину навчального матеріалу з елементами логічних зв'язків. Здобувач знає основні поняття навчального матеріалу, але має ускладнення під час виділення суттєвих ознак вивченого та під час виявлення причинно-наслідкових зв'язків та формулювання висновків.	Здобувач має елементарні навички виконання практичних завдань, правильно вирішує лише половину практичних завдань.
	60 – 69 / E	Здобувач не повною мірою розуміє предмет навчальної дисципліни, наявні недоліки у розкритті змісту понять, категорій, закономірностей, назв та змісту нормативно-правових актів. Здобувач надає нечіткі характеристики відповідних явищ, викладає свої думки з істотним порушенням логіки подання матеріалу.	Здобувач може використовувати знання лише в стандартних практичних ситуаціях, має нестійкі навички виконання практичних завдань, робить багато суттєвих помилок.

Не зараховано з можливістю повторного складання	35–59 / FX	Здобувач не правильно розкриває сутність базових питань навчальної дисципліни, допускає суттєві змістовні помилки, володіє навчальним матеріалом поверхнево й фрагментарно, безсистемне виокремлює випадкові ознаки вивченого, не вміє сформулювати свою думку та викласти її в логічній послідовності, робити узагальнення та висновки.	Здобувач здатний виконати лише окремі практичні завдання за допомогою викладача. У здобувача відсутні сформовані уміння та навички.
Не зараховано з обов'язковим повторним вивченням дисципліни	0 – 34 / F	Здобувач не знає основних положень навчальної дисципліни, не володіє навчальним матеріалом.	Здобувач виконує лише елементи практичних завдань, погребує постійної допомоги викладача.

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Навчальне видання

**INTERNATIONAL EXAMS AND TESTS OF ENGLISH
AS A FOREIGN LANGUAGE
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**

до практичних занять та самостійної роботи
з навчальної дисципліни «Міжнародні іспити та
тести з англійської мови» для здобувачів вищої освіти
першого (бакалаврського) рівня спеціальності В11
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