



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

First Certificate in English



Handbook for teachers

for examinations from December 2008

The First Certificate in English is at Level B2 of the Common European Framework of Reference for Languages: Learning, teaching, assessment published by the Council of Europe

FCE content and overview

Part/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, justifying, persuading, 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 anyone who is preparing candidates for the Cambridge ESOL First Certificate in English examination (FCE). The introduction gives an overview of FCE and its place within Cambridge ESOL. This is followed by a focus on each paper and includes content, advice on preparation and example papers.

Further information on the examination will be issued in the form of:

- regular update bulletins
- an extensive programme of seminars and conference presentations.

If you require additional CDs or further copies of this booklet, please email ESOLinfo@CambridgeESOL.org

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Introduction to Cambridge ESOL

■ University of Cambridge ESOL Examinations

University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of the Cambridge Assessment Group, which is a department of the University of Cambridge*. It has a tradition of language assessment dating back to 1913, and is one of the world's largest educational assessment agencies. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. In 2006, over 2 million people took these examinations at centres in over 140 countries.

Cambridge ESOL's systems and processes for designing, developing and delivering examinations and assessment services are certified as meeting the internationally recognised ISO9001:2000 standard for quality management.

Cambridge ESOL examinations are suitable for learners of all nationalities, whatever their first language and cultural background, and there are examinations suitable for learners of almost any age. Although they are designed for native speakers of languages other than English, no language related restrictions apply. The range of Cambridge ESOL examinations includes specialist examinations in Business English and English for Academic Purposes, as well as tests for young learners and a suite of certificates and diplomas for language teachers.

The examinations cover all four language skills – reading, writing, listening and speaking. They include a range of tasks which assess candidates' ability to use English, so that in preparing for the examinations, candidates develop the skills they need to make practical use of the language in a variety of contexts. Above all, what the Cambridge ESOL examinations assess is the ability to communicate effectively in English.

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

■ Key features of Cambridge ESOL examinations

Cambridge ESOL undertakes:

- to assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners
- to assess skills which are directly relevant to the range of uses for which learners will need the language they have learned, and which cover the four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and use

- to provide accurate and consistent assessment of each language skill at the appropriate level
- to relate the examinations to the teaching curriculum in such a way that they encourage positive learning experiences, and to seek to achieve a positive impact wherever possible
- to endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Cambridge ESOL examinations are designed around four essential qualities: validity, reliability, impact and practicality. Validity is normally taken to be the extent to which a test can be shown to produce scores which are an accurate reflection of the candidate's true level of language skills. Reliability concerns the extent to which test results are stable, consistent and accurate, and therefore the extent to which they can be depended on for making decisions about the candidate. Impact concerns the effects, beneficial or otherwise, which an examination has on the candidates and other users, whether these are educational, social, economic or political, or various combinations of these. Practicality can be defined as the extent to which an examination is practicable in terms of the resources needed to produce and administer it. All these factors underpin the development and production of Cambridge ESOL examinations.

Introduction to FCE

The First Certificate in English (FCE) was originally offered in 1939. Regular updating has allowed the examination to keep pace with changes in language teaching and testing, and the last major revision of FCE took place in 1996. Following the successful revision of the Certificate of Proficiency in English (CPE) in 2002 and in light of feedback received, it was decided to review FCE and implement changes as appropriate.

■ The purpose of the review project

The purpose of the project was to review FCE in order to ensure that it met the current needs of candidates, teachers, centres and other users in terms of content and length.

The aims were to:

- reflect developments in the field of language teaching and learning
- reflect developments in Cambridge ESOL's other General English examinations, e.g. the revision of CPE
- take account of information about candidates gained through the Candidate Information Sheets completed by all candidates at each administration of the examination
- ensure a thoroughly validated examination
- define a specific test focus for each part of each paper
- ensure the examination meets the needs of candidates and other users.

*Cambridge Assessment is the operating name for the University of Cambridge Local Examinations Syndicate (UCLES).

The outcome, in terms of benefits for the various areas and stakeholders, is the result of extensive research and several rounds of consultation with all users, both online and face-to-face.

■ The process of the project

The project included the following main stages:

- Data collection, e.g. market information including survey questionnaires sent to candidates, teachers, Oral Examiners and examination administrators; information on candidature collected on Candidate Information Sheets.
- The development of examination specifications, including the development of the test construct, test content and the definition of the test focuses; the production, editing and trialling of draft task types and materials; the development and trialling of assessment criteria; and research into the validity and reliability of the material and assessment procedures.
- The production of examination support materials, including public specifications, and training materials for examiners and writers of examination materials.

Throughout the project, Cambridge ESOL has gathered feedback on its proposals for the examination by holding meetings with representatives of key ESOL organisations and English language specialists, and by holding consultative seminars with teachers and Directors of Studies. During trialling, teachers and students have been asked to complete questionnaires on trial materials.

■ Factors affecting the design of the examination

Analysis of FCE Candidate Information Sheets and FCE market survey questionnaires showed consistent agreement on the kind of candidate taking FCE, on how the examination should reflect candidates' needs and interests, and on administrative aspects of the examination. Extensive research was also conducted into the current examination.

The design of the updated examination has incorporated the insights provided by this information and aims to provide:

- coverage of candidates' needs and interests
- coverage of language abilities underlying these needs and interests (in reading, writing, language systems, listening and speaking)
- reliable assessment (range of testing focuses broadened)
- positive educational impact
- ease of examination administration
- an examination which is more user friendly for candidates in terms of its length.

Examination content and processing

■ Content of FCE

Cambridge ESOL examinations reflect a view of language proficiency in terms of a language user's overall communicative ability; at the same time, for the purposes of practical language assessment, the notion of overall ability is subdivided into different skills and subskills. This 'skills and components' view is well established in the language research and teaching literature.

Four main skills of reading, writing, listening and speaking are recognised, and each of these is assessed in a test component of the same name. Reading and listening are multi-dimensional skills involving the interaction of the reader/listener's mental processing capacities with their language and content knowledge; further interaction takes place between the reader/listener and the external features of the text and task. Purpose and context for reading/listening shape these interactions and this is reflected in the FCE Reading and Listening components through the use of different text and task types which link to a relevant target language use context beyond the test.

Writing ability is also regarded as a linguistic, cognitive, social and cultural phenomenon that takes place in a specific context and for a particular purpose. Like Reading and Listening, FCE Writing involves a series of complex interactions between the task and the writers, who are required to draw on different aspects of their knowledge and experience to produce a written performance for evaluation.

Like Writing, Speaking involves multiple competences including vocabulary and grammatical knowledge, phonological control, knowledge of discourse, and pragmatic awareness, which are partially distinct from their equivalents in the written language. Since speaking generally involves reciprocal oral interaction with others, Speaking in FCE is assessed directly, through a face-to-face encounter between candidates and examiners.

A fifth test component in FCE (Use of English) focuses on the language knowledge structures or system(s) that underpin a user's communicative language ability in the written medium; these are sometimes referred to as 'enabling' (sub)skills and include knowledge of vocabulary, morphology, syntax, punctuation, and discourse structure.

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

■ The level of FCE

FCE is at Level B2 of the Council of Europe Common European Framework of Reference for Languages, and a description of this level is given below in terms of:

- what material learners can handle
- what learners can be expected to be able to do.

The type of material an FCE candidate can deal with

At this level, a learner should be able to handle the main structures of the language with some confidence, demonstrate knowledge of a wide range of vocabulary, and use appropriate communicative strategies in a variety of social situations. Their understanding of spoken language and written texts should go beyond being able to pick out items of factual information, and they should be able to distinguish between main and subsidiary points and between the gist of a text and specific detail. They should be able to produce written texts of various types, showing the ability to develop an argument as well as describe or recount events.

What an FCE candidate can do

Examinations at Level B2 are frequently used as proof that the learner can do office work or take a course of study in the medium of the language being learned. Learners at this level can be assumed to have sufficient ability to operate effectively in English in many clerical, secretarial and managerial posts.

The ALTE 'Can Do' Project

The Association of Language Testers in Europe (ALTE) has developed a framework which covers five levels of language proficiency aligned to the Council of Europe Common European Framework of Reference for Languages. (See Table 1.) Research carried out by ALTE has shown what language learners can typically do at each level. Table 2 (overleaf) gives some examples at FCE level of typical general ability plus ability in each of the skill areas and in a range of contexts.

Table 1

Cambridge Main Suite	ALTE levels	CEF levels
Certificate of Proficiency in English	5	C2
Certificate in Advanced English	4	C1
First Certificate in English	3	B2
Preliminary English Test	2	B1
Key English Test	1	A2

■ Varieties of English

Candidates' responses to tasks in the Cambridge ESOL examinations are acceptable in varieties of English which would enable candidates to function in the widest range of international contexts. Candidates are expected to use a particular variety 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 in the same written response to a given task.

■ Recognition

FCE has widespread recognition in commerce and industry, e.g. for public contact or secretarial work in banking, airlines, catering, etc. Many universities and other educational institutions recognise FCE for English language entrance requirements. More information about recognition is available from centres, British Council offices, Cambridge ESOL and from www.CambridgeESOL.org

■ Official accreditation in the UK

FCE has been accredited by the Qualifications and Curriculum Authority (QCA), the statutory regulatory authority for external qualifications in England, and its counterparts in Wales and Northern Ireland at Level 1 in the National Qualifications Framework, under the title 'Cambridge ESOL Level 1 Certificate in ESOL International'.

■ The FCE candidature

Information is collected about FCE candidates at each session, when candidates fill in a Candidate Information Sheet. The candidates for FCE come from a wide range of backgrounds and take the examination for a number of different reasons. The following points summarise the characteristics of the current FCE candidature.

Nationality

FCE is taken by candidates throughout the world in about 100 countries, although the total number of nationalities represented in the candidature is over 200. The majority of these candidates enter for FCE in European and South American countries.

Age and Gender

The majority of candidates are aged between 15 and 17. About 58% of the candidates are female.

Education

Most candidates are students, although there are considerable differences in the proportion of students in different countries.

Preparation

A large proportion of candidates (about 88%) undertake a preparatory course before taking the examination.

Reasons for taking FCE

Candidates' reasons for wanting an English language qualification are roughly distributed as follows:

- to gain employment (32%)
- for further study (26%)
- out of personal interest (11%)
- other (31%).

■ Marks and results

- A candidate's overall FCE grade is based on the total score gained by the candidate in all five papers. It is not necessary to achieve a satisfactory level in all five papers in order to pass the examination.
- All the papers are equally weighted, each contributing 40 marks to the examination's overall total number of 200 marks.

Table 2

'Can Do' summary

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

- Results are reported as three passing grades (A, B and C) and two failing grades (D and E) and are set according to the following information:

- statistics on the candidature
- statistics on the overall candidate performance
- statistics on individual items, for those parts of the examination for which this is appropriate (Papers 1, 3 and 4)
- advice, based on the performance of candidates and recommendations of examiners, where this is relevant (Papers 2 and 5)
- comparison with statistics from previous years' examination performance and candidature.

- Candidates are issued with statements of results approximately two months after the examination has been taken. These include the grades awarded, a graphical display of the candidate's performance in each paper (shown against the scale Exceptional – Good – Borderline – Weak), and a standardised score out of 100 (which is converted from the aggregate mark of 200). This score allows candidates to see exactly how they performed. It has set values for each grade, allowing comparison across sessions of the examination:

Grade A = 80-100 marks

Grade B = 75-79 marks

Grade C = 60-74 marks

Grade D = 55-59 marks

Grade E = 54 marks or below.

This means that the score a candidate needs to achieve a passing grade will always be 60

- Certificates are issued to candidates gaining a passing grade (A, B or C), approximately six weeks after the issue of statements of results.
- Certificates are not issued to candidates awarded the failing grades D and E.

■ Special circumstances

Special circumstances covers three main areas: special arrangements, special consideration and malpractice.

- Special arrangements:**
These are available for candidates with a permanent or long-term disability, such as a visual or hearing difficulty, or a temporary difficulty such as a broken hand, or ear infection affecting a candidate's ability to hear clearly. They may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the Cambridge ESOL Local Secretary in your area for more details as soon as possible.
- Special consideration:**
Cambridge ESOL will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can be given where an application is sent through the centre and is made within 10 working days of the examination date. Examples of acceptable reasons for giving special

consideration are in cases of illness or other unexpected events.

- **Malpractice:**
Cambridge ESOL will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results have been investigated.

FCE support

■ Course materials

A number of coursebooks and practice materials are available from publishers. A list of UK publishers which produce material related to the examinations is available from Cambridge ESOL Information and is on the Cambridge ESOL website. FCE requires an all-round language ability and this should be borne in mind when selecting course materials. Most coursebooks will need to be supplemented; care should be taken to ensure that coursebooks and practice materials selected accurately reflect the content and format of the examination.

N.B. Cambridge ESOL does not undertake to advise on textbooks or courses of study.

■ Past papers and examination reports

Cambridge ESOL produces past examination papers, which can be used for practice, and examination reports, which provide a general view of how candidates performed overall and on each paper and offer guidance on the preparation of candidates. Details of how you can order past papers and examination reports, and a downloadable order form, are available from **www.CambridgeESOL.org/support**

The sample question papers included in this handbook have been produced to reflect the format of the examination. However, candidates are strongly advised not to concentrate unduly on working through practice tests and examinations as this will not by itself make them more proficient in the different skills.

■ Online support

Cambridge ESOL provides an online resource for teachers, designed to help them understand the examinations better and to prepare candidates more effectively.

The Teaching Resources website can be found at **www.CambridgeESOL.org/teach**

In some countries, a dedicated Cambridge ESOL website is available. These websites can be found at **www.CambridgeESOL.org** (initials for country), e.g. **www.CambridgeESOL.gr** (Greece) **www.CambridgeESOL.ch** (Switzerland).

■ Seminars for teachers

Cambridge ESOL offers a wide range of seminars designed for teachers concerned with the examinations; some are also suitable as introductions for administrators, school directors, etc. Some seminars are intended to provide information and support for teachers who are familiar with the examinations, and others can be used to introduce teachers to established examinations and also to new or revised examinations. Contact Cambridge ESOL Information for further details.

■ Administrative information

The FCE examination will be offered three times a year in March, June and December.

Candidates must enter through a recognised centre.

■ Further information

Copies of the Regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Cambridge ESOL Local Secretary in your area, or from the address on the back cover of this handbook. In some areas this information can also be obtained from the British Council.

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 tasks and answer keys: pages 10, 13, 14 and 17.



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 tasks and answer keys: pages 11, 13, 15 and 17.



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 FCE 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 tasks and answer keys: pages 12, 13, 16 and 17.



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.

PAPER 1: READING

Test 1 Part 1 (questions 1–8)

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.

Turn Over ►

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.

line 15

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.

PAPER 1: READING

Test 1 Part 2 (questions 9–15)

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 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.

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.'

- | | |
|--|---|
| A I've fallen off more times than I care to remember. | 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? |
| B I usually have to stop during practice sessions. | F I finished last, but it didn't matter as I really enjoyed it. |
| C The courses were twice as long and the crowds were twice as big. | G Nothing could be further from the truth. |
| D I'm not strong enough in my arms, so I've been doing a lot of upper-body training this year. | H It's not all stardom and glamour, though. |

Turn Over ►

PAPER 1: READING

Test 1 Part 3 (questions 16–30)

The World of Collecting

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.

Part 3

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.

Mark your answers on the separate answer sheet.

Which person

had to re-start their collection?	16
has provided useful advice on their subject?	17
was misled by an early success?	18
received an unexpected gift?	19
admits to making little practical use of their collection?	20
regrets the rapid disappearance of certain items?	21
is aware that a fuller collection of items exists elsewhere?	22
has a history of collecting different items?	23
performed a favour for someone they knew?	24
is a national expert on their subject?	25
is aware that they form part of a growing group?	26
insists on purchasing top-quality items?	27
noticed items while looking for something else?	28
has to protect their collection from damage?	29
would like to create a hands-on display of their collection?	30

PAPER 1: READING
Answer keys

Test 1

PART ONE

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

PART TWO

- 9 F
- 10 H
- 11 C
- 12 A
- 13 E
- 14 B
- 15 G

PART THREE

- 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

PAPER 1: READING

Test 2 Part 1 (questions 1–8)

1 What surprises the writer about the popularity of Holiday on Ice?

- A The show has not changed since it started.
- B Few people know someone who has seen it.
- C Ice-skating is not generally a popular hobby.
- D People often say they prefer other types of show.

2 The writer describes the backstage area in order to show

- A the conditions that the skaters put up with.
- B the type of skater that the show attracts.
- C how much fun the cast have during their work.
- D how much preparation is needed for a performance.

3 What does the writer highlight about the show in the third paragraph?

- A the need for a higher level of professional support
- B the difficulty of finding suitable equipment
- C the range of companies involved in the production
- D the variety of places in which the show has been staged

4 For Robin Cousins, the key point when rehearsing skating routines is

- A the movement of the lights.
- B keeping in time with the music.
- C filling all available space on the ice.
- D the skaters' positions on the ice.

5 Cousins believes that he can meet the challenge of producing shows for different audiences

- A by varying the routines each night.
- B by adapting movements to suit local tastes.
- C by presenting familiar material in an unexpected way.
- D by selecting music that local audiences will respond to.

6 What does Cousins suggest in paragraph 5 about skating in shows?

- A It allows skaters to try out a range of ideas.
- B It enables skaters to visit a variety of places.
- C It can be as competitive as other forms of skating.
- D It is particularly well paid.

7 What is meant by 'the hard way' in line 69?

- A through making a lot of errors
- B through difficult personal experience
- C by over-estimating the ability of others
- D by misunderstanding the expectations of others

8 What conclusion does the writer draw about Holiday on Ice?

- A It is more enjoyable to watch than formal ice-skating.
- B It requires as much skill as Olympic ice-skating.
- C It is hard to know who really enjoys it.
- D It is difficult to dislike it.

Turn Over ▶

Part 1

You are going to read a magazine article about a company called Holiday on Ice, which puts on ice-skating shows. 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**.

Holiday on Ice

What is the secret of Holiday on Ice's long-lasting success? Hilary Rose reports

At 7pm on a dark, cold November evening, thousands of people are making their way across a vast car park. They're not here to see a film, or the ballet, or even the circus. They are all here for what is, bizarrely, a global phenomenon: they are here to see Holiday on Ice. Given that most people don't seem to be acquainted with anyone who's ever been, the show's statistics are extraordinary: nearly 300 million people have seen Holiday on Ice since it began in 1943; it is the most popular live entertainment in the world.

But what does the production involve? And why are so many people prepared to spend their lives travelling round Europe in caravans in order to appear in it? It can't be glamorous, and it's undoubtedly hard work. The backstage atmosphere is an odd mix of gym class and workplace. A curtained-off section at the back of the arena is laughably referred to as the girls' dressing room, but is more accurately described as a corridor, with beige, cracked walls and cheap temporary tables set up along the length of it. Each girl has a small area littered with pots of orange make-up, tubes of mascara and long false eyelashes.

As a place to work, it must rank pretty low down the scale: the area round the ice-rink is grey and mucky with rows of dirty blue and brown plastic seating and red carpet tiles. It's an unimpressive picture, but the show itself is an unquestionably vast, polished global enterprise: the lights come from a firm in Texas, the people who make the audio system are in California, but Montreal supplies the smoke effects; former British Olympic skater Robin Cousins is now creative director for the company and conducts a vast master class to make sure they're ready for the show's next performance.

The next day, as the music blares out from the sound system, the cast start to go through their routines under Cousins' direction. Cousins says, 'The aim is to make sure they're

all still getting to exactly the right place on the ice at the right time – largely because the banks of lights in the ceiling are set to those places, and if the skaters are all half a metre out they'll be illuminating empty ice. Our challenge,' he continues, 'is to produce something they can sell in a number of countries at the same time. My theory is that you take those things that people want to see and you give it to them, but not in the way they expect to see it. You try to twist it. And you have to find music that is challenging to the skaters, because they have to do it every night.'

It may be a job which he took to pay the rent, but you can't doubt his enthusiasm. 'The only place you'll see certain skating moves is an ice show,' he says, 'because you're not allowed to do them in competition. It's not in the rules. So the ice show world has things to offer which the competitive world just doesn't.' Cousins knows what he's talking about because he skated for the show himself when he stopped competing – he was financially unable to retire. He learnt the hard way that you can't put on an Olympic performance every night. 'I'd be thinking, these people have paid their money, now do your stuff, and I suddenly thought, "I really can't cope. I'm not enjoying it".' The solution, he realised, was to give 75 per cent every night, rather than striving for the sort of twice-a-year excellence which won him medals.

To be honest, for those of us whose only experience of ice-skating is watching top-class Olympic skaters, some of the movements can look a bit amateurish, but then, who are we to judge? Equally, it's impossible not to be swept up in the whole thing; well, you'd have to try pretty hard not to enjoy it.

line 69

PAPER 1: READING

Test 2 Part 2 (questions 9–15)

Part 2

You are going to read a newspaper article about a woman who spent last year as a judge for the British Theatre Awards. 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.

Mrs Hart – amateur theatre critic

Who judges the British Theatre Awards? James Pickard finds out.

Elisabeth Hart went to the theatre in London 55 times last year. She read 55 programmes, saw 55 curtains rise and ate an undisclosed number of ice creams. On top of that, she had to write page after page of notes on each visit. However, she is not a professional theatre critic. She is an ordinary member of the public on the judging panel of this year's British Theatre Awards.

Mrs Hart was one of four theatre-lovers chosen to judge all new drama productions (excluding musicals) last year. 9 Mrs Hart thinks this was a good system. 'It's important to have amateurs playing a part in the decisions,' she says. 'It stops the awards appearing to have been fixed like some others. And if a play wins an award, the public know that it's been approved by people with no axe to grind.'

Mrs Hart is extremely enthusiastic about the theatre. 'The year before last I went to over 30 plays,' she says, 'and they were a complete mixed bag.' 10 It began with an application form left on a foyer shelf by the Society of London Theatre, which organises the awards. She filled it in, added a short theatre review, and was selected from several hundred applicants.

'They were looking for people with a very wide taste in theatre,' she explains. 'I always enjoyed acting in plays when I was young, and as a

student in London, I regularly bought cheap standing tickets for West End productions.' Being a judge was hard work, though. 11

'But I never got sick of it. Even the plays I didn't like always had some redeeming qualities.'

She could never sit back and relax, though, because she had to make hefty notes on everything. 12 'It wasn't just the actors we were judging, but also costume design, direction, lighting and script – twelve categories in all. But I still enjoyed it. It felt like an enormous privilege.'

13 'That didn't happen at all. It was all very civilised and friendly,' says Mrs Hart. 'We were listened to and our votes were all equal.'

Theatre critics, of course, are known for their power to make or break a play. 14 'I wasn't treated differently at all, although one receptionist did optimistically describe me as looking as if I was keen to enjoy my evening.'

15 'It is bursting with talent on all fronts, from playwrighting to direction, and there are plenty of innovative developments in productions. I personally think new writing should be encouraged. But overall, theatre is definitely alive and kicking.'

- | | |
|---|--|
| A Having to take this approach meant that she couldn't let her concentration slip at any time. | E Her appointment was therefore something of a dream come true for her. |
| B In this situation there is surely a danger of the professional critics dominating the discussions. | F The experience has left Mrs Hart optimistic about the state of British theatre. |
| C Regular theatre-goers usually disagree with some of their judgements, of course, and Mrs Hart is no exception. | G In one week alone, her duties involved her reviewing as many as seven plays. |
| D They were part of a panel that also included five professional theatre critics. | H So did management show her enormous respect? |

Turn Over ▶

PAPER 1: READING

Test 2 Part 3 (questions 16–30)

My best teacher

A Veronique Tadjou

Tae Kwon Do is a martial art which has become popular as a sporting activity in recent years. I started learning it in the Ivory Coast in Africa when I was about 13, and later became the country's first black belt. My teacher, Kim Young Tae, had been sent by the Tae Kwon Do federation in Korea to open a club. It was very successful. When he arrived he didn't know a word of French so he used to demonstrate rather than explain. At the time my brother and I started learning Tae Kwon Do, we were fighting like mad. But we quickly understood we had to stop fighting because we realised that fighting was about self-defence, not aggression. Tae Kwon Do teaches you to control your anger and control your body. It is very good for your memory, co-ordination and self-discipline. And you are acquiring a philosophy. Later on, Kim opened a restaurant and then moved back to Korea. We had a very friendly relationship, but somehow I feel like I was a disappointment to him. He thought I had a future in the sport. But when I was 17 I decided it was not what I wanted to do.

B Helen Mirren

Everyone loved Miss Welding. She taught me between the ages of 13 and 17 and was instrumental in my becoming an actress. She knew I was interested in acting, but it just wasn't an option in my world. My father was a driving examiner and I wasn't exposed to acting as a career. It was Miss Welding who told me about the National Youth Theatre, which was an organisation I was unaware of. She suggested I look into it and think about going there. About ten years after I left school, when I was with the Royal Shakespeare Company and playing fairly high-profile parts, I got a letter from Miss Welding saying she was following my career with interest, but as far as I know, she never came to see me perform. She certainly never came to see me backstage.

C Nisha Ishtiaq

My father was editor of Pakistan's largest newspaper and he knew and liked its librarian, Atif Burkhi. Atif was well-educated and when I was about 12 my father decided I should learn more about the region's history and he chose Atif as my tutor. It turned out to be an inspired move. He would come to our house once a week to teach me, from the end of school until supper. He took me through a lot of history, but after a few lessons I got bored. 'I know you're being paid by my parents to teach me this stuff,' I said, 'but there are other things in the world.' He burst out laughing as he so often did and asked: 'What do you want to talk about then?' And so we would discuss global issues and world literature.

D Suzanne Terry

Brian Earle, my English teacher was a very intense man with thick glasses, and the fact that he taught a lot of his classes standing on his head was also seen as extremely peculiar. He taught me for just one year and it was probably one of the most creative years of my life. He didn't believe in giving marks for grammar or punctuation; he implied that the mechanics of writing were not important if you had something to say. When I wrote a short story for him called 'Army', he simply wrote across the bottom: 'You've just got to keep on writing.' Those few words of support had a fantastic effect on me in terms of wanting to write and be involved in writing. Brian Earle had a love of teaching and his subject.

Part 3

You are going to read an article in which four people describe their best teacher. For questions 16 – 30, choose from the people (A – D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person had a teacher who

- | | |
|--|----|
| taught more than one member of the same family? | 16 |
| might have preferred their pupil to choose a different career? | 17 |
| was popular with all the pupils? | 18 |
| had to overcome a disadvantage when teaching? | 19 |
| made contact after their pupil left school? | 20 |
| taught in an unusual physical position? | 21 |
| changed their pupils' behaviour? | 22 |
| became their teacher as a result of a personal contact? | 23 |
| developed their pupils' physical and mental skills? | 24 |
| pointed their pupil in the direction of a successful career? | 25 |
| demonstrated a sense of humour? | 26 |
| decided what to teach by responding to their pupil's interests? | 27 |
| showed what was necessary instead of talking about it? | 28 |
| was also doing another job? | 29 |
| put an emphasis on what pupils expressed, not the way they expressed it? | 30 |

PAPER 1: READING

Answer keys and candidate answer sheet

Test 2

PART ONE

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

PART TWO

- 9 D
10 E
11 G
12 A
13 B
14 H
15 F

PART THREE

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

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

Examination Title

Centre

Centre No.

Candidate No.

Examination Details

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

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Candidate Answer Sheet

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:



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

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

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

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 questions and scripts: pages 23, 26, 30 and 36.

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 24, 27, 31–35 and 37–39.

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 5(a) and 5(b) 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 5(a) AND 5(b)

This consists of a choice of two tasks, one based on each of two books. These are specified in the Examination Regulations issued every year and are also available through the Cambridge ESOL website: www.Cambridgeesol.org/fce

■ 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 intended 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 FCE 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 *Varieties of 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 FCE Writing paper

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.

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.

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.

Preparation

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.

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.

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.

Task types in the FCE Writing paper

A LETTER is written in response to the situation outlined in the question. Letters in the FCE Writing 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.

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.

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.

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.

SET TEXT questions may be articles, essays, letters, reports or reviews. Assessment is based on control of language in the given context.

Preparation

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.

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.

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.

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.

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.

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.

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.

PAPER 2: WRITING

Test 1 Part 1 (question 1)

Question 1

email

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

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

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

Suggest ...

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.

[illegible]

FCE HANDBOOK FOR TEACHERS | PAPER 2: WRITING | SAMPLE PAPER – TEST 1

[illegible]

Turn over▶

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

- 1** Your English speaking friend, Andrew, is thinking of starting a small business providing holiday camps for children. Read Andrew's letter and the notes you have made. Then write a letter to Andrew using **all** your notes.

I've decided to start my own business! I want to run summer holiday camps for children, with activities such as water sports, camping and climbing. Do you think a camp like this could be successful?

I'm really interested to know what children in your country normally do during the summer holiday. Could you write and give me some information about this?

I have one last question. If you are free this summer, would you like to come and help me organize the first summer camp? Of course I will provide you with accommodation.

Please write back soon,

Andrew

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

PAPER 2: WRITING

Test 2 Part 2 (questions 2–5)

Question

Part 2

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.

- 2** You have recently had a discussion in your English class about places to live. Now your teacher has asked you to write an essay, giving your opinion on the following statement.
- Whatever your age, life in the country is always better than life in the city.*
- 3** You have decided to enter an international short story competition. The competition rules say that the story must **begin** with the words:
- When their car broke down, they decided to go and ask for help at the farmhouse.*

Write your **story**.

- 4** You have had a class discussion on how to keep healthy and your teacher has now asked you write a report for new students at your college giving them some advice on places to go in the area. You should include information on sports facilities and healthy places to eat locally.

Write your **report**.

- 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)** *Phantom of the Opera* by Gaston Leroux
Your English teacher has asked your class to write an article on an important event in the *Phantom of the Opera*. Choose one event in the story, describe what happens and explain why it is important.

Write your **article**.

- (b)** *Great Expectations* by Charles Dickens
Read this part of a letter from your English-speaking friend Sue.

*I disliked several of the characters in Great Expectations.
Did you? Write and tell me what you think.
Sue*

Write a **letter** to Sue giving your opinion.

Assessment

Candidates' answers are assessed with reference to two mark schemes: one based on the examiner's overall impression (the General Impression Mark Scheme), the other on the requirements of the particular task (the Task Specific Mark Scheme). The General Impression Mark Scheme summarises the content, organisation and cohesion, range of structures and vocabulary, register and format, and target reader indicated in the task. The Task Specific Mark Scheme focuses on criteria specific to each particular task. Examples of candidate responses, together with the Task Specific Mark Schemes, can be found on pages 30–39.

Candidates are penalised for dealing inadequately with the requirements of the Task Specific Mark Scheme. The accuracy of language, including spelling and punctuation, is assessed on the general impression scale for all tasks.

For answers that are below length, the examiner adjusts the maximum mark and the mark given proportionately. For answers that are over-length, the examiner draws a line at the approximate place where the correct length is reached and directs close assessment to what comes before this. However, credit is given for relevant material appearing later.

The examiner's first priority is to give credit for the candidate's efforts at communication, but candidates are penalised for inclusion of content irrelevant to the task set.

Marking

The panel of examiners is divided into small teams, each with a very experienced examiner as Team Leader. A Principal Examiner guides and monitors the marking process, beginning with a meeting of the Principal Examiner for the paper and the Team Leaders. This is held immediately after the examination and begins the process of establishing a common standard of assessment by the selection and marking of sample scripts for all the questions in Paper 2. These are chosen to demonstrate the range of responses and different levels of competence, and a Task Specific Mark Scheme is finalised for each individual task on the paper. Examiners discuss these Task Specific and General Impression Mark Schemes and refer to them regularly while they are working.

During marking, each examiner is apportioned scripts chosen on a random basis from the whole entry in order to ensure there is no concentration of good or weak scripts or of one large centre from one country in the allocation of any one examiner. A rigorous process of co-ordination and checking is carried out before, during and after the marking process.

The FCE General Impression Mark Scheme is interpreted at Council of Europe Level B2.

A summary of the General Impression Mark Scheme is given opposite. Trained examiners, who are co-ordinated prior to each examination session, work with a more detailed version, which is subject to updating.

■ General Impression Mark Scheme

BAND 5 For a Band 5 to be awarded, the candidate's writing fully achieves the desired effect on the target reader. All the content points required in the task are included* and expanded appropriately. Ideas are organised effectively, with the use of a variety of linking devices and a wide range of structure and vocabulary. The language is well developed, and any errors that do occur are minimal and perhaps due to ambitious attempts at more complex language. Register and format which is consistently appropriate to the purpose of the task and the audience is used.

BAND 4 For a Band 4 to be awarded, the candidate's writing achieves the desired effect on the target reader. All the content points required in the task are included*. Ideas are clearly organised, with the use of suitable linking devices and a good range of structure and vocabulary. Generally, the language is accurate, and any errors that do occur are mainly due to attempts at more complex language. Register and format which is, on the whole, appropriate to the purpose of the task and the audience is used.

BAND 3 For a Band 3 to be awarded, the candidate's writing, on the whole, achieves the desired effect on the target reader. All the content points required in the task are included*. Ideas are organised adequately, with the use of simple linking devices and an adequate range of structure and vocabulary. A number of errors may be present, but they do not impede communication. A reasonable, if not always successful, attempt is made at register and format which is appropriate to the purpose of the task and the audience.

BAND 2 For a Band 2 to be awarded, the candidate's writing does not clearly communicate the message to the target reader. Some content points required in the task are inadequately covered or omitted, and/or there is some irrelevant material. Ideas are inadequately organised, linking devices are rarely used, and the range of structure and vocabulary is limited. Errors distract the reader and may obscure communication at times. Attempts at appropriate register and format are unsuccessful or inconsistent.

BAND 1 For a Band 1 to be awarded, the candidate's writing has a very negative effect on the target reader. There is notable omission of content points and/or considerable irrelevance, possibly due to misinterpretation of the task. There is a lack of organisation or linking devices, and there is little evidence of language control. The range of structure and vocabulary is narrow, and frequent errors obscure communication. There is little or no awareness of appropriate register and format.

BAND 0 For a Band zero to be awarded, there is either too little language for assessment or the candidate's writing is totally irrelevant or totally illegible.

*Candidates who do not address all the content points will be penalised for dealing inadequately with the requirements of the task.

Candidates who fully satisfy the Band 3 descriptor will demonstrate an adequate performance in writing at FCE level.

Cambridge ESOL Common Scale for Writing

The Cambridge ESOL Common Scale for Writing has been developed to allow users to:

- interpret levels of performance in the Cambridge tests from beginner to advanced
- identify typical performance qualities at particular levels
- locate performance in one examination against performance in another.

The Common Scale is designed to be useful to test candidates and other test users (e.g. admissions officers or employers). The description at each level of the Common Scale is not intended as a specification for the test content, but rather aims to provide a brief, general description of the nature of written language ability at a particular level in real-world contexts. In this way the wording offers an easily understandable description of performance which can be used, for example, in specifying requirements to language trainers, formulating job descriptions and specifying language requirements for new posts.

-
- LEVEL C2 MASTERY**
CERTIFICATE OF PROFICIENCY IN ENGLISH:
Fully operational command of the written language
- Can write on a very wide range of topics.
 - Is able to engage the reader by effectively exploiting stylistic devices such as sentence length, variety and appropriacy of vocabulary, word order, idiom and humour.
 - Can write with only very rare inaccuracies of grammar or vocabulary.
 - Is able to write at length organising ideas effectively.
-

- LEVEL C1 EFFECTIVE OPERATIONAL PROFICIENCY**
CERTIFICATE IN ADVANCED ENGLISH:
Good operational command of the written language
- Can write on most topics.
 - Is able to engage the reader by using stylistic devices such as sentence length, variety and appropriacy of vocabulary, word order, idiom and humour though not always appropriately.
 - Can communicate effectively with only occasional inaccuracies of grammar and vocabulary.
 - Is able to construct extended stretches of discourse using accurate and mainly appropriate complex language which is organisationally sound.
-

- LEVEL B2 VANTAGE**
FIRST CERTIFICATE IN ENGLISH:
Generally effective command of the written language
- Can write on familiar topics.
 - Shows some ability to use stylistic devices such as variety and appropriacy of vocabulary and idiom though not always appropriately.
 - Can communicate clearly using extended stretches of discourse and some complex language despite some inaccuracies of grammar and vocabulary.
 - Can organise extended writing which is generally coherent.
-

- LEVEL B1 THRESHOLD**
PRELIMINARY ENGLISH TEST:
Limited but effective command of the written language
- Can write on most familiar and predictable topics.
 - Can communicate clearly using longer stretches of discourse and simple language despite relatively frequent inaccuracies of grammar or vocabulary.
 - Can organise writing to a limited extent.
-

- LEVEL A2 WAYSTAGE**
KEY ENGLISH TEST:
Basic command of the written language
- Can write short basic messages on very familiar or highly predictable topics possibly using rehearsed or fixed expressions.
 - May find it difficult to communicate the message because of frequent inaccuracies of grammar or vocabulary.
-

PAPER 2: WRITING

Test 1 Question 1 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 1: CANDIDATE A

■ Content

The **email** should include all the points in the notes:

- say when it is best to visit
- suggest best way(s) of finding out about food/cooking at home
- recommend restaurant(s)
- decline invitation.

■ Organisation and cohesion

Clear organisation of ideas, with paragraphing and linking as appropriate to the task.

■ Appropriacy of register and format

Informal email with standard use of English grammatical and spelling conventions.

■ Range

Language of expressing enthusiasm, giving information, declining invitation, recommending, suggesting.

■ Target reader

Would be informed.

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 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 food is that's 'Briham' which contains many vegetables and it's very high in vitamins and carbohadratel.

Now as 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

■ Content

All points covered.

■ Organisation and cohesion

Effectively organised.

■ Range

Adequate range.

■ Accuracy

A number of non-distracting errors.

■ Appropriacy of register and format

Appropriate to the task.

■ Target reader

Would be fully informed.

■ Marks awarded

Band 3.

PAPER 2: WRITING

Test 1 Question 2 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 2: CANDIDATE B

■ Content

The **article** should give information about the writer's favourite teacher saying what they remember about him/her.

■ Organisation and cohesion

Clear organisation of ideas with appropriate linking and paragraphing.

■ Appropriacy of register and format

Any as long as consistent.

■ Range

Language of description, explanation and opinion.

■ Target reader

Would be informed.

Candidate B

A Fantastic Teacher!

Can you imagine a school where every people enjoy themselves? Have you ever seen a funny teacher that transforms boring lessons into interesting ones?

For me it was real.

I went to high school in bergamo and I really enjoyed every day.

I only have to thank my teacher.

His name is Allesandro and he teached me italian and latin: apparently two boring subjects but not for me. Not with his way of teaching.

Everyday when he came in the classroom he has something funny to say to us. For example something about his last weekend or his private life. The lessons always started laughing. I felt really well during his lessons.

The he began to explain and the strange thing was everybody paid always attention very well to him and he makes all interesting.

His lessons were at the same time enjoyable, funny and interesting: that's wonderful.

I'll never forget him!

Examiner comments

■ Content

Good development of the task.

■ Organisation and cohesion

Clearly organised.

■ Range

A good range of structure and vocabulary.

■ Accuracy

Generally accurate but some awkwardness of expression.

■ Appropriacy of register and format

Appropriate to the task.

■ Target reader

Would be fully informed.

■ Marks awarded

Band 4.

PAPER 2: WRITING

Test 1 Question 3 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 3: CANDIDATE C

■ Content

The **review** should give information about a play seen at the theatre and may include information about characters, costumes and story as well as a possible recommendation.

■ Organisation and cohesion

Clear linking and paragraphing.

■ Appropriacy of register and format

Neutral or formal review.

■ Range

Language of description, explanation and opinion.

■ Target reader

Would be informed.

Candidate C

I recently went to the theatre to see a play. It was the best play I have ever seen. It is called 'The Spirits'. The story was very interesting and all the time I was thinking 'What will happen next?'

The stage and the costumes were very simple. All the players were wearing black and they all looked similar. Sometimes I was confuse about which character was on the stage until they started speaking. But there were only five people in this play so it wasn't a major problem.

The story was telling about a family and the spirits in their home. They started to be afraid of the spirits but later they became their friends. By the end of the drama, they were living happily together. It was a very touching drama.

I really recommend you to see this play. The acting was so good that you forget it isn't the real world. You will be amaze by the wonderful acting and the story, I am sure.

Examiner comments

■ Content

Good realisation of task.

■ Organisation and cohesion

Clearly organised with suitable use of cohesive devices.

■ Range

A very good range of structures and vocabulary.

■ Accuracy

Generally accurate with occasional errors in tense use.

■ Appropriacy of register and format

Fully appropriate to the task.

■ Target reader

Achieves the desired effect.

■ Marks awarded

Band 5.

PAPER 2: WRITING

Test 1 Question 4 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 4: CANDIDATE D

■ Content

The **story** should continue from the prompt sentence.

■ Organisation and cohesion

Could be minimally paragraphed.
Should reach a definite ending, even if it is somewhat open-ended.

■ Appropriacy of register and format

Consistently neutral or informal narrative.

■ Range

Past tenses. Vocabulary appropriate to the chosen topic of the story.

■ Target reader

Would be able to follow the storyline.

Candidate D

Anna had a very special reason for getting up early the next day so she set the alarm for 5am. Anna had a boy friend, his name is hyuni. It was the first time that they would to go to a beach. Anna was expecting that, so she couldn't sleep well until 3am. They had promised to meet at the train station at 7am. But, she got up at 10am. She was suprised and called to him rapidly. He didn't received a phone. She went out at 10.30AM and reached train station at 11am. But he wasn't there. At the beginning she was annoy by the time went she was ansious him. She waitied him until 11am but he didn't come so she decided to go to his house. when she arrived his house she was surprised: the policeman was in his house. 'What happen in this house' she yelled, 'I don't know when I went around this way a man shouted to me so I was coming' the policeman whispered. She was getting frighten. And then they found man who lied down on the floor. He was sleeping. And there were some beer can next to him. The next day they were broken.

Examiner comments

■ Content

Story continues from prompt sentence.

■ Organisation and cohesion

Lacks paragraphing.

■ Range

Limited range of structures but some attempt at a range of vocabulary.

■ Accuracy

A number of distracting and some impeding errors.

■ Appropriacy of register and format

Appropriate to the task.

■ Target reader

Reader may have some difficulty following storyline due to the number of errors.

■ Marks awarded

Band 2.

PAPER 2: WRITING

Test 1 Question 5a (sample script)

Mark scheme and sample script with examiner comments

QUESTION 5A: CANDIDATE E

■ Content

The **letter** should explain the writer's opinion of the main character, Andrew Manson.

■ Organisation and cohesion

Clear linking and paragraphing.

■ Appropriacy of register and format

Neutral or informal narrative.

■ Range

Language of description, explanation and opinion.

■ Target reader

Would be informed.

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 thought money was too important to him.

However, in the end of the story, after a big mistake with a surgery 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 principles and is really an excellent doctor with good character.

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

Love

Una.

Examiner comments

■ Content

Good development of the task.

■ Organisation and cohesion

Well organised.

■ Range

A good range attempted.

■ Accuracy

Generally accurate but with some awkwardness of expression.

■ Appropriacy of register and format

Fully appropriate to the task.

■ Target reader

Would be informed.

■ Marks awarded

Band 4.

Mark scheme and sample script with examiner comments
QUESTION 5B: CANDIDATE F**■ Content**

The **essay** should explain which character enjoyed the journey more and why.

■ Organisation and cohesion

Clear organisation of ideas with suitable paragraphing and linking.

■ Appropriacy of register and format

Neutral essay.

■ Range

Language of description, explanation and opinion.

■ Target reader

Would be informed.

Candidate F

In the book, Phileas Fogg leaves London to travel round 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 Passepartout 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**■ Content**

Good realisation of the task.

■ Organisation and cohesion

Lacks paragraphing.

■ Range

Limited range of structures and vocabulary.

■ Accuracy

Generally accurate – errors do not impede.

■ Appropriacy of register and format

Appropriate to the task.

■ Target reader

Would be informed.

■ Marks awarded

Band 3.

PAPER 2: WRITING

Test 2 Question 1 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 1: CANDIDATE G

■ Content

The **letter** must include all the points in the notes:

- Explain whether children would be interested in the camp.
- Give information about children's summer holiday activities in the candidate's country.
- Respond positively to offer of work.
- Ask for information about accommodation.

■ Organisation and cohesion

Clear organisation of ideas with suitable paragraphing and linking. Opening/closing formulae appropriate to the task.

■ Appropriacy of register and format

Standard English appropriate to the situation and target reader observing grammar and spelling conventions.

■ Range

Language relating to the functions above with vocabulary relating to summer camp and activities.

■ Target reader

Would be informed.

Candidate G

Dear Andrew,

Thank you for the letter. It is a fantastic idea to start a business. I think in my country this will be very good idea. So many people will come to use it. There are no other camp like this in Japan.

In Japan summer holiday is very small because all children have to study a lot of their homework so they have very short time to relax. But they like outdoor activities such as horse-riding, trekking and so on. They will really be overjoyed to come to your camp!

I am very happy that you ask me to come to your first summer camp. I am free and I'd really like to come and help you organise everything. Can you tell me more about some accommodation? Can I stay near your house in a nice hotel or will it be far away? I can't wait to see you and your business. We will have a very good time together I think.

Best Wishes

Mayumi

Examiner comments

■ Content

All content points included.

■ Organisation and cohesion

Ideas clearly organised.

■ Range

A good range of structure and vocabulary.

■ Accuracy

Generally accurate.

■ Appropriacy of register and format

Register and format appropriate to the task.

■ Target reader

Would be fully informed.

■ Marks awarded

Band 4.

PAPER 2: WRITING

Test 2 Question 4 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 4: CANDIDATE H

■ Content

The **report** should give information about local sports facilities and healthy places to eat.

■ Organisation and cohesion

Clear organisation of ideas with suitable paragraphing and linking. Headings an advantage but not essential.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Range

Language of describing and advising with vocabulary relating to sport and healthy eating.

■ Target reader

Would be informed.

Candidate H

how to keep yourself healthy

Nowdays it is very important to be healthy. This report give informations for to keep very healthy and good.

Why to keep healthy

Moreover in our busi lifes is very important to be good in your body and to play some sports. Sports is very good for you and keep you working good. If you are not actif then your brian is also not working good. You can not be at your peak in thinks.

why to eat good food

On the other hand it is important to eat good food. If you are eating always in fast foods then you will not be well. You must eat every day some frutes and vegetable to be healthy.

Conclusion

to sum up, it is very important to be healthy and your best all the time and this report is showin you how to do these.

Examiner comments

■ Content

Poor attempt at the task set.

■ Organisation and cohesion

Some attempt at organisation but cohesive devices incorrectly used.

■ Range

A narrow range of structure and vocabulary.

■ Accuracy

Little evidence of language control with some basic errors.

■ Appropriacy of register and format

An attempt at report format.

■ Target reader

Would have a negative effect on the target reader.

■ Marks awarded

Band 1.

PAPER 2: WRITING

Test 2 Question 5b (sample script)

Mark scheme and sample script with examiner comments

QUESTION 5B: CANDIDATE I

■ Content

The **letter** should explain whether or not the candidate liked or disliked any characters and why/why not.

■ Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Range

Language of describing and explaining

■ Target reader

Would be informed.

Candidate I

Dear Sue,

So, I think you are reading *Great Expectations* now, aren't you? I really liked the film and also the book. I think some of the characters are very strong in the book and always in this way you may strongly like or dislike them.

For me the most dislikeable is Estella. I know she is a very beautiful girl and all of the boys liked her, as Pip. However, she was so cruel to him and didn't think of how his feelings were all the time. I think she really loved him very deeply but because Miss Havisham taught her many bad manners and ways she was reluctant to show this to him. If only Miss Havisham was better to Estella she may be a better person. Moreover the terrible way of life she had with Miss Havisham was very difficult for her.

Well I hope you are enjoying the book as I did and you will write me again very soon.

Kisses

Mariella

Examiner comments

■ Content

Full realisation of the task.

■ Organisation and cohesion

Ideas effectively organised with good internal cohesion.

■ Range

A wide range of structure and vocabulary.

■ Accuracy

A well developed control of language.

■ Appropriacy of register and format

Register and format fully appropriate to the task.

■ Target reader

Fully achieves the desired effect.

■ Marks awarded

Band 5.

PAPER 2: WRITING

Test 2 Question 2

Mark scheme**■ Content**

The **essay** should give opinion on whether life in the country is better than life in the city.

■ Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Range

Language of describing, explaining and expressing opinion with vocabulary relating to country and city life.

■ Target reader

Would be informed.

PAPER 2: WRITING

Test 2 Question 3

Mark scheme**■ Content**

The **story** should continue from the prompt sentence.

■ Organisation and cohesion

Storyline should be clear, though paragraphing could be minimal.

■ Appropriacy of register and format

Consistent register suitable to the story.

■ Range

Narrative tenses with vocabulary appropriate to the chosen topic of the story.

■ Target reader

Would be able to follow the storyline.

PAPER 2: WRITING

Test 2 Question 5a

Mark scheme**■ Content**

The **article** should describe one event in the *Phantom of the Opera* and explain why it is important.

■ Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Range

Language of describing, explaining and giving opinion.

Vocabulary relating to the story and events.

■ Target reader

Would be informed.

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 and focus	Multiple-choice cloze. 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 and focus	Open cloze. Grammatical/lexico-grammatical.
Format	A modified cloze test containing 12 gaps.
No. of Qs	12.

PART 3

Task type and focus	Word formation. 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 and focus	Key word transformations. 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 tasks and answer keys: pages 44, 47, 48 and 51.



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 lexico-grammatical 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 tasks and answer keys: pages 45, 47, 49 and 51.



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 lexico-grammatical, 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 tasks and answer keys: pages 45, 47, 49 and 51.



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 questions and answer keys: pages 46, 47, 50 and 51.



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').

PAPER 3: USE OF ENGLISH
 Test 1 Part 1 (questions 1–12)

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

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.

Test 1 Part 2 (questions 13–24) and Test 1 Part 3 (questions 25–34)

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 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 of (26) The brochure includes various destinations and a range of itineraries. These range from sightseeing tours of (27) cities to undemanding walking trips in unspoilt coastal and country regions and, for the more (28) traveller, challenging mountain or hill-walking expeditions.

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

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

Turn over ▶

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.

PAPER 3: USE OF ENGLISH
 Test 1 Part 4 (questions 35–42)

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.

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.

PAPER 3: USE OF ENGLISH

Answer keys

Test 1

PART ONE

- 1 A
- 2 B
- 3 C
- 4 B
- 5 A
- 6 A
- 7 D
- 8 D
- 9 A
- 10 B
- 11 C
- 12 C

PART TWO

- 13 whose
- 14 been
- 15 part
- 16 be
- 17 are
- 18 of
- 19 put
- 20 due/owing
- 21 far
- 22 in
- 23 which
- 24 may/might/could

PART THREE

- 25 regardless
- 26 fitness
- 27 historic/historical
- 28 adventurous
- 29 unfair
- 30 enjoyment
- 31 pleasure(s)
- 32 attractive
- 33 fully
- 34 ensure

PART FOUR

- 35 (all) on][their **own**
 - 36 had/'d][**better** leave/go/set off
 - 37 there's/is][no/little **point**
 - 38 had been/come/arrived][on **time**
 - 39 was][the **first** time (that)
 - 40 **made** him/Abdul][do/finish/complete
 - 41 away][**even** though
 - 42 take into **account**][how
-][shows where the answer is split into two parts for marking purposes.

PAPER 3: USE OF ENGLISH
Test 2 Part 1 (questions 1–12)

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 gain B earn C collect D receive

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

A wildlife cameraman

I (0) a living as a freelance wildlife cameraman working all over the world. It is my job to provide the (1) material from which a natural history programme is (2) up. If the lifestyle agrees with you, the travel and the filming can be great. There is fantastic variety: I often do not have the slightest (3) where I am going or what I will see. There is also a certain pleasure in (4) some of the film you take on TV, though as I am often away working, I do not always (5) the programmes when they are shown.

It is unusual to get an 'easy' filming job. One of the most challenging things is (6) your sense of humour under sometimes difficult circumstances. I (7) to work in the region of 300 days a year and I often (8) I had more time to play my guitar or see friends. Sometimes there is no (9) even unpacking, when I get home.

But it is an amazing job, even though there are frustrations. What I hate most is flying – I really cannot (10) with that. All things (11) , if it were not for the flying, this job would be (12) about perfect.

- | | | | |
|---------------|-----------|-------------|--------------|
| 1 A pure | B plain | C raw | D bare |
| 2 A made | B set | C taken | D put |
| 3 A idea | B thought | C purpose | D sense |
| 4 A noticing | B viewing | C looking | D regarding |
| 5 A catch | B glimpse | C glance | D remark |
| 6 A guarding | B holding | C keeping | D saving |
| 7 A expect | B suppose | C imagine | D rely |
| 8 A hope | B desire | C wish | D want |
| 9 A reason | B point | C purpose | D matter |
| 10 A suffer | B stand | C tolerate | D cope |
| 11 A examined | B weighed | C consulted | D considered |
| 12 A round | B near | C almost | D just |

Turn over ►

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 A F R I C A N

Tourism in Tanzania

Over the past few years, tourism in the East (0) country of Tanzania has been growing fast. Tanzania has a really (25)

AFRICA
FASCINATE

multi-cultural history and is home to many different tribes. They live peacefully together and have a wide range of (26), such as farming and making traditional (27) Visits to tribal villages,

OCCUPY
JEWEL

notably to those of the Masai in the north of the country, are often a highlight of travel itineraries. Last year, Tanzania welcomed about 290,000 visitors, which made tourism the (28) most important source of foreign exchanges; only coffee and cotton brought in more revenue.

THREE

Tourists are attracted to Tanzania because of its (29) beaches and its unusual (30) features. It has lakes of amazing (31), and in Mount Kilimanjaro boasts the highest mountain on the African continent. Tanzania also has more land devoted to natural parks and game reserves than any other wildlife destination in the world. Everything, including the coral reefs, is protected by government law.

GOLD
GEOGRAPHY
DEEP

Tanzania is (32) placed to increase its tourist trade by offering a (33) of activity holidays. At the same time, it aims to avoid the 'mass tourism' that has been a rather (34) development in other areas of similar beauty.

IDEAL
VARY
FORTUNATE

Turn over ▶

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 O N E

Fashion

Throughout history people have worn clothing of (0) description or another. Apart (13) protection against the weather, clothes were also often used to show the wearer's status and wealth. Over the years, numerous fashions in clothing have come and gone. (14) some of these have been popular for relatively short periods, others have lasted longer.

Until the first half of the 20th century, the ability to follow fashion was limited to those (15) had the money to (16) so. But following fashion did not only demand money, it also required large amounts of leisure time. Wealthy people took fashion very seriously and close attention had to (17) paid to detail. Wearing the correct clothes for different occasions was very important, despite the (18) that this often meant changing clothes five or six (19) a day.

More recently, fashionable clothes have come within the reach of ordinary people. The traditional craft of dressmaking, (20) usually involved sewing (21) hand, was both costly and slow. But today, large-scale manufacturing has made it easier for people to keep (22) with changes in fashion (23) having to spend a great (24) of money.

PAPER 3: USE OF ENGLISH

Test 2 Part 4 (questions 35–42)

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 I think Robert is too young to look after his brother.

CARE

I think Robert isn't of his brother.

36 Tomas put up a fence so that people didn't walk on his garden.

PREVENT

Tomas put up a fence on his garden.

37 The twins are eager to see their cousins again in the summer.

LOOKING

The twins their cousins again in the summer.

38 The last time Enrico saw Gloria was the day they left school.

SEEN

Enrico has the day they left school.

39 Luckily, we had enough glasses at the party.

RUN

Luckily, we glasses at the party.

40 Nicholas finally managed to get his new video recorder to work.

SUCCEEDED

Nicholas finally his new video recorder to work.

41 You did not take enough care over your homework last week.

OUGHT

You more care over your homework last week.

42 Reuben is the only person to have won the championship three times running.

NOBODY

Apart ever won the championship three times running.

PAPER 3: USE OF ENGLISH

Answer keys

Test 2

PART ONE

- 1 C
- 2 A
- 3 A
- 4 B
- 5 A
- 6 C
- 7 A
- 8 C
- 9 B
- 10 D
- 11 D
- 12 D

PART TWO

- 13 from
- 14 Although/While/
Whereas/Whilst/Though
- 15 who/that
- 16 do
- 17 be
- 18 fact
- 19 times
- 20 which
- 21 by
- 22 up
- 23 without
- 24 deal/amount/sum

PART THREE

- 25 fascinating
- 26 occupations
- 27 jewellery/jewelry
- 28 third
- 29 golden
- 30 geographic(al)
- 31 depth(s)
- 32 ideally
- 33 variety
- 34 unfortunate

PART FOUR

- 35 old enough || to take **care**
 - 36 to **prevent** people || (from) walking
 - 37 are **looking** forward to || seeing
 - 38 n't/not **seen** Gloria || since
 - 39 didn't/did not **run** || out/short of
 - 40 **succeeded** in || getting
 - 41 **ought** to || have taken
 - 42 from Reuben || **nobody** (else) has
- || shows where the answer is split for marking purposes.

PAPER 3: USE OF ENGLISH
Candidate answer sheet

denote 0121 520 5100

Part 3										Do not write below here												
25										25										1	0	u
26										26										1	0	u
27										27										1	0	u
28										28										1	0	u
29										29										1	0	u
30										30										1	0	u
31										31										1	0	u
32										32										1	0	u
33										33										1	0	u
34										34										1	0	u

Part 4		Do not write below here
35		35 2 1 0 u □ □ □ □ □ □ □ □
36		36 2 1 0 u □ □ □ □ □ □ □ □
37		37 2 1 0 u □ □ □ □ □ □ □ □
38		38 2 1 0 u □ □ □ □ □ □ □ □
39		39 2 1 0 u □ □ □ □ □ □ □ □
40		40 2 1 0 u □ □ □ □ □ □ □ □
41		41 2 1 0 u □ □ □ □ □ □ □ □
42		42 2 1 0 u □ □ □ □ □ □ □ □



Do not write in this box

Centre No.

Candidate No.

Examination Details

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

Candidate Signature

Examination Title	Centre
1. <i>Mathematics</i>	1. <i>Mathematics</i>
2. <i>Science</i>	2. <i>Science</i>
3. <i>History</i>	3. <i>History</i>
4. <i>Geography</i>	4. <i>Geography</i>
5. <i>Physical Education</i>	5. <i>Physical Education</i>
6. <i>Art</i>	6. <i>Art</i>
7. <i>Music</i>	7. <i>Music</i>
8. <i>Foreign Languages</i>	8. <i>Foreign Languages</i>
9. <i>Information Technology</i>	9. <i>Information Technology</i>
10. <i>Health and Social Studies</i>	10. <i>Health and Social Studies</i>
11. <i>Business Studies</i>	11. <i>Business Studies</i>
12. <i>Law</i>	12. <i>Law</i>
13. <i>Philosophy</i>	13. <i>Philosophy</i>
14. <i>Religion</i>	14. <i>Religion</i>
15. <i>Other</i>	15. <i>Other</i>

Supervisor:

If the candidate is **ABSENT** or has **WITHDRAWN** shade 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

For example, if you think **B** is the right answer, mark **B** in the circle.

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

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

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

EXAMPLE

[illegible]

Continues over

FCE UoE

OP596/305 ■

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	<i>Monologues:</i> answerphone messages, information lines, commentaries, radio documentaries and features, instructions, lectures, news, public announcements, publicity and advertisements, reports, speeches, stories and anecdotes, talks. <i>Interacting speakers:</i> 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 tasks, pages 56 and 65, tapescripts pages 59–61 and 68–70, and answer keys pages 64 and 73.



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 tasks, pages 57 and 66, tapescripts pages 61–62 and 70, and answer keys pages 64 and 73.



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 tasks, pages 57 and 66, tapescripts pages 62 and 71, and answer keys pages 64 and 73.



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 tasks, pages 58 and 67, tapescripts pages 62–63 and 71–72, and answer keys pages 64 and 73.



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.

PAPER 4: LISTENING

Test 1 Part 1 (questions 1–8)

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 ►

Test 1 Part 2 (questions 9–18) and Test 1 Part 3 (questions 19–23)

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	19
B failing to inform someone about something	Speaker 2	20
C mistaking someone's identity	Speaker 3	21
D arriving somewhere too early	Speaker 4	22
E getting a particular date wrong	Speaker 5	23
F losing something important		

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	9
The summer camp is a chance for teenagers to meet people and learn	10
As an example of a practical activity, Helen tells us about a team which built a	11
In the next camp, teams will work out problem-solving activities such as a	12 with clues.
Helen gives the example of	13 as the only typical sporting activity at the camp.
The day when teams can choose their own activities is called	14
The summer camp is good for people who don't have opportunities or have little	15
On 'Battle of the Bands' day, the teams make a pop record and a	16
For the teenagers taking part, the camp lasts for	17
You can book for a summer camp that will be held in the month of	18

PAPER 4: LISTENING

Test 1 Part 4 (questions 24–30)

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

Sample tapescript – Test 1

Please note the 5 min pause at the end of the recording is not represented in real time.

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.

PAUSE 5 SECONDS

Now open your question paper and look at Part 1.

PAUSE 5 SECONDS

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.

PAUSE 2 SECONDS

— *** —

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!

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 1

PAUSE 2 SECONDS

Two.

You hear a man talking on the radio.

What is he?

- A an inventor
- B a company employee
- C a writer

PAUSE 2 SECONDS

— *** —

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.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 2

PAUSE 2 SECONDS

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.

PAUSE 2 SECONDS

— *** —

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.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 3

PAUSE 2 SECONDS

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

PAUSE 2 SECONDS

— *** —

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.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 4

PAUSE 2 SECONDS

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

PAUSE 2 SECONDS

— *** —

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.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 5

PAUSE 2 SECONDS

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

PAUSE 2 SECONDS

— *** —

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.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 6

PAUSE 2 SECONDS

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

PAUSE 2 SECONDS

— *** —

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.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 7

PAUSE 2 SECONDS

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

PAUSE 2 SECONDS

— *** —

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.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 8

PAUSE 2 SECONDS

That's the end of Part 1.

Now turn to Part 2.

PAUSE 5 SECONDS

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.

PAUSE 45 SECONDS

— *** —

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.

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.

PAUSE 10 SECONDS

Now you'll hear Part 2 again.

— *** —

REPEAT PART 2

PAUSE 5 SECONDS

That's the end of Part 2.

Now turn to Part 3.

PAUSE 5 SECONDS

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.

PAUSE 30 SECONDS

— *** —

Speaker 1

PAUSE 2 SECONDS

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 ...

PAUSE 3 SECONDS

Speaker 2

PAUSE 2 SECONDS

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!

PAUSE 3 SECONDS

Speaker 3

PAUSE 2 SECONDS

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!

PAUSE 3 SECONDS

Speaker 4

PAUSE 2 SECONDS

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!

PAUSE 3 SECONDS

Speaker 5

PAUSE 2 SECONDS

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.

PAUSE 10 SECONDS

Now you'll hear Part 3 again.

— *** —

REPEAT PART 3

PAUSE 5 SECONDS

That's the end of Part 3.

Now turn to Part 4.

PAUSE 5 SECONDS

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.

PAUSE 1 MINUTE

— *** —

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]

PAUSE 10 SECONDS

Now you'll hear Part 4 again.

— *** —

REPEAT PART 4

PAUSE 5 SECONDS

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.

PAUSE 4 MINUTES

You have 1 more minute left.

PAUSE 1 MINUTE

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 keys

Test 1

PART ONE

- 1 C
- 2 A
- 3 C
- 4 C
- 5 A
- 6 B
- 7 C
- 8 B

PART TWO

- 9 school
- 10 (new) skills
a (new) skill
(more) skills
- 11 tree house
house in a tree
- 12 mystery
- 13 (horse) riding
riding (horses)
going (horse) riding
riding a horse
- 14 (a/the/their) dream day
- 15 (self-) confidence
- 16 (pop) video (recording)
- 17 a/one week
seven/7 days
- 18 September/Sept

PART THREE

- 19 C
- 20 E
- 21 A
- 22 F
- 23 B

PART FOUR

- 24 B
- 25 B
- 26 C
- 27 B
- 28 A
- 29 A
- 30 B

PAPER 4: LISTENING

Test 2 Part 1 (questions 1–8)

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 boy and a girl talking about places where you can see butterflies.
What was the boy's opinion of the place he went to yesterday?
 A It was an unpleasant place to visit.
 B It provided a lot of space for butterflies.
 C It was easy to see the butterflies in detail.
- 2 You overhear a woman talking on the phone about a problem in her garden.
What is she worried about?
 A loss of income
 B invasion of privacy
 C risk of damage
- 3 At a train station, you overhear two people talking.
Why is the woman annoyed?
 A She doesn't want to travel by car.
 B She doesn't know why there is a delay.
 C She won't get to her appointment on time.
- 4 You hear a woman on the radio giving advice to listeners.
What is she giving advice about?
 A throwing things away
 B buying new clothes
 C collecting things
- 5 You hear a man and a woman talking about going to the gym.
What does the man say about going to the gym?
 A It is too expensive for him.
 B It takes too much of his time.
 C It is too physically demanding.
- 6 You overhear a man talking on the phone about his work.
What does he think about his new job?
 A It is better than he expected.
 B It is going to be difficult.
 C It is similar to his last job.
- 7 You hear a young musician talking on the radio.
How does he feel about his career?
 A disappointed not to have won a competition
 B unconcerned about his lack of qualifications
 C sorry not to have kept a promise
- 8 You overhear a woman telling a colleague about an outdoor activity course.
What is the woman's opinion of the course?
 A It was frightening.
 B It was difficult.
 C It was useful.

Turn over ▶

PAPER 4: LISTENING

Test 2 Part 2 (questions 9–18) and Test 2 Part 3 (questions 19–23)

Part 2

You will hear a radio report about a trip to an animal fair in India. For questions 9 – 18, complete the sentences.

ANIMAL FAIR IN INDIA

- On the way to the fair, the speaker saw women wearing bracelets made of 9
- The fair lasts for almost 10 each year.
- At the fair, there are people who specialise in checking the elephants' 11
- Traditionally, the elephants stand in a special area near to the 12
- Behind the elephants there is a very large 13 which is used by a theatre.
- The speaker bought some perfectly cooked 14 for her lunch.
- Expensive items made out of 15 can be bought at the fair.
- The speaker found that large numbers of 16 were being sold at the back of the fairground.
- It is traditional at an Indian 17 for the man to ride a white horse.
- Some young horse dealers put on a display of 18 at the fair.

Part 3

You will hear five different people talking about hairstyles. For questions 19 – 23, choose from the list (A – F) what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

- A Some people see long hair as a sign of youth. Speaker 1 19
- B Some hairdressers encourage clients to change hairstyle. Speaker 2 20
- C Professional advice can help you choose a hairstyle that suits your job. Speaker 3 21
- D In many cases, a change of style can create a younger image. Speaker 4 22
- E There seems to be complete freedom over hairstyles today. Speaker 5 23
- F Some hairstyles are considered unsuitable for the work environment.

Turn over▶

PAPER 4: LISTENING

Test 2 Part 4 (questions 24–30)

Part 4

You will hear a radio interview with a film actor called Will Dennis. For questions 24 – 30, choose the best answer (A, B or C).

- 24 Will became an actor because he
- A had dreams of becoming famous.
 - B admired someone who acted.
 - C felt acting might be interesting.
- 25 Will lost his first job in a film because
- A he caused the filming to be interrupted.
 - B he made a joke about something.
 - C he complained about being bored.
- 26 How did Will react when he was fired?
- A He felt shocked by it.
 - B He put up with it.
 - C He got angry about it.
- 27 What does Will say about the experience of watching his own films?
- A He finds it embarrassing.
 - B He feels it is uninteresting.
 - C He thinks he can learn nothing from it.
- 28 What does Will say about playing the 'bad guy' in films?
- A He enjoys acting out his fantasies.
 - B He likes playing people who are unusual.
 - C He would prefer to play a 'good guy'.
- 29 What does Will say about doing the film stunts himself?
- A It was discouraged by the film studio.
 - B It was something he was used to doing.
 - C It was acceptable if there was little risk.
- 30 Why did Will refuse to do one of the stunts?
- A He thought he might make an injury worse.
 - B He was unhappy with the safety arrangements.
 - C He was not allowed to wear face protection.

PAPER 4: LISTENING

Sample tapescript – Test 2

Please note the 5 min pause at the end of the recording is not represented in real time.

This is the Cambridge First Certificate in English Listening test.

SAMPLE TEST 2.

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.

PAUSE 5 SECONDS

Now open your question paper and look at Part 1.

PAUSE 5 SECONDS

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 boy and a girl talking about places where you can see butterflies.

What was the boy's opinion of the place he went to yesterday?

- A It was an unpleasant place to visit.
- B It provided a lot of space for butterflies.
- C It was easy to see the butterflies in detail.

PAUSE 2 SECONDS

— *** —

Boy: We went to a butterfly house yesterday.

Girl: What's that?

Boy: You know. It's a sort of steamy greenhouse, with plants and huge butterflies like the ones you get in tropical forests.

Girl: Oh! I wouldn't like that.

Boy: No, I didn't the first time I went to one, when I was a little kid. It was because the butterflies were too high up for me to see. This one was better – it had a lower roof. Some butterflies actually landed on me. The colours were fantastic.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 1

PAUSE 2 SECONDS

Two.

You overhear a woman talking on the phone about a problem in her garden.

What is she worried about?

- A loss of income
- B invasion of privacy
- C risk of damage

PAUSE 2 SECONDS

— *** —

Guess what's happened now – my neighbours have put up a huge wooden building next to my garden ... they say they're going to keep rare kinds of rabbits ... I know, there will be hundreds of them and they're sure to escape and come under the fence into my garden – that's what they do.

I've just got the garden how I want it and I've never grown such huge vegetables as this year. I know I don't sell them or anything, but I quite like to produce them. The rabbits will ruin everything, I'm sure. I'll spend all my time chasing them off. I don't know what to do – move, I suppose.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 2

PAUSE 2 SECONDS

Three.

At a train station, you overhear two people talking.

Why is the woman annoyed?

- A She doesn't want to travel by car.
- B She doesn't know why there is a delay.
- C She won't get to her appointment on time.

PAUSE 2 SECONDS

— *** —

Man: Oh dear. Delays as usual.

Woman: Yes, I've been waiting for half an hour and I've got a meeting to go to. I don't mind missing it, but I should let somebody know.

Man: I know.

Woman: Someone said there was a problem with the engine, and someone else said the train driver had been taken ill.

Man: Well, I went to the office to ask – apparently there's a problem on the track and no trains can get through.

Woman: Oh this is ridiculous! They must know what's happened – why can't they just announce it, then at

least we'd all know where we stood. I could have got there in the car by now, if they'd said.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 3

PAUSE 2 SECONDS

Four.

You hear a woman on the radio giving advice to listeners.

What is she giving advice about?

- A throwing things away
- B buying new clothes
- C collecting things

PAUSE 2 SECONDS

— *** —

We often keep stuff because we cannot face the task of sorting it all out. We still believe that one day it will all come in useful. Your home and your office reflect your personality. Getting rid of things makes us feel lighter, mentally and physically. Clothes are often a problem: our wardrobes are full but we still say, 'I've nothing to wear' when we really mean 'Nothing looks good on me.' A simple rule: if you haven't worn it in the past year, then call it a day!

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 4

PAUSE 2 SECONDS

Five.

You hear a man and a woman talking about going to the gym.

What does the man say about going to the gym?

- A It is too expensive for him.
- B It takes too much of his time.
- C It is too physically demanding.

PAUSE 2 SECONDS

— *** —

Woman: So, that didn't last long, did it? Two weeks going to the gym, and you're already talking of giving it up ...

Man: Look, if you're saying I'm not up to it, you're wrong. I realise it's very effective in working every muscle, and when I get started, it's just like other sports. I don't even mind feeling exhausted at the end. But, listen, you sort out your kit at home, lug it to the gym, queue to pay your entrance fee, then change and queue for the machines ... when you could have been for a run straight from your home and then been free to get on with your life.

Woman: Well, I think you're wrong, and you should make the effort to carry on.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 5

PAUSE 2 SECONDS

Six.

You overhear a man talking on the phone about his work.

What does he think about his new job?

- A It is better than he expected.
- B It is going to be difficult.
- C It is similar to his last job.

PAUSE 2 SECONDS

— *** —

Well, made it to the end of the first week in one piece ... yeah, not bad, I mean the work I'm doing isn't any different really but you have to get used to a new set of people, don't you? They're all pretty nice I think – with the possible exception of my boss – she seems a bit terrifying but maybe that's just first impressions, we'll see. And I can see I'll probably be doing quite a lot of extra hours ... Oh yes, good overtime rates, but that's normal in my line of work ... No, I don't think so ... [fade]

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 6

PAUSE 2 SECONDS

Seven.

You hear a young musician talking on the radio.

How does he feel about his career?

- A disappointed not to have won a competition
- B unconcerned about his lack of qualifications
- C sorry not to have kept a promise

PAUSE 2 SECONDS

— *** —

I used to bang metal dustbin lids with spoons and chopsticks in time to the radio. My mum worked nights and we lived in a flat, you can imagine the arguments, but I got my drums in the end. The year I finished school, I reached the finals of a competition called 'Young Musician of the Year' and found a job as a drummer with a touring dance show. I promised Mum that I'd go to college to study when the work ran out, but that was five years ago! Now, I can't see the point. I'm doing what I've always wanted to do and I'm making a go of it.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 7

PAUSE 2 SECONDS

Eight.

You overhear a woman telling a colleague about an outdoor activity course.

What is the woman's opinion of the course?

- A It was frightening.
- B It was difficult.
- C It was useful.

PAUSE 2 SECONDS

— *** —

Man: What did you think of that outdoor activity course the company sent you on last week?

Woman: Funnily enough, I enjoyed it. Mountain climbing's really fun!

Man: I'd hate it. I'm too scared of heights. Far too dangerous.

Woman: Some people did find it too much. It was tough, I'll admit. But what a challenge! I felt great when I'd done it. The fear disappears when you're concentrating on the climbing. Mind you, I don't really see how it helps us become better employees. The company must think it's worth it though, because they've spent a lot on these courses over the years.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 8

PAUSE 2 SECONDS

That's the end of Part 1.

Now turn to Part 2.

PAUSE 5 SECONDS

You'll hear a radio report about a trip to an animal fair in India. For questions 9–18, complete the sentences.

You now have 45 seconds to look at Part 2.

PAUSE 45 SECONDS

— *** —

I had always wanted to visit one of the famous animal fairs that are held throughout India. So I was delighted when I was asked to go to India and report on one for this programme. The fair I was going to look at was at a place called Sonepur, which is in the north-east of India. To get there I had to take two planes and then take a short taxi ride. As my taxi approached the place where the fair was being held, it was obvious something special was going on. The passengers in the other three-wheeler taxis were all dressed in their very best clothes, some made of silver and gold cloth, the women with their arms covered in glass bracelets.

As I got nearer to the fairground I spotted my first elephant – only it was not walking to the fair, but was being transported in the truck up ahead. Sonepur is famed for its fair, held once a year. It usually begins in the third week in November and for nearly a month the elephants are displayed and traded, prices agreed upon and periodic maintenance carried out by experienced elephant keepers – there are even specialists on hand to look at the elephants' teeth.

And it is the elephants you see first, once you have made it through the crowds of people and taxis. They stand motionless or swaying from foot to foot, their foreheads and ears and trunks covered in floral or geometric tattoos. Their privileged position – closest to the river – is part of an ancient tradition. The origins of this fair go back many years, and while the number of elephants has fallen from several hundred to around 70, they still make an impressive assembly.

At the back of the elephant area is the enormous tent of a travelling theatre, surrounded by side-shows and fairground stalls. Behind these are rows of shops selling tea and soft drinks.

As for food, there was no end of choice. I could see mounds of brightly coloured fruit and fresh baked bread. It was nearly lunchtime and all this food made me feel hungry. I looked up and down the rows until I found a man expertly cooking rice, which tasted as good as it looked.

I was beginning to appreciate the size of this fair. It was as if a city had grown out of the soil. Different alleyways sold everything that a farmer who had sold his crop could wish to spend his money on, from costly leather goods to cheap embroidered cloth.

I climbed a small hill to regain my sense of direction and was amazed to see that behind the fairground was an open plain, full, as far as the eye could see, of cows. There were thousands of them and there was some serious business going on in the viewing areas.

From there, I moved on to the Horse Fair in another clearly defined area. The dealers sat patiently waiting for customers. Families would come, each looking for a white horse for their son to ride at his wedding, which is a custom of this country. These horses were wearing saddles and bridles richly decorated with silver and gold and were kept safe in the dealers' tents. Outside, some of the younger horse-dealers were watering their horses while others showed off their riding skills, leaning far back in the saddle or standing up as they moved from a trot to a gallop.

By now the sun had lost its earlier intensity and smoke had begun to rise from the campfires. I decided it was time to leave, so I wandered back to the elephant area where I knew I could find a taxi to take me back to my hotel. For me, it had been a wonderful experience.

PAUSE 10 SECONDS

Now you'll hear Part 2 again.

— *** —

REPEAT PART 2

PAUSE 5 SECONDS

That's the end of Part 2.

Now turn to Part 3.

PAUSE 5 SECONDS

You'll hear five different people talking about hairstyles. For questions 19–23, choose from the list (A–F) what each speaker says. 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.

PAUSE 30 SECONDS

— *** —

Speaker 1

PAUSE 2 SECONDS

There are some fixed ideas about which hairstyles are 'professional'. Most people seem to think that short styles are more businesslike. There was an example recently of a woman who announced the weather report on television. When she started she had lovely, flowing red hair but after the first few broadcasts her boss told her to tie it back. So now she has it pulled right off her face. The idea is, I suppose, that she would make the weather report seem unimportant if she had her long hair loose. It all seems very strange to me.

PAUSE 3 SECONDS

Speaker 2

PAUSE 2 SECONDS

Personally I think the new short hairstyles, far from being dull, are actually much more flattering. So many women hold on to their old look and it's a shame. Sometimes they're just too used to seeing themselves in a certain way or they think it fits their professional image. They should really move on and try a modern shorter cut that would take years off them, give them a fresher look. There are a few exceptions of course – people who look good with long hair like some actresses, who in any case can afford top stylists, but I think most more mature women would benefit enormously from rethinking their look.

PAUSE 3 SECONDS

Speaker 3

PAUSE 2 SECONDS

I think it's great that you can have your hair any way you want these days. When I look at photos of my mother, for example, she had the same long hair for about forty years! Nowadays, you see people with their heads shaved – men and women – or their hair is green or purple or whatever colour they fancy. And it's not just the young who are experimenting. I've seen people my age who are not afraid to try something new. At one time, your job affected how daring you were, but in this day and age, if you've got enough confidence, you can do as you please.

PAUSE 3 SECONDS

Speaker 4

PAUSE 2 SECONDS

I think the whole haircutting profession is actually a plot. The thing about long hair is you have to get it cut so rarely and obviously that's not at all profitable for the trade. I've had my hair short before because I was persuaded to try it, but it was a disaster. It only looked good immediately after I'd had it styled, and in my job I need to look attractive and well presented. So that meant of course that I had to have it done more and more often which was a real strain on my time and on my purse!

PAUSE 3 SECONDS

Speaker 5

PAUSE 2 SECONDS

I think certain hairstyles are symbolic, don't you? Centuries ago, the fashion was for girls to have hair right down their backs until they grew up and married. I wonder sometimes if some women are reluctant to cut their hair because maybe they see it as a final admission to the world that they've become middle-aged. Look at some of our singers and actors in their forties still with long hair – when really I think they should be changing to a more mature and fashionable style. But there again, the world would be a dull place if we all looked the same, wouldn't it?

PAUSE 10 SECONDS

Now you'll hear Part 3 again.

— *** —

REPEAT PART 3

PAUSE 5 SECONDS

That is the end of Part 3.

Now turn to Part 4.

PAUSE 5 SECONDS

You'll hear a radio interview with a film actor called Will Dennis. For questions 24–30, choose the best answer (A, B or C).

You now have 1 minute to look at Part 4.

PAUSE 1 MINUTE

— *** —

Int: In the studio today we have the actor Will Dennis, whose new film, *Starman*, is just about to be released. Welcome, Will. When did you decide you wanted to become an actor?

Will: You know, I never said, 'I want to be an actor', and I didn't really train formally. I just went to drama school briefly for about a year but it wasn't up to much,

although there were some good people there who I really looked up to. I was just attracted to it, I guess I just found it appealing. I never had any particular role models or dreams of becoming a star or anything like that.

Int: Your first film role was going to be in a film called *The Gate*, wasn't it? I know there were problems, can you tell me about them?

Will: Yeah – I had a very, very small part and I got fired from it. They had hired all these actors from New York and we had to stand around a lot because the film was about five days behind schedule as they were inventing new material all the time. It got really boring and during one bit someone told me a joke. It was during the filming and I laughed. So they let me go. They said it would cost a fortune to do that bit again and they didn't want troublemakers on the set.

Int: So you left, just like that?

Will: Uh huh. All my friends were really shocked as they knew I wasn't really a troublemaker. I guess I could have – you know, got really angry – hired a lawyer and made a big deal of it. After all, it was my first Hollywood film and I might never get another one. But I decided to just accept the decision and go back to New York, where I felt I belonged.

Int: Things improved after that though, didn't they, with a string of successful films to your credit. Is it true that you rarely watch your films?

Will: I watch them, but only once maybe. I don't enjoy it because I find the process more fascinating than the final product. Also I can't be objective about what I've done and that makes me depressed, even though it could help me see ways to improve my performance. But in the end, no matter how great a film is, it is just a couple of hours of what has been four months' intense work, making new friendships and so on.

Int: It's strange but you always seem to end up playing the bad guy.

Will: People do have that perception of me. Well, psychologists say you enjoy playing villains because you get to act on impulses you can't act on in life. I think that's what they say anyway. I wouldn't agree with that myself. I just don't feel the characters are that bad, they're often just different, they're often outsiders. I'm quite happy in those kinds of roles.

Int: Interesting. In your latest film, you did a lot of the stunts – the action bits – yourself. Why did you do that?

Will: I liked the dangerous action stuff in this film when I read the script – it seemed like fun and a new challenge for me, more like a sport really. In the end the criterion for doing something or not doing it was: was it so dangerous that it was stupid for me to do it? But I felt I

was the best one to do it because otherwise you could tell it wasn't me and the studio supported me in this.

Int: Was there any occasion when you refused?

Will: There was one time when I just said, 'No'. It was a high fall, and even though I knew and trusted all the crew involved, it still scared me. I had to wear a mask to do the fall but I'd just done some fight sequences and my nose was really swollen. I thought that if I fell badly wearing the mask, then my nose would get broken. So that one I let someone else do.

Int: Well, I know I can't wait to see the film. My thanks to Will ... [fade]

PAUSE 10 SECONDS

Now you'll hear Part 4 again.

— *** —

REPEAT PART 4

PAUSE 5 SECONDS

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.

PAUSE 4 MINUTES

You have 1 more minute left.

PAUSE 1 MINUTE

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 keys

Test 2

PART ONE

-
- 1 C
2 C
3 B
4 A
5 B
6 C
7 B
8 B

PART TWO

-
- 9 glass
10 (nearly) 1/one/a month
11 teeth
12 river
13 tent
14 rice
15 leather
16 cattle/cows
17 wedding/marriage
18 (their) (horse) riding (skill(s)/
ability/abilities)

PART THREE

-
- 19 F
20 D
21 E
22 B
23 A

PART FOUR

-
- 24 C
25 A
26 B
27 B
28 B
29 C
30 A

PAPER 4: LISTENING

Candidate answer sheet

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

Part 2 (Remember to write in CAPITAL LETTERS or numbers)																				
9																				1 0 u
10																				1 0 u
11																				1 0 u
12																				1 0 u
13																				1 0 u
14																				1 0 u
15																				1 0 u
16																				1 0 u
17																				1 0 u
18																				1 0 u

Part 3						
19	A	B	C	D	E	F
20	A	B	C	D	E	F
21	A	B	C	D	E	F
22	A	B	C	D	E	F
23	A	B	C	D	E	F

Part 4			
24	A	B	C
25	A	B	C
26	A	B	C
27	A	B	C
28	A	B	C
29	A	B	C
30	A	B	C

Candidate Name		Centre No.
If the candidate is present, write name in CAPITALS and surname in full. Candidate No. and (in pencil)		0 0 0 0 0 0 0 0 0 0 1 1 1 1 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 4 4 4 4 4 4 4 4 4 4 5 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6 6 7 7 7 7 7 7 7 7 7 7 8 8 8 8 8 8 8 8 8 8 9 9 9 9 9 9 9 9 9 9
Candidate Signature		Candidate No.
Examination Title		Examination Details
Centre		
Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here		Special arrangements: S H
Test version: A B C D E F J K L M N		

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
---	---	---	---

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.

For example:

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

Turn this sheet over to start.

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 FCE 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 tasks and assessment criteria: pages 79, 83 and 86–87.

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 tasks and assessment criteria: pages 80, 84 and 86–87.

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 tasks and assessment criteria: pages 81, 85 and 86–87.

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 tasks and assessment criteria: pages 81, 85 and 86–87.

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 FCE 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'*.

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?)

PAPER 5: SPEAKING

Test 1 Part 2

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

1



What will the people learn on their visits?

2



Part 2

4 minutes (6 minutes for groups of three)

- 1 Making music
- 2 Educational visits

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

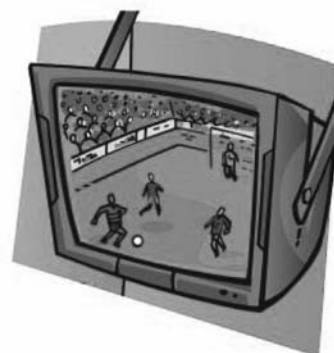
Interlocutor

.....

Thank you.

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

21



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?

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.

Home life

- Could you tell us something about your family?
- How much time do you usually spend at home?
- Could you describe your family home to me?
- Is there anything you would like to change about the area where you grew up?
..... (Why? / Why not?)

Education and Work

- What good memories do you have of school?
- What do you think were the most important things you learned at primary school?
- Do you plan to study anything in the future? (What do you plan to do?)
- What do you think would be the most interesting job to do? (Why?)
- Where do you like to study? (Why do you like to study there?)

Part 1

3 minutes (5 minutes for groups of three)

Leisure and Entertainment

- Do you like reading books? (What sort of books do you enjoy reading most?)
- What sports do people play most in (*candidate's country*)? (And what do people enjoy watching?)
- Is it easy to meet new people where you live? (Why? / Why not?)
- Where's the best place to spend a free afternoon around here/in your town?
- What are you going to do this weekend?

The Media

- How do you find out what's happening in the world?
- Do you ever listen to the radio? (What programmes do you like?)
- How important is TV to you? (Why?)
- Do you like the same TV programmes as your parents? (Why? / Why not?)
- What's the difference between reading the news in the newspaper and watching it on TV?
- Do you think computers will replace newspapers and TV in the future?

Travel

- What's your favourite way of travelling? (Why do you like it?)
- What's the longest journey you've ever been on? (Tell us about it.)
- How do you pass the time on a long journey?
- Where did you spend your most interesting holiday? (What did you do?)
- Where do you think you'll be this time next year?

PAPER 5: SPEAKING

Test 2 Part 2

What are the people enjoying about spending time by these rivers?

3



What is difficult about preparing meals in these situations?

4



3 By the river
4 Preparing a meal

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 spending time by different rivers**.

Place **Part 2** booklet, open at **Task 3**, in front of Candidate A.

I'd like you to compare the photographs, and say **what you think the people are enjoying about spending time by these rivers**.

All right?

Candidate A

⌚ 1 minute

Interlocutor

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

(Candidate B), which of these rivers would you prefer to visit?

Candidate B

⌚ approximately 20 seconds

Interlocutor

Thank you.

Now, (Candidate B), here are your photographs. They show **people preparing a meal in different situations**.

Place **Part 2** booklet, open at **Task 4**, in front of Candidate B.

I'd like you to compare the photographs, and say **what you think is difficult about preparing meals in these situations**.

All right?

Candidate B

⌚ 1 minute

Interlocutor

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

(Candidate A), do you enjoy cooking?

Candidate A

⌚ approximately 20 seconds

Interlocutor

Thank you.

PAPER 5: SPEAKING

Test 2 Parts 3 and 4

- How can these things help people to enjoy life in a city?
- Which two things are the most important?

22



Parts 3 and 4

7 minutes (9 minutes for groups of three)

22 Life in the city

Part 3

Interlocutor

Now, I'd like you to talk about something together for about three minutes.

(4 minutes for groups of three)

Here are some pictures of things that can make living in a city enjoyable.

Place *Part 3* booklet, open at *Task 22*, in front of the candidates.

First, talk to each other about **how these things can help people to enjoy life in a city**. Then decide **which two things are the most important**.

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:

- What are the disadvantages of living in a big city?
- Why do you think some people choose to live in the centre of cities?
- Do you think it's better to live in a very modern city or an old one with lots of history? (Why?)
- Some people say that living in a city can be very lonely. What do you think?
- Do you think it's better to live your life in one place or to try living in several different places? (Why?)
- In the future, do you think more people will choose to live in the city or in the countryside? (Why?)

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?

Assessment

Throughout the test candidates are assessed on their own individual performance and not in relation to each other, by two examiners. The assessor awards marks according to four analytical criteria:

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

The interlocutor awards a mark for Global Achievement.

■ Grammar and Vocabulary

This refers to the accurate and appropriate use of a range of grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used in spoken interaction.

■ Discourse Management

This refers to the candidate's ability to link utterances together to form coherent speech, without undue hesitation. The utterances should be relevant to the tasks and should be arranged logically to develop the themes or arguments required by the tasks.

■ Pronunciation

This refers to the candidate's ability to produce intelligible utterances to fulfil the task requirements. This includes stress and intonation as well as individual sounds. Examiners put themselves in the position of a non-ESOL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

■ Interactive Communication

This refers to the candidate's ability to take an active part in the development of the discourse. This requires an ability to participate in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. This also refers to the deployment of strategies to maintain interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

■ Global Achievement

This refers to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the FCE Speaking test. The global mark is an independent impression mark which reflects the assessment of the candidate's performance from the interlocutor's perspective.

Marking

Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately 15 Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required. The Team Leaders are responsible to a Senior Team Leader, who is the professional representative of Cambridge ESOL for the Speaking tests. Senior Team Leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session in the UK. Team Leaders are appointed by the Senior Team Leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both annual examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on video and then conduct practice tests with volunteer candidates in order to establish a common standard of assessment. The sample tests on video are selected to demonstrate a range of nationalities and different levels of competence, and are pre-marked by a team of experienced assessors.

Cambridge ESOL Common Scale for Speaking

The Cambridge ESOL Common Scale for Speaking has been developed to help users to:

- interpret levels of performance in the Cambridge tests from beginner to advanced
- identify typical performance qualities at particular levels
- locate performance in one examination against performance in another.

The Common Scale is designed to be useful to test candidates and other test users (e.g. admissions officers or employers). The description at each level of the Common Scale aims to provide a brief, general description of the nature of spoken language ability at a particular level in real-world contexts. In this way the wording offers an easily understandable description of performance which can be used, for example, in specifying requirements to language trainers, formulating job descriptions and specifying language requirements for new posts.

LEVEL C2 MASTERY CERTIFICATE OF PROFICIENCY IN ENGLISH:

Fully operational command of the spoken language

- Able to handle communication in most situations, including unfamiliar or unexpected ones.
- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.
- Rarely produces inaccuracies and inappropriacies.
- Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.

LEVEL C1 EFFECTIVE OPERATIONAL PROFICIENCY CERTIFICATE IN ADVANCED ENGLISH:

Good operational command of the spoken language

- Able to handle communication in most situations.
- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.
- Occasionally produces inaccuracies and inappropriacies.
- Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.
- L1 accent may be evident but does not affect the clarity of the message.

LEVEL B2 VANTAGE FIRST CERTIFICATE IN ENGLISH:

Generally effective command of the spoken language

- Able to handle communication in familiar situations.
- Able to organise extended discourse but occasionally produces utterances that lack coherence and some inaccuracies and inappropriate usage occur.
- Maintains a flow of language, although hesitation may occur whilst searching for language resources.
- Although pronunciation is easily understood, L1 features may be intrusive.
- Does not require major assistance or prompting by an interlocutor.

LEVEL B1 THRESHOLD PRELIMINARY ENGLISH TEST:

Limited but effective command of the spoken language

- Able to handle communication in most familiar situations.
- Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances.
- Has problems searching for language resources to express ideas and concepts resulting in pauses and hesitation.
- Pronunciation is generally intelligible, but L1 features may put a strain on the listener.
- Has some ability to compensate for communication difficulties using repair strategies but may require prompting and assistance by an interlocutor.

LEVEL A2 WAYSTAGE KEY ENGLISH TEST:

Basic command of the spoken language

- Able to convey basic meaning in very familiar or highly predictable situations.
- Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
- Dependent on rehearsed or formulaic phrases with limited generative capacity.
- Only able to produce limited extended discourse.
- Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.
- Requires prompting and assistance by an interlocutor to prevent communication from breaking down.

FCE Glossary

ANCHOR TEST: a test with known measurement characteristics, which is administered in association with another test. Performance on the anchor test provides information about the other test and about the candidates who have taken both of them.

ASSESSOR: the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so.

CLOSURE TECHNIQUES: techniques used to draw a conversation to a close, e.g. 'That's all'.

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.

CONTENT POINTS: the points contained in the notes on the text in the FCE Paper 2 Part 1 compulsory question, which must be included in the candidate's letter or email.

CONVERSATIONAL FILLERS: a word or sound filling a pause in an utterance or conversation, e.g. 'er', 'you know'.

DISCOURSE: written or spoken communication.

DISTRACTOR: each incorrect option in a multiple-choice item.

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 FCE Paper 2 Part 1 compulsory question.

INTERLOCUTOR: the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.

KEY: the correct answer to an item.

KEY WORD: the word which must be used in the answer to an item in FCE Paper 3 Part 4.

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 FCE level appropriate for compositions, with no specific features of formality or informality.

OBJECTIVE TEST: a test which can be scored by applying a mark scheme, without the need to bring expert opinion or subjective judgement to the task.

OPENING AND CLOSING FORMULAE: the expressions, either formal or informal, that are usually used to open and close letters, e.g. 'Dear Maria ... With best wishes from ...', or 'Dear Mr Dakari ... Yours sincerely ...'.

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. 'get away', 'take up').

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.

PRODUCTIVE TASK: a task which provides candidates with a stimulus to which the response is a piece of written or spoken language. As well as the Writing and Speaking tasks, productive tasks are found in FCE Paper 3, Parts 2, 3 and 4, and Paper 4, Part 2.

PROMPT SENTENCE: the complete sentence given as the opening or closing line of a story in FCE Paper 2 Part 2.

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 FCE level a report in Paper 2 Part 2 should be clearly organised into paragraphs/sections and may include headings.

RUBRICS: the instructions to an examination question which tell the candidate what to do when answering the question.

STEM WORD: the word at the end of each line in FCE Paper 3 Part 3, 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 an FCE Paper 2 task using a range of appropriate and accurate language.

TRANSACTIONAL LETTER: a letter written in response to a request for action or to initiate action, i.e. the letter will trigger some outcome or result, usually in the form of further communication. A letter of complaint is transactional, a letter giving advice is not.

TRIALLING: a stage in the development of test materials at which tasks for the Writing or Speaking papers are tried out with representative samples of students to determine their suitability as test materials and whether they work as expected.

Acronyms

ALTE: The Association of Language Testers in Europe.

CEF: Common European Framework.

EFL: English as a Foreign Language.

ESOL: English for Speakers of Other Languages.

UCLES: University of Cambridge Local Examinations Syndicate.