



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Cambridge English **First** *for Schools*

Handbook for Teachers

First Certificate in English (FCE) for Schools
CEFR Level B2

Content and overview

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

Preface

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

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

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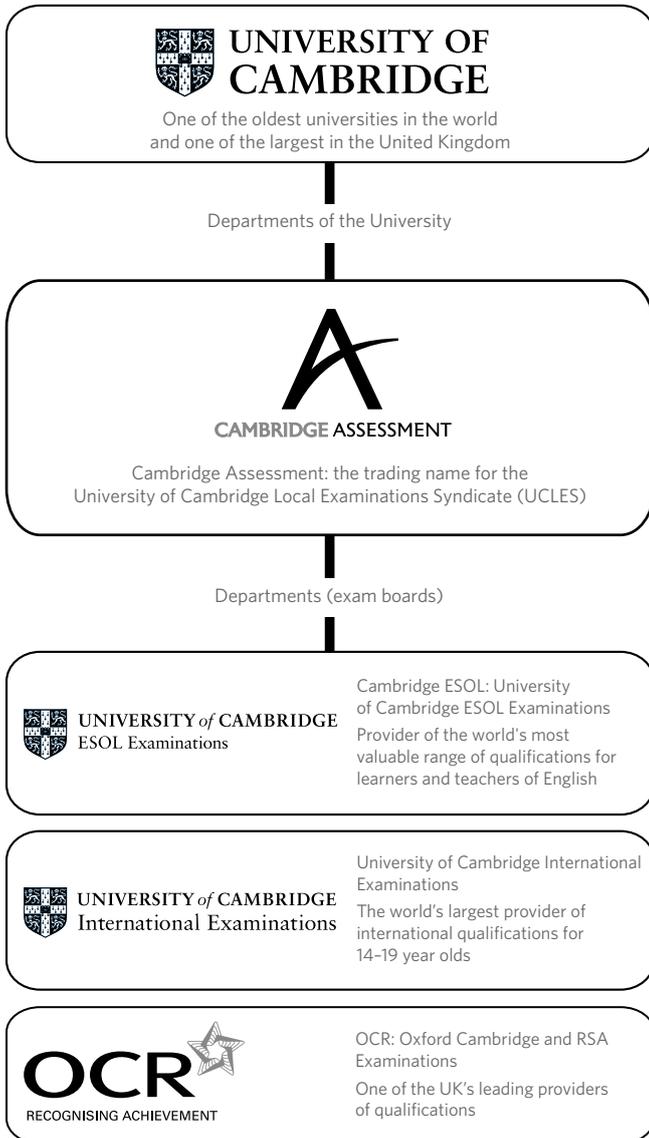
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About Cambridge ESOL

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

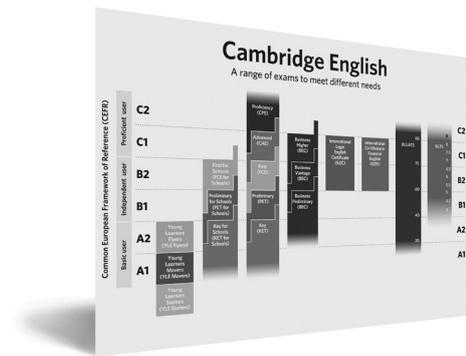
Cambridge ESOL is one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.



The world's most valuable range of English qualifications

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

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



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

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

Key features of Cambridge English exams

Cambridge English exams:

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

Proven quality

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

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

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

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

Introduction to Cambridge English: First for Schools

Cambridge English: First for Schools is an English qualification at upper-intermediate level. It was developed in 2010 as a version of *Cambridge English: First (FCE)* with exam content and topics specifically targeted at the interests and experience of school-age learners.

Cambridge English: First for Schools:

- follows exactly the same format and level as *Cambridge English: First*
- leads to exactly the same internationally recognised Cambridge ESOL certificate as *Cambridge English: First*
- matches students' experiences and interests
- follows on as a progression from the successful *Cambridge English: Key for Schools* and *Cambridge English: Preliminary for Schools*
- enables students to take an internationally recognised exam and enjoy the exam experience.

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

Who is the exam for?

Cambridge English: First for Schools is aimed at school pupils who want to:

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

Who recognises the exam?

- *Cambridge English: First* is recognised around the world by higher education institutions, businesses and government bodies as proof of a learner's language abilities. Overall, Cambridge ESOL exams are recognised by 12,500 institutions and employers.
- The UK Border Agency accepts *Cambridge English: First* certificates as meeting the language requirements for Tier 1, 2 and 4 visa applications*.

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

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

What level is the exam?

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

What can candidates do at Level B2?

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

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

Examples of Can Do statements at Level B2

| Typical abilities | Reading and Writing | Listening and Speaking |
|--------------------------------|---|---|
| Overall general ability | CAN express views, feelings, and opinions effectively in writing and give reasons. CAN find relevant information in texts. | CAN identify the expression of feelings and attitudes such as criticism, disapproval, agreement, and so on. CAN start, have and end conversations on familiar topics. |
| Social and Leisure | CAN write emails and letters which are more or less formal, according to how well he/she knows the person he/she is writing to (for example to get information he/she needs for a school project or about a social activity). CAN write about events and experiences in a detailed and readable way. | CAN follow TV programmes and films if they are spoken at normal speed and in standard English. CAN understand and discuss the stories in films, books, and TV programmes with his/her friends. |
| School and Study | CAN write essays on topics he/she has clear opinions about, and present his/her argument. CAN read and understand factual texts on topics he/she is not familiar with, if he/she can use a dictionary. CAN make simple notes for study purposes, capturing the most important points. | CAN ask for factual information and understand the answer. CAN ask for clarification and further explanation and will probably understand the answer. |

Exam content and processing

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

A thorough test of all areas of language ability

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

Reading: 1 hour

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

Writing: 1 hour 20 minutes

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

Use of English: 45 minutes

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

Listening: 40 minutes (approximately)

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

Speaking: 14 minutes

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

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

International English

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

Marks and results

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

Statement of Results

The Statement of Results outlines:

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

Certificates

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

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

Candidates receive the same certificate as candidates who have taken *Cambridge English: First*.

Cambridge English: First – Level C1

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

Cambridge English: First – Level B2

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

Level B1 Certificate

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

Special circumstances

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

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

Exam support

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

How to order support materials from Cambridge ESOL

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



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

Support for teachers

Teacher Support website

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

- General information** – handbook for teachers, sample papers, exam reports, exam dates
- Detailed information** – format, timing, number of questions, task types, mark scheme of each paper
- Advice for teachers** – developing students' skills and preparing them for the exam
- Downloadable lessons** – a lesson for every part of every paper, there are more than 1,000 in total
- Forums** – where teachers can share experiences and knowledge
- Careers** – teaching qualifications for career progression
- News and events** – what's happening globally and locally in your area
- Seminars** – wide range of exam specific seminars for new and experienced teachers, administrators and school directors.

www.teachers.CambridgeESOL.org



Cambridge English Teacher

Cambridge English Teacher

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

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

Past Paper Pack

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

Each pack contains:

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

www.CambridgeESOL.org/past-papers



Speaking Test Preparation Pack

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

Each pack includes:

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

www.CambridgeESOL.org/speaking

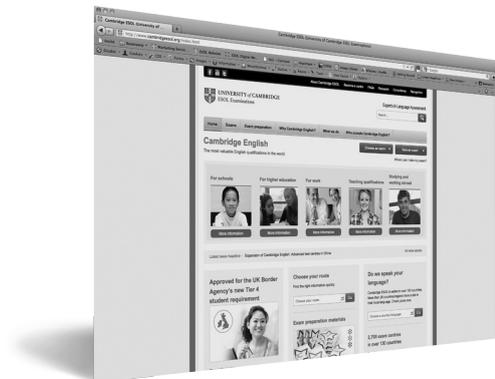


Support for candidates

Cambridge ESOL website

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

www.CambridgeESOL.org



Official preparation materials

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

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

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

Other sources of support materials

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

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

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

Exam sessions

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

Further information

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

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

Paper 1

Reading

General description

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

Structure and tasks

PART 1

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

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

NO. OF QS 8.

PART 2

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

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

NO. OF QS 7.

PART 3

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

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

NO. OF QS 15.

The three parts of the Reading paper

PART 1 Multiple choice

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

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

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

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

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

PART 2 Gapped text

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

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

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

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

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

PART 3 Multiple matching

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

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

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

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

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 teen magazines and newspapers on topics of interest.
- With coursebook texts, encourage your students to focus on any prereading 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 including graphic novels, 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, music, 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.

Reading • Part 1

Questions 1 – 8

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.

Jamie tried to ignore the shouts from the spectators, urging the players on. Across the squash court, Danny Powell glared back at him. But there was an element of satisfaction in Danny's face. His arrogance had gone – the first two games had at least knocked that a bit – but having fought back with usual aggression to two games all, he clearly felt he was in with a chance of taking the match.

Jamie tried to focus his mind and energy. He knew the pressure was on him now. He had been two games ahead and had thrown that lead away. Though this was meant to be a minor event, the semi-final of the Under 19 Knockout in the 'friendly' atmosphere of their own club, it was obvious that everyone wanted to know who the winner would be, as they saw it as a taster for the Regional Championships in two weeks' time.

line 12



Jamie glanced up at the faces in the gallery. Their classmates were all there, and, of course, Bob Powell, who was going on and on with pride every time Danny won a point, as though his son were a superstar and not the show-off that he was. But there was only one face up there Jamie was bothered about – his own father's. And right now, he did not dare to look at it.

'Fifth and final game', called Geoff, the umpire. The shouts from the gallery died away and Jamie forced his mind back to the match. Danny served. Jamie started to dive forward. Earlier in the match, he would have reached this shot, but now, with his energy almost spent, he stopped, knowing it was out of reach, anxious to save what strength he had left.

Powell's voice bellowed out: 'Good boy, Danny, good boy! He's finished!' Jamie heard disapproving noises from Joe who, as owner of the club, always tried to limit Powell's open hostility towards his son's opponents. It never did any good.

Jamie turned back to the court, determined to fight back, but now desperately jaded. It seemed to him suddenly that he'd been on a squash court every waking moment of his sixteen years. And before the next ball came towards him, he just had time to reflect that this wasn't far from the truth. No wonder these walls had come to feel like a prison cell; and it was a cell of tension, with moments of victory, but dominated for the most part by an ambition he sensed he would never fulfil.

The next point was given to Jamie. Danny turned to Geoff: 'It was out.' Jamie looked away. He knew it was his point but he didn't expect a problem. Geoff was not a person to be fazed by anyone, not even Danny or his father. 'Come on,' said Danny. 'It was my point.' Jamie had heard this sort of dialogue so many times from Danny and, if it went on long enough, which it usually did, Bob Powell was bound to join in. 'I've given my decision,' said Geoff. 'Now play on.'

Jamie said nothing and continued to wait, ball in hand. In a strange way, he was grateful for this interruption. It gave him a moment to catch his breath. But not for long. Geoff leaned on the rail and fixed his eyes on Danny. 'Danny, play on, please, or I'll award a penalty point.' Danny, with a final glare, walked back into position to continue the match. Jamie served at once, hoping the incident would have unsettled Danny's rhythm.

But Danny was now fired up. The ball came back like a bullet. To Jamie, the next four points seemed to fly past in a maze of volleys and smashes that forced him back, pulled him forward, played with him like a toy. He knew then that he could not beat Danny. Not today. Perhaps not ever. Danny was too strong.

- 1 In the first paragraph, Jamie noticed that Danny
 - A wasn't happy with the way he was playing.
 - B wasn't quite so sure of himself as he had been.
 - C was annoyed by the noise from the spectators.
 - D was being less aggressive than normal.
- 2 What does 'it' refer to in line 12?
 - A the winner
 - B the club
 - C the atmosphere
 - D the semi-final
- 3 What did Jamie feel when he looked at the gallery?
 - A anxiety about what his father would be thinking
 - B pride that his father was watching him
 - C annoyance that Danny had more supporters
 - D pleasure that his friends were watching
- 4 In the fourth paragraph, how did Jamie react to the ball?
 - A He misjudged where it was going to land.
 - B He thought it wasn't a good shot.
 - C He decided it wasn't worth trying to hit it.
 - D He tried to hit it and missed.
- 5 What do we learn about Joe in the fifth paragraph?
 - A He didn't think Danny was a good player.
 - B He attempted to stop Danny's opponents shouting.
 - C He thought Powell should praise his son more.
 - D He had little effect on Powell's behaviour.
- 6 What did Jamie realise in the sixth paragraph?
 - A He should have concentrated harder on his practice.
 - B He was tired of the constant pressure he felt.
 - C He didn't need to worry so much about his skills.
 - D He should be more ambitious for the future.
- 7 What did Jamie think when Danny argued with Geoff?
 - A He expected Geoff to stick to his decision.
 - B He knew Geoff might ask for his opinion.
 - C He wondered how Geoff would react.
 - D He hoped Geoff would sort the problem out quickly.
- 8 In the last paragraph, the expression 'played with him like a toy' is used to illustrate the fact that
 - A the match had become more entertaining.
 - B the match had gone on for too long.
 - C Jamie was no longer serious about winning.
 - D Jamie had little control over the match.

Reading • Part 2

Questions 9 – 15

You are going to read a magazine article about some animals which appeared in a TV documentary. 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.

The TV Stars from the desert

The meerkats of the Kalahari desert in South Africa are famous and Ann and Steve Toon went to find them.



Meerkats are animals which are about 30cm tall and live in groups of 20 to 30. The ones we were looking for were filmed during

a period of four years and starred in a TV documentary series. We wanted to see them for real.

So it's 5.30am and we are in the middle of nowhere, waiting for the sun to burn off the remains of yesterday's storm clouds. Nearby, a large black bird lets rip his deafening, regular wake-up call. **9** And while our eyes are off the ball, a meerkat makes his appearance.

He pops his head out of the burrow where he has spent the night. **10** Apparently satisfied, he stands upright. He is followed by a female and then some other adults.

We arrived in extreme heat yesterday afternoon with great expectations, but this soon turned to disappointment. **11** Today, however, we are finally metres away from some of the world's most charismatic wild creatures. Here are the homes of 14 meerkat groups who are the real-life, wildlife stars of an award-winning TV series.

To our excitement, the adult meerkats are swiftly followed out of the burrow by four five-week-old pups. It's the summer breeding season so you would expect to see young. **12**

Unbelievably comical and cute, the youngsters are each a perfect smaller version of their parents.

'Hum, huh, hum,' we both softly and repeatedly sing as we move closer to the pups with wide angle lenses. This is the special call we've been taught to use by the volunteer field assistant who tracked down the group for us. It reassures them that our presence is not a threat. **13**

Each one carries on scanning their surroundings, and getting in each other's way, as they would do every other morning.

The animals that live here have been studied over many years as part of a major, long-running, research study known as the Kalahari Meerkat Project. **14** Meerkats are ideal candidates for researchers to study because they are active by day and live in quite open terrain in the Kalahari.

The animals have got used to having humans around and their behaviour remains unchanged around the researchers. **15** This lack of attention to humans extends beyond the

researchers to people like us and the TV crew. Sadly our time with these charming creatures is at an end, but tomorrow, and the day after that, the project will go on just as before. They will continue to be weighed, watched and worried over. And on TV, the world's most famous meerkats will simply go about their uniquely fascinating lives as if nothing whatsoever out of the ordinary was going on around them ...

A At first we feel silly, and more than a little self-conscious, but it seems to work since the animals stay calm as we approach them.

B We realise he has seen us and is checking us out before emerging fully.

C This is because they are most active early in the morning and in the late afternoon.

D Without it, it would not have been possible to make the TV programmes which had brought us here.

E They are therefore able to spend hours in the field each day collecting important information without affecting the animals' routine.

F This makes us both jump and distracts our attention from why we are here.

G We had timed our visit with this possibility in mind but we still couldn't believe our luck.

H This was because a series of seemingly endless, ear-splitting Kalahari thunderstorms resulted in a no-show of our subjects.

Reading • Part 3

Questions 16 – 30

You are going to read a newspaper article about young pop stars. For questions 16 – 30, choose from the people (A – E). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person says

- they realised it would be difficult to change the band's image?
- it is important to develop in your role as a member of a band?
- their favourite time was when the band was first together?
- they nearly lost the opportunity to stay in the band?
- they can't imagine giving up making music?
- they were not defeated by negative feedback?
- they didn't have time to adjust to being in a successful band?
- they are glad that more talent is expected from bands nowadays?
- the most important thing in their band was to work hard?
- they appreciate the people who work with the band?
- successful performers shouldn't take their success for granted?
- they initially had some concerns about discussing their ambition of starting a band?
- their band's path to success was through people telling each other?
- they aren't bothered if the band gets bad reviews?
- there is a mistaken belief that their band quickly became well-known?

Band fever

We asked five young pop stars, each from a different band, what it's like to be in a band.

A Nat



I heard an advert on the radio for a band audition. I loved singing, but only really ever did it on the karaoke. But I went, and I got in. People think it was easy for us but they don't realise that we didn't have a record deal for ages. We sang in all kinds of places to start with. Our producer always said he wanted effort from band members rather than good looks or even talented singers and I know now that was the right emphasis. He even sacked me twice for messing around. I remember him shouting: 'I don't work with people like that.' Thankfully, he listened when I begged him to take me back and before long we became famous. It doesn't matter what the newspapers say about your music – that's just life. When you're up there and you hear the fans scream when they recognise a song – that's the best feeling in the world.

B Alex



I'd trained to be a footballer, kicking a ball from dawn to dusk, so I missed watching all the music programmes on TV. Then I became a model and one day a record manager came to me and said: 'You've got a great face, can you sing?' Singing seemed an odd thing to do, so I said: 'Not at all.' Then I did an audition and suddenly I was in a band. At first, I didn't know what had hit me because it all happened in such a rush. I was going out spending a fortune. My advice to bands would be: remember how the world really works, and never forget where you came from. You could easily end up back there.

C Morgan



When I was 15 I was obsessed with forming a band, but I didn't tell my mates straightaway, because I didn't want them to tease me. I plotted in my head, wrote songs and hassled John Matthews, a manager who had looked after some successful bands, just sending him tapes. He said I was rubbish so many times, but as he'd taken the time to reply, I stuck at it. One day I sent him a song called Heavy. He loved it – and it all went crazy from there. He got us reviewed in the magazine Smash Hits, then we got a record deal, and we were on roadshows and TV, like some amazing, weird dream. What would I say to a new band? Enjoy the days when you're starting out – they're the best: coming up, getting known.

D Jules



So much has changed since we started. We've got bodyguards now and a whole team who travel with us. To outsiders, it's strange, but we depend on them and it's like gaining a new family. Bands are different today. Fans won't just accept singing groups who follow dance routines. They'll still argue over who's their favourite in the band, but they expect you to write your own songs and be original. That's good, because we're getting older as well, and getting into different stuff. I love it when we write songs influenced by other groups, and our fans start to listen to their music as well. My advice to bands would be to keep level-headed, but think about how you can branch out – it's not enough just to sing. Your fans will grow with you, but you've got to move with them, too.

E Guy



We didn't like being called a boyband even when we started. When we had our first big hit, it was a word-of-mouth thing: it took its time climbing the charts. But once you're thought of in a certain way – as a bunch of boys singing love songs, wearing nice clothes – then that's that. You've got to fight to be thought of differently. I'll be making music until I'm old and grey, partly because I don't know what else I'd do, partly because I've known what it's like to stand before a huge audience and feel that incredible rush. My advice to bands? Enjoy every moment.

PAPER 1 | READING

Answer key

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

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

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

Candidate answer sheet



Do not write in this box

Centre No.

Candidate No.

Examination Details

Candidate Name

Candidate Signature

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN situate 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:

0

A

B

C

D

E

F

G

H

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

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

A-H 40 CAS

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Paper 2

Writing

General description

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

Structure and tasks

PART 1

| | |
|--------------------------------|---|
| TASK TYPE AND FOCUS | Question 1 Writing a letter or email. Focus on requesting and giving information, explaining, apologising, thanking, suggesting and expressing preference. |
| 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: describing, explaining, expressing opinion, giving information, narrating. |
| FORMAT | A situationally based writing task specified in no more than 70 words. |
| NO. OF TASKS AND LENGTH | One task to be selected from a choice of five. 120–180 words. |

The two parts of the Writing paper

★ Each question on the Writing paper carries equal marks.

Expected word length

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

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

PART 1 Compulsory task

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

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

Task type and focus

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

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

Task format

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

PART 2

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

Task format

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

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

PART 2 Questions 2–5

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

Task type and focus

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

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

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

PART 2 Questions 5A and 5B

Question 5 consists of a choice between two tasks based on the set reading texts.

Task type and focus

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

This option is included to give candidates the opportunity to read a range of literature written in English and to show in their writing that they have appreciated the themes, characters and relationships within the work they have read. The set texts are carefully chosen for their appropriacy for teenage candidates, however, teachers should be selective when choosing this option to assure it is suitable for the age range in their class. Alternatively, or in addition, teachers may guide candidates to an appropriate 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. Each book will normally remain on the list for two years.

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

Preparation

General

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

By part

PART 1

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

PART 2

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

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

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

Writing • Part 1

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

- 1** You are going to stay with your English-speaking friend, Alex, for the weekend. Read Alex's email and the notes you have made. Then write an email to Alex, using **all** your notes.

EMAIL






From: Alex Green

Subject: Your visit

It's great that you can visit me this weekend. A new activity centre has just opened near my house. Shall we go? — Yes!

There's a climbing wall at the centre, or they can take us sailing on the river. The staff at the centre also take groups into the hills to go mountain biking. Which activity would you prefer to do? — Tell Alex

I think we'll be tired on Saturday evening so maybe we should just stay in and do something. So what do you think we should do? — Suggest ...

I'm so excited about your visit. Can your parents bring you to my house on Friday evening rather than Saturday morning? — No, because ...

See you
Alex

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

Question 1

Please write within the grey lines

EMAIL






To: Alex Green

Subject: My visit

Assessment of Writing

Examiners and marking

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

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

Assessment scales

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

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

Responses are marked on each subscale from 0 to 5.

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

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

The subscale Content is common to all levels:

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

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

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

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

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

Cambridge ESOL Writing mark scheme

Glossary of terms

1. GENERAL

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

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

2. CONTENT

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

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

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

3. COMMUNICATIVE ACHIEVEMENT

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

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

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

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

4. ORGANISATION

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

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

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

5. LANGUAGE

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

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

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

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

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

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

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

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

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

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

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

Question 1

Candidate A

To: Alex Green

Subject: My visit

Dear Alex

Sorry that I haven't written before but my mother had been using the computer all the time for work and I had to wait that she finished her work.

First, I think that's a fantastic idea go to the new activity centre. We'll enjoy a lot and meet new places sounds perfect for me! As you asked me, I rather sailing on the river than climbing a wall because I want to connect with nature. If we have extra time we can do the other activitie whether you want.

At night, we can stay at home, as you said, and also we can buy chocolates and see a movie, that's great for me! But you can tell me other option when to go to your home.

At last, I'm afraid my parents can't take me to your home on Friday evening because it's my grandfather's birthday.

See you soon

Tatiana

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|----------|--|
| Content | 4 | All content is relevant to the task, using appropriate functional language and with a satisfactory level of expansion and detail. The target reader is on the whole informed. |
| Communicative Achievement | 3 | The letter has a consistently informal register and an appropriate format, however, the opening sentence is not particularly relevant to the task and the link to the first point is not smooth. There are some natural references to the input letter (<i>as you said, I'm afraid my parents can't take me to your home</i>), but also some repetition (<i>sounds perfect for me, that's great for me</i>). |
| Organisation | 4 | The text is generally well organised with a variety of cohesive devices employed, e.g. introducing a point (<i>As you asked me...</i>), referring to the previous sentence (<i>We'll enjoy a lot ...</i>), developing an idea (<i>If we have extra time ...</i>). There is some awkwardness in the final paragraph (<i>at last</i>). However, the linking words (<i>but, because, and also</i>), though simple, are used to good effect. |
| Language | 3 | The everyday lexis (<i>fantastic idea, extra time, buy chocolates</i>) is generally used correctly. However, there is some inappropriate use (<i>meet new places, connect with nature, tell me other option, whether you want</i>). There is a range of simple structures and an attempt to use some more complex grammatical forms but a number of non-impeding errors are present (<i>I rather sailing on the river, tell me other option when to go to your home</i>). |

PAPER 2 | WRITING | QUESTION 2

Question 2

Candidate B

The One Thing a Modern Teenager should not be Without

Nowadays a modern teenager, wherever they are, needs to be in contact all the time and what better than a mobile phone?

Most mobile phones now have a number of applications, so it is not just a mobile phone and it allows you also to access the internet, find your way, send a message and take fotos and send them to your friends anywhere in the world and so on. You can't be out of this if you mind having lots of friends and keeping in touch with them at any place.

Besides this, it is very small, so easy to carry around and nowadays it is not so expensiv neither. The prices are going down all the time and you can easily find bargain offers!

So, no excuses modern teenagers!

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|----------|---|
| Content | 4 | The focus of the task is central to the article and the content is relevant. The level of detail is appropriate and the development of the argument is logical and well-balanced. The target reader is, on the whole, informed. |
| Communicative Achievement | 4 | A number of devices are used to hold the reader's attention, including the use of the rhetorical question (<i>and what better than a mobile phone?</i>) addressing the target reader both generally and directly by the use of <i>you</i> . The tone is light and persuasive and well-suited to an article in a teen magazine. |
| Organisation | 4 | The text is well organised and coherent and uses a variety of organisational patterns to generally good effect. The pace of the article is effectively kept up by the varied openings of each paragraph (<i>Nowadays, Most mobile phones, Besides this, So</i>). Some linking words are over-used, especially <i>and</i> in the first sentence of the second paragraph. |
| Language | 4 | A range of lexis and collocation is used to good effect in the article (<i>a number of applications, allows you to access the internet, find your way, carry around</i>). Some errors are also present (<i>out of this, mind having</i>). Both simple and some complex grammatical forms are used with a good degree of control and the errors (<i>not so expensiv neither, at any place</i>) do not impede communication. |

Question 3

Candidate C

At last the weekend had arrived and Anna was both nervous and excited. She was on her way to the USA for the first time ever after winning a study trip to find out about American culture and represent her country.

She took off at eight and by the time the plane landed, Anna was absolutely exhausted. Luckily the family that was going to take care of her was waiting at the airport so she got to bed straightaway.

The next day the family took Anna to watch her favourite film. Although it was in English she understood almost everything because she had been studying English for ages. As they were leaving the cinema, guess what? Anna saw her favourite film star. She was thrilled! He smiled shyly at her – she was sure he did! – as she managed to take a picture of him to treasure forever.

Back home she told everyone about her adventure and showed the picture to the film stars many fans there. They were amazed and just couldn't believe Anna's luck!

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|------|--|
| Content | 5 | The story follows on seamlessly from the prompt and moves with ease to its conclusion, with relevant narration and description throughout. It is an extremely well-balanced story with a beginning, middle and end, fully informing the target reader about Anna's trip. |
| Communicative Achievement | 5 | The story is told using an impressive range of narrative devices. These include the variation of sentence lengths, for example the first and second paragraphs, a range of narrative tenses, questioning the reader directly (<i>guess what?</i>), and the effective use of punctuation (<i>she was sure he did!</i>). The emphasis elicited by the use of <i>ever</i> in the second sentence is a subtle narrative device to move the interest on. The narrative pace is kept up with ease and the reader's attention is fully held throughout. |
| Organisation | 5 | The text is well organised and coherent. A wide variety of cohesive devices and organisational patterns are employed to excellent effect. Backward and forward referencing, a variety of linking words, the shortening of phrases (<i>Back home</i> rather than <i>When Anna got back home</i>), all contribute to the cohesion which helps make this story so successful. |
| Language | 5 | A range of vocabulary and collocations, both common and less so, is employed to develop the story effectively (<i>first time ever, nervous and excited, absolutely exhausted, got to bed straightaway, thrilled, to treasure forever</i>). Both simple and complex grammatical forms are used with impressive control and flexibility and the text is error-free. |

PAPER 2 | WRITING | QUESTION 4

Question 4

Candidate D

Do you think that you have to spend a lot of money on fashion to look good?

Spending a lot of money on fashion is so easy! We love shopping! But I think it is not nessecery to spend loads of money on fashion – you can also look good spending only little. You can buy online, like ebay and there always have new style of fashion come in and newer designs for less price. You can use style of mix and match and matching our old clothes together with new ones to make fashion style again. It's very easy and cheap! Why not try sometime soon?

Also, sometimes you can get clothes from friends and they give you free, for nothing. You don't need pay at all, nothing. May be they don't like anymore and give to you instead. Maybe they change size and can't fit anymore. Whatever.

So, I don't think you have to spend a lot of money on fashion to look good. Why?

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|----------|---|
| Content | 4 | The content in the essay is relevant to the question and there is a suitable level of detail and development of ideas. The target reader is on the whole informed of the writer's ideas and opinions. |
| Communicative Achievement | 3 | The conventions of the essay task are employed with varying degrees of success. There is an over-use of short, snappy statements and questions which can be inappropriate (<i>is so easy!, We love shopping!, It's very easy and cheap!, Why not try sometime soon ? Whatever. Why?</i>). |
| Organisation | 3 | The text is generally well organised and coherent although, it lacks internal cohesion. A variety of cohesive devices is employed, such as punctuation (<i>you can also look good spending only little</i>), and referencing pronouns (<i>Maybe they don't like anymore</i>). |
| Language | 3 | A range of everyday topic-appropriate lexis and collocation is used (<i>newer designs, style, mix and match, buy online, loads of money</i>). A range of simple and some complex grammatical forms is used with an adequate degree of control. However, errors of omission are noticeable (<i>Why not try sometime soon?, You can use style of, spending only little, they give you free for nothing</i>). |

Question 5A

Candidate E

Macbeth

Macbeth is the famous play by Shakespeare and very exciting and dramatic. Someone like Macbeth who kills many people should be named bad but is this true?

Macbeth wants to become king and thinks he must kill the king to take his place. Furthermore his wife Lady Macbeth is very strong and wants him to murder the king and is angry when she thinks he is so weak to do it. Macbeth is influenced by her almost and listens to her plan to kill the king. Later he murders the king and two guards but feels mad afterwards. Perhaps he is ambitious but not bad inside, he cannot kill easily without regret.

However, Macbeth also pays men to kill Banquo and his son and he kills Macduff's family. All this is to support his position and ambition to stay as king.

Is there something I like in Macbeth? At the beginning he was a good soldier who fought hardy for the king and for his country. People admire him but his ambition was too strong and his wife too.

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|----------|---|
| Content | 5 | The content is completely relevant to the task and all the points in the question are clearly covered and expanded well, with some good exemplification. The target reader is fully informed of the writer's opinions and the reasons for them. |
| Communicative Achievement | 4 | The reader's attention is gained by the question in the second sentence. It is then held, as the story is summarised and presented with reasons for and against calling Macbeth a bad man. The conclusion is effective in rounding up the straightforward ideas which have already been expressed. |
| Organisation | 4 | The text is generally well organised and coherent. Good use is made of linking words and phrases in order to move the argument on (<i>Furthermore, Later, Perhaps he is, However, All this is to support</i>). |
| Language | 4 | There is a good range of topic-related lexis (<i>weak, influenced, ambitious, cannot kill easily, support his position</i>) but with an occasional inappropriate use of some lexis (<i>named, so, hardly</i>). A good control of simple and some complex grammatical forms is shown, especially in the second paragraph. The errors do not impede communication. |

PAPER 2 | WRITING | QUESTION 5B

Question 5B

Candidate F

Simon and Joe went climbing a mountain, that was too difficult. They had many decisions to make such as at night to continue or not in bad weather. They made good decisions to go on when they had no food so as to arrive quickly to base camp.

The big decision for Simon is to cut the rope or not. Joe hurt his knee and they climb down together. Joe falls with rope and is too heavy and pulls Simon away from the mountain. Simon cuts the rope and Joe falls down. It was a difficult decision because they are friends and Simon don't know if Joe is OK or not. If he did not cut the rope maybe together they were dead on the mountain. Simon can go down the mountain to the camp and recover. Even Joe can arrive there later but he is weak and a little crazy.

Now they can talk about the decision. It was good because both their lives were saved but in a difficult situation.

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|----------|--|
| Content | 4 | All the content is relevant to the task. The different decisions facing Simon and Joe are explained in the first paragraph, with 'the big decision' forming the main part of the essay. The degree of expansion and detail is appropriate for conveying the writer's ideas and the target reader is, on the whole, informed. |
| Communicative Achievement | 3 | The development of the straightforward ideas and the writer's opinions are clear and the reader's attention is held through to the conclusion and rounding up of opinion. |
| Organisation | 3 | The text is generally well organised and coherent, although use of linking words and cohesive devices could have been better, as in the repetition of 'They' in the first paragraph. The second paragraph is sufficiently clear for the meaning to be determined, but there is an over-use of short sentences and lack of internal cohesion. |
| Language | 2 | Some good topic-focused vocabulary is used (<i>base camp, recover, weak and a little crazy</i>). A range of simple and some complex grammatical forms (3 rd conditional, article use, modals, word order) are used with varying degrees of control. The errors in tense use are noticeable but meaning can still be determined. |

Paper 3

Use of English

General description

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

Structure and tasks

PART 1

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

PART 2

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

PART 3

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

PART 4

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

The four parts of the Use of English paper

PART 1 Multiple-choice cloze

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

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

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

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

Candidates are required to draw on their lexical knowledge and understanding of the text in order to fill the gaps. Some questions test at a phrasal level, such as collocations and set phrases. Other questions test meaning at sentence level or beyond, with more processing of the text required. A 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 task and answer key: pages 35 and 37.**

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

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

The focus of the gapped words is either grammatical, such as articles, auxiliaries, prepositions, pronouns, verb tenses and forms, or 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 task and answer key: pages 35 and 37.**

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

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

The focus of this task is primarily lexical, though an understanding of structure is also required. It tests the candidates' knowledge of how prefixes, suffixes, internal changes and compounds are used in forming words. Candidates may be required to demonstrate understanding of the text beyond sentence level.

PART 4 Key word transformations

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

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

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

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

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

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

Preparation

General

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

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

By part

PART 1

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

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

PART 2

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

PART 3

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

PART 4

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

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

Use of English • 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 edge B surround C turn D enclose

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

The internet bus

In the desert areas that (0) Tucson city, USA, students spend hundreds of hours on yellow buses each year getting to and from their schools. But when mobile internet equipment was (1) on a yellow school bus, the bored, often noisy, teens were (2) into quiet, studious individuals.

District officials got the idea during (3) drives on school business to Phoenix, two hours each way, when they (4) that, when they went in pairs, one person could drive and the other could work using a laptop and a wireless card. They (5) if internet access on a school bus could (6) students' academic productivity, too.

But the idea for what students call 'the internet bus' really (7) shape when the district's chief information officer (8) across an article about having internet access in cars. He thought, 'What if you could put that in a bus?'

The officials have been delighted to see the (9) of homework getting done, morning and evening, as the internet bus (10) up and drops off students along the 70-minute drive. (11) some students spend their time playing games or visiting social networking sites, most students do make (12) of their travel time to study.

- 1 A installed B set C included D structured
- 2 A replaced B exchanged C switched D transformed
- 3 A extraordinary B occasional C exceptional D few
- 4 A believed B acknowledged C estimated D realised
- 5 A thought B imagined C suspected D wondered
- 6 A increase B enlarge C rise D heighten
- 7 A formed B took C held D did
- 8 A got B looked C came D put
- 9 A total B amount C number D measure
- 10 A brings B picks C rides D catches
- 11 A Since B Despite C Although D However
- 12 A progress B work C use D part

Use of English • 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 School prizes are given out at the end of each year.

PLACE

School prize-giving at the end of each year.

The gap can be filled by the words 'takes place', so you write:

Example: 0

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

35 John went to the cinema by himself yesterday afternoon.

OWN

John went to the cinema yesterday afternoon.

36 The start of the second race was delayed because the first race finished late.

CAUSED

The delay to the start of the second race the late finish of the first race.

37 It is six months since Richard went to the barber's for a haircut.

HAD

Richard his hair cut at the barber's for six months.

38 My brother didn't use to be so confident.

THAN

My brother is to be.

39 Marta's dad told her yesterday that she could visit her friend after school.

ALLOWED

Yesterday, Marta's dad her friend after school.

40 Kate regrets missing the concert.

WISHES

Kate missed the concert.

41 Hannah was happy to lend Lin a jacket.

MIND

Hannah a jacket to Lin.

42 'Tim, you left the fridge door open!' said Sarah.

ACCUSED

Sarah leaving the fridge door open.

PAPER 3 | USE OF ENGLISH

Answer key

| Q | Part 1 | Q | Part 2 | Q | Part 3 | Q | Part 4 |
|----|--------|----|------------|----|---------------|----|---------------------------------------|
| 1 | A | 13 | ABOUT | 25 | IMPRESSIVE | 35 | ON HIS OWN |
| 2 | D | 14 | THAT/WHICH | 26 | SOLUTION | 36 | WAS CAUSED BY |
| 3 | B | 15 | UP | 27 | ARCHITECTURE | 37 | HAS NOT HAD |
| 4 | D | 16 | EACH/EVERY | 28 | HEIGHT | 38 | MORE CONFIDENT THAN HE USED |
| 5 | D | 17 | IN | 29 | AGRICULTURAL | 39 | ALLOWED HER / MARTA TO VISIT/SEE |
| 6 | A | 18 | OR | 30 | MOVEMENT(S) | 40 | WISHES SHE HADN'T / HAD NOT |
| 7 | B | 19 | BE | 31 | IMPOSSIBLE | 41 | DIDN'T / DID NOT MIND LENDING |
| 8 | C | 20 | WHY | 32 | ACCOMMODATION | 42 | ACCUSED TIM / HIM OF |
| 9 | B | 21 | TO | 33 | GROWTH | | |
| 10 | B | 22 | NOT | 34 | NECESSITY | | |
| 11 | C | 23 | ONE | | | | |
| 12 | C | 24 | HAS/IS | | | | |

Candidate answer sheet

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

denate 0121 520 5100

Do not write in this box

UNIVERSITY of CAMBRIDGE
ESOL Examinations

Centre No.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 No. _____

Examination Details _____

Centre _____

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

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

Part 1

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

Part 2

| | | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|-----------|
| 13 | | | | | | | | | | 13 0 u |
| 14 | | | | | | | | | | 14 0 u |
| 15 | | | | | | | | | | 15 0 u |
| 16 | | | | | | | | | | 16 0 u |
| 17 | | | | | | | | | | 17 0 u |
| 18 | | | | | | | | | | 18 0 u |
| 19 | | | | | | | | | | 19 0 u |
| 20 | | | | | | | | | | 20 0 u |
| 21 | | | | | | | | | | 21 0 u |
| 22 | | | | | | | | | | 22 0 u |
| 23 | | | | | | | | | | 23 0 u |
| 24 | | | | | | | | | | 24 0 u |

Continues over →

FCU Use

DP586C305

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

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

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

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

PART 2 Sentence completion

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

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

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

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

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

PART 3 Multiple matching

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

 **Sample task page 43, tapescript pages 47–48, and answer key page 49.**

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

In this part, candidates listen to five short texts with different speakers, which are related in some way. For example, they may all be speaking about aspects of the same subject, such as travel, or about similar experiences or objects, such as journeys or vehicles. Alternatively, the link may be functional, such as a series of different speakers asking for information, or apologising.

PART 4 Multiple choice

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

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

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

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

Preparation

General

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

- Remind your students that they should use the time allowed before each recording to read through all the questions carefully, so they are prepared for what they hear.
- Students should be advised that the information on the question paper is there to help them follow as they listen.
- Remind your students that they should write their answers for Part 2 clearly when they copy them onto the answer sheet, using CAPITAL LETTERS.
- Students should get used to answering all the questions, even if they are not sure of the correct answer – they've probably understood more than they think.
- Students shouldn't be distracted by individual words and phrases in Parts 1, 3 and 4. They should listen to the whole message.
- Students should know when to stop concentrating on a question which they are finding difficult, so that they don't miss the next question.

By part

PART 1

- Play real-life snippets to your students, e.g. a teacher's 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 boy talking about a film he watched last night.

(Students suggest a question)

Options

A: a car

B: a family

C: a robbery

Text

Boy: 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 gapfill 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.

Listening • Part 1

Questions 1 – 8

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 teacher talking to her class about some project work.

Why is she talking to them?

- A to suggest ways of approaching the project
- B to explain what their project should be about
- C to warn of the consequences of late project work

- 2 You hear two friends talking about a film they have just seen.

What do they agree about?

- A how good the special effects were
- B how misleading the publicity was
- C how exciting some scenes were

- 3 You hear a boy talking about a school trip he's just been on.

What did he think of it?

- A It failed to live up to his expectations.
- B He found it surprisingly interesting.
- C Only parts of it were enjoyable.

- 4 You overhear a girl leaving a voicemail message.

What is she doing?

- A asking for a lift after an activity
- B telling someone about some arrangements
- C accepting an invitation to a sports event

- 5 You hear the weather forecast on a local radio station.

What will the weather be like this afternoon?

- A less cloudy than this morning
- B warmer than this morning
- C much the same as this morning

- 6 You hear part of an interview with a young pop singer.

What does she say about her single?

- A The song allowed her to express her feelings.
- B She had to do a song which was chosen for her.
- C It is quite similar to a song she sang on television.

- 7 You overhear two friends talking about school equipment.

What does the girl think about her new 'funky dividers'?

- A They are a great new idea.
- B They are not very attractive.
- C They are environmentally friendly.

- 8 You overhear a boy talking on his mobile phone.

What is he doing?

- A asking for help with something
- B saying why he hasn't done something
- C passing on some information about something

Listening • Part 2

Questions 9 – 18

You will hear an interview with a young tap-dancer called Jodie Markfield. For questions 9 – 18, complete the sentences.

JODIE MARKFIELD: TAP-DANCER

Jodie says that tap-dancers are often thought of as as well as dancers.

Jodie first got work as a tap-dancer thanks to her

The first show that Jodie appeared in was called

Jodie says that tap-dancing has both African and origins.

Classical tap-dancers tend to use their more than other tap-dancers do.

Jodie says that tap-dancers need to keep their and ankles relaxed.

Beginners are often told to imagine they are dancing on a floor.

Jodie says it's important that tap-dancing shoes aren't too

Jodie says that being in a touring show is not as as it sounds.

The only school subject that Jodie's parents can't help her with is

Listening • Part 3

Questions 19 – 23

You will hear five people talking about the sporting activities they do. For questions 19 – 23, choose from the list (A – F) what each speaker likes most about their sport. Use each letter only once. There is one extra letter which you do not need to use.

- A It's a way of making new friends. Speaker 1
- B It's great to feel part of a team. Speaker 2
- C It's a good way of keeping fit. Speaker 3
- D It's a break from schoolwork. Speaker 4
- E It's a chance to show off my skills. Speaker 5
- F It's nice to beat kids from other schools.

29 What would Mark have preferred to do in his leisure time?

- A listen to stories
- B eat bigger meals
- C go to bed earlier

30 What does Mark think he gained from the project?

- A a better understanding of the past
- B a sympathy with manual workers
- C an appreciation of life today

Listening • Part 4

Questions 24 – 30

You will hear an interview with a young man called Mark Sharp who took part in something called 'The Iron Age Project', during which he lived as people did in Britain over two thousand years ago. For questions 24 – 30, choose the best answer (A, B or C).

24 Why did Mark join 'The Iron Age Project'?

- A His history teacher suggested it to him.
- B He got involved because of his parents.
- C He offered to take care of the animals.

25 How did Mark prepare for the project?

- A by acquiring appropriate skills
- B by reading about the period
- C by visiting an Iron Age village

26 What does Mark say about living in an Iron Age house?

- A He missed modern conveniences.
- B The fire caused him problems.
- C His bed could have been softer.

27 What did Mark dislike about his Iron Age clothes?

- A The colours were too bright.
- B It was difficult to move in them.
- C He found them rather hot.

28 What did Mark like about his daily work?

- A being part of a team
- B spending time outdoors
- C the physical activity

PAPER 4 | LISTENING

Tapescript

This is the Cambridge First Certificate in English for Schools Listening Test.

SAMPLE PAPER.

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'll hear this sound:

— *** —

You'll hear each piece twice.

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

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

Now open your question paper and look at Part One.

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 teacher talking to her class about some project work.

Why is she talking to them?

A to suggest ways of approaching the project

B to explain what their project should be about

C to warn of the consequences of late project work

— *** —

Now, what you'll have to do is find a partner to work with. It doesn't matter whether you've worked with them before, in fact it might be better if you haven't! I'll give you the outline of the project in a minute, but just to say that you'll need to spend some time on planning – like how you'll divide up the work between you and so on. You'll certainly need the internet, and other sources like books and you may even want to take yourselves down to the museum. But don't forget – the deadline for the completed project is the end of the month, so there's no time to waste.

— *** —

Two

You hear two friends talking about a film they have just seen.

What do they agree about?

A how good the special effects were

B how misleading the publicity was

C how exciting some scenes were

— *** —

M: Awesome film! I've never seen effects like those ... ever!

F: Well, they were OK – but I wouldn't go that far! And there wasn't much of a story, was there? It was just bang crash all the way. I found it a bit samey in places, to be honest.

M: But the car chases were spectacular – and scary – it was worth seeing just for them.

F: I was on the edge of my seat sometimes, no doubt about that. But after all that hype beforehand – and even a couple of awards – weren't you a bit disappointed with the film as a whole?

M: No way! I could sit through it again anytime, no problem.

— *** —

Three

You hear a boy talking about a school trip he's just been on.

What did he think of it?

A It failed to live up to his expectations.

B He found it surprisingly interesting.

C Only parts of it were enjoyable.

— *** —

I hadn't been that keen to go on the trip – it was part of our geography course and there was a report to do afterwards – it sounded pretty dull to me and I wasn't wrong. It also meant missing my drama class – which was a real shame. The tour of the museum kicked off with a film about the place, which wasn't too bad actually, but after that it was downhill all the way. Although one or two of the interactive displays were fun, the talks we had to sit through couldn't have been less interesting. I've finally done the report, but it's not very good. I wish I'd gone to drama instead!

— *** —

Four

You overhear a girl leaving a voicemail message.

What is she doing?

A asking for a lift after an activity

B telling someone about some arrangements

C accepting an invitation to a sports event

— *** —

Hi – it's me. Sorry I missed you after school – hope you caught the bus OK! I've asked about next Wednesday and the match starts at six, not seven – so we can meet an hour later if you like – we must've read the time wrong on the poster. Anyway, I'll be coming with my sister if that's OK – she really wants to see it – so if your brother wants to come along as well then that'd be cool. My Dad's agreed to pick us up in the car afterwards – that'll save us having to wait for the bus. Call me if there's a problem – I'll see you at school tomorrow anyway. Byeeeee!

— *** —

Five

You hear the weather forecast on a local radio station.

What will the weather be like this afternoon?

A less cloudy than this morning

B warmer than this morning

C much the same as this morning

— *** —

PAPER 4 | LISTENING

M: So it's coming up to eleven o'clock and time to go over to Heidi at the weather centre. Good morning Heidi.

F: Hi Tom.

M: Now, lots of local kids are going to the barbecue in the park later today. Is the weather going to be kind to them?

F: Well Tom, after last night's storms we've certainly lost that humidity everyone was complaining about, and temperatures have fallen overnight. These will pick up again as the day progresses, however, and we should be in for a nice evening. Although we will see a build up of cloud later this afternoon, we're unlikely to see a repeat of last night's heavy rain.

— *** —

Six

You hear part of an interview with a young pop singer.

What does she say about her single?

A The song allowed her to express her feelings.

B She had to do a song which was chosen for her

C It is quite similar to a song she sang on television.

— *** —

Int: The single's gone straight to the top of the charts, you must be pleased – even if it was a while coming.

F: Well, I really didn't want to rush the decision on a single. In the end, I went for a song where I could really give my heart and soul and the producers were willing to go along with that – but it took a bit of finding actually. A lot of people thought I'd come out with a ballad like the one I sang at the final of the TV talent show, but to be honest it's a relief to have struck out in another direction – one people wouldn't have associated me with maybe.

— *** —

Seven

You overhear two friends talking about school equipment.

What does the girl think about her new 'funky dividers'?

A They are a great new idea.

B They are not very attractive.

C They are environmentally friendly.

— *** —

F: Guess what my Gran's bought me now – funky dividers!

M: What are dividers?

F: You know, things you put in your schoolwork files – they help you sort out all those handouts you make notes on then stuff in any old how.

M: Oh right. I could do with some of those.

F: Well, it's hardly rocket science, they've been around for years. No the thing about these funky ones is they're like made from totally recycled material – I'm afraid my Gran's into all that and usually gets me stuff that's seriously uncool – but these are actually colour co-ordinated with the files and stuff I've already got. So I can save the planet for her without everybody knowing!

M: Really?

— *** —

Eight

You overhear a boy talking on his mobile phone.

What is he doing?

A asking for help with something

B saying why he hasn't done something

C passing on some information about something

— *** —

This is Ben here. Listen, you know that website you told me about – the one with the stuff you said would be useful for our history homework – well I wrote down the address somewhere at school, but managed to lose it. Was it something like pastlink? Anyway, I did a search using words like that and came up with some really great stuff that I thought you might find useful too even if it's not the same one – so I've sent you an email from that site and you'll see the links to some others. Anyway, the homework's all done now at least – hope you're getting on OK. Bye.

— *** —

That is the end of Part One.

Now turn to Part Two.

You'll hear an interview with a young tap-dancer called Jodie Markfield. For questions 9 – 18, complete the sentences.

You now have forty-five seconds to look at Part Two.

— *** —

Int: My guest today's the 16-year-old tap-dancer, Jodie Markfield, who's currently touring in the hit show *Funky Noise*. Jodie, before we hear some of our viewers' questions, tell us, what is tap-dancing exactly?

Jodie: Hi there. Yeah – in tap-dancing you wear special shoes with like pieces of metal in the bottom – so when you dance, you make a noise. You need a hard surface for tap-dancing, and performers aren't regarded just as dancers, but also as musicians. We all work together with the guitarists and drummers, to get the rhythm and the sound right.

Int: So let's go to some of our viewers' questions. Tina who's fifteen and comes from London has emailed to ask: 'How did you get into tap-dancing, Jodie?'

Jodie: Well, I started at the age of four. I come from a show-business family. It was my grandmother who taught me the basics, but then my uncle kind of took over when I showed talent for it. He got me a part in a show when I was six. My mum was none too sure – reckoned I was a bit young – but he talked her and Dad into the idea.

Int: Next Linda from Manchester says: 'Jodie, tell us about the first time you appeared on TV.'

Jodie: Well, that first show, which was called *Showtime*, was at the theatre and I did that for six weeks. One night a TV producer came to see the show. It was him who signed me up for the TV show *Footnotes*. It was easier than the theatre actually, because it didn't go out live. So if you made a mistake, you could go back and film that bit again.

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- Int: OK. Now Mark from Scotland says: 'Jodie tell us about the origins of tap-dance.'
- Jodie: Well tap-dance as we know it became famous in the mid-twentieth century when it was in loads of big Hollywood films. But actually it wasn't American originally. It all started as a mixture of two much older types of dancing: An African dance called Juba and traditional Irish dancing – something that's been popular again recently.
- Int: Right. Now, Ashley asks: 'Are there different sorts of tap-dancing?'
- Jodie: Two main types. So you have to decide which one you're gonna do. Classical tap's more like ballet and dancers use their arms a lot to make elegant movements. Hoofing is the other type. Here the dancers concentrate more on their legs and footwork – they really try to make their feet sound like drums.
- Int: Finally, Gary asks: 'How do you know if a tap-dancer is any good?'
- Jodie: Well, Gary that's a good question! Basically, the aim in tap-dance is to produce clear sounds with each one separate. The knees and ankles need to be relaxed at all times, without that it can sound all wrong! So that's how a dancer is judged, along with speed, rhythm and stuff.
- Int: And what about lessons Jodie – lots of listeners have asked about that?
- Jodie: Well tap classes generally last about an hour – beginning with a warm-up to stretch the muscles. Lots of kids do tap dance because it develops physical fitness and is great fun too. Beginners are sometimes told to dance as if the floor was made of glass! That makes them think about the position of their feet and not to just stamp around any old way.
- Int: And what about equipment?
- Jodie: You need good shoes, of course. Some have heels, some don't – both are quite comfortable. But the key thing is that they're the right size – they mustn't be big, your feet shouldn't move around in them, so go for some that are quite tight fitting.
- Int: Thanks Jodie. Now before you go. You're touring in the show *Funky Noise* – what's that like?
- Jodie: Life on the road sounds glamorous, but it's quite ordinary really. I still have to do my homework, cos I'm still enrolled in High School in my hometown. But my parents travel with me and home-school me.
- Int: How does that work out?
- Jodie: Well, Mum does the English; Dad the Maths and Science. The only thing they can't do is the IT – I school them in that! And I still find time for my PlayStation games and watching TV!
- Int: Jodie – thanks for joining us today.

Now you'll hear Part Two again.

— *** —

That is the end of Part Two.

Now turn to Part Three.

You'll hear five people talking about the sporting activities they do. For questions 19 – 23, choose from the list (A – F) what each speaker likes most about their sport. Use each letter only once. There is one extra letter which you do not need to use.

You now have thirty seconds to look at Part Three.

— *** —

Speaker 1

I've been in the tennis team for a couple of years now, and represented the school in a couple of tournaments. I didn't actually win most of my matches, because there were some amazingly skillful players there from other schools – but it was a great experience just getting to play against them. If I had to say why I go for tennis rather than any other sport, I guess it'd be because you get a good all-round workout – which keeps you in good shape – but you can do a lot of the training in your own time. I've never really been keen on group training sessions; you know, like friends who do hockey or whatever have to do.

Speaker 2

People always think that football's a very competitive sport – that it's all about beating other schools – but that isn't why I play really. I'm really into fitness and I do lots of different sports – but football's the big one for me, and I think it's because I've got a sort of gift when it comes to ball control. So when mates in the team pass the ball to me, I reckon it's because they know what I can do with it. My brother's doing sports science at college. That must be awesome – combining schoolwork and sports – that's what I want to do someday too.

Speaker 3

Volleyball's, like, the only sport where boys and girls really get to play together – I hate the idea of the girl's football team, for example, as if we're kind of not up to the real thing. I wanted to do a sport this year because we've got quite a heavy workload at school and I really need to let off steam occasionally. Volleyball does that for me. Don't tell our coach, but I don't actually care whether our team wins or not when we play other schools – I play for the fun of it – and I'm getting a bit better at some of the key skills, like serving, too – which is kind of satisfying.

Speaker 4

Basketball's kind of fast and exciting and you really get a chance to build up both your skills and your fitness if you play it often enough. I'm not that brilliant actually, but I get a lot of support from the guys on the team – and they're what really makes it special for me. Some of them are really incredible at passing and I pick up a lot of tips from them. It'd be great if our school could win more matches because our record's not been that great this season – but I think we've just been unlucky. We could've beaten some of those other schools easily – but things just didn't go our way.

Speaker 5

I'm not such a brilliant swimmer, so it was a shock when I was chosen for the school team and I've really had to work hard on my technique to keep my place. But I'm not a very competitive person, so at first

PAPER 4 | LISTENING

I was all, like, you know, 'it doesn't matter if we win or not - it's just a sport'. But then, when we swam against other schools, all that changed. And when we did actually win a race, I mean, that was like totally awesome. All my friends were really proud of us! My teachers even reckon my schoolwork's improved thanks to the swimming - would you believe it?

Now you'll hear Part Three again.

— *** —

That's the end of Part Three.

Now turn to Part Four.

You'll hear an interview with a young man called Mark Sharp, who took part in something called 'The Iron Age Project', during which he lived as people did in Britain over two thousand years ago. For questions 24 - 30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

— *** —

Int: 'The Iron Age Project' took place last autumn when twenty volunteers lived for three months as people did two thousand years ago. A television programme was made about their experiences. Mark Sharp, seventeen at the time, was one of those volunteers. Mark, what a great opportunity to go back in time and live in the Iron Age! How did you come to join the project?

Mark: Well, the project was a joint one between the history department of the local university and a TV company. The history professors had some theories they wanted to try out and the TV company thought it would make a good programme. They wanted everything as authentic as possible and were keen to have people with experience of livestock - one of the things we iron-agers had to do was look after cows and sheep. I accompanied my mum and dad, who are sheep farmers and just the kind of people the organisers were looking for.

Int: Did you have to do any training before the project started?

Mark: Yeah, it was pretty intense. We were shown Iron Age ways of growing food, cooking - stuff like that. We also learnt how to make the round houses we lived in, using wood, straw and mud - that was hard work! And it was all a bit experimental - there aren't many books on Iron Age building and even our teachers were guessing. And it's not like you can pay a visit to an Iron Age community and ask them things!

Int: And were the houses comfortable to live in?

Mark: It wasn't as bad as I'd expected! My bed was quite luxurious with a mattress stuffed with feathers and a nice thick woollen blanket. And I was so tired at night that I was asleep before I could even think about not having a TV or a computer. The house was always warm, too, because we had to keep logs burning all the time - actually I could've done without that. The smoke made me cough and my eyes watered.

Int: I believe you wore some very colourful clothes?

Mark: Yeah, red and blue, in stripes and checks. I had some trousers which were quite tight, and a tunic with a belt, and a cloak which I was supposed to fasten with a brooch - I soon lost

that! Everything was made of wool and so I sweated a lot when I was working in the sun - a bit unpleasant really.

Int: So tell me something about the work you did.

Mark: I suppose you could say I was a farm labourer. We had a chief and he set me my tasks for the day, though everyone discussed what needed to be done the night before. I did a lot of digging, collecting firewood and anything else that I was told to do. It was all very physical and my muscles really ached. But being in the open air made a pleasant change from normal student life, stuck in a classroom all day.

Int: Did you have any free time?

Mark: Well, sort of. We worked until it got dark, then we ate and went to bed. The diet was a bit monotonous but there was always plenty of it. I was so hungry after a day's work I'd have eaten anything! I'd imagined us sitting around the fire after our meal and telling each other stories or reciting poems but I'm sad to say it never happened. People were too tired, I suppose.

Int: So was it a valuable experience?

Mark: Yes. I don't know if it helped the history professors with their theories, or what the TV programme will show. Personally, I don't believe it's possible to find out how an Iron Age person really thought - I could never forget I was from the twenty-first century, even though I was supposedly living like an Iron Age labourer. On the other hand, it made me value things I used to take for granted, like having time for leisure. So I'm grateful for that.

Int: Thanks, Mark. It's been interesting talking to you.

Now you'll hear Part Four again.

— *** —

That's the end of Part Four.

There will now be a pause of five 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 one minute left, so that you're sure to finish in time.

You have one more minute left.

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

PAPER 4 | LISTENING

Answer key

| Q | Part 1 | Q | Part 2 | Q | Part 3 | Q | Part 4 |
|---|--------|----|-----------------------------|----|--------|----|--------|
| 1 | A | 9 | MUSICIANS | 19 | C | 24 | B |
| 2 | C | 10 | UNCLE | 20 | E | 25 | A |
| 3 | C | 11 | SHOWTIME | 21 | D | 26 | B |
| 4 | B | 12 | IRISH | 22 | B | 27 | C |
| 5 | B | 13 | ARMS | 23 | F | 28 | B |
| 6 | A | 14 | KNEES | | | 29 | A |
| 7 | C | 15 | GLASS | | | 30 | C |
| 8 | C | 16 | BIG / LARGE / LOOSE | | | | |
| | | 17 | GLAMOROUS | | | | |
| | | 18 | IT / INFORMATION TECHNOLOGY | | | | |

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 a 20-second response from the second candidate. |

PART 3

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

PART 4

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

The four parts of the Speaking test

Format

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

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

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

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

PART 1 Interview

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

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

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

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

PART 2 Long turn

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

 **Sample task and assessment criteria: pages 55-56 and 58-60.**

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

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

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

PART 3 Collaborative task

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

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

In Part 3, candidates are given oral instructions and provided with a visual stimulus (several photographs or pieces of artwork) to form the basis for a task which they carry out together. They are expected to discuss each visual, expressing and justifying opinions, evaluating and speculating, in order to work towards a negotiated decision towards the end of the task.

The instructions make these two parts of the task clear: **'First**, talk to each other about ...', **'Then** decide ...'. The decision should only be made after the candidates have explored each of the issues as illustrated by the pictures, and they are assessed on their ability to use the language of negotiation and collaboration while doing this. However, they are not penalised if they fail to reach a negotiated decision. Written prompts, in the form of questions, appear above the visuals on the candidates' sheet to help them focus on the task.

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

PART 4 Discussion

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

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

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

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

Preparation

General

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

- Make sure your students are familiar with the format of each part of the test. They should be aware of the different interaction patterns (who speaks to whom) and what stimulus will be provided by the interlocutor.
- Encourage your students to speak clearly so that they can be heard by both the interlocutor and assessor. They should be made aware that different varieties of English accents in the UK and elsewhere in the world are acceptable.
- Train your students to paraphrase when they do not know, or cannot remember, a word.
- Train your students to listen carefully to the instructions, and to read the questions above the pictures, so that they know precisely what they have to talk about.
- To ensure all candidates are treated fairly, the interlocutor keeps to a scripted frame (as shown in the sample papers). However, you may remind your students that they can ask the examiner to repeat the instructions or a question.
- Encourage your students to initiate discussion and to respond to what other students have to say.
- Students should be confident that they know what they have to say before they start their long turn. Remind your students that they will not lose marks if they ask the examiner to repeat the instructions.
- Students sometimes find that a minute is quite a long time to talk. Give your students practice at talking for a minute about a given topic. Topics and visuals in *Cambridge English: First for Schools* 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.

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 free time, sports they enjoy, holidays, school 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, travelling, starting a new school. 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.

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.

PAPER 5: SPEAKING

- In classroom activities, one student in each group could be made responsible for ensuring that every member of the group gets an equal opportunity to speak, so that the students become alerted to the importance of turn-taking.
- It may be useful to focus on accurate production of functional language likely to be useful in this type of discussion. This may include ways of managing the discussion, e.g. *'Shall we start with this one?'*; *'What do you think?'*; *'Shall we move on to ... ?'*. Ways of expressing and justifying opinions, and agreeing and disagreeing (politely) are also likely to be useful.

PART 4

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

PAPER 5 | SPEAKING

1 Free time
2 Museums

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 their free time 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 **what are the advantages and disadvantages for the people of spending their free time in these different ways**.

All right?

Candidate A

⌚ 1 minute

Interlocutor

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

(Candidate B), **do you like going shopping?**

Candidate B

⌚ approximately 20 seconds

Interlocutor

Thank you.

Now, (Candidate B), here are your photographs. They show **people visiting different museums**.

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

I'd like you to compare the photographs, and say **what the people might find interesting about visiting these different museums**.

All right?

Candidate B

⌚ 1 minute

Interlocutor

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

(Candidate A), **which of these museums would you like to visit?**

Candidate A

⌚ approximately 20 seconds

Interlocutor

Thank 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.

Every day life

- What do you usually do in the evenings?
- Do you get a lot of homework every week? (When do you do it?)
- Is there something you do every week after school? (What do you do?)
- Who do you spend time with at the weekends? (What do you do together?)
- What are you going to do this weekend?

Likes and dislikes

- Do you ever go to the cinema? (Tell us about a good film you've seen.)
- Do you have any interests or hobbies? (What do you do?) (What do you like about / hobby mentioned?)
- Do you play any sports? (What do you like about / sport mentioned?)
- Have you been to any parties recently? (Tell us about it)
- What do you like doing when you're on holiday? (Why?)

2

What might the people find interesting about visiting these different museums?

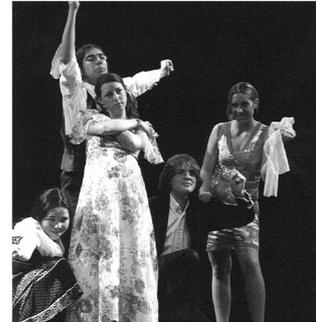


1

What are the advantages and disadvantages for the people of spending their free time in these different ways?



- Why might it be important to do these different activities at school?
- Which two activities are not important for students to do at school?



21 School Activities

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)

Here are some different activities that students often do during their school day.

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

First, talk to each other about why it might be important to do these different activities at school. Then decide which two activities are not important for students to do at school.

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:

- Which of these activities do you most enjoy doing at school? (Why?)
- Some people say that school is for lessons and that students should do other activities after school. What do you think?
- What do you think is the best thing about school life? (Why?)
- Do you think it's true that students have to study too hard these days and don't have enough time to enjoy themselves? (Why? / Why not?)
- Do you think we learn more in school or outside school? (Why?)
- What age do you think students should be allowed to leave school at? (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 of Speaking

Examiners and marking

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

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

Assessment scales

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

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

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

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

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

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

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

Overall Speaking scales

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

Cambridge ESOL

Speaking assessment

Glossary of terms

1. GENERAL

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

2. GRAMMAR AND VOCABULARY

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

2. GRAMMAR AND VOCABULARY (cont.)

| | |
|----------------------------|---|
| Grammatical control | <p>Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.</p> <p>Where language specifications are provided at lower levels (as in <i>Cambridge English: Key (KET)</i> and <i>Cambridge English: Preliminary (PET)</i>), candidates may have control of only the simplest exponents of the listed forms.</p> <p>Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.</p> <p>Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.</p> |
| Grammatical forms | <p>Simple grammatical forms: words, phrases, basic tenses and simple clauses.</p> <p>Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.</p> |
| Range | Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms. |

3. DISCOURSE MANAGEMENT

| | |
|--|--|
| Coherence and cohesion | <p>Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.</p> <p>Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.</p> <p>Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (<i>and, in addition, moreover</i>); consequence (<i>so, therefore, as a result</i>); order of information (<i>first, second, next, finally</i>).</p> <p>At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. <i>and, but, or, then, finally</i>) but also with more sophisticated devices (e.g. <i>therefore, moreover, as a result, in addition, however, on the other hand</i>).</p> <p>Related vocabulary: the use of several items from the same lexical set, e.g. <i>train, station, platform, carriage</i>; or <i>study, learn, revise</i>.</p> <p>Grammatical devices: essentially the use of reference pronouns (e.g. <i>it, this, one</i>) and articles (e.g. <i>There are two women in the picture. The one on the right . . .</i>).</p> <p>Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. <i>you know, you see, actually, basically, I mean, well, anyway, like</i>.</p> |
| Extent/extended stretches of language | Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses. |
| Relevance | Relevance: a contribution that is related to the task and not about something completely different. |
| Repetition | Repetition: repeating the same idea instead of introducing new ideas to develop the topic. |

4. PRONUNCIATION

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

5. INTERACTIVE COMMUNICATION

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

Cambridge English: First for Schools glossary

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

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| Options | the individual words in the set of possible answers for a multiple-choice item. |
| Paraphrase | to give the meaning of something using different words. |
| Phrasal Verb | a verb which takes on a new meaning when followed by a certain preposition or adverb (e.g. ' <i>get away</i> ', ' <i>take up</i> '). |
| Pretesting | a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty. |
| Prompt Sentence | the complete sentence given as the opening or closing line of a story in <i>Cambridge English: First for Schools</i> Paper 2 Part 2. |
| Referencing | the technique of using 'referents'. |
| Referent | a word or term that refers to another person, place, etc. |
| Register | the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in a formal register. |
| Report Layout | the way in which a report should be presented. At <i>Cambridge English: First for Schools</i> level a report in Paper 2 Part 2 should be clearly organised into paragraphs/sections and may include headings. |
| Stem Word | the word at the end of each line in <i>Cambridge English: First for Schools</i> 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 a <i>Cambridge English: First for Schools</i> Paper 2 task using a range of appropriate and accurate language. |

Acronyms

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

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