Cambridge English First for Schools

Handbook for Teachers

First Certificate in English (FCE) for Schools
CEFR Level B2
### Content and overview

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

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

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

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About Cambridge ESOL

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

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

The world’s most valuable range of English qualifications

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

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

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

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

Key features of Cambridge English exams

Cambridge English exams:

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

Proven quality

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

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

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

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from www.CambridgeESOL.org/Principles
Introduction to Cambridge English: First for Schools

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

Cambridge English: First for Schools:

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

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

Who is the exam for?

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

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

Who recognises the exam?

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

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

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

What level is the exam?

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

What can candidates do at Level B2?

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

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

Examples of Can Do statements at Level B2

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

Exam content and processing

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

A thorough test of all areas of language ability

There are five papers: Reading, Writing, Use of English, Listening and Speaking. Each paper carries 20% of the total marks. Detailed information on each test and sample papers follow later in this handbook, but the overall focus of each test is as follows:
We have made enhancements to the way we report the results of our exams because we believe it is important to recognise candidates’ achievements.

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

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

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

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

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

• Special arrangements
  These are available for candidates with a permanent or long-term disability. Consult the Cambridge ESOL Centre Exams Manager (CEM) in your area for more details as soon as you become aware of a candidate who may need special arrangements.

• Special consideration
  Cambridge ESOL will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.

• Malpractice
  Cambridge ESOL will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate’s results have been investigated.
Exam support

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

How to order support materials from Cambridge ESOL

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

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

Support for teachers

Teacher Support website

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

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

www.teachers.CambridgeESOL.org

Past Paper Pack

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

Each pack contains:

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

www.CambridgeESOL.org/past-papers

Speaking Test Preparation Pack

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

Each pack includes:

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

www.CambridgeESOL.org/speaking

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
Support for candidates

Cambridge ESOL website

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

www.CambridgeESOL.org

Official preparation materials

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

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

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

Other sources of support materials

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

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

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

Exam sessions

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

Further information

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

- copies of the regulations
- details of entry procedure
- exam dates
- current fees
- more information about Cambridge English: First for Schools and other Cambridge English exams.
# Paper 1
## Reading

### General description

<table>
<thead>
<tr>
<th>PAPER FORMAT</th>
<th>The paper contains three parts, with a range of texts and accompanying comprehension tasks. One part may contain two or more shorter related texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIMING</td>
<td>1 hour.</td>
</tr>
<tr>
<td>NO. OF PARTS</td>
<td>3.</td>
</tr>
<tr>
<td>NO. OF QUESTIONS</td>
<td>30.</td>
</tr>
<tr>
<td>TASK TYPES</td>
<td>Multiple choice, gapped text, multiple matching.</td>
</tr>
<tr>
<td>TEXT TYPES</td>
<td>From the following: newspaper and magazine articles, reports, fiction, advertisements, correspondence, messages, informational material (e.g. brochures, guides, manuals, etc.).</td>
</tr>
<tr>
<td>LENGTH OF TEXTS</td>
<td>Approximately 550–700 words per text. Approximately 2,000 words overall.</td>
</tr>
<tr>
<td>ANSWER FORMAT</td>
<td>For all parts of this paper, candidates indicate their answers by shading the correct lozenges on the separate answer sheet.</td>
</tr>
<tr>
<td>MARKS</td>
<td>Part 1 and 2: each correct answer receives 2 marks.  Part 3: 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>Multiple choice. Detail, opinion, gist, attitude, tone, purpose, main idea, meaning from context, text organisation features (exemplification, comparison, reference).</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A text followed by 4-option multiple-choice questions.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>8.</td>
</tr>
</tbody>
</table>

#### PART 2

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Gapped text. Text structure, cohesion and coherence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the sentences have been removed.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>7.</td>
</tr>
</tbody>
</table>

#### PART 3

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Multiple matching. Specific information, detail, opinion and attitude.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A text or several short texts preceded by multiple-matching questions. Candidates must match prompts to elements in the text.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>15.</td>
</tr>
</tbody>
</table>
The three parts of the Reading paper

PART 1 Multiple choice

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

Sample task and answer key: pages 10 and 13.

Each correct answer in Part 1 receives 2 marks.

PART 2 Gapped text

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

Sample task and answer key: pages 11 and 13.

Each correct answer in Part 2 receives 2 marks.

PART 3 Multiple matching

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

Sample task and answer key: pages 12 and 13.

Each correct answer in Part 3 receives 1 mark.

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

Preparation

General

• The most valuable preparation is to ensure that your students read a wide range of texts both in class and at home. Classroom reading can include a range of reading texts from coursebooks and reading-skills books at this level as well as current articles from teen magazines and newspapers on topics of interest.

• With coursebook texts, encourage your students to focus on any prereading questions. These stimulate interest in the topic covered by the text and train your students in valuable prediction techniques.

• Some course books include questions which are to be answered while reading a text. These will help your students to work their way through the text and interpret the meaning of more complex passages. The questions will also involve your students in using different reading strategies. It is useful to encourage your students to be aware of alternative ways of dealing with texts so they can decide which ones suit them best.

• It is helpful to introduce a programme of reading at home. As part of the homework assignments, a weekly reading scheme could be started. Your students could be asked to provide verbal or written reviews of the texts they have read. These could include graded readers including graphic novels, unabridged short stories or novels, non-fiction, newspaper or magazine articles, etc. Where possible, encourage your students to follow up on their hobbies and interests by reading magazines about sport, music, fashion, etc. in English. If relevant magazines are not available locally, you may be able to access them on the internet. Reading up about hobbies etc. could also lead to written articles for a class project, or short talks.

• Make sure your students are familiar with the format of the Reading paper. Train them to read carefully the instructions on the front page of the question paper and at the start of each task. The instructions give a brief context for each text and remind candidates what they have to do.
• Show your students how to fill in the answer sheet and give them practice in doing this in a timed exercise. Explain to them that they can transfer their answers after each task or at the end of the paper.

• When your students are familiar with the different task types, discuss with them which part(s) take them longer to complete. Following this discussion, you could work out with them possible timings for each task. Remind them that each task is worth approximately equal marks. The outcome of the discussion will also help you to decide which task types to concentrate on in future classes and where assistance is needed with developing particular reading skills.

By part

PART 1
• Train your students to read through the text before looking at the questions. As three out of the four options are incorrect, there is no point in trying to absorb them all before tackling the text.

• Get your students to read each stem carefully so that they have some idea of what they need to look for.

• Warn your students about the risks of ‘word spotting’, that is assuming that an option must be correct simply because it contains a word that is also in the text. Students need to check that the meaning of an option is reflected in the text, not that one word is the same in both.

• When the questions take the form of incomplete sentences, encourage your students to read both parts of the sentence carefully. They need to check that the whole sentence matches what is written in the text and not just the phrase in option A, B, C or D.

• Make sure your students read texts in which opinions, ideas and attitudes are expressed, such as interviews with well-known people in which they explain how they started out in their field and what they believe helped them to be successful, or extracts from novels which focus on characters’ feelings.

PART 2
• Train your students to read through the text with the gaps in it so that they gain an overall idea of the structure of the text and the development of the writer’s ideas, before starting to do the task.

• When your students are selecting a sentence to fill a gap, make sure that they look carefully at the information before and after the gap. Candidates sometimes make the wrong choices by selecting options which seem to fit the text before the gap, and neglecting to check that the text after the gap follows on logically.

• Give your students plenty of practice in recognising a wide range of linguistic devices which mark the logical and cohesive development of a text, for example words and phrases indicating time periods, cause and effect, exemplification, contrasting arguments, repetition, concordance of tenses, pronouns, etc. This will help them to make the correct choice between two possible sentences which seem rather similar at first sight.

• As in Part 1, it is important to discourage your students from relying on ‘word spotting’, that is assuming that if the same word, name, date, etc. appears in the surrounding text and one of the options, that is automatically the right sentence to fill the gap. Train them to check all the other linguistic clues carefully before making their final decision.

PART 3
• Your students will need practice in skimming and scanning texts quickly for specific information in order to prepare for this task. Once they have had this, it may be helpful to divide the class into teams and encourage them to ‘race’ against each other. Points should be deducted for incorrect answers, to emphasise the need for accuracy as well as speed.

• In class, ask your students to tell you why a particular part of the text matches a prompt. This will help them to check their choices carefully. Once again, discourage them from choosing an answer on the basis of similar vocabulary alone.

• Give your students plenty of opportunity to read book and film reviews or articles in which a number of different people express their thoughts about their career, hobbies, etc. You could also ask students, either as a pair or group activity in class or as a homework assignment, to devise their own Part 3 task, based on texts you provide or ones that they find for themselves. Writing challenging questions for their classmates to try will help the students understand what clues they will need to look for when tackling a real Part 3 task.
Reading • Part 1

Questions 1 – 8

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

Mark your answers on the separate answer sheet.

1 In the first paragraph, Jamie noticed that Danny
   A wasn’t happy with the way he was playing.
   B wasn’t quite so sure of himself as he had been.
   C was annoyed by the noise from the spectators.
   D was being less aggressive than normal.

2 What does ‘it’ refer to in line 12?
   A the winner
   B the club
   C the atmosphere
   D the semi-final

3 What did Jamie feel when he looked at the gallery?
   A pride that his father was watching him
   B annoyance that Danny had more supporters
   C pleasure that his friends were watching
   D joy that his son was a superstar – and not the show-off that he was. But there was only one face up there Jamie was bothered about – his own father’s. And right now, he did not dare to look at it.

4 In the fourth paragraph, how did Jamie react to the ball?
   A He misjudged where it was going to land.
   B He thought it wasn’t a good shot.
   C He decided it wasn’t worth trying to hit it.
   D He tried to hit it and missed.

5 What do we learn about Joe in the fifth paragraph?
   A He didn’t think Danny was a good player.
   B He attempted to stop Danny’s opponents shouting.
   C He thought Powell should praise his son more.
   D He had little effect on Powell’s behaviour.

6 Jamie turned back to the court, determined to fi
   A He should have concentrated harder on his practice.
   B He was tired of the constant pressure he felt.
   C He didn’t need to worry so much about his skills.
   D He should be more ambitious for the future.

7 What did Jamie think when Danny argued with Geoff?
   A He expected Geoff to stick to his decision.
   B He knew Geoff might ask for his opinion.
   C He wondered how Geoff would react.
   D He hoped Geoff would sort the problem out quickly.

8 In the last paragraph, the expression ‘played with him like a toy’ is used to illustrate the fact that
   A the match had become more entertaining.
   B the match had gone on for too long.
   C Jamie was no longer serious about winning.
   D Jamie had little control over the match.
Reading • Part 2

Questions 9 – 15

You are going to read a magazine article about some animals which appeared in a TV documentary. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap (9 – 15). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

The TV Stars from the desert

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

Meerkats are animals which are about 30cm tall and live in groups of 20 to 30. The ones we were looking for were filmed during a period of four years and starred in a TV documentary series. We wanted to see them for real.

So it’s 5.30am and we are in the middle of nowhere, waiting for the sun to burn off the remains of yesterday’s storm clouds. Nearby, a large black bird lets rip his deafening, regular wake-up call.

And while our eyes are off the ball, a meerkat makes his appearance. He pops his head out of the burrow where he satisfied, he stands upright. He is followed by a female and then some other adults.

We arrived in extreme heat yesterday afternoon with great expectations, but this soon turned to disappointment.

Unbelievably comical and cute, the youngsters are each a perfect smaller version of their parents. ‘Hum, huh, hum,’ we both softly and repeatedly sing as we move closer to the pups with wide angle lenses. This is the special call we’ve been taught to use by the volunteer field assistant who tracked down the group for us. It reassures them that our presence is not a threat.

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

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

The animals have got used to having humans around and their behaviour remains unchanged around the researchers. This lack of attention to humans extends beyond the researchers to people like us and the TV crew.

To our excitement, the adult meerkats are swiftly followed out of the burrow by four five-week-old pups. It’s the summer breeding season so you would expect to see young. Unbelievably comical and cute, the youngsters are each a perfect smaller version of their parents. ‘Hum, huh, hum,’ we both softly and repeatedly sing as we move closer to the pups with wide angle lenses. This is the special call we’ve been taught to use by the volunteer field assistant who tracked down the group for us. It reassures them that our presence is not a threat. Each one carries on scanning their surroundings, and getting in each other’s way, as they would do every other morning.

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

The animals have got used to having humans around and their behaviour remains unchanged around the researchers. This lack of attention to humans extends beyond the researchers to people like us and the TV crew.

Sadly our time with these charming creatures is at an end, but tomorrow, and the day after that, the project will go on just as before. They will continue to be weighed, watched and worried over. And on TV, the world’s most famous meerkats will simply go about their uniquely fascinating lives as if nothing whatsoever out of the ordinary was going on around them ...
Reading • Part 3

Questions 16 – 30

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

Mark your answers on the separate answer sheet.

Which person says

they realised it would be difficult to change the band's image?

it is important to develop in your role as a member of a band?

their favourite time was when the band was first together?

they nearly lost the opportunity to stay in the band?

they can't imagine giving up making music?

they were not defeated by negative feedback?

they didn't have time to adjust to being in a successful band?

they are glad that more talent is expected from bands nowadays?

the most important thing in their band was to work hard?

they appreciate the people who work with the band?

successful performers shouldn't take their success for granted?

they initially had some concerns about discussing their ambition of starting a band?

their band's path to success was through people telling each other?

they aren't bothered if the band gets bad reviews?

there is a mistaken belief that their band quickly became well-known?

---

Band fever

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

A Nat

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

B Alex

I'd trained to be a footballer, kicking a ball from dawn to dusk, so I missed getting where you came from. You get where you came from. Your fans will row.
### Answer key

<table>
<thead>
<tr>
<th>Q</th>
<th>Part 1</th>
<th>Part 2</th>
<th>Part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>9</td>
<td>F</td>
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<td>2</td>
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<tr>
<td>22</td>
<td></td>
<td>29</td>
<td>A</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>30</td>
<td>A</td>
</tr>
</tbody>
</table>

### Candidate answer sheet

The candidate answer sheet contains a grid for marking answers with provided answer options A, B, C, D, E, F, G, and H. The sheet includes instructions for marking answers using a PENCIL, and a note to check for any changes.
Paper 2
Writing

General description

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

Structure and tasks

PART 1

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Question 1 Writing a letter or email. Focus on requesting and giving information, explaining, apologising, thanking, suggesting and expressing preference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>Candidates are required to deal with input material of up to 160 words. This may include material taken from advertisements, extracts from letters, emails, schedules, etc.</td>
</tr>
<tr>
<td>NO. OF TASKS AND LENGTH</td>
<td>One compulsory task. 120–150 words.</td>
</tr>
</tbody>
</table>

PART 2

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Questions 2–4 Writing one of the following: an article, an essay, a letter, a report, a review, a story. Question 5 (Question 5 has two options) Writing one of the following, based on one of two prescribed reading texts: an article, an essay, a letter, a report, a review. Varying focuses according to the task, including: describing, explaining, expressing opinion, giving information, narrating.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A situationally based writing task specified in no more than 70 words.</td>
</tr>
<tr>
<td>NO. OF TASKS AND LENGTH</td>
<td>One task to be selected from a choice of five. 120–180 words.</td>
</tr>
</tbody>
</table>
The two parts of the Writing paper

Each question on the Writing paper carries equal marks.

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

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

PART 1 Compulsory task
This part tests the candidates’ ability to respond to a letter or email, and accompanying notes.

Task type and focus
In Part 1, the task will be in the form of a letter or email, with notes or prompts to be addressed. The range of functions tested may include expressing enthusiasm, requesting and giving information, explaining, apologising, thanking, suggesting and expressing preferences. Candidates are expected to respond to both the letter and email in grammatically correct English, and should note that abbreviated text style language is not acceptable. Both letters and emails should have an opening salutation, paragraphing and closing phrasing (although no postal addresses are required for the letter). The degree of formality required in the task will vary according to the situation and the target reader; candidates are expected to assess this from the information given in the instructions and the tone of the input letter or email.

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

PART 2
This part consists of four questions from which candidates must choose one. One of the four questions offers two options based on set texts. (There are two set texts, and one question will be offered on each.)

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

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

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

PART 2 Questions 5A and 5B
Question 5 consists of a choice between two tasks based on the set reading texts.

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

This option is included to give candidates the opportunity to read a range of literature written in English and to show in their writing that they have appreciated the themes, characters and relationships within the work they have read. The set texts are carefully chosen for their appropriacy for teenage candidates, however, teachers should be selective when choosing this option to assure it is suitable for the age range in their class. Alternatively, or in addition, teachers may guide candidates to an appropriate film version of the book. It is not compulsory to prepare a set text, or to write on one in a Cambridge ESOL examination, but it is hoped that the study of a text can be a rewarding and enjoyable experience. Teachers are best placed to make a judgement as to which of the set texts on offer may be appropriate and stimulating for a particular teaching situation.

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

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

General

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

By part

PART 1

- Successful answers to Part 1 questions include all of the content points, and expand them where appropriate with relevant ideas and information. It is a good idea to explore the range of functions used in the notes to help your students recognise how some require factual information, ‘give details ...’ and some present opportunities for expansion, ‘say which and why ...’; ‘give opinion...’. Brainstorm ideas for expansion and encourage your students to review their writing, substituting frequently used words with a wider range.
- Understanding the scenario in Question 1 and reading the input carefully helps students to write their letters or email in an appropriate tone. They should also consider this when dealing with the functions in the notes. Apologising to a friend, ‘I’m really sorry, you know how careless I am!’ is different from a formal apology, ‘I must apologise for the noise our group made and hope we did not disturb you too much’. In the examination, candidates are given credit for consistent use of register in their answers.
- Paragraphs make letters or emails easier for the reader to follow. Organising the four content points gives a natural framework, but the students need to find ways to link these points. Register plays a part here, too. Your students may know formal linking words like ‘furthermore’ and ‘moreover’ but should also be able to use less formal ones like ‘anyway’ and ‘as well as’.
- Candidates can use key words from the input text but should not lift whole segments of language. No credit is given for language which has been obviously lifted from the input text.
- Remind your students that the instructions always tell the candidate to read the text and ‘the notes you have made’. It also says ‘write a letter/email using all your notes’. The notes are either close to the text or underneath it on a notepad. Candidates must address each of the points in their letter or email. Missing out a content point means the reader is not fully informed and the task is not adequately achieved. This will result in candidates being penalised.
- Part 2 will always have three different tasks, plus a choice of two tasks on the set texts in Question 5.
- The tasks in Part 2 give candidates a chance to show their range of language. In class, students should be encouraged to use a variety of grammatical structures and explore the use of new vocabulary and expressions.
- Since there is always a choice of task types in Part 2, students should avoid a particular task type if it is unsuited to their interests or experience.
- Each word in the instructions is important to the task. Students should, therefore, be advised to avoid a question if they are unsure of what is required as their answer may not be wholly relevant.
**Task types in the Cambridge English: First for Schools Writing paper**

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AN ARTICLE</strong></td>
<td>A successful article interests and engages the reader. Descriptions, examples and anecdotes are often appropriate, and effective answers will be lively and include some colourful use of language. A personal angle usually works well, and a catchy title will attract attention. The use of direct and indirect questions also adds colour, and students should be taught how to use these. Looking at examples from English-language magazines for young people may help.</td>
</tr>
<tr>
<td><strong>AN EMAIL</strong></td>
<td>Students should be aware that in email tasks, they will be expected to write grammatically correct sentences with accurate spelling and punctuation in a style suited to the situation and target reader. The abbreviated language used in text messages will not be considered appropriate to the task.</td>
</tr>
<tr>
<td><strong>AN ESSAY</strong></td>
<td>Essays need to present an argument and give reasons for this. Your students need to be taught to give opinions and to agree or disagree in a formal or neutral register. They should be advised that they are free to agree or disagree with the statement in the task, or discuss both sides. Effective planning and paragraphing is important in essay writing, as is the correct use of appropriate linking words and phrases. Students also need practice in writing appropriate opening and concluding paragraphs.</td>
</tr>
<tr>
<td><strong>A LETTER</strong></td>
<td>Students should be taught to use appropriately informal language consistently throughout an informal letter. They will be required to describe, express opinion and give information, and should use an appropriate range of informal linking expressions. It is important that they realise that while a brief general opening paragraph is appropriate, the majority of their letter should be devoted to dealing with the specific task outlined.</td>
</tr>
<tr>
<td><strong>A REPORT</strong></td>
<td>Students need to be taught report format, with the use of headings where appropriate. They should also work on specific vocabulary areas such as transport, leisure and entertainment, and learn how to make suggestions and recommendations.</td>
</tr>
<tr>
<td><strong>A REVIEW</strong></td>
<td>Students should be encouraged to read as wide a range of reviews as possible, such as those for holidays, books, television programmes and consumer goods. They need to be taught the use of appropriate adjectives, and how to describe and explain. They also need to know how to give an opinion, positive or negative, and make a recommendation.</td>
</tr>
<tr>
<td><strong>A SHORT STORY</strong></td>
<td>In the short story, students should be aware of the importance of developing a clear and coherent storyline from the prompt sentence. There is ample scope for imagination in this task, and the use of interesting adjectives, adverbs and expressions should be encouraged. Good use of linking words, particularly time expressions, is also important in this task.</td>
</tr>
<tr>
<td><strong>SET TEXT</strong></td>
<td>Discuss the characters and the plot of the set text, or the film version, with your students. Consider the effectiveness of the opening and ending, the importance of key scenes and events, and also the emotions they, as reader or viewer, experience. Make sure your students can describe and compare characters and events and use the language of explanation and opinion.</td>
</tr>
</tbody>
</table>

These indications of readership and purpose are not comprehensive, but are intended to give some guidelines to the different task types. It must be stressed that specialised writing skills are not expected of candidates at this level.
### Writing • Part 1

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

---

**Question 1**

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

---

**EMAIL**

| From: Alex Green
| Subject: Your visit

---

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

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

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

I’m so excited about your visit. Can your parents bring you to my house on Friday evening rather than Saturday morning?

See you

Alex

---

**Write your email.** You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.
Writing • Part 2

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

2 You have seen this announcement in an international teen magazine.

Competition: The 21st-Century Teenager
What is the one thing a modern teenager should not be without?
Computer? MP3 player? Mobile phone? You decide!
The best article will be published in next month’s magazine.

Write your article.

3 You have seen a story writing competition in an English-language magazine and you decide to enter.

Your story must begin with this sentence:
At last the weekend had arrived and Anna was both nervous and excited.
Write your story.

4 You have recently had a discussion in your English class about teenage fashions. Now your teacher has asked you to write an essay, answering the following question:
Do you think that you have to spend a lot of money on fashion to look good?
Write your essay.

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

(a) Macbeth by William Shakespeare

You have seen the following announcement in an international school magazine. You have decided to write an article, using a character from the story of Macbeth.

Articles wanted: Tell Us About A Bad Character In A Story You Know.
• What does this person do? • Why does this person behave so badly?
• Is there something you like about this person?
The writer of the best article will win £100 worth of books!

Write your article about a character in the story of Macbeth.

(b) Joe Simpson: Touching the Void

Your English class has had a discussion about what happens in Touching the Void. Now your teacher has given you this essay for homework:

Simon and Joe have to make some difficult decisions in the story of Touching the Void. Do you think they make the right choices? Why? Why not?

Write your essay.
Assessment of Writing

Examiners and marking

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

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

Assessment scales

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

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

Responses are marked on each subscale from 0 to 5.

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

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All content is relevant to the task. Target reader is fully informed.</td>
</tr>
<tr>
<td>3</td>
<td>Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.</td>
</tr>
<tr>
<td>1</td>
<td>Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.</td>
</tr>
<tr>
<td>0</td>
<td>Content is totally irrelevant. Target reader is not informed.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CEFR level</th>
<th>Communicative Achievement</th>
<th>Organisation</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</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>C1</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>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 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>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 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>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>
</tbody>
</table>
Cambridge English: First for Schools Writing Examiners use the following assessment scale, extracted from the one on the previous page:

<table>
<thead>
<tr>
<th>B2</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>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>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 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>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 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>2</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>

Performance shares features of Bands 1 and 3.
Glossary of terms

1. GENERAL

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

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

2. CONTENT

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

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

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

3. COMMUNICATIVE ACHIEVEMENT

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

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

Communicative purpose
Communicative purpose refers to the 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.

4. ORGANISATION

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

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

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

5. LANGUAGE

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

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

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

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

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

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

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

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

Impede communication
Impede communication means getting in the way of meaning. Meaning can still be determined indicates that some effort is required from the reader to determine meaning.
Question 1

Candidate A

To: Alex Green
Subject: My visit
Dear Alex

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

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

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

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

See you soon
Tatiana

Examiner comments

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Mark</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>All content is relevant to the task, using appropriate functional language and with a satisfactory level of expansion and detail.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The target reader is on the whole informed.</td>
</tr>
<tr>
<td>Communicative Achievements</td>
<td>3</td>
<td>The letter has a consistently informal register and an appropriate format, however, the opening sentence is not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>particularly relevant to the task and the link to the first point is not smooth. There are some natural references to the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>input letter (as you said, I’m afraid my parents can’t take me to your home), but also some repetition (sounds perfect for me,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>that’s great for me).</td>
</tr>
<tr>
<td>Organisation</td>
<td>4</td>
<td>The text is generally well organised with a variety of cohesive devices employed, e.g. introducing a point (As you asked me...),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>referring to the previous sentence (We’ll enjoy a lot ...), developing an idea (if we have extra time ...). There is some</td>
</tr>
<tr>
<td></td>
<td></td>
<td>awkwardness in the final paragraph (at last). However, the linking words (but, because, and also), though simple, are used to good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>effect.</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>The everyday lexis (fantastic idea, extra time, buy chocolates) is generally used correctly. However, there is some</td>
</tr>
<tr>
<td></td>
<td></td>
<td>inappropriate use (meet new places, connect with nature, tell me other option, whether you want). There is a range of simple</td>
</tr>
<tr>
<td></td>
<td></td>
<td>structures and an attempt to use some more complex grammatical forms but a number of non-impeding errors are present (I rather</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sailing on the river, tell me other option when to go to your home).</td>
</tr>
</tbody>
</table>
Question 2

Candidate B

The One Thing a Modern Teenager should not be Without

Nowadays a modern teenager, wherever they are, needs to be in contact all the time and what better than a mobile phone? Most mobile phones now have a number of applications, so it is not just a mobile phone and it allows you also to access the internet, find your way, send a message and take photos and send them to your friends anywhere in the world and so on. You can’t be out of this if you mind having lots of friends and keeping in touch with them at any place.

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

So, no excuses modern teenagers!

Examiner comments

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Mark</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>The focus of the task is central to the article and the content is relevant. The level of detail is appropriate and the development of the argument is logical and well-balanced. The target reader is, on the whole, informed.</td>
</tr>
<tr>
<td>Communicative Achievement</td>
<td>4</td>
<td>A number of devices are used to hold the reader’s attention, including the use of the rhetorical question (and what better than a mobile phone?) addressing the target reader both generally and directly by the use of you. The tone is light and persuasive and well-suited to an article in a teen magazine.</td>
</tr>
<tr>
<td>Organisation</td>
<td>4</td>
<td>The text is well organised and coherent and uses a variety of organisational patterns to generally good effect. The pace of the article is effectively kept up by the varied openings of each paragraph (Nowadays, Most mobile phones, Besides this, So). Some linking words are over-used, especially and in the first sentence of the second paragraph.</td>
</tr>
<tr>
<td>Language</td>
<td>4</td>
<td>A range of lexis and collocation is used to good effect in the article (a number of applications, allows you to access the internet, find your way, carry around). Some errors are also present (out of this, mind having). Both simple and some complex grammatical forms are used with a good degree of control and the errors (not so expensive neither, at any place) do not impede communication.</td>
</tr>
</tbody>
</table>
Question 3

Candidate C

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

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

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

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

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

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Mark</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>The content in the essay is relevant to the question and there is a suitable level of detail and development of ideas. The target reader is on the whole informed of the writer’s ideas and opinions.</td>
</tr>
<tr>
<td>Communicative Achievement</td>
<td>3</td>
<td>The conventions of the essay task are employed with varying degrees of success. There is an over-use of short, snappy statements and questions which can be inappropriate (is so easy! We love shopping! It’s very easy and cheap! Why not try sometime soon?).</td>
</tr>
<tr>
<td>Organisation</td>
<td>3</td>
<td>The text is generally well organised and coherent although, it lacks internal cohesion. A variety of cohesive devices is employed, such as punctuation (you can also look good spending only little), and referencing pronouns (Maybe they don’t like anymore).</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>A range of everyday topic-appropriate lexis and collocation is used (newer designs, style, mix and match, buy online, loads of money). A range of simple and some complex grammatical forms is used with an adequate degree of control. However, errors of omission are noticeable (Why not try sometime soon?, You can use style of spending only little, they give you free for nothing).</td>
</tr>
</tbody>
</table>
Question 5A

Candidate E

Macbeth

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

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

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

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

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

**Candidate F**

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

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

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

---

**Examiner comments**

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

General description

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

Structure and tasks

PART 1

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Multiple-choice cloze. Lexical/lexico-grammatical.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A modified cloze test containing 12 gaps and followed by 4-option multiple-choice items.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>12.</td>
</tr>
</tbody>
</table>

PART 2

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Open cloze. Grammatical/lexico-grammatical.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A modified cloze test containing 12 gaps.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>12.</td>
</tr>
</tbody>
</table>

PART 3

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

PART 4

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Key word transformations. Lexical and grammatical.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>Eight separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given ‘key word’.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>8.</td>
</tr>
</tbody>
</table>
The four parts of the Use of English paper

PART 1 Multiple-choice cloze

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

Sample task and answer key: pages 34 and 37.

Each correct answer in Part 1 receives 1 mark.

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

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

PART 2 Open cloze

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

Sample task and answer key: pages 35 and 37.

Each correct answer in Part 2 receives 1 mark.

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

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

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

PART 3 Word formation

In this part, there is an emphasis on vocabulary.

Sample task and answer key: pages 35 and 37.

Each correct answer in Part 3 receives 1 mark.

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

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

PART 4 Key word transformations

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

Sample task and answer key: pages 36 and 37.

Each answer in Part 4 receives up to 2 marks.

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

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

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

Preparation

General

• Your students should be encouraged to read extensively so that they build up a wide vocabulary and become familiar with the many uses of different structures. This should enable them to deal with a range of lexical items and grammatical structures in a variety of text types.

• When studying for the paper, it will be useful for your students to refer to dictionaries and grammar books. However, they should also develop strategies for operating independently of reference books (by, for example, guessing the meaning of unknown words from the context) as they are not permitted to take dictionaries into the exam with them.

• Students should develop an efficient personal system for recording the new vocabulary they learn. They should record as much detail as possible.

• The texts in Parts 1, 2 and 3 all have titles. Encourage your students to pay attention to each title as it will indicate the main theme of the text.

• Encourage your students to read through each text (Parts 1, 2 and 3) carefully before beginning to answer the questions so that they have a clear idea of what it is about.

• In Parts 2 and 4, there may be more than one permissible answer for a question. However, students should only give one answer for each question. If they give two answers, and one of them is incorrect, they will not be given a mark. If they want to change an answer, they should rub it out.
PAPER 3: USE OF ENGLISH

• Each part of the test has an example towards the beginning. Students should get used to reading these to help them understand what they have to do. Remind them that in the examination they must not write the answer to the example on their answer sheet.

• Sometimes candidates may decide that the answer they have written is wrong and wish to change it. If this happens in Part 1, they will need to rub out the mark they have made and mark a different lozenge. In Parts 2, 3 and 4, they should clearly rub out the word or words and replace them. They should not try altering the word itself as this will make it unclear. They should not put the word in brackets as it will appear to be an alternative.

• Encourage your students to plan their time carefully and not spend too long on any one part of the test. They should try to make sure that they have a few minutes at the end of the test to check through their answers. They can do the various parts of the test in any order, but it may be better to do them in the order of the question paper so as to avoid the possibility of putting answers in the wrong sections of the answer sheet.

• Make your students aware that correct spelling is essential in all parts of the paper.

• Remind your students that handwriting should be clear so that it can be read easily by the markers.

• Give your students practice in completing the answer sheet. When writing their answers on the answer sheet, they must be careful to make sure that they put the answer by the appropriate question number. This is especially important if they leave some questions unanswered. They must also be sure to write in capital letters in Parts 2, 3 and 4.

By part

PART 1

• Remind your students that different types of words are tested in this part. Sometimes it is necessary to choose between words with a similar meaning, e.g. choosing ‘leaking’ rather than ‘spilling’, ‘pouring’ or ‘flowing’ to fill the gap in ‘The roof of our tent was …’. At other times it will be necessary not simply to know the meaning but also to know which word is correct because of the preposition, adverb or verb form which follows, e.g. choosing ‘interested’ rather than ‘keen’, ‘enthusiastic’ or ‘eager’ to fill the gap in ‘You may be … in applying for this job’.

• Give your students practice in recognising the differences in meaning between similar words, e.g. ‘cut’ and ‘rear’. They should try to learn whole phrases as well as individual words in context, and they should be aware that knowing the grammatical patterns and collocations of words is as important as knowing their meaning.

• This part of the paper also tests collocations, such as ‘to pay attention to’, and linking phrases such as ‘even if’. Phrasal verbs are also tested here. They may be tested in three different ways: the whole of the phrasal verb, e.g. ‘keep on’, just the verb itself, e.g. ‘keep’, or just the preposition or adverb which follows the verb, e.g. ‘on’. Thus, some questions test at a phrasal level, while others test meaning at sentence level or beyond, with more processing of the text required.

• Remind your students to make sure the answer they choose fits into the sentence. They should not choose their answer simply after reading the words which come before the gap; they need to read the words which follow as well. It is sometimes the case that a preposition or adverb which follows a gap determines which of the options is correct.

• Get your students used to reading all the options for any question before deciding which one fills the gap correctly, and remind them that they should never choose more than one option as the answer.

• Make your students aware that it is important that the mark they make in the lozenge on the answer sheet for each answer is firm and clear and done in pencil.

PART 2

• As in Part 1, candidates need to read the words which follow the gap as well as those which come before it. Tell your students that they should make sure that if they are filling the gap with a verb, it agrees with its subject.

• Remind your students to keep in mind a sense of the whole text.

• Make your students aware that they must use only one word to fill each of the gaps. They should never use abbreviations (e.g. ‘sthg’ for ‘something’), and (with the exception of can’t = cannot they should not fill any of the gaps with a contraction (e.g. didn’t, he’ll), as these count as two words.

PART 3

• Students should be made aware of the range of words which can be formed from the same stem word, e.g. ‘compete’, ‘competition’, ‘competitor’, ‘competitive’, ‘competitively’, and the negative forms of these words, e.g. ‘incompetitive’. In the examination when they see the ‘stem word’ at the end of a line, they must not automatically write a related word which they know well as their answer. They need to read the surrounding sentence to decide what the missing word is.

• Sometimes the missing word will need to be in the plural, and sometimes it will need to be in a negative form. The sense of the text around the gap will help candidates decide if it is necessary to put the word in the plural or to make it negative.

• Make your students aware that answers will not always need only prefixes or suffixes to be added to a word; sometimes internal changes will need to be made (e.g. ‘long’ to ‘length’).

• Remind your students that each stem word applies only to the gap on the same line. They must not try to form a word from that stem word in any other line. In every case the stem word will have to be changed.

PART 4

• In preparing for this part of the paper, give your students practice in paraphrasing. This might include rewriting sentences from texts, saying things again in other words’, as well as working on lexical synonyms and grammatical transformations. In the examination, they must make sure that the answer makes the second sentence mean, as far as possible, the same as the lead-in sentence.
• Remind your students that the answer must consist of two, three, four or five words. If candidates write more than five words they will not be awarded the marks.

• Remind your students that they must use the key word in their answer and they must not change it in any way. If they do not use it or if they alter it, they will not be awarded the marks.

• Make sure your students pay careful attention to any verb in the final part of the second sentence as it will often indicate whether to use a singular or plural noun in the answer.

• Remind your students that when writing their answers, they should not write the whole or part of the second sentence; they should write the words that are needed to fill the gap, including the key word.

• When they are counting the words, students should remember that, as in Part 2, they must count contracted words (with the exception of ‘can’t’ = ‘cannot’) as the full form (e.g. ‘didn’t’ = 2 words ‘did not’).
Use of English • Part 1

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

Mark your answers on the separate answer sheet.

Example:

0 A edge B surround C turn D enclose

The internet bus

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

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

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

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

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

For questions 13 – 24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 THE __________ __________ __________ __________ __________ __________ __________

Young enterprise

How prepared are you for (0) .......... future? You are studying to obtain qualifications for your chosen career, but what (13) .......... getting the business skills necessary to make your career a success? How do you gain the advantage (14) .......... will get you your dream job? Perhaps you even have an ambition to set (15) .......... a business yourself?

(16) .......... year since 2007, when the Young Enterprise Programme began, hundreds of thousands of young people have gained a head start while they are still at school by taking part (17) .......... the programme. There, they have gained key business skills and knowledge, either through a series of workshops (18) .......... through starting and running their own real company. At Young Enterprise we believe that it is important for learning to (19) .......... exciting, fun and hands-on, which is (20) .......... our programmes are run on the principle of learning by doing.

(21) .......... participate in a programme, your first step is to consult your school. Your school will need to become a centre if it has (22) .......... yet done so. It can register as (23) .......... of these by contacting the nearest Young Enterprise office. Once it (24) .......... registered as a centre, you can get started!

A Young Enterprise Programme

Use of English • Part 3

For questions 25 – 34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

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

Example: 0 COMPETITION __________ __________ __________ __________

Skyscraper? No, ‘water-scraper’!

Each year, EV Magazine hosts a skyscraper design (0) .......... . Most entrants imagine giant buildings taller than anything under construction today. However, the most (25) .......... entry this year went the opposite route. Malaysian designer Sarly Ade bin Sarkum’s (26) .......... to the problem of conceiving a different kind of development was to drop his building straight downwards into the sea. He deliberately designed it to contrast with the skyscrapers that make up most of the entries, and to highlight sustainable (27) .......... .

His self-sufficient ‘water-scraper’ would be similar in (28) .......... to the Empire State Building, but with only a couple of storeys above the sea’s surface. Wind, solar, and wave power would provide energy and a green space containing forests and (29) .......... areas at the top would provide food and oxygen. Living and work areas would be below the sea’s surface. The structure would be kept level by giant tentacles. The tentacles would also generate electricity through ocean (30) .......... .

No-one is building anything like this now but it is (31) .......... to be certain of what our future (32) .......... needs will be. Land will become scarcer as population (33) .......... accelerates and, since approximately 70% of the Earth’s surface is ocean, cities in the sea may one day be a (34) .......... .
Use of English • Part 4

For questions 35 – 42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

0 School prizes are given out at the end of each year.

PLACE

School prize-giving .................................................. at the end of each year.

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

Example: 0 TAKES PLACE

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

35 John went to the cinema by himself yesterday afternoon.

OWN

John went to the cinema .................................................. yesterday afternoon.

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

CAUSED

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

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

HAD

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

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

THAN

My brother is .................................................. to be.

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

ALLOWED

Yesterday, Marta's dad .................................................. her friend after school.

30 Kate regrets missing the concert.

WISHES

Kate .................................................. missed the concert.

41 Hannah was happy to lend Lin a jacket.

MIND

Hannah .................................................. a jacket to Lin.

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

ACCUSED

Sarah .................................................. leaving the fridge door open.
## 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 A</td>
<td>13 ABOUT</td>
<td>25 IMPRESSIVE</td>
<td>35 ON HIS OWN</td>
</tr>
<tr>
<td>2 D</td>
<td>14 THAT/WHICH</td>
<td>26 SOLUTION</td>
<td>36 WAS CAUSED BY</td>
</tr>
<tr>
<td>3 B</td>
<td>15 UP</td>
<td>27 ARCHITECTURE</td>
<td>37 HAS NOT HAD</td>
</tr>
<tr>
<td>4 D</td>
<td>16 EACH/EVERY</td>
<td>28 HEIGHT</td>
<td>38 MORE CONFIDENT THAN HE USED</td>
</tr>
<tr>
<td>5 D</td>
<td>17 IN</td>
<td>29 AGRICULTURAL</td>
<td>39 ALLOWED HER MARTA TO VISIT SEE</td>
</tr>
<tr>
<td>6 A</td>
<td>18 OR</td>
<td>30 MOVEMENT(S)</td>
<td>40 WISHES SHE HADN'T HAD NOT</td>
</tr>
<tr>
<td>7 B</td>
<td>19 BE</td>
<td>31 IMPOSSIBLE</td>
<td>41 DIDN'T DID NOT MIND LENDING</td>
</tr>
<tr>
<td>8 C</td>
<td>20 WHY</td>
<td>32 ACCOMMODATION</td>
<td>42 ACCUSED TIM HIM OF</td>
</tr>
<tr>
<td>9 B</td>
<td>21 TO</td>
<td>33 GROWTH</td>
<td></td>
</tr>
</tbody>
</table>
## 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: answerphone messages, information lines, commentaries, radio documentaries and features, instructions, lectures, news, public announcements, publicity and advertisements, reports, speeches, stories and anecdotes, talks. Interacting speakers: conversations, discussions, interviews, quizzes, radio plays, transactions.</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 a separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the answer sheet.</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 and, for some items, predict some of the things they are likely to hear. A variety of voices, styles of delivery and accents will be heard in each Listening paper to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.</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>Multiple choice. General gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A series of short unrelated extracts, of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple-choice question per text, each with three options.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>8.</td>
</tr>
</tbody>
</table>

### PART 2

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Sentence completion. Detail, specific information, stated opinion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A monologue or text involving interacting speakers and lasting approximately 3 minutes. Candidates are required to complete the sentences with information heard on the recording.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>10.</td>
</tr>
</tbody>
</table>

### PART 3

<table>
<thead>
<tr>
<th>TASK TYPE AND FOCUS</th>
<th>Multiple matching. General gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>Five short related monologues, of approximately 30 seconds each. The multiple-matching questions require selection of the correct option from a list of six.</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 choice. Opinion, attitude, gist, main idea, specific information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAT</td>
<td>A monologue or text involving interacting speakers and lasting approximately 3 minutes. There are seven multiple-choice questions, each with three options.</td>
</tr>
<tr>
<td>NO. OF QS</td>
<td>7.</td>
</tr>
</tbody>
</table>
The four parts of the Listening paper

PART 1 Multiple choice
This part tests candidates’ ability to listen for gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement, etc. in a series of unrelated short texts.

Each correct answer in Part 1 receives 1 mark.

The eight questions in this part of the paper are presented both on the question paper and on the recording, so that candidates are led carefully through them. The testing focus is spelled out in each question, for example:
- What is her job?
- Where is he going?
- Who are they talking about?
- What emotion/attitude/feeling/opinion is being expressed?

PART 2 Sentence completion
This part tests candidates’ ability to listen for specific words or phrases focusing on detail, specific information and stated opinion, from a single long text, and produce written answers by completing gapped sentences.

Each correct answer in Part 2 receives 1 mark.

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

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

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

Each correct answer in Part 3 receives 1 mark.

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

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

Each correct answer in Part 4 receives 1 mark.

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

Preparation

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

• Students should be advised that the information on the question paper is there to help them follow as they listen.

• Remind your students that they should write their answers for Part 2 clearly when they copy them onto the answer sheet, using CAPITAL LETTERS.

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

• Students shouldn’t be distracted by individual words and phrases in Parts 1, 3 and 4. They should listen to the whole message.

• Students should know when to stop concentrating on a question which they are finding difficult, so that they don’t miss the next question.

By part

PART 1

• Play real-life snippets to your students, e.g. a teacher’s announcement, a weather report, and ask them to identify the text type and topic.

• Candidates can be distracted by hearing words or phrases in the text which appear in one of the incorrect options. They need to practise spotting such mismatches, and understanding why they are wrong.

• Try using a variety of short practice texts. The questions should range from people to places, from opinions to events, from relationships to reasons. Provide the text and options, but get the students to write the questions themselves.

For example:
You overhear a boy talking about a film he watched last night.
(Students suggest a question)
Options
A: a car
B: a family
C: a robbery

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

PART 2

• Preparation for this part should include lots of exposure to simple gapfill listening exercises, and dictation of numbers and dates.

• Students need to get into the habit of reading not only the text in front of the gap, but also the text which follows the gap, which may affect their answer. You can reassure them that the tested items come in the same order as they are heard on the recording.

• Candidates sometimes write too much, either by including unnecessary detail, or by trying to rephrase what they hear on the recording. Irrelevant detail can spoil what would otherwise have been a correct answer. Candidates should be reminded that no changes are required to the key information, that no answer will need more than three words, and that in many cases they will need only one or two words.

PART 3

• It is really important for candidates to use the time they are given to read through the questions, since they need to have a clear idea of what they are listening for. Students could practise doing the exercise with the tapescript, so that they can see the kind of matching required. Other relevant exercises would be any which practise ‘saying the same thing in a different way’.

• If your students are at all unsure about an answer, they should wait for the second listening before making their final decision. Making too quick a decision may mean that a candidate ‘uses up’ an answer that belongs to another speaker.

PART 4

• In preparing for multiple-choice questions, it can be useful for students to answer questions in their own words before they look at the options; they can then decide which option seems to correspond most closely to their own answer.
Listening • Part 1

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

1. You hear a teacher talking to her class about some project work. Why is she talking to them?
   A) to suggest ways of approaching the project
   B) to explain what their project should be about
   C) to warn of the consequences of late project work

2. You hear two friends talking about a film they have just seen. What do they agree about?
   A) how good the special effects were
   B) how misleading the publicity was
   C) how exciting some scenes were

3. You hear a boy talking about a school trip he’s just been on. What did he think of it?
   A) It failed to live up to his expectations.
   B) He found it surprisingly interesting.
   C) Only parts of it were enjoyable.

4. You overhear a girl leaving a voicemail message. What is she doing?
   A) asking for a lift after an activity
   B) telling someone about some arrangements
   C) accepting an invitation to a sports event

5. You hear the weather forecast on a local radio station. What will the weather be like this afternoon?
   A) less cloudy than this morning
   B) warmer than this morning
   C) much the same as this morning

6. You hear part of an interview with a young pop singer. What does she say about her single?
   A) The song allowed her to express her feelings.
   B) She had to do a song which was chosen for her.
   C) It is quite similar to a song she sang on television.

7. You overhear two friends talking about school equipment. What does the girl think about her new ‘funky dividers’?
   A) They are a great new idea.
   B) They are not very attractive.
   C) They are environmentally friendly.

8. You overhear a boy talking on his mobile phone. What is he doing?
   A) asking for help with something
   B) saying why he hasn’t done something
   C) passing on some information about something
**Listening • Part 2**

**Questions 9 – 18**

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

---

**JODIE MARKFIELD: TAP-DANCER**

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

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

The first show that Jodie appeared in was called __________

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

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

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

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

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

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

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

---

**Listening • Part 3**

**Questions 19 – 23**

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

---

**A** It’s a way of making new friends.

**B** It’s great to feel part of a team.

**C** It’s a good way of keeping fit.

**D** It’s a break from schoolwork.

**E** It’s a chance to show off my skills.

**F** It’s nice to beat kids from other schools.

---

**Speaker 1**

**Speaker 2**

**Speaker 3**

**Speaker 4**

**Speaker 5**
Listening • Part 4

Questions 24 – 30

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

24 Why did Mark join 'The Iron Age Project'?
   A His history teacher suggested it to him.
   B He got involved because of his parents.
   C He offered to take care of the animals.

25 How did Mark prepare for the project?
   A by acquiring appropriate skills
   B by reading about the period
   C by visiting an Iron Age village

26 What does Mark say about living in an Iron Age house?
   A He missed modern conveniences.
   B The fire caused him problems.
   C His bed could have been softer.

27 What did Mark dislike about his Iron Age clothes?
   A The colours were too bright.
   B It was difficult to move in them.
   C He found them rather hot.

28 What did Mark like about his daily work?
   A being part of a team
   B spending time outdoors
   C the physical activity

29 What would Mark have preferred to do in his leisure time?
   A listen to stories
   B eat bigger meals
   C go to bed earlier

30 What does Mark think he gained from the project?
   A a better understanding of the past
   B a sympathy with manual workers
   C an appreciation of life today
Tapescript

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

SAMPLE PAPER.
I’m going to give you the instructions for this test.
I’ll introduce each part of the test and give you time to look at the questions.

At the start of each piece you’ll hear this sound:

— *** —

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

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

Now open your question paper and look at Part One.
You’ll hear people talking in eight different situations.
For questions 1 – 8, choose the best answer (A, B or C).

One
You hear a teacher talking to her class about some project work.
Why is she talking to them?
A to suggest ways of approaching the project
B to explain what their project should be about
C to warn of the consequences of late project work

— *** —

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

— *** —

Two
You hear two friends talking about a film they have just seen.
What do they agree about?
A how good the special effects were
B how misleading the publicity was
C how exciting some scenes were

— *** —

M:  Awesome film! I’ve never seen effects like those … ever!
F:  Well, they were OK – but I wouldn’t go that far! And there wasn’t much of a story, was there? It was just bang crash all the way. I found it a bit samey in places, to be honest.

— *** —

Three
You hear a boy talking about a school trip he’s just been on.
What did he think of it?
A It failed to live up to his expectations.
B He found it surprisingly interesting.
C Only parts of it were enjoyable.

— *** —

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

— *** —

Four
You overhear a girl leaving a voicemail message.
What is she doing?
A asking for a lift after an activity
B telling someone about some arrangements
C accepting an invitation to a sports event

— *** —

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

— *** —

Five
You hear the weather forecast on a local radio station.
What will the weather be like this afternoon?
A less cloudy than this morning
B warmer than this morning
C much the same as this morning

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

F: Hi Tom.

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

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

--- *** ---

Six

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

What does she say about her single?

A The song allowed her to express her feelings.

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

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

--- *** ---

Int: My guest today’s the 16-year-old tap-dancer, Jodie Markfield.

Now turn to Part Two.

That is the end of Part One.

--- *** ---

 Eight

You overhear a boy talking on his mobile phone.

What is he doing?

A asking for help with something

B saying why he hasn’t done something

C passing on some information about something

--- *** ---

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

--- *** ---

Jodie: Well, that first show, which was called Showtime, was at the theatre and I did that for six weeks. One night a TV producer came to see the show. It was him who signed me up for the TV show Funky Noise. Jodie, before we hear some of our viewers’ questions, tell us, what is tap-dancing exactly?

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

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

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

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

Jodie: Well, that first show, which was called Showtime, was at the theatre and I did that for six weeks. One night a TV producer came to see the show. It was him who signed me up for the TV show Funky Noise. It was easier than the theatre actually, because it didn’t go out live. So if you made a mistake, you could go back and film that bit again.
Jodie: Well tap classes generally last about an hour – beginning Int: And what about lessons Jodie – lots of listeners have asked Jodie: You need good shoes, of course. Some have heels, some Int: And what about equipment? Int: Right. Now, Ashley asks: ‘Are there different sorts of tap-dancing?’ Jodie: Two main types. So you have to decide which one you’re gonna do. Classical tap’s more like ballet and dancers use their arms a lot to make elegant movements. Hoofing is the other type. Here the dancers concentrate more on their legs and footwork – they really try to make their feet sound like drums. Int: Finally, Gary asks: ‘How do you know if a tap-dancer is any good?’ Jodie: Well, Gary that’s a good question! Basically, the aim in tap-dance is to produce clear sounds with each one separate. The knees and ankles need to be relaxed at all times, without that it can sound all wrong! So that’s how a dancer is judged, along with speed, rhythm and stuff. Int: And what about lessons Jodie – lots of listeners have asked about that? Jodie: Well tap classes generally last about an hour – beginning with a warm-up to stretch the muscles. Lots of kids do tap dance because it develops physical fitness and is great fun too. Beginners are sometimes told to dance as if the floor was made of glass! That makes them think about the position of their feet and not to just stamp around any old way. Int: And what about equipment? Jodie: You need good shoes, of course. Some have heels, some don’t – both are quite comfortable. But the key thing is that they’re the right size – they mustn’t be big, your feet shouldn’t move around in them, so go for some that are quite tight fitting. Int: Thanks Jodie. Now you’ll hear Part Two again. Now you have thirty seconds to look at Part Three. — *** — Speaker 1 I’ve been in the tennis team for a couple of years now, and represented the school in a couple of tournaments. I didn’t actually win most of my matches, because there were some amazingly skillful players there from other schools – but it was a great experience just getting to play against them. If I had to say why I go for tennis rather than any other sport, I guess it’d be because you get a good all-round workout which keeps you in good shape – but you can do a lot of the training in your own time. I’ve never really been keen on group training sessions; you know, like friends who do hockey or whatever have to do. Speaker 2 People always think that football’s a very competitive sport – that it’s all about beating other schools – but that isn’t why I play really. I’m really into fitness and I do lots of different sports – but football’s the big one for me, and I think it’s because I’ve got a sort of gift when it comes to ball control. So when mates in the team pass the ball to me, I reckon it’s because they know what I can do with it. My brother’s doing sports science at college. That must be awesome – combining schoolwork and sports – that’s what I want to do someday too. Speaker 3 Volleyball’s, like, the only sport where boys and girls really get to play together – I hate the idea of the girl’s football team, for example, as if we’re kind of not up to the real thing. I wanted to do a sport this year because we’ve got quite a heavy workload at school and I really need to let off steam occasionally. Volleyball does that for me. Don’t tell our coach, but I don’t actually care whether our team wins or not when we play other schools – I play for the fun of it – and I’m getting a bit better at some of the key skills, like serving; too – which is kind of satisfying. Speaker 4 Basketball’s kind of fast and exciting and you really get a chance to build up both your skills and your fitness if you play it often enough. I’m not that brilliant actually, but I get a lot of support from the guys on the team – and they’re what really makes it special for me. Some of them are really incredible at passing and I pick up a lot of tips from them. It’d be great if our school could win more matches because our record’s not been that great this season – but I think we’ve just been unlucky. We could’ve beaten some of those other schools easily – but things just didn’t go our way. Speaker 5 I’m not such a brilliant swimmer, so it was a shock when I was chosen for the school team and I’ve really had to work hard on my technique to keep my place. But I’m not a very competitive person, so at first
I was all, like, you know, ‘it doesn’t matter if we win or not – it’s just a sport’. But then, when we swam against other schools, all that changed. And when we did actually win a race, I mean, that was like totally awesome. All my friends were really proud of us! My teachers even reckon my schoolwork’s improved thanks to the swimming – would you believe it?

Now you’ll hear Part Three again.

— *** —

That’s the end of Part Three.

Now turn to Part Four.

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

You now have one minute to look at Part Four.

— *** —

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

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

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

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

Int: And were the houses comfortable to live in?

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

Int: I believe you wore some very colourful clothes?

Mark: Yeah, red and blue, in stripes and checks. I had some trousers which were quite tight, and a tunic with a belt, and a cloak which I was supposed to fasten with a brooch – I soon lost that! Everything was made of wool and so I sweated a lot when I was working in the sun – a bit unpleasant really.
Answer key

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Candidate answer sheet

### Instructions

**Use a PENCIL (or HB).**
Mark ONE letter for each question. Write only one letter or number in each box. Do not mark any box empty. Leave one box empty between words.

**Turn this sheet over to start.**

### Candidate Answer Sheet

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<th>Part 4</th>
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Paper 5
Speaking

General description

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<th>PAPER FORMAT</th>
<th>The Speaking test contains four parts.</th>
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<td>TIMING</td>
<td>14 minutes.</td>
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<tr>
<td>NO. OF PARTS</td>
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<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 providing cues for the candidates. The other acts as assessor and does not join in the conversation.</td>
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<tr>
<td>TASK TYPES</td>
<td>Short exchanges with the interlocutor and with the other candidate; a 1 minute 'long turn'; a collaborative task involving the two candidates; a discussion.</td>
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<tr>
<td>MARKS</td>
<td>Candidates are assessed on their performance throughout.</td>
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Structure and tasks

**PART 1**

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<th>TASK TYPE AND FORMAT</th>
<th>A conversation between the interlocutor and each candidate (spoken questions).</th>
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<td>General interactional and social language.</td>
</tr>
<tr>
<td>TIMING</td>
<td>3 minutes.</td>
</tr>
</tbody>
</table>

**PART 2**

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

**PART 3**

<table>
<thead>
<tr>
<th>TASK TYPE AND FORMAT</th>
<th>A two-way conversation between the candidates. The candidates are given spoken instructions with written and visual stimuli, which are used in a decision-making task.</th>
</tr>
</thead>
<tbody>
<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>3 minutes.</td>
</tr>
</tbody>
</table>

**PART 4**

<table>
<thead>
<tr>
<th>TASK TYPE AND FORMAT</th>
<th>A discussion on topics related to the collaborative task (spoken questions).</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOCUS</td>
<td>Expressing and justifying opinions, agreeing and/or disagreeing.</td>
</tr>
<tr>
<td>TIMING</td>
<td>4 minutes.</td>
</tr>
</tbody>
</table>
The four parts of the Speaking test

Format

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

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

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

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

**PART 1 Interview**

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

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

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

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

**PART 2 Long turn**

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

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

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

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

**PART 3 Collaborative task**

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

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

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

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

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

**PART 4 Discussion**

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

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

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

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

**Preparation**

**General**

- Classroom activities which involve students working in pairs and small groups will give practice in skills such as initiating and responding, which are essential to success in the Speaking test.
• Make sure your students are familiar with the format of each part of the test. They should be aware of the different interaction patterns (who speaks to whom) and what stimulus will be provided by the interlocutor.

• Encourage your students to speak clearly so that they can be heard by both the interlocutor and assessor. They should be made aware that different varieties of English accents in the UK and elsewhere in the world are acceptable.

• Train your students to paraphrase when they do not know, or cannot remember, a word.

• Train your students to listen carefully to the instructions, and to read the questions above the pictures, so that they know precisely what they have to talk about.

• To ensure all candidates are treated fairly, the interlocutor keeps to a scripted frame (as shown in the sample papers). However, you may remind your students that they can ask the examiner to repeat the instructions or a question.

• Encourage your students to initiate discussion and to respond to other students have to say.

N.B. In some centres candidates from the same school are paired together. However, where candidates from a number of different schools are entered at the same centre, some candidates may find that they are together. However, where candidates from a number of different schools

By part

PART 1

• In this part of the test, students will benefit from finding opportunities to practise talking about themselves. Interlocutors will ask candidates a range of questions about their everyday life, for example free time, sports they enjoy, holidays, school and so on. Encourage your students to respond promptly, with answers which are complete and spontaneous. Rehearsed speeches should be avoided as these might be inappropriate for the question asked.

• Encourage your students to look for opportunities to socialise with English speakers. In class, they could role-play social occasions in which they meet new people, e.g. parties, travelling, starting a new school. This will give them the opportunity to practise a range of topics for this part of the test.

• Students could brainstorm possible questions from the categories above. The different groups could then answer each other’s questions.

PART 2

• Teach your students to listen carefully to the instructions and to carry them out. Remind them that they should listen carefully to the instructions which follow the words ‘and say’ and read the question above the photographs. If they do not do this they may miss the focus of the task and not produce a wide enough range of language, or they may find it difficult to speak for the full minute.

• Students should be confident that they know what they have to say before they start their long turn. Remind your students that they will not lose marks if they ask the examiner to repeat the instructions.

• Students sometimes find that a minute is quite a long time to talk. Give your students practice at talking for a minute about a given topic. Topics and visuals in Cambridge English: First for Schools coursebooks will be appropriate for this practice. Give them plenty of practice in organising an extended turn and in linking their ideas together. Time this practice so that your students get a feel for how long a minute is. Without this, they may finish the task too quickly and as a result fail to give the examiners an adequate sample of language.

• Give your students practice by cutting thematically linked pairs of photographs from magazines and giving these an additional focus as in the test. For example, you might choose photographs of two different types of holiday and ask your students to compare the photographs and say what people would enjoy about a holiday in each of the different places.

• Encourage your students to bring their own photographs to class and to speak about them.

• Candidates are not expected to give detailed descriptions of each picture. Rather, they are asked to compare the pictures and to give their reaction to them. Get your students to work in pairs or small groups and to share their ideas about what they might say, before they attempt a task.

• Students often find it useful to observe a good model answer given by a more advanced learner of English or by the teacher.

• Encourage your students to focus on useful language for this part of the test. In particular, ways of expressing similarity and difference may help, e.g. ‘one similarity is that …’; ‘In this picture there’s … whereas in the other there’s …’. Remind your students that using comparatives and linking words will produce a more extended and coherent sample of speech than simply stringing together a series of simple statements. This will help them to gain marks under the Discourse Management assessment criterion.

• Play games such as Just a Minute where candidates have to speak for 1 minute without repeating themselves.

PART 3

• In this part of the test, the interlocutor’s instructions will be: ‘First talk about …’. ‘And say …’ The First talk about …’ instruction forms the bulk of the task. Encourage your students to discuss the content of the visual prompts as fully as possible before moving on to negotiate a decision. Tell them that they will not lose marks if they fail to reach a decision, provided that they have discussed the visual prompts fully.

• It is very important for candidates to interact with each other when they carry out the Part 3 task. All classroom discussion in pairs and small groups, therefore, provides excellent preparation.

• Remind your students to make positive contributions to move the discussion forward. They should be encouraged to respond to each other’s contributions by agreeing, disagreeing and questioning each other, rather than just giving information about the task.
PAPER 5: SPEAKING

- In classroom activities, one student in each group could be made responsible for ensuring that every member of the group gets an equal opportunity to speak, so that the students become alerted to the importance of turn-taking.

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

PART 4

- Encourage your students to give full answers to the questions asked. They can do this by keeping useful question words in their heads, e.g. ‘Why?’, ‘How?’, ‘When?’, ‘Where?’. If, when answering a question, they move on to responding to related question words, they will give full contributions. For example, in response to a question following Part 3 on the subject of ‘Holidays’, students could be asked ‘Would you like to go on a holiday like this?’. Students could answer ‘yes’, giving the reasons why they would like a particular holiday, when they would like to go, where they would go, and so on. The question ‘Why?’ is useful for nearly all Part 4 questions and the interlocutor will often ask this question if students fail to give more than a minimal response.

- Let your students practise asking each other for their opinions on everyday situations and current events, and encourage them to give full answers to the questions asked in the way suggested above.

- Candidates may be asked individual questions, but they may also choose to involve their partner in the discussion. Therefore, as with Part 3, classroom discussions in pairs and small groups provide excellent preparation.

- In order to raise awareness of the types of questions asked and of effective ways of answering them, it may be helpful to give pairs of students different topics and to ask each pair to think of six discussion questions for their topic. These sets of questions could then be exchanged by the different pairs and discussed.

- Remind your students that there are no right answers to the questions and candidates will not be judged on their opinions, only on the language they use to express their opinions. It is quite acceptable for candidates to admit to not knowing much about a particular question, but they should be taught to expand on their views wherever possible and should be discouraged from making responses such as ‘I don’t know’, ‘I’m not sure’ or ‘I haven’t thought about that’.
**Part 1**

3 minutes (5 minutes for groups of three)

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

And your names are?

Can I have your mark sheets, please?

Thank you.

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

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

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

**Every day life**

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

**Likes and dislikes**

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

**Part 2**

4 minutes (6 minutes for groups of three)

**Interlocutor**

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

(Candidate A), it’s your turn first. Here are your photographs. They show people spending their free time in different ways.

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

I’d like you to compare the photographs, and say what are the advantages and disadvantages for the people of spending their free time in these different ways.

All right?

**Candidate A**

1 minute

…………………………………………………………

**Interlocutor**

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

(Candidate B), do you like going shopping?

…………………………………………………………

**Candidate B**

approximately 20 seconds

…………………………………………………………

**Interlocutor**

Thank you.

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

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

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

All right?

**Candidate B**

…………………………………………………………

**Interlocutor**

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

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

…………………………………………………………

**Candidate A**

approximately 20 seconds

…………………………………………………………

**Interlocutor**

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

What are the advantages and disadvantages for the people of spending their free time in these different ways?
Part 3

Interlocutor

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

First, talk to each other about why it might be important to do these different activities at school. Then, decide which two activities are most important for students to do at school.

Candidates

…………………………………………………………

Part 4

Interlocutor

Select any of the following questions, as appropriate:

• Which of these activities do you most enjoy doing at school? (Why?)
• Some people say that school is for lessons and that students should do other activities after school. What do you think? (Why?)
• Some people say that students have too many activities at school. What do you think? (Why?)
• What do you think is the best thing about school? (Why?)
• Do you think students need to study too hard these days and don’t have enough time to enjoy themselves? (Why? / Why not?)
• Do you think students should be able to leave school early? (Why?)

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:

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

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

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

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

**B2 Global Achievement**

<table>
<thead>
<tr>
<th>B2</th>
<th>Global Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Handles communication on a range of familiar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.</td>
</tr>
<tr>
<td>4</td>
<td>Performance shares features of Bands 3 and 5.</td>
</tr>
<tr>
<td>3</td>
<td>Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.</td>
</tr>
<tr>
<td>2</td>
<td>Performance shares features of Bands 1 and 3.</td>
</tr>
<tr>
<td>1</td>
<td>Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.</td>
</tr>
<tr>
<td>0</td>
<td>Performance below Band 1.</td>
</tr>
<tr>
<td>Grammatical Resource</td>
<td>Lexical Resource</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>C2 • Maintains control of a wide range of grammatical forms.</td>
<td>• Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics.</td>
</tr>
<tr>
<td>C1 • Shows a good degree of control of a range of simple and some complex grammatical forms.</td>
<td>• Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.</td>
</tr>
<tr>
<td>Grammar and Vocabulary</td>
<td></td>
</tr>
<tr>
<td>B2 • Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.</td>
<td>• Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.</td>
</tr>
<tr>
<td>B1 • Shows a good degree of control of simple grammatical forms.</td>
<td>• Uses a range of appropriate vocabulary when talking about familiar topics.</td>
</tr>
<tr>
<td>A2 • Shows sufficient control of simple grammatical forms.</td>
<td>• Uses appropriate vocabulary to talk about everyday situations.</td>
</tr>
<tr>
<td>A1 • Shows only limited control of a few grammatical forms.</td>
<td>• Uses a vocabulary of isolated words and phrases.</td>
</tr>
</tbody>
</table>
Cambridge ESOL
Speaking assessment

Glossary of terms

1. GENERAL

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.

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 civilization has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.

Utterance: people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY

Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance ‘I’m very sensitive 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.

Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.

2. GRAMMAR AND VOCABULARY (cont.)

Grammatical control: 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.

Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.

Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.

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: 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 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 with 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).

At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. and, but, or, then, finally) but also with more sophisticated devices (e.g. therefore, moreover, as a result, in addition, however, on the other hand).

Related vocabulary: the use of several items from the same lexical set, e.g. train, station, 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: the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.

Relevance: a contribution that is related to the task and not about something completely different.

Repetition: repeating the same idea instead of introducing new ideas to develop the topic.
## 4. PRONUNCIATION

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligible</td>
<td>a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.</td>
</tr>
<tr>
<td>Phonological features</td>
<td>include the pronunciation of individual sounds, word and sentence stress and intonation.</td>
</tr>
<tr>
<td>Individual sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pronounced vowels, e.g. the /æ/ in cat or the /ı/ in bed</td>
</tr>
<tr>
<td></td>
<td>• Diphthongs, when two vowels are rolled together to produce one sound, e.g. the /ɔu/ in host or the /εı/ in hate</td>
</tr>
<tr>
<td></td>
<td>• Consonants, e.g. the /ʃ/ in cut or the /θ/ in fish</td>
</tr>
<tr>
<td>Stress</td>
<td>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?</td>
</tr>
<tr>
<td>Intonation</td>
<td>The way the voice rises and falls, e.g. to convey the speaker’s mood, to support meaning or to indicate new information.</td>
</tr>
</tbody>
</table>

## 5. INTERACTIVE COMMUNICATION

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the interaction</td>
<td>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?).</td>
</tr>
<tr>
<td>Initiating and Responding</td>
<td>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.</td>
</tr>
<tr>
<td>Prompting and Supporting</td>
<td>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.</td>
</tr>
<tr>
<td>Turn and Simple exchange</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Cambridge English: First for Schools Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td><strong>Answer Sheet</strong></td>
<td>the form on which candidates record their responses.</td>
</tr>
<tr>
<td><strong>Assessor</strong></td>
<td>the Speaking test examiner who assigns a score to a candidate’s performance, using analytical criteria to do so.</td>
</tr>
<tr>
<td><strong>Cloze Test</strong></td>
<td>a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.</td>
</tr>
<tr>
<td><strong>Coherence</strong></td>
<td>language which is coherent is well planned and clear, and all the parts or ideas fit well so that they form a united whole.</td>
</tr>
<tr>
<td><strong>Collaborative Task</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Collocation</strong></td>
<td>this term describes the likelihood of two words going together, e.g. a good job, a wonderful occasion.</td>
</tr>
<tr>
<td><strong>Comprehension Questions</strong></td>
<td>short questions testing information selection, linking and sentence construction.</td>
</tr>
<tr>
<td><strong>Content Points</strong></td>
<td>the points contained in the notes on the text in the Cambridge English: First for Schools Paper 2 Part 1 compulsory question, which must be included in the candidate’s letter or email.</td>
</tr>
<tr>
<td><strong>Discourse</strong></td>
<td>written or spoken communication.</td>
</tr>
<tr>
<td><strong>Gap-Filling Item</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Gist</strong></td>
<td>the central theme or meaning of the text.</td>
</tr>
<tr>
<td><strong>Impeding Error</strong></td>
<td>an error which prevents the reader from understanding the word or phrase.</td>
</tr>
<tr>
<td><strong>Input Material</strong></td>
<td>the text and notes, sometimes supported by illustrations or diagrams, which candidates have to base their answers on in the Cambridge English: First for Schools Paper 2 Part 1 compulsory question.</td>
</tr>
<tr>
<td><strong>Interlocutor</strong></td>
<td>the Speaking test examiner who conducts the test and makes a global assessment of each candidate’s performance.</td>
</tr>
<tr>
<td><strong>Item</strong></td>
<td>each testing point in a test which is given a separate mark or marks.</td>
</tr>
<tr>
<td><strong>Key</strong></td>
<td>the correct answer to an item.</td>
</tr>
<tr>
<td><strong>Key Word</strong></td>
<td>the word which must be used in the answer to an item in Cambridge English: First for Schools Paper 3 Part A.</td>
</tr>
<tr>
<td><strong>Lexical</strong></td>
<td>adjective from lexis, meaning to do with vocabulary.</td>
</tr>
<tr>
<td><strong>Long Turn</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Lozenge</strong></td>
<td>the space on the mark sheet which candidates must fill in to indicate their answer to a multiple-choice question.</td>
</tr>
<tr>
<td><strong>Multiple Choice</strong></td>
<td>a task where candidates are given a set of several possible answers of which only one is correct.</td>
</tr>
<tr>
<td><strong>Multiple Matching</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Neutral Style</strong></td>
<td>a writing style, at Cambridge English: First for Schools level appropriate for compositions, with no specific features of formality or informality.</td>
</tr>
<tr>
<td><strong>Opening and Closing Formulae</strong></td>
<td>the expressions, either formal or informal, that are usually used to open and close letters, e.g. ‘Dear Maria … With best wishes from …’, or ‘Dear Mr Dakari … Yours sincerely …’.</td>
</tr>
</tbody>
</table>

### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ALTE</td>
<td>The Association of Language Testers in Europe.</td>
</tr>
<tr>
<td>CEFR</td>
<td>Common European Framework of Reference for Languages.</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language.</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages.</td>
</tr>
<tr>
<td>UCLES</td>
<td>University of Cambridge Local Examinations Syndicate.</td>
</tr>
</tbody>
</table>
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