

**B1, B2 and C1 (CAMBRIDGE and TRINITY)**



**UNIVERSITY of CAMBRIDGE**  
**ESOL Examinations**

**English for Speakers of Other Languages**

**Cambridge ESOL Entry Level Certificate in ESOL  
International (Entry 3)\***

This is to certify that

**EDUARDO MARTÍNEZ MARTÍN**

has achieved

**Council of Europe Level B1**

Date of Examination **JUNE (F2) 2012**  
Place of Entry **MADRID**  
Reference Number **126ES0243526**  
Accreditation Number **501/1426/8**

*Mr. Milanovic*  
**Michael Milanovic**  
Chief Executive

\*This level refers to the UK National Qualifications Framework

Date of Issue **25/07/12**  
Certificate Number **0036136128**

**Ofqual**  
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## FIRST CERTIFICATE IN ENGLISH (FCE)

FCE is a general proficiency examination at Level B2 in the Council of Europe's Common European Framework of Reference. It is at Level 1 in the UK National Qualifications Framework.

Further details of FCE are given in the FCE Handbook, and at [www.cambridgeesol.org](http://www.cambridgeesol.org)

For FCE, there are three passing grades, A, B and C. Candidates who have achieved a Grade A have demonstrated ability at Council of Europe Level C1. Candidates who have not achieved a FCE passing grade (Council of Europe Level B2), but have demonstrated ability at the level below this, are awarded a certificate stating Council of Europe Level B1.

A † symbol next to the grade indicates that the candidate was exempt from satisfying the full range of assessment objectives in the examination.

The Council of Europe's Common European Framework of Reference covers six levels of language proficiency. Research carried out by the Association of Language Testers in Europe (ALTE) shows what learners can typically do at each level. The table below gives examples of typical ability in each of the skill areas for Council of Europe Levels C1, B2 and B1.

Level C1	Listening and Speaking	Reading and Writing
<b>Overall general ability</b>	CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	CAN read quickly enough to cope with an academic course, and CAN take reasonably accurate notes in meetings or write a piece of work which shows an ability to communicate.
<b>Level B2</b>	<b>Listening and Speaking</b>	<b>Reading and Writing</b>
<b>Overall general ability</b>	CAN follow a talk on a familiar topic.  CAN keep up a conversation on a fairly wide range of topics.	CAN scan texts for relevant information.  CAN make notes while someone is talking or write a letter including non-standard requests.
<b>Social &amp; Tourist</b>	CAN ask for clarification and further explanation, and is likely to understand the answer.  CAN keep up a conversation on a fairly wide range of topics.	CAN read the media for information quickly and with good understanding.  CAN express opinions and give reasons.
<b>Work</b>	CAN ask for factual information and understand the answer.  CAN express her/his own opinion, and present arguments to a limited extent.	CAN understand the general meaning of non-routine letters and understand most of the content.  CAN write a simple report of a factual nature and begin to evaluate, advise etc.
<b>Study</b>	CAN answer predictable or factual questions.  CAN check that all instructions are understood.	CAN make simple notes that are of reasonable use for essay or revision purposes, capturing most important points.  CAN present arguments, using a limited range of expression (vocabulary, grammatical structures).
<b>Level B1</b>	<b>Listening and Speaking</b>	<b>Reading and Writing</b>
<b>Overall general ability</b>	CAN understand straightforward instructions or public announcements.  CAN express opinions on abstract/cultural matters in a limited way or offer advice within a known area.	CAN understand routine information and articles.  CAN write letters or make notes on familiar or predictable matters.

Further information and examples of the ability statements can be found at [www.alte.org](http://www.alte.org)

Any alteration to this certificate renders it invalid and use of an altered certificate could constitute a criminal offence.

University of Cambridge ESOL Examinations provides a results verification service to help organisations and agencies quickly and securely validate candidates' Cambridge ESOL examination results at <https://verification.cambridgeesolonline.org>



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

## Cambridge English Level 1 Certificate in ESOL International\*

This is to certify that

**EDUARDO MARTÍNEZ MARTÍN**

has achieved

**Council of Europe Level B2**

<b>Overall Score</b>	<b>164</b>
Reading	166
Use of English	156
Writing	180
Listening	Not reported
Speaking	194

Date of Examination **JULY (CAE1) 2015**  
Place of Entry **MADRID**  
Reference Number **157ES2915028**  
Accreditation Number **501/1423/2**

Saul Nassé  
Chief Executive

\*This level refers to the UK National Qualifications Framework

Regulated by  
**Ofqual**  
For more information see <http://register.ofqual.gov.uk>

Llywodraeth Cymru  
Welsh Government

Accreditation

Date of Issue 21/08/15  
Certificate Number 0050362254

00517197

DP809



## CERTIFICATE IN ADVANCED ENGLISH (CAE)

CAE is a general proficiency examination at Level C1 in the Council of Europe's Common European Framework of Reference. It is at Level 2 in the UK National Qualifications Framework.

Further details of CAE are given in the CAE Handbook, and at [www.cambridgeenglish.org](http://www.cambridgeenglish.org)

CAE results are reported using scores on the Cambridge English Scale. CAE certificates are awarded to candidates who achieve the following grades:

Grade A – CEFR Level C2 (score 200-210)

Grade B – CEFR Level C1 (score 193-199)

Grade C – CEFR Level C1 (score 180-192)

Candidates who have achieved a score between 200 and 210 (Grade A) have demonstrated ability at CEFR Level C2. Candidates who have not achieved a CAE passing grade, but score between 160 and 179, receive a Cambridge English certificate stating they demonstrated ability at CEFR Level B2.

A † symbol next to the grade indicates that the candidate was exempt from satisfying the full range of assessment objectives in the examination.

The Council of Europe's Common European Framework of Reference covers six levels of language proficiency. Research carried out by the Association of Language Testers in Europe (ALTE) shows what learners can typically do at each level. The table below gives examples of typical ability in each of the skill areas for Council of Europe Levels C2, C1 and B2.

Level C2	Listening and Speaking	Reading and Writing
<b>Overall general ability</b>	CAN advise on or talk about complex or sensitive issues, understand colloquial references and deal confidently with difficult questions.	CAN understand various documents, including the finer points of complex texts, and CAN write letters and meeting notes with good expression and accuracy.
Level C1	Listening and Speaking	Reading and Writing
<b>Overall general ability</b>	CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	CAN read quickly enough to cope with an academic course, and CAN take reasonably accurate notes in meetings or write a piece of work which shows an ability to communicate.
<b>Social &amp; Tourist</b>	CAN pick up nuances of meaning/opinion.  CAN keep up conversations of a casual nature for an extended period of time and discuss abstract/cultural topics with a good degree of fluency and range of expression.	CAN understand complex opinions/arguments as expressed in serious newspapers.  CAN write most letters (s)he is likely to be asked to do; such errors as occur will not prevent understanding of the message.
<b>Work</b>	CAN follow discussion and argument with only occasional need for clarification, employing good compensation strategies to overcome inadequacies.  CAN deal with unpredictable questions.	CAN understand the general meaning of more complex articles without serious misunderstanding.  CAN, given enough time, write a report that communicates the desired message.
<b>Study</b>	CAN follow up questions by probing for more detail.  CAN make critical remarks/express disagreement without causing offence.	CAN scan texts for relevant information, and grasp main topic of text.  CAN write a piece of work whose message can be followed throughout.
Level B2	Listening and Speaking	Reading and Writing
<b>Overall general ability</b>	CAN follow a talk on a familiar topic.  CAN keep up a conversation on a fairly wide range of topics.	CAN scan texts for relevant information.  CAN make notes while someone is talking or write a letter including non-standard requests.

Further information and examples of the ability statements can be found at [www.alte.org](http://www.alte.org)

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# Trinity College London

Eduardo Martínez Martín

is awarded

## ISE III Integrated Skills in English Level 2 Certificate in ESOL International\*

C1 of the CEFR

Reading and Writing skills - Merit  
Speaking and Listening skills - Pass

Estudios De Nuevo Mercado - July 2015  
Certificate issued 21 August 2015

Sarah Kemp  
Chief Executive, Trinity College London  
Patron HRH The Duke of Kent KG

\*Refers to the National Qualifications  
Framework in England, Wales and Northern Ireland

**TRINITY**  
COLLEGE LONDON

Qualification number: 500/1935/1  
Trinity ID: 1-468385977:1-468411817  
Candidate number: 1-468411817

Regulated by  
**Ofqual**  
For more information see <http://register.ofqual.gov.uk>

Llywodraeth Cymru  
Welsh Government

The following descriptors give details of what a candidate can do at each of the ISE levels.

#### ISE 0

A successful candidate can:

- understand and use a series of frequently used phrases, sentences and expressions that they hear or read on familiar topics or matters of most immediate need, for example, the family, local geography or hobbies
- communicate in simple and routine tasks that require a direct exchange of information on familiar and routine matters and can participate in very short social exchanges
- describe in simple terms aspects of his or her background, immediate environment and matters in areas of immediate need
- read, respond to and write very simple texts in English relating to matters in areas of immediate need including personal letters, notes, forms, memos and stories.

This profile is based on the level Basic User, A2, in the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

#### ISE I

A successful candidate can:

- understand the main points of clear standard English that they hear or read on familiar matters regularly encountered in work, school, leisure, etc
- deal with most everyday situations likely to arise while travelling in an English-speaking country
- describe experiences and events
- give brief reasons and explanations for his or her plans and opinions
- read, respond to and write simple, connected texts on topics that are familiar or of personal interest.

This profile is based on the level Independent User, B1, in the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

#### ISE II

A successful candidate can:

- understand the main ideas of complex spoken and written English on both concrete and abstract topics
- use active and passive vocabularies sufficient to cover a wide range of subjects, including technical topics within his or her field of specialisation
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers of English quite possible without strain for either party. Language production is spontaneous and natural
- explain his or her viewpoint on a topical issue, giving the advantages and disadvantages of various options
- read, respond to and write clear, detailed texts on a wide range of subjects.

This profile is based on the level Independent User, B2, in the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

#### ISE III

A successful candidate can:

- express themselves fluently and spontaneously, almost effortlessly
- express themselves using a wide range of complex language structures, vocabulary and functions
- recognise a wide range of idiomatic expressions and colloquialisms
- use language flexibly and effectively for social, academic and professional purposes
- recognise and appreciate different registers and degrees of formality
- read and respond to a wide range of demanding, longer texts
- produce clear, well-structured, detailed texts on a wide range of subjects, underlining the relevant salient issues, expanding and supporting points of view with subsidiary points, reasons and relevant examples.

This profile is based on the level Proficient User, C1, in the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).

#### ISE IV

A successful candidate can:

- express themselves spontaneously, very fluently and precisely differentiating finer shades of meaning, even in more complex situations
- exploit a comprehensive and reliable mastery of a very wide range of complex language structures, vocabulary and functions
- express themselves using idiomatic expressions and colloquialisms
- use language effortlessly and appropriately for social, academic and professional purposes
- control the direction of a spoken interaction and maintain its flow with ease, relating skilfully to the contributions of the listener
- understand the main points, arguments, inferences, changes in register and emphasis in complex and sometimes unstructured speech, even when delivered at fast native speed
- read and respond to virtually all forms of the written language including abstract, structurally or linguistically complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning
- write clear, smoothly flowing complex texts on a wide range of subjects in an appropriate style and with an effective logical structure.

This profile is based on the level Proficient User, C2, in the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001).