

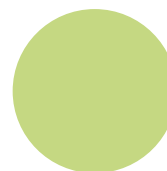
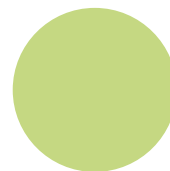


UNIVERSITY of CAMBRIDGE
ESOL Examinations

Cambridge English First

First Certificate in English (FCE)
CEFR Level B2

Handbook for Teachers



Content and overview

Paper/timing	Content	Test focus
1 READING 1 hour	Part 1 A text followed by eight multiple-choice questions.	Candidates are expected to show understanding of specific information, text organisation features, tone, and text structure.
	Part 2 A text from which seven sentences have been removed and placed in a jumbled order, together with an additional sentence, after the text.	
	Part 3 A text or several short texts preceded by 15 multiple-matching questions.	
2 WRITING 1 hour 20 minutes	Part 1 One compulsory question.	Candidates are expected to be able to write non-specialised text types such as an article, an essay, a letter, an email, a report, a review, or a short story, with a focus on advising, apologising, comparing, describing, explaining, expressing opinions, recommending, suggesting.
	Part 2 Candidates choose one task from a choice of five questions (including the set text options).	
3 USE OF ENGLISH 45 minutes	Part 1 A modified cloze test containing 12 gaps and followed by 12 multiple-choice items.	Candidates are expected to demonstrate the ability to apply their knowledge of the language system by completing a number of tasks.
	Part 2 A modified open cloze test containing 12 gaps.	
	Part 3 A text containing 10 gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.	
	Part 4 Eight separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key word'.	
4 LISTENING Approximately 40 minutes	Part 1 A series of eight short unrelated extracts from monologues or exchanges between interacting speakers. There is one multiple-choice question per extract.	Candidates are expected to be able to show understanding of attitude, detail, function, genre, gist, main idea, opinion, place, purpose, situation, specific information, relationship, topic, agreement etc.
	Part 2 A monologue or text involving interacting speakers, with a sentence completion task which has 10 questions.	
	Part 3 Five short related monologues, with five multiple-matching questions.	
	Part 4 A monologue or text involving interacting speakers, with seven multiple-choice questions.	
5 SPEAKING 14 minutes	Part 1 A conversation between the interlocutor and each candidate (spoken questions).	Candidates are expected to be able to respond to questions and to interact in conversational English.
	Part 2 An individual 'long turn' for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions).	
	Part 3 A two-way conversation between the candidates (visual and written stimuli, with spoken instructions).	
	Part 4 A discussion on topics related to Part 3 (spoken questions).	

Preface

This handbook is for teachers who are preparing candidates for *Cambridge English: First*, also known as *First Certificate in English (FCE)*. The introduction gives an overview of the exam and its place within Cambridge ESOL. This is followed by a focus on each paper and includes content, advice on preparation and example papers.

If you need further copies of this handbook, please email ESOLinfo@CambridgeESOL.org

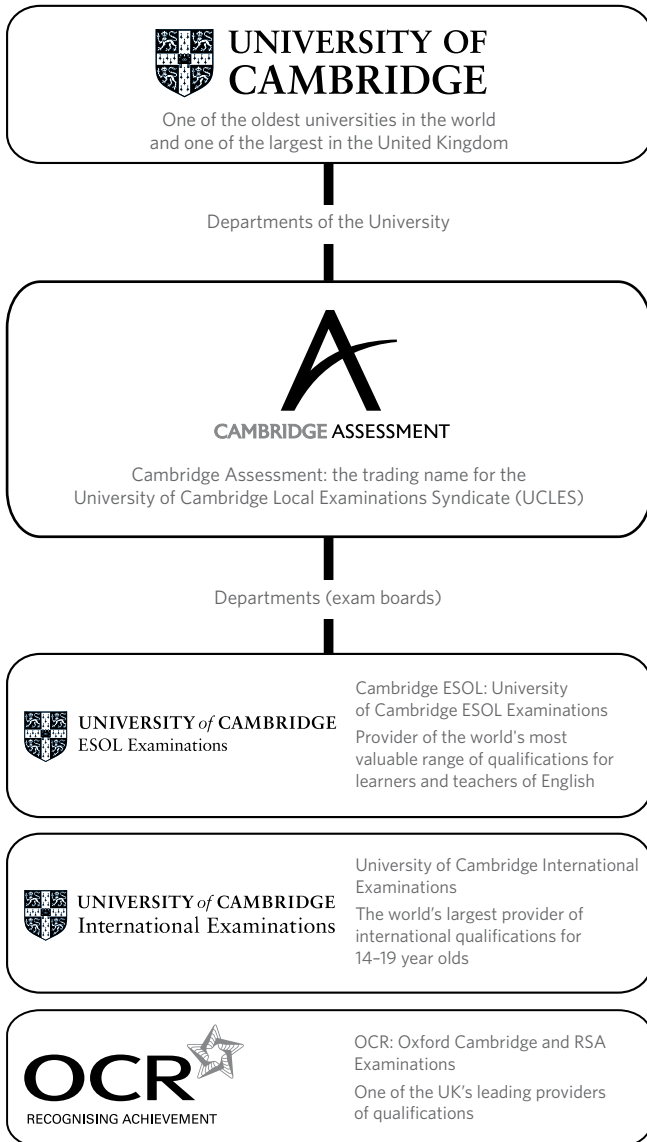
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About Cambridge ESOL

Cambridge English: First is developed by University of Cambridge ESOL Examinations (Cambridge ESOL), a not-for-profit department of the University of Cambridge.

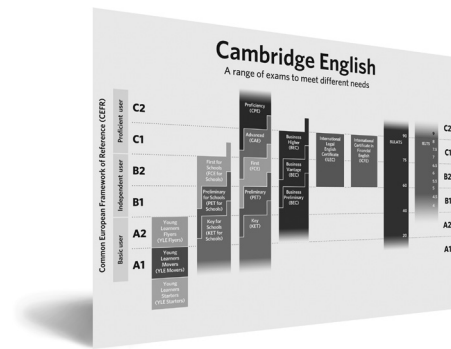
Cambridge ESOL is one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.



The world's most valuable range of English qualifications

Cambridge ESOL offers the world's leading range of qualifications for learners and teachers of English. Over 3.5 million people take our exams each year in 130 countries.

Cambridge ESOL offers assessments across the full spectrum of language ability. We provide examinations for general communication, for professional and academic purposes, and also specialist legal and financial English qualifications. All of our exams are aligned to the principles and approach of the Common European Framework of Reference for Languages (CEFR).



To find out more about Cambridge English exams and the CEFR, go to www.CambridgeESOL.org/CEFR

In addition to our own programmes of world-leading research, we work closely with professional bodies, industry professionals and governments to ensure that our exams remain fair and relevant to candidates of all backgrounds and to a wide range of stakeholders.

Key features of Cambridge English exams

Cambridge English exams:

- are based on realistic tasks and situations so that preparing for their exam gives learners real-life language skills
- accurately and consistently test all four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and its use
- encourage positive learning experiences, and seek to achieve a positive impact on teaching wherever possible
- are as fair as possible to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Proven quality

Cambridge ESOL's commitment to providing exams of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2008 standard for quality management and are designed around five essential principles:

- Validity** – are our exams an authentic test of real-life English?
- Reliability** – do our exams behave consistently and fairly?
- Impact** – does our assessment have a positive effect on teaching and learning?
- Practicality** – does our assessment meet learners' needs within available resources?
- Quality** – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from www.CambridgeESOL.org/Principles

Introduction to Cambridge English: First

Cambridge English: First was originally offered in 1939 and is a qualification at upper-intermediate level that is officially recognised by universities, employers and governments around the world. Regular updating has allowed the examination to keep pace with changes in language teaching and testing while ensuring the exam remains reliable, relevant and user friendly for candidates. The last major revision of *Cambridge English: First* took place in 2008.

Candidates can choose to take *Cambridge English: First* as either a paper-based or a computer-based exam.

Who is the exam for?

Cambridge English: First is aimed at learners who want to:

- start working in an English-speaking environment
- study at an upper intermediate level, such as foundation or pathway courses
- live independently in an English-speaking country.

Who recognises the exam?

- *Cambridge English: First* is a truly international exam, recognised by thousands of industrial, administrative and service-based employers as a qualification in upper-intermediate English. Overall, Cambridge ESOL exams are recognised by 12,500 institutions and employers.
- It is also accepted by a wide range of educational institutions for study purposes.
- The exam has been accredited by Ofqual, the statutory regulatory authority for external qualifications in England and its counterparts in Wales and Northern Ireland.
- The UK Border Agency accepts *Cambridge English: First* as meeting the language requirements for Tier 1, 2 and 4 visa applications*.

*All information accurate as of April 2011. Check the latest requirements at www.ukba.homeoffice.gov.uk

For more information about recognition go to www.CambridgeESOL.org/recognition

What level is the exam?

Cambridge English: First is targeted at Level B2 on the CEFR scale. Level B2 is required in everyday written and spoken situations and achieving a certificate at this level proves that a candidate is becoming skilled in English.

What can candidates do at Level B2?

The Association of Language Testers in Europe (ALTE) has carried out research to determine what language learners can typically do at each CEFR level. It has described these abilities in a series of Can Do statements using examples taken from real life situations.

Cambridge ESOL, as one of the founding members of ALTE, uses this framework as a way of ensuring its exams reflect real-life language skills.

Examples of Can Do statements at Level B2

Typical abilities	Reading and Writing	Listening and Speaking
Overall general ability	CAN scan texts for relevant information. CAN make notes while someone is talking, or write a letter including non-standard requests.	CAN follow a talk on a familiar topic. CAN keep up a conversation on a fairly wide range of topics.
Social & Tourist	CAN read the media for information quickly and with good understanding. CAN express opinions and give reasons.	CAN ask for clarification and further information, and is likely to understand the answer. CAN keep up a conversation on a fairly wide range of topics.
Work	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.	CAN ask for factual information and understand the answer. CAN express own opinion, and express arguments to a limited extent.
Study	CAN make simple notes that are of reasonable use for essay or revision purposes, capturing the most important points. CAN present arguments, using a limited range of expression (vocabulary, grammatical structures).	CAN answer predictable or factual questions. CAN check that all instructions are understood.

Exam content and processing

Cambridge English: First is a rigorous and thorough test of English at Level B2. It covers all four language skills – reading, writing, listening and speaking and includes a fifth element focusing on the candidate's understanding of the structure of the language. Preparing for *Cambridge English: First* helps candidates develop the skills they need to use English to communicate effectively in a variety of practical contexts.

A thorough test of all areas of language ability

There are five papers: Reading, Writing, Use of English, Listening and Speaking. Each paper carries 20% of the total marks. Detailed information on each test and sample papers follow later in this handbook, but the overall focus of each test is as follows:

Reading: 1 hour

Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines.

Writing: 1 hour 20 minutes

Candidates have to show that they can produce two different pieces of writing: a compulsory task in Part 1, and one from a choice of five in Part 2.

Use of English: 45 minutes

Candidates' use of English is tested by tasks which show how well they can control their grammar and vocabulary.

Listening: 40 minutes (approximately)

Candidates need to show they can understand the meaning of a range of spoken material, including lectures, radio broadcasts, speeches and talks.

Speaking: 14 minutes

Candidates take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Each of these five test components provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

International English

English is used in a wide range of international contexts. To reflect this, candidates' responses to tasks in Cambridge English exams are acceptable in all varieties and accents of English, provided they do not interfere with communication. Materials used feature a range of accents and texts from English-speaking countries, including the UK, North America and Australia. US and other versions of spelling are accepted if used consistently.

Marks and results

Cambridge English: First gives detailed, meaningful results. All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels C1 and B1 will also receive a **certificate**.

Statement of Results

The Statement of Results outlines:

- the candidate's result. This result is based on a candidate's total score in all five papers
- a graphical display of a candidate's performance in each paper (shown against the scale Exceptional – Good – Borderline – Weak)
- a standardised score out of 100 which allows a candidate to see exactly how they performed.

Certificates

We have made enhancements to the way we report the results of our exams because we believe it is important to recognise candidates' achievements.

The Common European Framework of Reference		Cambridge English: First	
C Proficient user	C2	Grade A Grade B Grade C	Ready for success in the real world
	C1		
B Independent user	B2		
	B1	Level B1	
A Basic user	A2		
	A1		

Cambridge English: First – Level C1

Exceptional candidates sometimes show ability beyond B2 level. If a candidate achieves a grade A in their exam, they will receive the *First Certificate in English* stating that they demonstrated ability at Level C1.

Cambridge English: First – Level B2

If a candidate achieves grade B or C in their exam, they will be awarded the *First Certificate in English* at Level B2.

Level B1 Certificate

If a candidate's performance is below Level B2, but falls within Level B1, they will receive a Cambridge English certificate stating that they demonstrated ability at B1 level.

Special circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:


- **Special arrangements**
These are available for candidates with a permanent or long-term disability. Consult the Cambridge ESOL Centre Exams Manager (CEM) in your area for more details as soon as you become aware of a candidate who may need special arrangements.
- **Special consideration**
Cambridge ESOL will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
- **Malpractice**
Cambridge ESOL will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

Exam support

A feature of Cambridge English exams is the outstanding free and paid-for support we offer to teachers and candidates.

How to order support materials from Cambridge ESOL

A wide range of official support materials for candidates and teachers can be ordered directly from the Cambridge ESOL eShops:

-  • Printed publications: www.shop.CambridgeESOL.org
• Online preparation: <https://eshop.cambridgeesol.org>

Support for teachers

Teacher Support website

This website provides an invaluable, user-friendly free resource for all teachers preparing for our exams. It includes:

- **General information** – handbook for teachers, sample papers, exam reports, exam dates
- **Detailed information** – format, timing, number of questions, task types, mark scheme of each paper
- **Advice for teachers** – developing students' skills and preparing them for the exam
- **Downloadable lessons** – a lesson for every part of every paper, there are more than 1,000 in total
- **Forums** – where teachers can share experiences and knowledge
- **Careers** – teaching qualifications for career progression

News and events – what's happening globally and locally in your area

Seminars – wide range of exam specific seminars for new and experienced teachers, administrators and school directors.

www.teachers.CambridgeESOL.org



Cambridge English Teacher

Cambridge English Teacher

Developed by Cambridge University Press and University of Cambridge ESOL Examinations (Cambridge ESOL), Cambridge English Teacher provides opportunities for English teachers to engage in continuing professional development through online courses, share best practice and network with other ELT professionals worldwide.

For more information on how to become a Cambridge English Teacher, visit www.CambridgeEnglishTeacher.org

Past Paper Packs

Past Paper Packs provide authentic practice for candidates preparing for Cambridge English paper-based examinations and are ideal to use for mock exams.

Each pack contains:

- ten copies of each of the papers with photocopiable answer sheets
- CD with audio recordings for the Listening paper
- Teacher Booklet with:
 - answer keys
 - mark schemes and sample answers for Writing
 - tapescripts for the Listening paper
 - the assessment criteria and a copy of the Cambridge ESOL Common Scale for the Speaking paper
 - Speaking test materials, which include candidate visuals and examiner scripts.

www.CambridgeESOL.org/past-papers



Speaking Test Preparation Pack

This comprehensive resource pack is designed to help teachers prepare students for the *Cambridge English: First Speaking* test. Written by experienced examiners, it provides clear explanations of what each part of the Speaking test involves. The step-by-step guidance and practical exercises help your students perform with confidence on the day of the test.

Each pack includes:

- Teacher's Notes
- Student Worksheets which you can photocopy or print
- a set of candidate visuals
- a DVD showing real students taking a Speaking test.

www.CambridgeESOL.org/speaking



Support for candidates

Cambridge ESOL website

We provide learners with a wealth of exam resources and preparation materials throughout our main website, including exam advice, sample papers and a guide for candidates.

www.CambridgeESOL.org



Online Practice Test

The Online Practice Test for *Cambridge English: First* not only familiarises learners with typical exam questions but also includes a range of help features. The practice tests can be taken in two modes. Test mode offers a timed test environment. In learner mode, there is additional support, including help during the test, access to an online dictionary, an option to check answers and the ability to pause audio and view tapescripts. Try a free sample on our website.

Each practice test contains:

- a **full practice test** for Reading, Writing, Listening and Use of English
- **automatic scoring** for Reading and Listening
- **sample answers** for Writing

- a **detailed score report** and **answer feedback** once answers are submitted.

www.CambridgeESOL.org/opt



Online Speaking Practice

The new Online Speaking Practice for *Cambridge English: First* will give students authentic, interactive preparation for their Speaking test on a web-based platform.

Students will be able to:

- experience a real Cambridge ESOL examiner asking questions using video, and then record their own answers
- try each of the 4 parts of the Speaking test up to 10 times and save all of their recordings
- listen to their recordings again as many times as they want
- share their favourite recordings with their teachers and friends
- watch 'sample answer' videos of a student answering the same questions as they do and then read Cambridge ESOL's feedback on the student's performance
- compare their answers with sample answers and see how they can improve their performance.

A video introduction about each part of the real *Cambridge English: First* Speaking test and exam tips are also included.

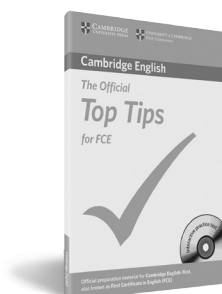
www.CambridgeESOL.org/exam-preparation



Top Tips for FCE

Written by Cambridge ESOL examiners with many years' experience of setting and marking exams, *Cambridge English: First, Top Tips for FCE* provides candidates with essential advice (tips) for each part of the exam and comes in a convenient A5 format. Students can work through the book and then practise what they have learned by trying a real exam paper on the accompanying interactive CD-ROM. It also includes the recordings for the Listening paper with answers and a video of real students taking the Speaking test.

www.CambridgeESOL.org/tips



Official preparation materials

A comprehensive range of **official Cambridge English** preparation materials are available from University of Cambridge ESOL Examinations (Cambridge ESOL) and Cambridge University Press.

Materials include printed and digital resources to support teachers and help learners prepare for their exam.

Find out more at www.CambridgeESOL.org/exam-preparation

Other sources of support materials

A huge range of course books, practice tests and learning resources are produced by independent publishers to help prepare candidates for Cambridge English exams. We cannot advise on text books or courses of study that we do not provide, but when you are choosing course materials you should bear in mind that:

- *Cambridge English: First* requires all-round language ability
- most course books will need to be supplemented
- any course books and practice materials you choose should accurately reflect the content and format of the exam.

www.CambridgeESOL.org/resources/books-for-study

Exam sessions

Cambridge English: First is available as a paper-based or computer-based test. Candidates must be entered through a recognised Cambridge ESOL centre. Find your nearest centre at www.CambridgeESOL.org/centres

Further information

Contact your local Cambridge ESOL centre, or Cambridge ESOL direct (using the contact details on the back cover of this handbook) for:

- copies of the regulations
- details of entry procedure
- exam dates
- current fees
- more information about *Cambridge English: First* and other Cambridge English exams.

Paper 1

Reading

General description

PAPER FORMAT	The paper contains three parts, with a range of texts and accompanying comprehension tasks. One part may contain two or more shorter related texts.
TIMING	1 hour.
NO. OF PARTS	3.
NO. OF QUESTIONS	30.
TASK TYPES	Multiple choice, gapped text, multiple matching.
TEXT TYPES	From the following: newspaper and magazine articles, reports, fiction, advertisements, correspondence, messages, informational material (e.g. brochures, guides, manuals, etc.).
LENGTH OF TEXTS	Approximately 550–700 words per text. Approximately 2,000 words overall.
ANSWER FORMAT	For all parts of this paper, candidates indicate their answers by shading the correct lozenges on the separate answer sheet.
MARKS	Parts 1 and 2: each correct answer receives 2 marks. Part 3: each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE AND FOCUS Multiple choice. Detail, opinion, gist, attitude, tone, purpose, main idea, meaning from context, text organisation features (exemplification, comparison, reference).

FORMAT A text followed by 4-option multiple-choice questions.

NO. OF QS 8.

PART 2

TASK TYPE AND FOCUS Gapped text. Text structure, cohesion and coherence.

FORMAT A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the sentences have been removed.

NO. OF QS 7.

PART 3

TASK TYPE AND FOCUS Multiple matching. Specific information, detail, opinion and attitude.


FORMAT A text or several short texts preceded by multiple matching questions. Candidates must match prompts to elements in the text.


NO. OF QS 15.

The three parts of the Reading paper

PART 1 Multiple choice

In this part, there is an emphasis on detailed understanding of a text, including the expression of opinion, attitude, purpose, main idea, detail, tone and gist. Candidates are also tested on their ability to recognise meaning from context and follow text organisation features, such as exemplification, comparison and reference.

 **Sample task and answer key: pages 10 and 13.**


 **Each correct answer in Part 1 receives 2 marks.**


Part 1 consists of a text, followed by eight 4-option multiple choice questions which test the understanding of content and text organisation. The text may be taken from, for example, an article or a modern novel. Questions may focus on the main ideas or details in the text, and on the attitudes or opinions expressed. Candidates may also be asked to deduce the meaning of a word or phrase and to demonstrate understanding of references, such as pronouns, within the text. Additionally, questions may focus on the tone of the text or the writer's purpose, as well as the use of exemplification or comparison. These questions may require candidates to infer the meaning from clues in the text, a skill which is an essential part of reading ability.

The 4-option multiple choice questions are presented in the same order as the information in the text so that candidates can follow the development of the writer's ideas as they work through the questions. The final question may require candidates to interpret an aspect of the text as a whole.

PART 2 Gapped text

In this part, there is an emphasis on text structure, cohesion and coherence, and candidates' ability to follow the development of a long text.

 **Sample task and answer key: pages 11 and 13.**


 **Each correct answer in Part 2 receives 2 marks.**


Part 2 consists of one text from which seven sentences have been removed and placed in jumbled order after the text, together with an eighth sentence which does not fit in any of the gaps. Candidates are required to decide from where in the text each sentence has been removed. Each sentence may be used only once, and there is one sentence that candidates do not need to use. The task tests understanding of how texts are structured.

Rather than concentrating on individual sentences, candidates need to be able to follow the development of ideas, opinions and events through the text as a whole, using their understanding of text coherence and cohesion devices. This task is particularly effective in helping to distinguish between stronger and weaker candidates at *Cambridge English: First* level.

PART 3 Multiple matching

In this part, there is an emphasis on locating specific information and detail, and recognising opinion and attitude, in one long text or a group of short texts.

 **Sample task and answer key: pages 12 and 13.**

 **Each correct answer in Part 3 receives 1 mark.**

Part 3 consists of one long text or up to six shorter texts, preceded by 15 questions. Candidates are required to locate the specific information which matches the questions. To do this, they need to understand detail, attitude or opinion in the question and locate a section of text where that idea is expressed, discounting ideas in other sections which may appear similar but which do not reflect the whole of the question accurately. Some of the options may be correct for more than one question, and there may be more than one correct answer to some questions. If so, the instructions to candidates will say this.

Preparation

General

- The most valuable preparation is to ensure that your students read a wide range of texts both in class and at home. Classroom reading can include a range of reading texts from coursebooks and reading-skills books at this level as well as current articles from newspapers and magazines on topics of interest.
- With coursebook texts, encourage your students to focus on any pre-reading questions. These stimulate interest in the topic covered by the text and train your students in valuable prediction techniques.
- Some course books include questions which are to be answered while reading a text. These will help your students to work their way through the text and interpret the meaning of more complex passages. The questions will also involve your students in using different reading strategies. It is useful to encourage your students to be aware of alternative ways of dealing with texts so they can decide which ones suit them best.
- It is helpful to introduce a programme of reading at home. As part of the homework assignments, a weekly reading scheme could be started. Your students could be asked to provide verbal or written reviews of the texts they have read. These could include graded readers, unabridged short stories or novels, non-fiction, newspaper or magazine articles, etc. Where possible, encourage your students to follow up on their hobbies and interests by reading magazines about sport, cars, fashion, etc. in English. If relevant magazines are not available locally, you may be able to access them on the internet. Reading up about hobbies etc. could also lead to written articles for a class project, or short talks.
- Make sure your students are familiar with the format of the Reading paper. Train them to read carefully the instructions on the front page of the question paper and at the start of each task. The instructions give a brief context for each text and remind candidates what they have to do.

- Show your students how to fill in the answer sheet and give them practice in doing this in a timed exercise. Explain to them that they can transfer their answers after each task or at the end of the paper.
- When your students are familiar with the different task types, discuss with them which part(s) take them longer to complete. Following this discussion, you could work out with them possible timings for each task. Remind them that each task is worth approximately equal marks. The outcome of the discussion will also help you to decide which task types to concentrate on in future classes and where assistance is needed with developing particular reading skills.

By part

PART 1

- Train your students to read through the text before looking at the questions. As three out of the four options are incorrect, there is no point in trying to absorb them all before tackling the text.
- Get your students to read each stem carefully so that they have some idea of what they need to look for.
- Warn your students about the risks of 'word spotting', that is assuming that an option must be correct simply because it contains a word that is also in the text. Students need to check that the meaning of an option is reflected in the text, not that one word is the same in both.
- When the questions take the form of incomplete sentences, encourage your students to read both parts of the sentence carefully. They need to check that the whole sentence matches what is written in the text and not just the phrase in option A, B, C or D.
- Make sure your students read texts in which opinions, ideas and attitudes are expressed, such as interviews with well-known people in which they explain how they started out in their field and what they believe helped them to be successful, or extracts from novels which focus on characters' feelings.

PART 2

- Train your students to read through the text with the gaps in it so that they gain an overall idea of the structure of the text and the development of the writer's ideas, before starting to do the task.
- When your students are selecting a sentence to fill a gap, make sure that they look carefully at the information before and after the gap. Candidates sometimes make the wrong choices by selecting options which seem to fit the text before the gap, and neglecting to check that the text after the gap follows on logically.
- Give your students plenty of practice in recognising a wide range of linguistic devices which mark the logical and cohesive development of a text, for example words and phrases indicating time periods, cause and effect, exemplification, contrasting arguments, repetition, concordance of tenses, pronouns, etc. This will help them to make the correct choice between two possible sentences which seem rather similar at first sight.
- As in Part 1, it is important to discourage your students from relying on 'word spotting', that is assuming that if the same word, name, date, etc. appears in the surrounding text and one of the

options, that is automatically the right sentence to fill the gap. Train them to check all the other linguistic clues carefully before making their final decision.

PART 3

- Your students will need practice in skimming and scanning texts quickly for specific information in order to prepare for this task. Once they have had this, it may be helpful to divide the class into teams and encourage them to 'race' against each other. Points should be deducted for incorrect answers, to emphasise the need for accuracy as well as speed.
- In class, ask your students to tell you why a particular part of the text matches a prompt. This will help them to check their choices carefully. Once again, discourage them from choosing an answer on the basis of similar vocabulary alone.
- Give your students plenty of opportunity to read book and film reviews or articles in which a number of different people express their thoughts about their career, hobbies, etc. You could also ask students, either as a pair or group activity in class or as a homework assignment, to devise their own Part 3 task, based on texts you provide or ones that they find for themselves. Writing challenging questions for their classmates to try will help the students understand what clues they will need to look for when tackling a real Part 3 task.

1 As he travelled, the writer regretted his choice of

- A seat.
- B clothes.
- C career.
- D means of transport.

2 What had surprised the writer about the job?

- A There had been no advertisement.
- B He had been contacted by letter.
- C There was an invitation to tea.
- D He had been selected for interview.

3 The writer uses the phrase 'I had grabbed the lifeline' (line 15) to show that he felt

- A confident of his ability.
- B ready to consider any offer.
- C cautious about accepting the invitation.
- D forced to make a decision unwillingly.

4 What impression had the writer previously had of Yorkshire?

- A It was a beautiful place.
- B It was a boring place.
- C It was a charming place.
- D It was an unhappy place.

5 What did the writer find unusual about Darrowby?

- A the location of the bus stop
- B the small number of shops
- C the design of the square
- D the lack of activity

6 What did the writer feel the guidebooks had missed about Darrowby?

- A the beauty of the houses
- B the importance of the bridges
- C the lovely views from the town
- D the impressive public spaces

7 How did the writer recognise Skeldale House?

- A The name was on the door.
- B It had red bricks.
- C There was a certain plant outside.
- D It stood alone.

8 How did the writer's attitude change during the passage?

- A He began to feel he might like living in Darrowby.
- B He became less enthusiastic about the job.
- C He realised his journey was likely to have been a waste of time.
- D He started to look forward to having the interview.

Part 1

You are going to read an extract from a novel. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the *Veterinary Record* each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

line 15

Part 2

You are going to read an article about a woman who is a downhill mountain-bike racer. Seven sentences have been removed from the article. Choose from the sentences **A – H** the one which fits each gap (**9 – 15**). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Downhill racer

Anna Jones tells of her move from skiing to downhill mountain biking and her rapid rise up the ranks to her current position as one of the top five downhill racers in the country.

At the age of seven I had learnt to ski and by fourteen I was competing internationally. When I was eighteen a close friend was injured in a ski race, and as a result, I gave up competitive skiing. To fill the gap that skiing had left I decided to swap two planks of wood for two wheels with big tyres.

My first race was a cross-country race in 1995. It wasn't an amazing success. **9** After entering a few more cross-country races, a local bike shop gave me a downhill bike to try. I entered a downhill race, fell off, but did reasonably well in the end, so I switched to downhill racing.

I think my skiing helped a lot as I was able to transfer several skills such as cornering and weight-balance to mountain biking. This year I'm riding for a famous British team and there are races almost every weekend from March through to September. **10** In fact, there's quite a lot of putting up tents in muddy fields.

Last season I was selected to represent Great Britain at both the European and World Championships. Both events were completely different from the UK race scene. **11** I was totally in awe, racing with the riders I had been following in magazines. The atmosphere was electric and I finished about mid-pack.

Mountain biking is a great sport to be in. People ask me if downhill racing is really scary. I say, 'Yes it is, and I love it.' Every time I race I scare myself silly and then say, 'Yeah let's do it again.'

When you're riding well, you are right on the edge, as close as you can be to being out of control. **12** However, you quickly learn how to do it so as not to injure yourself. And it's part of the learning process as you have to push yourself and try new skills to improve.

Initially, downhill racing wasn't taken seriously as a mountain-biking discipline. **13** But things are changing and riders are now realising that they need to train just as hard for downhill racing as they would do for cross-country.

The races are run over ground which is generally closer to vertical than horizontal, with jumps, drop-offs, holes, corners and nasty rocks and trees to test your nerves as well as technical skill. At the end of a run, which is between two and three minutes in this country your legs hurt so much they burn. **14** But in a race, you're so excited that you switch off to the pain until you've finished.

A lot of people think that you need to spend thousands of pounds to give downhill mountain biking a go. **15** A reasonable beginner's downhill bike will cost you around £400 and the basic equipment, of a cycle helmet, cycle shorts and gloves, around £150. Later on you may want to upgrade your bike and get a full-face crash helmet, since riders are now achieving speeds of up to 80 kilometres per hour.

- A** I've fallen off more times than I care to remember.
- B** I usually have to stop during practice sessions.
- C** The courses were twice as long and the crowds were twice as big.
- D** I'm not strong enough in my arms, so I've been doing a lot of upper-body training this year.
- E** The attitude was: how much skill do you need to sit on a saddle and point a bike in the same direction for a few minutes?
- F** I finished last, but it didn't matter as I really enjoyed it.
- G** Nothing could be further from the truth.
- H** It's not all stardom and glamour, though.

Turn Over ▶

The World of Collecting

You are going to read a magazine article about people who collect things. For questions 16 – 30, choose from the people (A – D). The people may be chosen more than once.

Part 3

Mark your answers on the separate answer sheet.

Which person

- had to re-start their collection?
- has provided useful advice on their subject?
- was misled by an early success?
- received an unexpected gift?
- admits to making little practical use of their collection?
- regrets the rapid disappearance of certain items?
- is aware that a fuller collection of items exists elsewhere?
- has a history of collecting different items?
- performed a favour for someone they knew?
- is a national expert on their subject?
- is aware that they form part of a growing group?
- insists on purchasing top-quality items?
- noticed items while looking for something else?
- has to protect their collection from damage?
- would like to create a hands-on display of their collection?

A

Ron Barton shares his home with about 200 sewing machines. His passion began when he was searching for bits of second-hand furniture and kept seeing 'beautiful old sewing machines that were next to nothing to buy'. He couldn't resist them. Then a friend had a machine that wouldn't work, so she asked Barton to look at it for her. At that stage he was not an authority on the subject, but he worked on it for three days and eventually got it going.

Later he opened up a small stand in a London market. 'Most people seemed uninterested. Then a dealer came and bought everything I'd taken along. I thought, "Great! This is my future life." But after that I never sold another one there and ended up with a stall in another market which was only moderately successful.'

Nowadays, he concentrates on domestic machines in their original box containers with their handbooks. He is often asked if he does any sewing with them. The answer is that, apart from making sure that they work, he rarely touches them.

B

As a boy, **Chris Peters** collected hundreds of vintage cameras, mostly from jumble sales and dustbins. Later, when the time came to buy his first house, he had to sell his valuable collection in order to put down a deposit. A few years after, he took up the interest again and now has over a thousand cameras, the earliest dating from 1860.

Now Peters 'just cannot stop collecting' and hopes to open his own photographic museum where members of the public will be able to touch and fiddle around with the cameras. Whilst acknowledging that the Royal Camera Collection in Bath is probably more extensive than his own, he points out that 'so few of the items are on show there at the same time that I think my own personal collection will easily rival it.'

C

Sylvia King is one of the foremost authorities on plastics in Britain. She has, in every corner of her house, a striking collection of plastic objects of every kind, dating from the middle of the last century and illustrating the complex uses of plastic over the years.

King's interest started when she was commissioned to write her first book. In order to do this, she had to start from scratch, so she attended a course on work machinery, maintaining that if she didn't understand plastics manufacture then nobody else would.

As she gathered information for her book, she also began to collect pieces of plastic from every imaginable source: junk shops, arcades, and the cupboards of friends. She also collects 'because it is vital to keep examples. We live in an age of throw-away items: tape-recorders, cassettes, hair dryers – they are all replaced so quickly.'

King's second book, *Classic Plastics: from Bakelite to High Tech*, is the first published guide to plastics collecting. It describes collections that can be visited and gives simple and safe home tests for identification.

King admits that 'plastic is a mysterious substance and many people are frightened of it. Even so, the band of collectors is constantly expanding.'

D

Janet Pontin already had twenty years of collecting one thing or another behind her when she started collecting 'art deco' fans in 1966. It happened when she went to an auction sale and saw a shoe-box filled with them. Someone else got them by offering a higher price and she was very cross. Later, to her astonishment, he went round to her flat and presented them to her. 'That was how it all started.' There were about five fans in the shoe-box and since then they've been exhibited in the first really big exhibition of 'art deco' in America. The fans are not normally on show, however, but are kept behind glass. They are extremely fragile and people are tempted to handle them. The idea is to have, one day, a black-lacquered room where they can be more easily seen.

Pontin doesn't restrict herself to fans of a particular period, but she will only buy a fan if it is in excellent condition. The same rule applies to everything in her house.

PAPER 1 | READING

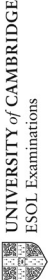
Answer key

Q	Part 1
1	A
2	D
3	B
4	B
5	D
6	C
7	C
8	A

Q	Part 2
9	F
10	H
11	C
12	A
13	E
14	B
15	G

Q	Part 3
16	B
17	C
18	A
19	D
20	A
21	C
22	B
23	D
24	A
25	C
26	C
27	D
28	A
29	D
30	B

Candidate answer sheet



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Do not write in this box

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

.....

Candidate Signature

.....

Centre No.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Candidate No.

Examination Details

0	1	2	3	4	5	6	7	8	9
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Candidate Answer Sheet

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here


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Instructions

Use a **PENCIL** (B or HB).

Mark **ONE** letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:



0 A B C D E F G H

Rub out any answer you wish to change using an eraser.

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H
11	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H
16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H
21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H
27	A	B	C	D	E	F	G	H
28	A	B	C	D	E	F	G	H
29	A	B	C	D	E	F	G	H
30	A	B	C	D	E	F	G	H
31	A	B	C	D	E	F	G	H
32	A	B	C	D	E	F	G	H
33	A	B	C	D	E	F	G	H
34	A	B	C	D	E	F	G	H
35	A	B	C	D	E	F	G	H
36	A	B	C	D	E	F	G	H
37	A	B	C	D	E	F	G	H
38	A	B	C	D	E	F	G	H
39	A	B	C	D	E	F	G	H
40	A	B	C	D	E	F	G	H

A-H 40 CAS

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Paper 2

Writing

General description

PAPER FORMAT	The paper contains two parts.
TIMING	1 hour 20 minutes.
NO. OF PARTS	2.
NO. OF QUESTIONS	Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of five in Part 2.
TASK TYPES	From the following: an article, an email, an essay, a letter, a report, a review, a story. Each task has a given purpose and a target reader.
ANSWER FORMAT	The questions are in a booklet with lined pages for the answers. The blank pages at the back of the booklet can be used for writing notes or finishing answers, if necessary.
MARKS	Each question on this paper carries equal marks.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Question 1 Writing a letter or email. Focus on advising, apologising, comparing, describing, explaining, expressing opinions, justifying, persuading, recommending and suggesting.
FORMAT	Candidates are required to deal with input material of up to 160 words. This may include material taken from advertisements, extracts from letters, emails, schedules, etc.
NO. OF TASKS AND LENGTH	One compulsory task. 120-150 words.

PART 2

TASK TYPE AND FOCUS	Questions 2-4 Writing one of the following: an article, an essay, a letter, a report, a review, a story. Question 5 (Question 5 has two options) Writing one of the following, based on one of two prescribed reading texts: an article, an essay, a letter, a report, a review. Varying focuses according to the task, including: advising, comparing, describing, explaining, expressing opinions, justifying, recommending.
FORMAT	A situationally based writing task specified in no more than 70 words.
NO. OF TASKS AND LENGTH	One task to be selected from a choice of five. 120-180 words.

The two parts of the Writing paper

★ Each question on the Writing paper carries equal marks.

Expected word length

Candidates are asked to write 120–150 words for Part 1 and 120–180 words for Part 2.

Writing approximately the right number of words is an integral part of task achievement. If significantly fewer words are written, this is likely to mean that the task has not been successfully completed, whereas overlong pieces of writing may involve irrelevance, repetition of ideas, poor organisation and have a negative effect on the target reader.

PART 1 Compulsory task

This part tests the candidates' ability to respond to a letter or email, and accompanying notes.

📄 *Sample question and script: pages 18 and 24.*

Task type and focus

In Part 1, the task will be in the form of a letter or email, with notes or prompts to be addressed. The range of functions tested may include expressing enthusiasm, requesting and giving information, explaining, apologising, thanking, suggesting and expressing preferences.

Candidates are expected to respond to both the letter and email in grammatically correct English, and should note that abbreviated text style language is not acceptable. Both letters and emails should have an opening salutation, paragraphing and closing phrasing (although no postal addresses are required for the letter). The degree of formality required in the task will vary according to the situation and the target reader; candidates are expected to assess this from the information given in the instructions and the tone of the input letter or email.

Task format

The input for Part 1 is approximately 160 words in total. It is made up of a text (letter or email) and notes, and may be supported by visuals or attachments such as a photo, timetable or advertisement. Widely used abbreviations such as N.B, e.g., and etc. may also appear as part of the input. It is very important that candidates cover all of the essential points of the input in their answer so that the target reader is fully informed. Candidates should be aware that the overall aim of the task is to achieve a positive effect on the target reader. Organisation and cohesion, clear layout, use of register appropriate for the audience, control and accuracy of language are all important features of task achievement. Some evidence of range of language is also required, which means building on key words from the input rather than 'lifting' whole segments. Part 1 tasks often offer the candidates the opportunity to add a piece of information, or make a suggestion or request of their own, and this enables them to demonstrate the range of their language.

PART 2

This part consists of four questions from which candidates must choose one. One of the four questions offers two options based on set texts. (There are two set texts, and one question will be offered on each).

Task format

The input for these five tasks is considerably less than in Part 1. Each writing task in Part 2 has a context, a purpose for writing and a target reader specified in no more than 70 words.

Attention to every element in the question is essential for effective task achievement and candidates should consider carefully what level of formality is appropriate to the task.

PART 2 Questions 2–5

📄 *Sample questions and scripts: pages 19 and 25–29.*

Task type and focus

In Part 2, candidates have a choice of tasks. Questions 2–4 are general questions, based on a range of topics, such as health and fitness, sport, music and so on. The tasks for questions 2–4 may include any of the following task types: an article, an essay, a letter, a report, a review, a story. Questions 5A and 5B are based on two set texts. There will be one question on each of the set texts (see following section).

As with Part 1, candidates are expected to show that they are aware of the kind of writing required to accomplish a task, and must be able to demonstrate appropriate use of one or more of the following functions: describing, explaining, expressing an opinion, giving information, narrating.

The different task types are intended to provide guidance for the candidates, so they can put together and develop their ideas on a topic, with a purpose for writing and a target reader in mind.

PART 2 Questions 5A and 5B

Question 5 consists of a choice between two tasks based on the set reading texts. Further information can be found at:

<http://www.CambridgeESOL.org/exams/general-english/fce.html>

Task type and focus

Candidates are required to write one of the following: an article, an essay, a letter, a report or a review.

This option is included to give candidates the opportunity to read a range of literature written in English and to show in their writing that they have appreciated the themes, characters and relationships within the work they have read. Alternatively, or in addition, candidates may choose to watch a film version of the book. It is not compulsory to prepare a set text, or to write on one in a Cambridge ESOL examination, but it is hoped that the study of a text can be a rewarding and enjoyable experience. Teachers are best placed to make a judgement as to which of the set texts on offer may be appropriate and stimulating for a particular teaching situation.

Two books are offered each year in simplified form, one a classic and the other something more recent, such as a thriller or science fiction book. Each book will normally remain on the list for two years.

Assessment is based, as for the other Part 2 tasks, on control of language in the given context.

Preparation

General

- Candidates write most effectively when they choose tasks and topics suited to their interests and experience. When preparing students for the examination, it is important to ensure they are familiar with the paper and the range of task types and topics so that they can identify those which are most accessible to them.
- Train your students to read the question carefully, underlining the most important parts. They then need to make a plan, referring closely to the question and looking for opportunities to develop their ideas and show their range of language.
- The time allowed for the Writing paper (1 hour 20 minutes) is designed to be sufficient for candidates to make brief plans and then write two answers. Any corrections they need to make should be clear so that the examiner can follow and mark what they have written.
- Your students need to think carefully about who the target reader is for each task and try to write in an appropriate style and tone.
- Linking ideas effectively is something your students will need guidance on. Using a variety of linking words is important, as is ensuring that the flow of ideas in the writing is logical and easy for the reader to follow.
- Your students should be encouraged to use a range of complex language. If, in doing so, they make mistakes, the examiner will always give credit for the complex language attempted as long as the mistakes do not impede communication.
- Counting words wastes time in an examination and leads to clumsy alterations to what a candidate has already written. Students need practice in writing tasks within the word limit so that they know when they have written enough in their own handwriting.
- Make sure your students have practice in answering questions without the use of dictionaries. Dictionaries are not allowed in the *Cambridge English: First* examination.
- Make sure your students are aware of the importance of spelling and punctuation. Although spelling errors and faulty punctuation are not specifically penalised, they can sometimes impede communication. If so, the overall impression mark will be adjusted. (N.B. American usage and spelling are acceptable – see *International English*, page 4). Remind them of the importance of checking their work.
- Each question on the Writing paper carries equal marks so your students should practise planning the time they spend on each question carefully.
- Remind your students that they must write their answers on the lined pages following each question in the booklet. They may use the blank pages at the back of the question booklet to make notes, but these notes will not be marked. They may also use these blank pages to finish their answers, if necessary, but they should make it clear that the writing is part of their answer.
- It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.

By part

PART 1

- Successful answers to Part 1 questions include all of the content points, and expand them where appropriate with relevant ideas and information. It is a good idea to explore the range of functions used in the notes to help your students recognise how some require factual information *'give details ...'* and some present opportunities for expansion *'say which and why ...'*, *'give opinion ...'*. Brainstorm ideas for expansion and encourage your students to review their writing, substituting frequently used words with a wider range.
- Understanding the scenario in Question 1 and reading the input carefully helps students to write their letters or email in an appropriate tone. They should also consider this when dealing with the functions in the notes. Apologising to a friend *'I'm really sorry, you know how careless I am!'* is different from a formal apology *'I must apologise for the noise our group made and hope we did not disturb you too much'*. In the examination, candidates are given credit for consistent use of register in their answers.
- Paragraphs make letters or emails easier for the reader to follow. Organising the four content points gives a natural framework, but the students need to find ways to link these points. Register plays a part here, too. Your students may know formal linking words like *'furthermore'* and *'moreover'* but should also be able to use less formal ones like *'anyway'* and *'as well as'*.
- Candidates can use key words from the input text but should not lift whole segments of language. No credit is given for language which has been obviously lifted from the input text.
- Remind your students that the instructions always tell the candidate to read the text and *'the notes you have made'*. It also says *'write a letter/email using all your notes'*. The notes are either close to the text or underneath it on a notepad. Candidates must address each of the points in their letter or email. Missing out a content point means the reader is not fully informed and the task is not adequately achieved. This will result in candidates being penalised.

PART 2

- Part 2 will always have three different tasks, plus a choice of two tasks on the set texts in Question 5.
- The tasks in Part 2 give candidates a chance to show their range of language. In class, students should be encouraged to use a variety of grammatical structures and explore the use of new vocabulary and expressions.
- Since there is always a choice of task types in Part 2, students should avoid a particular task type if it is unsuited to their interests or experience.
- Each word in the instructions is important to the task. Students should, therefore, be advised to avoid a question if they are unsure of what is required as their answer may not be wholly relevant.

Task types in the Cambridge English: First Writing paper	Preparation
<p>AN ARTICLE is usually written for an English-language magazine or newsletter, and the reader is assumed to have similar interests to the writer. The main purpose is to interest and engage the reader, so there should be some opinion or comment.</p>	<p>A successful article interests and engages the reader. Descriptions, examples and anecdotes are often appropriate, and effective answers will be lively and include some colourful use of language. A personal angle usually works well, and a catchy title will attract attention. The use of direct and indirect questions also adds colour, and students should be taught how to use these. Looking at examples from English language magazines may help.</p>
<p>AN EMAIL is written in response to the situation outlined in the input information. Candidates can expect to write to, for example, a college principal, an English-speaking friend or a colleague.</p>	<p>Students should be aware that in email tasks, they will be expected to write grammatically correct sentences with accurate spelling and punctuation in a style suited to the situation and target reader. The abbreviated language used in text messages will not be considered appropriate to the task.</p>
<p>AN ESSAY is usually written for a teacher and may be written as a follow-up to a class activity. It should be well organised, with an introduction, clear development and an appropriate conclusion. The main purpose of the task is the development of an argument and/or discussion of issues surrounding a certain topic. Candidates will usually be expected to give reasons for their opinions.</p>	<p>Essays need to present an argument and give reasons for this. Your students need to be taught to give opinions and to agree or disagree in a formal or neutral register. They should be advised that they are free to agree or disagree with the statement in the task, or discuss both sides. Effective planning and paragraphing is important in essay writing, as is the correct use of appropriate linking words and phrases. Students also need practice in writing appropriate opening and concluding paragraphs.</p>
<p>A LETTER is written in response to the situation outlined in the question. Letters in the <i>Cambridge English: First Writing</i> paper will require a response which is consistently appropriate in register and tone for the specified target reader. Candidates can expect to be asked to write letters to, for example, an English-speaking friend or colleague, a potential employer, a college principal, or a magazine editor.</p>	<p>Students should be taught to use appropriately informal language consistently throughout an informal letter. They will be required to describe, express opinion and give information, and should use an appropriate range of informal linking expressions. It is important that they realise that while a brief general opening paragraph is appropriate, the majority of their letter should be devoted to dealing with the specific task outlined.</p> <p>Formal letters may be written to an individual or to an organisation. The purpose may be, for example, to apply for part-time or vacation work, or a study or scholarship opportunity. Students should be taught the appropriate expressions to begin and end a formal letter, but they also need to work on a range of functions, including describing skills and experience, expressing enthusiasm, and persuading.</p>
<p>A REPORT is usually written for a superior (e.g. a teacher) or a peer group (e.g. members of an English club). Candidates are expected to give some factual information and make suggestions or recommendations. A report should be clearly organised and may include headings.</p>	<p>Students need to be taught report format, with the use of headings where appropriate. They should also work on specific vocabulary areas such as transport, leisure and entertainment, and learn how to make suggestions and recommendations.</p>
<p>A REVIEW is usually written for an English-language magazine, newspaper or website. The main purpose is to describe and express a personal opinion about something which the writer has experienced (e.g. a film, a holiday, a product, a website etc.) and to give the reader a clear impression of what the item discussed is like. Description and explanation are key functions for this task, and a review will normally include a recommendation to the reader.</p>	<p>Students should be encouraged to read as wide a range of reviews as possible, such as those for holidays, books, television programmes and consumer goods. They need to be taught the use of appropriate adjectives, and how to describe and explain. They also need to know how to give an opinion, positive or negative, and make a recommendation.</p>
<p>A SHORT STORY is usually written for an English-language magazine or anthology, or a website. The main purpose is to engage the interest of the reader. Effective answers have a clear storyline which links coherently to the prompt sentence and demonstrates a sound grasp of narrative tenses.</p>	<p>In the short story, students should be aware of the importance of developing a clear and coherent storyline from the prompt sentence. There is ample scope for imagination in this task, and the use of interesting adjectives, adverbs and expressions should be encouraged. Good use of linking words, particularly time expressions, is also important in this task.</p>
<p>SET TEXT questions may be articles, essays, letters, reports or reviews. Assessment is based on control of language in the given context.</p>	<p>Discuss the characters and the plot of the set text, or the film version, with your students. Consider the effectiveness of the opening and ending, the importance of key scenes and events, and also the emotions they, as reader or viewer, experience. Make sure your students can describe and compare characters and events and use the language of explanation and opinion.</p>

These indications of readership and purpose are not comprehensive, but are intended to give some guidelines to the different task types. It must be stressed that specialised writing skills are not expected of candidates at this level.

Question 1

email

To: Sara Martins
Sent: 16th March 2006
Subject: Restaurant

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Turn over ▶

Part 1

You **must** answer this question. Write your answer in **120 – 150** words in an appropriate style on the opposite page.

1 You have received an email from your English-speaking friend, Sara, who is planning to open a restaurant. Read Sara's email and the notes you have made. Then write an email to Sara, using all your notes.

email

From: Sara Martins
Sent: 15th March 2006
Subject: Restaurant

You remember how Alex and I have always wanted to open a restaurant – well, we're going to do it!

We want to serve food from different countries in our restaurant so we're planning to travel around to collect some ideas. We want to come to your country. When is the best time to come?

Say when and why

Suggest ...

We want to find out what people cook at home every day. What's the best way for us to do that?

We'd also like to go to some local restaurants which serve traditional food. Can you recommend one?

Yes, give details

When we open the restaurant in July, we'd like you to come. Will you be free?

No, because ...

Reply soon.

Sara

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Question

Write an answer to **one** of the questions **2 – 5** in this part. Write your answer in **120 – 180** words in an appropriate style on the opposite page. Put the question number in the box at the top of the page.

Part 2

2 You have seen this announcement in an international magazine.

MY FAVOURITE TEACHER
Tell us about a favourite teacher of yours and say what you remember about him or her.
We will publish the most interesting articles next month.

Write your **article**.

3 You recently saw this notice in an English-language magazine called *Theatre World*.

Reviews needed!
Have you been to the theatre recently? If so, could you write us a review of the play you saw? Include information on the characters, costumes and story and say whether you would recommend the play to other people.
The best reviews will be published next month.

Write your **review**.

4 Your teacher has asked you to write a story for an international magazine. The story must **begin** with the following words:

Anna had a very special reason for getting up early the next day, so she set the alarm for 5 am.

Write your **story**.

5 Answer **one** of the following two questions based on **one** of the titles below. Write the letter **(a)** or **(b)** as well as the number **5** in the question box on the opposite page.

(a) *The Citadel* by A.J.Cronin
This is part of a letter from your English-speaking penfriend.

We are reading The Citadel in class. Didn't you say you've seen the film? What do you think of the main character, Andrew Manson?

Write a **letter** to your penfriend, giving your opinion. Do not write any postal addresses.

Write your **letter**.

(b) *Round the world in 80 days* by Jules Verne
Phileas Fogg and Passepartout are very different characters. Which one do you think enjoys the journey most? Write an **essay** saying who you think enjoys the journey most and why.

Write your **essay**.

Assessment of Writing

Examiners and marking

Writing Examiners (WEs) undergo a rigorous process of training and certification before they are invited to mark. Once accepted, they are supervised by Team Leaders (TLs) who are in turn led by a Principal Examiner (PE), who guides and monitors the marking process.

WEs mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group. The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the PE and TLs are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using assessment scales that were developed with explicit reference to the Common European Framework of Reference for Languages (CEFR). The scales, which are used across the spectrum of Cambridge ESOL's General and Business English Writing tests, consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When marking the tasks, examiners take into account length of responses and varieties of English:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

The subscale Content is common to all levels:

Content	
5	All content is relevant to the task. Target reader is fully informed.
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.
0	Content is totally irrelevant. Target reader is not informed.

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level:

CEFR level	Communicative Achievement	Organisation	Language
	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
C1	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.

Cambridge English: First Writing Examiners use the following assessment scale, extracted from the one on the previous page:

B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

Cambridge ESOL Writing mark scheme

Glossary of terms

1. GENERAL

Generally **Generally** is a qualifier meaning not in every way or instance. Thus, 'generally appropriately' refers to performance that is not as good as 'appropriately'.

Flexibility **Flexible** and **flexibly** refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.

2. CONTENT

Relevant **Relevant** means related or relatable to required content points and/or task requirements.

Target reader The **target reader** is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher.

Informed The target reader is **informed** if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. "state what is x") while others require it ("describe", "explain").

3. COMMUNICATIVE ACHIEVEMENT

Conventions of the communicative task **Conventions of the communicative task** include such things as genre, format, register, and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose.

Holding the target reader's attention **Holding the target reader's attention** is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.

Communicative purpose **Communicative purpose** refers to the communicative requirements as set out in the task, e.g. make a complaint, suggest alternatives.

Straightforward and complex ideas **Straightforward ideas** are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. **Complex ideas** are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.

4. ORGANISATION

Linking words, cohesive devices, and organisational patterns **Linking words** are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provide explicit linkage. They can range from basic high frequency items (such as "and", "but") to basic and phrasal items (such as "because", "first of all", "finally").

Cohesive devices refers to more sophisticated linking words and phrases (e.g. "moreover", "it may appear", "as a result"), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. *There are two women in the picture. The one on the right...*), ellipsis (e.g. *The first car he owned was a convertible, the second a family car.*), or repetition.

Organisational patterns refers to less-explicit ways of achieving connection at the between sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.

5. LANGUAGE

Vocabulary **Basic vocabulary** refers to vocabulary used for survival purposes, for simple transactions, and the like.

Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain.

Less common lexis refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.

Appropriacy of vocabulary **Appropriacy of vocabulary:** the use of words and phrases that fit the context of the given task. For example, in *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.

Grammatical forms **Simple grammatical forms:** words, phrases, basic tenses and simple clauses.

Complex grammatical forms: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

Grammatical control **Grammatical control:** the ability to consistently use grammar accurately and appropriately to convey intended meaning. Where language specifications are provided at lower levels (as in *Cambridge English: Key (KET)* and *Cambridge English: Preliminary (PET)*), candidates may have control of only the simplest exponents of the listed forms.

Range **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

Overuse **Overuse** refers to those cases where candidates repeatedly use the same word because they do not have the resources to use another term or phrase the same idea in another way. Some words may unavoidably appear often as a result of being the topic of the task; that is not covered by the term overuse here.

Errors and slips **Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.

Impede communication **Impede communication** means getting in the way of meaning. **Meaning can still be determined** indicates that some effort is required from the reader to determine meaning.

Question 1

Candidate A

To: Sara Martins
 Sent: 16th March
 Subject: Restaurant

I just received your email and I'm too glad that you're making reality what you always wanted.

You asked me in your email when it is the best time to come. I think that it would be good for you to come in the summer because during the summer we have many cooking festival.

You also mention that you want to meet people cooking everyday. That's possible basiccally if you go to our restaurant where everyday delicious meals are prepared.

Moreover, if you want to know what our traditional foods is that's 'Briham' which contains many vegetables and it's very high in vitamins and carbohadratel.

Now are for your invitation I'm very sorry but that time I will be sitting my school exams.

I'd love to see you when you will come.

Take care

Roman

Examiner comments

Subscale	Mark	Commentary
Content	3	Most of the content is relevant to the task and there is a suitable level of detail and expansion. However, the writer describes traditional food, rather than a restaurant as required in the input letter. The target reader is, on the whole, informed.
Communicative Achievement	3	The response uses the conventions of the letter task to hold the target reader's attention. The target reader's letter is directly addressed, and references are made to it throughout. Straightforward ideas and suggestions are expressed sufficiently clearly, using a consistently appropriate, friendly register.
Organisation	3	The letter is generally well organised and coherent, although over-paragraphed and with an over-reliance on <i>You</i> (<i>You asked me, You also mention</i>). A range of linking words is used to relate ideas both within and across sentences and paragraphs (<i>also, moreover, but, because, which</i>). The response also uses a variety of cohesive devices, including some reference pronouns (<i>That's possible</i>).
Language	3	There is a range of everyday lexis appropriate to the task (<i>cooking festival, delicious meals</i>), and some less common (<i>high in vitamins, carbohydrate</i>). A range of simple and some more complex grammatical forms (for example, conditional and passive structures) are used with a good degree of control. A number of errors are present (<i>too glad, everyday delicious meals, Now are for, when you will come</i>). However, none of these impedes communication.

PAPER 2 | WRITING | QUESTION 2

Question 2

Candidate B

My Favourite Teacher

I can remember my favourite teacher very well indeed. She was my primary school teacher and because it was a small, village primary school, she had to teach us all the lessons, maths, reading, writing, singing, art and so on.

Her name was Mrs Horvat and I think she had taught at that school for years. She knew all the children and even their parents as well. She was quiet old but full of energy and her lessons were always interesting.

She was also very kind and cheerful. The lessons always started laughing and I felt really well during her classes. We never got boring and she made all interesting for us. Sometimes, we went out for an excursion, like to a museum or zoo. That was great!

I think I will always remember her.

Examiner comments

Subscale	Mark	Commentary
Content	5	All of the content is relevant and appropriate to the task and there is a good degree of detail and expansion. The target reader is fully informed about the teacher and the writer's memories of her.
Communicative Achievement	4	The conventions of the article are suitably used to gain and hold the target reader's attention. The writer communicates straightforward ideas by establishing the school setting and then building up a clear description of the teacher and her attributes. More complex ideas, such as her effect on the writer, are expressed slightly less clearly, for example in the 3 rd paragraph. The article is rounded off well.
Organisation	4	The text is suitably paragraphed. The style of contrasting both short and longer sentences to gain effect is successfully employed in the article. There is some repetition (<i>she was</i>), which could have been avoided, and only a limited use of linking words and cohesive devices (largely limited to referencing pronouns). Overall, however, the text is well organised and coherent.
Language	4	The range of lexis used is mostly appropriate with descriptions being used to good effect (<i>small village primary school, quiet old but full of energy, kind and cheerful</i>). Although a few lexical errors are present (<i>felt well, all</i>), these do not impede communication. There is evidence of a good control of tenses and other grammatical forms and the errors do not impede meaning.

Question 3

Candidate C

Review of a Play

I recently saw a very good play at the theatre in my town. I do recommend it to you!

The play was a mystery and it involve several characters, altogether on a train journey to furtherst away place so the journey take a long time. There was an old man, who was traveling to visit his son, a family going on skying holiday and a teacher, who was going to start a new job. I will not say what happens but it is very interesting story, with unexpected end. The costumes are really nice, despite that they are usually dark colours. Moreover, the music is also good because it is very excited and the players play very well.

Please go to see this play – you will not regret!

Examiner comments

Subscale	Mark	Commentary
Content	4	The writer describes the setting, characters and storyline of the play with suitable expansion. The costumes, music and actors are also described, but in less detail. Opinions and reasons for recommending it to others are also given, and the target reader is well informed.
Communicative Achievement	3	The conventions of the review are used to hold the reader's attention and to communicate straightforward ideas. However, the movement between present and past tenses (<i>the play was a mystery, take a long time, who was going to start, the music is also good</i>) is awkward and prevents the smooth flow of communication.
Organisation	3	Although the text is reasonably well organised, with a variety of linking words and cohesive devices, it would be improved with paragraphing. There are some problems with cohesion within sentences (<i>The play was... a long time</i>), and a clearer ordering of both the descriptions and ideas would also be beneficial (for example, by not having two recommendations, one at the beginning and one at the end).
Language	3	The range of everyday lexis is appropriate to the task, although the forms are sometimes incorrect (<i>excited for exciting and furtherst for furthest</i>). Simple grammatical forms are used with a good degree of control. Errors, such as omission of the article and non-agreement of subject and verb, do not prevent communication.

PAPER 2 | WRITING | QUESTION 4

Question 4

Candidate D

Anna had a very special reason for getting up early the next day, so she set the alarm for 5 am. She would go with Lee, her boyfriend to the beach and it would be a difficult journey, with bad weather, fog and rain and possible snow too.

Anna thinking she must to sleep good that night so she try but she was very nervous and when got up saw it was too late and 10 am. She called to Lee but he didn't received a phone, his phone broken. She was annoy but decided for go to his house for see if he is still home. 'What you doing Lee', she shouted but no answer. She was frighten but decided for to go inside for see. When she go in Lee still there he was sleeping lied down on the floor. So they go next day to beach.

Examiner comments

Subscale	Mark	Commentary
Content	3	The reader is adequately informed about the events of the story. The story follows on from the prompt, although the <i>very special reason</i> for going to the beach is not given, and there are some distracting details when Anna goes to check on Lee.
Communicative Achievement	3	The conventions of the story are used to hold the reader's attention and communicate straightforward ideas. The scene is set and the action is developed with the use of various narrative devices, including direct speech and the contrast of short and longer sentences.
Organisation	2	The text is connected and coherent, and basic linking words (<i>but, and, so</i>) are used to link elements of the story. However, there is an over-repetition of <i>she</i> at the beginnings of sentences, and punctuation is also weak in places (<i>received a phone, his phone broken, still there he was sleeping</i>).
Language	2	The range of lexis is mostly appropriate to the story, although there are errors with some forms (<i>annoy for annoyed, frighten for frightened</i>). The frequent structural and tense errors do not prevent meaning from being conveyed, but they are noticeable and do, at times, distract the reader.

Question 5A

Candidate E

Dear Jenny,

I'm very happy you are reading the Citadel. I really loved this book. It is very interesting.

Andrew Manson is a doctor and he works very hardly at the start of the story. He fought for poor peoples and is very strong. Some people who are also doctors don't like him for these actions but he never stopped with them!

Later in the book he earned lots of money and became famous doctor. But he wasn't really happy I think. He's wife also wasn't happy with him. she tought money was too important to him.

However, in the end of the story, after a big mistake with a sergery and a man who died, Andrew turns again into a good man. He sees the truth and looks after poor people again. I think he has strong prinsiples and is really an excellent doctor with good character.

Do you agree? Write and tell me what you think?

Love

Una.

Examiner comments

Subscale	Mark	Commentary
Content	4	The focus of the question is suitably addressed with the writer's opinions on Andrew Manson being mostly clear and unambiguous. The target reader is informed, as there is a good level of detail and exemplification about the story.
Communicative Achievement	4	The conventions of the informal letter are employed to good effect. There is a successful mix of personal opinion (<i>He wasn't really happy I think</i>) and general comment (<i>Later in the book he earned lots of money</i>). Both straightforward and more complex ideas are communicated in an appropriately friendly register with the suitable use of exclamation mark and direct questions. However, the second paragraph is slightly confusing.
Organisation	4	The text is generally well organised and coherent with a clear development of ideas towards the conclusion. However, there could be better linking of short sentences in the first paragraph. A variety of cohesive devices is used to connect sentences and paragraphs, such as referencing (<i>Later in the book</i>) and linking words (<i>However</i>).
Language	4	A range of everyday lexis is used and some less common collocations and vocabulary, although sometimes misspelt (<i>strong prinsiples, sergery</i>). There are also some lexical errors (<i>hardly for hard</i>). An attempt is made to produce more complex sentence structure, for example in the first sentence of the last paragraph. The errors (except for <i>but he never stopped with them</i>) do not confuse.

PAPER 2 | WRITING | QUESTION 5B

Question 5B

Candidate F

In the book, Phileas Fogg leaves London to travel around the world in 80 days. He goes for this travel because his friends want him to go on. He is rich man and he take one other man which is not rich- He's name is Passepartout. He is working to carry the luggages of Phileas Fogg. I think despite Passepartote is a poor man he has to work hard during the travel, and he is happier than Phileas Fogg. Phileas Fogg is always very stressing about rushing the journey. However, Passepartoute spends more time relaxing. Moreover, he talks a lot to locals people and makes friends with them. Phileas Fogg enjoys the journey too because he wins the play with his frinds but Passepartote has a really good time.

Examiner comments

Subscale	Mark	Commentary
Content	4	The focus of the question 'Which character enjoys the journey most and why?' is addressed, and both elements are expanded upon with sufficient detail. The content is relevant and the target reader is informed about the character chosen and reasons for the choice.
Communicative Achievement	3	The straightforward ideas are mostly expressed in short explanatory sentences. There is a limited attempt to mix personal opinion with statement (<i>I think despite Passepartote is a poor man . . . he is happier than Phileas Fogg</i>). Otherwise, the essay is a re-telling of the plot.
Organisation	3	The text is generally well organised and coherent, although the short sentences at the beginning could be linked to better effect and some paragraphing would improve the organisation of the text. Linking words (<i>however, moreover, but</i>), are successfully used to connect ideas across sentences and to underline contrasts.
Language	2	Most of the lexis is used appropriately, although occasionally in the wrong form (<i>stressing</i> rather than <i>stressed</i>). The lexical errors (<i>travel</i> and <i>play</i>) do not impede meaning. The grammatical structures are mostly simple with some basic errors and more frequent errors occurring when complex language is attempted, for example in the third sentence.

Paper 3

Use of English

General description

PAPER FORMAT	The paper contains four parts.
TIMING	45 minutes.
NO. OF PARTS	4.
NO. OF QUESTIONS	42.
TASK TYPES	Multiple-choice cloze, open cloze, word formation, key word transformations.
ANSWER FORMAT	Candidates may write on the question paper, but must transfer their answers to the separate answer sheet within the time limit. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the separate answer sheet.
MARKS	Parts 1, 2, and 3: each correct answer receives 1 mark. Part 4: each answer receives up to 2 marks.

Structure and tasks

PART 1

TASK TYPE	Multiple-choice cloze.
AND FOCUS	Lexical/lexico-grammatical.
FORMAT	A modified cloze test containing 12 gaps and followed by 4-option multiple-choice items.
NO. OF QS	12.

PART 2

TASK TYPE	Open cloze.
AND FOCUS	Grammatical/lexico-grammatical.
FORMAT	A modified cloze test containing 12 gaps.
NO. OF QS	12.

PART 3

TASK TYPE	Word formation.
AND FOCUS	Lexical/lexico-grammatical.
FORMAT	A text containing 10 gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.
NO. OF QS	10.


PART 4


TASK TYPE	Key word transformations.
AND FOCUS	Lexical and grammatical.
FORMAT	Eight separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key word'.
NO. OF QS	8.

The four parts of the Use of English paper

PART 1 Multiple-choice cloze

In this part, there is an emphasis on vocabulary and grammar.

 **Sample task and answer key: pages 34 and 37.**


 **Each correct answer in Part 1 receives 1 mark.**


Part 1 consists of a text in which there are 12 gaps (plus one gap as an example). Each gap represents a missing word or phrase. The text is followed by 12 sets of four words or phrases, each set corresponding to a gap. Candidates have to choose which one of the four words or phrases in the set fills the gap correctly.

Candidates are required to draw on their lexical knowledge and understanding of the text in order to fill the gaps. Some questions test at a phrasal level, such as collocations and set phrases. Other questions test meaning at sentence level or beyond, with more processing of the text required. A lexicogrammatical element may be involved, such as when candidates have to choose the option which fits correctly with a following preposition or verb form.

PART 2 Open cloze

In this part, there is an emphasis on grammar and vocabulary.

 **Sample task and answer key: pages 35 and 37.**

 **Each correct answer in Part 2 receives 1 mark.**


Part 2 consists of a text in which there are 12 gaps (plus one gap as an example). Candidates are required to draw on their knowledge of the structure of the language and understanding of the text in order to fill the gaps. In this part, as there are no sets of words from which to choose the answers, candidates have to think of a word which will fill the gap correctly.


The focus of the gapped words is either grammatical, such as articles, auxiliaries, prepositions, pronouns, verb tenses and forms, or lexicogrammatical, such as phrasal verbs, linkers and words within fixed phrases. The answer will always be a single word. In some cases, there may be more than one possible answer and this is allowed for in the mark scheme.

The absence or misuse of punctuation is ignored, although spelling, as in all parts of the Use of English paper, must be correct.

PART 3 Word formation

In this part, there is an emphasis on vocabulary.

 **Sample task and answer key: pages 35 and 37.**

 **Each correct answer in Part 3 receives 1 mark.**


Part 3 consists of a text containing 10 gaps (plus one gap as an example). At the end of some of the lines, and separated from the text, there is a stem word in capital letters. Candidates need to form an appropriate word from given stem words to fill each gap.

The focus of this task is primarily lexical, though an understanding of structure is also required. It tests the candidates' knowledge of how prefixes, suffixes, internal changes and compounds are used in forming words.

Candidates may be required to demonstrate understanding of the text beyond sentence level.

PART 4 Key word transformations

In this part, there is an emphasis on grammar and vocabulary

 **Sample task and answer key: pages 36 and 37.**

 **Each answer in Part 4 receives up to 2 marks.**

Part 4 consists of eight questions (plus an example). Each question contains three parts: a lead-in sentence, a key word, and a second sentence of which only the beginning and end are given. Candidates have to fill the gap in the second sentence so that the completed sentence is similar in meaning to the lead-in sentence. The gap must be filled with between two and five words, one of which must be the key word. The key word must not be changed in any way.

In this part of the paper the focus is both lexical and grammatical and a range of structures is tested. The ability to express a message in different ways shows flexibility and resource in the use of language.

The mark scheme splits the answer into two parts and candidates gain one mark for each part which is correct.

Preparation

General

- Your students should be encouraged to read extensively so that they build up a wide vocabulary and become familiar with the many uses of different structures. This should enable them to deal with a range of lexical items and grammatical structures in a variety of text types.
- When studying for the paper, it will be useful for your students to refer to dictionaries and grammar books. However, they should also develop strategies for operating independently of reference books (by, for example, guessing the meaning of unknown words from the context) as they are not permitted to take dictionaries into the exam with them.
- Students should develop an efficient personal system for recording the new vocabulary they learn. They should record as much detail as possible.
- The texts in Parts 1, 2 and 3 all have titles. Encourage your students to pay attention to each title as it will indicate the main theme of the text.
- Encourage your students to read through each text (Parts 1, 2 and 3) carefully before beginning to answer the questions so that they have a clear idea of what it is about.
- In Parts 2 and 4, there may be more than one permissible answer for a question. However, students should only give one answer for each question. If they give two answers, and one of them is

incorrect, they will not be given a mark. If they want to change an answer, they should rub it out.

- Each part of the test has an example towards the beginning. Students should get used to reading these to help them understand what they have to do. Remind them that in the examination they must not write the answer to the example on their answer sheet.
- Sometimes candidates may decide that the answer they have written is wrong and wish to change it. If this happens in Part 1, they will need to rub out the mark they have made and mark a different lozenge. In Parts 2, 3 and 4, they should clearly rub out the word or words and replace them. They should not try altering the word itself as this will make it unclear. They should not put the word in brackets as it will appear to be an alternative.
- Encourage your students to plan their time carefully and not spend too long on any one part of the test. They should try to make sure that they have a few minutes at the end of the test to check through their answers. They can do the various parts of the test in any order, but it may be better to do them in the order of the question paper so as to avoid the possibility of putting answers in the wrong sections of the answer sheet.
- Make your students aware that correct spelling is essential in all parts of the paper.
- Remind your students that handwriting should be clear so that it can be read easily by the markers.
- Give your students practice in completing the answer sheet. When writing their answers on the answer sheet, they must be careful to make sure that they put the answer by the appropriate question number. This is especially important if they leave some questions unanswered. They must also be sure to write in capital letters in Parts 2, 3 and 4.

By part

PART 1

- Remind your students that different types of words are tested in this part. Sometimes it is necessary to choose between words with a similar meaning, e.g. choosing 'leaking' rather than 'spilling', 'pouring' or 'flowing' to fill the gap in 'The roof of our tent was ...'. At other times it will be necessary not simply to know the meaning but also to know which word is correct because of the preposition, adverb or verb form which follows, e.g. choosing 'interested' rather than 'keen', 'enthusiastic' or 'eager' to fill the gap in 'You may be ... in applying for this job'.
- Give your students practice in recognising the differences in meaning between similar words, e.g. 'cut' and 'tear'. They should try to learn whole phrases as well as individual words in context, and they should be aware that knowing the grammatical patterns and collocations of words is as important as knowing their meaning.
- This part of the paper also tests collocations, such as 'to pay attention to', and linking phrases such as 'even if'. Phrasal verbs are also tested here. They may be tested in three different ways; the whole of the phrasal verb, e.g. 'keep on', just the verb itself, e.g. 'keep', or just the preposition or adverb which follows the verb, e.g. 'on'. Thus, some questions test at a phrasal level, while

others test meaning at sentence level or beyond, with more processing of the text required.

- Remind your students to make sure the answer they choose fits into the sentence. They should not choose their answer simply after reading the words which come before the gap; they need to read the words which follow as well. It is sometimes the case that a preposition or adverb which follows a gap determines which of the options is correct.
- Get your students used to reading all the options for any question before deciding which one fills the gap correctly, and remind them that they should never choose more than one option as the answer.
- Make your students aware that it is important that the mark they make in the lozenge on the answer sheet for each answer is firm and clear and done in pencil.

PART 2

- As in Part 1, candidates need to read the words which follow the gap as well as those which come before it. Tell your students that they should make sure that if they are filling the gap with a verb, it agrees with its subject.
- Remind your students to keep in mind a sense of the whole text.
- Make your students aware that they must use only one word to fill each of the gaps. They should never use abbreviations (e.g. 'sthg' for 'something', and (with the exception of can't = cannot) they should not fill any of the gaps with a contraction (e.g. didn't, he'll), as these count as two words.

PART 3

- Students should be made aware of the range of words which can be formed from the same stem word, e.g. 'compete', 'competition', 'competitor', 'competitive', 'competitively', and the negative forms of these words, e.g. 'uncompetitive'. In the examination when they see the 'stem word' at the end of a line, they must not automatically write a related word which they know well as their answer. They need to read the surrounding sentence to decide what the missing word is.
- Sometimes the missing word will need to be in the plural, and sometimes it will need to be in a negative form. The sense of the text around the gap will help candidates decide if it is necessary to put the word in the plural or to make it negative.
- Make your students aware that answers will not always need only prefixes or suffixes to be added to a word; sometimes internal changes will need to be made (e.g. 'long' to 'length').
- Remind your students that each stem word applies only to the gap on the same line. They must not try to form a word from that stem word in any other line. In every case the stem word will have to be changed.

PART 4

- In preparing for this part of the paper, give your students practice in paraphrasing. This might include rewriting sentences from texts, saying things again 'in other words', as well as working on lexical synonyms and grammatical transformations. In the examination, they must make sure that the answer makes the second sentence mean, as far as possible, the same as the lead-in sentence.

- Remind your students that the answer must consist of two, three, four or five words. If candidates write more than five words they will not be awarded the marks.
- Remind your students that they must use the key word in their answer and they must not change it in any way. If they do not use it or if they alter it, they will not be awarded the marks.
- Make sure your students pay careful attention to any verb in the final part of the second sentence as it will often indicate whether to use a singular or plural noun in the answer.
- Remind your students that when writing their answers, they should not write the whole or part of the second sentence; they should write the words that are needed to fill the gap, including the key word.
- When they are counting the words, students should remember that, as in Part 2, they must count contracted words (with the exception of 'can't' = 'cannot') as the full form (e.g. 'didn't' = 2 words 'did not').

- 1 **A** settling down **B** getting up **C** taking over **D** holding back
- 2 **A** achieve **B** raise **C** advance **D** win
- 3 **A** stronger **B** wider **C** greater **D** deeper
- 4 **A** put **B** set **C** aim **D** place
- 5 **A** result **B** lead **C** cause **D** create
- 6 **A** come **B** turned **C** reached **D** brought
- 7 **A** just **B** complete **C** whole **D** right
- 8 **A** pulled **B** charged **C** forced **D** powered
- 9 **A** relying **B** using **C** attempting **D** trying
- 10 **A** quick **B** short **C** brief **D** swift
- 11 **A** anyway **B** alike **C** instead **D** otherwise
- 12 **A** leave **B** keep **C** pass **D** give

Turn over ▶

Part 1

For questions 1 – 12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 **A** called **B** named **C** referred **D** known

0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
---	--	-----------------------------------	-----------------------------------	-----------------------------------

A love of travelling

For Nigel Portman, a love of travelling began with what's (0) a 'gap year'. In common with many other British teenagers, he chose to take a year out before (1) to study for his degree. After doing various jobs to (2) some money, he left home to gain some experience of life in different cultures, visiting America and Asia. The more adventurous the young person, the (3) the challenge they are likely to (4) themselves for the gap year, and for some, like Nigel, it can (5) in a thirst for adventure.

Now that his university course has (6) to an end, Nigel is just about to leave on a three-year trip that will take him (7) around the world. What's more, he plans to make the whole journey using only means of transport which are (8) by natural energy. In other words, he'll be (9) mostly on bicycles and his own legs; and when there's an ocean to cross, he won't be taking a (10) cut by climbing aboard a plane, he'll be joining the crew of a sailing ship (11)

As well as doing some mountain climbing and other outdoor pursuits along the way, Nigel hopes to (12) on to the people he meets the environmental message that lies behind the whole idea.

Part 2

For questions 13 – 24, 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 (0).

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

Example: 0 A S

The temple in the lake

Lake Titicaca, often known (0) the 'holy lake', is situated in South America on the border between Bolivia and Peru. The lives of the people (13) tools and pottery have (14) found on its shores have long remained a mystery. However, scientists taking (15) in an exploration project at the lake have found what they believe to (16) a 1000-year-old temple under the water.

Divers from the expedition have discovered a 200-metre-long, 50-metre-wide building surrounded by a terrace for crops, a road and a wall. It is thought that the remains (17) those of a temple built by the Tihuanacu people who lived beside Lake Titicaca before it became a part (18) the much later Incan empire.

'The scientists have not yet had time to analyse the material sufficiently,' says project director, Soraya Aubi. 'But some have (19) forward the idea that the remains date from this period (20) to the fact that there are very similar ones elsewhere.'

The expedition has so (21) this year made more than 200 dives into water 30 metres deep (22) order to record the ancient remains on film. The film, (23) will later be studied in detail, (24) well provide important information about the region.

Part 3

For questions 25 – 34, 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 (0).

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

Example: 0 S E L E C T I O N

Walking holidays

The *Real Walkers Company* offers a (0) of small group **SELECT** walking holidays which explore some delightful hidden corners of Europe, the Americas and Australasia. There is something for everyone to enjoy on these holidays, (25) of age or level **REGARD** of (26) The brochure includes various destinations and **FIT** a range of itineraries. These range from sightseeing tours of (27) cities to undemanding walking trips in unspoilt **HISTORY** coastal and country regions and, for the more (28) **ADVENTURE** traveller, challenging mountain or hill-walking expeditions.

But it would be (29) to give the impression that these holidays **FAIR** are just about walking. According to the brochure, an (30) of **ENJOY** walking is often the thing that brings together a group of like-minded people, who share the (31) of good companionship in **PLEASE** (32) surroundings. **ATTRACT**

The company believes that its tour leaders are the key to its success. These people are (33) trained and are particularly keen to **FULL** (34) that each individual traveller makes the most of their trip. **SURE**

Turn over ▶

39 I had never met Pia's husband before.

FIRST

It I had ever met Pia's husband.

40 Abdul's mother didn't let him play on the computer until he had done his homework.

MADE

Abdul's mother his homework before he played on the computer.

41 Although the police chased them, the thieves didn't get caught.

EVEN

The thieves managed to get the police chased them.

42 Considering that Luke is so young, you must admit he's making excellent progress as a musician.

ACCOUNT

If you young Luke is, you must admit he's making excellent progress as a musician.

Part 4

For questions 35 – 42, 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.**

35 The two boys were sitting by themselves in the classroom.

OWN

The two boys were sitting in the classroom.

36 'I have an interview tomorrow, so I ought to leave soon,' Yannis said.

BETTER

'I have an interview tomorrow, so I soon,' Yannis said.

37 The film will have started, so it's not worth going to the cinema now.

POINT

The film will have started, so in going to the cinema now.

38 Roberto arrived late this morning because his train was delayed.

TIME

If the train Roberto would not have arrived late this morning.

PAPER 3 | USE OF ENGLISH

Answer key

Q	Part 1	Q	Part 2	Q	Part 3	Q	Part 4
1	A	13	WHOSE	25	REGARDLESS	35	(ALL) ON][THEIR OWN
2	B	14	BEEN	26	FITNESS	36	HAD/'D][BETTER LEAVE/GO/SET OFF
3	C	15	PART	27	HISTORIC/HISTORICAL	37	THERE'S/IS][NO/LITTLE POINT
4	B	16	BE	28	ADVENTUROUS	38	HAD BEEN/COME/ ARRIVED][ON TIME
5	A	17	ARE	29	UNFAIR	39	WAS][THE FIRST TIME (THAT)
6	A	18	OF	30	ENJOYMENT	40	MADE HIM/ABDUL][DO/FINISH/COMPLETE
7	D	19	PUT	31	PLEASURE(S)	41	AWAY][EVEN THOUGH
8	D	20	DUE/OWING	32	ATTRACTIVE	42	TAKE INTO ACCOUNT] [HOW
9	A	21	FAR	33	FULLY		
10	B	22	IN	34	ENSURE		
11	C	23	WHICH				
12	C	24	MAY/MIGHT/COULD				

][shows where the answer is split into two parts for marking purposes.

Candidate answer sheet

Part 3										
25										Do not write below here
26										Do not write below here
27										Do not write below here
28										Do not write below here
29										Do not write below here
30										Do not write below here
31										Do not write below here
32										Do not write below here
33										Do not write below here
34										Do not write below here

Part 4										
35										Do not write below here
36										Do not write below here
37										Do not write below here
38										Do not write below here
39										Do not write below here
40										Do not write below here
41										Do not write below here
42										Do not write below here

Candidate Answer Sheet

Instructions
Use a PENCIL (B or HB). Rub out any answer you wish to change using an eraser.
Parts 2, 3 and 4: Write your answer clearly in CAPITAL LETTERS.
For example, if you think B is the right answer to the question, mark your answer sheet like this:

A	B	C	D
---	---	---	---

For Parts 2 and 3 write one letter in each box. For example:

0	E	X	A	M	P	L	Z
---	---	---	---	---	---	---	---

Do not write in this box

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).
Candidate Signature _____

Centre No. _____

Candidate No. _____

Examination Details
Centre _____

Supervisor: _____
If the candidate is ABSENT or has WITHDRAWN shade here

Part 1										
1	A	B	C	D						Do not write below here
2										Do not write below here
3										Do not write below here
4										Do not write below here
5										Do not write below here
6										Do not write below here
7										Do not write below here
8										Do not write below here
9										Do not write below here
10										Do not write below here
11										Do not write below here
12										Do not write below here

Part 2										
13										Do not write below here
14										Do not write below here
15										Do not write below here
16										Do not write below here
17										Do not write below here
18										Do not write below here
19										Do not write below here
20										Do not write below here
21										Do not write below here
22										Do not write below here
23										Do not write below here
24										Do not write below here

Continues over ➔

DP596/305

Paper 4

Listening

General description

PAPER FORMAT The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

TIMING Approximately 40 minutes.

NO. OF PARTS 4.

NO. OF QUESTIONS 30.

TASK TYPES Multiple choice, sentence completion, multiple matching.

TEXT TYPES *Monologues:* answerphone messages, information lines, commentaries, radio documentaries and features, instructions, lectures, news, public announcements, publicity and advertisements, reports, speeches, stories and anecdotes, talks.
Interacting speakers: conversations, discussions, interviews, quizzes, radio plays, transactions.

ANSWER FORMAT Candidates are advised to write their answers in the spaces provided on the question paper while listening. There will be 5 minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the answer sheet.

RECORDING INFORMATION The instructions for each task are given in the question paper, and are also heard on the recording. These instructions include the announcement of pauses of specified lengths, during which candidates can familiarise themselves with the task and, for some items, predict some of the things they are likely to hear. A variety of voices, styles of delivery and accents will be heard in each Listening paper to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.

MARKS Each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE AND FOCUS Multiple choice. General gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement, etc.

FORMAT A series of short unrelated extracts, of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple choice question per text, each with three options.

NO. OF QS 8.

PART 2

TASK TYPE AND FOCUS Sentence completion. Detail, specific information, stated opinion.

FORMAT A monologue or text involving interacting speakers and lasting approximately 3 minutes. Candidates are required to complete the sentences with information heard on the recording.

NO. OF QS 10.

PART 3

TASK TYPE AND FOCUS Multiple matching. General gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement, etc.

FORMAT Five short related monologues, of approximately 30 seconds each. The multiple-matching questions require selection of the correct option from a list of six.

NO. OF QS 5.

PART 4

TASK TYPE AND FOCUS Multiple choice. Opinion, attitude, gist, main idea, specific information.


FORMAT A monologue or text involving interacting speakers and lasting approximately 3 minutes. There are seven multiple-choice questions, each with three options.


NO. OF QS 7.

The four parts of the Listening paper

PART 1 Multiple choice

This part tests candidates' ability to listen for gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement, etc. in a series of unrelated short texts.

 **Sample task, page 42, tapescript pages 45–46, and answer key page 49.**


 **Each correct answer in Part 1 receives 1 mark.**


The eight questions in this part of the paper are presented both on the question paper and on the recording, so that candidates are led carefully through them. The testing focus is spelled out in each question, for example:

- What is her job?
- Where is he going?
- Who are they talking about?
- What emotion/attitude/feeling/opinion is being expressed?

PART 2 Sentence completion

This part tests candidates' ability to listen for specific words or phrases focusing on detail, specific information and stated opinion, from a single long text, and produce written answers by completing gapped sentences.

 **Sample task, page 43, tapescript pages 46–47, and answer key page 49.**


 **Each correct answer in Part 2 receives 1 mark.**


The 10 questions in this part of the paper take the form of incomplete sentences. The questions follow the order of the information in the listening text. Candidates need to listen to the text and complete the sentences.

Answers will not exceed three words in length. The word, number or phrase they require will be heard on the recording and will not require any change. It will make sense when fitted into the sentence on the question paper. Minor spelling errors are not penalised, but the candidate's intention must be clear and unambiguous. Candidates will not be asked to spell words which are above FCE level. However, spelling must be correct where a word has been spelled out letter by letter, for example where the key is a proper name.

PART 3 Multiple matching

In Part 3, the focus is on the skill of listening for general gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement, etc. Candidates need to match an option to the correct speaker.

 **Sample task, page 43, tapescript page 47, and answer key page 49.**


 **Each correct answer in Part 3 receives 1 mark.**


In this part, candidates listen to five short texts with different speakers, which are related in some way. For example, they may all be speaking about aspects of the same subject, such as travel, or

about similar experiences or objects, such as journeys or vehicles. Alternatively, the link may be functional, such as a series of different speakers asking for information, or apologising.

PART 4 Multiple choice

In Part 4, the predominant focus is on testing the candidates' ability to listen for opinion and attitude, expressed in gist, main idea, and specific information, and based on one long text.

 **Sample task, page 44, tapescript pages 47–48, and answer key page 49.**

 **Each correct answer in Part 4 receives 1 mark.**

The seven questions in this part of the paper take the form of 3-option multiple-choice questions. The questions follow the order of the speakers' comments as expressed during the course of the recording, and are presented in such a way that they either rephrase, report or summarise the ideas being expressed.

Preparation

General

- Students' ability to understand what they hear can improve dramatically if they are regularly exposed to audio materials: the more English they hear, the more readily they will pick out individual words, then phrases and sentences. A daily learning programme which includes a 'hearing English' component from audio or video recordings will help prepare your students for the Listening test. This should include a range of voices, accents and styles of delivery.
- Classroom discussion activities provide an invaluable source of listening practice.
- Encourage your students to identify the stressed syllables and words in a listening text (the ones which carry the message) rather than trying to listen for every single syllable.
- In order to build up confidence, get your students to read a summary of what they are going to hear before they listen to the full text.
- Make your students aware of how much they themselves bring to a listening task. For example, discuss with them what they can expect to hear, e.g. names and places when they turn on the news, or numbers and times if they listen to railway announcements.
- Try changing the focus of the tasks they do in class; sometimes ask your students to listen for specifics, sometimes for overall summaries.
- Students should practise listening to and reading the question, so that they are sure they understand what they are listening for and what they have to do.
- Remind your students that they should use the time allowed before each recording to read through all the questions carefully, so they are prepared for what they hear.
- Students should be advised that the information on the question paper is there to help them follow as they listen.

- Remind your students that they should write their answers for Part 2 clearly when they copy them onto the answer sheet, using CAPITAL LETTERS.
- Students should get used to answering all the questions, even if they are not sure of the correct answer – they've probably understood more than they think.
- Students shouldn't be distracted by individual words and phrases in Parts 1, 3 and 4. They should listen to the whole message.
- Students should know when to stop concentrating on a question which they are finding difficult, so that they don't miss the next question.

By part

PART 1

- Play real-life snippets to your students, e.g. a train announcement, a weather report, and ask them to identify the text type and topic.
- Candidates can be distracted by hearing words or phrases in the text which appear in one of the incorrect options. They need to practise spotting such mismatches, and understanding why they are wrong.
- Try using a variety of short practice texts. The questions should range from people to places, from opinions to events, from relationships to reasons. Provide the text and options, but get the students to write the questions themselves.

For example:

You overhear a man talking about a film he watched last night.
(Students suggest a question)

Options

- A: a car
B: a family
C: a robbery

Text

Man: It's so difficult to get everyone to agree about what we're going to watch on TV. Is it the same in your house? Last night, for example, there were three films on. There was that one with the four sisters and their mother, during the American Civil War. Do you know the one I mean? I'd been looking forward to seeing it for ages. But the others had different ideas. Jessie was eager to see some cartoon thing about a car, but Lizzie wanted a thriller about two bank robbers. And rather than give in to each other, they both went with my choice – actually, we all enjoyed it.

PART 2

- Preparation for this part should include lots of exposure to simple gap-fill listening exercises, and dictation of numbers and dates.
- Students need to get into the habit of reading not only the text in front of the gap, but also the text which follows the gap, which may affect their answer. You can reassure them that the tested items come in the same order as they are heard on the recording.
- Candidates sometimes write too much, either by including unnecessary detail, or by trying to rephrase what they hear on the recording. Irrelevant detail can spoil what would otherwise have

been a correct answer. Candidates should be reminded that no changes are required to the key information, that no answer will need more than three words, and that in many cases they will need only one or two words.

PART 3

- It is really important for candidates to use the time they are given to read through the questions, since they need to have a clear idea of what they are listening for. Students could practise doing the exercise with the tapescript, so that they can see the kind of matching required. Other relevant exercises would be any which practise 'saying the same thing in a different way'.
- If your students are at all unsure about an answer, they should wait for the second listening before making their final decision. Making too quick a decision may mean that a candidate 'uses up' an answer that belongs to another speaker.

PART 4

- In preparing for multiple-choice questions, it can be useful for students to answer questions in their own words before they look at the options; they can then decide which option seems to correspond most closely to their own answer.

Part 1

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer, (A, B or C).

- 1 You hear a young man talking.
Why did he go back to college?
A He needed a better job.
B He needed an evening activity.
C He needed new skills.
- 2 You hear a man talking on the radio.
What is he?
A an inventor
B a company employee
C a writer
- 3 You hear someone talking on the radio about an artist.
How does the artist feel about his work?
A He would like to exhibit it in an art gallery.
B He wants to make his creations last longer.
C He is happy to see his work destroyed.
- 4 You hear a woman talking to her son.
Why is she talking to him?
A to give him a warning
B to refuse permission
C to make a suggestion

- 5 You hear part of a lecture about the role of retired people in the economy.
What is the lecturer describing?
A reasons why something is changing
B errors in statistical information
C disagreements between researchers
- 6 You hear a chef being interviewed on the radio.
Why did he decide to become a chef?
A to follow a family tradition
B to develop a natural talent
C to pursue his love of cooking
- 7 You hear a teenager talking about the sport she plays.
How does she feel while she is playing the sport?
A uncomfortable
B embarrassed
C confident
- 8 You hear an explorer talking about a journey he is making.
How will he travel once he is across the river?
A by motor vehicle
B on horseback
C on foot

Turn over ►

Part 2

You will hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers. For questions 9 – 18, complete the sentences.

SUMMER CAMPS

- Helen says that people taking part in the summer camp usually sleep in a
- The summer camp is a chance for teenagers to meet people and learn
- As an example of a practical activity, Helen tells us about a team which built a
- In the next camp, teams will work out problem-solving activities such as a with clues.
- Helen gives the example of as the only typical sporting activity at the camp.
- The day when teams can choose their own activities is called '
- The summer camp is good for people who don't have opportunities or have little
- On 'Battle of the Bands' day, the teams make a pop record and a
- For the teenagers taking part, the camp lasts for
- You can book for a summer camp that will be held in the month of

Part 3

You will hear five different people talking about a mistake they recently made. For questions 19 – 23, choose from the list (A – F) the type of mistake that each person made. Use the letters only once. There is one extra letter which you do not need to use.

- | | | |
|---|-----------|---------------------------------|
| A ignoring someone's advice | Speaker 1 | <input type="text" value="19"/> |
| B failing to inform someone about something | Speaker 2 | <input type="text" value="20"/> |
| C mistaking someone's identity | Speaker 3 | <input type="text" value="21"/> |
| D arriving somewhere too early | Speaker 4 | <input type="text" value="22"/> |
| E getting a particular date wrong | Speaker 5 | <input type="text" value="23"/> |
| F losing something important | | |

Turn over ►

29 Why is Donald sure his project is a success?

- A** This piece of forest has survived.
- B** Animals have returned to the area.
- C** Other projects have copied his ideas.

30 Donald thinks the future survival of the rainforest will depend on

- A** the size of the world's population.
- B** the attitude of people towards it.
- C** the size of the areas left as forest.

Part 4

You will hear an interview with a conservationist who has built a cable car in the rainforest. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

24 What feature of the cable car makes it particularly good for seeing wildlife in the rainforest?

- A** the speed at which it moves
- B** the height at which it travels
- C** the distance that it covers

25 What is the main aim of the cable car project?

- A** to educate local people
- B** to persuade people to save the rainforest
- C** to raise money for other conservation projects

26 What is the advantage of the project for the local people?

- A** They can use the land if they want.
- B** They can sell forest products to the visitors.
- C** More work is available to them.

27 Why was the cable car redesigned?

- A** so that people could touch the trees
- B** to avoid cutting down too much forest
- C** because it had to be brought in by air

28 How does Donald react to the suggestion that he has disturbed the wildlife?

- A** He explains what happened in the past.
- B** He criticises what happens elsewhere.
- C** He denies that there's been any disturbance.

PAPER 4 | LISTENING

Tapescript

This is the Cambridge First Certificate in English Listening test.

SAMPLE TEST 1.

I'm going to give you the instructions for this test.

I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you will hear this sound:

— *** —

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have 5 minutes at the end of the test to copy your answers onto the separate answer sheet.

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

You'll hear people talking in eight different situations.

For questions 1-8, choose the best answer (A, B or C).

One.

You hear a young man talking.

Why did he go back to college?

A He needed a better job.

B He needed an evening activity.

C He needed new skills.

— *** —

I'd been thinking of starting on a course at college for a while. It's not easy to study when you are working full time ... and my only free time was after 6pm ... Then the company where I work gave me a promotion, and my new job involved managing staff, which I had no experience of. That's why I chose this subject. My degree is in engineering, you see. I still wasn't too sure I wanted to give up the only part of the day when I did absolutely nothing, but I'm actually enjoying going to college after work!

— *** —

Two.

You hear a man talking on the radio.

What is he?

A an inventor

B a company employee

C a writer

— *** —

I'm fighting in the courts to make it easier for people like me to protect their ideas. If you're a writer or a songwriter you own your own creation without paying a penny, but people who create mechanical objects have to fight for their rights and pay for them. That's fundamentally unfair. And I'm not doing this just to benefit myself - I'm doing it so that other individuals like me who work alone won't be disadvantaged by large companies with large budgets.

— *** —

Three.

You hear someone talking on the radio about an artist.

How does the artist feel about his work?

A He would like to exhibit it in an art gallery.

B He wants to make his creations last longer.

C He is happy to see his work destroyed.

— *** —

Gennaro Naddeo is an unusual sort of artist. For a start his creations rarely survive more than a few weeks, and sometimes as little as a few hours. They either go stale, or they melt, or else they are devoured by the very people who most admire and appreciate them. Not surprising really, since his materials of choice are butter, chocolate, cake and sugar. With the help of a freezer his work would find itself in an art gallery. But Naddeo has very modest ambitions and the highest compliment he can hope to be paid is to have his works sliced up and swallowed.

— *** —

Four.

You hear a woman talking to her son.

Why is she talking to him?

A to give him a warning

B to refuse permission

C to make a suggestion

— *** —

I know you really want to go on this climbing holiday, but will there be anyone with you who is a qualified climber, a guide? You hear of so many people getting into difficulties and on TV they're always warning people not to go alone into the mountains. Contact the mountain guide service, tell them where you're going and ask for information about the region. Get as much information as you can and then talk to me about it again.

— *** —

Five.

You hear part of a lecture about the role of retired people in the economy.

What is the lecturer describing?

A reasons why something is changing

B errors in statistical information

C disagreements between researchers

— *** —

Well, basically, in Western countries the retired population is split. There's a significant minority who are really quite well off, and so they have consumer power, and we now see businesses like holiday companies, for example, targeting this group. But even the significant majority who are living off their pensions or savings and trying to make ends meet, are collectively powerful because there are so many of them, and they are demanding more specialised products from manufacturers who are having to design more of their products for people of this age range.

PAPER 4 | LISTENING

— *** —

Six.

*You hear a chef being interviewed on the radio.**Why did he decide to become a chef?**A to follow a family tradition**B to develop a natural talent**C to pursue his love of cooking*

— *** —

Int: Was there a particular moment in your life when you thought – this is the job for me?

Chef: Well not really. My mother used to put these meals on the table that were inedible. Pastry that you couldn't cut through ... rice that came out of a pan in a lump.

Int: So it was a case of having to!

Chef: If we wanted to eat, yes. Of course, I realised eventually, 'Hey, I could do this'. I knew how to make things taste good. And that's what I wanted to build on when I went to college. Even though at the time, I found it a bit of a chore, you know, getting home from school you just wanted to go out with your mates.

— *** —

Seven.

*You hear a teenager talking about the sport she plays.**How does she feel while she is playing the sport?**A uncomfortable**B embarrassed**C confident*

— *** —

For girls, it's never a case of going down the road to the nearest club, you have to find a club and travel to it. There aren't many so you have to make the effort. When people ask, 'Are you sporty?' I don't always admit to playing football. Somehow I feel awkward. Some females say, 'I can't understand why you do it, you'll get all dirty.' I started playing competitively when I was nine years old. There were some negative responses at first, but when people saw me play, they realised that once I'm on the field, I know exactly what I'm doing.

— *** —

Eight.

*You hear an explorer talking about a journey he's making.**How will he travel once he's across the river?**A by motor vehicle**B on horseback**C on foot*

— *** —

The engine's full of water at the moment, it's very doubtful if any of the trucks can get across the river in this weather. The alternative is to carry all the stuff across using the old footbridge, which is perfectly possible ... just rather a slow business ... and then use horses rather than trucks for the rest of the trip; all the way instead of just the last 10 or 15 kilometres as was our original intention. We can always pick

up the vehicles again on the way back down. They'll be safe enough here.

— *** —

*That's the end of Part 1.**Now turn to Part 2.*

You'll hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers. For questions 9–18, complete the sentences.

You now have 45 seconds to look at Part 2.

— *** —

DJ: Now, if you're a teenager and you've got some free time this summer, then you might just be interested in joining a summer camp. I'm joined in the studio by Helen Hunter from the *Summer Camp Organisation*. Helen ...

HH: Hello.

DJ: ... What exactly is a summer camp? Do you sleep in a tent, cook over an open fire, that sort of thing?

HH: Well, sorry to disappoint you, but these days, we prefer to take over a school, where participants sleep and get to take showers in the morning and all that, although camping might be one of the optional activities.

DJ: So what is a summer camp all about, if it's not the outdoor life?

HH: Well, the basic idea is to bring together all types of young people to take part in lots of fun team-based activities. It gives people the chance to make new friends and acquire new skills.

DJ: So the participants are all ... what age?

HH: Between 14 and 16.

DJ: And they're divided into teams. Tell us a few of the things that they get up to.

HH: Well, they do practical activities, for example last year one team had the task of building a tree house. They had to find the materials, work out how to do it, choose the tree and so on.

DJ: That sounds like fun. What else do they do?

HH: There are also problem-solving activities, for example on the next camp there'll be a mystery for groups to solve with clues planted all round the place for them to find.

DJ: Well it certainly sounds like you've got one or two interesting ideas, but what about if people would really rather do the typical sort of sports that we normally associate with summer camps, like watersports for example?

HH: We don't have as many of the outdoor sporting activities as other summer camps. Horse riding actually is the exception, lots of people seem to want to do that.

DJ: So they do get some choice in the matter?

HH: Oh yes. In fact we have one day when the team gets together in the morning and talks about the things they've always wanted to do and then with a small amount of money, they basically get to go out and try to make their dreams come true. We call it 'Dream Day', actually.

PAPER 4 | LISTENING

- DJ: So how does the camp benefit those taking part?
- HH: The camps are particularly suitable for young people who are lacking in opportunities, or for those who maybe don't have much self-confidence. We hope that by going away with a group of people and doing things that they would never normally do, they'll feel more able to try new things when they go home. For example, this year the last day of the course will be what we call 'Battle of the Bands' day.
- DJ: What's that?
- HH: The teams have to form their own pop group. They have to write their own song, with the help of some trained musicians and then record it and make their own pop video. Then in the evening, there'll be a kind of awards ceremony where the best one will be chosen.
- DJ: How much time do people need to have available to take part in a camp?
- HH: Well for the organisers, a camp lasts 10 days; the first two are training days for the staff, then the participants arrive, they stay for a week, and then there's a day's clearing up after they've gone home.
- DJ: And if any teenagers listening are interested in taking part? What are the dates?
- HH: We have camps all through the summer at about monthly intervals from June onwards. The next one will be coming up in mid-August, but that's actually fully booked so we're putting on an extra camp in September, and we're expecting that one to be very popular.
- DJ: So anyone interested should put their name down really soon?
- HH: That's right.
- DJ: Helen, thank you for joining us. I hope it all goes well.
- HH: Thanks.

Now you'll hear Part 2 again.

— *** —

That's the end of Part 2.

Now turn to Part 3.

You'll hear five different people talking about a mistake they recently made. For questions 19–23, choose from the list (A–F) the type of mistake that each person made. Use the letters only once. There is one extra letter which you do not need to use.

You now have 30 seconds to look at Part 3.

— *** —

Speaker 1

I'd arranged to meet Hannah by the clock tower and I made sure that I had plenty of time to get there. The last thing I wanted was to have her waiting around for me. After all, she would have had a much longer journey on the train. Anyway, I was still a bit late so I ran up to the clock tower, went up behind her and put my hands over her eyes to surprise her. And she was surprised because we didn't recognise each other at all ... I'd never seen this person before in my life. And Hannah, I found out later, was still sitting on a train somewhere ...

Speaker 2

We gave ourselves certain jobs. I packed the bags this time because last time we went away, John forgot to take any swimwear, while John got all the camera equipment ready. I left a list of things for my friend to do in the flat while we were away and John made all the security arrangements, set the answerphone and that sort of thing. And, of course, John had bought the tickets several weeks beforehand. I didn't see any need to double check anything but I will next time. Turning up at an airport to find that your flight left the day before is no laughing matter, I can tell you!

Speaker 3

The parts of the table were sitting there in a large brown box waiting to be put together. Len had recommended that we wait until he got home but the instructions stated that there were just a few screws to fit and it would be ready to use, so I suggested that we got on with it. My sister and I fiddled with it for ages and we were getting nowhere. I then tried forcing it together the best way possible. It broke of course and I had to go out and buy another one ... brought it home and Len put it together in 5 minutes with no trouble at all. 'See', he said!

Speaker 4

I hadn't seen Kevin for 10 years so I was slightly worried that we wouldn't have anything in common any more. Silly really, because I haven't changed much over the years so why should he? When the day came and I drove to Petertown to see him, I was quite scared about the whole thing. After all, we'd been best friends at school and I wanted our meeting to be special. I got to the town centre and fished in my pocket for the scrap of paper that I'd written directions on and realised immediately that with all my nerves, I'd no idea where I'd put it. It wouldn't have been so bad if it hadn't had his phone number on it as well!

Speaker 5

Whatever people may tell you, there are some lessons in life that you have to learn by yourself. Like the time I decided to pay a surprise visit to my uncle in Paris. I guess I always like to see my friends even if they don't tell me they're coming. But Uncle Thomas was completely unprepared for me and was obviously disappointed that he had to share his very valuable time with a young niece. If he'd have known earlier, he could have taken me to see the sights of Paris, he'd said. But I think he would have preferred me not to have come at all. I shan't make that mistake again.

Now you'll hear Part 3 again.

— *** —

That's the end of Part 3.

Now turn to Part 4.

You'll hear an interview with a conservationist who has built a cable car in the rainforest. For questions 24–30, choose the best answer, A, B or C.

You now have 1 minute to look at Part 4.

— *** —

Host: For most of us, television films are the nearest we'll ever get to the wildlife of the tropical rainforest. That's why, after years of working as a biologist in the rainforest, Donald Parry's built a cable car which runs through the treetops, allowing people a

much closer look at the wildlife. He described what the forest looks like from up there.

DP: This cable car travels for about a kilometre. It slowly takes you up through the dark, lower forest and then you come out into the treetops, so you get to see some of the most beautiful wildlife on our planet, living on the branches and trunks of the tall rainforest trees.

Int: And this is the sort of wildlife that you just wouldn't be able to see from the forest floor?

DP: Oh exactly. Many of the birds, insects and mammals found in a rainforest only live in the treetops, in the part that's over 30 metres above the ground.

Int: So why did you decide to put a cable car into the rainforest?

DP: Right now, as we know, there's a big problem with deforestation, with the cutting down of trees on a large scale. And one of the things that we need to do to stop that is to provide education. We've got a programme in place where we will bring students in from all over the world and tell them about the forest and they can see for themselves why it should be saved.

Int: So basically, you focus on conservation?

DP: And the other thing is in order to save the rainforest, we also have to supply another means of income to local people who would like to use the land. This project keeps fifty people in work, far more than would be employed on this amount of land otherwise. So this is a really good way to make the forest produce something for the local people without destroying it.

Int: How did you actually build this thing?

DP: This was quite an ambitious project because it involved getting a ski-lift from Switzerland and redesigning it so that it wouldn't damage the beauty of the site. It only cuts three metres into the forest on either side. We don't want you to touch the plants, but if you put your hand out, the forest is that close.

Int: And how did you actually manage to get it into the forest, because these are big structures aren't they?

DP: Well, to get in the big pieces, we used a helicopter.

Int: Really? ... Now obviously Don, you've taken great care not to disturb the rainforest, but simply having a cable car, and all that goes with it, must mean a certain amount of disturbance to the wildlife that lives here.

DP: Well ... I would say that just about anything you do in a rainforest would cause some kind of disturbance, but you should keep in mind the property that we have was purchased from private individuals who hunted here and cut down trees commercially. That kind of disturbance is much greater than any which we are causing.

Int: So, you think the project is a success?

DP: Well, in this case, I'm confident that if we hadn't been here, the area would have been cut down by now. And, as has been proved elsewhere, most of the animals become used to the visitors eventually. I see our project as a model for the future, a model of how to take a large number of people into sensitive habitats without causing too much disturbance to that habitat.

Int: But something is being lost to the needs of eco-tourism, isn't it?

DP: Given that the world population is growing, and natural places are reducing in size, I think we're really going to need systems like this if we are going to be able to show people the beauty of the planet in the future. Because only if they can be made to appreciate it will people value the rainforest and so want to protect it.

Int: Donald Parry who has built a cable car in the rainforest of ...
[fade]

Now you'll hear Part 4 again.

— *** —

That is the end of Part 4.

There'll now be a pause of 5 minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is 1 minute left, so that you're sure to finish in time.

You have 1 more minute left.

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

PAPER 4 | LISTENING

Answer key

Q	Part 1	Q	Part 2	Q	Part 3	Q	Part 4
1	C	9	SCHOOL	19	C	24	B
2	A	10	(NEW) SKILLS A (NEW) SKILL (MORE) SKILLS	20	E	25	B
3	C	11	TREE HOUSE HOUSE IN A TREE	21	A	26	C
4	C	12	MYSTERY	22	F	27	B
5	A	13	(HORSE) RIDING RIDING (HORSES) GOING (HORSE) RIDING RIDING A HORSE	23	B	28	A
6	B	14	(A/THE/THEIR) DREAM DAY			29	A
7	C	15	(SELF-) CONFIDENCE			30	B
8	B	16	(POP) VIDEO (RECORDING)				
		17	A/ONE WEEK SEVEN/7 DAYS				
		18	SEPTEMBER/SEPT				

Candidate answer sheet


Part 1		
1	A <input type="checkbox"/>	B <input type="checkbox"/>
2	A <input type="checkbox"/>	B <input type="checkbox"/>
3	A <input type="checkbox"/>	B <input type="checkbox"/>
4	A <input type="checkbox"/>	B <input type="checkbox"/>
5	A <input type="checkbox"/>	B <input type="checkbox"/>
6	A <input type="checkbox"/>	B <input type="checkbox"/>
7	A <input type="checkbox"/>	B <input type="checkbox"/>
8	A <input type="checkbox"/>	B <input type="checkbox"/>

Part 2 (Remember to write in CAPITAL LETTERS or numbers)		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		

Part 3		
19	A <input type="checkbox"/>	B <input type="checkbox"/>
20	A <input type="checkbox"/>	B <input type="checkbox"/>
21	A <input type="checkbox"/>	B <input type="checkbox"/>
22	A <input type="checkbox"/>	B <input type="checkbox"/>
23	A <input type="checkbox"/>	B <input type="checkbox"/>

Part 4		
24	A <input type="checkbox"/>	B <input type="checkbox"/>
25	A <input type="checkbox"/>	B <input type="checkbox"/>
26	A <input type="checkbox"/>	B <input type="checkbox"/>
27	A <input type="checkbox"/>	B <input type="checkbox"/>
28	A <input type="checkbox"/>	B <input type="checkbox"/>
29	A <input type="checkbox"/>	B <input type="checkbox"/>
30	A <input type="checkbox"/>	B <input type="checkbox"/>

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ESOL Examinations

Do not write in this box

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

.....

Candidate Signature

Centre No.

0	1	2	3	4	5	6	7	8	9

Examination Title

.....

Centre

0	1	2	3	4	5	6	7	8	9

Supervisor: ABSENT or has WITHDRAWN shade here

Test version: A B C D E F G H I J K L M N Special arrangements: S H

Candidate Answer Sheet

Instructions
Use a PENCIL (B or HB).
Rub out any answer you wish to change using an eraser.

Parts 1, 3 and 4: Mark ONE letter for each question.
For example, if you think B is the right answer to the question, mark your answer sheet like this:

0	A	B	C
---	---	---	---

For example:

0	N	U	M	B	E	R	1	2		
---	---	---	---	---	---	---	---	---	--	--

Part 2: Write your answer clearly in CAPITAL LETTERS.
Write one letter or number in each box.
If the answer has more than one word, leave one box empty between words.

Turn this sheet over to start.

DP599/306

FCE L

Paper 5

Speaking

General description

PAPER FORMAT	The Speaking test contains four parts.
TIMING	14 minutes.
NO. OF PARTS	4.
INTERACTION PATTERN	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for the candidates. The other acts as assessor and does not join in the conversation.
TASK TYPES	Short exchanges with the interlocutor and with the other candidate; a 1 minute 'long turn'; a collaborative task involving the two candidates; a discussion.
MARKS	Candidates are assessed on their performance throughout.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	A conversation between the interlocutor and each candidate (spoken questions).
FOCUS	General interactional and social language.
TIMING	3 minutes.

PART 2

TASK TYPE AND FORMAT	An individual 'long turn' for each candidate with a brief response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.
FOCUS	Organising a larger unit of discourse; comparing, describing, expressing opinions.
TIMING	A 1 minute 'long turn' for each candidate, plus 20-second response from the second candidate.

PART 3

TASK TYPE AND FORMAT	A two-way conversation between the candidates. The candidates are given spoken instructions with written and visual stimuli, which are used in a decision-making task.
FOCUS	Sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
TIMING	3 minutes.

PART 4

TASK TYPE AND FORMAT	A discussion on topics related to the collaborative task (spoken questions).
FOCUS	Expressing and justifying opinions, agreeing and/or disagreeing.
TIMING	4 minutes.

The four parts of the Speaking test

Format

The paired format for the *Cambridge English: First Speaking test* (two examiners and two candidates) offers candidates the opportunity to demonstrate, in a controlled but friendly environment, their ability to use their spoken language skills effectively. The test takes 14 minutes. One examiner, the interlocutor, conducts the test and gives a global assessment of each candidate's performance. The other, the assessor, does not take any part in the interaction but focuses solely on listening to, and making an assessment of, each candidate's oral proficiency.


At the end of the Speaking test, candidates are thanked for attending. They are given no indication of the level of their achievement.

The standard format is two examiners and two candidates. In cases where there is an uneven number of candidates at a centre, the last Speaking test of the session will be taken by three candidates together instead of two. When three candidates are tested together, the test format, test material and procedure will remain unchanged, but the timing will be longer: 20 minutes instead of 14.

The Speaking test consists of four parts, each of which is assessed. Each part of the test focuses on a different type of interaction: between the interlocutor and each candidate, between the two candidates, and among all three. The patterns of discourse vary within each part of the test.

PART 1 Interview

This part tests the candidates' ability to use social and interactional language.


 **Sample task and assessment criteria: pages 55 and 58-60.**

Part 1 gives candidates the opportunity to show their ability to use general social and interactional language and to give basic personal information about themselves. The questions which are asked relate to the candidates' own lives and focus on areas such as work, leisure time and future plans. Candidates are expected to respond to the interlocutor's questions, and to listen to what their partner has to say.

The candidates are not actively invited to talk to each other in this part of the test, though they may if they wish. This short social exchange is a natural way to begin an interaction, and it gives candidates time to settle before dealing with the more specific tasks in Parts 2, 3 and 4.

PART 2 Long turn

This part tests the candidates' ability to produce an extended piece of discourse.

 **Sample task and assessment criteria: pages 56 and 58-60.**


In Part 2, candidates are given the opportunity to speak for 1 minute without interruption. Each candidate is asked to compare two colour photographs, and to make a further comment about them in response to a task that is read out by the interlocutor. A prompt is given to the candidates in the form of a direct question; this is written above the

photographs. Candidates are expected to point out the similarities and differences between the photographs and then move on to deal with the question.

Candidates have the opportunity to show their ability to organise their thoughts and ideas, and express themselves coherently with appropriate language. The listening candidate is also asked to comment briefly (for about 20 seconds) after their partner's long turn. They should not speak during their partner's long turn.

PART 3 Collaborative task

This part tests the candidates' ability to engage in a discussion and to work towards a negotiated outcome of the task set.


 **Sample task and assessment criteria: pages 57 and 58-60.**

In Part 3, candidates are given oral instructions and provided with a visual stimulus (several photographs or pieces of artwork) to form the basis for a task which they carry out together. They are expected to discuss each visual, expressing and justifying opinions, evaluating and speculating, in order to work towards a negotiated decision towards the end of the task. The instructions make these two parts of the task clear: **First**, talk to each other about ...'. **Then** decide ...'. The decision should only be made after the candidates have explored each of the issues as illustrated by the pictures, and they are assessed on their ability to use the language of negotiation and collaboration while doing this. However, they are not penalised if they fail to reach a negotiated decision. Written prompts, in the form of questions, appear above the visuals on the candidates' sheet to help them focus on the task.

There is no right or wrong answer to the task. The task gives candidates the opportunity to show their range of language and their ability to invite the opinions and ideas of their partner. Candidates are expected to share the interaction in this way and to initiate and respond appropriately.

PART 4 Discussion

This part tests the candidates' ability to engage in a discussion based on the topic of the collaborative task in Part 3.

 **Sample task and assessment criteria: pages 57 and 58-60.**

In Part 4, the interlocutor directs the interaction by asking questions which encourage the candidates to broaden and discuss further the topics introduced in Part 3. The questions differ from Part 1 in that they ask primarily for an evaluation rather than for information.

This part of the test gives candidates an opportunity to show that they are capable of discussing issues in more depth than in the earlier parts of the test.

Preparation

General

- Classroom activities which involve students working in pairs and small groups will give practice in skills such as initiating and responding, which are essential to success in the Speaking test.

- Make sure your students are familiar with the format of each part of the test. They should be aware of the different interaction patterns (who speaks to whom) and what stimulus will be provided by the interlocutor.
- Encourage your students to speak clearly so that they can be heard by both the interlocutor and assessor. They should be made aware that different varieties of English accents in the UK and elsewhere in the world are acceptable.
- Train your students to paraphrase when they do not know, or cannot remember, a word.
- Train your students to listen carefully to the instructions, and to read the questions above the pictures, so that they know precisely what they have to talk about.
- To ensure all candidates are treated fairly, the interlocutor keeps to a scripted frame (as shown in the sample papers). However, you may remind your students that they can ask the examiner to repeat the instructions or a question.
- Encourage your students to initiate discussion and to respond to what other students have to say.

N.B. In some centres candidates from the same school are paired together. However, where candidates from a number of different schools are entered at the same centre, some candidates may find that they are paired with a candidate from another school. Students may check with the centre through which they are entering for the local procedure, if they wish.

By part

PART 1

- In this part of the test, students will benefit from finding opportunities to practise talking about themselves. Interlocutors will ask candidates a range of questions about their everyday life, for example sports they enjoy, travel and holidays, work experience and so on. Encourage your students to respond promptly, with answers which are complete and spontaneous. Rehearsed speeches should be avoided as these might be inappropriate for the question asked.
- Encourage your students to look for opportunities to socialise with English speakers. In class, they could role-play social occasions in which they meet new people, e.g. parties, train journeys, starting a new job. This will give them the opportunity to practise a range of topics for this part of the test.
- Students could brainstorm possible questions from the categories above. The different groups could then answer each other's questions.

PART 2

- Teach your students to listen carefully to the instructions and to carry them out. Remind them that they should listen carefully to the instructions which follow the words 'and say' and read the question above the photographs. If they do not do this they may miss the focus of the task and not produce a wide enough range of language, or they may find it difficult to speak for the full minute.
- Students should be confident that they know what they have to say before they start their long turn. Remind your students that they will not lose marks if they ask the examiner to repeat the instructions.

- Students sometimes find that a minute is quite a long time to talk. Give your students practice at talking for a minute about a given topic. Topics and visuals in *Cambridge English: First* coursebooks will be appropriate for this practice. Give them plenty of practice in organising an extended turn and in linking their ideas together. Time this practice so that your students get a feel for how long a minute is. Without this, they may finish the task too quickly and as a result fail to give the examiners an adequate sample of language.
- Give your students practice by cutting thematically linked pairs of photographs from magazines and giving these an additional focus as in the test. For example, you might choose photographs of two different types of holiday and ask your students to compare the photographs and say what people would enjoy about a holiday in each of the different places.
- Encourage your students to bring their own photographs to class and to speak about them.
- Candidates are not expected to give detailed descriptions of each picture. Rather, they are asked to compare the pictures and to give their reaction to them. Get your students to work in pairs or small groups and to share their ideas about what they might say, before they attempt a task.
- Students often find it useful to observe a good model answer given by a more advanced learner of English or by the teacher.
- Encourage your students to focus on useful language for this part of the test. In particular, ways of expressing similarity and difference may help, e.g. 'one similarity is that ...'; 'In this picture there's ... whereas in the other there's ...'. Remind your students that using comparatives and linking words will produce a more extended and coherent sample of speech than simply stringing together a series of simple statements. This will help them to gain marks under the Discourse Management assessment criterion.
- Play games such as *Just a Minute* where candidates have to speak for 1 minute without repeating themselves.

PART 3

- In this part of the test, the interlocutor's instructions will be: 'First talk about ...' 'Then decide ...'. The 'First talk about ...' instruction forms the bulk of the task. Encourage your students to discuss the content of the visual prompts as fully as possible before moving on to negotiate a decision. Tell them that they will not lose marks if they fail to reach a decision, provided that they have discussed the visual prompts fully.
- It is very important for candidates to interact with each other when they carry out the Part 3 task. All classroom discussion in pairs and small groups, therefore, provides excellent preparation.
- Remind your students to make positive contributions to move the discussion forward. They should be encouraged to respond to each other's contributions by agreeing, disagreeing and questioning each other, rather than just giving information about the task.
- In classroom activities, one student in each group could be made responsible for ensuring that every member of the group gets an equal opportunity to speak, so that the students become alerted to the importance of turn-taking.

- It may be useful to focus on accurate production of functional language likely to be useful in this type of discussion. This may include ways of managing the discussion, e.g. *'Shall we start with this one?'*; *'What do you think?'*; *'Shall we move on to ... ?'*. Ways of expressing and justifying opinions, and agreeing and disagreeing (politely) are also likely to be useful.

PART 4

- Encourage your students to give full answers to the questions asked. They can do this by keeping useful question words in their heads, e.g. *'Why?'*, *'How?'*, *'When?'*, *'Where?'*. If, when answering a question, they move on to responding to related question words, they will give full contributions. For example, in response to a question following Part 3 on the subject of 'Holidays' students could be asked *'Would you like to go on a holiday like this?'*. Students could answer 'yes', giving the reasons *why* they would like a particular holiday, *when* they would like to go, *where* they would go, and so on. The question 'Why?' is useful for nearly all Part 4 questions and the interlocutor will often ask this question if students fail to give more than a minimal response.
- Let your students practise asking each other for their opinions on everyday situations and current events, and encourage them to give full answers to the questions asked in the way suggested above.
- Candidates may be asked individual questions, but they may also choose to involve their partner in the discussion. Therefore, as with Part 3, classroom discussions in pairs and small groups provide excellent preparation.
- In order to raise awareness of the types of questions asked and of effective ways of answering them, it may be helpful to give pairs of students different topics and to ask each pair to think of six discussion questions for their topic. These sets of questions could then be exchanged by the different pairs and discussed.
- Remind your students that there are no right answers to the questions and candidates will not be judged on their opinions, only on the language they use to express their opinions. It is quite acceptable for candidates to admit to not knowing much about a particular question, but they should be taught to expand on their views wherever possible and should be discouraged from making responses such as 'I don't know', 'I'm not sure' or 'I haven't thought about that'.

PAPER 5 | SPEAKING

Part 1

3 minutes (5 minutes for groups of three)

Good morning/afternoon/evening. My name is and this is my colleague

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all we'd like to know something about you.

- Where are you from (*Candidate A*)?
- And you (*Candidate B*)?
- What do you like about living (*here / name of candidate's home town*)?
- And what about you (*Candidate A/B*)?

Select one or more questions from any of the following categories, as appropriate.

Likes and dislikes

- Do you prefer to spend time on your own or with other people? (Why?)
- Do you like cooking? (What sort of things do you cook?)
- What's your favourite food? (Why do you like it?)
- Do you like going to parties? (Tell us about a good party you've been to.)
- Tell us about a day you've really enjoyed recently.

Education and Work

- Do you find it easy to study where you live? (Why? / Why not?)
- Is there something new you'd really like to learn about? (Why?)
- Are you happier doing mental or physical work? (Why?)
- Do you prefer working on your own or with other people? (Why?)
- What kind of work would you really like to do in the future? (Why?)

Part 1

3 minutes (5 minutes for groups of three)

Free Time

- Who do you spend your free time with? (What sort of things do you do together?)
- How much time do you spend at home? (What do you enjoy doing?)
- What sort of music do you listen to? (Why do you enjoy it?)
- Do you ever go to concerts? (What kind of concerts do you enjoy?)
- (What do you like about them?)
- Where do you like listening to music? (Why?)
- Does anyone you know have an interesting hobby? (What does he/she do?)
- Have you got any plans for this weekend? (What are you going to do?)

Holidays and Travel

- Which area of your country would you like to get to know better? (Why?)
- What's the most interesting place you've visited near here? (Tell us about it.)
- Have you ever used your English on holiday? (Where were you?) (What did you use it for?)
- Do you like to plan your holidays carefully or do you prefer to just go? (Why?)
- Where would you really like to go on holiday in the future? (Why?)

Media

- How much TV do you watch in a week? (Would you prefer to watch more TV than that or less?) (Why?)
- Tell us about a TV programme you've seen recently.
- Do you have a favourite newspaper or magazine? (Why do you like it?)
- Do you use the Internet to learn new things? (What sort of things do you look for?)

Why is the music important to the different groups of people?

1



What will the people learn on their visits?

2



1 Making music
2 Educational visits

Part 2
4 minutes (6 minutes for groups of three)

Interlocutor
In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show people making music in different ways.

Place Part 2 booklet, open at Task 1, in front of Candidate A.

I'd like you to compare the photographs, and say why you think the music is important to the different groups of people.

All right?

Candidate A
1 minute
Interlocutor

.....

Thank you. (Can I have the booklet, please?) Retrieve Part 2 booklet.

(Candidate B), which type of music would you prefer to listen to?

Candidate B
approximately 20 seconds

.....

Interlocutor

Thank you.

Now, (Candidate B), here are your photographs. They show people of different ages on educational visits.

Place Part 2 booklet, open at Task 2, in front of Candidate B.

I'd like you to compare the photographs, and say what you think the people will learn on their visits.

All right?

Candidate B
1 minute
Interlocutor

.....

Thank you. (Can I have the booklet, please?) Retrieve Part 2 booklet.

(Candidate A), which of these things would you like to learn about?

Candidate A
approximately 20 seconds

.....

Interlocutor

Thank you.

- How successful might these suggestions be?
- Which two would attract most people?



21 Jon's café

Parts 3 and 4

7 minutes (9 minutes for groups of three)

Part 3

Interlocutor

Now, I'd like you to talk about something together for about three minutes.
(4 minutes for groups of three)

I'd like you to imagine that a local café wants to attract more people. Here are some of the suggestions they are considering.

Place Part 3 booklet, open at Task 21, in front of the candidates.

First, talk to each other about how successful these suggestions might be. Then decide which two would attract most people.

All right?

Candidates

⌚ 3 minutes
(4 minutes for groups of three)

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet.

Part 4

Interlocutor

Select any of the following questions, as appropriate:

- Would you like to spend time in a café like this?
..... (Why? / Why not?)
- Would you like to work in a café?
..... (Why? / Why not?)
- What sort of restaurants are most popular with visitors in your country? (Why?)
- What sort of things do people complain about in cafés and restaurants?
- Young people usually go to different places to relax than older people. Why do you think that is?
- Some people say that going out to relax is a waste of time and money. Do you agree? (Why? / Why not?)

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

..... (Why? / Why not?)

..... (Why? / Why not?)

..... (Why?)

.....

.....

.....

Assessment of Speaking

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge ESOL for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face to face meeting to focus on and discuss assessment and procedure, followed by the marking of sample speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners; the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for global achievement using the global achievement scale.

Assessment for *Cambridge English: First* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for *Cambridge English: First* (shown on page 59) are extracted from the overall Speaking scales on page 60.

Cambridge English: First Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 60:

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			

B2	Global Achievement
5	Handles communication on a range of familiar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
0	<i>Performance below Band 1.</i>

Overall Speaking scales

	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms and uses them with flexibility. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. 	<ul style="list-style-type: none"> Interacts with ease by skillfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
C1	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. 	<ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
Grammar and Vocabulary					
B2	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. 		<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 		<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
A2	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 			<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
A1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 			<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.

Cambridge ESOL

Speaking assessment

Glossary of terms

1. GENERAL

Conveying basic meaning	Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.
Situations and topics	<p>Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to school or work, taking part in leisure activities. A <i>Cambridge English: Key (KET)</i> task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.</p> <p>Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. <i>Cambridge English: First (FCE)</i> tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.</p> <p>Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. <i>Cambridge English: Advanced (CAE)</i> tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.</p> <p>Abstract topics: topics which include ideas rather than concrete situations or events. <i>Cambridge English: Proficiency (CPE)</i> tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.</p>
Utterance	Utterance: people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY

Appropriacy of vocabulary	Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance <i>I'm very sensible to noise</i> , the word <i>sensible</i> is inappropriate as the word should be <i>sensitive</i> . Another example would be <i>Today's big snow makes getting around the city difficult</i> . The phrase <i>getting around</i> is well suited to this situation. However, <i>big snow</i> is inappropriate as <i>big</i> and <i>snow</i> are not used together. <i>Heavy snow</i> would be appropriate.
Flexibility	Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.

2. GRAMMAR AND VOCABULARY (cont.)

Grammatical control	<p>Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.</p> <p>Where language specifications are provided at lower levels (as in <i>Cambridge English: Key (KET)</i> and <i>Cambridge English: Preliminary (PET)</i>), candidates may have control of only the simplest exponents of the listed forms.</p> <p>Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.</p> <p>Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.</p>
Grammatical forms	<p>Simple grammatical forms: words, phrases, basic tenses and simple clauses.</p> <p>Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.</p>
Range	Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
3. DISCOURSE MANAGEMENT	
Coherence and cohesion	<p>Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.</p> <p>Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.</p> <p>Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (<i>and, in addition, moreover</i>); consequence (<i>so, therefore, as a result</i>); order of information (<i>first, second, next, finally</i>).</p> <p>At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. <i>and, but, or, then, finally</i>) but also with more sophisticated devices (e.g. <i>therefore, moreover, as a result, in addition, however, on the other hand</i>).</p> <p>Related vocabulary: the use of several items from the same lexical set, e.g. <i>train, station, platform, carriage</i>; or <i>study, learn, revise</i>.</p> <p>Grammatical devices: essentially the use of reference pronouns (e.g. <i>it, this, one</i>) and articles (e.g. <i>There are two women in the picture. The one on the right . . .</i>).</p> <p>Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. <i>you know, you see, actually, basically, I mean, well, anyway, like</i>.</p>
Extent/extended stretches of language	Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.
Relevance	Relevance: a contribution that is related to the task and not about something completely different.
Repetition	Repetition: repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION

Intelligible	Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.
Phonological features	<p>Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.</p> <p>Individual sounds are:</p> <ul style="list-style-type: none"> • Pronounced vowels, e.g. the /æ/ in cat or the /e/ in bed • Diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in host or the /eɪ/ in hate • Consonants, e.g. the /k/ in cut or the /f/ in fish. <p>Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPOrtant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. <i>WHY is that one important?</i> versus <i>Why is THAT one important?</i></p> <p>Intonation: The way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.</p>

5. INTERACTIVE COMMUNICATION

Development of the interaction	Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus, or to something the other candidate/interlocutor has said, or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. <i>What about bringing a camera for the holiday? or Why's that?</i>).
Initiating and Responding	<p>Initiating: starting a new turn by introducing a new idea or a new development of the current topic.</p> <p>Responding: replying or reacting to what the other candidate or the interlocutor has said.</p>
Prompting and Supporting	<p>Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.</p> <p>Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.</p>
Turn and Simple exchange	<p>Turn: everything a person says before someone else speaks.</p> <p>Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.</p>

Cambridge English: First glossary

Answer Sheet	the form on which candidates record their responses.
Assessor	the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so.
Cloze Test	a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.
Coherence	language which is coherent is well planned and clear, and all the parts or ideas fit well so that they form a united whole.
Collaborative Task	the opportunity in the Speaking test for the candidates to engage in a discussion and work together towards a negotiated outcome of the task set.
Collocation	this term describes the likelihood of two words going together, e.g. <i>a good job, a wonderful occasion</i> .
Comprehension Questions	short questions testing information selection, linking and sentence construction.
Content Points	the points contained in the notes on the text in the <i>Cambridge English: First Paper 2 Part 1</i> compulsory question, which must be included in the candidate's letter or email.
Discourse	written or spoken communication.
Gap-Filling Item	any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options.
Gist	the central theme or meaning of the text.
Impeding Error	an error which prevents the reader from understanding the word or phrase.
Input Material	the text and notes, sometimes supported by illustrations or diagrams, which candidates have to base their answers on in the <i>Cambridge English: First Paper 2 Part 1</i> compulsory question.
Interlocutor	the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.
Item	each testing point in a test which is given a separate mark or marks.
Key	the correct answer to an item.
Key Word	the word which must be used in the answer to an item in <i>Cambridge English: First Paper 3 Part 4</i> .
Lexical	adjective from lexis, meaning to do with vocabulary.
Long Turn	the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.
Lozenge	the space on the mark sheet which candidates must fill in to indicate their answer to a multiple-choice question.
Multiple Choice	a task where candidates are given a set of several possible answers of which only one is correct.
Multiple Matching	a task in which a number of questions or sentence completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times.
Neutral Style	a writing style, at <i>Cambridge English: First</i> level appropriate for compositions, with no specific features of formality or informality.
Opening and Closing Formulae	the expressions, either formal or informal, that are usually used to open and close letters, e.g. ' <i>Dear Maria ... With best wishes from ...</i> ', or ' <i>Dear Mr Dakari ... Yours sincerely ...</i> '.
Options	the individual words in the set of possible answers for a multiple-choice item.
Paraphrase	to give the meaning of something using different words.

Phrasal Verb	a verb which takes on a new meaning when followed by a certain preposition or adverb (e.g. ' <i>get away</i> ', ' <i>take up</i> ').
Pretesting	a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty.
Prompt Sentence	the complete sentence given as the opening or closing line of a story in <i>Cambridge English: First Paper 2 Part 2</i> .
Referencing	the technique of using 'referents'.
Referent	a word or term that refers to another person, place, etc.
Register	the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in a formal register.
Report Layout	the way in which a report should be presented. At <i>Cambridge English: First</i> level a report in Paper 2 Part 2 should be clearly organised into paragraphs/sections and may include headings.
Stem Word	the word at the end of each line in <i>Cambridge English: First Paper 3 Part 3</i> , which is the basis for the word that has to be formed.
Target Reader	the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one.
Task Fulfilment	completing all elements of a <i>Cambridge English: First Paper 2</i> task using a range of appropriate and accurate language.

Acronyms

ALTE	The Association of Language Testers in Europe.
CEFR	Common European Framework of Reference.
EFL	English as a Foreign Language.
ESOL	English for Speakers of Other Languages.
UCLES	University of Cambridge Local Examinations Syndicate.



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