Cambridge English Proficiency
Certificate of Proficiency in English (CPE)
CEFR Level C2

Handbook for Teachers
for examinations from May 2013
## Content and overview

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## Preface

This handbook is for teachers who are preparing candidates for *Cambridge English: Proficiency*, also known as *Certificate of Proficiency in English* (CPE). The introduction gives an overview of the revised exam (from 2013) and its place within Cambridge ESOL. This is followed by a focus on each paper and includes content, advice on preparation and example papers.

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

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About Cambridge ESOL

Cambridge English: Proficiency 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: Proficiency

Cambridge English: Proficiency was originally introduced in 1913 and is a high-level qualification that is officially recognised by universities, employers and governments around the world. Following extensive research, updates in 1975, 1984, 2002 and 2013 have allowed the exam to keep pace with changes in language teaching and testing while ensuring the exam remains reliable, relevant and user-friendly for candidates.

Who is the exam for?
Cambridge English: Proficiency is aimed at learners who have achieved an extremely high level of skill in the English language and want to:

• study demanding subjects at the highest levels, including postgraduate and PhD programmes
• actively engage in academic life by participating confidently in tutorials and seminars
• lead on complex and challenging research projects
• negotiate and persuade effectively at senior management level in international business settings.

Who recognises the exam?
• Cambridge English: Proficiency is a truly international exam, recognised by thousands of employers globally as a qualification demonstrating an exceptional level of English. Cambridge ESOL exams are recognised by 12,500 institutions and employers.
• It is also accepted by a wide range of educational institutions for study purposes.
• It meets the UK Border Agency language requirements for Tier 1, 2 and 4 immigration, covering study and work in the UK*. 
• The UK’s Universities and Colleges Admissions Service (UCAS) now allows students applying to UK universities to gain UCAS Tariff points by achieving certain grades in Cambridge English: Proficiency*. For more information visit www.CambridgeESOL.org/UCAS-points
• The exam has been accredited by Ofqual, the statutory regulatory authority for external qualifications in England and its counterparts in Wales and Northern Ireland.

* 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: Proficiency is targeted at Level C2 – the highest CEFR level – and provides universities and employers with detailed evidence that successful candidates are able to use English at near-native levels in a wide range of situations.

What can candidates do at Level C2?
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 C2

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<th>Typical abilities</th>
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| **Overall**
| general ability   | CAN understand
documents, correspondence and reports, including the finer points of complex texts. | CAN advise on or talk about sensitive issues, understanding colloquial references and dealing confidently with hostile questions. |
|                   | CAN write letters on any subject and full notes of meetings or seminars with good expression and accuracy. | |
| **Study**         | CAN access all sources of information quickly and reliably. | CAN understand colloquial asides and cultural allusions. |
|                   | CAN make accurate and complete notes during the course of a lecture, seminar or tutorial. | |
| **Work**          | CAN understand reports and articles likely to be encountered during his/her work, including complex ideas expressed in complex language. | CAN advise on/handle complex, delicate or contentious issues, such as legal or financial matters, to the extent that he/she has the necessary specialist knowledge. |
|                   | CAN make full and accurate notes and continue to participate in a meeting or seminar. | |
| **Social & Tourist** | CAN (for example, when looking for accommodation) understand a tenancy agreement in detail, including its main implications. | CAN talk about complex or sensitive issues without awkwardness. |
|                   | CAN write letters on any subject with good expression and accuracy. | |

Exam content and processing

Cambridge English: Proficiency is a rigorous and thorough test of English at Level C2. 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: Proficiency 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 four papers: Reading and Use of English, Writing, Listening and Speaking. The Reading and Use of English paper carries 40% of the marks, while Writing, Listening and Speaking each carry 20% of the marks. Detailed information on each test and sample papers follow later in this handbook, but the overall focus of each test is as follows:

CAMBRIDGE ENGLISH: PROFICIENCY HANDBOOK FOR TEACHERS 3
EXAM CONTENT AND PROCESSING

Reading and Use of English: 1 hour 30 minutes
Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines. Candidates’ use of English is tested by tasks which show how well they can control their grammar and vocabulary.

Writing: 1 hour 30 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.

Listening: 40 minutes (approximately)
Candidates need to show they can understand the meaning of a range of spoken material, including conversations, lectures, seminars, broadcasts and talks.

Speaking: 16 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 skills 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: Proficiency gives detailed, meaningful results. All candidates receive a Statement of Results. Candidates whose performance ranges between CEFR Levels C2 and C1 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 four papers
- a graphical display of a candidate’s performance in each skill (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.

Cambridge English: Proficiency – Level C2
If a candidate achieves grade A, B or C in the exam, they will receive the Certificate of Proficiency in English at Level C2.

Level C1 Certificate
If a candidate’s performance is below Level C2, but falls within Level C1, we will recognise their achievement with a Cambridge English certificate stating that they demonstrated ability at C1 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 for Cambridge English exams

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

- Printed publications: www.cambridge.org/elt/exams
- 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

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 coursebooks, practice tests and learning resources can be ordered from your local Cambridge University Press office or representative.

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

Find out more at www.cambridge.org/elt/exams

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
EXAM SUPPORT

Other sources of support materials

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

- Cambridge English: Proficiency requires all-round language ability
- most coursebooks will need to be supplemented
- any coursebooks 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: Proficiency is available as both a paper-based and 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: Proficiency and other Cambridge English exams.
### Structure and tasks

#### PART 1

**Task Type and Focus**  
Multiple-choice cloze. The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.

**Format**  
A single text with eight gaps. Candidates must choose one word or phrase from a set of four to fill each gap.

**No. of Qs** 8

#### PART 2

**Task Type and Focus**  
Open cloze. The main focus is on awareness and control of grammar with some focus on vocabulary.

**Format**  
A modified cloze test consisting of a text with eight gaps. Candidates think of the word which best fits each gap.

**No. of Qs** 8

#### PART 3

**Task Type and Focus**  
Word formation. The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.

**Format**  
A text containing eight 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** 8

#### PART 4

**Task Type and Focus**  
Key word transformations. The focus is on grammar, vocabulary and collocation.

**Format**  
Six discrete items with a lead-in sentence and a gapped response to complete in 3–8 words including a given ‘key’ word.

**No. of Qs** 6

#### PART 5

**Task Type and Focus**  
Multiple choice. Understanding of detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features (exemplification, comparison, reference).

**Format**  
A text followed by 4-option multiple-choice questions.

**No. of Qs** 6

#### PART 6

**Task Type and Focus**  
Gapped text. Understanding of cohesion, coherence, text structure, global meaning.

**Format**  
A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.

**No. of Qs** 7

#### PART 7

**Task Type and Focus**  
Multiple matching. Understanding of detail, opinion, attitude, specific information.

**Format**  
A text, or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.

**No. of Qs** 10

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### General description

**Paper Format**  
For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and discrete items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains texts and accompanying reading comprehension tasks.

**Timing**  
1 hour 30 minutes

**No. of Parts** 7

**No. of Questions** 53

**Task Types**  
Multiple-choice cloze, open cloze, word formation, key word transformation, multiple matching, gapped text, multiple choice.

**Text Types**  
From the following: books (fiction and non-fiction), non-specialist articles from magazines, newspapers and the internet.

**Length of Texts**  
2,900–3,400 words in total

**Answer Format**  
For Parts 1, 5, 6 and 7, candidates indicate their answers by shading the correct lozenges on the answer sheet. For Parts 2, and 3, candidates write their answers in capital letters on the answer sheet. For Part 4, candidates write their answers on the answer sheet but capital letters are not required.

**Marks**  
For Parts 1–3, each correct answer receives 1 mark; for Part 4, each correct answer receives up to 2 marks; for Parts 5–6, each correct answer receives 2 marks; for Part 7, each correct answer receives 1 mark. There are a total of 72 marks available for the test.

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### Structure and tasks

#### PART 1

**Task Type and Focus**  
Multiple-choice cloze. The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.

**Format**  
A single text with eight gaps. Candidates must choose one word or phrase from a set of four to fill each gap.

**No. of Qs** 8

#### PART 2

**Task Type and Focus**  
Open cloze. The main focus is on awareness and control of grammar with some focus on vocabulary.

**Format**  
A modified cloze test consisting of a text with eight gaps. Candidates think of the word which best fits each gap.

**No. of Qs** 8

#### PART 3

**Task Type and Focus**  
Word formation. The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.

**Format**  
A text containing eight 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** 8

#### PART 4

**Task Type and Focus**  
Key word transformations. The focus is on grammar, vocabulary and collocation.

**Format**  
Six discrete items with a lead-in sentence and a gapped response to complete in 3–8 words including a given ‘key’ word.

**No. of Qs** 6

#### PART 5

**Task Type and Focus**  
Multiple choice. Understanding of detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features (exemplification, comparison, reference).

**Format**  
A text followed by 4-option multiple-choice questions.

**No. of Qs** 6

#### PART 6

**Task Type and Focus**  
Gapped text. Understanding of cohesion, coherence, text structure, global meaning.

**Format**  
A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.

**No. of Qs** 7

#### PART 7

**Task Type and Focus**  
Multiple matching. Understanding of detail, opinion, attitude, specific information.

**Format**  
A text, or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.

**No. of Qs** 10
The seven parts of the Reading and Use of English paper

PART 1 Multiple-choice cloze

In this part, the focus of the gapped words is lexical or lexico-grammatical.

Each correct answer in Part 1 receives 1 mark.

Part 1 requires candidates to complete eight gaps in a text by selecting the correct word (or phrase in the case of whole phrasal verbs or linkers) from a set of four options plus one example.

Candidates choose the answer that correctly fits the meaning within a phrase or sentence, and may also have to take into account the broader context of the previous or following sentences or the whole text. Some questions focus on the meaning of individual words in context. Others focus more on fixed language such as fixed phrases, collocations and idioms. Lexico-grammar is also tested through phrasal verbs and linkers. A grammatical element may also be present in the choice of the correct option; the answer may be correct because, for example, it agrees with a following preposition or is the only one of four verbs which fits the structural pattern.

PART 2 Open cloze

In this part, the focus of the gapped words is grammatical or lexico-grammatical.

Each correct answer in Part 2 receives 1 mark.

Part 2 is a text containing eight gaps plus one 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. A single word is needed to fill each gap – never a phrase or contraction. There may be more than one acceptable word for a gap, as given in the mark scheme. Candidates must write their answers in capital letters on the answer sheet.

PART 3 Word formation

In this part, the focus is mainly lexical (e.g. affixation, compounding).

Each correct answer in Part 3 receives 1 mark.

Part 3 is a word-building task, consisting of a text with eight gaps plus one example. The types of word-building involve not just the addition of affixes (e.g. ‘honest’ to ‘dishonesty’ or ‘person’ to ‘impersonal’), but also internal changes (e.g. ‘strong’ to ‘strengthened’) and compounding (e.g. ‘rain’ to ‘raindrop’ or ‘set’ to ‘outset’). Any number of changes may be made to the stem word (e.g. ‘doubt’ to ‘undoubtedly’ is three changes) and candidates may be required to demonstrate understanding of the text beyond sentence level. Candidates write their answers in capital letters on the answer sheet.

PART 4 Key word transformations

In this part, the focus is on grammar and vocabulary.

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

Part 4 consists of six key word transformations, plus one example. Each question contains three parts: a lead-in sentence, a key word and a second response sentence of which only the beginning and end are given. Candidates have to fill the gap in the second sentence so that it is similar in meaning to the lead-in sentence. The key word must be used. Candidates are required to manipulate structures and lexical phrases in their answer, e.g. a verb in the given sentence might need to be changed to a noun. They can use between three and eight words including the given key word. The key word must not be changed in any way and candidates must write their answers on the answer sheet.

PART 5 Multiple choice

This part tests candidates’ detailed understanding of a long text, including its purpose and organisation and the opinions and attitudes expressed within it.

Each correct answer in Part 5 receives 2 marks.

Part 5 consists of one longer text followed by six multiple-choice questions which test detailed understanding of the text, including opinions and attitudes expressed within it. The text has a title and may also have a sub-heading. Candidates need to read the text closely to understand exactly what the writer is saying and in order to distinguish between apparently similar viewpoints or reasons in the options. Candidates should be able to deduce meaning from context and interpret the text for inference and style. They should also be able to understand text organisation features such as exemplification, comparison and reference. The questions are presented in the same order as the information in the text and the final question may depend on interpretation of the text as a whole, e.g. the writer’s purpose, attitude or opinion.

PART 6 Gapped text

This part tests candidates’ understanding of text structure and their ability to follow text development.

Each correct answer in Part 6 receives 2 marks.

The task requires candidates to select from eight options the correct extract to fit in each of the seven gaps in the text. There is only one correct answer for each gap. There is no example answer. The task consists of a gapped text followed by the extracts from the text and one further extract which does not fit in any of the gaps. The text has a title and may also have a sub-heading. Candidates need to read the gapped text first in order to gain an overall idea of the structure and meaning of the text, noticing carefully the information and ideas before and after each gap as well as their development throughout the whole of the gapped text. They should then decide which extract fits each gap, and write the appropriate letter in each gap. They
should remember that each letter may only be used once and that there is one extract that they will not need to use.

**PART 7 Multiple matching**

This part tests candidates’ ability to locate specific information, detail, opinion and attitude in a text or a group of short texts.

- **Sample task and answer key:** pages 18 and 19.
- **Each correct answer in Part 7 receives 1 mark.**

Part 7 consists of a set of ten questions followed by a single page of text. The text is divided into four to six sections – the ‘options’. Candidates are required to match the questions with the relevant information from the text. To do this, they need to understand detail, attitude or opinion in the questions, and locate a section of text where that idea is expressed. At the same time they need to discount 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 – in other words, there may be several questions with the answer A, for example. There are three main text types: different people giving their views on a topic; a single text divided into sections; and extracts from a single text, such as a book or long article.
Preparation

General

• Regular and effective use of an advanced monolingual English dictionary is essential, not only to clarify the meaning of new words but also to extend knowledge of collocations, fixed phrases, and features of lexico-grammar such as dependent prepositions. However, students should also be aware of alternative techniques for coping with unfamiliar vocabulary, such as the use of contextual clues.

• Students should be familiar with the technique of filling in lozenges on the separate answer sheet so that they can do this quickly and accurately. (They may write on the question paper during the examination, but their notes will not be marked.) Some students prefer to transfer their answers at the end of each task rather than wait until they have completed the whole paper, but either way they must complete the transfer of answers within the time allowed for the whole paper. The answer sheets are scanned by an Optical Mark Reader. If a question is left blank, or if a candidate fills in more than one lozenge for a question, the answer sheet is rejected and checked manually. Candidates should always check that they have written the answer next to the appropriate question number.

• Candidates can complete the various parts of the test in any order, but it is probably better to do them in the order of the question paper to avoid the possibility of putting answers in the wrong sections of the answer sheets.

• For all parts of the Use of English section, students need to analyse language at both sentence and paragraph level, and to read texts critically in order to develop sensitivity to, for example, word combinations, collocations and idioms. They also need to increase their awareness of appropriacy in the selection of language and to be able to analyse the use of modality and tenses. Encouraging students to read a wide variety of text types will help them develop their ability to understand the language system and how this system can be manipulated.

• There are three texts in the Use of English section, which are largely contemporary and taken from journalistic, academic and literary sources. The titles are meant to give candidates an early idea of what to expect from the text, and to help them use their predictive reading skills. Encourage candidates to read through the whole of any text in the Use of English section to gain a clear idea of what it is about before they begin to answer any of the questions.

• Candidates may think that, for certain questions in the Use of English section, more than one answer is possible. However, they should not give more than one answer on the separate answer sheets as they will lose marks if they do.

• Candidates should write in a soft pencil (B or HB) on the answer sheets. If they wish to change a word answer in the Use of English section, they should rub it out using an eraser and write the correct answer instead. If candidates cross out an answer instead of rubbing it out, they should do this clearly. It is not a good idea to alter the word itself, as this will make it unclear. Candidates should not put the word in brackets, as this may appear to be an alternative answer and they will lose marks.

• In the Use of English section all spellings must be correct as this is an important aspect of accuracy.

• For the Reading section, both in class and at home, students need to read as widely as possible. This will enable them to become familiar with a wide range of language. The Reading section includes a range of text types, so students should aim to read a variety of authentic texts including modern fiction, short stories, non-fiction books such as biographies and articles from newspapers and magazines. The internet provides access to news and feature articles from the press of Britain and other English-speaking countries. Students should be encouraged to follow their own interests while reading outside the classroom, e.g. looking on the internet for articles in English on work, technology, music etc. Extensive reading can be supported by asking students to provide verbal or written feedback on their reading, or by using it as the basis for classroom discussion. Students can also be encouraged to share texts and information on good text sources between themselves.

• As well as practising intensive reading skills focusing on detail, students should be encouraged to discuss the main points of longer texts and summarise paragraphs, concentrating on overall understanding and progression of ideas within the argument or narrative.

• Students should be aware of the different reading strategies required by different types of question, and it is also useful for them to experiment with alternative ways of dealing with texts so that they can decide which ones suit them best.

• Timing is also important. The Reading section requires processing large quantities of text in a defined time scale and students therefore need practice in planning and using their time properly.

By part

PART 1

• Students should be aware of the different aspects of vocabulary tested in this part of the paper. Questions testing semantic meaning through context require careful reading of the whole text. This is particularly important in the case of linkers. Equally, students should be aware that the missing word(s) may form part of an idiom, fixed phrase or collocation, so they should always check the words around the gap carefully.

• Students should discuss different methods of recording and recycling vocabulary and be encouraged to experiment with different techniques. Effective use of a good up-to-date monolingual dictionary is essential, and dictionary work may be particularly useful to check and extend knowledge of lexis.

• As well as learning new words, students should extend their knowledge of collocations, fixed phrases and idioms. Reading and listening texts used in skills work activities should be analysed afterwards for useful chunks of language.

• A useful pre-reading activity is for the teacher to extract a number of two-word collocations from a text and separate and jumble them. The students can then be asked to predict the original collocations before reading the text to check. Alternatively, a number of collocations, idioms and fixed phrases can be extracted from the text and written on the board with one word in each gap. Students can predict the missing words and then check with the text.
PART 2
• Students should treat the open cloze as they would any reading text, and look at the title and the whole text before attempting to fill in any gaps. This will help them to understand what the text is about, and make it easier for them to fill in the gaps. Emphasise that they should always keep in mind the meaning of the whole text when doing the task.
• Students should always read the complete sentence that contains the gap before deciding on their answer, and should always check for the possibility of negatives, conditionals or other structures that might put forward the opposite point of view. They may need to look for a referent (e.g. names; places; pronouns, he/she, etc.) in another part of the sentence and, in this case, they should make sure that the word they write in the gap agrees with that subject.
• Students need to pay particular attention to the words before and after the gap, as they may form part of an expression that is completed by the missing word.
• Remind students that they must only use one word to fill in each gap, and therefore they will not be expected to use a contraction. If they are not sure of an answer, advise them to leave it blank and go on. Then, when they check their work after doing the task, they should read the whole text through again. This may give them the clue they need to fill in the word they are not sure of.
• In class, encourage students to note down and learn words and expressions in context, especially grammatical patterns and fixed phrases. It is also useful if they mark such phrases in texts that they read.

PART 3
• Students should read the whole text before attempting to fill in any gaps. Some questions, such as making the base word negative, require careful reading beyond sentence level.
• Students should be made aware of the range of words that can be formed from the same base word, including the negative forms, e.g. friend-friendship-friendliness-friendy,-befriend-unfriendly. This can be done by preparing tasks in which all such possible words are given in a separate box. Alternatively, students can research and come up with the words themselves. It can be useful to give students particular words to research individually or in pairs, using a good English dictionary.
• Encourage students to note down all parts of a new word when they come across it in a reading text and not just the base form.

PART 4
• Remind students that the answer must consist of three, four, five, six, seven or eight words. If they write more than eight words they will not be awarded the marks. Remind them that contractions count as two words (don’t = do not). Each transformation is scored 0, 1 or 2 marks depending on the accuracy of the response.
• Candidates 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. When they write their answers on the answer sheet they should only write the words that are needed to fill the gap and not the whole sentence.

PART 5
• Preparation for the multiple-choice task should include practice in reading a text quickly for a first overall impression, followed by close reading of the text in order to prevent any misunderstandings which may lead students to choose a wrong answer. They must be aware of the need to check each option against the evidence of the text.
• When answering the questions, some students find it useful to consider a possible answer by first looking only at the stem and not at the options. They then underline the part of the text which gives the answer, and finally compare this with the options. However, they must be aware that it is also necessary to check each option against the evidence of the text.
• Students need to read texts in which opinion, attitudes and feelings are expressed, e.g. interviews with famous people, short stories which focus on how characters feel about the situations they find themselves in, and magazine articles in which there is a strong authorial voice or viewpoint. Activities which focus on recognising and evaluating attitude and opinion and inferring underlying meaning will be helpful. Students can also be encouraged to identify similar features in texts of their own choice, and to work in groups to prepare questions (not necessarily multiple choice) focusing on these features.
• Part 5 texts often contain complex ideas, and in the classroom students should be encouraged to discuss these and relate them to their own experience and world knowledge both before and after reading.
• Students will find it helpful to analyse and discuss structural/organisational features of texts, at paragraph level and beyond. For example, there may be a question which tests the ability to recognise a main idea and an example of it, or one which involves comparing or contrasting ideas or examples.

PART 6
• Encourage your students to read the main (base) text first so that they gain an overall idea of the structure and development of the theme or argument of the text, before starting to do the task. They should pay attention to the information and ideas before and after each gap as well as throughout the whole of the gapped text. Students frequently make the wrong choice by selecting options which fit the text before the gap, and neglecting to check that the text after the gap follows on smoothly.
• Students should be trained to consider the development of the text as a whole, and not to focus on each gap independently. Students should keep on referring to the developing argument in the base text. Sometimes students will need to choose...
carefully between two extracts as possible answers, and will need to make decisions about which is the most logical extract to fill the particular gap. They should not rule out an answer for consideration on the grounds that they have already used it, as the earlier use may be incorrect.

- Practice is needed in recognition of a wide range of linguistic devices which mark the logical and cohesive development of a text, e.g. words and phrases indicating sequence of events, cause and effect, premise and conclusion. In class, the task can be adapted by photocopying the text and cutting up the paragraphs, which gives students additional visual support and allows them to compare alternatives more easily. If this activity is done in pairs or groups, students will also be encouraged to justify their combinations and links to one another. It is very important to look at a variety of complete texts from different sources (magazines, books, fiction) and to analyse and discuss in the classroom their style, structure and organisation.

- Candidates should beware of approaching the gapped-text task as an exercise requiring them merely to identify extracts from the text and sections in the text which contain the same words, names or dates. The task is designed to test understanding of the development of ideas, opinions and events rather than the superficial recognition of individual words.

PART 7

- Students need to practise skimming and scanning texts in order to prepare for this task. They should practise scanning texts for the particular information required and not feel that they must read every word in the text. Each section of text will contain some redundant information.

- The internet is an ideal medium and source, as it encourages easy access of texts and quick reading to find the information one is seeking. As well as skimming and scanning articles, students can read to find common features in different articles or read to locate different views on a particular topic.

- Questions for the multiple matching task are printed before the text so that the candidates know what to look for in the text. However, there are various ways of doing this task and students should be put in a position to try different techniques.

- Sometimes a question may have two elements, such as a writer’s surprise at being confronted by a difficult situation. Students may find evidence of a difficult situation in a particular section of the text and think they have found the answer even though no surprise is expressed. Thus it is important to train students in finding a paraphrase of the whole idea in the question, not just one element of it.

- Students should be discouraged from selecting an answer solely on the basis of matching a word in the question with a word in the text, since careful reading of a particular part of the text is required to ensure an accurate match in terms of meaning.

- Students could work towards creating their own multiple-matching text, by interviewing each other and converting their notes into four people’s views on an aspect of, e.g. work or university life. Students could then write their own questions on these texts for other groups to read and answer.
Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

There is an example at the beginning (0).

0 A hardly   B barely   C rarely   D seldom

The first mobile phone

The world’s first mobile phone could (0) ...................................................... be more different from today’s models. Its inventor, Nathan Stubblefield, is (1) .................................. with being the father of mobile phone technology, exactly a hundred years after he patented his design for a ‘wireless telephone’. He came up with his invention in 1902 after (2) .................................. every spare hour he had to setting up a telephone service in his rural home town in Kentucky, USA.

He constructed a gigantic mast in his orchard, which could transmit speech from one telephone to another. However, the amount of wire required within each (3) .................................. phone was far longer than that needed to simply join the two phones together. What the invention allowed (4) .................................., though, was mobility. The self-taught electrician (5) .................................. his device in the town’s public square on New Year’s Day in 1902, broadcasting music and speech to five separate telephone receivers.

In 1908 he patented a new (6) .................................. which was designed to communicate with moving vehicles such as stagecoaches. Unfortunately, his phones were not commercially (7) .................................. and he died (8) .................................. penniless in 1928.

1 A acknowledged  B credited  C attributed  D declared
2 A recording  B assuming  C reserving  D devoting
3 A specific  B individual  C distinctive  D particular
4 A with  B in  C for  D to
5 A indicated  B demonstrated  C established  D expounded
6 A version  B sample  C adaptation  D rendition
7 A convincing  B plausible  C persuasive  D viable
8 A essentially  B inherently  C virtually  D fundamentally
Part 2

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 F R O M

Finding happiness

Some people maintain that happiness derives FROM having a sense of purpose in life. But our consumer society sends out seductive messages to the effect that happiness can only come from acquiring ever more possessions. However, psychologists assert that anyone happiness is based on material goods will, in all likelihood, not remain happy for long.

They also claim that happiness (1) ...... be pursued directly, because a number of different elements have to fall into (12) ...... in order for it to be achieved. And strange as it may be, we feel happiest (13) ...... after achieving a cherished goal, but when we are struggling to achieve something we are unsure is (14) ...... our grasp.

Furthermore, it would (15) ...... that happiness has far more to do with how we think about our lives than with the lives we actually lead. Our attitude to our personal circumstances is a major indicator of the degree to (16) ...... we can be happy.

Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 E S S E N T I A L

Sleep

Sleep is as (0) ESSENTIAL to life as air or water. And yet it is surprising how little some people value it, (17) ...... given the fact that many complain of sleep (18) ...... at some time during their lives.

For the seemingly (19) ...... insomniac, awake in the small hours night after night, help is at hand. (20) ...... have come up with suggestions to allay different (21) ...... experienced over lost sleep. For example, a period of meditation before going to bed can slow the heart rate, help divert a (22) ...... mind and induce sleepiness. Another tactic is to stop thinking!

This is admittedly very difficult to do, but it is important to recognise the futility of worrying about things outside one's control, and it is much more (23) ...... to accept the benefits of falling asleep.

Nevertheless, occasional sleep disturbance for the majority of people is very common; there are huge natural (24) ...... in sleep patterns and probably no such thing as normal sleep.

Turn over ➤
Part 4

For questions 25 – 30, 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 three and eight words, including the word given. Here is an example (0).

Example:

0 Do you mind if I watch you while you paint?

objection

Do you ________________________________ you while you paint?

0 have any objection to my watching

Write only the missing words on the separate answer sheet.

25 You’ll miss that train unless you hurry.

want

You’d ________________________________ miss that train.

26 I’ve always considered Tom to be a close friend.

upon

I’ve always ________________________________ a close friend.

27 The teacher’s criticism resulted in Timothy being discouraged.

effect

The teacher’s criticism ________________________________ Timothy.

28 Rose seemed to rely heavily on one website for all her news.

deal

Rose seemed to place a ________________________________ on one website for all her news.

29 Lucas is quite open about his criminal record.

secret

Lucas makes ________________________________ he has a criminal record.

30 Skiing down to the village proved to be just as difficult as I had imagined.

bit

Skiing down to the village turned ________________________________ as difficult as I had imagined.
Part 5
You are going to read a newspaper article. For questions 31 – 36, choose the answer (A, B, C or D) which you think best according to the text. Mark your answers on the separate answer sheet.

Too Cool for School
Helen Ferris investigates the teen bands who’ve got the music industry on the run.

As we begin the perilous scramble to the front of the crowd, the lights go down, the thrumming samples go up, and the band take the stage to a deafening roar. ‘Wow, the lead singer’s great!’ screams my 25-year-old best friend, and indeed she has a point. ‘The drummer is really amazing!’ says my other friend, Ollie, who is not as easily impressed by such things. ‘It’s a combination to get an audience like this going – good-looking lead singer with a hard-edged London twang and the tall brooding bass player in skinny black tie.

This is not just your average club band playing to a hardcore of loyal fans, trying to hit the big time. They are called the Mimpins, and they are part of a phenomenon that is changing the face of the music industry. The oldest member of the Mimpins only finished secondary school last year and the drummer is 15. But instead of playing computer games or doing schoolwork, they are playing before adoring fans at a packed London club. They wink and smile at the audience; the drum pedal breaks, but they laugh and deal with it like consummate professionals and sing an acoustic number to fill in the gaps. You don’t have to sanitisation them to be impressed.

The Mimpins are not alone: school-age rock-star hopefuls are making an ever-bigger mark on the British music scene, armed with nothing more than a couple of mutes, a laptop, a guitar and a thriving website. With their hypnotic blend of youth, fashion, naivety, enthusiasm and charisma, school bands have never been so cool. It is largely thanks to internet networking sites that young bands are able to make, record, distribute and perform their music in a way that was not possible before. It’s a trend the music industry has to pay attention to.

Indeed, not since the concept of ‘The Teenagers’ came along in the 1950s, has being 15 or 16 carried such kudos. For much of the intervening half-century, being a teenager has been about surviving to be older, to be taken seriously as adults. But today, with the easy availability of affordable high-street fashion, music, and entertainment, the teenagers are calling all the shots. The past three years have seen an explosion in live music events for the under-18s in London. ‘Before now, there was never an army for young bands to get heard,’ says 17-year-old Jack Croft, who co-runs the highly successful All Age Concerts at venues throughout London. ‘But it’s hard to tell whether there is suddenly a glut of new young talent, or whether that young talent just never got heard in the past.’ And do live music events like these encourage young people to make their own bands? ‘Definitely,’ says Croft, ‘because young bands have got somewhere to play, it promotes confidence, so that more and more young people form bands.’

Today’s teenagers are starting their own club nights, their own bands, becoming managers, and they’ve got the tools and confidence to do it. Sam Benjamins, international promotions manager for the record company EMI, calls today’s entrepreneurial teens ‘the lost generation’. ‘They are the generation that have become used to swapping tracks they like via Bluetooth in the playground and downloading the latest hits from Limewire. They don’t see the point of paying for music. This is the major hurdle the music industry faces at the moment.’

Record labels may be looking for ways to take advantage of young bands but luckily the Mimpins are a valuable lot, and say they are unfazed by the press interest, the prospect of a record deal and gangs of adoring fans. ‘It’s not about the fame or the money. It’s about the passion for the music,’ says Jamie. But somehow I don’t entirely believe him. Jamie has already been ribbed by the others for ‘rock-star it out’ with his female fans. The other day the band was ‘spotted’ by a group of schoolgirls. ‘We were walking back from the town centre,’ says Jamie, ‘and this group of girls walked past and said, “Ooh, it’s the Mimpins!” We just walked away and laughed.’
Part 6
You are going to read a magazine article about car clubs. Seven paragraphs have been removed from the extract. Choose from the paragraphs A – H the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use. Mark your answers on the separate answer sheet.

Car Clubs: The urban transport option of the future?

If like many people, you own a car but use it only once or twice a week, you could save a considerable sum by selling it and joining a car club. This is because you would effectively be sharing the fixed costs of ownership – depreciation, the annual service, parking costs and so on – with your fellow members. On top of that, there would be the chance to bask in the admiration of your friends and neighbours, not just for being so clever but for doing your bit to save the planet.

Moreover, car club members typically end up driving less, which further enhances their green credentials. This is because their total motoring costs – including their share of the fixed costs – suddenly become directly proportional to the amount they drive, giving them a strong financial incentive to consider walking, cycling or using public transport instead. If you have to pay every time you jump in the car, you’re going to think twice about using it to pop down the road for a litre of milk.

In actual fact, they are already more widespread in Europe and North America than many people realise. The concept first took off in Switzerland in the late 1980s and has since spread to several other western European countries. Carplus reckons there are now over 250,000 club members in European cities, with the largest numbers in Switzerland and Germany. Britain’s biggest car club company, Streetcar, started in London in 2004 and has since spread to Brighton, Southampton, Maidstone, Guildford and Cambridge.

Having considered and rejected hundreds of possible business models, the budding entrepreneurs stumbled upon an article in a US business magazine about the car club phenomenon, which immediately ticked all the boxes. They didn’t want a kind of hobby, they wanted something scalable, and this certainly seemed to be that, judging by how it had grown in Switzerland and Germany. So that gave them the confidence to launch it. Fortunately, the model proved to be sound, and the company went from strength to strength.

The company taps into this and you are asked not to leave the car with the petrol tank less than a quarter full, if the car gets dirty, you are invited to earn an hour’s free rental by taking it to the car wash and getting it cleaned at their expense; and if you return the car late, keeping someone else waiting, a fine is levied, part of which goes to your aggrieved fellow member.

Someone who is a fan is James Plummer, a recruitment consultant who joined Streetcar after reading about it in a local newspaper. At the time, he and his wife had a Jaguar XJ6 sitting outside their downtown apartment ‘but it was extremely expensive to maintain, people were scratching it all the time and there were the repairs and the petrol costs and heaven knows what else. We just got so hacked off with it that when I saw this, I knew it was the perfect solution.’

What’s more, car club users certainly don’t get to share in whatever status a car may symbolise either. So it’s a solution that wouldn’t suit anyone who regarded the car as an extension of who they are. As the Plummers say: ‘As far as we’re concerned, a car’s just a piece of metal to get us from A to B.’

As environmental concerns grow, however, and the cost of driving goes up, the appeal of car ownership could weaken. And one thing is certain: with influential city dwellers in the vanguard of adopters, we are going to hear a lot more about car clubs.

A But what sort of people use car clubs? Certainly not those who commute by car, who would end up paying by the hour for a vehicle that was sitting in a company car park all day. And you can also rule out people who do not have a viable public transport alternative should they need to go out unexpectedly, meaning just about anyone living in the countryside.

B Carplus, a non-profit organisation promoting such ‘responsible’ car use, estimates that each car club vehicle replaces six privately-owned ones. This not only reduces the number of cars that have to be built, but also reduces the pressure on urban parking space.

C For the moment, after a century of owning mass-produced cars, drivers in the developed world may not yet be ready to embrace such a dispassionate view. Indeed, large sections of the population are now car dependent, emotionally as well as physically, and often have simply been owner-drivers for so long that they cannot entertain the idea of an alternative.

D And potential users are indeed most likely to live in densely populated urban areas where public transport is good and parking controls are strict – in other words, cities where owning a car is a pain. Car clubs do have a downside, however. If you want to use a car and somebody else wants to use it at the same time, you have to work around that.

E If the potential for car club membership is defined in these terms, they asked themselves, then how many people are likely to fit the bill? Government funding could be the answer if it were to kick start the establishment of a wider network of clubs. After all, success has a way of breeding success.

F It was the brainchild of Andrew Valentine and Brett Acker, who met at university and were still in their twenties when they decided they wanted to go into business for themselves. As Valentine recalls: ‘Working for very large companies, we were both feeling a degree of frustration at not being able to get ahead quickly. So we decided to start some kind of business together.’

G One big difference between traditional car rental and the car club is that car clubs tend to foster a sense of community, and this partly explains the success of the new venture. When you use a rented car, you will probably never see it again and you feel no connection with other users. But with a car club, you may use the same vehicle week after week and the other people sharing it are your close neighbours.

H Governments are thinking on the same lines, forcing up the price of driving in response to congestion and environmental concerns. The question, though, is, will car clubs become the model for car use in a more enlightened future? Or will they ever only fill a niche, with the majority of people refusing to give up the convenience and sense of freedom that car ownership brings?
Part 7

You are going to read a newspaper article about inline skating. For questions 44 – 53, choose from the sections (A – E). The sections may be chosen more than once. Mark your answers on the separate answer sheet.

In which section does the writer mention

the idea that tuition is necessary to avoid embarrassment? 44

a possible explanation for varying levels of competence amongst novices? 45

a lack of proficiency in pursuits requiring similar skills? 46

an attempt to avoid conforming to a general rule? 47

the idea that participants are being assessed? 48

a mishap that served to bolster confidence? 49

the idea that inline skaters make a favourable impression on passers-by? 50

a wish to emulate the success of others? 51

the idea that skating doesn’t call for great levels of concentration? 52

an impressive performance that didn’t end well? 53

GET YOUR SKATES ON

Angus Watson has a go at Inline Skating

A There’s no middle ground on rollerblades. You either leap to your feet and zoom about confidently like a Starlight Express chorus girl, or you stand jerky like a newbie foal and roll awkwardly away with arms flailing. This is a shame because, once mastered, inline skating repays the effort. It doubles as both a speedy way of commuting and the coolest way of park and sea-front promenading. You’re more involved than on a bicycle and it’s less ordinary than walking. As if that wasn’t enough, at its most vigorous it can burn up to seven hundred calories an hour, and represents a particularly effective low-impact workout with the emphasis on shoulders and thighs. Low-impact, that is, if you avoid smacking face first into the concrete.

B Luckily, you can fast-track the idiot phase by having lessons and joining a group skate to gain confidence. Having been utterly artless on roller-skates, skateboards and the like throughout childhood, I was a good test case. I met 31-year-old instructor Andreas Kolattek in London’s Battersea Park on a lovely weekday morning. Just a few joggers and dog walkers cruised the broad car-less boulevard. As I struggled into my crash pads, Kolattek explained that he’d left his job in finance to become a full-time skating instructor. Intrigued to see how they did it in other countries, Kolattek arranged a trip to join the celebrated ‘weekend group skaters’ in Paris. Impressed by the vast well-organised events, he started to organise tours to other European cities with similar set ups, and also sought to follow their lead in his own business start up.

C Kolattek’s company, Cityskate, now has sixteen part-time instructors and holds three group-skating events in London every weekend. ‘Seventy per cent of students are women,’ Kolattek said, as I mastered standing still with my skates in a V-shape. ‘They shine as beginners, being more adept at shifting their weight from side to side, whilst guys tend not to listen.’ Determined to break the mould, I learnt the heel brake stop, then the basic turn. I was wobbly but getting more confident by the minute under Kolattek’s calm tuition. By the end I was attempting ‘backwards lemons’ – separating then squeezing the blades together to propel myself backwards, jellyfish-style.

D After a few practice sessions in the local park, uneventful apart from the odd tumble and one hurtle into a clutch of sulky but startled hooded teens, I was up for the simplest of Cityskate’s group events: the Easy Peasy Skate. ‘It’s twice around the park, so about five kilometres,’ Kolattek explained. ‘Take it easy, have a chat as you go round, don’t fret about the skating; that’ll take care of itself. If you fall, just make sure you clean the ground when you get up.’ After everyone had chuckled nervously and introduced themselves – just names, none of that predictably embarrassing ‘what I hope to achieve’ stuff – we were off. Two people became briefly entangled, one hitting the deck and it was immediately clear that I wasn’t the worst. Brimming with new-found self regard, I coasted along next to 32-year-old barrister Alison Janissarian. She’d had four lessons with Kolattek and was way ahead of me in the art of making it all look as effortless as walking: ‘I work really long hours,’ she said, ‘so I wanted to get out, do something different and meet some people who weren’t lawyers.’

E Gliding through the agreeable and underrated park, I chatted to pretty much everyone. Although abilities varied, everyone made it to the end and got a lot out of it, from 34-year-old physiotherapist Brian Kelly, who put me in mind of a cartoon character negotiating a banana-skin strewn pavement, to Roop Kalair, a 29-year-old IT worker who zoomed about like a superhero, until wiping out spectacularly but painlessly. It really was fun and afterwards we had a very cheery drink at a lakeside cafe, before splitting and heading back through London’s vastness to our separate lives. ‘The next stage,’ leader Devlin told me, is the Sunday Stroll. It’s 15 kilometres, and we get an inkling of whether people are up to that during the Easy Peasy Skate.’ More advanced still is the Friday Night Skate, a fast road route that sounds terrifying.
Answer key

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

Q Part 2
9 whose
10 probability / likelihood
11 cannot, can’t
12 place
13 not
14 within / in
15 appear / seem
16 which

Q Part 3
17 especially
18 deprivation
19 incurable
20 Researchers
21 anxieties
22 restless
23 productive
24 variations

Q Part 4
25 better hurry if you don’t want to
26 looked upon Tom as
27 had the effect of discouraging OR had a discouraging effect on
28 good / great deal of reliance
29 no secret of / about the fact (that)
30 out to be every bit

Candidate answer sheet
## Reading and Use of English

### Candidate Answer Sheet

<table>
<thead>
<tr>
<th>Part</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>7</td>
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</tr>
</tbody>
</table>

### Instructions

- Use a PENCIL (B or HB).
- Rub out any answer you wish to change using an eraser.
- For Parts 5, 6 and 7, mark ONE answer for each question.
- The correct answer is indicated by a dot (·).

### Parts

- **Part 5**
- **Part 6**
- **Part 7**

### Examination Title

CAMBRIDGE ENGLISH: PROFICIENCY HANDBOOK FOR TEACHERS
General description

PAPER FORMAT  The paper contains two parts.
TIMING  1 hour 30 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  A range of tasks from the following text types: articles, essays, letters, reports, reviews.
ANSWER FORMAT  Candidates write their answers on the separate answer sheets. Answers should be written in pen.
MARKS  Each question on this paper carries equal marks.

Structure and tasks

PART 1

TASK TYPE AND FOCUS  QUESTION 1
Writing a compulsory essay.
The task focus is discursive.

FORMAT  Candidates are required to write an essay summarising and evaluating the key ideas contained in two texts of approximately 100 words each.
NO. OF TASKS AND LENGTH  One compulsory task.
240–280 words

PART 2

TASK TYPE AND FOCUS  Either:
QUESTIONS 2–4
Writing one of the following:
• an article
• a letter
• a report
• a review
Or:
QUESTION 5
Writing one of the following, based on reading one from a prescribed list of two books:
• an article
• an essay
• a letter
• a report
• a review.

FORMAT  Contextualised writing tasks, each specified in no more than 70 words.
NO. OF TASKS AND LENGTH  Five tasks from which candidates choose one.
280–320 words
The two parts of the Writing paper

Each question on the Writing paper carries equal marks.

Expected text length

The specified word range is intended as a guide. If significantly fewer words are written, this is likely to mean that the task has not been successfully completed. However, in the context of the new Cambridge ESOL Writing mark scheme, candidates are not explicitly penalised for the length of their response. Exceeding the recommended word range is therefore acceptable (though if there is resulting irrelevance, repetition or poor organisation, these may be penalised).

PART 1 Compulsory task

This part tests the candidates’ ability to write an essay, summarising and evaluating the key points from two texts and including their own ideas in their answer.

Sample question and scripts: pages 25 and 30–33.

Task type and focus

In Part 1, candidates are asked to write an essay. The question in Part 1 always has a discursive focus. Discursive writing is a style used in academic writing and it requires the high level of language competence appropriate at C2 level. In addition, the ability to identify key points from a text is considered important at C2 level. The CEFR states that at this level candidates should be able to ‘summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.’

Task format

Candidates are required to base their answers on input material which will take the form of two texts each approximately 100 words long. The texts will be based on a variety of authentic, contemporary sources. Since the task focus is on productive language, the input will be well within the reading competence of candidates at this level.

PART 2

This part consists of four optional questions, one of which offers two options based on the set texts. Candidates must choose one question from this part of the paper.

Task format

The input for the questions in Part 2 is considerably shorter than in Part 1, and will not be more than 70 words in length. The rubric for each question will define the purpose for writing, identify the target reader and therefore indicate the appropriate format and register required in the answer.

PART 2 Questions 2–5

Sample questions and scripts: pages 25 and 34–38.

Task types and focus

In Part 2, candidates have a choice of task. The different task types are intended to provide the candidates with a clear context, topic, purpose and target reader for their writing. For questions 2–4, the task types used are article, letter, report, and review. The characteristics of each are detailed on page 24.

PART 2 Questions 5(a) and 5(b)

Question 5 consists of a choice between two tasks based on the set reading texts. Further information can be found on: www.cambridgeesol.org/exams/general-english/cpe.html

This option is included to encourage the extended reading which develops candidates’ linguistic competence, widens the range of language they encounter and enriches their language study. It also enables candidates to show in their writing that they have appreciated the themes, characters and relationships within the text they have read. A choice of texts is included in order to appeal to different tastes. Alternatively, or in addition, candidates may choose to watch a film version of one of the set texts. Teachers are best placed to make a judgement as to which set text on offer may be appropriate and stimulating for a particular teaching situation. Each text will normally remain on the list for two years.

Task types and focus

Candidates are required to write one of the following: an article, an essay, a letter, a report or a review. The characteristics of each are detailed on page 24. Candidates are not required to produce literary analysis for question 5.
Preparation

General

• Candidates need to read the question very carefully in order to perform the task set effectively. Students need practice in identifying what the task is and what needs to be addressed.
• It is important that students are familiar with the format of the paper, the different requirements of Part 1 and Part 2 and the range of text types used so that in Part 2 they can make the best choice from the questions which are available.
• Candidates should get into the habit of planning their answers thoroughly before they begin to write. This will encourage an organised and coherent approach and prevent irrelevant digression. Practice in writing to time will help prepare students to answer the question under examination conditions, produce the appropriate number of words required in the time set and avoid the possibility of running out of time.
• The various task types which appear on the paper require the use of a range of language functions, for example the language of persuasion, description, recommendation, comparison. Students should be given guidance in identifying these, and practice in using them.
• Remind your students that correct spelling and punctuation are important. If spelling errors or faulty punctuation impede communication, then this will be reflected in the mark awarded. Candidates are expected to use a particular variety of English with some degree of consistency (see page 25).
• Familiarity with the assessment criteria can be another useful part of preparation. Candidates are assessed on a scale incorporating four analytic criteria: Content, Communicative Achievement, Organisation and Language.

By part

PART 1

• Candidates should be trained to read the two input texts very carefully. Each text, approximately 100 words in length, will present contrasting or complementary views on a topic. It is important that students learn to identify the key points in each of the texts, as these points will form the basis of a candidate’s essay. Candidates must integrate a summary of these points, an evaluation of the abstract arguments involved and their own ideas on the topic in a coherent essay.
• Candidates may, of course, use key words from the question, but must avoid ‘lifting’ whole segments of the input. No credit will be given for language or ideas that have not been appropriately expanded on or integrated into their writing.
• Because of the discursive focus of this part of the paper, students need to be equipped to discuss a range of topics. Reading and discussing articles in English on a variety of issues will help them to develop their ideas and extend their vocabulary in order to cover the arguments raised in the texts.

PART 2

• There is considerable choice on this part of the paper: advise your students to choose task types and topics that appeal to their interests and experience.
• Make sure students know how important it is to read the questions very carefully and to identify, before they begin to plan their answers, what they hope to achieve through writing (the purpose of the task), to whom they are writing (the target reader) and their role as writer.
• The question identifies the context, the writer’s role and the target reader, which helps the candidate to choose the appropriate register. It is also very important that students learn to distinguish between the various task types required by the questions in Part 2. Even though a candidate may display an excellent command of the language, an answer will only achieve a high mark if all the above factors are taken into account.
• The questions in Part 2 are shorter than in Part 1, but just as much care is required in reading them. Candidates who do not read a question carefully enough may seize on a familiar topic and start the task before they have identified exactly what is required. It is always the case that there are at least two, if not three elements in these questions, and only candidates who produce an answer dealing adequately with all elements of the question can expect to gain a higher mark.
• Encourage your students to use a wide variety of grammatical structures and language functions and to explore the use of a range of vocabulary and expression.
### Task types in the Cambridge English: Proficiency Writing paper Part 2

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Preparation</th>
</tr>
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<tbody>
<tr>
<td><strong>AN ARTICLE</strong> is written on a particular theme in a style which makes it suitable for publication in an English-language newspaper, magazine or newsletter. The question identifies the topic for the article, and the type of publication mentioned gives the candidate guidance as to the appropriate register to be used – for example, how academic or lively the article should be. The purpose of an article is to convey information, it may contain some description and/or narrative, and candidates should bear in mind the need to engage the interest of their readers.</td>
<td>Students should be reminded that a successful article interests and engages the reader, often with some description, narration and anecdote. In some cases, a personal angle will be appropriate and a catchy title will attract the reader’s attention. However, remind students that there are many different types of article, and that they should check carefully to see what kind of publication they are being asked to write for. An article in an academic publication will have a very different style and choice of language from one in an international magazine. It may be appropriate to use headings for the various sections in an article; whether this is done or not, the article needs to be well planned and paragraphed. Reading and discussing a range of articles from a variety of publications will be useful preparation here.</td>
</tr>
<tr>
<td><strong>AN ESSAY</strong> is usually written for a teacher. It should be well organised, with an introduction, clear development and an appropriate conclusion. The compulsory Part 1 essay question will involve reading two short input texts on a particular topic and summarising and evaluating the key points from these texts in the context of a coherent essay on the topic, including the candidate’s own views. The set text essay questions specify what particular aspect of the set text (development of character or significance of events) should form the content of the essay.</td>
<td>Essays may be united by a central idea which provides a point and purpose to the writing, so they need careful planning. Students should be encouraged to practise organising the points they wish to make and the textual references that will support these points in order to write a clearly structured essay with a suitable introduction, development and conclusion.</td>
</tr>
<tr>
<td><strong>A LETTER</strong> is written in response to the situation outlined in the question. Letters in the Cambridge English: Proficiency Writing paper will require a response which is consistently appropriate for the specified target reader, and candidates can expect to be asked to write letters to, for example, the editor of a newspaper or magazine, to the director of an international company, or to a school or college principal. A letter to a newspaper or magazine may well include a narrative element which details personal experience; other letters may be more concerned with giving factual information.</td>
<td>It is important that a letter begins and ends appropriately: it may be appropriate at the beginning to explain the reason for writing, and the letter should have a suitable conclusion. Students should be encouraged to read and discuss letters in newspapers and magazines as this may help make them aware of the style of writing required.</td>
</tr>
<tr>
<td><strong>A REPORT</strong> is written for a specified audience. This may be a superior, for example, a boss at work, or members of a peer group, colleagues or fellow class members. The question identifies the subject of the report and specifies the areas to be covered. The content of a report is mainly factual and draws on the prompt material, but there will be scope for candidates to make use of their own ideas and experience.</td>
<td>The purpose of the report must be identified so that the correct information can be selected; establishing the identity of the target reader will ensure that a suitable style and choice of language is used. It is also important for students to read the context carefully to identify their role as writer. A report should be well organised and clearly arranged in sections. Students should be given practice in achieving this, perhaps by using section headings and they should also be given practice in writing an effective conclusion. Students should also be encouraged to develop an awareness of the language commonly used in reports, for example the language of describing, comparing, analysing and making recommendations.</td>
</tr>
<tr>
<td><strong>A REVIEW</strong> may be about a book, magazine, film, play, or concert, but it may also be about, for example, an exhibition. The target reader is specified in the question, so the candidate knows not only what register is appropriate, but also has an idea about the kind of information to include. A review does not merely require a general description of, for example, an event or publication, but it specifies the particular aspects to be considered. For example, the review may employ narrative, as well as descriptive and evaluative language, and a range of vocabulary relating, for example, to literature and the media such as cinema or TV.</td>
<td>In order to become familiar with what is required of a review, students should read and discuss a range of reviews such as can be found in various magazines and newspapers. The language appropriate to a review will include, for example, language for describing, narrating and evaluating and students should try to extend their vocabulary to include that related to literature and the media.</td>
</tr>
<tr>
<td><strong>SET TEXT</strong> questions may be articles, essays, letters, reports or reviews.</td>
<td>Set texts may give rise to useful and stimulating classroom work and discussion. Candidates who choose these questions will be expected to have a good knowledge of the text, or the film version, and to be able to deal with the themes and ideas of the chosen text. Credit will be given for content, communicative achievement, organisation and language competence; candidates are not expected to demonstrate skill in literary analysis. They are expected, however, to read the question carefully and to address the requirements of the task while clearly referring to specific events or characters from the set text. Useful preparation for these questions may be to consider themes which run through the text and then identify events or characters that exemplify these. Students should be made aware that merely reproducing, for instance, a summary of a novel’s plot or outlining its principal message will not provide a successful answer, and that their statements and opinions must be clearly supported by evidence from the text.</td>
</tr>
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</table>

These indications of readership and purpose are not comprehensive, but are intended to give some guidelines to the different task types.
Part 1

Read the two texts below.

Write an essay summing up and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in 240 – 280 words on the separate answer sheet.

---

1 Teenagers as consumers

It is virtually impossible to escape the influence of the media these days, and particularly if you are a teenager with access not just to television and radio, but also the internet at all times of the day and night. Advertisers look upon teenagers as a blank canvas whose tastes and needs are there to be moulded by them through their advertisements. Advertisers and marketing people have become adept at reading the teenage mind, making young people believe that they need to own certain items in order to be accepted by their peer group, or simply to look cool.

Teenagers: a driving force

Advertising responds to young people’s delight in what is new by developing sophisticated and innovative, often humorous advertisements which can be seen on television and cinema screens and on billboards around our towns and cities. The tastes of this generation of young people have had an impact on advertisers worldwide. However, it is the energy of the young, above all, that has influenced the world of marketing and has kept it on its toes, pushing the creative boundaries to become almost an art form. That is the power of young people.

Write your essay.

---

Part 2

Write an answer to one of the questions 2 – 5 in this part. Write your answer in 280 – 320 words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

2 A tourist magazine is publishing a series of reviews of amusement parks. You decide to send in a review of an amusement park you have visited which included interactive displays, rides, electronic games, a 3-D cinema and a boating lake. You should briefly describe two or three of the attractions and evaluate the contribution that amusement parks can make to the quality of life for local residents.

Write your review.

3 An international media magazine is investigating how television covers important national events such as sporting events or anniversaries. You have been asked to write a report on how television in your country covered such a big national event. Your report should briefly describe the event, assess the quality of the coverage and explain the extent to which you think it helped create a mood of national celebration.

Write your report.

4 You have recently read an article in a popular magazine describing the experiences of young people who have participated in voluntary projects to help disadvantaged communities. You decide to write a letter to the magazine in which you briefly describe one or two ideas of your own for voluntary projects. You should also assess the ways in which such experiences can change attitudes and inspire young people in their future lives.

Write your letter.

(a) Marc Norman and Tom Stoppard: Shakespeare In Love

‘A broad river divides my lovers.’ Viola is in love with Will because she admires his poetry; Will is in love with Viola because she inspires his writing.

Write an essay for your English-language tutor. You should evaluate the extent to which you agree with this judgement of the relationship between Will and Viola, making reference to two or three particular events in the screenplay.

Write your essay.

(b) Philip K. Dick: Do Androids Dream Of Electric Sheep?

The English book club to which you belong has asked members to write reports on books with interesting titles. You decide to write about Do Androids Dream of Electric Sheep? You should briefly describe the story, explain the significance of the title and assess how far the title successfully conveys what the story is about.

Write your report.

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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:

<table>
<thead>
<tr>
<th>CEF level</th>
<th>Communicative Achievement</th>
<th>Organisation</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Produces text that communicates simple ideas in simple ways.</td>
<td>Text is connected using basic, high-frequency linking words.</td>
<td>Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.</td>
</tr>
<tr>
<td>B1</td>
<td>Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.</td>
<td>Text is connected and coherent, using basic linking words and a limited number of cohesive devices.</td>
<td>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.</td>
</tr>
<tr>
<td>B2</td>
<td>Uses the conventions of the communicative task to hold the target reader’s attention and communicate straightforward ideas.</td>
<td>Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.</td>
<td>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.</td>
</tr>
<tr>
<td>C1</td>
<td>Uses the conventions of the communicative task effectively to hold the target reader’s attention and communicate straightforward and complex ideas, as appropriate.</td>
<td>Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.</td>
<td>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.</td>
</tr>
<tr>
<td>C2</td>
<td>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.</td>
<td>Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CEF level</th>
<th>Communicative Achievement</th>
<th>Organisation</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
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<td>Text is connected and coherent, using basic linking words and a limited number of cohesive devices.</td>
<td>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.</td>
</tr>
<tr>
<td>B2</td>
<td>Uses the conventions of the communicative task to hold the target reader’s attention and communicate straightforward ideas.</td>
<td>Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.</td>
<td>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.</td>
</tr>
<tr>
<td>C1</td>
<td>Uses the conventions of the communicative task effectively to hold the target reader’s attention and communicate straightforward and complex ideas, as appropriate.</td>
<td>Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.</td>
<td>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.</td>
</tr>
<tr>
<td>C2</td>
<td>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.</td>
<td>Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.</td>
<td>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.</td>
</tr>
</tbody>
</table>

The subscale Content is common to all levels:

<table>
<thead>
<tr>
<th>Content</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All content is relevant to the task. Target reader is fully informed.</td>
<td>Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.</td>
<td>Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.</td>
<td>Content is totally irrelevant. Target reader is not informed.</td>
<td></td>
</tr>
</tbody>
</table>
Cambridge English: Proficiency Writing Examiners use the following assessment scale, extracted from the one on the previous page:

<table>
<thead>
<tr>
<th>C2</th>
<th>Content</th>
<th>Communicative Achievement</th>
<th>Organisation</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All content is relevant to the task. Target reader is fully informed.</td>
<td>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.</td>
<td>Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.</td>
<td>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.</td>
<td>Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.</td>
<td>Uses the conventions of the communicative task effectively to hold the target reader’s attention and communicate straightforward and complex ideas, as appropriate.</td>
<td>Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Performance shares features of Bands 1 and 3.</td>
<td>Uses a range of simple and complex grammatical forms with control and flexibility. Errors, if present, are related to less common words and structures, or occur as slips.</td>
<td>Performance below Band 1.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Performance shares features of Bands 3 and 5.</td>
<td>Uses a wide range of cohesive devices and organisational patterns with complete flexibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Content is totally irrelevant. Target reader is not informed.</td>
<td>Performance below Band 1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cambridge ESOL Writing mark scheme

Glossary of terms

1. GENERAL

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 simple 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, if 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, substitution, 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.
The impact of the media on teenagers

Nowadays it has become almost impossible to ignore the media due to the fact that most of us spend some daily time either watching television, listening to the radio or surfing the internet. Specially teenagers who spend a significant part of the day exposed to all types of advertisement. Advertisers consider that teenagers are the perfect target, while some people believe that teenagers have changed marketing worldwide. Who manipulates who? That is the dilemma.

On one hand, the marketing and advertisement industry look upon the young generations as the easiest people to influence. Making them believe that certain items are the key to popularity is the strategy they have developed to sell among that generation.

On the other hand, some people believe that advertising responds to young peoples’ desires and not the other way around. It is the energy of teenagers that has had a huge impact on this industry, making it more innovative and creative. The power of young people have push advertising boundaries to become almost an art form more sophisticated and attractive than ever before.

All in all, there has been a revolution in the advertisement industry globally. While some people may be influenced by it, some others may define trends. Ten years ago people were not so worried about material offered by the media. Globalization has changed everything, advertising has become part of our daily lives and it is unavoidable. The temptation surround us, some of us fall for it.

Examiner comments

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Mark</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>5</td>
<td>All content is relevant to the task. The target reader is fully informed.</td>
</tr>
<tr>
<td>Communicative Achievement</td>
<td>2</td>
<td>The conventions of the essay are used effectively to communicate complex ideas, holding the reader’s attention with ease and fulfilling most communicative purposes although the writer’s own ideas are not clearly developed.</td>
</tr>
<tr>
<td>Organisation</td>
<td>2</td>
<td>The text is a well-organised and coherent whole, and uses a variety of cohesive devices and organisational patterns to generally good effect (due to the fact that, on the other hand, all in all). However, there is a tendency to over-use some patterns (some people believe that … while some people … some others …) and there are cases where cohesive devices are not used correctly (On one hand, specially).</td>
</tr>
<tr>
<td>Language</td>
<td>2</td>
<td>A range of vocabulary, including less common lexis, is used appropriately and sometimes effectively and precisely (spend a significant part of the day, exposed to, manipulate). A range of simple and complex grammatical forms is used with control and flexibility. Occasional errors do not impede communication.</td>
</tr>
</tbody>
</table>
Question 1

Candidate B

I have often asked myself whether it is different being a teenager nowadays than when I was that age. Are the problems still the same?

The years between 10 and 20 are certainly a difficult time in everybody’s life because one’s personality is developing and this makes a teenager generally more vulnerable than an adult. I am convinced that when it comes to media it is demanding to deal with for young people today. Advertisements are very prominent in our modern world and teenagers normally spend a lot of hours watching television or surfing the internet, which makes them potential customers. Furthermore, many teenagers have more money to spend than maybe twenty years ago and you often hear about families taking loans for expenses like technical equipment or mobile phone bills for their children. Certainly in the current economic climate many parents face tough decisions especially when it comes to what they can afford for their offspring. The most important point is that teenagers are often an easy target for companies advertising their latest gadgets. Many teenagers will buy it if they just manage to convince them that their product is an absolute ‘must-have’, because the pressure of belonging to a certain group, feeling accepted and not being an outsider is a big issue for a young person.

On the other hand, teenagers are trend setters. They have to create new ideas to be unique or just different from their own parents and this often sets the trend for a whole generation. Being special and fashionable is so important and therefore one needs to spend money on clothes, computers, games or phones to be part of your teenage generation and to find common grounds to make friends and have a fulfilling social life.

Personally, I find it quite shocking when reading about the psychological strategies advertising companies use to gain influence on young people to sell a product. They are also often exploiting the creative energy of teenagers and it is almost impossible to escape the world of advertisement.

To conclude, I believe it is not feasible to prohibit adverts for teenagers. Furthermore, parents cannot avoid their children coming into contact with it, but it needs sensible adults helping and supporting teenagers in developing their own personality and sense of taste without the powerful influence of adverts.

Examiner comments

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<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>Content is mostly relevant to the task. The opening question in the introduction is not followed through or central to the argument of the essay.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target reader is on the whole informed; content point 4 is mentioned with little evaluation.</td>
</tr>
<tr>
<td>Communicative</td>
<td>4</td>
<td>Uses conventions of the essay to communicate complex ideas in an effective and convincing way, holding the target reader’s attention with ease,</td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td>fulfilling all communicative purposes.</td>
</tr>
<tr>
<td>Organisation</td>
<td>3</td>
<td>Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Furthermore, On the other hand, Personally, To conclude).</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>Uses a wide range of vocabulary, including less common lexis, in an effective manner (vulnerable, prominent, surfing the internet, potential customers, fulfilling social life).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, related to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>less common words and structures, or occur as slips.</td>
</tr>
</tbody>
</table>
Question 1

Candidate C

These texts both deal with the relationship between teenagers and advertising.

The first one focuses on how advertisers exploit young people, taking advantage both of teenage preoccupation with the media and of their susceptibility to peer pressure combined with a wish to appear ‘cool’. The second text is less critical of the relationship between marketing and young people. It presents the young as having a very positive influence on the quality of modern adverts, helping to make them much wittier and more original than ever before. This text maintains that teenagers’ impact on advertising derives partly from their predilection for what is intriguingly new but also, more particularly, from their own creative energy. This energy has been channeled into advertising, raising it arguably to the level of an art form.

While I appreciate the arguments put forward in both texts, I tend to feel more in sympathy with the approach of the first one. I suspect that advertisers are quite cold-heartedly prepared to exploit the youth market, keen to capture the attention – and the cash - of the new generation and well aware of how young people are perhaps more easily influenced than their more cynical elders.

I would accept that advertising can be very creative and I personally often find an advert in a magazine or a TV commercial attractive to look at or enjoyably humorous. It does not seem unreasonable to suggest that many people with artistic talents are attracted into the advertising profession. However, I do not see that as having any direct connection with teenagers. Those who create the most original adverts are certainly likely to be young but in their twenties or early thirties rather than their teens. Moreover the appeal of the more sophisticated advert is surely just as powerful for the older generation as for teenagers.

Examiner comments

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<tbody>
<tr>
<td>Content</td>
<td>5</td>
<td>Target reader is fully informed. All content is relevant to the task.</td>
</tr>
<tr>
<td>Communicative Achievement</td>
<td>4</td>
<td>Uses conventions of the essay to communicate complex ideas in an effective and convincing way, holding the target reader’s attention with ease, fulfilling all communicative purposes.</td>
</tr>
<tr>
<td>Organisation</td>
<td>4</td>
<td>Text is a well-organised, coherent whole, using a wide range of cohesive devices and organisational patterns with flexibility (These texts both ... The first one, While I appreciate ... in both texts, However, Moreover).</td>
</tr>
<tr>
<td>Language</td>
<td>5</td>
<td>Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style (susceptibility to peer pressure, wittier, predilection for, cynical elders, enjoyably humorous). Use of grammar is sophisticated, fully controlled and completely natural.</td>
</tr>
</tbody>
</table>
Question 1

Candidate D

Concern is often expressed about the negative effects that television can have on young people. As far as I am concerned, the most serious damage that occurs is a result of the constant commercial pressures that vulnerable youngsters are exposed to.

Advertisements every ten minutes or so as children and teenagers watch their favourite programmes are likely to lead them to believe that possessing the latest gadget or item of clothing will bring them happiness and respect from others. To my mind, the result of this can only be a generation whose values are too materialistic for their own ultimate contentment.

This is not to say that all advertisements are lacking in quality. It is not unreasonable, in fact, to consider them as an art form as many are imaginative and make original use of language, music and camerawork. They are indeed often produced by talented young people who find them an appropriate focus for their own creativity.

In my opinion, the answer lies in education. Advertisements are not harmful per se; it is just that we all need to know how to use them. We should take the information that we need from them but we should be aware of the techniques that their makers use with the hope of influencing us to buy things we do not really have any need of. Young people should be taught not only to appreciate the artistic qualities of adverts but also to recognize the tricks that are being employed. Greater sophistication should lead to less vulnerability.

Examiner comments

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</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>5</td>
<td>Target reader is fully informed. All content is relevant to the task.</td>
</tr>
<tr>
<td>Communicative</td>
<td>5</td>
<td>Demonstrates complete command of the conventions of the essay. Communicates complex ideas in an effective and convincing way, holding the target reader’s attention with ease, fulfilling all communicative purposes.</td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td>5</td>
<td>Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility (As far as I am concerned. To my mind. This is not to say that, in fact. They are indeed, the answer lies in...). Paragraph divisions clearly support the internal organisation of the argument, which integrates evaluation of key points and the writer’s own views subtly and fluently.</td>
</tr>
<tr>
<td>Language</td>
<td>5</td>
<td>Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style (constant commercial pressures, materialistic, ultimate contentment, not harmful per se, greater sophistication, less vulnerability). Use of grammar is sophisticated, fully controlled and completely natural.</td>
</tr>
</tbody>
</table>
Question 2

Candidate E

Amusement Park

I have recently visited an amusement park while on holiday. It had many exciting features including a 3-D cinema, boating lake, electronic video games and rides of all sizes ranging from simple ones for children to much larger rides for thrill-seekers. The 3-D cinema is exciting as it is a relatively new technology and unavailable near me. A documentary about sharks was showing when I visited. The 3-D experience is amazing, and when things come out at you from the screen they look very realistic. When this happens it makes people scream, like they were on a rollercoaster. There are more rides than anything else at the park as this is the reason many people go – for the exhilarating experiences. The larger rides have long queues and can take up to an hour to reach the front. The one that stood out for me was "The Extreme Drop", which shoots you up a steep track at about 100kph before pausing at the top where you look down for a few seconds at the ant-like people on the ground before hurtling towards them at an even greater speed. This ride has an incredible exhilarating rush and provides the loudest screams of any of the rides. There is a second queue for this ride which takes a little longer than the main one, but you get a seat right at the front of the carriage. I would recommend joining this queue for any ride available as you get the best views and biggest adrenalin rush.

Amusement parks make a huge contribution to the quality of life for local residents. They not only provide entertainment for the local residents, especially for young families during school holidays, they also bring jobs and money into the area. As well as jobs within the actual park, amusement parks help increase local tourism, which can provide a vast amount of jobs in a variety of different areas for the local residents. This will then provide a lower rate of unemployment in the area and a higher standard of living for the local residents.

Examiner comments

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>5</td>
<td>Although the amusement park is not named and the section evaluating the role of amusement parks is slightly short, all the content is relevant to the task and the target reader would be fully informed.</td>
</tr>
<tr>
<td>Communicative Achievement</td>
<td>3</td>
<td>The conventions of the review are used with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader’s attention with ease, fulfilling all communicative purposes. The description of the rides is very effective, the evaluation slightly less so. The final section could have been rounded off in a style more appropriate to a review and the focus of the evaluation could have been signposted in an introduction.</td>
</tr>
<tr>
<td>Organisation</td>
<td>1</td>
<td>The text is well-organised and coherent and uses a variety of cohesive devices and organisational patterns to generally good effect (not only ..., also, As well as, and reference pronouns).</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>A range of vocabulary, including less common lexis, is used effectively and precisely and is highly appropriate for the topic area (thrill-seekers, exhilarating, shoots you up a steep track, hurtling, adrenalin rush). A wide range of simple and complex grammatical forms are used with full control, flexibility and sophistication.</td>
</tr>
</tbody>
</table>
Question 3

Candidate F

National Event

The televised national event to be dealt with in this report is the royal wedding that took place in London in 2011. It was the wedding of Prince William to Kate Middleton. The ceremony took place in Westminster Abbey and was a spectacular occasion with plenty of ancient gilded carriages, men in uniforms hung with medals and ladies in extravagant hats. The British media makes a great fuss of such occasions and there had been considerable press interest in the event from the moment the couple’s engagement was announced.

On the day there was TV coverage of the wedding from start to finish. The public saw the streams of guests arriving. They could watch the groom nervously talking to his brother before the ceremony. They were shown the bride leaving her central London hotel. They saw the entire ceremony and the procession afterwards. The TV coverage could be said to have made the public feel as if they were in a sense wedding guests themselves.

In general, TV did help this wedding to create a mood of national celebration. There was so much on TV in the days leading up to the wedding that many people were tired of it before it had even begun. However, once the ceremony itself started it was hard not to be drawn into it. This was a royal wedding but it had an ordinary feel to it somehow. Despite the cameras the central figures appeared relaxed and made their vows without faltering. They giggled slightly as the groom struggled to get the ring on his bride’s finger. It felt less stiff than previous televised royal weddings perhaps because the bride was a middle-class girl from a family that it was easier for most people to relate to than had usually been the case with royal spouses. Viewers were moved by this wedding and the way it symbolised – as all weddings do – love and hope.

Examiner comments

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</thead>
<tbody>
<tr>
<td>Content</td>
<td>5</td>
<td>All content is relevant to the task and there is plenty of detail. The target reader would therefore be fully informed.</td>
</tr>
<tr>
<td>Communicative Achievement</td>
<td>4</td>
<td>A good command of the conventions of the report is demonstrated, although in places the style is quite informal and there are no headings. However, the opening section starts with a clear statement of what is to be covered in the report; this could have further helped the reader had mention been made of the contribution of media coverage to a mood of national celebration.</td>
</tr>
<tr>
<td>Organisation</td>
<td>3</td>
<td>The text is a well-organised and coherent whole which uses a variety of cohesive devices and organisational patterns with flexibility (In general, Despite, However, perhaps because) although the middle section lacks much in the way of cohesive devices.</td>
</tr>
<tr>
<td>Language</td>
<td>5</td>
<td>A wide range of vocabulary, including less common lexis, is used with fluency, precision, sophistication and style (ancient gilded carriages, makes a great fuss of, procession, made their vows without faltering, drawn into it, moved, stiff). The use of grammar is also sophisticated, fully controlled and completely natural. In fact, there were no errors at all, not even slips.</td>
</tr>
</tbody>
</table>
Question 3

Candidate G

National Sporting Event

Motorsport is very big in my country, and the highlight of the motorsport calendar is the Formula 1 grand-prix held here every year. Formula 1 travels the world visiting about 15-20 countries a season, each country holding one grand-prix race. The whole event takes three days to complete and always follows the same format: Friday – Practice, Saturday – Qualifying, Sunday – Race. 10 teams compete with 2 cars per team in the grand-prix. First, second and third place all receive a trophy at the end of the race. All three days are broadcast on TV, but the highlight is the race itself, which has the largest viewership. The TV coverage improves each year as technology gets updated quicker than ever before. Every year there are always new innovative ways to show the race. This year there were cameras mounted on cars, cameras on zip-lines above corners to create unique angles and 3-D cameras to capture the race as it’s never been seen before. Each year the broadcasters also try to improve the graphics displayed on the TV screens with more and more detailed ‘Heads Up Displays’ (which are similar to the HUD used in video games) of what the drivers are doing in the car, so the viewers can see where, when and how much a driver is breaking, changing gear or accelerating. Viewers can also hear conversations between drivers and their pit-crew. All of this makes the viewer feel closer to the action and like they are involved in the race.

As motorsport is very prominent in my country the grand-prix has been used to show off not only new technology, but also the national pride within the country. Irrespective of whether any of the competitions are from here, we celebrate F1 as a nation, and are proud that the race is held here. This is greatly helped by TV coverage always pushing boundaries and the fact that many people in the country will be doing the same thing at the same time. It gives you the sense of unity.

Examiner comments

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</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>All content is relevant to the task, although there is a little too much detail on the organisation of the race and on the technical aspects of the television coverage of the event, and a slight lack of development of the final part of the question.</td>
</tr>
<tr>
<td>Communicative Achievement</td>
<td>2</td>
<td>The conventions of the report are used effectively to hold the target reader’s attention and communicate both straightforward and complex ideas, fulfilling most communicative purposes. The register is for the most part appropriately formal.</td>
</tr>
<tr>
<td>Organisation</td>
<td>2</td>
<td>The text is a well-organised and coherent whole, and uses a variety of cohesive devices and organisational patterns to generally good effect (All of this...., irrespective of, as, not only... but also). There is noticeably less range demonstrated in the section on the technical aspects of the coverage. Only two paragraphs are used when at least three would have been more appropriate.</td>
</tr>
<tr>
<td>Language</td>
<td>2</td>
<td>A range of vocabulary, including less common lexis specific to the fields of motor-racing and to television coverage are used appropriately and sometimes precisely (cameras mounted on cars, zip-lines, changing gear, graphics, create unique angles, pit-crew) but there are instances of words used incorrectly (viewership, innovative, and competitors instead of competitors). A range of simple and complex grammatical forms is used with control and flexibility. Errors are mainly in the form of slips.</td>
</tr>
</tbody>
</table>
Question 4

Candidate H

Inspirational Experience

Dear Editor,

I was interested to read your recent feature on young people’s participation in voluntary projects. I was impressed by the way in which the volunteers had not only provided valuable help for those less fortunate than themselves but had also gained a great deal themselves from the experience. They had blossomed as people and had often clarified their own career aspirations as a result of the work they had been involved in.

I should like to suggest a couple of other projects that I think would be beneficial for youngsters to volunteer on. The first is a programme for schoolchildren with learning difficulties. Cuts in funding mean that this will have to close down unless volunteers can help to run it. It has been an enormously successful programme, helping many youngsters to develop skills that will stand in good stead throughout their lives, and it would be a great pity were it forced to fold.

The second is an environmental project keeping the forests around our town in good order. Work there involves clearing away dead wood, planting new trees when necessary and tidying paths and picnic areas. The forest is a valuable resource for city dwellers and maintaining it in good order is of great benefit to the public as well as to the flora and fauna of the forest.

Taking part in these projects would teach teenagers new skills - helping children with disabilities to learn, for example, or caring for the environment. However, more importantly perhaps, doing so would expand those young people’s horizons making them aware of aspects of life which were previously almost certainly little known to them. Contributing to society through such voluntary work will help youngsters to develop a sense of responsibility towards the world they live in. All of this should prove of considerable value in future years both to them as individuals and to society as a whole.

Yours faithfully,

Examiner comments

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Mark</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>5</td>
<td>All content is relevant to the task and the target reader would be fully informed.</td>
</tr>
<tr>
<td>Communicative</td>
<td>5</td>
<td>A complete command of the conventions of a letter is confidently demonstrated. Complex ideas are communicated in an effective and convincing way, holding the target reader’s attention with ease, fulfilling all communicative purposes. The style and register are consistently appropriate, with the introduction being an excellent example of how a letter of this kind should start.</td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td>4</td>
<td>The text is a very well-organised and coherent whole which uses a good range of cohesive devices and organisational patterns with flexibility (not only ... but also, as a result of, However, more importantly perhaps, through such voluntary work, All of this ...).</td>
</tr>
<tr>
<td>Language</td>
<td>4</td>
<td>A good range of highly appropriate vocabulary, including less common lexis, is used effectively and precisely (blossomed, clarified their own career aspirations, to fold, clearing away dead wood, flora and fauna, valuable resource for city dwellers). The use of grammar is sophisticated, highly controlled and completely natural. In fact, there are no grammatical errors and only one minor slip (stand in good stead).</td>
</tr>
</tbody>
</table>
Question 5(a)

Candidate I

The love between Will and Viola

Shakespeare in Love is a romantic comedy that circles around the forbidden love of William Shakespeare and Viola de Lesseps, the daughter of a wealthy merchant. The relationship between Will and Viola is based in poetry and inspiration making it strong and interesting.

First of all, Viola appears to be in love not only with Shakespeare but with his powerful writing as well. We can clearly see this in the scene when a play is performed for the Queen and Viola attends it. She whispers the lines written by Will being absorbed by them and loving every word of his poetry, before even falling in love with him. Viola is attracted to Will as they have a common passion for poetry and theatre. We can see her devotion to both when she forces Will out of bed to write the next page for them to practice that day.

Moreover, at the beginning of the screenplay we see Will searching for a muse, characteristically referring to it to Henslowe as “an emptiness that seeks a soulmate” when he desperately asks for his pages. However, falling in love with Viola is the answer to his “writer’s block”, as through their forbidden love he finds the inspiration and weaves his life into the plot of “Romeo and Juliet”. Consequently, many of his and Viola’s quotes take their part in the play Will is writing, as captured in the bedroom scene. The inspiration he draws from Viola is unreplaceable and that is what makes their love so deep and passionate.

To conclude, Will and Viola both make their dreams come true through this love, for Viola is being an actress, something forbidden for women at the time, for Will it is writing a powerful play and becoming a significant playwright. Their love arms them with everything necessary to fulfil these ambitions and live passionately for the time they are together.

Examiner comments

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Mark</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>5</td>
<td>All content is relevant to the task and the target reader would be fully informed. Reference is made to three scenes in the screenplay.</td>
</tr>
<tr>
<td>Communicative Achievement</td>
<td>4</td>
<td>A good command of the conventions of the essay is demonstrated and complex ideas are communicated in an effective way, holding the reader's attention with ease and fulfilling all communicative purposes. The essay is written in formal style and has a very clear introduction and conclusion.</td>
</tr>
<tr>
<td>Organisation</td>
<td>2</td>
<td>The text is a well-organised, coherent whole which uses a variety of cohesive devices and organisational patterns appropriately.</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>A range of vocabulary, including less common lexis, is used effectively and precisely. There are vocabulary errors but these are related to less common words. A wide range of simple and complex grammatical forms is used with full control, flexibility and sophistication.</td>
</tr>
</tbody>
</table>
Listening

General description

<table>
<thead>
<tr>
<th>PAPER FORMAT</th>
<th>The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIMING</td>
<td>Approximately 40 minutes</td>
</tr>
<tr>
<td>NO. OF PARTS</td>
<td>4</td>
</tr>
<tr>
<td>NO. OF QUESTIONS</td>
<td>30</td>
</tr>
<tr>
<td>TASK TYPES</td>
<td>Multiple choice, sentence completion, multiple matching</td>
</tr>
<tr>
<td>TEXT TYPES</td>
<td>Monologues or interacting speakers: interviews, discussions, conversations, radio plays, talks, speeches, lectures, commentaries, documentaries, instructions.</td>
</tr>
<tr>
<td>ANSWER FORMAT</td>
<td>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 the separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or short phrase in a box on the answer sheet.</td>
</tr>
<tr>
<td>RECORDING INFORMATION</td>
<td>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. 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.</td>
</tr>
<tr>
<td>MARKS</td>
<td>Each correct answer receives 1 mark.</td>
</tr>
</tbody>
</table>

Structure and tasks

**PART 1**

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Three-option multiple choice. Gist, detail, function, purpose, topic, speaker, feeling, attitude, opinion, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>Three short unrelated texts lasting approximately 1 minute each, consisting of either monologues or exchanges between interacting speakers. There are two multiple-choice questions per text, each with three options.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>6</td>
</tr>
</tbody>
</table>

**PART 2**

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Sentence completion. Detail, stated opinion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A monologue lasting 3 to 4 minutes.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>9</td>
</tr>
</tbody>
</table>

**PART 3**

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Four-option multiple choice. Opinion, gist, detail, inference, agreement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A text involving interacting speakers lasting 3 to 4 minutes.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>5</td>
</tr>
</tbody>
</table>

**PART 4**

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Multiple matching. Gist, attitude, main points, interpreting context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>Five short themed monologues, of approximately 35 seconds each. There are two multiple-matching tasks. Each multiple-matching task requires selection of the five correct options from a list of eight.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>10</td>
</tr>
</tbody>
</table>
LISTENING

The four parts of the Listening paper

PART 1 Multiple choice
This part tests candidates’ ability to listen for a variety of focuses.

Sample task, audioscript and answer key: pages 42, 45 and 49.
Each correct answer in Part 1 receives 1 mark.

The six questions in this part relate to three separate texts (two questions per text). The texts may be self-contained or may be extracts from longer texts. The three texts are a mixture of monologues and texts with interacting speakers. Candidates should read the introductory sentence carefully as this gives information which will help to contextualise what they will hear. Each question focuses on a different aspect of each text, for example:
• What is the speaker’s attitude to those who complain?
• In the speaker’s opinion, what explains the team’s recent lack of success?

PART 2 Sentence completion
This part tests candidates’ ability to listen for specific words or phrases and produce written answers in response to the sentences.

Sample task, audioscript and answer key: pages 43, 45 and 49.
Each correct answer in Part 2 receives 1 mark.

Candidates listen to a monologue of an informative nature, aimed at a non-specialist audience. The nine questions in this part take the form of incomplete sentences. The candidates show their understanding of what they have heard by completing gaps in these sentences. Answers are short, generally in the form of single words or noun groups. They must be spelled correctly and must fit into the grammatical structure of the sentence. The questions follow the order of the information in the text and candidates write down the words that are heard on the recording.

PART 3 Multiple choice
This part tests candidates’ ability to listen for opinion, gist, detail and inference.

Sample task, audioscript and answer key: pages 43, 46 and 49.
Each correct answer in Part 3 receives 1 mark.

Candidates listen to a text in which opinions and attitudes are expressed, both implicitly and explicitly. The five four-option multiple-choice questions in this part focus on detailed understanding of points raised. Questions follow the order of the information heard in the text, but the final question may test global understanding of the text as a whole.

PART 4 Multiple matching
This part tests candidates’ ability to identify the gist of a number of short texts on a theme by identifying main points and interpreting context.

Sample task, audioscript and answer key: pages 44, 47 and 49.
Each correct answer in Part 4 receives 1 mark.

Part 4 consists of a series of five short monologues on a theme. The text is 3–4 minutes in length with each monologue lasting approximately 35 seconds. The monologues represent spontaneous speech, delivered by speakers with a range of backgrounds and voices. There are two parallel multiple-matching tasks, each with a different focus. In each case, the correct option has to be chosen from a list of eight.

The series of monologues is heard twice, but candidates may approach the task in either order. Each task focuses on a different aspect of gist understanding, for example: interpreting attitudes, identifying main points and opinions.
Preparation

General

• The best preparation for the Listening paper is exposure to, and engagement with, a wide range of spoken English, including a range of voices, accents and styles of delivery. News broadcasts, documentaries and discussions can be used as suitable texts, as can light entertainment and drama broadcast in English. Classroom discussion activities also provide an invaluable source of listening practice.

• Candidates should familiarise themselves with the format of the paper and the task types, which are always the same. It is helpful to work through a sample paper before the examination takes place and to have practice in completing the answer sheets.

• Students should listen to a range of text types and accents regularly.

• Build up students’ confidence in listening by grading listening tasks from easy to more challenging.

• Make students aware of how much they themselves bring to a listening task. For example, discuss with them what they expect to hear in a particular context.

• Students should practise listening to and reading the rubric so that they are sure they understand what they are listening for, and what they have to do.

• Remind students that they should use the time allowed before each part to read through the questions carefully, so that they know what to listen out for.

• As students listen to texts, encourage them to concentrate on what the speakers say, and to listen for both stated and implied attitudes and opinions, especially in Parts 1, 3 and 4.

• Train students to follow the questions through as they listen to a text so that they can ‘locate’ the answer to each question.

• Encourage students to confirm their answers when they listen to each text for the second time.

• Students should get used to answering all the questions, even if they are not sure - they have probably understood more than they think.

By part

PART 1

• Candidates should be very wary of choosing an answer just because it contains a word or phrase which they hear on the recording. They should listen to the whole text carefully and then choose the answer. Similarly, they should not answer the question ‘too soon’, and perhaps jump to the wrong conclusion.

• Candidates can prepare for this part by listening to a range of short extracts of speech and concentrating on the main points of what they hear, as well as predicting the purpose of the text and the attitudes and opinions expressed.

• Working with the audioscript, marking where the correct answer is located, can help candidates gain confidence in their listening skills. This could then be followed by discussion of the reasons for the distractors being wrong.

PART 2

• Tasks such as gap-filling exercises which focus on retrieving facts from an informative text will prepare students for this part.

• Candidates need to get into the habit of reading what is before and after the gap in the sentence so that they do not attempt to repeat information which is already in the sentence, and to check that what they have written fits into the grammatical structure of the sentence.

• Candidates should be discouraged from attempting to write long or complicated answers.

• Remind students that they should write the actual word or words they hear.

• Remind students that they should write their answers clearly when they copy them onto the answer sheet, using capital letters if they are not sure about their handwriting.

PART 3

• Classroom preparation for this part could include initially focusing on the question and not the options. This encourages students to concentrate on the focus of the question and really listen to what the speaker says about this point.

• Students should listen carefully to locate where the answer to the question lies. You could ask students to raise their hands when they hear the ‘cue’ (the first reference) for the next question.

• Summarising what the speaker(s) say is valuable practice for this part.

• It is useful for students to work with texts where opinions are stated indirectly rather than directly and to practise ‘listening between the lines’.

• If the answer to a question cannot be heard during the first listening, encourage students to mentally leave that point and refocus on the next question. The second listening allows students the opportunity to finalise their answers.

PART 4

• Remind students that they will hear five different speakers, but that the texts have a thematic link. In this part of the test, the whole series of texts is heard once and then the whole series is repeated.

• Encourage students to think about the theme of the texts and to think about the kinds of attitudes and ideas that they expect to hear in connection with the topic in question.

• Remind students that they will be listening for gist meaning in these texts. Activities which require students to pick out a speaker’s main point, feeling, attitude or opinion are very useful.

• Remind students that they must answer both tasks and that they will only hear the series of monologues twice. They can choose how they approach the tasks: approaching both tasks simultaneously, answering the most accessible questions on the first listening and the more challenging questions when the recording is repeated, attempting one task on each listening.

• Research has shown that different candidates approach this task in different ways, with equal success, so avoid imposing one particular strategy on them. Classroom activities could focus on helping students identify the best method of approaching this task for them.
Part 1

You will hear three different extracts.
For questions 1 – 6, choose the answer (A, B or C) which best fits according to what you hear.
There are two questions for each extract.

Extract One

You hear a historian reviewing a book about European cities by Martin Ravel that has just been published.

1. What impressed her about the book?
   A. the author’s move away from his usual previous reverential style of writing
   B. the justified criticism of the people behind the great cities of Europe
   C. the many detailed and skilfully made observations by the author

2. What view does the speaker take of the errors in the book?
   A. They are inevitable given its scope.
   B. They should not be blamed on the author’s original sources.
   C. They seem typical of a current downhill trend in historical writing.

Extract Two

You hear two psychologists talking about teamwork.

3. What does the woman suggest about research teams?
   A. Their imbalanced composition can cause problems.
   B. There is a worrying lack of international collaboration.
   C. They would benefit from more awareness of peer relationships.

4. The man believes that a lighthearted approach will
   A. mask emerging conflicts.
   B. help to unite members of the team.
   C. have to be adopted by all team members.

Extract Three

You hear part of an interview with Matt Robson, an athlete who does a sport called endurance running.

5. What does Matt believe that endurance running has taught him?
   A. to persevere in spite of setbacks
   B. to be aware of personal limitations
   C. to respond to the body’s needs

6. What does Matt say about how running fits in with his family life?
   A. His family resent the time he spends running.
   B. He tries hard to find enough time for his family.
   C. He regrets the amount of time his running takes up.
Part 2

You will hear a geologist, Tom Baker, talking about real and artificial diamonds.

For questions 7 – 15, complete the sentences with a word or short phrase.

According to Tom, their effect on (7)__________________________ is a unique feature of diamonds.

Some nationalities believed that diamonds provided protection from (8)__________________________, according to an ancient Chinese writer.

Tom says the (9)__________________________ of the wholesale trade in diamonds is unusually high.

Diamond cutters try to avoid losing too much of the diamond’s (10)__________________________ when cutting it.

Nowadays, (11)__________________________ are increasingly being used to cut diamonds.

In the 1900s, experts developed a method of (12)__________________________ diamonds.

The possibility of a serious (13)__________________________ makes artificial diamond production risky.

Artificial diamonds may be used on the end of tools such as (14)__________________________ for industrial purposes.

Tom compares the size of the earliest artificial diamonds to (15)__________________________.

Part 3

You will hear part of a discussion between two company directors, Peter Cowley and Holly Bradwell, who are talking about running their own small businesses.

For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

16 Peter and Holly agree that when starting up a business it is important to ________
A be willing to invest a huge amount of time.
B concentrate on the needs of the potential consumer.
C recognise that many aspects of the work will be tedious.
D accept that loneliness may be hard to overcome initially.

17 When discussing times when the business loses clients, the speakers reveal ________
A their realisation that they are not to blame.
B their concern that they need to upgrade their services.
C their commitment to the development of their companies.
D their frustration with the wrong decisions some people make.

18 When talking about charging, Holly refers to fast food outlets in order to ________
A point out the need to get projects costed as quickly as possible.
B illustrate the wisdom of keeping in touch with market trends.
C emphasise that it is pointless to undercut competitors’ rates too much.
D stress that it is the clients who will determine whether the fees are right.

19 What is the main benefit for Peter of having a business partner? ________
A Peter deals with difficult issues as they arise.
B Peter has someone to brainstorm new ideas with.
C Peter has to be more professional in his appearance.
D Peter now finds he sticks to more normal office hours.

20 What is considered to be a good point about running your own business? ________
A being responsible for any profits that are made
B achieving high standards of performance
C having nothing other than work to focus on
D not having to rely on other people’s support
LISTENING

Part 4

You will hear five short extracts in which people who travel regularly talk about packing suitcases.

TASK ONE

For questions 21 – 25, choose from the list (A – H) which person each extract relates to.

TASK TWO

For questions 26 – 30, choose from the list (A – H) the phrase which best summarises what each person feels about their packing.

While you listen, you must complete both tasks.

A airline pilot
B holidaymaker
C sales director
D columnist
E model
F entertainer
G tour company representative
H television presenter

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

21
22
23
24
25

26
27
28
29
30

A concerned about appearance
B content with what's provided
C critical of airline staff
D determined to keep it simple
E embarrassed by a situation
F prepared for every misfortune
G frustrated by certain problems
H unwilling to follow convention
Cambridge Certificate of Proficiency in English Listening Test

I am going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions.

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

— *** —

You will hear each piece twice. Remember, while you are listening, write your answers on the question paper. You will 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 will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract one.

— *** —

In the 1980s, the author Martin Ravel convinced millions through his best-seller that modern art mattered. There were none of the hushed, awestruck tones that’d characterised previous work on the subject. His message was straightforward – you didn’t have to actually like 20th-century art, but you did need to understand its contribution to the period.

It’s been a hard act to follow, but in his latest offering on the history of great European cities, Ravel is again on cracking form. He offers delicious pen portraits of the artists and architects who designed and built what are now tourist hotspots. The book is packed full of sharp commentary, fearlessly and artfully expressed.

However, it also contains numerous errors that’ll mislead the innocent and infuriate the specialist. True, the occasional mistake could sometimes be a price worth paying for the kind of long view that Ravel’s attempting. However, there’re also more serious historical misunderstandings which are in no way attributable to the antiquated text books he cites in his bibliography. With interest in history as strong as ever, we need to ensure the sense of obligation to write about history with care and knowledge doesn’t decline.

— *** —

Extract two.

— *** —

F: Research teams in any field make fascinating studies. Ironically, an inverse law of proximity about sharing information means that teams working in the same building often interact less fruitfully than a team spread across national boundaries. And when there is information-sharing the quieter detail-oriented types get overlooked, yet their skills can complement those of the more vocal members of the team. They can even compensate for some of the weaknesses of others by their more meticulous approach. It’s little wonder some are calling for greater mutual acknowledgement among group members.

M: Values can also bring a team together even if individuals have different agendas. Clashes can be averted if team members understand that they’re working to achieve the same goals even if they differ in ideas of how to get there. Fun and laughter are fundamental to cohesive teamwork. In my experience, an effective team uses them to bind itself. And if some associates don’t enjoy the company of others, that has to be accepted. It’s preferable to bulldozing them into teamwork if it’s against their nature. Some people just aren’t suited to it.

— *** —

Extract three.

— *** —

F: Endurance running is an extreme sport, with runners covering 160 kilometres at one stretch. Matt, what lessons have you learnt from this incredible sport?

M: There’s a delicate balance between what your body can deliver and what your mind thinks you’ve got. The more you do it, the more you realise that there are going to be times when you feel absolutely miserable – like when you pull a muscle. But that’s part of the experience, and if you just keep ploughing along, things will turn around. You won’t find out what you’ve really got to offer until you’re pushed to the brink, and even then you can do more than you think.

F: And how does being an endurance runner fit in with being a family man?

M: Well, my wife keeps my feet firmly on the ground, making sure I don’t forget I have three kids who are really important. Endurance running can have a way of stealing large chunks of time from the family, and it’s a tough juggling act to make sure the pendulum doesn’t swing too far in the running direction.

— *** —

That is the end of Part One.

Now turn to Part Two.

You will hear a geologist, Tom Baker, talking about real and artificial diamonds.

For questions 7–15, complete the sentences with a word or short phrase.

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

— *** —

We’ve all seen diamonds sparkling in the windows of jewellery shops. But did you know that these stones are over a billion years old?
And although diamonds are regarded as the most precious stones on earth, they’re composed of one of the most common natural elements, which is carbon. It’s the shape formed by these carbon atoms and the very strong bonds between them that gives diamonds their strength. But above all, it’s how a cut stone deals with light, and the way it flashes and sparkles which makes diamonds different from all other gemstones.

Diamonds have been known and valued throughout recorded history. Over two thousand years ago a Chinese writer described how foreigners wore them in the belief they would ward off evil. The Greeks and Romans believed they were of supernatural origin, describing them as the tears of the gods. The first diamonds were found in India, in alluvial deposits on the banks of rivers. And since then significant sources of natural diamonds have also been discovered in Russia and Brazil. And Africa is now the largest producer, with 49% of all diamonds originating there.

One remarkable feature of the wholesale trading of expensive gem-quality diamonds which is different from that of other commodities is its concentration: whereas most commodities are sold in a number of different locations around the world, diamond trading is limited to just a few locations, in particular Holland and Belgium. The same is true of the process of cutting the diamonds, which nearly all takes place in Gujarat, in India. This process is carried out by workers who are highly skilled in dealing with these valuable stones. The diamond is cut to a specific shape, getting rid of any flaws or impurities, while at the same time retaining as much as possible of the weight of the original stone. In the past, diamond cutting was carried out by splitting the stones, which was a highly risky procedure, or by sawing them with special saws, which was very slow, but these days diamond cutters are starting to employ lasers for this procedure.

When deciding how much a diamond is worth, one factor to be considered is obviously its size. But it’s not the only factor involved. In the 1900s, when the trade in diamonds was becoming more and more important on a global scale, the experts needed something more reliable so they developed a system based on what they called the four Cs - that’s carat, cut, colour and clarity - to act as a reliable basis for grading them.

Because diamonds are so valuable and so rare, scientists have made great efforts to create them artificially. To do this, they have to replicate the conditions under which natural diamonds were formed – enormous heat and enormous pressure. Modern technology makes this possible to some extent, but because of the heat and pressure needed, the danger of a major explosion is high, so it’s still a risky business. However, it has been done: the first synthetic diamonds were produced in 1955 and they’re now extensively used in industry, not for jewels but in other applications, such as in the tips of industrial drills used for boring holes in hard substances.

None of these early artificial diamonds could be used as gemstones - though they had the same atomic structure as natural diamonds, and were as hard as natural diamonds, they were just far too small – no bigger than grains of sand. But gradually, over the years, scientists have been working out how to produce artificial diamonds which are larger and of gem quality, by growing them from what they call ‘seeds’ – that is, a tiny piece of a real diamond. And it looks as if they might be getting there.
what you need to survive. Maybe you come in a little bit lower at first. You say, 'This is my normal fee, but I'm willing to work within your budget.' But when you have overheads, you apply what I call the fast food factor. If you could earn more per hour at one of those outlets than on a new job, then it's time to throw in the towel. Of course, that's not so easy if you have a business partner to consider.

M: Yes, that does change things. In my case, when it was just me, I could do exactly what I wanted, which was great, but at times I missed the stimulation of chucking ideas around with others. Then after several years I met my business partner Chris, and we decided to join forces. It really worked for me because I'm not self-disciplined, so I would shirk the tough stuff, like making up my mind how to solve problems with awkward clients. Chris doesn't let me get away with that because he's meticulous and that's crucial in business. Then, of course, there are the more trivial things like having to put on my work clothes and go to the office on time instead of slopping around in jeans at home, which I used to do.

F1: So, what's the best thing about running your own business? Holly?

F2: Well, there are the freedoms like not having a boss or being sucked into office politics. There are minuses, too, like having minimal backup, either people or machines, and having to be your own bill collector. But it does provide enormous satisfaction.

M: A company director once told me: 'If there's one thing you'd rather do for free than anything else for pay, then do that for a living.' Because you'll do it over and over until you get it right, and you'll demand more of yourself than any boss ever would. As a result, you'll reach a level of excellence you'd never dreamed of and enjoy great personal rewards. Running your own business is such hard work and consumes so much mental energy that you've got to enjoy it.

Now you will hear Part Three again.

---

That is the end of Part Three.

Now turn to Part Four.

Part Four consists of two tasks.

You will hear five short extracts in which people who travel regularly talk about packing suitcases.

Look at Task 1. For questions 21–25, choose from the list (A–H) which person each extract relates to.

Now look at Task 2. For questions 26–30, choose from the list (A–H) the phrase which best summarises each speaker's attitude towards packing a suitcase.

While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

---

Speaker 1

People always tell me I should try to look the part, you know, if I'm trying to get interviews for a fashion magazine or whatever. But it's not worth the bother. Recently, I was covering a very elegant top model who was doing some charity work in Africa. I only had a couple of hours to pack and I just threw in some fashion show things and dashed off. To my horror, she got off the plane in a pair of old jeans and remained very casual throughout the trip, and there was I - notebook in hand - wearing my posh frock and high heels, trotting round the bush after her!

Speaker 2

I must admit that when I go to buy something for travelling, I do quietly crumple it up in my hand when the assistant isn't looking, to see how badly it creases. Because whatever I wear, fans are going to notice and the designer stuff is not always that practical. I look for something with a bit of stretch in it because that stands up to folding better. But if it's totally synthetic, you lose a bit in terms of comfort, especially for rehearsals. Fortunately there are usually back-up staff who look after the stuff I wear on stage during the actual performances and they'll often give anything a quick press for me.

Speaker 3

I always make sure I've got a bit of powder for the nose and something for the stomach in case the food is truly awful because, of course, the whole idea of the series is that we try everything the real holidaymakers might. We have to take the rough with the smooth. And I have to take something to read with me. There are often hold-ups, it's an occupational hazard, and I know I'm going to have to hang around in airports or on the plane when the take-off's delayed. I'm used to all this, but without a book I'd just get terribly bored and fed up.

Speaker 4

There are two things really: packing for work, and packing for a holiday, because my life is really always a bit of both. Obviously, you need some formal things for when you're on duty, whereas in my free time I'm more concerned with comfort. The company provides us with sweatshirts for airport duty and sorting out visiting clients' problems. The sweatshirts are great, because jackets are very difficult to pack; very heavy and never look the same after being folded up. My problem is I have nothing between fairly smart and complete slob, so for my free time I stick in all the scruffy things.

Speaker 5

I prefer a soft holdall because a suitcase gets awfully heavy and if it's not too big, you can take a holdall into the aircraft with you, which saves time later. What I always do is roll everything up. I never fold things. That way you can get more in your bag and it doesn't crease. I'm quite ruthless about not taking things, because once there, you wear what's comfortable, that's what a break is for, whereas when you're packing you've still got your special occasion mentality, so you tend to think a bit too formal, and risk looking as if you're off on some kind of business trip or work for a tour company or something.

Now you will hear Part Four again.

---
That is 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 shall remind you when there is one minute left, so that you are sure to finish in time.

You have one more minute left.

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

<table>
<thead>
<tr>
<th>Q Part 1</th>
<th>Q Part 2</th>
<th>Q Part 3</th>
<th>Q Part 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 C</td>
<td>7 (THE) LIGHT</td>
<td>16 C</td>
<td>21 D</td>
</tr>
<tr>
<td>2 B</td>
<td>8 EVIL</td>
<td>17 A</td>
<td>22 H</td>
</tr>
<tr>
<td>3 C</td>
<td>9 CONCENTRATION</td>
<td>18 C</td>
<td>23 F</td>
</tr>
<tr>
<td>4 B</td>
<td>10 (ORIGINAL) WEIGHT</td>
<td>19 A</td>
<td>24 G</td>
</tr>
<tr>
<td>5 A</td>
<td>11 LASERS</td>
<td>20 B</td>
<td>25 B</td>
</tr>
<tr>
<td>6 B</td>
<td>12 GRADING</td>
<td></td>
<td>26 E</td>
</tr>
<tr>
<td></td>
<td>13 EXPLOSION</td>
<td></td>
<td>27 A</td>
</tr>
<tr>
<td></td>
<td>14 DRILLS</td>
<td></td>
<td>28 F</td>
</tr>
<tr>
<td></td>
<td>15 (GRAINS OF) SAND</td>
<td></td>
<td>29 B</td>
</tr>
</tbody>
</table>

In Part 2, bracketed words do not have to appear in the answer.
Candidate answer sheet

<table>
<thead>
<tr>
<th>Part 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3</th>
<th>34</th>
<th>35</th>
<th>36</th>
<th>37</th>
<th>38</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4</th>
<th>47</th>
<th>48</th>
<th>49</th>
<th>50</th>
<th>51</th>
<th>52</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
</tr>
</tbody>
</table>

**Instructions**
- Use a PENCIL (B or HB).
- Mark ONE letter for each question.

**Write your answer clearly in CAPITAL LETTERS.**

- For example, if you think B is the right answer to the question, mark B in the box.
- If the answer has more than one letter, leave one letter blank to show that you haven't chosen a letter.

**Turn this sheet over to start.**

**Do not write below here.**
# Speaking

## General description

<table>
<thead>
<tr>
<th>PAPER FORMAT</th>
<th>The Speaking test contains three parts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIMING</td>
<td>16 minutes</td>
</tr>
<tr>
<td>NO. OF PARTS</td>
<td>3</td>
</tr>
<tr>
<td>INTERACTION PATTERN</td>
<td>Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or setting up the tasks for candidates. The other acts as assessor and does not join in the conversation.</td>
</tr>
<tr>
<td>TASK TYPES</td>
<td>Short exchanges with the examiner; a collaborative task involving both candidates; a 2-minute long turn and follow up discussion.</td>
</tr>
<tr>
<td>MARKS</td>
<td>Candidates are assessed on their performance throughout the test.</td>
</tr>
</tbody>
</table>

## Structure and tasks

### PART 1

<table>
<thead>
<tr>
<th>TASK TYPE</th>
<th>Conversation between the interlocutor and each candidate (spoken questions).</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOCUS</td>
<td>General interactional and social language.</td>
</tr>
<tr>
<td>TIMING</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>

### PART 2

<table>
<thead>
<tr>
<th>TASK TYPE</th>
<th>A two-way conversation between the candidates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AND FORMAT</td>
<td>The candidates are given instructions with written and visual stimuli, which are used in a decision-making task.</td>
</tr>
<tr>
<td>FOCUS</td>
<td>Sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.</td>
</tr>
<tr>
<td>TIMING</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>

### PART 3

<table>
<thead>
<tr>
<th>TASK TYPE</th>
<th>An individual long turn from each candidate followed by a discussion on topics related to the long turns. Each candidate in turn is given a written question to respond to. The interlocutor leads a discussion to explore further the topics of the long turns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AND FORMAT</td>
<td></td>
</tr>
<tr>
<td>FOCUS</td>
<td>Organising a larger unit of discourse, expressing and justifying opinions, developing topics.</td>
</tr>
<tr>
<td>TIMING</td>
<td>10 minutes (2-minute long turn for each candidate and approximately 6 minutes following the long turns).</td>
</tr>
</tbody>
</table>
The three parts of the Speaking test

Format

The paired format of the Cambridge English: Proficiency 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 in a range of contexts. The test takes 16 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, but 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. The test format, test materials and procedure will remain unchanged but the timing will be longer; 24 minutes instead of 16.

The Speaking test consists of three 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 provide information about themselves.

‡ Sample tasks and assessment criteria: pages 54 and 58.

This part of the test consists of an initial greeting, establishing where the candidates come from, and whether the candidates are working or studying at the moment. The interlocutor then asks one question, selected from a list of six, to each candidate in turn.

The candidates do not need to talk to each other in this part of the test, though they may if they wish.

PART 2 Collaborative task

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

‡ Sample tasks and assessment criteria: pages 54-55 and 58.

The candidates are given spoken instructions and are provided with a visual stimulus (one or several photographs) to form the basis for a task which they carry out together.

First, the candidates are asked a question which focuses on their reaction to aspects of one or more pictures, and they are given 1 minute to talk about this. After this, the interlocutor gives the candidates spoken instructions for a decision-making task.

Candidates are expected to work together towards a negotiated completion of the task and are assessed on their speaking skills while doing this; there is no right or wrong answer to the task.

The task gives candidates the opportunity to show their range of language (speculating, evaluating, comparing, giving opinions, eliciting, negotiating, etc.) and their ability to manage a discussion.

PART 3 Long turn and discussion

This part tests the candidates’ ability to develop and sustain discourse, and to engage in discussion on the topics of the long turns.

‡ Sample tasks and assessment criteria: pages 56 and 58.

In this part of the test, each candidate is given the opportunity to speak for 2 minutes without interruption. Each candidate in turn is given a card with a question on it, and there are also some ideas on the card which the candidates can make use of if they choose.

Candidates should be aware that they must not speak during their partner’s long turn. The listening candidate needs to pay attention while their partner is speaking as they will be asked a follow-up question after their partner has spoken. The candidate who has just finished their long turn will then be invited to join in.

In this part, candidates need to be able to organise their thoughts and ideas, and express themselves coherently in appropriate language in the given time. Following both candidates’ long turns and follow-up questions, the interlocutor leads a discussion which further explores the topics of the long turns.
Preparation

General

• Classroom activities which involve students working in pairs and small groups will give them practice in skills such as sensitivity to turn-taking and responding appropriately to their partners, which is essential to success in the Speaking test.

• Ensure students have the opportunity to work with different partners in the class.

• Make sure your students are familiar with the format of each part of the test. They should be aware of the interaction patterns (in Part 1 they speak to the interlocutor, in Part 2 to each other, and in Part 3 to each other and the interlocutor).

• It is helpful for the students to know the timings for each part.

• Encourage your students to speak clearly and audibly so that they can be heard by both the interlocutor and assessor, and to paraphrase when they do not know or cannot remember a word.

• Train your students to listen carefully to the instructions so that they know precisely what they have to talk about.

• In order to make a fair and accurate assessment of candidates’ performance, the examiners must be given a reasonable amount of language to assess. Remind students it is their responsibility to give a good account of themselves.

• Remind students that they can ask for clarification of instructions before they begin a task.

By part

PART 1

• After the initial greeting, examiners will ask candidates where they come from and whether candidates are working or studying at the moment. Candidates will then be asked one question about their everyday life, work and study experience, where they are living, interests etc.

• In class, students can practise interviewing each other using questions similar to those in the same task on page 54.

PART 2

• Teach your students to listen carefully to the instructions and to carry them out. Students should be aware that their response to the first 1-minute focus question that accompanies the visuals sheet needs to go beyond the level of pure description and contain a speculative element.

• Train your students to take notice of the title on the visuals sheet. First of all, it is very useful in helping them remember the examiner’s instructions. Secondly, information given in the title about the context or audience (e.g. Class discussion) will help students to keep their discussion focused, and to ensure that the outcome is appropriate.

• It is very important that the students interact with each other in this task. All classroom discussion in pairs and small groups provides excellent preparation. Students should know how to make positive contributions to move a discussion forward, and show a willingness to take turns, inviting others to speak, listening and responding, as well as initiating discussion themselves.

• Encourage students to be good listeners. They should be able to pick up on their partner’s points.

• Set up classroom activities that allow students to express their reactions to and opinions about pictures.

• Encourage students to discuss the messages portrayed in visuals. Choose two or three thematically linked pictures from your coursebook, or cut them out of a magazine (or get students to bring some into class); ask students to talk about the aspects of the theme that the pictures illustrate.

• Equip students with the functional language needed to manage a discussion, i.e. how to move forward, re-direct if necessary, manage the conclusion, etc.

PART 3

• Remind students they can allow themselves up to 10 seconds before they need to speak. Some students find it helpful to read the question out loud as a way of getting started.

• Brainstorming activities in class will give students practice in getting ideas quickly.

• After the question on the card, there are three bulleted points; these are ideas which support the question. Remind students that they do not need to use these points if they don’t want to. As a classroom activity, remove the bullet points. This focuses the students’ attention on the main question.

• Encourage students to focus on structuring extended contributions, for example by using linking, counter-argument and summing up.

• In order to give students practice in getting the feel of how long 2 minutes is, put students in pairs – one as a speaker and one as a time-keeper.

• In the discussion that follows the long turns, the interlocutor will ask questions addressed to both candidates. He/she might not use the candidates’ names so students must be prepared to take it in turns to be the initial responder and the one who reacts to that response. In class, make sure paired students get practice in being both the first speaker to react to a question, and the second.

• Remind your students that this is not a test of knowledge. It is quite acceptable to admit to not knowing much about a particular topic, but this should be followed by some sort of opinion in order to provide a large enough sample of language for assessment.

• After your students have both done their long turns, read them the rubric that introduces the discussion phase (‘Now, to finish the test, we’re going to talk about ... in general’). Ask pairs of students to write five or six discussion questions on the topic. These sets can be exchanged within the class and discussed.
Certificate of Proficiency in English
Speaking Test

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor Good morning / afternoon / evening. My name is .......... and this is my colleague .......... . And your names are .......... ? Could 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)?

[address Candidate B] Are you working or studying at the moment?
[address Candidate A] And you?
Select a further question for each candidate:

• What do you enjoy best about the place where you’re living now?
• How difficult would it be for you to move away from the area you’re living in now?
• What for you is the most interesting aspect of learning English?
• How much time do you spend travelling every day?
• Do you think it’s easy for people to find a good job nowadays?
• In the future, do you see yourself living in your own country or somewhere abroad?

Candidates ……………………………………………………………………………..

Interlocutor Thank you.

Certificate of Proficiency in English
Speaking Test

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

1. Class discussion – Power

Interlocutor Now, in this part of the test you’re going to do something together. Here are some pictures of different situations.

Place Part 2 booklet, open at Task 1, in front of the candidates.
Select two of the pictures for the candidates to look at.*

First, I’d like you to look at pictures * and * and talk together about what sounds might be heard in these places.

You have about a minute for this, so don’t worry if I interrupt you.
(2 minutes for groups of three)

Candidates ……………………………………………………………………………..

Interlocutor Thank you. Now look at all the pictures.

I’d like you to imagine that some students are going to have a discussion about different types of power. These pictures will be used as the basis for their discussion.

Talk together about the different aspects of power as illustrated by these pictures. Then decide which aspect you think would generate the most discussion.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates ……………………………………………………………………………..

Interlocutor Thank you. (Can I have the booklet, please?) Retrieve Part 2 booklet.
Class discussion – Power

A

B

C

D

E
**Part 3 (approximately 10 minutes)**

---

### 1 Fantasy and reality

**Interlocutor** Now, in this part of the test you’re each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you’ll be asked to comment afterwards.

**Candidate A**

---

Interlocutor  Ask one of the following questions to Candidate B:

- Traditional stories for children in many cultures are sometimes quite frightening. Is this wrong?
- What are the characteristics of a good story?
- How difficult would you find it to write a story? (Why?)

Invite Candidate A to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

**Candidates**

---

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

---

**Task 1(b)**

How realistic is it to expect the truth at all times?

- at work / school
- with family and friends
- from the media

---

**Interlocutor** Now, to finish the test, we’re going to talk about ‘fantasy and reality’ in general. Address a selection of the following questions to both candidates:

- What would the advantages or disadvantages be of a world where everyone was completely honest?
- Does formal education leave enough room for children’s imagination? (Why? / Why not?)
- Reality TV, where we see real people’s day to day lives, is very popular. Why do you think people are fascinated by this type of TV programme? (Why?)
- Thinking of stories, would you rather read the book or see the movie of the book? (Why?)
- How much should we worry about the effects computer games have on people?
- Does it matter if people include false information on a CV or job application? (Why? / Why not?)

**Interlocutor** Thank you. That is the end of the test.
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:

- Grammatical Resource
- Lexical Resource
- Discourse Management
- Pronunciation
- Interactive Communication

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

Assessment for Cambridge English: Proficiency 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: Proficiency (shown on page 58) are extracted from the overall Speaking scales on page 59.
Cambridge English: Proficiency Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 59.

<table>
<thead>
<tr>
<th>C2</th>
<th>Grammatical Resource</th>
<th>Lexical Resource</th>
<th>Discourse Management</th>
<th>Pronunciation</th>
<th>Interactive Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Maintains control of a wide range of grammatical forms and uses them with flexibility.</td>
<td>Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.</td>
<td>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.</td>
<td>Is intelligible. Phonological features are used effectively to convey and enhance meaning.</td>
<td>Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.</td>
</tr>
<tr>
<td>4</td>
<td>Performance shares features of Bands 3 and 5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Maintains control of a wide range of grammatical forms.</td>
<td>Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.</td>
<td>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.</td>
<td>Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.</td>
<td>Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.</td>
</tr>
<tr>
<td>2</td>
<td>Performance shares features of Bands 1 and 3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Shows a good degree of control of a range of simple and some complex grammatical forms.</td>
<td>Uses a limited range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.</td>
<td>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.</td>
<td>Is intelligible. Intonation generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.</td>
<td>Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.</td>
</tr>
<tr>
<td>0</td>
<td>Performance below Band 1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C2 Global Achievement**

| C2 | Global Achievement                                                                                                 |
|----|----------------------------------------------------------------------------------------------------------------|------------------|
| 5  | Handles communication on all topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources with flexibility to express complex ideas and concepts and produce extended and coherent discourse. |
| 4  | Performance shares features of Bands 3 and 5.                                                                  |
| 3  | Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended and coherent discourse. |
| 2  | Performance shares features of Bands 1 and 3.                                                                  |
| 1  | Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent. |
| 0  | Performance below Band 1.                                                                                       |
## Overall Speaking scales

<table>
<thead>
<tr>
<th>Grammatical Resource</th>
<th>Lexical Resource</th>
<th>Discourse Management</th>
<th>Interactive Communication</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td></td>
<td></td>
<td>Interacts with ease, merging his/her contributions towards developing the interaction, and developing a negotiated outcome.</td>
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<tr>
<td>C1</td>
<td></td>
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<td>Interacts with ease, merging contributions to those of other speakers, developing the interaction and negotiating a negotiated outcome.</td>
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<tr>
<td>B2</td>
<td></td>
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<td>Interacts and responds appropriately, developing the interaction and negotiating towards a negotiated outcome.</td>
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<tr>
<td>B1</td>
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<td>Initiates and develops the interaction, and negotiates towards a negotiated outcome.</td>
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<tr>
<td>A2</td>
<td></td>
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<td>Initiates and responds appropriately, developing the interaction and negotiating towards a negotiated outcome.</td>
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<td></td>
<td></td>
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</tbody>
</table>

### Grammar and Vocabulary

- **C2**: Maintains control of a wide range of grammatical forms and uses them flexibly. Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics. 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. Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.

- **C1**: Shows a good degree of control of simple and some complex grammatical forms. Uses a range of vocabulary to give and exchange views on familiar and unfamiliar topics. Produces extended stretches of language with very little hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. Is mostly intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.

- **B2**: Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of vocabulary to give and exchange views on a range of familiar topics. Produces extended stretches of language with little hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. Is mostly intelligible. Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.

- **B1**: Shows a good degree of control of simple grammatical forms. Uses a range of vocabulary to talk about familiar topics. Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. Requires additional prompting and support.

- **A2**: Shows sufficient control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. Requires additional prompting and support.

- **A1**: Shows only limited control of a few grammatical forms. Requires additional prompting and support.
# 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
- **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 Cambridge English: Key (KET) task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.
- **Familiar topics:** topics about which candidates can be expected to have some knowledge or personal experience. Cambridge English: First (FCE) 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.
- **Unfamiliar topics:** topics which candidates would not be expected to have much personal experience of. Cambridge English: Advanced (CAE) 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.
- **Abstract topics:** topics which include ideas rather than concrete situations or events. Cambridge English: Proficiency (CPE) 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.

### 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 (cont.)

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

### 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
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. Coherence and cohesion can be achieved in a variety of ways, including the use of cohesive devices, related vocabulary, grammar and discourse markers.

- **Cohesive devices:** words or phrases which indicate relationships between utterances, e.g. addition (and, in addition, moreover); consequence (so, therefore, as a result); order of information (first, second, next, finally).
- **Related vocabulary:** the use of several items from the same lexical set, e.g. bank, branches, platform, carriage or study, learn, revise.
- **Grammatical devices:** essentially the use of reference pronouns (e.g. it, this, one) and articles (e.g. There are two women in the picture. The one on the right...).

### Discourse markers
Words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. you know, you see, actually, basically, I mean, well, anyway, like.

### Extent/extended stretches of language
- **Extent:** the amount of language produced by a candidate which should be appropriate to the task.
- **Extended stretches of language:** the amount of language produced by a candidate which should be appropriate to the task.

### 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**

Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.

**Individual sounds** are:
- Pronounced vowels, e.g. the /æ/ in cat or the /eɪ/ in bed
- Diphthongs, when two vowels are rolled together to produce one sound, e.g. the /æu/ in host or the /eɪ/ in hate
- Consonants, e.g. the /k/ in cut or the /ʃ/ in fish

**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. WHY is that one important? versus Why is THAT one important?

**Intonation**: The way the voice rises and falls, e.g. to convey the speaker’s mood, to support meaning or to indicate new information.

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. What about bringing a camera for the holiday? or Why’s that?).

**Initiating and Responding**

**Initiating**: starting a new turn by introducing a new idea or a new development of the current topic.

**Responding**: replying or reacting to what the other candidate or the interlocutor has said.

**Prompting and Supporting**

**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.

**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.

**Turn and Simple exchange**

**Turn**: everything a person says before someone else speaks.

**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.
Cambridge English: Proficiency glossary

Affixation  adding prefixes or suffixes to a base word to make it fit a particular context.

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. a good job, a wonderful occasion.

Comprehension Questions  short questions testing information selection, linking and sentence construction.

Discourse  written or spoken communication.

Discrete Sentences  sentences not connected by context or meaning.

Distractor  each incorrect option in a multiple-choice item.

Gap-Filling Item  any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options.

Gist  the central theme or meaning of the text.

Impeding Error  an error which prevents the reader from understanding the word or phrase.

Input Material  the text which candidates have to base their answers on in the Cambridge English: Proficiency Writing questions.

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.

Lexical  adjective from lexias, 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 answer 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 with no specific features of formality or informality.

Options  the individual words in the set of possible answers for a multiple-choice item.

Paraphrase  to give the meaning of something using different words.

Phrasal Verb  a verb which takes on a new meaning when followed by a certain preposition or adverb (e.g. ‘get away’, ‘take up’).

Pretesting  a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty.

Productive Task  a task which provides candidates with a stimulus to which the response is a piece of written or spoken language. As well as the Writing and Speaking tasks, productive tasks are found in Cambridge English: Proficiency Reading and Use of English and Listening.

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 formal register.

Rhetorical/ Stylistic Devices  techniques used in a text to achieve a particular effect.

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

Sentence Transformations  a task where a lead-in sentence is followed by a prompt and a gapped sentence, which must be completed.

Stem Word  the word at the end of each line in Cambridge English: Proficiency Reading and Use of English Part 3 which is the basis for the word that has to be formed.

Style  a property of a text which may be neutral, formal, informal, etc.

Summary Task  a task which requires candidates to summarise in a specific number of words information from two texts.

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.

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

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

Acronyms

ALTE  The Association of Language Testers in Europe.

CEFR  Common European Framework of Reference for Languages.

ESOL  English as a Foreign Language.

EFL  English for Speakers of Other Languages.

UCLES  University of Cambridge Local Examinations Syndicate.
Official preparation for Cambridge English exams

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