



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Cambridge English **First** *for Schools*

Handbook for Teachers

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

Preface

This handbook is for anyone preparing candidates for *Cambridge English: First for Schools*.

Cambridge English: First, commonly known as First Certificate in English (FCE) is a popular upper intermediate English exam. It is recognised around the world by Higher Education institutions, businesses and government bodies as proof of a student's language abilities at CEFR Level B2.

In response to the large number of younger candidates taking the exam, Cambridge ESOL has developed a version with exam content and topics specifically targeted at the interests and experience of school-age learners – *Cambridge English: First for Schools*.

Cambridge English: First for Schools

- follows exactly the same format and level as *Cambridge English: First*

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

The handbook gives an overview of the exam and then looks at each of the papers in detail.

Cambridge English exams are subject to continuous programmes of review and improvement: for the latest information about Cambridge English exams, visit www.CambridgeESOL.org

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Introduction to Cambridge ESOL

■ About Cambridge ESOL

University of Cambridge ESOL Examinations (Cambridge ESOL) is a department of the University of Cambridge – an institution with an 800-year history of learning excellence. Each of our exams combines our experience with our extensive research into language learning. This is why governments around the world rely on Cambridge English examinations when developing language learning programmes.

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

Cambridge English examinations are suitable for learners of all nationalities, whatever their first language and cultural background, and there are examinations suitable for learners of almost any age. The range of Cambridge ESOL examinations includes specialist examinations for academic, business and professional use, as well as tests for young learners and a suite of certificates and diplomas for language teachers. Every year more than 3 million people in over 130 countries choose our exams.

■ Language skills for real life

Cambridge English exams are based on everyday situations so that by preparing for our exams, students learn useful language skills for the real world. Each exam tests the four skills of language: reading, writing, listening and speaking. Younger learners are frequently more comfortable with using computers than with pencil and paper. To reflect that, many Cambridge English exams are now available in both paper-based and computer-based versions.

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

■ Key features of Cambridge ESOL examinations

Cambridge English exams:

- assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners
- assess skills which are directly relevant to practical real-world tasks, and which cover the four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and use
- provide accurate and consistent assessment of each language skill at the appropriate level
- relate to the teaching curriculum so as to encourage positive learning experiences, and seek to achieve a positive impact wherever possible
- endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Cambridge English examinations are designed around four essential qualities: validity, reliability, impact and practicality. Validity refers to

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

Examination content and processing

■ Content of Cambridge English: First for Schools

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

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

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

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

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

Each of these five test components in *Cambridge English: First for Schools* provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

■ The level of Cambridge English: First for Schools

Cambridge English: First for Schools is at Level B2 of the Council of Europe Common European Framework of Reference for Languages.

The type of material a Cambridge English: First for Schools candidate can deal with

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

Cambridge English examinations are aligned to the Common European Framework of Reference for Languages (CEFR) – the standard benchmark for measuring and describing language ability around the world. The Framework sets out six stages of language ability of which Cambridge English examinations assess five (see Table 1). Each level is clearly described by a set of ‘Can Do’ statements (see Table 2).

Table 1

Cambridge English	CEFR levels
<i>Cambridge English: Proficiency</i>	C2
<i>Cambridge English: Advanced</i>	C1
Cambridge English: First	B2
<i>Cambridge English: Preliminary</i>	B1
<i>Cambridge English: Key</i>	A2

CEFR Level B2 is the level of English required to develop independent English language skills for many intermediate academic settings. At this level a learner should be able to communicate confidently in a range of familiar study environments, speak and use English with a degree of spontaneity and develop their English language skills towards higher level qualifications.

B2 level users will be able to use English in their own or a foreign country in contact with native and non-native speakers of English for general and academic purposes as described in Table 2.

■ Varieties of English

Candidates’ responses to tasks in the Cambridge ESOL examinations are acceptable in varieties of English which would enable candidates to function in the widest range of international contexts. Candidates are expected to use a particular variety with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word in the same written response to a given task.

■ Official accreditation in the UK

Cambridge English: First for Schools has been accredited by Ofqual, the statutory regulatory authority for external qualifications in England, and its counterparts in Wales and Northern Ireland at Level 1 in the National Qualifications Framework, under the title ‘Cambridge ESOL Level 1 Certificate in ESOL International’.

■ Marks and results

- A candidate’s overall grade at *Cambridge English: First for Schools* is based on the total score gained by the candidate in all five papers.

Table 2

‘Can Do’ summary

Typical abilities	Listening and Speaking	Reading and Writing
Overall general ability	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.	CAN express views, feelings, and opinions effectively in writing and give reasons. CAN find relevant information in texts.
Social and Leisure	CAN follow TV programmes and films if they are spoken at a normal speed and in standard English. CAN understand and discuss the stories in films, books, and TV programmes with his/her friends.	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.
School and Study	CAN ask for factual information and understand the answer. CAN ask for clarification and further explanation and will probably understand the answer.	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.

It is not necessary to achieve a satisfactory level in all five papers in order to pass the examination.

- All the papers are equally weighted, each contributing 40 marks to the examination's overall total of 200 marks.
- Results are reported as three passing grades (A, B and C) and two failing grades (D and E) and grades are set according to the following information:
 - statistics on the candidature
 - statistics on the overall candidate performance
 - statistics on individual items, for those parts of the examination for which this is appropriate (Papers 1, 3 and 4)
 - advice, based on the performance of candidates and recommendations of examiners, where this is relevant (Papers 2 and 5)
 - comparison with statistics from previous years' examination performance and candidature.
- Candidates are issued with statements of results after the examination has been taken. These include the grades awarded, a graphical display of the candidate's performance in each paper (shown against the scale Exceptional – Good – Borderline – Weak), and a standardised score out of 100. This score allows candidates to see exactly how they performed. It has set values for each grade, allowing comparison across sessions of the examination:

Grade A = 80–100

Grade B = 75–79

Grade C = 60–74

Grade D = 55–59

Grade E = 54 or below.

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

- Certificates are issued to candidates gaining a passing grade (A, B or C).
- Certificates are not issued to candidates awarded the failing grades D and E.
- For further information about certification, including extended certification, please visit the website.

■ Special circumstances

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

- *Special arrangements:*
Cambridge ESOL's test centres make every effort to cater for candidates with special requirements. Modified versions of the tests are available for candidates with visual or hearing difficulties. Special arrangements can also be made to accommodate candidates with other difficulties, e.g. dyslexia. Consult the Cambridge ESOL Centre Exam Manager in your area for more details as soon as possible.
- *Special consideration:*
Cambridge ESOL will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can be given where an application is sent through the centre and is made within 10 working days of the examination date. Examples of acceptable reasons for

giving special consideration are in cases of illness or other unexpected events.

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

Cambridge English: First for Schools support

Cambridge ESOL offers a variety of printed, online and face-to-face support for the *Cambridge English: First for Schools* exam:

■ Printed support

Past Paper Packs

Each Past Paper Pack provides teachers with everything they need to promote authentic practice for the paper-based exams. Each pack contains:

- ten copies of each of the exam papers
- Speaking test materials, which include candidate visuals and interlocutor scripts
- a Teacher Booklet containing answer keys, mark schemes and sample answers for Writing, tapescripts for the Listening paper, the assessment criteria and a copy of the Cambridge ESOL Common Scale for the Speaking paper
- a Resource Booklet with photocopiable answer sheets, so the packs can be reused with different groups of students
- a CD with audio recordings for the Listening paper.

Speaking Test Preparation Packs

The Speaking Test Preparation Packs are comprehensive teacher resource packs to help teachers who are preparing students for Speaking tests. Written by experienced examiners, they provide clear explanations of what each part of the test involves. The step-by-step guidance and practical exercises help students develop their speaking skills so that they perform with confidence on the day of the test. Each Speaking Test Preparation Pack includes:

- Student Worksheets which can be photocopied or printed
- Teacher's Notes which explain in detail how to use the Student Worksheets with a class
- a set of candidate visuals to use in class for realistic Speaking test practice
- a DVD showing real students taking a Speaking test so that students can see what they will have to do on the day.

Top Tips

Written by experts involved in setting the exam, *Top Tips* is a series of handy revision guides which provide detailed advice and support as well as some general tips to help candidates perform at their best in the test. Each *Top Tips* includes:

A book, including:

- clear examples and explanations to show exactly what each tip means
- general tips for each paper to help candidates as they revise
- sections on how to revise and what to do on the day of the exam.

A CD-ROM, including:

- a complete exam for candidates to try (including all the recordings for the Listening paper) so that they know what to expect when they take the exam
- questions and sample answers (for the Writing paper) so that candidates can check their performance
- a video of a Speaking test showing real students to give a clear idea of what candidates have to do when they take the test.

To find information, including sample pages from *Top Tips*, visit the dedicated *Top Tips* page of the Cambridge ESOL website

www.CambridgeESOL.org/tips

You can buy Past Paper Packs, Speaking Test Packs and *Top Tips* books from the Cambridge ESOL e-shop www.shop.cambridgeESOL.org

■ Online support

Teacher Support website which includes:

- A wide variety of free Cambridge ESOL teaching resources that can be used in the classroom, including complete lesson plans for introducing each part of every exam.
- An area for teachers to upload and share materials.
- Teacher discussion forums.
- An Advice for Teachers section offering teaching tips and strategies.
- An events search engine to find events according to location and exam.
- Links to UK publishers which produce material related to Cambridge ESOL examinations. A number of course books and practice materials are available from publishers. Please note Cambridge ESOL does not undertake to advise on textbooks or courses of study.

You can also download the following **free** support materials from the Teacher Support website:

- **Exam Reports** to accompany the Past Paper Packs, which show how candidates generally performed on the paper and offer guidance on how to prepare candidates
- **Sample Papers**

Visit www.teachers.cambridgeESOL.org/ts for more information.

Candidate Support Site

The Candidate Support Site has been created specifically for students who are preparing to take a Cambridge ESOL exam and includes the downloadable Information for Candidates documents. The site can be accessed at: www.candidates.cambridgeESOL.org/cs

■ Face-to-face support

Cambridge ESOL offers a wide range of seminars for teachers interested in the examinations; some are also suitable as introductions for administrators, school directors, etc. Some seminars provide information and support for teachers who are familiar with the examinations, and others introduce teachers to established examinations and also to new or revised examinations. You can search for local events on the Teacher Support website: www.teachers.cambridgeesol.org/ts/events

Administrative information

Cambridge English: First for Schools is available on fixed dates throughout the year. Candidates must enter through a recognised centre.

■ Further information

Copies of Regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Cambridge ESOL Centre Exams Manager in your area, or from the address on the back cover of this handbook. Information is also available on our website: www.CambridgeESOL.org

PAPER 1

READING

GENERAL DESCRIPTION

Paper format	The paper contains three parts, with a range of texts and accompanying comprehension tasks. One part may contain two or more shorter related texts.
Timing	1 hour.
No. of parts	3.
No. of questions	30.
Task types	Multiple choice, gapped text, multiple matching.
Text types	From the following: newspaper and magazine articles, reports, fiction, advertisements, correspondence, messages, informational material (e.g. brochures, guides, manuals, etc.).
Length of texts	Approximately 550–700 words per text. Approximately 2,000 words overall.
Answer format	For all parts of this paper, candidates indicate their answers by shading the correct lozenges on the separate answer sheet.
Marks	Parts 1 and 2: each correct answer receives 2 marks. Part 3: each correct answer receives 1 mark.

STRUCTURE AND TASKS

PART 1

Task type and focus	Multiple choice. Detail, opinion, gist, attitude, tone, purpose, main idea, meaning from context, text organisation features (exemplification, comparison, reference).
Format	A text followed by 4-option multiple-choice questions.
No. of Qs	8.

PART 2

Task type and focus	Gapped text. Text structure, cohesion and coherence.
Format	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the sentences have been removed.
No. of Qs	7.

PART 3

Task type and focus	Multiple matching. Specific information, detail, opinion and attitude.
Format	A text or several short texts preceded by multiple-matching questions. Candidates must match prompts to elements in the text.
No. of Qs	15.

The three parts of the Reading paper

■ PART 1 – MULTIPLE CHOICE

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



Sample task and answer key: pages 9 and 12.



Each correct answer in Part 1 receives 2 marks.

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

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

■ PART 2 – GAPPED TEXT

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



Sample task and answer key: pages 10 and 12.



Each correct answer in Part 2 receives 2 marks.

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

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

■ PART 3 – MULTIPLE MATCHING

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



Sample task and answer key: pages 11 and 12.



Each correct answer in Part 3 receives 1 mark.

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

Preparation

General

- The most valuable preparation is to ensure that your students read a wide range of texts both in class and at home. Classroom reading can include a range of reading texts from coursebooks and reading-skills books at this level as well as current articles from teen magazines and newspapers on topics of interest.
- With coursebook texts, encourage your students to focus on any pre-reading questions. These stimulate interest in the topic covered by the text and train your students in valuable prediction techniques.
- Some course books include questions which are to be answered while reading a text. These will help your students to work their way through the text and interpret the meaning of more complex passages. The questions will also involve your students in using different reading strategies. It is useful to encourage your students to be aware of alternative ways of dealing with texts so they can decide which ones suit them best.
- It is helpful to introduce a programme of reading at home. As part of the homework assignments, a weekly reading scheme could be started. Your students could be asked to provide verbal or written reviews of the texts they have read. These could include graded readers including graphic novels, unabridged short stories or novels, non-fiction, newspaper or magazine articles, etc. Where possible, encourage your students to follow up on their hobbies and interests by reading magazines about sport, music, fashion, etc. in English. If relevant magazines are not available locally, you may be able to access them on the internet. Reading up about hobbies etc. could also lead to written articles for a class project, or short talks.
- Make sure your students are familiar with the format of the Reading paper. Train them to read carefully the instructions on the front page of the question paper and at the start of each task. The instructions give a brief context for each text and remind candidates what they have to do.
- Show your students how to fill in the answer sheet and give them practice in doing this in a timed exercise. Explain to them that they can transfer their answers after each task or at the end of the paper.
- When your students are familiar with the different task types, discuss with them which part(s) take them longer to complete. Following this

discussion, you could work out with them possible timings for each task. Remind them that each task is worth approximately equal marks. The outcome of the discussion will also help you to decide which task types to concentrate on in future classes and where assistance is needed with developing particular reading skills.

By part

■ PART 1

- Train your students to read through the text before looking at the questions. As three out of the four options are incorrect, there is no point in trying to absorb them all before tackling the text.
- Get your students to read each stem carefully so that they have some idea of what they need to look for.
- Warn your students about the risks of 'word spotting', that is assuming that an option must be correct simply because it contains a word that is also in the text. Students need to check that the meaning of an option is reflected in the text, not that one word is the same in both.
- When the questions take the form of incomplete sentences, encourage your students to read both parts of the sentence carefully. They need to check that the whole sentence matches what is written in the text and not just the phrase in option A, B, C or D.
- Make sure your students read texts in which opinions, ideas and attitudes are expressed, such as interviews with well-known people in which they explain how they started out in their field and what they believe helped them to be successful, or extracts from novels which focus on characters' feelings.

■ PART 2

- Train your students to read through the text with the gaps in it so that they gain an overall idea of the structure of the text and the development of the writer's ideas, before starting to do the task.
- When your students are selecting a sentence to fill a gap, make sure that they look carefully at the information before and after the gap. Candidates sometimes make the wrong choices by selecting options which seem to fit the text before the gap, and neglecting to check that the text after the gap follows on logically.
- Give your students plenty of practice in recognising a wide range of linguistic devices which mark the logical and cohesive development of a text, for example words and phrases indicating time periods, cause and effect, exemplification, contrasting arguments, repetition, concordance of tenses, pronouns, etc. This will help them to make the correct choice between two possible sentences which seem rather similar at first sight.
- As in Part 1, it is important to discourage your students from relying on 'word spotting', that is assuming that if the same word, name, date, etc. appears in the surrounding text and one of the options, that is automatically the right sentence to fill the gap. Train them to check all the other linguistic clues carefully before making their final decision.

■ PART 3

- Your students will need practice in skimming and scanning texts quickly for specific information in order to prepare for this task. Once they have had this, it may be helpful to divide the class into teams and encourage them to 'race' against each other. Points should be deducted for incorrect answers, to emphasise the need for accuracy as well as speed.
- In class, ask your students to tell you why a particular part of the text matches a prompt. This will help them to check their choices carefully. Once again, discourage them from choosing an answer on the basis of similar vocabulary alone.
- Give your students plenty of opportunity to read book and film reviews or articles in which a number of different people express their thoughts about their career, hobbies, etc. You could also ask students, either as a pair or group activity in class or as a homework assignment, to devise their own Part 3 task, based on texts you provide or ones that they find for themselves. Writing challenging questions for their classmates to try will help the students understand what clues they will need to look for when tackling a real Part 3 task.

Turn over ▶

3

- 1 In the first paragraph, Jamie noticed that Danny
 - A wasn't happy with the way he was playing.
 - B wasn't quite so sure of himself as he had been.
 - C was annoyed by the noise from the spectators.
 - D was being less aggressive than normal.
- 2 What does 'it' refer to in line 12?
 - A the winner
 - B the club
 - C the atmosphere
 - D the semi-final
- 3 What did Jamie feel when he looked at the gallery?
 - A anxiety about what his father would be thinking
 - B pride that his father was watching him
 - C annoyance that Danny had more supporters
 - D pleasure that his friends were watching
- 4 In the fourth paragraph, how did Jamie react to the ball?
 - A He misjudged where it was going to land.
 - B He thought it wasn't a good shot.
 - C He decided it wasn't worth trying to hit it.
 - D He tried to hit it and missed.

5 What do we learn about Joe in the fifth paragraph?

- A He didn't think Danny was a good player.
- B He attempted to stop Danny's opponents shouting.
- C He thought Powell should praise his son more.
- D He had little effect on Powell's behaviour.

6 What did Jamie realise in the sixth paragraph?

- A He should have concentrated harder on his practice.
- B He was tired of the constant pressure he felt.
- C He didn't need to worry so much about his skills.
- D He should be more ambitious for the future.

7 What did Jamie think when Danny argued with Geoff?

- A He expected Geoff to stick to his decision.
- B He knew Geoff might ask for his opinion.
- C He wondered how Geoff would react.
- D He hoped Geoff would sort the problem out quickly.

8 In the last paragraph, the expression 'played with him like a toy' is used to illustrate the fact that

- A the match had become more entertaining.
- B the match had gone on for too long.
- C Jamie was no longer serious about winning.
- D Jamie had little control over the match.

2

Reading • Part 1

Questions 1 – 8

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

Mark your answers on the separate answer sheet.



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

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

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

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

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

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

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

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

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

line 12

PAPER 1: READING

Part 2 (Questions 9–15)

5

- A** At first we feel silly, and more than a little self-conscious, but it seems to work since the animals stay calm as we approach them.
- B** We realise he has seen us and is checking us out before emerging fully.
- C** This is because they are most active early in the morning and in the late afternoon.
- D** Without it, it would not have been possible to make the TV programmes which had brought us here.
- E** They are therefore able to spend hours in the field each day collecting important information without affecting the animals' routine.
- F** This makes us both jump and distracts our attention from why we are here.
- G** We had timed our visit with this possibility in mind but we still couldn't believe our luck.
- H** This was because a series of seemingly endless, ear-splitting Kalahari thunderstorms resulted in a no-show of our subjects.

Turn over ▶

4

Reading • Part 2

Questions 9 – 15

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

The TV Stars from the desert

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



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

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

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

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

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

Unbelievably comical and cute, the youngsters are each a perfect smaller version of their parents. 'Hum, hum, hum', we both softly and repeatedly sing as we move closer to the pups with wide angle lenses. This is the special call we've been taught to use by the volunteer field assistant who tracked down the group for us. It reassures them that our presence is not a threat. **13** Each one carries on scanning their surroundings, and getting in each other's way, as they would do every other morning.

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

The animals have got used to having humans around and their behaviour remains unchanged around the researchers. **15** This lack of attention to humans extends beyond the researchers to people like us and the TV crew. Sadly our time with these charming creatures is at an end, but tomorrow, and the day after that, the project will go on just as before. They will continue to be weighed, watched and worried over. And on TV, the world's most famous meerkats will simply go about their uniquely fascinating lives as if nothing whatsoever out of the ordinary was going on around them ...

7

Band fever

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

A Nat



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

B Alex



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

D Jules



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

E Guy



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

C Morgan



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

6

Reading • Part 3

Questions 16 – 30

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

Mark your answers on the separate answer sheet.

Which person says

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

PAPER 1: READING

Answer key

PART ONE

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

PART TWO

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

PART THREE

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



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ESOL Examinations

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

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Centre No.

0	1	2	3	4	5	6	7	8	9

Candidate No.

0	1	2	3	4	5	6	7	8	9

Examination Title

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Centre

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Examination Details

0	1	2	3	4	5	6	7	8	9

Supervisor: ABSENT or has WITHDRAWN shade here

Candidate Answer Sheet

Instructions

Use a **PENCIL** (B or HB).

Mark **ONE** letter for each question.

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

0

A

B

C

D

E

F

G

H

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

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H
11	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H
16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H
27	A	B	C	D	E	F	G	H
28	A	B	C	D	E	F	G	H
29	A	B	C	D	E	F	G	H
30	A	B	C	D	E	F	G	H
31	A	B	C	D	E	F	G	H
32	A	B	C	D	E	F	G	H
33	A	B	C	D	E	F	G	H
34	A	B	C	D	E	F	G	H
35	A	B	C	D	E	F	G	H
36	A	B	C	D	E	F	G	H
37	A	B	C	D	E	F	G	H
38	A	B	C	D	E	F	G	H
39	A	B	C	D	E	F	G	H
40	A	B	C	D	E	F	G	H

A-H 40 CAS

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PAPER 2

WRITING

GENERAL DESCRIPTION

Paper format	The paper contains two parts.
Timing	1 hour 20 minutes.
No. of parts	2.
No. of questions	Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of five in Part 2.
Task types	From the following: an article, an email, an essay, a letter, a report, a review, a story. Each task has a given purpose and a target reader.
Answer format	The questions are in a booklet with lined pages for the answers. The blank pages at the back of the booklet can be used for writing notes or finishing answers, if necessary.
Marks	Each question on this paper carries equal marks.

STRUCTURE AND TASKS

PART 1

Task type and focus	QUESTION 1 Writing a letter or email. Focus on requesting and giving information, explaining, apologising, thanking, suggesting and expressing preference.
Format	Candidates are required to deal with input material of up to 160 words. This may include material taken from advertisements, extracts from letters, emails, schedules, etc.
No. of tasks and length	One compulsory task. 120–150 words.

PART 2

Task type and focus	QUESTIONS 2–4 Writing one of the following: an article, an essay, a letter, a report, a review, a story. QUESTION 5 (Question 5 has two options) Writing one of the following, based on one of two prescribed reading texts: an article, an essay, a letter, a report, a review. Varying focuses according to the task, including: describing, explaining, expressing opinion, giving information, narrating.
Format	A situationally based writing task specified in no more than 70 words.
No. of tasks and length	One task to be selected from a choice of five. 120–180 words.

The two parts of the Writing paper



Each question on the Writing paper carries equal marks.

Expected word length

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

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

PART 1 – COMPULSORY TASK

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



Sample question and script: pages 17 and 21.

Task type and focus

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

Task format

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

PART 2

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

Task format

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

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

PART 2 – QUESTIONS 2–5



Sample questions and scripts: pages 18 and 22–26.

Task type and focus

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

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

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

PART 2 – QUESTIONS 5(a) AND 5(b)

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

Task type and focus

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

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

texts on offer may be appropriate and stimulating for a particular teaching situation.

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

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

Preparation

General

■ Candidates write most effectively when they choose tasks and topics suited to their interests and experience. When preparing students for the examination, it is important to ensure they are familiar with the paper and the range of task types and topics so that they can identify those which are most accessible to them.

■ Train your students to read the question carefully, underlining the most important parts. They then need to make a plan, referring closely to the question and looking for opportunities to develop their ideas and show their range of language.

■ The time allowed for the Writing paper (1 hour 20 minutes) is designed to be sufficient for candidates to make brief plans and then write two answers. Any corrections they need to make should be clear so that the examiner can follow and mark what they have written.

■ Your students need to think carefully about who the target reader is for each task and try to write in an appropriate style and tone.

■ Linking ideas effectively is something your students will need guidance on. Using a variety of linking words is important, as is ensuring that the flow of ideas in the writing is logical and easy for the reader to follow.

■ Your students should be encouraged to use a range of complex language. If, in doing so, they make mistakes, the examiner will always give credit for the complex language attempted as long as the mistakes do not impede communication.

■ Counting words wastes time in an examination and leads to clumsy alterations to what a candidate has already written. Students need practice in writing tasks within the word limit so that they know when they have written enough in their own handwriting.

■ Make sure your students have practice in answering questions without the use of dictionaries. Dictionaries are not allowed in the *Cambridge English: First for Schools* examination.

■ Make sure your students are aware of the importance of spelling and punctuation. Although spelling errors and faulty punctuation are not specifically penalised, they can sometimes impede communication. If so, the overall impression mark will be adjusted. (N.B. American usage and spelling are acceptable – see *Varieties of English*, page 3). Remind them of the importance of checking their work.

■ Each question on the Writing paper carries equal marks so your students should practise planning the time they spend on each question carefully.

■ Remind your students that they must write their answers on the lined pages following each question in the booklet. They may use the blank pages at the back of the question booklet to make notes, but these notes

will not be marked. They may also use these blank pages to finish their answers, if necessary, but they should make it clear that the writing is part of their answer.

■ It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.

By part

■ PART 1

■ Successful answers to Part 1 questions include all of the content points, and expand them where appropriate with relevant ideas and information. It is a good idea to explore the range of functions used in the notes to help your students recognise how some require factual information, '*give details ...*' and some present opportunities for expansion, '*say which and why ...*', '*give opinion ...*'. Brainstorm ideas for expansion and encourage your students to review their writing, substituting frequently used words with a wider range.

■ Understanding the scenario in Question 1 and reading the input carefully helps students to write their letters or email in an appropriate tone. They should also consider this when dealing with the functions in the notes. Apologising to a friend, '*I'm really sorry, you know how careless I am!*' is different from a formal apology, '*I must apologise for the noise our group made and hope we did not disturb you too much*'. In the examination, candidates are given credit for consistent use of register in their answers.

■ Paragraphs make letters or emails easier for the reader to follow. Organising the four content points gives a natural framework, but the students need to find ways to link these points. Register plays a part here, too. Your students may know formal linking words like 'furthermore' and 'moreover' but should also be able to use less formal ones like 'anyway' and 'as well as'.

■ Candidates can use key words from the input text but should not lift whole segments of language. No credit is given for language which has been obviously lifted from the input text.

■ Remind your students that the instructions always tell the candidate to read the text and '*the notes you have made*'. It also says '*write a letter/email using **all** your notes*'. The notes are either close to the text or underneath it on a notepad. Candidates must address each of the points in their letter or email. Missing out a content point means the reader is not fully informed and the task is not adequately achieved. This will result in candidates being penalised.

■ PART 2

■ Part 2 will always have three different tasks, plus a choice of two tasks on the set texts in Question 5.

■ The tasks in Part 2 give candidates a chance to show their range of language. In class, students should be encouraged to use a variety of grammatical structures and explore the use of new vocabulary and expressions.

■ Since there is always a choice of task types in Part 2, students should avoid a particular task type if it is unsuited to their interests or experience.

■ Each word in the instructions is important to the task. Students should, therefore, be advised to avoid a question if they are unsure of what is required as their answer may not be wholly relevant.

Task types in the Cambridge English: First for Schools Writing paper

Preparation

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.

A successful **article** interests and engages the reader. Descriptions, examples and anecdotes are often appropriate, and effective answers will be lively and include some colourful use of language. A personal angle usually works well, and a catchy title will attract attention. The use of direct and indirect questions also adds colour, and students should be taught how to use these. Looking at examples from English-language magazines for young people may help.

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.

Students should be aware that in **email** tasks, they will be expected to write grammatically correct sentences with accurate spelling and punctuation in a style suited to the situation and target reader. The abbreviated language used in text messages will not be considered appropriate to the task.

AN ESSAY is usually written for a teacher and may be written as a follow-up to a class activity. It should be well-organised, with an introduction, clear development and an appropriate conclusion. The main purpose of the task is the development of an argument and/or discussion of issues surrounding a certain topic. Candidates will usually be expected to give reasons for their opinions.

Essays need to present an argument and give reasons for this. Your students need to be taught to give opinions and to agree or disagree in a formal or neutral register. They should be advised that they are free to agree or disagree with the statement in the task, or discuss both sides.

Effective planning and paragraphing is important in essay writing, as is the correct use of appropriate linking words and phrases. Students also need practice in writing appropriate opening and concluding paragraphs.

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.

Students should be taught to use appropriately informal language consistently throughout an **informal letter**. They will be required to describe, express opinion and give information, and should use an appropriate range of informal linking expressions. It is important that they realise that while a brief general opening paragraph is appropriate, the majority of their letter should be devoted to dealing with the specific task outlined.

A REPORT is usually written for a teacher or a peer group (e.g. members of an English class). Candidates are expected to give some factual information and make suggestions or recommendations. A report should be clearly organised and may include headings.

Students need to be taught **report** format, with the use of headings where appropriate. They should also work on specific vocabulary areas such as transport, leisure and entertainment, and learn how to make suggestions and recommendations.

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.

Students should be encouraged to read as wide a range of **reviews** as possible, such as those for holidays, books, television programmes and consumer goods. They need to be taught the use of appropriate adjectives, and how to describe and explain. They also need to know how to give an opinion, positive or negative, and make a recommendation.

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

In the **short story**, students should be aware of the importance of developing a clear and coherent storyline from the prompt sentence. There is ample scope for imagination in this task, and the use of interesting adjectives, adverbs and expressions should be encouraged. Good use of linking words, particularly time expressions, is also important in this task.

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

Discuss the characters and the plot of the **set text**, or the film version, with your students. Consider the effectiveness of the opening and ending, the importance of key scenes and events, and also the emotions they, as reader or viewer, experience. Make sure your students can describe and compare characters and events and use the language of explanation and opinion.

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

Assessment

Candidates' answers are assessed with reference to two mark schemes: one based on the examiner's overall impression (the General Impression Mark Scheme), the other on the requirements of the particular task (the Task Specific Mark Scheme). The General Impression Mark Scheme summarises the content, organisation and cohesion, range of structures and vocabulary, register and format, and target reader indicated in the task. The Task Specific Mark Scheme focuses on criteria specific to each particular task. Examples of candidate responses, together with the Task Specific Mark Schemes, can be found on pages 21–26.

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

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

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

Marking

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

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

The *Cambridge English: First for Schools* General Impression Mark Scheme is interpreted at Council of Europe Level B2.

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

■ General Impression Mark Scheme

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

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

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

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

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

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

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

Candidates who fully satisfy the Band 3 descriptor will demonstrate an adequate performance in writing at *Cambridge English: First for Schools* level.

Cambridge ESOL Common Scale for Writing

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

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

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

LEVEL MASTERY

C2 CAMBRIDGE ENGLISH: PROFICIENCY

Fully operational command of the written language

- Can write on a very wide range of topics.
 - Is able to engage the reader by effectively exploiting stylistic devices such as sentence length, variety and appropriacy of vocabulary, word order, idiom and humour.
 - Can write with only very rare inaccuracies of grammar or vocabulary.
 - Is able to write at length organising ideas effectively.
-

LEVEL EFFECTIVE OPERATIONAL PROFICIENCY

C1 CAMBRIDGE ENGLISH: ADVANCED

Good operational command of the written language

- Can write on most topics.
 - Is able to engage the reader by using stylistic devices such as sentence length, variety and appropriacy of vocabulary, word order, idiom and humour though not always appropriately.
 - Can communicate effectively with only occasional inaccuracies of grammar and vocabulary.
 - Is able to construct extended stretches of discourse using accurate and mainly appropriate complex language which is organisationally sound.
-

LEVEL VANTAGE

B2 CAMBRIDGE ENGLISH: FIRST

Generally effective command of the written language

- Can write on familiar topics.
 - Shows some ability to use stylistic devices such as variety and appropriacy of vocabulary and idiom though not always appropriately.
 - Can communicate clearly using extended stretches of discourse and some complex language despite some inaccuracies of grammar and vocabulary.
 - Can organise extended writing which is generally coherent.
-

LEVEL THRESHOLD

B1 CAMBRIDGE ENGLISH: PRELIMINARY

Limited but effective command of the written language

- Can write on most familiar and predictable topics.
 - Can communicate clearly using longer stretches of discourse and simple language despite relatively frequent inaccuracies of grammar or vocabulary.
 - Can organise writing to a limited extent.
-

LEVEL WAYSTAGE

A2 CAMBRIDGE ENGLISH: KEY

Basic command of the written language

- Can write short basic messages on very familiar or highly predictable topics possibly using rehearsed or fixed expressions.
 - May find it difficult to communicate the message because of frequent inaccuracies of grammar or vocabulary.
-

Mark scheme and sample script with examiner comments

QUESTION 1: CANDIDATE A

■ Content

The **email** should:

- give positive response to going to activity centre
- say which activity candidate wants to choose
- suggest something to do on Saturday evening
- give reason for not coming on Friday evening.

■ Organisation and cohesion

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

■ Appropriacy of register and format

Informal email appropriate to the situation and target reader observing English grammatical and spelling conventions.

■ Range

Language of enthusiasm, giving information, suggesting and explaining.

■ Target reader

Would be informed.

Candidate A

To: Alex Green

Subject: My visit

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

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

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

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

See you soon

Tatiana

Examiner comments

■ Content

All points covered.

■ Organisation and cohesion

Clearly organised.

■ Appropriacy of register and format

Appropriate to the task.

■ Range

Adequate range.

■ Accuracy

A number of non-impeding errors.

■ Target reader

Would be informed.

■ Marks awarded

Band 3.

PAPER 2: WRITING

Question 2 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 2: CANDIDATE B

■ Content

The **article** should say what teenager cannot do without – any item is acceptable. The items in the task are only given as examples.

■ Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

■ Range

Language of description, explanation and opinion.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Target reader

Would be informed.

Candidate B

The computer – a must have

Nowadays teenagers need to be in contact all the time and the best thing that covers that is a computer.

Internet offers a variety of web pages and systems that allow you to talk to many friends at the same moment. Actually there are many popular websites where you can upload videos, photos and say what you think of anything you want to.

Almost there are lots of web pages that you can use for finding information, playing or studying. The dream of doing the homework quickly and without any effort can come true if you surf the internet for a while.

Another reality is being made from the connection between computers. You can't be out of this if you mind having lots of friends and keeping in touch with them at any place.

Examiner comments

■ Content

Good development of task.

■ Organisation and cohesion

Clearly organised.

■ Appropriacy of register and format

Appropriate to the task.

■ Range

A good range of structures and vocabulary.

■ Accuracy

Generally accurate but some awkwardness of expression.

■ Target reader

Would be informed.

■ Marks awarded

Band 4.

Mark scheme and sample script with examiner comments

QUESTION 3: CANDIDATE C

■ Content

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

■ Organisation and cohesion

Paragraphing could be minimal.
Storyline should be clear.

■ Range

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

■ Appropriacy of register and format

Consistent register appropriate to the story.

■ Target reader

Would be able to follow the storyline.

Candidate C

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

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

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

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

Examiner comments

■ Content

Full realisation of task – story develops well from prompt line.

■ Organisation and cohesion

Clearly organised narrative with suitable use of cohesive devices.

■ Appropriacy of register and format

Fully appropriate to the task.

■ Range

A very good range of structures and vocabulary.

■ Accuracy

Very accurate.

■ Target reader

Fully achieves the desired effect.

■ Marks awarded

Band 5.

PAPER 2: WRITING

Question 4 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 4: CANDIDATE D

■ Content

The **essay** should give reasons for and against spending a lot of money to look good.

■ Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

■ Range

Language of describing, explaining and giving opinion with vocabulary relating to money and fashion.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Target reader

Would be informed.

Candidate D

Spending a lot of money is not the only way that make you look good. I think it is not nessecery to spend heap of money for fashion. You can also look good with your own style. Fashion is changeble. There always have new style of fashion come in. It is not mean that you have to alway spend money for new arrive fashion. You would rather look good in your own style.

In 2010 everyone has right to decide what they want to dress up. You don't have to alway update and get in fashions. Find your own style. Think what you really want. Do not let these fashions or fancy external stuffs influenced you.

Woman have naturally beautifulness from inside. We just need some colour to make up us. Make up and dress up suitibly. We can use the method of mix and match. We can matching our old clothes together to make up a new one.

spending too much money on fashion is worthless. You have right to have your own fashion!

Examiner comments

■ Content

An attempt at the task set but not adequately achieved.

■ Organisation and cohesion

Clearly paragraphed but linking devices rarely used.

■ Appropriacy of register and format

Appropriate to the task.

■ Range

Limited range of structures but some attempt at range of vocabulary appropriate to task set.

■ Accuracy

A number of basic errors, particularly verb forms, which distract.

■ Target reader

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

■ Marks awarded

Band 2.

Mark scheme and sample script with examiner comments

QUESTION 5A: CANDIDATE E

■ Content

The **article** should describe Macbeth's behaviour, giving reasons for it and describing some positive aspects of his character.

■ Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Range

Language of describing, explaining and giving opinion.

Vocabulary relating to story and characters.

■ Target reader

Would be informed.

Candidate E

Macbeth

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

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

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

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

Examiner comments

■ Content

Good development of task.

■ Organisation and cohesion

Well organised with clear paragraphs. Some good use of linking devices.

■ Appropriacy of register and format

Appropriate to the task.

■ Range

Good range of structures and vocabulary.

■ Accuracy

Generally accurate with some awkwardness of expression.

■ Target reader

Would be informed.

■ Marks awarded

Band 4.

PAPER 2: WRITING

Question 5b (sample script)

Mark scheme and sample script with examiner comments

QUESTION 5B: CANDIDATE F

■ Content

The **essay** should say whether Simon and Joe made the right choices and explain why/why not.

■ Organisation and cohesion

Clear organisation of ideas with suitable paragraphing and linking.

■ Range

Language of evaluating, explaining and giving opinion with vocabulary relating to task.

■ Appropriacy of register and format

Consistent register suitable to the situation and target reader.

■ Target reader

Would be informed.

Candidate F

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

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

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

Examiner comments

■ Content

Reasonable realisation of the task.

■ Organisation and cohesion

Adequately organised with some use of simple linking devices.

■ Appropriacy of register and format

Appropriate to the task.

■ Range

Adequate range of structures and vocabulary.

■ Accuracy

A number of non-impeding errors.

■ Target reader

Would be informed.

■ Marks awarded

Band 3.

PAPER 3

USE OF ENGLISH

GENERAL DESCRIPTION

Paper format	The paper contains four parts.
Timing	45 minutes.
No. of parts	4.
No. of questions	42.
Task types	Multiple-choice cloze, open cloze, word formation, key word transformations.
Answer format	Candidates may write on the question paper, but must transfer their answers to the separate answer sheet within the time limit. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the separate answer sheet.
Marks	Parts 1, 2, and 3: each correct answer receives 1 mark. Part 4: each answer receives up to 2 marks.

STRUCTURE AND TASKS

PART 1

Task type and focus	Multiple-choice cloze. Lexical/lexico-grammatical.
Format	A modified cloze test containing 12 gaps and followed by 4-option multiple-choice items.
No. of Qs	12.

PART 2

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

PART 3

Task type and focus	Word formation. Lexical/lexico-grammatical.
Format	A text containing 10 gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.
No. of Qs	10.

PART 4

Task type and focus	Key word transformations. Lexical and grammatical.
Format	Eight separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key word'.
No. of Qs	8.

The four parts of the Use of English paper

■ PART 1 – MULTIPLE-CHOICE CLOZE

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



Sample task and answer key: pages 31 and 34.



Each correct answer in Part 1 receives 1 mark.

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

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

■ PART 2 – OPEN CLOZE

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



Sample task and answer key: pages 32 and 34.



Each correct answer in Part 2 receives 1 mark.

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

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

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

■ PART 3 – WORD FORMATION

In this part, there is an emphasis on vocabulary.



Sample task and answer key: pages 32 and 34.



Each correct answer in Part 3 receives 1 mark.

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

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

■ PART 4 – KEY WORD TRANSFORMATIONS

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



Sample task and answer key: pages 33 and 34.



Each answer in Part 4 receives up to 2 marks.

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

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

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

Preparation

General

- Your students should be encouraged to read extensively so that they build up a wide vocabulary and become familiar with the many uses of different structures. This should enable them to deal with a range of lexical items and grammatical structures in a variety of text types.
- When studying for the paper, it will be useful for your students to refer to dictionaries and grammar books. However, they should also develop strategies for operating independently of reference books (by, for example, guessing the meaning of unknown words from the context) as they are not permitted to take dictionaries into the exam with them.
- Students should develop an efficient personal system for recording the new vocabulary they learn. They should record as much detail as possible.

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

By part

■ PART 1

- Remind your students that different types of words are tested in this part. Sometimes it is necessary to choose between words with a similar meaning, e.g. choosing 'leaking' rather than 'spilling', 'pouring' or 'flowing' to fill the gap in 'The roof of our tent was ...'. At other times it will be necessary not simply to know the meaning but also to know which word is correct because of the preposition, adverb or verb form which follows, e.g. choosing 'interested' rather than 'keen', 'enthusiastic' or 'eager' to fill the gap in 'You may be ... in applying for this job'.
- Give your students practice in recognising the differences in meaning between similar words, e.g. 'cut' and 'tear'. They should try to learn whole phrases as well as individual words in context, and they should be aware that knowing the grammatical patterns and collocations of words is as important as knowing their meaning.

- This part of the paper also tests collocations, such as 'to pay attention to', and linking phrases such as 'even if'. Phrasal verbs are also tested here. They may be tested in three different ways: the whole of the phrasal verb, e.g. 'keep on', just the verb itself, e.g. 'keep', or just the preposition or adverb which follows the verb, e.g. 'on'. Thus, some questions test at a phrasal level, while others test meaning at sentence level or beyond, with more processing of the text required.
- Remind your students to make sure the answer they choose fits into the sentence. They should not choose their answer simply after reading the words which come before the gap; they need to read the words which follow as well. It is sometimes the case that a preposition or adverb which follows a gap determines which of the options is correct.
- Get your students used to reading all the options for any question before deciding which one fills the gap correctly, and remind them that they should never choose more than one option as the answer.
- Make your students aware that it is important that the mark they make in the lozenge on the answer sheet for each answer is firm and clear and done in pencil.

■ PART 2

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

■ PART 3

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

■ PART 4

- In preparing for this part of the paper, give your students practice in paraphrasing. This might include rewriting sentences from texts, saying things again 'in other words', as well as working on lexical synonyms and grammatical transformations. In the examination, they must make sure that the answer makes the second sentence mean, as far as possible, the same as the lead-in sentence.
- Remind your students that the answer must consist of two, three, four or five words. If candidates write more than five words they will not be awarded the marks.
- Remind your students that they must use the key word in their answer and they must not change it in any way. If they do not use it or if they alter it, they will not be awarded the marks.
- Make sure your students pay careful attention to any verb in the final part of the second sentence as it will often indicate whether to use a singular or plural noun in the answer.
- Remind your students that when writing their answers, they should not write the whole or part of the second sentence; they should write the words that are needed to fill the gap, including the key word.
- When they are counting the words, students should remember that, as in Part 2, they must count contracted words (with the exception of 'can't' = 'cannot') as the full form (e.g. 'didn't' = 2 words 'did not').

Turn over ▶

2

Use of English • Part 1

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

Mark your answers on the separate answer sheet.

Example:

0 A edge B surround C turn D enclose

0	<input type="radio"/>	A	<input checked="" type="radio"/>	B	<input type="radio"/>	C	<input type="radio"/>	D
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The internet bus

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

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

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

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

3

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

PAPER 3: USE OF ENGLISH

Part 2 (Questions 13–24) and Part 3 (Questions 25–34)

5

Use of English • Part 3

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

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

Example: 0 C O M P E T I T I O N

Skyscraper? No, 'water-scraper'!

Each year, EV Magazine hosts a skyscraper design (0) Most **COMPETE**

entrants imagine giant buildings taller than anything under construction

today. However, the most (25) entry this year went the opposite **IMPRESS**

route. Malaysian designer Sarly Adre bin Sarkum's (26) to the **SOLVE**

problem of conceiving a different kind of development was to drop his

building straight downwards into the sea. He deliberately designed it to

contrast with the skyscrapers that make up most of the entries, and to

highlight sustainable (27) **ARCHITECT**

His self-sufficient 'water-scraper' would be similar in (28) to the **HIGH**

Empire State Building, but with only a couple of storeys above the sea's

surface. Wind, solar, and wave power would provide energy and a green

space containing forests and (29) areas at the top would provide **AGRICULTURE**

food and oxygen. Living and work areas would be below the sea's surface.

The structure would be kept level by giant tentacles. The tentacles would

also generate electricity through ocean (30) **MOVE**

No-one is building anything like this now but it is (31) to be certain **POSSIBLE**

of what our future (32) needs will be. Land will become scarcer as **ACCOMMODATE**

population (33) accelerates and, since approximately 70% of the **GROW**

Earth's surface is ocean, cities in the sea may one day be a (34) **NECESSARY**

Turn over ▶

4

Use of English • Part 2

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

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

Example: 0 T H E

Young enterprise

How prepared are you for (0) future? You are studying to obtain qualifications for your

chosen career, but what (13) getting the business skills necessary to make your career a

success? How do you gain the advantage (14) will get you your dream job? Perhaps you

even have an ambition to set (15) a business yourself?

(16) year since 2007, when the Young Enterprise Programme began, hundreds of thousands

of young people have gained a head start while they are still at school by taking part (17)

the programme. There, they have gained key business skills and knowledge, either through a series

of workshops (18) through starting and running their own real company. At Young

Enterprise we believe that it is important for learning to (19) exciting, fun and hands-on,

which is (20) our programmes are run on the principle of learning by doing.

(21) participate in a programme, your first step is to consult your school. Your school will

need to become a centre if it has (22) yet done so. It can register as (23) of these by

contacting the nearest Young Enterprise office. Once it (24) registered as a centre, you can

get started!



A Young Enterprise Programme

6

Use of English • Part 4

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

Example:

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

PLACE

School prize-giving at the end of each year.

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

Example: 0 TAKES PLACE

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

35 John went to the cinema by himself yesterday afternoon.

OWN

John went to the cinema yesterday afternoon.

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

CAUSED

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

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

HAD

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

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

THAN

My brother is to be.

7

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

ALLOWED

Yesterday, Marta's dad her friend after school.

40 Kate regrets missing the concert.

WISHES

Kate missed the concert.

41 Hannah was happy to lend Lin a jacket.

MIND

Hannah a jacket to Lin.

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

ACCUSED

Sarah leaving the fridge door open.

PAPER 3: USE OF ENGLISH

Answer key

Test 1

PART ONE

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

PART TWO

-
- 13 ABOUT
14 THAT/WHICH
15 UP
16 EACH/EVERY
17 IN
18 OR
19 BE
20 WHY
21 TO
22 NOT
23 ONE
24 HAS/IS

PART THREE

-
- 25 IMPRESSIVE
26 SOLUTION
27 ARCHITECTURE
28 HEIGHT
29 AGRICULTURAL
30 MOVEMENT(S)
31 IMPOSSIBLE
32 ACCOMMODATION
33 GROWTH
34 NECESSITY

PART FOUR

-
- 35 ON | HIS OWN
36 WAS CAUSED | BY
37 HAS NOT | HAD
38 MORE CONFIDENT THAN | HE USED
39 ALLOWED HER/MARTA | TO VISIT/SEE
40 WISHES | SHE HADN'T / HAD NOT
41 DIDN'T / DID NOT MIND | LENDING
42 ACCUSED TIM/HIM | OF

Do not write in this box

Centre No.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49

Candidate No.

Examination
Details

Candidate Name

Candidate Signature

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Candidate Answer Sheet

Instructions

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

Parts 2, 3 and 4: Write your answer clearly in CAPITAL LETTERS.

Part 1: Mark ONE letter for each question.

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

0	A	B	C	D			
0	E	X	A	M	P	L	E

Part 1

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

Part 2

13	13	1	0	u
14	14	1	0	u
15	15	1	0	u
16	16	1	0	u
17	17	1	0	u
18	18	1	0	u
19	19	1	0	u
20	20	1	0	u
21	21	1	0	u
22	22	1	0	u
23	23	1	0	u
24	24	1	0	u

Continues over

FCE Use

DP596/305

Part 3

Do not write below here

25	25	1	0	u
26	26	1	0	u
27	27	1	0	u
28	28	1	0	u
29	29	1	0	u
30	30	1	0	u
31	31	1	0	u
32	32	1	0	u
33	33	1	0	u
34	34	1	0	u

Part 4

Do not write below here

35	35	2	1	0	u
36	36	2	1	0	u
37	37	2	1	0	u
38	38	2	1	0	u
39	39	2	1	0	u
40	40	2	1	0	u
41	41	2	1	0	u
42	42	2	1	0	u

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PAPER 4

LISTENING

GENERAL DESCRIPTION

Paper format	The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.
Timing	Approximately 40 minutes.
No. of parts	4.
No. of questions	30.
Task types	Multiple choice, sentence completion, multiple matching.
Text types	<i>Monologues:</i> answerphone messages, information lines, commentaries, radio documentaries and features, instructions, lectures, news, public announcements, publicity and advertisements, reports, speeches, stories and anecdotes, talks. <i>Interacting speakers:</i> conversations, discussions, interviews, quizzes, radio plays, transactions.
Answer format	Candidates are advised to write their answers in the spaces provided on the question paper while listening. There will be 5 minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the answer sheet.
Recording information	The instructions for each task are given in the question paper, and are also heard on the recording. These instructions include the announcement of pauses of specified lengths, during which candidates can familiarise themselves with the task and, for some items, predict some of the things they are likely to hear. A variety of voices, styles of delivery and accents will be heard in each Listening paper to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.
Marks	Each correct answer receives 1 mark.

STRUCTURE AND TASKS

PART 1

Task type and focus	Multiple choice. General gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement, etc.
Format	A series of short unrelated extracts, of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple-choice question per text, each with three options.
No. of Qs	8.

PART 2

Task type and focus	Sentence completion. Detail, specific information, stated opinion.
Format	A monologue or text involving interacting speakers and lasting approximately 3 minutes. Candidates are required to complete the sentences with information heard on the recording.
No. of Qs	10.

PART 3

Task type and focus	Multiple matching. General gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement, etc.
Format	Five short related monologues, of approximately 30 seconds each. The multiple-matching questions require selection of the correct option from a list of six.
No. of Qs	5.

PART 4

Task type and focus	Multiple choice. Opinion, attitude, gist, main idea, specific information.
Format	A monologue or text involving interacting speakers and lasting approximately 3 minutes. There are seven multiple-choice questions, each with three options.
No. of Qs	7.

The four parts of the Listening paper

■ PART 1 – MULTIPLE CHOICE

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



Sample task, page 39, tapescript pages 42–44, and answer key page 47.



Each correct answer in Part 1 receives 1 mark.

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

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

■ PART 2 – SENTENCE COMPLETION

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



Sample task, page 40, tapescript page 44, and answer key page 47.



Each correct answer in Part 2 receives 1 mark.

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

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

■ PART 3 – MULTIPLE MATCHING

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



Sample task, page 40, tapescript page 45, and answer key page 47.



Each correct answer in Part 3 receives 1 mark.

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

■ PART 4 – MULTIPLE CHOICE

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



Sample task, page 41, tapescript pages 45–46, and answer key page 47.



Each correct answer in Part 4 receives 1 mark.

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

Preparation

General

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

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

By part

■ PART 1

- Play real-life snippets to your students, e.g. a teacher's announcement, a weather report, and ask them to identify the text type and topic.
- Candidates can be distracted by hearing words or phrases in the text which appear in one of the incorrect options. They need to practise spotting such mismatches, and understanding why they are wrong.
- Try using a variety of short practice texts. The questions should range from people to places, from opinions to events, from relationships to reasons. Provide the text and options, but get the students to write the questions themselves.

For example:

You overhear a boy talking about a film he watched last night.

(Students suggest a question)

Options

- A: a car
- B: a family
- C: a robbery

Text

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

■ PART 2

- Preparation for this part should include lots of exposure to simple gap-fill listening exercises, and dictation of numbers and dates.
- Students need to get into the habit of reading not only the text in front of the gap, but also the text which follows the gap, which may affect their answer. You can reassure them that the tested items come in the same order as they are heard on the recording.
- Candidates sometimes write too much, either by including unnecessary detail, or by trying to rephrase what they hear on the recording. Irrelevant detail can spoil what would otherwise have been a correct answer. Candidates should be reminded that no changes are required to the key information, that no answer will need more than three words, and that in many cases they will need only one or two words.

■ PART 3

- It is really important for candidates to use the time they are given to read through the questions, since they need to have a clear idea of what they are listening for. Students could practise doing the exercise with the tapescript, so that they can see the kind of matching required. Other relevant exercises would be any which practise 'saying the same thing in a different way'.
- If your students are at all unsure about an answer, they should wait for the second listening before making their final decision. Making too quick a decision may mean that a candidate 'uses up' an answer that belongs to another speaker.

■ PART 4

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

2

Listening • Part 1**Questions 1 – 8**

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

- 1 You hear a teacher talking to her class about some project work.

Why is she talking to them?

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

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

What do they agree about?

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

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

What did he think of it?

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

- 4 You overhear a girl leaving a voicemail message.

What is she doing?

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

3

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

What will the weather be like this afternoon?

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

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

What does she say about her single?

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

- 7 You overhear two friends talking about school equipment.

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

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

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

What is he doing?

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

PAPER 4: LISTENING

Part 2 (Questions 9–18) and Part 3 (Questions 19–23)

5

Listening • Part 3

Questions 19 – 23

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

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

Turn over ►

4

Listening • Part 2

Questions 9 – 18

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

JODIE MARKFIELD: TAP-DANCER

- Jodie says that tap-dancers are often thought of as as well as dancers.
- Jodie first got work as a tap-dancer thanks to her .
- The first show that Jodie appeared in was called .
- Jodie says that tap-dancing has both African and origins.
- Classical tap-dancers tend to use their more than other tap-dancers do.
- Jodie says that tap-dancers need to keep their and ankles relaxed.
- Beginners are often told to imagine they are dancing on a floor.
- Jodie says it's important that tap-dancing shoes aren't too .
- Jodie says that being in a touring show is not as as it sounds.
- The only school subject that Jodie's parents can't help her with is .

6

Listening • Part 4

Questions 24 – 30

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

- 24 Why did Mark join 'The Iron Age Project'?
- A His history teacher suggested it to him.
 - B He got involved because of his parents.
 - C He offered to take care of the animals.
- 25 How did Mark prepare for the project?
- A by acquiring appropriate skills
 - B by reading about the period
 - C by visiting an Iron Age village
- 26 What does Mark say about living in an Iron Age house?
- A He missed modern conveniences.
 - B The fire caused him problems.
 - C His bed could have been softer.
- 27 What did Mark dislike about his Iron Age clothes?
- A The colours were too bright.
 - B It was difficult to move in them.
 - C He found them rather hot.
- 28 What did Mark like about his daily work?
- A being part of a team
 - B spending time outdoors
 - C the physical activity

7

- 29 What would Mark have preferred to do in his leisure time?
- A listen to stories
 - B eat bigger meals
 - C go to bed earlier
- 30 What does Mark think he gained from the project?
- A a better understanding of the past
 - B a sympathy with manual workers
 - C an appreciation of life today

PAPER 4: LISTENING

Sample tapescript

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

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

SAMPLE PAPER.

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

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

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

— *** —

You'll hear each piece twice.

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

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

PAUSE 5 SECONDS

Now open your question paper and look at Part One.

PAUSE 5 SECONDS

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

One

You hear a teacher talking to her class about some project work.

Why is she talking to them?

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

PAUSE 2 SECONDS

— *** —

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

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 1

PAUSE 2 SECONDS

Two

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

What do they agree about?

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

PAUSE 2 SECONDS

— *** —

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

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

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

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

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

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 2

PAUSE 2 SECONDS

Three

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

What did he think of it?

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

PAUSE 2 SECONDS

— *** —

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

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 3

PAUSE 2 SECONDS

*Four**You overhear a girl leaving a voicemail message.**What is she doing?*

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

PAUSE 2 SECONDS

— *** —

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

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 4

PAUSE 2 SECONDS

*Five**You hear the weather forecast on a local radio station.**What will the weather be like this afternoon?*

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

PAUSE 2 SECONDS

— *** —

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

F: Hi Tom.

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

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

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 5

PAUSE 2 SECONDS

*Six**You hear part of an interview with a young pop singer.**What does she say about her single?*

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

PAUSE 2 SECONDS

— *** —

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

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

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 6

PAUSE 2 SECONDS

*Seven**You overhear two friends talking about school equipment.**What does the girl think about her new 'funky dividers'?*

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

PAUSE 2 SECONDS

— *** —

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

M: What are dividers?

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

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

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

M: Really?

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 7

PAUSE 2 SECONDS

*Eight**You overhear a boy talking on his mobile phone.**What is he doing?*

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

PAUSE 2 SECONDS

— *** —

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

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 8

PAUSE 2 SECONDS

*That is the end of Part One.**Now turn to Part Two.*

PAUSE 5 SECONDS

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

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

PAUSE 45 SECONDS

— *** —

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

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

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

Jodie: Well, I started at the age of four. I come from a show-business family. It was my grandmother who taught me the basics, but then my uncle kind of took over when I showed talent for it. He got me

a part in a show when I was six. My mum was none too sure - reckoned I was a bit young - but he talked her and Dad into the idea.

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

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

Int: OK. Now Mark from Scotland says: 'Jodie tell us about the origins of tap-dance.'

Jodie: Well tap-dance as we know it became famous in the mid-twentieth century when it was in loads of big Hollywood films. But actually it wasn't American originally. It all started as a mixture of two much older types of dancing: An African dance called Juba and traditional Irish dancing - something that's been popular again recently.

Int: Right. Now, Ashley asks: 'Are there different sorts of tap-dancing?'

Jodie: Two main types. So you have to decide which one you're gonna do. Classical tap's more like ballet and dancers use their arms a lot to make elegant movements. Hoofing is the other type. Here the dancers concentrate more on their legs and footwork - they really try to make their feet sound like drums.

Int: Finally, Gary asks: 'How do you know if a tap dancer is any good?'

Jodie: Well, Gary that's a good question! Basically, the aim in tap-dance is to produce clear sounds with each one separate. The knees and ankles need to be relaxed at all times, without that it can sound all wrong! So that's how a dancer is judged, along with speed, rhythm and stuff.

Int: And what about lessons Jodie - lots of listeners have asked about that?

Jodie: Well tap classes generally last about an hour - beginning with a warm-up to stretch the muscles. Lots of kids do tap dance because it develops physical fitness and is great fun too. Beginners are sometimes told to dance as if the floor was made of glass! That makes them think about the position of their feet and not to just stomp around any old way.

Int: And what about equipment?

Jodie: You need good shoes, of course. Some have heels, some don't - both are quite comfortable. But the key thing is that they're the right size - they mustn't be big, your feet shouldn't move around in them, so go for some that are quite tight fitting.

Int: Thanks Jodie. Now before you go. You're touring in the show Funky Noise - what's that like?

Jodie: Life on the road sounds glamorous, but it's quite ordinary really. I still have to do my homework, cos I'm still enrolled in High School in my hometown. But my parents travel with me and home-school me.

Int: How does that work out?

Jodie: Well, Mum does the English; Dad the Maths and Science. The only

thing they can't do is the IT – I school them in that! And I still find time for my PlayStation games and watching TV!

Int: Jodie – thanks for joining us today.

PAUSE 10 SECONDS

Now you'll hear Part Two again.

— *** —

REPEAT PART 2

PAUSE 5 SECONDS

That is the end of Part Two.

Now turn to Part Three.

PAUSE 5 SECONDS

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

You now have thirty seconds to look at Part Three.

PAUSE 30 SECONDS

— *** —

Speaker 1

PAUSE 2 SECONDS

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

PAUSE 3 SECONDS

Speaker 2

PAUSE 2 SECONDS

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

PAUSE 3 SECONDS

Speaker 3

PAUSE 2 SECONDS

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

PAUSE 3 SECONDS

Speaker 4

PAUSE 2 SECONDS

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

PAUSE 3 SECONDS

Speaker 5

PAUSE 2 SECONDS

I'm not such a brilliant swimmer, so it was a shock when I was chosen for the school team and I've really had to work hard on my technique to keep my place. But I'm not a very competitive person, so at first I was all, like, you know, 'it doesn't matter if we win or not – it's just a sport'. But then, when we swam against other schools, all that changed. And when we did actually win a race, I mean, that was like totally awesome. All my friends were really proud of us! My teachers even reckon my schoolwork's improved thanks to the swimming – would you believe it?

PAUSE 10 SECONDS

Now you'll hear Part Three again.

— *** —

REPEAT PART 3

PAUSE 5 SECONDS

That's the end of Part Three.

Now turn to Part Four.

PAUSE 5 SECONDS

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

You now have one minute to look at Part Four.

PAUSE 1 MINUTE

— *** —

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

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

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

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

Int: And were the houses comfortable to live in?

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

Int: I believe you wore some very colourful clothes?

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

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

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

Int: Did you have any free time?

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

Int: So was it a valuable experience?

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

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

PAUSE 10 SECONDS

Now you'll hear Part Four again.

— *** —

REPEAT PART 4

PAUSE 5 SECONDS

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 MINUTES

You have one more minute left.

PAUSE 1 MINUTE

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

PAPER 4: LISTENING

Answer key

PART ONE

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

PART TWO

- 9 MUSICIANS
- 10 UNCLE
- 11 SHOWTIME
- 12 IRISH
- 13 ARMS
- 14 KNEES
- 15 GLASS
- 16 BIG/LARGE/LOOSE
- 17 GLAMOROUS
- 18 IT/INFORMATION TECHNOLOGY

PART THREE

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

PART FOUR

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

PAPER 5

SPEAKING

GENERAL DESCRIPTION

Paper format	The Speaking test contains four parts.
Timing	14 minutes.
No. of parts	4.
Interaction pattern	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for the candidates. The other acts as assessor and does not join in the conversation.
Task types	Short exchanges with the interlocutor and with the other candidate; a 1 minute 'long turn'; a collaborative task involving the two candidates; a discussion.
Marks	Candidates are assessed on their performance throughout.

STRUCTURE AND TASKS

PART 1

Task type and format	A conversation between the interlocutor and each candidate (spoken questions).
Focus	General interactional and social language.
Timing	3 minutes.

PART 2

Task type and format	An individual 'long turn' for each candidate with a brief response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.
Focus	Organising a larger unit of discourse; comparing, describing, expressing opinions.
Timing	A 1 minute 'long turn' for each candidate, plus a 20-second response from the second candidate.

PART 3

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

PART 4

Task type and format	A discussion on topics related to the collaborative task (spoken questions).
Focus	Expressing and justifying opinions, agreeing and/or disagreeing.
Timing	4 minutes.

The four parts of the Speaking test

■ Format

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

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

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

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

■ PART 1 - INTERVIEW

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



Sample task and assessment criteria: pages 53 and 56-57.

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

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

■ PART 2 - LONG TURN

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



Sample task and assessment criteria: pages 53-54 and 56-57.

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

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

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

■ PART 3 - COLLABORATIVE TASK

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



Sample task and assessment criteria: pages 55 and 56-57.

In Part 3, candidates are given oral instructions and provided with a visual stimulus (several photographs or pieces of artwork) to form the basis for a task which they carry out together. They are expected to discuss each visual, expressing and justifying opinions, evaluating and speculating, in order to work towards a negotiated decision towards the end of the task. The instructions make these two parts of the task clear: '**First**, talk to each other about ...', '**Then** decide ...'. The decision should only be made after the candidates have explored each of the issues as illustrated by the pictures, and they are assessed on their ability to use the language of negotiation and collaboration while doing this. However, they are not penalised if they fail to reach a negotiated decision. Written prompts, in the form of questions, appear above the visuals on the candidates' sheet to help them focus on the task.

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

■ PART 4 - DISCUSSION

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



Sample task and assessment criteria: pages 55 and 56-57.

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

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

Preparation

General

- Classroom activities which involve students working in pairs and small groups will give practice in skills such as initiating and responding, which are essential to success in the Speaking test.
- Make sure your students are familiar with the format of each part of the test. They should be aware of the different interaction patterns (who speaks to whom) and what stimulus will be provided by the interlocutor.
- Encourage your students to speak clearly so that they can be heard by both the interlocutor and assessor. They should be made aware that different varieties of English accents in the UK and elsewhere in the world are acceptable.
- Train your students to paraphrase when they do not know, or cannot remember, a word.
- Train your students to listen carefully to the instructions, and to read the questions above the pictures, so that they know precisely what they have to talk about.
- To ensure all candidates are treated fairly, the interlocutor keeps to a scripted frame (as shown in the sample papers). However, you may remind your students that they can ask the examiner to repeat the instructions or a question.
- Encourage your students to initiate discussion and to respond to what other students have to say.

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

By part

■ PART 1

- In this part of the test, students will benefit from finding opportunities to practise talking about themselves. Interlocutors will ask candidates a range of questions about their everyday life, for example free time, sports they enjoy, holidays, school and so on. Encourage your students to respond promptly, with answers which are complete and spontaneous. Rehearsed speeches should be avoided as these might be inappropriate for the question asked.
- Encourage your students to look for opportunities to socialise with English speakers. In class, they could role-play social occasions in which they meet new people, e.g. parties, travelling, starting a new school. This will give them the opportunity to practise a range of topics for this part of the test.
- Students could brainstorm possible questions from the categories above. The different groups could then answer each other's questions.

■ PART 2

- Teach your students to listen carefully to the instructions and to carry them out. Remind them that they should listen carefully to the instructions

which follow the words 'and say' and read the question above the photographs. If they do not do this they may miss the focus of the task and not produce a wide enough range of language, or they may find it difficult to speak for the full minute.

- Students should be confident that they know what they have to say before they start their long turn. Remind your students that they will not lose marks if they ask the examiner to repeat the instructions.
- Students sometimes find that a minute is quite a long time to talk. Give your students practice at talking for a minute about a given topic. Topics and visuals in *Cambridge English: First for Schools* coursebooks will be appropriate for this practice. Give them plenty of practice in organising an extended turn and in linking their ideas together. Time this practice so that your students get a feel for how long a minute is. Without this, they may finish the task too quickly and as a result fail to give the examiners an adequate sample of language.
- Give your students practice by cutting thematically linked pairs of photographs from magazines and giving these an additional focus as in the test. For example, you might choose photographs of two different types of holiday and ask your students to compare the photographs and say what people would enjoy about a holiday in each of the different places.
- Encourage your students to bring their own photographs to class and to speak about them.
- Candidates are not expected to give detailed descriptions of each picture. Rather, they are asked to compare the pictures and to give their reaction to them. Get your students to work in pairs or small groups and to share their ideas about what they might say, before they attempt a task.
- Students often find it useful to observe a good model answer given by a more advanced learner of English or by the teacher.
- Encourage your students to focus on useful language for this part of the test. In particular, ways of expressing similarity and difference may help, e.g. 'one similarity is that ...'; 'In this picture there's ... whereas in the other there's ...'. Remind your students that using comparatives and linking words will produce a more extended and coherent sample of speech than simply stringing together a series of simple statements. This will help them to gain marks under the Discourse Management assessment criterion.
- Play games such as *Just a Minute* where candidates have to speak for 1 minute without repeating themselves.

■ PART 3

- In this part of the test, the interlocutor's instructions will be: 'First talk about ...' 'Then decide ...'. The 'First talk about ...' instruction forms the bulk of the task. Encourage your students to discuss the content of the visual prompts as fully as possible before moving on to negotiate a decision. Tell them that they will not lose marks if they fail to reach a decision, provided that they have discussed the visual prompts fully.
- It is very important for candidates to interact with each other when they carry out the Part 3 task. All classroom discussion in pairs and small groups, therefore, provides excellent preparation.
- Remind your students to make positive contributions to move the discussion forward. They should be encouraged to respond to each other's contributions by agreeing, disagreeing and questioning each other, rather than just giving information about the task.

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

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

■ PART 4

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

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

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

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

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

1 Free time
2 Museums

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

Interlocutor

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

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

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

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

All right?

Candidate A

⌚ 1 minute

Interlocutor

.....

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

(Candidate B), do you like going shopping?

Candidate B

⌚ approximately 20 seconds

Interlocutor

Thank you.

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

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

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

All right?

Candidate B

⌚ 1 minute

Interlocutor

.....

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

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

Candidate A

⌚ approximately 20 seconds

Interlocutor

Thank you.

Part 1

3 minutes (5 minutes for groups of three)

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

And your names are?

Can I have your mark sheets, please?

Thank you.

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

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

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

Everyday life

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

Likes and dislikes

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

PAPER 5: SPEAKING

Part 2

2

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



1

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



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

21



Parts 3 and 4
7 minutes (9 minutes for groups of three)

21 School Activities

Part 3

Interlocutor

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

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

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

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

All right?
.....

Candidates

3 minutes
(4 minutes for groups of three)

Interlocutor

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

Part 4

Interlocutor

Select any of the following questions, as appropriate:

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

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Assessment

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

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

The interlocutor awards a mark for Global Achievement.

■ Grammar and Vocabulary

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

■ Discourse Management

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

■ Pronunciation

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

■ Interactive Communication

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

■ Global Achievement

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

Marking

Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately 15 Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required. The Team Leaders are responsible to a Professional Support Leader, who is the professional representative of Cambridge ESOL for the Speaking tests.

Professional Support Leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session in the UK. Team Leaders are appointed by the Professional Support Leader in consultation with the local administration.

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

Cambridge ESOL Common Scale for Speaking

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

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

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

LEVEL C2 MASTERY

CAMBRIDGE ENGLISH: PROFICIENCY

Fully operational command of the spoken language

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

LEVEL C1 EFFECTIVE OPERATIONAL PROFICIENCY

CAMBRIDGE ENGLISH: ADVANCED

Good operational command of the spoken language

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

LEVEL B2 VANTAGE

CAMBRIDGE ENGLISH: FIRST

Generally effective command of the spoken language

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

LEVEL B1 THRESHOLD

CAMBRIDGE ENGLISH: PRELIMINARY

Limited but effective command of the spoken language

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

LEVEL A2 WAYSTAGE

CAMBRIDGE ENGLISH: KEY

Basic command of the spoken language

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

Glossary

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

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

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

CLOZE TEST: a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.

COHERENCE: language which is coherent is well planned and clear, and all the parts or ideas fit well so that they form a united whole.

COLLABORATIVE TASK: the opportunity in the Speaking test for the candidates to engage in a discussion and work together towards a negotiated outcome of the task set.

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

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

DISCOURSE: written or spoken communication.

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

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

GIST: the central theme or meaning of the text.

IMPEDING ERROR: an error which prevents the reader from understanding the word or phrase.

INPUT MATERIAL: the text and notes, sometimes supported by illustrations or diagrams, which candidates have to base their answers on in the *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.

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*.

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.

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

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

OPTIONS: the set of possible answers for a multiple-choice item.

PARAPHRASE: to give the meaning of something using different words.

PHRASAL VERB: a verb which takes on a new meaning when followed by a certain preposition or adverb (e.g. 'get away', 'take up').

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

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

PROMPT SENTENCE: the complete sentence given as the opening or closing line of a story in *Cambridge English: First for Schools Paper 2 Part 2*.

REGISTER: the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in a formal register.

REPORT LAYOUT: the way in which a report should be presented. At *Cambridge English: First for Schools* level a report in Paper 2 Part 2 should be clearly organised into paragraphs/sections and may include headings.

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

STEM WORD: the word at the end of each line in *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 an *Cambridge English: First for Schools Paper 2* task using a range of appropriate and accurate language.

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

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

Acronyms

CEFR: Common European Framework of Reference for Language.

EFL: English as a Foreign Language.

ESOL: English for Speakers of Other Languages.

UCLES: University of Cambridge Local Examinations Syndicate.

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