



Cambridge Assessment
English

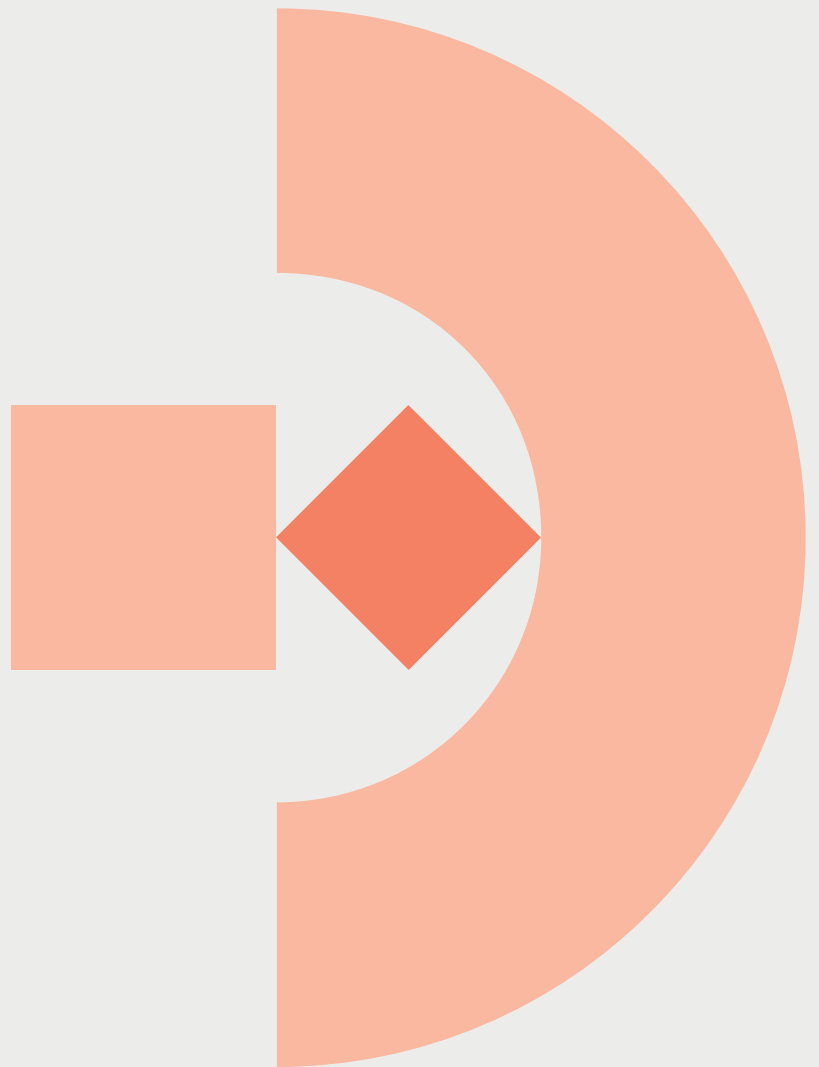
Cambridge

English Qualifications

B2 First

Handbook for teachers

B2 First





Cambridge Assessment
English

Cambridge

English Qualifications

Your path to learning English, step by step

cambridgeenglish.org/qualifications



A2 Key

B1 Preliminary

B2 First

C1 Advanced

C2 Proficiency

Make the most of your handbook

The best way to get the most from your handbook is to use the digital version. The digital version is updated more regularly.

The digital version contains links which take you straight to related pages if you want to find out more. For example, you can read about Part 1 of the Reading and Use of English paper in the Tasks section, then click on the link to take you straight to a sample Part 1 task. There are also links which take you to useful websites and resources.

Tasks

The Tasks pages give information about the exam format and what is tested in each part of the paper.

Sample paper and assessment

The Sample paper and assessment section includes two sample papers for each of the four components as well as answer keys for the Reading and Use of English and Listening components. For the Writing and Speaking papers there is information about the assessment criteria, and for Writing there are example answers for you to refer to or use with your learners.

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About Cambridge Assessment English

We are Cambridge Assessment English. Part of the University of Cambridge, we help millions of people learn English and prove their skills to the world.

For us, learning English is more than just exams and grades. It's about having the confidence to communicate and access a lifetime of enriching experiences and opportunities.

We deliver qualifications and tests in over 130 countries to over 5.5 million people every year.

Departments of the University

Departments (exam boards)

Cambridge

English Qualifications

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding.

Our unique approach encourages continuous progression with a clear path to improving language skills. Each of our qualifications focuses on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

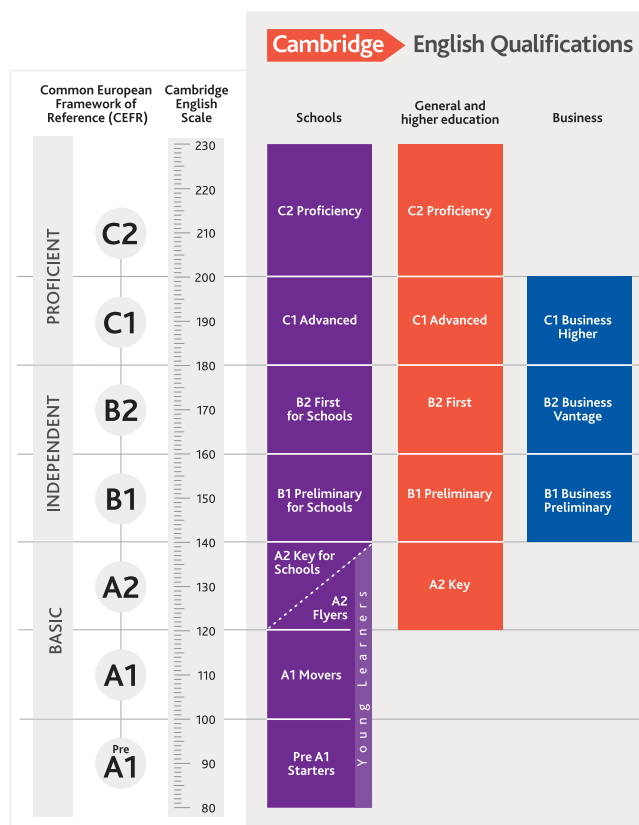
Our qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

We have Cambridge English Qualifications for:

- Schools
- General and higher education
- Business

Whether learners are planning to live, work or study in their own country or abroad, our qualifications prove they have the English language skills to succeed.

To find out more about Cambridge English Qualifications and the CEFR, go to cambridgeenglish.org/cefr



B2 First – an overview

B2 First was originally offered in 1939 and is a qualification at upper-intermediate level that is officially recognised by universities, employers and governments around the world. It follows on as a progression from B1 Preliminary.

Exam formats

B2 First can be taken as either a paper-based or a computer-based exam.

Who is the exam for?

B2 First is aimed at learners who need to show they can:

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

Who recognises the exam?

The B2 First certificate is recognised around the world as proof of upper-intermediate level English skills for industrial, administrative and service-based employment. It is also accepted by a wide range of educational institutions for study purposes.

Cambridge English Qualifications are accepted and trusted by thousands of organisations worldwide. For more information about recognition go to cambridgeenglish.org/recognition

What level is the exam?

B2 First is targeted at Level B2 on the CEFR. Achieving a certificate at this upper-intermediate level proves that a candidate is becoming skilled in English and now has practical language skills for everyday written and spoken situations.

Statements of Results

The Statement of Results shows the candidate's:

- Score on the Cambridge English Scale for their performance in each of the four exam papers (Reading and Use of English, Writing, Listening and Speaking).
- Score on the Cambridge English Scale for their overall performance in the exam. This overall score is the average of the separate scores given for each of the four skills and Use of English.
- Grade – this is based on the candidate's overall score.
- Level on the CEFR – this is also based on the overall score.

Certificates

The certificate shows the candidate's:

- score on the Cambridge English Scale for each of the four skills and Use of English
- overall score on the Cambridge English Scale
- grade
- level on the CEFR
- level on the UK National Qualifications Framework (NQF).



Special circumstances

Cambridge English Qualifications are designed to be fair to all test takers. For more information about special circumstances, go to cambridgeenglish.org/help

Exam support

Official Cambridge English preparation materials

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

cambridgeenglish.org/exam-preparation

Support for teachers

The Teaching English section of our website provides user-friendly, free resources for all teachers preparing for our exams. It includes:

General information – handbooks for teachers, sample papers.

Detailed exam information – format, timing, number of questions, task types, mark scheme of each paper.

Advice for teachers – developing students' skills and preparing them for the exam.

Downloadable lessons – a lesson for every part of every paper.

Teaching qualifications – a comprehensive range of qualifications for new teachers and career development for more experienced teachers.

Seminars and webinars – a wide range of exam-specific seminars and live and recorded webinars for both new and experienced teachers.

Teacher development – resources to support teachers in their Continuing Professional Development.

cambridgeenglish.org/teaching-english

Facebook for teachers

Teachers can join our community on Facebook for free resources, activities and tips to help prepare learners for Cambridge English Qualifications.

facebook.com/CambridgeEnglishTeaching

Free support for candidates

We provide learners with a wealth of exam resources and preparation materials throughout our website, including exam advice, sample papers, candidate guides, games and online learning resources.

cambridgeenglish.org/learning-english

Facebook

Learners joining our lively Facebook community can get tips, take part in quizzes and talk to other English language learners.

facebook.com/CambridgeEnglish

Registering candidates for an exam

Exam entries must be made through an authorised Cambridge English examination centre.

Centre staff have all the latest information about our exams, and can provide you with:

- details of entry procedures
- copies of the exam regulations
- exam dates
- current fees
- more information about B2 First and other Cambridge English Qualifications.

We have more than 2,800 centres in over 130 countries – all are required to meet our high standards of exam administration, integrity, security and customer service. Find your nearest centre at cambridgeenglish.org/centresearch

Further information

If your local authorised exam centre is unable to answer your question, please contact our helpdesk:

cambridgeenglish.org/help

About the exam

B2 First is a rigorous and thorough test of English at Level B2. It covers all four language skills – reading, writing, listening and speaking – and includes a fifth element focusing on the candidate's understanding of the structure of the language.

A thorough test of all areas of language ability

There are four papers: Reading and Use of English, Writing, Listening and Speaking. The overall performance is calculated by averaging the scores achieved in Reading, Writing, Listening, Speaking and Use of English. The weighting of each of the four skills and Use of English is equal.

Detailed information on each test paper is provided later in this handbook but the overall focus of each test is as follows:

Reading and Use of English: 1 hour 15 minutes

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

Writing: 1 hour 20 minutes

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

Listening: 40 minutes (approximately)

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

Speaking: 14 minutes

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

Each of the four test components contributes to a profile which defines the candidates' overall communicative language ability at this level.

Marks and results

B2 First gives detailed, meaningful results.

	Overall length	Number of tasks/parts	Number of items
B2 First			
Reading and Use of English	1 hour 15 mins	7	52
Writing	1 hour 20 mins	2	2
Listening	approx 40 mins	4	30
Speaking	14 mins	4	–
Total	total approx 3 hours 29 mins		

All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels B1 and C1 (Cambridge English Scale scores of 140–190) also receive a **certificate**.

Grade A: Cambridge English Scale scores of 180–190
Candidates sometimes show ability beyond Level B2. If a candidate achieves a Grade A in their exam, they will receive the B2 First Certificate in English stating that they demonstrated ability at Level C1.

Grade B and Grade C: Cambridge English Scale scores of 160–179
If a candidate achieves Grade B or C in their exam, they will be awarded the B2 First Certificate in English at Level B2.

CEFR Level B1: Cambridge English Scale scores of 140–159
If a candidate's performance is below Level B2, but falls within Level B1, they will receive a Cambridge English certificate stating that they demonstrated ability at Level B1.

Can Do summary

What can candidates do at Level B2?

The Association of Language Testers in Europe (ALTE) has researched what language learners can typically do at each CEFR level. They have described each level of ability using Can Do statements, with examples taken from everyday life. Cambridge English, as one of the founding members of ALTE, uses this framework to ensure its exams reflect real-life language skills.

Typical abilities	Reading and Writing	Listening and Speaking
Overall general ability	<p>CAN scan texts for relevant information.</p> <p>CAN make notes while someone is talking, or write a letter including non-standard requests.</p>	<p>CAN follow a talk on a familiar topic.</p> <p>CAN keep up a conversation on a fairly wide range of topics.</p>
Social and Tourist	<p>CAN read the media for information quickly and with good understanding.</p> <p>CAN express opinions and give reasons.</p>	<p>CAN ask for clarification and further information, and is likely to understand the answer.</p> <p>CAN keep up a conversation on a fairly wide range of topics.</p>
Work	<p>CAN understand the general meaning of non-routine letters and understand most of the content.</p> <p>CAN write a simple report of a factual nature and begin to evaluate, advise, etc.</p>	<p>CAN ask for factual information and understand the answer.</p> <p>CAN express own opinion, and express arguments to a limited extent.</p>
Study	<p>CAN make simple notes that are of reasonable use for essay or revision purposes, capturing the most important points.</p> <p>CAN present arguments, using a limited range of expression (vocabulary, grammatical structures).</p>	<p>CAN answer predictable or factual questions.</p> <p>CAN check that all instructions are understood.</p>

Paper 1:

1 hour 15 mins

Reading and Use of English tasks


The paper contains seven parts. For Parts 1 to 3, the test contains texts with accompanying grammar and vocabulary tasks. Part 4 consists of separate items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains a range of texts and accompanying reading comprehension tasks.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple-choice cloze	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
2	8	8	Open cloze	The main focus is on awareness and control of grammar with some focus on vocabulary.	A modified cloze test containing eight gaps.
3	8	8	Word formation	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.	A text containing eight gaps. Each gap corresponds to a word. The stem of the missing word is given beside the text and must be changed to form the missing word.
4	6	12	Key word transformation	Grammar, vocabulary, collocation.	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.
5	6	12	Multiple choice	Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features (exemplification, reference).	A text followed by six 4-option multiple-choice questions.
6	6	12	Gapped text	Cohesion, coherence, text structure.	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed.
7	10	10	Multiple matching	Detail, opinion, specific information, implication.	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
Total	52	70			

The seven parts of the Reading and Use of English paper

PART 1 Multiple-choice cloze

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

 **Sample task and answer key: pages 12 and 18**


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

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

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

PART 2 Open cloze

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

 **Sample task and answer key: pages 13 and 18**

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

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

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

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

PART 3 Word formation

In this part, there is an emphasis on vocabulary.

 **Sample task and answer key: pages 13 and 18**


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

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

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

PART 4 Key word transformation

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

 **Sample task and answer key: pages 14 and 18**

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


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

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

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

PART 5 Multiple choice

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

 **Sample task and answer key: pages 15 and 18**


 **Each correct answer in Part 5 receives 2 marks.**

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

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

PART 6 Gapped text

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

 **Sample task and answer key: pages 16 and 18**

 **Each correct answer in Part 6 receives 2 marks.**

Part 6 consists of one text, for example an extract from a magazine, from which six sentences have been removed and placed in jumbled order after the text, together with a seventh

sentence which does not fit in any of the gaps. Candidates are required to decide from where in the text each sentence has been removed. Each sentence may be used only once, and there is one sentence that candidates do not need to use. The task tests understanding of how texts are structured.

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

PART 7 Multiple matching

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



Sample task and answer key: pages 17 and 18



Each correct answer in Part 7 receives 1 mark.

Part 7 consists of one long text or up to six shorter texts, preceded by 10 questions. Candidates are required to locate the specific information which matches the questions. To do this, they need to understand detail, attitude or opinion in the question and locate a section of text where that idea is expressed, discounting ideas in other sections which may appear similar but which do not reflect the whole of the question accurately. Some of the options may be correct for more than one question.

Preparation

General

- Your students should be encouraged to read a wide range of texts both in class and at home so that they build up a broad vocabulary and become familiar with the many uses of different structures. This should enable them to deal with a range of lexical items and grammatical structures in a variety of text types. Classroom reading can include a range of reading texts from coursebooks and reading-skills books at this level, as well as articles available on the internet and current articles from newspapers and magazines on topics of interest. As part of the homework assignments, a weekly reading scheme could be started. Your students could be asked to provide verbal or written reviews of the texts they have read. These could include graded readers, unabridged short stories or novels, non-fiction, newspaper or magazine articles, etc. Where possible, encourage your students to follow up on their hobbies and interests by reading magazines about sport, cars, fashion, etc. in English. If relevant magazines are not available locally, you may be able to access them on the internet. Reading up about hobbies etc. could also lead to written articles for a class project, or short talks.
- When studying for the paper, it will be useful for your students to refer to dictionaries and grammar books. However, they should also develop strategies for operating independently of reference books by, for example, guessing the meaning of unknown words from the context, as they are not permitted to take dictionaries into the exam with them.
- Students should develop an efficient personal system for recording the new vocabulary they learn. They should record as much detail as possible.
- Encourage your students to plan their time carefully and not spend too long on any one part of the test. They should try to make sure that they have a few minutes at the end of the test to check through their answers. They can do the various parts of the test in any order, but it may be better to do them in the order of the question paper so as to avoid the possibility of putting answers in the wrong sections of the answer sheet.
- Where texts have a title, encourage your students to pay attention to it as it will indicate the main theme of the text.
- Encourage your students to read through each text carefully before beginning to answer the questions so that they have a clear idea of what it is about.
- In Parts 2 and 4, there may be more than one permissible answer for a question. However, students should only give one answer for each question. If they give two answers, and one of them is incorrect, they will not be given a mark. If they want to change an answer, they should rub it out.
- Where there are examples, students should refer to them to help them understand what they have to do. Remind them that in the examination they must not write the answer to the example on their answer sheet.
- Sometimes candidates may decide that the answer they have written is wrong and wish to change it. If this happens in Parts 1, 5, 6 or 7, they will need to rub out the mark they have made and mark a different lozenge. In Parts 2, 3 and 4, they should clearly rub out the word or words and replace them. They should not try altering the word itself as this will make it unclear. They should not put the word in brackets as it will appear to be an alternative.
- Make your students aware that correct spelling is essential in Parts 2, 3 and 4.
- Remind your students that handwriting should be clear so that it can be read easily by the markers.
- Give your students practice in completing the answer sheet. When writing their answers on the answer sheet, they must be careful to make sure that they put the answer by the appropriate question number. This is especially important if they leave some questions unanswered. They must also be sure to write in capital letters in Parts 2, 3 and 4.
- With coursebook texts, encourage your students to focus on any pre-reading questions. These stimulate interest in the topic covered by the text and train your students in valuable prediction techniques.
- Some coursebooks include questions which are to be answered while reading a text. These will help your students to work their way through the text and interpret the meaning of more complex passages. The questions will also involve them in using different reading strategies. It is useful to encourage your students to be aware of alternative ways of dealing with texts so they can decide which ones suit them best.
- Make sure your students are familiar with the format of the tasks. Train them to read carefully the instructions on the front page of the question paper and at the start of each task. The instructions give a brief context for each text and remind candidates what they have to do.
- Show your students how to fill in the answer sheet and give them practice in doing this in a timed exercise. Explain to them that they can transfer their answers after each task or at the end of the paper.
- When your students are familiar with the different task types, discuss with them which part(s) take them longer to complete. Following this discussion, you could work out with them possible timings for each task. Remind them that each task is worth approximately equal marks. The outcome of the

discussion will also help you to decide which task types to concentrate on in future classes and where assistance is needed with developing particular reading skills.

By part

PART 1

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

PART 2

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

PART 3

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

PART 4

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

PART 5

- Train your students to read through the text before looking at the questions. As three out of the four options are incorrect, there is no point in trying to absorb them all before tackling the text.
- Get your students to read each question carefully so that they have some idea of what they need to look for.
- Warn your students about the risks of *word spotting*, that is assuming that an option must be correct simply because it contains a word that is also in the text. Students need to check that the meaning of an option is reflected in the text, not that one word is the same in both.

- When the questions take the form of incomplete sentences, encourage your students to read both parts of the sentence carefully. They need to check that the whole sentence matches what is written in the text and not just the phrase in option A, B, C or D.
- Make sure your students read texts in which opinions, ideas and attitudes are expressed, such as interviews with actors or musicians in which they explain their interests and what they believe helped them to become successful, or extracts from novels which focus on characters' feelings.

PART 6

- Train your students to read through the text with gaps in it first so that they gain an overall idea of the structure of the text and the development of the writer's ideas, before starting to do the task.
- When your students are selecting a sentence to fill a gap, make sure that they look carefully at the information before and after the gap. Candidates sometimes make the wrong choices by selecting options which seem to fit the text before the gap, and neglecting to check that the text after the gap follows on logically.
- Give your students plenty of practice in recognising a wide range of linguistic devices which mark the logical and cohesive development of a text, for example words and phrases indicating time periods, cause and effect, exemplification, contrasting arguments, repetition, concordance of tenses, pronouns, etc. This will help them to make the correct choice between two possible sentences which seem rather similar at first sight.
- As in Part 5, it is important to discourage your students from relying on *word spotting*. That is assuming that if the same word, name, date, etc. appears in the surrounding text and one of the options, that is automatically the right sentence to fill the gap. Train them to check all the other linguistic clues carefully before making their final decision.

PART 7

- Your students will need practice in skimming and scanning texts quickly for specific information in order to prepare for this task. Once they have done this, it may be helpful to divide the class into teams and encourage them to *race* against each other. Points should be deducted for incorrect answers, to emphasise the need for accuracy as well as speed.
- In class, ask your students to tell you why a particular part of the text matches a question. This will help them to check their choices carefully. Once again, discourage them from choosing an answer on the basis of similar vocabulary alone.
- Give your students plenty of opportunity to read book and film reviews or articles in which a number of different people express their thoughts about their hobbies, etc. You could also ask students, either as a pair or group activity in class, or as a homework assignment, to devise their own Part 7 task, based on texts you provide or ones that they find for themselves. Writing challenging questions for their classmates to try will help the students understand what clues they will need to look for when tackling a real Part 7 task.

Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A band B set C branch D series

0	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D

What is genealogy?

Genealogy is a (0) of history. It concerns family history, (1) than the national or world history studied at school. It doesn't merely involve drawing a family tree, however – tracing your family history can also (2) in learning about your roots and your identity. The internet enables millions of people worldwide to (3) information about their family history, without great (4)

People who research their family history often (5) that it's a fascinating hobby which (6) a lot about where they come from and whether they have famous ancestors. According to a survey involving 900 people who had researched their family history, the chances of discovering a celebrity in your past are one in ten. The survey also concluded that the (7) back you follow your family line, the more likely you are to find a relation who was much wealthier than you are. However, the vast majority of people who (8) in the survey discovered they were better off than their ancestors.

- 1 A instead B rather C except D sooner
 2 A cause B mean C result D lead
 3 A accomplish B access C approach D admit
 4 A fee B price C charge D expense
 5 A describe B define C remark D regard
 6 A reveals B opens C begins D arises
 7 A older B greater C higher D further
 8 A attended B participated C included D associated

5

Part 3

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

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

Example:

0	C	O	M	O	N	L	Y												
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

An incredible vegetable

Garlic, a member of the Liliaceae family which also includes onions, is

(0) used in cooking all around the world. China is currently the **COMMON**

largest (17) of garlic, which is particularly associated with the **PRODUCT**

dishes of northern Africa and southern Europe. It is native to central

Asia and has long had a history as a health-giving food, used both to

prevent and cure (18) In Ancient Egypt, workers building the **ILL**

pyramids were given garlic to keep them strong, while Olympic

athletes in Greece ate it to increase their resistance to infection.

The forefather of antibiotic medicine, Louis Pasteur, claimed garlic

was as (19) as penicillin in treating infections. Modern-day **EFFECT**

(20) have proved that garlic can indeed kill bacteria and even **SCIENCE**

some viruses, so it can be very useful for people who have coughs

and colds. In (21) , some doctors believe that garlic can **ADD**

reduce blood (22) **PRESS**

The only (23) to this truly amazing food is that the strong and **ADVANTAGE**

rather (24) smell of garlic is not the most pleasant! **SPICE**

Turn over ▶

4

Part 2

For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example:

0	A	S																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Motorbike stunt rider

I work (0) a motorbike stunt rider – that is, I do tricks on my motorbike at shows. The Le Mans

race track in France was (9) I first saw some guys doing motorbike stunts. I'd never seen

anyone riding a motorbike using just the back wheel before and I was (10) impressed I went

straight home and taught (11) to do the same. It wasn't very long before I began to earn my

living at shows performing my own motorbike stunts.

I have a degree (12) mechanical engineering; this helps me to look at the physics (13)

lies behind each stunt. In addition to being responsible for design changes to the motorbike, I have to

work (14) every stunt I do. People often think that my work is very dangerous, but, apart

(15) some minor mechanical problem happening occasionally during a stunt, nothing ever goes

wrong. I never feel in (16) kind of danger because I'm very experienced.

Part 4

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

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example: WERE DRIVEN INTO TOWN BY

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

25 Joan was in favour of visiting the museum.

IDEA

Joan thought it would be to the museum.

26 Arthur has the talent to become a concert pianist.

THAT

Arthur is so could become a concert pianist.

27 'Do you know when the match starts, Sally?' asked Mary.

IF

Mary asked Sally time the match started.

28 I knocked for ages at Ruth's door but I got no reply.

LONG

I knocking at Ruth's door but I got no reply.

29 Everyone says that the band is planning to go on a world tour next year.

SAID

The band planning to go on a world tour next year.

30 I'd prefer not to cancel the meeting.

CALL

I'd rather the meeting.

8

Part 5

You are going to read an extract from a novel in which a young woman called Caitlin talks about her life on an island. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand - a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go anywhere, but despite the typical sighs and moans - why can't he get a taxi? what's wrong with the bus? - I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non-stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, money, gigs.... And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like it.... the way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me feel uncomfortable - that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way he was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat - a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazies through to the early evening.

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking on the Stand. You don't often see people walking around here. Between Hale and Moulton (the nearest town about thirty kilometres away on the mainland), there's nothing but small cottages, farmland, heathland and a couple of hills. So islanders don't walk because of that. If they're going to Moulton they tend to take the bus. So the only pedestrians you're likely to see around here are walkers or bird-watchers. But even from a distance I could tell that the figure ahead didn't fit into either of these categories. I wasn't sure how I knew, I just did.

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either. It's hard to explain. There was a sense of strength about him, a graceful strength that showed in his balance, the way he held himself, the way he walked....

9

31 In the first paragraph, what is Caitlin's main point about the island?

- A It can be dangerous to try to cross from the mainland.
- B It is much smaller than it looks from the mainland.
- C It is only completely cut off at certain times.
- D It can be a difficult place for people to live in.

32 What does Caitlin suggest about her father?

- A His writing prevents him from doing things he wants to with his family.
- B His initial reaction to his son's request is different from usual.
- C His true feelings are easily hidden from his daughter.
- D His son's arrival is one event he will take time off for.

33 Caitlin emphasises her feelings of discomfort because she

- A is embarrassed that she doesn't understand what her brother is talking about.
- B feels confused about why she can't relate to her brother any more.
- C is upset by the unexpected change in her brother's behaviour.
- D feels foolish that her brother's attention is so important to her.

34 In the fourth paragraph, what is Caitlin's purpose in describing the island?

- A to express her positive feelings about it
- B to explain how the road was built
- C to illustrate what kind of weather was usual
- D to describe her journey home

35 In 'because of that' in line 31, 'that' refers to the fact that

- A locals think it is odd to walk anywhere.
- B it is easier for people to take the bus than walk.
- C people have everything they need on the island.
- D there is nowhere in particular to walk to from the island.

36 What do we learn about Caitlin's reactions to the boy?

- A She felt his air of confidence contrasted with his physical appearance.
- B She was able to come up with a reason for him being there.
- C She realised her first impression of him was inaccurate.
- D She thought she had seen him somewhere before.

Turn over ▶

line 31

You are going to read a newspaper article in which a former ballet dancer talks about the physical demands of the job. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Good preparation leads to success in ballet dancing



A former classical ballet dancer explains what ballet training actually involves.

What we ballet dancers do is instinctive, but instinct learnt through a decade of training. A dancer's life is hard to understand, and easy to misinterpret. Many a poet and novelist has tried to do so, but even they have chosen to interpret all the hard work and physical discipline as obsessive. And so the idea persists that dancers spend every waking hour in pain, bodies at breaking point, their smiles a pretence.

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this. **37** With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Over the course of my dancing life I worked my way through at least 10,000 ballet classes. I took my first at a school of dance at the age of seven and my last 36 years later at the Royal Opera House in London. In the years between, ballet class was the first thing I did every day. It starts at an early age, this daily ritual, because it has to. **38** But for a ballet dancer in particular, this lengthy period has to come before the effects of adolescence set in, while maximum flexibility can still be achieved.

Those first classes I took were remarkably similar to the last. In fact, taking into account the occasional new idea, ballet classes have changed little since 1820, when the details of ballet technique were first written down, and are easily recognised in any country. Starting with the left hand on the barre, the routine unrolls over some 75 minutes. **39** Even the leading dancers have to do it.

These classes serve two distinct purposes: they are the way we warm our bodies and the mechanism by which we improve basic technique. In class after class, we prove the old saying that 'practice makes perfect'. **40** And it is also this daily repetition which enables us to strengthen the muscles required in jumping, spinning or lifting our legs to angles impossible to the average person.

The human body is designed to adapt to the demands we make of it, provided we make them carefully and over time. **41** In the same way, all those years of classes add up to a fit-for-purpose dancing machine. This level of physical fluency doesn't hurt; it feels good.

42 But they should not be misled: there is a difference between hard work and hardship. Dancers have an everyday familiarity with the first. Hardship it isn't.

A Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement.

B The ballet shoe offers some support, but the real strength is in the muscles, built up through training.

C As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine.

D Ballet technique is certainly extreme but it is not, in itself, dangerous.

E The principle is identical in the gym – pushing yourself to the limit, but not beyond, will eventually bring the desired result.

F No one avoids this: it is ballet's great democratiser, the well established members of the company working alongside the newest recruits.

G It takes at least a decade of high-quality, regular practice to become an expert in any physical discipline.

Rising Star

Margaret Garelly goes to meet Duncan Williams, who plays for Chelsea Football Club.

A It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first-year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports. However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting on Saturday's match against Manchester City. Such has been his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.

C Duncan takes up the story: 'The first half of that season I played in the youth team. I got lucky – the first-team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance.' Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use 'quick feet' to get out of tight spaces. 'A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "Look, if you can do that now, imagine what you'll be like when you're 17, 18 and you're big and quick and they won't be able to get near you." If you're a smaller player, you have to use your brain a lot more.'

B Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year-old, but all three turned him down. 'I worked with him a lot when he was around 12, and it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. But I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.'

D Not every kid gets advice from an ex-England player over dinner, nor their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals. He is an old head on young shoulders. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man. So will he get to play for the national team? 'One day I'd love to, but when that is, is for somebody else to decide.' The way he is playing, that won't be long.

Part 7

You are going to read a newspaper article about a young professional footballer. For questions 43 – 52, choose from the sections (A – D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

Which paragraph

- states how surprised the writer was at Duncan's early difficulties?
- says that Duncan sometimes seems much more mature than he really is?
- describes the frustration felt by Duncan's father?
- says that Duncan is on course to reach a high point in his profession?
- suggests that Duncan caught up with his team-mates in terms of physical development?
- explains how Duncan was a good all-round sportsperson?
- gives an example of how Gavin reassured his son?
- mentions Duncan's current club's low opinion of him at one time?
- mentions a personal success despite a failure for the team?
- explains how Duncan and his father are fulfilling a similar role?

Assessment

Answer key

Reading and Use of English sample paper 1

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

Q	Part 2
9	where
10	so
11	myself
12	in
13	which/that
14	out/on/at
15	from
16	any

Q	Part 3
17	producer
18	illness(es)
19	effective
20	scientists
21	addition
22	pressure
23	disadvantage
24	spicy

Q	Part 4
25	a good idea to go
26	talented that he/she
27	if he/she knew what/the
28	spent/took/was a long time
29	are/is said to be OR it is said are/is
30	not call off OR you/we didn't/ did not call off

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

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

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

2

Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A report B describe C inform D tell

0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D

The oldest leather shoe in the world

Archaeologists (0) that a perfectly preserved 5,500-year-old shoe has been discovered in a cave in Armenia in south-west Asia. It is (1) to be the oldest leather shoe ever found.

The shoe was made of a single piece of leather, stitched at the front and back, and was shaped to fit the wearer's foot. It had been (2) with grasses, either for warmth or to make sure it kept its shape. 'The shoe is relatively small but we can't say for (3) whether it was worn by a man or a woman,' says Dr Ron Pinhasi, an archaeologist on the research (4) 'We thought at first that it was about 600-700 years old because it was in such good shape.'

Shoes of this type from later periods have turned (5) in archaeological excavations in various places in Europe, and shoes of a very similar design were still being used on the Aran Islands off the west coast of Ireland as (6) as the 1950s. It's (7) a style which (8) popular for thousands of years.

3

- 1 A accepted B regarded C assessed D believed
- 2 A stuffed B loaded C pushed D blocked
- 3 A clear B specific C true D certain
- 4 A class B force C team D company
- 5 A over B into C up D about
- 6 A recently B lately C presently D immediately
- 7 A correctly B exactly C precisely D obviously
- 8 A held B stood C remained D lasted

Turn over ▶

For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 S I N C E

From black pepper to chilli pepper

In the 15th century, Europeans knew nothing of the chilli pepper, but they held black pepper in high regard and had used it in cooking (0) Greek and Roman times. Ships travelling east brought the black pepper from the Spice Islands in South East Asia but this (9) a long time. In 1492, Christopher Columbus was asked to find a shorter route to the Spice Islands, going westwards (10) than eastwards, and so he set (11) from Spain across the Atlantic Ocean.

Columbus didn't succeed (12) finding the Spice Islands but he (13) manage to discover the Americas. There he (14) across another pepper, the chilli, which had been used in cooking in South America for thousands of years. Soon (15) Columbus's discovery, large quantities of chillies were being shipped back to Spain from the Caribbean. Later, people realised that chillies would actually grow in southern Europe and it wasn't long before fresh chillies were (16) sale in European markets.

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

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

Example: 0 M E M O R A B L E

Family bike fun

National Bike Week was celebrated last week in a (0) way with a **MEMORY**
Family Fun Day in Larkside Park. The event (17) to be highly **PROOF**
successful with over five hundred people attending.

Larkside Cycling Club brought along a (18) of different bikes to **VARY**
demonstrate the (19) that family members of all ages can get from **ENJOY**
group cycling. Basic cycling (20) was taught using conventional bikes. **SAFE**
There were also some rather (21) bikes on display. One-wheelers, five- **USUAL**
wheelers and even one which could carry up to six (22), were used for **RIDE**
fun.

The club also gave information on how cycling can help to reduce (23) **ENVIRONMENT**
damage. They also provided (24) as to how people could substitute the **SUGGEST**
bike for the car for daily journeys. The overall message was that cycling is
great family fun and an excellent alternative to driving. By the end of the day
over a hundred people had signed up for membership.

6

Part 4

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

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example: WERE DRIVEN INTO TOWN BY

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

25 Paula can't wait to hear the band's new album.

FORWARD

Paula is really the band's new album.

26 Buying a daily newspaper seems pointless to me.

POINT

I can't a daily newspaper.

27 Daniel thought the flight would be more expensive than it actually was.

NOT

The flight as Daniel thought it would be.

7

28 It's a shame I'm not able to come to your party on Saturday.

COULD

I to your party on Saturday.

29 There were no trainers left in Denzel's size anywhere on the website.

SOLD

The website had trainers in Denzel's size.

30 Gwenda deleted her sister's photographs by accident.

MEAN

Gwenda her sister's photographs.

Turn over ▶

You are going to read an article about a woman who trains actors in fighting skills. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Kombat Kate

James Stanton meets 'Kombat Kate' Waters, who trains theatre actors in how to 'fight' on stage.

There must be few occasions when it would be really rude to refuse an invitation to head-butt someone you've just met! But I'm in one of those right now. I'm in a rehearsal room in a theatre with a group of actors, facing up to stage fighting director Kate Waters. I've already dragged her around the room and slapped her on the arm. Now she wants me to head-butt her. But fear not, this is all strictly pretend!

'Imagine there's a tin can on my shoulder,' she says. 'Now try to knock it off.' I lower my head as instructed, then lift it sharply, aiming for the imaginary can, hoping desperately that I don't miscalculate the angle and end up doing damage to her face. 'To my amazement, I get it right. 'That was good,' says Waters. 'Now maybe try it again without smiling.'

Waters, known in the industry as Kombat Kate, is showing me how actors fight each other without getting hurt, and that includes sword-fighting. (She inspires fierce devotion: when I tweet that I'm meeting Waters, one actress friend responds: 'She's amazing. She taught me how to be a secret service agent in two days.')

Perhaps the most famous play Kate has worked on recently was called *Noises Off*. She taught the cast how to fall down stairs without breaking any bones. One of the fight scenes is fairly close, Kate tells me, to the one we're trying out now. 'I've just slowed it down a bit,' she says tactfully, before inviting me to throw her against the wall. I obey, making sure I let go of her quickly, so she can control her own movement. Push your opponent too hard, and they will hit the wall for real. I watch her hit the wall before falling to the ground. She's fine, of course. 'That's my party trick,' she says with a grin. 'Works every time.'

Once the lesson is over Kate tells me how she became one of only two women on the official register of stage fight directors. Already a keen martial arts expert from childhood, Kate did drama at university, and one module of her course introduced her to stage combat. When she made enquiries about the possibility of teaching it as a career, she was told about the register and the qualifications she'd need to be accepted onto it. It was no small order: as well as a certificate in advanced stage combat, she would need a black belt in karate and proficiency in fencing, a sport she'd never tried before.

But she rose to the challenge and taught the subject for several years at a drama college before going freelance and becoming a fight advisor for the theatrical world. The play she's working on is Shakespeare's *Richard III*. This involves a famous sword fight. With no instructions left by the great playwright other than – Enter Richard and Richmond: they fight, Richard dies – the style and sequence of the fight is down to Kate and the actors.

'I try to get as much information as possible about what a fight would have been like in a particular period,' Kate explains. 'But because what I'm eventually doing is telling a dramatic story, not all of it is useful. The scene has to be exciting and do something for the audience.'

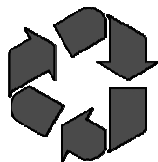
Ultimately, of course, a stage fight is all smoke and mirrors. In our lesson, Kate shows me how an actor will stand with his or her back to the audience ahead of a choreographed slap or punch. When the slap comes it makes contact not with skin but with air: the actor whacks his chest or leg to make the sound of the slap.

In the rehearsal room, I can't resist asking Kate how she thinks she would fare in a real fight. Would she give her attacker a hard time? She laughs. 'Oh, I'd be awful,' she says. 'I only know how to fake it.' I can't help thinking, however, that she's just being rather modest.

- 31 In the first paragraph, the writer is aware of
- A a critical attitude from Kate.
 - B the concern of the other actors.
 - C the need to reassure his readers.
 - D having been in a similar situation before.
- 32 How does the writer feel when Kate mentions the tin can?
- A worried about hurting Kate
 - B relieved that Kate is just pretending
 - C concerned that it may injure his head
 - D convinced that he won't take it seriously enough
- 33 When Kate and the writer repeat the fight scene from *Noises Off*, we learn that
- A the writer isn't sure of his instructions.
 - B Kate has adapted it slightly for the writer to try.
 - C the writer is initially unwilling to do it.
 - D Kate has to react quickly to a mistake the writer makes.
- 34 What does the phrase 'no small order' (line 22) tell us about stage combat?
- A Kate knew she would love learning about it.
 - B it is something very few people ever perfect.
 - C Studying it required a lot of obedience and respect.
 - D Qualifying to teach it would be a long and difficult process.
- 35 What does the writer tell us about the sword fight in the play *Richard III*?
- A Its details need to be made up.
 - B it's a particularly challenging scene to do.
 - C Its action is conveyed through spoken words.
 - D It is widely agreed to be the most exciting of its kind.
- 36 What does 'it' refer to in line 30?
- A information
 - B a fight
 - C a particular period
 - D a dramatic story

You are going to read a newspaper article about the man who designed the recycling symbol. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.



How the recycling symbol was created

Gary Anderson designed a symbol which we see everywhere nowadays.

I studied engineering at the University of Southern California at a time when there was a lot of emphasis in the United States on training young people to be engineers. That said, I eventually switched to architecture. I just couldn't get a grasp on electronics and architecture seemed more concrete to me.

It was around that time that I saw a poster advertising a design competition being run by the Container Corporation of America. The idea was to create a symbol to represent recycled paper. One of my college requirements had been a graphic design course so I thought I'd give it a go. It didn't take me long to come up with my design: only a day or two. **37** But I already had arrows and angles in my mind because on my course I'd done a presentation on recycling waste water. I'd come up with a graphic that described this process very simply.

The problem with the design I'd done earlier was that it seemed flat, two-dimensional. So when I sat down to enter the competition, I thought back to a field trip in elementary school to a newspaper office where we'd been shown how paper was fed over rollers as it was printed.

38 The three arrows in it look like strips of folded-over paper. I drew them in pencil, and then traced over everything in black ink. These days, with computer graphics packages, it's rare that designs are quite so plain.

I think I found out I'd won the competition in a letter. Was I excited? Well, yes of course – but not that excited. **39** So it just seemed like, of course I would win! There was a monetary prize, though for the life of me I can't remember how much it was... about \$2,000?

When I finished my studies, I decided to go into urban planning and I moved to Los Angeles. It seems funny, but I really played down the fact that I'd won this competition. I was afraid it would make me look as though I was interested in graphics, rather than urban planning. **40** I remember seeing it once on a leaflet which had been produced on recycled paper, but then it disappeared.

A while after graduating, I flew to Amsterdam for a holiday. I'll never forget when I walked off the plane, I saw my symbol. It was on a big recycling bin. And it was bigger than a beach ball! **41** I was really taken aback. That was quite a long time ago though. Since then, I've got more qualifications and worked for quite a few different firms, some more environmentally aware than others.

I feel much prouder of the recycling symbol now than I used to, probably because it's so widely seen. Maybe this design has been more important to me than I'd thought. **42** There's more to me than the recycling symbol.

- A** Still, I'd hate to think that my life's work is defined by it.
- B** I used what I'd seen to create the image.
- C** I'm no expert on recycling but I can certainly see its value.
- D** I hadn't thought about it for years and there it was right in my face.
- E** I realise that seems ridiculous for something that's been so successful.
- F** Also, nothing much happened to the symbol for a while.
- G** I guess at that point in my life I had an exaggerated sense of my own importance.

You are going to read part of the autobiography of a surfing instructor. For questions 43 – 52, choose from the sections (A – E). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section does the writer mention

feeling satisfaction that her determination resulted in better performance?

the problem of having to wait for conditions to be favourable for surfing?

a change which helped her to pursue her hobby?

continuing to surf even when the conditions were unfavourable?

the pleasure she gets from seeing others succeed?

being aware that it would take time for her abilities to be recognised?

her enthusiasm for the sea being recognised by someone else?

an admission that she doesn't think about what she is doing when surfing?

not being concerned that she stood out from others?

people appreciating her serious attitude towards her surfing?

Walking on waves

Sarah Whiteley talks about her love of surfing and how it began.

A My journey to the sea began when I was tiny. My mum, who used to surf then, would sit me on one of her old boards and push me into the little waves in a few centimetres of water. We both soon realised I had an unstoppable appetite for the waves, something which has never faded. Soon after that we moved to a house which was almost on the beach. I could literally walk out of the garden into the sea. Living by the sea is something you never take for granted if you surf. I open the curtains in the morning and my heart leaps as I see the long perfect lines of waves rolling into the bay.

B Being the only girl in the water when I was learning to surf never bothered me because I'd always been trying to keep up with an elder brother who was exceptionally good at sports. So there I was, a tiny little thing, itching to better my surfing by checking out other surfers and looking for new moves. I was surfing four times a day in the summer holidays, before and after school right through the winter months as the temperatures dropped and the sea was really wild. I just couldn't get enough of it.

C Things started to get competitive as I got older and stronger. I was tackling more challenging waves: faster, more powerful and more dangerous, but I was gaining confidence and building up my experience, and it was really rewarding to see myself improving. And that's when the boys started to notice me, and they weren't too sure how to cope with it. They seemed to think along the lines of 'She's only a girl – she won't manage that wave, so I'll get in there and show her how to do it.' Convincing them that I could hold my own in the waves wasn't going to happen overnight.

D Over time and after a few hair-raising moments, I made some friends and mutual respect blossomed between me and the guys who spent all their time in the waves with me. When I started pulling off some good moves on my surfboard and throwing a bit of spray on the waves, they began giving me a bit of credit, so that if I was going out when the surf was really big, they would shout out instructions to make sure I had the best chance. They knew I wasn't messing about and that I was going for it out there. Things got really interesting when I went in for competitions. In fact, I entered every national surfing competition over ten years. Competition surfing can be extremely frustrating, since you can never guarantee waves at a certain time on a certain day, and there's vast amounts of hanging around.

E Now I've set up a surf school and I've got a whole new perspective. When you start teaching something, you have to learn for yourself again. Everything you've been doing instinctively without really noticing for the last fifteen years has now got to be passed on, and it gets surprisingly detailed and tricky in parts. But it's been fantastic introducing so many people to the sport, and it's even better when you get to see their big grins when they stand up for the first time and ride a wave into the shore. Surfing has taken me all over the world and now it feels like it's brought me home again.

Assessment

Answer key

Reading and Use of English sample paper 2

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

Q	Part 2
9	took
10	rather
11	off/out/sail
12	in
13	did
14	came
15	after
16	on/for

Q	Part 3
17	proved
18	variety
19	enjoyment
20	safety
21	unusual
22	riders
23	environmental
24	suggestions

Q	Part 4
25	looking forward to hearing
26	see the point in/of buying OR see any point (in) buying
27	was not as/so expensive
28	wish (that) I could come
29	(completely) sold out of (the)
30	didn't/did not mean to delete

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

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

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



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Cambridge Assessment English

Candidate Name		Candidate Number	
Centre Name		Centre Number	
Examination Title		Examination Details	
Candidate Signature		Assessment Date	

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


First Reading and Use of English Candidate Answer Sheet

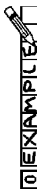
Instructions

Use a PENCIL (B or HB).

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

Parts 1, 5, 6 and 7: Mark ONE letter for each question.

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

Parts 2, 3 and 4: Write your answer clearly in CAPITAL LETTERS.
For parts 2 and 3, write one letter in each box:  **EXAMPLE**

Part 1	Part 2
1 A B C D	9
2 A B C D	10
3 A B C D	11
4 A B C D	12
5 A B C D	13
6 A B C D	14
7 A B C D	15
8 A B C D	16

Continues over 

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Part 3

17										17 1 0
18										18 1 0
19										19 1 0
20										20 1 0
21										21 1 0
22										22 1 0
23										23 1 0
24										24 1 0

Part 4	Do not write below here
25	25 2 1 0
26	26 2 1 0
27	27 2 1 0
28	28 2 1 0
29	29 2 1 0
30	30 2 1 0

Part 5	Part 6	Part 7
31 A B C D	37 A B C D	43 A B C D
32 A B C D	38 A B C D	44 A B C D
33 A B C D	39 A B C D	45 A B C D
34 A B C D	40 A B C D	46 A B C D
35 A B C D	41 A B C D	47 A B C D
36 A B C D	42 A B C D	48 A B C D
		49 A B C D
		50 A B C D
		51 A B C D
		52 A B C D

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Paper 2:

1 hour 20 mins

Writing tasks

The paper contains two parts. Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of three in Part 2. The questions are in a booklet. The answers are written in a separate booklet with lined pages.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	1	20	Writing an essay (one compulsory task) 140–190 words	Focus on agreeing or disagreeing with a statement, giving information, giving opinion, giving reasons, comparing and contrasting ideas and opinions, drawing a conclusion.	Candidates are required to deal with input of up to 120 words. There is an opening rubric to set the scene, and then an essay question with two given prompts, plus a prompt requiring candidates to write about their own additional idea.
2	1	20	Writing (choose one task from a choice of three) 140–190 words	Writing one of the following: an article, an informal email or letter, a formal email or letter, a report, a review.	A situationally based writing task specified in no more than 70 words.
Total	2	40			

The two parts of the Writing paper

★ Each question on the Writing paper carries equal marks.

Expected word length

Candidates are asked to write 140–190 words for both Part 1 and Part 2.

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

PART 1 Compulsory task

📄 *Sample task and scripts: pages 31 and 37–39*

Task type and focus

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

Task format

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

PART 2

This part consists of three questions from which candidates must choose one.

Task format

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

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

PART 2 Questions 2–4

📄 *Sample tasks and scripts: pages 31 and 40–41*

Task type and focus

In Part 2, candidates have a choice of tasks. The questions are general questions, based on a range of topics, such as health and fitness, sport, music and so on. The tasks may include any of the following task types: an article, an informal or formal letter or email, a report, a review.

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

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

Preparation

General

- Candidates write most effectively when they choose tasks and topics suited to their interests and experience. When preparing students for the examination, it is important to ensure they are familiar with the paper and the range of task types and topics so that they can identify those which are most accessible to them.
- Train your students to read the questions carefully, underlining the most important parts. They then need to make a plan, referring closely to the question and looking for opportunities to develop their ideas and show their range of language.
- The time allowed for the Writing paper (1 hour 20 minutes) is designed to be sufficient for candidates to make brief plans and then write two answers. Any corrections they need to make should be clear so that the examiner can follow and mark what they have written.
- Your students need to think carefully about who the target reader is for each task and try to write in an appropriate style and tone.
- Linking ideas effectively is something your students will need guidance on. Using a variety of linking words is important, as is ensuring that the flow of ideas in the writing is logical and easy for the reader to follow.
- Your students should be encouraged to use a range of complex language. If, in doing so, they make mistakes, the examiner will always give credit for the complex language attempted as long as the mistakes do not impede communication.
- Counting words wastes time in an examination and leads to clumsy alterations to what a candidate has already written. Students need practice in writing tasks within the word limit so that they can estimate when they have written enough.
- Make sure your students have practice in answering questions without the use of dictionaries. Dictionaries are not allowed in the B2 First examination.
- Make sure your students are aware of the importance of spelling and punctuation. Although spelling errors and faulty punctuation are not specifically penalised, they can sometimes impede communication. (n.b. American usage and spelling are acceptable.) Remind them of the importance of checking their work.

- Each question on the Writing paper carries equal marks so your students should practise planning the time they spend on each question carefully.
- Remind your students that they must write their answers in the answer booklet.
- It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.
- 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.

By part

PART 1

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

PART 2

- Part 2 will always have three different tasks.
- 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.

Task types in the Writing paper

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

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

An email/a letter is written in response to the situation outlined in the question. Letters and emails in the B2 First 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 or emails to, for example, an English-speaking friend or colleague, a potential employer, a college principal or a magazine editor.

An essay is always written for the teacher. It should answer the question given by addressing both content points and providing a new content point of the writer's own. The essay should be well organised, with an introduction and an appropriate conclusion, and should be written in an appropriate register and tone.

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

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.

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

3

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

2 You see this announcement in your college English-language magazine.

Book reviews wanted

Have you read a book in which the main character behaved in a surprising way?

Write us a review of the book, explaining what the main character did and why it was surprising. Tell us whether or not you would recommend this book to other people.

The best reviews will be published in the magazine.

Write your **review**.

3 You see this announcement on an English-language website.

Articles wanted

The most useful thing I have ever learned.

What is the most useful thing you have learned? Who did you learn it from? Why is it useful?

Write us an article answering these questions.

We will publish the best articles on our website.

Write your **article**.

4 You have received this email from your English-speaking friend David.

From: David

Subject: touring holiday

Some college friends of mine are visiting your area soon for a week's touring holiday. They would like to travel around and learn about your local area and its history.

Can you tell me about some of the places they could visit? What's the best way to travel around – car, bike or coach?

Thanks,

David

Write your **email**.

2

Part 1

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

1 In your English class you have been talking about the environment. Now, your English teacher has asked you to write an essay.

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



Every country in the world has problems with pollution and damage to the environment. Do you think these problems can be solved?

Notes

Write about:

1. transport
2. rivers and seas
3. (your own idea)

Assessment

Examiners and marking

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

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

Assessment scales

Examiners mark tasks using assessment scales that were developed with explicit reference to the Common European Framework of Reference for Languages (CEFR). The scales consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

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

Responses are marked on each subscale from 0 to 5.

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

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

The subscale Content is common to all levels:

	Content
5	<ul style="list-style-type: none">• All content is relevant to the task.• Target reader is fully informed.
3	<ul style="list-style-type: none">• Minor irrelevances and/or omissions may be present.• Target reader is on the whole informed.
1	<ul style="list-style-type: none">• Irrelevances and misinterpretation of task may be present.• Target reader is minimally informed.
0	<ul style="list-style-type: none">• Content is totally irrelevant.• Target reader is not informed.

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

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

B2 First Writing Examiners use the following assessment scale, extracted from the one on the previous page:

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

Writing mark scheme

Glossary of terms

1. General

Generally

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

Flexibility

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

2. Content

Relevant

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

Target reader

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

Informed

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

3. Communicative Achievement

Conventions of the communicative task

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

Holding the target reader's attention

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

Communicative purpose

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

Straightforward and complex ideas

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

4. Organisation

Linking words, cohesive devices and organisational patterns

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

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

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

5. Language

Vocabulary

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

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

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

Appropriacy of vocabulary

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

Grammatical forms

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

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

Grammatical control

Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Where language specifications are provided at lower levels (as in A2 Key and B1 Preliminary), candidates may have control of only the simplest exponents of the listed forms.

Range

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

Overuse

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

Errors and slips

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

Impede communication

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

Sample answers and examiner comments

Sample paper 1

Question 1

Candidate A

To begin with pollution and damage to the environment is the most serious and difficult problem for countries of all over the world. Scientists of different countries predict a global ecocatastrophe if people won't change their attitude to our planet.

First of all a huge damage to the environment brings a transport. People can't imagine their living without cars, buses, trains, ships and planes. But it's an open secret that one of disadvantage of these accustomed things is harmful exhaust. Needless to say that use of environment friendly engines helps us to save atmosphere from pollution.

In addition to this our rivers and seas are in not less danger situation. It's a fact of common knowledge that numerous factories and plants pour off their waste to ponds. Obviously that cleaning manufacturing water helps to avoid extinction of ocean residents.

Apart from this I'm inclined to believe that every person can and must contribute to solving this important problem. Doing a little steps for protection our environment every day we will be able to save our Earth. And it's a task of each of us.

Examiner comments

Subscale	Mark	Commentary
Content	4	<p>All content is relevant to the task. However, the target reader is on the whole informed, rather than being fully informed. Both numbered points (transport; rivers and seas) are referred to with some discussion of the problems caused (<i>harmful exhaust; factories which pour off their waste to ponds</i>) and some limited mention of solutions.</p> <p>No tangible 3rd aspect of environmental damage is discussed.</p> <p>While the writer does conclude with a strong statement of opinion (<i>every person can and must</i>) the reader is not fully informed on the solutions proposed (<i>Doing a little steps for protection our environment every day we will be able to save our Earth</i>).</p>
Communicative Achievement	3	<p>The essay is written in a consistently neutral register and the format is appropriate for the communicative task, using more formal language to introduce the ideas within the text (<i>To begin with; First of all; It's a fact of common knowledge</i>).</p> <p>There is a clear essay structure with an opening statement, topic paragraphs and a conclusion which sums up the writer's point of view.</p> <p>Straightforward ideas are communicated to the target reader but when more complex ideas are attempted these are sometimes not as successful (<i>Obviously that cleaning manufacturing water helps to avoid extinction of ocean residents</i>).</p>
Organisation	3	<p>The text is generally well organised and coherent, using a variety of linking words and cohesive devices, particularly to introduce the ideas throughout the text (<i>To begin with; In addition to this; Needless to say; Apart from this</i>).</p> <p>The essay is clearly organised into paragraphs, which each deal with one idea. Occasionally the follow-up examples are not as clearly connected as they could be. For example, they discuss how factories pollute pond water and then offer a solution which would help <i>ocean residents</i>.</p>
Language	3	<p>There is a range of everyday vocabulary used appropriately with some attempt to use more sophisticated lexis (<i>a global ecocatastrophe; atmosphere; common knowledge; factories and plants; inclined to believe; must contribute to solving</i>).</p> <p>There is a range of simple and some more complex grammatical forms used, and although there are errors, these do not impede communication (<i>a huge damage; People can't imagine their living without cars; one of disadvantage; in not less danger situation</i>).</p>

Question 1

Candidate B

I think that my country has problems with pollution to the environment like all other countries. This problem is normal for Russia. We have big problems with transport because there are too much cars in our country. And because of that we have problems with atmosphere, air in my city and in all Russia is really dirty and sometimes I can't make a sigh because it smells around me and of course around that cars on the road. I've heard about tradition of one country. They don't go anywhere by car one day a month or a year, they just use bicycle or their feet. I think it could be very good if we had a tradition like that.

So, what about the rivers and the seas? Yeah, there are some really good and clean rivers and seas where you can go, but there are not many of them. Once I saw the river OB in my city, it was about two years ago but I still remember that in some places it was not blue, it was green or purple I didn't really understand because it had different colours.

I don't know what should we do. Maybe we should just open our eyes and look what we did. But Russian people don't care about the world around them many people care only about themselves and that's all.

So, the best idea is look around and try to do something good for our planet and for us and our children.

Examiner comments

Subscale	Mark	Commentary
Content	3	<p>All content is relevant to the task but the target reader is on the whole informed rather than fully informed as, the central question as to whether or not the problems can be solved has not really been addressed.</p> <p>The candidate discusses the environmental impact of transport and the cleanliness of rivers, and provides one suggested solution for the problem of transport (<i>They don't go anywhere by car one day a month</i>). The writer's opinion is clear in <i>I think it could be very good if we had a tradition like that</i>.</p> <p>No solutions are discussed for rivers and seas, and no third aspect of environmental damage is provided.</p>
Communicative Achievement	3	<p>The conventions of essay writing are used; there is an opening statement and a development of the subject matter, with a conclusion at the end.</p> <p>The register is suitably neutral for the most part, although the use of a colloquial <i>yeah</i> is not consistent with the rest of the essay. The essay is written for the most part in an objective way, but there is use of personal, subjective examples (<i>Once I saw the river; I can't make a sigh</i>), which lessen the impact of the bigger problems.</p> <p>The target reader's attention is held and straightforward ideas are communicated.</p>
Organisation	3	<p>The text is generally well organised and coherent. It is separated into paragraphs and the punctuation is generally used effectively, although there are some long sentences (<i>And because of that we have problems with atmosphere, air in my city and in all Russia is really dirty and sometimes I can't make a sigh because it smells around me and of course around that cars on the road</i>).</p> <p>There is a variety of linking words (<i>because; and; So; because of that</i>) and some cohesive devices such as referencing pronouns, relative clauses and rhetorical questions to connect the ideas within the text.</p>
Language	3	<p>There is a range of everyday vocabulary used appropriately, and although there are errors, they do not impede communication (<i>atmosphere; bicycle; sigh</i>).</p> <p>There is a range of simple and some more complex grammatical forms: past and present verb forms are used with a good degree of control.</p>

Question 1

Candidate C

DEVELOPMENT VS ENVIRONMENT

If we surf the web looking for pollution and environmental catastrophes, we will find out that every country in the world suffers them. This is a natural consequence of the struggle between development and environment.

If a country decided to live isolated from the rest of the world, living on what it can naturally grow and produce, it surely wouldn't be highly polluted. But we all want exotic food and technological items from all over the world, so we have to pay the price.

Investing on electrical transport would benefit the environment a lot. Even more if this electricity came from a natural source of energy like wind, rivers and solar boards. It's difficult to achieve this because petrol companies will fight against these actions.

We also have to take care of our rivers and seas. We all have heard about factories throwing highly toxic substances to rivers, without minimizing their poisoning effects. A really strict law should be applied to fine these factories and make them change their policy.

But what about ourselves? We also can do a lot! If, when possible, we bought larger packs of food, we would be producing less rubbish. And this is only an example!

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant to the task and the target reader is fully informed.</p> <p>Transport is discussed with suggestions of how using different forms of transport would help the environment (<i>Investing on electrical transport would benefit the environment a lot</i>). The candidate then evaluates the suggestion (<i>It's difficult to achieve this ...</i>).</p> <p>Water pollution is described and a solution is offered (<i>A really strict law should be applied to fine these factories</i>). The writer's opinion is clear in the choice of modal <i>should</i>.</p> <p>A third aspect (waste reduction) is introduced in the final paragraph with a suggestion about how to achieve this (<i>If, when possible, we bought larger packs of food ...</i>). The writer's opinion is expressed clearly (<i>We also can do a lot!</i>).</p>
Communicative Achievement	5	<p>The conventions of the essay format are used effectively to hold the target reader's attention.</p> <p>There is an introductory paragraph which outlines the issues in general terms, and the concluding paragraph sums up in more concrete terms, what we, the readers can do to help.</p> <p>The register is consistently appropriate and the subject matter is dealt with in an objective manner, for example <i>Investing on electrical transport; If a country decided</i>.</p> <p>Straightforward and complex ideas are communicated (<i>It's difficult to achieve this because petrol companies will fight against these actions</i>).</p>
Organisation	4	<p>The essay is well organised and coherent, using a variety of cohesive devices.</p> <p>The paragraphs are introduced in a variety of ways, using grammatical structures rather than obvious linkers (<i>If we surf the web; If a country decided; Investing on; We also have to; But what about</i>). More could be done to link across the paragraphs, to make them less independent, but the overall effect is of a cohesive text.</p>
Language	5	<p>There is a wide range of vocabulary, including less common lexis used appropriately (<i>environmental catastrophes; highly polluted; exotic food; highly toxic substances; minimizing their poisoning effects; change their policy</i>).</p> <p>There is a range of simple and complex grammatical forms used with a good degree of control and flexibility to convey certain ideas succinctly, for example, <i>This is a natural consequence of the struggle between development and environment; we all want exotic food and technological items from all over the world, so we have to pay the price</i>.</p> <p>There are minimal errors which do not impede communication.</p>

Question 2

Candidate D

"Life of Buddah": A Book Review

What would you do if you were born as a prince with all the exclusive facilities to enjoy this material world? yes, most of people will celebrate and enjoy every single right that they have as a son of a king. Beautiful women, money, parties and all senses' gratification stuff. Surprisingly, it didn't work that way for little Gautama who in the future would be a Buddah.

In the book "Life of Buddha", it is told that Gautama was born as a prince. He got all the facilities to make him being comfortable staying in the palace. The king didn't allow him to get out from the palace for outside of the palace is the place of real life happened.

One day, the king asked him to get married but the prince rejected it and decided to leave the palace instead. There, he started his spiritual journey and later on had self realization and became a buddha.

This book is suitable for you who like to read about someone's autobiography and life's lesson. As a reader I can say that I learn a lot from this book. High recommended as something to read before going to bed!

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All the content is relevant and the target reader is fully informed.</p> <p>The review gives details about a book which contains a character who does something surprising (<i>Gautama was born as a prince; (he) decided to leave the palace instead; (he) had self realization and became a buddha</i>).</p> <p>The candidate recommends the book by explaining what they liked about it and saying who would find it enjoyable.</p>
Communicative Achievement	3	<p>The review uses the conventions of the communicative task to hold the reader's attention. The candidate introduces the topic of the book and the subject matter in an engaging way, using a rhetorical question, then summarises some of the events in the narrative (<i>In the book; it is told that; One day, the king; later on</i>).</p> <p>Straightforward ideas are communicated. Information is given about some of the characters and main events, and the writer concludes with their opinions of the book (<i>This book is suitable for; I can say that; High recommended as ...</i>).</p>
Organisation	3	<p>The text is generally well organised and coherent. It moves from general information in the introduction, to more specific details about the story in the next two paragraphs, and concludes with an appropriate summary and opinion about the book. A variety of linking words and cohesive devices are used in the text, including reference pronouns (<i>it didn't work that way for little Gautama; he; him; One day; and; there; later on; This book</i>).</p>
Language	3	<p>A range of everyday vocabulary is used appropriately, and although there are some errors (<i>fasilities; all senses' gratification stuff</i>) there is also some good use of less common lexis (<i>started his spiritual journey</i>).</p> <p>Both simple and more complex grammatical forms are used with a good degree of control (<i>What would you do if you were born; who in the future would be a Buddah; before going to bed</i>).</p> <p>Errors do not impede communication.</p>

Question 3

Candidate E

The most useful thing I have ever learned

The most useful thing i have learned is surely speaking English. I've been studing English for nine years till now. I used to take regular classes in these language which i found very interesting. Also, i learn English in school, my teacher is awesome but strict, so i have to study constantly. But most of all, i learn English, watching movies, TV shows. Allso cartoons when i was younger. When i came across a movie which was subtitled i turned the subtitle off. I enjoy wathing TV and movies on English.

English is the most spoken language across the world. It is studied all over the world. In order to get in a conversation with a stranger from other country, you need to speak English. I'm a swimmer, so i go on competissions in many countries, and in all of those countries i speak English. I want to study abroad when i finish highschool, so i'll defenetly need English.

All in all, i enjoy speaking it, writing it, and I'm very glad I got to learn it, i find it very useful.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The article describes the most useful thing which the writer has learned: <i>speaking English</i>, and explains why it is useful (<i>English is the most spoken language across the world; i go on competissions in many countries ... in all of those countries i speak English</i>).</p> <p>The second aspect of the task is discussed in detail and various methods of learning are described (<i>I used to take regular classes; i learn English in school; watching movies, TV shows. Allso cartoons</i>).</p>
Communicative Achievement	3	<p>The conventions of writing an article are used appropriately to hold the reader's attention. The tone is friendly and informative and the topic is clearly introduced and developed through the paragraphs. The subject is appropriate for the English website and straightforward ideas are communicated. The conclusion summarises the candidate's opinions and rounds off the article, re-stating the main points of the question (<i>All in all ... I'm very glad I got to learn it, i find it very useful</i>).</p>
Organisation	3	<p>The text is generally well organised and coherent. There is a clear structure to the whole text, an introduction of the topic, paragraphs dealing with different aspects, and a neat conclusion.</p> <p>There are a variety of linking words and cohesive devices used to connect ideas across sentences and paragraphs (<i>which i found; Also; so; But most of all; It is studied; In order to; those countries; All in all</i>).</p>
Language	3	<p>A range of everyday vocabulary is used appropriately and some attempts are made to use less common lexis (<i>awesome but strict; study constantly; came across; subtitle</i>).</p> <p>The writer uses both simple and some more complex grammatical forms with a good degree of control.</p> <p>There are some slips with plural/singular pronouns (<i>these language</i>) and some prepositions (<i>on English; other country</i>), as well as a few errors with spelling (<i>studing; Allso; wathing; competissions</i>) but these do not impede communication.</p>

Question 4

Candidate F

Dear David,

I'm glad your friends are visiting my area soon for a week's touring holiday. I have many ideas what I can show them and tell about.

In my opinion the best way to travel around will be by bike because of small distances between the places and views are amazing.

My area includes also beautiful Baltic Sea which many tourist visit especially in summer. Your friends could sunbath or swim if they would like but the water is quite cold in this season. Beautiful sightseeing of sunrise is the best memorise!

You wrote that they are intrested in history of my local area. That's great! We have museum of our local history where I can go with them. Tickets are not so expensive and I can think about some discount.

What do you think about it? Would you mind send me some your ideas?

I look forward to hearing from you soon.

Best wishes,

Sam

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant and the target reader is fully informed. The candidate responds to the questions that have been asked and gives details about the places David's friends can visit (<i>Baltic Sea; museum of our local history</i>). The email explains that the best mode of transport is bike, <i>because of small distances between the places and views are amazing</i> .
Communicative Achievement	3	The conventions of the task are used to hold the reader's attention. The response is written in an informal, friendly but polite tone, which is appropriate for the task. The conventions for opening and closing an email of this type are used appropriately, as well as standard phrases for communication to a friend (<i>You wrote that; What do you think about it; I look forward to hearing from you soon; Best wishes</i>). Straightforward ideas are communicated. Information and advice are given and the overall tone is enthusiastic and positive.
Organisation	4	The text is well organised and coherent, and uses the input email well to structure the response (<i>I'm glad your friends are visiting; I have many ideas; In my opinion; My area includes also; which many; Your friends could; You wrote that; That's great</i>). A variety of linking words (<i>because of</i>) and cohesive devices, such as substitution and referencing, are used across some sentences and to connect simple ideas.
Language	3	There is a range of everyday vocabulary used which is relevant to the topic (<i>beautiful Baltic Sea; many tourist visit; in this season; Tickets are not so expensive</i>). There is a range of simple and some complex grammatical forms used with a good degree of control, e.g. modals, present and past forms of verbs. There are some errors (<i>My area includes also; send me some your ideas</i>) and some spelling mistakes (<i>sunbath; memorise; intrested</i>) but these do not impede communication.

3

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

2

A group of British teachers is going to visit your college for two days. The aim of their trip is to learn about how technology is used in education in your country.

You have been asked to write a report for the group leader. Your report should:

- include information about how technology is used to teach different subjects
- recommend which lessons the teachers should watch to see technology being used.

Write your **report**.

3 You see this announcement on an English-language website:

Articles wanted

MUSIC AND ME

When do you listen to music? How do you choose what to listen to at different times?

Write us an article answering these questions.

The best articles will be posted on our website.

Write your **article**.

4 You see this announcement on an English-language website:

Reviews wanted

Courses

Have you been on a course recently? Please tell us about it! It could be any type of course, like a sports course, photography course or language course. What were the classes like? What was the most interesting thing you learned? Would you recommend the course to other people?

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

Write your **review**.

2

Part 1

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

1

In your English class you have been talking about the fashion industry. Now, your English teacher has asked you to write an essay.

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



Some people say the fashion industry has a bad effect on people's lives. Do you agree?

Notes

Write about:

1. whether people's appearance is important
2. the price of clothes
3. (your own idea)

Sample answers and examiner comments

Sample paper 2

Question 1

Candidate A

In today's world, the fashion industry has a strong importance in people's lives. The fashion industry say to the society what to wear and creates new types of clothes all the time.

Some people claim that the fashion industry has a bad effect on people's lives, they say that the fashion industry creates clothes that the society has to wear. Furthermore, the clothes' price is extremely high and people, who can't afford it, should not be in the society.

In the other hand, the fashion industry guide the people to be in a good appearance, because, nowadays, the appearance of the person is more important than the person itself.

In my opinion, the fashion industry doesn't has a bad influence on people's lives. It's something which was created to help people what to wear.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The essay discusses the role of the fashion industry and expresses some negative aspects (<i>nowadays, the appearance of the person is more important than the person itself</i>) and also cost (<i>the clothes' price is extremely high</i>).</p> <p>The candidate also expresses their own idea, suggesting that the fashion industry has a lot of influence on people (<i>say to the society what to wear</i>).</p> <p>The candidate concludes the essay with an opinion, which sums up the main points made.</p>
Communicative Achievement	2	<p>Some of the conventions of essay writing are used appropriately. The register and tone are consistently formal and there are some expressions which are appropriate for an essay (<i>In today's world; Some people claim; Furthermore; In my opinion</i>). There is also an introduction and a conclusion.</p> <p>Although straightforward ideas are communicated, the target reader's attention is not always held. For example, the final paragraph attempts to sum up the main points, but the ideas are not clearly expressed.</p>
Organisation	2	<p>The text is generally well organised and coherent. There is a clear structure to the text with an introduction, main body and conclusion. Paragraphs are used for the development of ideas.</p> <p>The text is connected using linking words and a limited number of cohesive devices, some of which are misused. More use of pronouns would limit the repetition of key phrases.</p>
Language	2	<p>There is a range of everyday, topic-specific vocabulary, which is used appropriately (<i>creates new types of clothes; Some people claim; extremely high; is more important than</i>).</p> <p>Simple grammatical forms are used with a good degree of control, although the use of verbs in the third person is not consistent. There are attempts to express ideas using a range of grammatical forms, passives and modals for example, but these are less successful (<i>people, who can't afford it, should not be in the society; the fashion industry guide the people to be in a good appearance; It's something which was created to help people what to wear</i>).</p> <p>Errors are noticeable but meaning can still be determined.</p>

Question 1

Candidate B

Fashion industry is very a discussed subject nowadays: they create and design new clothes everyday in order to satisfy some people needs.

There are many people who claim that the fashion industry is important and good for society. According to them, this industry design beautiful clothes and thanks to that every person can wear shirts, trousers or any accessory which is on today's fashion.

On the other hand, the fashion industry in some people opinion, controls the market of clothes and because of that they can't wear what they want to. In addition, the industry can increase the price of clothes, forcing people who don't want to be "old-fashioned" to buy and pay a large amount of money to keep "beautiful"

In my opinion, we can't let the fashion industry decide what we must or musn't wear. We shouldn't judge people for its appearance, because that is not important. We must wear whatever we like, want and feel comfortable with.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant to the task and the target reader is fully informed.</p> <p>The candidate discusses the importance of appearance in terms of fashion (<i>this industry design beautiful clothes and thanks to that ...</i>) and concludes that <i>We shouldn't judge people for its appearance.</i></p> <p>The negative aspect of the price of clothes is mentioned and an opinion given on how this affects people's choice (<i>forcing people ... to buy and pay a large amount of money to keep "beautiful"</i>).</p> <p>A third aspect states how choice for consumers is limited due to the fashion industry's control over design and the market (<i>the fashion industry in some people opinion, controls the market of clothes</i>).</p>
Communicative Achievement	3	<p>The conventions of essay writing are used appropriately. There is an introduction, topic paragraph and a conclusion. The register is appropriate for the task, using generally neutral language to discuss both positive and negative aspects of the question.</p> <p>Straightforward ideas are communicated, using some appropriate language (<i>in order to; According to them; the industry can increase</i>) to introduce the ideas, and to hold the target reader's attention.</p>
Organisation	4	<p>The essay is well organised and coherent. There is a clear overall structure and the ideas are linked across sentences and paragraphs using referencing, substitution and paraphrasing to avoid repetition.</p> <p>There are a variety of appropriate linking words and cohesive devices (<i>many people who; According to them; this industry; thanks to that; On the other hand; In addition; In my opinion</i>).</p>
Language	3	<p>A range of everyday, topic-specific vocabulary is used appropriately (<i>to satisfy some people needs; good for society; controls the market; forcing people</i>) but some errors do occur with less common lexis and expressions (<i>on today's fashion</i>).</p> <p>A range of simple and some complex grammatical forms is used with a good degree of control (<i>can increase the price of clothes, forcing people who don't want to be</i>).</p> <p>There are some repeated errors with prepositions and third person verbs, but these do not impede communication.</p>

Question 1

Candidate C

The society we live today is characterised by technology in constant development, fast speed processes, information travelling and getting to people at a blink of an eye and a complex web of social networking. In this context, the fashion industry is becoming increasingly important and having a more and more paramount role in our lives.

On one hand, the fashion industry is undeniably a source of profit and income. It hires millions of people all over the world and generates millions of dollars every year. Furthermore, such profitable business is also believed to be able to spread and make known the culture of a people, encouraging and enhancing a better understanding of each other.

Nevertheless, for those who are neither impressed nor motivated by numbers and figures, the fashion industry is seen as one which segregates people, isolating those who not fit their laws and commands. It is stated that people place too much importance on appearance and the material, world, sadly true, and the fashion industry just spurs on such situation. Moreover, not only are the costs of fashion item unrealistically high, it is thought to be a money better spent on more pressing issues, such as poverty and hunger.

I do believe that the fashion industry, as it is today, has a harmful effect, because it values a minority of people in detriment to the majority. However, it has such a wide reach that, if put into a good use, it can save lives.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant to the task and the target reader is fully informed.</p> <p>The candidate presents a balanced argument, discussing their own idea first that the fashion industry is important as it provides jobs and income for a huge number of people.</p> <p>The essay then discusses the negative aspect of the fashion industry in relation to appearance (<i>the fashion industry is seen as one which segregates people; people place too much importance on appearance</i>).</p> <p>Finally, the high cost of fashion is mentioned in relation to the price of clothes and it is suggested that money could be better spent on social issues rather than on fashion.</p>
Communicative Achievement	5	<p>The conventions of essay writing are used effectively to hold the target reader's attention. The register and tone are consistently appropriate and there is a range of suitable expressions which introduce both positive and negative aspects of the question, which are balanced throughout the essay.</p> <p>Straightforward and more complex ideas are communicated, making links between the importance of fashion in consumers' lives and how the fashion industry affects people, communities and wider society (<i>the fashion industry is undeniably a source of profit and income. It hires millions of people all over the world; it values a minority of people in detriment to the majority</i>).</p>
Organisation	5	<p>The essay is well organised and coherent. There is a clear overall structure and the ideas are linked effectively across paragraphs and sentences through the use of paraphrasing, substitution, ellipsis and referencing (<i>In this context; It hires; such profitable business is also believed; Nevertheless, for those who; sadly true; such situation; not only are</i>).</p> <p>Organisational patterns are used to generally good effect, for example links are made between fashion and industry, fashion and finance and fashion and society throughout the text, making clear connections between the separate aspects.</p>
Language	5	<p>There is a range of vocabulary, including less common lexis which is used appropriately in most cases (<i>is characterised by; at a blink of an eye; paramount role; undeniably; the culture of a people; enhancing; neither impressed nor motivated; segregates; isolating; in detriment to</i>).</p> <p>A range of simple and complex grammatical forms is used with control and flexibility to express more complex ideas.</p> <p>Although there are some errors, these mainly occur when more ambitious language is attempted and do not impede communication.</p>

Question 2

Candidate D

Use of Technology in educationIntroduction

This report is intended to inform how technology is used in common lessons and recommend the most interesting technical developments to be seen. I conducted a survey among teachers and students in order to find out what is preferred to be used by them.

Technology in different subjects

The majority of the people claimed that the best thing were computers and interactive boards. I was given these reasons:

- 1 They provide an opportunity to make the lessons more enjoyable
- 2 Everybody is able to find information on the internet whenever they want to
- 3 Computer presentations can be easily given

However, use of another technical developments vary among students and teachers depending on which subject they focus on. For instance, people were interested in Science mentioned these points:

- newly equipped chemical lab with its recently purchased substances
- equipment suitable for teaching Physics (e.g. digital watches, laser)

Recommendations

For most of the people who I asked for their reply were really important computers and interactive boards in the classrooms. I would therefore recommend seeing this. On the other hand, if you are interested in particular subjects you ought to see their specialised classrooms with a variety of modern technical developments, too.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The report gives information about which technology is used for teaching purposes around the school (<i>interactive boards; computers</i>) and specifically in science (<i>newly equipped chemical lab</i>).</p> <p>The report has a clear recommendation at the end and gives options about what would be good for the reader to see: either going to see what the students have decided is important (<i>computers and interactive boards</i>) or what the reader has a specific interest in (<i>if you are interested in particular subjects you ought to see their specialised classrooms</i>).</p>
Communicative Achievement	4	<p>The conventions of report writing are used effectively to hold the target reader's attention. The register is neutral and information is given in an objective tone, making good use of the passive voice (<i>This report is intended; developments to be seen; can be easily given</i>). The format of the report is effective in using headings, sub-headings and a numbering system in the second section to highlight important aspects.</p> <p>Straightforward ideas are communicated.</p>
Organisation	4	<p>The text is well organised and coherent, and the overall organisation of the report is effective in helping to communicate the main points.</p> <p>A variety of appropriate linking words are used (<i>However; which; For instance</i>).</p>
Language	3	<p>A range of everyday vocabulary is used appropriately and there is some good use of topic-specific vocabulary (<i>technical developments; conducted a survey; interactive boards; provide an opportunity; I would therefore recommend</i>).</p> <p>A range of simple and some more complex grammatical forms is used, particularly different passive structures. Some errors occur when attempting more complex ideas (<i>For most of the people who I asked for their reply were really important computers</i>).</p> <p>However, the errors do not impede communication.</p>

Question 3

Candidate E

I always listen to music, wherever I go I have my headphones on my ears. Listening to what I like satisfy's me and makes me calm all the time. When the bus is taking me to school I listen to the music so I could wake up.

I love to listen to classical music, jazz, rock, hip-hop, dubstep, pop music. But I can't listen to Serbian folk, any rap, techno or K-pop music. It just annoy's me. Of all the songs I can listen, I adore pop and dubstep the most. I'm glad that my parents listened to rock and ninetees serbian songs which I like to listen sometimes.

Everybody has his own taste for music, somebody likes rock, somebody likes rap or something else, and that's ok. I'm proud of myself that I'm listening to what I'm listening.

Examiner comments

Subscale	Mark	Commentary
Content	4	<p>All content is relevant. The article discusses music, describes when the writer listens to music, and explains personal musical preferences.</p> <p>However, the second question is not fully addressed. We learn about the music the writer likes but not about how certain music is chosen at different times. The writer does mention <i>When the bus is taking me to school I listen to the music so I could wake up</i> but doesn't say what sort of music it is.</p> <p>This second point is not fully developed but the target reader is on the whole informed about this aspect.</p>
Communicative Achievement	3	<p>The article generally follows the conventions of the task. The subject is personal to the writer and relevant examples are given from personal experience. The article is written in a tone that is appropriate for a general audience and holds the reader's attention.</p> <p>Straightforward ideas are communicated (<i>I love to listen to; I can't listen to; Everybody has his own taste for music</i>) despite the relatively simple language used.</p>
Organisation	2	<p>The article is generally well organised and coherent at sentence level. The text is separated into paragraphs and basic linking words are used to connect the ideas within sentences (<i>and; When; But; it</i>) but there are fewer cohesive devices used to connect ideas across the whole text.</p> <p>When presenting musical preferences, the information is presented in a list format, rather than comparing or contrasting different styles, with cohesive devices to show the relationship between the writer and the music described.</p>
Language	2	<p>Everyday vocabulary is used appropriately and there is a range of vocabulary connected with musical styles (<i>classical; jazz; rock; hip-hop; dubstep; pop; Serbian folk; rap; techno; K-pop</i>).</p> <p>Simple grammatical forms are used with a good degree of control, but there is a lack of range with the present tense being most frequently used.</p> <p>Errors do not impede communication.</p>

Question 4

Candidate F

The course I have been recently is a language course. In september I went to a Italian course for improving my level of Italian, with a native teacher, Andrea.

The classes were very funny. Everyday when we arrived to the class he gave us a song in which there were gaps which we had to filling them while we listened the song. After that we did differents exercise, the majority of them for improving our vocabulary. For instance we spoke about restaurant, shops, cinema and so on.

The most interesting thing that I learned was how to prepare a theater play, and it was fantastic. During a week we wrote a play based on a book, and the last day of the week we interpreted it. Everyone had a different paper on it. For me it was an unforgettable experience, because I spent a wonderful time doing it and I learned a lot of idioms.

I would recommend this course because Andrea is a nice person who teach you with interesting exercise. Learning Italian isn't boring with him.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate gives details about a language course that they attended. They describe the classes and the teacher (<i>The classes were very funny. Andrea is a nice person</i>).</p> <p>The most interesting thing learned on the course is addressed (<i>The most interesting thing that I learned was how to prepare a theater play</i>) along with descriptions of the activities involved.</p> <p>Finally a positive, personal recommendation is given.</p>
Communicative Achievement	3	<p>The conventions of review writing are evident and hold the reader's attention. The writer expresses opinions, describes the course and makes a concluding recommendation. The register in which the review is written is informal and personal rather than analytical and objective, but is consistent throughout. The style is suitable for a school website.</p> <p>Straightforward ideas are communicated about the writer's personal experiences of the course.</p>
Organisation	4	<p>The text is well organised and coherent. The paragraphs are used well to develop the main points in the question, each one focusing on a certain aspect.</p> <p>Cohesive devices such as referencing and pronouns are used to link the information across sentences without too much repetition (<i>he gave us a song in which; After that we did differents exercise; the majority of them ...</i>).</p> <p>There are some errors with punctuation, but this generally occurs when ideas are being connected across sentences or when two clauses are being joined (<i>For instance; we interpreted it</i>).</p>
Language	3	<p>Everyday vocabulary is used appropriately with some less common expressions attempted, particularly in the third paragraph (<i>we wrote a play based on a book; we interpreted it; unforgettable experience</i>).</p> <p>A range of simple and complex grammatical forms is used with a good degree of control. Past and present tenses are controlled and there is a range of sentence structures.</p> <p>There are errors with plurals and some prepositions (<i>we listened the song; we did differents exercise; we spoke about restaurant</i>), but these errors do not impede communication.</p>

Paper 3:

approximately 40 mins
(including 5 minutes to transfer answers)

Listening tasks

The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

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.


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.


Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple choice	The focus is on genre, identifying speaker feeling, attitude, topic, opinion, purpose, agreement between speakers, gist and detail.	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.
2	10	10	Sentence completion	The focus is on detail, identifying specific information and stated opinion.	A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording.
3	5	5	Multiple matching	The focus is on identifying speaker feeling, attitude, detail, gist and opinion.	Five short related monologues of approximately 30 seconds each. There are five questions which require the selection of the correct option from a list of eight.
4	7	7	Multiple choice	The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.	An interview or exchange between two speakers and lasting 3–4 minutes. There are seven 3-option multiple-choice questions.
Total	30	30			

The four parts of the Listening paper

Part 1 Multiple choice

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


 **Sample task page 55, tapescript pages 58–59*, and answer key page 62**

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

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

Part 2 Sentence completion

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

 **Sample task page 56, tapescript page 59*, and answer key page 62**


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

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

Answers will not exceed three words in length. The word, number or phrase required will be heard on the recording and will not need to be changed in any way. Minor spelling errors are not penalised, but the candidate's intention must be clear and unambiguous. Candidates will not be asked to spell words which are above B2 First level.

Part 3 Multiple matching

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

 **Sample task page 56, tapescript pages 59–60*, and answer key page 62**

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

In this part, candidates listen to five short texts, each with a different speaker, which are related in some way. For example, they may all be speaking about aspects of the same subject, such as travel, or about similar experiences, such as journeys. Candidates choose the option from a set of eight that matches what each speaker says.

Part 4 Multiple choice

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

 **Sample task page 57, tapescript pages 60–61*, and answer key page 62**

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

The seven questions in this part of the paper take the form of 3-option multiple-choice questions. The questions follow the order of the interaction on the recording. Texts are usually interviews or discussions featuring two speakers.

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

Preparation

General

- Students' ability to understand what they hear can improve dramatically if they are regularly exposed to audio materials: the more English they hear, the more readily they will pick out individual words, then phrases and sentences. A daily learning programme which includes a 'hearing English' component from audio or video recordings will help prepare your students for the Listening test. This should include a range of voices, accents and styles of delivery.
- Classroom discussion activities provide an invaluable source of listening practice.
- Encourage students to identify the stressed syllables and words in a listening text (the ones which carry the message) rather than trying to listen for every single syllable.
- In order to build up confidence, get your students to read a summary of what they are going to hear before they listen to the full text.
- Make students aware of how much they themselves bring to a listening task. For example, discuss with them what they can expect to hear, e.g. names and places when they turn on the news, or numbers and times if they listen to announcements.
- Try changing the focus of the tasks they do in class; sometimes ask your students to listen for specific things, sometimes for the overall gist.
- Students should practise listening to and reading the question, so that they are sure they understand what they are listening for and what they have to do.
- Remind your students that they should use the time allowed before each recording to read through all the questions carefully, so they are prepared for what they hear.
- Students should be advised that the information on the question paper is there to help them follow as they listen.
- Remind students that they should write their answers for Part 2 clearly when they copy them onto the answer sheet, using CAPITAL LETTERS.
- Students should get used to answering all the questions, even if they are not sure of the correct answer – they've probably understood more than they think.
- Students shouldn't be distracted by individual words and phrases in Parts 1, 3 and 4. They should listen to the whole message.
- Students should know when to stop concentrating on a question which they are finding difficult, so that they don't miss the next question.

By part

PART 1

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

For example:

You overhear a student talking about a film he watched last night.
(Students suggest a question)

Options

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

Text

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

PART 2

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

PART 3

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

PART 4

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

3

- 5 You hear two people talking about a programme they saw on TV.

The woman thinks the programme was

- A irritating.
- B sad.
- C uninformative.

- 6 You hear two people talking about an ice-hockey game they've just seen.

How does the girl feel about it?

- A pleased to have had the experience
- B relieved that she'd dressed appropriately
- C impressed by the performance of the team

- 7 You overhear two friends talking about a restaurant.

What do they both like about it?

- A the presentation of the food
- B the atmosphere of the place
- C the originality of the cooking

- 8 You hear a man talking on the radio.

What type of information is he giving?

- A a travel announcement
- B a weather forecast
- C an accident report

2

Part 1

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 message on a telephone answering machine.

Why is the speaker calling?

- A to confirm some arrangements
- B to issue an invitation
- C to persuade someone to do something

- 2 You hear two people talking about a water-sports centre.

The man says the centre should

- A pay more attention to safety.
- B offer activities for small children.
- C provide all the equipment needed.

- 3 You hear a professional tennis player talking about her career.

What annoys her most about interviewers?

- A their belief that she leads a glamorous life
- B their assumption that she's motivated by money
- C their tendency to disturb her while she's travelling

- 4 You hear a poet talking about his work.

What is he doing?

- A giving his reasons for starting to visit schools
- B justifying the childlike nature of some of his recent poems
- C explaining that his poems appeal to people of different ages

4

Part 2

You will hear a woman called Angela Thomas, who works for a wildlife organisation, talking about the spectacled bear.

For questions 9 – 18, complete the sentences with a word or short phrase.

Spectacled Bears



Angela says that it was the (9) of the spectacled bear that first interested her.

Angela mentions that the bear's markings can be found on its (10) as well as its eyes and cheeks.

Angela is pleased by evidence that spectacled bears have been seen in (11) areas of Argentina.

Angela says the bears usually live in (12) , though they can also be found in other places.

Spectacled bears behave differently from other types of bear during (13) , which Angela finds surprising.

Angela is upset that (14) are the biggest danger to spectacled bears.

Angela says that spectacled bears usually eat (15) and tree bark.

Bears climb trees and make a (16) , which fascinated Angela.

When bears eat meat, they much prefer (17) although they do eat other creatures.

One man has produced an amusing (18) about the time he spent studying the bears.

5

Part 3

You will hear five short extracts in which people are talking about their visit to a city. For questions 19 – 23, choose from the list (A – H) what each speaker liked most about the city they visited. Use the letters only once. There are three extra letters which you do not need to use.

- | | | | |
|---|---|-----------|-------------------------|
| A | the efficiency of the public transport system | Speaker 1 | <input type="text"/> 19 |
| B | the natural beauty of the scenery | Speaker 2 | <input type="text"/> 20 |
| C | the variety of goods in the markets | Speaker 3 | <input type="text"/> 21 |
| D | the style of the architecture | Speaker 4 | <input type="text"/> 22 |
| E | the well-designed plan of the city | Speaker 5 | <input type="text"/> 23 |
| F | the helpfulness of the people | | |
| G | the range of leisure opportunities | | |
| H | the standard of the accommodation | | |

Turn over ►

6

Part 4

You will hear part of a radio interview with a woman called Rachel Reed, who works in a commercial art gallery, a shop which sells works of art. For questions 24 – 30, choose the best answer (A, B or C).

- 24 What does Rachel say about her job title?
- A It makes her feel more important than she is.
 - B It gives people the wrong idea about her work.
 - C It is appropriate for most of the work she does.
- 25 What is the most common reason for the gallery not exhibiting an artist's work?
- A The subject matter is unsuitable.
 - B It is not of a high enough quality.
 - C The gallery manager doesn't like it.
- 26 When can phone calls from artists be difficult for Rachel?
- A when their work doesn't sell
 - B when they don't receive payments
 - C when their work is not accepted
- 27 Why does Rachel include a commentary in the catalogue?
- A It gives background information about the artist.
 - B It encourages people to buy paintings over the phone.
 - C It tells people what experts think of the work.
- 28 What does Rachel say about administrative work?
- A She is able to leave a lot of it to others.
 - B She would like to have an assistant to help with it.
 - C She finds it hard to get it all organised.

7

- 29 What is Rachel's role in the service the gallery offers to large companies?
- A making initial contacts
 - B responding to enquiries
 - C promoting a certain type of art
- 30 What does Rachel find most enjoyable about her job?
- A meeting interesting people
 - B the fact that it's unpredictable
 - C being close to works of art



Tapescript – sample test 1

This is the B2 First Certificate in English Listening test.

I am going to give you the instructions for this test.

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

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

You will hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet.

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

Now open your question paper and look at Part 1.

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 message on a telephone answering machine.

Oh hi it's me, John. Sorry to miss you – you must've already left for work. Look, I wondered if you wanted to come away for the weekend. There'll be about 10 of us including someone called Sam Brent who says he was at college with you – and he remembers that you were brilliant at rock and roll! They've decided it'll be on October 9, Friday night till Sunday. Anyway, I'll put the details in the post. I know you're busy at the moment, so don't feel you have to come, but just let me know one way or the other when you can. Talk to you soon. Bye.

Now listen again.

2: You hear two people talking about a water-sports centre.

F: So how did you like the new sports centre?

M: Well, there's a wide choice of things to do ... It's just that their advertisements said *something to suit all the family*. I wish they'd had water games for the under fives. There was nothing really suitable for them. But you can learn to windsurf or sail, and you have the freedom to go anywhere in the lake ...

F: Isn't that a bit dangerous?

M: Not really. Nobody's allowed in the water without a life-jacket, and a rescue boat is on hand all the time.

F: Sounds great.

M: It was.

Now listen again.

3: You hear a professional tennis player talking about her career.

Int: Are you ever annoyed by interviewers?

Star: Well, I'm often asked about the financial side of things. I don't mind, but I can honestly say, for many tournaments, I don't even know what the prize money is. I just focus on playing to my full potential. They must find that answer disappointing! No, the ones I have a problem with are those who assume it's all about partying and

gossip. I wish they'd ask about the real lifestyle; practising day in, day out, and getting from tournament to tournament. I probably do around a hundred long-haul flights a year. It sounds exciting, but it wipes you out and actually ruins your social life!

Now listen again.

4: You hear a poet talking about his work.

I've been slowly writing more and more poems for kids over the last few years. Talking to young people in schools, which I've been doing for some time now, reinforces my belief that they need and want the same range of subjects that older people do – relationships, work, family, etc. Often it's something that only emerges after my poems are finished, but quite a few of them in my new collection were first thought of as poems for adults, until I realised that they might work just as well, or better, for kids. But I hope it's a book that adults will enjoy too.

Now listen again.

5: You hear two people talking about a programme they saw on TV.

F: Did you watch that programme about the Gobi Desert last night? I thought it'd be really interesting because it's a part of the world I know very little about.

M: The photography was brilliant, wasn't it?

F: Yes, you could really feel how harsh the life was there.

M: Overwhelmingly grey, I thought. It'd be hard to feel cheerful living in that landscape.

F: It was a bit short on facts though, wasn't it?

M: I don't think it was that kind of programme. They just wanted you to be amazed at the fantastic landscape. I guess that's why there wasn't much commentary.

F: You're right. I hadn't thought of that.

Now listen again.

6: You hear two people talking about an ice-hockey game they've just seen.

M: So your first live ice-hockey game. Glad you came?

F: Well, I wouldn't have missed it for the world, but it was so cold – I had no idea that it would be like that. I wish I'd brought my thicker coat!

M: That's normal! At least it was a really exciting game – our team was doing much better than usual.

F: Well, perhaps that accounts for the noise! I knew it would be loud, but it was incredible.

M: What do you expect? We have to support them!

F: Well I can say I've done it – just don't expect to see me here next week ...!

Now listen again.

7: You overhear two friends talking about a restaurant.

M: I can see why people really rate the place.

- F: Yeah. They really know how to bring out the flavours in the different dishes. They also put a lot of thought into combining unusual ingredients. And as a restaurant it's not too stuffy and formal. It's got a really lively feel about it.
- M: Perhaps a little too lively. It was quite hard to hear each other above the din. I'm not sure it'd be the place to come for a romantic dinner. Great food though, and so visually appealing on the plate.
- F: They've made a lot of effort with that. It really adds to the experience, doesn't it?

Now listen again.

8: You hear a man talking on the radio.

As a result of heavy snow, there has been major disruption to rail services this morning. A number of breakdowns have been reported in the west, with people stranded on some trains. In this region blizzard conditions are making driving conditions hazardous. A severely restricted train service will be operating within the next few hours into the capital and delays are expected on all lines in the south of the country. In the north, there is some snow, but services have been able to continue, with only a few cancellations reported.

Now listen again.

That is the end of Part 1.

Now turn to Part 2..

You will hear a woman called Angela Thomas, who works for a wildlife organisation, talking about the spectacled bear. For Questions 9–18, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2.

Thanks for inviting me tonight. As you know, my main interest is in conservation and I'm lucky enough to work with lots of different organisations looking after animals both in captivity and in the wild. I'd been fascinated by all kinds of bears for a long time before I started working in this field. But it was the spectacled bear that really attracted me – some people find it appealing because of its size and shape, and it's less well known than other types of bear, but for me I thought it was such a great name! It comes from the patches of yellowish fur around the bear's eyes which grow in a sort of circle shape, like glasses, although these golden markings vary greatly from one bear to another and may not be limited to the eyes – they can extend as far as the bear's cheeks or even chest.

I'd like to explain what we know about this bear, and why I find it so fascinating. It's the only survivor of a type of bear that once ranged across America during the last Ice Age. We thought that it was only found in certain places in Venezuela and Chile, but I was thrilled to read some reports that suggested it might also be living in northern parts of Argentina and eastern Panama.

It's quite difficult to find spectacled bears in the wild because they are quite shy animals, and tend to live in a wide variety of habitats, which can range from dry coastal deserts to high mountain areas above 4,000 metres. They are most commonly found in forests, though. Being such timid animals they tend to come out at night, which is another thing that makes them difficult to see, though, like me, you may be surprised to learn that they don't sleep all through the winter as many other types of bear do.

We're not sure about the actual number of spectacled bears that remain in the wild, but it's been estimated that there are only about 2,400 still around. The bears are endangered not so much because they are hunted by other animals, but what I find really sad is the fact that humans destroy their habitat. Spectacled bears are quite small compared with other bears, and of course they do have other enemies – these mostly include mountain lions and jaguars – but they remain a smaller threat.

The bears are primarily vegetarian, and their normal diet is tree bark and berries. On rare occasions though they eat honey, which I thought was just something in children's books. I was interested to find that they are incredibly good climbers, and one thing I found really funny is that they've been known to sit up a tree for days – they make a platform – why? – I couldn't guess, but they're waiting for fruit to ripen so they can eat it! It's quite surprising that although they rarely eat meat they have extremely strong jaws and wide, flat teeth. Very occasionally they do eat meat – something like birds or insects though they like small mice best if they can get them!

We're really trying to make people more aware of the bears, and we've made a television series about one man's efforts to make people understand the dangers facing the animals. He spent a long time in Peru studying them, and has published a very funny diary of his time there. I hope everyone will read it, and support our efforts to help these fascinating creatures!

So are there any questions?

Now you will hear Part 2 again.

Now listen again.

That is the end of Part 2.

Now turn to Part 3.

You will hear five short extracts in which people are talking about their visit to a city. For Questions 19–23, choose from the list (A–H) what each speaker liked most about the city they visited. Use the letters only once. There are three extra letters which you do not need to use.

You now have 30 seconds to look at Part 3.

Speaker 1: We spent a day exploring the shops and markets in the city, and bought some souvenirs. Then we wanted to see some of the area outside the city, and discovered it was easy to get to loads of places by train, including the mountains, where we were told there were great hostels. You can do bushwalks out there and apparently the scenery is stunning. But it can be dangerous – we were warned to have the right gear and tell other people where we were going. So we decided to give it a miss. Anyway, we weren't short of things to do in the city! We were spoilt for choice.

Speaker 2: We were pretty tired when we first arrived so we were glad just to relax. We'd booked late and I have to say that the room wasn't the best I've stayed in. But we had a view of the lake, which was a real treat – we were really impressed by the forests and mountains around the city. We made good use of the swimming pool, though we were too lazy to go to the famous markets. We didn't take advantage of all the shows either. Lots of

people told us how good they were so that was a pity. And the theatres themselves were supposed to be impressive.

Speaker 3: One of my main ambitions was to see inside the big concert hall – and in fact we managed to get in to a concert there, which was pretty special. The acoustics were amazing! The city was divided by a river, and getting round had its problems, especially as we didn't really understand the city plan. The best way was the ferries – I was really impressed that they were always on time and provided good views in the city. The trams were good too, and the local commuters seemed happy to chat to us and give us ideas for the best things to do and see. We didn't have time to do everything, though.

Speaker 4: Before we went we couldn't decide where to stay – so many people recommended different places, and there seemed to be loads of different and unusual possibilities, like old traditional farms converted into guest houses – so we decided to move around and try something different every couple of nights. That worked out really well, and they were all excellent. Although we'd been told that getting round on the buses was easy and cheap in the city, we decided to rent a car so that we could get out into the countryside – we didn't want to miss out on the views driving along by the ocean.

Speaker 5: Even though we had a city plan we got lost several times – especially in the old town where the buildings were quite similar – though I know some people say getting lost is the best way to get to know a city! We were never short of help, though – some people were even prepared to walk with us to show us the way. That was something I'll always remember! Our hotel was all right without being spectacular, and it was a long walk in to the evening shows – we took a taxi most times. There was loads to do every day, though, and we certainly weren't bored.

Now you will hear Part 3 again.

That is the end of Part 3.

Now turn to Part 4.

You will hear part of a radio interview with a woman called Rachel Reed, who works in a commercial art gallery, a shop which sells works of art. For Questions 24–30, choose the best answer (A, B or C).

You now have 1 minute to look at Part 4.

Int: This evening in our series 'Careers with a Difference' our guest is Rachel Reed who works for a small commercial art gallery. Rachel welcome.

RR: Hello.

Int: Rachel, what exactly do you do?

RR: Well, there's two great things about working for a really small company. Firstly, you get to do a bit of everything. The other is that you can practically invent your job title. Mine is marketing manager – although I do a lot of other things too, it does describe the majority of what I do.

Int: So, tell us about your day.

RR: Well, it all starts with the huge pile of post we get. We often get artists sending in photographs of their work to see if we'd be interested in exhibiting it. I learned very early on how to differentiate between the 'possibles' and those which are unsuitable.

Int: But how do you tell?

RR: It might be the style, or sometimes the subject matter is just not going to look right in our gallery, but more often than not, it's just that they're not of the required standard. The 'possibles' I pass on to the gallery manager who makes the final decision.

Int: So you have quite a lot of contact with artists?

RR: Yes. Sometimes I spend nearly all day on the phone and about fifty percent of the time it's artists. I send letters explaining why we can't show their work – some of them phone up to argue about it – I find those calls very hard to deal with. Artists we do exhibit also phone to find out if we've managed to sell anything and, if we have, when the money will be coming through. I don't mind those so much. Most other calls are from clients. We have a new artist exhibiting here every two to four weeks and before the show takes place, we send out a catalogue to the clients on our database.

Int: Obviously the catalogue's illustrated?

RR: Oh yes, and as soon as the catalogue goes out, we start getting phone calls because people see something they like and want to reserve it. Sometimes they even buy things over the phone. The catalogue also contains a commentary about the artist, which I have to write and research. I try to find out what has influenced them, where they learned to paint, what the subject matter represents, that sort of thing, but I try to avoid quoting from positive reviews of their work; it's not meant to be advertising as such.

Int: So your job is not all administrative?

RR: Compared to a typical office, that side of it's quite minimal, that's why I can cope without an assistant. There are systems in place to deal with routine jobs. For instance, I don't have to send out the catalogues – the company which prints them also prints the envelopes and posts them. Another company takes care of the food and drinks when we have the opening of a new exhibition.

Int: And are you involved in other aspects of the business?

RR: Yes. The company also offers a consultancy service for large companies that want to display works of art in their offices. I phone round companies, explain what we do and, if they're interested, make an appointment for the gallery manager to go and see them. It's interesting, the companies tend to go much more for modern or abstract art than people coming to the gallery.

Int: And the best part of the job for you?

RR: The really rewarding thing for me is that you never know how a day is going to go. Some days it'll be really quiet, other days it's really busy and you don't know what you're going to have to cope with. And there's the added bonus of working with really nice people and of course I have the pleasure of spending my days surrounded by beautiful works of art, so I can't complain.

Int: Thank you Rachel, and now we'll move on to ...

Now you will hear Part 4 again.

Now listen again.

That is the end of Part 4.

There will now be a pause of 5 minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is 1 minute left, so that you are sure to finish in time.

You have one more minute left.

That is the end of the test.

Please stop now.

Your supervisor will now collect all the question papers and answer sheets.

Assessment

Answer key

Listening sample paper 1

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

Q	Part 2
9	(great) name
10	chest
11	northern
12	forests
13	(the) winter
14	(the/some) human(s)
15	berries
16	(a) platform
17	(small/little) mice
18	(funny) diary

Q	Part 3
19	G
20	B
21	A
22	H
23	F

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

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

2

Part 1

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

- 1 You hear a young man talking about his hobby of rock climbing.
How does he feel about it?
A satisfied with his level of expertise
B concerned about doing a dangerous sport
C proud when he copes with difficult conditions
- 2 You hear a public announcement at a family theme park.
What does the announcement contain?
A a change to a timetable
B details of a new attraction
C instructions about a location
- 3 You hear two people talking about a course they have attended.
What was the topic of the course?
A book illustration
B journalism
C publishing
- 4 You hear two people talking about a film they have both seen.
What do they agree about?
A The story wasn't very original.
B Reviews of the film weren't accurate.
C The message wasn't very positive.

3

- 5 You hear a man being interviewed about a new project he has set up in his home town.
What is the purpose of the project?
A to reduce the amount of litter on a town's streets
B to increase the inhabitants' awareness of recycling
C to stop shopkeepers using plastic bags for customers' purchases
- 6 You hear a man talking on the radio about salespeople.
What does he say about them?
A They take pride in forming good relationships with buyers.
B They keep one objective in mind at all times.
C They prefer people they think are easy to sell to.
- 7 You hear two friends talking about a student website.
What do they agree about it?
A It is visually attractive.
B It has a lot of useful advertisements.
C It is easy to navigate round.
- 8 You hear a chef talking about taking part in a cookery competition.
What did he find surprising?
A how nervous he felt
B how rushed he felt
C how tired he felt

Turn over ►

4

Part 2

You will hear a man called Chris Graham talking to a group of students about a vacation job he had in Australia.
For questions 9 – 18, complete the sentences with a word or short phrase.

My Vacation Job in Australia

- Chris thinks the best place to find a job like he had is the (9)
- Chris is studying (10) at university.
- For most of the time he was working for the travel company, Chris lived in a (11) outside of the town.
- Chris was often asked to go to a (12) at the weekend.
- In the mornings, Chris had to drive tourists to see the (13) in the desert.
- Many of the tourists were unaware of the need to keep their (14) covered up when they were in the sun.
- The tourists particularly wanted to know how to tell the difference between the (15) of the wild animals.
- In the afternoons, the tourists were able to see some (16) that had more than one use.
- Chris says that the local government would like to have a larger (17) to attract tourists.
- Chris advises other students to send off their job application forms in the month of (18) at the latest.

5

Part 3

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

- A Having a happy personality allows you to cope effectively with problems. Speaker 1 19
- B Happiness comes from having someone special to share your thoughts with. Speaker 2 20
- C Happiness is all about the experience of overcoming problems. Speaker 3 21
- D Happiness is a short escape from everyday routine. Speaker 4 22
- E True happiness lies in making others happy. Speaker 5 23
- F Older people are less happy than younger ones.
- G Happiness is being thankful for what you have.
- H Happiness comes from achieving your goals.

Turn over ►

6

Part 4

You will hear part of a radio interview with an author called Mickey Smith, who is talking about becoming excellent at sport. For questions 24 – 30, choose the best answer (A, B or C).

- 24 When asked about his theory on talent, Mickey says that
- A he is doing further research with other people.
 - B he realises some people disagree with him.
 - C he has not yet fully proved his ideas.
- 25 Mickey believes that outstanding football players
- A have better levels of concentration than other players.
 - B are aware of the positions of other players on the pitch.
 - C are faster runners than other players.
- 26 How did Mickey feel when he first became successful at gymnastics?
- A convinced he had a natural aptitude for the sport
 - B conscious that others in his area didn't have the same chances
 - C lucky to have had one of the best training routines
- 27 Mickey says that the motivation to continue training for long periods of time
- A develops at an early age in people who become experts.
 - B depends on your personal attitude towards success.
 - C does not come naturally to most people.
- 28 Mickey says that coaches working with young people need to understand that
- A children and adults have different thought processes.
 - B young people have a built-in drive to succeed in areas like sport.
 - C it is important to focus on mental rather than physical techniques.

7

- 29 Mickey says that many people who play sport don't bother to try hard because
- A they feel incapable of reaching the same levels as sports stars.
 - B they don't have time to put in the necessary effort.
 - C they are not confident in their ability to deal with success.
- 30 According to Mickey, what can cause some sports people to fail at important events?
- A They haven't trained enough.
 - B They are inexperienced at dealing with pressure.
 - C They can become too aware of their actions.



Tapescript – sample test 2

This is the B2 First Certificate in English Listening test.

I am going to give you the instructions for this test.

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

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

You will hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet.

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

Now open your question paper and look at Part 1.

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

1: You hear a young man talking about his hobby of rock climbing.

It's not for everyone, but I love the physical aspect. I started almost by accident – my uncle took me to an indoor climbing wall and I was hooked. The start of any climb still gives me a real buzz. I've never settled for being less than the best at anything I've tried, and that's what pushed me to the standard I am now – which doesn't mean I don't think I can still improve! I get a huge sense of achievement when I finish a particularly demanding climb, and though other climbers get nervous sometimes, like when there's ice, or the weather's bad, that never puts me off.

Now listen again.

2: You hear a public announcement at a family theme park.

Attention everybody. This is Sonia Lee and I'm events manager for today at Seaworld Centre. If you hurry to Zone D you can catch the spectacular 'riding with dolphins' event. The next one's on at 5 past 11, but don't worry if you miss that, because you've got three more chances to see it today. We'll now be feeding the sea lions at 2.15, that's 45 minutes later than scheduled according to your programmes. And whatever you do, don't miss the ever-popular Penguin Walkabout. That starts in half an hour. You've never seen anything like it! See you there!

Now listen again.

3: You hear two people talking about a course they have attended.

F: I enjoyed that.

M: It was a bit too businessy for me. I know everything's about profits these days, but I still think producing books should be more about creativity than making money.

F: Everything's going the same way, whether you like it or not. A friend of mine did a course on book illustration, and she said the first lecture was about costs.

M: Anyway, this speaker said if we're going into the book trade, we should get practice in as many aspects as possible.

F: I agree with that. They need an editor for the sports page on the student newspaper, and I think I'll go for it.

Now listen again.

4: You hear two people talking about a film they have both seen.

F: Well, what did you think of that film?

M: I had mixed reactions really. From what I'd read, I expected it to be funnier.

F: I know what you mean – just shows how different people's tastes can be I guess. Good twist at the end though. I wasn't expecting that, were you?

M: I kind of guessed what was coming to be honest. There were a lot of references to other films in the storyline I thought.

F: Oh, you think so? I wasn't quite sure what message it was trying to convey, though. One minute it seemed to be saying one thing and the next it was saying the opposite.

M: Yeah, I agree.

Now listen again.

5: You hear a man being interviewed about a new project he has set up in his home town.

F: Steven, this new environmental project you're running, what are you hoping to achieve?

M: Well, Susie, the town I live in, Melbury, is a very pleasant place to live – clean and tidy. The problem really isn't with Melbury as such but is a wider problem – that of the dangers of rubbish to wildlife. So I got all the retailers in the town together and showed them a film I'd made on this subject and as a result they've agreed to use paper bags instead of plastic ones. Recycling was introduced very successfully last year so I'm hoping that my new project will have similar success.

Now listen again.

6: You hear a man talking on the radio about salespeople.

M: Professional salespeople can sell anything to anyone and they do this by using very basic psychological techniques. Buyers normally have certain requirements by which they will judge the suitability of a product. The seller therefore attempts to find out what these conditions are by building a bond – asking questions about hobbies, family and the like; but you need to remember, the seller is only interested in 'closing the deal'. At its most extreme, salespeople will even attempt to mirror the body language of the buyer. If the buyer laughs, then so will the seller.

Now listen again.

7: You hear two friends talking about a student website.

M: The college website is up again. Have you seen it?

F: Yes, they've been working on it for a month and it's better now. I thought, if they'd got sponsorship from local companies, there'd be too many advertisements, but it's OK.

M: Yeah. That's not a problem. They must've got someone in from the design department to work on it, because there are some real improvements, it's not so dull.

F: Especially the artwork on the home page. They want people to send in ideas so they can change the layout regularly.

M: OK, so long as it doesn't get too complicated and you waste time figuring out how to get to the page you want.

Now listen again.

8: You hear a chef talking about taking part in a cookery competition.

F: How did you find the competition?

M: Tough, but I really enjoyed it. I was convinced the dishes I'd chosen to prepare would go down well. I decided to focus on using local ingredients as people nowadays worry a lot about what they're eating and it's really important to know where the food comes from. It was my first time competing against others and it was fun being under pressure to come up with things under strict time limits. I hadn't expected to be so worn out though, I think it was having to be on my feet for so long, but it's definitely something I'll do again.

Now listen again.

That is the end of Part 1.

Now turn to Part 2.

You will hear a man called Chris Graham talking to a group of students about a vacation job he had in Australia. For Questions 9–18 complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2.

Hello everyone. My name is Chris Graham and I spent my last vacation working in Australia. The place I was in is a popular tourist spot so there are lots of student jobs advertised in the newspaper – from hotel work to being a tour guide. I saw my job, for a bus driver, on the internet, and so I applied. I'd recommend you do that too. The whole idea of getting to know another country really appealed to me and I'm really pleased I had the opportunity to go.

I worked for a company which tries to help tourists understand what life used to be like before Europeans arrived – a time before clothes, cars and electricity. Many of the local people, the Aborigines, work for the company. Studying tourism at university wasn't essential to get the job – in fact, my subject's history. What I did do was a short training course when I first arrived, though, to learn about the local plants and animals.

At first, I was given a room in a hotel in town but I found that I felt quite lonely so I moved into a caravan on the outskirts. Lots of other staff lived on the site and I got to meet lots of the local people there too. Everyone was really friendly and, as there wasn't a cinema or restaurant nearby, people frequently had a party on Saturday night and I was always invited.

I worked six days a week, and I had to get up really early in the morning when most people, and even the birds and animals, are asleep. This is so the tourists can get to take photos of the sunrise. I used to pick them up from their hotels around 5.00 a.m. and then head out of town and into the desert.

The tourists were from all over the world and often had no experience of the heat. They knew, of course, about covering their head and neck with a hat but often left their shoulders uncovered, which wasn't very sensible, especially if they hadn't been in the country for long and weren't used to the sun.

After we had been into the desert, I would take the tourists to the local cultural centre, where they had the opportunity to ask questions. The tourists were especially keen to find out how to distinguish the tracks of kangaroos from wallabies and wild dogs.

After the morning session I usually went back home, had a shower and a rest, then started again around two in the afternoon. I used to take the afternoon group to a water hole, where they were shown which plants could be eaten and which were also used to make weapons for hunting.

At one time, there were very few tourists in the particular area I worked in, because you needed to get a coach from the small railway station in the nearest large town, a good 200 kilometres away. There's now an airport but the local government is keen to get one built which can take more flights, especially from abroad. I'm not sure about that, as I think it's busy enough as it is, but it would be good for the local economy, no doubt about it.

Anyway, I really recommend working in Australia during your vacation. The busy tourist season in the area where I worked is from May to October, so you need to make sure your application is in by the January of the year you are hoping to work. You might not hear until March as it takes a while to process the applications and get references, but make sure you don't leave it too late.

Now you will hear Part 2 again.

That is the end of Part 2.

Now turn to Part 3.

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

You now have 30 seconds to look at Part 3.

Speaker 1: What is happiness? From an early age happiness for me is sitting in a boat in the middle of a lake on a summer's day and doing some serious fishing ... all alone just me and my thoughts. No stress, get away from it all for an hour or so, but maybe not completely aimless – not just lying on a beach somewhere, but having some task to do. Then, when it's all over, it's back to normal life and problems and hassle, and having to fight to get what you want. But that brief moment of happiness helps me to reflect and make sense of my life.

Speaker 2: I think to be happy, you do obviously need some financial security – not rich ... I didn't say that, 'cos there's an important difference. Also I'd say you need humour in your life ... that's kind of obvious too. Having lots of free time to do what you want? Not sure, there. I'd say quite the reverse, actually. For me, you really appreciate your moments of leisure when you've done lots of hard work. If it's all play and no work in your life, then you don't enjoy it. So for me, it's all to do with ... setting yourself a list of things to get through and then you've completed them. Now you can be happy.

Speaker 3: I sometimes wonder if being happy is something to do with age. Very young children are happy most of the time; very old people are happy when they think of fond memories, and also they're happy when they see their grandchildren happy. So happiness is not just specific to one age group. That's certainly the case with my family. But in my experience happy people get through life more easily – if you take things seriously all the time, that's when you

get stressed or have health issues, maybe. And sometimes life can be a real pain, let's be honest.

Speaker 4: Happiness comes in many shapes and forms. Personally I'm happy when I'm active, doing my sports and feeling all healthy. But maybe that's a rather self-centred view. I also get moments when I'm just, say, sitting on a train, and suddenly I think of my children's smiling faces, and realise how lucky I am, how happy they make me – and my husband too, of course. My life could've turned out much worse, as it has for many people. Will I still be happy when they've all grown up and gone away? I'm sure when that time comes, I'll find a new form of happiness.

Speaker 5: It's sometimes said that you make your own happiness, and I've got some sympathy for that view. But in my experience, it's something more than that. It might sound strange, but I honestly think it's all about your life not being too easy. If everything in your life is handed to you on a plate by rich parents then I actually don't think you're as happy as someone who's had to struggle a bit in their life. When you can share your struggles with others and laugh about how you got through them, that's when you're truly happy. That's certainly how it's worked out for me.

Now you will hear Part 3 again.

That is the end of Part 3.

Now turn to Part 4.

You will hear part of a radio interview with an author called Mickey Smith, who is talking about becoming excellent at sport. For Questions 24–30, choose the best answer (A, B or C).

You now have 1 minute to look at Part 4.

F: Today on the programme we have Mickey Smith, author of the book *The Power of Practice*. Mickey, in your book you talk about what makes a champion sportsperson. Your argument is that talent – a natural aptitude or skill – doesn't exist. Right?

M: Right. I know that's controversial because it's thought that people are born with natural abilities. I have my critics but the evidence from research I've done backs up my argument. If you look at anyone who's reached a high level in any complex task, you'll find they've spent many years building up to it. This has started other people thinking and doing their own research. I've no doubt they'll reach the same conclusions I have.

F: What about physical abilities like speed? Isn't that what makes one footballer better than another, for example?

M: There are physical issues that are significant in some activities. However, in virtually all complex tasks the limiting factor is a mental thing. People don't become the greatest footballers because they move around the pitch quickly. While he may not realise it, the way a great footballer understands where his teammates are around him on the field is what helps him score goals, rather than speed.

F: In your book you also talk about geographical areas where lots of people become experts in the same activity. Gymnastics, for example.

M: The town I grew up in produced the top gymnasts of my generation, myself included. My initial reaction when I got to the top was, 'Wow', I must have been born with this ability to do gymnastics. But what about the others? What I now understand is that this excellence was down to having access to a fantastic coach and a 7-day-a-week gymnastics club, where we transformed ourselves from ordinary to extraordinary. Opportunity's another factor determining success.

F: Your argument is that to become excellent you have to practise for thousands of hours. That's a lot of training.

M: That's right. How successful you are is down to how long you're prepared to work. Evidence suggests those who make it believe excellence relies on practice. If you believe being good at something is down to natural ability, when you fail, you'll think you don't have enough of it – and you're more likely to give up. If you believe excellence is about effort, when you fail you're going to see it as an opportunity to grow.

F: What approach should coaches take when training youngsters in sport?

M: The way to go about it is to ensure the child enjoys what they're learning – that it becomes an internal desire to progress. Coaching young people is more about psychology than it is about the technical side of things – it's making the young performer really care about where they're going, motivating them in the right way, that will enable them to actually get there – little difference from how you encourage adults really.

F: Why don't more people who play sport try harder to improve?

M: Well, they see sports stars and assume they were born brilliant, but there's no evidence to suggest that. You just don't see the painstaking process it took to get them there when they're winning games on your TV screen. If you did, their brilliance wouldn't seem so miraculous. The illusion is to think they got there quickly and think 'Oh my goodness, I could never get up that slope.'

F: Given everything you've said about top performers, why do they sometimes fail at crucial moments? That's called 'choking', right?

M: Yes. It's to do with the expectation to succeed, no matter how many times they've done it before. When you first practise a skill you have to exert conscious control over it. When you become proficient you're able to do it subconsciously. When you choke you become so anxious that instead of delivering your skill automatically, you become conscious of what you're doing and it's like you've never done it before.

F: Thank you very much [FADE]

Now you will hear Part 4 again.

That is the end of Part 4.

There will now be a pause of 5 minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is 1 minute left, so that you are sure to finish in time.

You have one more minute left.

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

Assessment

Answer key

Listening sample paper 2

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

Q	Part 2
9	internet
10	history
11	caravan
12	party
13	sun(-)rise
14	shoulders
15	tracks
16	plants
17	airport
18	January

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

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

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

Speaking tasks

The Speaking test contains four parts. There are 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.

Part	Timing	Task type and interaction	Focus
1	2 minutes	A conversation between the interlocutor and each candidate (spoken questions).	The focus is on general interactional and social language.
2	A 1-minute 'long turn' for each candidate, plus a 30-second response from the second candidate. The total time for Part 2 is 4 minutes.	An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.	The focus is on organising a larger unit of discourse; comparing, describing and expressing opinions.
3	A 2-minute discussion followed by a 1-minute decision-making task. The total time for Part 3 is 4 minutes.	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and decision-making tasks.	The focus is on sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
4	4 minutes	A discussion on topics related to the collaborative task (spoken questions).	The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.

The four parts of the Speaking test

Format

The paired format for the B2 First Speaking test (two examiners and two candidates) offers candidates the opportunity to demonstrate, in a controlled but friendly environment, their ability to use their spoken language skills effectively. The test takes 14 minutes. One examiner, the interlocutor, conducts the test and gives a global assessment of each candidate's performance. The other, the assessor, does not take any part in the interaction but focuses solely on listening to, and making an assessment of, each candidate's oral proficiency.

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

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

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

PART 1 Interview

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



Sample task and assessment criteria: pages 75 and 82

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

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

PART 2 Long turn

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



Sample task and assessment criteria: pages 75 and 82

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

Candidates have the opportunity to show their ability to organise their thoughts and ideas, and express themselves coherently with appropriate language. The listening candidate is also asked to

comment (for about 30 seconds) after their partner's long turn. They should not speak during their partner's long turn.

PART 3 Collaborative task

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



Sample task and assessment criteria: pages 77 and 82

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

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

PART 4 Discussion

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



Sample task and assessment criteria: pages 77 and 82

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

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

Preparation

General

- Classroom activities which involve students working in pairs and small groups will give practice in skills such as initiating and responding, which are essential to success in the Speaking test.
- Make sure your students are familiar with the format of each part of the test. They should be aware of the different interaction patterns (who speaks to whom) and what stimulus will be provided by the interlocutor.
- Encourage your students to speak clearly so that they can be heard by both the interlocutor and assessor. They should be made aware that different varieties of English accents in the UK and elsewhere in the world are acceptable.
- Train your students to paraphrase when they do not know, or cannot remember, a word.

- Train your students to listen carefully to the instructions, and to read the questions above the pictures in Part 2 and the discussion question and prompts in Part 3, so that they know precisely what they have to talk about.
- To ensure all candidates are treated fairly, the interlocutor keeps to a scripted frame (as shown in the sample papers). However, you may remind your students that they can ask the examiner to repeat the instructions or a question.
- Encourage your students to initiate discussion and to respond to what other students have to say.

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

By part

PART 1

- In this part of the test, students will benefit from finding opportunities to practise talking about themselves. Interlocutors will ask candidates a range of questions about their everyday lives, for example sports they enjoy, travel and holidays, work experience 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, train journeys, starting a new job. This will give them the opportunity to practise a range of topics for this part of the test.
- Students could brainstorm possible questions from the categories above. The different groups could then answer each other's questions.

PART 2

- Teach your students to listen carefully to the instructions and to carry them out. Remind them that they should listen carefully to the instructions which follow the words *and say* and read the question above the photographs. If they do not do this they may miss the focus of the task and not produce a wide enough range of language, or they may find it difficult to speak for the full minute.
- Students should be confident that they know what they have to say before they start their long turn. Remind your students that they will not lose marks if they ask the examiner to repeat the instructions.
- Students sometimes find that a minute is quite a long time to talk for. Give your students practice at talking for a minute about a given topic. Topics and visuals in B2 First coursebooks will be appropriate for this practice. Give students plenty of practice in organising an extended turn and in linking their ideas together. Time this practice so that your students get a feel for how long a minute is. Without this, they may finish the task too quickly and as a result fail to give the examiners an adequate sample of language.
- Give your students practice by cutting thematically linked pairs of photographs from magazines and giving these an additional focus as in the test. For example, you might choose

photographs of two different types of holiday and ask your students to compare the photographs and say what people would enjoy about a holiday in each of the different places.

- Encourage your students to bring their own photographs to class and to speak about them.
- Candidates are not expected to give detailed descriptions of each picture. Rather, they are asked to compare the pictures and to give their reaction to them. Get your students to work in pairs or small groups and to share their ideas about what they might say, before they attempt a task.
- Students often find it useful to observe a good model answer given by a more advanced learner of English or by the teacher.
- Encourage your students to focus on useful language for this part of the test. In particular, ways of expressing similarity and difference may help, e.g. *one similarity is that ...; in this picture there's ... whereas in the other there's ...*. Remind your students that using comparatives and linking words will produce a more extended and coherent sample of speech than simply stringing together a series of simple statements. This will help them to gain marks under the Discourse Management assessment criterion.
- Play games such as *Just a Minute* where candidates have to speak for 1 minute without repeating themselves.

PART 3

- In this part of the test the interlocutor will give candidates a question to discuss. Encourage your students to use the written prompts as fully as possible. The interlocutor will then ask a question encouraging candidates to reach a decision by agreeing or disagreeing with each other. Tell your students not to be afraid to disagree with each other politely and that they will not lose marks if they fail to reach a decision.
- It is very important for candidates to interact with each other when they carry out the Part 3 task. All classroom discussion in pairs and small groups, therefore, provides excellent preparation.
- Remind your students to make positive contributions to move the discussion forward. They should be encouraged to respond to each other's contributions by agreeing, disagreeing and questioning each other, rather than just giving information about the task.
- In classroom activities, one student in each group could be made responsible for ensuring that every member of the group gets an equal opportunity to speak, so that the students become alerted to the importance of turn-taking.
- It may also be useful to focus on accurate production of functional language likely to be useful in this type of discussion. This may include ways of managing the discussion, e.g. *Shall we start with this one?; What do you think?; Shall we move on to ...?; Ways of expressing and justifying opinions, and agreeing and disagreeing (politely) are also likely to be useful.*

PART 4

- Encourage your students to give full answers to the questions asked. They can do this by keeping useful question words in their heads, e.g. *Why?; How?; When?; Where?*. If, when answering a question, students also respond to related question words like these, they will give full contributions. For example, in response to a question following Part 3 on the subject of '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, or the question may be directed to engage both candidates in the discussion. Therefore, as with Part 3, classroom discussions in pairs and small groups provide excellent preparation.
- In order to raise awareness of the types of questions asked and of effective ways of answering them, it may be helpful to give pairs of students different topics and to ask each pair to think of six discussion questions for their topic. These sets of questions could then be exchanged by the different pairs of students and discussed.
- Remind your students that there are no right answers to the questions and candidates will not be judged on their opinions, only on the language they use to express their opinions. It is quite acceptable for candidates to admit to not knowing much about a particular question, but they should be taught to expand on their views wherever possible and should be discouraged from making responses such as *I don't know, I'm not sure* or *I haven't thought about that*.

Part 1

2 minutes (3 minutes for groups of three)

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

And your names are?

Can I have your mark sheets, please?

Thank you.

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

First we'd like to know something about you.

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

Likes and dislikes

- How do you like to spend your evenings? (What do you do?) (Why?)
- Do you prefer to spend time on your own or with other people? (Why?)
- Tell us about a film you really like.
- Do you like cooking? (What sort of things do you cook?)

Special occasions

- Do you normally celebrate special occasions with friends or family? (Why?)
- Tell us about a festival or celebration in (candidate's country).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? (Where are you going to go?) (What are you going to do?)

Media

- How much TV do you watch in a week? (Would you prefer to watch more TV than that or less?) (Why?)
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? (Why? / Why not?)
- Do you ever listen to the radio? (What programmes do you like?) (Why?)

1 Helping others

2 Gardens

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor

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

(Candidate A), it's your turn first. Here are your photographs. They show people who are helping other people in different situations.

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

I'd like you to compare the photographs, and say how important it is to help people in these situations.

All right?

Candidate A

⌚ 1 minute

Interlocutor

.....
Thank you.

(Candidate B), do you find it easy to ask for help when you have a problem?

Candidate B

⌚ approximately 30 seconds

Interlocutor

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

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

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

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

All right?

Candidate B

⌚ 1 minute

Interlocutor

.....
Thank you.

(Candidate A), which garden would you prefer to spend time in? (Why?)

Candidate A

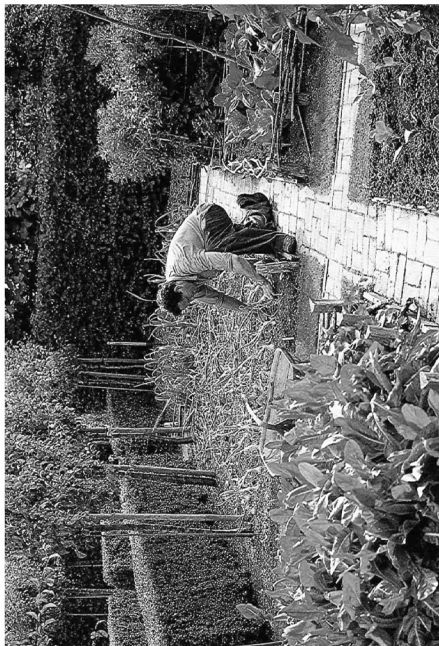
⌚ approximately 30 seconds

Interlocutor

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

2

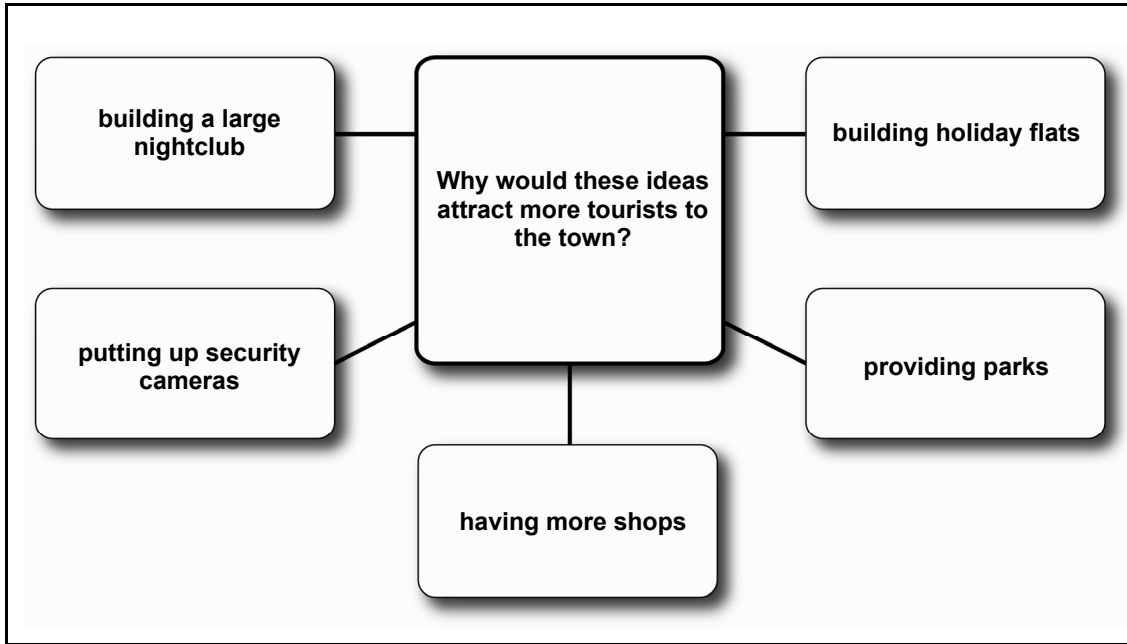
What are the people enjoying about spending time in these gardens?



1

How important is it to help people in these situations?





21 Holiday resort

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

Part 3

Interlocutor

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

I'd like you to imagine that a town wants more tourists to visit. Here are some ideas they're thinking about and a question for you to discuss. First you have some time to look at the task.

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

Now, talk to each other about why these ideas would attract more tourists to the town.

Candidates

⌚ 2 minutes (3 minutes for groups of three)

.....

Interlocutor

Thank you. Now you have about a minute to decide which idea would be best for the town.

Candidates

⌚ 1 minute (for pairs and groups of three)

.....

Interlocutor

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

Part 4

Interlocutor

Use the following questions, in order, as appropriate:

- Do you think you have to spend a lot of money to have a good holiday? (Why? / Why not?)
- Some people say we travel too much these days and shouldn't go on so many holidays. What do you think?

Select any of the following prompts, as appropriate:

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

- Do you think people have enough time for holidays these days? (Why? / Why not?)
- Why do you think people like to go away on holiday?
- What do you think is the biggest advantage of living in a place where there are a lot of tourists?
- What can people do to have a good holiday in (candidate's country)? (Why?)

Thank you. That is the end of the test.

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

Part 1

2 minutes (3 minutes for groups of three)

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

And your names are?

Can I have your mark sheets, please?

Thank you.

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

First we'd like to know something about you.

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

Likes and dislikes

- How do you like to spend your evenings? (What do you do?) (Why?)
- Do you prefer to spend time on your own or with other people? (Why?)
- Tell us about a film you really like.
- Do you like cooking? (What sort of things do you cook?)

Special occasions

- Do you normally celebrate special occasions with friends or family? (Why?)
- Tell us about a festival or celebration in (candidate's country).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? (Where are you going to go?) (What are you going to do?)

Media

- How much TV do you watch in a week? (Would you prefer to watch more TV than that or less?) (Why?)
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? (Why? / Why not?)
- Do you ever listen to the radio? (What programmes do you like?) (Why?)

1 Travelling 2 Looking at things

Part 2

4 minutes (6 minutes for groups of three)

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

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

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

I'd like you to compare the photographs, and say **why you think the people have decided to travel in these situations**.

All right?

Candidate A

⌚ 1 minute

Interlocutor

.....
Thank you.

(Candidate B), do you enjoy travelling by plane? (Why? / Why not?)

Candidate B

⌚ approximately 30 seconds

Interlocutor

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

Now, (Candidate B), here are your photographs. They show **people who are looking at things in different situations**.

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

I'd like you to compare the photographs, and say **why you think the people are looking at these things**.

All right?

Candidate B

⌚ 1 minute

Interlocutor

.....
Thank you.

(Candidate A), do you ever go to art galleries or museums? (Why? / Why not?)

Candidate A

⌚ approximately 30 seconds

Interlocutor

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

2

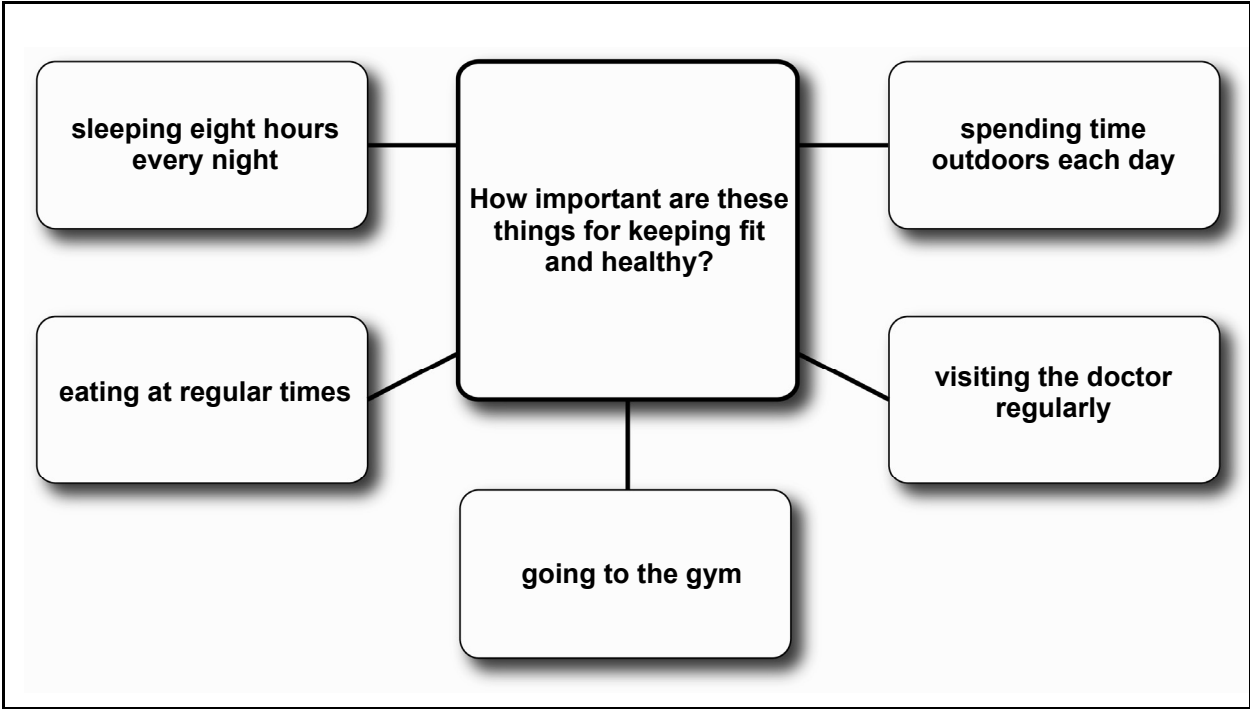
Why are the people looking at these things?



1

Why have the people decided to travel in these situations?





21 Keeping fit

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

Part 3

Interlocutor

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

Here are some things people often do to keep fit and healthy and a question for you to discuss. First you have some time to look at the task.

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

Now, talk to each other about how important these things are for keeping fit and healthy.

Candidates

⌚ 2 minutes
 (3 minutes for groups of three)

Interlocutor

Thank you. Now you have about a minute to decide which two are most important for keeping fit in the long term.

Candidates

⌚ 1 minute
 (for pairs and groups of three)

Interlocutor

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

Part 4

Interlocutor

Use the following questions, in order, as appropriate:

- What is the advantage of keeping fit with friends?
- Some people say it is a waste of time going to a gym because you can exercise outside for free. What do you think?
- Is it possible to live healthily without spending a lot of money? (Why? / Why not?)
- Do you think the government should spend more money on sports and leisure facilities? (Why? / Why not?)
- Some people say it's a school's responsibility to help students keep fit. Do you agree?
- Do you think advertising makes people worry too much about keeping fit and how they look? (Why? / Why not?)

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

Examiners and marking

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

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

Assessment scales

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

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

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

Assessment for B2 First is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for B2 First (shown on page 82) are extracted from the overall Speaking scales on page 83.

B2 First Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 83:

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

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

Overall Speaking scales

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

Speaking assessment glossary of terms

1. General

Conveying basic meaning

Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.

Situations and topics

Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to work, taking part in leisure activities. An A2 Key task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.

Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. B2 First tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.

Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. C1 Advanced tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.

Abstract topics: topics which include ideas rather than concrete situations or events. C2 Proficiency tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.

Utterance

Utterance: people generally write in sentences and they speak in utterances.

An utterance may be as short as a word or phrase, or a longer stretch of language.

2. Grammar and Vocabulary

Appropriacy of vocabulary

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

Flexibility

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

Grammatical control

Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Where language specifications are provided at lower levels (as in A2 Key and B1 Preliminary), candidates may have control of only the simplest exponents of the listed forms.

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

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

Grammatical forms

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

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

Range

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

3. Discourse Management

Coherence and cohesion

Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.

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

Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (*and, in addition, moreover*); consequence (*so, therefore, as a result*); order of information (*first, second, next, finally*).

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

Related vocabulary: the use of several items from the same lexical set, e.g. *train, station, platform, carriage*; or *study, learn, revise*.

Grammatical devices: essentially the use of reference pronouns (e.g. *it, this, one*) and articles (e.g. *There are two women in the picture. The one on the right ...*).

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

Extent/extended stretches of language

Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long-turn tasks require longer stretches of language, whereas

tasks which involve discussion or answering questions could require shorter and extended responses.

Relevance

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

Repetition

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

4. Pronunciation

Intelligible

Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.

Phonological features

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

Individual sounds are:

- pronounced vowels, e.g. the /æ/ in *cat* or the /e/ in *bed*
- diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in *host* or the /eɪ/ in *hate*
- consonants, e.g. the /k/ in *cut* or the /f/ in *fish*.

Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. im**P**ORTant. Word stress can also distinguish between words, e.g. pro**T**EST vs PR**O**test. In sentences, stress can be used to indicate important meaning, e.g. *WHY is that one important?* versus *Why is THAT one important?*

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

5. Interactive Communication

Development of the interaction

Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus or to something the other candidate/interlocutor has said; or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. *What about bringing a camera for the holiday? or Why's that?*).

Initiating and responding

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

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

Prompting and supporting

Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.

Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.

Turn and simple exchange

Turn: everything a person says before someone else speaks.

Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question–answer, suggestion–agreement.



Candidate Name

Candidate Number

Centre Name

Centre Number

Examination Title

Examination Details

Assessment Date

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

First Speaking Mark Sheet

Date of test:

Month: 1 2 3 4 5 6 7 8 9 10 11 12

Day: 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

Marks Awarded:

Grammar and Vocabulary	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Discourse Management	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Pronunciation	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Interactive Communication	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Global Achievement	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0

Test materials used: Part 2 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Part 3 21 22 23 24 25 26 27 28 29 30

Assessor's number

Test Format

Number of 2nd Candidate

Examiners: Candidates

2 : 2

Interlocutor's number

2 : 3

Number of 3rd Candidate



B2 First glossary

Answer sheet

the form on which candidates record their responses.

Assessor

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

Cloze test

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

Coherence

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

Collaborative task

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

Collocation

this term describes the likelihood of two words going together, e.g. *a good job, a wonderful occasion*.

Comprehension questions

short questions testing information selection, linking and sentence construction.

Content points

the points contained in the notes on the text in the B2 First Paper 2 Part 1 compulsory question, which must be included in the candidate's letter or email.

Discourse

written or spoken communication.

Gap-filling item

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

Gist

the central theme or meaning of the text.

Impeding error

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

Input material

the text and notes, sometimes supported by illustrations or diagrams, which candidates have to base their answers on in the B2 First Paper 2 Part 1 compulsory question.

Interlocutor

the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.

Item

each testing point in a test which is given a separate mark or marks.

Key

the correct answer to an item.

Key word

the word which must be used in the answer to an item in B2 First Paper 3 Part 4.

Lexical

adjective from lexis, meaning to do with vocabulary.

Long turn

the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.

Lozenge

the space on the mark sheet which candidates must fill in to indicate their answer to a multiple-choice question.

Multiple choice

a task where candidates are given a set of several possible answers of which only one is correct.

Multiple matching

a task in which a number of questions or sentence-completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times.

Neutral style

a writing style, at B2 First level appropriate for compositions, with no specific features of formality or informality.

Opening and closing formulae

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

Options

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

Paraphrase

to give the meaning of something using different words.

Phrasal verb

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

Pretesting

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

Prompt sentence

the complete sentence given as the opening or closing line of a story.

Referencing

the technique of using 'referents'.

Referent

a word or term that refers to another person, place, etc.

Register

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

Report layout

the way in which a report should be presented. At B2 First level a report in Paper 2 Part 2 should be clearly organised into paragraphs/sections and may include headings.

Stem word

the word at the end of each line in B2 First Paper 3 Part 3, which is the basis for the word that has to be formed.

Target reader

the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one.

Task fulfilment

completing all elements of a B2 First Paper 2 task using a range of appropriate and accurate language.

Acronyms**ALTE**

The Association of Language Testers in Europe.

CEFR

Common European Framework of Reference.

EFL

English as a Foreign Language.

ESOL


English for Speakers of Other Languages.

UCLES

University of Cambridge Local Examinations Syndicate.

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- Accepted by over 20,000 organisations worldwide
- 2,800 exam centres in 130 countries
- Over 50,000 preparation centres
- Providing English language assessment since 1913



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