

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English
First
for Schools

Handbook for Teachers

ALTE Association of Language Testers in Europe

A DIVISION OF CAMBRIDGE ASSESSMENT

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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 the range of Cambridge English exams. 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 **marketingsupport@cambridgeenglish.org**

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About Cambridge English Language Assessment

Cambridge English: First for Schools is developed by Cambridge English Language Assessment, part of the University of Cambridge.

We are 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.

UNIVERSITY OF CAMBRIDGE
One of the oldest universities in the world and one of the largest in the United Kingdom

Departments of the University

CAMBRIDGE ASSESSMENT
Cambridge Assessment: the trading name for the University of Cambridge Local Examinations Syndicate (UCLES)

Departments (exam boards)

CAMBRIDGE ENGLISH Language Assessment
Part of the University of Cambridge
Cambridge English Language Assessment
Provider of the world's most valuable range of qualifications for learners and teachers of English

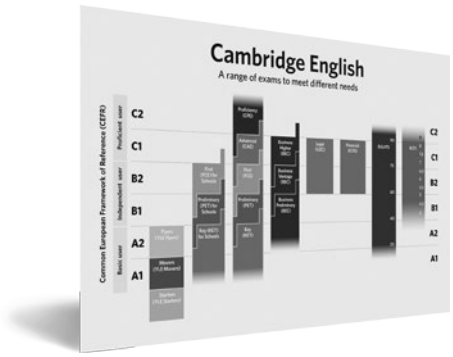
CAMBRIDGE International Examinations
Excellence in education
Cambridge International Examinations
The world's largest provider of international education programmes and qualifications for 5 to 19 year olds

OCR Oxford Cambridge and RSA
OCR: Oxford Cambridge and RSA Examinations
One of the UK's leading providers of qualifications

The world's most valuable range of English qualifications

Cambridge English Language Assessment offers the world's leading range of qualifications for learners and teachers of English. Over 4 million people take our exams each year in 130 countries.

We offer 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.cambridgeenglish.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

Our 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 ISO9001:2008 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.cambridgeenglish.org/principles**

Cambridge English: First for Schools – an overview

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 the same format and is at the same level as *Cambridge English: First*
- leads to exactly the same internationally recognised Cambridge English certificate as *Cambridge English: First*
- matches students' experiences and interests
- follows on as a progression from *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 students 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 English exams are recognised by 15,000 institutions and employers.
- It meets the UK Home Office language requirements for Tier 1, 2, 4 and Spouse visa applications*.

* All information accurate as of January 2014. Check the latest requirements at **www.ukba.homeoffice.gov.uk**

For more information about recognition go to **www.cambridgeenglish.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 English Language Assessment, as one of the founding members of ALTE, uses this framework as a way of ensuring its exams reflect real-life language skills.

Examples of Can Do statements at Level B2

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

Exam content and processing

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

A thorough test of all areas of language ability

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

Reading and Use of English: 1 hour 15 minutes

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

Writing: 1 hour 20 minutes

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

Listening: 40 minutes (approximately)

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

Speaking: 14 minutes

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

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

International English

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

Marks and results

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

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

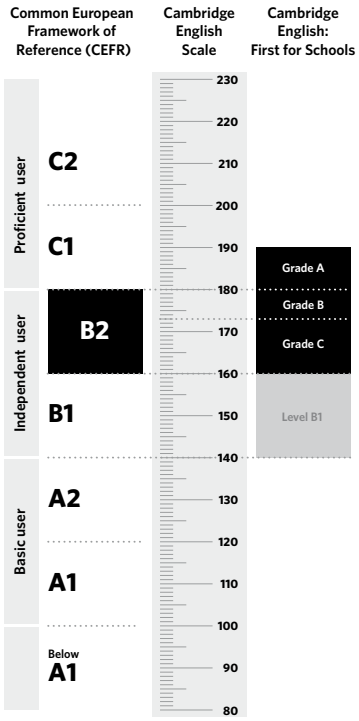
Grade B or C
If a candidate achieves grade B or C in their exam, they will be awarded the *First Certificate in English* at Level B2.

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

Statements of Results

The Statement of Results contains:

- a score on the Cambridge English Scale (shown below) for the candidate's performance in each of the four skills (Reading, Writing, Listening and Speaking) and Use of English
- a score on the Cambridge English Scale for the candidate's performance in the overall exam. This overall score is the average of the separate scores given for each of the four skills and Use of English
- the candidate's grade. This grade is based on the overall score achieved by the candidate.



Certificates

The certificate contains:

- the candidate's grade
- the candidate's overall score on the Cambridge English Scale
- the candidate's level on the Common European Framework of Reference (CEFR)
- the candidate's level on the UK National Qualifications Framework (NQF).

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 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
  We 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
  We 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.

For more information about special circumstances go to **www.cambridgeenglish.org/help**

Exam support

Cambridge English

Official Cambridge English exam preparation materials

To support teachers and help learners prepare for their exams, Cambridge English Language Assessment and Cambridge University Press have developed a range of official support materials including coursebooks and practice tests. These official materials are available in both print and digital formats.

www.cambridgeenglish.org/prepare

Support for teachers

Teaching Support website

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

General information – handbooks for teachers, sample papers, exam reports
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
Teaching qualifications – the whole range of Cambridge English Teaching Qualifications
Seminars and webinars – a wide range of exam-specific seminars and live and recorded webinars for new and experienced teachers
Exam update information – detailed information about the 2015 update of the exam.

www.cambridgeenglish.org/teachingsupport



Cambridge English Teacher

Cambridge English Teacher

Cambridge English Teacher is the professional membership that supports teaching excellence. It offers teachers continuous professional development that is both reliable and convenient. It includes online courses, access to ELT experts and other professionals, sharing best practice and networking. Everything is online, so is available anytime, anywhere. Cambridge English Teacher is provided by Cambridge University Press and Cambridge English Language Assessment, world leaders in English language teaching and assessment. Join as a teacher, or find out about Institutional Membership at **www.CambridgeEnglishTeacher.org**

Support for candidates

Cambridge English 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.cambridgeenglish.org



Facebook

Students can also join our active Facebook community to get tips on English language learning and take part in fun and topical quizzes.

www.facebook.com/CambridgeEnglish

Exam sessions

Cambridge English: First for Schools is available as a paper-based or computer-based test. Candidates must be entered through an authorised Cambridge English Language Assessment examination centre. Find your nearest centre at **www.cambridgeenglish.org/centresearch**

Further information

Contact your local authorised exam centre, or our helpdesk (**www.cambridgeenglish.org/help**) 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.

Reading and Use of English

General description

FORMAT	The paper contains seven parts. For Parts 1 to 3, the test contains texts with accompanying grammar and vocabulary tasks. Part 4 consists of separate items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains a range of texts and accompanying reading comprehension tasks.
TIMING	1 hour 15 minutes
NO. OF PARTS	7
NO. OF QUESTIONS	52
TASK TYPES	Multiple-choice cloze, open cloze, word formation, key word transformation, multiple choice, gapped text, multiple matching.
WORD COUNT	2,200–2,500
MARKS	Parts 1–3 – each correct answer receives 1 mark; Part 4 – each correct answer receives up to 2 marks. For Parts 5–6, each correct answer receives 2 marks; for Part 7, each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE	Multiple-choice cloze
FOCUS	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.
FORMAT	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
NO. OF QS	8

PART 2

TASK TYPE	Open cloze
FOCUS	The main focus is on awareness and control of grammar with some focus on vocabulary.
FORMAT	A modified cloze test containing eight gaps.
NO. OF QS	8

Structure and tasks (*cont.*)

PART 3

TASK TYPE	Word formation
FOCUS	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.
FORMAT	A text containing eight gaps. Each gap corresponds to a word. The stem of the missing word is given beside the text and must be changed to form the missing word.
NO. OF QS	8

PART 4

TASK TYPE	Key word transformation
FOCUS	Grammar, vocabulary, collocation.
FORMAT	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.
NO. OF QS	6

PART 5

TASK TYPE	Multiple choice
FOCUS	Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features (exemplification, reference).
FORMAT	A text followed by six 4-option multiple-choice questions.
NO. OF QS	6

PART 6

TASK TYPE	Gapped text
FOCUS	Cohesion, coherence, text structure.
FORMAT	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed.
NO. OF QS	6

PART 7

TASK TYPE	Multiple matching
FOCUS	Detail, opinion, specific information, implication.
FORMAT	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
NO. OF QS	10

The seven parts of the Reading and Use of English paper

PART 1 Multiple-choice cloze

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

Sample task and answer key: pages 12 and 18

Each correct answer in Part 1 receives 1 mark.

Part 1 consists of a text in which there are eight gaps (plus one gap as an example). Each gap represents a missing word or phrase. The text is followed by eight 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 13 and 18

Each correct answer in Part 2 receives 1 mark.

Part 2 consists of a text in which there are eight 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 the Use of English parts of the paper, must be correct.

PART 3 Word formation

In this part, there is an emphasis on vocabulary.

Sample task and answer key: pages 13 and 18

Each correct answer in Part 3 receives 1 mark.

Part 3 consists of a text containing eight 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 transformation

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

Sample task and answer key: pages 14 and 18

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

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

In this part of the paper the focus is both lexical and grammatical and a range of structures is tested. The ability to express a message in a different way 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.

PART 5 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, implication 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 15 and 18

Each correct answer in Part 5 receives 2 marks.

Part 5 consists of a text, followed by six 4-option multiple-choice questions which test the understanding of content and text organisation. The text may be taken from, for example, a modern novel or an article. Questions may focus on the main ideas or details in the text, and on the attitudes or opinions expressed. Candidates may also be asked to deduce the meaning of a word or phrase and to demonstrate understanding of references, such as pronouns, within the text. Additionally, questions may focus on the tone of the text or the writer's purpose, as well as the use of exemplification or comparison. These questions may require candidates to infer the meaning from clues in the text, a skill which is an essential part of reading ability.

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

PART 6 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 16 and 18

Each correct answer in Part 6 receives 2 marks.

Part 6 consists of one text, for example an extract from a magazine, from which six sentences have been removed and placed in jumbled order after the text, together with a seventh sentence which does not fit in any of the gaps. Candidates are required to decide from where in the text each sentence has been removed. Each sentence may be used only once, and there is one sentence that candidates do not need to use. The task tests understanding of how texts are structured.

Rather than concentrating on individual sentences, candidates need to be able to follow the development of ideas, opinions and events through the text as a whole, using their understanding of text coherence and cohesion devices.

PART 7 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 17 and 18

Each correct answer in Part 7 receives 1 mark.

Part 7 consists of one long text or up to six shorter texts, preceded by 10 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

- Your students should be encouraged to read a wide range of texts both in class and at home so that they build up a broad 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. Classroom reading can include a range of reading texts from coursebooks and reading-skills books at this level, as well as articles available on the internet and current articles from newspapers and magazines of topics of interest.
- As part of the homework assignments, a weekly reading scheme could be started. Your students could be asked to provide verbal or written reviews of the texts they have read. These could include graded readers, unabridged short stories or novels, non-fiction, newspaper or magazine articles, etc. Where possible, encourage your students to follow up on their hobbies and interests by reading magazines about sport, cars, fashion, etc. in English. If relevant magazines are not available locally, you may be able to access them on the internet. Reading up about hobbies etc. could also lead to written articles for a class project, or short talks.
- 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.
- 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.
- Where texts have a title, encourage your students to pay attention to it as it will indicate the main theme of the text.
- Encourage your students to read through each text 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.
- Where there are examples, students should refer to them 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 Parts 1, 5, 6 or 7, 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.
- Make your students aware that correct spelling is essential in Parts 2, 3 and 4.
- 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.
- With coursebook texts, encourage your students to focus on any pre-reading questions. These stimulate interest in the topic covered by the text and train your students in valuable prediction techniques.

- Some coursebooks 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 them 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.
- Make sure your students are familiar with the format of the tasks. 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

- Remind your students that different types of words are tested in this part. Sometimes it is necessary to choose between words with a similar meaning, e.g. choosing 'leaking' rather than 'spilling', 'pouring' or 'flowing' to fill the gap in 'The roof of our tent was ...'. At other times it will be necessary not simply to know the meaning but also to know which word is correct because of the preposition, adverb or verb form which follows, e.g. choosing 'interested' rather than 'keen', 'enthusiastic' or 'eager' to fill the gap in 'You may be ... in applying for this job'.
- Give your students practice in recognising the differences in meaning between similar words, e.g. 'cut' and 'tear'. They should try to learn whole phrases as well as individual words in context, and they should be aware that knowing the grammatical patterns and collocations of words is as important as knowing their meaning.
- This part of the paper also tests collocations, such as 'to pay attention to', and linking phrases such as 'even if'. Phrasal verbs are also tested here. They may be tested in three different ways: the whole of the phrasal verb, e.g. 'keep on', just the verb itself, e.g. 'keep', or just the preposition or adverb which follows the verb, e.g. 'on'. Thus, some questions test at a phrasal level, while others test meaning at sentence level or beyond, with more processing of the text required.
- Remind your students to make sure the answer they choose fits into the sentence. They should not choose their answer simply after reading the words which come before the gap; they need to read the words which follow as well. It is sometimes the case that a preposition or adverb which follows a gap determines which of the options is correct.
- Get your students used to reading all the options for any question before deciding which one fills the gap correctly, and remind them that they should never choose more than one option as the answer.
- Make your students aware that it is important that the mark they make in the lozenge on the answer sheet for each answer is firm and clear and done in pencil.

PART 2

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

PART 3

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

PART 4

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

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

PART 5

- 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 question 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 actors or musicians in which they explain their interests and what they believe helped them to become successful, or extracts from novels which focus on characters' feelings.

PART 6

- Train your students to read through the text with gaps in it first 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 5, 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 7

- Your students will need practice in skimming and scanning texts quickly for specific information in order to prepare for this task. Once they have done 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 question. 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 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 7 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 7 task.

Reading and Use of English • Part 1

For questions **1 – 8**, 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** swapped **B** varied **C** replaced **D** differed

0	A	B	C	D
	■			

Ballet dancer by chance

After five years of karate lessons, Hans Jensen, 13, **(0)** ..... his black belt for ballet shoes. Hans **(1)** ..... his first public performance only a year ago when he danced in 'The Nutcracker' with the local dance school. Hans's mother said 'He was actually helping **(2)** ..... his little sister. She was very shy on stage until her brother was given a small part as a soldier. Hans enjoyed it so much that he **(3)** ..... himself in ballet classes.'

Hans has already **(4)** ..... attention in the ballet world and recently won a scholarship to join the Royal Ballet School. He loves it there and is working hard to increase his **(5)** ..... of dance steps. 'I want to become stronger, **(6)** ..... experience and learn as much as I can,' he said.

His teacher, Yevgen Gregorevic, who has danced professionally in a variety of lead **(7)** ..... , said, 'Hans has natural ability and always works hard.' Hans has **(8)** ..... himself the goal of one day dancing for the Bolshoi Ballet.

1	**A**	gave	**B**	showed	**C**	put	**D**	passed
2	**A**	with	**B**	out	**C**	off	**D**	on
3	**A**	enrolled	**B**	admitted	**C**	entered	**D**	introduced
4	**A**	paid	**B**	achieved	**C**	taken	**D**	attracted
5	**A**	range	**B**	volume	**C**	total	**D**	scale
6	**A**	collect	**B**	raise	**C**	add	**D**	gain
7	**A**	posts	**B**	jobs	**C**	roles	**D**	places
8	**A**	set	**B**	thought	**C**	decided	**D**	put

Turn over ►

READING AND USE OF ENGLISH | SAMPLE PAPER 1

Reading and Use of English • Part 2

For questions **9 – 16**, 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** I T S

Camels

The most distinctive feature of a camel is the hump, or humps, on **(0)** ..... back. In these humps camels store fat **(9)** ..... is used as energy when they don't have access to food. They can put **(10)** ..... with very difficult conditions, drinking only a little **(11)** ..... no water for up to seven days. When they reach a place where they can drink, they soak up water **(12)** ..... a sponge – they can drink 135 litres in 13 minutes! And their mouths are **(13)** ..... tough that they can eat most types of plant.

Camels **(14)** ..... thought by many to have poor hearing. But although their ears are small, their hearing is actually very sharp. Camels can be almost any shade of brown, from pale cream to almost black and they have long necks to allow them to reach high branches. Despite the **(15)** ..... that camels can be trained as useful working animals, they don't always do **(16)** ..... is expected!

Reading and Use of English • Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

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

Example: **0** S K I L F U L

Playing chess

Have you ever played chess? Some say you need to be very **(0)** ..... to play it well but it is quite easy to learn. I started learning when I was only six years old and it helped me develop my powers of **(17)** ..... . If you want to achieve **(18)** ..... as a chess player, the main requirement is an ability to analyse a situation **(19)** ..... . Chess even helped me find various **(20)** ..... to the mathematical problems I was given for homework.	**SKILL** **CONCENTRATE** **SUCCEED** **EFFECTIVE** **SOLVE**
At first, one of my big problems was not having enough **(21)** ..... . Learning chess at school taught me the importance of waiting to make the right move! My teacher was critical of my tendency not to think **(22)** ..... before making a move. I discovered that every single error in chess gets instant **(23)** ..... , enabling your opponent to take control and putting you at a great **(24)** ..... in the game.	**PATIENT** **CARE** **PUNISH** **ADVANTAGE**

Turn over ►

READING AND USE OF ENGLISH | SAMPLE PAPER 1

Reading and Use of English • Part 4

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 Prizes are given out when the school year finishes.

PLACE

Prize giving ..... end of each school year.

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

Example: **0** TAKES PLACE AT THE

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

---

25 It's been over six months since I last saw Dan.

SEEN

I .....over six months.

26 The match went ahead despite the wet weather.

EVEN

The match went ahead ..... raining.

27 'You took the last piece of chocolate!' Hannah said to Paul.

ACCUSED

Hannah ..... the last piece of chocolate.

28 Marian only arrived at the party at 9 o'clock, so her friends were a bit annoyed.

TURN

Marian ..... at the party until 9 o'clock, so her friends were a bit annoyed.

29 I only went to see that film because you told me how good it was.

HAVE

I ..... to see that film if you hadn't told me how good it was.

30 Advance payment isn't necessary for attendance at school clubs.

IN

You don't need..... to attend school clubs.

Reading and Use of English • Part 5

You are going to read an extract from a novel about an American teenager called Sandy, who is on a skiing trip. For questions **31 – 36**, 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**.

'How did I ever manage to get myself into this?' Sandy wondered aloud and then groaned, although no one was there to hear her. She looked down again from the top of the slope and quickly shut her eyes to block out the sight. 'Help!' she said pleadingly in barely more than a whisper with her eyes still closed. 'Michael? Anyone? Please, oh please… somebody help me out of this mess!' She was louder the second time, but without anyone nearby to respond – not even Michael, her best friend – it did little to resolve her present dilemma.

At thirteen, short-haired Sandy was quite tall for her age, but thin, which only gave her an appearance of greater height. At the moment, she was dressed in a colorful, thick winter jacket that had a bold bright pink and white design sweeping across a purple background. Her smooth water-repellent pants were the same purple color as her jacket – it was obviously a fashionable, co-ordinated outfit. Warm dark purple gloves covered her hands, and her attire was topped off – literally – with a purple ski hat, scarf and stylish ski goggles. If anyone had been around to see her, dressed the way she was, she would have been clearly visible from a long distance away against the almost solid white backdrop of snow surrounding her.

Sandy opened her eyes and glanced again at the sign posted near her at the top of the slope: it was a triple diamond slope, an expert-level ski run. How had she ended up there? She
line 33 reproached herself that Michael had at least shown enough sense to get off the ski lift at an earlier opportunity to go down a more moderate slope. Absorbed by the view from near the top of the Sierra Nevada Mountain range in the Lake Tahoe area – shared between California on the west side of the range and Nevada on the east – she had foolishly decided to ride the lift up a little further and had found herself facing this ski slope, one that was well above her slightly more than beginner-level skier abilities.

Sandy sighed deeply, tightly gripped her ski poles in her gloved hands, pointed her skis straight, and pushed back on the poles in her hands enough to cause herself to inch forward as all other avenues seemed to be closed to her. Once more than half of the length of her skis was sticking out into the air – only their back ends were still making contact with the snow at the slope's top – her balance began shifting forward, her skis followed, and she found herself rapidly picking up speed as she headed straight down the excessively challenging slope.

'How am I supposed to slow down?' Sandy shouted, but with the wind whipping by and the trees rushing past on either side of her, she could hardly hear herself. Everything she had learned about skiing in the previous two days seemed to have faded from her mind. Concentrating only on maintaining her balance, she kept her skis pointed straight downhill, which unfortunately only made her pick up more speed on the steep, icy slope.

'Simone would know how to ski expertly down this slippery slope', Sandy thought as she tried to imagine herself as Simone, international spy and heroine of the *Simone LeClerc* adventure series that Sandy loved to read. Coming up ahead of her, Sandy saw the ski lift which Michael had gotten off earlier. She desperately hoped she would find her friend among the skiers and snowboarders waiting there and she would be able to stop.

31 What is the writer's purpose in the first paragraph?

A to explain why Sandy was in this difficult situation
B to give relevant details of Sandy's character
C to introduce the fact that Sandy was facing a challenge
D to describe how Sandy was planning to solve a problem

32 What does the writer suggest about Sandy's clothes?

A They made it unlikely that she would be spotted.
B She was wearing them because she belonged to a skiing team.
C They were too heavy for the conditions.
D She had chosen them with care.

33 The writer says that Sandy 'reproached herself' in line 33 to show that she

A felt sorry for herself.
B was annoyed with herself.
C was angry with Michael.
D was worried about Michael.

34 Why did Sandy start skiing down the slope?

A She began moving by accident.
B She thought it was the only option she had.
C She didn't realise how fast she would have to go.
D She didn't want to admit it was too difficult for her.

35 How did Sandy try to cope as she skied down the slope?

A She focused on staying upright.
B She asked if anyone could help her.
C She did her best to reach the bottom quickly.
D She remembered advice from her skiing lessons.

36 What do we learn about Sandy in the final paragraph?

A She is an adventurous person.
B She prefers books to sport.
C She admires a character from fiction.
D She wishes she skied better than Simone.

Turn over ►

Reading and Use of English• Part 6

You are going to read an article about a schoolboy who has come up with a clever invention. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

Young Inventor

Schoolboy Tim Freeman has come up with a clever idea to improve the efficiency of school buses.

Tim Freeman was just twelve years old when he came up with a revolutionary idea that would make school buses more energy efficient. This would not only save money, but also help the environment. Five years later, the schoolboy finally saw his dream come true.

It all began when Tim did a short summer course on aerodynamics, the study of the movement of air around objects. **37** He realised that the perfect candidate was his school bus. It had a very square front which meant it did not use petrol efficiently, only travelling 3km per litre, compared to a private car that can average about 8.5km per litre. He decided it was high time the vehicle was improved.

After thinking about it for a while, Tim came up with the idea of attaching a large piece of strong transparent plastic to the front of the vehicle, covering the windscreen. It would help redirect the flow of air around the bus and thus make it move forwards more easily. **38** At least, that was the theory.

While his science teachers loved the idea, Tim needed to find enough money to build a model and test it. **39** Helped by his older sister Alice, he managed to obtain a grant from an organisation that helps young people develop new ideas.

Over the next year, Tim used the money to build a small-scale model of his invention. He did tests on it by attaching it to a mini toy school bus and seeing how it performed in a little wind tunnel he built in his garage. **40** Because of this he knew he now needed to step it up and create a life-sized version that could be put to the test on a real bus.

By the time Tim was fifteen, he had set up a team of young engineers like himself, and been helped by his sister and his local community to obtain another grant to develop his idea further. While Tim and his team were able to build the initial versions, they soon realised that they needed some expert help to really get going. **41** The person who volunteered was the one who had inspired Tim to start thinking about the project in the first place. She had taught him on the summer course when he was twelve. Along with two of her engineering students she worked with Tim through the summer to finally help him realise his dream.

The final version of Tim's invention looks rather different from his original idea. Instead of a transparent piece of plastic that covers the windscreen of the bus, it is a smooth ramp-shaped 'hat' that gets fixed to the roof of the bus. **42** In tests done on virtual and real roads it has helped increase the efficiency of school bus fuel use by 10-20%. Maybe this ingenious device will eventually help other buses and even cars become more fuel-efficient!

A So they began writing to local universities to see if anyone would provide the advice and knowledge they needed.

B This made it clear to them that the design would have to be changed.

C This prompted him to look for a way to use what he had learned.

D The data from these were good and his idea was looking promising.

E He knew that was the only way to see if his design really worked.

F This design provides the same benefits but costs less to manufacture and install.

G In this way, the bus would become more energy efficient.

READING AND USE OF ENGLISH | SAMPLE PAPER 1

Reading and Use of English • Part 7

You are going to read an article about four teenagers who went to different summer camps. For questions **43 – 52**, choose from the teenagers (**A – D**). The teenagers may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which teenager

felt relieved they were kept so busy?	**43**	
was pleased to have achieved something hard but worthwhile?	**44**	
found that observing other people's work encouraged them?	**45**	
helped to produce something that proved popular?	**46**	
got through an activity very promptly?	**47**	
says the main location for their activities particularly appealed to them?	**48**	
stresses how much opportunity they had to use new knowledge?	**49**	
was unwilling to complain about a lack of variety?	**50**	
mentions everyone being obliged to complete certain chores daily?	**51**	
appreciated coming across something interesting by chance?	**52**	

Teenage Summer Camps

A **Adam – Nature Camp**

We helped on a nature reserve for a week. We did different things every day, but I did get a bit fed up because we had cheese sandwiches every lunchtime. I kept quiet about it though because I didn't want to seem awkward. I was starving by twelve every day anyway, and it really was good fun, although we worked incredibly hard. One day, the schedule was changed at the last minute, and instead of our planned activity, we all helped the staff finish cutting the reeds by the lake. That was the toughest day – and also the best. They actually needed our help, we weren't just being kept occupied. Every day, we took it in turns to cook, in teams of five. When it was our team's turn, we made a simple dinner of pasta and salad for everyone. Judging by the fact that there was none left, we didn't do too badly!

B **Sarah – Culture Camp**

Every morning we had the same breakfast, and then cleaned up the camp. Nobody could opt out and it was only when it was all completely tidy that we could head off for the day. The first time we went into the city, we were split into teams and given lists of things to spot, like statues, squares and other landmarks. With some help from the local residents, it wasn't too demanding – my team found almost all of the items on our list and came second. We also got to know our way around, so I thought it was a clever idea. I'd been worried I might miss my parents, but there was something going on nearly every minute and I hardly got time to think about them. We went to different museums and galleries in and around the city every day, and in the evenings we cooked or went out for pizzas. It was a great chance to learn about another country and its history.

C **Oliver – Language Camp**

We stayed with families who had kids our own age, and because they were on a mid-term break they came with us on all the trips. So apart from when we were actually in a language class, we were spending time with our new friends. It was a great way to practise the language we had been working on in the classroom. We also had to do a quiz on the last day – we were put into teams and given clues to help us find places around the town. Our team finished early, so we waited for everyone else in a café in the main square. While we were there, a film crew arrived and started filming! I can't wait to see it when it comes out – we were sitting outside, so we might even be in it!

D **Malika – Theatre Camp**

We stayed in a youth centre in the suburbs, and went into the centre of town by bus every day. It was a good way to see a bit of the city, and it didn't take long to get to the theatre where we had our classes. I loved the atmosphere in the old building, and we could wander around during our breaks and watch rehearsals. The actors we saw were brilliant, and it was inspiring to watch them before we went back into our own classes. The emphasis was definitely on having fun, but we still learned a great deal and I'm looking forward to putting it all into practice at my school drama club next term! The food at the centre could have been better, but I don't think anyone minded much.

READING AND USE OF ENGLISH | SAMPLE PAPER 1

Answer key

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

Q	Part 2
9	which/that
10	up
11	or
12	like
13	so
14	are
15	fact
16	what

Q	Part 3
17	concentration
18	success
19	effectively
20	solutions
21	patience
22	carefully
23	punishment
24	disadvantage

Q	Part 4
25	have not/haven't **seen** | Dan/him/her for/in
26	**even** though | it is/was/had been OR **even** after/when it started/had started
27	**accused** Paul/him/her | of taking/having taken/eating/having eaten
28	didn't/did not | **turn** up
29	wouldn't/would not **have** | gone/been
30	to pay | **in** advance

Q	Part 5
31	C
32	D
33	B
34	B
35	A
36	C

Q	Part 6
37	C
38	G
39	E
40	D
41	A
42	F

Q	Part 7
43	B
44	A
45	D
46	A
47	C
48	D
49	C
50	A
51	B
52	C

Reading and Use of English • Part 1

For questions **1 – 8**, 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** look **B** sight **C** view **D** vision

0	A	B	C	D
		■		

Hunting for dinosaurs

Marge Baisch was riding on her parents' farm in Montana in the USA when she noticed what at first **(0)** ..... seemed to be the bone of a cow. In fact, it **(1)** ..... out to belong to a dinosaur called a triceratops. About 65 million years ago, dinosaurs regularly **(2)** ..... near huge rivers in this part of Montana. Luckily for modern day dinosaur enthusiasts, the **(3)** ..... here were perfect for preserving those that died there. However, once prehistoric bones are **(4)** ..... to the air, they can become fragile, so it is important to find and preserve them before they disappear into the dust.

Since Marge's discovery, her family have found the **(5)** ..... of hundreds of dinosaurs, some of which they have **(6)** ..... to museums. Many tourists visit the farm in the hope of coming across something unusual. The tourists may not stand much **(7)** ..... of discovering an entire skeleton, but they are still very enthusiastic! The Baische family often allow them to keep whatever they find, although some scientists **(8)** ..... of this policy.

1	**A**	sorted	**B**	worked	**C**	turned	**D**	pointed
2	**A**	combined	**B**	gathered	**C**	concentrated	**D**	united
3	**A**	conditions	**B**	situations	**C**	arrangements	**D**	settings
4	**A**	emerged	**B**	displayed	**C**	appeared	**D**	exposed
5	**A**	ruins	**B**	records	**C**	results	**D**	remains
6	**A**	contributed	**B**	donated	**C**	provided	**D**	awarded
7	**A**	possibility	**B**	opportunity	**C**	chance	**D**	potential
8	**A**	disapprove	**B**	accuse	**C**	criticise	**D**	prohibit

Turn over ►

READING AND USE OF ENGLISH | SAMPLE PAPER 2

4

Reading and Use of English • Part 2

For questions **9 – 16**, 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** B A C K

A History of surfing

The history of surfing undoubtedly goes **(0)** ..... a long way. It seems to **(9)** ..... formed a central part of the culture of the Polynesian people, who were inhabitants of islands in the Pacific Ocean **(10)** ..... as Samoa, Tonga and Hawaii. These people did not regard surfing **(11)** ..... a mere recreational activity. For them, it was much **(12)** ..... of an art.

Although surfing disappeared from many parts of Polynesia in **(13)** ..... early twentieth century, a small number of people in Hawaii kept the tradition alive. In 1912, it spread to the east coast of the United States, and in particular to Virginia Beach, **(14)** ..... became an important surfing centre. Surfing developed quite rapidly from then on, and the design of surfboards became more sophisticated. However, **(15)** ..... was not until the 1960s that surfing came to be a truly global phenomenon, boosted not only by the success of surfing films **(16)** ..... also by pop songs about surfing culture.

5

Reading and Use of English • Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the 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** R E F E R E N C E

A book of world records

One of the most fascinating **(0)** ..... books you can read is *Guinness World Records*. It contains a **(17)** ..... of facts and figures about incredible human achievement. It is also full of statistics concerning **(18)** ..... natural features such as the world's highest mountains. But it is more than just a **(19)** ..... source of amazing facts. The organisation that produces the book is also now responsible for checking the **(20)** ..... and accuracy of every new world record.

REFER
COLLECT
IMPRESS
RELY
TRUE

It all started in 1951 when Hugh Beaver, the Managing Director of a large British company, got into an **(21)** ..... about which bird was the fastest in the world, and found that none of the books in his library were **(22)** ..... in giving him the answer. He hired researchers to produce a book that could answer such questions. It sold quickly and became a huge **(23)** ..... success.

ARGUE
HELP
COMMERCE

In recent years, the book has increasingly focused on records set during **(24)** ..... competitions, such as sword swallowing.

CONVENTIONAL

Turn over ►

Reading and Use of English • Part 4

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 Prizes are given out when the school year finishes.

PLACE

Prize giving ..... end of each school year.

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

Example: **0** TAKES PLACE AT THE

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

---

25 I spent ages doing my homework last night.

LONG

It ..... to do my homework last night.

26 It's possible that Maria forgot it was your birthday.

MAY

Maria ..... it was your birthday.

27 Danny is very disappointed that he lost the important tennis match on Saturday.

LOSING

Danny hasn't got over the ..... the important tennis match on Saturday.

28 Carole said that it wasn't a problem if her guitar lesson started an hour later than usual.

MIND

Carole said she ..... her guitar lesson an hour later than usual.

29 Even though Luca took the early bus, he was still late for school!

SPITE

Luca was late for school ..... the early bus!

30 Joanna decided that using an out-of-date website for her school project was pointless.

POINT

Joanna decided that there ..... an out-of-date website for her school project.

Turn over ►

READING AND USE OF ENGLISH | SAMPLE PAPER 2

8

Reading and Use of English • Part 5

You are going to read an extract from a novel about a teenager called Scotty Weems. For questions **31 – 36**, 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**.

Scotty Weems

It began falling in the morning. I noticed it at the start of second period, biology, but I guess it could have started at the end of first period. There wasn't much to it at first, and it had been snowing a lot that month, so I didn't give it a great deal of thought. It was those small flakes, like grains of sugar. By third period, the flakes had fattened up and got serious, and people were starting to talk about it.

'Think they'll let us out early?' my friend, Pete said as we gathered our stuff and headed for our next class, Spanish. I looked out the window and sized it up. It was really coming down and there were already two or three centimeters on the windowsill.
'Maybe,' I said. 'Is it supposed to be a big one?'
'Supposed to be huge: 'Winter Storm Warning,'
'Where have you been?' he said.
'School, basketball practice, homework, whatever. Excuse me for not watching the weather forecast.'
'Well, if it's as big as all that, they'll probably let us go.'
'I hope you're right, Weems,' he said.

My name is Scotty Weems. I prefer 'Scotty', but most people, even my friends, call me 'Weems'. I guess it's easy to say. Anyway, I'm an athlete, so since I was a little kid, I've heard it shouted every time I've done something right and every time I messed up, too. These days it's on the back of my basketball jersey. I like to think that someday people will be chanting it from the sidelines: 'Weems! Weems! Weems!' Chanting fans make any name sound good.

It was a Tuesday, and before the snow started falling the main thing on my radar was the start of the basketball season. The first game was supposed to be that night. So when Pete said, 'Think they'll let us out early?' what I heard was, 'Think they'll cancel the game?' Pete Dubois was one of my best friends, him and Jason Gillispie. The three of us were pretty tight. Pete blended in.

It was sort of his role. It might sound strange, being known for what you aren't, but Pete wasn't super hip or incredibly smart. He listened to mainstream rock and wore whatever clothes he'd been given by his parents. You needed some kids like that, otherwise all you had were competing groups, all dressed in outfits that amounted to uniforms and trying to play their music louder than yours. *line 46*

So for Pete, early dismissal just meant more time at home, playing video games and eating pizza. For me, it meant not collecting the payoff for all those hours of practice I'd put in over the off-season, all those jump-shots I'd taken in the gym and out in the driveway. 'They're going to cancel the game,' I said to Pete. 'That's for sure.'
'Oh, yeah,' said Pete. 'That's bad.' *line 52*

Pete didn't play basketball, not in a team anyway. Neither did Jason. They were the same friends I'd always had, the neighborhood kids I'd ridden bikes with when we were nine. I guess it's kind of weird to still have the same friends as when you were a little kid. It's not like you're expected to move on by high school, but you're definitely allowed. And most sporty kids run in packs, you know? But I had only just got onto the first team, so I was still kind of an outsider there anyway. I knew those guys would like me just fine when I became one of the top players, and that was my goal for this season. As for my real friends, Pete and Jason, I didn't have to prove anything to them.

9

31 How does Scotty say he felt about the snow at first?

A It was far too boring to think about.
B It was no real cause for concern.
C He was shocked by its sudden appearance.
D He was relieved it was only falling lightly.

32 What does Scotty say about being called 'Weems'?

A It is appropriate for an athlete.
B He thinks his supporters will find it memorable.
C He has become accustomed to it.
D He regards it as an expression of admiration.

33 What does 'like that' in line 46 refer to?

A being an average type of person
B being interested in rock music
C wearing carefully chosen clothes
D hiding your real personality

34 What does 'not collecting the payoff' in line 52 mean?

A failing to take a break from
B doubting the result of
C getting fed up with
D missing out on the rewards of

35 What point is Scotty making when he talks about sporty kids running in packs?

A they have a shared natural ability
B they grew up together in the same neighbourhood
C they have a strong group identity
D they are all motivated to achieve

36 What do we learn about Scotty in the final paragraph?

A He is embarrassed to be friends with people who aren't sporty.
B He lacks confidence in his ability to make new friends.
C He feels secure about the friendships he already has.
D He values the friendship of the people in his basketball team.

Turn over ►

Reading and Use of English • Part 6

You are going to read an article about a special kind of skateboard. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.



An amazing skateboard

The skateboard controlled by brainwaves that moves wherever you think it should.

Thinking of getting somewhere in a hurry? A new gadget from a company called *Chaotic Moon Labs* proves that the future of travel is only limited by the imagination. A skateboard they have developed, aptly named the *Board Of Imagination*, takes commands directly from the rider's brainwaves and transfers them to a motor that propels the board forward. You just think of a destination, and how fast you would like to get there, and the *Board Of Imagination* will set off – hitting a top speed of around 50km per hour. If you think that's too fast, it will slow down.

A film on the internet of the board being put through its paces by the general manager of *Chaotic Moon Labs*, who refers to himself simply as 'Whurley', shows that he has mastered the art of thinking his way from Point A to Point B. The secret of his success is special software in an onboard computer – and a clever headset that monitors and interprets brainwaves. So far, he's the world's leading pilot of the board. **37** ☐

On the video, Whurley demonstrates how the board is handled. He gets on, looking relaxed and confident. **38** ☐ As he puts it through its paces, he manages to hit fairly high speeds. The computer can be seen attached to the front of the board, and the motor is underneath. Whurley compares the process to imagining pulling yourself along with a rope. If you 'see' the destination in your mind, and how fast you want to get there, the *Board Of Imagination's* gadgetry will do the rest.

The whole concept started with another motorised board, called the *Board of Awesomeness*. That gadget used a tablet computer and an adapted computer games console to analyse hand movements. **39** ☐ The new version is more sophisticated and uses a special wireless headset which can detect signals from the brain and process them.

Whurley explains that the headset sends signals from the rider's brain to the computer via a connector built into the headset. Then, software installed on the computer controls the electric motor. Of course, riders who want to use the board need to be able to balance. **40** ☐

Whurley says this was a simple and painless process. He practised with just the headset and a computer so that a profile of how he 'thinks' could be made. That profile was then loaded onto the computer on the board. **41** ☐ Thinking about lunch, or boring work could bring the board to an abrupt halt.

Sounding like a man speaking from painful experience, Whurley says: 'We quickly realised that we would have to find a way to handle distraction. We've done the best we can to compensate. **42** ☐ The only thing they can do is practise. Hopefully over time they can learn to focus.'

A The only problem is that users really do have to keep their minds focussed.

B As a result, they became easier to ride.

C Then, the board seems to take off of its own accord.

D However, it will always be an issue for most riders.

E Apart from that basic requirement, they just have to get their brainwaves and the computer software to work together.

F It's clear, however, that there could be other skaters thinking themselves to various destinations in no time at all.

G These were then converted into commands for the motor.

Turn over ►

READING AND USE OF ENGLISH | SAMPLE PAPER 2

12

Reading and Use of English • Part 7

You are going to read an article about four young environmentalists. For questions **43 – 52**, choose from the four people (**A – D**). The people may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which person

is trying to explain how some behaviour has harmful effects?	43
followed up a talk by offering an opportunity for practical action?	44
says they were motivated by a desire to share their enthusiasm?	45
believes that an idea they came up with worked well?	46
selected something because it was relatively straightforward to deal with?	47
received public recognition for their environmental contribution?	48
says the future of the environment depends on a particular group of people?	49
mentions someone whose expert knowledge highlighted a problem?	50
helped to create a place that reflected their values?	51
mentions having to gain consent to start on a project?	52

13

Young environmentalists

Four young people talk about their involvement in environmental projects.

A **Lucy Walker**



I won a national award for the work I did on a project to build an environmental centre made entirely out of green materials. It's a 100% carbon neutral building, which means that all the building materials were reused or recycled. The centre is somewhere kids can learn how to take care of the environment, but I realised that not everyone would have the opportunity to visit it. I therefore created an online curriculum guide, so kids could also learn about the environment in their schools. I translated it into Spanish as well so that it could be available to more people. All this took two years and I did it because I have a great love for the outdoors and being in the midst of wildlife, I wanted other young people to be able to experience the same passion that I feel.

B **Justin Day**



While hiking near my home, I noticed a plant I didn't recognise growing along the side of the trail. My sister, a naturalist, told me the plant was an invasive, non-native plant that is toxic to local wildlife. I then discovered that there are a number of different types of non-native plants in my area. Some excrete poisons into the ground so nothing can grow there for many years. I had to get permission from the local council to remove some of them, but I realised I couldn't do it alone. So I set up an environmental organisation to recruit other teenagers to give me a hand. We all learnt how to properly identify, remove and dispose of the invasive plants. Our focus has mainly been on a plant called *Dalmatian Toadflax*, which is easier to pull up, so anyone can do it. We also work on replanting areas with native grass and wildflower seeds.

C **Josh Benito**



After seeing an article in the newspaper about an environmental competition, I felt inspired to do something related to planting trees so I set up a project at my local primary school. I gave a presentation to the kids teaching them about the importance of taking care of the environment and how trees can help. Then, each of the 300 pupils was given two young trees: one to take home and plant in their garden, and one to give to a neighbour or friend. I think the project was an effective way of getting the message across to more people. Attached to each tree was information about helping the environment and the name of the project. This experience has taught me leadership skills and how to organise a large group. I have also learned many things from having to meet and talk with many different individuals.

D **Erica Klek**



When I was at primary school, my friend and I got really involved in aluminium can recycling and we also did a project on the greenhouse effect. Later on at high school I helped co-ordinate an environmental event because I wanted to make more people aware of important issues. It's our generation that's going to make or break the environment. Some teenagers don't know they're doing the wrong things, and I want to help them understand. I recently prepared a guide for students interested in organising similar activities in their own schools, which has been distributed to most of the schools in my area. I've also been helping to replant trees after they were destroyed in a hurricane. Unfortunately, we lost a lot, both exotic and native species.

READING AND USE OF ENGLISH | SAMPLE PAPER 2

READING AND USE OF ENGLISH | SAMPLE PAPER 2

Answer key

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

Q	Part 2
9	have
10	such
11	as
12	more
13	the
14	which
15	it
16	but

Q	Part 3
17	collection
18	impressive
19	reliable
20	truth
21	argument
22	helpful
23	commercial
24	unconventional

Q	Part 4
25	took (me) | a **long** time OR took (me)| so **long**
26	**may** have | (just) forgotten (that) OR **may** (just) | have forgotten (that) OR **may** not have | remembered/recalled (that)
27	disappointment | of **losing**
28	did not/didn't/would not/wouldn't **mind** | starting/beginning/having OR did not/didn't/would not/wouldn't **mind** | if she started/began/had
29	in **spite** of | catching/taking OR in **spite** of | having caught/taken/got OR in **spite** of | getting (on)
30	was | no/little **point** (in) using OR was | no/little **point** looking at OR would be | no/little **point** using OR was not/wasn't | any **point** using

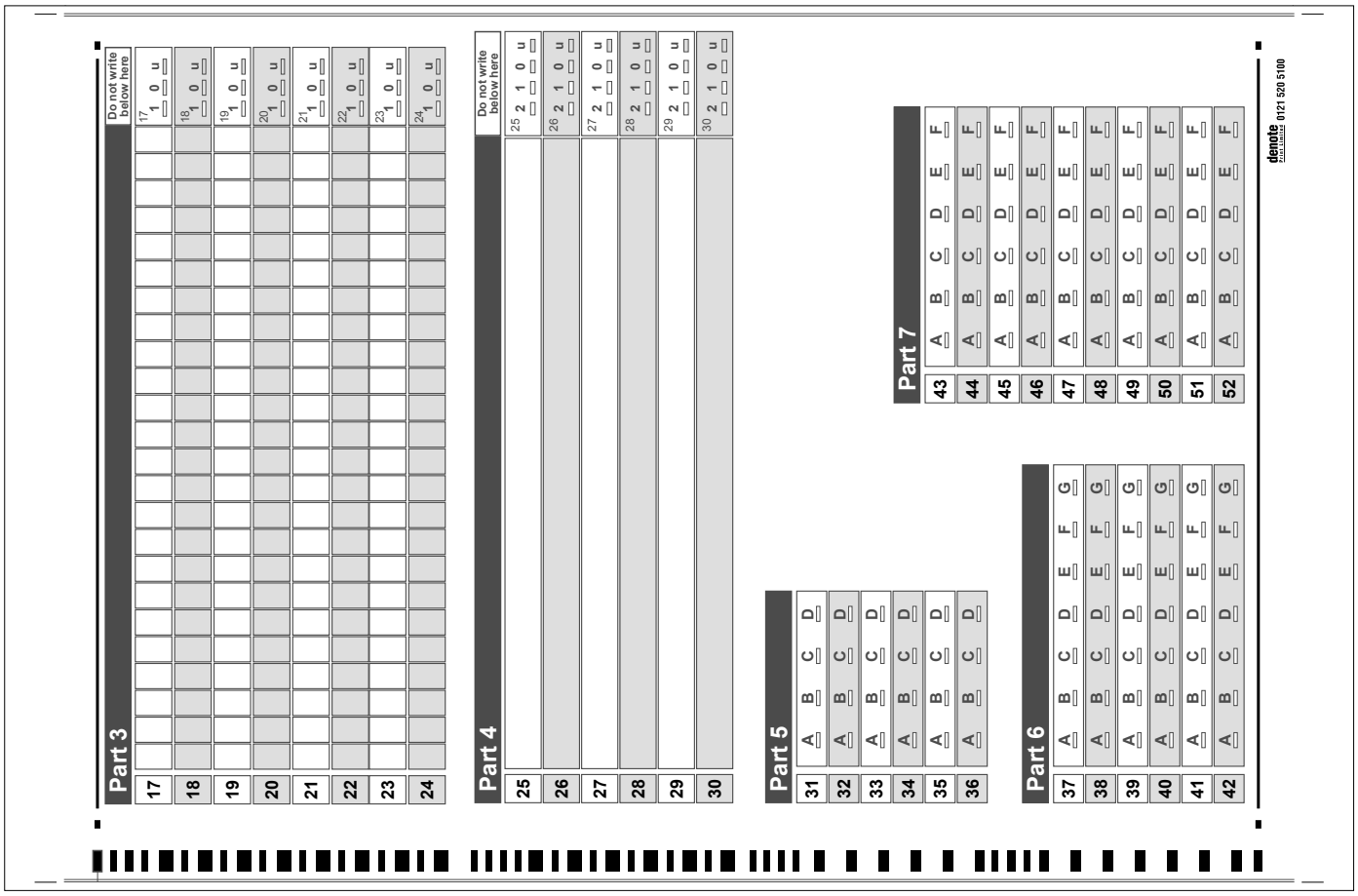
Q	Part 5
31	B
32	C
33	A
34	D
35	C
36	C

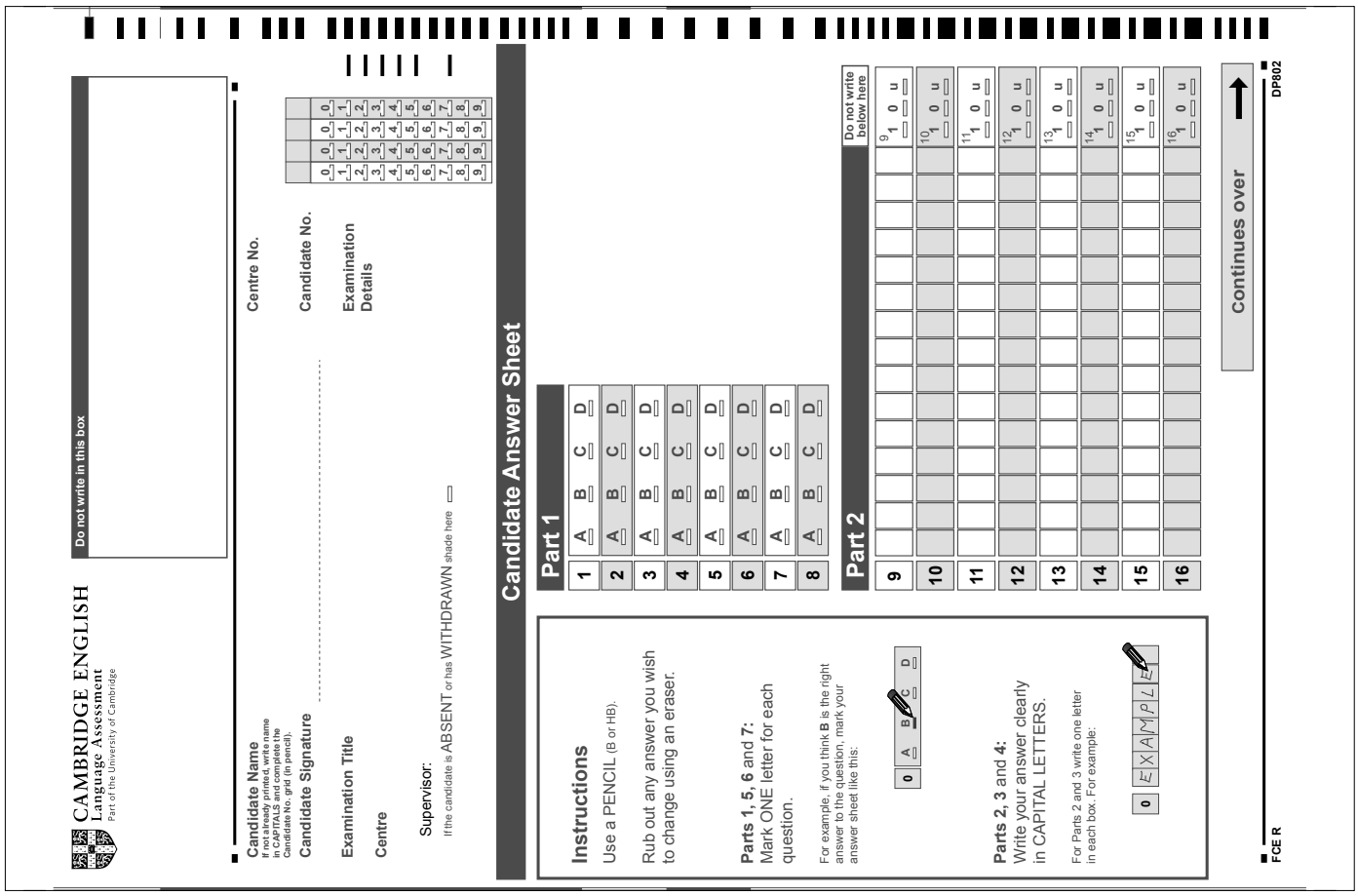
Q	Part 6
37	F
38	C
39	G
40	E
41	A
42	D

Q	Part 7
43	D
44	C
45	A
46	C
47	B
48	A
49	D
50	B
51	A
52	B

READING AND USE OF ENGLISH

Candidate answer sheet





Writing

General description

PAPER FORMAT	The paper contains two parts.
TIMING	1 hour 20 minutes.
NO. OF PARTS	2
NO. OF QUESTIONS	Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of four in Part 2.
TASK TYPES	From the following: an essay, an article, a letter/email, a review, a story. Each task has a given purpose and a target reader.
ANSWER FORMAT	The questions are in a booklet. The answers are written in a separate booklet with lined pages.
MARKS	Each question on this paper carries equal marks.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Question 1 Writing an essay. Focus on agreeing or disagreeing with a statement, giving information, giving an opinion, giving reasons, comparing and contrasting ideas and opinions, drawing a conclusion.
FORMAT	Candidates are required to deal with input of up to 120 words. There is an opening rubric to set the scene, and then an essay question with two given prompts, plus a prompt requiring candidates to write about their own additional idea.
NO. OF TASKS AND LENGTH	One compulsory task. 140–190 words.

PART 2

TASK TYPE AND FOCUS	Questions 2–4 Writing one of the following: an article, a letter/email, a review, a story. Question 5 Writing one of the following, based on a prescribed reading text: an article, an essay, a letter, a review. Varying focuses according to the task, including: advising, comparing, describing, explaining, expressing opinions, justifying, recommending.
FORMAT	A situationally based writing task specified in no more than 70 words.
NO. OF TASKS AND LENGTH	One task to be selected from a choice of four. 140–190 words.

The two parts of the Writing paper

Each question on the Writing paper carries equal marks.

Expected word length

Candidates are asked to write 140–190 words for both Part 1 and 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

Sample task and scripts: pages 31 and 36–37

Task type and focus

In Part 1, the task will be in the form of an essay question with prompts. The range of functions tested will include agreeing or disagreeing with a statement, giving opinions on a question, giving information or explanations, comparing and contrasting ideas and opinions, exemplifying, giving reasons and drawing conclusions. Candidates are required to write a discursive essay in grammatically correct English, using a neutral or formal register.

Task format

The input for Part 1 may be up to 120 words, including the rubric. The rubric will set the scene and topic for the essay. The essay may take the form of a direct question or statement, which candidates are asked to give their opinions about. The essay will have two given prompts which supply ideas clearly linked to the question or statement. Candidates must address both prompts and also introduce a third distinct idea of their own. This third idea is in addition to any overall conclusions. Candidates need to ensure that all the content of their essay is clear and easy to follow. Effective organisation and cohesion are important features of a successful essay. A range of structures will be required to communicate ideas and opinions, along with the use of appropriate vocabulary.

PART 2

This part consists of four questions from which candidates must choose one. One of the four questions is based on a set text.

Task format

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

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

PART 2 Questions 2–4

Sample tasks and scripts: pages 31 and 38–41

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, a letter/email, a review, a story. Question 5 is based on a set text.

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, reporting, giving information, suggesting, recommending, persuading.

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 Question 5

Question 5 is based on the set reading text. Further information can be found at: **http://www.cambridgeenglish.org/exams-and-qualifications/first-for-schools**

Task type and focus

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

This option is included to give candidates the opportunity to read literature written in English and to show in their writing that they have appreciated the themes, characters and relationships within the work they have read. Alternatively, or in addition, candidates may choose to watch a film version of the book. It is not compulsory to prepare a set text, or to write on one in a Cambridge English 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 whether the set text on offer may be appropriate and stimulating for a particular teaching situation.

The book is offered in a simplified form and 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 questions 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 can estimate when they have written enough.
- 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. (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 in the answer booklet.
- 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

- It is vital that candidates read the rubric, essay question and prompts very carefully in order to understand what they are expected to do. Successful essays address the question or statement in a clear and logical way. It is important that candidates keep to the focus of the topic in question and that all their ideas and opinions are relevant to the question.
- Students need to become experienced at discussing the advantages and disadvantages of aspects of all kinds of topics at B2 level. Being able to support an opinion with reasons and examples is another skill required when writing an effective essay. The two given prompts help to guide and develop the essay and clearly relate to the question or statement. Candidates also need to think of a third idea of their own which is distinct from the two given prompts. Brainstorming ideas for different topics will be very useful practice for this. If any of the three essay prompts is missed out, then the target reader will not be fully informed and the candidate will be penalised.
- In order to hold the reader's attention successfully, candidates need to express their ideas in a clear and logical way, making sure that the development of the essay is smooth and easy to follow. Varying the length of sentences, using direct and indirect questions and using a variety of structures and vocabulary may all help to communicate ideas more effectively.
- Essays should be well organised and coherent. Students need practice in planning an essay effectively. The correct use of linking words and phrases (e.g. *but*, *so*, *however*, *on the other hand*, etc.), the appropriate use of cohesive devices (e.g. using pronouns for referencing) and the use of paragraphs to guide the reader, are all aspects of organisation which should be practised and developed.
- To produce a successful essay, candidates need to be familiar with a range of structures which can be used when comparing, contrasting, agreeing, disagreeing, explaining, informing and giving opinions with reasons or examples. The different ways of opening a discussion and reaching a conclusion should also be explored and practised. Exposure to a range of vocabulary used to discuss current issues and aspects of life is also very important.

PART 2

- Part 2 will always have three different tasks, plus a task on the set text 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 Writing paper

The different task types are intended to provide frameworks for candidates so that they can put together and develop their ideas on a topic with a purpose for writing and a target reader in mind. These indications of readership and purpose are not comprehensive, but are intended to provide some guidance about the different task types.

AN ARTICLE is usually written for an English-language magazine aimed at teenagers, and the reader is assumed to have similar interests to the writer. The main purpose is to interest and engage the reader, so there should be some opinion or comment.

AN EMAIL is written in response to the situation outlined in the input information. Candidates can expect to write to, for example, a school principal or an English-speaking friend.

AN ESSAY is always written for the teacher. It should be well organised, with an introduction, the candidate's opinion on the ideas given, the candidate's own idea and an appropriate conclusion.

The set text question may be in the form of an essay and the content should focus on a particular aspect of the set text; this could be the development of characters, relationships, themes or significance of events.

A LETTER is written in response to the situation outlined in the question. Letters in the *Cambridge English: First for Schools* Writing paper will require a response which is consistently appropriate in register and tone for the specified target reader. Candidates can expect to be asked to write letters to, for example, an English-speaking friend, a classmate, a school principal, or a magazine editor.

A REVIEW is usually written for an English-language magazine, newspaper or website. The main purpose is to describe and express a personal opinion about something which the writer has experienced (e.g. a film, a holiday, a product, a website etc.) and to give the reader a clear impression of what the item discussed is like. Description and explanation are key functions for this task, and a review will normally include a recommendation to the reader.

A STORY is usually written for an English language magazine or website for teenagers. The main purpose is to engage the interest of the reader. Effective answers have a clear storyline which links coherently to the first sentence, successfully uses the prompts provided and demonstrates a sound grasp of narrative tenses.

For all task types, questions are constructed to enable candidates to display their English language proficiency at CEFR B2 level; candidates should take special care to read every part of each question, and not to omit any required development of the topic.

Writing • Part 1

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

1 In your English class you have been talking about education. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

Some parents teach their children at home rather than sending them to school. Is this a good or a bad thing for the children?

Notes

Write about:

1. having a parent as a teacher
2. making friends
3. …….. (your own idea)

Writing • Part 2

Write an answer to **one** of the questions **2 – 5** in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

2 You have received a letter from your English-speaking pen friend.

> Can you help me with a class project? I have to write about places which are special to people. Can you tell me about a place that is special to you? Where is it? What does it look like? It doesn't have to be a famous place. Just explain why it's important to you.
>
> Write soon, Sam

Write your **letter**.

3 You see this advert in an international fashion magazine:



Reviews Wanted

Teenage Clothes Shop

We are looking for reviews of a clothes shop for teenagers where you live. Your review should include information about what the shop looks like, the kind of clothes it sells and the shop assistants. Would you recommend this shop to other people your age?

The best reviews will be published in next month's magazine.



Write your **review**.

4 You have seen this announcement in a new English-language magazine for young people.

Stories wanted

We are looking for stories for our new English-language magazine for young people. Your story must **begin** with this sentence:

Tom got off the train and as the train left, he realised he was holding the wrong suitcase.

Your story must include:

- an address
- a surprise

Write your **story.**

5 Answer the following question based on the title below.

Macbeth by William Shakespeare

In your English class you have been discussing the story of *Macbeth*. Now your teacher has asked you to write an article for the school magazine.

Write about an important relationship in *Macbeth*. How does the relationship change?

Write your **article**.

WRITING | SAMPLE PAPER 1

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 English General and Business English Writing tests, consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

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

Responses are marked on each subscale from 0 to 5.

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

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

The subscale Content is common to all levels:

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

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

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

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

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

Writing mark scheme

Glossary of terms

1. GENERAL	
Generally	**Generally** is a qualifier meaning not in every way or instance. Thus, 'generally appropriately' refers to performance that is not as good as 'appropriately'.
Flexibility	**Flexible** and **flexibly** refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.

2. CONTENT	
Relevant	**Relevant** means related or relatable to required content points and/or task requirements.
Target reader	The **target reader** is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher.
Informed	The target reader is **informed** if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. "state what is x") while others require it ("describe", "explain").

3. COMMUNICATIVE ACHIEVEMENT	
Conventions of the communicative task	**Conventions of the communicative task** include such things as genre, format, register, and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose.
Holding the target reader's attention	**Holding the target reader's attention** is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.
Communicative purpose	**Communicative purpose** refers to the communicative requirements as set out in the task, e.g. make a complaint, suggest alternatives.
Straightforward and complex ideas	**Straightforward ideas** are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. **Complex ideas** are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.

4. ORGANISATION	
Linking words, cohesive devices, and organisational patterns	**Linking words** are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high-frequency items (such as "and", "but") to basic and phrasal items (such as "because", "first of all", "finally"). **Cohesive devices** refers to more sophisticated linking words and phrases (e.g. "moreover", "it may appear", "as a result"), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. *There are two women in the picture. The one on the right ...*), ellipsis (e.g. *The first car he owned was a convertible, the second a family car.*), or repetition. **Organisational patterns** refers to less-explicit ways of achieving connection at the between sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.

5. LANGUAGE	
Vocabulary	**Basic vocabulary** refers to vocabulary used for survival purposes, for simple transactions, and the like. **Everyday vocabulary** refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain. **Less common lexis** refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.
Appropriacy of vocabulary	**Appropriacy of vocabulary:** the use of words and phrases that fit the context of the given task. For example, in *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult.* The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.
Grammatical forms	**Simple grammatical forms:** words, phrases, basic tenses and simple clauses. **Complex grammatical forms:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.
Grammatical control	**Grammatical control:** the ability to consistently use grammar accurately and appropriately to convey intended meaning. Where language specifications are provided at lower levels (as in *Cambridge English: Key (KET)* and *Cambridge English: Preliminary (PET)*), candidates may have control of only the simplest exponents of the listed forms.
Range	**Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
Overuse	**Overuse** refers to those cases where candidates repeatedly use the same word because they do not have the resources to use another term or phrase the same idea in another way. Some words may unavoidably appear often as a result of being the topic of the task; that is not covered by the term overuse here.
Errors and slips	**Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
Impede communication	**Impede communication** means getting in the way of meaning. **Meaning can still be determined** indicates that some effort is required from the reader to determine meaning.

WRITING | SAMPLE PAPER 1

Question 1

Candidate A

Nowadays, more and more parents are making the controversial decision to teach their children at home rather than sending them to school. Although this approach to education has advantages, pupils who learn only at home definitely lose more oportunities.

First, children who don't go to school only know two teachers, the same people who are also their parents. Because of this, the pupils may not learn other points of view outside their family. Besides this, there is also the question if parents have the qualifications and knowledge to teach every subject. Perhaps their mother and father are experts in one or two subjects, but any school provides teachers expert in every subject.

We should remember that there is more to education than learning about topics. In addition, going to school is also a way to meet people your own age and to make friends. It is clear that children can socialise better at school, and as a result children at school will have the chance to start many lifelong relationships.

I agree that parents can have some good reasons for having home school, but overall, considering teachers and friends, it's much better for children to attend school.

Examiner comments

Subscale	Mark	Commentary
Content	**4**	All content is relevant and the target reader is on the whole informed. The candidate discusses the first two numbered points in the question. They address disadvantages of having parents teaching their own children, explaining that only one view may be offered and there might also be a lack of knowledge about certain subjects. The second point is addressed by saying that children have more opportunities to socialise at school and will find it easier to make friends. However, although these two points are covered in some depth, there is no 3rd point (*your own idea*) introduced by the candidate, resulting in the target reader not being fully informed.
Communicative Achievement	**5**	The essay is very well written, using the conventions of the task effectively to hold the target reader's attention. The language is formal throughout and the topic is treated in an appropriate way. Balanced views and opinions are given and the candidate also suggests scenarios to support certain views (*Perhaps their mother and father are experts in one or two subjects*). Both straightforward and more complex, abstract ideas are communicated clearly to the reader (*pupils may not learn other points of view outside their family*).
Organisation	**5**	The essay is well organised and coherent and uses a variety of cohesive devices, referencing, pronouns, substitution and conjunctions to link the ideas across the text. Organisational patterns are used to generally good effect with positive and negative opinions being given (*Although this approach to education has advantages; Because of this; Besides this, there is also; I agree that … but*). The essay has a good overall structure, with a clear opening paragraph setting out the topic of the essay. Two points are developed in the main body and there is an effective conclusion which summarises the writer's view.
Language	**5**	A good range of vocabulary is used appropriately, including some effective collocations (*controversial decision; this approach to education; more to education than learning; socialise better; lifelong relationships*). There is a range of simple and complex grammatical forms used with control and flexibility to communicate specific ideas. Occasional errors occur, but these do not impede.

WRITING | SAMPLE PAPER 1

Question 1

Candidate B

In my opinion studying at home is not a bad things because you are the only student and your parents, who becomes your teacher, can help you better than a "normal" teacher with more students; you don't have to wait for other students who don't do their homework or students who don't understand something.

By the way there is a bad thing: studying on your own doesn't let you meet other children and making friends becomes harder. A "normal" student stay with other people 5 or 6 hours per day, so he or she must learn how to approche with other children.

At the end this kind of school improve the relation between parents and his son because they study together so the son can see also his parents trying to learn his school subject and also the parents become important figures for the child, not just because they teach the education, but because they teach history, geography and maths, too.

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All content is relevant to the task and the target reader is fully informed. The candidate discusses the advantages of staying at home to be taught by parents (*your parents, who becomes your teacher, can help you better than a "normal" teacher*). The disadvantages of this method are also explored, including the difficulties of making friends if you are home schooled (*making friends becomes harder*). The candidate also includes their own idea, suggesting that families become closer through this type of contact (*this kind of school improve the relation between parents and his son because they study together*).
Communicative Achievement	**3**	The conventions of essay writing are evident in this response. Three distinct ideas are clearly addressed and an attempt is made to introduce the ideas in a formal way. This helps to hold the target reader's attention and communicate straightforward ideas. The topic is clearly stated in the first sentence and is referred to throughout. It is written from a general perspective and uses examples to support statements made by the writer (*In my opinion studying at home is not a bad things because you are the only student*).
Organisation	**3**	The text is generally well organised through the use of linkers and cohesive devices, although these are not always used correctly, for example, *By the way; At the end,* which are not appropriate in this context. There is a variety of linkers within the text (*because; so; not just … but because*) and there is some use of relative clauses as well (*other students who don't do their homework or students who don't understand something*). The text is coherent and the main message moves forward logically.
Language	**3**	There is a range of everyday, relevant vocabulary, which is used appropriately within the context of the question (*students; teacher; subject; homework; study*) and some collocations are used correctly as well. A range of simple and some more complex grammatical forms is used, including the gerund and modal verbs (*you don't have to wait; can help you better than; he or she must learn how to*) and comparatives. There are a number of errors with plurals and verb agreement, but these are non-impeding.

WRITING | SAMPLE PAPER 1

Question 2

Candidate C

Hey Sam!

What's up? Thanks for your last letter, I really hope I'll be helpful. So, my special place is defenetly my building's roof. I always go up there when I need to stay alone for a bit, take an important decision, or think carefully about something. Previously I didn't have a special place, this discover dates back to when I was 13. I was looking for a place with a great view to take a picture for my grandparents, so I decided to climb the roof beacause this building pretty high, and when I got there I was just speechless. From there you got the complete view of the entire city, beacause of the heigh there are no cars noises or other annoying noises. I brought a chair and a few pillows over there just to make it a little bit more comfortable. No one else come there, cause the access is forbidden for some reasons, and, of course, nobody knows I climb there. At first It was just a place where I could be alone but then it got special. I gave my first kiss on that roof, and we are still togheter.

love

Camilla

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All content is relevant and the target reader is fully informed. The candidate responds to all the questions asked in the input letter by describing a place which is special to them and explaining why. The letter gives details about the location, the roof of the building, what the special place looks like and what you can see from it. The writer successfully describes discovering the space and how it has changed over time (*At first It was just a place where I could be alone but then it got special*).
Communicative Achievement	**4**	The letter communicates straightforward ideas to the reader using an informal tone which is friendly and informative. The conventions of letter writing are used (*Hey Sam!; What's up?; Thanks for your last letter; love Camilla*). The main body of the letter has certain narrative features, but these are appropriate to the subject. The writer's emotional attachment to the special place is clearly communicated.
Organisation	**3**	The text is generally well organised and coherent. The structure of the letter is logical and the ideas are connected within sentences to show cause and effect and to clarify the sequence of events (*So; or; Previously; and when I got there; beacause; and, of course*). A variety of linking words and cohesive devices is used. Although there is an overall progression of ideas through the text, paragraphs would improve the organisation of the letter.
Language	**4**	A range of vocabulary is used appropriately for emphasis and to show emotional attachment (*my special place is defenetly; I always go up there when I need to stay alone for a bit; I was just speechless; of course, nobody knows*). There is some good use of collocations (*important decision; think carefully; a great view; annoying noises*). A range of simple and some complex grammatical forms is used with a good degree of control. Although there are some errors or slips (*No one else come there*) these do not impede communication.

WRITING | SAMPLE PAPER 1

Question 3

Candidate D

Are you searching for an interisting but at the same time cheap present? Do you want to go shopping in a trendy shop, but you have no idea where you can go? Came and visit the new store of Lodi, called 'Little Treasures', where you can find and buy all type of clothes, from strange and unusual to ordinary and trendy. This shop is in the centre of the city and it's open from Monday to Saturday from 9.00am to 19.00pm.

It sells every type of clothes (t-shirts, bluses, jeans, coats, scarfs, gloves, trousers, shorts, skirts, underware, pullovers, dresses…) for teenegers, both male and female, from 12 to 20 years. Inside it you can find everything you need or you dream, and it has special discount!

Shops assistants are really kind and patient with the costumers and they can help you in the choice or they can give you some useful advice!

If you don't believe it, came and enter in the shop… it will be like a dream!

Examiner comments

Subscale	Mark	Commentary
Content	**4**	All the content is relevant. The candidate writes a review of a shop which sells clothes suitable for teenagers. There are details about the opening hours of the shop and what type of clothes it sells (*strange and unusual to ordinary and trendy*) as well as a description of the shop assistants. The recommendation is implicit in the description of the shop. Everything is very positive, which implies that it is a good place to go if you are between 12 and 20. There is no information about what the shop looks like. It is possible to imagine, but no details are given. However, the reader is on the whole informed.
Communicative Achievement	**4**	The conventions of a review are used effectively to hold the target reader's attention. The style is appropriate for a teenage audience, and good use is made of rhetorical questions to generate interest in the opening. Descriptive and persuasive language is used to communicate straightforward ideas (*you can find everything you need or you dream; If you don't believe it, came and enter in the shop*).
Organisation	**4**	The structure of the text is well organised and coherent. There is a good introduction to the topic and the final closing sentence invites people to come and have a look themselves. Within the paragraphs, there is some use of cohesive devices and linking words, but the punctuation is also effective and appropriate for the age of the target reader (*for teenegers, both male and female, from 12 to 20 years*) making the sentences short but powerful. The list of clothes could be organised more effectively.
Language	**3**	A range of everyday vocabulary specific to the topic is used appropriately (*trendy shop; all type of clothes; special discount*). Within this review, there is a range of simple and some more complex grammatical forms, but little demonstration of the ability to control a range of tenses. However, different forms of the present are accurately used, as well as imperatives. There are a few errors, but these do not impede communication.

WRITING | SAMPLE PAPER 1

Question 4

Candidate E

Tom got off the train and as the train left, he realised he was holding the wrong suitcase. He was shocked. He didn't know what he had to do. 1 hour later he opened this suitcase. He wanted to find number to person whose is this suitcase. He couldn't find it, but finally he found someone's passport. There was adress and it was in his city. So next day he went to this adress. It was Oxford Street 42. He knocked the door but nobody opened him. When he was getting home, somebody told him that person who is he looking for had moved to another city. He was a little bit angry, but next day he went to right city. He went to house on Shakespear Street. When some body opened the door he was shocked. It was Mary, his first love. He was seraching for her for many years. Finally they gave right suitcases their selves and they wanted to meet in the future. They were meeting through two years and these days they are happy marriage with many childrens.

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All content is relevant and the target reader is fully informed. The story follows on from the prompt and develops a narrative which includes the two content points asked for in the question, *an address* and *a surprise*. The reader can follow the sequence of events and there is a logical development which connects the separate aspects of the story. Tom gets off the train with the wrong suitcase, finds an address and when he goes there to hand the suitcase over, surprisingly, he finds his ex-girlfriend.
Communicative Achievement	**2**	The conventions of a story are used to communicate straightforward ideas. The narrative describes Tom's emotions (*He was shocked; He was a little bit angry*) and tells the story through a sequence of events. The target reader's attention is not always held because some of the sentences are quite short and this interrupts the narrative flow of the story (*There was adress and it was in his city. So next day he went to this adress. It was Oxford Street 42. He knocked the door*).
Organisation	**2**	The story is generally well organised and coherent. The story has a beginning, a middle and an end and there are events which take place in sequence. Basic linking words and a limited number of cohesive devices, mainly time references, (*1 hour later; finally; So next day*) are used to connect sentences and move the story forward.
Language	**2**	A range of everyday vocabulary is used appropriately, although some lexis is repeated (*shocked; find; went; adress; When; somebody; city*). There is a range of grammatical forms, past and present tenses, generally used with a good degree of control. Sentence structures are mostly simple and quite short. Errors do not impede communication.

WRITING | SAMPLE PAPER 1

Question 5

Candidate F

Have you ever read Macbeth? Well this is an amazing story about power and murder and some incredible relationships. The main story is about a man who hears that he will be rewarded by the king because of the fighting he has done and this makes the soldier, Macbeth, think that he could become king if he is prepared to get rid of the people in his way. For this he needs a true friend, someone who will stand by him no matter what. So who does he turn to? His wife!

This relationship is very unusual because most people would say no, I'm not helping you murder someone, but she says 'Yes, of course,' and actually helps him plan it. I think they must love each other very much and trust each other. However, not everything works out because after they kill the king, his wife starts to go mad because she feels guilty. He also starts to regret his actions and they can't talk to each other about their feelings and what they have done.

This story shows that even though this couple loved each other and worked together, in the end their relationship was destroyed by the things they did. Although it is a tragic story, it is great to read.

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All content is relevant and the target reader is fully informed. The article describes the relationship between Macbeth and Lady Macbeth at the beginning of the story and explains how it undergoes changes as the play unfolds. Events in the story are used to exemplify and support the candidate's opinions. The different personalities of Macbeth and Lady Macbeth are described, enabling the reader to understand more about their relationship.
Communicative Achievement	**5**	The conventions of the communicative task are used effectively to convey the writer's ideas. Good use of rhetorical questions and punctuation is made in the first paragraph, engaging the reader from the outset. An effective choice of vocabulary also helps to hold the reader's attention (*Well this is an amazing story; incredible relationships; So who does he turn to? His wife!*). The writer manages to combine fact and personal opinion and also employs direct speech (*'Yes, of course'*) to emphasise an idea. The informal style is highly appropriate for a school magazine and for the age range of the target readership.
Organisation	**5**	The text is well organised and coherent with a variety of cohesive devices and organisational patterns used to good effect (*For this; and … and some; a man who; So who … ?; but; However; because; He also; even though; Although*). From the direct question which opens the article to the concise summary of the last sentence, the ideas are developed with skill and pace.
Language	**5**	A range of vocabulary, including some less common lexis and collocation, is used effectively (*incredible relationships; prepared to get rid of; a true friend; in his way; turn to; stand by him no matter what; works out; regret his actions; their relationship was destroyed*). Both simple and more complex grammatical structures, including a range of tenses, are used with control and flexibility (*he will be rewarded; the fighting he has done; if he is prepared to; most people would say*). Errors are minimal.

Writing • Part 1

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

1 In your English class you have been talking about what different people can teach each other. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.



'Teenagers are too young to teach other people about anything.'

Do you agree?

Notes

Write about:

1. technology
2. the environment
3. …… (your own idea)

Writing • Part 2

Write an answer to **one** of the questions **2 – 5** in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

2 You see this notice in an international English-language magazine for teenagers.

Articles wanted

We're looking for articles about unusual objects.
Have you, or a member of your family, ever owned an unusual object?
Tell us about it – describe the object and explain why it's so unusual.
The best articles will be published in our next issue.

Write your **article**.

3 You have received this email from your English-speaking friend, Alex.

From: Alex
Subject: I need your advice

I play the guitar in a band with three friends. We play for fun after school. Now my friends would like our band to play in a music competition on TV, but I'm not sure if I want to. Do you think it's a good idea? If I say 'no', it will upset my friends.

What should I do?
Alex

Write your **email**.

4 You have seen this announcement in an international magazine for teenagers.

Stories wanted

Write a story for our magazine. Your story must **begin** with this sentence:

Jerry read the email and decided to go to the shopping centre immediately.

Your story must include:
- a request
- a present

Write your **story**.

5 Answer the following question based on the title below.

Macbeth by William Shakespeare

Your English class has had a discussion about the story of *Macbeth*. Now your teacher has given you this essay for homework:

Which character do you find most interesting in *Macbeth* and why?

Write your **essay**.

WRITING | SAMPLE PAPER 2

Question 1

Candidate A

"Teenagers are too young to teach other people about anything"

Adults often think teenagers to be noisy, childish and violent. Some of them even don't think they have any adult senses or wise thoughts at all but, as a teenager, I think we're intelligent enough to teach other people some things, and, according to this, I'm not agree with the quotation on top of the page.

For example, lots of teenagers have better knowledge in technology, so they can teach the older generation how to deal with gadgets. In our gymnasium there are special classes for the senior people where they are taught to work on computers, and their teachers are teenagers.

Moreover, teenagers have the great knowledge in ecology, and they are really concerned on saving the planet alive. We talk a lot about environment on classes, we take part in ecology olympiades and contests for the best ecological projects and often won them, so we have a lot to tell the others about environmental problems and ways of their solving.

Besides this, teenagers can teach adults foreign languages. According to the statistics, 50% of adult generation of our country don't know any foreign languages, so we can help them to come by the new knowledge or to improve that what they have. And, of course, students from foreign countries can teach Russian students their language, and Russians can teach them Russian. It is sometimes done in linguistic centres.

To sum up I can say that teenagers have great knowledge in many fields of study, so they can also teach the people of older generation and their classmates and friends.

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All content is relevant and the target reader is fully informed. The candidate discusses the statement and disagrees with the main idea that teenagers are too young to teach others. Examples are provided which support the opinions and develop the argument. The essay is focused on the knowledge and skills that teenagers have. Teenagers can teach older people about technology and gadgets. They are more environmentally aware so can bring about change to protect the planet. The third point, the candidate's own idea, focuses on language skills that teenagers have and how they can use these to help others communicate.
Communicative Achievement	**4**	The essay uses the conventions of the task effectively to communicate straightforward ideas to the reader. The paragraphs are well constructed and the main points are introduced with suitably formal phrases (*For example; Moreover; Besides this; According to; To sum up*). The main points are supported by examples, relevant to the candidate's experience, and the register is consistent throughout. The essay does not present both sides of the argument, portraying teenagers in a positive light throughout, but this is acceptable.
Organisation	**5**	The text is well organised and coherent, using a variety of cohesive devices. Some organisational patterns are used to good effect; for example, the introductory paragraph presents a popular view of teenagers (*noisy, childish and violent; Some of them* (adults) *even don't think*). This is contrasted with, *but, as a teenager, I think*, mirroring the construction of the previous statement. The use of referencing and ellipsis increases the internal cohesion of the paragraphs (*lots of teenagers have better knowledge in technology, so they can teach the older generation how to deal with gadgets*).
Language	**4**	There is a range of technical and some environmental vocabulary used appropriately and there is some use of formal essay lexis (*According to the statistics*). Some errors occur when the candidate attempts less common lexis, but these are mainly due to ambition. There is a range of simple and complex grammatical forms, and these are used with a good degree of control. Errors with plurals, prepositions and articles are present, but these do not impede communication.

WRITING | SAMPLE PAPER 2

Question 1

Candidate B

I don't think that teenagers are too young to teach other people about anything. Of course, they can't know very well some things, for example: some scientific theories, history, mathematic at all and etc, but a lot of teenagers know a lot about technology. It's normal for them to spend a lot of time with computer, different gadgets. Most of them know, how these gadgets work, so they can explain other people different moments of their working. My Granny often asks to me for a piece of advice about her mobile phone. Teenagers' knowledge about technology usually based on practice, so often they don't know about process of creating the phone, the TV, etc. They really shouldn't try to tell about things, which they don't know.

People don't need special knowledge about our world to make it better. Teenagers have a lot of time for help the environment and sometimes they tell about it people, who usually are very busy and couldn't notice the awful problems. So they can and must tell and teach people to help our planet.

In my opinion, teenagers shouldn't teach other people about things, which they know very bad, it may be only funny and of course they ought to teach other people and help them with things, which they know very good. Today all people have opportunity to learn everything, what they want. They can search information in the Internet, in books and the age doesn't matter.

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All the content is relevant and the target reader is fully informed. The essay discusses the main question of whether teenagers are too young to teach and provides an opinion on what teenagers are good at (*a lot of teenagers know a lot about technology*), and how practical knowledge of technology can help others (*they can explain other people different moments of their working*). In the second point, concerning the environment, the candidate explains that teenagers have time to learn about environmental problems and should share this knowledge. Finally, the third point presents the negative aspect that teenagers are more practical and sometimes don't have all the resources to teach a subject in depth (*they can't know very well some things, for example: some scientific theories; often they don't know about process of creating the phone; shouldn't teach other people about things, which they know very bad*).
Communicative Achievement	**2**	Straightforward ideas are communicated and the conventions of the essay task are used in generally appropriate ways. The first two points are dealt with in separate paragraphs but the third is an idea which runs throughout the essay. This point would be more successfully communicated by discussing it in a distinct paragraph. The three points would then be presented more clearly, and thus hold the target reader's attention better. The register and tone of the essay are consistent and there is language of explanation and opinion.
Organisation	**3**	The essay is generally well organised, with a clear introduction and paragraphs. A variety of linking words and cohesive devices is demonstrated, including relative clauses, pronouns and other referencing features (*Of course; for example; Most of them; In my opinion*). The conclusion doesn't summarise all of the main points but it does state an opinion on the central question (*teenagers shouldn't teach other people about things, which they know very bad*).
Language	**2**	A range of everyday vocabulary is used appropriately in the context of this essay (*a piece of advice; based on practice; process of creating; special knowledge*). Simple grammatical forms are used with a good degree of control, but there are a number of errors when more complex forms are attempted, for example specific expressions or use of prepositions (*they can't know very well; explain other people; tell about things; time for help*). The number of errors affects the overall communicative achievement, although the intended meaning can still be determined.

WRITING | SAMPLE PAPER 2

Question 2

Candidate C

The perfect seat, or not.

Have you ever gone to Australia? Well, my brother had. And he bought there a totally unusual object: an special chair which has a variety of facilities to enjoy.

This product is as big as a common chair, but with lots of other characteristics. It contains many boxes, places for food and drinks, a radio and a little tv too! All these make this special chair a complete unusual object. Sitting on it you feel like a kind or a queen. It is really comfortable and not as expensive as I thought it was.

The chair seamed to be perfect, but it was not. One day, an uncle of my brother and I came to our house and he sitted on it without taking much care. It was the ending of the product. It came into pieces. Apparently, the chair was not strong enough to support my uncle weight.

In our country this is an unusual object, but if you go to Australia you will find it everywhere. I recommend you to buy it, but try not to allow everybody to sit on it. The chair will not survive.

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All the content is relevant and the target reader is fully informed. The candidate writes about an object and explains what is unusual about it. The chair and its features are described and there is a narrative which describes the history of the chair, explaining how the chair arrived in the family and what happened to it in the end. The reader learns about the importance of the chair to the family.
Communicative Achievement	**3**	The style is appropriate for an article. The register is neutral to informal and the details are discussed from a personal perspective. There are direct questions which immediately engage the reader (*Have you ever gone to Australia? Well …*) and at the end, there is some advice for others thinking of buying a similar object (*I recommend you to buy it, but try not to allow everybody to sit on it*). The target reader's attention is held and straightforward ideas are communicated.
Organisation	**5**	The article is well organised and uses a range of cohesive devices and organisational features to generally good effect. There is a range of sentence structures used to good effect (*The chair seamed to be perfect, but it was not*) and the article is organised around a narrative which provides an overall structure to the text. There is good use of pronouns, substitution and ellipsis which help to avoid repetition of the main subject (*an special chair; This product; It; this special chair; All these; Sitting on it*) and these provide good examples of internal cohesion.
Language	**2**	A range of everyday vocabulary is used appropriately and some collocations are effectively employed (*other characteristics; not as expensive as; seamed to be perfect; not strong enough to support*). There is some awkwardness and errors occur at times (*variety of facilities to enjoy; complete unusual object; came into pieces*). Simple grammatical forms are used with a good degree of control. There are few examples of more complex language as the article is mainly written in the present tense and simple past. Errors do not impede communication.

WRITING | SAMPLE PAPER 2

Question 3

Candidate D

Hi Alex,

how are you? I hope you're ok. I've rethinked your problem. I found out two things. First of all, if you want me to give you the best advice, I would like to have more information. Secondly, you can't make anything you really don't want to. Talk with them, and maybe you'll together find a solution. But anyway, I think that you don't want to talk with them. Well, at least I wouldn't want to. So, if you're just like me, just talk with them face-to-face and clearly say: 'no'. But if it still isn't a good solution for you, I've got one more idea. Perhaps, there is a person who plays guitar as good as you, and maybe he or she will agree to replace you for a couple of hours. Think about these ideas. I hope I helped. Write back soon, what you decided. Good luck,

your XYZ

Examiner comments

Subscale	Mark	Commentary
Content	**4**	All the content is relevant, as the email gives general advice regarding Alex's problem. However, the specific problem of whether it's a good idea to play with the band in the music competition is not clearly addressed, so the target reader is not fully informed. The advice is appropriate, but rather unclear as no specific details are given about the problem until towards the end, when the guitar is mentioned.
Communicative Achievement	**3**	The email uses the conventions of the communicative task and straightforward ideas are communicated. The email provides advice for a friend and the tone is friendly and polite. It also offers a number of suggestions which could work (*Talk with them; you'll together find a solution; maybe he or she will agree to replace you*). The email is sympathetic and the candidate identifies with the problem (*I wouldn't want to; if you're just like me*). The candidate also expresses hope that the email provides a solution (*Think about these ideas. I hope I helped*) and this holds the reader's attention.
Organisation	**3**	The email is generally well organised and coherent. A variety of linking words is used to connect the ideas throughout the text (*First of all; Secondly; and; But anyway; So*). Cohesive devices, such as referencing pronouns, are used within sentences to refer back to the original email and to avoid excessive repetition (*you don't want to talk with them; if it still isn't a good solution; these ideas*).
Language	**3**	There is a range of everyday vocabulary used appropriately to give advice (*find a solution; talk with them face-to-face*). Although there are some awkward expressions and errors with collocation (*I've rethinked your problem; you can't make anything*) the message is still communicated. There is a range of simple and some complex grammatical forms used with a good degree of control. Some simple past and present forms are used appropriately (*But if it still isn't; Perhaps, there is a person who; will agree to replace you*). Errors do not impede communication.

WRITING | SAMPLE PAPER 2

Question 4

Candidate E

"THE FAIRY"

Jerry read the email and decided to go to the shopping centre immediately. The idea of getting something for free was just too tempting. He sat in the café, as the instructions in the email told him to do so, and waited. Suddenly, a mysterious woman in a pink, sparkling coat appeard in front of him. Jerry swore he saw wings hidden under it. Could that really be a fairy? The woman looked at the boy and said: "I'm going to give you a present but you have to promise me not to be mean to other people". She handed him a package and then walked away. At this point you should know that Jerry was a bully, who was never nice to his friends at school.

The boy rushed home and opened the present. Inside he found a brand new xbox. Jerry spent hours playing video games from that day on. One time, Timmy - his neighbour asked if he could join in. "Don't even think about it, stupid!" Jerry said. And then, the xbox disappeared. Jerry knew he hadn't listened to the fairy. He apologised and decided not to hurt others anymore.

Examiner comments

Subscale	Mark	Commentary
Content	**5**	All the content is relevant and the target reader is fully informed. The story follows on from the prompt and develops into a narrative referring back to the prompt to make the connection clear (*as the instructions in the email told him to do*). The required elements, *a request* and *a present*, are used effectively and integrated well into the story (*I'm going to give you a present but you have to promise me not to be mean to other people*). The request is implicit in the promise he has to make.
Communicative Achievement	**5**	The text uses the conventions of story-telling to communicate effectively and hold the target reader's attention. Good use is made of features such as narrative tenses, intensifying adverbs, direct speech and descriptive language. Certain aspects of the plot are revealed later rather than stated immediately (*The idea of getting something for free was just too tempting; At this point you should know*), which is an effective narrative technique and keeps the reader interested.
Organisation	**4**	The text is well organised and coherent, using a variety of linking words and cohesive devices to generally good effect. Sequential linking is good (*Suddenly, a mysterious woman ... appeard; She handed him a package and then; The boy rushed home; One time; And then*) and this keeps the narrative moving forward. There is a clear beginning and middle, and the end provides a moral conclusion to the whole tale (*He apologised and decided not to hurt others anymore*) referring to the lesson he has learned and what the fairy expected him to do.
Language	**5**	There is a range of vocabulary used appropriately to describe characters and events in a very effective way and the reader can visualise what is being described (*was just too tempting; in a pink, sparkling coat; swore he saw wings hidden under it; a brand new*). The reader feels Jerry's surprise and learns about his character. There is a range of grammatical forms used with control and flexibility to create images and the language is used very economically (*The idea of getting something for free was just too tempting*). In this statement, we learn that Jerry is an opportunist; that the email was an offer; and that Jerry didn't know what he was going to get. *And then, the xbox disappeared* – although this is a very simple sentence, it conveys the fact that Jerry hasn't kept his promise and that he is being punished. Errors are minimal.

WRITING | SAMPLE PAPER 2

Question 5

Candidate F

I think Lady Macbeth is the most interesting character in Macbeth. She supports her husband when he tells her what the wiches told to him and she plans with him to kill the king. Lady Macbeth sees that he can be king and she wants the power. She is not a normal woman because she takes control when she sees he is weak and despite that he is a soldier and she is just a wife she help him.

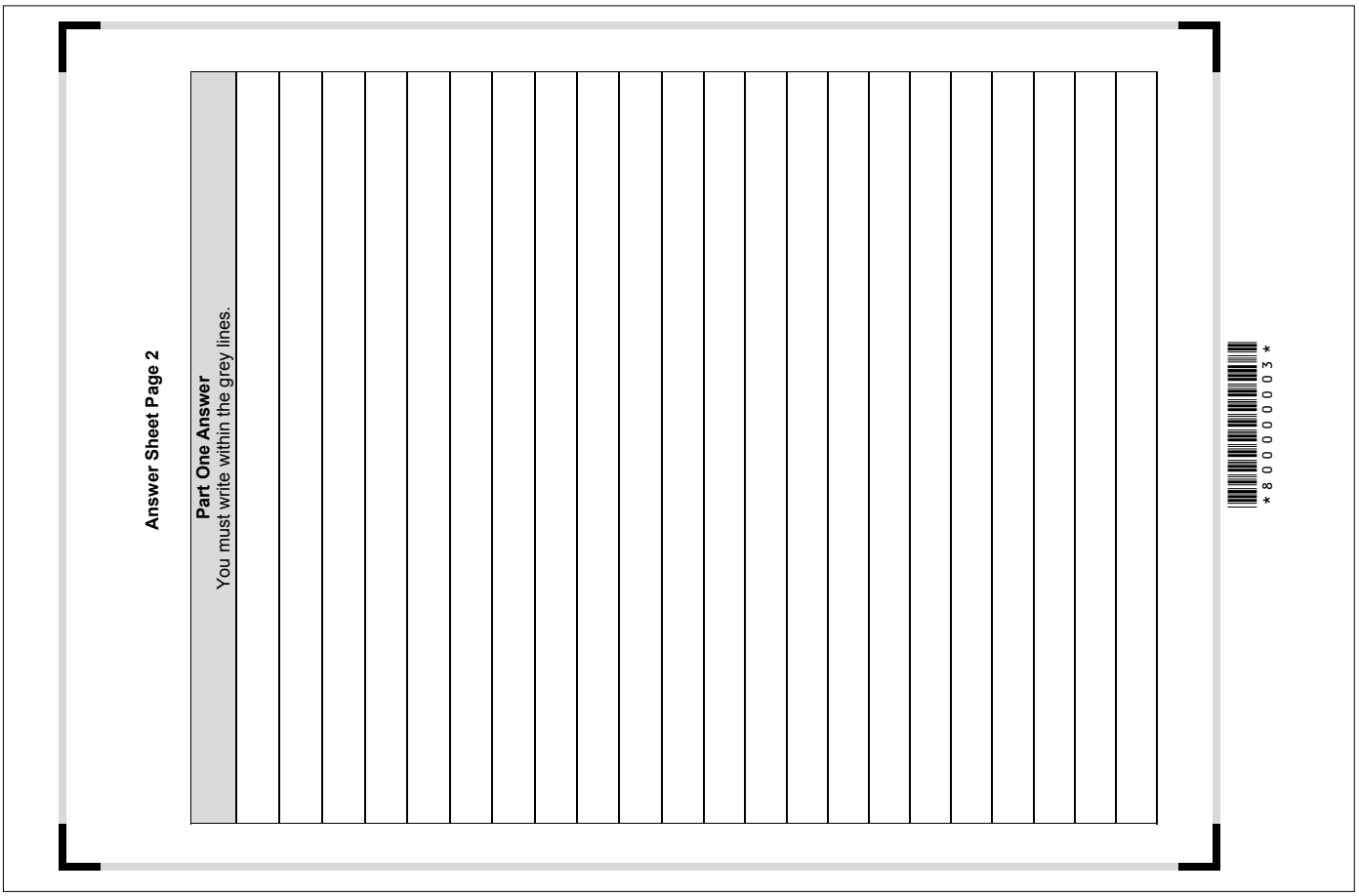
Later on is interesting because even though she thinks she is stronger than Macbeth she has dreams and needs a doctor because she can't go asleep very well. Her dreams are about killing the king and we understand that she is sorry about what she have done. In the end she goes mad and she kills herself. I think she loved Macbeth and she wanted to help him but she had to do things like a man. She is interesting because she changes a lot in the story from a strong woman to a mad woman.

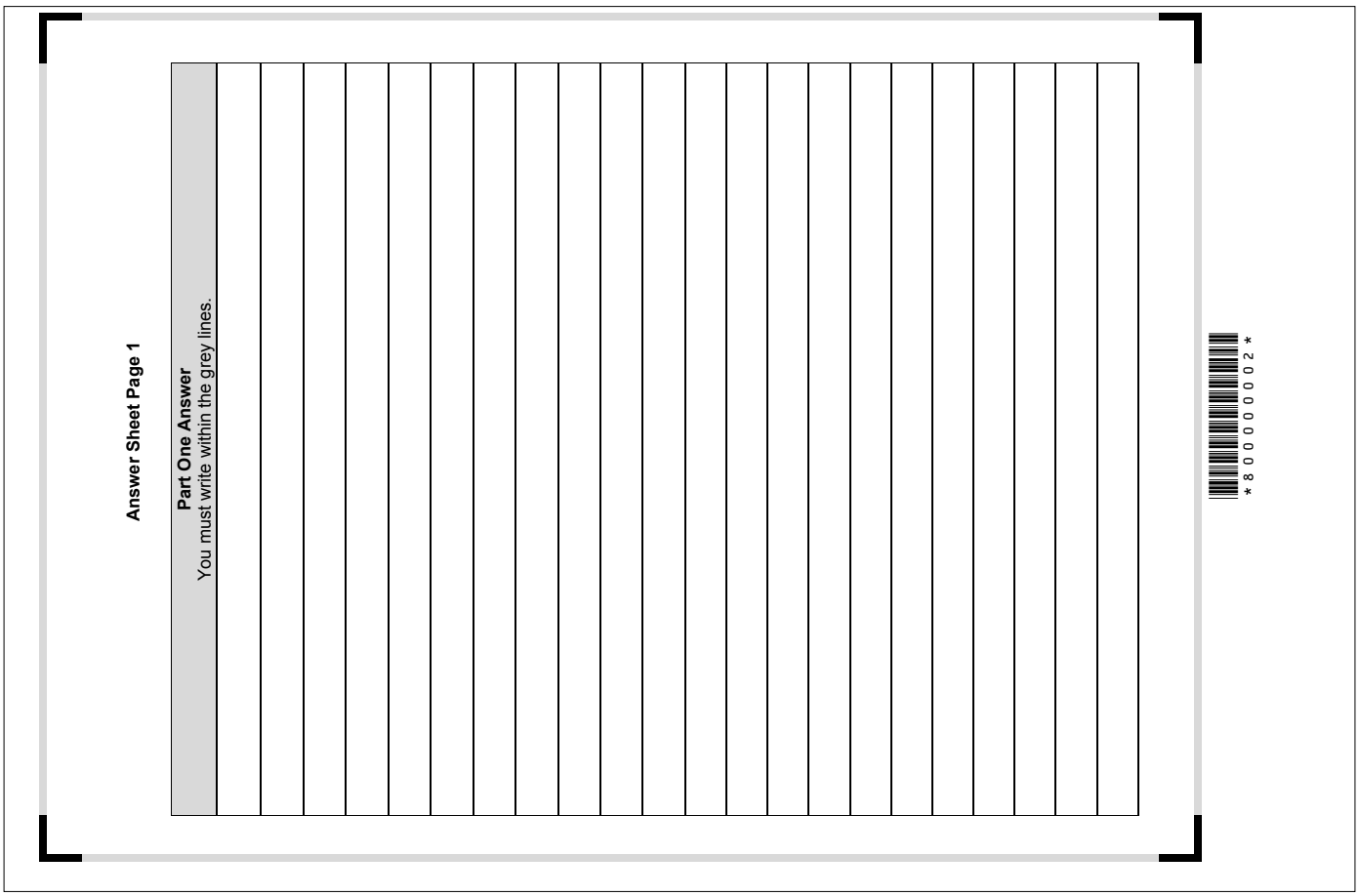
Examiner comments

Subscale	Mark	Commentary
Content	**5**	All content is relevant and the target reader is fully informed. The candidate has written an essay expressing an opinion on who is the most interesting character in Macbeth and providing supporting reasons for the opinion. Lady Macbeth and some of the main events in the story are outlined, demonstrating a good knowledge of the events and characters in the text (*she plans with him to kill the king; she is sorry about what she have done; she goes mad; She is interesting because she changes a lot*).
Communicative Achievement	**3**	The conventions of the communicative task are used to hold the reader's attention. The essay is written in a formal tone and is quite objective when describing the events. Opinions are given and events from the book are used to support these opinions. More focus on the character of Lady Macbeth and less on retelling the events of the set text would be more effective here in dealing with the task.
Organisation	**3**	The text is generally well organised and coherent. There is a clear overall structure to the text and each paragraph has a different focus, one describing her strength and the other her weakness. There is a variety of linking words and some cohesive devices used (*when; despite; Later on; even though*) but better use of punctuation, particularly commas, would make the cohesive devices more effective.
Language	**3**	There is a range of everyday vocabulary used appropriately (*She supports her husband; takes control; just a wife; Her dreams are about*). There are some awkward expressions and errors (*she can't go asleep very well*) but the message is still communicated. A range of simple and some complex grammatical forms is used with a good degree of control (*she plans with him to kill; she is sorry about what she have done; she had to do things like a man*). Errors are present but these do not impede communication.

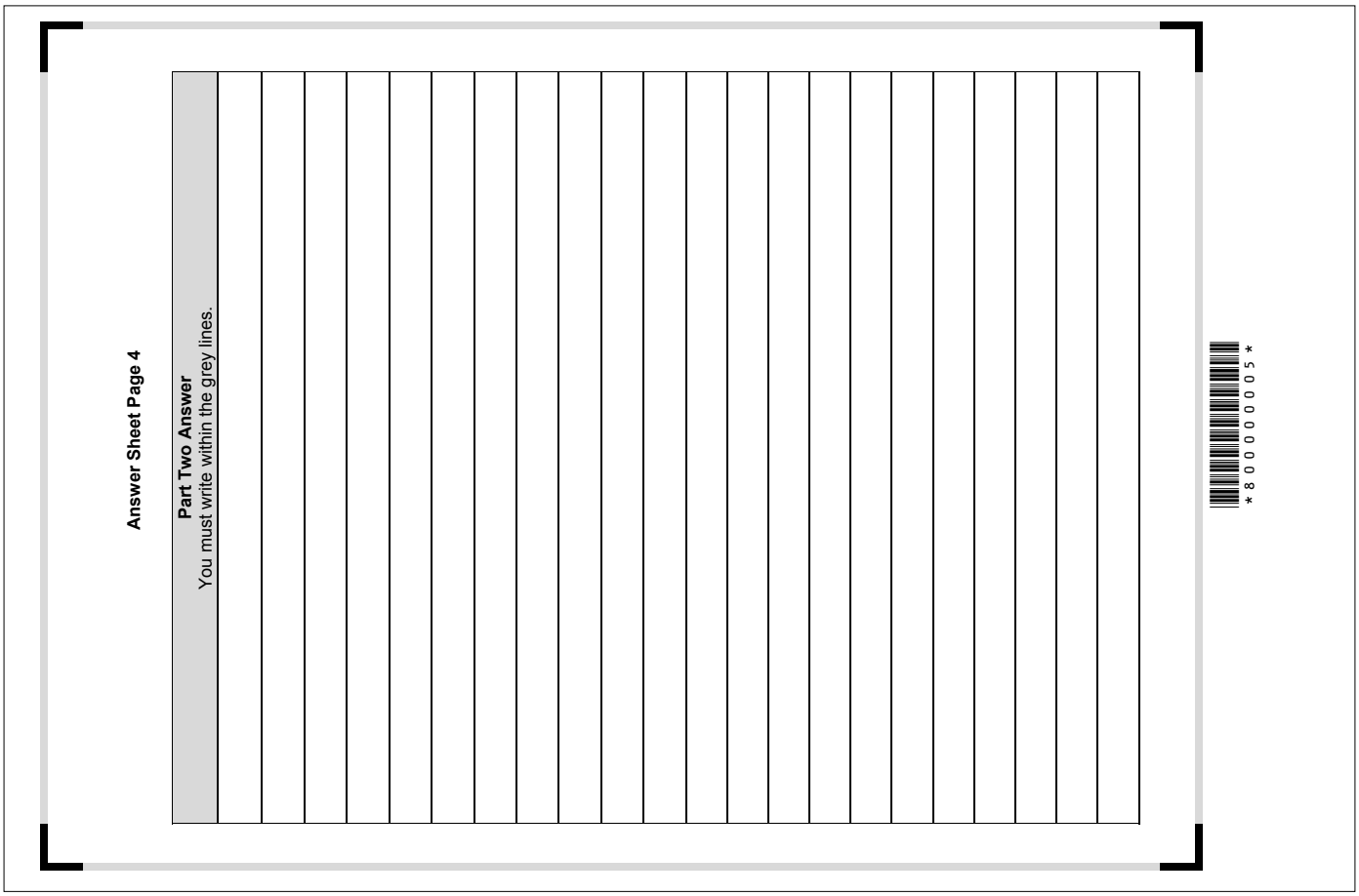
WRITING

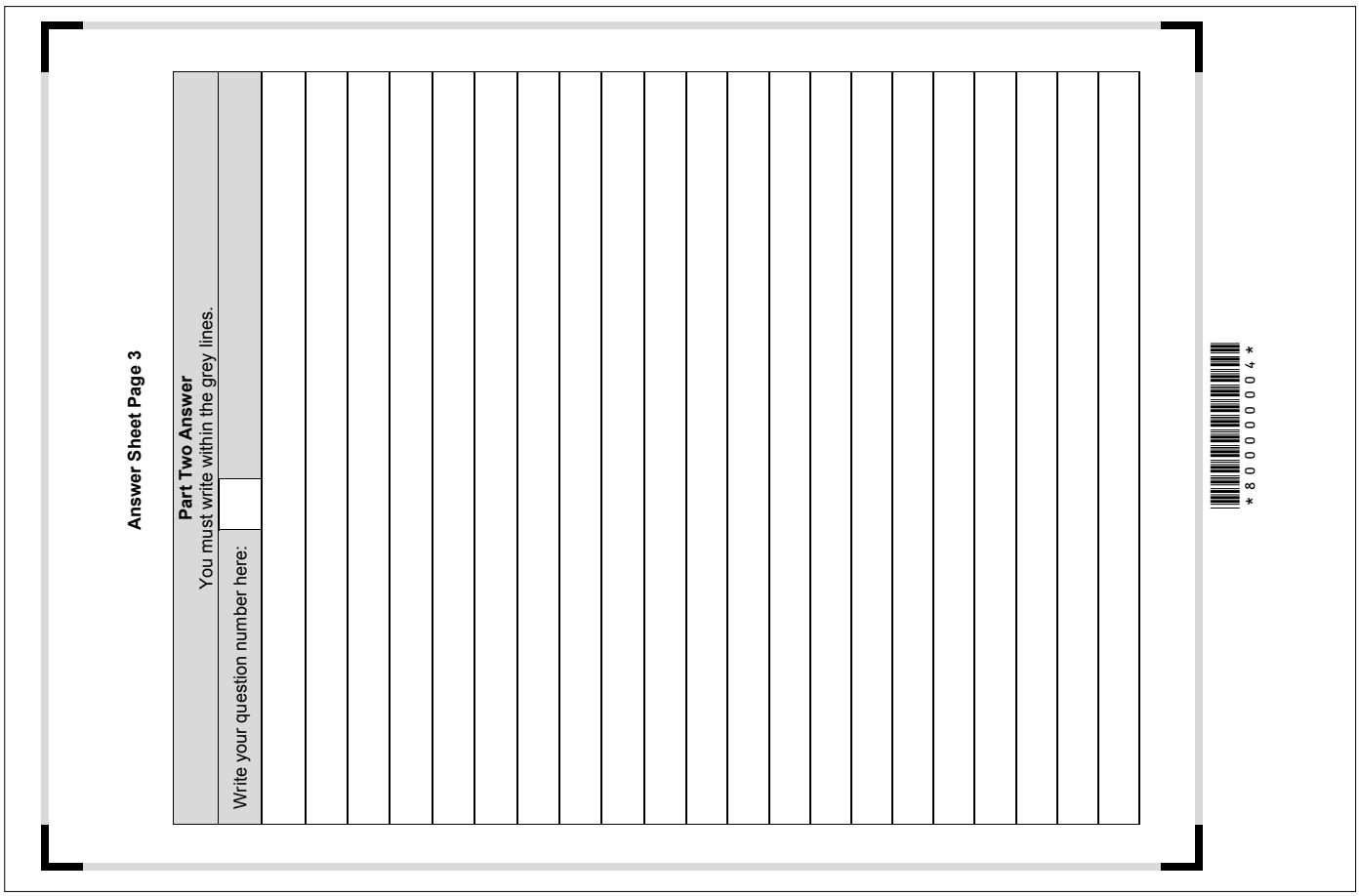
Candidate answer sheet





WRITING


Answer Sheet Page 4
Part Two Answer
You must write within the grey lines.
8000000005


Answer Sheet Page 3
Part Two Answer
You must write within the grey lines.
Write your question number here:
8000000004

Listening

General description

PAPER FORMAT	The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.
TIMING	Approximately 40 minutes.
NO. OF PARTS	4
NO. OF QUESTIONS	30
TASK TYPES	Multiple choice, sentence completion, multiple matching.
TEXT TYPES	*Monologues*: answerphone messages, radio documentaries and features, news, public announcements, stories and anecdotes, talks. *Interacting speakers*: conversations, interviews, discussions, radio plays.
ANSWER FORMAT	Candidates are advised to write their answers in the spaces provided on the question paper while listening. There will be 5 minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the answer sheet.
RECORDING INFORMATION	The instructions for each task are given in the question paper, and are also heard on the recording. These instructions include the announcement of pauses of specified lengths, during which candidates can familiarise themselves with the task and, for some items, predict some of the things they are likely to hear. A variety of voices, styles of delivery and accents will be heard in each Listening paper to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.
MARKS	Each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Multiple choice. The focus is on genre, identifying speaker feeling, attitude, topic, opinion, purpose, agreement between speakers, gist and detail.
FORMAT	A series of short unrelated extracts, of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple-choice question per text, each with three options.
NO. OF QS	8

PART 2

TASK TYPE AND FOCUS	Sentence completion. The focus is on detail, identifying specific information and stated opinion.
FORMAT	A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording.
NO. OF QS	10

PART 3

TASK TYPE	Multiple matching.
FORMAT	Five short related monologues of approximately 30 seconds each. There are five questions which require the selection of the correct option from a list of eight.
NO. OF QS	5

PART 4

TASK TYPE AND FOCUS	Multiple choice. The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.
FORMAT	An interview or exchange between two speakers and lasting 3–4 minutes. There are seven 3-option multiple-choice questions.
NO. OF QS	7

The four parts of the Listening paper

PART 1 Multiple choice

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

Sample task page 54, tapescript pages 57–58, and answer key page 61*

Each correct answer in Part 1 receives 1 mark.

The eight questions in this part of the paper are each preceded by a context sentence which is read out on the recording. The candidates then have time to read each question before hearing the recording twice.

PART 2 Sentence completion

This part tests candidates' ability to listen and locate specific information and stated opinion, from a single long text, and produce written answers by completing gapped sentences. Texts may be broadcasts, talks or classroom presentations.

Sample task page 55, tapescript pages 58–59, and answer key page 61*

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 required will be heard on the recording and will not need to be changed in any way. 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* (B2) level.

PART 3 Multiple matching

In Part 3, the focus is on the skill of listening for general gist, detail, attitude, opinion etc. Candidates need to match an option to the correct speaker.

Sample task page 55, tapescript pages 59–60, and answer key page 61*

Each correct answer in Part 3 receives 1 mark.

In this part, candidates listen to five short texts, each with a different speaker, 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, such as journeys. Candidates choose the option from a set of eight, which matches what each speaker says.

PART 4 Multiple choice

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

Sample task page 56, tapescript page 60, and answer key page 61*

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 interaction on the recording. Texts are usually interviews or discussions featuring two speakers.

**The audio files for the sample papers are available at www.cambridgeenglish.org/first-for-schools-handbook*

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 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 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 announcements.
- Try changing the focus of the tasks they do in class; sometimes ask your students to listen for specific things, sometimes for the overall gist.
- 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 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 student talking about a film he watched last night.

(Students suggest a question)

Options

A: a car

B: a family

C: a robbery

Text

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

PART 2

- Preparation for this part should include lots of exposure to simple gap-fill listening exercises.
- 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 young singer talking about his childhood.

What is he grateful for?

A being encouraged to sing by his father
B being exposed to music at an early age
C inheriting his mother's talent as a singer

2 You overhear a girl talking on the phone about a clothes shop.

She thinks her friend would appreciate

A the helpful attitude of the staff.
B the lively atmosphere created by the music.
C the low prices compared to other shops.

3 You hear part of an interview with a farmer.

What is he doing?

A describing his lifestyle
B justifying his choice of career
C promoting an event he's involved in

4 You hear two friends talking about a school concert.

How does the girl feel?

A worried that she hasn't done enough practice
B nervous about performing in front of her family
C concerned that her clarinet doesn't sound right

5 You hear a news report about a football club.

Who has suggested a change in club policy?

A the club's doctor
B the club's supporters
C the club's new manager

6 You hear two friends talking about a newspaper for teenagers.

What do they agree about?

A how boring it is to read one regularly
B how interesting it would be to write for it
C how important it is to keep up with the news

7 You hear a boy telling a friend about climbing a mountain with his father.

What does he remember most clearly about reaching the top?

A being glad that he'd followed his father's advice
B feeling quite a bit of physical discomfort
C enjoying the beauty of the scenery around him

8 You hear a teacher talking about an environmental project.

Why is she talking to her class?

A to encourage them to remain involved in the project
B to inform them about changes to the project
C to remind them about a future project

Turn over ▶

Listening • Part 2

Questions 9 – 18

You will hear a student called Duncan Heap talking about his recent trip to Iceland to study sea birds called puffins. For questions **9 – 18**, complete the sentences with a word or short phrase.

Puffins

Duncan uses the word **(9)** ..... to describe the puffin's appearance out of the water.

Duncan was surprised to learn a puffin's **(10)** ..... can help it to change direction when flying.

Duncan explains that puffins create **(11)** ..... as a place to make their nests.

Duncan agrees with people who think adult puffins make a noise like that of a **(12)** .....

Duncan was surprised to find out that young puffins are driven by **(13)** ..... to leave their nests.

Duncan says that puffins leaving the nest at night have always used **(14)** ..... to guide them.

In town, **(15)** ..... are the most dangerous places for young puffins to land.

Duncan was amused to see someone using an open **(16)** ..... to rescue young puffins.

Injured puffins are cared for in a **(17)** ..... in the town.

Duncan's favourite souvenir of his trip is a puffin **(18)** ....., which he says is really cute.

Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which people are talking about photography. For questions **19 – 23**, choose from the list (**A – H**) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

A Learning to use new photographic software is fun.

B I have found some useful advice online.

Speaker 1 **19**

C Photography helps me to remember events.

Speaker 2 **20**

D It's my goal to become an expert in photography.

Speaker 3 **21**

E Doing photography means I go to new places.

Speaker 4 **22**

F I can express original artistic ideas through photography.

Speaker 5 **23**

G My friends have helped me to develop my skills.

H Taking photos gives me more confidence.

Turn over ▶

LISTENING | SAMPLE PAPER 1

6

Listening • Part 4

Questions 24 – 30

You will hear an interview with a teenager called Luke Fuller, who's talking about working as a junior reporter for his local radio station. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

24 What was the aim of Luke's work at the radio station?

A to encourage teenagers to have a media career

B to help teenagers find out about well-known people

C to make teenagers realise how interesting their lives are

25 Luke says the most difficult thing to learn was how to

A speak in the right way.

B write the scripts.

C handle the equipment.

26 What problem did Luke expect to have when he reported from his school?

A a negative reaction from his teachers

B not enough events to talk about

C feeling uncomfortable in the role

27 What surprised Luke when he started interviewing people?

A how honest they were with him

B how confident they seemed to be

C how well-prepared they were

28 When changes were made to what he'd recorded, Luke felt

A concerned they might upset other people.

B annoyed as nobody asked him his opinions.

C convinced that they were probably necessary.

7

29 What does Luke say about the whole experience of being a reporter?

A He regrets complaining about certain aspects of it.

B He gained a lot from the various demands made on him.

C It suited him because he's curious about others.

30 As a result of his experience, Luke realises that a radio reporter

A should make an effort to meet listeners.

B needs to use language imaginatively.

C has to use music to create a mood.

LISTENING | SAMPLE PAPER 1

Tapescript

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

SAMPLE TEST

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.

PAUSE 5"

Now open your question paper and look at Part One.

PAUSE 5"

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

Question 1

You hear a young singer talking about his childhood.

PAUSE 2"

— *** —

When I was a little kid, my father used to watch a lot of old movies and I sat with him and loved them too, especially the musicals. So you see, my career was inspired by him in a way and these old movies played a big part in my life. They were the reason I wanted to learn to sing, though my dad never suggested it to me. There's no musical background in my family, though my mother could sing, but she didn't have much ability really – it was just fun for her. I think my parents must have looked at me and thought: 'where did that come from?'

PAUSE 2"

— *** —

TAPE REPEAT

PAUSE 2"

Question 2

You overhear a girl talking on the phone about a clothes shop.

PAUSE 2"

— *** —

Well, I think that new clothes store called *Smart Girls* is certainly a place where you can be sure of picking up a bargain or two, though most of the shops in the mall have them at the moment. The assistants are friendly and they really know about fashion, instead of just pretending to be cool! They're honest too and don't just tell you that you look great all the time. I like the music they play 'cos it sort of puts you in the mood as soon as you walk in, though I don't think it's your thing – you might prefer somewhere a bit quieter.

PAUSE 2"

— *** —

TAPE REPEAT

PAUSE 2"

Question 3

You hear part of an interview with a farmer.

PAUSE 2"

— *** —

F: So Josh, for our teenage listeners, who live in towns and cities, tell us about what it's like living on a farm.

M: Well actually you can come along and experience it for yourself this weekend. There's going to be something called an Open Farm Day. More than 450 farms all over the country will be open to the public and you can go along and meet the animals, ride on a tractor, learn about cheese making and wool spinning, all that sort of thing. Who knows it might even persuade a few to think about farming as a career. It's not an easy life but it's a good one.

PAUSE 2"

— *** —

TAPE REPEAT

PAUSE 2"

Question 4

You hear two friends talking about a school concert.

PAUSE 2"

— *** —

M: Hi Judy! Are you ready for the school concert tomorrow? I've been practising all week so I think it'll be OK.

F: There are a few tricky bits in that new piece of music we'll be playing. I'm getting my head round it, though. My clarinet was making a funny noise but I've got it sorted now. That could've been embarrassing.

M: I'm a bit worried about my solo part, especially with all those people watching.

F: Imagine how awful it would be to make a mistake with your mum and dad there! I'm not so bothered about strangers, though.

M: Just stay cool. If you mess up, just keep going like nothing's happened.

PAUSE 2"

— *** —

TAPE REPEAT

PAUSE 2"

Question 5

You hear a news report about a football club.

PAUSE 2"

— *** —

Fast food is off the menu for everyone at Park Town Rangers football club! The new manager of the club has coached in many countries

LISTENING | SAMPLE PAPER 1

around the world and has picked up some ideas from his travels in Europe and Asia. He has banned the players from eating meat when they are preparing for important games. He thinks this will strengthen their physical condition and improve the team's results, a view shared by our medical experts in the studio today. Now the club have decided to go a step further and have stopped selling burgers in the stadium, a move which may not be popular with all the young fans!

PAUSE 2″

— *** —

TAPE REPEAT

PAUSE 2″

Question 6

You hear two friends talking about a newspaper for teenagers.

PAUSE 2″

— *** —

M: I read this great newspaper the other day.

F: A newspaper? Isn't it full of dull stuff?

M: It's aimed at our age group, actually, so it presents the news in a way that's easy to understand – so it's a good way to find out what's going on in the world. It's interactive too.

F: Really?

M: Yeah, you can write reports for it and they include the best ones in the paper. Cool, huh?

F: If you like writing I suppose. Not a talent of mine.

M: So you don't bother with the news then?

F: Oh I wouldn't say that. I do follow it – just as long as it doesn't seem too much like schoolwork.

PAUSE 2″

— *** —

TAPE REPEAT

PAUSE 2″

Question 7

You hear a boy telling a friend about climbing a mountain with his father.

PAUSE 2″

— *** —

F: How often do you go mountain climbing?

M: My dad and I go climbing together a lot, which is really cool 'cos I get plenty of time to talk with him. I remember the last mountain we climbed together, he was telling me about how you can only really enjoy the wonderful scenery once you get to the top, 'cos when you're just halfway up you're concentrating on the climb. I was really sore, and I just wanted to quit, but I carried on to the top so I could admire the beautiful view – but my legs were aching so much I couldn't appreciate it fully, or my dad's wise words.

PAUSE 2″

— *** —

TAPE REPEAT

PAUSE 2″

Question 8

You hear a teacher talking about an environmental project.

PAUSE 2″

— *** —

Right everyone, I'm sure you'll agree it was great fun enhancing our school grounds with the butterfly garden, and I hope you all got something out of it and are more aware of your natural environment now. What you've achieved is much appreciated and the project will continue so I'd like you to keep thinking about things we can do to maintain the garden. The idea is to keep it going for future students at the school so all suggestions are welcome. I think you'll all agree it's been a great success – which I hope we can repeat in the future.

PAUSE 2″

— *** —

TAPE REPEAT

PAUSE 2″

That is the end of Part One

Now turn to Part Two.

PAUSE 5″

You'll hear a student called Duncan Heap talking about his recent trip to Iceland to study sea birds called puffins. For questions 9–18, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part Two.

PAUSE 45″

— *** —

Do you like sea birds? If so, you'll love puffins. They spend most of their lives at sea, but last August I was lucky enough to see them up close, when I visited the Westman Islands, in Iceland, where they build their nests.

First of all though, a few facts about puffins. They have a squat black-and-white body, short wings and a large colourful beak, which I think makes them look really funny on dry land. But puffins are built more to swim underwater than to fly or walk. When you see them swimming, it's an impressive sight. Their wings help them propel themselves through the water.

I didn't expect their feet to be used when they were flying, except perhaps just to moderate their speed, like brakes, but actually they use them to alter their direction in the air! In the water, puffins can dive deep, holding their breath for up to two minutes, to catch fish.

When spring comes, puffins can be seen on high cliffs on the Westman Islands, making their nests. It's quite a sight, I'm told. I wasn't aware of this, but puffins nest underground rather than on cliff-top ledges as I'd imagined. They dig holes, so their nests are very well protected.

Each female puffin lays just one egg in its nest each year, which the pair watches over for six weeks, day and night. While they wait, you can hear them underground making noises that might be like talking – loud growling calls, almost like laughter, which some describe as sounding like a cow, and I tend to agree! Young puffins, though, once

LISTENING | SAMPLE PAPER 1

hatched, sound more like a duck or a goose, 'peeping' for food from their parents.

I was told that, as winter beckons, their parents leave them behind and fly off to sea, but apparently it's hunger rather than loneliness that makes young puffins fly from their nests. That's something I didn't expect.

And this is what I saw when I was there. In the daytime I watched young puffins diving off the cliffs to gain enough speed for flight, as they headed out to sea. At night-time, though, which is when most of them fly off it, was a different story. The thing is, puffins instinctively use the stars for navigation, but the lights of a town can fool them and make them head in the wrong direction, so the young puffins end up landing all over the place. Some puffins land on the beaches, where they are easily rescued. Others aren't so lucky. If it's on the roads, cars aren't so much of a problem as people know to drive extra slowly at this time of year. But gardens present more of a threat. They're dark and there are lurking cats.

So I helped the local teenagers, who are allowed to stay out late, and we roamed around the town with cardboard shoe boxes, rescuing young puffins as we went. I even saw one boy putting a young puffin in an upturned umbrella, which made me laugh! They didn't seem to mind being handled and it's not unusual for a single teenager to catch ten birds in one evening. After a night spent as guests of their rescuers, with the box as a temporary bed, we carried the young birds down to the beach and threw them up high. It was a really rewarding experience to see them glide towards the sea and freedom.

Sometimes the puffins aren't ready for release, if they've been injured or whatever. In which case, they get taken to the local museum, which becomes a sort of puffin hotel for a few days each year.

You can buy all sorts of puffin souvenirs on the islands. I took some great photographs of the birds, one of which is now the screensaver on my computer – I've got a puffin mouse-mat too, that's really cute – a much better souvenir than a puffin T-shirt or baseball cap – that's the sort of thing most people buy.

Anyway, before I go onto … [fade]

PAUSE 10″

Now you'll hear Part Two again.

*— *** —*

REPEAT INSERT

PAUSE 5″

That is the end of Part Two.

Now turn to Part Three.

PAUSE 5″

You'll hear five extracts in which people are talking about photography. For questions 19–23, choose from the list (A–H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

You now have 30 seconds to look at Part Three.

PAUSE 30″

*— *** —*

Speaker 1

PAUSE 2″

I fell in love with photography when I was 13 and I've been doing it as a hobby ever since. I might even do it for a career but I know I've still got a lot to learn about it. I just know I really like it and it motivates me to get out there, do different things and stuff like that – you know, visit unusual locations, where I might not otherwise have gone, if I wasn't into photography. Once I've taken a load of shots, I find it really satisfying to look at them all on screen afterwards and choose the best ones.

PAUSE 3″

Speaker 2

PAUSE 2″

I always photograph things that mean something to me; friends, places I've been, things I've done. I've taken some amazing shots of musicians at concerts, trying to capture the atmosphere of the music and the crowd. It's a way of freezing a moment in time with just one click – like a record, keeping the past alive for me. I love giving friends pictures of themselves in different situations. Everyone says I'm becoming a real expert, but I don't think about that. My parents also give me lots of encouragement – they're going to get me a new camera, 'cos the one I've got right now isn't exactly the latest model.

PAUSE 3″

Speaker 3

PAUSE 2″

I usually have an idea in my mind of what I want to see in a photo, and I'll concentrate on trying to get that picture. It might be a friend in an interesting place, or a scene from nature, whatever. I know for some people it's tricky to come up with something truly original, but I actually feel more sure of myself and what I'm doing when I'm behind the camera. I also feel a sense of calmness somehow, when I'm sitting at my laptop editing my pictures and sharing them with friends online – I just get totally absorbed in the whole process, and forget all about what's going on outside.

PAUSE 3″

Speaker 4

PAUSE 2″

I'm lucky 'cos I learned to use a camera when I was about five years old, so I'm pretty confident in my abilities. Obviously, there's still room for improvement, but I'm no great perfectionist. For me, it's about using the equipment to show what I think and feel, but also using my imagination to create something unique. The technology's always developing, and almost everybody's learned to use a camera of some sort these days, but I don't think people understand the power of what they can do. It's not just about getting snaps of events or new places – or else you just end up with a picture that's been taken a thousand times before.

PAUSE 3″

Speaker 5

PAUSE 2″

I used to enjoy just looking at photos, but then I discovered the amazing stuff you can do on computers or with a camera – I've

LISTENING | SAMPLE PAPER 1

taught myself loads – I get pleasure out of solving puzzles, and playing around, experimenting to see how it all works. It's not about trying to be creative, but more about amusing myself with what I can do. I can't say I'm some expert photographer, but I do post lots of the pictures I take on various websites for friends to look at, 'cos everybody gets something out of seeing themselves, and remembering places they went to, or things they did.

PAUSE 10″

Now you'll hear Part Three again.

— *** —

TAPE REPEAT

PAUSE 5″

That's the end of Part Three.

Now turn to Part Four.

PAUSE 5″

You'll hear an interview with a teenager called Luke Fuller, who's talking about working as a junior reporter for his local radio station. For questions 24–30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

PAUSE 1′00″

— *** —

Int: My guest today is Luke Fuller, who's 17 and who's just spent a month working as a junior reporter for his local radio station. It sounds fascinating. What was the purpose of what you were doing, Luke?

Luke: Well, the radio station in my town wanted to encourage teenagers to have a go at being reporters. This meant taking your microphone everywhere and talking to people about what was happening in their lives. The whole idea was to focus on ordinary teenagers and not local celebrities or anyone like that. It was about making us see that everyone has a story that's worth telling. Some of us might go on to work at a radio station, but that wasn't really the purpose.

Int: So, how did you prepare?

Luke: Well, we had a bit of training. Of course I had to familiarise myself with the equipment, but I'm quite good with technical stuff so that wasn't too much of a problem. The weird thing was having to practise being natural and relaxed. I'd never thought about how hard that would be. We were told to be spontaneous rather than write a script or anything like that. I must admit I love writing, so I did jot down some ideas anyway!

Int: How did you feel about the idea of reporting from your school?

Luke: Well, it meant I'd be the centre of attention for a few days, which I wasn't looking forward to because I'm rather shy. These reports weren't part of my school work, but my teachers seemed quite keen on the idea anyway, and one or two gave me some advice. And there was plenty of stuff going on at school. It's a lively place so there was no shortage of stuff to talk about.

Int: So what happened when you did your first interviews with people at school?

Luke: As soon as I got the microphone out, even my most talkative friends tended to go all self-conscious. Sometimes I had to begin recording a few minutes before the start of the interview just to put people at their ease. There wasn't always time to explain things to them before the interview, so sometimes one or two of them didn't feel ready. But you know, in the end people often opened up and revealed much more than I'd expected, which was great.

Int: What happens after you've recorded something? Is it edited or changed in any way?

Luke: Everything you record has to be carefully edited. Luckily I got the chance to work on this with producers at the station so it wasn't as if I'd no control over the content, although it only went out on the radio a week later, it wasn't live. Even so, kids I'd talked to at school wanted to know that anything silly or embarrassing they said wouldn't be broadcast. Unfortunately sometimes even good stuff had to be cut because time's very limited! That's a pity, but I understood the reasons for it.

Int: So, overall did you enjoy being a reporter?

Luke: Sure, it was a lot of fun. My mum says I liked it because it gave me permission to ask loads of personal questions but I think she's just joking. What was really cool about it was that I had to be a journalist, a producer and an engineer all at the same time and each role needed specific skills. I never complained about having to do everything. Yeah, it was hard work, but I didn't mind.

Int: And has it changed your attitude to radio at all?

Luke: Some of my friends think the radio is just for music. But I've never thought like that. It can make you feel like someone is talking directly to you. I hope that's how people will feel when they hear me! What I've learned is that because there are no pictures, you have to be creative and pay attention to the words you use. It made me appreciate how good radio reporters have to be at expressing themselves. That's not to say there's no place for music.

Int: Great talking to you Luke.

PAUSE 10″

Now you'll hear Part Four again.

— *** —

REPEAT INSERT

PAUSE 5″

That's the end of Part Four.

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

PAUSE 4′00″

You have one more minute left.

PAUSE 1′00″

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

LISTENING | SAMPLE PAPER 1

Answer key

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

Q	Part 2
9	funny
10	feet
11	holes
12	(a) cow
13	being hungry hunger (rather than loneliness) (not loneliness)
14	(the) stars
15	(the) (dark) gardens (with (lurking) cats)
16	(upturned) umbrella
17	(local) museum
18	(puffin) mouse(-)mat

Q	Part 3
19	E
20	C
21	H
22	F
23	A

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

In Part 2, bracketed words/letters/characters do not have to appear in the 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 an art teacher talking about learning to draw cartoons.

What does he say about the lessons he gives?

A They will make it easy to do.
B They are aimed at beginners.
C They will give enough practice.

2 You hear a boy talking to a friend about butterflies.

What does he find difficult?

A locating butterflies in the city
B identifying certain butterflies
C pronouncing the names of butterflies

3 You hear a boy talking about a long walk he did to raise money for charity.

What did he dislike about it?

A being interviewed by the media
B getting increasingly painful feet
C having to walk in bad weather

4 You hear a teacher talking to her class.

What is she talking about?

A ideas for doing research
B ways of finishing homework
C preparing for a presentation

5 You hear two friends talking about a competition.

How does the boy feel about entering it?

A unsure whether he's old enough
B interested in finding out more
C confident he could do well

6 You hear a teacher talking about writing a poem.

What does she want her students to do first?

A read famous poems aloud
B read poems on the internet
C read poems by other teenagers

7 You hear two friends talking about a book about a footballer.

What do they agree about it?

A It contains surprising information.
B It shows what a good writer he is.
C It says things that may be untrue.

8 You hear part of a programme on the subject of animals.

What is the presenter doing?

A inviting listeners to suggest names for an animal
B giving information about an unusual species
C describing a problem a zoo has experienced

Turn over ▶

LISTENING | SAMPLE PAPER 2

Listening • Part 2

Questions 9 – 18

You will hear a young man called Sam Conti telling a group of students about his job as a specialist chocolate maker. For questions **9 – 18**, complete the sentences with a word or short phrase.

Chocolate maker

Before becoming a chocolate maker, Sam chose **(9)** ..... as his subject of study.

Sam uses the word **(10)** ..... to describe the process of growing cocoa beans.

Sam learnt that cocoa beans are similar to **(11)** ..... in the way the weather affects them.

Sam finds that the most difficult part of chocolate-making is **(12)** ..... it perfectly.

Sam can identify the quality of chocolate when he hears a sound he calls the **(13)** .....

Sam uses a **(14)** ..... where he keeps a record of all his recipes.

Sam tries to make a chocolate without any **(15)** ..... in the flavour.

Sam says he gets his most original ideas while he is **(16)** .....

Sam gives the example of **(17)** ..... as a chocolate flavour he unsuccessfully tried to sell.

Sam calls the place where he makes his chocolate his **(18)** .....

Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which teenagers are talking about their hobbies. For questions **19 – 23**, choose from the list (**A – H**) what each speaker likes most about their hobby. Use the letters only once. There are three extra letters which you do not need to use.

A the challenge of getting it right

Speaker 1 **19**

B the opportunity to meet people

Speaker 2 **20**

C the chance to be creative

Speaker 3 **21**

D entering competitions

Speaker 4 **22**

E how easy the equipment is to use

Speaker 5 **23**

F how people react to it

G passing on skills to others

H not having to take it too seriously

Turn over ▶

6

Listening • Part 4

Questions 24 – 30

You will hear part of an interview with a successful young swimmer called Helen Gibson. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

24 Why did Helen first take up swimming?

A She wanted to compete against her brothers.

B She'd lost interest in another sport.

C She was advised to by her parents.

25 Helen thinks she's been successful as a swimmer because

A she has the right attitude.

B she gets the support of those around her.

C she benefits from being a member of a good club.

26 Looking back on her training programme as a schoolgirl, Helen

A accepts that she may not have done enough studying.

B appreciates the effort of her coaches.

C regrets the loss of her social life.

27 Just before a big race, Helen

A keeps away from the pool until the last minute.

B worries about the other swimmers.

C follows a set exercise routine.

28 What does Helen enjoy about her life as a professional swimmer?

A being treated like a celebrity

B getting the chance to travel

C focusing on her main aims

7

29 What has Helen found most difficult during her career?

A competing in her home area

B dealing with losing races

C recovering after injury

30 Helen advises young swimmers to

A dedicate themselves to the sport.

B be realistic about their abilities.

C have an alternative career in mind.

LISTENING | SAMPLE PAPER 2

Tapescript

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

SAMPLE TEST 2

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

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

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

— *** —

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have 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.

PAUSE 5"

Now open your question paper and look at Part One.

PAUSE 5"

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

Question 1

You hear an art teacher talking about learning to draw cartoons.

PAUSE 8"

— *** —

So many young people sign up for my lessons to learn the art of drawing cartoons. Regardless of experience, everyone finds their drawing technique improves in record time with my simple step-by-step drawing lessons. Whether it's your first time learning how to draw, or whether you've got plenty of experience, you'll appreciate my method because I make it seem so straightforward – it's true! You can learn to draw cartoons without stress, though like anything in life, it's up to you if you want to take it further – be ready to practise on your own. You'll find drawing cartoons is one of the most satisfying things you can learn to do.

PAUSE 2"

— *** —

TAPE REPEAT

PAUSE 2"

Question 2

You hear a boy talking to a friend about butterflies.

PAUSE 8"

— *** —

M: Our class is doing a butterfly survey. We're supposed to find out about them, learn their names, and write down when we see them.

F: Wow, sounds quite interesting.

M: Yeah, there are loads around in summer with all the flowers out, not just in the countryside, but even in the middle of town they aren't hard to find. I've managed to learn what most of them are called. Some of the names in the book sound quite strange but the tricky bit's relating the name to the new one that's in front of you, before it flies away – you know, matching up the colours and patterns with the picture in the book.

PAUSE 2"

— *** —

TAPE REPEAT

PAUSE 2"

Question 3

You hear a boy talking about a long walk he did to raise money for charity.

PAUSE 8"

— *** —

I had a really exhausting weekend – went on a 10-kilometre charity walk! At least the sun was shining this time, unlike last year when it absolutely poured down apparently. That would've been really nasty! We stopped for lunch on the way so there was no rush. My feet still hurt a bit when I'd finished – but it was worth it! Then someone from the local newspaper came to ask me loads of questions – but I would've preferred not to have been the one in the spotlight. I guess I'll get my picture published soon. I'd quite happily have given that bit a miss, though, to be honest ...

PAUSE 2"

— *** —

TAPE REPEAT

PAUSE 2"

Question 4

You hear a teacher talking to her class.

PAUSE 8"

— *** —

When you're meeting your friends and want to tell them about something you've experienced, I'm sure you'd tell them all about it in your own words, and you certainly wouldn't need to do any research. So for this class presentation, I'd say just pick the subject that you know most about. That way, for homework, you won't have to do very much, or even any background reading. You'll be surprised at how much information you have stored in your memory. All you really need to do, is make an outline to make sure you cover all the details, then practise what you're going to say using that as your guide.

PAUSE 2"

— *** —

TAPE REPEAT

PAUSE 2"

Question 5

You hear two friends talking about a competition.

PAUSE 8 "

— *** —

F: So Jason. Will you have a go at the competition for young computer games designers then?

LISTENING | SAMPLE PAPER 2

M: It'd be really cool if I could, but I don't know if I'm really up to it.

F: But it's for 11 to 16-year-olds, so it should be your sort of thing, don't you think?

M: It's more a question of whether I've got what it takes really.

F: But you know a massive amount about computer games.

M: From the point of view of a player … yeah, absolutely … but as a designer? …. That's a different thing really. I'll definitely have a closer look at the competition rules though.

F: I've printed them off actually.

PAUSE 2″

— *** —

TAPE REPEAT

PAUSE 2″

Question 6

You hear a teacher talking about writing a poem.

PAUSE 8″

— *** —

In order to write a poem of your own for the school magazine, you need to prepare yourself. I'd like your views on what might help you – it might be taking it in turns to read a classic poem in front of the class each day before we start, or it could be looking at what's out there on the internet. I suggest initially everyone choosing something from this collection here. The stuff's all by people your own age, which should help you find the freedom to explore what's important to you. Your poems should try and capture life as it happens, without worrying about what others will say.

PAUSE 2″

— *** —

TAPE REPEAT

PAUSE 2″

Question 7

You hear two friends talking about a book about a footballer.

PAUSE 8″

— *** —

F: Did you like that book I lent you? I thought the footballer's life story was inspirational.

M: Really? I thought I knew everything about him from seeing him on TV. I had no idea he'd had such a tough childhood.

F: Me neither. And he's really written from the heart. He's so honest about everything.

M: It's certainly a good read – but I don't think he wrote it himself – he'll have paid somebody else to do it.

F: Do you think so? Oh, what a let-down. I really felt like he was talking to me personally.

M: Well I'm sure the writer would've interviewed him, so it should be what he actually said.

F: Yes, must be.

PAUSE 2″

— *** —

TAPE REPEAT

PAUSE 2″

Question 8

You hear part of a programme on the subject of animals.

PAUSE 8″

— *** —

Chester Zoo is celebrating the arrival of a very special creature – a rare onager foal. The male baby, who hasn't yet been named, was born to first-time mum Zarrin last week. Onagers are related to the domestic donkey and are an Asiatic wild ass from semi-desert regions in the Middle East. These creatures are now found in just two protected areas and there are thought to be only about 400 left in existence. Chester Zoo reports that the foal is doing well. Check the zoo's website to keep up to date with how the zoo's coping with the problems of dealing with the newborn, and to learn what name's been chosen for him.

PAUSE 2″

— *** —

TAPE REPEAT

PAUSE 2″

That's the end of Part One.

Now turn to Part Two.

PAUSE 5″

You'll hear a young man called Sam Conti telling a group of students about his job as a specialist chocolate maker. For questions 9–18, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part Two.

PAUSE 45″

— *** —

Hi – my name's Sam Conti and my job is making and selling chocolate. Later on, I'm going to show you some of my chocolate – you might even get a chance to try some – but first a bit about me.

People often ask how I got into this business. Well, my parents wanted me to have a steady job, and they suggested studying something like Medicine at university, because they thought a job in that area would pay well, or even Economics, but at the time I thought Law might open more doors, so that's what I did.

But life doesn't always work out the way you plan it. After finishing my degree, I took time out and went travelling in South America, where I ended up staying over a year on a cocoa plantation. I discovered that growing high-quality cocoa beans is a process that's not at all straightforward – in fact it's a very complex one. So there's far more to the making of chocolate than first meets the eye.

I had no idea, for example, how easily the cocoa beans are affected by changes in weather and climate – much more than other fruit like apples or bananas. In fact, the beans are more like grapes really – so each year's crop is of a different quality.

LISTENING | SAMPLE PAPER 2

When I came home, I decided to open a small shop making and selling my own chocolate – that was hard work I can tell you, because so much can go wrong with chocolate. The hardest bit is melting it in precisely the right way, but cooling it correctly isn't easy either.

To learn the trade, I set about testing all the chocolate I could find. The first thing I do is break off a piece. I want to hear 'the snap' – if it makes that noise, it means it's good.

Then I smell it just before popping it into my mouth.

I'll never forget the first chocolates I sold in the shop – I got such a buzz from it – and I've never lost that thrill. Another thing I like to do is write up my experiments. I keep a diary for this. It's the key to my success. One day I'll put it all on a database, but I haven't had time yet.

I make a range of chocolates, but what I'm aiming for is a rich and rounded flavour without bitterness. I want top quality but there must be a richness, and only a limited sweetness – and, of course, a completely new recipe so that I can be setting a new trend.

That takes time, and trying out new ideas means tasting a lot! To counter the calories, I go swimming and do a lot of running. But even then chocolates aren't far from my mind. I actually come up with most of my strangest recipes when I'm driving – once I've got an idea, I pick up samples and ingredients, and do the cooking myself.

I keep playing with flavours until I feel it's ready to try on friends. These sessions have produced some fantastic ideas, such as chilli-flavoured chocolate, which was much more successful than anyone imagined. But I've also had my fair share of disasters, like chocolate flavoured with cheese, which nobody bought. I test recipes out on my family and they're never shy about telling me what they really think.

Anyway, I've got some chocolate here for you to try, but before we do that I'd like to show you a short video clip that shows me actually making the stuff in my laboratory. Yes that's the name I use for the place where I work, because it is quite scientific what I do. But it's a workshop really, and it's located in what used to be an old sweet factory next to my house – here it is coming up on the screen now. [fade]

PAUSE 10″

Now you'll hear Part Two again.

— *** —

REPEAT INSERT

PAUSE 5″

That's the end of Part Two.

Now turn to Part Three.

PAUSE 5″

You'll hear five short extracts in which teenagers are talking about their hobbies. For questions 19–23, choose from the list (A–H) what each speaker likes most about their hobby. Use the letters only once. There are three extra letters which you do not need to use.

You now have 30 seconds to look at Part Three.

PAUSE 30″

— *** —

Speaker 1

PAUSE 2″

I have a hobby which is super fun and superbly unique. Unicycling, you know, a one-wheeled bike, isn't as easy as it looks but you can learn how to do it. You can either try learning it from someone who already knows how to do it, which is what I did at first, or take a course. What makes unicycling so cool is that you can make up your own tricks on it, like hopping and jumping! Now I go to classes every week to make sure I learn new moves and perfect them by going over them again and again. Sometimes I take part in unicycling competitions too. They're good fun.

PAUSE 3″

Speaker 2

PAUSE 2″

Now everyone reckons that learning how to dance is a very interesting hobby, but at first, I wasn't so sure. Dancing can be really fun to do as well as to watch, and so is good for everyone. Mind you, some types of dancing can be quite challenging and difficult, and require a lot of dedication and precision. That's why I love my street dance classes. They're really aimed at people like me, who don't want to study every type of dance, but who'd just like to enjoy themselves and you make friends too. Maybe one day I'll be good enough to enter a dance competition, but I'm not counting on it.

PAUSE 3″

Speaker 3

PAUSE 2″

My dad's hobby is photography and he's passed this on to me. He says every hobby's got a practical and technical side and I mostly agree. My view is that photography's actually an art, much more than just pointing a camera and taking a photo. I think learning about photography's a great hobby for me because we have an opportunity to put our photos in competitions too, and that's what makes it really worthwhile. I know it isn't as challenging as it used to be, because now there are digital cameras and you can change things on your computer, but it's still really exciting.

PAUSE 3″

Speaker 4

PAUSE 2″

Singing is an art and learning how to sing can be a good hobby. There are many ways to enjoy this hobby whether you practise on your own, join a choir or just use a karaoke machine with your friends. I get a real buzz from seeing the look on their faces when it's my turn to sing. I'm not creative enough to write my own songs, but I do make sure that I pick the best ones available because it does make a difference. Sometimes I have singing classes and my teacher says I should go in for competitions, but I'm not sure how my friends would react to that idea!

PAUSE 3″

Speaker 5

PAUSE 2″

You'll be surprised but I would say cooking's become a really cool hobby for me and my friends these days. With all the new kinds of

LISTENING | SAMPLE PAPER 2

innovations coming in the cooking field, more and more people are getting interested in cooking delicious food for themselves as well as their family. I even liked the idea of becoming a chef once. Now I go to cookery classes where we compete with each other to see who can prepare the best meal! I do find some recipes demanding, but that's the fun of it for me, like baking cupcakes, if I keep trying again and again, I'll get better and better.

PAUSE 10"

Now you'll hear Part Three again.

— *** —

TAPE REPEAT

PAUSE 5"

That's the end of Part Three.

Now turn to Part Four.

PAUSE 5"

You'll hear part of an interview with a successful young swimmer called Helen Gibson. For questions 24–30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

PAUSE 1'00"

— *** —

Int: My guest today is champion swimmer Helen Gibson. Helen, welcome. Was swimming always your sport as a kid?

H: Well, I come from a pretty sporty family actually, and both my older brothers were strong swimmers, which put me off a bit at first because I never stood a chance of beating them. So, I actually took up running – that was my Dad's sport and was something I could share with him. He'd take me running along by these canals. I was always a bit frightened of falling in, so he and mum convinced me to have some swimming coaching to build up my confidence in the water. And of course, it wasn't long before I gave up the running altogether.

Int: So why did the swimming go so well?

H: People at the club I joined said I was a natural swimmer, but I didn't believe them till I started winning regional championships, then national – then I was like, wow! I can do this. I'm pretty focused generally, things aren't worth doing if you're not passionate about them – not everybody has that drive. It's a tough sport though, and ultimately it was down to me, and of course I was fortunate to have all the facilities I needed nearby.

Int: So what was your training schedule like in those early years?

H: Very intensive really – every spare moment when I wasn't at school or doing homework was given over to training, though I never got behind with the studies actually. Fortunately I had some amazing coaches who planned fun workouts – it's more productive that way and I'm grateful to them for that. At the beginning, I took time out to hang out with friends, but as I got more successful, my routine ruled that out, but I was cool with that because swimming had become my life.

Int: How do you feel before a big race?

H: It's what I've trained for, so I try to keep calm, get ready in good time. I go and stand by the pool a couple of events before my race, with my hood up and my headphones on – music keeps me grounded. I always do the same series of stretches because they suit my body, but I don't think about the other swimmers in the event, because I can't influence what they do – it's all about my own ability.

Int: So, now you've turned professional. What's that like?

H: I love being fit and challenging myself as an athlete – now I've left school I can concentrate on that 100%. Of course, being in the public eye has its downsides – like reading stuff about yourself that's untrue – I can laugh it off, but some athletes find it hard to deal with. I do get to travel – some people would love that, but actually living out of a suitcase isn't my idea of a good time.

Int: So what's the hardest thing to deal with?

H: Getting injured isn't fun for anyone – I've been fortunate in avoiding anything too serious, but I get the usual aches and pains. You feel miserable, but you have to stay strong. Not getting results is also tough – I talk regularly with my sports psychologist if things aren't going well, so that I don't start feeling negative about things. But there's nothing worse than competing in front of a home crowd – their expectations are so high. Once I got really stressed out just thinking who was watching.

Int: Any advice for kids listening, who'd like to follow in your footsteps?

H: If I say: 'If you keep trying kids, you can be like me,' that sounds great, doesn't it? But it can't be true for everybody. I've matured a lot recently, and see things more clearly. I've given up any idea of going to college and pursuing another career for the moment, but that's my decision – I'm not saying it's the only way. In fact what I would say is, it's important to learn from your own successes and failures, because only you know what you're really capable of.

PAUSE 10"

Now you'll hear Part Four again.

— *** —

REPEAT INSERT

PAUSE 5"

That's the end of Part Four.

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

PAUSE 4'00"

You have one more minute left.

PAUSE 1'00"

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

LISTENING | SAMPLE PAPER 2

Answer key

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

Q	Part 2
9	law
10	complex
11	grapes
12	melting
13	(the) snap
14	diary
15	bitterness
16	driving
17	cheese (flavour) | chocolate with cheese | chocolate flavoured with cheese
18	laboratory

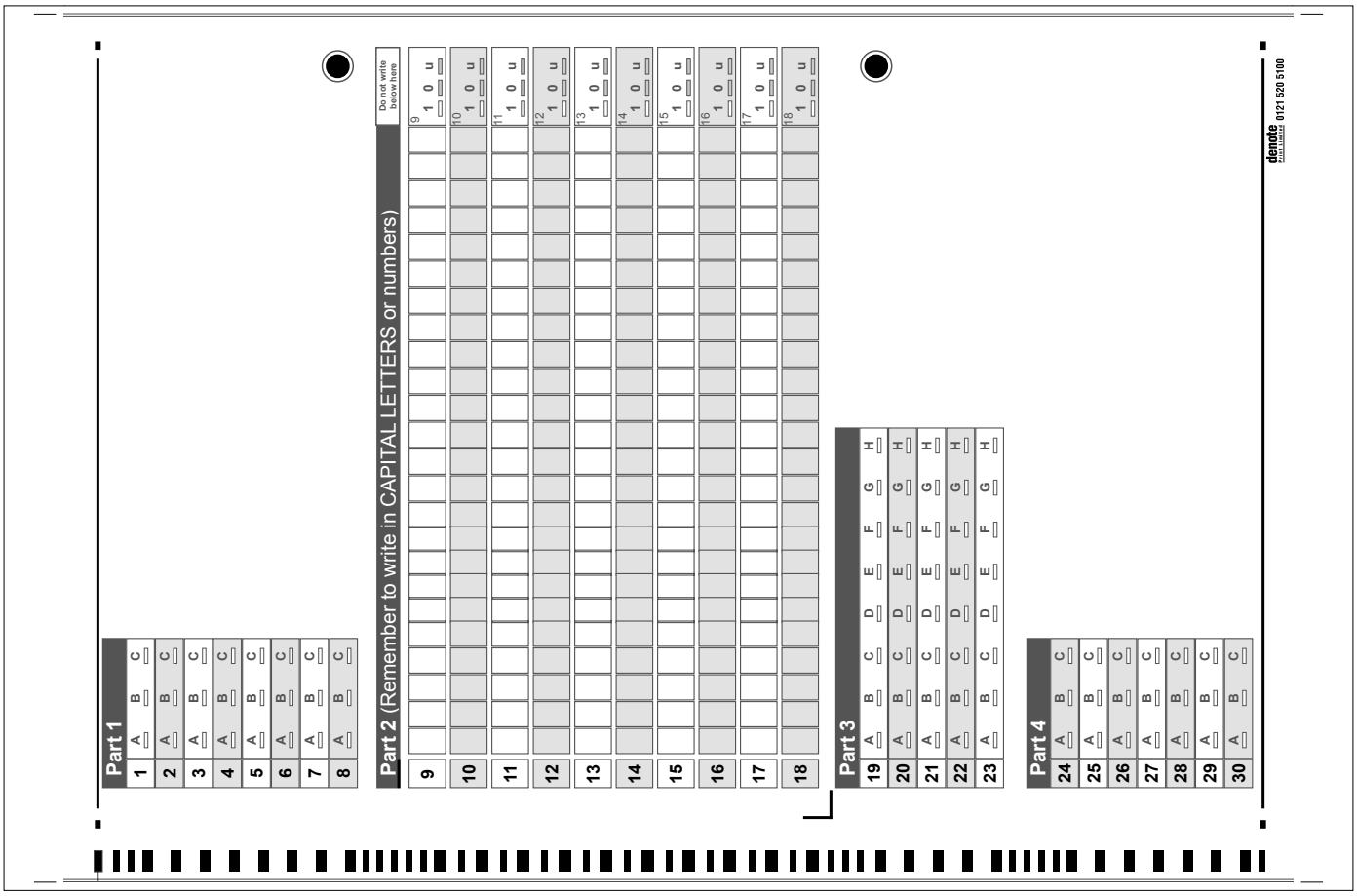
Q	Part 3
19	C
20	H
21	D
22	F
23	A

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

In Part 2, bracketed words/letters/characters do not have to appear in the answer.

LISTENING

Candidate answer sheet



Part 1

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

Part 2 (Remember to write in CAPITAL LETTERS or numbers)

Do not write below here

9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	

Part 3

19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H
21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H

Part 4

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

CAMBRIDGE ENGLISH
Language Assessment
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Do not write in this box

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

Candidate Signature

Examination Title

Centre

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

Centre No.

Candidate No.

Examination Details

Candidate Answer Sheet

Instructions

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

Parts 1, 3 and **4:**
Mark ONE letter for each question.

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

0 A B C

Part 2:
Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.
If the answer has more than one word, leave one box empty between words.

For example:

0 A N E X A M P L E

Turn this sheet over to start.

FCE L

DP799

Speaking

General description

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

Structure and tasks

PART 1

TASK TYPE AND FORMAT	A conversation between the interlocutor and each candidate (spoken questions).
FOCUS	The focus is on general interactional and social language.
TIMING	2 minutes.

PART 2

TASK TYPE AND FORMAT	An individual 'long turn' for each candidate with a brief response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.
FOCUS	The focus is on organising a larger unit of discourse; comparing, describing and expressing opinions.
TIMING	A 1-minute 'long turn' for each candidate, plus a 30-second response from the second candidate. The total time for Part 2 is 4 minutes.

PART 3

TASK TYPE AND FORMAT	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and decision-making tasks.
FOCUS	The focus is on sustaining an interaction, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
TIMING	A 2-minute discussion followed by a 1-minute decision-making task. The total time for Part 3 is 4 minutes.

PART 4

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

The four parts of the Speaking test

Format

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

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

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

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

PART 1 Interview

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

Sample task and assessment criteria: pages 75 and 82

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. 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 75 and 82

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 similarities and differences between the photographs and then move on to deal with the question, answering it with reference to both photographs.

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 (for about 30 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 77 and 82

In Part 3, candidates are asked to respond to a written stimulus which forms the basis for a discussion. They are given a discussion question, together with five written prompts designed to help candidates by providing ideas for their discussion. Candidates are expected to answer the question by exploring the different prompts. Candidates can choose which prompts to discuss and are not expected to discuss all five prompts in the time available but should continue their discussion until asked to stop by the interlocutor. Candidates are expected to express and justify their opinions and speculate in order to have a conversation which answers the discussion question. The interlocutor will then ask candidates a second question designed to encourage them to summarise their discussion and to work towards a negotiated decision. Candidates are not penalised if they fail to reach a negotiated decision. They are assessed on their ability to hold a conversation, to turn-take appropriately, and to use the language of negotiation and collaboration while doing this.

The task is opinion based and there is no right or wrong answer. 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 77 and 82

In Part 4, the interlocutor directs the interaction by asking questions which encourage the candidates to discuss further and broaden 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 in Part 2 and the discussion question and prompts in Part 3, so that they know precisely what they have to talk about.
- To ensure all candidates are treated fairly, the interlocutor keeps to a scripted frame (as shown in the sample papers). However, you may remind your students that they can ask the examiner to repeat the instructions or a question.
- Encourage your students to initiate discussion and to respond to what other students have to say.

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

By part

PART 1

- In this part of the test, students will benefit from finding opportunities to practise talking about themselves. Interlocutors will ask candidates a range of questions about their everyday lives, for example 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 for. 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 students 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 will give candidates a question to discuss. Encourage your students to use the written prompts as fully as possible. The interlocutor will then ask a question encouraging candidates to reach a decision by agreeing or disagreeing with each other. Tell your students not to be afraid to disagree with each other politely and that they will not lose marks if they fail to reach a decision.
- It is very important for candidates to interact with each other when they carry out the Part 3 task. All classroom discussion in pairs and small groups, therefore, provides excellent preparation.
- Remind your students to make positive contributions to move the discussion forward. They should be encouraged to respond to each other's contributions by agreeing, disagreeing and questioning each other, rather than just giving information about the task.

- In classroom activities, one student in each group could be made responsible for ensuring that every member of the group gets an equal opportunity to speak, so that the students become alerted to the importance of turn-taking.
- It may also 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, students also respond to related question words like these, they will give full contributions. For example, in response to a question following Part 3 on the subject of 'After-school classes', students could be asked '*Do you think classes like these would be popular with students?*'. Students could answer 'yes', giving the reasons *why* they would be popular, *what* they would like to do, 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, or the question may be directed to engage both candidates 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 of students 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

2 minutes (3 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.

- Where are you from, *(Candidate A)*?
- And you, *(Candidate B)*?

First we'd like to know something about you.

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

People you know

- **Who are you most like in your family? Tell us about him/her.**
- **Do you have a best friend? ….. (What do you like about him/her?)**
- **Who do you spend time with after school? ….. (What do you do together?)**
- **Tell us about a good teacher you've had.**

Things you like

- **What's your favourite subject at school? ….. (Why do you like it?)**
- **Do you like reading? ….. (What do you like to read?) ….. (Why?)**
- **Do you enjoy using the internet in your free time? ….. (Why? / Why not?)**
- **Tell us about the things you like doing at the weekend.**

Places you go to

- **Do you like your school? ….. (Why? / Why not?)**
- **Are there any nice places to go in** *(candidate's area)***? ….. (What are they?) ….. (Why do you like them?)**
- **Have you been anywhere nice recently? ….. (Where did you go?) ….. (Why?)**
- **Where would you like to go for your next holiday ….. (Why would you like to go there?)**

1 Trying to win
2 Spending time outside

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 question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **people trying to win in different situations.**

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

I'd like you to compare the photographs, and say **what you think might be difficult for the people about trying to win in these situations.**

All right?

Candidate A
1 minute
……..

Interlocutor Thank you.

(Candidate B), **which sport would you prefer to do? ….. (Why?)**

Candidate B
approximately 30 seconds
……..

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

Now, *(Candidate B)*, here are your photographs. They show **people spending time outside in different situations.**

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

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

All right?

Candidate B
1 minute
……..

Interlocutor Thank you.

(Candidate A), **which of these things would you prefer to do? ….. (Why?)**

Candidate A
approximately 30 seconds
……..

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

SPEAKING | SAMPLE PAPER 1

2

What are the people enjoying about spending time outside in these situations?





1

What might be difficult for the people about trying to win in these situations?





SPEAKING | SAMPLE PAPER 1

21

21 After-school classes

Part 3 4 minutes (5 minutes for groups of three)
Part 4 4 minutes (6 minutes for groups of three)

Part 3

Interlocutor Now, I'd like you to talk about something together for about two minutes *(3 minutes for groups of three)*.

I'd like you to imagine that a school is going to start some after-school classes to encourage their students to learn new skills. Here are some ideas for the classes and a question for you to discuss. First you have some time to look at the task.

*Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.*

Now, talk to each other about **why students might want to learn to do these skills.**

Candidates ⏱ *2 minutes (3 minutes for groups of three)* .....

Interlocutor Thank you. Now you have about a minute to decide **which two would be the easiest to learn to do well?**

Candidates ⏱ *1 minute (for pairs and groups of three)* .....

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

Part 4

Interlocutor *Use the following questions, in order, as appropriate:*

- **Do you think classes like these would be popular with students? ..... (Why? / Why not?)**
- **How important do you think it is for people to try new activities? ..... (Why?)**
- **Why do you think some people don't like to try new things?**
- **A lot of people enjoy doing sport after school. Do you think this is a good thing? ..... (Why? / Why not?)**
- **What do students enjoy doing after school in** *(candidate's country)***? ..... (Why?)**
- **Do you think it's better to go out and do things after school or is it better to stay at home? ..... (Why?)**

Select any of the following prompts, as appropriate:
- **What do you think?**
- **Do you agree?**
- **And you?**

Thank you. That is the end of the test.

Please note that Sample Paper 2 contains the same set of Part 1 questions as Sample Paper 1. (In the actual exam, these questions vary.)

Part 1

2 minutes (3 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.

- Where are you from, *(Candidate A)*?
- And you, *(Candidate B)*?

First we'd like to know something about you.

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

People you know

- **Who are you most like in your family? Tell us about him/her.**
- **Do you have a best friend? ….. (What do you like about him/her?)**
- **Who do you spend time with after school? ….. (What do you do together?)**
- **Tell us about a good teacher you've had.**

Things you like

- **What's your favourite subject at school? ….. (Why do you like it?)**
- **Do you like reading? ….. (What do you like to read?) ….. (Why?)**
- **Do you enjoy using the internet in your free time? ….. (Why? / Why not?)**
- **Tell us about the things you like doing at the weekend.**

Places you go to

- **Do you like your school? ….. (Why? / Why not?)**
- **Are there any nice places to go in** *(candidate's area)***? ….. (What are they?) ….. (Why do you like them?)**
- **Have you been anywhere nice recently? ….. (Where did you go?) ….. (Why?)**
- **Where would you like to go for your next holiday ….. (Why would you like to go there?)**

1 Ways of learning
2 A day out

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 question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **students learning 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 might be good for the students about learning in these ways.**

All right?

Candidate A *1 minute* ……

Interlocutor Thank you.

(Candidate B), **do you prefer learning things on your own or with friends? ….. (Why?)**

Candidate B *approximately 30 seconds* ……

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

Now, *(Candidate B)*, here are your photographs. They show **friends having a day out together.**

*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 friends are enjoying about their day out.**

All right?

Candidate B *1 minute* ……

Interlocutor Thank you.

(Candidate A), **which of these things would you prefer to do on a day out? ….. (Why?)**

Candidate A *approximately 30 seconds* ……

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

SPEAKING | SAMPLE PAPER 2

2

What are the friends enjoying about their day out?





1

What might be good for the students about learning in these ways?





SPEAKING | SAMPLE PAPER 2

21

21 School trip

Part 3 4 minutes (5 minutes for groups of three)
Part 4 4 minutes (6 minutes for groups of three)

Part 3

Interlocutor Now, I'd like you to talk about something together for about two minutes *(3 minutes for groups of three).*

Here are some reasons why many students go on school trips and a question for you to discuss. First you have some time to look at the task.

*Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.*

Now, talk to each other about **whether it's a good idea for students to go on school trips.**

Candidates *2 minutes (3 minutes for groups of three)* .....

Interlocutor Thank you. Now you have about a minute to decide **which two things are the most important for teachers to think about when they organise school trips for their students.**

Candidates *1 minute (for pairs and groups of three)* .....

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

Part 4

Interlocutor *Use the following questions, in order, as appropriate:*

- **Do you think school trips should take place on a school day or at the weekend? ..... (Why?)**
- **If you go on a school trip, is it better to visit a city, or go to the countryside? ..... (Why?)**
- **What can students do in class after going on a school trip? ..... (Why?)**
- **What's a good place for students to visit in** *(candidate's country)***? ..... (Why?)**
- **What's the most interesting thing about visiting other countries? ..... (Why?)**
- **If you could go anywhere in the world, where would you go? ..... (Why?)**

Select any of the following prompts, as appropriate:
- **What do you think?**
- **Do you agree?**
- **And you?**

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 English Language Assessment 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 82) are extracted from the overall Speaking scales on page 83.

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 83.

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

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

	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	• Maintains control of a wide range of grammatical forms and uses them with flexibility.	• Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	• Produces extended stretches of language with flexibility and ease and very little hesitation. • Contributions are relevant, coherent, varied and detailed. • Makes full and effective use of a wide range of cohesive devices and discourse markers.	• Is intelligible. • Phonological features are used effectively to convey and enhance meaning.	• Interacts with ease by skilfully interweaving his/her contributions into the conversation. • Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	• Maintains control of a wide range of grammatical forms.	• Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics.	• Produces extended stretches of language with ease and with very little hesitation. • Contributions are relevant, coherent and varied. • Uses a wide range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Interacts with ease, linking contributions to those of other speakers. • Widens the scope of the interaction and negotiates towards an outcome.
C1	• 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 familiar and unfamiliar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
	Grammar and Vocabulary				
B2	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.		• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.		• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
A2	• Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.			• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
A1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.			• Has very limited control of phonological features and is often unintelligible.	• Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.

Speaking assessment

Glossary of terms

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

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

2. GRAMMAR AND VOCABULARY (cont.)	
Grammatical forms	**Simple grammatical forms:** words, phrases, basic tenses and simple clauses. **Complex grammatical forms:** longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.
Range	**Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. DISCOURSE MANAGEMENT	
Coherence and cohesion	**Coherence and cohesion** are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised. Coherence and cohesion can be achieved in a variety of ways, including 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	**Extent/extended stretches of language:** the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.
Relevance	**Relevance:** a contribution that is related to the task and not about something completely different.
Repetition	**Repetition:** repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION

Intelligible	**Intelligible:** a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.
Phonological features	**Phonological features** include the pronunciation of individual sounds, word and sentence stress and intonation. **Individual sounds** are: • Pronounced vowels, e.g. the /æ/ in cat or the /e/ in bed • Diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in host or the /eɪ/ in hate • Consonants, e.g. the /k/ in cut or the /f/ in fish. **Stress:** the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPORtant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. *WHY is that one important?* versus *Why is THAT one important?* **Intonation:** The way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.

5. INTERACTIVE COMMUNICATION

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

Cambridge English: First for Schools glossary

Answer sheet	the form on which candidates record their responses.
Assessor	the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so.
Cloze test	a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.
Coherence	language which is coherent is well planned and clear, and all the parts or ideas fit well so that they form a united whole.
Collaborative task	the opportunity in the Speaking test for the candidates to engage in a discussion and work together towards a negotiated outcome of the task set.
Collocation	this term describes the likelihood of two words going together, e.g. *a good job, a wonderful occasion.*
Comprehension questions	short questions testing information selection, linking and sentence construction.
Content points	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.
Discourse	written or spoken communication.
Gap-filling item	any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options.
Gist	the central theme or meaning of the text.
Impeding error	an error which prevents the reader from understanding the word or phrase.
Input material	the text and notes, sometimes supported by illustrations or diagrams, which candidates have to base their answers on in the *Cambridge English: First for Schools* Paper 2 Part 1 compulsory question.
Interlocutor	the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.
Item	each testing point in a test which is given a separate mark or marks.
Key	the correct answer to an item.
Key word	the word which must be used in the answer to an item in *Cambridge English: First for Schools* Paper 3 Part 4.
Lexical	adjective from lexis, meaning to do with vocabulary.
Long turn	the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.
Lozenge	the space on the mark sheet which candidates must fill in to indicate their answer to a multiple-choice question.
Multiple choice	a task where candidates are given a set of several possible answers of which only one is correct.
Multiple matching	a task in which a number of questions or sentence completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times.
Neutral style	a writing style, at *Cambridge English: First for Schools* level appropriate for compositions, with no specific features of formality or informality.
Opening and closing formulae	the expressions, either formal or informal, that are usually used to open and close letters, e.g. '*Dear Maria ... With best wishes from ...*', or *'Dear Mr Dakari ... Yours sincerely ...*'.
Options	the individual words in the set of possible answers for a multiple-choice item.
Paraphrase	to give the meaning of something using different words.
Phrasal verb	a verb which takes on a new meaning when followed by a certain preposition or adverb (e.g. *'get away'*, *'take up*').
Pretesting	a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty.
Prompt sentence	the complete sentence given as the opening or closing line of a story in *Cambridge English: First for Schools* Paper 2 Part 2.
Referencing	the technique of using 'referents'.
Referent	a word or term that refers to another person, place, etc.
Register	the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in a formal register.
Report layout	the way in which a report should be presented. At *Cambridge English: First for Schools* level a report in Paper 2 Part 2 should be clearly organised into paragraphs/sections and may include headings.
Stem word	the word at the end of each line in *Cambridge English: First for Schools* Paper 3 Part 3, which is the basis for the word that has to be formed.
Target reader	the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one.
Task fulfilment	completing all elements of a *Cambridge English: First for Schools* Paper 2 task using a range of appropriate and accurate language.

Acronyms

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